

**USING TASK-BASED LANGUAGE TEACHING
TO ENSURE VOCABULARY ACQUISITION**

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Lucrarea dată este bazată pe studierea procesului de predare a limbii engleze, în special a vocabularului, prin prisma metodei ce conține sarcini.

Pornind de la examinarea evoluției vocabularului în diferite metode de predare, în lucrare se urmărește elucidarea aspectelor lingvistice ale vocabularului și ale caracteristicilor metodei bazate pe sarcini. De asemenea, este prezentată implementarea metodologiei bazate pe sarcini la predarea vocabularului englez și rezultatele design-ului cvasiexperimental.

The topicality of Task-Based Language Teaching (TBLT) is determined by its relevance to Communicative Language Teaching which emphasizes the importance of functional language in the process of teaching a foreign language. TBLT is in line with the action-oriented approach advocated by Common European Framework of Reference which is based on tasks connected to real-life activities, learners' needs in real world, active use of the language and tasks created for a specific purpose. In addition, the approach is relevant to National Curriculum requirements as it promotes active acquisition of knowledge, the repetition and recycling of the material, pair and teamwork, usage of visual aids and development of integrated skills during the realization of tasks. Nowadays, after many years of debates, it is well-acknowledged that vocabulary is an important component in the process of learning a foreign language [1, p. 285]. Terrell and Krashen emphasized that the essence of the lexicon is its meaning [2, p. 128-143].

The meaning of the words can be understood from the intralinguistics relations that exist between them. The basic intralinguistic relations are *syntagmatic* and *paradigmatic* [3, p. 72]. Syntagmatic relations refer to this type of connection between words as collocations, the words that are more likely to be combined together in a sentence, for example the noun "dog" will collocate with "bone", "bite" and "cat" and less with "bag", "bottle" or "TV" [4, p. 45-46]. The paradigmatic relations ascertain the meaning of lexical units which are part of a certain subgroup of the language, such as groups of antonyms,

synonyms, lexico-semantic and others. Otherwise speaking, it is about the interaction of the components of these subgroups with each other.

For instance, the verb to “take” is more explicit when it is compared with the words that express the same concept: confiscate, accept, travel by, etc. TBLT evolved from communicative language teaching, which emphasized the importance of functional language in the curriculum and classroom. From the methodological aspect, the language in communicative language teaching was considered the key-element in the acquisition of a foreign language. Hence, the idea of using the target language in real-world activities was promoted. TBLT supported the idea of active language use as it can help in real communication situation, unlike the formal study of the language. In the center of it is the task that represents the main element in the curriculum and classroom activities. The first supporter of the task was Dick Allwright, who advocated the importance of tasks in the acquisition of a foreign language [5, p. 175]. One of the first practice syllabuses of TBLT was presented by the project called Bangalore. This project included three types of tasks: information gap, reasoning gap and opinion gap [6, p. 56-58].

To confirm the effectiveness of the chosen methodology, the posttest design was chosen for the quasi-experiment due to the fact that it was not possible to realize randomization, i.e. the classes were already formed. Moreover, there was not performed any pre-test.

Hence, there could not be made a comparison of the results with the posttest. Another aspect was connected with the curriculum planning that had to be followed as it indicated the competences and activities that should be realized during the period of studies.

The research paper is based on the hypothesis that TBLT is an efficient methodology for vocabulary acquisition as it offers possibilities to use the language for specific purpose, which motivates the learners to communicate in the target language. Also, they work with authentic materials that include expressions used by native speakers.

Besides this, in order to realize a task the learners do not use only the pre-established language units but also the background knowledge.

Moreover, it engages the participants in tasks connected to real-life activities. In addition, it involves students in teamwork that allows them to interact, discuss, cooperate, negotiate and thus they develop speaking skills. In this case the dependent variable of the hypothesis is the vocabulary acquired by the participants while the independent variable is the TBLT methodology.

The quasi-experiment was realized at the lyceum “Ion Creangă” in Chisinau where participated the treatment group and the control group. During the research four topics were covered in accordance with the task-sequence: pre-task, during-task and post-task.

There were used different types of tasks, such as: matching activity, questions and answers for pre-task stage, puzzle and problems, discussion and decisions for during-task stage and discussions and decisions, pictures and picture stories for post-task stage.

The results of the posttest showed that the treatment group acquired better the vocabulary than the control group as the average score of the treatment group was 86.68% and the average score of the control group was 85.76%. Thus, the hypothesis of the research has been confirmed as a result of the conducted experiment, i.e. the usage of the TBLT ensures vocabulary acquisition in the learning process of a foreign language. Overall, it was observed that in the process of teaching vocabulary, it is necessary to take in consideration the linguistic aspects of the words, namely the meaning, form, use and also the intralinguistic relations such as syntagmatic and paradigmatic relations.

Referring to Task-Based Language Teaching, it was notice that the approach is centered on the study of lexical units through task that are connected to real-life activities. It involves multiple exposure to the same lexical units, teamwork and work with authentic materials.

After implementing the methodology in the teaching process, the results of the posttest confirmed that TBLT is an efficient methodology for vocabulary acquisition.

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Recomandat
Oxana CREANGA, dr., lector univ.