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Kasdi Merbah University- Ouargla

Faculty of Letters and Languages

Department of Letters and English Language

Dissertation submitted in partial fulfilment of the requirements for the

Master's Degree in the Field of English Language and Literature

Speciality: Linguistics

The Role of Task Based Approach in Developing EFL Students' Vocabulary

The Case of Second Year Students of English at Kasdi Merbah University-Ouargla

Presented and publicy defended by:

Wiam BENSAYAH

Supervised by:

Mr.Youcef BENCHIEKH

<u>Jury:</u>

Yousra SEDDIKII	Ouargla University	Chairperson
Youcef BENCHIEKH	Ouargla University	Supervisor
Sabrina SAIGHI	Ouargla University	Examiner

Academic Year: 2022/2023

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Dedication

First, praises and thanks are to the Almightily Allah who provides me with strength to finish this research.

*I dedicate this paper to my beloved parents, to the hero of my life my father **Youcef** and the diamond of life my mother **Widad,** for their endless love, support and encouragement.*

*To my lovely sisters, **Ibtihal** and **Sojoud**, my first supporters and my source of motivation.*

*To my loving brothers, **Achraf, Redouane** and **Yakoub**.the source of y strength.*

*To my dear grandmother **Zouhra**, may God protect her. To the soul of my grandmother and grandparents, may God have mercy on them.*

To every person helps me when working this dissertation.

To all my beloved

Wiam Bensayah

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Abstract:

This study investigates the impact of employing the Task-Based Language Teaching (TBLT) approach on the development of vocabulary among 20 students of English as a Foreign Language (EFL) and 03 EFL teachers during the academic year2022/2023. Given the increasing importance of the English language in contemporary society, this research aims to explore the effectiveness of TBLT in enhancing and expanding the vocabulary of EFL learners. A case study was conducted at the department English at Kasdi Merbah University of Ouargla-Algeria, focusing on two primary objectives: Examining how TBLT facilitates the development of EFL learners' vocabulary, and investigating student attitudes towards these instructional activities. In order to achieve these objectives, interviews were conducted with both learners and teachers as research tools. The analysis of the results reveals that second-year English students demonstrate a heightened awareness and mindfulness regarding the significance of vocabulary in improving their speaking skills, and they acknowledge the beneficial impact of these activities on their oral proficiency. Furthermore, EFL teachers concur that incorporating communicative activities proves to be one of the most effective and advantageous approaches for reinforcing vocabulary among second-year English learners. Ultimately, this research concludes by offering valuable suggestions and recommendations for EFL learners and teachers to enhance and advance their teaching-learning processes.

Key words: Task Based Language Teaching Approach (TBLT), Vocabulary, Vocabulary Acquisition, Task, Oral Expression and comprehension.

List of Abbreviations

%: Percentage

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

EFL: Teaching English as Foreign Language

FL: Foreign Language

FL: Foreign Language

KMU: Kasdi Merbah University

L2: Second language

N: Number

Q: Question

SLA: Second Language Acquisition

TBLT: Task-Based Language Teaching

TTT: Teachers' Talking Time

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General Introduction

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1. Background of the Study

The acquisition of vocabulary plays a fundamental role in second language learning, and English as a Foreign Language (EFL) students often face challenges in expanding their lexical knowledge. A strong vocabulary foundation is crucial for effective communication, reading comprehension, and overall language proficiency. Therefore, it is imperative to explore innovative and effective instructional approaches to support EFL students in vocabulary development.

Task-Based Language Teaching (TBLT) has emerged as a prominent pedagogical approach that places tasks at the center of language learning. TBLT emphasizes the integration of language skills in meaningful, real-world tasks, creating authentic contexts for language use.

While previous research has predominantly focused on the communicative and grammatical aspects of TBLT, its potential role in vocabulary development has received relatively less attention. The existing body of literature on TBLT suggests that the approach offers opportunities for vocabulary growth. Engaging in purposeful tasks exposes learners to rich language input and provides opportunities for meaningful vocabulary use. By participating in communicative activities, EFL students can encounter and practice vocabulary in context, allowing for better retention and application of new words. However, further investigation is required to fully understand the specific mechanisms and effectiveness of TBLT in promoting vocabulary development among EFL students.

2. Statement of the problem

Over the years, different approaches, methods and procedures, have employed to help learners learn foreign language. In one period considerable attention was paid to teaching and teacher-oriented classes. Because the emphasis was on grammatical and paid to phonological structures, the vocabulary needed to be relatively simple, with new words introduced only as they were needed to make the drills possible. The belief was that vocabulary would take care of itself once the students learnt the grammatical structures (Zandmoghadam, 2007).

Most of EFL students in Algeria are well aware of the importance of vocabulary in studying a foreign language; they are well aware of their need to enrich their vocabulary as well as to improve their communicative competence, despite new methods and approaches, most of the techniques teachers use on teaching vocabulary are still traditional; the teacher focuses on the translation of technical text and there is no real interaction among students.

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Therefore, the present study determines whether teaching EFL students through Task-Based approach can be influential and practically useful in EFL vocabulary improvement.

3. Rationale of the Study

This research aims to address the gap in the literature by examining the role of Task-Based Language Teaching (TBLT) in the development of vocabulary among EFL students. By investigating the impact of TBLT on vocabulary acquisition, retention, and use, this study seeks to contribute to the field of second language acquisition and inform language educators about effective instructional strategies.

Understanding how TBLT can facilitate vocabulary development is crucial for language educators as they strive to create engaging and meaningful language learning experiences. By identifying the benefits and challenges of integrating TBLT into vocabulary instruction, educators can enhance their instructional practices and better support EFL students in expanding their lexical repertoire.

4. Aims of the Study

This research aims to examine the extent to which the Task-Based approach contributes in the development of learners' vocabulary. Additionally, it seeks to inspire and encourage teachers to adopt this approach when teaching the oral expression module. Furthermore, the study aims to underscore the significance of the Task-Based approach in creating authentic contexts for natural language use, with a focus on meaning and form. Finally, the present investigation sheds light on the pivotal role of the Task-Based approach in facilitating authentic language utilization through the implementation of task-oriented activities within the classrooms.

5. Research Questions

Regarding the objectives of the study the following research questions were proposed:

Q1: To what extent does the use of Task-Based Language Teaching (TBLT) contribute to vocabulary development among EFL students?

Q2: What are EFL learners and teachers attitudes towards the implementation of TBLT?

6. Research Hypothesis

It is important to reiterate the general hypothesis of this dissertation:

TBLT gives learners many opportunities for natural language use. It provide them with new vocabulary. Thus, we have put forward this hypothesis, which we plan to investigate throughout this research:

- TBLT may has a positive role in developing EFL students' vocabulary.

7. Significance of the Study

The findings of this study hold significant implications for language educators, curriculum developers, and policymakers involved in EFL instruction. By investigating the role of TBLT in vocabulary development, this research contributes to the broader understanding of effective vocabulary instructional approaches. The study's outcomes can inform pedagogical practices, helping educators design and implement more engaging and impactful vocabulary instruction within the TBLT framework.

Furthermore, this research adds to the existing body of knowledge on Task-Based Language Teaching, specifically in the context of vocabulary development. By shedding light on the mechanisms and effectiveness of TBLT in promoting vocabulary growth, this study enhances our understanding of the potential of TBLT as a comprehensive language teaching approach.

8. Research Methodology

In the field of higher education research, our investigation necessitates a methodology that is both unsuitable for historical method and does not entail the protracted timeframe required by experimental one. Consequently, we have opted for the descriptive method as it aligns better with the nature of our subject matter and does not impose excessive time constraints. The primary objective of this research is to provide a comprehensive description of two variables: Task-Based language teaching, which serves as the independent variable, and its impact on enhancing learners' acquisition of vocabulary, which constitutes the dependent variable.

8.1 The population and sampling

In the present study, we deal with a sample of twenty (20) EFL students and three (03) EFL teachers from Kasdi Merbah University of Ouargla. The survey was conducted at the

English language department at Kasdi Merbah University of Ouargla. The informants (Students) have been randomly chosen from group (5 & 6) to respond to the research instruments addressed to them. Which seems sufficient for the study and to decode the results come after. They represent the whole population and they are the reflection of EFL students at Kasdi Merbah University.

8.2 Data Collection Tools

The data gathering tools we used in our research work are the interview; for teachers and learners. The first one was administered to second year LMD students of English at The University of Kasdi Merbah Ouargla to diagnose their reactions about TBLT and if this method really helps them to acquire more vocabulary and to communicate easily. The second interview was directed to the teachers of oral production at English department in KMU in order to know their view and attitudes towards TBLT.

9. Structure of the study

This dissertation is divided into two main parts; the first part is divided into two chapters. The first chapter is devoted to give a general view about Task Based Language Teaching. Through this chapter, we try to define the concepts of TBLT and deal with language teaching trends, mainly TBLT. We also shed the light on the notion of task.

The second chapter is devoted to give a general view about vocabulary. That is, we define it and show how it can be taught and developed. This chapter covers the functions, elements and the importance of vocabulary. It also deals it's the effective factors and strategies which enhance learners' vocabulary. The second part which constitutes the fieldwork deals with the description and analysis of the interviews (Learners and teachers' interview), then the discussion of the obtained results.

10.Limitation of the Study

Subsequent studies could arise as a consequence of the constraints inherent in this study. The modest sample size of 20 second-year EFL students restricts the generalizability of the findings to the broader population of EFL students, as it cannot be deemed representative of their overall proficiency level. Additionally, the limited participation of only three English teachers from Kasdi Merbah University of Ouargla is attributed to the scarcity of educators who incorporate the Task-Based approach in their instructional practices. Consequently, further research endeavors are warranted to encompass a more extensive and diverse sample from various universities.
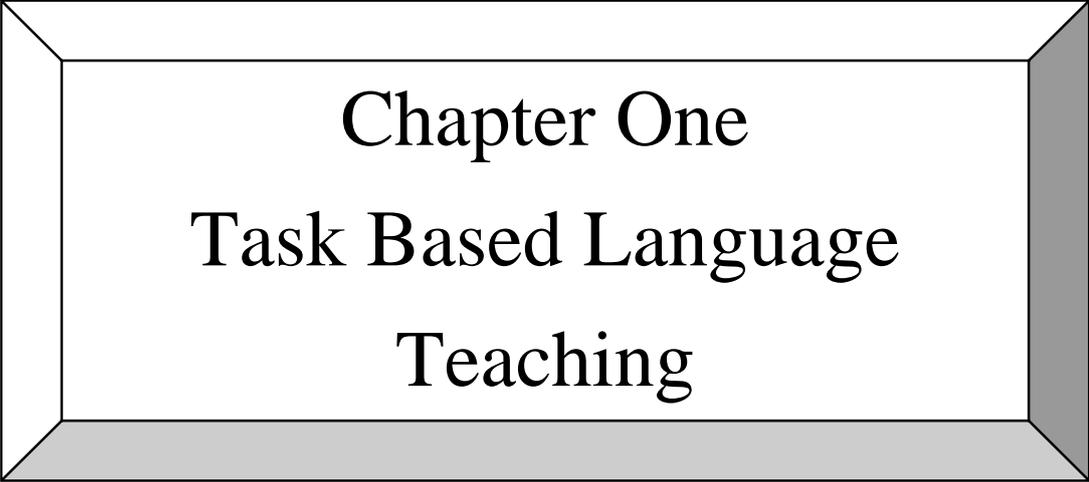
Chapter One
Task Based Language Teaching

Outline

Introduction

In the field of second language teaching, various teaching methods have emerged, each with its own unique perspective and goals aimed at enhancing the quality of language instruction. Task-Based Language Teaching (TBLT) is one such method that has gained significant attention in recent years. This chapter serves as an introduction to the study, providing an overview of TBLT and its theoretical foundations. It aims to establish the relevance and significance of investigating TBLT as a pedagogical approach in language education. The primary purpose of this chapter is to comprehensively examine Task-Based Language Teaching (TBLT) as an instructional approach for language learning. By delving into the theoretical aspects of TBLT, this research aims to provide insights into its underlying principles, conceptual framework, and implementation strategies. Additionally, it seeks to explore the nature of TBLT's focus skill, shed light on the factors that contribute to its challenges, and propose activities that can address these challenges. The study ultimately aims to contribute to the existing body of knowledge on TBLT, offering guidance and recommendations for its effective implementation.

1.1 Exploring the Theoretical Foundations and Emergence of Task-Based Language Teaching (TBLT):

1.1.1 A Comprehensive Overview

Task-Based Language Teaching (TBLT) has its roots in the (CLT) approach to Communicative language teaching, which emerged in the 1970s as reaction to the perceived limitations of traditional grammar-based language teaching methods (Ellis, 2017, p.11).

However, the term "Task-Based Language Teaching" was not used until the mid-1990s, when it was introduced by researchers such as Willis and Willis (1996) and Prabhu (1992). These researchers argued that language teaching should be based on tasks, which are activities that require learners to use language to achieve a goal (Skehan, 2014, p. 99).

The Task-Based approach gained momentum in the late 1990s and early 2000s, as researchers and practitioners began to explore its potential to enhance communicative competence and learner autonomy (Ellis, 2017, p. 11). The approach was particularly popular in Europe, where it was seen as a way to promote the development of the European Language

Portfolio and the Common European Framework of Reference for Languages (CEF) (Skehan 2014, p. 100).

The Task-Based approach has continued to evolve over the years, with researchers and practitioners exploring different types of tasks, different ways of implementing tasks in the classroom, and different ways of assessing learners' performance on tasks (Skehan, 2014, p. 102). Today, task-based language teaching is widely recognized as an effective approach to language teaching, and it is used in classrooms around the world to promote communicative competence and learner autonomy (Ellis, 2017, p. 11).

1.2. Definition of Task Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is an approach to language instruction that emphasizes the use of language in authentic, real-world tasks as a means of developing students' language proficiency. Some definitions about TBLT are given by scholars of applied linguistics:

According to Willis and Willis (2007), TBLT is a teaching technique in which learners acquire communication skills through collaborating on tasks relevant to their specific needs and interests. This definition highlights the focus on students' needs and interests and the importance of using language for authentic communication.

Skehan (1996) describes TBLT as "a form of communicative language teaching which emphasizes the use of authentic language in meaningful communication and the performance of real-world tasks" (p. 141).

According to Nunan (2004), TBLT is a language learning approach that is based on students' needs and highlights the significance of utilizing language for real-world communication.

Long (2015) elucidates that TBLT is a teaching approach that arranges learning around the accomplishment of tasks, in which language serves as both the method and the outcome of instruction. This definition underscores the importance of tasks in the TBLT approach and the inseparable connection between language learning and use.

According to Ellis (2003), TBLT is a method of teaching second languages that centers on the discovery and application of new language features through their use in a task that learners perform. The approach emphasizes the significance of using language in a real-world context rather than learning grammar rules or vocabulary in isolation.

1.3 Tasks

Since "Task" is the core element of TBLT. Some definitions of tasks are given by scholars of applied linguistics.

1.3.1 Defining Task

Task-Based Language Teaching (TBLT) is a pedagogical approach that emphasizes the use of language in meaningful and authentic communicative tasks. In TBLT, tasks are seen as a central component of language learning, as they provide learners with opportunities to use language in context and to develop their communicative competence. According to Willis and Willis (2007), tasks can be defined as "activities that involve learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form" (p. 11). Tasks are designed to be challenging and engaging, and to provide learners with opportunities to use language in authentic and meaningful ways.

One important characteristic of tasks in TBLT is that they are designed to be authentic and relevant to learners' interests and needs. According to Long and Norris (2009), tasks should be "meaningful, relevant, and engaging for the learners, reflecting their interests, experiences, and goals, and connecting with their prior knowledge and skills" (p. 19). This involves careful consideration of the context in which the task will be performed, as well as the learners' needs and abilities. Tasks can be designed to focus on a range of language skills, including listening, speaking, reading, and writing, and can be structured in a variety of ways, from open-ended tasks that allow for creativity and exploration, to more structured tasks that provide clear guidelines and objectives.

Willis and Willis (2007) considered a task as "A task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (p. 11).

Nunan (2004) defines a task in language learning as an activity that engages learners in using language to achieve a specific objective or accomplish a particular purpose, with the emphasis on understanding and expressing meaning, rather than simply memorizing and practicing language forms.

1.4 Forms of Task-Based Language Teaching

"Skehan's Distinction between Strong and Weak Forms of Task-Based Language Teaching". According to Skehan (1996), task-based approaches to language teaching can be distinguished into two forms: a strong form and a weak form. The strong form views tasks as the primary unit of language teaching and learning, and sees the task as the driving force

behind the acquisition process. In this approach, language learning is seen as a by-product of engaging in authentic and meaningful tasks, rather than as the primary focus of instruction. In contrast, the weak form of task-based language teaching views tasks as an important component of language instruction, but not necessarily as the primary focus. In this approach, tasks are used to supplement and reinforce language learning, rather than as the sole driver of the acquisition process.

While the strong form of task-based language teaching places a greater emphasis on the use of authentic and meaningful tasks in language instruction, it can also be more challenging to implement in practice, as it requires a shift away from traditional, grammar-based language instruction. The weak form of task-based language teaching, on the other hand, may be more feasible in contexts where there is less flexibility or support for implementing a fully task-based approach.

Overall, both forms of task-based language teaching share the common goal of promoting communicative competence through the use of authentic and meaningful language tasks. By engaging learners in tasks that require them to use language in context and for real-world purposes, task-based language teaching can help to bridge the gap between language learning and language use in the real world.

1.5 Components of Task Based Language Teaching

According to Nunan (2004, p. 41-70)), specific components need to be taken into account when designing communicative tasks, including selecting, adapting, modifying, and creating them. This highlights the importance of carefully considering various aspects of the task to ensure that it is appropriate for the learners' proficiency level and learning goals. By following these specifications, TBLT practitioners can create effective language learning activities that engage learners in meaningful communication and promote language acquisition.

- **Goal:** the goal is the general intention behind any learning task and provides annswer to the question of why learners are engaging in a particular task. Examples of goal statements include developing learners' speaking confidence, enhancing their personal writing skills, and promoting negotiation to improve their interactional abilities. Goals guide task selection, adaptation, modification, or creation and represent the desired aims of the teaching process. They should align with learners' learning objectives to ensure that the intended learning outcomes are achieved. Clearly defining task goals is critical in TBLT to help learners understand the purpose of the activity and stay motivated. In summary, setting clear goals is an essential component of effective TBLT, ensuring that learners engage in meaningful communication that promotes language acquisition. Nunan (2004, P41)

- **Input:** Related to the spoken, written, and visual data that initiates a task in TBLT. This input can originate from various sources, including textbooks and letters, pictures, and shopping lists. To ensure engagement and active participation from learners, it is important to provide diverse input materials that expose them to various registers and genres of language. Selecting appropriate input materials that align with the learners' proficiency level and learning goals is crucial. By providing rich input materials, earners are exposed to a language-rich environment that promotes language acquisition. (P, 47).

- **Procedures:** Procedures refer to the activities that learners engage in to manipulate the input in TBLT. Classroom procedures reflect communicative performance, and they can either focus on skill getting or skill using. In skill getting, learners focus on mastering phonological, lexical, and grammatical forms through memorization and manipulation. On the other hand, in skill using, learners apply these skills in communicative interaction. Examples of procedures in TBLT include completing a grammar exercise, engaging in a role-play conversation, or creating a dialogue based on a picture stimulus. Emphasizes that the choice of procedures should align with the goals and objectives of the task and the learners' proficiency level. Procedures should be designed to promote communicative interaction and encourage learners to use the target language meaningfully. In summary, procedures are an essential component of TBLT, and they should be carefully selected to ensure that they promote language acquisition by enabling learners to apply their skills in communicative interaction. (P, 52).

- **Activities:** Activities are a crucial component of TBLT and refer to the tasks that learners undertake to manipulate the input. These tasks are designed to promote communication and encourage learners to practice language use. Activities vary in terms of the learning strategies required and may include role-plays, discussions, matching activities, or dialogues. The choice of activities should be aligned with the task goals, learners' proficiency level, and promote authentic communication to provide opportunities for learners to use the language meaningfully. Activities should be selected to enable learners to develop their language proficiency by practicing the target language in a communicative context. (P, 56).

- **Teachers' and learners' role:** The roles of teachers and learners are a crucial component of TBLT, encompassing the parts they play in carrying out learning tasks and the social and interpersonal relationships between them. This approach aims to give learners a more active role in the classroom, encouraging them to take responsibility for their own learning and develop their awareness. The teacher's role is that of a facilitator and guide, providing support to the learners as they engage in the tasks. The learners are responsible for actively engaging in the tasks and taking ownership of their language development. Overall, TBLT promotes a collaborative approach to learning, where both teachers and learners are actively engaged in the process. (P, 64).

- **Settings:** The settings in TBLT refer to the classroom arrangements specified or implied in the task, which can impact the interaction between learners and the success of the task. This component includes two parts: mode and environment. Mode relates to whether the learner is working individually or collaboratively, affecting their interactions and language use. Environment refers to the physical or virtual location where the learning takes place, including factors such as the classroom layout and available technology. By considering both mode and environment, teachers can design tasks that are engaging and effective for their learners. . Nunan (2004, p. 70).

1.6 Task Based Language Teaching Principles:

Nunan (2004, p. 35-37) provides a summary of the principles of Task-Based Language Teaching (TBLT):

- **Scaffolding:** The scaffolding principle in Task-Based Language Teaching (TBLT). This approach presents language in larger, meaningful units that may challenge learners beyond their current level. To support this learning process, the teacher provides a

framework of support through appropriate lessons and materials. The scaffolding should be gradually removed as learners develop their language skills and no longer require support. (p. 35)

- **Task Dependency:** TBLT requires a task dependency where tasks are linked in a sequence known as task chains. Each task is designed to build upon the previous one in a progression that leads to language learning. (p. 35)

- **Recycling:** Task-Based Language Teaching (TBLT) incorporates the principle of recycling language items. This involves introducing target language in various contexts and environments to allow learners the opportunity to learn and master them gradually, recognizing that learning is an organic process. (p. 35)

- **Active learning:** TBLT prioritizes active learning, whereby learners participate in the learning process through practical application of the language they are learning. In this approach, learners construct knowledge through learner-focused activities and take responsibility for their own learning. (p. 36)

- **Integration:** The principle of integration in Task-Based Language Teaching (TBLT) involves the integration of linguistic forms, communicative functions, and semantic meaning. In TBLT lessons, the systematic relationships between these elements should be made evident to learners, as the lesson should teach not only grammatical forms but also how these forms are used for communication. (p. 37)

- **Reproduction to creation:** TBLT promotes the progression from reproduction to creation in learners. This involves starting with reproducing presented models and gradually moving towards creating their own models, thereby allowing learners to use learned items in different ways. (p. 37)

- **Reflection:** TBLT incorporates a reflective element where learners are encouraged to reflect on the learning process and the strategies driving their learning. Through reflection, learners can assess their progress and what they have learned, thus adding a reflective component to TBLT. (p. 37)

1.7 Task Based Language Teaching lesson plan

1.7.1 Pre-Task Phase

The pre-task phase in Task-Based Language Teaching (TBLT) is a crucial stage that involves preparing learners for the task and setting the context for learning. According to Willis and Willis (2007), Nunan (2004), and van den Branden (2006), during the pre-task phase, the

teacher should introduce the task and provide necessary background information to activate learners' prior knowledge. The teacher should also clarify the task's objectives and relevance to learners' needs and interests, and provide input such as vocabulary, grammar, and functional language to support successful task performance. In addition, the teacher should set the parameters of the task, such as the task type, mode of delivery, and expected outcomes. Overall, the pre-task phase plays a vital role in preparing learners for the task and establishing the context for learning. (Ellis & Shintani, 2014)

Sukhan (1996) emphasized the importance of motivation in the pre-task phase of TBLT. According to Sukhan, the teacher should create a motivating and challenging task that engages learners and provides them with a sense of purpose and achievement. He suggested that the teacher should also consider learners' individual needs, interests, and backgrounds when designing the task and providing input. Additionally, he highlighted the importance of building learners' confidence and reducing their anxiety by providing clear instructions, feedback, and support during the pre-task phase. Overall, Sukhan's ideas align with other scholars' views on the importance of preparing learners for the task and setting the context for learning in the pre-task phase of TBLT. (Ellis, 2003)

During the pre-task phase of TBLT, Skehan (1996) suggests two alternatives for teachers: focusing on the general cognitive demands of the task or emphasizing linguistic factors. Attentional capacity is limited, and learners need to respond to both cognitive and linguistic demands during task performance. Therefore, reducing cognitive load through appropriate activities can enhance attentional capacity and enable learners to focus more on linguistic factors. Skehan proposes four procedural approaches for implementing these alternatives, which include: Supporting learners in performing a similar task to the main task.

1- Asking them to observe a model of the task.
2- Engaging them in non-task activities.
3- Strategic planning of the main task performance.

These approaches aim to prepare learners for task performance by developing the necessary cognitive and linguistic skills and strategies. (Ellis & Shintani,2014)

1.7.1.1 Examples of how scholars have applied the principle of pre-task in TBLT:

Nunan (2004) suggests that during the pre-task phase of a language lesson, teachers should activate learners' prior knowledge by asking them questions or engaging them in discussion related to the task. For example, before a task that involves writing an email, the teacher could

ask the learners about their experiences with writing emails, the purpose of emails, and the language features of emails.

Willis and Willis (2007) recommend providing input that is necessary for successful task performance during the pre-task phase. For example, if the task involves making a restaurant reservation, the teacher could provide input related to vocabulary and expressions used for making reservations, such as "I'd like to book a table for two for tomorrow evening, please." Sukhan (1996) emphasizes the importance of motivation and engagement during the pre-task phase. For example, the teacher could introduce the task in a way that appeals to learners' interests, such as by framing it as a game or challenge. The teacher could also provide learners with choices or options to make the task more engaging and relevant to their needs.

Overall, the pre-task phase of TBLT involves a range of activities and strategies aimed at preparing learners for the task and setting the context for learning. These may include activating prior knowledge, providing necessary input, building motivation and engagement, and considering learners' individual needs and interests. (Ellis & Shintani, 2014)

1.7.2 During-Task Phase

According to Barrot (2016), tasks in the during-task phase can be classified in different ways, such as personal information, narrative, decision-making, communication, enabling, pedagogic, target/authentic, problem-solving, and structured input tasks. This phase is where learners engage in the main task in pairs or groups, giving them the opportunity to express themselves freely in the target language. The teacher's role during this phase is to act as an observer or counsellor, monitoring learners' activities, and providing guidance as necessary, without correcting errors.

Willis (1996) identified six types of tasks that can be used in the during-task phase. These include listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, and creative tasks. The during-task phase provides learners with the chance to use language spontaneously, allowing them to make mistakes and learn from them, which can motivate them to use the language more fluently.

After completing the task, learners prepare a report to present to the whole class, which can be spoken or written. During these presentations, the teacher can provide feedback on the content of the report, rephrasing it if necessary, but should avoid giving public corrections. This

allows learners to focus on the content of their presentations without feeling embarrassed or discouraged by public correction.

1.7.3 Post-Task Phase

The post-task phase offers various options with three main pedagogical goals:

(1) To provide a chance for learners to repeat the task,

(2) To encourage reflection on how they performed the task,

(3) To focus on form, particularly on areas where learners faced difficulties during the task.

Studies have shown that when learners repeat a task, their production improves in terms of complexity, clarity of propositions, and fluency. The repeat performance can be carried out under the same or different conditions than the first performance, including the possibility of a public performance as suggested by Skehan and Foster (1997).

The option of a repeat performance of a task can have multiple pedagogic goals, including providing an opportunity for improvement in the learner's production, encouraging reflection on task performance, and focusing on problematic language forms. Skehan and Foster (1997) explored the effect of requiring students to perform the task publicly as a during-task option, but it can also be a post-task option if the requirement is not introduced until after the first performance. However, there is a lack of research comparing the effect of private versus public task performances on learner production. Performing a task in front of the class can increase communicative stress and result in reduced fluency and complexity (Candlin, 1987).

However, public performance of a task may increase the communicative stress on learners, it can still be valuable for those who need experience in using English in front of an audience, such as foreign academics training to give oral presentations in the L2. Public performance may encourage the use of a more formal style, leading learners to use grammaticalised resources associated with this style. Reflecting on the task is recommended by Willis (1996), who suggests asking students to present a report on how they performed the task and what they discovered. This is considered as "the natural conclusion of the task cycle" (p.58), and the teacher's role is to act as a chairperson and encourage the students.

Willis suggests that the reports produced by students after the task should summarize the outcomes of the task, with a focus on the natural conclusion of the task cycle. The reports can be oral or written and can also include reflection and evaluation of the students' own

performance of the task. This could include their approach to language use, communication problem-solving, language learned from the task, and ideas for improving their performance in the future. These reflective practices could enhance the development of metacognitive strategies, such as planning, monitoring, and evaluating, which are considered significant for language learning (O'Malley and Chamot, 1990).

According to Ellis (2003), it is beneficial to ask students to evaluate a task after its completion as it can help teachers determine whether to use similar tasks in the future or look for different types. Student-based evaluations can be done quickly and effectively using simple questionnaires. Willis (1996) suggests that attention to form should be reserved for the post-task phase of a lesson in order to promote fluency and the use of communication strategies during the task component. However, Ellis argues that a focus on form during the task can be valuable and compatible with the primary focus on message content. Attention to form can occur in any phase of a task-based lesson, including the pre-task and post-task phases. Teachers should select forms that students used incorrectly or useful and natural forms that they failed to use at all in order to address errors or gaps in their L2 knowledge (Loshcky & Bley Vroman, 1993). The number of forms that a teacher should seek to address should also be considered. (Ellis, 2003; Willis, 1996; Loshcky & Bley Vroman, 1993).

1.7.4 Suggested Time Allocation for Each Phase in Task-Based Language Teaching

(TBLT)

In terms of the time allotted to each phase in the class, Willis and Willis (2007) suggested that the pre-task phase should take approximately 15-30% of the total class time, the task cycle phase should take 60-80% of the total class time, and the language focus phase should take 10-20% of the total class time.

1.8 Examples of Using Task-Based Approach for Vocabulary Acquisition:

Task-Based Language Teaching (TBLT) can be used in the field of vocabulary acquisition to promote learners' vocabulary learning in a meaningful and communicative context. One possible way to apply TBLT to vocabulary acquisition is through the use of vocabulary tasks, which are designed to help learners acquire new words and phrases in context.

- One example of a task-based approach in vocabulary instruction can be found in the study by Hwang and Nation (2011). Their study aimed to investigate the effectiveness of a task-based approach to teaching academic vocabulary to English as a foreign language (EFL) learners.

The participants in the study were 28 EFL learners who were randomly assigned to either an experimental group or a control group. The experimental group received vocabulary instruction using a task-based approach, while the control group received traditional vocabulary instruction.

The task-based approach used in the study involved the learners completing a variety of tasks that were designed to facilitate their acquisition of the target vocabulary. The tasks included activities such as reading comprehension exercises, gap-filling exercises, and translation exercises. The learners were also required to use the target vocabulary in speaking and writing activities.

The results of the study indicated that the task-based approach was more effective than traditional vocabulary instruction in facilitating the learners' acquisition of the target vocabulary. The experimental group demonstrated significantly greater gains in vocabulary knowledge than the control group.

- Another example of using TBLT for vocabulary acquisition can be found in the study by Kim and Elder (2019). In their study, they designed a task-based vocabulary instruction program for Korean EFL learners that included a variety of vocabulary tasks, such as word association tasks, sentence completion tasks, and sentence translation tasks. The vocabulary tasks in their program were designed to help learners not only acquire new vocabulary but also practice using the vocabulary in context. The tasks were also designed to be engaging and meaningful to learners, which helped promote their motivation and engagement in the learning process.

The results of the study showed that the task-based vocabulary instruction program was effective in promoting learners' vocabulary acquisition and retention. The learners in the experimental group who received the task-based vocabulary instruction program outperformed the learners in the control group who received traditional vocabulary instruction in both vocabulary recognition and production.

Therefore, while both studies share the common use of task-based approach in vocabulary instruction, they differ in terms of the specific tasks used and the target learners.

1.9   Advantages of Task Based Language Teaching

1. Authenticity: TBLT encourages learners to use language in real-world situations that are relevant to their lives, making learning more meaningful and engaging (Willis & Willis, 2007).

2. Communication: TBLT emphasizes the development of communication skills and the ability to use language to accomplish tasks, which is essential for successful communication in real-life situations (Skehan, 1998).

3. Motivation: TBLT provides learners with a sense of accomplishment and progress as they complete tasks and achieve goals, which can be motivating and help learners to maintain their interest in language learning (Nunan, 2004).

4. Contextualization: TBLT places language learning in a meaningful context, helping learners to better understand and remember new language items (Ellis, 2003).

5. Learner-centered: TBLT is learner-centered, which means that learners have a more active role in their own learning process and can choose tasks that are relevant and interesting to them (Willis & Willis, 2007).

6. Authentic Assessment: TBLT provides authentic assessment opportunities, allowing learners to demonstrate their language skills in real-life situations and receive feedback on their performance (Long & Crookes, 1993).

7. Cognitive engagement: TBLT encourages learners to use higher-order thinking skills such as analysis, synthesis, and evaluation, which can enhance their cognitive engagement and promote deeper learning (Willis & Willis, 2007).

1.10 Comparing Traditional and Task-Based Language Teaching Classrooms

A Comparative Analysis:

Table 1.1 Traditional classroom and TBLT classroom (Nunan, 2005, p48)

Traditional Classroom	TBLT Classroom
• Teacher-centered approach • Emphasis on the transmission of knowledge • Focus on grammar and vocabulary Instruction • Controlled and mechanical practice Activities • Passive role for learners • Teacher as the primary source of information and decision-maker • Pre-determined syllabus and curriculum • Evaluation based on tests and exams	• Learner-centered approach • Emphasis on meaning-focused communication • Integration of language skills in authentic tasks • Opportunities for active, purposeful language use • Active role for learners • Learners as co-constructors of knowledge and decision-makers • Flexible syllabus based on learners' needs and interests • Evaluation based on performance of communicative tasks

1.11 "Challenging Task-Based Language Teaching (TBLT):

Criticisms and Considerations"

During the development of Task-Based Language Teaching (TBLT), critics have emerged due to misconceptions about the nature of "task" (Ellis, 2009). As is often the case with new approaches, theorists and researchers initially support it, while critics soon follow. TBLT challenges educators who are accustomed to traditional teaching methods that are easier and require less effort on the teacher's part. However, implementing TBLT can present challenges for both teachers and students.

1.11.1 Task Difficulty

The tasks in TBLT may be difficult to understand, requiring more time, attention, and resources (Ganta, 2015).

1.11.2 Cognitive & Linguistic Demands

In TBLT, learners may encounter unfamiliar vocabulary and structures, especially in EFL classrooms where students have limited prior knowledge of the target language.

1.11.3 Authenticity of the Task

The authenticity of tasks in TBLT has been questioned. Some tasks, such as describing a picture for someone to draw, identifying differences between pictures, or telling a story based on pictures, may not reflect real-life situations.

Conclusion

In conclusion, this chapter has provided an overview of TBLT, highlighting its theoretical foundations, core principles, challenges, and potential benefits. While TBLT is not without its criticisms and implementation difficulties, its focus on meaningful communication, task engagement, and learner-centeredness offers promising avenues for enhancing language teaching and learning. By recognizing the strengths and addressing the challenges associated with TBLT, language educators can effectively implement this approach and create engaging and meaningful language learning experiences for their learners.

Chapter Two
Vocabulary Development

Outline

Introduction

Vocabulary is undeniably a fundamental aspect of language learning, serving as the building blocks for effective communication. Without a strong grasp of words and their meanings, other language components such as grammar and syntax lose their purpose. This chapter delves into the significance of vocabulary, exploring its role as a cornerstone in language acquisition. It examines the distinction between receptive and productive vocabulary knowledge, shedding light on the different functions and learning processes associated with each. Furthermore, the chapter delves into the breadth and depth of word knowledge, emphasizing the importance of not only the quantity but also the quality of vocabulary understanding. By investigating various teaching and learning strategies, as well as testing techniques, this chapter aims to equip learners with practical approaches to expand their vocabulary and enhance their overall language proficiency. Ultimately, a comprehensive understanding and command of vocabulary empower individuals to express themselves with precision and fluency.

2.1 Definitions of Vocabulary

Thompson (1993) defines vocabulary as the collection of words used in a specific language. This definition is supported by Ur (1996), who adds that vocabulary refers to the words taught in a foreign language. Furthermore, Ur notes that vocabulary can encompass more than individual words, including phrasal verbs, idiomatic expressions, and collocations such as "break down," "behind the scenes," and "father-in-law," which combine to express a single idea. Additionally, vocabulary can include multi-word idioms where the meaning of the phrase cannot be deduced from the individual meanings of its components. Therefore, Ur suggests using the term "vocabulary items" rather than "words" to encompass these various linguistic units (Ur, 1996, p. 60). Another perspective is provided by Wallace (1982), who emphasizes that vocabulary is not an isolated skill but forms the foundation of language literacy. Vocabulary extends beyond individual words and can include lexical units or word phrases that possess a single unique meaning. Consequently, it is preferable to learn vocabulary in the context of language learning.

According to Hornby (1995), vocabulary is defined as the complete inventory of words within a language, comprising a list of words along with their meanings. Hatch and Brown (1995) describe vocabulary as a collection of words specific to a particular language or the words employed by individual speakers of that language. Richard and Renandya (2002) emphasize that vocabulary is the foundation of language proficiency and skill, as it reflects

the learner's competence across the four language skills. In essence, vocabulary holds paramount importance in any language, including English as a Foreign Language (EFL). Consequently, the effective utilization of vocabulary is crucial for learners to engage in various language skills.

Schmitt (2000) defines vocabulary as the collection of words within a language that an individual is familiar with and utilizes in specific activities. Similarly, Merrian (1998) suggests that vocabulary consists of a compilation of words and phrases, often organized in alphabetical order and accompanied by explanations or definitions. Additionally, Nunan (1991) asserts that vocabulary is an integral component of the language system and is closely interconnected with grammar, to the extent that they cannot be treated as separate entities. Based on the previous definitions, it can be inferred that vocabulary encompasses the entirety of words necessary for effective communication and expression of ideas. Additionally, it is evident that vocabulary holds significant importance in the instruction and acquisition of English as a Foreign Language (EFL), as its impact is evident in various language aspects such as grammar and syntax. Hence, it can be concluded that vocabulary serves as the vital core of a language, and without its mastery, language proficiency cannot be achieved.

2.2 The process of Vocabulary Acquisition

The process of vocabulary acquisition, as described by previous scholars and linguistics scholars, involves several key factors. According to Schmitt (2000), vocabulary acquisition is a gradual process in which individuals acquire and learn words over time through exposure and engagement with the language. This process is influenced by various factors such as frequency of word occurrence, context, and meaningful interaction.

Furthermore, Nation (2001) emphasizes the importance of extensive reading and listening as effective strategies for vocabulary acquisition. According to him, encountering words repeatedly in meaningful contexts helps learners build their vocabulary knowledge and develop a deeper understanding of word meanings.

In addition, Laufer and Hulstijn (2001) highlight the significance of deliberate vocabulary learning strategies. They suggest that learners can actively engage in tasks such as word association, word formation, and using vocabulary in context to enhance their vocabulary acquisition.

Moreover, contextualized and meaningful exposure to vocabulary is emphasized by Thornbury (2002). He argues that vocabulary should be taught in authentic, communicative contexts rather than through isolated word lists or drills. Providing learners with opportunities to use vocabulary in real-life situations enhances their understanding and retention of words.

Overall, the process of vocabulary acquisition involves exposure to words in meaningful contexts, extensive reading and listening, deliberate learning strategies, and authentic language use. These factors work together to facilitate the development of a learner's vocabulary knowledge and proficiency.

2.3 The Importance of Vocabulary

Undoubtedly, vocabulary holds the most importance in the realm of English as a Foreign Language (EFL) teaching and learning. It serves as the fundamental pillar of any language, rendering other language components, such as grammar, morphology, and phonology, futile without its presence. The absence of vocabulary can result in a breakdown of effective language communication. Essentially, when learners possess a specific meaning or concept they wish to convey, a rich store of vocabulary becomes essential for selecting appropriate words to express that intended meaning. This viewpoint is shared by various researchers. For example, Wilkins (1972) emphasizes that the ability to produce grammatically correct sentences holds limited value if one lacks the necessary vocabulary to convey intended messages. According to Wilkins, while grammar plays a significant role in conveying meaning, vocabulary is indispensable as it forms the basis for effective communication (p. 97). Krashen (1993) supports this perspective by noting that when students travel, they rely on dictionaries rather than grammar books (p. 25). Furthermore, Folse (2004) argues that limited vocabulary knowledge leads to less effective communication. Additionally, learners can express their ideas even without perfect grammar, but without a sufficient vocabulary repertoire, they struggle to articulate their intended concepts.

The acquisition of vocabulary poses significant challenges for EFL learners. This difficulty arises from the vast and seemingly endless nature of the vocabulary system that learners must acquire. Unlike syntax, phonology, and grammar, vocabulary lacks clear rules that learners can follow to develop their knowledge. In EFL vocabulary learning, it is not always apparent which rules apply or which vocabulary items should be prioritized. Oxford (1990) supports this notion by asserting that vocabulary is the largest and most unwieldy aspect of learning any language, be it a foreign or native language, due to the multitude of meanings

associated with thousands of words. Despite the difficulties involved, EFL learners are still required to demonstrate their vocabulary knowledge in examinations, as noted by Schim (1999), who states that vocabulary has traditionally been a component assessed in language tests (p. 189).

In addition, a considerable number of learners perceive EFL primarily as the acquisition of vocabulary. Consequently, they dedicate a significant amount of time to memorizing lists of EFL words, heavily relying on bilingual dictionaries as their primary communicative tool. This awareness has led language teachers and scholars to recognize the significance of vocabulary learning and continually seek out innovative methods to enhance its effectiveness.

2.4 Categories of Vocabulary Knowledge

Vocabulary knowledge can be categorized into two main distinctions. The first distinction is between receptive and productive vocabulary, which pertains to how vocabulary is learned and used. Receptive vocabulary refers to the understanding and recognition of words, while productive vocabulary refers to the active use of words in speaking or writing. The second distinction is the breadth and depth of word knowledge, which relates to the quantity and quality of vocabulary knowledge. This encompasses the range of words known and the level of understanding and proficiency in using those words.

2.4.1 Receptive vs. Productive of Vocabulary Knowledge

According to Nation (2001), vocabulary knowledge can be divided into two categories: receptive vocabulary and productive vocabulary. Receptive vocabulary refers to the words that individuals can understand when listening or reading. On the other hand, productive vocabulary consists of the words that individuals can correctly use when writing or speaking. Nation suggests that people often acquire receptive vocabulary before developing productive vocabulary, and they may encounter difficulties in expressing themselves orally or in writing despite their good comprehension skills.

Hiebert and Kamil (2005) further elaborate on this distinction by stating that productive vocabulary consists of words that students are familiar with, frequently encounter, and have a good grasp of. In contrast, receptive vocabulary includes words that students may have limited knowledge of and encounter less frequently. Receptive knowledge implies that students can comprehend the meaning of a word, but they may struggle to use it in their own speaking or writing.

It is worth noting that the terms passive and active are sometimes used interchangeably with receptive and productive, respectively (Meara, 1990; Corson, 1995; Laufer, 1998). This means that receptive vocabulary is often associated with passive knowledge, where individuals can understand the word but may not actively produce it, while productive vocabulary is linked to active knowledge, where individuals can actively use the word in their communication.

Overall, the distinction between receptive and productive vocabulary highlights the difference between understanding words in context and actively using them in language production.

2.4.2 Breadth and Depth of Word Knowledge

According to Qian (2002), vocabulary learning can be conceptualized in terms of two dimensions: breadth and depth. The distinction between breadth and depth aligns with the difference between quantity and quality. Breadth of vocabulary knowledge refers to the sheer number of words known to an individual, indicating the size of their lexical repertoire. An individual is considered to have a wide vocabulary knowledge if they possess a vast number of words and their surface meanings, at the very least.

In contrast, depth of vocabulary knowledge refers to the extent to which an individual truly understands and knows a word. It goes beyond a single definition in a single context. Depth of vocabulary knowledge encompasses various lexical aspects, such as phonemic (related to pronunciation), graphemic (related to spelling and writing), morphemic (related to word formation), syntactic (related to word usage in sentences), semantic (related to word meaning), collocational (related to word combinations), as well as considerations of frequency and register.

In other words, depth of vocabulary knowledge delves into a comprehensive understanding of a word's features and usage across different linguistic dimensions. It involves a more nuanced grasp of a word's various properties and its appropriate application in diverse contexts.

Overall, the breadth and depth of vocabulary knowledge capture different aspects of vocabulary acquisition, with breadth focusing on the quantity of words known and depth emphasizing the quality of understanding and proficiency in various linguistic aspects of those words.

2.5 Vocabulary Teaching and Learning Strategies

In order to achieve proficiency in a language, it is necessary to acquire its vocabulary. As a result, educators and scholars have endeavoured to identify effective strategies that can enhance and facilitate this process.

2.5.1 Vocabulary Teaching Strategies

According to Ghazal (2007, p. 84), vocabulary teaching should not only focus on teaching specific words but should also aim to provide learners with strategies to expand their vocabulary knowledge. Various teaching strategies have been employed to facilitate the learning of numerous words.

Ghazal (2007) proposes a three-stage approach for vocabulary learning. Firstly, the pronunciation of the word is introduced to establish a connection between the word's form and its meaning, and students are encouraged to pronounce the word correctly. Secondly, the meaning of the word is explained using definitions or explanations that are clear and composed of familiar words. Finally, examples are provided to illustrate the usage of the word, and students' understanding is assessed through questions.

In addition, Ur (1996, p. 63) presents a list of techniques that teachers can employ to teach new vocabulary:

1. Concise definition: Students prefer to understand the meaning of words through brief definitions.

2. Detailed description: Providing additional details about the word, such as its appearance or qualities, to aid students in interpreting its meaning.

3. Examples: Demonstrating the meaning of words by using them in sentences.

4. Illustration: Utilizing various aids, such as audio, visual, or audio-visual materials, to support the understanding of words.

5. Context: Using contextual information, such as reading a story or novel where the word appears, to convey word meanings.

6. Synonyms: Offering different meanings of the same word to enhance understanding.

7. Opposites: Presenting antonyms of the word to aid comprehension.

8. Translation: Occasionally referring to the student's first language to facilitate understanding.

9. Associated ideas or collocations: Introducing words or ideas that are commonly combined with the target word.

In summary, these strategies aim to enhance vocabulary learning by providing clear explanations, using examples and contextual information, and leveraging various teaching aids and techniques.

2.5.2 Vocabulary Learning Strategies

The process of learning English vocabulary varies among students, as each individual has their own preferred learning method. However, Hatch and Brown (1995, p. 373) outline five steps for effective vocabulary learning:

1. Exposing oneself to various sources that introduce new words, such as engaging in games, listening to music, watching movies, or utilizing other techniques that provide an interesting and motivating environment for vocabulary acquisition.

2. Developing a clear understanding and mental image of the words by utilizing visual aids, auditory aids, or a combination of both.

3. Acquiring the meanings of words by utilizing resources such as dictionaries or understanding the context in which the words are used.

4. Establishing strong memory connections between the form (spelling, pronunciation) of the words and their meanings, reinforcing the retention of vocabulary knowledge.

5. Actively incorporating the learned words into one's language usage, practicing their usage in various contexts and communicative situations.

By following these steps, learners can enhance their vocabulary learning process and effectively incorporate new words into their active language repertoire.

According to McCarthy (1994, p. 4-14), there are several techniques that can be employed to facilitate vocabulary learning. These techniques can be categorized as follows:

A. Learning through word associations: This involves learning words that are associated with each other, either in terms of meaning or grammar. It also includes learning words that share the same root or etymology.

B. Learning through visual aids: Visual aids such as pictures, diagrams, word trees, and word forks can be used to enhance vocabulary learning.

C. Learning through organizing vocabulary networks: This technique involves organizing words based on their meanings or using various types of diagrams. Words can also be organized by their word class or part of speech.

D. Learning through word properties: This includes learning the names of basic parts of speech in English, words related to verbs (such as regular/irregular or transitive/intransitive), word families, words related to word formation, pronunciation, and words describing punctuation.

E. Using dictionaries: The use of dictionaries can greatly assist learners in understanding word meanings and expanding their vocabulary.

By employing these techniques, learners can enhance their vocabulary acquisition process and develop a more comprehensive understanding of words and their usage.

2.6 Testing Vocabulary knowledge

According to Schmitt (2000), there are various types of vocabulary tests that teachers can utilize to assess students' vocabulary knowledge. These tests serve different purposes and provide insights into different aspects of vocabulary proficiency. The four main types of vocabulary tests identified by Schmitt are as follows:

a) **Achievement test:** This test is designed to determine whether students have successfully learned the words that were taught or expected to be learned.

b) **Diagnostic test:** The purpose of this test is to identify the specific vocabulary difficulties or gaps that students may have. It helps teachers understand the areas where students require further instruction or support.

c) **Placement test:** This test is employed to assess students' vocabulary level and determine the appropriate class or instructional level for them based on their vocabulary proficiency.

d) **Proficiency test:** The aim of this test is to measure the overall size of students' vocabulary. It provides an indication of the extent of their vocabulary knowledge.

By using these different types of vocabulary tests, teachers can gain a comprehensive understanding of students' vocabulary achievement, identify their specific difficulties, place them in suitable instructional settings, and evaluate their overall vocabulary proficiency.

2.7 Vocabulary Assessments and Testing Techniques

Ur (1996) suggests several vocabulary testing techniques that can be used to assess students' vocabulary knowledge. These techniques serve different purposes and provide insights into various aspects of vocabulary proficiency. The recommended techniques include:

1. Multiple-choice: This technique involves providing options and asking students to select the correct answer. It can be time-consuming to create, but if the choices are clear, it can be quick and easy to grade.

2. Matching: In this technique, students are asked to match vocabulary items with their corresponding meanings or definitions. It is relatively easier to compose than multiple-choice questions.

3. Word combination matching: This technique assesses whether students are aware of combined words and their meanings without directly testing their understanding.

4. Odd one out: Students are presented with a set of words, and they need to identify the word that does not belong to the given category. This technique focuses on testing meaning and can be interesting and straightforward to grade.

5. Writing sentences: Students are required to use vocabulary items in meaningful sentences. While this technique doesn't test spelling or pronunciation, it assesses other aspects of vocabulary knowledge. It can be challenging to objectively grade.

6. Dictation: This technique tests students' ability to recognize and spell vocabulary items based on their aural recognition. It is relatively easy to administer and check.

7. Dictation and translation: Students are dictated vocabulary items and asked to provide translations. This technique checks meaning and spelling, although there may be challenges with exact translations.

8. Gap-filling: Students are given sentences with missing words, and they need to fill in the gaps with the appropriate vocabulary items. This technique assesses meaning, spelling, grammar, and collocation.

9. Gap-filling with a "pool" of answers: Similar to gap-filling, but students are provided with a list of options to choose from when filling in the gaps. It tests meaning, grammar, and collocation to some extent.

10. Translation: This technique assesses all aspects of vocabulary knowledge by requiring students to provide translations of words or sentences.

11. Sentence completion: Students are given incomplete sentences, and they need to fill in the missing words. This technique tests meaning and can be personalized and engaging for students.

By employing these vocabulary testing techniques, teachers can assess different dimensions of students' vocabulary knowledge effectively.

Conclusion

In conclusion, this chapter has explored the significance of vocabulary in language learning and highlighted its foundational role in effective communication. The distinction between receptive and productive vocabulary knowledge has been discussed, emphasizing the importance of developing both aspects. The breadth and depth of word knowledge have been examined, underscoring the quantity and quality of vocabulary understanding. Additionally, various teaching and learning strategies, as well as testing techniques, have been presented to facilitate vocabulary acquisition. Ultimately, by actively engaging with vocabulary resources and employing effective strategies, learners can expand their lexical repertoire and enhance their overall language proficiency, enabling them to communicate confidently and effectively. The next chapter then will be devoted to analyse teachers' learners' interview.
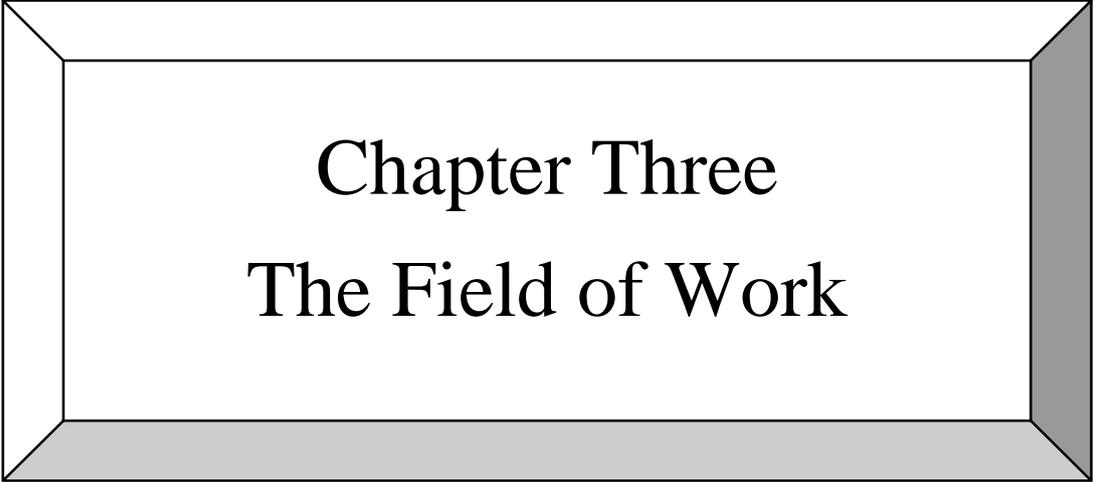
Chapter Three

The Field of Work

Outline

Chapter Three -Field Work

Introduction

The third chapter is devoted for the practical part of the present research work. It focuses on the data collection and analysis of the gathered results. It is the case study about an educational situation where we have tried to develop the vocabulary through effective strategies and activities. It consists of two interviews to investigate; the first is for students of second year EFL learners LMD system at Kasdi Merbah University, aiming to find out whether learners give importance TBLT approach or not. That is, if EFL learners give importance to the valuable activities that teachers provide inside the oral expression in order to interact and participate within the classroom. The second one is for teachers of oral expressions within the same department which aim to investigate the teachers' opinions about the use of TBLT approach to enhance the students' vocabulary. So, the chapter sheds light on main results gathered after describing the research instruments, the informant's profiles and data analysis methods.

3.1. Research Design

Scholars see that case study is neither a methodology nor a method rather a research design. Gerring (2004) stated, Case study is a… research design best defined as an intensive study of a single unit (a relatively bounded phenomenon) where the scholar's aim is to elucidate features of a larger class of similar phenomenon. (p.341).

The study design is likely to consist of the research conclusions and results that have been derived and achieved from a series of questions analysed and interpreted (Yin, 2003, p.341). Furthermore, Yin (1994) defined a case study as: "an empirical inquiry that investigates a contemporary phenomenon within its real-life contexts, especially when the boundaries between phenomenon and context are not clearly evident… [And] relies on multiple sources of evidence" (p.13).

Case studies will be used to collect information for this study. To enables Researchers relate collected data to conclusions. Which is useful for work consistency. Researchers can carefully examine situational data through case studies. Generally, case studies examine contemporary phenomenon by selecting a very limited number of people as the subjects of study. Case study, in its essence, can be defined as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used." Stake (1994) distinguishes between three types of case studies. First, intrinsic, if it is essential and the full

interest is in the case itself because of its special features. Second, instrumental, when the primary purpose of examining cases is to provide insight into the problem. In this way, several cases can be examined together. Finally, collective, many scholars agree that it's instrumental studies that are extended to a variety of cases. Also called multiple-case study.

3.2. Target Population

3.2.1. The students

The entire population if our study is made up of second year English students at Kasdi Merbah University, Ouargla, Algeria. It is composed of a sample of 20 students (Males and females), their ages approximately, varied from 18 to 35, from a total population of about 250 students divided into six groups. The informants have been randomly chosen from two groups five and six to respond to the research instruments addressed to them. Which seems sufficient for the study and to decode the results come after. They represent the whole population and they are the reflection of second year students at English language department.

3.2.2. The Teachers

In the present study, we deal with a sample of 03 EFL teachers from Kasdi Merbah University of Ouargla, Algeria, selected randomly from the same department. The reason from this choice is to explore their attitudes towards the implementation of Task-Based approach in the oral classroom.

3.3. The Research Instruments

In this study, the following instruments have been implemented: two interviews. The first one administered to the students in order to diagnose their reactions about TBLT and if this method really helps them to acquire more vocabulary and to communicate easily. The second interview was directed to the teachers of oral Expression and comprehension to know their view and attitudes towards the implementation of TBLT. Interviews are clarified in the above figure (Research Instruments) to collect data for a deep investigation and from a great source of insight.
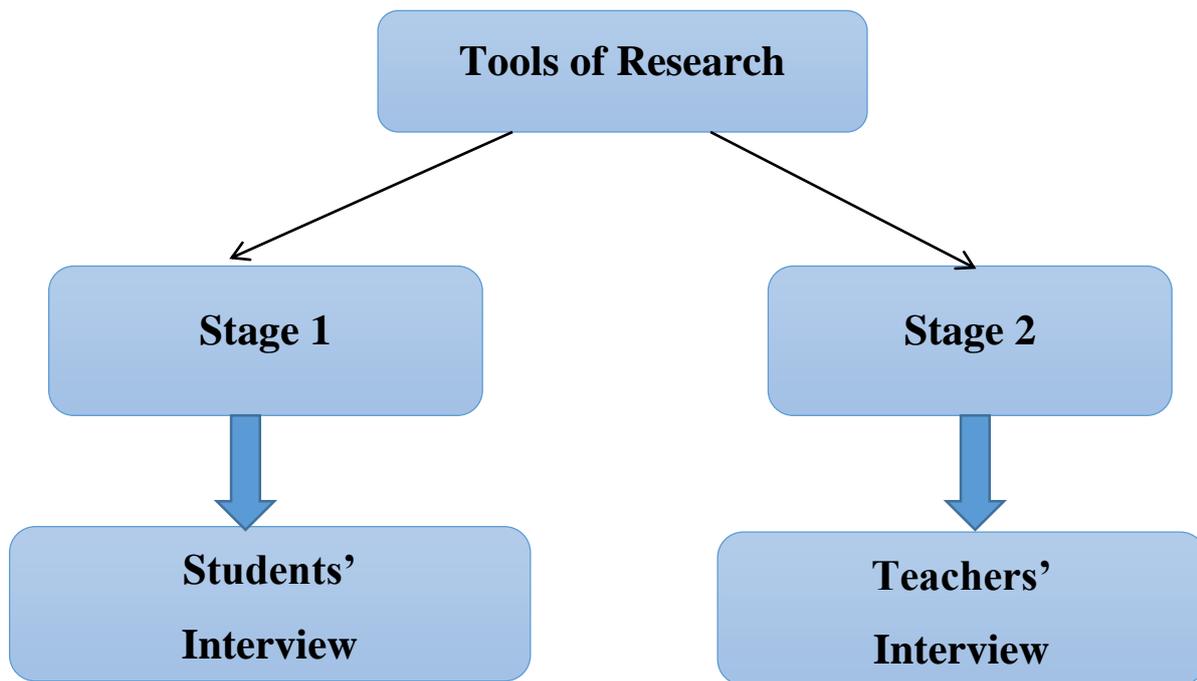
Figure 3.01. Research Instruments used in the present study

3.3.1. Description of the Interview

The data gathering tool was conducted in this work was the use of the interview. It is addressed to both second year EFL students and teachers at Kasdi Merbah University of Ouargla to collect data for a deep investigation and from a great source of insight. The interview is a common tool used by researchers which provide data, being from the hardest one because it require much time and energy to be done. However it provide more accurate results. It is a collection of numerous questions which can be close, open and multiple choice questions. Thus, it allows us to collect more information precisely.

For our study we devised two interviews that contain closed questions (yes/ no questions), questions of multiple choice type; where students and teachers have to choose, and also open questions and views to justify their choices. The first one was administered to students to diagnose their reactions about TBLT and if this method really help them to acquire more vocabulary and to communicate easily. The second interview was directed to the teachers of oral production at English department in order to know their views and attitudes towards TBLT. Our questions are basically split into two main sections which cover thevariables selected.

3.3.1.1. The students' Interview

The students' interview was conducted for second year English students of Kasdi Merbah University. It is consisted of (11) questions under two sections designed for them to achieve The purpose of this work. That is, to confirm or disconfirm the hypothesis. It also gives the students the chance to express themselves and say their opinions about enhancing their vocabulary. The first section deals with the students' perceptions and attitudes towards vocabulary and the speaking skill. While the second one aims to gain information about the students' attitudes towards TBLT.

The students' interview was conducted with 20 students out of total of 200 who made up the target population. Students were given the same knowledge and instructed to answer individually. Their responses are kept privet, and their participation is greatly welcomed. All of the interviews were filled out in the presence of the research, who when over each question with the students one by one. The students spent over 15 minutes answering the interview' questions. The interview was administered in good conditions.

3.3.1.2. The teachers Interview

The teachers' Interview was designed for oral expression and comprehension module at the English department of Kasdi Merbah University, Ouargla. It includes 10 questions divided into 03 sections. The first section is about teachers' background. The second section tackles the teaching vocabulary process. While the third one deals with teachers' attitude towards using TBLT in teaching vocabulary. This interview was administered to 03 teachers of English as a foreign language. And it took almost 30 minutes of their time to reveal their points of view about TBLT which aim at developing students' vocabulary and which strategies and activities they use to reinforce it. It tries to ask for suggestions they give to a better EFL speaking performance.

3.4. Description of Findings

3.4.1. Data analysis of Students' Interview

The results of the data collected serve to examine the impact of Task Based Approach (TBLT) in enhancing the students' vocabulary and their oral performance in or outside the classroom. Here is an analysis of each section separately.

Section One: Learner's Perceptions and Attitudes towards Vocabulary and the Speaking Skill.

Question One: Your Speaking Level Will enable you to Improve Your Oral Expression.

Does your level enable you to express yourself orally?

a) Yes   b) No

We want to know behind this question, what is the leaners attitude towards speaking skill as far as this question is related to the next question. As for the results, the majority of the participants (15) had answered by "Yes", meanwhile five (05) learners stated "No" as they have different expectations. (See table and chart 01)

Table.3.01: Students' Speaking Skill Level Enable him to improve his Oral Expression.

Question One	Choice a)	Choice b)
Frequencies %	75 %	15 %
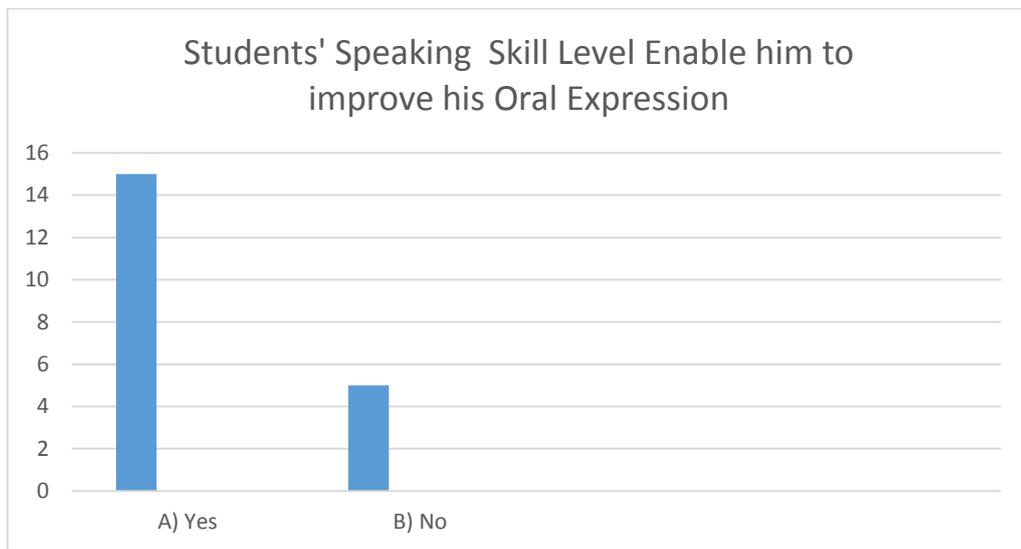
Figure.3.02. Students' Speaking Skill Level Enable him to improve his Oral Expression

Question Two: Assessments of Students Current Vocabulary in English

Do you think that you have enough vocabulary that enables you to speak fluently?

a)Yes   b) No

Question one is designed to unveil the auto evaluation of EFL students' vocabulary. Consequently, the majority of learners (9) consider their level as "average". Whereas (6) participants state "yes". However, five (5) participants state "no". Learners often relate their vocabulary level to how well or bad they can comprehend and produce the language in spoken forms. (See table and chart 02)

Table.3.02. Assessments of Students Current Vocabulary in English

Question One	Choice a /	Choice b /	Choice c /
Frequencies %	**30 %**	**45 %**	**25 %**
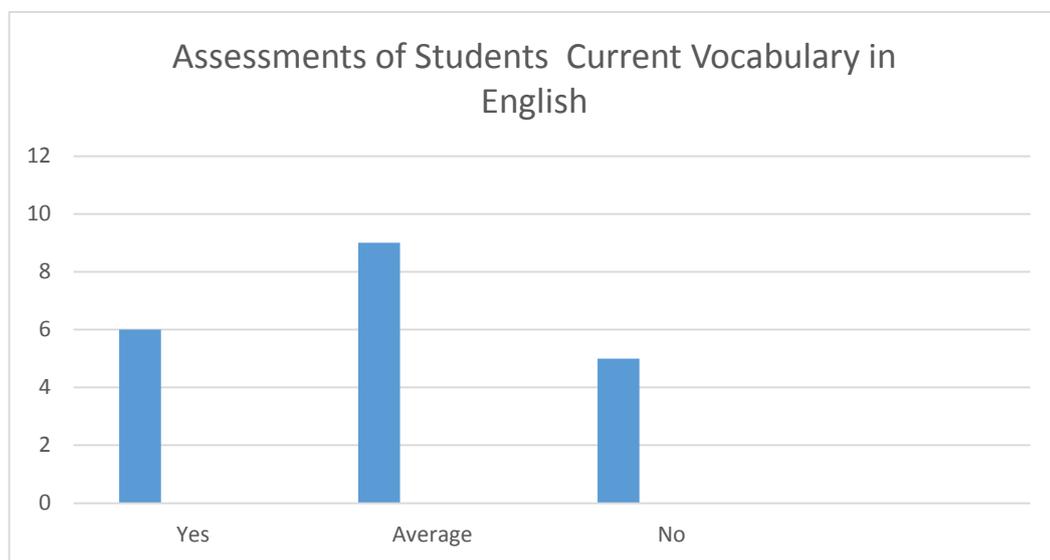
Figure.3.03. Assessments of Students Current Vocabulary in English

Question Three: Students' Point of View on which Skill wants to develop.

What is the most important skill that you want to develop?

a) Speaking   b) Reading   c) Listening   d) Writing

The aim was to investigate if the EFL students give much importance to the speaking skill compared to other skills and to know which one will be developed by them. As for the result, the most of the students (11) had given importance to develop speaking skill. Whereas, there are (04) students wanted to develop the speaking and writing skill. (03) students wanted to develop writing skill. (01) student wanted to develop the four skills. In the other hand, only one student wanted to develop speaking, reading, and writing skill. While none of them had chosen the listening and reading skill alone. (See table and chart 03)

Table.3.03. Students' Point of View on which Skill wants to develop:

Question Two	Choice a/	Choice b/	Choice c/	Choice d/	Choice a,b,c&d	Choice a&d	Choice a,b&c
Frequencies %	55 %	0 %	0 %	15 %	5 %	20 %	5 %
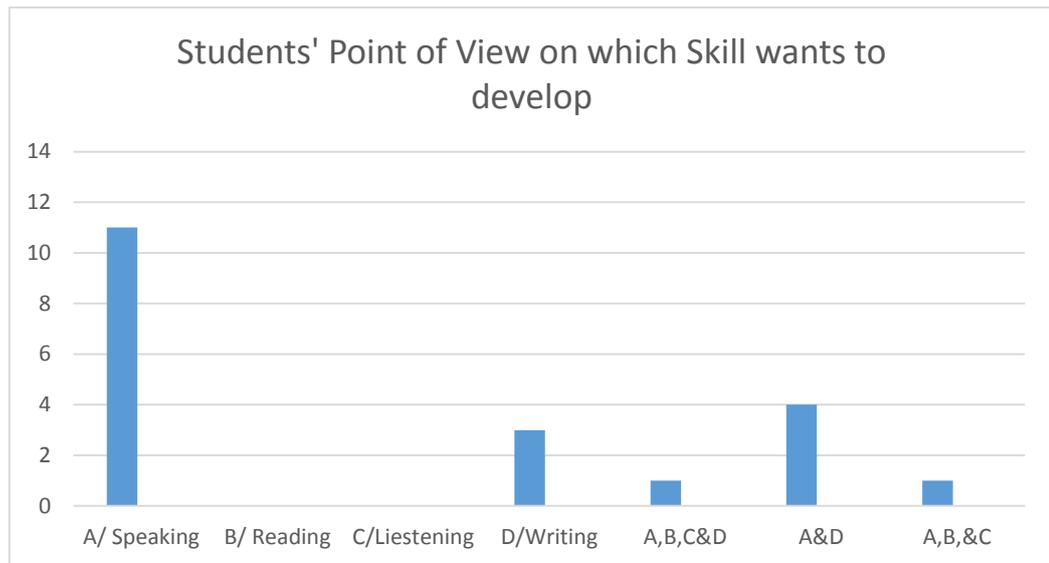
Figure.3.04. Students' Point of View on which Skill wants to develop.

Question Four: Students' Comfortable / Motivation during the Oral Session.

Do you feel comfortable and motivated in oral expression session?

a) Yes   b) No

   The aim behind this question is to know whether students are satisfied, motivated, and comfortable about the oral production modules for improving their vocabulary.

   In consequence of this question, we found that some of them (05 students) answered that they are not comfortable during the oral session. Whereas the majority of them (15 students) stipulate that, they are comfortable and motivated and they can develop their vocabulary as well as the speaking skill which is of a great importance. (See table and chart 04)

Table.3.04. Students' Comfortable / Motivation during the Oral Session.

Question Three	Choice a /	Choice b /
Frequencies %	75 %	15 %
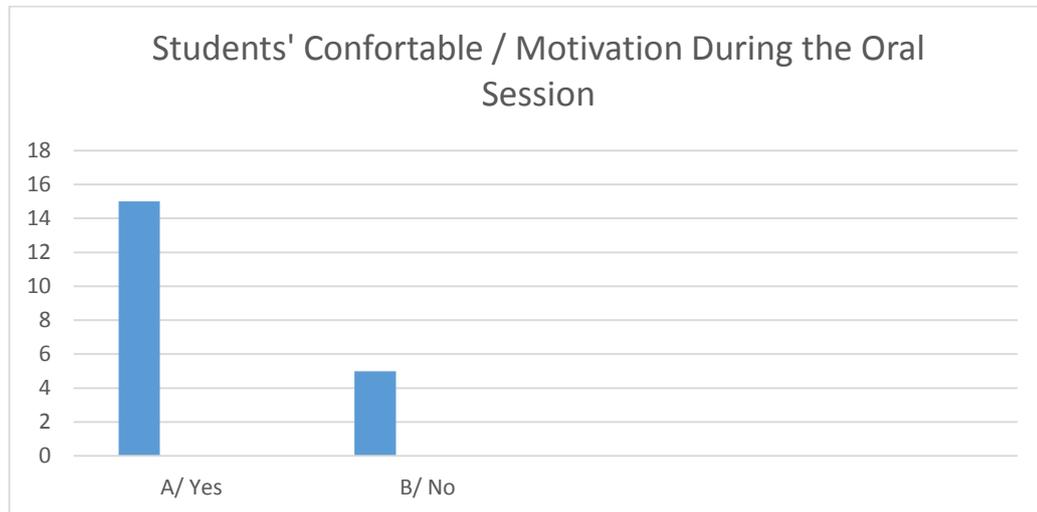
Figure.3.05. Students' Comfortable / Motivation during the Oral Session.

Question Five: Students' point of view on participation on oral session.

How do you participate in the oral session?

    a) Always   b) Sometimes   c) Often   d) Rarely

    The aim behind this question is to know the students' frequency of using the language and their motivation to speak and discuss using it. In consequence of this question, we found that Nine (09) participants state that they "always" participate in oral session. Two (02) students of our sample stated that they "often" participate, while (8) students say that they "sometimes"4 participate, the remaining (01) participants state that they "rarely" participate.

Table.3.05.1. Students' Point of View on Participation on Oral Session.

Question Four	Choice a)	Choice b)	Choice c)	Choice d)
Frequencies %	45 %	10 %	40 %	5 %
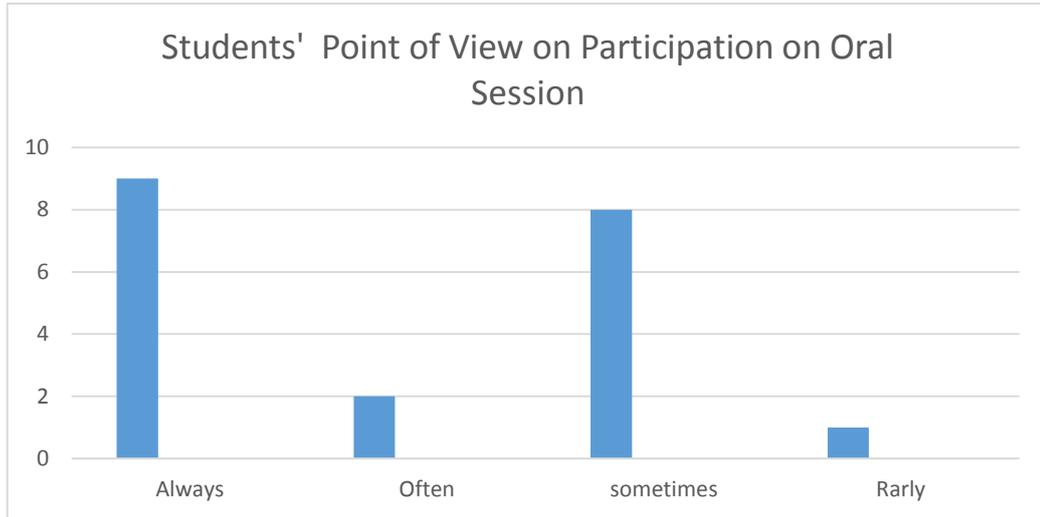
Figure.3.06. Students' Point of View on Participation on Oral Session.

The Justification of the Students' Choice are in the table below:

Table3.05.2. Students' Justification about their Participation on Oral Session

Choices	Justification	Participants	Frequencies %
Always	1-I feel motivated and I like this module 2- I want to gain more vocabulary 3- I like the way and the activities provided by the teacher	9	45 %
Often	1-I like to exchange ideas and new information 2-To let the opportunity to my classmates	2	10 %
Sometimes	1-Sometimes I don't have the answer 2-It depends if I am interesting in the topic 3- To avoid teachers' criticism	8	40 %
Rarely	1- I have a fear of public speaking	1	5 %

The collocated data from table (05.2) we can say that the majority of students (09) participate (always interpreted by 45 % Frequencies) i.e. satisfying feeling comfortable, liking the material

season. Whereas, (08) learners participate sometimes because of shyness and avoiding teachers' criticism, or don't having the answer (lack of ideas or lack of vocabulary (vocabulary deficiency)), or because of they are not interesting in the topic. (02) students participate often because of their desire to exchange new ideas, and because they are studying in large group which does not offer them the opportunities to participate always. Only (01) students say that s/he is rarely participate and s/he justify his/her choice, s/he is has a fear of public speaking and s/he feel stressed during the course.

Question Six: Teacher Influence to Support Students to Speak.

Does your teacher of oral expression encourage/urge you to speak?

a) Yes   b) No

The aim behind this question is to know the students' opinion about teacher influence on them. In consequence of this question, we exactly found that (18) students were positive declaring, "Yes teachers do encourage them to speak". While the rest of the participants (02) answered negatively stating that the teachers do not encourage and push them to speak.

Table.3.06: Teacher's Influence to Support Students to Speak.

Question Five	Choice a)	Choice b)
Frequencies %	90 %	10 %
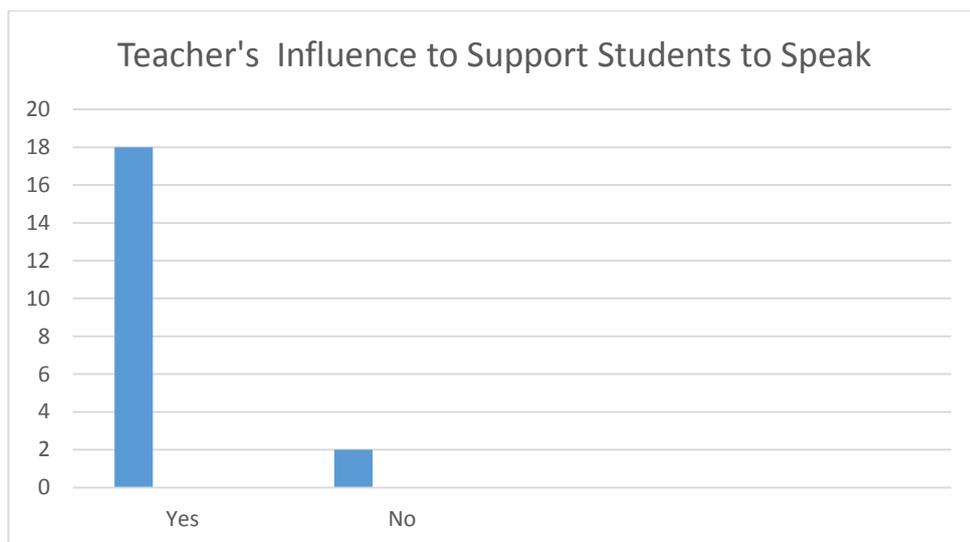
Figure.3.07: Teacher's Influence to Support Students to Speak.

Question Seven: Atmosphere of Oral Session Class.

How would you describe the atmosphere of your oral classes?

a) Acceptable   b) Funny   c) Motivating   d) Boring

The aim behind this question is to describe the atmosphere during oral session. From (table and chart 07), the majority of the students (08) answered positively declaring that the atmosphere of the class friendly and acceptable. While (06) stated that it is motivated. (02) students stated that it is funny. Other (02) students consider it as acceptable and motivated. How weather, one student stated that it is funny and motivated. We believe that their answers were due to the good relation that exists between them and their classmates and between them and the teacher.

However, only (01) student consider it as boring. We assume that s/he declared so because of the nature of the relation between him/her and his/her classmates and especially with the teacher and the kind of activities that he/she often uses.

Table.3.07: Atmosphere of Oral Session Class.

Question Six	Choice a)	Choice b)	Choice c)	Choice d)	Choices a & c	Choices b & c
Frequencies%	**40 %**	**10 %**	**30 %**	**5 %**	**10 %**	**5 %**
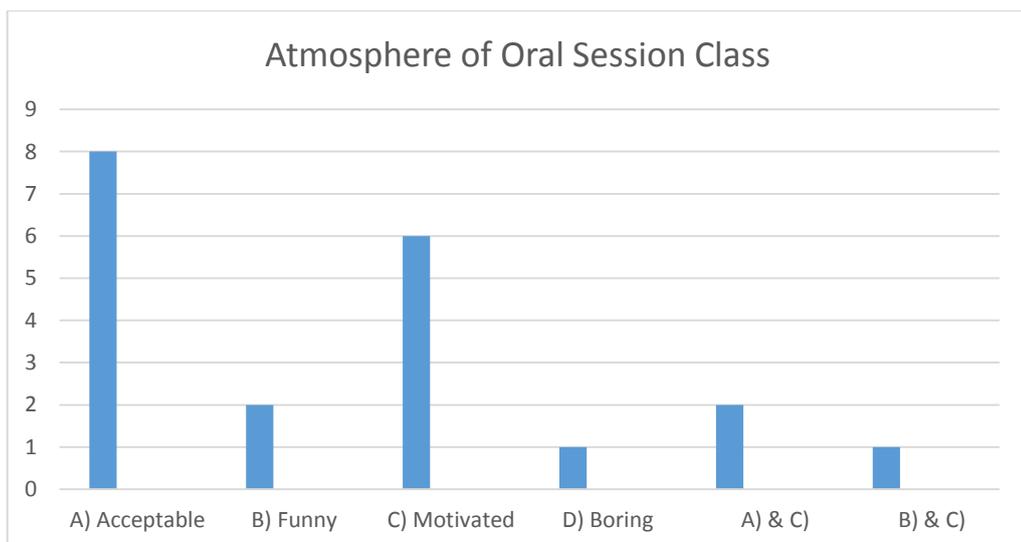
Figure.3.08: Atmosphere of Oral Session Class.

Section Two: Students' Attitudes towards Task Based Language Teaching.

Question One: Student's point of view about the activities which is provided by the teacher in oral expression.

What is your opinion about the activities provided by your teacher in oral expression?

- Does it develop your vocabulary speaking skill?

- Does it improve your oral performance?

a) Yes   b) No

The point from this question is to see whether the used activities which are provided by the teacher aim to develop their vocabulary. Consequently, the all of the participants (20) say that all the activities aim to developing the vocabulary. While none of them (0) say that it doesn't help to develop their vocabulary.

Table.3.08: Student's Point of View about the Activities

Question One	Choice a)	Choice b)
Frequencies %	**100 %**	**0 %**

Figure.3.09: Students' Point of View about the Activities

Below are Some of Students' justifications:

Student 01: "Yes, it is good and effective, I benefited from it and developed my vocabulary so much, I used to have problem with vocabulary but when the teacher give us the activities consist of multiword , phrasal verbs…etc. I brow some vocabulary from them, learn them by heart, and use them in my life."

Student 02: "Yes, true, true, true they do develop my vocabulary and improve my performance especially that they are type of activities that we have to present a kind of a text or interview, so when the others present their work the teacher give some remarks, in order to be more useful."

Student 03: "Yes, sure I benefited from them in developing my vocabulary, for me I am sure that every session I learn more than ten words, so I find myself every session having new vocabulary, also they really help me in developing my performance, because the teacher give us examples and the exact vocabularies that we have to depend on while presenting."

Student 04: "Yes, in my opinion I like them, I like this method, since he focused in raising our vocabulary; phrasal verbs; grammatical mistakes; and idiomatic expression, I like this way a lot, and I improved due to it. Although I was out of school for a very long time and when I came back I started from a very poor level.., but now and due to the oral session and his activities, oooh, you can't imagine how much vocabulary I gained, and now I can answer

Student 05: "Yes, they are helpful, they help me to get more words; expressions; idioms; vocabularies. It encourage me to speak, even for people who are scared of speaking. Those activities developed our communication skill with all type of people in different situations; for example: in: home; outside; university; restaurant; seeking for a flat; having a journey…etc., in different terms and different real life situations actually. I learn something new every session and I try to use it in my life."

(The remaining justifications provided by the students can be found in the appendices section.)

Question Two: The Role of Teacher in Classroom.

How do you describe your teacher?

a) Guider   b) Assessor   c) Facilitator   d) controller

The aim behind this question is to know teacher's role in classroom according to student's point of view. In oral sessions, teachers should be a guides; facilitating; and directing the learners to learn. But inhibition and communication apprehension. The majority of the students (25 %) describe their teacher as a guide, while (20 %) describe him/her as a facilitator. The remaining percentage indicating that the teacher can have multi-Task roles.

Table.3.09: Frequencies of Role of the Teacher in Classroom:

Question Two	Frequencies %
A) Guider	**25 %**
B) Facilitator	**20 %**
C) Assessor	**5 %**
D) Controller	**0 %**
A-B-C-D	**20 %**
A-B-C	**10 %**
A-B-D	**5 %**
B-C	**5 %**
A-C	**5 %**
A-D	**5 %**
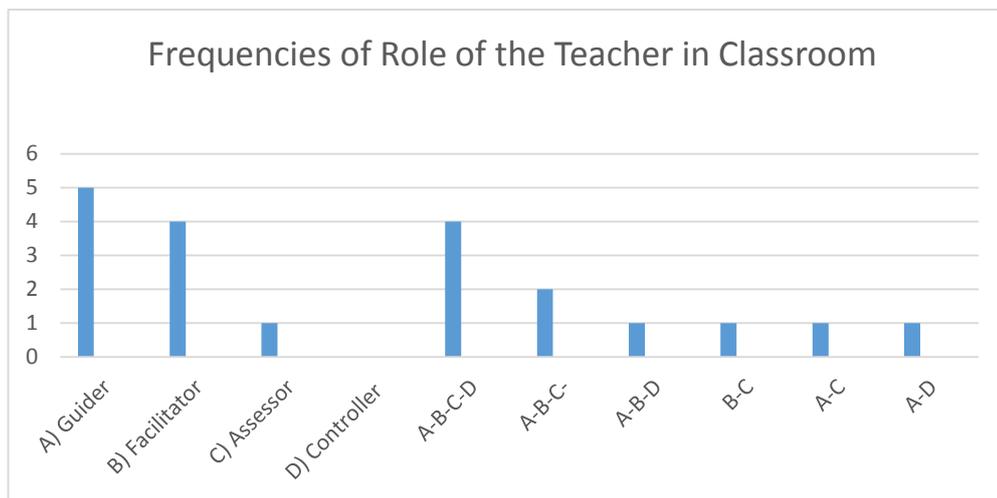
Figure.3.10: Frequencies of Role of the Teacher in Classroom.

Question Three: Student's Opinion about Positive and Negative point in Oral session.

Is there any positive or negative point in the oral session?

-What is it? Why?

The purpose from this question is to know the positive and the negative thing in the oral session from student's point of view. The big amount of answers revealed that all students (20) argue that the oral session full of positive factors that help them in developing their vocabulary through discussion with each other on different topics, and to get new information. While only three from them see that there is some negative factors which is limited to the teacher's criticizing.

Table.3.10.1. Student's Opinion about Positive and Negative Point in Oral Session.

Question Three	Positive Factors	Negative Factors
Frequencies %	85 %	15 %
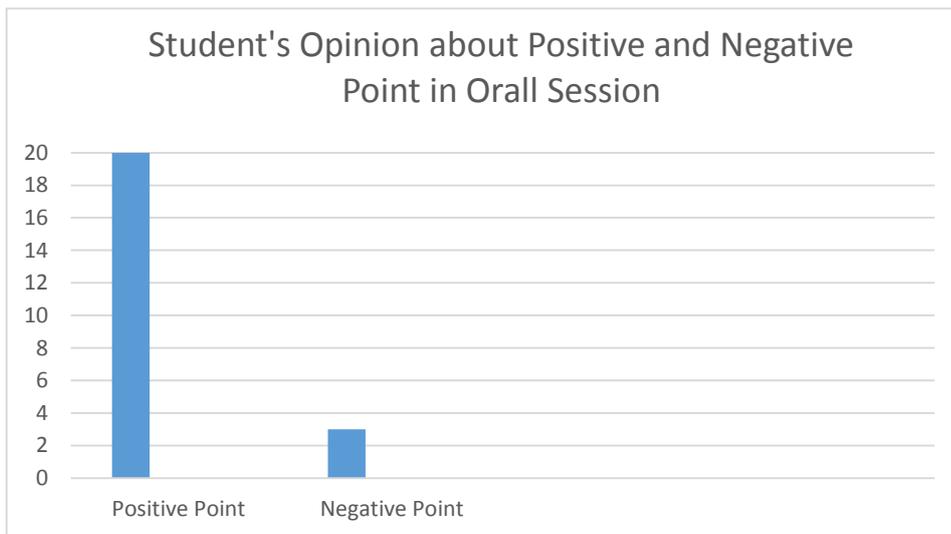
Figure.3.11: Student's Opinion about Positive and Negative Point in Oral Session.

The Justification of the Student's Choice are in the table below:

Table.3.10.2. Student's Justification about Positive and Negative Point in Oral Session.

Participants	Positive Point	Negative Point
01	The benefit is we are using what we learn in our life	I think we don't have any negative points
02	-I developed my speaking skill -I discovered and learned many vocabularies	The lack of materials
03	-I know how to speak in different life situations -I become more fluent	In my opinion, there is not any negative point
04	-Every session I learn new vocabularies in different filled -Oral session encourage me, and enhance my communication level	In my opinion, there is not any negative
05	-I acquired a lot of vocabulary -In oral session we attract and communicate within groups	In my opinion, there is not any negative point

(The remaining justifications provided by the students can be found in the   appendices section.)

Question Four: The Effectiveness of TBLT in Developing Vocabulary.

How can you describe or to what extant you think your level is, if you have been taught using this method before in oral session?

By this question we want to know student's attitudes towards TBLT. All students (20) (100%) argue that TBLT approach has a positive role in developing vocabulary. It is an approach based on the idea that the learners are centre of learning process, it focuses on communication and discussion by engaging students in verity of communicative activities. In Addition, when learners perform tasks which are similar to real life contexts, they become more confident and motivated to interact with each other using the target language. However the majority of students do not know the TBLT as an approach through their comments.
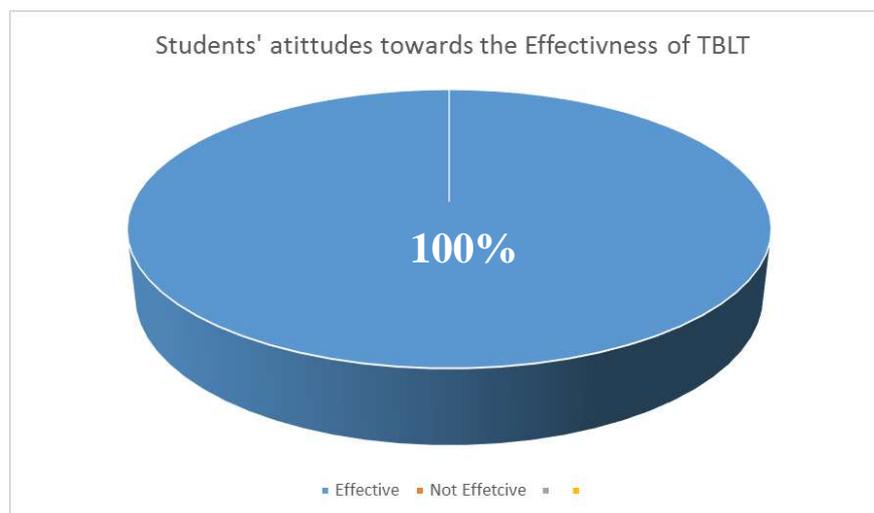
Figure 3.12. Students' attitudes towards the Effectiveness of TBLT

The Student's Justifications are in below:

Student 01: "I think I will be in a high level, I swear if I taught using this method last year (first year), I will not have any problem with speaking and vocabulary."

Student 02: "I think better than now"

Student 03: "Based on the first semester, we see that we have already improved, so, I think our level should be more better."

Student 04: "If we just keep up learning with this method, we are improving in a speedily way"

Student 05: "Actually; I might have been better than now, my vocabulary are starting to increase, I guess I will be so developed in the future if I keep practicing in this method , the method that he is using really help me to become like native speaker."

(The remaining justifications provided by the students can be found in the appendices section.)

3.4.2. Data Interpretation of Students' Interview:

The analysis of the collected data from students' interview helped to draw a set of results concerning the improvement of vocabulary and the vital role of Task Based Language Teaching (TBLT).

According to data analysis, the majority of second year English students demonstrated their awareness by participating in providing input on conducting the proposed interview on the importance of communication activities to increase vocabulary. And then interviews revealed some of their attitudes towards communication activities. By this means, almost all students agreed on the importance of such activities. Help promote them learn more vocabulary and need more practice to feel the progress, as these activities create a joyful atmosphere and a great ambiance in the classroom motivate them to learn. This is noticed by many people and cannot left without comment.

In a similar vein, speaking skill is considered the most important skill other skills (listening, reading, writing) as most respondents seen as a direction to broaden their horizon in foreign language. Hence, they agree that fluency is necessary to be a language user.

Summarizing the data, we conclude that the participants indirectly indicated great interest to the Task Based Language Teaching (TBLT) and their answers made the cover on the value

of these activities, which can successfully increase their vocabulary; reinforce their speaking skill; and achieve different communication goals.

Last but not least, how can we implement TBLT through communication activities as they are familiar to students, and students could not provide the right terminology for TBLT as an explicit concept. However, we can say that the results of interviews with students revealed that (TBLT) is certainly useful for oral expression.

3.4.3. Data Analysis of Teacher's Interview

The data collected from the interview are analysed separately as follows:

Section one: Background Information

Question one: Teachers' Experience in Teaching Oral Expression

How long have you been teaching oral expression?

The aim behind this question to know teachers' experience in teaching oral expression. The answer of this question revealed that all the EFL teachers have been teaching English language between two to fourteen years.

Table.3.11.Teachers' Experience in Teaching Oral Expression

Years	Respondents	Frequencies %
2-14	03	100 %
Total	03	100 %

Question two: Teachers' prefer modules

Which modules do you find easy to teach?

a) Oral expression   b) Phonetics and phonology

Concerning this question, teachers were given two options for responding to this question, with the goal of determining which module they prefer to teach. All teachers prefer to teach oral expression. Meanwhile, there is who consider teaching oral is more difficult than phonetics and phonology. For different reasons.

➤ Teacher (A) commented that they are two faces for the same coin, phonetics and phonology can help and facilitate the teaching g of vocabulary in the oral session, but

since phonetics has its own rules and regulation for study it could be the more less easy to prepare and apply.

➢ Teacher (B) sees that the application of phonetics findings in oral expression are the most difficult, means oral expression could be more difficult than phonetics, and other criteria.

➢ Teacher (C) says that oral expression can be the easiest to tackle, but again it can be somehow difficult because you need different techniques and strategies to apply in order to motivate your learners to use the language, so the good teacher in oral expression is the one who can apply phonetics aspects in the oral session.

Section two: Teaching Vocabulary

Question one: The frequency of learners' participation.

How do your learners participate in the "oral expression"?

Table.3.12.The Frequency of Learners' Participation

Options	Respondents	Frequencies %
a)Frequently	2	66,66%
b)Sometimes	1	33,33%
c)Rarely	0	0%
d)Never	0	0 %
Total	3	100 %

The aim of this question is to discover the frequency of learners' participation. As we notice from the teachers answers as per table (12) that majority of their learners do participate frequently. While one teacher his learner do participate sometimes in oral expression.

Alternative that increase their oral performance which were provided by teachers:

As the research involved taking notes and comments from our teachers, the following notes have been taken into consideration as suggestions and alternatives that improve the oral performance for EFL learners :

➢ Try to tackle different topics that they are interest in.

➢ provide them by different activities when they are free and can create something from their own.

➢ Try to work on the psychological side (motivation, interest, past experience, shyness).

➢ The extensive use of the language, by giving them tasks outside the classroom but we have to follow it.

Question two: Creating good atmosphere in oral class motivates learners to participate.

Do you think that creating or making a good atmosphere in the oral class motivates learners to participate better in oral classes?

a) Yes   b) No

This question seeks information about whether teachers create a comfortable atmosphere in the oral class. And as we notice that all teachers agree and say that they create a good atmosphere in their oral class.

➢ Teacher (A) consider that "the good teacher is the one who create a good atmosphere."

➢ Teacher (B) comment from the teachers says that the good atmosphere is the healthy atmosphere, and a healthy atmosphere is measured by the rate of participation, and to what extant the learners are interacted with their teacher and engaged in the learning process.

➢ Teacher (C) consider that making a good atmosphere depend on the teacher's experience on the field, also needs materials.

Question three: characteristics of oral production.

Among the following characteristics of oral production, which ones do you focus on more in the classroom?

Table.3.13.The Characteristics of Oral Production.

Options	Participants	Frequencies %
Fluency	01	33,33 %
Accuracy	01	33,33 %
Both	01	33,33 %
Total	03	100 %

This question aims at investigating which characteristics of oral production the teacher relies on in teaching speaking, and from the table above we found that each of teachers (02) focus on a character (fluency or accuracy.) Whereas only (01) participant focus on them both in his class.

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The explanation of this case regarding the characteristics of oral production:

Comment One: We should focus on them both because fluency is first but not enough, accuracy is last but not least.

Comment Two: Fluency is a key of this criteria for assessing the learners speaking, we are not in in a grammar or written class to seek accuracy. And the absence of fluency can break down the communication.

Comment Three: Accuracy is more important because learners by time they can be fluent in terms of speaking, but the problem is in the language if they learnt something wrong without correction, it will stick as feature error in their brain and they will never be able to get rid of it.

Section three: Teachers' Attitudes towards using TBLT in Teaching Vocabulary

Question one: The skill that teachers rely on in teaching Oral expression

Do you rely on listening skill to teach learners oral expression? With justification.

The main aim of this question is that vocabulary acquisition is based on listening skill. So all teachers had answered that to have good speaker, you should be listen to native speakers and all the skills are much complete each other:

 ➢ The first comment from teacher (A) says that logically teaching speaking we have to rely on the receptive skills which prepare the learner for the oral production, which, is the listening skill.
 ➢ The next comment from the teacher (B) says that he use it sometimes and he enjoy providing audios and videos, for his learner in different topics in order to make them expose to the target language. And other times he target the writing as a skill instead of listening only.
 ➢ Meanwhile, the comment from teacher (C) had made a comment on the lack materials because it is necessary in teaching speaking and it required effort in selecting scripts on specific aspects of language.

Question Two: Teachers' role in the classroom

In the TBLT oral classes, the teacher is mostly a:

Table.3.14.Teachers' Role in the Classroom.

Options	Participants	Frequencies %
Guider	00	00 %
Facilitator	00	00 %
Assessor	00	00 %
Controller	00	00 %
All	03	100 %
Total	03	100 %

By this question, we aim to know teacher's role in classroom. It conclude that all the teachers of our sample see that the teacher should perform more than one role, since the very aim of such approach is to enhance the use and the acquisition of vocabulary, so he must make sure to play all this different roles in different steps.

Question Three, Four and Four: The Effectiveness of Using TBLT to Teach Vocabulary in Oral Expression

Q3:-Being a teacher at the English department, have you ever used TBLT to teach oral expression?

Q4:-Do you think that TBLT is effective in developing EFL learners' vocabulary?

Q5:-What is your opinion toward the implementation of TBLT in the field of teaching oral?
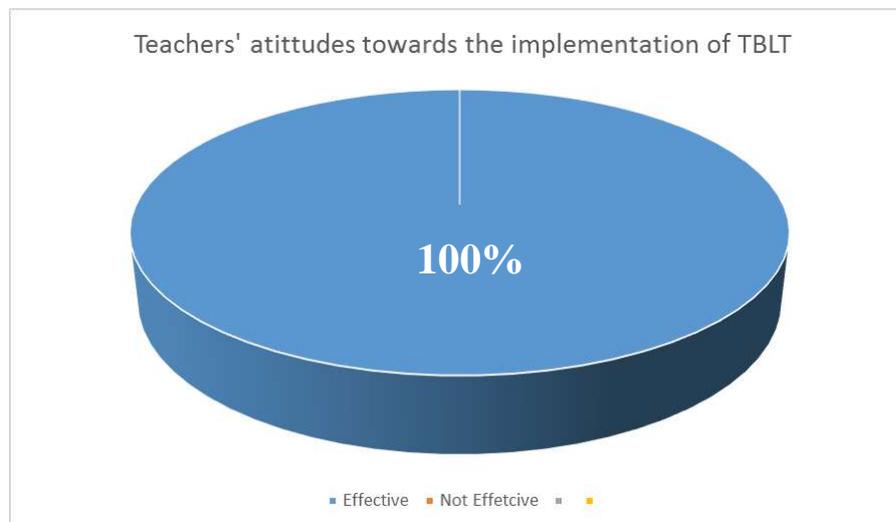
Figure 3.13. Teachers' attitudes towards the implementation of TBLT

Since the three questions seek in the same area, so through those questions (3, 4, and 5) we want to know if TBLT is implemented in the field of teaching oral expression. And it's effectiveness in teaching vocabulary. As a result, teachers showed that they support the use of TBLT which offers learners to acquire more vocabulary and give them the opportunity to participate in different activities. Also it facilitate the use of language for them.

Moreover, TBLT can help learners to be self-confidents and to overcome their fears while speaking. Finally, all teachers agreed that TBLT is more effective in teaching speaking and developing EFL student's vocabulary because:

➢ This kind of TBLT approach help us guide the learners' attention to other aspects of Language.

➢ TBLT help learners to be creative and to rise their problem solving skill and promote them to deal with different future situations.

➢ The use of this tasks enables the teacher to focus on raising the learners' vocabulary.

➢ TBLT help learners gain confidence and improve their performance.

➢ TBLT help learners to get rid of complaining about the lack of vocabulary.

➢ TBLT offer teacher to apply it instead of the reading skill.

➢ TBLT enables learners to be exposed to the authentic language. And to deal with it and use it in a productive level in both speaking and writing.

➢ TBLT promote learners master the four skills and to be more active on them, in addition to the communicative competence.

➢ It positions the learners in a real life situations and make them an active participant in the process of learning.

3.4.4. Data Interpretation of Teacher's Interview

Regarding the interpretation of teacher's interview, the answers came out. Most of

EFL teacher's agreed that vocabulary are the core of the language, and the key to learn any of it. Hence, they help the learner to be a good user of English language. As well as the speaking skill is considered to occupy the lion's part in EFL learning process. Moreover, they all provided similar points which show the importance of TBLT in EFL learning process. While the same line of reasoning underlines all the responses. The assessment of teachers is based on between 02 to 14 years in teaching oral expression, according to interview's responses.

It will be considered to state that the interpretation of this interview reflects the image of teachers' awareness about the obstacles that student face when communicating and the deep consciousness towards the difficulties when using EFL during oral expression sessions.

Moreover, the responses indicated that teachers are largely aware about the abilities and competences of their learners. Without forgetting that the rich and long experience of EFL teachers offer us with valuable suggestions to enhance the students' vocabulary in EFL learning process via: listening skill and the use of technology material.

The majority of teachers are experienced in teaching English and know how to create an encouraging and friendly atmosphere in order to motivate their learners to get them involved. Furthermore, most teachers take into account while teaching oral production both aspects: fluency and accuracy because in their opinion they are complementary. From our findings, we have realized that the majority of them have difficulties in providing their learners with new vocabulary since it is much needed in teaching speaking. The combined answers show that most teachers already apply some principles of TBLT in their classes, they agree that the practice of listening and speaking simultaneously help learner better acquire vocabulary and makes ideal speakers with valuable background, and they prefer to use the communicative tasks by acting as guides, facilitators, assessor or even controller sometimes depending on the situation and on the learners level. The positive outcomes of teachers' interview confirmed that TBLT is effective in teaching and developing learners' vocabulary.

3.5. Discussion of the Main Results

As English often qualifies as a "lingua franca". It is the most widely adopted language for communication among EFL speakers. Therefore, great emphasis is placed on enhancing speaking skill in the process of learning English as a foreign language, which depends on Acquiring vocabulary that enables them to work appropriately in the target situation. So many educators attempt to find the most efficient strategies to achieve this improvements by using the knowledge necessary for effective communication.

According to the data collected from the student-oriented interview. They have shown their awareness about the importance of vocabulary and its essential role in speaking skill. In addition, they are mindful about the prominent role of TBLT in reinforcing their vocabulary acquisition and enhancing their oral proficiency. In this regard, learners claim that more practice should take place in oral production module in order overcome their lack of vocabulary and the speaking problems by devoting more time and carrying out more activities.

On the other hand, the results of the interview targeting teachers also have shown also their agreement that vocabulary is of great importance in EFL learning, as it is a difficult and very time consuming process. Likewise, TBLT assessment is considered beneficial and useful for EFL students 'vocabulary development. Which helps in enhancing the speaking skill. However, adopting new techniques in teaching oral production may help achieve the desired goal of English Language proficiency for both teachers and learners. So multiple activities lead to successful education.

All the above findings reinforced the basic ideas of this research work. They seem to confirm the hypothesis that learners' vocabulary is developed through instrumental TBLT activities. As well as, EFL learners' satisfaction and positive attitudes towards the implementation of this approach in the process of learning oral production.

3.6. Suggestions and Recommendations

Teaching foreign language does more than simply impart knowledge, it is also the process of placing students in real-life situations where they can engage, create and communicate in the target language. In other words, learning foreign language entails speaking and interacting in that language, which cannot be done without possessing at least an acceptable number of vocabulary. In light of the findings of the current study, we suggest that:

- ➢ Teachers should apply TBLT approach more often, particularly in their oral expression class. By incorporating its techniques and strategies. As an illustration of how tasks should be planned and how they should be arranged sequentially.
- ➢ Train the trainer. In order to provide an effective and successful learning experience, EFL teachers should receive training on how to imply TBLT in language sessions.
- ➢ In view of the time constraints, teachers and students may extend the oral activities to be conducted outside the classroom in order to make the tasks more natural.
- ➢ TBLT should not simply stand as a definition widely known by university learners and scholars, but it must considered to be fully applicable in the EFL environment.
- ➢ It is essential that teachers be encouraged to view TBLT in more depth through international qualifications.

In addition, we recommend teachers:

- ➢ The rich atmosphere in the oral session classes, where student are encouraged to make progress at all levels, shall consist of cooperation in work, appropriate communicative exercises, authentic tasks, and shared knowledge.

- ➢ Self-assessment is of great importance, so that learners can identify their Weaknesses, fill their lack of vocabulary, and make the progress.

- ➢ Teachers should not neglect the receptive skills such as reading and listening which are the basis for building vocabulary acquisition, and they should adopt materials to improve comprehension.

- ➢ Reducing the teachers' talking time (TTT) help them to observe and analyse learners' progress and enhance learning opportunity to develop their vocabulary and enhance speaking.

- ➢ Teachers need to encourage students to speak in or outside the classroom exclusively in English so that they can perform different tasks and bring them to the real situations in order to make them more comfortable.

This process may take several months starting at the classroom when students have a lot of practice, motivation, and confidence to express themselves. A good combination that can strengthen students' vocabulary, reinforce all their skills and achieve almost all the communicative goals is learners' ability to improve and think outside the box, and teachers' awareness of the educational environment.

Conclusion

The current study reveals that both teachers and learners are aware of the value of using TBLT in oral expression and how it effect learners' abilities. In this chapter, two interviews have been used for the purpose of data collection and analysis. It provide some recommendations on how to develop students' vocabulary between the second year levels at English department in Kasdi Merbah University. It reflects teachers'' willingness to teach and evaluate oral expression activities. Data analysis shows learners' positive attitude towards TBLT as well. Although the second-year learners face some problems in expression, they still have full desire to overcome these difficulties with the help of their teachers.
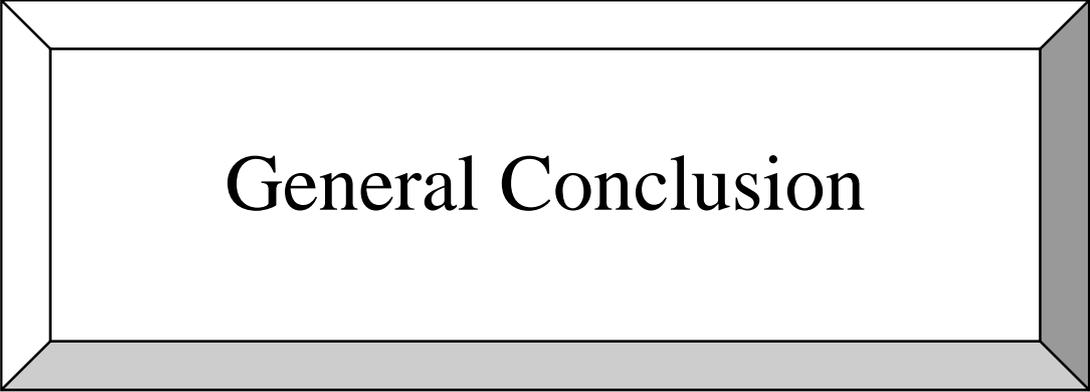
General Conclusion

General Conclusion

Mastery of vocabulary poses a significant and challenging task for EFL learners, particularly during their initial years at university. This endeavour becomes even more daunting as English is a foreign language for these students. They face the difficulty of memorizing a vast number of words while lacking the knowledge of how to effectively utilize them. Consequently, educators are actively seeking new strategies that can engage students in the process of learning English as a foreign language, aiming to steer clear of mundane traditional learning methods. Consequently, this research endeavours to shed light on one such strategy, namely the Task-Based Approach. By implementing this approach, students are provided with opportunities to develop their vocabulary, enhance their speaking skills, and broaden their overall understanding, thereby engaging in language practice naturally and effortlessly.

The present study is divided into two primary sections: a theoretical part and a practical part. The theoretical part comprises two main chapters, structured as follows: chapter one provides a literature review on Task-Based Language Teaching (TBLT), encompassing definitions, strategies, and guiding principles. It explores various aspects of Task-Based learning, including techniques, forms, and components. Additionally, it delves into the significance of vocabulary, different types of vocabulary, and effective teaching and learning strategies. Furthermore, this chapter highlights the benefits of employing the TBLT approach in language acquisition and communication. Whereas, chapter two focuses specifically on vocabulary, discussing its importance and different teaching-learning strategies. It explores the role of vocabulary in language acquisition and communication, emphasizing the advantages of utilizing the TBLT approach. However, the practical part of the research employs a descriptive method, presenting the interpretation of interviews conducted with students and teachers. It offers an analysis and discussion of the findings. Also it provides suggestions and recommendations derived from these interviews.

Moreover, the current work was motivated by our personal desire to learn about how to teach and improve English learners vocabulary. Thus, the main aim of this study is to find answers to the research questions. In addition, the goal behind this is to investigate the impact of Task-Based approach in enhancing EFL learners' vocabulary.

Finally, based on the current findings, this study was successful in answering the research questions and confirming the research hypothesis: Task-Based approach has a positive role in developing EFL students' vocabular
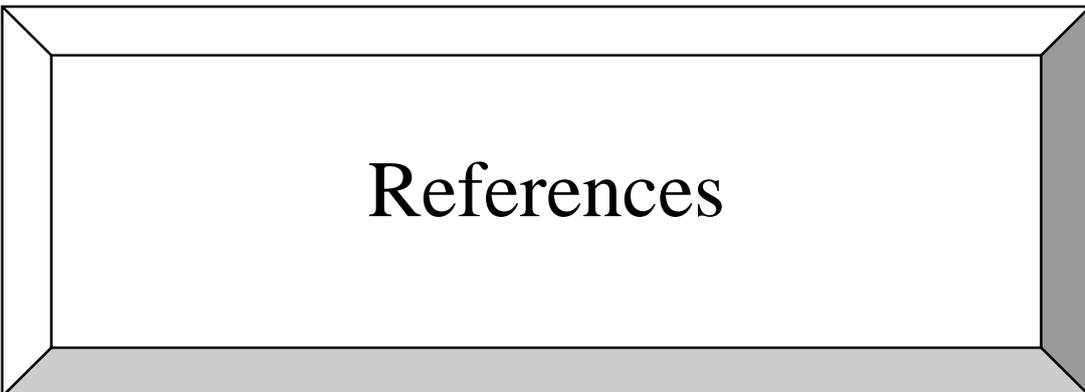
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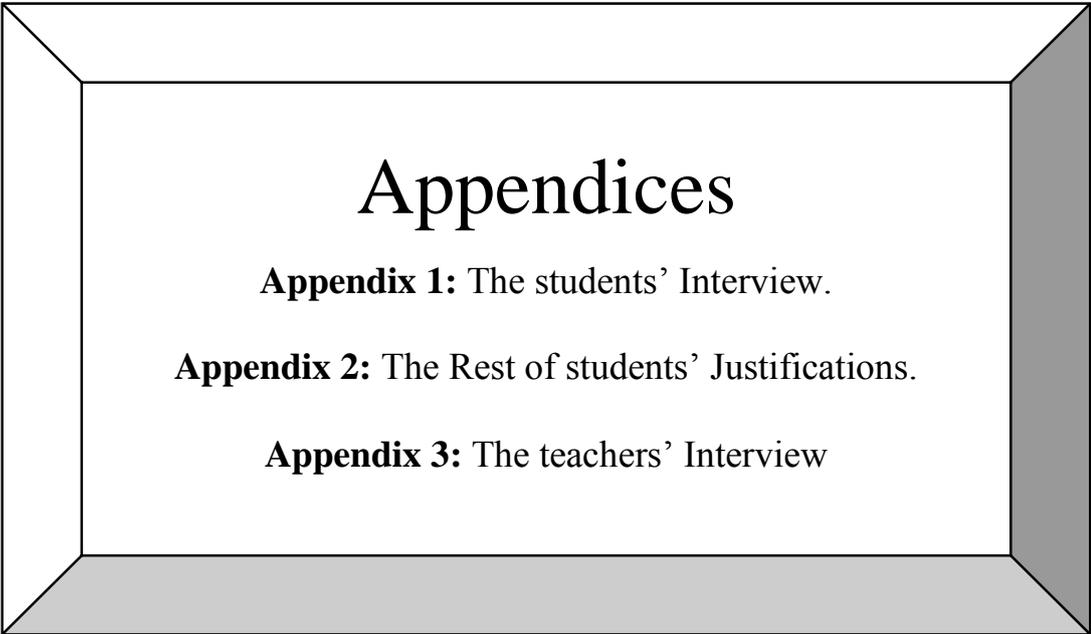
Appendices

Appendix 1: The students' Interview.

Appendix 2: The Rest of students' Justifications.

Appendix 3: The teachers' Interview

Appendix 1: The students' Interview

Dear Students,

We are conducting a research about Task Based Language Teaching (TBLT) and its role in developing learner's vocabulary. We would be very grateful if you answered the following questions and providing full answers where necessary. Please justify all your answers by listing some reasons.

We ensure you that your contribution will be kept secret used for the sake of this study.

Miss Wiam BENSAYAH

Master II degree

The Interview Questions:

Q1- Does your level enable you to express yourself orally?

a) Yes   b) No

Q2- Do you think that you have enough vocabulary that enables you to speak fluently?

a) Yes   b) No

Q3- What is the most important skill that you want to develop?

a) Speaking   b) Reading   c) Listening   d) Writing

Q4- Do you feel comfortable and motivated in oral expression session?

a) Yes   b) No

Q5- How do you participate in the oral session?

a) Always   b) Sometimes   c) Often   d) Rarely

Q6- Does your teacher of oral expression encourages you to speak?

a) Yes   b) No

Q7- How would you describe the atmosphere of your oral classes?

a) Acceptable   d) Boring   c) Motivating   b) Funny

Q8- What is your opinion about the activities provided by your teacher in oral expression?

- Does it develop your vocabulary speaking skill?

- Does it improve your oral performance?

a) Yes   b) No

  Q9- How do you find your teacher?

a) Guider   b) Facilitator   c) Assessor   d) Controller

Q10- Is there any positive or negative point in oral expression session?

-   What is it and why?

Q11- How would you describe or to what extant you think your level is if you have been taught using this method before in oral sessions?

Thank you

Appendix 2: The Remaining of students' Justifications

The remaining justifications provided by the students can be found in the appendices section. (Question one in section two):

Student 01: "Yes, it is good and effective, I benefited from it and developed my vocabulary so much, I used to have problem with vocabulary but when the teacher give us the activities consist of multiword , phrasal verbs…etc. I brow some vocabulary from them, learn them by heart, and use them in my life."

Student 02: "Yes, I remember that the test was horrible for me in the first time, but when I have practiced the teacher's activities I improved and I did well in the exam."

Student 03: "I have learn new vocabularies every session, I see that we are improving in a speedy way, it is so good and great."

Student 04: "Yes, I can say through my experience in (S1 & S2) that it develop my English language especially when I compare my old language to the new one, from secondary school and first year of university to this year I find I a big difference, and that I developed totally."

Student 05: "Yes, it is so good and beneficial, since it make the student being more creative and help him to speak fluently."

Student 06: "Yes, it is beneficial, I benefited from them so much, like vocabularies; phrasal verbs; idiomatic expressions…etc. Which I use them when I speak a lot, as the opposite from last year it's a big changing, and I found a big results."

Student 07: "Yes, they are very good, I can use what I learn in the lesson in different ways. It's not just one kind of activities they are various and different, so we can speak; listen; read…etc."

Student 08: "Yes, the teacher activities are really helpful for us to have new vocabulary; create new ideas; and to share them with others, so it is very beneficial."

Student 09: "Yes, sure, with the random words and vocabulary that the teacher put in the activities and teach them to us, so yeah they are very helpful."

Student 10: "Yes, true, true, true they do develop my vocabulary and improve my performance especially that they are type of activities that we have to present a kind of a text

or interview, so when the others present their work the teacher give some remarks, in order to be more useful."

Student 11: "Yes, it is really beneficial I get to use those vocabularies even outside the classroom, with my mom; family; and my friends I find myself put it there."

Student 12: "Yes, for me we have the best activities, I like the way provided by the teacher it make me rich and I have so many vocabularies because of it."

Student 13: "Yes, they do, I like when I learn something then I practice it in the real life when I talk, it help us to participate and communicate easily."

Student 14: "Yes, of course they do, I remember the last year I was having many problems with vocabularies, but this year I noticed that I developed them while presenting, and I performed well."

Student 14: "Yes, they are really helpful, they help us a lot in learning the language and developing our oral and reading skills."

Student 15: "Yes, they do help me a lot, because every session we learn at least a new word, and I start using them in my general language even outside the classroom."

Student 16: "Yes, sure I benefited from them in developing my vocabulary, for me I am sure that every session I learn more than ten words, so I find myself every session having new vocabulary, also they really help me in developing my performance, because the teacher give us examples and the exact vocabularies that we have to depend on while presenting."

Student 17: "Yes, in my opinion I like them, I like this method, since he focused in raising our vocabulary; phrasal verbs; grammatical mistakes; and idiomatic expression, I like this way a lot, and I improved due to it. Although I was out of school for a very long time and when I came back I started from a very poor level.., but now and due to the oral session and his activities, oooh, you can't imagine how much vocabulary I gained, and now I can answer easily, express in any topic, and improved in a good way while preforming."

Student 18: "Yes, they are good, I grantee that I always live the oral session with a great linguistics asset and worth information , when I used what he give us I find myself improving and developing."

Student 19: "Yes, it is so good enough and full of knowledge, since I use them in my oral performance in or outside the class, I find a big development, a big difference from the first

semester till now because of it. Those activities help me to gain more vocabulary, so I can speak and perform easily and better."

Student 20: "Yes, they are helpful, they help me to get more words; expressions; idioms; vocabularies. It encourage me to speak, even for people who are scared of speaking. Those activities developed our communication skill with all type of people in different situations; for example: in: home; outside; university; restaurant; seeking for a flat; having a journey…etc., in different terms and different real life situations actually. I learn something new every session and I try to use it in my life."

The remaining justifications provided by the students can be found in the appendices section. (Question three in section two):

01-   The benefit is we are using what we learn in our life / I think we don't have any negative points.

02   -I developed my speaking skill.

-I discovered and learned many vocabularies / The lack of materials.

03   -I know how to speak in different life situations.

-I become more fluent / There is not any negative point for me.**04** -Every session I learn new vocabularies in different filled.

-Oral session encourage me, and enhance my communication level.

05   -I acquired a lot of vocabulary.

-In oral session we attract and communicate within groups.

06   -I developed my vocabulary.

-Become more confidante due to the presentations.

07   -Oral session give us the chance to be ready to deal with different topics and life situations.

-It develop our performance The only one negative point is the teacher's criticism.

08   -The teacher's way or method is very beneficial, helpful for us to gain more vocabulary even better than the phone applications, personally I have reached the level that I want.

09   -The teacher encourage us to speak, present, talk, feel free, and even make mistakes10.

    -I become brave, the oral session make me always feel motivated and remain my

shyness and stress.

11   -We do a lot of brain storming, share new ideas between each other.

12   -The oral session seems like we are building a vocabulary tree in each topic.

13   -I never get out the oral session without acquiring new words, information which I didn't

know before.

14   -I like the teacher's method, "I greet him for his amazing method" since he give us key

words in different topics, which makes us speak like native speakers.

15   -Oral session help me to improve not only in speaking, but even in reading and writing.

16   -The activities enable me to have a lot of vocabulary which I can use in my daily life.

    17   -I benefited from every vocabulary I learnt in the session , I went outside full of

knowledge.

18   -I acquired so many vocabularies every oral session.

-There are so many students interact with the teacher which encourage me to speak

19   -The teacher's activities help me to improve my speaking skill, also to get rid of my

writing mistakes, and all the difficulties that face me in learning the English language / The

topic is always chosen by the teacher.

20   -I get benefited, and I learn every oral session at least more than three new words

-Practicing the teacher's activities developed my vocabulary and improved my speaking skill.

**The remaining justifications provided by the students can be found in the appendices
section. (Question four in section two):**

  Student 01: "I think I will be in a high level, I swear if I taught using this method last year
(first year), I will not have any problem with speaking and vocabulary."

  Student 02: "I think better than now"

  Student 03: "Based on the first semester, we see that we have already improved, so, I think
our level should be more better."

Student 04: "If we just keep up learning with this method, we are improving in a speedily way"

Student 05: "I can say my level will be more better than now, I am developing in my speaking."

Student 06: "I will have more vocabulary, they will be so expended, and I can even speak more fluent."

Student 07: "I will be just like a native speaker."

Student 08: "I will be more better, I just feel sad; why I have just taught using it only this year, because his way is really helpful, I can't describe how it is so beneficial to me."

Student 09: "More better and good, if I just compare my level now to last year; is so much better, I have vocabulary package."

Student 10: "I would imagine myself an excellent student, and so excellent in speaking and vocabulary acquisition; and the reading skill as well."

Student 11: "Kind of native speaker, it's so beneficial and helpful method that he is using."

Student 12: "I think my level will be ten times better than now, I going to have more vocabulary in different topics."

Student 13: "I will be very good in speaking, I think I will be full of knowledge; and vocabulary."

Student 14: "It is so effective in reaching vocabulary and new words."

Student 15: "May be I will be in C1, honestly I have developed specially in speaking."

Student 16: "Sure I will be rich in vocabulary and speaking, I think my level will be so good in both, I may speak fluent in any topic."

Student 17: "I am going to consider myself as an advanced student; in advanced level, I am going to have more vocabulary, and I will be perfect in speaking such as native speaker."

Student 18: "I think that I will be a fluent speaker and in advanced level, I will gained gain vocabulary as I'm using and talking with my mother tongue (Arabic)."

Student 19: "I will be fluent, and my level will be more better than now."

Student 20: "Actually; I might have been better than now, my vocabulary are starting to increase, I guess I will be so developed in the future if I keep practicing in this method , the method that he is using really help me to become like native speaker."

Appendix 3: The teachers' Interview

Dear teachers,

We are investigating in the area of vocabulary by using Task Based Language Teaching (TBLT). You are kindly invited to participate in our study be answering the interview's questions, which aims at developing EFL students' vocabulary through TBLT.

Miss Wiam BENSAYAH

Master II degree

The Interview Questions:

Q1: How long have you been teaching oral expression?

Q2: Which modules do you find easy to teach?

a) Oral expression   b) Phonetics and phonology

In case you select oral expression, please provide more details (which way you find it easy)

Q3: How do your learners participate in the "oral expression"?

a) Frequently   b) Sometimes   c) Rarely   d) Never

Are there any alternatives you attempted to increase their oral performance, please provide some examples?

Q4: Do you think that creating or making a good atmosphere in the oral class motivates learners to participate better in oral classes?

a) Yes   b) No

Q5: Among the following characteristics of oral production, which ones do you focus on more in the classroom?

a) Fluency   b) Accuracy   c) Both

Please, explain why?

Q6: Do you rely on listening skill to teach learners oral expression?

a) Yes   b) No

Justify your answer or provide alternative?

Q7: In the TBLT oral classes, the teacher is mostly a:

a) Guider   b) Facilitator   c) Assessor   d) Controller   e) All

Q8: Being a teacher at the English department, have you ever used TBLT to teach oral expression?

a) Yes   b) No

If yes, in which way it helps you to develop learners' vocabulary.

Q9: Do you think that Task Based Language Teaching (TBLT) is effective in teaching and developing EFL learners' vocabulary?

a) Yes   b) No

Why?

Q10: What is your opinion toward the implementation of TBLT in the field of teaching oral?

Thank you

الملخص:

تهدف هذه الدراسة إلى استكشاف تأثير استخدام تعليم اللغة القائم على المهام على تطوير المفردات لدى طلاب اللغة الإنجليزية كلغة أجنبية نظرًا للأهمية المتزايدة للغة الإنجليزية في المجتمع المعاصر، تهدف هذه الدراسة إلى استكشاف فعالية (TBLT) في تعزيز وتوسيع مفردات متعلمي اللغة الإنجليزية كلغة أجنبية. تم إجراء دراسة حالة في قسم اللغة الإنجليزية في جامعة قاصدي مرباح بورقلة، مع التركيز على هدفين رئيسيين: فحص كيفية تسهيل لتطوير مفردات متعلمي اللغة الإنجليزية كلغة أجنبية، والتحقيق في اراء الطلاب تجاه هذه الأنشطة التعليمية. لتحقيق هذه الأهداف، تم إجراء مقابلات مع كل من الأساتذة والطلاب كأدوات بحث. يكشف تحليل النتائج أن طلاب اللغة الإنجليزية في السنة الثانية يظهرون وعيًا متزايدًا وبالأهمية الكبيرة للمفردات في تحسين مهاراتهم في الكلام، ويقرون بالتأثير الإيجابي لهذه الأنشطة على مستوى اللغة الشفوية لديهم. علاوة على ذلك، يؤكد معلمو اللغة الإنجليزية أن دمج الأنشطة التواصلية يثبت كواحدة من أكثر النهج فعالية ومفيدة لتعزيز المفردات بين متعلمي اللغة الإنجليزية في السنة الثانية. في النهاية، تختتم هذه الدراسة بتقديم اقتراحات وتوصيات قيمة لمتعلمي اللغة الإنجليزية كلغة أجنبية والمعلمين لتعزيز وتطوير عملية التعلم والتدريس.

Résumé:

Cette étude examine l'impact de l'utilisation de l'approche de l'enseignement des langues basée sur les tâches (TBLT) sur le développement du vocabulaire chez les étudiants d'anglais en tant que langue étrangère (EFL). Étant donné l'importance croissante de la langue anglaise dans la société contemporaine, cette recherche vise à explorer l'efficacité de la TBLT dans l'amélioration et l'expansion du vocabulaire des apprenants d'EFL. Une étude de cas a été menée au département d'anglais de l'université Kasdi Merbah d'Ouargla, en se concentrant sur deux objectifs principaux : examiner comment la TBLT facilite le développement du vocabulaire des apprenants d'EFL, et étudier les attitudes des étudiants envers ces activités pédagogiques. Pour atteindre ces objectifs, des entretiens ont été réalisés auprès des apprenants et des enseignants en tant qu'outils de recherche. L'analyse des résultats révèle que les étudiants d'anglais de deuxième année font preuve d'une prise de conscience accrue de l'importance du vocabulaire dans l'amélioration de leurs compétences orales, et reconnaissent l'impact bénéfique de ces activités sur leur compétence en expression orale. De plus, les enseignants d'EFL sont d'accord pour dire que l'incorporation d'activités communicatives s'avère être l'une des approches les plus efficaces et avantageuses pour renforcer le vocabulaire des apprenants d'anglais de deuxième année. En conclusion, cette recherche propose des suggestions et des recommandations précieuses pour les apprenants et les enseignants d'EFL afin d'améliorer et de faire progresser leurs processus d'enseignement-apprentissage.