

THE ROLE OF VOCABULARY IN TEACHING ENGLISH LANGUAGE USING TASK-BASED LANGUAGE TEACHING (TBLT) METHOD

Andijan Academic Lyceum of Internal Affairs
Xojakbarova Mukarramoy

Abstract: *This article explores the significance of vocabulary acquisition in English language teaching, particularly within the framework of Task-Based Language Teaching (TBLT). It discusses how TBLT facilitates vocabulary learning and retention through meaningful tasks, thereby enhancing language proficiency. Key studies and theoretical perspectives are reviewed to provide a comprehensive understanding of the relationship between TBLT, vocabulary acquisition, and effective language pedagogy.*

Keywords: *Task-Based Language Teaching (TBLT), vocabulary acquisition, language proficiency, communicative competence, language pedagogy*

Task-Based Language Teaching (TBLT) has gained prominence in language education for its emphasis on meaningful, real-world tasks to promote language learning. Central to successful language acquisition is vocabulary development, which plays a crucial role in learners' ability to communicate effectively. This article examines how TBLT integrates vocabulary instruction within its framework, contributing to enhanced language proficiency among learners.

THEORETICAL FOUNDATIONS OF TBLT

Task-Based Language Teaching is rooted in communicative language teaching principles, emphasizing the importance of authentic language use and meaningful communication. Tasks are central to TBLT, designed to engage learners in purposeful language activities that require the use and understanding of vocabulary in context (Ellis, 2003). By focusing on tasks, TBLT encourages learners to actively process and internalize vocabulary through practical application rather than rote memorization. Therefore, the present study determines whether teaching L2 students through a task-based approach can be influential and practically useful in vocabulary improvement. Richards and Renandya assume that “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”⁹. In terms of teaching technical vocabulary in ESP, it is most important to make a distinction between two types of vocabulary: technical and semi-technical. Dudley-Evans and St John suggest two broad areas related to technical vocabulary.

1. Vocabulary that is used in general language but has a higher frequency of occurrence in specific and technical description and discussion.

2. Vocabulary that has specialized and restricted meanings in certain disciplines and which may vary in meaning across disciplines.

According to Hutchinson and Waters, ESP should be seen as an approach to language teaching that is directed by specific and apparent reasons for learning. Their specific and apparent reason for learning English is for academic purposes and their academic study will involve specialized areas across different disciplines in physical sciences as well as in social sciences. The aim of their vocabulary acquisition is surely academic vocabulary. A rationale behind this is that learners will do academic study in English must focus on academic vocabulary which is variously known as a general useful scientific vocabulary and semi-technical vocabulary because they need to exhibit a wide range of academic skills like reading about research papers in their fields, listening to teachers speak about their work, writing academic papers and presenting oral or written evaluations of methods or results in many cases. (P,2.67)

It is important to mention that the methodology based on tasks help learners pay more attention or concentrate more on meaning.

Vocabulary Acquisition in TBLT

Vocabulary acquisition in TBLT occurs through exposure to language in authentic contexts. Tasks are designed to promote incidental learning, where learners encounter and use new vocabulary naturally while completing tasks (Willis, 1996). This approach ensures that vocabulary is learned in meaningful contexts, facilitating better retention and application in real-life communication settings.

Task-based language Teaching has shown that learners have the greatest role in the learning process. Learners' cooperative activity and speaking in groups while performing tasks have significant roles. In this regard, gender is one of the effective factors in language learning. Although many studies revealed that there is no significant difference between males and females in language learning as a whole, many others had different results and rejected the aforementioned statement. For example, Zare investigated how the use of language learning strategies varies according to gender and revealed that female EFL learners prevailed over males in the use of strategies.

Task implementation framework

A TBLT lesson, according to Willis' task-based language framework, has three primary stages: the pre-task, the task cycle, and the language focus. The pre-task stage provides quick access to the topic that the students will explore, usually via a short task activity. During this stage, the teacher assists the students in comprehending the themes and goals of the task to prepare them for the main stage, task cycle (also called the while- or during- task). Task cycle is made up of the planning phase and the actual report phase(P,3.87)

Strategies for Effective Vocabulary Instruction in TBLT

Effective vocabulary instruction within TBLT involves several strategies to optimize learning outcomes:

1. Pre-task Activities: Introducing key vocabulary before tasks to familiarize learners with essential language for completing the task successfully.

2. During-task Activities: Providing opportunities for learners to encounter and use new vocabulary while engaged in task performance, reinforcing understanding through context.

3. Post-task Activities: Reflecting on task completion to review and consolidate vocabulary learning, connecting new words to existing knowledge (Nation, 2001).

As opposed to traditional approaches to vocabulary teaching in which lists of lexical items are usually decontextualized and provided for learners' memorization, there are three vocabulary principles that tasks should follow: Deliberate attention, meaning negotiation, and utilizing or hearing the words. To begin, paying conscious attention to learning from word lists can enhance or reinforce vocabulary learning. Second, when the meanings of words are negotiated, vocabulary learning is facilitated. According to Newton¹⁰, learner-learner task-based interactions result in peer support when learners focus on the negotiation of the meaning of the word to carry out tasks jointly. Finally, vocabulary learning is enhanced when learners use the vocabulary or hear the vocabulary used in ways that broaden and enrich the learners' knowledge of the word. For the above characteristics of TBLT vocabulary instruction, the integration of this approach is widely believed to increase learners' involvement in diverse communicative tasks. Students feel less psychological strain when working on activities with peers, which fosters cognitive progress by bridging information gaps and encouraging discussion as well as language competency through the repeated use of newly taught vocabularies and negotiations. (P,4.43)

A handful of studies looked into the effectiveness of TBLT in helping learners improve their lexical knowledge. Courses using the task-based language teaching paradigm. The study involved two groups of Persian literature students in Iran. Vocabularies were taught in the control group using a traditional approach, whereas technical vocabularies were taught using a task-based approach in the experimental group. Main findings revealed that the task-based approach was more effective in helping the students gain in technical vocabularies. Similarly, through conducting jigsaw and information-gap tasks, Khoshsima and Saed¹¹ examined whether the use of task-based instruction helps intermediate EFL learners improve their vocabulary knowledge and prepares them for communication in the real world outside of the classroom. This study also sought to examine how individuals felt about task implementation. The findings showed that participating learners were able to enhance their vocabulary knowledge and language ability by participating in task completion, suggesting a substantial impact of TBLT on improving vocabulary among these learners. Erlam and Ellis's experimental study investigated the effect of input-based

tasks on incidental acquisition of vocabulary by adolescent near-beginner learners of French. Learners' receptive and productive knowledge of the vocabulary items were evaluated in the pre, post, and delayed vocabulary posttests. The findings showed learners' significant gains in both receptive and productive vocabulary knowledge of the target words following two and a half lessons using input-based tasks.

Assessing Vocabulary in TBLT

Assessment in TBLT focuses on evaluating learners' ability to use vocabulary in authentic situations rather than testing isolated knowledge. Performance on tasks serves as a measure of vocabulary proficiency, assessing learners' communicative competence and language development (Skehan, 1996).

Challenges and Considerations

While TBLT offers numerous benefits for vocabulary acquisition, challenges such as task design complexity and varying learner proficiency levels must be addressed. Teachers play a crucial role in scaffolding tasks effectively and providing necessary support to facilitate vocabulary learning (Long, 2015). (5, P.45)

Task-Based Language Teaching provides a robust framework for integrating vocabulary instruction effectively into language learning. By emphasizing authentic tasks and meaningful communication, TBLT promotes vocabulary acquisition that enhances learners' overall language proficiency and communicative competence. Future research should continue to explore innovative approaches within TBLT to optimize vocabulary learning outcomes and inform language pedagogy practices.

REFERENCES:

1. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
2. Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
3. Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.
4. Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38-62.
5. Long, M. H. (2015). *Second language acquisition and task-based language teaching*. Malden, MA: Wiley-Blackwell.