UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"TASK BASED METHOD TO REINFORCE ENGLISH VOCABULARY FOR FIRST SEMESTER STUDENTS FROM PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR, UPSE".

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR

Author: Ana Julia Basante Morante

Advisor: Ing. Xavier Almeida Briones. MSc

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CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

"TASK BASED METHOD TO REINFORCE ENGLISH VOCABULARY FOR FIRST SEMESTER STUDENTS FROM PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR, UPSE."

TRABAJO DE TITULACIÓN

Previa la obtención del título de:

LICENCIADA EN INGLÉS

AUTOR: ANA JULIA BASANTE MORANTE

TUTOR: ING.XAVIER ALMEIDA BRIONES, MSc.

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La Libertad, Febraury 1st, 2022

ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title **"TASK BASED METHOD TO REINFORCE ENGLISH VOCABULARY FOR FIRST SEMESTER STUDENTS FROM PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR, UPSE"** prepared by **BASANTE MORANTE ANA JULIA** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

_____

MSc. XAVIER ALMEIDA BRIONES

Advisor

La Libertad, February 1st ,2022

STATEMENT OF AUTHORSHIP

I, Ana Julia Basante Morante with ID number # 092356912-3, undergraduate student from Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **"TASK BASED METHOD TO REINFORCE ENGLISH VOCABULARY FOR FIRST SEMESTER STUDENTS FROM PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR, UPSE"**

Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

Ana Julia Basante Morante

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DEDICATION

First and foremost, I wish to dedicate this research project to Almighty God, who always have guided me and cares for me in accomplish my personal and educational goals. To my supporting family, especially to my parents and siblings, who have encouraged me to give the best of me. These beloved people have looked for me and taught me through their example the importance of being a responsible and honest person without hurting others.

I also want to make a special dedication to my friends, who, have meant so much in my life; their words of encouragement and push for perseverance to pursue my dreams and never give up. They have been also a strong support to finish the career.

Ana Julia

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Ana Julia

DECLARACIÓN

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES MI RESPONSABILIDAD, LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.
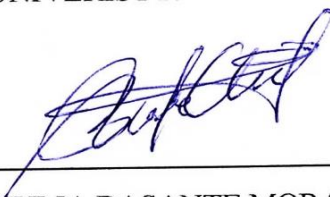

ANA JULIA BASANTE MORANTE

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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERISTY.

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INDEX

TABLES

FIGURES

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR

"TASK BASED METHOD TO REINFORCE ENGLISH VOCABULARY FOR FIRST SEMESTER STUDENTS FROM PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR, UPSE"

AUTHOR: ANA JULIA BASANTE MORANTE

ADVISOR: ING. XAVIER ALMEIDA BRIONES. MSc

ABSTRACT

The current research project attempts to improve the English vocabulary knowledge of the 73 students of first semester students of Pedagogy of National and Foreign languages Major 2021-2s – Universidad Estatal Península de Santa Elena by creating and proposing an activity booklet focused on the Task-Based Method. In the educational setting, this method aims at using tasks as the medium of introduction to new vocabulary, its definition and grammatical use.

To accomplish the purpose and its proposal, the quantitative method was used, which allowed the researcher to apply the survey technique. The analyzed information helped to understand better the students' needs in reinforcing their English vocabulary. This paper suggests a set of task-based vocabulary activities based on the level of the students and topics of interest. Furthermore, these were designed to provide students with a tool to help them with autonomous learning of the target language and that seeks to decrease the gaps in the teaching-learning process and encourage learners to put new words into practice while developing their English skills.

Key words: Task-Based Method, Vocabulary, Quantitative Method, Booklet.

INTRODUCTION

Language is considered one of the most efficient communication systems at a cultural level; its function allows many people to share their thoughts, feelings, and opinions. Therefore, when talking about the English language, which is considered one of the most important languages nowadays, due to the globalization of the countries with English as their native language, it is necessary to learn it for better professional success nationally and internationally.

Learning the English language can be very complex due to the context in which a country's education can be found around this specific area of education. With this in mind, Ecuadorian education does not stand out for its English area. Therefore, this research is focused on reinforcing English language through vocabulary, which is an essential element of this language and many others.

Through the focus of this project, the Task-Based method was perceived as promoting a learner's role in the teaching-learning process of a new language. Furthermore, this method is beneficial for students' autonomous learning, whereby they play an active role through Tasks assigned by their teacher or guide.

This research project aims to improve the English vocabulary of first semester students of the National and Foreign Languages Pedagogy course - UPSE, by creating a booklet with Task-based method activities.

This work clearly explains what the whole project consists of. In order to have a better understanding of the present research, four chapters are explained in detail to provide the relevant data and information to support the development of this research. Each chapter is described as follows.

CHAPTER II - THE THEORETICAL FRAMEWORK: Provides evidence of the background, theoretical information and the bases on which the research project is based to analyze the problem.

CHAPTER III - METHODOLOGICAL FRAMEWORK: Details the research methodology, techniques and tools used to collect information to ensure the validity of the project. The chosen population and sample are fundamental for the design of the proposal and its subsequent creation.

CHAPTER IV - PROPOSAL: This chapter presents the proposal that tries to cover a need related to the problem presented in chapter 1, this chapter details how the

students will benefit and the purpose of improving the vocabulary to facilitate the teaching-learning process. In addition, it shows the objectives of the proposal, the conclusions and recommendations with which it concludes the functioning of this proposal and how it could contribute to a remarkable improvement in the knowledge of English vocabulary.

CHAPTER I
THE PROBLEM

Research Topic

"TASK BASED METHOD TO REINFORCE ENGLISH VOCABULARY FOR FIRST SEMESTER STUDENTS FROM PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR, UPSE"

Problem Statement

English proficiency in Latin America has been a problem for many years. This problem is noticeable due to globalization and the need to enhance competitiveness and better economic development against the intercontinental market. Nevertheless, there are some regions of Latin-American countries in which, through their history, have had a better level of English Language as a Second Language (L2). Argentina, which is on the top of the South American countries, has an excellent English level. On the other hand, Mexico and Ecuador have received the lowest scores in the region (Romero,2021, p.2).

Ecuador is a country where its educational system has recently focus on the area of teaching a foreign language (English). The main objective is to reinforce the level at all levels of education. However, a foreign language such as English is difficult to learn and teach in Ecuador. The causes of this problem are many, according to Roldan, A. (2016) one of them is the methodology applied to teach a language by teachers of basic levels up to high school. The methodology to teach a foreign language cannot be the same as the one used in the '80s, because is known, the world evolves. Consequently, students receive knowledge differently; therefore, the invention and updating of methodologies and resources are necessary for exemplary teaching in the Ecuadorian educational system.

Universidad Estatal Península de Santa Elena, a higher-level institution for 23 years, trains competent professionals committed to society, being a reference university of the Ecuadorian coast, has developed efficiently since its creation on July 22, 1998. This university which is located in a tourist province for its beaches and other attractions, regarding to this problem English teachers were needed to teach this foreign language to the community of Santa Elena. Therefore, the career of Pedagogy of National and Foreign Languages, which lasts eight semesters, was proposed to train English teachers to help the development of the province of Santa Elena.

This project focuses on the first semester students who are learning for a degree in teaching English as an L2. There are questions about whether the first-semester students know the different methodologies to practice vocabulary. At the Universidad Estatal Peninsula de Santa Elena (UPSE), in the Pedagogy of National and Foreign Languages (PINE) major, it was established through a survey that the students showed some difficulties learning vocabulary in the English language.

According to the Ministry of Education, students who enter the university have a B1 English level according to the Common European Framework of Reference for Languages (CEFR). However, on the contrary, students who enter bring many deficiencies, mainly in vocabulary skills.

The college education in Ecuador has its strengths and shortcomings. However, in the area of English on this level of education, nowadays, the deficiencies of the English language that college students have been more noticeable. So, the problem exists due to the incorrect apply of methodologies in teaching a second language in the early years. So, correspondent to students studying a career in teaching a foreign language must be able to know and apply vocabulary in their career because the future of Ecuadorian people depends on them in this specific aspect.

This project focuses on reinforcing vocabulary in the students of the first semester of PINE major through the Task-Based Learning method, which will contribute to reinforcing vocabulary and having a better performance.

Consequently, they will be able to enhance their level of English as they progress through the different semesters of their career. They will be able to contribute to the development of Ecuadorian people in learning an important language such as English that will provide them a better performance to communicate between countries that do not have the same language.

Problem Tree

Figure 1:
Problem Tree

EFFECTS

Students do not comprehend instructions when they develop a vocabulary activity

Students do not know meaning or definition of words, they translate them

Students do not meet the B1 level of English language.

Students use the same words, do not a wide range of words to use

Low English vocabulary knowledge in students of first semester of the major Pedagogy of National and Foreign Languages at UPSE

Students do not have a good background of English

Students have not had a proper English education in lexis in their early years of student

CAUSES

Teachers do not apply the best methodology for students who do not have the level expected of English

Students do not have a dictionary or source to find new words and its meanings

Author: Ana Basante Morante

Source: PINE – UPSE

Problem Formulation

How does the Task-Based method contribute to reinforce vocabulary in first semester students of Pedagogy of National and Foreign Languages 2021-2s – UPSE?

Specific Research Questions

1. How does the Task Based Method can be used to reinforce vocabulary?
2. What are the most effective Task Based Method activities for teaching English vocabulary for first semester students?
3. To what extend the Task based method activities can allow students of first semester to achieve a vocabulary that permits them to develop the other skills?

Research Objectives

General objective

To reinforce English vocabulary through the Task Based Method on first semester students of the career of Pedagogy of National and Foreign Languages Major- UPSE .2021

Specific objectives

1. To describe how the Task Based Method enhance the performance of students of first semester of Pedagogy of National and Foreign Languages Major - UPSE .2021
2. To identify the level of vocabulary of the first semester students of Pedagogy of National and Foreign Languages Major - UPSE .2021
3. To design a booklet of activities based on the Task Based Method focused on the students of first semester of the career of Pedagogy of National and Foreign Languages Major

Justification

This project is based on a task-based language learning method to create a booklet where students and teachers find a way to practice and reinforce vocabulary with a complexity of B1 level according to the CEFR. Therefore, students will be able to practice through a booklet which will help to review and create their learning process.

Students of the career of Pedagogy of National and Foreign Languages of early semesters will develop better lexis in their performance as college students. For that

reason, a booklet is needed because this tool has shown to be an excellent didactic resource for young adult people to learn and practice vocabulary.

The Task-Based Method chosen to reinforce the vocabulary has shown in many studies and projects around the world success to enhance the ability and cognition of students. Choosing this type of method guarantees reinforcement of the ability and the cognition to learn new vocabulary with the students. With this in mind, the Task-Based method will allow establishing the proper activities to learn and improve students' vocabulary of the first semester of PINE.

The TBL method that will be used as a model for the realization of activities will be applied to first-semester students. However, considering that the method will be applied to adult students, it will focus on vocabulary activities that introduce several variables, such as definition or meaning and differentiation

The proposed booklet is an educational tool focused on the students of the first semester of the PINE career, which will help through different activities based on the TBL method to learn the semantic and pragmatic meaning of the vocabulary established for the students through the realization of the booklet.

CHAPTER II
THEORETICAL FRAMEWORK

Background

   The English language has been in recent years the most successful way to communicate between countries with different cultures, traditions and languages; to achieve a certain level of knowledge or understanding of the English language, people have chosen to study it through schools or academies.

   Private and public educational institutions in Ecuador have a goal, students must graduate with a B1 level of English based on the Common European Framework of References for Languages (CEFR), where students will be able to express in writing and speaking their opinions without difficulty. (Ministerio de Educación, E, 2016, p. 5)

   According to Ministerio de Education, E. (2014) teachers must have the level of B2 according to the CEFR. In real life, this is not achieved due to the lack of vocabulary and motivation to learn the foreign language when they leave school, therefore, vocabulary which is taught to children in their early years, along with other skills such as reading, speaking and listening. (p. 3).

   The following studies which were extracted from academic websites and online journal articles, books with valuable data to this project, support the idea of applying the Task Based Method in English classes due to its effectiveness in worldwide programs.

The Effect of Explicit and Implicit Teaching Vocabulary on Iranian EFL Learners Vocabulary.
Islamic Azad University, Takestan, Iran

   This research reinforces the fact that vocabulary has been central to educational methodologies for a long time and that although many new methodologies discredit this skill and want to focus on grammar, structures for the study of a new language, they cannot neglect vocabulary. This study focuses on how learners of English as a Second Language (ESL) can learn vocabulary from etymology, i.e., suffixes and prefixes. It also demonstrates how these learning strategies have raised English language proficiency and the ability to communicate in English.

   The project studied was intended to relate whether there was any improvement with this new etymology strategy in vocabulary, and there was a significant difference between those who had not received this type of instruction and those who had had the

opportunity for this in reference to overall performance in vocabulary. (Golzarnia, H., & Rahmany, R, 2018, p.164-168)

A Study Focusing on Applying Task-Based Language Teaching (TBLT) Methods into English Vocabulary Teaching for EFL Learners
Guangdong Province, China

According to Huang, Y., & Gandhioke, S. (2021), Task-Based Language Teaching (TBLT) was introduced as a new methodology to solve the problem of university students problem with the English language. Regarding this research, they find the problem that Chinese students have had a traditional methodology where they are passive and listen to all that the professor teaches. (p. 69-72)

Although they emphasize how the methodology works perfectly with students and teachers because the problem with the vocabulary found is that students think they have to memorize words, but with TBLT, students are responsible for their learning with the guise of their teacher.

In addition, they did many activities to enhance the vocabulary of the college students, such as filling in the words, chain story, Pictionary, charades; these activities were helpful to increase the vocabulary and achieve a better performance of these Chinese students.

Theorical Basis

Teaching English

English language teaching, worldwide, is one of the most sought-after teaching careers, but at the same time, one of the most underestimated, as this profession has long been based on methodologies in which the teacher was the person responsible for leading and teaching a foreign language. But now, with globalization, ESL teachers changed their methodologies, as new concepts and perspectives are required to teach a class in English. (Renandya, W. A., & Widodo, H. P., 2016, p.3-5)

Teachers or guides have to be trained and retrained to meet the changing language learning needs of their students; new teaching methodologies are to cater to the various levels of students' profiles and attitudes and also how to assess the learning outcomes.

It is very different from the way the English language was taught and learned before, for example, a child just starting to study the language did not know what words were - hello, good morning, see you -, now that kind of words they already know, even if they have not even seen an official English class, the reason is that this language has

become so big that it monopolizes the countries that do not have English as an official language.

Teaching Methods

A teaching method is based on the preferences that a teacher wants for his/her classes, such as principles, didactic strategies; mainly, a teaching method depends on the teacher and how he/she can employ it to achieve the teaching objective.

According to Renau, M. (2021), there are several learning styles in teaching a new language; the three main ones are: Direct Instruction, which the teacher carries out through lectures, masterclasses, and others; the second one is Inquiry-Based Learning based on students' research; lastly, Cooperative Learning consists of group works where the students are the only ones responsible for their learning. (p.82-88)

Language Teaching Methods

Teaching methods for learning a language differ significantly in strategies, dynamism, and others (students and teachers). According to Renau. M (2021) the following are the methods of teaching a foreign language, which details their contemporaneity and modernity in the methodologies around the world:

The direct method. Learning a second language is taught in the target language, and mother tongue is not allowed in the classroom. Grammar rules are avoided, and it procures to enhance the pronunciation.

Audio-linguistics. creates situations where dialogues and drills are practiced to create a habit; also, pronunciation, stress, and rhythm are emphasized.

The structural approach. It is based on the mastery of structures than learning vocabulary. Speech and oral work are fundamental in this approach. Through speeches, students learn to connect words and meaning from them.

Suggestopedia. The characteristics of this method are decoration, the furniture and didactic resources, and the use of music inside a classroom; the teacher is authoritative, intonation and rhythm are the basis of this type of learning process.

Total physical response. This modern method is taught by speech or simple commands and actions. The main objective of the TPR method is to teach communication and comprehension of the target language through physical activity.

Communicative Language Teaching (CLT). With this type of method, learners can communicate effectively and appropriately; the main objectives are competence in communication and developing the four skills of acquiring a second language.

The silent way. The teacher's goal is to say as little as possible so that the learner is in control of what he/she wants to say; by the way, the use of the mother tongue is not allowed

Community language learning. In this method built by relationships between teachers-students, the role of the teacher is seen as a counselor or a guide, and the student determines what they will learn.

Immersion. This method is about students who are learning a second language and are immersed in the English language for the whole day and expected to learn math, science, humanities through the target language.

Task-based language. It is about the completion of a task, which in itself is interesting to the learners, and determined by what happens as the students complete it. In this method, the stages are Pre-Task, Task, Planning, Report, Analysis, and Practice.

The grammar-translation method. This method was used to translate Latin many years ago, such as the translation of texts. When we talk about this approach, teachers are the center of the learning process and the hard study of grammar rules and lists of vocabulary, enhancing the reading and writing.

English Vocabulary

Vocabulary is a language component that allows constructing sentences for communicating knowledge and realizing skills. Language components consist of pronunciation, vocabulary, meanings, and sentence structure.

It is impossible to make sentences or communicate without vocabulary; they are words that, when formed correctly, form a synergy that is intended to inform or express something concrete. (Reyes Limones, M, 2021, p. 21)

Types of vocabulary:

- *Vocabulary based on language skills.* - is divided into two receptive vocabulary and productive vocabulary. Receptive vocabulary is when the learner understands the word in the context in which it is formed but cannot produce it or express it through their skills. On the other hand, with productive vocabulary, the learner understands and can produce the language to express, communicate and improve skills such as writing and speaking.

- *Language (knowledge) based vocabulary.* - consists of two parts, visual vocabulary, and oral vocabulary. To talk about visuals, we refer to writing; and oral

vocabulary is when using speaking skills. These types of skills make vocabulary knowledge increase the performance of the ESL

  - *Content-based vocabulary.* - consists of general vocabulary and specific/technical vocabulary. These types of vocabulary are easy to identify by their context. General vocabulary refers to a larger number of words in the context they are spoken. On the other hand, specific vocabulary refers to the context in which they are used.

Language learners must have English vocabulary in learning English. In addition, resources and materials should be taken into account because they can provide ideas and practice with daily activities. (Said, M, 2021, p.9-10)

Vocabulary Acquisition

As reported by Vera Peña, J. J (2021), learning a new language is challenging depending on the context in which the person wants to acquire a new way of communicating. Many years ago, it was believed that by teaching grammar and structure of the English language, the vocabulary would be obvious to learn by learning the rest. Nowadays, the lack of knowledge in vocabulary is visible because people had been satisfied with the words they were taught in their early years of school and did not continue to enrich themselves with new words that can help them communicate better.

Task-Based Method.

Definition

According to Somawati, N. P (2018), a Task-Based Learning Teaching (TBLT) method, which is focused on activities named "TASK," these activities are considered holistic. The task is the most important and is the center of the learning process, which provides activities to reinforce the English language. Task-Based Method (TBM) considers the second language a tool to communicate rather than an object or subject to learn. The TBM is effective and meaningful because they integrate activities goal-oriented, and an analytical syllabus focused on students must support this method without any grammar lesson. (p. 2).

Characteristics

This method is characterized by its variety of didactic strategies and how the teacher can implement the resources when teaching English as a Second Language (ESL) students. According to Giguashvili T. (2017), the most predominant approach of TBM currently is that the teacher serves as a guide before completing the task, i.e., the teacher first explains the instructions of the TASK. In addition, with this method or

approach to English language learning, students can learn a new language, meaning to which the teacher wants his students to acquire through the application of various techniques and procedures. (p. 2-3)

Roles

Learner's role

The focus of the learner is on meaning. The task, which is the method is based on, focuses on the use of language for communication and effectiveness in expressing the needs and interests of the students, and they take an active role during the process of each task activity. (Lara Velarde, A, 2018, p. 30)

The tasks motivate students to use their knowledge and skills to complete the activities. The language that is produced during is the result of the interaction that the method promotes the students with the tasks. With this approach, the student's role will be a precursor for their own vocabulary learning and how they will be able to use it in their other skills to express themselves better.

Teacher's role

This role is very intricate due to the very basis of this methodology since the active role of this method is the learner, who is the one who learns and performs his learning through tasks. Therefore, the role of a teacher is to guide, instruct, manage and facilitate the learning of a second language. The teacher must be very clear about a task, objectives, or purposes for the learners. One of the teacher's tasks is to provide the task, i.e., to develop the resources and materials that will enable the learners to perform and improve their performance. (Lara Velarde, A, 2018, p. 31)

Stages

Although there are many strategies and procedures of this method, the three stages are as follows:

Stage 1. The Pre-Task: This is the warm-up, where the teacher prepares the students with the instructions and with the vocabulary or content that the Task will include.

Stage 2. Task Cycle: Students perform the Task according to the instructions given, using the target language to complete it.

Stage 3. Language Focus: This stage focuses on the review of errors made by the students; the parts that appeal to the students are prioritized.

Types of Task-Based activities

There are a lot of definitions but, according to the English Cambridge dictionary, a task is a work or action the must be performed. For this project. The tasks are directed to the students that have low vocabulary, that with activities of Task-Based Method will be able to acknowledge in a different way the English vocabulary.

Tasks that are focused in learning a second language are based on full communication on the target language and motivate the Task resolution with interaction from others. In the Task-Based Method, the perform in a second language of a task is required to the effectiveness of this method.

This method differs from others because it is centered on the student, it derivates from the Communicative Approach, but it has developed its principles through time. According to Kyriacou N. (2018), three types of TBLT activities can apply in a class: information gap activities, opinion gap activities, and reasoning gap activities.

Information Gap Activities. – These activities give students some opportunities to ask for information, clarification, and meaning.

Opinion Gap Activities. – In these activities, students exchange preferences, ideas, or beliefs. The main point is to ask students open questions.

Reasoning Gap Activities. - Students must work together to solve a problem. Rather than exchanging data, they must cooperate, speculate and, come to some agreement.

Types of tasks in the Task-Based Method

According to Vera Peña, J. J (2021), teachers use different types of tasks as resources for English planning lessons when they use the method.

- Listening task. - This task may be represented by an interview, debates that include an oral presentation or lecture, and the other classmate will be listening to him/her, in order to learn or find something interesting in them. A listening task may be performed by the teacher at the beginning but then is the duty of the students to follow the guide

- Ordering task. This type of task allows the student to bring out his or her intelligence by sorting, from highest to lowest or vice versa. This task is very effective in trying to entice students to engage in activities

- Problem-solving task. - These types of tasks are beneficial when trying to instill activity that promotes problem solving, which can be from a real, or fictitious context.

This type of task entices students to become more involved in the activity by relating their prior knowledge to solving a problem.

- *Comparing and Contrasting task.* - Generally, the task is that the learners try to find the differences and similarities between them. The students in this type of task are asked to give an analytical comparation between ideas, opinions or objects.

- *Storytelling task.* - This task is perfect for improving vocabulary. It encourages students to speak aloud, sharing their own or other people's experiences. It could also be an imaginary story where the learner might create or incent situations real or unreal.

- *Creative Task.* – This task must be worked in groups or sent as homework This task should be worked on as a group or sent as homework. The imagination that the student can employ here is infinite, since this type of task can be obtained by means of individual and group tasks, where it will be tested how much imagination and creativity the students have when solving this type of task. The tasks can be used in a theatrical play, listening to music, or painting.

Vocabulary in the Task-Based Method

As stated by Galeas Arboleda, G. J. (2018) in her scientific article, her research in integrated vocabulary with students of 15- 17 years old took an incredible path to find that students develop and increase their skills with methods and strategies attached to the vocabulary learning, that had helped to a better performance of the ESL students. (p.22)

Task-based Method refers to teaching as a recent version of communicative methodology. Its application dates back to the Malaysian communicational project and Bangalore project. The role of TBM focus on the pedagogical application of second language acquisition theory.

According to this methodology, Hooshang Khoshsima, A. (2016) received more attention in the mid-1980s as a tool to learn more vocabulary. It was also believed that engaging learners in tasks provide a better context for activating learning processes and better language learning conditions. This approach emphasized the meaning and tasks are assessed based on their outcomes. (p.231)

Legal Basis

The Ecuadorian Constitution establishes with Article 343, SECTION ONE, Education that the National Education System to help Ecuadorian citizens to improve

their quality of life and makes the learning process support the commitment to increase the level of satisfaction and opportunities based on culture and art.

According to Ecuadorian Constitution, G. (2012). Article 349 states that the State shall guarantee teachers, at all levels and modalities, stability, and pedagogical and academic improvement; a fair remuneration, according to professionalization, performance and academic merits. (p. 102)

The Organic Law of Intercultural Education (LOEI), title I of the general principles in its Art. This has as a right to education, this must be ensured for all Ecuadorian citizens. This entity regulates the principles and purposes that guide Ecuadorian education within the framework of the "Buen Vivir" (Good Living).

Variables of the Study

Chapter two of this project focused on theories and definitions related to the topic of the project, such as the methods of teaching a foreign language and vocabulary. It can also be seen from the studies cited in this project that there are many reliable international sources that support this method for teaching the English language and vocabulary.

Thanks to this chapter, it is deduced that the method chosen for the elaboration of this project is the Task-Based Method because it achieves to acquire the characteristics required for the proposal, and on which it would be based to benefit the students to improve and reinforce the vocabulary through the practice of this type of activities. Therefore, the variables of this study are established as follows

Dependent Variable

English Vocabulary of the first semester students

Independent Variable

The Task-Based Method

CHAPTER III
METHODOLOGY

Defining the methodological procedure of the present project is fundamental; the questions established in this research project will be answered to have the basis for its future advancement. Also, the methodological framework must have a precise structure of how this study will be accomplished.

Research Design

This project was carried out with the quantitative method, because there are statistical and descriptive data. Therefore, it provides a better understanding of the problems related to students' English vocabulary learning process from the First Semester of the Major PINE of Universidad Estatal Peninsula de Santa Elena "UPSE," the research techniques, instruments, and tools are used to collect relevant data or information.

Quantitative Method

The quantitative method provides accurate information on statistics, preferences, and valuable data in general through the use of questionnaires and surveys; this type of research is beneficial to determine the different factors that contribute to the problem, which is the low performance in the everyday vocabulary of the first semester students in the major of PINE – UPSE.

Types of Research

This project will have two types of research: exploratory and descriptive because they allow the researcher to define the problem and its causes and effects. This study explores and examines the problem's origins through observation and the analysis of the context. This descriptive research will be applied to describe the population sample and the association between the research proposed variables.

This study is based on experimental design; the collected data from the participants means that it is explanatory research. Therefore, when different instruments are applied, the researcher will have a significant data source to interpret and organize, always focusing on the benefit of the tenth-grade students and their English teachers.

Techniques

Survey

The survey has become an essential tool for research projects. Furthermore, the survey has proven to be helpful for a wide variety of fields and applications. Therefore,

this research project employs this technique as an indispensable instrument to know students' behavior preferences and thoughts from the First Semester of PINE' major of Universidad Estatal Peninsula de Santa Elena "UPSE."

Interview

This research technique is used to obtain oral information through a structured interview, in which the researcher can explain the purpose of the study, and clearly specify the type of data the investigator is looking for. It was applied to find direct and precise evidence from English 1 teacher of the first semester students.

Instruments

Questionnaire

The survey has become an essential tool for research projects. Therefore, this research project employs this technique as an indispensable instrument to know the preferences and opinions of the students regarding the level of vocabulary and with which didactic instruments they feel more comfortable learning the English language. This survey is not intended to measure the students' level of English.

Diagnostic Test

The diagnostic test is a tool to measure the vocabulary level of first semester students. The test consists of 15 activities of fill in the gaps, complete sentences, synonyms and antonyms; all of them are formulated with basic, intermediate and advanced vocabulary based on the Common European Framework of Reference for Languages and other international sources such as TOEFL and OXFORD.

Population and Sample

Population

The population for this study is the first semester students from Pedagogy of National and Foreign Languages Major of the Universidad Estatal Peninsula de Santa Elena, the number of students is detailed by groups or parallels in order to be more accurate with the information presented in this research.

Table 1:
Population Details

Population Details		
Category	**Frequency**	**Percentage**
Students of 1/1	34	47 %
Students of 1/2	40	53 %
Total	74	100 %

Source: PINE – UPSE
Author: Ana Basante Morante

Sample Group

The sample group is compounded by first semester students courses, 1/1 and 1/2, from Pedagogy of National and Foreign Languages Major of the Universidad Estatal Peninsula de Santa Elena.

Data Collection Plan

The data collection plan was developed in order to analyze the technique and instrument that were involved in this research. They were applied to the first semester students of the PINE major in order to obtain more accurate data of the problematic detailed at the beginning of this research.

Table 2:
Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To reinforce English Vocabulary
2. From which people or objects?	First semester students from PINE major of UPSE
3. About what aspects?	An activity booklet using Task-Based Method activities.
4. Who?	The researcher: Ana Julia Basante Morante
5. To whom?	First semester students who have some difficulties learning English Vocabulary
6. When?	2021

7. Where?	At Universidad Estatal Península de Santa Elena (UPSE)
8. How?	By group
9. What data collection techniques?	Survey
10. With what?	Diagnostic Test, questionnaires.

Source: PINE – UPSE
Author: Ana Julia Basante Morante

Data Processing Plan

Table 3: Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTING AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENTS OF SOLUTIONS
Through a basic vocabulary test applied to the first semester students of PINE - "UPSE", the low level of vocabulary knowledge was determined. Moreover, it was noticeable the lack of English independent/autonomous learning methodology.	Once identified the main issue of the first semester students, data research was based on educational journal articles, websites, books online and worksheets.	With the data collecting tools, the low level in basic English vocabulary knowledge was identified in the first semester students parallels 1/1 and 1/2. The students with Task Based Method activities will be able to apply previous knowledge to work autonomously in order to obtain new vocabulary.	With all the information gathered, the project of reinforce English vocabulary to the first semester students of PINE - "UPSE", is viable.	The first semester students of PINE - "UPSE" parallels 1/1 1/2, will have a beneficial activity booklet activity with Task-Based Learning activities to improve their English vocabulary

Author: Ana Julia Basante Morante
Source: PINE – UPSE

Analysis of Data

A diagnostic test and survey provided the collected data of this research, and these were done by the students of the first semester; the analysis of this information will be detailed in the following items.

The diagnostic test was applied to the students in November to the students. This test aimed to measure the level of English vocabulary in the students of the first semester. The other technique taken into account was the survey; it was structured with ten questions directed to the students.

The main goal was to consider the opinions and thoughts of the students about the topic of this research (vocabulary); this survey makes this research reliable and supports the design of the proposal, which is a booklet that will help them to work autonomously and reinforce their English vocabulary.

Diagnostic Test Results

Figure 2:
Diagnostic Test Results
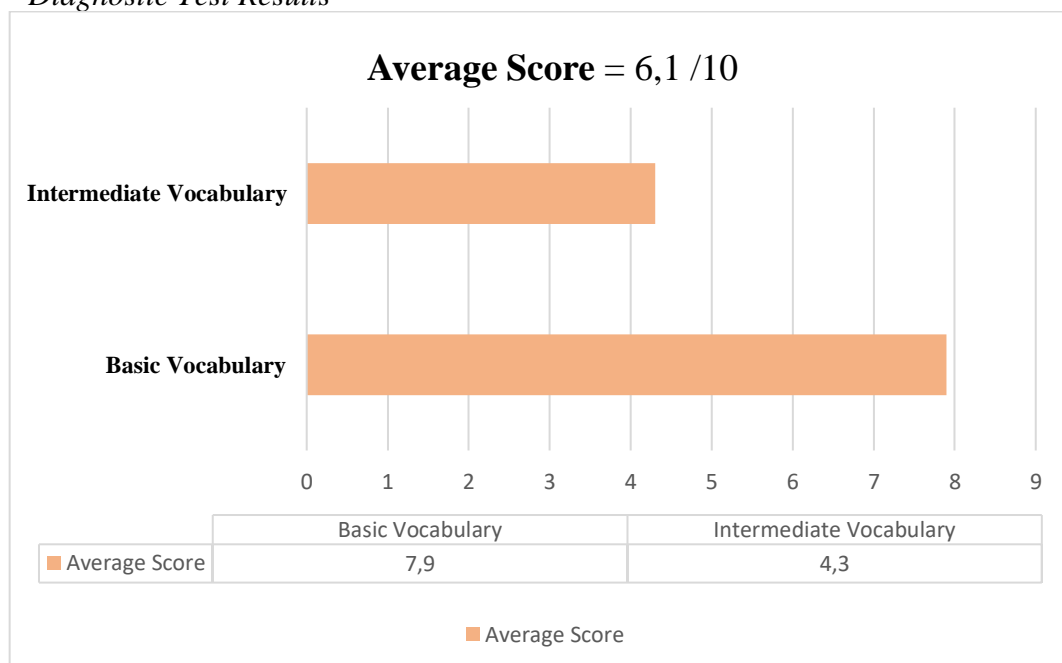
Author: Ana Julia Basante Morante
Souce: PINE – UPSE

Interpretation of Diagnostic Test Results

This diagnostic vocabulary test was applied to seventy-four students of the first semester students of PINE-UPSE. It was planned to measure the level of vocabulary knowledge and comprehension that students had. The test was divided by categories (Basic, Intermediate Vocabulary) to measure the real level of the students of first semester. Its average result was 6,1 points out of ten, meaning that 39,9% students do not meet with the basic level expected from them in first semester of the PINE major.

This result is useful because it validates and proves the problematic stated in this research related to English vocabulary based on the data. Moreover, it guides the researcher to propose that in the advance and intermediate vocabulary the average is very low. With this data, an activity booklet is proposed to reinforce the vocabulary level in the students, indicating that with specific activities, the students can guide themselves to learn with more accurate specifications or instructions of the activities

Despite the fact that the score obtained by the students is low, it represents a challenge for the researcher since the importance of concentrating on finding a proper way to aid the teacher to develop a habit of activities that could maintain the interest of the students in every day learn new terms. By learning vocabulary, students can take new words and make them part of their daily basis expertise as well as taking advantage of the process to use it in future English lessons.

Interview

Interview directed to the English Teacher of First semester students

1. **How many cycles or semesters have you taught English to first semester students?**

The teacher was able to say that she has taught English at all levels of English throughout the PINE major, but in this cycle, she has been assigned to teach English I to the two first semester courses.

2. **What is the deficit that you find the most in the students?**

The interviewee says that it is the vocabulary where students tend to have many problems and the development of this with their different skills; she expresses that many students lack much basic vocabulary.

3. **Do you think the students have a basic vocabulary in the first semester?**

The teacher expresses as an educator that she has an expectation that students have at least a basic level of English vocabulary. However, she finds that her students' vocabulary varies among classmates, as some have an advanced level and others do not reach the required level.

4. **In your opinion, is vocabulary essential to learn in the first semesters of the course?**

In the teacher's perception, vocabulary goes hand in hand with the learning process since it should be based on methods that encourage the use of the language and meet the learning objective.

5. **Do you think this problem causes students to go on to the following semesters with vocabulary deficiencies?**

The professor states that students in higher semesters are dragging these problems of lack of vocabulary and how to use it with other language skills such as speaking, writing, reading and listening.

6. **What is your opinion about English language education in Ecuador at the university level?**

The professor was able to say that she finds many shortcomings in the educational system since the lack of methodologies in the classes is evident in the students' lack of

knowledge. The methodologies she says should be varied so that students can be involved better and the learning process can be effective.

7. Do you think this problem causes students to go on to subsequent semesters with vocabulary deficiencies?

The interviewee gives an affirmative answer saying that the students of the different semesters lack certain levels of academic vocabulary because they are not able to do writing or formally express themselves in the language.

8. Do you think a didactic resource that helps students learn independently would be beneficial?

The teacher says that the students could benefit from any didactic resource but that they are the only ones responsible for their learning and that the help of resources such as books, handouts, activities will benefit them if they can make the best use of them.

Analysis of survey directed to First Semester students

Question 1:

Do you agree that learning more academic or formal vocabulary would be more beneficial for your future studies in PINE major?

Table 4:
Academic or formal vocabulary

Alternatives	Frecuency	Percentage %
Strongly Agree	27	36,5 %
Agree	36	48,6 %
Neutral	9	12,2 %
Disagree	0	0
Strongly Disagree	2	2,7 %
Total	**74**	**100 %**

Author: Ana Julia Basante Morante
Souce: PINE – UPSE

Most of the students Agree with the idea that learning more academic or formal vocabulary is beneficial for them, meaning that they are aware of the importance of vocabulary into the learning process a second language such as English.

The second relevant percentage is Strongly Agree**,** with this relevant data we can stipulate those students of first semester find this component of the language important to their future achievements in PINE major. The other three options with 11 votes of 74 students among them, are analyzed that these students do not consider that vocabulary is not important for them in their future studies, with that in context, we can conclude that these students find other components more interesting than vocabulary.

Question 2:

In what percentage do you currently believe your level of English is?

Table 5:
English level

Alternatives	Frecuency	Percentage %
80 - 100 %	3	4 %
60 - 80%	17	23 %
40 - 60%	29	39,2 %
20 - 40%	20	27 %
0 - 20%	5	6,8 %
Total	**74**	**100 %**

Author: Ana Julia Basante Morante
Souce: PINE – UPSE

In this question, the students measure their level of English according to their opinion. Most of the students believe that their level of vocabulary is between 40- 60%, which is why it is thought to that student's level is regular; the level 20 – 40%, 20 students believe that they are in that level, we could analyze that the beliefs of the students on their own English level is not accurate to the level to what they expect in the major.

The other percentages as we able to see in the Table 5, the less ranked are 0-20% and 80-100%, those levels are extremely opposite so will be appropriate to say that students do not believe that their level of English is neither bad or excellent, and consider that their knowledge in the target language is in a standard level. The chart aims to students acknowledge their level of English.

Question 3:

What academic materials or resources do you feel the most comfortable learning English with?

Table 6:
Resources or materials comfortability

Alternatives	Frecuency	Percentage %
Dictionaries	0	0 %
Books	9	12,2 %
Workbooks (activities)	28	37,8 %
Multimedia Resources	37	50%
Other	0	0 %
Total	**74**	**100 %**

Author: Ana Julia Basante Morante
Souce: PINE – UPSE

With this question we are able to find that most of the students are comfortable with workbook activities with a 37,8%, and multimedia resources with a 50%; these variables are very opposite in the learning process. Nevertheless, it can be analyzed that students with different types of learning methodology are studying an English career, also we can conclude that students try to explore their alternatives of studying a second language L2.

Dictionaries and books were ranked with low percentages, with this in mind students are not interested in learning English through these elements, despite of the excellent source of information. This question is semi-structured, because one of its options requires to write, if they are not attracted to the others; what they consider a resource that they find comfortable work with to learn vocabulary.

Question 4:

How often do you spend time studying English, not counting the hours you spend in class?

Table 7:
English study time

Alternatives	Frecuency	Percentage %
More than four hours per week	8	10,8 %
Four hours per week	9	12,2 %
Three hours per week	22	29,7 %
Two hours per week	25	33,8 %
One hour per week	10	13,5 %
Total	**74**	**100 %**

Author: Ana Julia Basante Morante
Souce: PINE – UPSE

This question provides the research with more valuable information from the student, where we can find that most of the students spend three to two hours studying and acquiring more knowledge from other sources. It is fair to express that the time students offer to English language improvement is not bad, but it is not good either, given the lack of vocabulary that they have in them when developing in the language.

According to the Table 7, 17 students of the 74 students spend more than four hours studying English, these students may be increasing their ability to communicate in the target language by their own motivation.

Question 5:

When you are in a conversation or doing an oral presentation, what happens when you don't know a word in English?

Table 8:
Consequences of low vocabulary

Alternatives	Frecuency	Percentage %
I don't know what to say, and I keep quiet	8	10,8 %
I try to explain it with other words	9	12,2 %
I explain it in Spanish (translated	22	29,7 %
I start to stutter	25	33,8 %
I ask the teacher if she/he can help me	10	13,5 %
Total	**74**	**100 %**

Author: Ana Julia Basante Morante
Souce: PINE – UPSE

In this question, which refers to what happens when a word is unknown, the student's reaction to this situation, we can see that two options are the most voted by the first semester students are: "I start to stutter" with 33.8%, and "I explain it in Spanish (translated)" with 29.7%, we can see that with the first option the students get nervous when they do not know a word which causes stuttering.

The other option is that the students start to say the word in Spanish; therefore, this affects the learning of a second language because when we want to express ourselves, we are cutting the excellent connection that we had when expressing ourselves. The other options had low but significant votes, which suggests that some students are silent when they do not know a word, which is one of the consequences of not knowing vocabulary.

Question 6:

How important is for you to increase your vocabulary?

Table 9:
Importance of Vocabulary

Alternatives	Frecuency	Percentage %
Very important	61	82,4 %
Important	12	16,2 %
Neutral	1	1,4 %
Less important	0	0 %
Not important	0	0 %
Total	**74**	**100 %**

Author: Ana Julia Basante Morante
Souce: PINE – UPSE

The first semester students are asked about the importance of vocabulary in learning the language. It is deduced that vocabulary is essential in learning English for most students. "Very important" is established as the most voted with 82.4% of 74 students. With this score, it is analyzed that the students define vocabulary as a language element of utmost importance for learning and communicating in this specific language.

The importance of vocabulary, it seems to be noticeable with the percentages shown in in the Table 9, students find that vocabulary is essential for the developing of their performance. Also, in this research is valuable to know the opinion of the students, due to they are the focus of this project.

Question 7:

    In your opinion, how could you increase your vocabulary autonomously over the course of your career? Through _____

Table 10:
English Resources

Alternatives	Frecuency	Percentage %
English courses	26	35,1 %
Independent learning (activity booklets)	22	29,6 %
Learning Apps	23	31,1 %
Pocket dictionaries	2	2,8 %
Multimedia resources	1	1,4 %
Total	**74**	**100 %**

Author: Ana Julia Basante Morante
Souce: PINE – UPSE

    With this type of question, we want to get at how students could autonomously learn vocabulary, that is to say, without depending on teachers or guides. The choice most voted reaches a percentage of 35.1%, this refers to English courses, the students prefer English courses that help them improve their vocabulary, that is, they need someone to teach them to learn in a better way.

    The second most voted option with 31.1&, was learning apps here; students refer to the thousands of Internet applications to learn and acquire more knowledge. Finally, the third option with 29.6, students prefer activities from books, booklets, and brochures, promoting autonomous and independent learning from classes.

Question 8:

How satisfied would you be if the career provided you with a didactic resource (booklet) to learn more vocabulary?

Table 11:
Didactic Resource (booklet)

Alternatives	Frecuency	Percentage %
Very satisfied	39	52,7 %
Satisfied	22	29,7 %
Neutral	12	16,2 %
Unsatisfied	0	0 %
Very Unsatisfied	1	1,4 %
Total	**74**	**100 %**

Author: Ana Julia Basante Morante
Souce: PINE – UPSE

The purpose of this question is to find out if the educational institution would provide booklets full of activities for practice; what would the students think of this situation. The 74 students voted according to their beliefs and what would it be the feeling if they are provided with a didactic resource, such as

The learners in this question respond if they feel comfortable receiving this resource from the university career. With 52.7% of the students choosing the Very Satisfied option and 29.7% Satisfied, it can be deduced that the students would appreciate a didactic resource for them to practice and learn more vocabulary through activities.

Question 9:

Would you consider practicing your academic vocabulary with exercise that involves peer work or activities in groups?

Table 12:
Activities in groups

Alternatives	Frecuency	Percentage %
Strongly Agree	15	20,2 %
Agree	40	54,1 %
Neutral	16	21,6 %
Disagree	0	0 %
Strongly Disagree	3	4,1 %
Total	**74**	**100 %**

Author: Ana Julia Basante Morante
Souce: PINE – UPSE

The purpose of this question was to analyze the percentage of students who feel comfortable working in teams or pairs in activities focused on improving vocabulary. The highest percentage, 54.1%, with Agree, shows that students find teamwork enjoyable for learning more academic vocabulary.

The second highest percentage is 21.6%, equivalent to 16 votes out of 74, with the Neutral option it is defined that students are not in favour of teamwork, but they do not dislike studying with other people to learn, with this option we can also deduce that some learners find working with people very problematic. Finally, to reaffirm the first option, we have in third place "Strongly Agree" with 15 votes - 20.2%, which determines that most students find teamwork beneficial.

Question 10:

Do you agree that an activity booklet is a proper resource for you to learn vocabulary autonomously?

Table 13:
Learn with Activity Booklet

Alternatives	Frecuency	Percentage %
Strongly Agree	21	28,4 %
Agree	37	50 %
Neutral	14	18,9 %
Disagree	0	0 %
Strongly Disagree	2	2,7 %
Total	**74**	**100 %**

Author: Ana Julia Basante Morante
Souce: PINE – UPSE

For this question, half of the students (74) agree that an activity booklet is helpful for independent vocabulary learning; the other half of the respondents voted Strongly Agree and Neutral, 28.5% and 18.9%, respectively. The lowest percentages are 0 and 2,7%, that not consider a booklet activity a good resource to practice their vocabulary, with this in mind, student may consider other types of resources than a booklet to improve their vocabulary.

In addition, this question concludes that students would like some support material to reinforce and improve vocabulary and to be able to practice it in different ways topics that they might be interested in and perform a role that can develop or enhance their skills with more vocabulary.

CHAPTER IV
THE PROPOSAL

1.1 Name of the proposal

A BOOKLET WITH TASK-BASED METHOD ACTIVTIES TO REINFORCE ENGLISH VOCABULARY IN FIRST SEMESTER STUDENTS OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES 2021-2S – UPSE.

1.2 Information Data

Institution: Universidad Estatal Península de Santa Elena

Major: Pedagogy of National and Foreign Languages

Country: Ecuador

Province: Santa Elena

City: La Libertad

Beneficiaries: First semester students

Author: Ana Julia Basante Morante

Advisor: MSc. Xavier Almeida

1.3 Background

Once the research and information gathering process was completed, it was understood that the first-semester PINE students at UPSE lacked resources and self-study methods to learn vocabulary. According to the students' opinions, they find it necessary to have other types of didactic resources or tools to help them improve their skills, such as writing and speaking in which they expect to have a better performance.

The activity booklet will allow students to learn independently and autonomously, but at the same time, it could relate this resource to the content of the subjects taught in the first semester of the course. Moreover, this booklet is based on a very well-known method of learning another language, and with the previous information on this method, it was possible to design the booklet of activities focused on the practice and improvement of vocabulary.

1.4 Justification

The previous research on the first semester students found the lack of many skills and the lack of knowledge of English vocabulary. The proposed activities for students to practice and improve their student performance in vocabulary. The tasks based on the

Method that are found in the booklet, are several types of activities for the student to find a variety of activities; therefore, it will improve and increase students' vocabulary in their first years of a college career.

In addition, these activities will engage them in a learning process that will encourage them to practice the words learned or new words and practice and use the vocabulary in sentences, which will ultimately produce better verbal and oral communication

1.5 Research Objectives

1.5.1 General Objective

To design a Task-Based Method activity booklet for the first semester students of Pedagogy of National and Foreign Languages 2021-2S – UPSE

1.5.2 Specific Objectives

- To promote the practice of English Vocabulary in the first semester students of Pedagogy of National and Foreign Languages 2021-2S – UPSE
- To provide activities that will beneficiate to the learning process of the first semester students of Pedagogy of National and Foreign Languages 2021-2S – UPSE
- To enhance the English vocabulary process of the first semester students of Pedagogy of National and Foreign Languages 2021-2S – UPSE

1.6 Proposal Description

The objective or goal of this proposal is to promote and reinforce the vocabulary learning process of a second language such as English, through activities based on the Task Based Method, which promote autonomous learning. It seeks to help the English students of the first semester have independent vocabulary learning; meanwhile, this proposal will be able to reinforce the skills to have a better performance. The main activities can be divided into these categories of the Task-Based Method: Information Gap Activities, Opinion Gap Activities, Reasoning Gap Activities.

The activities which are based on the Task-Based Method are constituted by group and independent activities. These activities are characterized by the three stages in each one. First, the Pre-Task is the central part because it allows the student to follow and how it has to be followed to reinforce the vocabulary.

The Tasks' second part consists of many forms or types to perform. The types of tasks in this proposal are detailed in Chapter 2. The third part of this booklet's activities is the Language Focus, which means how can we know that the objective was achieved. There are some procedures to know if the student could achieve the target; one of them is oral speech or exposition of what they did in the Task.

Proposal

ACTIVITY BOOKLET

TASK-BASED METHOD ENGLISH VOCABULARY

First semester students of Pedagogy of National and Foreign Languages Major – UPSE

Author: Ana Basante Morante

BOOKLET GUIDANCE

This booklet aims to reinforce English vocabulary in First Semester Students of Pedagogy of National and Foreign Languages (PINE) major from the Universidad Estatal Peninsula de Santa Elena (UPSE). The Task-Based method is currently one of the methods that allow students to work and learn independently; the activities proposed in this booklet are based on this method.

This booklet intends to give students a broader exposure to the English language through activities that will encourage them to practice the four skills (reading, speaking, writing, listening) to enhance their vocabulary.

The following tasks are divided into three parts, each one. The first part is to observe the box with instructions that must be followed to achieve the goal of the activities and method proposed in this method. The second part is "the task", where students will perform with their current vocabulary and apply the new vocabulary given by the activity.

Then, the third part of this will be language focus, and this is the stage where students will allow them to prove or evaluate themselves and acquire the vocabulary from the activity through expositions, speaking with classmates, writings, among others.

Enjoy it!

INDEX

Trip Vocabulary

TASK #1 - Instructions:

1. Make groups of 3 members each

2. Create a plan or list of a trip you will take with your group.

3. Use the words in the green box to write, taking into account the definitions to make your writing.

4. Make a short presentation about the plan with your group members.

TRIP: Short holiday o time away, can also be used to refer to a journey

WORD BOX:

Booking.

Luggage

To travel light.

Clothing

We plan to go to _____

First, we _____

_____

_____

_____

Then _____

_____

_____

_____

Finally, _____

_____

_____

_____

DEFINITIONS:

Booking /ˈbʊk·ɪŋ/ (n): an arrangement you make to have a hotel room, tickets, etc. at a particular time in the future

Luggage /ˈlʌg·ɪdʒ/ (n): bags that you carry with you when you travel

Travel to light: to travel with little luggage

Clothing /ˈkləʊ·ðɪŋ/ (n): clothes, especially of a particular type

Reference: Cambridge University. (n.d.). *English dictionary, translations & thesaurus*. Cambridge Dictionary. Retrieved January 27, 2022, from https://dictionary.cambridge.org/

Cooking Vocabulary

TASK #2 - Instructions:

1. Make groups of 3 members each

2. Prepare 3 recipes of foods that you like.

3. From the word box, choose at least two words for each recipe.

FIRST RECIPE: _____

_____
_____
_____
_____
_____
_____
_____
_____
_____

SECOND RECIPE: _____

_____
_____
_____
_____
_____
_____
_____
_____
_____

THIRD RECIPE: _____

_____
_____
_____
_____
_____
_____
_____
_____
_____

WORD BOX:

Bake

Fry

Chop

Cut

Slice

Boil

Grill

Roast

Beat

TASK #3 - Instructions:

1. Analyze your options of the words below.
2. Choose the correct option, according to the order of the activity.
3. Then, define with your own words the option that you choose

EXAMPLE: The opposite meaning of CONSUMER is *seller*

a) Seller
b) Purchaser
c) Client

Is a person who sells something

The opposite meaning of OUTDOOR is:

a) Indoor
b) External
c) Exterior

The opposite meaning of WIDE is:

a) Broad
b) Large
c) Narrow

The opposite meaning of traditional is:

a) Modern
b) Conventional
c) Classical

The same meaning of GRAB is:

a) Release
b) Unhand
c) Catch

The same meaning of SHOW is:

a) Cover
b) Hide
c) Display

The same meaning of ADVERTISE is:

a) Publish
b) Conceal
c) Recall

TASK #4 - Instructions:

1. Pay attention to the explanation word box.
2. Analyze all the pictures of the worksheet
3. Write the sport where it belongs with the correct verb – play, do or go
4. Finally, write two sentences with the sports that you like to play

PLAY: Play is used for ball sports in which two people or teams compete against each other.

DO: It is used for non-team sports in which no ball is used.

GO: Go is used for activities and sports ending in -ing.

Play football

Cricket – Cycling – Ice Skating – Gymnastic – Boxing - Volley

SENTENCES:

1.
2.

TASK #5 - Instructions:

1. Analyze the definitions of the phrasal verbs - get
2. Use the word get in its correct form together with the particle below to replace the words and phrases in brackets in the following sentences.
3. With your classmates try to share sentences with these phrasal verbs

1. It's important to *get on with* (have a good relationship with) your colleagues.
2. All this talk unemployment .... (makes) me .... (depressed).
3. I don´t know who´s been stealing from us but they´re going to .... (avoid being punished for) it.
4. No matter how difficult the theory is, our physics teacher can .... (explain) it.
5. We haven´t got much money but I'm sure we´ll .... (manage)
6. Karen hasn´t done the washing-up all week but she´s not going to .... (avoid)
7. If you want make new friends, you´ll have to .... (spend) more (time outside the home)
8. I thought I'd caught a big fish but somehow it managed to .... (escape)
9. How can I .... (make a written record of) what you say when you speak so fast?
10. I´ve got lot of homework to do so I suppose I should .... (start doing) it right now

GET

Ge on with: to start or continue doing something, especially work.
Get across: to manage to make someone understand or believe something.
Get down: to make someone feel sad or lose hope
Get away with: to succeed in avoiding punishment for something
Get by: to be able to live or deal with a situation with difficulty, usually by having just enough of something you need, such as money.
Get out (of): to avoid doing something that you do not want to do, especially by giving an excuse
Get down to: to start to direct your efforts and attention towards something
Get out: to leave a closed vehicle, building, etc
Get away: to leave or escape from a person or place, often when it is difficult to do this.

TASK #6 - Instructions:

1. Analyze the definitions of the phrasal verbs – get, with your friends
2. Use the word get in its correct form together
3. Write 9 sentences with each phrasal verb,
4. With your classmates try to share sentences with these phrasal verbs

GET --

Get over: to accept an unpleasant fact or situation after dealing with it for a while

Get round: to persuade someone to allow you something by using your charm

Get through: to succeed in talking to someone on the phone

Get up: to stand up

Get up to: to do something, often something that other people would disapprove of

Get together: If two or more people get together, they meet each other, having arranged it before

Get through to: to succeed in making someone understand or believe something

Get round to: to do or deal with it.

Get back: to return to a place after you have been somewhere else.
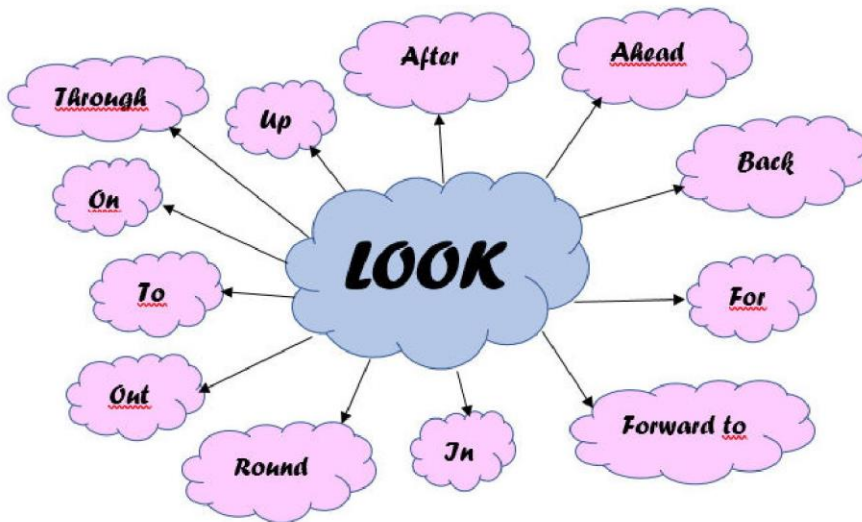
Sentences:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Phrasal verb (LOOK)

TASK #7 - Instructions:

1. Form groups of 5 members each
2. Each member must create a sentence with the phrasal verb look –
3. When all the combinations with the verb "look" ends, the student who ran out of sentence must read all the sentences and combination of his group.

Exercise:

Look after: To take care of somebody | _____

Look back: To think about the past. | _____

Look for: To try to find something. | _____

Look forward to: To wait for something pleasant | _____

Look in: To visit in order to check if everything is all right. | _____

Look on: To be inactive while something is happening | _____

Look out: To be careful. | _____

Look through: To examine something. | _____

Look to: To expect to get help or advice from somebody | _____

Look up: To find the information in a book. | _____

Look ahead: To think about something in the future. | _____

Look round: To turn to look at something behind you. | _____

TASK #8 - Instructions:

1. Work in pairs
2. Turn each other to do this activity.
3. Each student will make a list of vocabulary of Household Devices and Appliances, the other student must not be able to see the list
4. The first student will define the device, the other student will try to guess which device is.

MY LIST

1. _____

2. _____

3. _____

4._____

5. _____

LIST OF MY PARTNER

1. _____

2. _____

3. _____

4. _____

5. _____

Household Devices and Appliances (1)

air conditioner, crock pot, scale, stove, refrigerator or fridge, clothes washer or washing machine, blender, clothes dryer, sewing machine, dishwasher, pressure cooker, hot plate, oven or convection oven or toaster oven, coffee grinder, microwave, food processor, heater, coffee maker, clock, iron, electric fry pan, juicer, freezer, toaster, mixer, smoke detector, flashlight or torch, waffle iron, alarm clock, leaf blower

Source: English Learn Site

MY LIST (Definitions/Explanation)

1. _____

2. _____

3. _____

4._____

5. _____

TASK #9 - Instructions:

1. Work in groups of three members each
2. Difference the conjunctions according to their function (comparison, time, concession, relative pronouns, reason, condition, place, relative adjectives, manner).
3. From the green box, choose the conjunctions to divided into their function.
4. Fill the gap with the conjunctions next to the activity

~~Than~~ – ~~after~~ – ~~though~~ – rather than – ~~who~~ – ~~because~~ – ~~if~~ – although – as seen as – whether – that – ~~how~~ – which – ~~where~~ – whom – whose – so ~~that~~ – in order (to) – as much as – now that – even though – until – as – whatever – as if – unless – assuming that

COMPARISON
Than
_____
_____

TIME
After
_____
_____

CONCESSION
Though
_____
_____

RELATIVE PRONOUNS
Who
_____
_____

REASON
Because
_____
_____

CONDITION
If
_____
_____

PLACE
Where
_____
_____

RELATIVE ADJECTIVES
That
_____
_____

MANNER
How
_____

He behaves _____, he rules the world.

We started moving _____ he took his foot off the brake.

I'm going to go even if _____ even if my parents say I can't

I waited _____ my mom paid for the groceries.

I ran _____ I was scared

_____ I go, I hear that song.

We can eat lunch _____ you like.

I turned the key _____ start the car

Even if

When

As if

While

In order to

Because

Wherever

Whenever

TASK #10 - Instructions:

1. Work in groups of three members each
2. One student will express with three different emotions (sad, angry, surprise), the two other students will try to guess what emotion or feeling is
3. When the students say the correct answer, the other student will act with other emotions

My friends are

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

ENJOYMENT	SADNESS
happiness	lonely
love	heartbroken
relief	gloomy
contentment	disappointed
amusement	hopeless
joy	grieved
pride	unhappy
excitement	lost
peace	troubled
satisfaction	resigned
compassion	miserable

FEAR	ANGER
worried	annoyed
doubtful	frustrated
nervous	peeved
anxious	contrary
terrified	bitter
panicked	infuriated
horrified	irritated
desperate	mad
confused	cheated
stressed	insulted

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Task-Based is defined as an efficient method that would help in the resolution of activities, and through this practice, the student will be able to learn vocabulary that will enhance the performance of ESL students as Galeas Arboleda stated in her scientific article related to vocabulary and the method.

2. The methodological process and types of research were carried out to achieve the reliability of this project. As a result, it was beneficial and viable, thanks to the techniques and procedures done by the researcher.

3. A booklet of activities will be used to reinforce vocabulary for first-year students of the PINE major. This booklet is designed based on the Task-Based Method so that students can work autonomously and independently.

Recommendations

1. It is suggested that the Task-Based Method be taken into account to strengthen elements of the language since its methodology is based on the student having an active role, so this method can be of great help to reinforce the language in any of its aspects.

2. It is suggested that if this study is proposed in other educational institutions or majors, the techniques used should be modified according to the level and vocabulary in which they are found.

3. This study should be carried out at other levels of the PINE specialty, in order to improve students' vocabulary and achieve better performance at the university and professional levels.

4. It is suggested that the proposal be used as a didactic resource for the course, the notebook can be of help to teachers as material for activities to evaluate or assign.

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ANNEXES

Attachment 1: Students' survey

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER

<u>Questionnaire directed to first semester students</u>

1 Do you agree that learning more academic or formal vocabulary would be more beneficial for your future studies in PINE major?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2. In what percentage do you currently believe your level of English is?

- 80 - 100%
- 60 -80%
- 40 - 60%
- 20 - 40%
- 0 - 20%

3 What academic materials or resources do you feel the most comfortable learning English with?

- Dictionaries
- Books
- Workbooks (practice)
- Multimedia resources
- Other: _____

4 How often do you spend time studying English, not counting the hours you spend in class?

- More than four hours per week
- Four hours per week
- Three hours per week
- Two hours per week

- One hour per week.

5 When you are in a conversation or doing an oral presentation, what happens when you don't know a word of English?

- I don't know what to say, and I keep quiet.
- I try to explain it with other words
- I explain it in Spanish (translated)
- I start to stutter
- I ask the teacher if she/he can help me

6 How important is for you to increase your vocabulary?

- Very important
- Important
- Neutral
- Less important
- Not important

7 In your opinion, how could you increase your vocabulary autonomously over the course of your career? Through _____

- English courses
- independent learning (activity booklets)
- Learning Apps
- Pocket dictionaries
- Other: _____

8 How satisfied would you be if the career provided you with a didactic resource (booklet) to learn more vocabulary?

- Very satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very Unsatisfied

9 Would you consider practicing in your academic vocabulary with exercise that involves peer work or activities in groups?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

10 Do you agree that an activity booklet is a proper resource for you to learn vocabulary autonomously?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Google Forms Link: https://forms.gle/hAA9fAWo6ktXqL8J7

Attachment 2: Diagnostic Test

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER

PRE - TEST DIRECTED TO STUDENTS

Objective:	To measure the English vocabulary knowledge of Fiest semester students of PINE - "UPSE", school year 2021-2022.

1. What time is it?
   It's 6.15 – a _____ past six. *
   (1 Punto)

   ○ Fifteen

   ○ Fourth

   ○ Half

   ○ Quarter

2. I don't _____ going out tonight. *
   (1 Punto)

   ○ want to

   ○ have mood to

   ○ like

   ○ feel like

3. Argh! This noise is giving me a _____. *
   (1 Punto)

   ○ headouch

   ○ headpain

   ○ headache

   ○ headhurt

4. You can't smoke here – please _____ your cigarette. *
   (1 Punto)

   ○ put up with

   ○ put out

   ○ put away

   ○ put down

5. imagine –> imaginative
   rely –> reliable
   ambition –> _____ *
   (1 Punto)

   ○ ambitiative

   ○ ambitionful

   ○ ambitious

   ○ ambitiable

6. Fruit and vegetables are healthy. = Fruit and vegetables are _____. *
   (1 Punto)

   ○ good for health

   ○ benefit for you

   ○ healthsome

   ○ good for you

8. They never argue and they enjoy spending time together. = They _____. *
   (1 Punto)

   ○ relate very well

   ○ like themselves very much

   ○ relationship very good

   ○ get on very well

9. What time do you go to _____ every day? *
   (1 Punto)

   ○ work

   ○ workplace

   ○ job

   ○ office

10. Are you planning to go _____ for the weekend? *
    (1 Punto)

    ○ away

    ○ out

    ○ off

    ○ far

11. I love all fruit, but _____ strawberries. *
    (1 Punto)

    ○ specifically

    ○ especially

    ○ specially

    ○ mostly

12. She's a police officer, so she has to wear a _____ at work. *
    (1 Punto)

    ○ police suit

    ○ uniform

    ○ dress

    ○ clothes

14. I don't like my job very much. I'm going to _____ and look for another one. *
    (1 Punto)

    ○ retire

    ○ finish

    ○ resign

    ○ fire
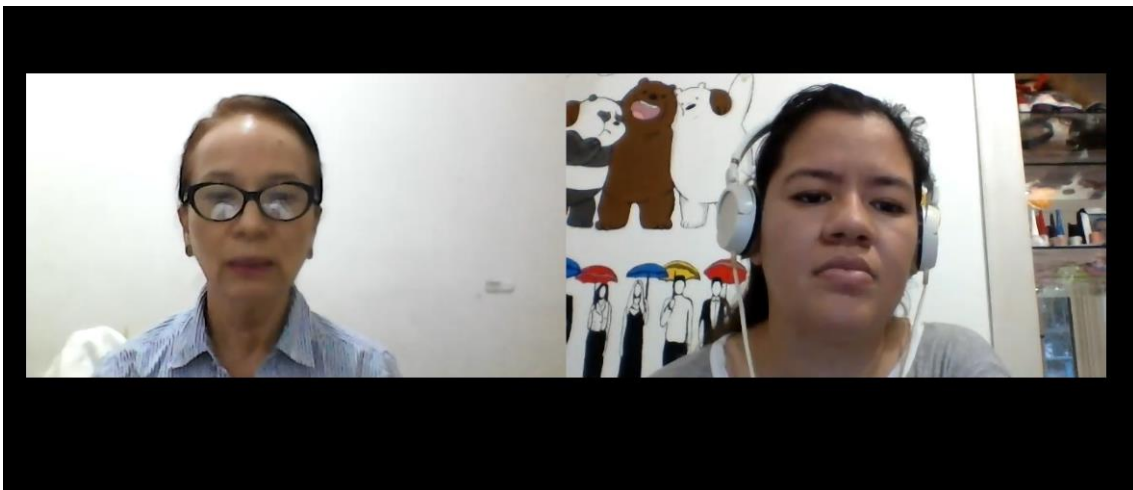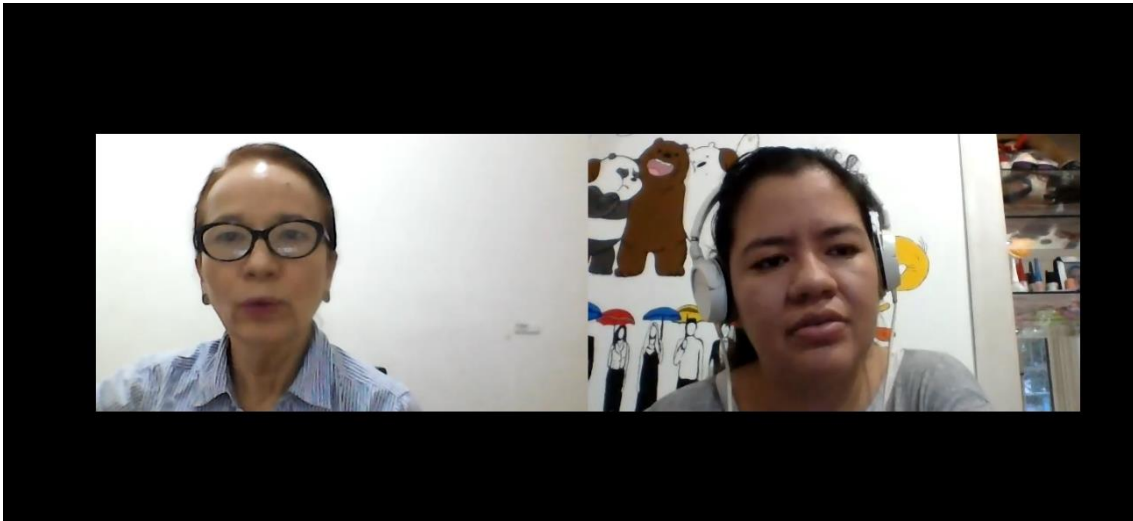
15. Breakfast, lunch and dinner are _____. *
    (1 Punto)

    ○ meals

    ○ food

    ○ eatings

    ○ foodtimes

Diagnostic Test Link:

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LhZ48LdHNYpFUQkY4WjVDNlU1UVFIQVdSSUlKUTZDRlJWTS4u

Attachment 3 Interview Evidence

Link of the Interview Video:

https://drive.google.com/file/d/17IC49ByU1cppZ5xErbWs4DTm4VgyRQ2L/view?usp=sharing

CERTIFICADO SISTEMA ANTI PLAGIO

En calidad de tutora del Trabajo de Integración Curricular denominado "TASK BASED METHOD TO REINFORCE ENGLISH VOCABULARY FOR FIRST SEMESTER STUDENTS FROM PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR, UPSE" elaborado por el estudiante Ana Julia Basante Morante, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

Ing. Xavier Almeida Briones. MSc

TUTOR

Curiginal

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