

THE IMPACT OF TECHNOLOGY ON TASK-BASED LANGUAGE TEACHING: A PEDAGOGICAL SHIFT

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<https://doi.org/10.5281/zenodo.17526823>

Abstract. *This article explores the transformative role of technology in Task-Based Language Teaching (TBLT), emphasizing how digital tools have redefined task design, learner interaction, and classroom dynamics. As language education continues to evolve in response to technological advances, integrating digital platforms, mobile applications, and virtual collaboration tools into TBLT has become increasingly relevant. Drawing on recent research, this paper examines the pedagogical implications of technology-enhanced TBLT, highlighting both its potential and challenges in fostering meaningful language use and communicative competence.*

Key words: *Task-Based Language Teaching (TBLT), educational technology, digital pedagogy, language learning, communicative competence, online language instruction, interactive learning tasks; second language acquisition (SLA).*

Introduction

In recent years, technology has significantly reshaped the landscape of language education. With the rise of digital learning environments and online communication tools, language teachers are rethinking traditional instructional models, particularly those rooted in communicative methodologies such as Task-Based Language Teaching (TBLT). TBLT, which emphasizes learning through authentic language tasks, naturally aligns with the affordances of digital tools that facilitate interaction, collaboration, and learner autonomy (González-Lloret & Ortega, 2014). This paper explores the integration of technology into TBLT and argues that such a shift marks a significant evolution in pedagogical practice.

Task-Based Language Teaching is a learner-centered approach that focuses on the use of language as a tool for achieving communicative goals. Tasks in TBLT are defined as activities that involve real-world meaning and require learners to use language authentically and purposefully (Ellis, 2003). A typical TBLT framework includes three phases: pre-task, task performance, and post-task reflection (Willis & Willis, 2007). This structure supports interaction, negotiation of meaning, and the integration of form-focused instruction within communicative contexts.

1. The Role of Technology in Modern Language Classrooms

Technology in language education has expanded far beyond traditional language labs. Today, tools such as learning management systems (LMS), video conferencing platforms, language learning apps, and AI-powered feedback systems have introduced new dimensions of flexibility and interactivity. For TBLT, these tools enable task-based activities to take place in both synchronous and asynchronous formats, inside and outside the classroom (Chapelle, 2001). Furthermore, digital tools can provide authentic materials, facilitate real-time collaboration, and generate learner data that can inform pedagogical decisions.

1. **Technology-Enhanced TBLT: Opportunities Authentic Communication** One of the key benefits of technology in TBLT is its ability to simulate real-world communication. Tools

like Zoom, Microsoft Teams, and Google Meet enable learners to complete tasks collaboratively, often with participants from different linguistic and cultural backgrounds, thereby enhancing the authenticity of the task (Hampel & Stickler, 2012). The integration of digital tools into Task-Based Language Teaching (TBLT) has significantly transformed classroom dynamics, fostering greater collaboration and learner autonomy. Platforms such as Padlet.com and Jamboard exemplify how technology can support the pedagogical shift toward more interactive and student-centered learning environments. Padlet.com, a digital bulletin board, enables learners to post texts, images, and multimedia content in response to task prompts, encouraging meaningful interaction and multimodal communication. Similarly, Jamboard offers a virtual whiteboard space where students can brainstorm, plan, and co-construct language outputs during collaborative tasks. These tools align with key principles of TBLT, particularly the emphasis on communication, problem-solving, and real-world language use. By enabling synchronous and asynchronous participation, they also accommodate diverse learner needs and promote continued engagement beyond the physical classroom. As such, incorporating these platforms into language instruction exemplifies how technology can enhance both the design and execution of tasks in TBLT contexts.

2.Learner Autonomy and Flexibility .Mobile applications and digital platforms empower learners to engage in tasks at their own pace. Apps like Duolingo, Memrise, Kahoot and Quizlet, though not inherently task-based, can be integrated into TBLT frameworks to support vocabulary and grammar acquisition in preparation for more complex communicative tasks (Godwin-Jones, 2018). Platforms which mentioned above Padlet.com and Jamboard allow students to contribute ideas asynchronously or in real time using text, images, or drawings, supporting diverse learning styles. SmallTalk2.me, an AI-driven speaking tool, provides learners with immediate feedback on their oral performance, encouraging independent practice. These tools empower learners to manage their own learning and participate in tasks more actively and confidently.

3.Multimodal Interaction

Technology allows for multimodal task design, incorporating text, audio, video, and interactive elements. This caters to diverse learning styles and supports multiliteracy development (Lankshear & Knobel, 2006). For example, a digital storytelling task using tools like Adobe Spark or Canva encourages learners to synthesize language, visuals, and narrative skills. Moreover, SmallTalk2.me introduces a voice-based, AI-driven platform that facilitates real-time spoken interaction, pronunciation practice, and individualized feedback. This tool supports oral language development through multimodal input and output, simulating communicative situations that mirror real-life tasks.

4. Challenges of Integrating Technology in TBLT

Despite its advantages, integrating technology into TBLT presents several challenges. Technical issues, digital literacy gaps, and unequal access to devices can hinder participation and task completion (Kessler, 2018). Additionally, some educators may lack the training or confidence to design pedagogically sound, technology-enhanced tasks that align with TBLT principles.

Moreover, there is a risk of technology overshadowing communicative goals. As Reinders and White (2011) caution, the use of digital tools should serve, not replace, pedagogical intent. Tasks must remain meaning-focused and interaction-rich, with technology acting as a facilitator rather than a distraction.

5. Pedagogical Implications and Future Directions

The integration of technology into TBLT requires a rethinking of task design and implementation. Teachers must ensure that digital tools are not merely appended to existing lessons but are embedded meaningfully within the task cycle. Professional development should focus on equipping educators with both technical and pedagogical skills to navigate this evolving landscape.

Looking ahead, advancements in artificial intelligence, virtual reality (VR), and adaptive learning systems may further transform TBLT. For example, VR environments could offer immersive task scenarios for role-playing, while AI-driven chatbots may serve as conversational partners for real-time practice (Li, 2022).

Conclusion

The convergence of technology and TBLT represents a significant pedagogical shift, offering new ways to engage learners in meaningful language use. While challenges remain, particularly in terms of access and teacher preparation, the potential for enhancing interaction, autonomy, and task authenticity is considerable. As digital tools continue to evolve, so too must our understanding of how they can be used to support effective, communicative language teaching through task-based methodologies.

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