



UPSE

**UNIVERSIDAD ESTATAL PENÍNSULA DE
SANTA ELENA**

INSTITUTO DE POSTGRADO

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

TÍTULO DE LA MONOGRAFÍA

**TASK-BASED METHOD TO ENHANCE VOCABULARY TO 9TH
GRADERS**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN ENSEÑANZA DE INGLÉS.**

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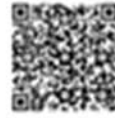
En mi calidad de Tutor de la **Monografía** , “Task based method to enhance vocabulary to 9th graders”, elaborado por el maestrando Lic. Rosa Martina Álvarez Muñoz, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster **EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÈS**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

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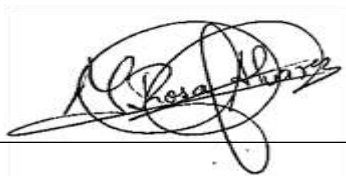
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Lic. Rosa Martina Alvarez Muñoz.

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Dedication

I dedicate this work to my beloved husband and friend Msc. Faustino Gustavo Chóez Mite who strongly supported me when I decide to take up my career, to my children: Gustavo Fernando, Leandro Emmanuel, and Joseph Alessandro Chóez Alvarez, who has been a fundamental pillar in the course of this professionalization process that despite the adversities that arose with their support, love, and help I was able to reach my goal.

I dedicate it to my brothers, sisters, nephews, and nieces who have supported each of my challenges accompanying me with positive actions and words of encouragement at every step that motivated me to continue this professional improvement.

Gratitude

I thank God, THE supreme being to whom I raise my prayers at every step of my life. Thank you for life, health, family, friends, and the opportunity to participate in this professional improvement at this prestigious University despite the great difficulties that arose to achieve this goal.

Thanks to my teachers to the full extent of the word, each gave their knowledge, life experience, and samples of their academic and experiential training for an integral teacher.

Thanks to each of my classmates, behind the screen, and through technological media, I met valuable people and excellent professionals; thanks for everything shared.

Thanks to my wonderful family and that life have given me. May the God of life reward you for what was shared with this humble servant.

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Glosario

- **Research:** a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding.
- **Improve:** to (cause something to) get better.
- **Interactive:** involving communication between people.
- **Focus:** the main or central point of something, especially of attention or interest.
- **Feasible:** able to be made, done, or achieved.
- **Process:** a series of actions that you take in order to achieve a result.
- **Support:** to help someone emotionally or in a practical way.
- **Exchange:** the act of giving something to someone and them giving you something else.
- **Aware:** knowing that something exists, or having knowledge or experience of a particular thing.
- **Encourage:** to make someone more likely to do something, or to make something more likely to happen.



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Tema: Task-Based Method to enhance vocabulary to 9th graders

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Resumen

La presente investigación titulada “El aprendizaje basado en tareas como método para desarrollar el vocabulario en estudiantes de Inglés, tiene como finalidad que los estudiantes desarrollen el vocabulario para tener una mejor comunicación en el idioma inglés, considerando las dimensiones de gramática, vocabulario, pronunciación, comunicación interactiva y manejo del discurso mediante la aplicación del método del aprendizaje basado en tareas, el cual se fundamenta en el enfoque constructivista centrado en el estudiante; fomenta el aprendizaje colaborativo y el uso del idioma en situaciones reales. El enfoque de enseñanza de idiomas basado en tareas contribuye a mejorar el manejo y el ambiente de clase en el contexto de la enseñanza del inglés como lengua extranjera al centrarse en los intereses de los estudiantes al diseñar y planificar las tareas de acuerdo con sus realidades. Concluyendo se puede evidenciar un compromiso por parte de los docentes para el uso del método El aprendizaje basado en tareas para mejorar el proceso de enseñanza – aprendizaje del idioma inglés.

Palabras clave: Aprendizaje basado en tareas, vocabulario, idioma inglés.



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NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

Topic: Task-Based Method to enhance vocabulary to 9th graders

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Abstract

This work called "Task-based learning as a method to develop vocabulary in English learners, aims for students to develop vocabulary to have better communication in the English language, considering the dimensions of grammar, vocabulary, pronunciation, interactive communication and discourse management through the application of the task-based learning method, which is based on the student-centred constructivist approach; encourages collaborative learning and the use of the language in real situations. The task-based language teaching approach contributes to improving classroom management and environment in the context of teaching English as a foreign language by focusing on students' interests by designing and planning tasks according to their realities. Concluding, it can be evidenced a commitment on the part of the teachers for the use of the task-based learning method to improve the teaching process - learning the English language.

Keywords: Task – based Learning, vocabulary, English language

Introduction

Nowadays, around the world the interest in learning a foreign language especially English has increased significantly, due to the fast evolution of science, globalization, and technology, particularly in the academic field, scientific and business sectors. English is an international language spoken around the world for scientific research and academic publications.

By talking about the teaching – learning process of the English language, it is currently intended that the students are able to communicate effectively in real contexts, which necessarily implies having sufficient skills to transmit their message and interact effectively with their interlocutors. Task – Based learning method promotes interaction providing the students with natural context of the use of language.

This work, Task – Based learning as a method for the development of vocabulary focused its attention on the difficulty of students to communicate without having a huge range of words to put in practice. It is undeniable that this is a system of significant importance as it is essential for communication. In addition, it would include the skills such as reading, writing, listening, and speaking.

This work is focused on helping teachers and students to have a better class by using the Task – Based learning method to enhance their vocabulary in a correct way.

This project is divided into three chapters:

Chapter I. it talks about the objectives, justification and the methodology.

Chapter II, it is about how the Task – Based learning method helps to increase the vocabulary.

Chapter III, it is about the recommendations and conclusions about the use of this method.

Chapter I

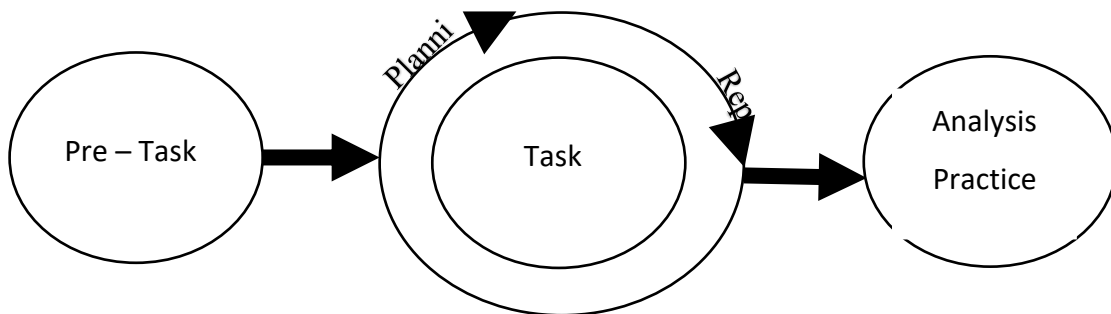
Task – Based Learning

The (TBL) has been a very good method of interest to study, since through it the improvement in the development of teaching – learning is feasible. Therefore, previous research has been obtained regarding it. The task – based learning allows students to use the language in a correct way. (Sarani & Farzaneh)

The Task – Based Learning approach is a method that contributes to practical development in a class that aims to reinforce the students’ knowledge. This approach has a great impact and effects on the development of vocabulary in students, raising their level of comprehension in the English language. Task Based learning method facilitates the teachers and students to immerse in the process of teaching – learning (Nychkalo et al, 2020).

Figure 1

Task – Based Learning cycle



Source. Willis TBL Framework (1996)

Objectives

To define how the Task-Based method is suitable for teaching English vocabulary.

To determine the Task-Based activities for teaching Basic English vocabulary.

Justification

Trying to learn a new language where the environment is another one like Spanish, it can be complicated, and English can be difficult where students do not have the correct guide from their teachers. It is very important to analyse how the teaching process is carrying out, and how the vocabulary is taught in order to improve the learning English process. Another important fact to take in account is that English is one of the most spoken languages around the world (Eberhard et al, 2021).

This work focuses on providing support to the educational system for the insufficient English vocabulary techniques that teachers use. Task – Based Method showed a very huge improvement in the teaching – learning process when it is applied.

Methodology

This work carries out in a descriptive nature and documentary design, the research makes through scientific articles, books. Documentary research focuses on information that is given by documents.

Content

In the next chapter the researcher will show about the different stages by using the Task – Based learning method.

Chapter II

Literature Review

Nowadays teachers in Ecuador know the necessity to arise the knowledge of vocabulary to improve students' competence at the moment of using English. According to Richards & Renandya (2002), one of the most important learning systems is vocabulary, it is the bridge for learners to communicate, write, listen to, and read.

Willis (1996) says that the design of a class by using the Task – Based learning method implies the consideration of stages that have the task. These stages reflect the chronology of a Task – Based lesson, which will necessarily lead the use of the language for communicating. This method allows the teacher to engage students in authentic and relevant topics and encourages them to use all their linguistic resources to complete the task successfully.

Chart 1

Methodological stages in implementing tasks

Stage	Goal	Typical techniques
Pre-emptive work	Restructuring	Consciousness – raising
	Stablish target language	Planning
	Reduce cognitive load	
During	Mediate accuracy and fluency	Task Choice
		Pressure Manipulation

Post 1	Discourage excessive fluency	Public Performance
	Encourage accuracy and restructuring	Analysis Testing
Post 2	Cycle of synthesis and analysis	Task Sequences Task Families

Source. Skehan (1996)

The Task -Based learning is a method used to each foreign language, it started around the 90s and is an evolution of the communicative approach. Willis (1996) was one who first spoke of a didactic framework that organizes classroom interaction based on tasks, claiming that “A task is an activity oriented towards a goal with a specific result, where the emphasis is on the exchange of meaning and not produce specific forms of language”.

This method considers that the teaching of a language should be conducted through tasks that simulate situations of daily life. By applying this method students have to participate, communicate, and cooperate among students by doing the task. The Task based learning has helped students to improve all his skills and also grammar and vocabulary (Cordoba, 2016).

Skehan (1996) makes the following recommendations:

- Make sure about your students’ level of difficulty of the tasks proposed to the students, the teacher must know that the students have the necessary skills to interact during the task.

- Find clear objectives for the completion of the task, the students be aware that these activities are serious and responsible.
- Certifying that students take an active role during the completion of the tasks and promote the equal participation among them.
- Encourage students to take risks, these types of activities are challenging for each student, so it is very important to create an adequate environment that allows the students to experiment with the language without feeling worried or afraid.
- Make sure that the students are focused on the use of the language during the performance of the task. The main goal of the task is to provide a context that allows the students to use the language in a correct way.
- Provide opportunities for students to focus on grammar structure, that can be done especially during the completion of the pre – task.

Chart 2

Factors influencing task implementation

Stage	Code complexity	Stress	Cognitive complexity
Goal			
Pre – emptive			

Restructuring	Pre – teach		Processing
Establish target language	Consciousness – raising		Observe
	Practice		Solve similar tasks
Reduce cognitive load	Conventional		Plan
	Parallel tasks		Cognitively
	Elements		Linguistically
			Familiarity
			Activate
During		Task Choice	
Mediating accuracy and fluency	Accuracy focus	Time	Support available
	Conformity pressure	Modality	Surprise elements
		Scale	Additional
		Stakes	Conflicting
		Control	
Post 1			
Increases accuracy	Public performance		
Encourages restructuring	Teacher Group		

Discourages	Camera
excessive	Degree of analysis
synthesis	
	Testing
Post 2	The task sequence
Cycle of synthesis	Repeating
and analysis	Parallel tasks
	Task families

Source. Skehan (1996)

The concept of Pedagogical task

According to the researcher a good definition for a Pedagogical task, which is considered that it has all the important aspects at the time of conducting a class, a pedagogical task is a piece of work in classes that the teachers give to their students to understand, manipulate, produce, and interact in the target language by performing real-life situations.

They can be applied in the classroom, while their attention is focused on activating their grammatical knowledge with the intention of expressing meaning. The task must be complete at the same time, it can be taken as a solo communicative act. Studies showed that Task Based learning had very good results on students' academic achievement (Pazhakh et al, 2017)

Classroom management

It is possible to refer to class management as all the activities or procedures that teachers carry out in the classroom to create and maintain appropriate student behaviour, that it cuts across all levels. It focuses not only on the students' behaviour, it also focuses on the actions that the teachers take to create an appropriate learning environment. The students thought "By having a student – centered classroom was a good idea (Douglas & Marcia, 2015).

An effective classroom environment is achieved when the teacher successfully achieves the inclusion of all students and ensures appropriate behaviour. Let's talk about the teacher if the teacher cannot act all the time as a regulator. In fact, the students must be part of the decision – making about what to do and how to carry out the tasks, even though the teacher remains the ultimate authority and responsible.

To be successful in this area, more than responding effectively when problems occur, the teacher must try to prevent them by being prepared to face any possible interruption and disturbance using techniques such as eye contact and directing questions to the students. In addition, the teacher must tend to generate a link with and between the students, some of those strategies include greeting students at the entrance and knowing everyone's name.

Feedback

All the points mentioned are also related to the concept of feedback. Teachers generally tend to control the students' behaviour with positive reinforcement, but the best option is to use phrases

that are motivating instead of frustrating, accusatory, or negative. Teaching vocabulary is a science, a craft, and art (Johnson, 2015)

The feedback helps the teacher to change the relationship among students and teachers, but more important it helps the students to feel more comfortable, capable and confident during the class.

Chapter III

Conclusions

Learning a second language such as English is important in the globalized world. It is a dynamic tool that allows to learn knowledge, as well as to transfer it. The importance of learning English as a means of communication translates into work and interpersonal improvements. That is why learning this language during the early ages is decisive.

Taken in account that the Task – Based method is very important and fruitful, the teacher has to motivate their students to take some risks, trying to communicate in English by using this method. Although it can be at first some embarrassed for the students because they do not have many vocabulary words to express in English.

Recommendations

To the authorities of the school, it is recommended to consider the Task – Based learning as a method of teaching English, because it has had a significant result in the development of students' vocabulary.

To the teachers who give English classes, it is recommended to use this method on tasks to help the development of the students' vocabulary.

It is recommended that the English coordinator carry out teachers training workshops, where experiences can be shared and discussions about the use of Task – Bases learning method that helps the development of vocabulary in students.

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ANEXOS

CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor **de la monografía**, “TASK BASED METHOD TO ENHANCE VOCABULARY TO 9TH GRADERS”, elaborado por el maestrando, ROSA MARTINA ALVAREZ MUÑOZ egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me permito declarar que una vez analizado anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el **0%** de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.



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