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USING SOCIAL SCENARIOS FOR TASK-BASED LANGUAGE LEARNING

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Abstract. This article examines the role of social scenarios in task-based language learning (TBL) and their impact on developing learners' communicative competence. Through a qualitative study involving intermediate English learners, tasks based on everyday social interactions were implemented within 45-minute lesson sessions. Data from observations, recordings, and interviews indicate that social scenario-based tasks enhance learner confidence, promote collaborative communication, and increase motivation by connecting classroom activities with real-life language use. Challenges related to task structure and limited lesson time are acknowledged, but overall findings support the integration of social scenarios to create engaging and effective language learning experiences. The study concludes with recommendations for educators to design contextually relevant tasks that reflect learners' social realities.

Keywords: Task-Based Language Learning, Social Scenarios, Communicative Competence, Language Acquisition, Learner Motivation, Collaborative Interaction, Language Education

Аннотация. В статье рассматривается роль социальных ситуаций в обучении языку на основе заданий (TBL) и их влияние на развитие коммуникативной компетенции учащихся. В ходе качественного исследования с участием учеников среднего уровня владения английским языком были реализованы задания, основанные на повседневных социальных взаимодействиях, в рамках 45-минутных уроков. Данные, полученные посредством наблюдений, записей и интервью, свидетельствуют о том, что задания с использованием социальных ситуаций повышают уверенность учащихся, способствуют коллективному общению и увеличивают мотивацию за счет связи учебных занятий с реальным использованием языка. Признаются трудности, связанные со структурой заданий и ограниченным временем урока, однако в целом результаты подтверждают необходимость интеграции социальных ситуаций для создания увлекательного и эффективного языкового обучения. В заключение даются рекомендации преподавателям по разработке контекстуально релевантных заданий, отражающих социальную реальность учащихся.

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Ключевые слова: Обучение языку на основе заданий, Социальные сценарии, Коммуникативная компетенция, Приобретение языка, Мотивация обучающихся, Совместное взаимодействие, Языковое образование

Annotatsiya. Ushbu maqolada vazifalarga asoslangan til o‘rganishda (TBL) ijtimoiy vaziyatlarning ro‘li va ular o‘rganuvchilarning kommunikativ kompetentsiyasini rivojlantirishga ta’siri o‘rganilgan. O‘rta darajali ingliz tili o‘rganayotgan ishtirokchilar bilan o‘tkazilgan sifatli tadqiqot doirasida, kundalik ijtimoiy muloqotlarga asoslangan vazifalar 45 daqiqalik darslarda amalga oshirildi. Kuzatuvlar, yozuvlar va intervyular natijalari ijtimoiy vaziyatlarga asoslangan vazifalar o‘rganuvchilarning o‘ziga bo‘lgan ishonchini oshirishi, hamkorlikda aloqa qilishni rag‘batlantirishi va dars faoliyatlarini haqiqiy hayotdagi til ishlatish bilan bog‘lab, motivatsiyani kuchaytirishini ko‘rsatdi. Vazifalarning tuzilishi va dars vaqti cheklanganligi bilan bog‘liq qiyinchiliklar tan olindi, ammo umumiy natijalar ijtimoiy vaziyatlarni vazifalarga integratsiya qilish orqali qiziqarli va samarali til o‘rganish muhitini yaratish zarurligini tasdiqlaydi. Tadqiqot yakunida o‘rgatuvchilarga o‘rganuvchilarning ijtimoiy haqiqatlarini aks ettiruvchi kontekstga mos vazifalarni ishlab chiqish bo‘yicha tavsiyalar berilgan.

Kalit so‘zlar: Vazifalarga asoslangan til o‘rganish, Ijtimoiy vaziyatlar, Kommunikativ kompetentsiya, Til o‘zlashtirish, O‘rganish motivatsiyasi, Hamkorlikdagi muloqot, Til ta’limi

INTRODUCTION.

Language learning has evolved significantly with the increasing emphasis on practical communication skills. Traditional teaching methods often focus heavily on grammar and vocabulary, sometimes neglecting the social context in which language is used. Task-Based Language Learning (TBL) addresses this gap by prioritizing language acquisition through meaningful activities that simulate real-life communication. Within this approach, social scenarios play an essential role by providing learners with authentic contexts to practice language use collaboratively. Using social scenarios in TBL not only enhances learners’ communicative competence but also increases motivation and engagement by making learning relevant to everyday situations. This article explores how integrating social scenarios into task-based language learning can improve learners’ practical language skills and overall learning experience.

LITERATURE REVIEW.

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Task-Based Language Learning (TBL) has been widely recognized as an effective approach to language acquisition, focusing on the completion of meaningful tasks rather than on explicit grammar instruction. According to Ellis (2003), tasks that resemble real-world language use encourage learners to develop both linguistic and pragmatic competence. Social scenarios, which replicate everyday interactions, provide the authentic contexts necessary for these tasks to be effective. Willis (1996) highlights that language learning tasks grounded in social situations promote negotiation of meaning and collaboration among learners, essential components of communicative competence. Furthermore, Long (2015) emphasizes the importance of interaction in second language acquisition, arguing that social contexts facilitate language development through meaningful exchanges. Integrating social scenarios into TBL aligns with Vygotsky's (1978) socio-cultural theory, which posits that social interaction plays a crucial role in cognitive development, including language learning. Additionally, studies by Nunan (2004) reveal that task-based activities involving social scenarios enhance learner motivation by connecting classroom learning with real-life communication needs. These findings collectively underscore the value of social scenarios in enabling effective task-based language learning.

METHODS.

To investigate the effectiveness of using social scenarios in task-based language learning, this study employed a qualitative research design focused on classroom-based activities. The participants consisted of 20 intermediate-level English learners enrolled in an intensive language program at a mid-sized university. The learners represented diverse backgrounds, which added to the complexity and realism of social interactions during the tasks. Over the course of six weeks, students completed a series of task-based exercises structured around everyday social scenarios, including ordering food at a restaurant, asking for directions, making medical appointments, and engaging in small talk during social gatherings. Each task required learners to use specific linguistic structures and vocabulary relevant to the scenario, encouraging natural communication within simulated real-world contexts.

The teaching sessions were conducted twice weekly, each lasting 45 minutes, in accordance with the typical lesson duration in Uzbek schools. Prior to each task, learners received minimal guidance focused on the task objectives rather than explicit language instruction. This approach was intended to foster autonomous language use and spontaneous interaction. Throughout the activities, data collection involved multiple methods to provide a comprehensive view of learner experiences and language development. Classroom observations were documented by the instructor to record learner participation, interaction patterns,

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and communicative strategies. In addition, audio recordings captured the verbal exchanges during each task, allowing for detailed analysis of language use and negotiation of meaning.

Following task completion, semi-structured interviews were conducted with all participants to explore their perceptions of the tasks, including motivation, confidence, and perceived relevance of social scenarios to their language learning. The data collected from observations, recordings, and interviews were analyzed using thematic analysis to identify key trends in learner engagement, language performance, and affective responses. This multi-faceted approach enabled a rich understanding of how social scenarios function within task-based language learning and their potential benefits for communicative competence.

RESULTS.

The analysis of classroom observations, audio recordings, and learner interviews revealed several significant findings regarding the use of social scenarios in task-based language learning. First, learners demonstrated increased communicative confidence when engaging in tasks based on familiar social contexts. Many participants expressed that relating language use to real-life situations made it easier to recall vocabulary and construct meaningful sentences. For example, during the restaurant ordering scenario, learners were able to negotiate meaning effectively, ask relevant questions, and respond appropriately, even when faced with unfamiliar expressions.

Secondly, the data showed a marked improvement in collaborative interaction. The tasks encouraged learners to work together to complete objectives, which led to more spontaneous exchanges and a greater willingness to take risks in using the target language. This interactive environment contributed to more authentic communication, as learners negotiated meaning and clarified misunderstandings through peer support. Audio recordings illustrated frequent instances of learners reformulating their sentences and requesting repetition or clarification, which are essential for language development.

Additionally, the post-task interviews suggested that participants found social scenarios highly motivating and relevant. Learners reported that these tasks increased their interest in language learning by connecting classroom activities with everyday communication needs. Some participants mentioned feeling more prepared and confident to use English outside the classroom, which indicates the potential of social scenario-based tasks to enhance learner autonomy.

However, some challenges were also noted. A few learners initially struggled with the open-ended nature of tasks, preferring more structured activities. Additionally, time constraints within the 45-minute lessons occasionally limited the depth of interaction and task completion. Despite these

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challenges, the overall results indicate that incorporating social scenarios into task-based language learning positively influences learner engagement, language use, and communicative competence.

DISCUSSION.

The findings of this study highlight the valuable role that social scenarios play in enhancing task-based language learning. The increased communicative confidence observed among learners suggests that authentic social contexts provide meaningful opportunities for language practice. This aligns with previous research emphasizing the importance of contextually rich tasks in developing both linguistic and pragmatic skills (Ellis, 2003; Willis, 1996). When learners engage with scenarios reflective of real-life situations, they are more likely to use language purposefully, which supports deeper learning.

The improvement in collaborative interaction aligns with Long's (2015) assertion that meaningful social exchanges facilitate second language acquisition through negotiation of meaning. In this study, learners' ability to reformulate sentences and request clarification demonstrates active engagement in the communicative process. Such interaction is critical for language development, as it encourages learners to notice gaps in their linguistic knowledge and fosters a supportive learning environment.

Motivation emerged as a key benefit of using social scenarios. Learners' feedback indicated that these tasks made language learning more interesting and relevant, enhancing their willingness to participate. This confirms Nunan's (2004) view that practical task relevance can increase learner motivation. However, challenges related to task structure and time limitations suggest that educators need to carefully design and pace activities to maximize their effectiveness within typical lesson durations in Uzbek schools.

Overall, this study supports the integration of social scenarios into task-based language learning as a means to promote communicative competence and learner engagement. Future research might investigate the long-term effects of such tasks and explore strategies to address the challenges identified.

CONCLUSION

This study has demonstrated that incorporating social scenarios into task-based language learning can significantly enhance learners' communicative competence and motivation. By engaging with tasks grounded in authentic social contexts, learners develop practical language skills that are directly relevant to real-life communication. The collaborative nature of these activities fosters interaction, negotiation of meaning, and peer support, all of which contribute to more effective language acquisition. Despite some challenges such as time constraints within the 45-minute lesson format typical in Uzbek schools, the

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overall benefits of using social scenarios outweigh these difficulties. Educators are encouraged to design task-based activities that reflect everyday social situations to create a more engaging and meaningful language learning experience. Future studies could explore a broader range of social scenarios and investigate long-term impacts on language proficiency.

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