

“DEVELOPING UNIVERSITY STUDENTS’ COMMUNICATIVE COMPETENCE THROUGH TASK-BASED LANGUAGE TEACHING AND DIGITAL MULTIMODAL COMPOSING”

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Speciality Code: 13.00.02—Theory and Methodology of Training and Education (Pedagogical Sciences)

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ABSTRACT: *This thesis overviews a pedagogical scheme for developing university students' foreign language communicative competence through Task-Based Language Teaching (TBLT) and Digital Multimodal Composing (DMC). Guided by frameworks by R. Ellis, P. Skehan, and C. Hafner, the paper showcases a 3-stage experimental intervention utilizing video podcasting and digital storytelling projects to cultivate linguistic complexity, accuracy, and fluency (CAF).*

Keywords: *Task-Based Language Teaching (TBLT), digital multimodal composing, CAF framework, communicative competence, higher education.*

АННОТАЦИЯ: *В данной работе рассматривается методика развития иноязычной коммуникативной компетенции студентов вузов средствами социально-ориентированного обучения (TBLT) и цифрового мультимодального составления (видеоподкасты, цифровой сторителлинг). Обоснована эффективность 3-этапного педагогического эксперимента на основе CAF-модели П. Скехана.*

Ключевые слова: *Обучение на основе заданий (TBLT), цифровая мультимодальность, модель CAF, коммуникативная компетенция, 13.00.02.*

ANNOTATSIYA: *Ushbu tezisda oliy ta'lim muassasalarida chet tili (ingliz tili) darslarida topshiriqlarga asoslangan ta'lim (TBLT) hamda raqamli multimodal topshiriqlardan (videopodkast, raqamli storitelling) foydalanishning metodik imkoniyatlari yoritilgan. P.Skehan va R. Ellisning TBLT modellari hamda C. Hafnerning raqamli multimodal kompozitsiya nazariyasiga tayangan holda, talabalarning nutqiy murakkabligi, aniqligi va erkinligini (CAF) rivojlantirishga qaratilgan 3 bosqichli tajriba-sinov uslubiyati va uning statistik samaradorligi asoslab berilgan.*

Kalit soʻzlar: *Topshiriqlarga asoslangan ta'lim (TBLT), raqamli multimodal topshiriqlar, CAF modeli, muloqot kompetensiyasi, 13.00.02.*

1. THE RELEVANCE OF THE RESEARCH

It is becoming a high priority in Uzbekistan to focus on the quality and integration of teaching foreign languages and especially emphasizing the significance of developing international communicative competence. Hence, providing students with a traditional grammar-approached style of teaching does not guarantee revealing their potential language competence, apart from

this , in real-world scenarios such as performing real and logical conversations and presenting information through a digital multimodal approach, still faces challenges and anxiety in foreign language classroom environments.

The potential solution to these challenges could be found in the application of task-based language teaching and Digital Multimodal Composing. Research studies of R.Ellis va C.Hafner suggest that the language acquisition does not happen merely through text-based learning approach, it requires combination of audio, video, visual components while integrating video podcasts, interactive infographics, and digital storytelling. Language learning becomes more authentic and assists students in solving real-life scenario problems. Implementing this methodology in higher education practice within the framework of specialty 13.00.02—Theory and Methodology of Education and Upbringing—is a relevant scientific and pedagogical task.

2. THE RESEARCH OBJECTIVE AND TASKS

The Objective—to develop a task-based digital multimodal learning model and a set of tasks oriented at enhancing foreign language (English) communicative competence and cultivate active vocabulary among students of higher education institutions, and to empirically test its pedagogical effectiveness in practice.

The tasks of the research:

1. To investigate international and local scientific and methodological literature on Task-Based Language Teaching (TBLT) and digital multimodal composition in foreign education.
2. Relying on the models of R. Ellis and J. Willis to design a three-stage task cycle (pre-task, task cycle, language focus) and multimodal assessment criteria.
3. To organize a three-stage pedagogical experimental study (diagnostic, formative, and control stages) involving students of the Uzbekistan State University of World Languages.
4. To demonstrate the effectiveness of the methodology using P.Skehan's CAF (Complexity, Accuracy, Fluency) model and the Student's t-test as a mathematical-statistical method.

3. The Methodology and Findings

During the research process, there was a three-stage pedagogical experimental research among first- and second-year students at the Uzbekistan State University of World languages, involving 60 students; an Experimental Group (EG) of 30 students and a Control Group (CG) of 30 students. In the experimental group, instructional sessions were organized according to the author—developed a digital multimodal TBLT model.

Table 2. Proposed Digital Multimodal TBLT lesson structure.

TBLT Phase	Pedagogical Focus & Student Activity	Digital Artifact	Multimodal
1. Pre-Task	Introduction of the topic, to explain objectives and instructions and to analyze videopodcasts or digital story telling samples, activate key words.	LMS Interactive Visuals	
2. Task Cycle	To organize small group conversations , to write the scenario of the project, to record and edit audio and video scripts, to distribute ready-made products among small groups.	3-min Video Podcast / Story	
3. Language Focus	To work on grammatical and lexical errors of video products, to consolidate the grammar and word form rules.	Peer Evaluation Rubric	

The evaluation of the lexical competence of the students is based on the P.Skehan CAF (Complexity, Accuracy, Fluency) methodology framework.

Table 2. Quantitative CAF Performance Comparison (Post-Test Template)

CAF Metric (Skehan)	Control Group (CG)	Experimental Group (EG)	Statistical Significance (t-test)
(Complexity: T-unit / clause ratio)	1.24 ± 0.08	1.52 ± 0.06	+ 22.5%
(Accuracy: % error-free clauses)	62.4% ± 3.1	78.6% ± 2.4	+ 16.2%
(Fluency: Words per minute / pause frequency)	58.2 wpm	74.8 wpm	+ 28.5%
(Complexity: T-unit / clause ratio)	1.24 ± 0.08	1.52 ± 0.06	+ 22.5%

The results of the mathematical and statistical analysis (Student's t-test) confirmed that the difference between the experimental and control groups was statistically important ($t_{\text{calc}} = 3.12 > t_{\text{crit}} = 2.00$, $p < 0.05$). It was found that students who performed digital multimodal tasks demonstrated a substantial improvement in speaking fluency (28.5%) and in their ability to use active vocabulary and expressions accurately.

4. CONCLUSION & RECOMMENDATIONS

The results of the research found that the application of the TBLT framework and digital multimodal approaches provide better results and higher effectiveness than traditional methods in teaching foreign languages. The integration of digital multimodal products such as videopodcasts and digital storytelling enhances students' speaking fluency, diminishes social anxiety, and provides a healthy environment for increasing educational motivation.

PRACTICAL RECOMMENDATIONS

1. Gradually integrate a compilation of digital multimodal tasks into higher education curricula such as "Foreign Language," "Academic Writing," and "Media Communication";
2. The evaluation of the students should not be grounded only on grammatical errors but also should approach the complex rubric framework of P.Skehan CAF (Complexity, Accuracy, Fluency).
3. To implement TBLT-based lessons and digital multimodal projects in teachers' practices and to organize modular workshops and manual guidelines on TBLT and digital multimodal communication for teachers.

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