

Methodological Adaptation in EFL Teaching: A TEIL-Based Classroom Approach

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ABSTRACT

The expanding role of English as a global language has reshaped English as a Foreign Language (EFL) pedagogy toward approaches that emphasize communicative effectiveness, inclusivity, and contextual relevance. Teaching English as an International Language (TEIL) views English as a shared medium of international communication rather than a language bound to native-speaker norms. In this perspective, Task-Based Language Teaching (TBLT) provides a communicative framework that promotes meaningful language use through authentic tasks. However, the implementation of TBLT in EFL classrooms often requires methodological adaptation to accommodate learners' proficiency levels and classroom realities. This study examines how methodological adaptation is applied in a TEIL-based EFL classroom through task-based instruction. This study employed a qualitative descriptive research design and involved 15 seventh-semester students from the English Education Department of Universitas Muhammadiyah Tangerang. Data were collected through a questionnaire consisting of ten items exploring students' perceptions of task implementation, interaction, engagement, and communicative focus. The findings indicate that students perceived task-based learning positively, reporting increased confidence in using English, active collaboration, and a stronger emphasis on meaning over grammatical accuracy. These results suggest that methodological adaptation in TBLT supports communicative, flexible, and meaningful English learning aligned with TEIL principles, contributing to more effective EFL pedagogy in international communication contexts.

Keywords: *Alphabetically sorted; Capitalized first word; From a to z; Maximum 5 keywords; Separate by semicolon (;) between keyword*

INTRODUCTION

English as a Foreign Language (EFL) learning continues to evolve along with the increasing function of English as a means of international communication. In this global context, the Teaching English as an International Language (TEIL) perspective views English as a language used by speakers from various linguistic and cultural backgrounds, so that successful communication and cross-cultural understanding become the main goals of language learning (Selvi et al., 2024). This approach demands learning practices that are more inclusive, contextualized, and do not rely entirely on native speaker norms.

In line with TEIL principles, EFL learning requires methodologies that are adaptive to classroom conditions and learners' needs. However, learning practices in the field still face various limitations, such as the lack of exposure to English outside the classroom, limited learning time, curriculum demands, and differences in learners' language proficiency levels. These conditions encourage teachers to not only rely on one learning approach rigidly, but to make methodological adaptations so that the learning process remains effective and relevant to the learner's context.

One approach that is widely used in EFL learning is Task-Based Language Teaching

(TBLT), which places meaningful communicative tasks at the core of language learning. This approach emphasizes real language use through the completion of tasks that resemble real-world communication activities (Bhandari, 2020). TBLT encourages learners to actively participate, interact, and develop language skills in an integrated manner.

A number of studies have shown that TBLT has a positive impact on learners' language engagement and skills in EFL contexts. A systematic review of TBLT research shows that this approach is effective in increasing learner participation as well as language skill acquisition, especially when tasks are tailored to the learning context (Mudinillah, 2024). In addition, recent empirical research shows that the application of TBLT in speaking lessons can significantly increase learner engagement and interaction (Soongpankhao & Zhou, 2025).

However, these studies also confirm that the implementation of TBLT is not always straightforward and complete. Teachers often need to adapt task designs, activity sequences and supporting strategies to suit learners' ability levels and institutional conditions. Within the TEIL framework, methodological adaptation becomes increasingly important as English language learning focuses not only on language structure,

but also on meaning, communication functions, and the diversity of global English usage (Selvi et al., 2024).

Based on this description, there are still limited studies that specifically discuss how EFL teachers make methodological adaptations in the implementation of TBLT that are aligned with TEIL principles. Most studies emphasize learning outcomes, while the process of methodological adaptation by teachers in real classrooms has not been studied in depth.

Therefore, this study aims to examine methodological adaptation in EFL learning through a TEIL-based classroom approach. Specifically, this study examines how the principles of TBLT are adapted in learning practices, how the adaptation adapts to learners' needs and learning contexts, and how the approach supports communicative and meaningful English language learning. This research is expected to make theoretical and practical contributions to the development of EFL pedagogy as well as a reference for teachers in implementing flexible and contextualized task-based learning strategies.

REVIEW OF RELATED LITERATURE

A. Teaching English as an International Language (TEIL)

Teaching English as an International Language (TEIL) is a pedagogical approach that views English as a global medium of communication used by speakers from different linguistic and cultural backgrounds. In this perspective, English is no longer understood as an exclusive representation of native speakers' linguistic or cultural norms, but rather as an international language that serves to facilitate cross-national and cross-cultural interactions. The development of globalization, international mobility, as well as the increasing need for global communication have prompted a change in the orientation of English language learning from the achievement of native-like competence to the development of comprehensibility and communication effectiveness. Thus, TEIL places the communicative function of language as the main goal of learning (Çetinkaya, 2021).

In addition, TEIL recognizes the existence and legitimacy of various variations of global English that develop according to the

social and cultural contexts of its users. Such variations are seen as legitimate forms of language use in international communication, not as deviations from a particular standard. Therefore, learners are directed to understand linguistic differences as a natural and functional phenomenon in global communication. This approach makes English learning more contextual, realistic, and relevant to the needs of the learners in the global era (Çetinkaya, 2021).

Critique of Native-Speakerism

One of the main theoretical foundations in TEIL is the critique of the concept of native-speakerism, which is the view that places native speakers as the ideal standard in English language teaching and learning. In conventional educational practices, the native-speaker model is often used as the main benchmark in terms of accent, grammar, and language use, which indirectly puts non-native learners at a disadvantage. The TEIL approach rejects this assumption by asserting that successful international communication is not determined by the extent to which one resembles a native speaker, but rather by the ability to convey a message clearly, effectively, and understandably to interlocutors from diverse backgrounds. In global communication, variations in accent and language structure are in fact a common and unavoidable condition. Therefore, TEIL encourages a paradigm shift in language evaluation from a focus on the accuracy of linguistic forms to successful communication and negotiation of meaning in real contexts (Jenkins, 2020).

TEIL, Intercultural Communicative Competence, and Intercultural Communication

Within the framework of Teaching English as an International Language, English language competence includes not only mastery of linguistic aspects, but also Intercultural Communicative Competence (ICC). ICC refers to an individual's ability to communicate effectively and appropriately in cross-cultural situations involving differences

in values, norms and social practices. This competence includes cultural awareness, knowledge of other cultural perspectives, an open attitude towards differences, as well as the ability to manage potential misunderstandings in international interactions. In the context of global communication, English language learners often interact with non-native speakers who bring different cultural backgrounds, so the mastery of ICC becomes a very crucial aspect. The integration of ICC in English learning allows students not only to understand language as a system, but also as a social practice that is influenced by cultural context. Thus, TEIL-based learning that integrates ICC can increase cross-cultural awareness and the relevance of learning to the reality of international communication (Byram & Wagner, 2020).

Implications of TEIL for Curriculum and Learning Materials

The application of TEIL has significant implications for curriculum design, selection of teaching materials, and English learning strategies. In this approach, learning materials are no longer limited to texts, dialogs, or contexts that represent native speaker culture alone, but include international communication situations that reflect the diversity of English language use in the real world. TEIL-based materials are geared towards showcasing various global contexts, such as interactions between speakers from different countries, the use of English in international academic environments, and cross-cultural professional communication. In addition, this approach provides room for teachers to make methodological adaptations according to learners' needs and local contexts, without losing the global orientation of learning. Thus, TEIL promotes a curriculum that is more flexible, inclusive, and relevant to the communication needs of the 21st century (Çetinkaya, 2021).

The Relevance of TEIL in English as a Foreign Language (EFL) Contexts

In the context of English as a Foreign Language (EFL), TEIL has high relevance

because learners generally use English to communicate with fellow non-native speakers in various domains of life. Therefore, the goal of English learning needs to be directed towards the development of effective functional communication skills, not merely the achievement of grammatical accuracy. This approach places English as a practical communication tool that is used according to the real needs of learners (Jenkins, 2020).

Furthermore, TEIL contributes to creating a more inclusive and realistic learning environment by recognizing learners as legitimate users of English. This approach helps to reduce language learning anxiety as learners are no longer burdened with demands to reach native speakers' standards. Thus, TEIL is very appropriate in EFL contexts, especially in multilingual societies and developing countries that require English as a means of global communication (Jenkins, 2020).

B. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is a language teaching approach that places communicative tasks at the center of the learning process. In this approach, language is learned through its use to achieve specific goals, rather than through the mastery of language structures in isolation. Tasks are understood as activities that require students to use the target language meaningfully in order to solve a problem, share information, or produce a particular product. Thus, language functions as a means of communication, not as a mere object of learning. This approach reflects the way language is used in real life, so learning becomes more authentic and relevant to students' communication needs (Ellis et al., 2020).

In addition, TBLT clearly distinguishes between tasks and exercises. Tasks in TBLT demand high cognitive and communicative engagement as the end result focuses on achieving meaning, not on the accuracy of linguistic forms. In contrast, traditional exercises tend to be oriented towards the manipulation of language structures without a

clear communication context. Therefore, TBLT is considered more effective in developing communication skills as students are encouraged to use language spontaneously and meaningfully in situations that resemble real-world contexts (Ellis et al., 2020).

How TBLT differs from traditional approaches

Unlike the grammar-based or presentation-practice-production (PPP) approach, TBLT does not make teaching linguistic structures the starting point of learning. In traditional approaches, students are generally introduced to grammatical rules first before being given the opportunity to use language. In contrast, TBLT places language use as the starting point, while linguistic aspects are analyzed and deepened after tasks are completed. This difference indicates a paradigm shift from language learning as a system towards language learning as a communication practice (Ellis, 2020).

The TBLT approach also emphasizes the active role of students in the learning process. Students are not only recipients of linguistic information but act as active and independent language users. The teacher functions as a facilitator who designs tasks, monitors the interaction process, and provides relevant feedback. Thus, TBLT supports learner-centered instruction and encourages the development of language learning autonomy (Ellis et al., 2020).

Theoretical Foundations: Cognitive-Interactionist Perspective

In recent developments, TBLT is heavily supported by the cognitive-interactionist perspective which emphasizes the role of interaction and cognitive processes in second language acquisition. This perspective assumes that language is optimally learned when learners engage in meaningful interactions that demand active language processing. Communicative tasks create conditions that allow these interactions to occur, either through discussion, negotiation of meaning, or collaboration between students (Ellis, 2020).

During the implementation of the task, students experience a noticing process, which is an awareness of the gap between their language skills and the communication demands faced. This awareness triggers students' attention to forms of language that they have not previously mastered. In addition, the negotiation of meaning process that occurs during interaction helps students clarify messages, correct errors, and improve understanding. These processes are thought to contribute directly to the development of more stable and communicatively usable language competence (Ellis, 2020).

Technology Integration in Contemporary TBLT

In recent developments, TBLT is increasingly being integrated with digital technology, known as Technology-Mediated Task-Based Language Teaching. Technology-based learning environments enable the design of more authentic, collaborative and interactive tasks, such as online projects, virtual discussions and digital-based simulations. The integration of these technologies expands the space for student interaction and provides access to more diverse learning resources. In addition, technology enables faster and more continuous feedback from both teachers and fellow students. This approach is considered to increase learners' intrinsic motivation as the tasks are aligned with the digital experiences and habits of today's generation (Chong & Reinders, 2020; Marek & Wu, 2020).

C. Methodological adaptation in EFL classrooms

Methodological adaptation in EFL classrooms involves teachers modifying curriculum materials, methods, and assessments to better suit diverse learner needs, contexts, and emerging challenges like digital shifts. This process draws from established models emphasizing flexibility over rigid implementation. Recent studies from 2020-2025 highlight its importance for enhancing engagement and outcomes in English as a Foreign Language setting.

Fidelity Model

The fidelity model requires strict adherence to predefined curriculum designs, where teachers implement materials exactly as intended by developers without significant changes. This approach assumes uniform effectiveness across contexts, prioritizing consistency and measurable outcomes through standardized delivery. Teachers act primarily as facilitators of scripted lessons, minimizing personal input to ensure alignment with policy goals (Shawer et al., 2008, as cited in Weda & Sakir, 2022).

In EFL classrooms, fidelity supports structured grammar and vocabulary instruction, particularly beneficial for novice learners needing clear routines. Research shows it maintains accountability in large-scale programs but risks disengagement when materials ignore local cultural nuances or proficiency variances. Indonesian EFL teachers often default to this during high stakes testing periods to meet official benchmarks (Weda & Sakir, 2022).

Critics note fidelity overlooks dynamic classroom realities, such as student motivation fluctuations, leading to superficial learning. A 2024 study found Indonesian tertiary EFL instructors using fidelity for 2013 curriculum compliance yet reported lower speaking fluency gains compared to adaptive peers. This underscores the need for contextual evaluation before full commitment (Shawer, 2017, as cited in Gultom, 2024).

Mutual Adaptation Model

Mutual adaptation allows collaborative modifications between teachers and curriculum designers, balancing fidelity with practical adjustments to fit local needs. Teachers actively revise content, pacing, or activities while preserving core objectives, fostering a post-positivist view of implementation as negotiated. This model empowers educators as co-developers, drawing on their classroom insights (Cho, 1998, as cited in Gultom, 2024).

EFL applications include tailoring textbooks for cultural relevance or integrating technology during transitions like online

learning shifts post-2020. Studies reveal mutual adaptation boosts motivation in diverse Indonesian EFL settings by enabling flexible lesson plans responsive to student feedback. Teachers reported higher participation when adapting tasks for mixed-ability groups (Shawer et al., 2009, as cited in Gultom, 2024).

Challenges arise from negotiation time and policy resistance, yet benefits include sustained relevance amid disruptions like pandemics. A 2025 review emphasized its role in flipped classrooms, where EFL teachers modified pre-class modules for better input-output balance, aligning with Nation's Four Strands (Rahmawati et al., 2025).

Enactment Model

Enactment positions teachers as curriculum creators, reconstructing materials constructively based on emergent classroom dynamics rather than predefined plans. Rooted in constructivism, it views implementation as teacher-led innovation, where lessons evolve organically from interactions. This grants maximum agency, prioritizing learner-centered outcomes over designer intent (Shawer, 2010, as cited in Gultom, 2024).

In EFL contexts, enactment shines in communicative tasks like role-plays adapted real-time for proficiency gaps, enhancing fluency in unpredictable settings. Indonesian studies from 2023-2025 show enactment yielding superior speaking gains in tertiary programs, as teachers improvised with AI tools for personalized fluency drills (Rahmawati et al., 2025).

Limitations include potential misalignment with assessments and resource demands, requiring skilled facilitation. Research confirms enactment thrives in supportive institutions, with 2024 data indicating EFL teachers blending it with mutual adaptation for hybrid efficacy amid digital divides (Hashim, 2025).

Technology Driven Adaptation

Technology integration represents a modern adaptation strand, where EFL teachers leverage AI, apps, and platforms to customize methodologies dynamically. This responds to

VUCA (volatile, uncertain, complex, ambiguous) environments, enabling flipped models and personalized strands like Nation's framework. Teachers adapt via tools like ChatGPT for input generation or Grammarly for form-focused feedback (Rahmawati et al., 2025).

Recent free-access studies highlight its prevalence post-2020, with Indonesian EFL instructors using Otter.ai for transcripts and ELSA Speak for pronunciation, boosting pre-class readiness. Adaptation here mitigates digital divides through hybrid designs, though challenges like AI inaccuracies demand teacher mediation (Hashim, 2025).

Outcomes show improved conversational competence, as 2025 flipped classroom research demonstrated balanced Four Strands via AI, with teachers enacting contextual tweaks for cultural fit. This evolution signals technology as a core adaptation pillar (Larsen-Freeman, 2023, as cited in riset.unisma.ac.id)

METHODOLOGY

This research employed a qualitative descriptive approach to explore methodological adaptation in the implementation of Task-Based Language Teaching (TBLT) in an English as a Foreign Language (EFL) learning context. A qualitative descriptive design was selected because it allows the researcher to describe educational phenomena as they naturally occur and to capture participants' perceptions without experimental manipulation (Creswell & Poth, 2018). This approach was considered suitable for examining how task-based instruction was adapted to meet learners' needs in a higher education setting.

The participants of this research were seventh-semester students of the English Education Department, Faculty of Teacher Training and Education (FKIP), Universitas Muhammadiyah Tangerang. Of 15 students participated in this study. The participants were selected using purposive sampling, as seventh-semester students were assumed to have sufficient exposure to EFL learning and communicative classroom activities. Purposive

sampling is commonly used in qualitative research to select participants who can provide rich and relevant information related to the research focus (Merriam & Tisdell, 2016).

The research was conducted in a regular EFL classroom at Universitas Muhammadiyah Tangerang. Task-based learning activities were implemented as part of classroom instruction, enabling the researcher to examine methodological adaptation within an authentic learning environment.

Data were collected using a questionnaire consisting of 10 items. The questionnaire was designed to explore students' perceptions of task-based learning implementation and instructional adaptation during classroom activities. The items focused on task clarity, task difficulty, student engagement, interaction, instructional support, and the perceived effectiveness of task-based activities in facilitating English language learning. Questionnaires are considered effective instruments for collecting systematic data on learners' perceptions in educational research (Ary et al., 2022).

The data obtained from the questionnaire were analyzed using descriptive qualitative analysis. Students' responses were organized, categorized, and interpreted to identify recurring patterns related to methodological adaptation and learning experiences. The interpretation process emphasized identifying meaningful themes emerging from participants' responses, which is consistent with qualitative data analysis procedures (Braun & Clarke, 2021).

To ensure the credibility and dependability of the research findings, the questionnaire items were developed based on established principles of Task-Based Language Teaching and aligned with the research objectives. Clear instructions were provided to the participants to minimize misinterpretation, and consistent data collection and analysis procedures were applied throughout the study (Nowell et al., 2021).

FINDINGS AND DISCUSSIONS

To determine how methodological adaptation through a task-based learning

approach grounded in Teaching English as an International Language (TEIL) supports English language learning, this study involved 15 seventh-semester students from the English Education Study Program at Muhammadiyah University Tangerang. All participants had experience participating in English language learning that used task-based activities, so they were considered relevant to provide perceptions regarding the application of learning methods and communication practices in EFL classrooms.

The survey results showed generally positive perceptions of the use of tasks as the main focus of learning. A total of 87% of respondents stated that they had experienced English learning activities that emphasized the use of tasks and encouraged the active use of English in the classroom. The same percentage also indicated that the tasks given reflected real or academic communication situations, indicating that the learning design was in line with the objectives of meaningful communication.

In terms of confidence and learning focus, 73% of participants stated that they felt more confident using English even though their grammar was not entirely accurate. This finding shows that the learning process emphasizes meaning and communication rather than grammatical accuracy alone. This is reinforced by the 73% of students who stated that learning does indeed focus on communication, in line with the TEIL principle which places English as a tool for international communication, not merely as a system of linguistic rules.

In addition, interaction and collaboration are dominant aspects of the learning process. A total of 93% of students reported that they often interact with classmates through discussions or group work when completing assignments. Moreover, 87% of respondents stated that task-based activities were tailored to students' ability levels and learning needs, while 67% stated that lecturers adjusted task instructions when students encountered difficulties. These findings indicate methodological adaptation in both task design and instructional support.

Overall, students showed a very positive perception of the effectiveness of task-based learning. All respondents (100%) stated that task-based learning is effective for English language learning at the university level, and 87% stated that these tasks help them understand English as a tool for international communication. These results indicate that the TEIL-based task-based learning approach is capable of creating meaningful learning experiences through increased interaction, confidence in communication, and flexibility in EFL classroom learning methods. A summary of their responses is shown in the following table

Table 1. Percentage Distribution of Respondents to Survey Statements about Task-Based Learning

No	Survey Statement	Agree (%)	Disagree (%)
1	I have experienced English learning activities that use tasks as the main focus of instruction.	87%	13%
2	Task-based activities encourage me to actively use English during classroom learning.	87%	13%
3	The tasks given in class reflect real-life or academic communication situations.	87%	13%
4	I feel more confident using English even when my grammar is not completely accurate.	73%	27%
5	The lecturer adapts task instructions when students experience difficulties.	67%	33%
6	The learning process emphasizes meaning and communication rather than grammatical accuracy alone.	73%	27%
7	I often interact with classmates through discussions or group work while completing tasks.	93%	7%
8	Task-based activities are adjusted to suit students' proficiency levels and learning needs.	87%	13%

No	Survey Statement	Agree (%)	Disagree (%)
9	The tasks help me understand English as a tool for international communication.	87%	13%
10	Overall, task-based learning is effective for English learning at the university level.	100%	0%

Based on questionnaire data collected from 15 seventh-semester students of the English Education Department at Universitas Muhammadiyah Tangerang, as presented in Table 1, the findings indicate that task-based learning plays a significant role in facilitating students' engagement in speaking activities. A large majority of participants 87% perceived task-based activities as effective in encouraging the active use of English during classroom learning. This finding supports previous studies which argue that Task-Based Language Teaching (TBLT) promotes communicative competence by placing learners in meaningful language-use situations rather than form-focused instruction (Alasal, 2025).

The data further reveal that task-based instruction provides opportunities for communication that resemble real-life or academic contexts. Most participants agreed that the tasks reflected authentic communication needs, which helped them express ideas more naturally. This aligns with Bekchanova and Arabova (2025), who emphasize that communicative tasks enable learners to use language purposefully through interaction and problem-solving activities. When students engage in tasks that mirror real communicative demands, they are more likely to develop functional speaking skills.

In terms of learner confidence, the questionnaire results show that many students felt more confident speaking English even when their grammatical accuracy was not fully developed. This is reflected in 73% of participants who reported increased confidence despite making grammatical errors. This finding is consistent with Tarbiyah and

Tarbiyah (2025), who argue that task-based learning shifts learners' attention from grammatical perfection to meaning negotiation, allowing fluency to develop alongside accuracy over time.

Interaction and collaboration emerged as one of the strongest aspects of the learning process. As shown in Table 1, 93% of participants agreed that group discussions and collaborative tasks supported their speaking engagement. Through peer interaction, students were able to negotiate meaning, exchange ideas, and gain feedback in a supportive environment. This finding is supported by recent research on peer-based speaking activities, which highlights that collaborative interaction enhances learner engagement and speaking confidence (Asian-Pacific Journal of Second and Foreign Language Education, 2025).

Another important finding relates to instructional flexibility. The data indicate that 67% of participants perceived that lecturers adapted task instructions based on students' proficiency levels and learning needs. Such methodological adaptation contributes to the effectiveness of task-based instruction, as tasks become more accessible and relevant to learners' abilities. This supports the view that successful TBLT implementation requires responsive instruction that considers learners' linguistic readiness and classroom context (Alasal, 2025).

Moreover, the emphasis on meaning over grammatical accuracy was positively received by students. Approximately 73% of participants agreed that task-based activities prioritized communication and message delivery rather than rigid grammatical correctness. This pedagogical orientation allows learners to use English more spontaneously and confidently, which is essential for oral development. When learners are not overly constrained by accuracy demands, they are more willing to participate actively in speaking tasks (Tarbiyah & Tarbiyah, 2025).

Overall, the findings demonstrate that task-based learning is perceived as an effective approach in speaking instruction, with all

participants (100%) acknowledging its positive contribution to their learning experience. The integration of meaningful tasks, peer interaction, instructional adaptation, and a focus on communication creates a supportive learning environment that fosters students' confidence and speaking engagement. These findings suggest that task-based learning is a practical and learner-centered approach for enhancing speaking skills in EFL higher education contexts.

CONCLUSIONS

This study concludes that methodological adaptation plays a crucial role in the successful implementation of Task-Based Language Teaching (TBLT) within a Teaching English as an International Language (TEIL) framework in EFL classrooms. The findings demonstrate that adapting task design, instructional support, and classroom interaction to learners' needs enables students to engage more actively in meaningful communication. Students' positive perceptions indicate that task-based activities foster confidence in using English, encourage collaboration, and shift the learning focus from grammatical accuracy toward communicative effectiveness, which aligns with core TEIL principles.

Moreover, the results highlight that flexible task implementation allows English to be experienced as a practical tool for international communication rather than as a rigid linguistic system. This suggests that methodological adaptation helps create a more inclusive and realistic learning environment where learners are positioned as legitimate users of English. Despite the limited number of participants, this study provides valuable insights into how TBLT can be adapted to support communicative and contextualized learning in EFL settings. Future research is recommended to involve larger participant groups and multiple data collection methods to further explore the impact of TEIL-based methodological adaptation on language proficiency and intercultural communicative competence.

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