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Task-based Learning Vocabulary Activities for Fourth Grade

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EXTRANJERA

Task-based Learning Vocabulary Activities for Fourth Grade

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February 1st, 2023

ABSTRACT

Developing speaking skills has been one of the most difficult challenges for students, especially for children due to a lack of vocabulary when they want to express or answer any question. Students struggle to say what they think or give ideas due to their lacking vocabulary, as words taught in classrooms are not put in context in a real-life situation it makes the acquisition of said. On the contrary, vocabulary is taught in isolation where words are learned mostly by writing. The aim of this study is to demonstrate the effectiveness of task-based learning activities in fourth graders in learning vocabulary

and acquiring the ability to produce it orally. For this reason, the need has arisen to apply and evaluate a task-based learning teaching approach that gives students the opportunity to work in a natural environment using different activities. This study uses qualitative and quantitative methods to evaluate pretest and posttest vocabulary, students' oral production and a final survey to know the children's opinions about the activities performed in class. Students consolidate their activity by working in groups. Results show that in the vocabulary posttest that most of the students mastered the required learning; only one student is close in achieving the required task; demonstrating great progress. Besides, in oral production, they use varied vocabulary to express opinions, preferences and ideas. They were fluent and confident; their intonation was clear, and their misuse of grammar was better than before.

Keywords: TBL approach, oral production, vocabulary, activities, group work, children, Fluency.

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RESUMEN

El desarrollo de la expresión oral ha sido uno de los retos más difíciles para los estudiantes, especialmente para los niños debido a la falta de vocabulario cuando quieren expresar o responder a cualquier pregunta. Los estudiantes tienen dificultades para decir lo que piensan o dar ideas debido a su falta de vocabulario, ya que las palabras que se enseñan en las aulas no se contextualizan en una situación de la vida real, lo que hace que la adquisición de dichas palabras sea más difícil. Por el contrario, el vocabulario se enseña de forma aislada y las palabras se aprenden sobre todo por escrito. El objetivo de este estudio es demostrar la eficacia de las actividades de aprendizaje basadas en tareas en los alumnos de cuarto grado para el aprendizaje del vocabulario y la adquisición de la capacidad de

producirlo oralmente. Por ello, surge la necesidad de aplicar y probar un enfoque de enseñanza basado en tareas que dé a los alumnos la oportunidad de trabajar en un entorno natural utilizando diferentes actividades. Este estudio utiliza métodos cualitativos y cuantitativos para evaluar el vocabulario del pretest y el postest, la producción oral de los alumnos y una encuesta final para conocer la opinión de los niños sobre las actividades realizadas en clase. Los alumnos consolidan, su actividad trabajando en grupos. Los resultados muestran que en el postest de vocabulario la mayoría de los alumnos dominan los aprendizajes requeridos y sólo hay un alumno que está cerca de alcanzar los aprendizajes requeridos demostrando un gran progreso. Además, en la producción oral, utilizan un vocabulario variado para expresar opiniones, gustos e ideas. Se mostraron fluidos y seguros, su entonación fue clara y su uso de la gramática fue mejor que antes.

Palabras clave: Enfoque TBL, producción oral, vocabulario, actividades, trabajo en grupo, niños, Fluidez.

1. INTRODUCTION

Learning a foreign language is a complex task due to students' learning backgrounds, where languages were taught by memorizing words and repeating them incessantly. This traditional method did not provide students with the ability to develop their oral communication skills. Since, second language learners are aware of how their limited vocabulary hinders their ability to communicate effectively in the target language.

Task-based learning approach or TBL for its initials in English (Task-Based Learning), allows students to actively engage with the language in different real-life contexts. In other words, students are given interactive activities to perform in task-based learning, having to converse to do so, and then the teacher analyzes the language used once the work is completed.

Teaching English has been a difficult task; teachers have applied different traditional teaching methods for many years and, even so, students have simply forgotten what they learned. Slowly but surely, more communicative methods were introduced to involve students more in real-life situations. One approach is task-based language teaching. This is an approach that differs from traditional ones by emphasizing the importance of engaging learners' natural abilities to acquire language incidentally through the completion of tasks. Krashen (1989) states that, in incidental learning, the language acquisition device is active during which its conscious focus is on the message rather than the form of the language, these types of activities facilitate incidental learning (Hulstijn, 2008).

In this approach, learners are presented with a task or problem to solve and do not focus on the language features during execution. Instead, the idea is simply to engage in a task by sharing time with friends in a natural way. Task-based activity, as Ur (1996) found

in an experiment with teachers, scores high with the majority on all criteria. Language teachers report better communication, more participation, motivation, and enjoyment. Larsen-Freeman (2008) says: "Task-based language teaching is an approach that seeks to provide learners with a natural context for language use. As learners work to complete a task, they have many opportunities to interact. Such interaction is believed to facilitate language acquisition, as learners have to work to understand each other and express their own meaning" (pp. 114).

In this perspective, this research aimed at studying the incidence of the Task-Based Approach in the grammatical dispositions of the English language, seeking to define how this approach can be used during the development of both oral and written language learning in fourth grade students at Private school La Salle (Quito, Ecuador). This work seeks to understand and address problems that students have when learning this type of vocabulary.

2. PROBLEM STATEMENT

Currently, teaching/learning subjects of any language, whether L2 or LE, focus on the development of "communicative competence", the ability to use the language system effectively and appropriately.

This ability is multidimensional, that is, communicative competence lies not only in the mastery of language knowledge, but also in the ability to use or implement that knowledge when engaging in actual communication. Vocabulary ability is part of that, because of the important value of its proficiency, where the purpose of vocabulary instruction is to transform individual units of communicative competence.

The teaching models proposed in recent years present an important novelty in this regard. Even so, it is known that there is no single approach to learning, especially those that focus on vocabulary.

It is for this reason, that the deficiency of students' learning to learn a new language in the classroom, the elaboration of task-based Vocabulary Activities for fourth grade students is proposed.

2.1 Research Questions

- What are the theoretical references that support the application of task-based vocabularies for fourth grade students?
- What are the educational needs in fourth grade classrooms?
- What can task-based activities for fourth grade students look like?

2.2. Research Objectives

2.2.1 General Objective

To elaborate Task-Based Vocabulary Activities for Fourth Grade Students.

2.2.2 Specific Objectives

- To explain the theoretical references that support the application of task-based vocabularies for fourth grade students.
- To identify the educational needs in fourth grade classrooms.
- To establish task-based activities for fourth grade students.

3. THEORETICAL FRAMEWORK

3.1 Learning of a Second Language

The beginning of language learning has fluctuated throughout history within educative, economic, and social standards of each time (Stern, (1967 y 1983, in Corpas M, 2013, p. 45). Thus, a variety of positions for and against starting the learning of foreign languages in the initial stages of growth, or -as soon as possible-, can be encountered.

While the world has become a more interconnected place, the need for and importance of learning a second language has increased as the technology to create that connection has developed rapidly. Speaking, understanding, and knowing more than one language can have many benefits, most of them range from being able to watch movies in another language without subtitles to being able to use knowledge of another language to get a job and prosper in business. Hence, mastering a second language improves an individual's social and cultural life. Since it helps to build connections with the rest of the world, improve economic status, and optimize the brain as it is a mental exercise that enriches and increases gray-matter.

Lindstrom (2001, in Rueda et al, 2014) arguments that language is one of the main skills that humans must communicate. Its development implies a complicated process that involves sight and hearing (p. 23). For this reason, new linguistic theories on early English teaching are using phonological awareness as a tool to help teachers' knowledge first and the process of teaching reading and writing second. Phonological Awareness is defined as the skill that enables children to identify, describe, deliberately shape and use sounds and/or phonemes that make up words. Children do not spontaneously acquire such skill, it must be.

learned, and its development is fundamental before letter-graph teaching. Thus, confirming that anxiety decreases as tongue reflexes increase.

Nowadays, both the uniqueness and modernity of second language teaching methods are based on the oral and communicative practice of language as well as grammar. Hence, learning the rules and principles that govern the structure and use of language and grammar is imperative. This leads to an improvement in communication and a deeper comprehension of the second language. For this purpose, understanding the analytical methods applied to phonology (sound), morphology (writing), syntax (word components) and semantics (word meaning) becomes necessary to guide our practice according to the needs and desires of the students.

As a result, English as second language (ESL) teaching-professionals must use new strategies that aim to stop in the process, review and question the educational practice. Keeping in mind that times have changed, new generations need an approach that sheds educational traditionalism and turns the classroom into a center of pedagogical interaction where students and teachers contribute and complement their knowledge.

As educators and mentors of the younger generations (children and adolescents) awareness, analysis and reflection on these theories can guide us to broaden our horizons and get involved in educational practice. By reflecting we will gain knowledge on the theories that exist within the components of our practice, and of the extent these theories generate important learning in students. Such a task is not easy, intervention requires great openness and conviction as well as a genuine desire to find ways and strategies that help innovate the way the classroom is conducted and managed.

Moreover, we cannot ignore the importance of crucial learnings for the appropriation of knowledge. Therefore, we cannot ignore the importance of understanding the

evolutionary process that students go through and designing learning strategies lead to the acquisition of a second language, in this case, English.

Hence, when it comes to the learning of a second language, students need to have a good vocabulary and mother tongue repertoire. Again, keep in mind that it is important to respect the process and grammar rules of each language.

According to Garrido (2005), he indicates the following: we call it learning the process by the framework of a teaching program, the learner acquires the vocabulary and grammatical rules of another language in a systematic way and putting everything in relation to the vocabulary of his own language (pp. 488). This means that, in order to learn a second language in an educational institution, it is of vital importance that one must learn in a systematic way in order to have the same mastery of one's mother language and greater competence in one's second language.

However, learning a second language in the formation of a student requires that he first knows his mother language, as it is considered the basis of a second language, but in many cases, it is important to point out what is on the side of the student in an educational center and learning at home (prior knowledge).

Having great importance, understanding the communicative competencies of students for being valuable, that is, teachers should be equipped to facilitate teaching, with better accompaniment, so that students learn a second language in the process of applying didactic skills and patience. The following is a review of the literature on the topic of second language vocabulary learning and its acquisition through task-based learning methods.

3.2 Second Language Learning in Children

To understand how children learn, it is first necessary to delve into the theories of

learning, which have evolved from the concepts of the twentieth century, and there has been a great interest in studying the process of knowledge acquisition. One of the precursors is Jean Piaget and Lev Vygotsky who is between the two most prominent authors in this field of research. Therefore, based on the research they conducted; they developed a series of theories analyzing different aspects of human cognitive development.

Piaget's research is understood as the intellectual function of biological processes. Each of us comes into this world with a legacy that affects our intelligence. The human organism shares two "constant functions": organization and adaptation, and the human mind works according to these two. The processes of the mind are organized into coherent systems that adapt to changing stimuli in the environment.

Adaptive functions in psychological and physiological systems work through two complementary processes: assimilation and adaptation. Assimilation refers to how we protect ourselves from environmental stimuli, while adaptation is how we assimilate our environmental demands.

Both processes affect our learning and cognitive processes, which is the name Piaget gave to cognitive reorganization. The two processes interact in a process known as equilibrium, acting as a mediating process between the two, resulting in a balance.

For his part, Vygotsky introduced the concept of Zone of Proximal Development (ZPD) when talking about learning. In Torga (n.d.) we see that Vygotsky's concept refers to the space between what children know and what they can learn with the help of a study guide (usually a teacher). It is based on the relationship established between what the child knows and his or her potential. In the ZPD two levels are distinguished, the first level, called true Level of Development (LOD), refers to the child's own knowledge, his ability to solve problems and situations without anyone's help. The second is called the Level of Potential

Development (LPD) and is the maximum that a child can reach his or her potential with the help of another person who guides him or her to achieve it. The gap between LOD and LPD consists of the zone of proximal development. What Vygotsky does is to give the name of scaffolding to the processes that adults in the ZDP go through to bring out the maximum potential in a child, thus referring to those functions that are not yet mature but are in the process of doing so.

Torga mentions in his work Vygotsky's reference to foreign language learning when explaining the relationship between spontaneous and scientific concepts. Thus, a child learns a second language in a school environment based on what he already knows about himself, so it is expected that the child will tend to translate into his native language or look for the counterparts of the words he does not understand.

While Piaget and Vygotsky are concerned with the acquisition of knowledge in general, Krashen focuses on the study of foreign language acquisition and proposes the following hypotheses: 1. Acquisition and learning hypothesis 2. The natural order hypothesis. 3. Monitor assumptions. 4. Introduce a hypothesis. 5. The affective filter hypothesis.

Starting from the first hypothesis, the authors make a distinction between acquisition as an unconscious process and learning as a conscious process.

The second hypothesis concerns the order in which we learn foreign languages with different rules and tells us that this is an order that is generally shared by all and does not depend on complexity or simplicity. The next skill, linguistics, is acquired without knowing it, and it is the discipline itself that requires learning to correct its mistakes.

For the next hypothesis, it is necessary to know that Krashen speaks of a special aspect that exists in the environment to make the acquisition of a foreign language possible, and refers to it with the term *input*. He explains that through this hypothesis we obtain a reception.

and understanding of this comprehensible input, we interpret it as a structure above our current level of ability. Finally, the assumption of the affective filter is that, when it is high, it acts as a psychological barrier, preventing the reception of this input to complete the learning of a second language.

That is why the role that emotional filters play in the learning process must be considered when it comes to the skills and abilities required to learn a second language, where Pizarro and Josephy (2010) state that:

A learner's emotional state and attitude act as a filter that lets in information necessary for comprehension or blocks information necessary for language acquisition. Therefore, the higher the emotional filter reflected in higher levels of anxiety, low self-esteem, and lower engagement, the greater the likelihood that learners will fail in the learning process. Conversely, a low affective filter will allow better acquisition and learning levels of the second language (pp.211).

To contextualize the child population with which the research group worked, the approaches made by Vygotsky and Piaget are considered.

Thus, in teaching a second language to elementary students it is important to consider social factors, as Vygotsky mentions in his theory of constructivism. He believes that children develop language through interactions within the community, this means that children do not only have to learn words to learn them and, instead, absorb them and associate them with representative objects and ideas.

Again, Piaget brought this up at the concrete manipulation stage because this is an age (7-11 years) when the child can already perform mental manipulations such as classifying concepts and relating them to objects in the real environment. This is the reason why language is easy for children to acquire; as children learn concepts, visual aids are needed to enhance

access to the content.

Therefore, given this contextualization, John Pikulski and Shane Templeton are consistent with their theory and focus their research on teaching in their book *Teaching and Developing Vocabulary the Importance of Vocabulary in Childhood*. First, they define vocabulary as a set of words understood or used by a particular individual or group. But they create a dichotomy of whether vocabulary is learned in general or from various types of vocabulary. Expressive vocabulary is done when speaking or writing to communicate or express oneself. Receptive vocabulary refers to vocabulary that the student understands or comprehends by listening or reading, i.e., vocabulary that the child produces from the spoken and written words of items or people in their environment with whom they communicate (such as teachers or the English language) and songs they hear.

It also defines the combination of listening and speaking vocabulary as meaning or spoken vocabulary and reading and writing vocabulary as the combination of reading and writing vocabulary, with the caveat: "During this period, children basically have no vocabulary for reading and writing. With reading, they acquire writing skills", which means that children cannot process literal vocabulary at an early age, as it is acquired and developed as different skills advance throughout middle school. Instead, he recommends the implementation of verbal vocabulary and receptive vocabulary as these can facilitate communication and second language learning, because the child, after hearing and understanding the information produced by the teacher or colleague, can produce other short expressions that express their desires or likes and dislikes for information.

The author shows the development of vocabulary and language, but most importantly, the relevance of learning from an early age, the main aspect of which is the social and economic environment in which children live. For example, children of higher

socioeconomic status tend to acquire more vocabulary than children of lower socioeconomic status because they have the advantage of being able to communicate with their parents or other people in the target language. In contrast, low-status children have little time to spend with their families, either because their parents work or because of their limited social environment. In this case, students do not have the ability to use the foreign language regularly because the foreign language is not used in their environment.

Below is a word-by-word breakdown of vocabulary appropriate for the student's learning level.

Level I words is the most commonly used words in daily life. These types of words enhance the vocabulary of children learning foreign languages.

Level II words are words acquired through reading practice or instruction.

Level III words are words or slang created by a particular group that other groups cannot understand.

Level IV words are words with unusual meanings that are not widely used in the educational system and are not related to fields of study or professions.

According to Pikulski and Templeton's method, there are four types of vocabulary, and the idea of applying three types in teaching a foreign language (English) in childhood is shared. However, the use of spoken vocabulary (meaning/spoken vocabulary) will be more important than in other courses as it helps the child to understand what is being conveyed more easily. Arguably, being explicit about the type and level of vocabulary to be taught makes it easier for students to acquire new vocabulary and how to use it. Instead of acquiring vocabulary to gain a nihilistic knowledge of the language, a child can generate information from what he or she understands.

Likewise, Virginia French mentions that students should feel it is necessary to learn

a word, by using different activities, students will be able to communicate information or express personal feelings and achieve communicative competence. In addition, she proposes strategies for the acquisition of basic, intermediate, and advanced vocabulary. As for the elementary level, she believes that guessing games are necessary, they perform actions based on commands, students draw pictures to correlate English descriptions and communicative competence, they discuss the pictures drawn by class members (Royce, 2007).

In fact, one of the most essential elements for vocabulary learning is commands, because since elementary school students are taught to memorize the meaning of a word by following the instructions of adults while learning their native language, without the need for a teacher to translate its meaning for them. Then, through observation and imitation, the teacher already knows what the word means and how to pronounce it in English.

Additionally, when students are looking up the meaning of a word, they will find different definitions of it, but to understand it they need the help of the teacher, so they can work together to adjust the meaning in context. To find these corresponding words and adapt them, the class is divided into two groups. The first group looks up new words in the dictionary, while the second group lists the new words. In this way, students are also taught to gain some sense of responsibility and independence.

Finally, French offers important strategies to consider when teaching a foreign language to beginning students in the classroom. These methods can be used to develop students' communicative competence with tools appropriate to the corresponding level, thus promoting vocabulary acquisition.

Keeping in mind that children go through many stages of evolution depending on the connections they make during socialization. So before talking about foreign languages, it is best to start with the native language that the child has learned first, thus reinforcing the

objective set.

Dekaysser (2000 in Rueda 2013) states that the fact that children reach a level like that of native speakers is related to biology (p. 46). Not depending on biology alone, but on a series of pedagogical factors within teaching. In addition, we cannot ignore the importance of understanding the evolutionary process that students go through and designing learning strategies lead to the acquisition of a second language, in this case, English.

Penfield (1953 y 1965, in Rueda 2013) can be found among the supporters of acquiring a foreign language at an early age. He stated that students seem to acquire a foreign language faster and effortlessly when the learning process takes place at an early age; between few years of an individual's life and before puberty (p.46). Thus, as Klein (1986, cited by Rueda 2013) stated: a first language is normally acquired in childhood and before puberty (p. 46) because learning starts at an early age. Given this, we can ask ourselves if there is an unattainable age, and if there are reasons to think that progress will slow down after puberty, due to a loss of plasticity in the brain, which prevents the innate acquisition of language structures.

These authors defend that learning a foreign language before puberty is beneficial because the acquisition is done more naturally, and the final product is closer to that of a native speaker. If the foreign language acquisition process takes place at a later stage, learning will depend on other factors related to the conscious learning process, and its outcome will be limited by our native language and culture. Pronunciation and the student's cultural identity.

Nevertheless, some studies have shown that early initiation has a positive but insignificant effect on the acquisition of a foreign language, and few authors have concluded that early initiation of a language has a positive effect, but not enough to justify its

advantages. Among these authors, Harley (1987) and Genesse (1981) recognize that individuals who started the process of learning a foreign language during childhood obtain better results. However, they consider that correlations between an early start and development in learning a foreign language are not significant but minimal (cited by Rueda 2013, p. 47).

On the other hand, there are studies that show that an early start in the process of learning a second language has no repercussion on the acquisition of a foreign language. Cummins and Nakajima (1987) in which the results obtained in their studies corroborate that the students who started to study a foreign language at an older age, achieve better results in comprehension and written expression (cited by Rueda 2013, p. 47). Nevertheless, opposed to such results, studies conducted by Birdsong (1999) and Flege (1999) conclude that there is no correlation between the age of starting a foreign language and the results obtained (cited by Rueda 2013, p. 47). They even deny that there is a critical biological period for learning a foreign language.

In summary to conclude, the ideal age to start learning a foreign language is early childhood. Early initiation is beneficial for better results, although it may interfere with the development of first language acquisition. Therefore, it is recommended to start learning a foreign language when the child effectively masters the mother tongue, although some authors agree that the ideal learning is achieved in adulthood, since one has the cognitive maturity to achieve it. such is the case of Ausubel (1984, cited by Rueda 2013) who considers that the ideal age to start learning a foreign language is adulthood, since the individual has greater cognitive maturity in addition to a broader experience of the world (p. 47).

3.3 Vocabulary

In the first instance the origin of words will be described, which according to Singleton (2016) Lexicon comes etymologically from the term Lexis meaning "word". Thus, the Lexicon is considered as the repertoire of the language for its meaning being is implemented by most language connoisseurs to study all aspects related to the vocabulary of linguistics. On the other hand, other authors mention the lexicon as a system where the vocabulary repertoire of the language is found (Zeevat, Grimm, Hogeweg, Lestrade, & Smith, 2017). It is worth highlighting the importance of the lexicon for the development of expressive and communication skills of individuals.

In addition to the above, vocabulary is considered one of the most important elements of linguistics for learning a second language. A learner would not have the ability to decipher a text without the proper knowledge of a lexicon, even if he or she is proficient in grammar. In fact, the Cambridge Advanced Learner's Dictionary (2008) describes vocabulary as the set of words that a person has in his or her knowledge and uses in his or her particular environment or situation/context. However, lexical usage is commonly considered vocabulary.

Now, it apparently lacks additional inquiries or information of vocabulary terminology, due to the fact that, its definition itself does not encompass all that it actually involves, so, alternatively, the Lexis term is considered suitable, as it includes the most aspects of terminology concerning a language (Barcroft, Sunderman, & Schmitt, 2011).

It is determined that according to the requirements of each language it can vary, which means for Bembibre (2009) that some words can be added or removed depending on the

context of its application. In addition to this, a large number of vocabularies are mostly considered as a feature of great value and vital for a person seeking to communicate, since it demonstrates knowledge, educational level, history, cultural aspects, among others.

Finally, it should be taken as a habit, that in the formative process the teacher should insist on progressively increasing the lexicon, incorporating the largest number of words in the students by means of different teaching methods.

3.4 Types of Vocabulary

Vocabulary according to its applicability in a given context or time, is called active and passive vocabulary, which according to Kersten (2010) develops it in his publication as "Active vocabulary refers to the words that people use in their language most of the time when speaking or writing and generally has a connection to the lexicon or experience of their parents". So also, the everyday use by people is considered active vocabulary, so, active vocabulary is defined as the one that is understood in meaning and its use in a certain situation.

It is important to distinguish the known lexical types. Active vocabulary is the one used by learners because it refers to spoken vocabulary. The passive voice is the one that is not used, but they know it, it usually corresponds to the more literate or specific register of the language, and finally the potential, which refers to the vocabulary of sounds that they do not know. Therefore, in the acquisition process, the latent vocabulary must become passive, the qualitative and quantitative ones become active.

Likewise, from Kersten's (2010) perspective, he considers that the passive vocabulary.

is formed by the words that people can understand by listening or reading. This means that this lexicon is activated in the presence of external stimuli or conditions; however, this vocabulary is not used in everyday life, neither in speaking nor in writing. In most cases, it occurs because people recognize the word from having known it previously, but they do not necessarily know the meaning or how to pronounce it correctly, as well as its use in a particular context and a series of aspects where they can use it.

That is why teachers play a transcendental role in the student's learning, since it is their responsibility to increase vocabulary as much as possible in order to achieve conversational fluency. For, it is imperative that they master and acquire words for a variety of contexts.

3.5 Importance of English Vocabulary Learning

Schmitt and Schmitt (2020) stated that it is recommended that second language learners learn at least 4,000 to 5,000-word families (sets of words that share common characteristics) to understand a conventional English conversation (pp. 116). However, if they want to improve their listening and reading skills and have meaningful comprehension, they will require at least a number of 8,000-word families (Schnitt and Schmitt, 2020, pp. 116). Then mastering as much lexicon as possible serves to understand the ideas of others, express oneself and communicate in a fluent and efficient way.

Indeed, vocabulary is paramount in the acquisition of a second language since, lacking mastery and adequate learning, students will hardly be able to understand and express their thoughts. Thus, Tovar (2017) mentioned "that learners should be exposed to as much vocabulary as possible to understand the meaning and their functions of words from different situations or contexts" (pp. 91). As learners know and acquire a large number of words, they

will optimize usage by making convenient lexical combinations at the precise instant.

Moreover, highlighting the importance of vocabulary appropriation Horst (2019), stated that "vocabulary is one of the essential foundations for English language learners as well as for native speakers of English" (pp. 23). That is why, it is of utmost importance to acquire a maximum significant amount of word families to master elementary English conversations for life. However, it seems to be insufficient the lexicon should be added to both intermediate and advanced lexicon to understand and inquire in more areas such as magazines, books, evaluations, homework, among others.

3.6 Vocabulary Instruction

Vocabulary instruction has been a great challenge for teachers because grammar has been highlighted as the most important when learning an L2. However, vocabulary has been taught in different ways, for example, intentionally and incidentally. "Incidental vocabulary learning motivates learners to engage in extensive reading. It involves learners' ability to guess the meaning of new words from contextual clues. Incidental learning occurs most particularly through extensive reading in input-rich environments, albeit at a fairly slow pace" (Coady, J 2001).

Extensive reading is a pleasurable reading situation in which a teacher encourages students to choose what they want to read for themselves from reading materials at a level they can understand (Harmer, 2003; Nation, 2001). Whereas intentional vocabulary is taught by intention for the specific vocabulary that students want to learn. Intentional vocabulary learning based on synonyms, antonyms, word substitution, multiple choice, scrambled words and crossword puzzles.

According to Michael Graves (2000), effective intentional vocabulary instruction includes: Teaching specific words (rich and strong instruction) to support comprehension of texts containing those words. Teaching word learning strategies that students can use independently. In this study, intentional vocabulary was applied because there were specific topics to teach children through task-based learning.

The intentional themes used in this research were three basic themes: School supplies in which students identify, recognize and practice vocabulary in real life situations this theme is easy for children to understand because they are in constant contact with these objects all the time in their Homes and Classrooms. Another basic topic to learn was food, healthy and unhealthy foods to describe them, give opinions, share preferences, and interact with each other.

For language teaching, teachers must take into account some aspects to facilitate students' learning. This is how teachers should introduce new dictionaries to students because that has to be developed. Researcher Scott Thornbury raised and identified several questions that teachers must answer before teaching certain vocabulary, such as:

- Level of the learner: this is one of the factors to consider before starting an activity. The teacher must know the age and discover from it the student's processing of the foreign language (English) to know the appropriate number of words that can be taught to the child.
- Students' potential familiarity with the words. Teachers should understand students' interests and based on that, motivate students to learn new vocabulary. This helps the student to have a prior knowledge of the subject matter to work on and in turn the acquisition of the new vocabulary is not so complex. This helps students to have. prior knowledge of the topic to work on, which in turn makes the acquisition of new.

vocabulary less complicated.

- The difficulty of the words: The complexity of the words in terms of their pronunciation. Likewise, the use of the words to be taught in certain contexts, i.e., if they are frequently used in communication or if they are not used in the communicative act but can be found in written texts.
- Form of teaching: if it is a word that can be easily understood and pronounced. In other words, what aspects should be given greater relevance at the time of teaching so that the student can acquire it easily.
- Teaching method: Whether it is a word that is easy to understand and pronounce. In other words, what aspects should be given greater relevance in teaching, so that students can easily grasp them.

On the other hand, he mentioned the importance of presenting new vocabulary in the native language. Therefore, Thornbury points out that this is one of the best ways to keep students focused on new topics of study. For example, teachers should explain or ask the meaning of certain words in their native language and then teach the meaning of each word in English. In this way, it helps children understand these words, relate them to their meanings, understand how a word is used, and absorb the context in which it is to be used.

Another aspect to consider when interpreting meaning in a foreign language (English) is interpreting the meaning of words that students do not know in their native language. In contrast, Thornbury proposes four pedagogical components to explain the meaning of words that make it difficult for students to understand:

- Give an example: the teacher should create situations or examples that explain the meaning of words in an accessible way. Again, the examples should be clear and

precise to avoid student confusion.

- Give several sentences as examples: by means of short sentences the teacher can explain what the taught word refers to. In this way the student deduces in what context and how the new vocabulary can be used.
- Giving synonyms or antonyms: By giving examples of words that have similar meanings, the child can inquire about their meaning. If the child still does not understand the meaning, explain the opposite meaning of the word in order to awaken the student's curiosity to know the meaning of the word.
- Giving the full definition of the word: The teacher can give the meaning of the word using dictionaries or texts in which he/she finds a structured meaning of the word and the learner can understand it.

Therefore, teachers can use the different didactic tools available to present the vocabulary. The most important thing is that they know when it is the right time to present that vocabulary in their native language. Although in order for learners to understand the topic better, it is best to use a foreign language to solve their problems. Worry and use their mother language as little as possible because "this deprives students of the contribution to the foreign language (English)", students tend to understand and perform their activities with less emphasis on learning the language as English (Gruss, 2016).

3.7 Vocabulary Learning

Recognizing vocabulary as a vital linguistic element in language learning, there have always been two definite positions on the variability of vocabulary teaching in the annals of the history of applied linguistics. There are those who, like Krashen (1985), state that the language, and therefore the vocabulary is acquired unconsciously, Krashen proposed a

hypothesis of Acquisition of Linguistic Learning (pp. 1), In fact, there are two totally independent ways of developing linguistic ability through acquisition, which is a subconscious process just as children apply when learning their mother language, and through learning, which is nothing more than using the conscious to learn some knowledge about the language.

So, to talk about vocabulary acquisition, it has to know what a word means. Oster (2009) tells us that knowing a word involves diverse types of knowledge. First, it deals with the semantics of its meaning, second, formal knowledge, referring to the areas of phonetics and graphics, and third, knowledge of the lexical units that deal with the use of words and their grammatical functions. The most complex of the three has to do with semantics, because of the meaning of each word and the contrast with the native language.

In the same way, the author addresses two important aspects of vocabulary acquisition: mental representations of meaning and the combinatorial relationship of some words with others. It is better to relate different concepts to each other so that they can be used more easily. It would be easier for us if during the learning process we make connections with other words, construct information, involve all possible senses and intersperse the format in which the information is presented.

For Oster, understanding the culture of the language being learned is important because it is necessary to understand the connotations that a certain word may have in another culture and avoid misunderstandings.

As well as the different aspects that J. C. Richards (in his 1985 book *Lexical Knowledge and the Teaching of Vocabulary*) pointed out in word recognition:

To know a word means to know its basic semantic value, its varied meanings, and its

possible metaphorical extensions. It also means to know the degree of probability of occurrence of that word in spoken and written language. For many words we also know with which other words they are usually combined. Which implies that, to know a word means to know what limitations govern its use according to function and situation. To know a word means to know the syntactic structures in which it is framed. Or to know its root, as well as the derivations and compound words to which it gives rise. Knowing a word means knowing what position it occupies in a network of associations with other words in the language (Quoted in Varela (n.d.) pp. 1).

Hence the importance of recognizing a series of words or dictionaries, in their most complete definition, including all the possibilities in which they can be presented according to the context, known from their origin, and their derivation and composition, and thus be able to understand the skeleton of the English vocabulary language.

Inquiring into the position of other authors, we have Pérez (2010) a, who pointed out that the acquisition of vocabulary facilitates other linguistic activities inherent to the learning of a new language, such as writing, pronunciation, reading, among others.

Therefore, when it is said that an unfamiliar word has been acquired in the vocabulary, it must be accepted that it will be part of an individual at all levels. Like that of phonetics, which must assume knowing how to pronounce it correctly in any language. In spelling, which is fundamental because at some point in our lives we will have to write it down. And in semantics, since the words that are known in a conversation can vary a lot, so you have to know how to contextualize each word correctly and, finally, grammatically, to know how to use it in all possible ways to demonstrate skill and control of this phrase.

Then, the same author, Perez (2010) b, showed that there are two complementary

processes in the use of added terms: acquisition and learning. Therefore, in terms of acquisition, it can be understood as something that he learns spontaneously in his daily life without the effort required to learn, and the subject becomes aware of this new acquisition. To learn a foreign language, you must start with words and progress through the different levels of the language.

Therefore, for learners to acquire new knowledge on their own, they need a series of stages. They themselves must find the need or desire to learn the new word, identify the word and understand its meaning, process the meaning and themselves employ personal best strategies to memorize the word, reuse the word in the same or different contexts, and use whenever possible.

Within the concerns of vocabulary learning, it is believed that the most important thing is to keep the word new, because it is difficult to achieve, and for this there are a number of tricks like: repetition, image association, feeling, memory, and mechanical strategies.

3.8 Second Language Vocabulary Teaching Methods

If all teaching and learning has changed throughout history, methodology has changed the most. In the following, we will briefly present the methods that have been put into practice in foreign language teaching at different times.

So, Blázquez (2010) identified six different methods used so far. The first of these is the classical or grammatical approach, where the written language is more important than the spoken language and is based on learning grammatical rules and word lists. Direct and back translation is another feature of this approach.

Analytical or interlinear method. This method is based on taking literary texts written

in the language to be taught, translating from them, and learning the words or grammatical structures used in them.

A direct method to introduce new directions in language teaching. If in the first two the learning of vocabulary was based on memorizing lists of words, now vocabulary will be learned by showing the objects and situations in which it is used. Grammar, on the other hand, will not be learned as an isolated rule, but its study will seek to foster better communication. Another important change is that the mother language is not used in the classroom. This new way of understanding the teaching of foreign languages emerged at the end of the 19th century, and in the 20th century other new ones were derived such as:

Audio-oral method. Where oral expression will become the basis of learning, fundamentally, the basis of practice is the repetitive structure, which includes the units of the language to be learned.

Global structure method. The main basis of this approach is the use of audiovisual media. It focuses too much on speaking and ignores other skills such as reading or writing.

Cognitive methods. It is derived from generative grammar and aims to enable learners to create different grammatical representations after acquiring cognitive knowledge of linguistic systems.

Communicative Method. The environment in which communication takes place will now play an important role in second language teaching, since from this environment will derive a series of linguistic aspects that will need to be influenced so that once learned they can engage in real communication. Although it focuses on the oral aspect of the language, reading and writing will also be an important part of this approach to foreign language teaching (Blázquez 2010).

Similarly, Jimenez (1994) also analyzed some second language teaching methods, but

from the perspective of vocabulary learning and observed that vocabulary learning was not clearly defined in any of the four methods he mentioned. Thus, there is absolutely no strategy in the textbooks that can be put into practice when teaching and learning vocabulary.

The first method he deals with is Grammar and Translation, where vocabulary learning is obtained through lists of words with their corresponding translations.

In the Direct Method new words are presented directly in the target language and learners associate them with objects, actions, gestures, contexts and more.

The Audio-lingual Method, involves listening to constructed sentences and repeating them while creating new ones, allowing students to learn grammar and vocabulary in context. Finally, in the 1980s, the Communicative Method began to be discussed, where it showed no improvement in the acquisition of new vocabulary. This approach, which emphasizes communicative function rather than structure, assumes that students learn unfamiliar words unconsciously and automatically.

However, Jiménez notes that the same decade of the 1980s saw changes in favor of vocabulary learning and teaching, due to the importance that semantic research gained in those years.

First of all, for the effectiveness of these methods, it is necessary to make a diagnosis of the learner's knowledge and verify if he/she has deficiencies, since he/she does not have at least basic vocabulary knowledge. If the learner cannot maintain a conversational strategy with another person, it is probably because the conversation was interrupted during the reception and the person could not understand what the other person wanted to know. Therefore, learning vocabulary is essential to communicate with others, using basic grammatical structures to begin speaking a foreign language fluently. In this case, elementary

school students must start expressing themselves in short sentences, start thinking in English and correct pronunciation with the help of teachers.

According to the authors' recommendations, students should not only learn basic aspects of a foreign language, but also establish their own meaning by creating everyday situations that allow them to use parts of the vocabulary more frequently. Because it helps to generate communication among students, which in turn improves their oral and written communication skills. In addition, doing activities in this way helps your child develop communication skills that will make it easier for them to function in the future, not just using them in the classroom.

Therefore, vocabulary instruction should not simply focus on the form of words, but on how children use them in each context in order to interact with others to express their preferences or needs, i.e., to develop their communication skills and abilities.

3.9 Characteristics of Second Language Vocabulary Teaching Methods

According to Mona (2013), several characteristics that must be met a method to improve the ability to learn vocabulary in foreign languages can be found which are:

Vocabulary learning individualized to the learner's needs. Understanding their motivations and trying to relate the vocabulary in this unit to these general interests and the corresponding activity level.

A certain degree of autonomy achieved through vocabulary acquisition. Students should be the protagonists of their own learning. For example, by actively involving children in their learning and working to ensure that they continue to progress outside of school, i.e., achieving autonomy. It is very important that students see that their hard work and effort is worthwhile, so they must be aware of their progress and ensure that they are able to

communicate in English and communicate information in a non-native language. This will motivate them and make them want to learn more.

It is important to remember that learning vocabulary is not an easy task, so make sure that the process is conscious and that students know what they are learning from us. They themselves have to realize that these words have to be passed on in some cases.

Combining a variety of activities to learn vocabulary in a monotonous manner makes them lose interest in learning. The ideal is to do a variety of activities, like writing, speaking, listening, observing and most importantly, experiential learning.

Perez (2010) mentions some methodological guidelines for learning foreign language vocabulary, following a flexible and open approach that can be adapted at the time according to the needs of each student:

- **Conventional:** consists of automatically completed mechanical exercises that do not learn context-sensitive words but learn them in isolation. In class, the teacher will give a brief explanation, then do some exercises individually and finally make corrections. For example, these activities may include associating words with pictures, defined words, synonyms and antonyms, or combining words in semantic domains.
- **Playful:** these are also mechanical, the word still has no context, but allows you to be working in pairs or groups, which makes it more dynamic and representative. Recreational activities are, for example, crossword puzzles and word searches, matching words with simulated actions, finding rhyming words, hangman, or chain word games.
- **Contextual:** these activities integrate words into a context, a text. This is how students can understand meaning more easily, in fact, if provided with texts on topics that interest

and engage them, it will make the topic more appealing to them. Spoken or written text, such as media, are recommended.

- **Realistic:** what this method does is to motivate students, since they will use real material, that is, material they will get from their home mailbox, such as propaganda, informative brochures of the places they have been to, video and audio (e.g., songs) and even objects. An event can be prepared by inviting someone to do an exposition or lecture and analyzing vocabulary based on what they explain.
- **Constellations:** a collaborative, inductive and dynamic way of learning new vocabulary. It is about learning vocabulary by making connections from a word. This approach follows a sequence, starting with generated words that become trigger words for the linguistic network. The horoscope is performed on a whiteboard in small or large groups, with the teacher as a guide, with five words for each topic to be discussed, then emerging from these words and pointing out what each word reminds us of.
- **Dramatizations:** refers to words beyond pronunciation, referring to non-linguistic languages that characterize the globalization of languages. With this technique, you can go beyond simply learning vocabulary and acquiring language skills.

However, in this case, the innovation of strategies, tools and techniques for teaching a second language is sought, which will be discussed in more detail in the following topic.

3.10 Classroom tools for vocabulary teaching

For students to acquire and retain new knowledge, the teacher uses internal or external tools in the classroom to help the student to easily infer, perceive and understand the

new vocabulary provided by the educator and how he/she uses it in different situations.

Scott Thornbury (2002) mentions certain elements or resources that teachers can use inside and outside the classroom. In addition, the advantages of these resources in terms of vocabulary acquisition by students are mentioned.

The first element suggested by Thornbury is to use a word list. He hinted that using the tool could help learners acquire vocabulary, perform activities such as conversations or monologues in an easy way in a short period of time. This helps create interaction among students, allowing them to remember vocabulary and understand the use of words in certain situations. On the other hand, he says, "L1 translations are covered by the students (if they have bilingual listings); teachers provide the translations and students mark the English counterparts." That is, associating the meaning of foreign language (English) words being learned with native language words can lead students to understand how those words are used in a specific context. It also helps students better understand their meaning and how to use it both orally and in writing. It also manages an element called Word Card, which is used to focus on the meaning of a single word, highlight its usage and its different meanings. It is used to show the word and relate its use in certain contexts, its pronunciation, its meaning both in the mother language and in the foreign language (English) and the variables it may have in some cases (verbs).

On the other hand, he pointed out that textbooks are tools for working with children. Workbooks have certain advantages for teachers, such as the development of study plans or curricula. This component helps teachers plan activities for students, as teachers use the exercises in the book as a basis for teaching new vocabulary. In addition, among the reading materials that can be learned, Thornbury recommends choosing key words as a basis for learning some words that are frequently used in written texts.

These keywords help to better understand and deduce vocabulary to be acquired orally or in writing.

It also shows the vocabulary book as a basic tool for vocabulary acquisition. For instance, since these books are usually with pictures and descriptions for words, this aids in remembering and retaining new vocabulary. Despite being one of the most important tools for comprehension and vocabulary acquisition, Thornbury points out: One of the problems with vocabulary books is that often the lack of space prevents the full development of the vocabulary domain, i.e., these books are more concerned with the use of content and images rather than the essential purpose of vocabulary instruction.

One of the most important resources Thornbury found in her research was interaction with teachers and, in turn, with students.

Thornbury notes that "the teacher is one of the most important sources of vocabulary acquisition" because the child analyzes, receives, and attempts to generate the vocabulary he or she hears from the teacher, such as the commands the teacher executes or the words he or she uses most often. frequently. Likewise, interaction with other students in their environment helps them acquire vocabulary, which in turn produces short messages expressing their thoughts or feelings.

In summary, we can say that the teacher has several types of tools that he/she uses to facilitate the management, mastery and therefore the acquisition of vocabulary. However, this should not stop at the basics of certain words. As teachers, we must guide students to generate, motivate and enhance their communicative skills and abilities to speak more easily and thus be able to adequately express the tastes or concerns that are generated in the environment.

3.11 Task – based learning approach

In emphasizing the importance of the Task-Based Learning or TBL approach, Ellis (2003) states that it encourages students to socialize, work in groups and also helps to solve social problems, while interacting with each other in simulated situations to perform the task presented in this way, students help each other in learning, monitor each other's achievements, offer their options to solve a problem, communicate with the full use of their linguistic knowledge and previous experiences. Although, for Prabhu (1987), a language task is an activity that requires a learner to achieve an outcome by processing and reflecting on certain information. It allows the teacher to control and influence this process. The teacher also prepares students to engage in communicative tasks by ensuring that they spend most of their time talking and discussing, thus helping them learn language through meaningful communication. In addition, the type of tasks applied to develop students' oral production were information gap and opinion gap.

Other authors define a task (Candlin, 1987; Nunan, 1989; Robinson, 2001; Skehan, 1998) as an activity in which meaning is paramount, there is some kind of communication problem to solve, there is some kind of relation to comparable real situations, global activities, the task is completed with a certain priority, and the task is evaluated in terms of results. The purpose is to achieve something meaningful or live with the language, communicate and solve difficulties. Students should be in contact with real situations where they can feel that they can use the language in a real-life situation.

Students were given tasks to complete and ask for information in small groups to interact with each other. Some of the tasks were to listen to important details and fill in the

blanks where students had to talk about it and solve it. Other activities were to identify new vocabulary in online games to create sentences or short dialogues to produce oral communication. During these activities, the key was to work in groups having affinity between friends, that way students work with trust in classroom work.

Willis prioritized small group work in the main task phase. The types of activities applied in class for the experimental group were the opinion gap and the information gap (Willis, 1996).

The information gap is an activity in which students lack information, they need to complete a task, so they have to talk to each other to find the solution. Students were given tasks to complete and ask for information in small groups. For example, students may be asked to share information to complete a class schedule, or students may be asked to share information about their families to draw each other's family trees.

The opinion gap is where students gave their personal preferences about their favorite food, school supplies they use, how they feel, and share ideas about the topic learned. This type involves "identifying and articulating a personal preference, feeling, or attitude in response to a given situation" (Prabhu, 1987 pp. 46-7). To complete an opinion gap exercise, students must provide their own personal preference, feeling, or attitude.

That is, learners use whatever resources in the target language they have to engage in an activity or work to solve a problem, put together a puzzle, play some game, or share and compare language experiences (Willis, 2002).

When it comes to vocabulary knowledge, Nation (1990) distinguishes between receptive and productive vocabulary knowledge. Receptive vocabulary knowledge involves learners' ability to recognize word form and retrieve the meaning of words when they see or hear while reading or listening. In contrast, productive vocabulary knowledge has to do with

learners' ability to use words appropriately in speaking and writing and to be able to enunciate specific meaning. Many researchers agree that learners first acquire receptive vocabulary knowledge before they acquire productive vocabulary knowledge. The distinction between the two types of vocabulary knowledge highlights the importance of examining task modality in studies of task effectiveness and TBL.

The most applicable topic in this study was productive vocabulary; students had to produce oral communication to the best of their ability. The first few classes were a bit difficult for them to understand the new methodology, instructions and it was more interactive without using books. Students were asking questions and demonstrating to each other to request information, present and share their experiences on the topics learned. Productive vocabulary was strongly anchored in task-based vocabulary learning activities applied in the classrooms. Students gradually developed their oral production through the lessons.

Nguyen (2018) indicated that learners may need to become familiar with a task-based learning approach for it to be effective, as they are too accustomed to the usual classroom teaching and learning method. Vocabulary exercises used as part of the general treatment in some studies also show potential in language classrooms to teach vocabulary effectively when integrated with other skills in TBL. According to Long's (1996) interaction hypothesis, comprehensible input is a product of interactions that take the form of negotiation of meaning. Focusing on the Formworks for vocabulary acquisition when there is a negotiation of meaning in the context of face-to-face interaction and arising from the performance of a task (Largo, 2008). Students had to interact in each task-based learning class, ask questions, solicit information, give opinions, make presentations. In addition, small groups had to agree on any task solution to report their results to their peers. SLA students should be involved in the

interaction to allow negotiation of meaning and encourage students to negotiate when they do not understand the teacher's commands.

Jacobs (1998) mentions modeling collaboration, observing, and monitoring student performance, and intervening in group work when students clearly experience difficulties. This is what I did with my students, as they are children, they needed to be monitored during their activities to observe their development and see if they reached the assigned goal.

Michael Long, one of the most influential people in the field of Second Language Acquisition (SLA), and one of the first to focus both research and educational attention on SLA tasks with his pioneering and seminal work, has made unparalleled contributions to the formation of the concept of tasks as a central part of language education and SLA, transforming TBL into a cohesive theme of research and educational practice. Over the past three decades, his key work on interaction has led to the Interaction Hypothesis, which has spawned hundreds of investigations.

Continuing the viewpoint of Mike Long who devised a number of concepts, including needs analysis and focus on form, which are now commonplace in the TBL world. He has been awarded several prizes for his intellectual endeavors, including an Honorary Doctorate from Stockholm University, has generously influenced and supervised many of the scholars working on TBL, and continues to be an active part of the TBL community, driving the field forward, as seen in his ongoing formal and informal supervision of TBL studies in a variety of contexts and at all levels. Long is opposed to treating languages as objects and openly opposes the synthetic method. Breaking a foreign language into small chunks and teaching each one individually does not always produce positive results. Long clearly believes that TBLT (Task based language teaching) is a better technique for teaching languages. What I like most about his work is that it is not just about language. Long discusses the importance

of education and the philosophical ideas of TBLT, emphasizing the importance of treating students as educated human beings.

Where Long highlights one of the ideas emphasized in learning by doing, emancipation and egalitarian relationships between teachers and students, and which I find impossible to argue with any of them. When my students see me as a communication partner rather than a person of authority who is supposed to educate them about the glories of the English language, I feel much more at ease.

The task was implemented in three stages, the pre-task, the task, and the post-task. In the pre-task, the students were introduced to the new topic as well as the new vocabulary to ask for information. The teacher's main task in the pre-task is to provide the students with the vocabulary needed to develop their ability to interact, solve problems. and produce oral communication, at this stage the students had the opportunity to produce words spontaneously which means that they were conveying information and thus were communicating with each other. This is also when the teacher explores the topic with the class, highlights useful words and phrases, and helps students understand the task and gives instructions on how to prepare for it. Students may listen to a recording of others performing a similar task or read part of a text as an introduction to a task. (Willis y Willis, 1996).

In the main task, students perform the assigned task, in pairs or small groups. Teachers monitor from a distance, encouraging all attempts at communication and not correcting. Since this situation has a "private" feeling, students feel free to experiment. Mistakes do not matter (Willis and Willis, 1996).

And post-tasks are follow-up activities that build on the main task; the purpose of which is to provide learning opportunities: asking learners to repeat a task, addressing linguistic forms that have proven problematic for learners in the main task, and engaging

learners in reflective activities.

For oral production in the task-based learning approach, it is important to define the most relevant target for learners. Therefore, fluency and accuracy were most important for these learners.

Skehan argued that task performance should be examined in relation to three dimensions of production: complexity, accuracy, and fluency. Fluency requires learners to draw on their memory-based system, accessing and deploying ready-made chunks of language and, when problems arise, uses communication strategies to get by. Accuracy and complexity are achieved when learners draw on their rule-based system and thus require syntactic processing. Complexity differs from accuracy in that it is related to restructuring that arises as a result of the need to take risks, whereas accuracy reflects the learner's efforts to control existing resources and avoid errors (Skehan, 1998).

In contrast, most of the activities were online due to the virtual nature of the class, so it was necessary to monitor the online activities. Students were assigned some links to solve the activities and were grouped in workrooms. These online activities facilitated the grading process because the work was automatically graded and saved time in that aspect. In contrast, grading on paper involved going through each paper one by one. This is a great benefit to both the teacher and the environment, as it provides resources to the teacher and protects the environment by cutting down trees.

In addition to benefiting the environment, fostering environmental awareness in a classroom is also important. TBLT has several advantages. Lai and Li (2011) emphasized the natural synergy of technology, and this methodology facilitates being equipped with the right technology that enhances TBLT both in terms of effectiveness and its contribution to our understanding of TBLT.

The idea is to reinforce the task-based learning approach with technology to engage more with the assigned activities and promote active integration among learners to produce oral communication. Innovation reinforces the improvement of conversation and also contributes to student performance.

Modern advances change what is considered real-world within a conventional view of TBLT and demand a modern understanding of computerized authenticity. Chen, Julian Chanchiang, (2018). It also serves as a useful pedagogical framework and a set of principles that can enrich and maximize the use of technology for language learning.

Evidently, task-based approach (TBL) has been a topic of great interest to learn, since it demonstrates its feasibility in enhancing teaching learning development. Looking further into the subject, according to Gabriela Naranjo (2015) in her topic: "The use of the task-based methodology (TBL- Task Based Learning) in the development of English language in the students of the second year of high school of the "Ambato" Educational Unit of the Ambato canton, province of Tungurahua" that focused on investigating the incidence of the task-based approach in the development of oral skills.

The author concluded that the task-based approach is a methodology that contributes to the didactic process of a class that seeks to reinforce the student's knowledge. She highlighted the improvements in the students' oral skills, increasing their level of mastery of the English language. Demonstrating that the applicability of this approach brings benefits in participation and effective collaborative work efficiently in the classroom during the activities planned by the facilitator.

In summary, the contributions of the previous research can be revealed that the role of the teacher being one of the protagonists has an enormous task in the development of the

educational process in the classroom. Thus, the modality implemented by the teacher in the planning of the teaching-learning activities has a significant importance not only to do them but also how to execute them, for which the teacher must have a total mastery of the topics to be taught.

From there, then, that the proper application of methodology in conjunction with the assigned tasks, play an important role plus an authentic material, which would surely achieve dynamic and proactive classes, with an availability of teaching by the teacher and learning by the student, achieving the objectives set out at the beginning of the class.

Then, when understanding the task-based learning approach, tasks must be defined in the development of teaching in the educational field, which according to the writer Álvarez, teaching tasks are defined as a primordial element in the process. They are actions that teachers and students perform in a certain teaching environment to achieve a fundamental objective: the teacher poses problems that students must solve (Álvarez de Zayas, 1989).

In other words, tasks are actioning that students perform to achieve learning objectives, with the objective of reinforcing previous knowledge through the teacher's guidance, which provide a variety of benefits and advantages such as:

- Involves encoding and transferring information from or to the language.
- It brings out the most relevant information in the learning process.
- It allows the learner to be an analytical and experimental individual.
- Allows for a specific goal-oriented activity.
- Definition of the task-based approach (TBL)

So, starting from quoted by Pica (1986) who states that the task is considered as an important part of learning because with it, learners can develop the language in a more

meaningful and authentic way. These tasks, in turn, allow learners to develop their skills in a broader way thanks to practices and activities that in some cases simulate real situations and topics of interest to learners.

Likewise, Prahbu, (1983) states that task-based language learning has its beginnings in communicative language teaching and being subordinate to it. On this occasion, the author mentions that educators adopt task-based learning for several reasons, one of which is communicative language development based on proximity to the learner's real-life situation.

Therefore, the task-based approach is a holistic approach, based on the development of communicative tasks using the language they have acquired in previous courses. To this end, it is important to go through a process or cycle of tasks to achieve the proposed learning objectives. A study by Peña and Onatra in Colombia on the topic "Promoting Oral Expression through Task-Based Learning Approaches" states that a task-based approach consists of a process or cycle that must be performed sequentially to achieve a goal, a learning objective. Based on this, the task cycle is presented as follows:

- Pre-task.
- Task cycle.
- Final task.

In the pre-task, students become familiar with the elements necessary to begin their task. During the homework cycle, students begin their homework process based on observations of previous items on a specific topic. Finally, in the final assignment, students are supported by the teacher, however, the effort and decisions they make will make this work possible.

Advantages of the application of the task-based approach (TBL)

The main objective of task-based approaches is to stimulate language use and provide more learning opportunities for students at their level, whether basic, intermediate or advanced.

Facilitate student participation by using familiar structures, language skills developed in the English language.

The application of task loops allows for student knowledge analysis and experimentation.

Written and audio-based tasks provide students with a model for natural and effective language acquisition.

Linguistic focus or processing of grammatical structures, allowing students to analyze and systematize based on what they have learned from writing in English.

Textual and authentic materials (such as worksheets, handouts, etc.) and listening materials used in the homework cycle play an important role in the teaching system because, in addition to using prior knowledge in that course, students will be motivated to use prior knowledge in other courses. Familiar and authentic context for teaching grammar and other elements of the language.

3.2.3. Methodology

For the development of this research, it is important to constitute a series of parameters to be followed to provide an appropriate response to the problem addressed: "The level of research refers to the degree of depth with which a phenomenon or object of study is approached" (Fidias Arias, 2012, pp 23). The methodological process is explained below:

3.1 Research Questions:

Do task-based learning activities (information gap activities, role plays, conducting an interview, group work, etc.) contribute to students' vocabulary learning to improve performance in oral tasks?

3.2 General Objective

To demonstrate the effectiveness of task-based activities in learning vocabulary and acquiring the ability to produce them orally.

3.2.1 Specific Objective

- To create task-based vocabulary learning activities for fourth grade students to improve oral production.
- To apply task-based vocabulary activities to improve oral production to 104 fourth graders (experimental group) and another traditional method to another fourth-grade class.
- To evaluate the outcome of the TBL activities of the experimental group in contrast to the outcome of the control group.

4. DESCRIPTION OF THE METHOD

An experimental method was applied to look for evidence regarding the effects of productive vocabulary in contrast to the traditional receptive vocabulary. The detail of the implementation is described in the following section.

4.1 Participants and Context

The study involved 104 students from College Particular La Salle (Quito, Ecuador). Students in 4th grade (period 2020-2021) with an average age of 8 years old. The research was conducted in synchronous virtual classes with voluntary participation and students could stop participating at any time. The course study covered a total of 26 hours of class time (6 hours per week). The students were divided into two groups. Chosen and monitored by me personally. Fourth grade A with 30 participants and fourth grade D with 26 participants formed the experimental groups. While fourth grade B with 26 participants and fourth grade C with 22 participants the control group. Total 56 participants in the experimental group and 48 participants in the control group. It was decided to apply the receptive vocabulary to the control group with the use of traditional methods, while the experimental group with the productive vocabulary involves the task-based learning approach. (See Appendix 4: Photographic record of the students during the execution of the project).

The number of students in the control group began and ended with 48 participants. Meanwhile, the number of students in the experimental group began and ended with the same number of 55 students, since there was one student less due to personal problems.

4.2 Qualitative and Quantitative Methods

Many research procedures (e.g., ethnography, grounded theory, phenomenology, interpretive description) that include data collection techniques such as interviews and observations are referred to as qualitative research. Looking at the objectives and processes of each type of research is a typical technique for distinguishing qualitative from quantitative research.

4.3 Data Collection Instruments and Techniques

To achieve the objectives of the study, both quantitative and qualitative research methods were used. The quantitative method was used to process the vocabulary test scores of both groups using the standard and TBL approaches, before and during class time. Using a qualitative strategy, closed-ended survey questions were used to capture students' responses and thoughts about the TBL methodology.

Materials

During the school year, three topics were planned to be studied during English classes: "Home vocabulary", "School vocabulary", "Food vocabulary". The same learning materials were used in both groups. The control group was taught with traditional methods, translating terms and concepts from the new vocabulary, doing oral and written work, writing assignments using worksheets, saying the names of objects they know and sharing experiences with the class. The experimental group, on the other hand, was taught with the task-based approach where students performed most of the tasks in groups (See Appendix 1: Lesson plan simple).

Task-based learning activities:

The tasks were as close as possible to real everyday life situations where common vocabulary is used. Students worked on Information Gap activities and shared personal experiences in which students request information and ask for clarification and solve some real problems.

Special attention was given to the development of teamwork skills and communication skills. All tasks offered to students within the classes were divided into the three stages mentioned above: pre-tasks, main tasks, and post-task activities. In the pre-task, students were introduced to new vocabulary, stimulating their imagination, and motivating them to associate new knowledge with previous experiences. In the main task, tasks were set to stimulate students to transform their understanding of external features of phenomena into internal cognitive connections. Finally, in the post task, students presented their work. They could report the results of the schoolwork activity to the class. They used to conduct a dialogue by asking and answering questions, they shared their poster with their classmates.

Pre-test and post-test

To identify the effectiveness of the task-based learning approach in this study, students in both groups were offered a pre-test and a post-test at the beginning and end of the course. The test was designed with 20 questions with different types of questions, such as multiple choice, short readings, and written production.

In addition, to verify students' oral production for the experimental group, all classes where the TBL approach was implemented were recorded. Oral performance was compared in both the first and the last class.

Procedures

To assess the students' speaking ability, a cue was used to validate the development in their oral production during and after the implementation of the TBL approach. There was also a vocabulary pre-test and post-test to measure their progress by comparing the scores of the students, experimental and control groups.

Qualitative data was collected to evaluate the TBL approach. A ten-question survey was administered to measure students' attitudes and opinions about this approach. The questions were written in Spanish for the students to understand the questions better. The type of questions chosen for the survey are closed ended. The survey was distributed to the students and through virtual channels, it was collected. (See Appendix 5).

5 DATA ANALYSIS AND FINDINGS

This chapter shows the results obtained in the tests applied to 104 fourth grade students of Colegio Particular La Salle in the city of Quito, Ecuador, 2020-2021. For the projection of the results, six tables were designed with the respective frequencies and percentages, as well as six statistical graphs. Subsequently, the respective analysis and interpretation of the information obtained was carried out. On the one hand, for the interpretation of the results of the oral test both before with a pre-test and then with a post-test, the percentages obtained were described and their interpretation was carried out, both for the control group and the experimental group.

5.1 Vocabulary Test Results

48 participants were in the control group, in both pretest and posttest, while the number of students in the experimental group consisted of fifty-five students. The test consisted of twenty multiple-choice, gap-filling, reading, and writing items in which students had to choose the correct options, complete sentences, and write complete statements about personal information (See Appendix 2: Vocabulary test).

- The Experimental Group is formulated according to the simple Lesson Plan (See Appendix 1), the evaluation of "school objects", developed through the application of the task-based learning method, with the topic to be evaluated entitled "Identify this new vocabulary", for which three phases were established: pre-task, task and post-task, which are detailed below: For the pre-task, the objects are recognized and identified; for then, in the task, the object is recognized and descriptions are given

about it, consequently in the post-task, it is proposed that they repeat the description, and the rest of the class writes the sentences to reinforce the activity.

- The Control Group is formulated according to the simple lesson plan (See Appendix 1), the evaluation of "school objects", developed through the application of the conventional method with the theme "Identify this new vocabulary", for which three phases were established: the beginning, development and closing, where in the initial phase, all the stipulated knowledge was imparted, in the development phase, the student intervenes in class repeating the vocabulary according to the objects presented by the teacher, and in the closing phase, the student fills out the vocabulary test form to reinforce and demonstrate the level of knowledge acquired.

The results obtained in the pre-test and post-test of both the experimental and control groups are presented below, for this purpose, a scale was implemented to relate the grades obtained by each participant according to whether or not he/she achieved the objectives set.

Table 1: Evaluation scale

Scale	Intervals
Achieved learning objectives	7.5-10
Achieved a high level of learning	5.0-7.5
Achieved a satisfactory level of the learning objectives.	2.5-5.0
Does not achieve the required learning objectives	0-2.5

5.1.1. Vocabulary Results of the Experimental Group

EXPERIMENTAL GROUP COMPARISON	Pre-Test	Post-Test
Reached learning objectives	9	39
Achieved a high level of learning	28	15
Achieved a satisfactory level of the learning objectives.	17	1
Does not achieve the required learning objectives	1	0
Total participants	55	55

Table 2: Comparison of Pre-test and Post-test Vocabulary Test Results for the Experimental Group.

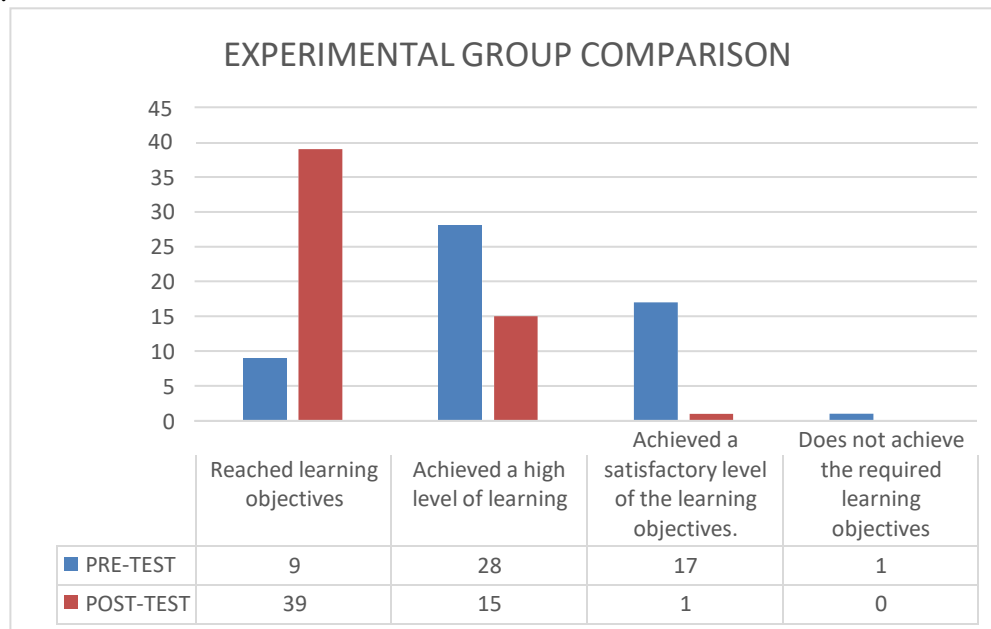


Figure 1. Pre-test y Post-test “Experimental group”.

Analysis and interpretation

With the pre-test to the experimental group, it could be evidenced that out of the fifty-five students evaluated, 16.36% reached the learning objectives, 50.90% have reached a high level of learning, 30.90% reached a satisfactory level of learning objectives and 1.84% did not reach the required learning objectives, such results of the evaluation of "school objects", before the application of the task-based learning method (TBL), where it can be evidenced, that most of the students require reinforcement of the knowledge of the evaluated contents. In summary, the group presents significant progress equivalent to 67.26% in the mastery of the topics taught.

With the post-test to the experimental group, it could be evidenced that out of the fifty-five students evaluated, 70.91% reached the learning objectives, 27.27% have reached a high level of learning, 1.82% reached a satisfactory level of learning objectives and in this opportunity there were no participants who did not reach the required learning objectives, in

the evaluation of "school objects", that through the implementation of the task-based learning method, with the pre-task it could be known that the students presented domain in recognizing and identifying the objects; Then, in the task, they recognized the object and gave descriptions about it, where the student gave complete, short and explanatory sentences about the uses of the object; finally, in the post task, it was found that the students carried out the assignment of describing an object, showing an increase in vocabulary. In summary, the group presents significant progress equivalent to 98% in the mastery of the topics taught.

5.1.2. Vocabulary Results of the Control Group

CONTROL GROUP COMPARISON	Pre-Test	Post-Test
Reached learning objectives	7	22
Achieved a high level of learning	22	18
Achieved a satisfactory level of the learning objectives.	16	8
Does not achieve the required learning objectives	3	0
Total participants	48	48

Table 3: Comparison of Pre-test and Post-test Vocabulary Test Results for the Control Group.

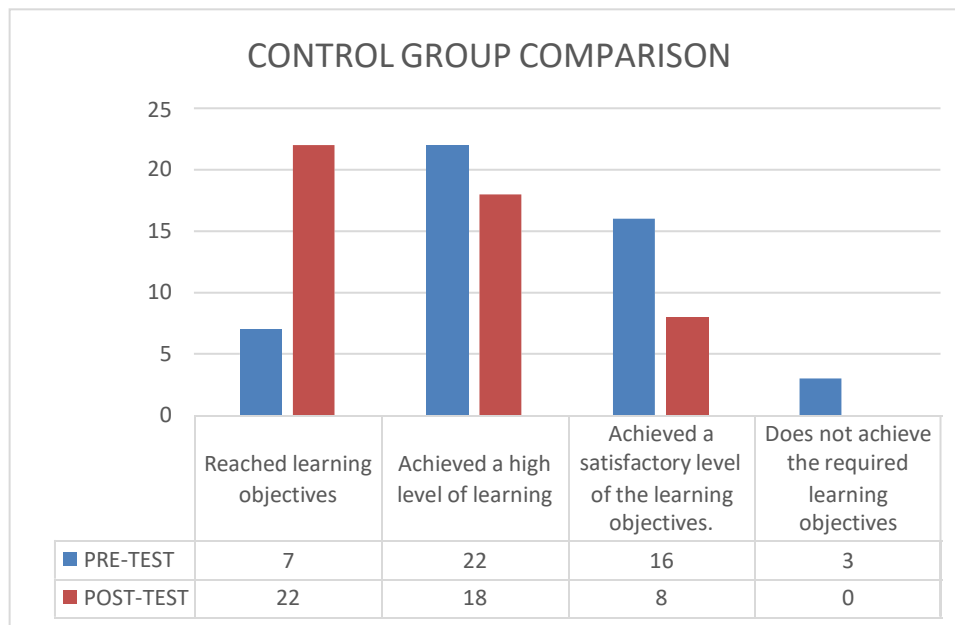


Figure 2. Pre-test y Post-test “Control group”.
Analysis and interpretation

With the pre-test to the control group, it could be evidenced that out of the 48 students evaluated, 14.58% reached the learning objectives, 45.83% have reached a high level of learning, 33.34% reached a satisfactory level of learning objectives and 6.25% did not reach the required learning objectives, these results of the evaluation prior to the application of the traditional method of English language teaching, it can be seen that the students need to improve the knowledge of the evaluated contents.

On the other hand, with the post-test to the control group, it could be seen that out of the 48 students evaluated, 45.83% reached the learning objectives, 37.5% have reached a high level of learning, 16.67% reached a satisfactory level of learning objectives and 0% did not reach the required learning objectives, in the evaluation of "school objects", after the application of the traditional English learning method, where, it could be known that the students showed mastery in the recognition and identification of objects, and then, they recognized the object, gave descriptions, create complete, short, and explanatory sentences of the uses of the object and in the post-task the knowledge was reinforced, resulting that the

students showed an increase of the vocabulary where the group presents a significant advance equivalent to 83% of the students.

Synthesizing the above, it can be deduced that the percentage of students who obtained low scores in the pre-test, obtained better results in the post-test, since few students did not achieve the desired learning objectives. However, as can be evidenced, most of the students successfully achieved significant learning at the end of the course. Furthermore, in the pre-tests 18 students' equivalent to 32.72% of the total number of students in the experimental group are in the next level to reach the required learning, that is, students who did not obtain a grade higher than 10, which is the minimum to pass the level.

The experimental group had a great progress, increasing by 67.28% from pre-test to post-test, at the beginning only 16.36% (9 students) of the students reached the learning objectives, and the completion rate was 70.91% (39 students), most of them are placed in the field of study category. Compared to the required academic performance category, in the pre-test, 50.90% of students placed in this category, which dropped to 27.27% due to the increase of students reaching the learning goal category.

The experimental group, at the beginning of the test, few students reached the higher level on the pre-test, indicating a low level of English proficiency. Compared to the post-test, scores improved significantly, with 16 students reaching their learning goals compared to 8 in the pre-test, a significant improvement in skill development after the experiment.

But on the post-test, there was a big difference between the two groups. The control group has an overall increase of 45.8% after class, equivalent to 22 students who achieved the learning objectives, while the experimental group has an overall increase of 70.91%, equivalent to 39 students, after applying the TBL approach, showing that the application of the TBL approach in the fourth-grade classroom is effective. Summarizing, in the post-test

there was only one student who came close to achieving the required learnings. This shows that more students achieved the desired learning objectives compared to before applying TBL.

5.2 Oral Production Results

During the oral exam, qualitative and quantitative factors are measured student achievement. Therefore, for several partial occurrence's hesitation, misunderstanding questions, using native language and difficulty answering assessment questions. On the other hand, qualitative partial perception of spoken language Fluency, pronunciation and vocabulary skills were analyzed (Appendix 3: Speech rubric)

To address the development of students' oral production, signs with specific indicators are used: information, vocabulary, correctness and fluency of language to evaluate the results of oral production, a qualitative scale was used in which the following scale was applied: mastery of the required learning, followed by achieving the required learning, a low scale; close to achieving the required learning, and the lowest; not achieving the required learning corresponding to the following assessment scale:

Table 4: Evaluation scale

Scale	Intervals
Achieved learning objectives	7.5-10
Achieved a high level of learning	5.0-7.5
Achieved a satisfactory level of the learning objectives.	2.5-5.0
Does not achieve the required learning objectives	0 -2.5

5.2.1. Oral Production Results of the Experimental Group

Table 5: Comparison of Pre-test and Post-test Oral Production Test Results for the Experimental Group.

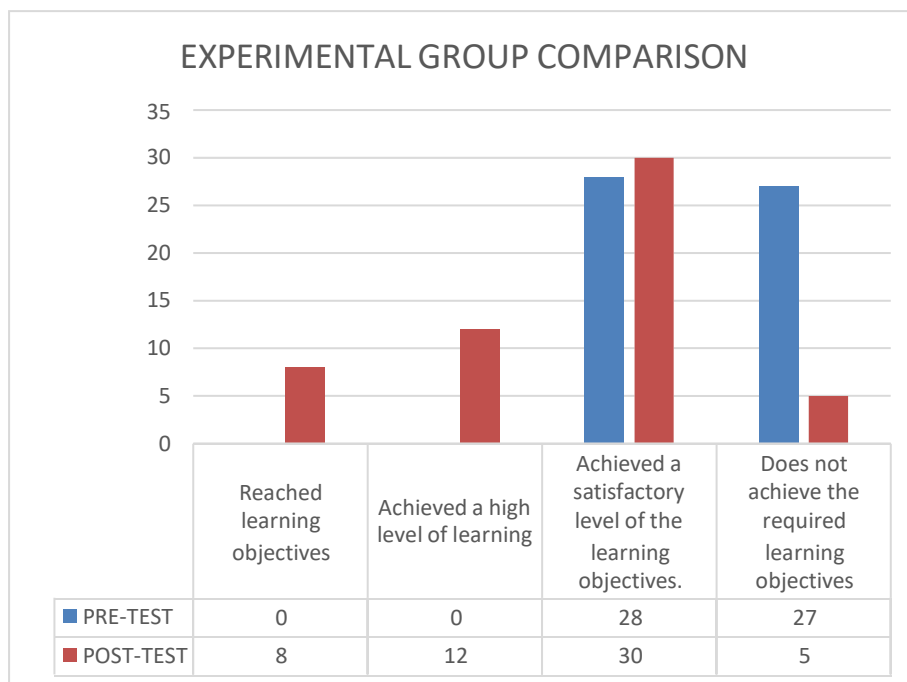


Figure 3 Development of Oral Production (Experimental Group) “Pre-Test y Post-Test”

Analysis and interpretation

EXPERIMENTAL GROUP COMPARISON	Pre-Test	Post-Test
Reached learning objectives	0	8
Achieved a high level of learning	0	12
Achieved a satisfactory level of the learning objectives.	28	30
Does not achieve the required learning objectives	27	5
Total participants	55	55

In the pre-test of the 55 students evaluated in the oral production of the experimental group, only 0% reached the learning objectives, 0% have reached a high level of learning, 50.91% reached a satisfactory level of learning objectives and 49.09% did not reach the required learning objectives, where it could be evidenced that before the application of the task-based learning method (TBL), the objective information that the student provided

comprised on average 3 facts about themselves, in addition, in the presentation they used words incorrectly and only basic words, in the same way, in terms of language correction it could be established that more than 30% of the words have pronunciation errors, more than 6 grammatical errors, more than 4 incorrect word choice and in terms of fluency, presented very low level; poor L2 intonation pattern, many pauses, hesitations and restarts which made it difficult to follow.

In the post-test of the 55 students evaluated in the oral production of the experimental group, 14.54% reached the learning objectives, 21.82% have reached a high level of learning, 54.55% reached a satisfactory level of learning objectives and there were 9.09% in the category of did not reach the required learning objectives, after the application of the task-based learning method (TBL), it could be seen that the factual information that the student provided comprised between 3-5 facts about himself, in the presentation used the necessary and basic vocabulary correctly, similarly, in terms of language correctness it could be established that less than 10% of the words contain pronunciation errors, two or less grammatical errors, 0-1 incorrect word choice, in terms of fluency, used expressions, with high level, good L2 information pattern, confidence in speech. Summarizing, it can be found that the majority of the participants in the group equivalent to 91%, depending on the group of students have reached a high level of learning. Therefore, the effectiveness of the method implemented for the achievement of learning was demonstrated.

5.2.2. Oral Production Results of the Control Group

Table 6: Comparison of Pre-test and Post-test Oral Production Test Results for the Control Group.

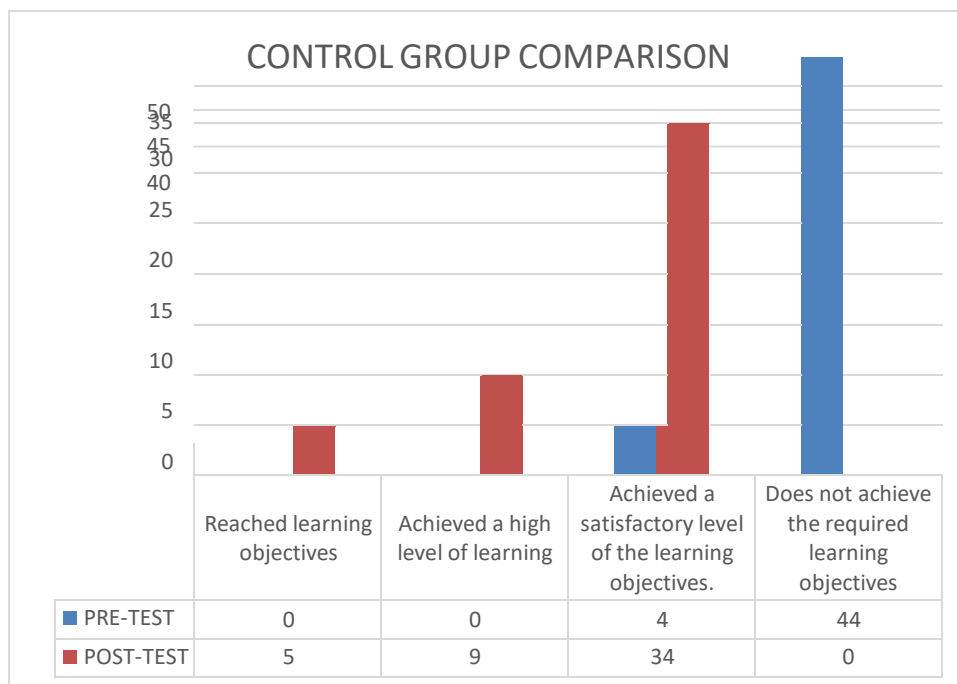


Figure 4 Development of Oral Production (Control Group) “Pre-Test y Post-Test”

Analysis and interpretation

CONTROL GROUP COMPARISON	Pre-Test	Post-Test
Reached learning objectives	0	5
Achieved a high level of learning	0	9
Achieved a satisfactory level of the learning objectives.	4	34
Does not achieve the required learning objectives	44	0
Total participants	48	48

In the pre-test of the 48 students evaluated in the oral production of the control group, only 8.33% reached a satisfactory level of the learning objectives highlighting that 9.16% did not reach the required learning objectives, applied before the task-based learning method(TBL), where the information that the students provided was little information about themselves, in addition, in the presentation they used words incorrectly, as for the correctness of the language it could be established that the words have pronunciation errors, with grammatical errors, incorrect word choice and in terms of fluency, they presented a very low level; with little L2 intonation pattern, many pauses,

hesitations and restarts that made it difficult to follow. In summary, most of the participants had an overall group average score of 2.5 points, resulting in a failure to achieve the required learning objectives.

In the post-test of the 48 students evaluated in the oral production of the experimental group, 10.42% reached the learning objectives, 18.75% have reached a high level of learning and 70.83% reached a satisfactory level of learning objectives, through the application of the traditional English language learning method, it could be seen that the objective information that the student provided comprised between 3-5 facts about himself, used a wide variety of vocabulary words to describe himself (more than in the lesson), similarly, in terms of language correctness it could be established that less than 10% of the words contain pronunciation errors, two or less grammatical errors, 0-1 incorrect word choice, as well as in fluency, used expressions, with high level, good L2 intonation pattern and confidence in speaking.

From the above, related to the process of executing task-based learning activities to improve English oral interaction ability, the results show that the quality of students' oral interaction is higher because the activities performed are real and contain information from their own experience with topics of interest. In addition, it can be said that through task-based learning activities, students can understand and manipulate information with which to interact in a meaningful and spontaneous way.

In summary, from the results of oral production in both groups, it can be highlighted the effectiveness in the students of the experimental group, where the process of executing task-based learning activities to improve oral interaction skills in English, show that the quality of students' oral interaction is higher because the activities performed are real and contain information from their own experience with topics of interest. In

addition, it can be said that through task-based learning activities, learners can understand and manipulate information which to interact meaningfully and spontaneously.

5.3 Survey Results

The analysis of the satisfaction surveys applied to the students showed that 96.40% of the students liked the task-based vocabulary activities and two students did not like them, as for the sixth question, 40% liked the role play, 38.20% liked the group work, while 21.8% liked the individual work. Furthermore, forty-four students think that the task-based vocabulary activities, gave them more opportunities to practice English, while 4 students, or 7.3%, think that it did not give them the opportunity to practice English. It is important to notice that 74.5% of the students think that they feel more motivated with the activities dealing with real-life situations. While 25.5% think they felt more comfortable with the book activities.

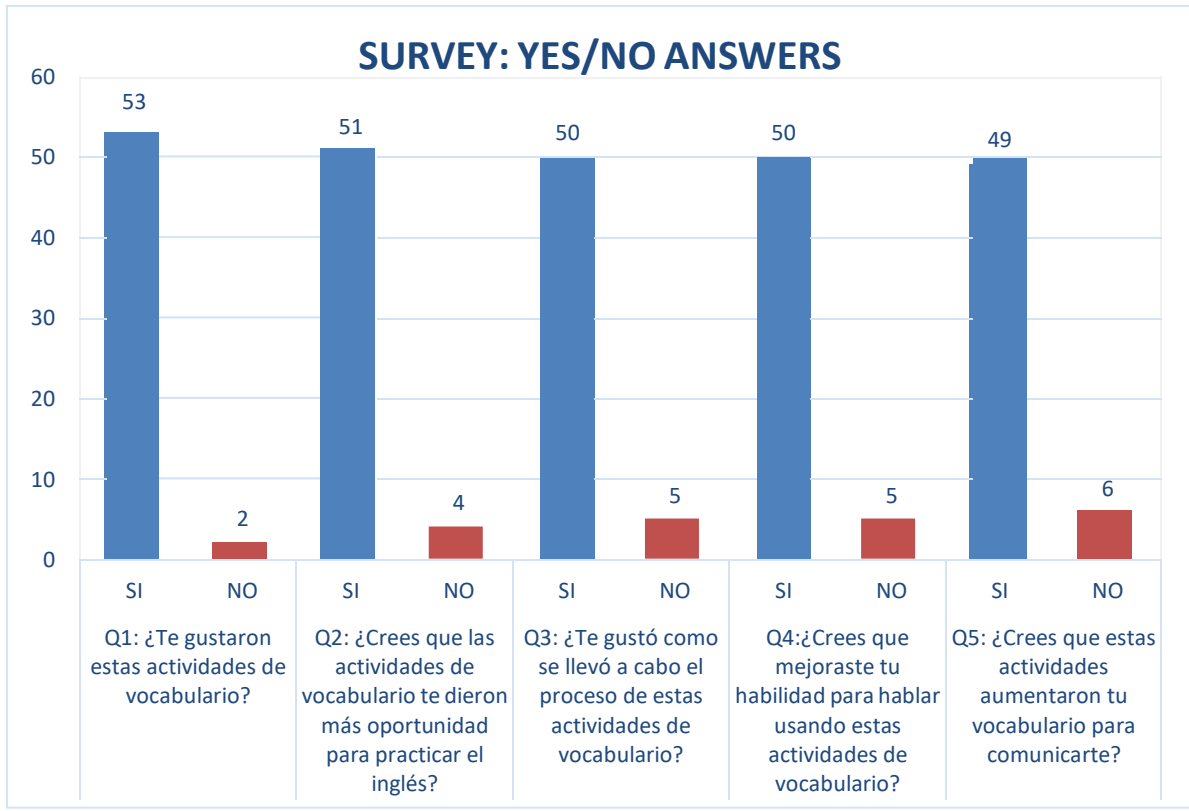


Figure 5 Satisfaction survey: yes / no answer

SURVEY: Different options

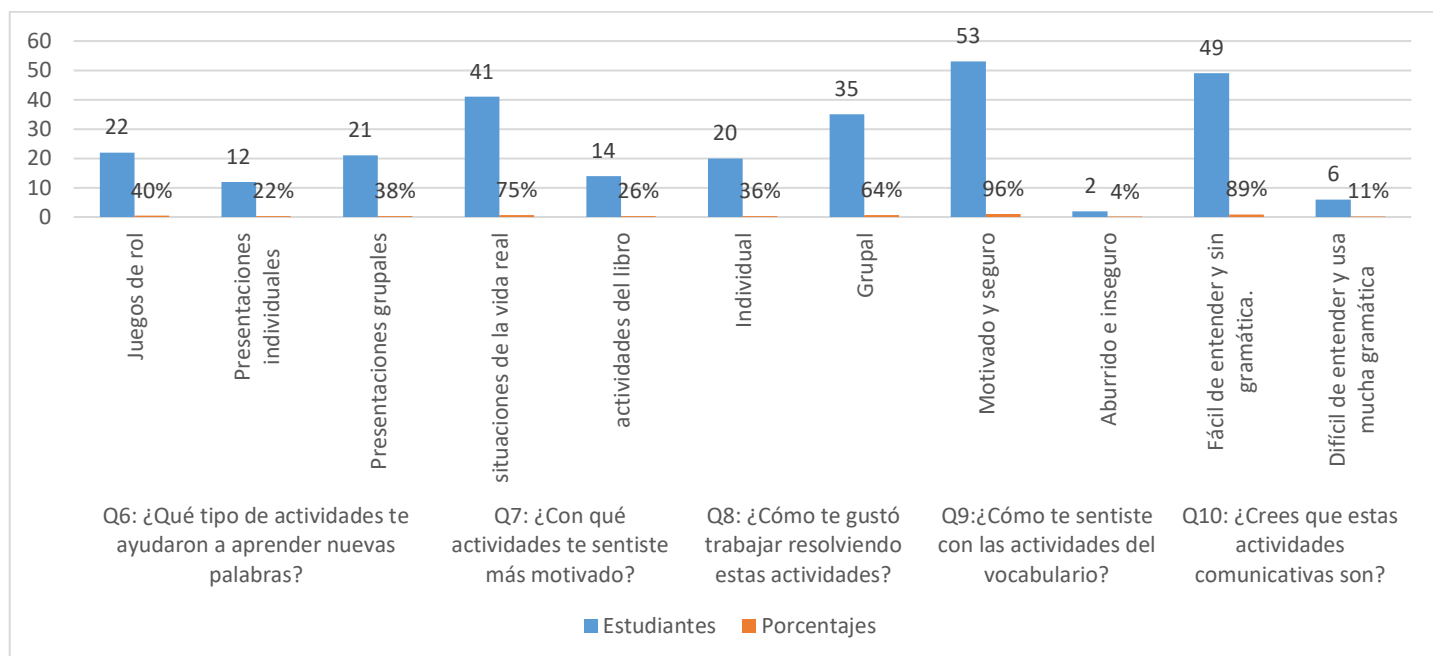


Figure 6 Satisfaction survey: multiple choice.

In the survey, forty-four people liked the way the process of these vocabulary activities was conducted, and four students did not like it. Additionally, 36.4% of the students liked working individually and 63.6% liked working in groups. Also, forty-four students think that the TBL vocabulary activities helped them to improve their speaking skills while four students think that they did not.

Regarding incentives, in the survey, in the question, 96.4% of students think that they feel motivated and confident working with task-based learning activities, on the other hand, two students (3.6%) feel bored and insecure. Forty-three students representing 89.1% think that these activities increase their vocabulary to be able to communicate better while five students representing 10.9%, think that they do not. According to the facts stated above, most of the students surveyed state that working with the TBL technique is a better, easier, and more enjoyable way to learn English as they can exhibit the skills learned on the spot.

5.4 Discussion of the Results.

According to the positive results of the oral production, this could suggest that the task-based learning approach allows students to learn vocabulary on a specific topic quickly and easily. As for the results, learners in the experimental group performed better than those in the control group. As shown above, at the beginning the experimental group had low scores, only 16.36% were in the required learning mastery category; but after the course, this increased to 69.91% an improvement of 53.55%. While the required learning started at 50.90% and dropped to 27.27%, which means that there was a decrease in the post-test and an increase in the mastery of required learning. It is clearly revealed that there are positive effects of the experimental group after applying the TBL approach. The students liked the task-based approach, and it helped them to increase their vocabulary to improve and produce oral communication also improved the collaborative work in groups, because they interact more with each other to solve any task required in class.

It is important to help the students individually to lose the fear of speaking in front of their peers, the most important thing during task-based vocabulary learning activities focuses on a natural, very spontaneous production of the language. No forcing them to speak, no teacher interruptions or corrections for pronunciation or accuracy errors. The interactive activities helped them to be more creative with the use of the language instead of being careful with the use of grammar and pronunciation of words. On the other hand, the TBL approach allows learners to better understand the language while solving real problems of everyday life situations such as: how to eat healthy, where to place some objects in the house or identify school name material. These are some examples of language and understating improvement.

This is the reason for the success of the application of this methodology where in one of the test groups 5 students equivalent to 10.42% demonstrated to have achieved the learning

objectives, 9 students corresponding to 18.75% achieved a high level of learning, and finally 34 students equivalent to 70.83% obtained a satisfactory level of learning, as can be seen, all students met the goal at different levels, unlike the traditional method where the opposite occurred, i.e., not all students passed satisfactorily.

Thus, by working in groups, students learn to share ideas among themselves, to interact with each other, to ask and answer questions, to give their opinions and, of course, to communicate. This oral communication is reflected in all the activities carried out in the virtual classes, from the first activity to the last. The students seemed to enjoy the last activity, which consisted of a role-playing game; in which they recorded a home visit video, presenting each part and even adding more vocabulary than expected. The students were willing to show their oral skills by carefully preparing the assigned roles. Demonstrating the flexibility of TBL, even helping to increase the learners' lexicon. In addition, the TBL approach allows learners to discard traditional techniques such as memorization or word repetition to learn new vocabulary. Instead, it offers the opportunity to focus on natural communication and interaction, applying the vocabulary learned in different conversations. As demonstrated, task-based vocabulary learning activities are a sound method for improving learners' oral communication and their ability to acquire vocabulary knowledge. It develops different skills in learners, such as reading skills, in which they have to read the instructions well and understand what to do in each task, listening or writing skills, in which learners have to listen carefully to the teacher's explanations, classmates' opinions, others' questions, and writing skills, in which they have to write words, phrases or sentences accurately in the required activities.

Unfortunately, some drawbacks were encountered; for example, students who lacked vocabulary hardly participated in the tasks. Or, as learners were in virtual classrooms, it was

difficult to monitor activities in different rooms at the same time, with the high possibility of cheating during task work, which took more time than expected. These difficulties were gradually addressed during the activities at the end, the post-test showed that the students had no difficulties with the lack of vocabulary.

Conclusions and Recommendations

Conclusions

The results of this research are consistent with those investigated by Natalyia Pazyura and Nataliia Muranova (2020), who revealed the effectiveness of task-based learning approach to teach business English vocabulary and confirmed that students improve their communication skills. In general, there are several theories of second language acquisition (SLA), and TBL is a framework that allows learners to engage with aids and materials to complete a task or achieve a goal. By interacting with the tasks and then using the target language to accomplish the tasks, TBL helps, improve, and nurtures learners' second language. This paradigm also makes learners rely on prior world knowledge and engages them considerably more productively. Because learners are sharing their knowledge, they will need to rely on their prior knowledge and language skills to complete tasks. This procedure will also introduce a new language and provide language learners with several options to improve their overall language skills. TBL, in general, would create the perfect conditions for effective language learning.

The oral production and interaction among learners during the courses and in the Recorded videos, as well as the post-test results demonstrate the effectiveness of good learning. Especially, when students reflected on a real-life situation by making spontaneous and natural presentations about their personal experiences with food and home. In addition, task-based vocabulary acquisition exercises increased students' motivation and boosted their confidence in speaking. Students overwhelmingly favored this technique, as seen in the survey results and several tasks performed both in class and at home that did not require constant teacher supervision; each student knew what to do, what role to play, and what to say.

Oral production, on the other hand, helped in acquiring and learning the vocabulary needed to convey their thoughts, likes, dislikes and expressions. Students also taught how to work in groups more effectively. Increase student collaboration; Teams help members learn and educate each other by participating in a collaborative work environment where they can share ideas, learn to respect each other's points of view, and develop creativity in a variety of work.

In the application of the TBL methodology, students are free from language control, where they use all their linguistic resources and not just the practice of a pre-selected element, in a natural context developing from the students' experiences with the language that is personalized and relevant to them. Where learners have a much more varied exposure to the language. They are exposed to a whole range of lexical phrases, collocations and patterns, as well as formal and colloquial language forms, such language explored arises from the needs of the learners. This need dictates what was covered in the lesson rather than a decision made by the teacher or the textbook.

Limitations

Although many detractors disapprove of some aspects of TBL's teaching style and framework, only a few disadvantages will be addressed. As with any model, there will always be flaws that make it unpopular with its critics.

According to Seedhouse (1999), TBL can focus too much on tasks and conveying meaning, which can have an impact on how to use language in the right way. In addition, it is critical to recognize that communication encompasses much more than task accomplishment.

TBL can have detrimental repercussions on language learners' cross-linguistic

development and change, according to Skehan (1996). Because of this view, we can see how children can get stuck, preventing them from progressing. TBL has yet to persuade that it is a superior teaching method; it remains a matter of opinion, not truth. Because classes were virtual, students were not able to engage in face-to-face interaction, which is essential to improve oral production. On the other hand, because the teacher was not in front of the students checking their work during this study, there was a high chance that students would cheat while doing their activities. We should also keep in mind that when it comes to learning a second language, students must be motivated. Maintaining an appropriate level of motivation throughout class time helps to support and enhance the entire language learning process. Lightbown and Spada found a relationship between motivation and a positive attitude and second language acquisition (1999). However, because this study was conducted in the current circumstances due to forced virtual teaching-learning, motivation was somewhat difficult to maintain by simply guiding the learner through an electronic device. As teachers, we must always consider how we can maintain student motivation. When it comes to motivation and TBL, the most obvious scenario is to give a lot of attention and preparation to deliver a rich exposition that increases motivation. Teachers have a certain motivating power because if we can provide rich and fascinating work, students will be more engaged.

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TASK:

The limit amount of time for this activity
2 mins.

Bring the object, show the camera and
give descriptions about the object
showed. Give complete and short
sentences.

Example: This is an eraser. It is white. It
is rectangle. It is soft. It is small. It is used
to write.

POST-TASK:

Students repeat the description and the
rest of them write the sentences to
reinforce the activity.

Ask another student to describe the same
object.

Ask another student to describe their own
object, following the same format.

CLASS PLAM

1. INFORMATIVE DATA:

TEACHER:	NEIVA ARAUJO	Subject:	English	Grade:	4th graders	Control group:	“B” “C”
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2. PLANN:

3. OBJECTIVE


Implement task-based learning method to activities.

VALOR LASALLISTA	Comminment	ATRIBUTO	
TOPIC	METHODOLOGY	RESOURCES	EVALUATION TECHNIQUES AND INSTRUMENTS OF EVALUATION
<p>Simon says: School objects</p>	<p>The teacher introduces school vocabulary and says students to repeat the words.</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Eraser • Pencil • Notebook • Pencil case • Book • Pencil colors • Glue – stick • Sharpener • Markers • Scissors <p>Students repeat the description like in the audio and write the sentences to reinforce the activity.</p> <p>Ask another student to describe the same object.</p> <p>Ask another student to describe their own object, following the same format.</p>	<ul style="list-style-type: none"> • Digital picture cards. • Human resources. • Notebooks. 	<p>Technique: Observation</p> <p>Instrument: Rubric</p>



4. ELABORACIÓN Y APROBACIÓN

	DOCENTE- MENTOR	VICERRECTORADO /COORDINACIÓN PEDAGÓGICA
FECHA May 22nd, 2021	FECHA 15/05/2021	FECHA
FIRMA	FIRMA Y SELLO	FIRMA Y SELLO

Appendix 2: Vocabulary test



VOCABULARY

 ni2022ha@gmail.com (no compartidos) [Cambiar de cuenta](#) 

*Obligatorio

Name and last name *

Tu respuesta _____

Grade: 4th *

A

B

C

D

1. When you enter the house, you have to open the... * 1 punto

bedroom

bathroom

window

door

2. My mother and my father always cook in the.... * 1 punto

living room

dinning room

kitchen

bathroom

3. Every morning, You take a shower in the... *

1 punto

- bedroom
- living room
- bathroom
- dinning room

4. You go to sleep every night in the... *

1 punto

- bedroom
- kitchen
- bathroom
- living-room

5. Every night my family and I eat delicious food in the.... *

1 punto

- dinning room
- bathroom
- bedroom
- living room

6. What are they? *

1 punto



- scissors
- paper
- pencil

7. What is this? *

1 punto



- ruler
- pencil sharpener
- glue

8. What is this? *

1 punto



- eraser
- marker
- pencilcase

9. What is this? *

1 punto



- pencil case
- pencil
- pen

10. What is this? *

1 punto



- school bag
- school
- pen

11. Read and choose. This fruit is red, its shape is similar to a heart, it has yellow spots and green leaves. * 1 punto

- banana
- orange
- strawberry
- apple

12. This fruit grows in big palm trees, it is long and yellow and is rich in vitamins. * 1 punto

- pineapple
- lemon
- orange
- banana

13. This is a red fruit, it grows on trees, it is sweet and delicious. * 1 punto

- lemon
- banana
- apple
- peach

14. This vegetable is green, it looks like small trees, it is used in salads or soups. * 1 punto

- broccoli
- tomate
- pasta
- french fries

15. They come from chickens, you can cook or fry them. * 1 punto

- onions
- fish
- eggs
- salad

16. Write about yourself. What is your name? * 1 punto

Tu respuesta _____

17. Where do you live? * 1 punto

Tu respuesta _____

18. What do you do in your free time? * 1 punto

Tu respuesta _____

19. How old are you? * 1 punto

Tu respuesta _____

20. What is your favorite food? * 1 punto

Tu respuesta _____

Enviar

Página 1 de 1

Borrar formulario

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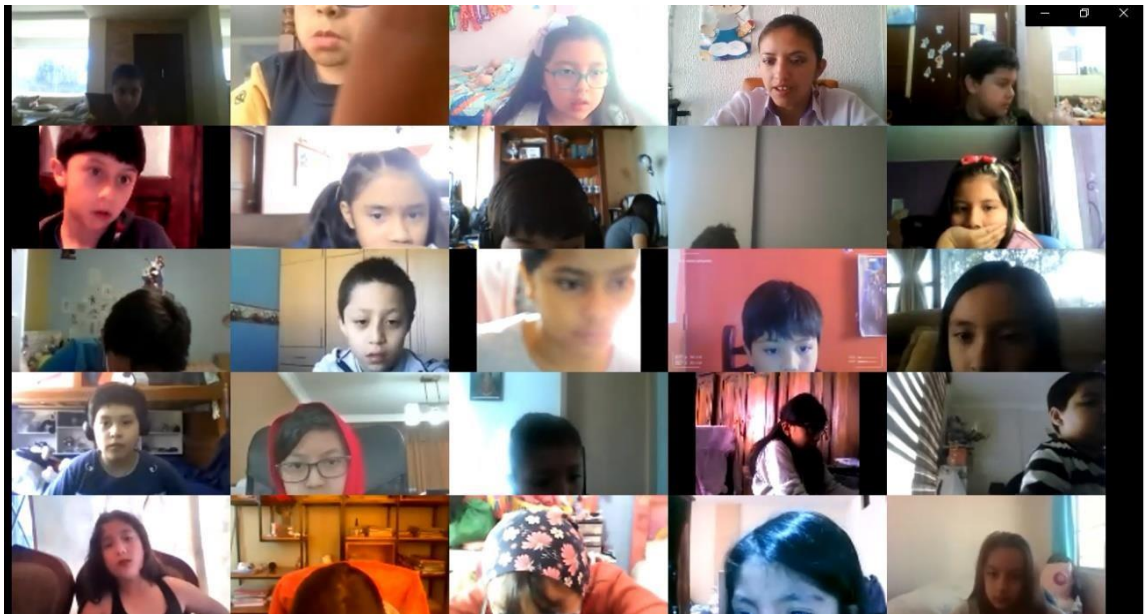
Google Formularios

Appendix 3: Speech rubric



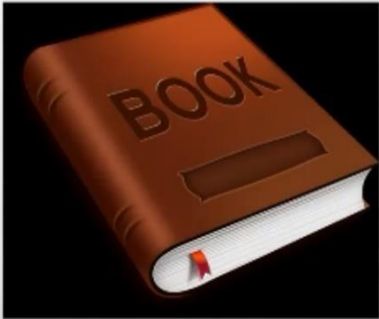
Table : An *Analytic* Rubric Example for a Speaking Task

Factual Information	Vocabulary	Correctness of Language	Fluency
2.5 It contained more than 5 facts about the student.	2.5 Student used a wide variety of vocabulary words to describe self (more than in the lesson).	2.5 Less than 10% of words contain pronunciation errors; two or fewer grammar mistakes; 0-1 incorrect word choices.	2.5 Introduction was told with expression, not flat; good L2 intonation pattern; confident in speech.
2 The student gave between 3-5 facts about him/herself.	2 Student used the necessary vocabulary and basic vocabulary was used correctly.	2 Between 11% and 30% of words have pronunciation errors; between 3 and 6 grammar errors; between 2 and 4 incorrect word choices.	2 Some expression in speech though mechanical in places; a few pauses but they didn't detract from comprehensibility.
1.5 The student gave less than 3 facts about him/herself.	1.5 The introduction used words incorrectly and used only basic words—replicated the lesson.	1.5 More than 30% of words have pronunciation errors; more than 6 grammar errors; more than 4 incorrect word choices.	1.5 Very flat presentation; little L2 intonation pattern; many pauses, hesitations, and restarts that made it difficult to follow.

Appendix 4: Photographic record of the students during the execution of the project.



BOOK



A screenshot of a video player showing a presentation slide. The slide features the word "BOOK" in large red letters at the top. Below the text is a photograph of a brown book with "BOOK" embossed on its cover. To the left of the book is a dark blue, textured book cover. On the right side of the slide, there is a vertical stack of four small video thumbnails showing different people. At the bottom of the slide is a red horizontal bar. The video player interface includes a progress bar at the bottom with a play/pause button and a volume icon.

PENCILCASE

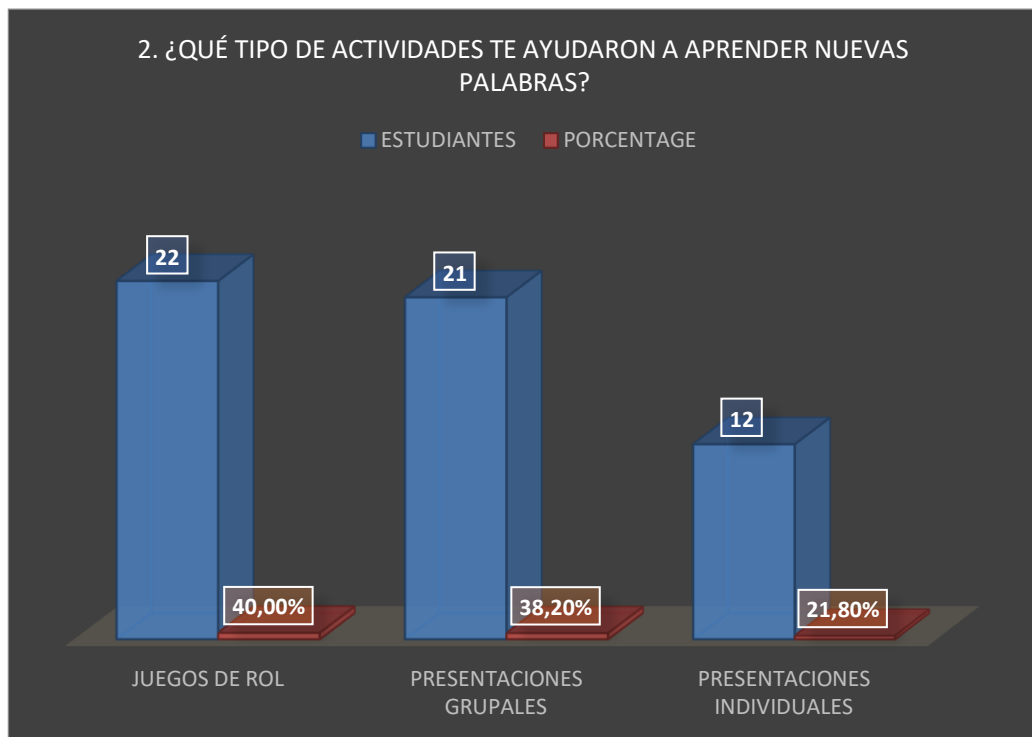
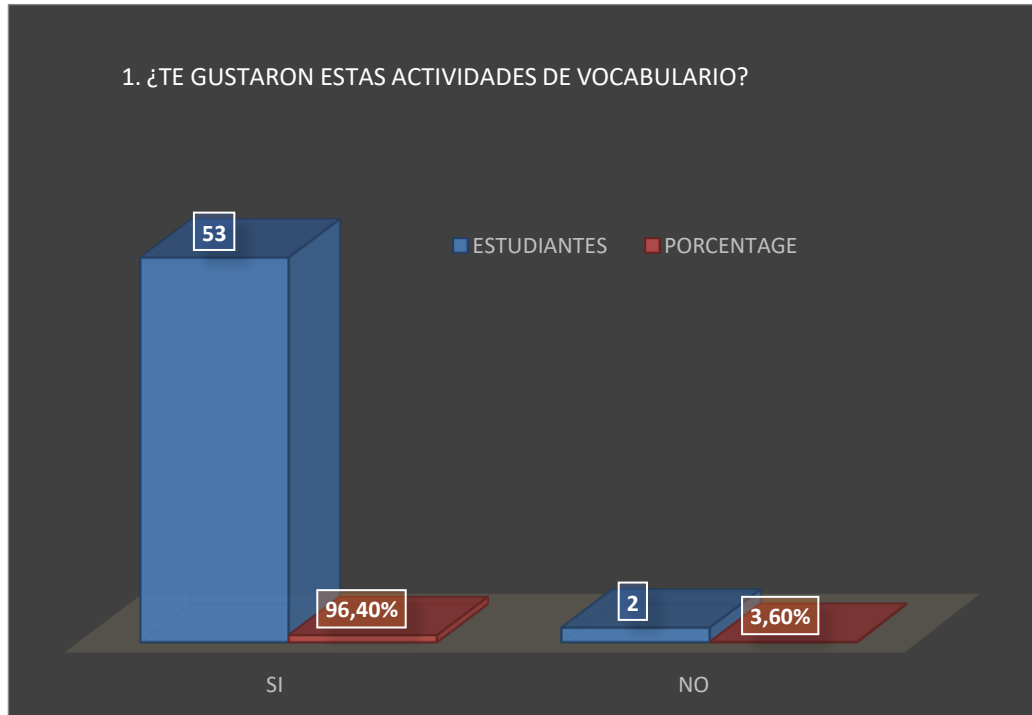


0:10:51

0:19:37

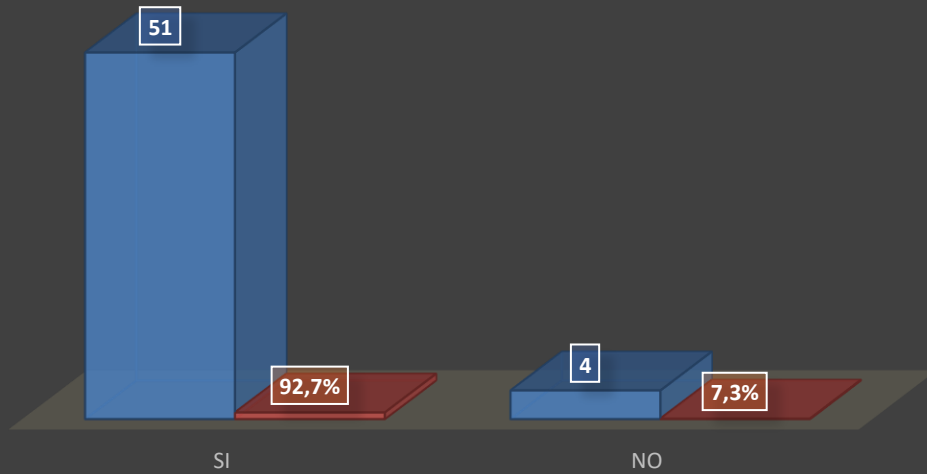
A screenshot of a video player showing a presentation slide. The slide features the word "PENCILCASE" in large red letters at the top. Below the text is a photograph of a blue denim pencil case with several colored pencils sticking out of the top. To the left of the pencil case is a dark blue, textured book cover. On the right side of the slide, there is a vertical stack of four small video thumbnails showing different people. At the bottom of the slide is a red horizontal bar. The video player interface includes a progress bar at the bottom with a play/pause button, a volume icon, and a home button.

Appendix 5: Individual Survey Responses



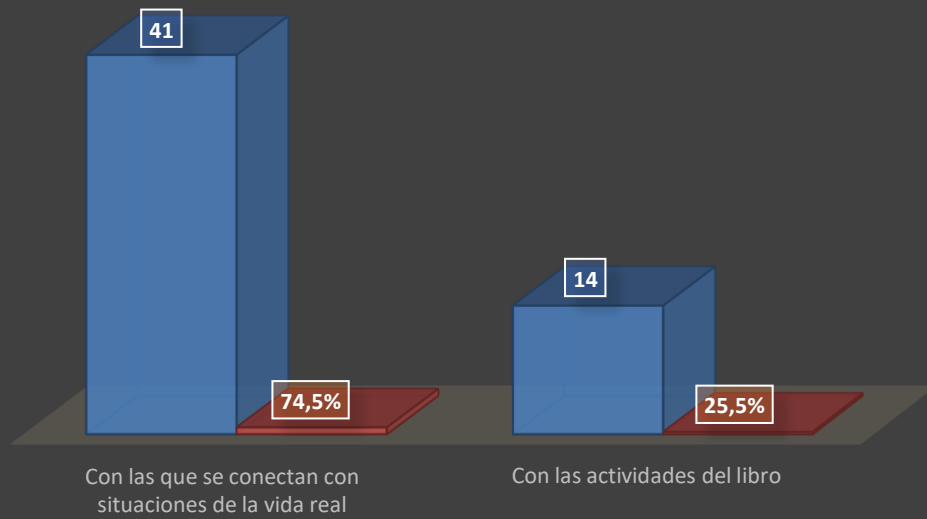
3. ¿CREE QUE LAS ACTIVIDADES DE VOCABULARIO TE DIERON MÁS OPORTUNIDAD PARA PRACTICAR EL INGLÉS?

■ ESTUDIANTES ■ PORCENTAGE

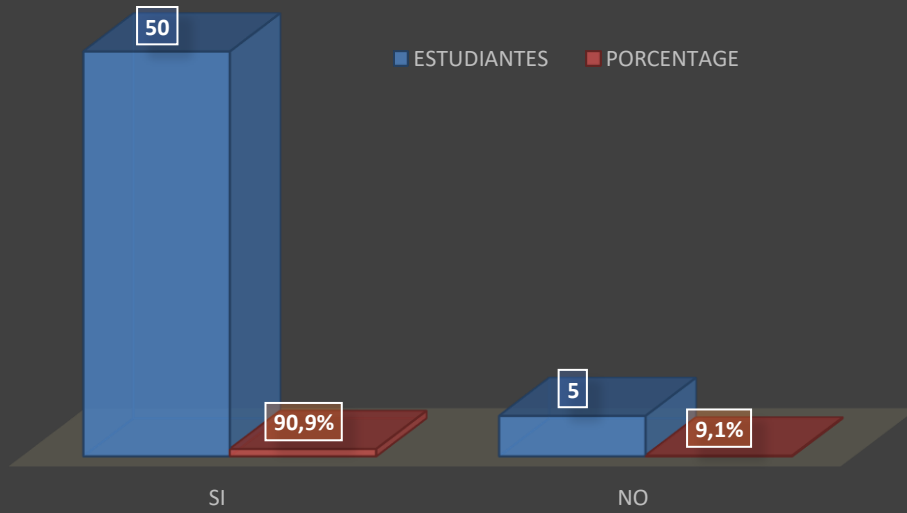


4. ¿CON QUÉ ACTIVIDADES TE SENTISTE MÁS MOTIVADO?

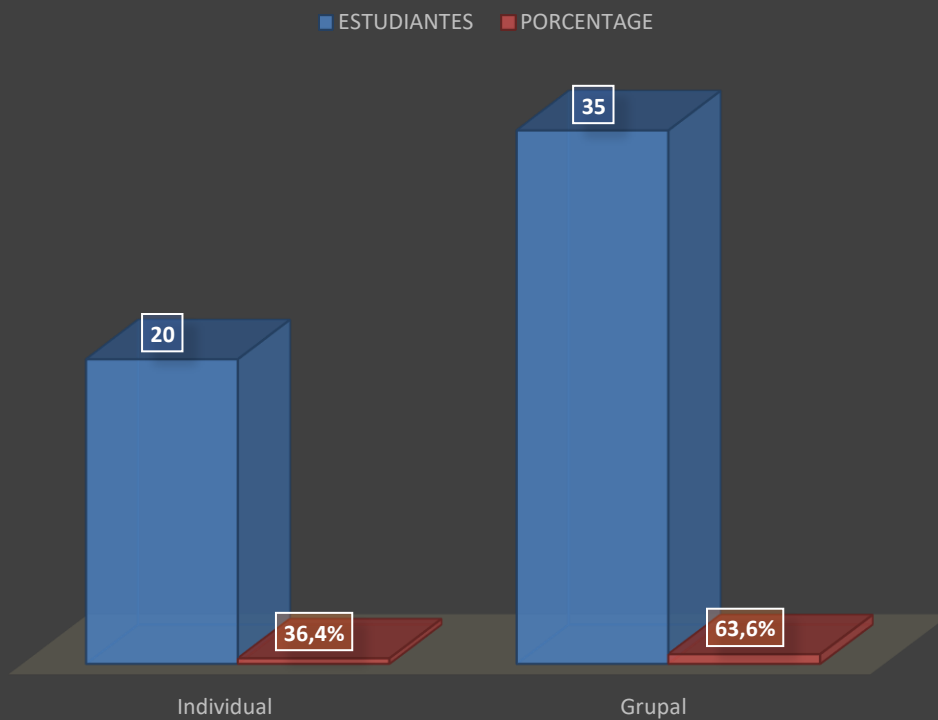
■ ESTUDIANTES ■ PORCENTAGE



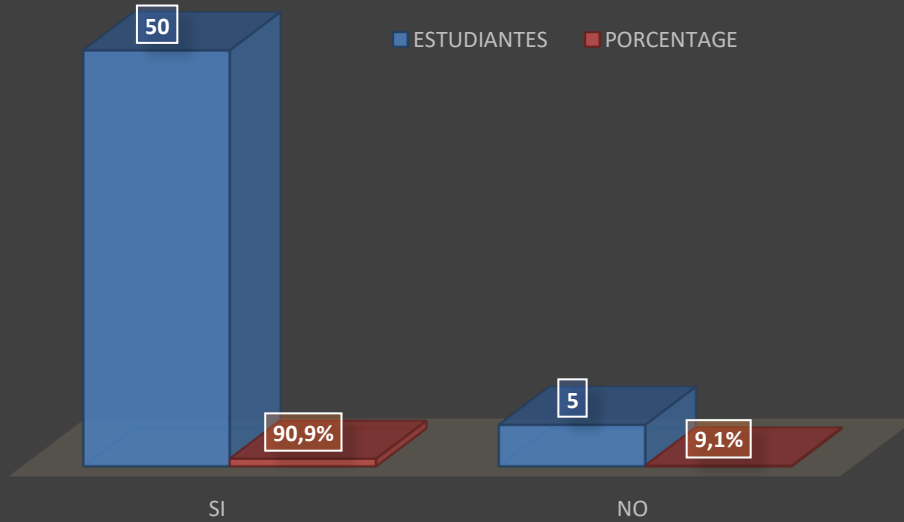
5. ¿TE GUSTÓ COMO SE LLEVÓ A CABO EL PROCESO DE ESTAS ACTIVIDADES DE VOCABULARIO?



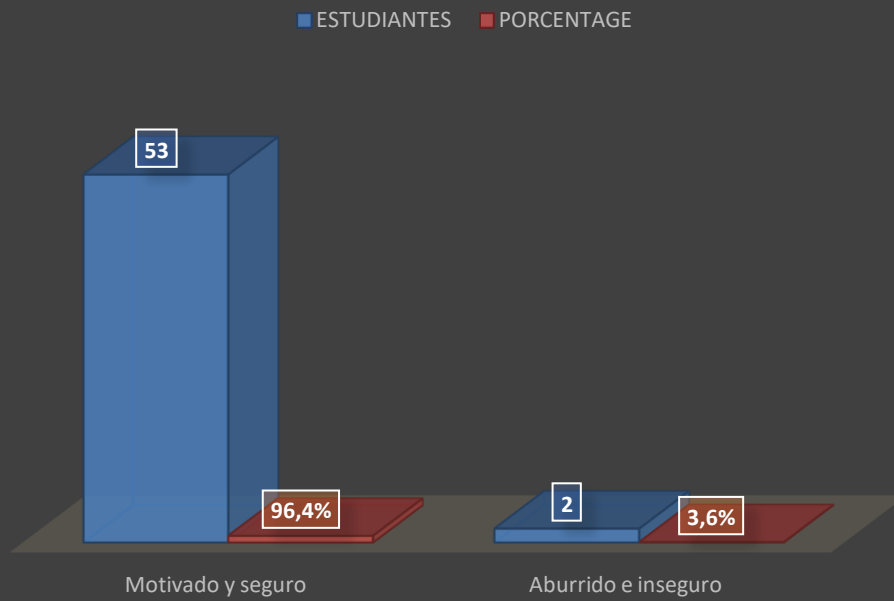
6. ¿CON QUÉ ACTIVIDADES TE SENTISTE MÁS MOTIVADO?



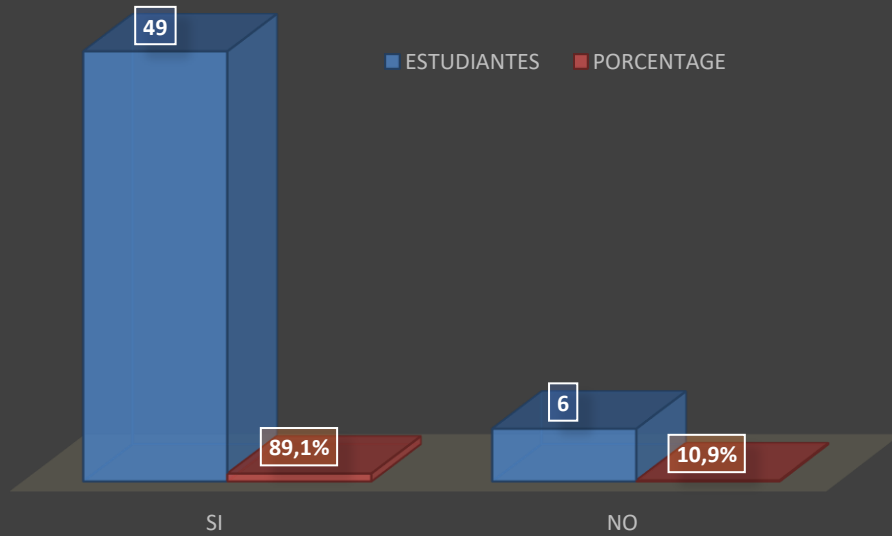
7. ¿Crees que mejoraste tu habilidad para hablar usando estas actividades de vocabulario?



8. ¿CÓMO TE SENTISTE CON LAS ACTIVIDADES DEL VOCABULARIO?



9. ¿CREES QUE ESTAS ACTIVIDADES AUMENTARON TU VOCABULARIO PARA COMUNICARTE?



10. ¿CREES QUE ESTAS ACTIVIDADES COMUNICATIVAS SON?

