



## Technology integration in TBLT: enhancing language learning experiences

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### ABSTRACT

This article examines the impact of technology-based task-based learning (TBLT) and the integration of game-based techniques on language learning. Growing interest in TBLT and new technological innovations are providing students with unique learning opportunities through multimedia, multi-user platforms and high-speed hardware. The study highlights how the principles of TBLT align with the mechanics of modern games, particularly through the use of “quests” and tasks that encourage active and contextualized student participation. Examines how the task-oriented structure of games promotes language and communication skills within the TBLT methodology, based on the principles of experiential learning. The potential of game techniques for improving the interactivity and motivation of students in the process of learning foreign languages is also considered.

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## TBLT-da texnologiyalarni integratsiyalash: til o'rganish tajribasini oshirish

### ANNOTATSIYA

#### Kalit so'zlar:

vazifaga asoslangan til  
o'rgatish,  
vazifalar,  
mahsulotga yo'naltirish,  
raqamli media,  
EFL-sinf,  
planshetlar,

Raqamli vositalardan tashqariga chiqadigan va multimedia, ko'p foydalanuvchi platformalarini ta'minlaydigan tezroq apparat orqali talabalarga yangi ta'lim imkoniyatlarini taklif qiluvchi yangi innovatsiyalarning rivojlanishi bilan texnologiya vositachiligidagi vazifalarga asoslangan ta'limga (TBLT) qiziqish ortib bormoqda. Har qanday yangi sohada bo'lgani kabi, ushbu texnologiyalar yordamida til o'rganish bo'yicha kashshoflar til o'rganishning

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ilovalar,  
treningdagi o'qituvchilar.

umumiy imkoniyatlarini, ularning sinfga integratsiyalashuvini va o'qitish va o'qitish metodologiyasi bilan mumkin bo'lgan aloqalarini o'rganmoqda. Yangi tadqiqotlar orasida o'yinlar, ayniqsa, chet tillarini o'rganishning istiqbolli usuli sifatida ajralib turadi. O'yinlar orqali til o'rganish tamoyillari va TBLT tushunchasi o'rtasida chambarchas bog'liqlik mavjud. Masalan, ko'pgina o'yinlarning tuzilishi "kvestlar" deb nomlanuvchi vazifalarni bajarishga asoslangan bo'lib, ular qiyinchilik tamoyillariga (kontekst, tashkiliy, algoritmik va boshqalar) muvofiq tashkil etilgan va vazifalarni bajarishda faol ishtirok etishga qaratilgan. Bundan tashqari, o'yinchilar o'z harakatlari va qarorlari orqali o'yinlarni shakllantiradilar, xuddi ma'ruzachilar vazifani unga jalb qilinganda shakllantiradilar. Odamlar o'ynashni birinchi navbatda o'yinda bevosita ishtirok etish (shuningdek, boshqa o'yinchilar bilan muloqot qilish, o'yin haqida o'qish va h.k. orqali) orqali o'rganadilar, bu esa TBLTning tajribaviy o'rganishning asosiy ta'lim falsafasiga mos keladi.

## Интеграция технологий в TBLT: улучшение опыта изучения языка

### Ключевые слова:

обучение языку  
на основе задач,  
задачи,  
ориентация на продукт,  
цифровые медиа,  
EFL-класс,  
планшеты,  
приложения,  
обучающиеся  
преподаватели.

### АННОТАЦИЯ

В данной статье рассматривается влияние технологического обучения на основе задач (TBLT) и интеграция игровых методик на процесс изучения иностранных языков. Растущий интерес к TBLT и новые технологические инновации предоставляют учащимся уникальные возможности для обучения через мультимедийные многопользовательские платформы и быстродействующее оборудование. Исследование подчеркивает, как принципы TBLT совпадают с механиками современных игр, особенно через использование "квестов" и заданий, которые стимулируют активное и контекстуализированное участие учащихся. Анализируется, как структура игр, ориентированная на выполнение заданий, способствует формированию языковых и коммуникативных навыков в рамках методологии TBLT, основываясь на принципах экспериментального обучения. Также рассматривается потенциал игровых методик для улучшения интерактивности и мотивации учащихся в процессе изучения иностранных языков.

### INTRODUCTION

Currently, information and communication technologies play an increasingly crucial role in teaching foreign languages globally. Internet technologies are particularly appealing to both teachers and students, as they provide continuous access to authentic language material and enable virtual immersion in the language being studied. However,

recent studies indicate that modern students face specific challenges when engaging with authentic texts found through Internet searches. [1, 48]

Members of the digital generation often seek immediate feedback, desiring quick responses. As a result, they do not achieve instant gratification from rapid searches for quick answers, and the knowledge acquired through such searches tends to be fragmented. Modern students frequently make hurried, random choices from a range of information sources, without thoroughly considering or evaluating the quality of the information obtained.

Digital media not only shapes our society and culture but also significantly influences educational approaches to teaching and learning. Most teachers and students are in constant contact with digital media, such as smartphones, PCs, tablets, etc. [2, 41-54]

For young people, communicative applications like Facebook, Instagram, Snapchat, and others play a significant role in their social lives. Current studies show that 92% of young people aged 12 to 19 use their smartphones daily, with most using them to surf the web. It is clear that young people spend considerable time in front of screens, and digital media have a profound impact on our everyday and social lives. These media serve as cultural spaces that adolescents engage with mentally and actively in their daily lives, guiding their adaptation to and understanding of the world, shaping their personalities, and influencing their concepts of living.

### **DISCUSSION AND RESULTS**

Digital media education should not be excluded from the classroom, as doing so would overlook a significant aspect of young people's everyday lives and fail to prepare them for responsible and critical engagement in new cultural practices.

Digital storytelling is a visual sequence accompanied by audio, which can include voice acting or a music track. Integrating digital storytelling into the process of learning foreign languages facilitates several key objectives: enhancing comprehension of the material, providing visualization, developing phonemic awareness, motivating students, and fostering socio-cultural and discursive competence.

This format enables students to both introduce new material and review and consolidate what they have previously learned. Creating a story plan and writing a plot develop active speech activities like writing and receptive activities like reading. During the narration of a story, speaking and listening skills are honed. [3, 25]

One of the advantages of using digital stories is the flexibility in student work formats: creation can be done individually or as part of a team. The result of teamwork can be a digital storytelling presentation, which also promotes the development of information competence by enhancing students' ability to search for necessary information.

Integrating digital storytelling into the learning process can encounter several challenges:

1. Providing students with necessary technical devices for recording and listening to stories.
2. Resolving copyright issues related to multimedia materials used in the stories.
3. Determining the appropriate place for the task within the lesson structure.
4. Selecting a suitable subject for the story that aligns with educational goals.
5. Developing a structured algorithm for creating the digital story.

6. Choosing appropriate multimedia materials for inclusion in the storytelling process.

The algorithm for creating a digital story typically includes: planning, selecting multimedia materials, script writing, script review, story recording, editing, presenting the story, providing feedback, and evaluating the work. [4, 81]

Today, numerous online services facilitate digital storytelling. For instance:

- **ACMI Generator:** A creative platform where users can create and view digital stories, with a database of graphic and textual materials, and educational resources.

- **Capzles:** Allows students to create stories incorporating photos, videos, blogs, text, and audio, with a large collection of publicly available works organized by topics.

Another engaging task-based activity in language education is the web quest or web assignment. These exercises involve role-playing tasks that require students to actively use online resources to complete assignments. Web quests have a structured format comprising an introduction, task description, work order, and evaluation criteria. They are designed to foster practical use of the target language and can be completed individually, in pairs, or groups.

To qualify as a web task, certain conditions must be met:

- Students' presentations during the task differ significantly from the original text, demonstrating uniqueness and independence.

- Students have the autonomy to select their own material for presentation.

- Students independently search, select, and process information to fulfill the assignment. [5, 96]

Web quests, originating from San Diego State University in 1995 by Dodge B., emphasize critical thinking skills such as analysis, synthesis, and evaluation using authentic web resources. They leverage internet content to enhance cognitive development through engaging tasks that require students to apply these skills effectively.

Using web quests for organizing students' independent work in foreign language learning offers several advantages, including interactive learning, group collaboration, increased motivation, and cognitive skill development. It's noteworthy that the web quest method is both cost-effective and relatively simple to implement using internet technologies.

Let's delve deeper into the advantages of web quests:

1. **Interactive Learning:** Web quests facilitate interactive teaching of foreign languages using internet resources, contrasting with traditional textbook-based instructions where students often passively receive knowledge.

2. **Student-Centered Approach:** Unlike traditional self-study tasks, web quests are designed to be student-centered, requiring active engagement and interactive teaching methods.

3. **Development of Cognitive Skills:** Web quests promote the development of cognitive skills such as comparison, classification, concluding, error analysis, and opportunities for further research. Students go beyond mere reading and memorization to analyze, synthesize, evaluate, and apply information.

Another engaging task-based activity in language education is **role-playing games**. These simulated games involve students assuming specific roles, which can be particularly effective in modeling pedagogical scenarios. [6, 251]

In role-playing games:

- Students engage in effective communication with each other, exchanging opinions, actions, feelings, thoughts, and gestures.
- The role-playing activity is guided by the teacher to achieve educational goals through motivated communication.
- Students creatively apply acquired skills in new situations, updating their knowledge and using teaching methods effectively.

Role-playing games also contribute to the development of higher levels of professional competence by helping students understand the social significance of their future profession, maintain interest, organize their activities, exercise pedagogical control, and evaluate learning processes and outcomes.

The integration of audiovisual technologies in language teaching began in the early 1980s, leading to the development of teaching methods such as CALI (Computer Assisted Language Instruction), CALL (Computer Assisted Language Learning), CAELL (Computer-Assisted English as a Second Language Learning), and TELL (Technology Enhanced Language Learning). These methods evolved alongside advancements in computer technology and programming languages, particularly in language laboratories. [7, 31]

Today, there is a broad range of curricula supporting communicative teaching methods like Task-Based Language Teaching (TBLT) in learning environments equipped with applications for mobile devices (Mobile-Assisted Language Learning, MALL). These methods emphasize real-life communication tasks and enhance language learning experiences through technology.

Using internet technologies for learning a foreign language has revolutionized education by incorporating various tools like distance learning systems (LMS), hypertext, podcasts, social networks, and gaming technologies. Here's a breakdown of their educational benefits:

**1. Distance Learning Systems (LMS):** LMS platforms, such as MOODLE, are pivotal in creating electronic educational courses that develop language skills while imparting moral values. These integrative courses focus on activating visual and auditory perceptions, enhancing the assimilation of educational material beyond mechanical exercises. LMS-based courses with moral and aesthetic themes not only engage students in the learning process but also contribute to their spiritual and personal growth. [8, 17]

**2. Hypertext:** This non-linear form of text allows learners to navigate through interconnected topics, enhancing comprehension and exploration of language concepts. It encourages independent learning and facilitates deeper understanding through interactive content.

**3. Podcasts:** Audio-based learning materials like podcasts enable students to listen to authentic language use, improving listening comprehension and pronunciation. They provide flexible learning opportunities that can be accessed anywhere, promoting continuous language practice.

**4. Social Networks:** Platforms like Facebook groups or language-learning communities on Instagram foster collaborative learning environments. Students interact with peers and native speakers, practicing language skills in authentic contexts and receiving real-time feedback.

**5. Gaming Technologies:** Serious games and gamified learning platforms engage students through interactive challenges and simulations. They motivate learners by turning language acquisition into an immersive and enjoyable experience, reinforcing vocabulary, grammar, and cultural understanding. [9, 73]

### CONCLUSION

Today, virtually all schools have internet access, leveraging the global information network as a primary source of knowledge. Teachers are increasingly exploring and developing internet-oriented teaching methods to create stimulating learning environments that captivate student interest. Modern software systems empower students with responsibility for their learning journey, promoting self-education and autonomy in language acquisition.

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