



TEACHING ENGLISH VOCABULARY TO INTERMEDIATE LEVEL STUDENTS USING TASK BASED LANGUAGE TEACHING METHOD (TBLT)

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Abstract: *This article purposes to explore meanings of the terms “vocabulary” and “Task-based learning” in foreign language teaching methodology according to ideas of scholars. Author paid attention for studies of foreign scholars on the topic. Also, there was a research study which aimed to find out productivity of Task-based language teaching method to educate vocabulary to intermediate level students.*

Keywords: *Vocabulary, task, TBL (Task -based learning), TBLT (Task -based language teaching), study, intermediate level students.*

INTRODUCTION

Words are the backbone of language. They are part of the framework used to express ideas, and they range from simple to complex in their construction and meaning (Adams, 2001). Merriam Webster defines vocabulary as “a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge. Oxford dictionaries states, the words used in a particular subject or sphere of activity or on a particular occasion. As per Cambridge dictionary, vocabulary is “all the words known and used by a particular person”. In the recent digital era, the significance of vocabulary acquisition has been emphasized by researchers, in that vocabulary acquisition plays a crucial role in learning a second language (Allen, 1983; Laufer, 1986; Nation, 1990; Richards, 1980; cited in Lawson and Hoghen, 1996). Vocabulary teaching and learning are fascinating topics, compared with other language areas. When it comes to teaching vocabulary to intermediate level students using TBLT, it is much more efficient according to the results of studies that have been done by many researchers. They highlight that the use of Task-based learning as a tool that will help students and learners to expand and develop their vocabulary, helping them reach a higher level of proficiency in communication (Albino 2017; Sert & Amri 2021; Sarani & Farzaneh Sahebi 2012). Vocabulary acquisition and development are the process of acquiring and building up a person's knowledge of words and phrases (Fallahrafie 2015; Mohammadi 2017; Halici Page & Mede 2018). This process is crucial for language learning, as it enables learners to communicate effectively and understand written and spoken language owing to using language in authentic, communicative tasks, stated Bergström (2020).

Most of the studies revealed that advantages of utilizing TBLT for teaching vocabulary to intermediate students are much more than its drawbacks. Sarani and Farzaneh Sahebi (2012) investigated how Task-Based Learning can be beneficial when teaching ESL and EFL learners vocabulary. The researchers helped 18-19 year-olds(end of high school/start of university) ESL and EFL students from a computer centre in Costa Rica understand the rule of adjectives in superlative forms within the English Language. Sarani and Farzaneh Sahebi argued that Task-Based Learning improves learners' focus and redirects their attention to the subject at hand. Furthermore, that Task-Based Learning helps students concentrate more on the meaning and definition rather than the form of vocabulary. The researchers viewed Form-based exercises as the opposite to communicative tasks in the sense that they are very inefficient. Additionally, Fallahrafie et al. (2015) present similar ideas in their study where they observed the education of mechanical engineering students that partook in an English as a



Second/Foreign Language course. They argue that Task-Based Learning is the most efficient way of learning a language since it helps students engage in real language use. Moreover, the researchers explain that learners in EFL classrooms do not receive many opportunities to use English outside of the classroom which makes classroom activities essential for their language development. Another study made by Sert and Amri (2021) explains how task-based films were used together with questions to develop the students' vocabulary. In the study, the film, along with the task-based discussion allows students to broaden their vocabulary through extensive discussions on different scenes in the film and the provided questions. Moreover, one more study, including 97 students and two teachers in Istanbul, the researchers Halici Page and Mede (2018) investigated and compared the impact of TBI (Task-based Instruction) and TI (Traditional Instruction) on the motivation and vocabulary development in secondary language education and the findings revealed that TBL, or TBI had a positive impact on students' vocabulary development as well as their motivation. Results from all researches highlight that TBLT is beneficial in regard to L2 students' vocabulary acquisition since the students in this study improved significantly. In addition to being adaptable, task-based language teaching is a student-centred approach to teaching (Van den Branden, 2012). Students communicate naturally in situations they may experience outside of the classroom with the language that is closely connected to them.

MATERIALS

Aim and hypothesis

In our study, we hypothesised that, compared to traditional learning methods, the task-based method would be more effective in teaching business vocabulary and help students to prepare for employment in business environment after graduation. The aim of our study was to compare the efficiency of traditional methods and task-based learning method in teaching English vocabulary to intermediate level students;

Methods Research Design

To achieve our goal we chose a mixed research design implying the use of quantitative research method. A quantitative method was used to process the test results of students in the groups which used the traditional learning method and TBL method before and after the English course.

Participants

The study involved 34 bachelor's degree students of Uzbekistan State World Languages University, Tashkent, Uzbekistan majoring Foreign Languages and Literature. They participated in the experiment voluntarily and could stop participating at any time. The students' language proficiency level was approximately the same – B2 according to the Common European Framework of Reference (CEFR). The students were divided into two groups (each containing 17 participants) – control and experimental ones. The control group was taught the topic “Family and Family values” with the use of traditional methods and the experimental group – with the use of the task-based method.

Materials and Procedure

During the experiment, both groups studied the same topic: The same learning materials were given in both groups. The control group educated with the use of traditional methods received the usual instructions which included explaining new terms and new concepts, completing oral and written assignments. In the experimental group, we exploited the task-based approach. Students performed most of the tasks in groups. The tasks were as close as possible to real situations of the family environment, students worked on solving real family problems. Special attention was paid to the development of teamwork skills and communication skills. Participants were exposed to new vocabulary, which sparked their creativity and encouraged them to connect new information with prior knowledge. The challenges encouraged students to translate their knowledge of the phenomenon's exterior properties into internal cognitive connections. Students engaged in communicative tasks that



required recreating family scenarios in an English-speaking setting, bridging information gaps between interlocutors, and resolving practical issues We made an effort to provide pupils the most autonomy and support their creativity. The topic “ Family and Family values” includes about 60-70 new words and phrases to remember.

After instructing the topic, both group were given a task sheet which included the same topic related tasks and we gave them the same time to solve.

RESULTS

During the study, participants of both groups became active in order to gather knowledge , to comprehend the topic. However, the number of correct answers in task sheets are different. To evaluate the results, we used the ABCDEF scale(Table 1) which implied of correct answers, respectively.

Table 1

A	95- 100%,
B	94-85%,
C	84-75%,
D	74-65%,
E	64-60%,
F	59-0%

According to the task sheet results, positive dynamics was observed in both groups. For instance, the percentage of students who received high grades (A, B, C) in the experimental group increased significantly in comparison with the group that used traditional teaching methods (by 11.9% vs 5.9 %, 11.6 % vs 5.8 %, 5.9 % vs 11.6 %, respectively). Additionally, the percentage of students who received low grades, D and E, decreased more significantly in the experimental group than in the control group (by 17.6 % vs 5.9 %, 17.6 % vs 11.7 %, respectively).(Table 2and 3)

Table 2 The results of control group

Grades	Number of students	Percentage
A	5	29,5
B	6	35,2
C	5	29,5
D	1	5,8
E	-	0
F	-	0

Table 3 The results of experimental group

Grades	Number of students	Percentage
A	5	29,5
B	6	35,2
C	6	35,2
D	-	0
E	-	0
F	-	0

DISCUSSION

Based on the results of our research, it can be summarized that the task-based approach to vocabulary learning helps students to learn the necessary vocabulary on a particular topic more easily and quickly. We conducted a study in which we attempted to use the task-based approach to teaching topic vocabulary of “Family and Family values” . We selected two groups of students – a group that used a traditional approach and a TBL group. Comparison of the results showed that the students of the experimental group had better results than the students of the traditional learning group. TBL method



in developing lexical competence, as it helped not only to enrich the vocabulary but also to enhance teamwork skills, overcome their uncertainty in communication, develop individual language learning strategies. It was crucial that the emphasis be placed on the spontaneous, inventive use of language rather than the strict correctness of lexical unit usage. In addition, task-based learning enables children to comprehend that language is a tool for resolving actual problems in daily life. Students learn to engage in groups and ask questions while working on tasks. Additionally, they get to see how other students approach problem-solving and decision-making in a variety of ways.

CONCLUSION

By the way of conclusion it should be noted that, vocabulary plays important role in language teaching and learning. As modern educators utilize various methods and approaches, particularly Task-based learning is an effective way to teach vocabulary to intermediate level students. It emphasizes learning through doing and involves activities where the target language is used by the students for a communicative purpose. The conducted research study purposed to investigate effectiveness TBL method for intermediate level students .It includes 34 participants, from Tashkent, Uzbekistan.As a results, task-based learning approach was considered one of the productive method in foreign language vocabulary teaching.

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