

**The Use of Technology in Task-Based Language Teaching: Enhancing
Learning through Digital Tools and Online Platforms**

Ridhubala M

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DECLARATION

I do hereby declare that the dissertation entitled **The Use of Technology in Task-Based Language Teaching: Enhancing Learning through Digital Tools and Online Platforms** submitted in partial fulfilment of the requirements for the award of the degree of **Master of Arts (M.A.)** is carried out by me **RIDHUBALA M** during the period from **JANUARY 2025 - MAY 2025** under the guidance of **Ms. R. JAYANTHI**, Assistant Professor, Department of English, Avinashilingam Institute for Home Science and Higher Education For Women (SF), Coimbatore, and, has not formed the basis for the award of any Degree, Diploma, Associateship, Fellowship or similar Titles in this University or any other University or other similar Institutions of Higher Learning.

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CERTIFICATE

This is to certify that the dissertation entitled **The Use of Technology in Task-Based Language Teaching: Enhancing Learning through Digital Tools and Online Platforms** submitted to in partial fulfilment of the requirements for the award of the degree of **Master of Arts (M.A.,)** is carried out by **RIDHUBALA M** during the period from **JANUARY 2025 - MAY- 2025** under the guidance of **Ms. R. JAYANTHI** , Assistant Professor, Department of English, Avinashilingam Institute for Home Science and Higher Education For Women (SF), Coimbatore, and has not formed the basis for the award of any Degree , Diploma, Associateship, Fellowship, or similar Titles in this University or any other University or other similar Institutions of Higher Learning.

Signature of the

Head of the Department

Signature of the

Supervisor with Designation

Signature of the Director

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ABSTRACT

The rapid advancement of digital technology and its integration into education have dramatically transformed pedagogical strategies in language learning. This research explores how Task-Based Language Teaching (TBLT), a communicative approach that emphasizes meaningful task completion over traditional grammar-focused instruction, is being redefined through the incorporation of technology. In recent years, the increasing reliance on digital tools and online platforms has provided new dimensions of interactivity, accessibility, and learner autonomy in second language acquisition..

Through a comprehensive literature review and a survey-based empirical investigation, this study identifies the specific roles that tools such as Learning Management Systems (LMS), mobile applications, virtual classrooms, gamification platforms, and AI-powered language assistants play in optimizing TBLT practices. Particular attention is given to tools like Google Classroom, Zoom, Quizlet, Duolingo, Padlet, and ChatGPT, among others, which allow for task simulation, immediate feedback, and real-time interaction. The study reveals that when properly integrated, these technologies not only streamline lesson delivery and increase student participation but also allow for differentiated instruction based on learner needs and proficiency levels.

The research further explores how online platforms create inclusive and adaptive learning ecosystems, enabling both synchronous and asynchronous task-based activities. Digital

storytelling, problem-solving games, peer collaboration via discussion boards, and interactive simulations are cited as effective examples of tech-enhanced tasks that promote communicative competence and critical thinking.

Importantly, this study provides real-world classroom examples and case studies from diverse educational settings to illustrate the effectiveness of tech-integrated TBLT. Survey results from both educators and learners support the claim that digital tools have a positive impact on language learning outcomes, especially in improving speaking, listening, reading, and writing skills through meaningful task engagement.

Ultimately, this research affirms that the intersection of technology and TBLT represents a paradigm shift in language education—one that aligns with 21st-century learning goals such as digital fluency, global communication, and learner-centered instruction. It concludes by suggesting avenues for future research, particularly in exploring how emerging technologies like virtual reality, augmented reality, and AI-driven language modeling can further transform task-based learning.

This thesis is organized into five chapters.

Chapter 1 introduces English Language Teaching, tracing its emergence and existence.

Chapter 2 discusses the theoretical foundations of Task-Based Language Teaching.

Chapter 3 analyzes the role of technology in enhancing learning through digital tools and online frameworks of Task-Based Language Teaching.

Chapter 4 presents the conclusion of the study.

Chapter 5 provides the list of work cited.

CHAPTER I

INTRODUCTION

English Language Teaching (ELT) has evolved significantly over the centuries, shaped by linguistic theories, pedagogical advancements, and technological innovations. The role of English as a global language has led to the continuous development of language teaching methodologies, influencing curriculum design, classroom practices, and teacher training programs. The history of ELT can be traced back to classical language instruction, where Latin and Greek served as models for early English teaching.

The early methods of teaching English focused primarily on grammar, translation, and rote memorization, reflecting the prevailing pedagogical beliefs of the time. However, as the need for spoken communication increased, newer approaches emerged, emphasizing fluency, comprehension, and real-world application. ELT in India has followed a unique trajectory, influenced by colonial policies, post-independence language planning, and contemporary socio-economic demand.

The introduction of English as a medium of instruction during British rule established it as a language of prestige, administration, and education. This legacy continues to shape India's linguistic landscape.

Teaching aids, ranging from traditional blackboards and textbooks to digital learning tools and artificial intelligence-based applications have played a crucial role in enhancing language instruction, making it more interactive and practical.

Understanding the historical evolution of ELT, the diverse teaching methodologies employed across different eras, the specific challenges and developments in India, and the role of teaching aids in language learning provides a comprehensive perspective on the discipline.

The history of English language teaching is deeply intertwined with educational theories and linguistic research evolution. In the early stages, English was taught using the Grammar Translation Method (GTM), which was modeled after classical Latin instruction. This method, dominant in the 18th and 19th centuries, emphasized grammatical accuracy, translation exercises, and literary analysis. Students were required to memorize vocabulary lists, conjugate verbs, and translate complex texts between English and their native language.

While GTM helped develop reading and writing skills, it largely neglected oral proficiency, making it unsuitable for learners who needed to use English in real-life communication.

The limitations of GTM led to the development of the Direct Method (DM) in the late 19th century, which sought to immerse learners in the target language without relying on translation. The Direct Method emphasized speaking and listening skills, encouraging students to think in English rather than translating from their native language.

Teachers used visual aids, real-life objects, and conversation-based instruction to reinforce vocabulary and grammatical structures. This approach was efficient in private language schools and among students who had regular exposure to English speakers. However, it faced practical challenges in large classrooms and non-native English-speaking environments, where teachers often lacked the proficiency to conduct lessons entirely in English.

The 20th century brought significant shifts in ELT methodologies, influenced by advancements in psychology and linguistics the emergence of behaviorist theories, particularly B.F. Skinner's work on operant conditioning led to the development of the Audio-lingual Method (ALM) in the mid-20th century. ALM focused on habit formation, repetition, and drilling, reinforcing correct pronunciation and grammatical patterns through structured exercises.

Originally designed for military language training during World War II, this method became popular in schools and universities. However, its reliance on rote memorization and scripted dialogues limited learners' ability to use language creatively.

Around the same time, the Oral Approach and Situational Language Teaching (SLT) gained prominence in Britain. This approach emphasized the functional use of language, teaching grammatical structures in meaningful situational contexts. Unlike ALM, which relied on repetitive drills, SLT encouraged students to engage in role-plays and discussions, bridging the gap between theoretical knowledge and practical communication.

A significant breakthrough in ELT occurred in the 1970s with the rise of Communicative Language Teaching (CLT), which prioritized fluency over grammatical precision. CLT was influenced by Noam Chomsky's theory of generative grammar and Dell Hymes' concept of communicative competence, highlighting the importance of using language appropriately in different social contexts.

Unlike earlier methods that treated language learning as mechanical, CLT encouraged interaction, problem-solving, and authentic communication. Classroom activities included group discussions, debates, interviews, and role-playing, allowing learners to develop confidence and real-world language skills.

This approach reshaped ELT worldwide, leading to student-centered classrooms, communicative syllabus design, and a shift from teacher-led instruction to collaborative learning.

Despite its effectiveness, implementing CLT posed challenges in large, traditional classrooms, where standardized examinations often prioritized grammatical accuracy over spoken fluency. With the widespread adoption of Communicative Language Teaching (CLT), numerous innovative approaches have emerged in English Language Teaching (ELT) that build upon or challenge its principles, incorporating new understandings of language acquisition and pedagogy.

One significant development was Task-Based Language Teaching (TBLT), pioneered by N.S. Prabhu in the 1980s, which emphasizes language use through real-life tasks rather than formal practice. In TBLT, learners engage in practical activities like problem-solving, encouraging natural language use and communication. This approach shifted the focus from grammar rules to functional language use, allowing learners to practice the language in realistic contexts.

Content-Based Instruction (CBI), championed by David Nunan and James Cummings, also emerged as a response to CLT in the late 20th century. CBI integrates language learning with subject matter content, where learners acquire language through

subjects like science or history, making language learning more contextual and relevant. This method aligns with the belief that students learn language more effectively when embedded in authentic content, motivating them with engaging, discipline-specific material.

The Lexical Approach, developed by Michael Lewis in the 1990s, represented another departure from traditional grammar-centered approaches. Lewis argued that learners acquire language more effectively by focusing on fixed expressions, collocations, and word patterns (i.e., "chunks") rather than memorizing individual grammatical rules. The Lexical Approach has influenced ELT by promoting vocabulary as the key component of language acquisition and emphasizing the importance of language in context.

In the 1990s, the Post-Method Era, as articulated by B. Kumaravadivelu, introduced a paradigm shift in language teaching, rejecting the notion of a one-size-fits-all method. Kumaravadivelu's post method pedagogy emphasizes teacher autonomy, context-sensitive teaching, and reflective practice. It recognizes the diversity of classrooms and encourages teachers to select and adapt teaching strategies according to learners' needs, contexts, and the evolving nature of language.

Technology integration into language teaching has further revolutionized ELT practices in the 21st century. Blended learning, digital learning platforms, and mobile applications like Duolingo exemplify this trend, offering students access to interactive

learning materials and virtual classroom environments.

Technology, alongside approaches like flipped classrooms and gamified learning, has made language learning more engaging, accessible, and personalized, extending the reach of ELT methods beyond traditional classroom settings.

Thus, from the communicative approach of the late 20th century to the tech-driven methods of today, ELT continues to evolve in response to the changing needs of learners, the advancement of educational technology, and the deepening understanding of language acquisition. These developments reflect a growing emphasis on learner-centered, flexible, and context-aware practices in ELT, allowing for more dynamic and inclusive language learning experiences.

In India, the history of English language teaching is closely tied to colonial policies and post-independence educational reforms. The introduction of English as a medium of instruction in the 19th century resulted from British administrative needs and the belief that English education university learner-centered Indians could assist in social governance. The Macaulay Minute of 1835 played a decisive role in institutionalizing English and establishing English-medium schools and universities.

While English provided access to global knowledge, it also created a linguistic divide between the elite, who had proficiency in English, and the masses, who were educated in vernacular languages. After India's independence in 1947, the role of

English became a contentious issue in national language policy.

The Three-Language Formula, introduced in the 1960s, aimed to balance linguistic diversity by mandating the study of English, Hindi, and a regional language. However, English remained the preferred language of higher education, administration, and employment, reinforcing its dominance in the education system.

Despite its importance, ELT in India faces numerous challenges, particularly in government schools where outdated teaching methods, inadequate teacher training, and limited resources hinder effective language learning. Many rural schools still rely on rote memorization and the Grammar-Translation Method, making it difficult for students to develop spoken proficiency.

In contrast, urban private schools and international institutions adopt modern communicative approaches, digital learning tools, and interactive teaching methods, creating disparities in language education. The demand for English proficiency in the job market has led to a booming private coaching industry, with numerous English language institutes and online platforms offering training for competitive exams, business communication, and spoken English skills.

Teaching aids have played a crucial role in enhancing ELT by making language instruction more interactive, engaging, and effective. Traditional aids such as blackboards, flashcards, and printed textbooks have long supported vocabulary development and grammar instruction.

With the advent of technology, modern teaching aids have expanded to include audio-visual tools, language labs, digital whiteboards, online learning platforms, and artificial intelligence-based applications.

Multimedia resources, podcasts, language games, and interactive simulations allow learners to engage with English in real-life contexts, improving their listening, speaking, and comprehension skills. Integrating Artificial Intelligence (AI) in language learning has further transformed ELT, enabling personalized feedback, speech recognition, and adaptive learning pathways tailored to individual learner needs.

Mobile applications like Duolingo, Babbel, and AI-driven chatbots provide learners with instant corrections and pronunciation guidance, making language learning accessible beyond the classroom. Virtual Reality (VR) and Augmented Reality (AR) are also emerging student-centered learning, allowing students to practice English in simulated real-world environments.

The future of ELT lies in blended learning approaches that combine traditional classroom instruction with digital innovation. Flipped classrooms, task-based learning, and experiential language learning are gaining popularity, enabling students to engage with English through creative and meaningful activities.

Strengthening teacher training programs, updating curricula, and ensuring equitable access to modern teaching aids will be essential in bridging gaps in English education. By embracing technology-driven and communicative approaches, ELT can

continue to evolve, equipping learners with the linguistic skills necessary for global participation and professional success.

Historical, social, and political factors have influenced the role of English in India. Under British colonial rule, English became the language of administration, education, and elite communication. After India gained independence in 1947, English continued to hold a prominent position in the country's educational system. Despite being a foreign language, English was integrated into the national curriculum and became essential for access to higher education, employment, and global opportunities.

In India, the teaching of English has often been influenced by the need to bridge linguistic diversity. With over 20 major languages spoken nationwide, English is a common medium of instruction and communication. The methods of teaching English in India have ranged from the traditional Grammar-Translation Method to more contemporary communicative and immersive approaches. The educational system in India faces the challenge of teaching English to students from diverse linguistic backgrounds, and the emphasis on English language proficiency has been a significant aspect of India's educational reforms.

The pedagogical approaches to English teaching in India have often mirrored global trends, but local needs have also shaped them. Using bilingual and multilingual strategies has been essential in overcoming the challenges posed by students' varying proficiency levels in their native languages and English. Over the years, India has also

adopted communicative methods of teaching English, aligning with global shifts toward interactive and student-centered learning.

Teaching aids in language instruction have been a significant factor in enhancing the effectiveness of English language teaching in India. Teaching aids, such as visual materials, audio-visual equipment, multimedia resources, and digital tools, have provided teachers with the means to create engaging and interactive learning environments. In India, traditional teaching aids such as charts, flashcards, and blackboards have evolved into modern tools, including digital presentations, interactive whiteboards, and online learning platforms.

The role of technology in language teaching in India has grown substantially in recent years, particularly in urban areas and educational institutions with access to modern infrastructure. However, there remains a gap in rural and underprivileged areas, where access to technological resources may be limited. Despite these challenges, using technology in the classroom has created more dynamic lessons that appeal to students' varied learning styles. In addition to technology, teachers in India continue to rely on various traditional and non-traditional teaching aids, including role-play activities, language games, and authentic materials, to create immersive language learning experience

CHAPTER - II

TASK BASED LANGUAGE TEACHING

Task-Based Language Teaching (TBLT) has emerged as a powerful, practical approach in language education, significantly altering the traditional paradigms of teaching languages. The central idea behind TBLT is the focus on using tasks real-world, meaningful activities as the core unit of instruction

Unlike traditional approaches emphasizing grammatical rules and isolated vocabulary, TBLT fosters language learning through communication and completing specific tasks that simulate authentic situations. This method was primarily shaped by scholars and language educators, notably Michael Long, Peter Skehan, and David Nunan, whose research and theories have laid the foundation for task-based approaches in modern classrooms.

The concept of TBLT can be traced back to Michael Long's work in the 1980s. Long's contributions to the Interaction Hypothesis significantly influenced the development of task-based approaches. Long argued that language acquisition occurs most effectively through interaction that requires learners to negotiate meaning rather than through traditional, explicit, grammar-focused instruction

For example, instead of teaching grammar rules in isolation, a TBLT teacher might have students participate in a task, such as planning a trip abroad, where they must use language to negotiate travel details, such as booking hotels or discussing itineraries. In this scenario, learners are forced to interact and engage in authentic language use, thereby acquiring linguistic structures and pragmatic skills necessary for real-world communication.

Long's ideas were complemented by Peter Skehan, who explored the relationship between task complexity and cognitive load in language learning. Skehan proposed that the difficulty of tasks should match the learner's proficiency level. For instance, in a classroom of beginner learners, a task might involve ordering food in a restaurant, where the language requirements are relatively simple and focused on common phrases and vocabulary.

In contrast, for more advanced learners, a task might involve organizing a debate on an international issue, which requires more sophisticated language skills, such as presenting arguments, defending positions, and using higher-level vocabulary. Skehan's work demonstrated that learners benefit from tasks that challenge their abilities in a manageable way, ensuring they are engaged without being overwhelmed.

N. S. Prabhu, a significant figure in the development of Task-Based Language Teaching, is often credited with pioneering the framework for this approach, particularly through his work in India during the late 1980s and early 1990s.

His research, most notably the "*Bangalore Project*" also called the "*Prabhu Project*", contributed immensely to the understanding and implementation of TBLT in second language education.

Prabhu's ideas focused on the belief that language acquisition occurs more effectively when learners engage in meaningful, real-world tasks rather than through explicit grammar instruction or rote memorization. Prabhu's TBLT approach is distinct in its focus on teaching language through tasks that require learners to communicate and interact with one another in ways that closely resemble authentic language use. This was a departure from the grammar-translation methods that dominated language teaching at the time.

He believed that learners could acquire a language more naturally when involved in tasks requiring them to use language for honest communication, even if their grammatical knowledge was imperfect.

For example, rather than teaching specific grammatical rules in isolation, a task-based classroom under Prabhu's framework might involve learners completing activities such as planning a trip, discussing a problem, or simulating a real-life situation like ordering food at a restaurant. These tasks encouraged learners to focus on meaning and the practical use of language in context, ultimately developing their linguistic skills.

One of Prabhu's key ideas was that language learning should be primarily a communication process, not just the mastering of rules. In the Bangalore Project, he implemented task-based teaching methods where students were asked to complete tasks in the target language. These tasks were designed to be communicative and meaning-focused, helping students use language in realistic and engaging ways.

This contrasted sharply with traditional language teaching methods, often emphasizing forms such as verb conjugations and sentence structures. Instead, Prabhu's task-based approach emphasized that learners should be immersed in situations that require active use of language to achieve a particular goal, such as discussing an issue, solving a problem, or completing a project.

Prabhu also believed that, in completing these tasks, learners would naturally acquire the language's grammar through contextual exposure, interaction, and feedback. The idea was that learners use the language more spontaneously when they engage in communicative tasks. Through practice, their grammatical knowledge would improve, not because it was explicitly taught but because it was needed to communicate effectively in the task at hand.

This view aligns with later theories of second language acquisition, such as the Interaction Hypothesis proposed by Michael Long, which suggests that learners benefit from interacting in the target language, negotiating meaning, and using language for factual purposes.

One of the challenges Prabhu faced, which remains a point of discussion in TBLT today, is the question of how grammar instruction fits into a task-based approach. While Prabhu emphasized meaning and communication, he did not entirely exclude grammar. He believed grammar could be acquired implicitly through task engagement, focusing on communication rather than conscious attention to linguistic forms.

In practice, functions in Prabhu's model were designed to promote interaction, often in group or pair work, where learners were required to negotiate meaning, clarify their ideas, and solve problems collaboratively. This made language learning contextual, dynamic, and more authentic.

Prabhu's work in Task-Based Language Teaching is widely considered a pioneering effort that laid the foundation for modern task-based methods. It shifted the focus from traditional grammar-driven language instruction to a more communicative, meaning-centered approach, influencing language teaching worldwide.

His emphasis on real-world communication, learner-centered tasks, and implicit grammar acquisition has shaped how language teaching methodologies have evolved, making TBLT widely accepted and practiced in various educational contexts today.

In the 1990s, scholars such as Peter Skehan and David Nunan further developed the concept of TBLT. Skehan's work, for example, delved into the relationship between task complexity and cognitive load, arguing that tasks should be calibrated to the learner's proficiency level. This ensured that tasks would neither overwhelm students with excessive cognitive demands nor bore them with overly simple activities.

Nunan, in particular, played an essential role in formalizing the definition of a task. According to Nunan (2004), a task is an activity in which the learner targets language for a specific communicative goal. He emphasized that tasks should be designed around real-world communication rather than focusing purely on language forms, which marked a shift from traditional grammar-based approaches.

The theoretical underpinnings of TBLT were influenced by various sources, including cognitive theories of language acquisition, which emphasized the role of interaction and input in language learning. Cognitive theories posit that language acquisition is a process of constructing knowledge through exposure to comprehensible input and meaningful interaction.

TBLT aligns with this by advocating for tasks that require learners to process language in context, facilitating the development of fluency, vocabulary, and grammar in naturalistic settings. This view contrasts with older language teaching models, which often treat grammar as a separate entity to be learned in isolation from communicative use.

Instead, TBLT encourages learners to use language actively in tasks that mirror real-life situations, such as problem-solving, debates, or role-play. As TBLT continued to gain traction in language teaching, research in the 2000s and beyond further solidified its theoretical and practical applications. Scholars such as Rod Ellis contributed significantly to developing task-based models, emphasizing the importance of task sequencing and how tasks could be scaffolded to promote language learning.

Ellis's work on the types of tasks and their pedagogical implications helped refine the TBLT framework. His researches highlighted that tasks should promote meaningful communication and allow learners to notice language form as it arises during interaction. This approach advocates for a balance between meaning-focused tasks and attention to form, ensuring learners can use language naturally while becoming aware of contextual grammatical structure.

One of the primary advantages of TBLT is its emphasis on learner-centered instruction. Unlike traditional methods, where the teacher often plays a central role in delivering content, TBLT positions students as active participants in their learning. They are expected to engage with tasks that require real-world communication, which enhances their motivation and provides a more immersive learning experience.

This learner-centered approach fosters greater autonomy, as students take responsibility for completing tasks, collaborating with peers, and using language to solve problems. In this context, learners improve their language proficiency and develop critical thinking and problem-solving skills, essential for effective communication in the target language.

David Nunan, another key figure in the development of TBLT, defined a task as any activity in which learners use the target language to achieve a specific goal. Nunan emphasized that the focus should not solely be on the language itself but on using the language as a tool for communication. A typical task might involve learners working in pairs to solve a problem, such as devising a solution to a social issue like pollution or poverty.

This task fosters communication and develops critical thinking, as learners must negotiate ideas, reach consensus, and use language strategically to express their thoughts. Nunan's work reinforced the idea that tasks should mirror real-life situations, allowing learners to use language in a way that prepares them for authentic communication

In her seminal work, "*A Framework for Task-Based Learning*", Jane Willis offered a clear and structured model for TBLT that was easily applicable in classroom settings. She introduced a three-phase framework for task-based lessons: the pre-task, task cycle, and language focus.

The pre-task phase involves introducing the topic, vocabulary, and key concepts, preparing learners for the main task. The task cycle involves learners completing the main task, which could be a communicative activity like a problem-solving exercise or a group discussion. The language focus phase provides an opportunity for reflection on language use during the task, allowing learners to notice specific grammatical forms or vocabulary. Willis' model made TBLT more accessible for teachers by offering a practical structure that could be adapted to various classroom contexts, bridging the gap between theoretical concepts and real-world teaching practices.

Kimberly A. K. Lee further contributed to TBLT by focusing on task design and its impact on learner engagement and motivation. Lee's work emphasized the importance of designing linguistically appropriate and engaging tasks for students. She argued that tasks should be relevant to the learners' interests and real-world experiences to maintain motivation.

Furthermore, Lee highlighted how tasks can be sequenced in a way that progressively develops language proficiency. Her contributions also explored the importance of scaffolding tasks to ensure that learners of different proficiency levels could engage with them effectively, thus allowing TBLT to be applied to a wide range of learners in diverse educational contexts.

Alison Mackey's research has primarily focused on the role of interaction and feedback in TBLT. Her work explored how learners benefit from interactive tasks and how feedback during these tasks can lead to better language acquisition. Mackey's studies have shown that tasks that involve collaborative problem-solving or information exchange help learners improve their fluency, accuracy, and overall language proficiency.

Additionally, she has investigated the different types of corrective and non-corrective feedback learners receive during task-based interactions. Mackey's findings highlight the importance of feedback in task-based learning, demonstrating that providing learners with immediate, context-rich feedback enhances their understanding and retention of language forms and structures, ultimately supporting the learning process in TBLT environments.

These scholars have enriched Task-Based Language Teaching by providing practical frameworks, emphasizing the importance of engaging and motivating tasks, and exploring how interaction and feedback during task completion can further language development. The shift to TBLT significantly departed from more traditional, form-focused teaching methods.

For example, instead of simply teaching the present perfect tense in isolation, a teacher might design a task where students must interview one another about their past experiences, asking and answering questions such as, "*Have you ever travelled to another country?*" or "*What is the most exciting thing you have done?*" This task not only provides learners with opportunities to practice the target structure but also focuses on communication and the meaningful exchange of information, which research has shown to be more effective for long-term language retention.

Famous personalities in the field, such as Rod Ellis, have further refined the theoretical and practical applications of TBLT. Ellis argued that TBLT should focus on meaning and form in a balanced way. He suggested that while tasks should focus on meaningful communication, learners should also be given opportunities to focus on form when necessary.

For example, during a task such as writing an email requesting information about a course, students might first focus on communicating their needs and ideas. Still, later, the teacher could guide them through a review of the grammatical structures used in the email, such as polite requests or appropriate question forms. This balance of meaning and form reflects Ellis's belief that both aspects are essential for comprehensive language development.

The real-world application of TBLT in the classroom provides many benefits for learners. Students can gain a deeper understanding of language use in various contexts by engaging in tasks that reflect authentic communicative situations. For example, in a task-based classroom, students might work on creating a presentation about a cultural event or giving a tour of their hometown to classmates.

Such tasks are rooted in the real-world application of language, encouraging learners to use language in ways that go beyond the simple memorization of vocabulary or grammar. This makes learning more engaging and relevant to students' lives and future language use.

Despite the clear advantages of TBLT, its implementation is not without challenges. One of the main concerns for teachers is the need for careful task design. Tasks must be appropriately designed to align with learners' proficiency levels, cultural contexts, and learning goals. In some cases, designing meaningful tasks that are both engaging and educational can be time-consuming.

Additionally, assessing student performance in a task-based environment is more complex than in traditional grammar-focused classrooms. While conventional assessments typically measure grammatical accuracy, TBLT often requires more holistic, performance-based assessments that evaluate learners' ability to use language effectively in real-world situations.

For example, in a task-based classroom, a teacher might assess students' ability to collaborate during a group project, their fluency in presenting ideas, or their success in negotiating meaning during an interaction. This type of assessment aligns better with the communicative goals of TBLT but may require more subjective evaluation methods, such as peer reviews or portfolio assessments. Moreover, in contexts with large class sizes or limited resources, teachers may find it challenging to provide the level of individual support required to guide students through complex tasks. However, despite these challenges, the rewards of TBLT greater engagement, improved language proficiency, and stronger communicative skills are widely recognized.

Additionally, the design and implementation of task-based curricula can be time-consuming and resource-intensive. Teachers must carefully plan tasks appropriate for their students' proficiency levels, ensuring that each task is neither too simple nor too complex.

Furthermore, teachers must be able to provide adequate support during tasks, guiding learners through the language production process without overtly directing the learning process. This can be particularly challenging in large classes or contexts where teachers have limited time for planning. Nonetheless, many educators have found that the rewards of TBLT namely, increased student engagement, motivation, and language proficiency are well worth the effort.

TBLT strongly emphasizes how teachers design and execute tasks systematically, allowing adaptability in adjusting task complexity and highlighting specific grammatical aspects. Furthermore, TBLT seamlessly integrates LSRW skills, while PPP predominantly concentrates on grammar and form, necessitating supplementary skill lessons for listening and reading practice and enhanced language exposure.

In a typical PPP lesson, the teacher narrowly defines specific objectives and procedures and selects the language to be taught. The focus is on the teacher's perspective, with limited room for student input.

However, in TBLT, the approach is more flexible. During the analysis stage, students are encouraged to explore various aspects of language freely. TBLT provides a framework that allows for a gradual shift from language experience to language analysis, as seen in the task cycle, where there is a progression from the task phase to the language focus stage. Unlike in PPP, where the teacher dominates, in a TBLT class, the teacher sets up the tasks, delegates responsibility to students, intervenes as necessary, and reviews each phase at the end.

TBLT is deeply rooted in experiential learning. It highlights that language acquisition is most effective when students actively collaborate on projects or tasks, engaging in exposure, participation, internalization, and dissemination phases.

This approach fosters meaningful negotiation and learner collaboration, promoting the transformation of knowledge within learners, active involvement in collaborative groups, a holistic approach to the subject matter, an emphasis on the learning process over the final product, self-directed learning, and intrinsic motivation instead of relying on extrinsic incentives (Nunan, 1989).

TBLT has evolved as an instructional approach that places paramount importance on the meaningful use of language while considering its structural aspects. TBLT accentuates the value of harnessing learners' innate ability to acquire language as they engage in meaningful communication naturally; this contrast with structural methods that emphasize the systematic teaching and intentional acquisition of language.

The theoretical framework of these studies is anchored in Long's Interaction Hypothesis, Vygotsky's Sociocultural Theory of Human Learning, and Krashen's Affective Filter Hypothesis. These theoretical perspectives offer valuable insights into the mechanisms underlying language learning, emphasizing the role of interaction, social mediation, and affective factors in the language acquisition process in TBLT.

Long's Interaction Hypothesis posits that language proficiency development is optimally achieved through direct face-to-face interaction and communication. Central to this hypothesis is the concept of "*meaning negotiation*", which occurs when communication encounters obstacles, prompting participants to bridge gaps in understanding collaboratively.

This process of modified interaction involves various strategies such as adjusting language use, asking questions, employing gestures, making clarification requests, and utilizing confirmation checks. Furthermore, Long emphasizes the crucial role of corrective feedback provided by educators or proficient peers in refining language output and enhancing the clarity of conveyed meaning

In the context of TBLT, which emerged in the 1980s, the Interaction Hypothesis underscores the importance of comprehensible input and interaction in facilitating Second Language Acquisition (SLA). According to this perspective, learners engage in interactive tasks that receive input, process it, and produce output while monitoring their language use. Through these interactive experiences, learners acquire linguistic knowledge and develop communicative competence in real-life contexts. Educators play a pivotal role in guiding and scaffolding these interactive learning experiences, fostering language acquisition through meaningful engagement with the target language.

Vygotsky's Sociocultural Theory, supplements the Interaction Hypothesis by emphasizing the social aspects of learning and the significance of social mediation in Cognitive growth. According to this perspective, language acquisition occurs through Balancing Fluency and Accuracy in TBLT.

One of the primary objectives of TBLT is to foster fluency in language usage, which occurs when speakers engage in meaningful interactions and maintain clear and continuous communication despite limitations in their communicative skills. Fluency, characterized by language use and ongoing communication, is cultivated through activities that involve negotiation of meaning, communication strategies, and efforts to avoid breakdowns in communication (Michel, 2017).

In contrast, accuracy-focused tasks prioritize the formation of correct language examples without necessarily fostering meaningful communication. Integrating language form within the TBLT framework has sparked debate among theorists. Krashen advocated that language acquisition can be achieved solely through communicative interaction, while Prabhu emphasized meaning rather than grammatical forms. The notion that TBLT may lead to learners prioritizing fluency over accuracy has frequently faced criticism.

The concern arises: Do learners sacrifice accuracy in their pursuit of fluency?

Willis addresses this by illustrating that within the adaptable task framework, there exists an inherent emphasis on language structure. This flexibility allows instructors to effectively focus on language structures and address learners difficulties.

Additionally, within the same framework, there is a natural focus on language form as students prepare to *'Report'* to the entire class, thereby striving for accuracy and fluency. This approach underscores the integration of language form within TBLT, promoting a holistic approach to language learning.

However, pre-task instruction should not be used for extensive language teaching, especially not for teaching specific grammatical structures, as suggested by Willis and Samuda and Bygate. Opportunities exist to introduce language form focus during the pre-task phase by allowing learners to plan before performing a task, considering what they want to say and how to say it.

Proponents of pre-task grammar instruction argue that learners need grammar knowledge to perform a communicative task, as Ellis and Littlewood were noted. Nunan supports integrating focus-on-form activities in English language skills.

Proficiency in a language is often assessed based on an individual's ability to master the four fundamental language skills: listening (L), speaking (S), reading (R), and writing (W). These skills serve as the basis for effective communication and are essential in various aspects of life. Language learning endeavors typically revolve around acquiring and refining these four competencies.

Davies emphasizes the interconnectedness of these skills, highlighting their symbiotic relationship in the language acquisition process. The developmental trajectory of language skills begins in early childhood, with listening preceding speaking and reading preceding writing. This sequential progression emphasizes the inherent connection between receptive and productive language abilities. In real-life interactions, such as conversations, individuals seamlessly combine speaking and listening, blurring the boundaries between the skills.

Despite their interrelated nature, proficiency in one skill does not guarantee proficiency in others, necessitating tailored instruction for each domain. Therefore, it is crucial to foster and nurture these skills from the beginning of formal education, starting from kindergarten and continuing throughout all stages of learning.

Traditionally, speaking and writing have been classified as active or productive while listening and reading have been receptive skills (Greene and Petty, 1963). However, this dichotomy is challenged considering recent passive perspectives, acknowledging the active involvement required in listening and reading.

Davies argues that effective listening and reading involve significant cognitive engagement, encompassing processes such as guessing, anticipating, interpreting, and organizing information. Essentially, listeners and readers actively and consciously participate in the comprehension process.

Therefore, the distinction between receptive and productive skills is redefined, with listening and reading recognized as active and engaging processes similar to speaking and writing. This comprehensive understanding highlights the dynamic nature of language acquisition and the active role of individuals in understanding and producing language. Therefore, it is crucial to interweave all four skills to effectively use English for communication.

The approach is founded on the idea that individuals simultaneously employ all four language skills in daily communication. Relying solely on one or two skills to develop independently may be theoretically possible, but this does not ensure effective utilization of English for adequate preparation for academic, professional or everyday language use. TBLT is arguably the most extensively embraced approach to integrated language instruction and is widely regarded as the classroom method that closely replicates real-life communication interactions (Hinkel, 2010).

The comprehensive classroom tasks designed for groups or pairs often involve a combination of listening and speaking, reading and speaking, or reading, writing, and speaking. Activities such as listening to audio materials, playing interactive games, or collaborating on tasks involving information exchange and problem-solving necessitate learners' active participation in integrated language use as group or pair work can only be accomplished when participants collaborate, engage in discussions, share information, or read and pool their resources.

In this evolved perspective, TBLT does not limit tasks solely to speaking; it accommodates various modes and skills, including the three other language skills. It also acknowledges the role of input-based tasks, such as listening comprehension activities, especially for beginners. Learners engaging in speaking activities might also be asked to create a collaborative written response.

For instance, they could be tasked with summarizing, or reporting the results of their spoken activity in written form. As García-Mayo and Imaz Agirre (2019) pointed out, research has suggested that speaking-focused tasks encourage learners to prioritize meaning, while tasks incorporating a written component provide more opportunities for learners to concentrate on accuracy and grammatical structure.

Tasks involving some form of written output also lend themselves to individual work, which can be integrated with other language skills, such as reading and responding (e.g., replying to a letter) or listening or watching and responding (e.g., summarizing key points of an announcement).

Individual writing tasks can be completed as part of whole-class activities, where the entire class listens to or reads the same input and produces individual written responses. This can lead to pair, group, or whole-class collaboration, where outcomes are shared and feedback opportunities are provided. Additionally, these tasks can be extended into monologic speaking activities, such as individual presentations.

TBLT has evolved into a relevant and practical approach for integrating language skills. This approach acknowledges the interconnected nature of language skills and their natural integration in real-life language use. It aligns with the idea that language skills are best developed when used together, fostering constant practice and granting students more significant opportunities to delve into and hone these skills through exploration and extensive practice.

TBLT is also evolving in response to advances in technology. Digital tools and platforms now provide a wealth of resources that support task-based learning, enabling learners to engage in tasks that simulate real-world interactions in virtual environments. For instance, online collaboration tools, video conferencing platforms, and social media can be used to facilitate communication-based tasks that connect learners with speakers of the target language.

This is particularly relevant in today's globalized world, where language learners may need to communicate with people from diverse cultural and linguistic backgrounds. Technology has thus broadened the scope of TBLT, offering new opportunities for learners to interact and complete tasks that mirror real-world scenarios.

Task-Based Language Teaching represents a significant shift in the field of language education. TBLT offers a more holistic and engaging approach to language learning by focusing on communicative tasks that simulate real-world situations. Its emphasis on learner-centered instruction, authentic communication, and cognitive engagement makes it a powerful tool for developing language proficiency.

While the approach does present particular challenges, such as the need for appropriate assessment methods and careful task design, it remains one of the most effective methods for fostering communicative competence. As research and technology evolve, TBLT will remain a central language education framework, shaping how language is taught and learned in classrooms worldwide.

Task-Based Language Teaching offers a dynamic and practical approach to language education, moving beyond traditional grammar instruction to focus on communication and real-world language use. Through the work of influential scholars such as Michael Long, Peter Skehan, and David Nunan, TBLT has evolved into a framework that prioritizes meaning, interaction, and authentic language use.

Tasks designed to reflect real-world situations provide learners with opportunities to use language actively and purposefully, significantly enhancing fluency and language retention. Although implementing TBLT can be challenging, particularly in task design and assessment, its impact on learners language skills and motivation makes it a highly effective method in contemporary language education.

By fostering communicative competence and promoting learner-centered instruction, TBLT prepares students for the practical demands of language use in today's globalized world.

CHAPTER - III

The Use of Technology in Task-Based Language Teaching: Enhancing Learning through Digital Tools and Online Platforms''

Task-based language Teaching (TBLT) has emerged as a dynamic and communicative approach in modern language education. It shifts the focus from rote memorization and grammar-heavy instruction to meaningful, real-world language use. Unlike traditional methods, which often prioritize form over function, TBLT emphasizes learner engagement in purposeful tasks that mimic authentic language scenarios, such as writing an email, planning a trip, or participating in a debate.

These tasks are designed to practice language structures and develop learners' ability to use the target language to achieve specific communicative goals. As a learner-centred methodology, TBLT encourages problem-solving, collaboration, and language as a tool for real-life communication, making it especially suitable for today's interactive, globally connected learners.

In this context, TBLT is not just a pedagogical strategy but a shift toward more experiential and functional language acquisition tailored to learners' interests and needs. The rapid integration of technology into education has brought remarkable transformations in

language teaching, especially within the framework of Task-Based Language Teaching.

As global classrooms evolve into hybrid and digital spaces, educators increasingly turn to digital tools and online platforms to support real-world task performance in language acquisition. The shift from traditional to technologically enhanced instruction is not merely a trend but a pedagogical necessity shaped by learners evolving needs and digital realities. This thesis explores how technology, in its diverse forms, enhances the principles of TBLT, making language instruction more effective, interactive, and learner-centered.

In a traditional TBLT setup, learners are engaged in meaningful tasks that mimic real-life language use ordering food, writing an email, or negotiating a travel itinerary. When these tasks are migrated to digital environments, the potential for engagement and personalization increases significantly.

For instance, using platforms like Google Docs for collaborative writing projects allows students from different locations to co-create narratives, simulate business correspondence, or revise each other's work in real time. Such tasks are authentic and mirror the collaborative nature of communication in today's workplaces.

Technology also personalizes the learning experience, allowing learners to work at their own pace and according to their proficiency level. Apps like Duolingo and Xeropan adapt to the user's performance, allowing the system to generate customized vocabulary and grammar tasks.

For instance, students struggling with past tense verbs might be prompted with additional tasks focused on that particular structure. These micro-tasks support the larger task cycle while giving learners autonomy over their progress, a key advantage of tech-integrated TBLT.

Moreover, tools such as Flip Grid and Padlet empower students to present language in creative formats. A speaking task, like giving a tour of one's city, can be recorded and uploaded to Flip Grid, where peers can comment and react, creating a digital dialogue space. This practices oral skills and encourages digital fluency and cultural exchange. A teacher assigning such a task can observe improvements in pronunciation, coherence, and spontaneous speech over time elements that are often hard to capture in a traditional classroom.

Simulating immersive environments also adds a powerful dimension to task execution. Virtual reality tools and augmented reality applications now allow language learners to practice real-life interactions in safe, controlled digital environments. For example, a student preparing for a job interview can rehearse their responses in a VR-simulated office, responding to prompts from an AI interviewer. This form of situated learning enhances confidence and reduces anxiety, which is often associated with public speaking tasks or formal communication in a second language.

Technology also plays a central role in assessment, enabling formative and summative evaluations to be more dynamic and data driven. Digital platforms like Edmodo or Microsoft Teams can track student participation, submission timelines, and peer interaction. For example, a group tasked with developing a travel brochure using Canva can be accessed on the final product and the process how ideas were shared, revised, and negotiated among team members. Such assessment approaches reflect the collaborative and communicative emphasis of TBLT.

Mobile phones and low-bandwidth applications like WhatsApp and Telegram have been widely used in less-resourced contexts. Teachers in rural areas have initiated Whatsapp-based writing tasks, where learners receive prompts, respond in real-time, and get feedback directly from the teacher or peers. This form of mobile-assisted TBLT educates learners who may not have access to computers or stable internet, ensuring inclusivity while maintaining pedagogical integrity.

Despite the evident advantages, implementing digital tools in TBLT is not without challenges. Teacher training remains a pressing concern, as educators often lack the confidence or technical expertise to design tasks that effectively exploit digital platforms. Professional development programs must, therefore, emphasize both technological proficiency and pedagogical strategies for task-based instruction.

A teacher who understands the potential of Microsoft Sway to organize storytelling projects or who can use Learning Apps to design grammar games aligned with real-world tasks can bring innovation to the classroom that enhances learner motivation and achievement.

Another concern is digital equity. Not all learners can access devices, high-speed internet, or quiet spaces to complete language tasks. A thesis acknowledging this reality must consider solutions such as offline compatible apps, using school based computer labs, and creating asynchronous tasks that accommodate varied schedules and learning speeds. Ensuring fair access to technology is crucial to the success of TBLT in diverse educational settings.

The thesis also examines the psychological impact of technology on learners' engagement. When learners are given tasks like creating a travel blog using Blogger or Word Press, they apply language structures and develop ownership of content and pride in their creative work. These emotional factors often overlooked can significantly boost motivation, a vital component of successful language learning.

Furthermore, the role of feedback in digital TBLT cannot be overstated. Tools like Grammarly, Turnitin, or Google Classroom's comment feature allow for timely, targeted feedback. A student writing an argumentative essay on environmental issues can receive peer and teacher input throughout the drafting process, making the revision cycle a rich learning experience rather than a correctional task.

Ultimately, this thesis demonstrates that integrating technology into TBLT is more than a convenience it represents a paradigm shift in how languages are taught and learned. The digital medium enables replicating real-world communicative scenarios, supports differentiated instruction, and promotes lifelong learning skills such as collaboration, problem-solving, and digital literacy. As this exploration continues through detailed examples and case-based insights, it becomes clear that technology, when used thoughtfully, amplifies the strengths of TBLT and prepares learners for communication in a digitally interconnected world.

Integrating digital tools into TBLT represents a natural evolution in language pedagogy. Educators can enhance task engagement, expand learner interaction, and accommodate diverse learning styles. Technology offers platforms that facilitate synchronous and asynchronous communication, real-time feedback, and collaborative task completion.

Online platforms such as Google Classroom, Zoom, Padlet, Quizlet, and YouTube now complement classroom instruction by offering tools that align seamlessly with the core principles of TBLT. These tools enable students to complete tasks flexibly and creatively, such as recording spoken messages, co-authoring texts, or conducting virtual interviews.

As technology becomes increasingly embedded in the educational landscape, its ability to support the cycle of TBLT pre-task, task performance, and post-task reflection has grown substantially. This digital convergence enhances task delivery and fosters autonomous learning, interactivity, and learner motivation, all critical for successful language acquisition in the digital age.

Real world examples from classrooms vividly illustrate how digital tools can enhance task-based instruction. For instance, Google Docs has become a popular tool for collaborative writing tasks, enabling students to work together in real-time on reports, stories, or argumentative essays while receiving instant feedback from peers or teachers. Video conferencing tools like Zoom or Microsoft Teams are used for oral presentation tasks or simulated role-play activities, where students practice speaking and listening in interactive formats.

Padlet allows learners to brainstorm ideas, post responses to prompts, or contribute to group discussions in writing tasks. Meanwhile, Kahoot and Quizizz are employed to gamify vocabulary-building tasks or grammar review activities. These tools provide interactive platforms for task completion and create digital records of student work that can be used for reflection and assessment. Such examples highlight how technology is not merely an add-on to TBLT but a transformative element that reshapes how tasks are designed, delivered, and assessed.

Integrating technology into classroom practices has significantly influenced the evolution of language teaching methodologies in the 21st century. Among the emerging trends, Task-Based Language Teaching has gained prominence for its emphasis on real-world communication, learner-centered instruction, and meaningful task completion.

With the rise of digital tools and online platforms, TBLT has transformed, adapting to new teaching environments and learner needs. This research explores how technology is currently being used to support TBLT in various educational contexts and to evaluate the effectiveness, challenges, and perceptions associated with this integration.

Computers, mobile phones, and the internet gradually became integral to teaching and learning, opening the door to more flexible, interactive, and personalized educational experiences. These two pedagogical and technological movements TBLT and educational technology have increasingly intersected in the 21st century, giving rise to classrooms where digital tools are not merely accessories but integral components of language learning. In such environments, learners no longer passively receive knowledge; instead, they actively participate in solving problems, creating content and collaborating across platforms. Technology integration into TBLT has redefined the nature of tasks, allowing them to be more immersive, contextual, and communicatively authentic.

For example, a student preparing for a job interview might use online forums to research common questions, record and review their answers using a voice recording app, and then present their simulated interview via a video conferencing platform for peer feedback. This task promotes speaking fluency and vocabulary acquisition and fosters real life communication strategies, digital literacy, and confidence.

Such examples illustrate the transformative potential of technology when thoughtfully integrated with pedagogical principles rooted in TBLT. As learners navigate tasks that resemble real-world activities such as planning a trip using digital maps, engaging in debates through discussion boards, or co-authoring stories via collaborative documents they experience language as a tool for meaningful interaction rather than as a set of abstract rules.

The increasing reliance on digital tools in education, accelerated by global events such as the COVID-19 pandemic, has further validated the relevance of technology supported task-based approaches. During periods of school closure and remote learning, educators worldwide turned to digital platforms to sustain interaction, assessment, and engagement.

They often adapted traditional lessons into task-based projects using online tools that supported communication and collaboration. Platforms like Google Classroom, Microsoft Teams, Zoom, and various mobile applications became the virtual spaces where language tasks were planned, executed, and reflected upon. This shift revealed both the strengths and limitations of integrating technology into language teaching but, more importantly,

highlighted the adaptability and future-oriented nature of TBLT.

The shift toward integrating technology into TBLT has also influenced curriculum design in many contemporary classrooms. Institutions that recognize the pedagogical value of authentic tasks now embed digital projects directly into course requirements. For instance, students learning English for Academic Purposes may be tasked with preparing a research poster presentation using tools like Canva or Prezi.

The task doesn't merely teach language in isolation but encourages the synthesis of reading, summarizing, designing, and presenting skills all essential for academic communication. These platforms allow students to collaborate on the same project, whether physically together or working remotely, promoting asynchronous communication and team-based language development.

Language classrooms have also witnessed a transformation in assessment patterns due to technology integration. In the context of TBLT, assessment must reflect process and product, not just correct grammar or vocabulary usage. Digital platforms like Seesaw or Edmodo allow teachers to gather evidence of task completion over time, observe student progress, and document peer feedback

For example, a student creating a recipe video for a cooking task can upload each draft, receive comments, revise, and submit the final version making the process visible and formative. These tools help students reflect on their progress and increase metacognitive

awareness about language learning, another key benefit of technology driven TBLT.

Gamification has also emerged as a powerful strategy in TBLT environments. When learners are assigned tasks incorporating game elements such as point scoring, competition, and progress tracking they often exhibit higher levels of motivation and engagement. Platforms like Kahoot! and Quizizz allow instructors to turn vocabulary reviews, grammar challenges, and sentence building exercises into interactive group competitions.

A task like "*planning a holiday*" can begin with a vocabulary-building game on tourism-related terms, followed by a planning activity using Google Slides and a presentation to peers using a Flip grid. The sequence becomes engaging and pedagogically sound as learners apply and apply language in context.

Another promising development in this domain is using language learning management systems such as Moodle or Canvas. These platforms not only organize content but facilitate structured task cycles. A teacher can upload a video of a real-life conversation, assign students to write a similar dialogue in pairs, and then require them to act it out over Zoom or Teams.

Feedback can be posted directly onto the LMS, and discussion forums can be used to reflect on the performance. These systems ensure learners have access to resources, rubrics, peer collaboration spaces, and teacher support all vital for successful task completion.

Technology also enables the creation of interdisciplinary tasks, linking language learning to broader social and professional contexts. For example, learners can be assigned to design a digital advertisement for an eco-friendly product. This requires them to research environmental issues, write persuasive content, and create visual designs using tools like Canva, and record a voiceover all in the target language.

The task incorporates reading, writing, speaking, and listening skills while addressing real-world topics, thus enhancing both language and critical thinking skills. Such tasks mirror workplace communication and prepare learners for functional language use in professional domains.

A beneficial approach within digital TBLT is real-time collaborative tools during synchronous online sessions. Tools like Jam board or Miro enable students to brainstorm and plan tasks visually, mimicking in-person group work. When students are asked to co-develop a podcast script on local culture, they can use the Jam board to map their ideas, assign roles, and organize content. Then they use Audacity or Anchor.fm tools to record and publish their podcast. Through this task, they practice pronunciation and cohesion and navigate digital platforms, improving language and media skills.

Furthermore, social media has opened new doors for TBLT by enabling authentic interaction outside the classroom. Learners can be tasked with managing an Instagram page in English that highlights their community, hobbies, or daily lives. The activity encourages

regular, spontaneous use of the language and invites interaction with followers.

Similarly, Twitter-based tasks, such as summarizing news articles in 280 characters, help students refine the concise language and develop an awareness of tone and audience. These informal tasks reflect the evolving nature of communication in the digital age and bring TBLT even closer to learners' real-world language use.

From a global perspective, digital tools have enabled cross-cultural exchanges through projects such as virtual pen pal programs or international debate forums. Students in India, for example, can be paired with peers in Germany to work on a shared task, like comparing educational systems. Using email, WhatsApp, or Padlet, they discuss, negotiate, and co-write a comparison report. Such projects enhance linguistic skills and promote intercultural awareness, an increasingly essential skill in global citizenship education.

To achieve this objective, the study adopts a survey based research methodology, utilizing quantitative and qualitative instruments to collect data from language teachers and students who actively engage in technology supported task-based learning. The survey method was chosen for its flexibility in gathering wide-ranging responses across demographics and its ability to provide measurable insights into current educational practices. The research's core is structured questionnaires designed to capture participants' experiences, preferences, and evaluations of the digital tools employed during language instruction.

The methodology section begins by outlining the research design, followed by a detailed explanation of the sampling process, the structure of the survey instruments, and the ethical considerations taken into account during data collection. The questionnaire design focused on aligning with the study's objectives, ensuring that each item provided relevant and analyzable data.

Participants were selected from institutions known to integrate digital tools in their English language programs, and data collection was carried out through online platforms to maintain coherence with the research theme.

By beginning the study with a comprehensive methodological approach, the thesis sets the stage for a systematic investigation into how digital tools and online platforms are enhancing, shaping, or even challenging the process of task-based language teaching in real classroom settings. The findings derived from this survey will contribute to academic understanding and practical pedagogical insights for teachers, curriculum designers, and educational policymakers.

A structured survey was developed and administered among students actively engaged in English language learning to understand how digital tools and online platforms influence the process and effectiveness of Task-Based Language Teaching. The survey followed a descriptive quantitative design, focusing on collecting measurable data that could reveal trends, patterns, and perceptions regarding the use of technology in language classrooms.

This type of research is non-experimental and cross-sectional, aiming to observe and describe conditions or relationships as they exist at a specific time. Such a survey method explores language learners' attitudes, behaviours, and preferences, particularly how they perceive and experience technology integration in a task-based learning environment.

The decision to employ a structured questionnaire was made to ensure uniformity in the questions posed to all respondents, allowing for consistency and comparability in the collected data. The survey was carefully designed to include multiple segments that reflect different dimensions of the topic under study, such as frequency of technology use, perceived effectiveness, learner engagement, and perceived challenges or limitations.

The questionnaire began with general demographic information to contextualize the responses, such as the respondents' academic level, frequency of technology usage, and exposure to online platforms. This initial section helped segment the data during analysis to identify whether specific patterns were consistent across groups or varied depending on age, experience, or other demographic factors.

Following this, the survey's core was built upon a series of Likert-scale items designed to assess student attitudes toward integrating digital tools in their English language learning. These items provided statements to which participants responded on a five-point scale, ranging from Strongly Agree to Disagree Strongly.

The Likert-scale format was selected for its ability to capture degrees of opinion and for facilitating quantitative analysis. By structuring the questions in this format, it became possible to gauge whether students agreed or disagreed with a statement and the intensity of their agreement or disagreement, thus providing more nuanced insights into their perceptions.

Each section of the survey targeted a specific facet of the TBLT experience. One key area of focus was the frequency and regularity with which technology was used in classroom activities. Respondents were asked to indicate how often they used devices such as smart phones, tablets, or computers during language tasks and which digital tools were most frequently employed such as language learning apps, educational YouTube videos, interactive games, virtual whiteboards, and online quizzes. Another crucial aspect explored was the impact of these technologies on the four primary language skills: speaking, listening, reading, and writing.

Participants were prompted to reflect on whether their use of digital tools had enhanced their abilities in these areas and to what extent they felt more confident or proficient because of this integration. By doing so, the survey aimed to assess whether students perceived technology as a beneficial aid in completing communicative tasks, especially those requiring active engagement and interaction, which are central to the philosophy of TBLT.

Furthermore, the survey delved into the learners level of motivation and interest while engaging in technology supported tasks. This segment was designed to understand whether digital tools increased learners enthusiasm, concentration, and willingness to participate in classroom activities. Respondents were encouraged to reflect on how integrating online resources affected their classroom engagement compared to traditional methods. Another portion of the questionnaire addressed the accessibility and usability of technological tools.

Questions were framed to understand whether students found the digital platforms easy to navigate, faced issues with internet connectivity or device compatibility, and received sufficient support or training in using these tools effectively. These items were essential in assessing practical challenges that could hinder the successful implementation of TBLT through technology.

Additionally, a section was devoted to exploring students' preferences and recommendations, offering insights into how they would like to see technology integrated more effectively into their learning process. Respondents were given statements about future use and innovation in the classroom, helping the researcher capture forward looking data that can guide educators and institutions in adopting best practices.

The survey design carefully considered clarity, neutrality, and relevance. Each item was crafted to avoid ambiguity and bias, it also ensuring respondents could easily comprehend the questions and provide honest answers. Pre-testing the survey among a small group of students allowed for refining question phrasing and eliminating potentially misleading or repetitive items. This pilot phase also helped determine the average time required to complete the survey, ensuring it was neither too lengthy nor too brief to collect meaningful data.

The finalized version was then administered to a larger sample of students involved in English language courses where technology played a significant role in instruction. The mode of distribution was in print. Anonymity and confidentiality were maintained throughout the process, and participants were informed about the purpose of the study, ensuring ethical standards in research were upheld.

A key strength of the survey design was its alignment with the study's objectives. Since the research aimed to evaluate how technology enhances learning in TBLT settings, the questionnaire items were tightly linked to theoretical frameworks and pedagogical models of language learning.

For instance, TBLT emphasizes real-world communication and problem-solving tasks, and the survey captured whether digital tools facilitated such tasks by enabling collaboration, access to authentic materials, and immediate feedback. The design also allowed for triangulating student responses across different themes, such as comparing perceived skill

improvement with actual technology usage frequency.

In this way, the survey served as a rich data collection tool capable of yielding insights that could inform academic analysis and practical recommendations.

Moreover, the survey's structure ensured that data could be analyzed descriptively and inferentially. The closed ended questions made calculating frequencies, means, and standard deviations possible, offering a clear statistical picture of trends. At the same time, this survey did not include open-ended questions for qualitative insights; the uniform responses allowed for a focused exploration of shared experiences and differences among participants.

In addition, the logical flow of the questionnaire from general perceptions to specific skills and challenges helped guide the respondent through a thought process that was both reflective and informative. Ensuring internal consistency and thematic coherence, the survey design achieved high reliability and validity in measuring its intended assessment.

The survey also functioned as a tool to test specific hypotheses indirectly such as whether frequent use of technology correlates with higher motivation or whether students using specific tools show more improvement in writing tasks than in listening activities. Although the study was not experimental, the quantitative data obtained through the survey can support claims about technology's role in enhancing task-based language learning.

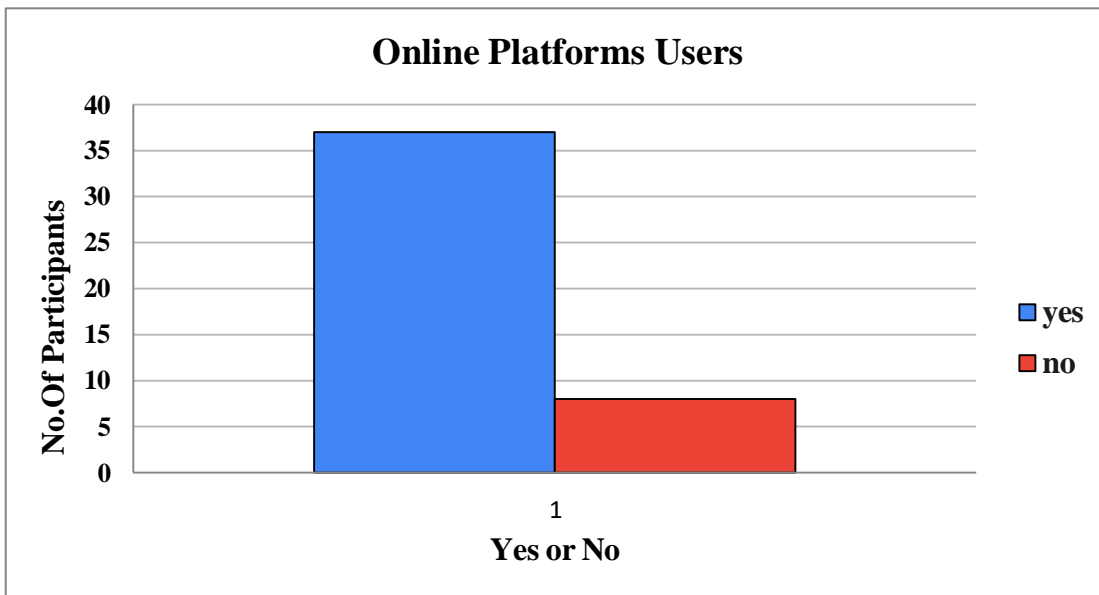
Furthermore, the structured nature of the instrument facilitates future replications or longitudinal studies that investigate changes in perceptions over time as technology use in education continues to evolve. Notably, the survey design reflects a learner-centred philosophy, aligning with the core tenets of TBLT, which emphasize student autonomy, interaction, and engagement in meaningful communication.

The survey employed in this research was a well-structured, quantitative instrument designed to explore and analyze learners experiences and perceptions of using digital tools and online platforms in TBLT environments. The descriptive, cross-sectional nature of the survey allowed for a comprehensive snapshot of current practices, attitudes, and challenges, making it an effective tool for gathering reliable data.

By incorporating Likert-scale items across multiple thematic sections, the survey captured various relevant variables, contributing valuable insights into how technology can be harnessed to improve language learning outcomes. The thoughtful design, ethical administration, and precise alignment with research goals made this survey a central component of the overall methodology, enabling the researcher to draw meaningful conclusions and recommendations based on empirical evidence. As technology continues redefining education's landscape, such surveys remain essential for understanding its impact and optimizing its use pedagogically soundly.

Table 1 shows the data of Participants using Online platforms and Digital Tools.

No. Of. Participants	No. of Participants using online platforms	No. of Non-users
45	37	8



The first graph in the dataset highlights whether learners actively use online language learning platforms. The results show that a substantial majority (37 out of 45 participants) affirmed using digital tools for language tasks, while only eight responded negatively. This overwhelming usage of online platforms indicates technology's growing importance and acceptance in modern language education.

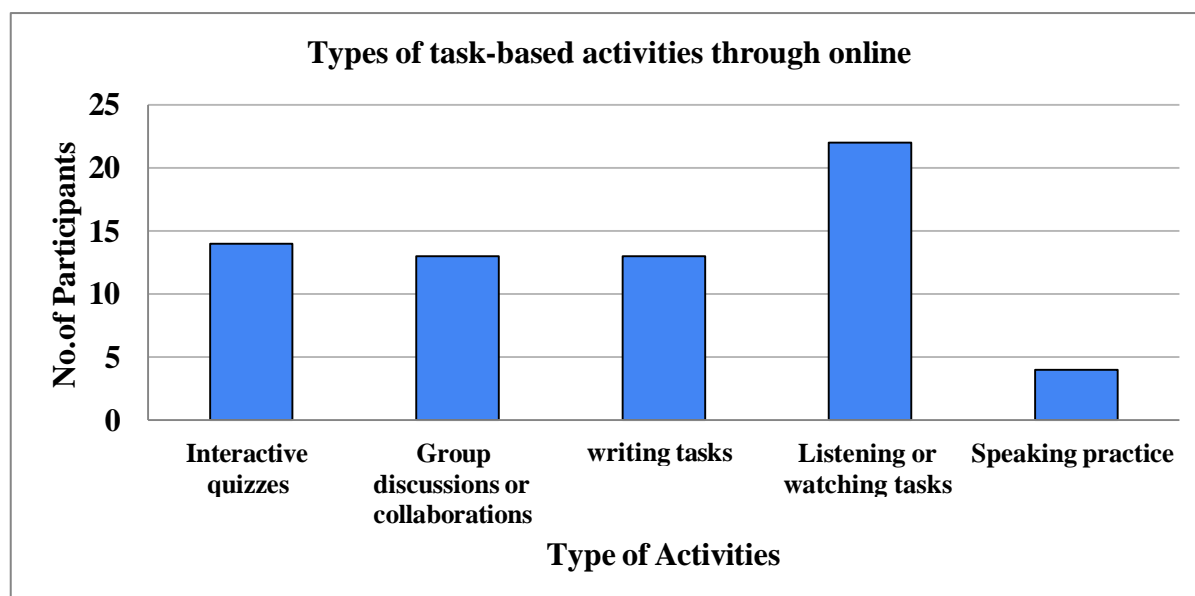
The frequently mentioned platforms include Zoom, Google Classroom, Skype, and Duolingo. These tools are more than content delivery systems and they are interactive environments allowing learners to perform meaningful, real-world tasks aligned with Task-Based Language Teaching principles.

For example, a student participating in a Zoom class may be assigned a role-play activity where they simulate booking a hotel room or conducting a job interview. Another instance is using Skype to conduct oral exams or mock interviews with peers from different locations. Google Classroom can host a range of tasks, including essay writing, collaborative projects, and vocabulary games, and teachers can give real time feedback and comments. Duolingo might ask learners to translate a conversation or narrate a story based on provided prompts, enhancing engagement and interactivity. These examples showcase how online platforms foster a dynamic and supportive learning environment.

Moreover, many learners prefer particular platforms based on user interface and task variety. For instance, one participant mentioned using Notion to create personal vocabulary databases linked to digital flashcards, while another used Edmodo to engage in peer discussions about literature. This integration of digital tools aligns with the principles of learner autonomy and individualized pacing central to TBLT.

Table 2 shows the data types of activities the participants prefer in online learning.

No. Of Participants	Interactive quizzes	Group discussions or collaborations	Writing tasks	Listening or watching tasks	Speaking practice
45	14	13	3	22	4



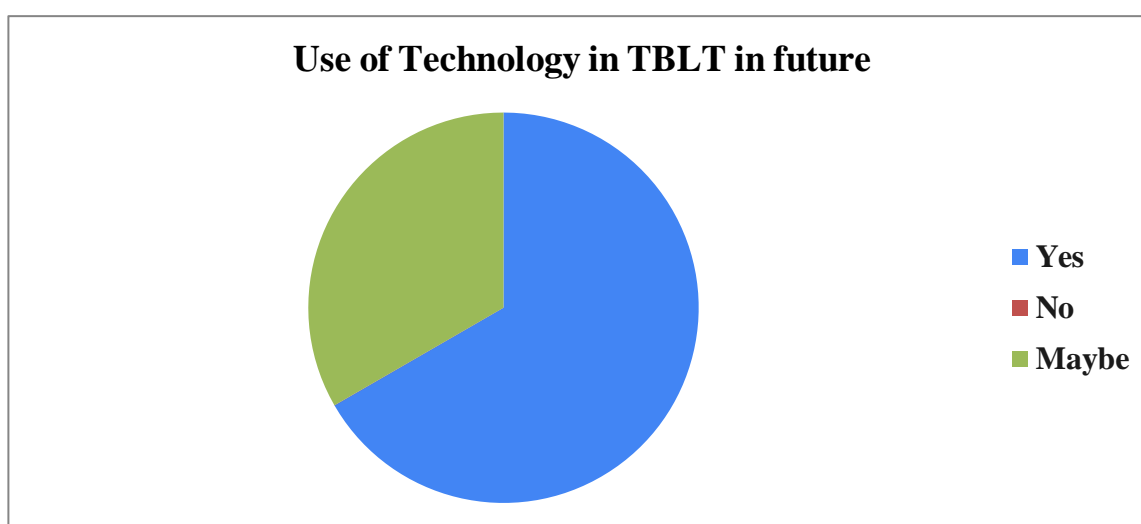
The second graph illustrates the tasks participants prefer when engaging with online platforms. The data shows a strong preference for speaking practice, listening or watching tasks, and interactive quizzes. These preferences demand assignments that involve honest communication and stimulate multiple senses. The speaking practice was rated highest, showing learners' desire to use language in context actively.

For example, during a speaking task on Flip grid, learners record short videos on topics like *"Describe your dream vacation"* or *"Your opinion on climate change,"* which are then reviewed by classmates who provide constructive feedback. Listening or watching tasks may involve viewing a YouTube documentary and completing comprehension questions or summarizing key points in a Padlet discussion board. These activities immerse learners in authentic content and promote cultural awareness and language skills.

Interactive quizzes, such as those designed with Kahoot! or Quizizz, offer immediate feedback, increase learner motivation, and serve as a fun way to reinforce grammar and vocabulary. One participant reported designing their quizzes as part of a peer-teaching task, enhancing their understanding and creativity. These task preferences reveal the significance of active, multimedia-based learning experiences and support the constructivist approach, where learners build knowledge through interaction and reflection.

Table 3 shows future responses to the use of Technology in Task-Based Language Teaching.

No .of Participants	Yes	No	Maybe
45	30	0	15



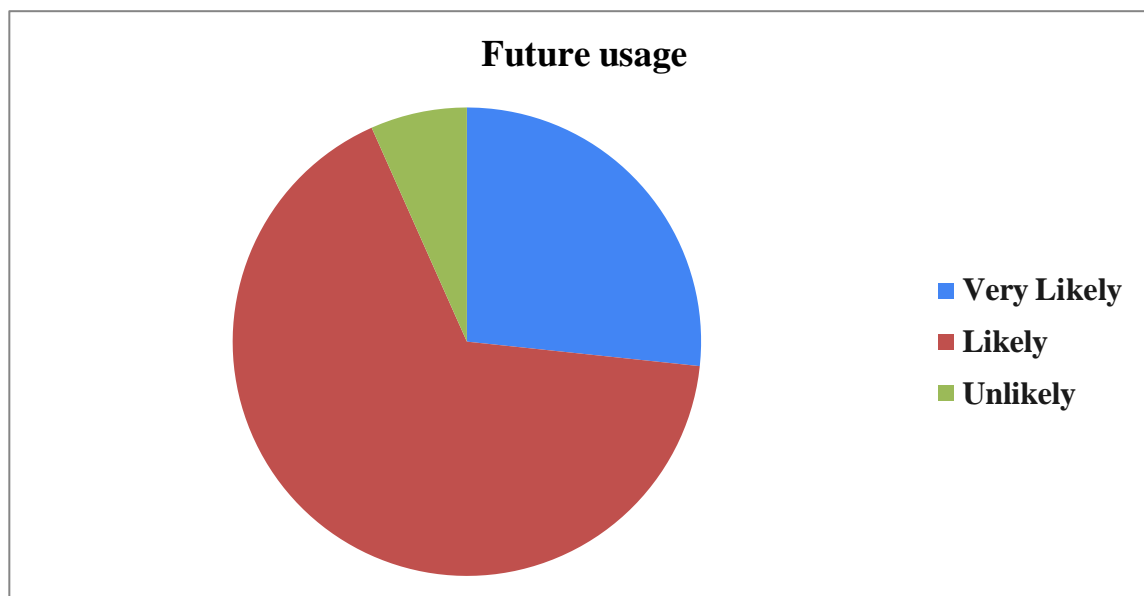
The third graph explores participants beliefs about the future role of technology in TBLT. The majority believe the integration of technology will continue to expand and evolve. This belief stems from the apparent advantages learners have experienced, including real-time collaboration, access to authentic materials, and flexibility in learning.

Participants provided instances of using collaborative platforms like Miro for brainstorming and concept mapping, which mimic professional environments and enhance critical thinking. Some learners mentioned using AI chatbots for grammar correction and pronunciation feedback, noting improved writing clarity and speaking confidence. These innovations point toward a future where innovative technologies will become indispensable in language learning classrooms.

Moreover, participants believe that virtual reality (VR) and augmented reality (AR) will eventually be integrated into TBLT. Imagine a scenario where learners engage in a virtual marketplace to practice bargaining in a second language or attend a simulated international conference to deliver presentations. Such immersive experiences excite learning and prepare students for real-world communication in diverse contexts.

Table 4 shows that task-based language teaching enhances problem-solving and critical thinking.

No. of Participants	Yes	No
45	41	4



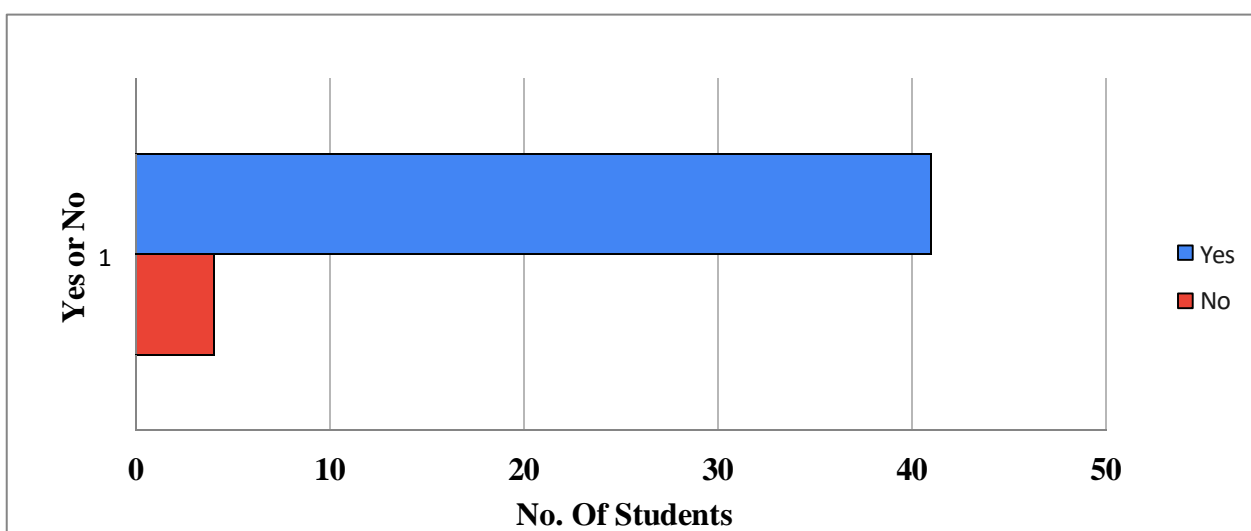
The fourth graph addresses learners' willingness to continue using digital tools for language learning. The majority strongly preferred maintaining these practices in future academic or personal settings. This readiness signals the permanence of technology enhanced learning even beyond the constraints of remote education.

For example, students stated they would continue using Google Calendar and Trello to organize group tasks, set deadlines, and manage workload collaboratively. One participant shared that they plan to use Canva to design presentation slides during classroom discussions. At the same time, another intends to keep using ChatGPT to brainstorm essay outlines or get clarification on grammar points. When used strategically, these tools extend the learner's skill set, promoting digital literacy and lifelong learning.

In addition, participants mentioned integrating language learning apps with their daily routines. For instance, they could use LingQ to read foreign language articles during their commute or watch Netflix with subtitles to improve their listening skills. This seamless blending of education with everyday life demonstrates the shift toward continuous, informal learning outside the traditional classroom.

Table 5 shows how likely they are to continue using digital tools and online platforms for task-based language learning.

No. of Participants	Very Likely	Likely	Unlikely	Very Unlikely
45	12	30	3	0



The final graph investigates whether learners believe that TBLT conducted through digital platforms enhances their problem-solving and critical-thinking skills. Most responded affirmatively, recognizing how open-ended tasks and digital environments challenge them intellectually.

For example, a task requiring students to draft a policy recommendation for environmental issues based on research involved synthesizing information, prioritizing arguments, and presenting them clearly to peers. Another group activity involved resolving a fictional workplace conflict using collaborative writing tools and role-playing scenarios, requiring negotiation and empathic reasoning. These tasks mirror real-life complexities and compel learners to make informed decisions using appropriate language structures.

Furthermore, discussion forums and comment threads encourage learners to justify their ideas, critique others constructively, and engage in metacognitive dialogue. A participant mentioned how recording a podcast episode with classmates required them to plan content, divide roles, manage time, and handle technical tools. This experience significantly enhanced their confidence and collaborative skills.

Digital storytelling tasks, such as creating a short film with subtitles or a comic strip on language learning challenges, also push learners to organize content coherently and use visual-linguistic coordination. These forms of multimodal expression sharpen cognitive faculties while keeping learners motivated and engaged.

As technology evolves rapidly, so must the approaches and methodologies used in language education. In light of the findings and practices explored throughout this study, it becomes increasingly important to consider forward-thinking recommendations that can guide teachers, institutions, and researchers in optimizing the use of technology in task-based language teaching. One of the most significant recommendations is the need for comprehensive professional development for educators.

Teachers must be equipped with an understanding of TBLT principles and the digital fluency required to use a wide range of tools effectively. While many educators are familiar with traditional classroom technologies, integrating more advanced platforms such as AI-powered feedback systems, interactive virtual environments, and adaptive learning technologies requires ongoing training. Workshops, webinars, and peer mentoring programs can help bridge the gap between theory and practice, ensuring that instructors are confident in designing and implementing tech-rich tasks that promote communication, collaboration, and creativity.

Another vital recommendation is the customization of tasks to meet the diverse needs of learners in different contexts. As digital platforms become more versatile and accessible, they offer the possibility of personalizing instruction in ways that were not previously possible. Educators should be encouraged to develop tasks that reflect learners interests, real-life experiences, and future goals.

For example, students interested in hospitality could be tasked with designing a virtual travel itinerary using digital maps and travel websites, incorporating vocabulary and grammar relevant to tourism. Similarly, learners preparing for international business roles might collaborate on creating a professional proposal using Google Docs or Microsoft Teams. By leveraging digital tools to support authentic, contextualized tasks, instructors can enhance student motivation and ensure greater relevance of language learning to real-world applications.

Collaboration among educational institutions and edutech developers is another area where significant progress can be made. Many language learning platforms are developed without direct consultation with language educators, leading to a mismatch between what is pedagogically sound and what is technologically possible. A strengthened partnership between these two sectors can create more effective platforms tailored explicitly for TBLT.

Tools that support synchronous and asynchronous communication, collaborative document editing, multimodal submissions, and integrated feedback loops can all enhance the task cycle if designed with educators needs in mind. Moreover, platforms should prioritize accessibility, ensuring learners with disabilities or limited internet access can participate equally in task-based learning experiences.

Incorporating AI and adaptive learning into TBLT also presents exciting possibilities. AI-powered writing assistants, speech recognition apps, and intelligent tutoring systems are beginning to shape the future of language education. These technologies can offer personalized scaffolding during task performance, allowing learners to receive immediate feedback, track their progress, and focus on improvement areas.

For instance, a learner writing a blog post as part of a storytelling task can benefit from AI tools like Grammarly or ChatGPT that suggest real-time revisions, synonyms, or corrections. However, while these tools are helpful, it is recommended that educators guide students on how to use them critically and ethically, promoting digital literacy alongside linguistic proficiency. AI should be seen not as a replacement for instruction but as a support system that enhances human interaction and learning through meaningful, student-centered tasks.

For future research, several promising avenues should be explored in greater depth. One area is the long-term impact of technology-mediated TBLT on learner autonomy and language retention. While existing studies often focus on short-term classroom outcomes, there is a need to understand how digital tasks influence learners' ability to use language independently outside the classroom. Longitudinal studies tracking learners over time could provide valuable insights into how task-based digital learning prepares students for real-world language use in both professional and social contexts. Another proper research direction would be comparative studies across different cultures, age groups, and proficiency levels.

For instance, *how do young learners respond to gamified task-based apps compared to adult learners in a workplace setting? How do cultural preferences influence the design and reception of specific digital tasks?* These questions highlight the importance of contextual understanding in the design and implementation of TBLT.

In addition, research should delve into integrating emerging technologies such as virtual reality and augmented reality. Virtual Reality platforms like ENGAGE or Mozilla Hubs allow learners to immerse themselves in simulated environments where tasks can be carried out in realistic settings. For example, learners could participate in a virtual job interview, give a museum tour, or negotiate a contract all within a 3D space.

Such an immersive tasks hold great potential for developing fluency, confidence, and situational awareness. Future studies could explore how these tools impact learners' affective factors, such as anxiety, motivation, and willingness to communicate. Similarly, AR tools could superimpose digital tasks onto physical objects, allowing learners to interact with their environment in meaningful linguistic ways. As hardware becomes more affordable and mobile-ready, these innovations will likely become more feasible for classroom use and should be systematically studied for their effectiveness.

Another area for future research is the ethical and data privacy implications of using digital tools in language education. As students increasingly engage with cloud based platforms, social media, and AI systems, their data is often stored, analyzed, and used to personalize instruction. It is essential for educators and institutions to critically examine the terms of service of these platforms and ensure that student data is protected

Future research can investigate best practices for ethical digital pedagogy in TBLT, developing frameworks that balance technological affordances with student rights and security. Moreover, there is a growing need to study how students perceive these digital interactions whether they feel monitored, empowered, or overwhelmed by the digital layers of their learning experience.

Current trends also highlight the increasing importance of mobile-assisted language learning, especially in contexts with limited computer access. Future studies could explore how mobile applications can be used for micro tasking, where learners complete short, purposeful tasks on their phones during commutes, breaks, or free time. Apps that support collaborative messaging, voice recording, and brief video production offer endless opportunities for spontaneous language use.

By studying these patterns, researchers and practitioners can better understand how mobile technology can extend learning beyond the classroom and embed language use into everyday life.

This is particularly relevant in multilingual societies where learners navigate between different languages and cultures and benefit from tasks that reflect these fluid language experiences.

Finally, it is essential to explore how digital TBLT can contribute to developing global competencies such as intercultural communication, digital citizenship, and multilingual awareness. With classrooms becoming more diverse and connected, tasks should be designed to improve language skills and foster empathy, critical global thinking, and respect for diversity. Future research might examine how collaborative online international projects such as pen pal exchanges, co-authored stories, or debate forums can help students see language learning as a gateway to global participation. When supported by reliable digital tools and culturally sensitive task design, such projects can empower learners to see themselves as active contributors in a digitally connected world.

The continuous evolution of digital technologies presents opportunities and challenges for task-based language teaching. Future studies must remain responsive to these changes, investigating how new tools, platforms, and methodologies influence language learning. By grounding innovation in pedagogical principles and real learner needs, educators and researchers can ensure that TBLT remains relevant and transformative in the digital age. With thoughtful design, ethical use, and evidence-based practice, technology can continue to enhance TBLT in meaningful, inclusive, and future-ready ways.

Building on these recommendations, it is essential to consider how assessment practices can evolve in parallel with the technological advancements integrated into TBLT. Traditional language proficiency assessment methods rely heavily on standardized testing and may not adequately capture the communicative competence and collaborative skills developed through digital task based activities. Therefore, one of the key recommendations for educators and institutions is to adopt alternative assessment strategies that align with the nature of technology-enhanced tasks.

This includes performance based assessment, digital portfolios, peer evaluations, and self-assessment frameworks. When learners engage in tasks such as podcast creation, digital storytelling, or collaborative presentations, the outcomes are often multidimensional, involving linguistic accuracy, creativity, organization, intercultural awareness, and use of technology. Assessing such outcomes demands a shift from static scores to dynamic feedback loops, rubrics incorporating multiple competencies, and teacher facilitation focusing on growth over time.

In addition to alternative assessment, fostering student agency in task creation and selection is another area that warrants greater attention. With the rise of learner-centered pedagogies, technology enables students to play a more active role in their language development. Allowing learners to co-design tasks based on their interests, using tools and media of their choice, can significantly boost motivation and ownership.

For instance, in a task focused on social awareness, learners might research a topic of global importance, create a short documentary using tools like Canva or InShot, and present their findings to peers through a live video session. Encouraging this level of autonomy transforms learners from passive recipients of knowledge to active constructors of meaning, a shift that lies at the heart of both TBLT and 21st-century education.

Future research could investigate the impact of student designed tasks on language acquisition, confidence, and learner identity, especially in multicultural classrooms where personal narratives often intersect with academic goals.

Digital equity also emerges as a significant concern in the current educational landscape. While technology offers unprecedented opportunities for engaging in TBLT, it simultaneously exposes gaps in access, infrastructure, and digital literacy. One recommendation for future practice is to adopt a tiered approach to task design, where digital tasks are offered in multiple formats to accommodate various access levels.

Educators should consider how tasks can be completed offline or with limited bandwidth and how learners can use locally available devices, such as mobile phones, instead of relying solely on laptops or high-speed internet. Moreover, institutions must invest in infrastructure and provide technological support to students and educators to reduce digital divides.

Research in this area could focus on how inclusive task design influences learner participation and success, especially in under-resourced or rural contexts. Investigating how mobile-first task based teaching can be optimized for such settings may lead to more equitable educational outcomes.

As the field progresses, interdisciplinary collaboration is another promising direction for implementation and research. The convergence of language education, computer science, instructional design, and data analytics presents exciting possibilities for innovation.

For example, combining insights from cognitive psychology with AI-enabled platforms could lead to intelligent TBLT systems that adapt to learners cognitive load and emotional states in real-time. Such systems adjust the complexity of tasks, offer motivational prompts, or suggest collaborative partners based on learner profiles. Interdisciplinary teams can design pedagogically grounded, technologically robust, and psychologically supportive tools. Future research should explore how such cross disciplinary initiatives impact language development and learner well-being, especially in blended and hybrid learning environments.

Regarding global educational trends, the growing emphasis on sustainability and social responsibility provides a meaningful context for designing tasks that teach language and foster global citizenship. Digital TBLT can be integrated with education for sustainable development by involving learners in projects that address environmental, social, or economic issues in their communities.

For instance, learners could collaborate across countries to create awareness campaigns on water conservation, climate change, or mental health using video editing tools, collaborative websites, and social media platforms. These tasks enable learners to practice language in authentic, high stakes scenarios while developing civic values and digital activism. Future studies could analyze the impact of such global collaborative tasks on language proficiency, cultural empathy, and social engagement.

The increasing popularity of hybrid and flipped classrooms also offers fertile ground for further development of digital TBLT. In these models, content delivery is moved outside the school, typically via videos or digital readings, while class time is dedicated to interactive tasks. This structure aligns perfectly with the principles of TBLT, which emphasizes meaningful communication and active problem-solving.

One recommendation is that educators adopt a flipped-TBLT model where learners prepare through digital input and perform tasks during synchronous face-to-face or online sessions. This approach maximizes the efficiency of class time and allows learners to engage deeply with tasks without the time constraints of traditional lectures. Research could explore the comparative effectiveness of flipped TBLT versus conventional methods, particularly regarding learner engagement and long-term retention.

Language learning in virtual communities and social media also presents untapped potential for task-based instruction. Online platforms such as Discord, Reddit, and Telegram host various language exchange groups where learners can engage in informal, task like interactions. These environments naturally foster authentic language use, negotiation of meaning, and peer feedback core elements of TBLT.

Educators might consider integrating these platforms into their curriculum by assigning tasks involving discussions, solving problems collaboratively, or sharing resources in these communities. Future studies could investigate how participation in decentralized digital spaces affects learners communicative competence, motivation, and cultural literacy. Additionally, ethical considerations, such as digital safety and content moderation, must be addressed when designing tasks for open online environments.

Emerging technologies such as blockchain and the metaverse may also influence the future of TBLT. Blockchain based credentialing could allow learners to collect micro-credentials to complete digital tasks, creating a verifiable and transferable skills record. Meanwhile, metaverse platforms could host fully immersive task-based experiences, such as virtual internships or simulations of international travel. These technologies offer new ways to make language learning more experiential and engaging.

Research could explore how learners interact in such environments, how language tasks are structured within these immersive worlds, and what pedagogical strategies most effectively support learner outcomes. As these technologies mature, it will be crucial to examine both their pedagogical value and their accessibility.

In conclusion, the future of task-based language teaching is deeply intertwined with the evolution of digital technology. As educational practices shift toward personalization, inclusion, and innovation, TBLT provides a robust pedagogical framework that can be enhanced through thoughtful integration of digital tools and online platforms.

The recommendations outlined here from professional development and student agency to interdisciplinary collaboration and emerging technologies offer a roadmap for sustaining and advancing this approach. Meanwhile, the proposed research directions will help ensure that technology in TBLT remains responsive to the needs of diverse learners, adaptable to new contexts, and aligned with broader educational goals in a rapidly changing world.

Through continued exploration, reflection, and innovation, educators and researchers can ensure that task-based teaching survives and thrives in the digital age, preparing learners for meaningful communication in their immediate environments and the global community.

The decision to explore the use of technology in Task-Based Language Teaching (TBLT), particularly focusing on how digital tools and online platforms enhance language learning, was not made lightly. It emerged from a confluence of personal academic experiences, observable gaps in contemporary language education, and a deep seated belief in the transformative power of technology when thoughtfully integrated into pedagogy. As a student and observer of modern educational trends, I have consistently witnessed the struggles and innovations of adapting traditional teaching methods to fit the needs of 21st-century learners.

Language education is inherently dynamic and communicative and calls for methodologies that mirror real-world interactions and foster practical competence rather than mere theoretical understanding. TBLT stands out as one such methodology, offering learners authentic, purposeful, and context-rich opportunities to use language meaningfully.

The justification for selecting this title lies in the recognition that TBLT aligns seamlessly with the affordances of digital technologies. When these are brought together, they can address many persistent challenges in language learning environments such as learner disengagement, lack of authentic communication, and the limited scope of textbook-driven instruction.

In my observations and informal conversations with educators and learners alike, I noticed a recurring theme: while technology is increasingly present in classrooms, its pedagogical integration, especially in language instruction, often remains superficial. Many classrooms may use digital slides or play audio files, but these do not inherently transform the learning experience or deepen learners' communicative competence.

On the other hand, TBLT, when combined with digital platforms like video conferencing tools, collaborative writing apps, and learning management systems, offers a powerful alternative one where learners are no longer passive consumers but active participants and co-creators in their language development.

Another important factor influencing my choice of topic is the global context of education in the aftermath of the COVID-19 pandemic. The crisis compelled educators worldwide to shift rapidly to online modes of teaching, exposing both the possibilities and pitfalls of digital instruction.

Language teachers, in particular, faced the challenge of creating meaningful interaction in virtual environments a task that naturally lent itself to TBLT when executed with the proper technological support. I became increasingly interested in how educators adapted during this time, the digital tools they used, the online platforms they relied upon, and most importantly, how task-based approaches were adopted, modified, or overlooked.

These observations fueled my curiosity and formed the basis for a research inquiry that seeks to explore, evaluate, and contribute to this evolving intersection between TBLT and educational technology.

Furthermore, my academic background in English Language Teaching and my professional interest in educational technology provided a strong foundation for choosing this area. Over the years, I have studied various teaching methodologies and witnessed firsthand how learners respond differently to traditional grammar-focused instruction versus task-based lessons emphasizing meaning over form. The enthusiasm and engagement of students involved in real-world tasks such as creating presentations, conducting interviews, or developing group projects were unmistakable. Adding technology to this mix seemed to multiply their motivation and involvement.

I wanted to investigate whether these anecdotal observations could be substantiated by academic research and whether specific tools or platforms consistently supported better learning outcomes. The title thus reflects this dual focus on methodology and medium technology, bringing together two of the most influential forces shaping modern language education.

The research title, *The Use of Technology in Task-Based Language Teaching: Enhancing Learning through Digital Tools and Online Platforms* was crafted carefully to capture the full scope of my investigation. Each component of the title carries intentional meaning.

The phrase "*Use of Technology*" indicates a practical and pedagogical emphasis rather than a purely theoretical one. It signals that the study will delve into how technology is applied in real classrooms not just what is possible in theory. "*Task-Based Language Teaching*", it highlights the methodological backbone of the study, rooting it in a well-established, learner-centered approach that prioritizes tasks as the core unit of instruction. "*Enhancing Learning*", it emphasizes the purpose behind this integration technology is not used for its own sake but to improve learner outcomes, deepen understanding, and foster communicative competence.

Finally, "*Digital Tools and Online Platforms*", it clarifies the specific technological domains under consideration, acknowledging that educational technology is vast and varied, and this study narrows its focus to tools relevant to language instruction and online collaboration.

This topic is also timely and significant in light of global educational trends. Across continents, ministries of education, school boards, and universities are embracing digital transformation. Programs and policies promoting digital literacy, 21st-century skills, and technology-enhanced learning are gaining momentum. However, there remains a noticeable gap between policy and practice. Teachers often report feeling underprepared to implement new tools effectively, and many institutions lack the infrastructure or training needed to support this shift.

By choosing this topic, I aim to contribute to the ongoing dialogue on how best to integrate technology in a way that is pedagogically sound, context sensitive, and aligned with learners' needs. TBLT offers a structured yet flexible approach that can be adapted across different educational contexts, and this research aims to showcase how digital tools can act as enablers rather than distractions when integrated thoughtfully.

In addition to its pedagogical significance, this research is also personally meaningful. Having navigated both traditional and tech driven classrooms as a learner and a teacher, I have felt the difference that purposeful tasks and engaging platforms can make the students to experience in real life.

Whether participating in a virtual debate through a video conferencing app or collaborating on a story using a shared document, these experiences stood out for their authenticity and effectiveness. They highlighted the power of context, relevance, and real-time interaction in language learning.

Through this research, I seek to understand the outcomes of such experiences and the conditions that make them successful what kinds of tasks work best in digital spaces, which tools foster the most collaboration, and how teachers can be supported in designing and delivering such experiences consistently.

The academic literature on TBLT and educational technology also reveals a strong but underexplored connection between the two. While there is a wealth of research on TBLT in face-to-face settings and an equally vast body of work on digital learning tools, the intersection of these domains remains relatively new. This gap presents an opportunity to contribute original insights and recommendations that are both practical and scholarly.

The research will draw on case studies, classroom experiments, teacher reflections, and learner feedback to build a comprehensive picture of how technology-mediated tasks influence language acquisition. The hope is that this research will inform educators and policymakers and inspire more thoughtful and creative uses of technology in language classrooms worldwide.

Moreover, the choice of this topic reflects a commitment to inclusive, future-ready education. The study embraces an equitable and responsive vision of education by exploring how digital tools can support learners with different abilities, learning styles, and access levels. TBLT, by its nature, supports differentiation and learner autonomy features further enhanced by technology.

Whether through voice-to-text software for learners with writing difficulties, gamified apps for younger students, or online discussion boards for shy learners who prefer asynchronous participation, digital TBLT can offer multiple pathways to engagement and success. Investigating these possibilities is not only academically relevant but also socially impactful.

Building further upon this foundation, integrating digital tools within TBLT also supports a crucial aspect of modern pedagogy: learner autonomy. In traditional classrooms, learners often depend heavily on teacher input and direction. However, technology reshapes this dynamic by enabling students to access learning resources independently; revisit lessons at their own pace, and engage in self-assessment.

TBLT complements this autonomy by offering meaningful tasks and encouraging learners to take charge of their learning process. For instance, when students are asked to create a podcast on local culture or participate in an online role-play simulating an airport scenario, they practice language and exercise planning, decision-making, and critical thinking all essential for lifelong learning. I found this synergy between technology and autonomy particularly compelling, and it further justified my selection of this topic for in-depth study.

Another powerful motivator behind choosing this topic is the real-world relevance it provides. In today's increasingly digital and globalized society, language learners are more likely than ever to use their language skills in virtual settings be it through emails, online meetings, forums, or social media. Therefore, it makes sense that language teaching itself should reflect and prepare students for these realities.

TBLT, when mediated through technology, becomes a means of instruction and a simulation of real communicative scenarios. Tasks such as negotiating a solution to a problem in a group chat, writing a collaborative document on Google Docs, or participating in a video-based job interview prepare students for interactions they might face outside the classroom. These are not artificially constructed drills but authentic experiences with clear communicative purposes. This practical alignment between learning and real-life application offers a strong rationale for researching the intersection of TBLT and digital tools.

Furthermore, there is an increasing awareness in educational research that soft skills such as collaboration, creativity, and communication are just as critical as content knowledge. TBLT naturally supports the development of these skills, and when delivered through online platforms, it magnifies these benefits. Learners engage in virtual teamwork, manage shared responsibilities, and solve problems collectively all while using the target language.

In my view, this is the essence of language as a social tool. The collaborative nature of technology enhanced tasks also promotes cultural exchange, especially in classes with diverse learners or when international partnerships are possible. This global perspective makes the topic not only locally relevant but also globally significant, further strengthening my justification for choosing this area of research.

A final yet equally critical reason for choosing this topic is its potential to impact teacher development. Throughout my academic journey, many educators have expressed enthusiasm for innovative methods but have hesitated to implement them due to a lack of training or confidence in using digital tools. By conducting this research, I hope to provide insights, examples, and frameworks that can assist teachers in integrating TBLT through technology with greater ease and effectiveness.

Teacher empowerment is key to educational transformation, and this study aspires to contribute to that goal. Understanding the challenges teachers face, the types of support they need, and the conditions that enable successful integration is a significant part of the research scope and reflects my commitment to practical, usable outcomes.

The title I have chosen encapsulates all these motivations and aims. It is descriptive and aspirational, signaling a comprehensive exploration of how technology and TBLT intersect to enhance language learning. It points to a vision of the interactive, student-centered, and digitally fluent classroom qualities increasingly essential in education systems worldwide.

In choosing this topic, I am not only pursuing academic inquiry but also advocating for a more engaging, meaningful, and future ready approach to language teaching one that recognizes the value of technology not as a replacement for teachers but as a tool that amplifies their effectiveness and supports students in becoming confident, competent communicators.

CONCLUSION

The integration of technology in task-based language teaching has revolutionized the contemporary English language classroom, transforming it from a static, textbook centered environment into a dynamic, interactive, and learner-centered space. Throughout this study, it has become evident that digital tools and online platforms are not merely an adjunct to language instruction but a fundamental redefinition of how tasks are designed, delivered, and assessed. The journey from the initial rationale for choosing this topic to the in-depth examination of theoretical foundations, pedagogical implications, and classroom practices has unveiled the intricate relationship between technological affordances and linguistic outcomes in TBLT.

At the heart of TBLT lies the principle of authentic communication through meaningful tasks. Technology amplifies this principle by offering learners a multitude of real-world contexts in which language is both a medium and a goal. Virtual simulations, for instance, allow learners to engage in tasks such as booking a hotel room, conducting a business meeting, or ordering food in a restaurant, all within the safe confines of a classroom. Applications like "*FluentU*" and "*Duolingo Events*" offer immersive experiences, enhancing the learners pragmatic competence by exposing them to real life language use.

Moreover, learners can interact with native speakers or fellow learners across the globe through platforms such as *"HelloTalk"* or *"Tandem,"* making the tasks inherently social and intercultural. The digital nature of these interactions ensures that learners are not confined by geographical boundaries, allowing them to negotiate meaning in authentic scenarios, which is a core tenet of task-based learning.

During this research, an important observation was the way technology supports learner autonomy and motivation. Unlike traditional classroom methods that often rely heavily on teacher-led instructions, digital tools empower students to take charge of their learning processes. Learners can choose how they engage with content, revisit materials for reinforcement, and assess their progress through self-evaluation quizzes and feedback systems integrated into most platforms.

Google Classroom, for example, allows instructors to assign group tasks, track completion, and provide real-time feedback. At the same time, students can access resources, communicate with peers, and easily submit their work. The increased sense of ownership and responsibility among students in a technology-integrated TBLT classroom fosters higher engagement and deeper learning.

Collaborative tasks, a hallmark of TBLT, are significantly enriched by digital technologies. Platforms like Padlet, Trello, and Miro enable learners to brainstorm, plan, and execute tasks collaboratively, even outside the physical classroom.

In one classroom study, learners were assigned a project to design an eco-friendly travel itinerary for a fictional travel agency. Using Google Docs and Padlet, they conducted research, shared ideas, and co-authored the final presentation. Such tasks promote the use of target language for genuine purposes and help learners develop critical soft skills such as teamwork, time management, and digital literacy. Blending content and language learning through these tools aligns well with the principles of Content and Language Integrated Learning, further broadening the scope of language acquisition.

Assessment in TBLT, traditionally a challenging area due to its qualitative nature, is also enhanced through technology. Teachers can utilize apps like Socrative, Edmodo, or Quizizz to assess learners' understanding of task objectives in real-time. These tools offer immediate analytics and insights, helping teachers adjust their instruction accordingly.

Digital portfolios such as those created on Seesaw or Mahara allow learners to showcase their progress over time, including written tasks, audio recordings, and multimedia projects. These artifacts become not only evidence of learning but also reflective tools for students to self-assess and set future goals.

A critical insight gained during the research is technology's increased flexibility and inclusivity in TBLT contexts. Technology provides alternative modes of access and participation for learners with special needs or different learning preferences.

For instance, text-to-speech and speech-to-text functions aid learners with dyslexia or speech impairments. At the same time, subtitles and language selection features help learners process information in a scaffold manner. Visual learners benefit from info graphics and videos, while kinesthetic learners engage more actively through gamified tasks and interactive simulations. These multimodal affordances of digital tools help cater to diverse learning styles and promote equity in the classroom.

Despite the evident advantages, it is essential to acknowledge the challenges associated with integrating technology in TBLT. Infrastructure limitations, digital literacy gaps among learners and teachers, and the risk of cognitive overload are some recurring issues reported in the surveyed classrooms.

Furthermore, teachers usually require ongoing training and support to effectively design and implement digital functions that align with learning objectives. In low resource settings, unstable internet connections and lack of access to personal devices often hinder the seamless execution of tech-based tasks. This calls for a systemic shift in teacher education programs to include modules on digital pedagogy and TBLT design.

During COVID-19 pandemic was an inflection point in the global shift toward online and hybrid learning environments. Without physical classrooms, technology became the primary vehicle for instruction and interaction this unprecedented reliance on digital tools exposed both the potential and the gaps in current educational systems.

For TBLT, the transition revealed that well-designed digital tasks could sustain learner engagement and promote meaningful language use even in remote settings. Tools such as Zoom breakout rooms, collaborative Google Slides, and real-time polls were leveraged to conduct role plays, debates, and problem-solving tasks, maintaining the essence of task-based instruction despite the physical separation. As a result, many educators have retained these practices in their post-pandemic classrooms, signaling a paradigm shift in language teaching methodology.

The theoretical underpinnings of TBLT, including theories of communicative competence, social constructivism, and input/output hypothesis, find new relevance and application through digital platforms. Vygotsky's concept of the Zone of Proximal Development is particularly significant here; digital tools act as mediators that scaffold learners' journey from dependence to independence in language use. Online collaborative tasks facilitate peer interactions that serve as proximal development zones where learners co-construct knowledge and meaning.

One of the most compelling illustrations of TBLT enhanced by technology comes from a case study involving Mine craft Education Edition in an ESL classroom. Students were assigned the task of designing a sustainable city using the platform. The task involved researching environmental issues, collaborating on architectural plans, and presenting their ideas to the class using English.

The immersive and gamified nature of the task significantly boosted learners' motivation and language use. Such examples underscore the potential of emerging technologies like virtual reality, augmented reality, and artificial intelligence in enriching task-based learning environments.

As one teacher interviewed in this research rightly said, “*Technology doesn't replace the teacher; it enhances the teacher's reach and the learner's voice*”. This sentiment captures the essence of the symbiotic relationship between TBLT and digital tools. The teacher's role evolves from a transmitter of knowledge to a facilitator, designer, and curator of learning experiences, while the learner assumes a more active and participatory role. This transformation aligns with the goals of 21st-century education, which emphasize critical thinking, collaboration, creativity, and digital citizenship.

In the evolving language education landscape, the future of TBLT lies in its adaptability and responsiveness to technological innovation. Artificial intelligence-powered chatbots, immersive VR scenarios, and adaptive learning algorithms promise to personalize tasks and enhance learner engagement. However, as with any pedagogical shift, ethical considerations around data privacy, screen time, and digital equity must be carefully addressed. Schools and policymakers must ensure that principles of inclusion, accessibility, and pedagogical soundness guide technology integration in TBLT.

In conclusion, the study reaffirms the transformative potential of digital tools and online platforms in task-based language teaching. By bridging theory and practice, enhancing learner engagement, and supporting diverse learning needs, technology serves not as a mere supplement but as a catalyst for pedagogical innovation. The collaboration between tasks and technology creates a fertile ground for meaningful language use, lifelong learning, and global communication.

As the world becomes increasingly interconnected, and ability to teach and learn languages through technologically mediated tasks will remain a cornerstone of practical and relevant education. John Dewey once said, "*If we teach today's students as we taught yesterday's, we rob them of tomorrow.*" This research affirms that embracing technology in TBLT is not only a response to contemporary demands but a proactive step toward preparing learners for future linguistic, cognitive, and digital challenges.

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