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# TASK-BASED DIGITAL LEARNING FOR VOCABULARY DEVELOPMENT AMONG RURAL SECONDARY SCHOOL EFL LEARNERS

*Abstract*

This paper investigates the effectiveness of task-based digital learning (TBDL) as a teaching method to improve lexical competence for rural secondary school EFL students in Kazakhstan. Rural schools in Kazakhstan experience multiple educational challenges because they have few qualified English teachers and inadequate learning resources and minimal opportunities to experience authentic language situations. This research investigates digital technology integration in vocabulary instruction to improve student language achievement and classroom participation. The research applies Task-Based Language Teaching (TBLT) and constructivist learning theory principles to evaluate how AI-powered flashcards and chatbot conversations can be incorporated into task-based learning activities. The research used a mixed-methods approach which included pre- and post-intervention vocabulary tests and classroom observations and student interviews in chosen rural Kazakhstani schools. The research demonstrates that TBDL effectively enhanced students' receptive and productive lexical abilities and simultaneously increased their motivation together with their digital skills and self-directed learning abilities. The research demonstrates how TBDL offers educational potential to reduce inequalities in education while supporting Kazakhstan's educational reforms under the trilingual policy.

**Keywords:** language learning, vocabulary acquisition, digital technology, digital learning, task-based digital learning.

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# АУЫЛ ОРТА МЕКТЕПТЕРІНДЕГІ EFL ОҚУШЫЛАРЫ АРАСЫНДА СӨЗДІК ҚОРДЫ ДАМЫТУ ҮШІН ЦИФРЛІК ТАПСЫРМАҒА НЕГІЗДЕЛГЕН ОҚЫТУ

*Аңдатпа*

Бұл жұмыс Қазақстандағы ауылдық орта мектептердің EFL оқушыларының лексикалық құзыреттілігін арттыруға арналған оқыту әдісі ретінде тапсырмаларға негізделген цифрлық оқытудың (TBDL) тиімділігін зерттейді. Қазақстанның ауылдық мектептері білім беруде көптеген қиындықтарды бастан кешіруде, себебі білікті ағылшын тілі мұғалімдері аз, оқу ресурстары жеткіліксіз және шынайы тілдік жағдайларды сезіну үшін мүмкіндіктер өте төмен. Бұл зерттеу оқушылардың тіл үйренуі мен сабаққа қатысуын жақсарту үшін сөздікті оқытудағы цифрлық технология интеграциясын зерттейді. Зерттеу AI-мен жұмыс істейтін флэш-карталар мен чат-бот сөйлесулерін тапсырмаға негізделген оқу әрекеттеріне қалай қосуға болатынын бағалау үшін Тапсырмаға негізделген тілді оқыту (TBLT) және конструктивті оқыту теориясы принциптерін қолданады. Зерттеу аралас әдістерді қолданды, оған интервенцияға дейінгі және кейінгі лексика тестілері, сыныптағы бақылаулар және таңдалған Қазақстандық ауылдық мектептердегі студенттермен сұхбаттар кіреді. Зерттеу TBDL студенттердің қабылдауын және лексикалық қабілеттерін тиімді түрде арттырғанын және олардың цифрлық дағдылары мен өзін-өзі басқару қабілеттерімен бірге олардың мотивациясын арттыратынын көрсетеді. Бұл зерттеу TBDL Қазақстанның үштілділік саясаты аясындағы білім беру реформаларына сүйене отырып, білім берудегі теңсіздікті азайту үшін білім беру әлеуетін қалай арттыруға болатыны жайында ұсыныстар береді.

**Түйін сөздер:** тіл үйрену, сөздік қорды игеру, цифрлық технология, цифрлық оқыту, тапсырмаға негізделген цифрлық оқыту.

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# ЦИФРОВОЕ ОБУЧЕНИЕ НА ОСНОВЕ ЗАДАЧ ДЛЯ РАЗВИТИЯ СЛОВАРНОГО ЗАПАСА СРЕДИ УЧАЩИХСЯ EFL В СЕЛЬСКИХ СРЕДНИХ ШКОЛАХ

*Аннотация*

В этой статье исследуется эффективность цифрового обучения на основе задач (TBDL) как метода обучения для улучшения лексической компетенции учащихся сельских средних школ EFL в Казахстане. Сельские школы в Казахстане сталкиваются с многочисленными образовательными проблемами, поскольку у них мало квалифицированных учителей английского языка, недостаточные учебные ресурсы и минимальные возможности для восприятия аутентичных языковых ситуаций. Это исследование изучает интеграцию цифровых технологий в обучение лексике для улучшения успеваемости учащихся и участия в классе. Исследование применяет обучение языку на основе задач (TBLT) и принципы конструктивистской теории обучения для оценки того, как карточки на основе ИИ и разговоры с чат-ботами могут быть включены в учебные мероприятия на основе задач. В исследовании использовался подход смешанных методов, который включал тесты на словарный запас до и после вмешательства, а также наблюдения за классом и интервью с учащимися в выбранных сельских школах Казахстана. Исследование показывает, что TBDL эффективно улучшило рецептивные и продуктивные лексические способности учащихся и одновременно повысило их мотивацию вместе с их цифровыми навыками и способностями к самостоятельному обучению. Исследование демонстрирует, как TBDL предлагает образовательный потенциал для сокращения неравенства в образовании, одновременно поддерживая образовательные реформы Казахстана в рамках политики трехъязычия.

**Ключевые слова:** изучение языка, изучение словаря, цифровые технологии, цифровое обучение, цифровое обучение на основе задач.

**Introduction**. The acquisition of effective English skills during the 21st century stands as a fundamental factor for students who want to achieve academic success as well as participate globally. The national Trilingual Policy in Kazakhstan has established English as a strategic language which requires developing learner English lexical competence throughout urban and rural educational environments. Significant differences between urban and rural schools persist regarding educational resources and teacher education along with access to modern teaching equipment. The educational challenges faced by rural students include restricted contact with genuine English materials alongside inadequate technological facilities and inadequate qualified EFL instruction. Students from rural areas tend to perform poorly in vocabulary learning because these circumstances create obstacles to their language development.

The rising interest in using digital technologies to promote inclusive language education has emerged as a solution to the inequalities between urban and rural schools. Kazakhstan has introduced educational reforms that promote digital tools and contemporary teaching approaches to improve language learning results throughout all national regions. Task-Based Digital Learning (TBDL) represents a promising educational method which unites principles from Task-Based Language Teaching (TBLT) with digital educational technology. Students play an active role in meaningful goal-oriented learning activities when technology supports their educational experience according to communicative and constructivist learning theories. The method creates stronger vocabulary engagement while delivering customized educational experiences that promote students to become independent language users. The global implementation of AI-powered flashcards and conversational chatbots and virtual reality (VR) learning environments demonstrates promise for vocabulary learning because these tools provide adaptable interactive learning experiences with multiple interfaces. The practical usage of these technological advancements in rural Kazakhstani educational institutions represents an unexamined area of academic research. The current research in Kazakhstan primarily examines digital literacy or urban school applications but fails to explore task-based digital vocabulary learning specifically in rural secondary education settings.

*Basic provisions.* The research aims to find practical ways to use digital task-based tools for improving vocabulary skills of EFL students living in rural areas of Kazakhstan. The study investigates how particular digital tasks influence vocabulary memory and student interest and digital competency to

provide practical methods for innovative education that minimizes rural-urban differences in English education. The research helps national educational initiatives which focus on modernizing education by integrating technology with student-centered educational approaches.

The effective usage of vocabulary along with vocabulary knowledge stands as the essential foundation for achieving communicative language proficiency. EFL students require vocabulary development to become proficient in understanding and generating language effectively in their learning environment. Traditional vocabulary teaching approaches that focus on rote memorization tend to produce minimal comprehension and short-term memory retention of learned material. The Task-Based Language Teaching (TBLT) approach focuses on authentic communication through real-world tasks which creates opportunities for contextual learning of vocabulary while boosting student participation.

Digital technologies have revolutionized how language education approaches vocabulary instruction. AI-powered flashcards together with chatbots and virtual reality applications provide students with interactive learning experiences that adapt to individual needs. AI-powered platforms detect student needs to create individualized vocabulary practice which strengthens memory retention Through conversational practice with chatbots students enhance their vocabulary application skills in simulated dialogues which leads to better comprehension and production abilities. Virtual Reality environments help students learn vocabulary through immersive experiences of authentic settings which enhances their understanding of the material. The adoption of innovative technologies for EFL instruction has accelerated in Kazakhstan due to educational reforms as well as the trilingual policy which supports Kazakh, Russian and English language proficiency. Research indicates that digital educational tools produce favorable results in language education outcomes. Brakhmetova (2024) shows how different technological tools were applied in Kazakhstani EFL classrooms which resulted in better student participation and language abilities. The main barriers to education continue to exist in rural regions where students lack both access to educational resources and trained teachers.

Task-Based Digital Learning (TBDL) combines TBLT principles with digital technology to present a suitable method for vocabulary education in underprivileged settings. The meaningful task-based approach supported by digital tools enables TBDL to overcome the restrictions of traditional instruction methods. The educational environment of rural Kazakhstani schools faces multiple obstacles but TBDL enables students to receive quality language instruction. Task-based teaching methods that integrate AI-powered flashcards with chatbots and VR applications help improve vocabulary learning while boosting student autonomy and engagement. Research findings show that Task-Based Digital Learning has the ability to improve lexical competence for rural secondary school students who study EFL in Kazakhstan. The combination of innovative digital tools with task-based instruction enables teachers to build engaging vocabulary learning experiences that resolve the distinctive educational barriers of rural classrooms.

**Materials and Methods**. The present study used a mixed-methods approach that incorporated both quantitative and qualitative research to explore the effects of task-based digital learning on vocabulary acquisition of rural secondary school EFL learners in Kazakhstan. The study design included the administration of vocabulary tests prior to and after the intervention to assess lexical gains as well as observation of classroom activities and interviews with students to evaluate their involvement and attitudes.

The research sample consisted of 60 students distributed across two rural secondary schools situated in Almaty region. All participants were EFL learners in grades 8–9. The students were chosen on the basis of their equal level of proficiency (A2–B1 CEFR) through a placement test. The teachers in both educational institutions received training for delivering task-based digital learning activities with the help of the provided tools.

The following digital tools were chosen for their accessibility, relevance to vocabulary instruction, and adaptability for rural school environments: AI-powered flashcards (e.g., Quizlet with adaptive learning features): Students utilized AI-enabled flashcard applications which modified repetition intervals and difficulty levels according to their individual learning performance; Chatbots (e.g.,

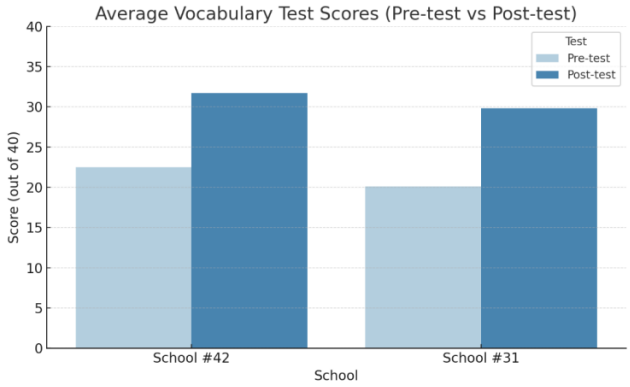
ChatGPT-based platforms, Duolingo conversation bots): Students practiced vocabulary through conversations with chatbots that generated scenarios to help them learn new vocabulary; Virtual Reality (VR) Vocabulary Games (e.g., Mondly VR, custom-made tasks using Google Expeditions): Students experienced virtual environments (virtual marketplaces, classrooms, cities) to use vocabulary in context. The tools were integrated into task-based lessons which required students to perform goal-oriented tasks such as planning a virtual trip, describing their school or creating a chatbot conversation using vocabulary from the National Curriculum. The study was conducted over eight weeks. The study followed the following research procedure:

Week 1: A vocabulary pre-test consisted of a 40-item multiple-choice assessment and a productive vocabulary writing task followed by digital tool orientation.

Weeks 2–7: Each week, students engaged with AI flashcards, chatbot dialogues, and VR activities as part of the TBDL tasks.

Week 8: Post-testing included the same instruments together with semi-structured interviews from 15 students and 2 teachers from each school.

During the intervention period students accessed digital tools through school laptops and smartphones while sessions were conducted in blended mode that combined in-person tasks with digital elements. For instance, vocabulary tests for assessing receptive (multiple choice) and productive (gap-fill and short response) vocabulary skills; observation checklist focused on student participation, task completion, and interaction with digital tools; interview protocols in order to investigate students' views on task-based digital learning, motivation, and tool effectiveness; paired-sample t-tests were used to analyze the quantitative data from pre- and post-tests to determine whether there were statistically significant changes in vocabulary knowledge and the qualitative data obtained from interviews and observations was coded thematically to identify patterns concerning engagement, autonomy, digital fluency and challenges faced during the intervention.




The bar chart displays the mean vocabulary test results of two rural schools before and after the TBDL intervention. The graph presents learners' enhanced lexical competence through visual representation.

*Table 1. Digital Tools and Task Types Used in the Intervention*

| Digital Tool | Type of Task | Learning Focus | Device/Access |
|---|---|---|---|
| AI-Powered Flashcards | Adaptive flashcard reviews, vocabulary quizzes | Receptive & productive vocabulary skills | Mobile app (Quizlet) / Web |
| Chatbots | Simulated conversations (e.g., ordering food, describing a room) | Contextual language use, dialogue practice | Web-based chatbot / Mobile app |
| Virtual Reality (VR) | Role-playing tasks in virtual settings (e.g., virtual store, museum) | Immersive vocabulary in real-life scenarios | Smartphone with cardboard VR headsets |
| Blended Task Platforms | Project-based learning (e.g., making digital posters, travel plans) | Integration of target vocabulary in creative tasks | Desktop / Mobile / Smartboard |

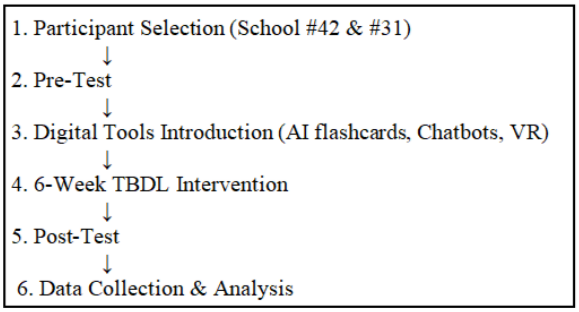



*Figure 1. Research Process Overview*

**Results.** The following section reports on the findings of this study concerning the impact of task-based digital learning on vocabulary acquisition among rural secondary school EFL learners in Kazakhstan. Analysis of primary data sources included both quantitative results from vocabulary test scores and qualitative results from student feedback and classroom observations. Pre- and post-intervention vocabulary test results were collected from 60 students—30 from School #42 and 30 from School #31. Each test measured both receptive and productive vocabulary knowledge (max score: 40 points).

*Table 2. Mean Vocabulary Test Scores (Pre- and Post-Test)*

| School | Pre-Test Mean | Post-Test Mean | Mean Gain | Significance (p) |
|---|---|---|---|---|
| School #42 | 22.5 | 31.7 | +9.2 | $p < 0.01$ |
| School #31 | 20.1 | 29.8 | +9.7 | $p < 0.01$ |

Paired-sample t-tests results showed that the gains in vocabulary scores were statistically significant ($p < 0.01$) for both schools. The average increase in scores was over 9 points, suggesting a strong positive impact of TBDL on learners' lexical competence.

The visual representation of these gains is shown in Figure 1 (previously presented).

Semi-structured interviews with 15 students (randomly selected) and 4 EFL teachers provided valuable insights into the learners' experiences with digital tasks. Observation data showed a visible increase in student participation and task completion rates over the 6-week period. Compared to initial sessions, students were more confident in navigating digital tools and using new vocabulary in speaking and writing.

**Discussion.** The present study found that task-based digital learning (TBDL) has a positive effect on the lexical competence of rural secondary school EFL learners in Kazakhstan. The results are consistent with previous studies that highlight the role of digital technologies in improving vocabulary learning (Al -Jarf, 2022; Baharudin et al., 2023), and add value by focusing on rural Kazakhstani schools, which are rarely featured in the EFL digital pedagogy literature.

The results of the 6-week intervention that showed statistically significant vocabulary score improvements support the effectiveness of TBDL as a teaching method. The AI-powered flashcards and chatbots not only helped to memorize vocabulary but also helped to use vocabulary in context. This is in line with Nation (2022) who suggested that vocabulary learning is most effective when done in conjunction with comprehension and production tasks.

Furthermore, the use of VR-based tasks provided immersive learning experiences that improved vocabulary retention. This is in line with the findings of Lin and Lan (2021) who pointed out that immersive environments improve memory retention and the usage of new words in context. Another qualitative outcome was the high level of learner motivation and learner autonomy. The students were more engaged with the digital tasks and were willing to use English outside the classroom. This observation is in line with the Vygotskian principles, where digital tools are used as mediators to facilitate learning and expand the learners' Zone of Proximal Development (ZPD).

Students benefit significantly from digital mediation in the Kazakhstani rural context because English exposure occurs mainly within classroom boundaries. The mobile-first approach of these tools enabled learners to practice at any moment and from any location thus helping them overcome both geographical and structural barriers. The research demonstrates effective rural implementation of TBDL through proper digital literacy training and device access which enhances pedagogical understanding in Kazakhstani rural areas. Teachers acted as essential mediators of learning while demonstrating the need for continuous support and training in digital education integration.

The study demonstrates that TBDL lessons with proper design and tool accessibility enable rural students to catch up with urban students in learning progress. The intervention showed positive results yet students faced ongoing challenges from restricted internet connectivity and outdated technology alongside diverse student digital competence levels. Similar to Central Asian contexts (Iskakova & Zhumanova, 2021), these barriers show that government institutions must invest in digital infrastructure development and teacher training. A few students needed initial guidance alongside scaffolding before they could effectively use the chatbot and VR tools effectively. A blended learning model that combines student-directed digital work with teacher-assisted guidance shows its value.

The research demonstrates how task-based digital learning using AI flashcards together with immersive technologies leads to major improvements in vocabulary skills for rural English as a foreign language (EFL) students. Kazakhstani educators who address infrastructure barriers through proper training can effectively implement digital innovations to deliver more inclusive and effective vocabulary instruction.

**Conclusion.** This research evaluated the effects of task-based digital learning (TBDL) methods on vocabulary acquisition among rural Kazakhstani secondary school EFL students through analysis of AI flashcards and chatbot tools alongside virtual reality tasks. The integration of TBDL proved to boost students' vocabulary ability along with their interest in learning and their self-directed learning skills.

The analysis of quantitative data showed that vocabulary test results improved while students demonstrated better motivation through their feedback about digital tools. Digital learning proves capable of transforming education through strategic implementation within limited resource settings such as rural Kazakhstani schools according to pedagogical research. As Kazakhstan continues to modernize its educational landscape, integrating innovative digital methodologies—like task-based learning - into rural classrooms can serve as a powerful step toward more equitable and effective English language education. By leveraging accessible technologies and supporting teachers in their pedagogical growth, we can help bridge learning gaps and empower students with the language skills they need for the future.

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# ОҚУШЫЛАРДЫҢ ШЕШЕН СӨЙЛЕУ ДАҒДЫЛАРЫН ДАМЫТУДЫҢ ӘДІСНАМАЛЫҚ ҰСТАНЫМДАРЫ

*Аңдатпа*

Мақалада 10-11-сынып оқушыларына фразеологизмдерді когнитивті тұрғыдан меңгерту арқылы шешен сөйлеу қабілетін дамытудағы ұстанымдар туралы сөз болады. Шешен сөйлеудің қазіргі білім беру жүйесіндегі рөлі, оның оқушы тұлғасының интеллектуалдық және коммуникативтік дамуына әсері жан-жақты сипатталады. Автор антропоөзектік, когнитивтік, коммуникативтік, аксиологиялық және лингвомәдени ұстанымдарды шешен сөйлеу өнерін меңгертудің негізгі бағыты ретінде талдайды. Фразеологиялық бірліктердің тілдік мәртебесі мен когнитивтік қызметі, сондай-ақ тілдік құзыреттілікті меңгертудегі орны туралы айтылады. Тұрақты тіркестерді пайдалана отырып, оқушыны шешен сөйлеуге баулуда білім алушының білімі, білігі, дағдылары мен тәжірибесі ескеріледі. Соның негізінде оқушының түрлі сөйлеу жағдаятында сөздерді орнымен қолдана білу, фразеологиялық бірліктерді пайдалана отырып, ойын бейнелі де әсерлі етіп жеткізе білу қабілетін жетілдіру мақсат етіледі.

Бүгінгі таңда тілді оқытуда білім алушылардың сөйлеу мәдениетін жетілдіруге, тілді ұлттық-мәдени құндылықтардың ажырамас бөлігі ретінде қабылдауына, тілдің дүниетанымдық, тәрбиелік, әлеуметтік, этномәдени аспектілерін біртұтастыққа қарастыруға, қазақ тілі сабақтары оқушылардың логикалық ойлауын, зияткерлік қабілетін жетілдіруге, коммуникативтік біліктерін дамытуға бағытталуы, тілді меңгертудің уәждемелік сипатын күшейту, игерілетін білімнің түпкі нәтижесін көздеу сияқты ұстанымдарға сәйкес 10-11-сынып оқушыларына фразеологизмдерді когнитивті тұрғыдан меңгерту арқылы шешен сөйлеу қабілетін дамыту қажеттігі артып отыр.

Мектеп оқушыларының сөйлеу дағдыларын меңгеруге қойылатын талаптардың күшеюі жастардың тіл тазалығына мән бермеуінен, ойын дұрыс жеткізе алмауынан, сөзін әсерлі де көркем етіп жеткізе алмауынан туындап отыр. Бұл мектеп оқушыларына фразеологизмдерді когнитивті тұрғыдан меңгерту арқылы шешен сөйлеу қабілетін дамытуға арналған теориялық, әдістемелік еңбектердің жетімсіздігінен де туындап отыр.

**Түйін сөздер:** шешен сөйлеу қабілеті, тұрақты тіркес, коммуникативтік құзыреттілік, педагогикалық эксперимент.