

## TASK-BASED LANGUAGE TEACHING AND DIGITAL TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING

Khujaniyazova Hilola Turayevna

[hilola.x.t@gmail.com](mailto:hilola.x.t@gmail.com)

Researcher, UzSWLU

<https://doi.org/10.5281/zenodo.20392424>

**Abstract.** This article examines the integration of Task-Based Language Teaching (TBLT) and digital technologies in English Language Teaching (ELT) contexts. It explores how task-oriented instruction supported by technological tools enhances learners' communicative competence, engagement, and autonomy. The study adopts a qualitative analytical approach based on existing literature in applied linguistics and language pedagogy. The findings indicate that the combination of TBLT and digital tools creates a more interactive, authentic, and learner-centered environment, while also presenting challenges such as digital inequality and pedagogical adaptation. The article concludes that effective integration of methodology and technology is essential for modern language education.

**Keywords.** Task-Based Language Teaching, digital technology, communicative competence, English Language Teaching, learner autonomy, blended learning;

## INGLIZ TILINI O'QITISHDA VAZIFAGA ASOSLANGAN O'QITISH (TBLT) VA RAQAMLI TEXNOLOGIYALARNING INTEGRATSIYASI

Xujaniyazova Hilola Turayevna

[hilola.x.t@gmail.com](mailto:hilola.x.t@gmail.com)

Mustaqil tadqiqotchi, UzDJTU

**Annotatsiya.** Ushbu maqola ingliz tilini o'qitish (ELT) kontekstida Vazifaga Asoslangan O'qitish (Task-Based Language Teaching – TBLT) va raqamli texnologiyalarning integratsiyasini tahlil qiladi. Tadqiqot vazifaga yo'naltirilgan o'qitishning texnologik vositalar bilan qo'llab-quvvatlanishi o'quvchilarning kommunikativ kompetensiyasi, faolligi va mustaqilligini qanday oshirishini ko'rib chiqadi. Ish tilshunoslik va til pedagogikasi sohasidagi mavjud adabiyotlarga asoslangan sifatli (qualitative) tahlil yondashuvida amalga oshirilgan. Natijalar shuni ko'rsatadiki, TBLT va raqamli texnologiyalar uyg'unligi yanada interaktiv, autentik va o'quvchiga yo'naltirilgan ta'lim muhitini yaratadi, biroq raqamli tengsizlik va pedagogik moslashuv kabi ayrim muammolarni ham yuzaga keltiradi. Maqola xulosa qilib, zamonaviy til ta'limida metodologiya va texnologiya integratsiyasining muhimligini ta'kidlaydi.

**Kalit so'zlar.** Vazifaga asoslangan o'qitish, raqamli texnologiya, kommunikativ kompetensiya, ingliz tilini o'qitish, o'quvchi mustaqilligi, aralash ta'lim.

In contemporary applied linguistics, English language teaching has undergone significant methodological transformation. Traditional grammar-centered instruction has gradually been replaced by communicative and task-based approaches that prioritize meaning, interaction, and real-life language use. At the same time, digital technologies have reshaped educational environments by enabling flexible, interactive, and personalized learning experiences. The intersection of Task-Based Language Teaching (TBLT) and digital tools represents a key development in modern pedagogy, offering new possibilities for enhancing communicative competence in EFL/ESL contexts.

Task-Based Language Teaching is grounded in the principle that language is best acquired through meaningful tasks that reflect real-world communication. According to Ellis (2003) and Willis (1996), tasks encourage learners to focus on meaning while naturally developing linguistic accuracy. Meanwhile, research in Computer-Assisted Language Learning (CALL) emphasizes the pedagogical value of technology in providing input-rich, interactive environments (Chapelle, 2001; Hubbard, 2013). Recent studies suggest that blended approaches combining TBLT and digital tools lead to improved learner motivation and communicative performance. This study employs a qualitative descriptive approach based on critical analysis of existing theoretical and empirical studies. The focus is placed on synthesizing findings from task-based pedagogy and educational technology research in order to identify pedagogical intersections and practical implications for classroom implementation. The integration of TBLT with digital technologies significantly enhances language learning outcomes. Digital platforms such as learning management systems, mobile applications, and video conferencing tools allow teachers to design authentic tasks that simulate real-world communication. Learners can collaborate in virtual environments, complete problem-solving tasks, and engage in interactive communication beyond classroom boundaries. In recent decades, English language teaching has shifted from traditional grammar-focused methods to communicative approaches that prioritize real-life language use. Among these approaches, Task-Based Learning (TBL) has gained significant attention due to its effectiveness in promoting meaningful communication.

TBL is based on the principle that learners acquire language more effectively when they are engaged in tasks that require authentic use of the target language. Such tasks may include problem-solving activities, group discussions, role-plays, and simulations of real-life situations. These activities encourage learners to focus on meaning rather than form.

One of the key advantages of TBL is that it enhances communicative competence. Learners are not only exposed to new vocabulary and grammar structures but also learn how to use them appropriately in context. Moreover, TBL promotes learner autonomy, collaboration, and critical thinking skills. However, successful implementation of TBL requires careful planning by teachers. Tasks must be appropriately designed according to learners' proficiency levels, and teachers should act as facilitators rather than traditional knowledge providers. Task-Based Learning is an effective approach in English language teaching that enhances communicative competence and learner engagement. It provides opportunities for authentic language use and supports the development of fluency and interactional skills. Therefore, integrating TBL into modern language classrooms can significantly improve teaching outcomes. One of the major advantages of this integration is increased learner autonomy. Students are able to access resources independently, practice language skills at their own pace, and receive immediate feedback through digital tools. Furthermore, multimedia input such as videos, podcasts, and interactive exercises supports the development of listening and speaking skills in authentic contexts.

However, several challenges remain. Digital inequality continues to affect access to learning resources, particularly in developing educational contexts. Additionally, many teachers require further training to effectively integrate technology into task-based instruction. Without proper pedagogical alignment, technology may remain underutilized or applied superficially. The analysis indicates that the combination of TBLT and digital technologies: enhances communicative competence through authentic interaction, increases learner engagement and motivation, supports autonomous and personalized learning, requires strong teacher digital literacy and instructional design skills.

The integration of Task-Based Language Teaching and digital technologies represents a significant advancement in English language pedagogy. When effectively implemented, this combined approach fosters meaningful communication, learner autonomy, and improved language proficiency. However, successful application depends on teacher training, institutional support, and equitable access to digital resources. Future research should focus on empirical classroom-based studies to further validate the effectiveness of this integrated model.

### **Adabiyotlar, References, Литературы:**

1. Ellis, R. (2003). Task-Based Language Learning and Teaching. Oxford University Press.
2. Willis, J. (1996). A Framework for Task-Based Learning. Longman.
3. Nunan, D. (2004). Task-Based Language Teaching. Cambridge University Press.
4. Chapelle, C. A. (2001). Computer Applications in Second Language Acquisition. Cambridge University Press.