

**THE EFFECTIVENESS OF INCORPORATING TECHNOLOGY-BASED  
COMMUNICATIVE TASKS IN IMPROVING VOCABULARY  
ACQUISITION IN DIVERSE ESL CLASSROOM.**

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**Abstract.** This article examines the effectiveness of technology-based communicative tasks in vocabulary acquisition in various ESL (English as a Second Language) classrooms. Communicative activities organized with the help of modern technologies and online platforms assist learners in acquiring new words in context, strengthening language skills, and increasing motivation towards language learning. The research results show that technology-based tasks significantly enhance learners' vocabulary and help develop their speaking abilities.

**Keywords.** ESL, vocabulary acquisition, communicative tasks, technology-enhanced education, digital tools, language learning.

Vocabulary is one of the most essential components in any language learning process. For learners of English as a second language, acquiring new words plays a crucial role in developing all language skills. In recent years, alongside the widespread integration of technology into education, methods of vocabulary learning have undergone significant changes. Unlike traditional lessons, technology-based communicative tasks provide learners with opportunities to interact, share ideas, and acquire new vocabulary within context. Therefore, it is relevant today to determine the effectiveness of such tasks in ESL classrooms and analyze how to use them efficiently in the educational process.

Technologies are actively used as tools to enhance interactivity and communication in language learning. Especially in ESL classrooms, communicative tasks help learners not only memorize new vocabulary but also learn to apply it in practice. Such tasks include activities like participating in discussions on online forums, playing games in language learning mobile applications, organizing conversations through video conferences, and many other interactive exercises.

Firstly, technology-based communicative tasks ensure active interaction among learners. This, in turn, encourages them to understand and use new vocabulary in context. For example, an online group discussion on a particular topic allows learners

to apply new terms in their own ideas and strengthens their vocabulary. Additionally, interactive multimedia tools (videos, images, audio materials) help learners gain a clearer understanding of the meanings of vocabulary words being taught.

Secondly, digital tools increase learners' motivation to study. Since the younger generation is accustomed to technology, technology-based tasks become more engaging and appealing for them. This situation makes the learning process more effective because learners strive to continue studying in a way that they enjoy.

Thirdly, technology-based communicative tasks allow for greater individualization in the language learning process. Each learner can acquire new vocabulary at their own pace and choose topics that match their interests. This improves the quality of vocabulary acquisition and encourages learners to engage in independent study.

Technologies provide learners with constant opportunities for practice. For example, language learners do not miss the chance to use new vocabulary by engaging in written or oral communication with other learners through online chats or language learning platforms.

Technology-based communicative tasks serve as an effective tool for increasing the vocabulary of ESL learners. They help not only in memorizing new words but also in developing the skill of using them in real communication. This enhances the efficiency of the language learning process and strengthens learners' motivation and interest in the language.

Another important aspect of technology-based communicative tasks is that they ensure contextual learning. Unlike traditional vocabulary memorization methods, technology-based tasks encourage learners not only to memorize new words but also to use them in real-life situations. For example, language learners use words appropriately in video chats or online role-playing games, which helps words to be firmly retained in memory. Additionally, through multimedia tools, learners become more familiar with the pronunciation, intonation, and semantics of words, which improves the quality of their language skills.

Furthermore, technology-based communicative tasks promote collaboration among learners. By participating in online group work or virtual communities, learners have the opportunity to listen to each other's opinions, exchange ideas, and use new vocabulary in communication. This emphasizes the social nature of language learning and helps develop learners' social communicative competence.

Communicative tasks organized through technology enhance learners' self-assessment and autonomy in learning. Learners have the opportunity to review their activities, identify and correct mistakes, which contributes to improving the quality of language learning. For example, language learners can track their vocabulary level using online dictionary apps or language learning platforms, allowing them to identify

their weaknesses and work on them.

Technology-based tasks also facilitate the work of educators in ESL classrooms. They enable teachers to monitor learners' progress, identify individual needs, and personalize the learning process. Additionally, communicative tasks created with the help of technology are adapted to various learning styles, allowing each student to acquire vocabulary in a way that is comfortable for them.

There are also potential challenges in the process of vocabulary learning through technology-based communicative tasks. For example, technical limitations such as lack of access to technological tools or internet connectivity issues can negatively affect the quality of education. Additionally, some learners may not know how to use technology effectively or may lack sufficient motivation to fully benefit from such tasks. Therefore, it is essential to consider everyone's needs and capabilities when implementing technology-based tasks.

Technology-based communicative tasks significantly improve vocabulary acquisition in ESL classrooms in many ways. They enable learners to fully understand the context when acquiring new words, actively participate in communication, engage in self-assessment, and maintain a continuous interest in learning. This process enhances learners' practical language skills and significantly improves their overall language proficiency.

The interactive activity of learners plays a crucial role in enhancing the effectiveness of technology-based communicative tasks in vocabulary acquisition. For example, active participation in virtual environments allows learners to independently study new words and use them in communication. Online group sessions, video chats, and social networks designed for language learning bring learners together and help improve their language skills. This process facilitates learners' exchange of ideas and helps them gain a deeper understanding of new vocabulary through questions and answers.

Additionally, technology-enabled tasks offer learners engaging and game-based exercises. For example, vocabulary games conducted through mobile apps and interactive web platforms motivate the language learning process. Such games stimulate competition and self-improvement spirit among learners, resulting in faster acquisition of new words. It is important to note that these games often reduce students' stress and foster a positive attitude towards learning.

Another important aspect is that technology-based communicative tasks provide learners with the opportunity to communicate with peers from diverse cultural backgrounds. This enriches their language learning process and helps them acquire vocabulary not only in theoretical but also in cultural contexts. Such exchanges on a global scale broaden learners' worldviews and lead to a deeper understanding of the language.

Technology-based communicative tasks enable learners to develop their listening, reading, writing, and speaking skills in an integrated manner. For example, through interactive videos, learners can hear the pronunciation of new words, read texts, and engage in conversations based on them, which helps develop comprehensive language acquisition skills. This makes language learning in ESL classrooms more effective.

At the same time, tasks organized with the help of technology can be tailored to the individual needs of learners. For example, online platforms identify which words learners know well and which need to be reviewed, offering personalized exercises. This individualized approach helps reinforce learners' knowledge and improves the quality of the learning process.

Technology-based tasks provide the opportunity for quick assessment of learners' achievements and timely feedback. This helps develop learners' self-assessment skills, increases motivation, and assists in correcting mistakes during the learning process. Additionally, it allows teachers to monitor learners' progress and adapt the educational process accordingly.

Technology-based communicative tasks effectively organize the vocabulary acquisition process in ESL classrooms on interactive, individual, and contextual bases. This approach yields better results compared to traditional methods of language learning and further increases learners' interest in the language.

### **Conclusion**

In conclusion, technology-based communicative tasks significantly improve the vocabulary acquisition process in ESL classrooms. These methods enable learners to study new words in context, engage in active communication, and freely express their thoughts. Technology makes the educational process interactive, engaging, and personalized, which enhances learners' motivation and learning outcomes. Therefore, ESL teachers are encouraged to actively incorporate various technology-based communicative tasks in their lessons. Further research should be conducted to improve and expand the learning process based on these methods in the future.

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