

**THE ROLE OF TASK-BASED INSTRUCTIONS IN ENHANCING
STUDENTS' VOCABULARY LEARNING TACTICS**

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Abstract. *This article focuses on studying and highlighting the main features of the conceptual basis of students' vocabulary learning strategies, especially the use of task-based teaching methods. It plays an important role in ELT, especially in learning and improving language input and output skills. The results of this study provide insight into the effectiveness of task-based teaching in promoting vocabulary learning strategies and provide recommendations for language teachers and curriculum developers.*

Keywords: *communicative teaching, learning strategy, task-based learning, reception, production, instruction, vocabulary.*

Introduction. In today's rapidly changing world, education lies at the intersection of tradition and innovation. In the field of language acquisition, vocabulary mastery is the foundation of effective communication and understanding. However, cultivating a rich and diverse vocabulary often poses a significant challenge for both teachers and learners. Traditional teaching methods, while useful, sometimes fail to fully engage students and promote sustained vocabulary development. Adopt task-based learning (TBL), an innovative approach that not only promotes vocabulary development but also improves overall language acquisition. Task-based teaching emphasizes meaningful real-world tasks that are central to language learning, providing students with valuable opportunities to approach language in context.

In this article, we examine the effectiveness of task-based teaching in improving students' vocabulary skills. By examining the principles, strategies, and benefits of TBL, we aim to shed light on how educators can harness its potential to empower students on their journey toward mastery. Through exploration of real-life examples and research findings, we uncover the dynamic interaction between task-based teaching and vocabulary acquisition.

Methodology. In certain instances, when grammatical knowledge is associated with a particular term, grammatical and knowledge of collocation coincide. In learning the grammar of a word, incidental learning can be very useful, as learners can learn grammatical roles while the focus of the teaching is on another point, and intentional teaching can be complementary in retaining learned grammatical material in long-term memory. When learning the grammar of a foreign language, we should consider collocations, which are word combinations formed using grammar rules but frequently utilized as chunks.

In some collocations, the meanings of every single word contribute to understanding the overall meaning, whereas in others as well, the meaning of each word is not entirely connected to the meaning of the entire phrase. There are numerous kinds of collocation, including idioms, figurative, literals, and so forth. (Nation, 2019). Receptive and efficient knowledge. Benjamin and Crow (2013) argue that we should distinguish between receptive and productive knowledge of vocabulary because the former is typically more extensive than the latter. When learning a foreign language, you will learn many words through the act of reading and writing and store them in your long-term mental database, but what is important is that the words can be used correctly in different contexts. As a result, students should understand how to cultivate productive knowledge as well as correct usage of words when speaking and writing.

According to Nation, receptive vocabulary knowledge aids learners in comprehending a word when encountered during the listening and reading processes, whereas productive vocabulary knowledge is complementary and assists learners in using the words during speaking and writing. Furthermore,

Benjamin and Crow discuss the gradual process of increasing productive knowledge of words by encountering them in various contexts and attempting to learn every detail about them systematically. Receptive knowledge can be compared to breadth of knowledge when you know a lot of words but cannot utilize them.

Conversely, your depth of knowledge grows over time when you have enough information about each word to exert productive control over it. We can conclude that the receptive and productive components are mutually beneficial and should be nurtured and developed concurrently. In the early 1980s, the term task gained popularity in applied linguistics. It is now a widely used concept in both the design of second language curriculum content and research on foreign language acquisition. The concept of a task can be defined as "an activity designed to help achieve a specific learning goal" [1].

The definition signifies, that language learners use authentic TL to perform an activity such as addressing a problem, putting something together, conducting an interview, and so on.[3] elaborates on this concept, stating that when a task is assigned, there is a link between the task and the real-world activity, learners engage in content communication, strive to achieve a goal, and their performance is evaluated based on their success (p. 196). This is what [5] meant by a task in his Bangalore project, claiming that tasks are a good fit for communicative language education because they promote realistic learning and naturalistic L2 development.

Tasks form the cornerstone of task-based language teaching (TBLT), which is defined as "a teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction" [2]. These tasks necessitate productive conversation, interaction, and discussion, allowing students to develop grammar skills through authentic language use. Lantolf [3] distinguishes two distinct theoretical perspectives on TBLT: the psycholinguistic perspective and the sociocultural theory. In the former, tasks provide learners with necessary data for learning, which influences the type of

language they use and potential learning opportunities. In the latter, performing a specific task is related to learners' behaviour and various local goals that learners themselves construct. As a result, it is difficult to predict their language use and potential learning opportunities.

Survey Results:

Objective: The purpose of this survey was to determine the efficacy of task-based instructions in developing vocabulary learning strategies among university students with B1 and B2 level proficiency.

Participants: 45 university students with B1 to B2 level proficiency.

Duration: The survey lasted a month. **Procedure:** Participants were assigned a variety of vocabulary tasks aimed at improving their vocabulary learning strategies. Contextual vocabulary exercises, word association activities, and practical usage tasks were all part of the assignment. **Results:**

Improved Vocabulary Retention:

85% of participants reported an increase in their ability to remember newly learned vocabulary. 60% of participants said that task-based instructions helped them remember and recall words better.

Enhanced Vocabulary Acquisition:

Task-based instructions, according to four out of five participants, made it easier for them to learn new vocabulary than traditional methods. After completing the tasks, three-quarters of the participants reported that their vocabulary had expanded.

Increased Confidence in Vocabulary Usage:

80% of participants stated increased confidence in using newly acquired vocabulary in various contexts. 70% of participants said they were more willing to engage in conversations and discussions with the vocabulary they learned from task-based instructions.

Positive Attitude Towards Learning:

After completing the survey, 90% of participants expressed a positive attitude towards vocabulary learning. 85% of participants reported feeling motivated to keep improving their vocabulary.

Preference for Task-Based Instructions:

70% of participants preferred task-based instruction to traditional vocabulary learning methods. Task-based instructions were preferred by 80% of participants for their increased engagement and interaction.

Conclusion. Present-day students in the workplace are increasingly expected to work in groups, drawing on diverse sets of skills and collaborating to solve problems. These experiences are not heavily focused in traditional classrooms, but rather on twenty-first-century skills that can be gained through the incorporation and engagement with technology. For example, a teacher can show young students an author's Web site to help them understand how writers make their stories interesting and enjoyable to read. Middle-school students can use e-mail and teleconferencing to communicate with experts and solve scientific problems. High school students can create a fictitious technology company and use the Internet, scanners, and presentation software to plan and deliver speeches to shareholders.

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