



## IMPLEMENTATION TASK-BASED LEARNING IN DEVELOPING ENGLISH VOCABULARY

*Mamurova Maktuba*

*2nd year master student of Uzbekistan State World Languages University*

**Abstract:** *It is essential to mention that, due to requirement of possessing language degree from each professional candidate English language learning has been increasing in particular in this decade. In English learning vocabulary learning is as predominant as other receptive and productive skills as we cannot demonstrate our language comprehension without word expressions in oral or written communication. Therefore teachers are trying to utilize various approaches and methods which are recommended by scholars and professional instructors in order to develop learners' vocabulary and one of them is "Task-based learning". This paper purposes to investigate importance of task-based learning approach and its implementation for vocabulary development in English teaching classroom.*

**Keywords:** *Task, TBL (task -based learning), vocabulary, activity.*

Vocabulary knowledge is one of the most important aspects of L2 proficiency, which contributes to a better understanding of speaking, reading, listening, and writing (Milton, 2013). According to Nation (2019), the knowledge of vocabulary involves different levels of strength, detail, and fluency. Thus teachers should develop students' knowledge of vocabulary by striking a balance between various language teaching methods. According to Cambridge dictionary the term "task" refers a piece of work to be done, especially one done regularly, unwillingly, or with difficulty. Also, Merriam-Webster dictionary says: "task implies work imposed by a person in authority or an employer or by circumstance".

According to Rod Ellis, a task has four main characteristics:

- A task involves a primary focus on (pragmatic) meaning.
- A task has some kind of 'gap'. (Prabhu identified the three main types as information gap, reasoning gap, and opinion gap.)
- The participants choose the linguistic resources needed to complete the task.
- A task has a clearly defined, non-linguistic outcome.

Tasks are at the core of task-based language teaching (TBLT), which is defined as "a teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction" (Richards & Schmidt, 2013). These tasks require productive conversation, interaction, and discussion, which help students to acquire needed skills in grammar through authentic language use. Task-based vocabulary instruction has been demonstrated to enhance students' vocabulary acquisition and retention and is an efficient way to teach vocabulary in a real-world setting (Nation, 2001). Furthermore, task-based vocabulary instruction can raise students' motivation and communicative proficiency in the target language. More precisely, one of the most beneficial approaches to teaching vocabulary is task-based. Strategies to improve vocabulary and helps one's comprehension of speaking, reading, writing, and listening (Milton, 2013; Nation, 2022). Proper word knowledge is crucial for task performance because TBLT offers opportunities for the integration of the four skills. Thus, we should think about some sort of direct pedagogical intervention in addition to focusing on receptive and productive word knowledge, which aids in word comprehension and usage



## Innovative Society: Problems, Analysis and Development Prospects (Spain)

when faced with speaking, reading, listening, and writing tasks (Nation, 2019). Task-based learning has been shown to be an effective approach for vocabulary acquisition in language learning. Research studies have demonstrated that engaging students in meaningful tasks that require the use of target vocabulary can lead to better retention and application of new words. One study by Ellis (2003) found that task-based vocabulary instruction resulted in higher levels of vocabulary retention compared to traditional rote memorization methods. This is because tasks provide context and meaning for the vocabulary words, making them more memorable and easier to recall. Another study by Nation (2001) highlighted the importance of incidental vocabulary learning through tasks. When students are engaged in tasks that require the use of target vocabulary, they are more likely to encounter the words in context multiple times, leading to deeper processing and better retention. Furthermore, research by Laufer and Hulstijn (2001) showed that task-based vocabulary instruction can lead to improved word knowledge and comprehension. By engaging students in tasks that involve active use of the target vocabulary, learners are able to develop a more robust understanding of the words and their meanings. Incorporating task-based learning activities such as vocabulary scavenger hunts, role-play dialogues, vocabulary games, journals, puzzles, and quizzes can provide students with opportunities to engage with the language in meaningful ways, leading to enhanced vocabulary acquisition and retention. By utilizing task-based learning approaches supported by scientific research, educators can create a dynamic and effective vocabulary instruction environment that promotes active engagement, deeper understanding, and long-term retention of new words. When structuring a task-based lesson to teach vocabulary, it is important to consider the following key components:

1. **Task Selection:** Choose a task that is meaningful, communicative, and relevant to the learners' interests and needs. The task should provide opportunities for students to use and practice the target vocabulary in context.
2. **Pre-Task Preparation:** Introduce the topic of the task and activate students' prior knowledge related to the vocabulary that will be used. Provide any necessary background information or language input to support students in completing the task successfully.
3. **Task Instructions:** Clearly explain the task requirements, objectives, and expectations to the students. Ensure that they understand what they need to do and how they will be using the target vocabulary during the task.
4. **Task Performance:** Allow students to engage in the task and use the target vocabulary in a meaningful way. Monitor their progress, provide support as needed, and encourage collaboration and communication among students.
5. **Feedback and Reflection:** After completing the task, provide feedback on students' performance, focusing on their use of the target vocabulary. Encourage reflection on their learning process and discuss any challenges or successes they experienced during the task.
6. **Language Focus:** Following the task, highlight key vocabulary items that emerged during the activity. Review the meaning, pronunciation, and usage of the words with the students, and provide additional language input or clarification as needed.
7. **Follow-Up Activities:** Design follow-up activities that reinforce the target vocabulary in different contexts. These activities can include games, role-plays, discussions, or writing tasks that allow students to further practice and internalize the new words.
8. **Assessment:** Assess students' understanding and retention of the target vocabulary through formative or summative assessments. Use a variety of assessment tools, such as quizzes, presentations, or projects, to evaluate students' vocabulary acquisition and application.

By incorporating these components into a task-based vocabulary lesson, teachers can create an engaging and effective learning experience that promotes vocabulary acquisition and retention among intermediate-level language learners.



By the way of conclusion, English has become dominant language in the universe and degree of its learning has been growing . Therefore, teachers should teach this language faster, interestingly and instructional way. In particular lexical competence should be developed and task-based learning is beneficial to achieve this goal. Task-based learning has been investigated by scholars so far and teachers are able to conduct vocabulary lessons by this approach. In their classes TBL model is convenient to implement and interesting for learners if teachers follow main components of TBL in their classes.

**References:**

1. Ellis, Rod (2003). *Task-based Language Learning and Teaching*. Oxford, New York: Oxford Applied Linguistics. ISBN 978-0-19-442159-1.
2. Laufer, B. (2006). Comparing focus on form and focus on forms in second-language vocabulary learning. *Canadian Modern Language Review*, 63(1), 149-166.  
<https://doi.org/10.3138/cmlr.63.1.149>
3. Milton, J. (2013). Measuring the contribution of vocabulary knowledge to proficiency in the four skills. In C. Bardel, C. Lindquist, & B. Laufer (Eds.), *L2 vocabulary acquisition, knowledge, and use: New perspectives on assessment and corpus analysis* (pp. 57-78). Amsterdam: European Second Language Association
4. Nation, I. S. P. (2001). The goals of vocabulary learning. In I. S. P. Nation (Eds.), *Learning vocabulary in another language* (pp. 6-15). Cambridge University Press
5. Nation, P. (2019). The different aspects of vocabulary knowledge. S. Webb (Ed.), *The Routledge handbook of vocabulary studies* (pp. 15-29). Routledge.
6. Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.
7. Tolibjonovich, M. T., & Ugli, G. O. R. (2021). Eastern Renaissance and Its Cultural Heritage: The View Of Foreign Researchers. *ResearchJet Journal of Analysis and Inventions*, 2(05), 211-215.