

ENHANCING VOCABULARY ACQUISITION THROUGH TASK-BASED LANGUAGE TEACHING

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Abstract: Task-based language teaching (TBLT) represents a shift towards more communicative and learner-centered approaches to language instruction. By engaging learners in meaningful tasks and promoting authentic communication, TBLT empowers learners to develop practical language skills and achieve their communicative goals effectively.

Keywords: *TBLT, vocabulary, task, problem-solving, critical thinking, cognitive development, language acquisition.*

Annotatsiya: Vazifalarga asoslangan til o‘qitish (TBLT) tilni o‘rgatishda ko‘proq kommunikativ va o‘quvchiga yo‘naltirilgan yondashuvlarga o‘tishni anglatadi. Talabalarni mazmunli vazifalarga jalb qilish va haqiqiy muloqotni targ‘ib qilish orqali TBLT o‘quvchilarga amaliy til ko‘nikmalarini rivojlantirish va kommunikativ maqsadlariga samarali erishish imkonini beradi.

Kalit so‘zlar: *TBLT, lug‘at, vazifa, muammoni hal qilish, tanqidiy fikrlash, kognitiv rivojlanish, tilni o‘zlashtirish.*

Аннотация: Обучение языку на основе задач (TBLT) представляет собой сдвиг в сторону более коммуникативных и ориентированных на учащихся подходов к обучению языку. Вовлекая учащихся в выполнение значимых задач и способствуя подлинному общению, TBLT дает учащимся возможность развивать практические языковые навыки и эффективно достигать своих коммуникативных целей.

Ключевые слова: *TBLT, словарный запас, задание, решение проблем, критическое мышление, когнитивное развитие, овладение языком.*

Task-Based Language Teaching (TBLT) has emerged as a prominent and innovative method for language instruction, emphasizing practical application and meaningful communication. In contrast to traditional grammar-based approaches, TBLT prioritizes the completion of real-world tasks to develop language proficiency. Let’s delve deeper into what TBLT entails and its effectiveness in language acquisition.

We have identified the following principles of TBLT:

Focus on tasks: The central tenet of TBLT is the completion of tasks that simulate authentic language use situations. These tasks can range from ordering food at a restaurant to negotiating a business deal, depending on the learners’ goals and contexts.

Meaningful communication: TBLT emphasizes the importance of meaningful communication over rote memorization or mechanical practice. Learners are encouraged to use language to achieve a communicative goal, fostering fluency and confidence.

Language as a tool: In TBLT, language is viewed as a tool for accomplishing tasks rather than an end in itself. Learners acquire language skills organically through exposure and practice in relevant contexts. **Language complexity:** Tasks in TBLT are designed to challenge learners at an appropriate level of language complexity, promoting incremental progress and skill development. **Feedback and reflection:** TBLT encourages learners to reflect on their language use and receive feedback on their performance. This reflective process facilitates self-awareness and continuous improvement.

Thus, the implementation of TBLT in the classroom involves several key steps:

Task selection: Teachers select tasks that are relevant to learners’ needs and interests while promoting specific language objectives.

Pre-task preparation: Before engaging in the task, learners may engage in activities to prepare them linguistically and cognitively, such as vocabulary review or brainstorming.

Task performance: Learners complete the task collaboratively or individually, using language to achieve the task objectives. The focus is on fluency and effective communication rather than accuracy. **Language analysis:** After completing the task, learners analyze language use patterns, identify areas for improvement, and receive feedback from peers or the teacher.

Language practice: Based on the language analysis, learners engage in targeted language practice activities to address specific areas of weakness or to reinforce language structures and vocabulary. At the same time, we have to note that TBLT offers several advantages over traditional language teaching methods:

Real-world relevance: By focusing on authentic tasks, TBLT provides learners with opportunities to develop language skills that are directly applicable to real-life situations.

Motivation and engagement: Engaging in meaningful tasks motivates learners by providing a clear purpose for language learning and fostering a sense of accomplishment upon task completion.

Fluency development: TBLT prioritizes fluency over accuracy, allowing learners to develop their speaking and listening skills naturally through task performance.

Critical thinking skills: Tasks in TBLT often require problem-solving and critical thinking, promoting cognitive development alongside language acquisition.

Adaptability: TBLT can be adapted to various contexts, learner proficiency levels, and target languages, making it a flexible approach to language teaching.

Task-Based Language Teaching (TBLT) offers a dynamic and effective approach to teaching vocabulary, prioritizing practical application and meaningful communication.

Vocabulary acquisition is a fundamental aspect of language learning, and TBLT provides a context-rich environment that facilitates the development and retention of vocabulary in authentic situations. Let's explore the role of TBLT in teaching vocabulary and how it enhances learners' language proficiency.

One of the key advantages of TBLT in teaching vocabulary is its emphasis on contextualized learning. Instead of isolated vocabulary lists or drills, TBLT presents vocabulary within the context of meaningful tasks and activities. For example, learners may engage in role-plays, simulations, or problem-solving tasks that require the use of specific vocabulary related to the task at hand. By encountering vocabulary in authentic contexts, learners are more likely to understand its meaning, usage, and nuances.

In TBLT, vocabulary selection is carefully integrated into task design to ensure relevance and authenticity. Tasks are constructed to provide opportunities for learners to encounter and use target vocabulary naturally. For instance, a task involving planning a trip may include vocabulary related to transportation, accommodation, and sightseeing. By embedding target vocabulary within tasks, learners are motivated to engage with the language in meaningful ways, leading to more effective vocabulary acquisition. TBLT prioritizes meaningful communication over rote memorization or mechanical practice. Vocabulary is taught and reinforced in the context of completing tasks and achieving communicative goals. Learners are encouraged to use vocabulary to convey information, express opinions, and negotiate meaning during task performance. This focus on meaningful communication enhances learners' understanding and retention of vocabulary, as it is learned in authentic communicative contexts.

TBLT facilitates vocabulary expansion by exposing learners to a wide range of lexical items in various contexts. Tasks may involve exposure to new vocabulary through reading texts, listening to authentic materials, or engaging in discussions. Additionally, TBLT promotes vocabulary recycling, whereby previously encountered vocabulary is revisited and reinforced in subsequent tasks. This recycling of vocabulary helps solidify learners' understanding and retention over time. By integrating vocabulary instruction into engaging and interactive tasks, TBLT enhances learner engagement and motivation. Tasks that require the use of vocabulary in real-life situations provide a sense of purpose and relevance to language learning. Learners are more likely to be motivated to acquire and use vocabulary when they see its practical value in accomplishing tasks and achieving communicative goals.

Here are some examples of how Task-Based Language Teaching (TBLT) can be utilized to teach vocabulary:

Now, let's look at several examples: Task: Planning a trip

- Objective: Introduce and practice vocabulary related to travel and tourism.
- Activity: Students work in pairs or small groups to plan a trip to a specific destination, such as a city or country.

- Vocabulary: Words and phrases related to transportation (e.g., plane, train, bus), accommodation (e.g., hotel, hostel, reservation), activities (e.g., sightseeing, hiking, shopping), and directions (e.g., map, street, landmark).

- Language focus: Students use the target vocabulary to discuss travel plans, book accommodations, arrange transportation, and create an itinerary.

Task: Restaurant role-play

- Objective: Introduce and practice vocabulary related to food and dining.

- Activity: Students participate in a role-play scenario where they act as customers and waiters/waitresses in a restaurant.

- Vocabulary: Words and phrases related to food (e.g., appetizer, entrée, dessert), beverages (e.g., water, soda, coffee), ordering (e.g., menu, special, order), and payment (e.g., bill, tip, receipt).

- Language focus: Students use the target vocabulary to order food and drinks, ask questions about the menu, make requests to the waiter/waitress, and handle payment transactions.

Task: Giving directions

- Objective: Introduce and practice vocabulary related to spatial relations and directions.

- Activity: Students work in pairs to give and follow directions on a map to reach a specific destination (e.g., a restaurant, a park, a museum).

- Vocabulary: Words and phrases related to directions (e.g., turn left, turn right, go straight), landmarks (e.g., intersection, traffic light, crosswalk), and prepositions (e.g., next to, across from, between).

- Language focus: Students use the target vocabulary to give and follow directions, describe routes, and identify landmarks and locations on the map.

Task: Describing a picture

- Objective: Introduce and practice vocabulary related to describing people, objects, and scenes.

- Activity: Students are presented with a picture or photograph depicting a scene or scenario.

- Vocabulary: Words and phrases related to physical appearance (e.g., tall, short, blonde), clothing (e.g., shirt, dress, hat), surroundings (e.g., tree, building, sky), and actions (e.g., running, sitting, waving).

- Language focus: Students use the target vocabulary to describe what they see in the picture, identify objects and people, and narrate actions and events.

Task: Problem-solving scenario

- Objective: Introduce and practice vocabulary related to everyday problems and solutions.

- Activity: Students participate in a problem-solving scenario, such as a lost-and-found situation or a household emergency.

- Vocabulary: Words and phrases related to problems (e.g., lost, broken, missing), solutions (e.g., find, fix, replace), and requests for assistance (e.g., help, please, urgent).
- Language focus: Students use the target vocabulary to describe problems, propose solutions, seek assistance, and negotiate outcomes.

These examples demonstrate how TBLT can be effectively used to teach vocabulary in a meaningful and contextually rich manner, providing students with opportunities to use and practice new vocabulary in authentic language situations.

To sum up, as language educators continue to explore innovative pedagogical approaches, TBLT remains a cornerstone in the field of language teaching and learning vocabulary by providing a context-rich and communicative approach to language learning. Through contextualized learning, vocabulary-focused task design, meaningful communication, vocabulary expansion, recycling, and learner engagement, TBLT offers an effective framework for vocabulary acquisition. By incorporating TBLT principles into vocabulary instruction, educators can empower learners to develop a rich and robust lexical repertoire essential for effective communication in the target language.

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