

TECHNOLOGY-MEDIATED TASK-BASED LANGUAGE TEACHING: A QUALITATIVE RESEARCH SYNTHESIS

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KEY TERMS

Technology-mediated task:

Technology-mediated task refers to tasks which are designed and carried out with the support of technology. These tasks focus explicitly on meaning and authenticity rather than grammatical and linguistic features

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

What are the advantages and disadvantages of technology-mediated tasks in a language classroom?

WHAT DOES IT FIND?

- Technology-mediated tasks which put learners in a real-life situation can be representative of real-world tasks, enabling and motivating learners to use their productive language skills
- Another advantage of technology-mediated tasks is that peer interactions are not dominated by more competent learners. However, less proficient learners tend to participate more passively in online interactions
- Having cross-cultural interactions with other students can motivate learners to communicate more effectively
- Technology-mediated tasks help learners increase their language awareness and language skills, especially speaking and vocabulary
- Being engaged in technology-mediated tasks can help learners improve their non-language skills such as technological literacy, information literacy, and intercultural literacy
- Teachers are concerned about the preparation of technological tasks as they might take more time than expected
- One of the challenges for learners about technology-mediated tasks are insufficient explicit instructions for teaching grammar and heavy workload
- The effectiveness of technology-mediated tasks is based on learners' experience with those tasks, learners' familiarity with the task requirements, commitments of peers, level of autonomy and proficiency of learners, and teacher scaffolding

WHAT EVIDENCE IS SUMMARISED?

A total number of **16**

studies about technology-mediated tasks (published between 2002 and 2017) were synthesised for this study

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teachers are recommended to design tasks which are based on authentic materials and meaning—focused. In this way teachers can encourage more interactions between learners
- The technology that teachers adopt should be appropriate to avoid learners deviating from the task
- Adequate scaffolding is highly recommended to avoid confusion
- Teachers should keep themselves up-to-date with technological tools and enrich their knowledge to develop their readiness in using technology in their teaching practice
- For teachers and learners who are not very familiar with technological tools, it is recommended that bite-size technology-mediated tasks be implemented