

T.C.
BAHCESEHIR UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
HEAD OF DEPARTMENT

**THE EFFECT OF TASK-BASED ACTIVITIES ON VOCABULARY
LEARNING AND LEARNERS' ATTITUDE IN ONLINE TEACHING: A
STUDY IN A PREPARATORY EDUCATIONAL SETTING**

MASTER'S THESIS
DEMET OZAN

ISTANBUL 2024

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THESIS ADVISOR
ASSIST. PROF. MUSTAFA POLAT

ISTANBUL 2024



T.C.
BAHCESEHIR UNIVERSITY
GRADUATE SCHOOL

MASTER THESIS APPROVAL FORM

Program Name:	English Language Teaching
Student's Name and Surname:	Demet Ozan
Name Of The Thesis:	The Effect of Task-Based Activities On Vocabulary Learning And Learners' Attitude In Online Teaching: A Study In A Preparatory Educational Setting
Thesis Defense Date:	15.01.2024

This thesis has been approved by the Graduate School which has fulfilled the necessary conditions as Master thesis.

Doç. Dr. Yücel Batu SALMAN
Institute Director

This thesis was read by us, quality and content as a Master's thesis has been seen and accepted as sufficient.

	Title/Name	Institution	Signature
Thesis Advisor's	Asst. Prof. Mustafa Polat	Bahçeşehir University	
Member's	Asst. Prof. Fatoş Uğur Eskiçırak	Bahçeşehir University	
Member's	Asst. Prof. Merve Selçuk	Altınbaş University	



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Name, Last Name: Demet Ozan

Signature:

ABSTRACT

THE EFFECT OF TASK-BASED ACTIVITIES ON VOCABULARY LEARNING AND LEARNERS' ATTITUDE IN ONLINE TEACHING: A STUDY IN A PREPARATORY EDUCATIONAL SETTING

Ozan, Demet

Master's Thesis, English Language Teaching

Supervisor: Assist. Prof. Mustafa Polat

January 2024, 86 pages

This study aimed to investigate the effectiveness of using task-based language activities on the vocabulary learning of preparatory EFL learners at level B1. A mixed-method research design was applied. A total of 38 EFL learners from a preparatory school in a university in Istanbul participated in this study. The experimental group was provided with task-based activities, while the control group only engaged in traditional instruction. (The vocabulary activities provided in the book have been completed) The mixed-method study employed the use of vocabulary knowledge scale, a student attitude questionnaire as well as semi-structured interviews for collecting data. The SPSS 29.0 statistical package program was used. No significant statistical difference was observed, but both control and experimental groups showed positive improvements in vocabulary. Task-based activities had a stronger impact on vocabulary development than traditional instruction in the control group. Also, males showed better performance than females. Furthermore, the findings showed that students had a positive attitude towards task-based activities. Therefore, it can be concluded that task-based language activities have a positive effect on vocabulary achievement and student attitude among preparatory EFL students.

Key Words: EFL, Online education, Task, Task-based language teaching, Vocabulary acquisition

ÖZ

GÖREV ODAKLI AKTİVİTELERİN ONLINE ÖĞRETİMDE KELİME ÖĞRENİMİ VE ÖĞRENCİLERİN TUTUMLARI ÜZERİNDEKİ ETKİSİ: HAZIRLIK EĞİTİMİ ORTAMINDA BİR ÇALIŞMA

Ozan, Demet

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Assist. Prof. Mustafa Polat

Ocak 2024, 86 sayfa

Bu çalışma, B1 seviyesindeki hazırlık İngilizce öğrencilerinin kelime öğrenimi üzerinde görev odaklı dil etkinliklerinin etkinliğini araştırmayı amaçlamıştır. Karma yöntem araştırma tasarımı uygulanmıştır. İstanbul'daki bir üniversitenin hazırlık okulundan toplam 38 İngilizce öğrencisi bu çalışmaya katılmıştır. Deneysel grup görev odaklı etkinliklerle desteklenirken, kontrol grubu sadece geleneksel öğretime katıldı. (Kitapta verilen kelime etkinlikleri tamamlandı.) Karma yöntemli çalışma, veri toplamak için kelime bilgi ölçeği, öğrenci tutum anketi ve yarı yapılandırılmış görüşmeleri içeren bir yaklaşım kullanmıştır. SPSS 29.0 istatistik paket programı kullanılmıştır. Anlamlı bir istatistiksel fark gözlemlenmemiş olmasına rağmen, kontrol ve deneysel gruplar arasında kelime bilgisinde olumlu gelişmeler gözlemlenmiştir. Görev odaklı etkinlikler, kontrol grubundaki geleneksel öğretime göre kelime gelişimi üzerinde daha etkili olmuştur. Ayrıca, erkek öğrencilerin kadınlara göre daha iyi performans gösterdiği görülmüştür. Ayrıca bulgular, öğrencilerin görev odaklı etkinliklere olumlu bir tutuma sahip olduğunu göstermiştir. Bu nedenle, görev odaklı dil etkinliklerinin hazırlık İngilizce öğrencileri arasında kelime başarısı ve öğrenci tutumu üzerinde olumlu bir etkisi olduğu sonucuna varılabilir.

Anahtar Kelimeler: İngilizce öğretimi, Online eğitim, Görev, Görev odaklı dil öğretimi, Kelime edinim

ACKNOWLEDGMENT

First and foremost, I would like to express my sincere gratitude to my advisor, Assist. Prof. Mustafa POLAT. Without his support, I could not have completed this thesis. I also want to thank Assist. Prof. Yeşim KESLI DOLLAR, who was my advisor at the beginning of my thesis process.

I extend my appreciation to CPDU coordinator Turgut TURUNÇ and Dr. Merve SELÇUK, who guided the writing of my thesis. Finding the necessary motivation for my thesis would have been very difficult without their support. I am thankful for lifting me at the most challenging times and helping me start anew.

Another expression of gratitude goes to Dr. Fatoş UĞUR ESKİÇIRAK for her enlightening comments on my thesis. I am grateful for your valuable insights.

I had the opportunity to meet Prof. Rod Ellis and have my thesis evaluated by him at an international conference in my workplace. I sincerely thank him for his valuable comments.

I am thankful to all my colleagues who supported me during this process.

Now, to my first teacher, my dear mother Serpil AYZ, and my ever-supportive father Türker AYZ and sister Büşra AYZ. Without their endless support, I wouldn't be the person I am today. They are the architects of my success.

Lastly, to my beloved husband, my partner, and my best friend, Fırat OZAN, thank you for your infinite support and countless things. And to my son, Mete Alp OZAN, all my effort and hard work are for you, my dear baby. I'm grateful to have you.

TABLE OF CONTENTS

ETHICAL CONDUCT	iii
ABSTRACT.....	iv
ÖZ.....	v
ACKNOWLEDGMENT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS.....	xiii
Chapter 1 Introduction	1
1.1 Introduction	1
1.2 Background of the Study.....	1
1.3 Theoretical Framework	3
1.4 Statement of the Problem	5
1.5 Purpose of the Study	5
1.6 Research Questions	6
1.7 Significance of the Study	6
1.8 Definitions of Key Terms.....	7
Chapter 2 Literature Review	8
2.1 Introduction	8
2.2 Language Teaching Approaches	8
2.2.1 Traditional approaches.....	8
2.2.1.1 Grammar-translation approach.....	8
2.2.1.2 Direct approach.....	9
2.2.1.3 Reading approach.....	9
2.2.1.4 Audiolingual approach.....	10
2.2.1.5 Cognitive approach.....	10
2.2.1.6 Comprehension-based approach.....	10
2.2.2 Modern approaches.....	11
2.2.2.1 Communicative language approach (CLA).....	11
2.2.2.2 Content-based language teaching approach.....	12
2.2.2.3 Task-based language teaching approach.....	12
2.3 Origin and History of Task-Based Language Teaching.....	13
2.3.1 Tasks in task-based language teaching.....	15

2.3.1.1	Types of tasks.....	16
2.3.2	The framework of task-based language teaching.....	18
2.3.3	Task-Based language teaching activities for EFL classrooms.....	20
2.3.4	Advantages of task-based language teaching.....	20
2.3.5	Drawbacks of task-based language teaching.....	21
2.3.6	Online task-based language teaching.....	22
2.4	Vocabulary.....	24
2.4.1	Types of vocabulary.....	27
2.4.2	Vocabulary teaching methods.....	31
2.4.3	The role of task-based activities in vocabulary acquisition.....	35
2.5	Previous Studies on Vocabulary Learning with Task-based Language Teaching in ESL/EFL Contexts.....	39
2.6	Conclusion.....	42
Chapter 3	Methodology.....	44
3.1	Introduction.....	44
3.2	Research Design.....	44
3.3	Setting.....	45
3.4	Participants.....	46
3.5	Data Collection Instruments.....	47
3.5.1	Vocabulary knowledge scale.....	48
3.5.2	Attitude scale.....	49
3.5.3	Semi-structured interview.....	50
3.6	Procedure.....	52
3.7	Data Analysis.....	55
3.8	Validity and Reliability.....	57
3.9	Limitations of the Study.....	59
Chapter 4	Findings.....	60
4.1	Introduction.....	60
4.2	Quantitative Results.....	60
4.2.1	Does the use of task-based activities in the online classroom improve learners' vocabulary learning compared to the control group? .	62
4.2.2	Does the role of task-based activities in enhancing vocabulary knowledge significantly differ based on gender?.....	63
4.2.3	What are the attitudes and perceptions of the learners about task-based vocabulary activities?.....	64

4.2.4. Do learners' attitudes toward task-based vocabulary activities significantly differ based on gender?	66
4.3 Qualitative Results	66
4.3.1 Results regarding experience with task activities.	66
4.3.2 Results regarding general thoughts about engaging in Task-Based vocabulary activities online.....	67
4.3.3 Results regarding challenges or beneficial about completing tasks online.....	68
4.3.4 Results regarding similarity between task-based vocabulary activities and traditional in-person activities.....	69
4.3.5 Results regarding feelings about involving in tasks.....	70
4.3.6 Results regarding effects of tasks to engagement or effort level. ...	71
4.3.7 Results regarding effects of task-based vocabulary activities to collaboration and interaction with classmates or teachers.	72
4.3.8 Results regarding effects of tools and platforms used for tasks to overall experience.	73
4.3.9 Results regarding effects of task-based activities to vocabulary learning goals.	74
4.3.10. Results regarding advice to make tasks better for learning words.	75
4.3.11 The code matrix browser results.	75
4.3.12 Results of the two cases model according to gender.....	76
4.3.13 Code cloud results.	77
Chapter 5 Discussion & Conclusion	78
5.1 Introduction	78
5.2 Discussion	78
5.2.1 Exploring the effects of using task-based activities on EFL learner's vocabulary learning and gender factors.	78
5.2.2 Exploring the attitudes and perceptions of the learners about task-based vocabulary activities and the gender factor.....	81
5.3 Implications of the Study	83
5.4 Suggestions for Further Studies	84
5.5 Conclusion.....	85
REFERENCES.....	Hata! Yer işareti tanımlanmamış.
APPENDICES	87
A. Vocabulary Knowledge Scale Test	Hata! Yer işareti tanımlanmamış.
B. Attitude Scale	Hata! Yer işareti tanımlanmamış.

C. Semi-structured Interview Questions ...**Hata! Yer işareti tanımlanmamış.**
D. Vocabulary List**Hata! Yer işareti tanımlanmamış.**
E. Sample Lesson Plan for Experimental Group..... **Hata! Yer işareti tanımlanmamış.**
F. Sample Students Outcomes.....**Hata! Yer işareti tanımlanmamış.**
G. Sample Lesson Plan for Control Group.....132



LIST OF TABLES

TABLES

Table 1 Descriptive Statistics for Participants' Demographic Characteristics	46
Table 2 Data Collection Instruments and Corresponding Research Questions	47
Table 3 Interview Participant Information	54
Table 4 Research Procedure Steps for the Experimental Group and Aims	55
Table 5 Cronbach's Alpha coefficients for the Vocabulary Knowledge Scale	57
Table 6 Analysis of Normality Test Results for Different Variables in Control and Experimental Groups	60
Table 7 Analysis of the Differences in Scores Obtained from the Vocabulary Knowledge Scale Based on Groups	62
Table 8 Analysis of Differences in Scores from the Vocabulary Knowledge Scale by Gender in Control and Experimental Groups.....	63
Table 9 Analysis of Differences Between Pre-Test and Post-Test Scores Obtained from the Attitude Scale	65
Table 10 Analysis of Differences Between Pre-Test and Post-Test Scores Obtained from the Attitude Scale by Gender.....	66
Table 11 Codes for Experience with Task Activities.....	66
Table 12 Codes for General Thoughts about Engaging in Task-Based Vocabulary Activities Online	67
Table 13 Codes for Challenges or Beneficial About Completing Tasks Online	68
Table 14 Codes for Similarity Between Task-Based Vocabulary Activities and Traditional In-Person Activities.....	69
Table 15 Codes for Feelings about Involving in Tasks.....	70
Table 16 Codes for Effects of Tasks to Engagement or Effort Level.....	71
Table 17 Codes for Effects of Task-Based Vocabulary Activities to Collaboration and Interaction with Classmates or Teachers.....	72
Table 18 Codes for Effects of Tools and Platforms Used for Tasks to Overall Experience.....	73
Table 19 Codes for Effects of Task-Based Activities to Vocabulary Learning Goals	74
Table 20 Codes for Advice to Make Tasks Better for Learning Words	75

LIST OF FIGURES

FIGURES

<i>Figure 1.</i> TBLT framework by Willis.	19
<i>Figure 2.</i> Graphic representation of scores from the vocabulary knowledge scale by groups.	63
<i>Figure 3.</i> Graphic representation of pre-test and post-test scores obtained from the attitude scale.	65
<i>Figure 4.</i> Hierarchical code-subcode model for regarding experience with task activities.	67
<i>Figure 5.</i> Hierarchical code-subcode model for general thoughts about engaging in task-based vocabulary activities online.	68
<i>Figure 6.</i> Hierarchical code-subcode model for challenges or beneficial about completing tasks online.	69
<i>Figure 7.</i> Hierarchical code-subcode model for similarity between task-based vocabulary activities and traditional in-person activities.	70
<i>Figure 8.</i> Hierarchical code-subcode model for feelings about involving in tasks. ..	71
<i>Figure 9.</i> Hierarchical code-subcode model for effects of tasks to engagement or effort level.	72
<i>Figure 10.</i> Hierarchical code-subcode model for effects of task-based vocabulary activities to collaboration and interaction with classmates or teachers.	73
<i>Figure 11.</i> Hierarchical code-subcode model for effects of tools and platforms used for tasks to overall experience.	74
<i>Figure 12.</i> Hierarchical code-subcode model for effects of task-based activities to vocabulary learning goals.	74
<i>Figure 13.</i> Hierarchical code-subcode model for advice to make tasks better for learning words.	75
<i>Figure 14.</i> Code matrix scanner related code matrix scanner.	76
<i>Figure 15.</i> Two cases model for the gender variable.	76
<i>Figure 16.</i> Code cloud of research.	77

LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
L1	First Language
SLA	Second Language Acquisition
TBL	Task-Based Learning
TBLT	Task-Based Language Teaching
TL	Target Language (English)



Chapter 1

Introduction

1.1 Introduction

This chapter provides the theoretical framework, statement of the problem, purpose of the study, and research questions. The last section of the introduction includes key terminology and abbreviations used throughout the study.

1.2 Background of the Study

English as a Lingua Franca, as defined by Dewey (2012), refers to the use of English as a means of communication among speakers of different native languages. Dewey's work is a valuable resource for understanding the emergence of this phenomenon, its implications in the global context, and the role of English in facilitating cross-cultural communication. This means it is a language that is widely used as the main form of communication by speakers of different languages around the world. Today, business dealings and social relationships can be maintained by speaking English mostly anywhere in the world. And it is for this reason that English education is considered important in our country. According to Küçüktepe and Kerimoğlu (2021), many schools in Turkey include intensive classes in English as part of their curriculum from grade 1 to grade 12 and beyond. Teaching English as a foreign language has been researched for many years. There is never only one way to teach a foreign language. English is taught, like many other foreign languages, using different techniques and methods, according to the resources available, the background and experience of the teachers, as well as the creativity of the teachers. Traditional English language teaching (ELT) methods are those that have been used for many years, and they are still widely used today. Some of the most common traditional ELT methods include the grammar-translation method, the direct method, the audio-lingual method, and the suggestopedia (Harmer, 2001). Traditional ELT methods have been criticized for being too teacher-centered, for focusing too much on grammar and not enough on communication, and for being ineffective for adult learners. According to Mupa and Chinooneka (2015), many traditional methods of teaching a second language are unsuccessful. This is due in large part, to a lack of time dedicated to the subject during

school hours and not meeting the individual needs adequately in crowded classrooms. Inconsistency in the curriculum and course hours is some of the main reasons for this problem. However, these methods can be effective for some students, and they can be a good starting point for teaching English (Richards & Rodgers, 2001). Communicative methods are approaches to language teaching that emphasize the ability to communicate in the target language. Communicative methods,

- focus on the development of communicative competence, which is the ability to use language effectively in real-world situations.
- are student-centred, meaning that the focus is on the needs and interests of the learner.
- use a variety of activities and tasks to promote language learning, such as role-playing, games, and group work.
- have been shown to be effective for both adult and young learners, and they are becoming increasingly popular as a language teaching method. (Harmer, 2001; Ellis, 2003; Nation, 2013; Tomlinson, 2001)

Task-based language teaching (TBLT) is a communicative approach to language teaching that focuses on the use of language for real-world tasks. (Richards & Rodgers, 2001) It is a method of language instruction that focuses on the completion of meaningful tasks in the target language. TBLT is based on the idea that learners acquire language best when they are engaged in real-world activities that require them to use the language. TBLT lessons are typically organized around a central task, and students are given opportunities to practice using the language in a variety of contexts. TBLT has been shown to be effective for both adult and young learners, and it is becoming increasingly popular as a language teaching method (Ellis, 2003). Ellis (2003) states that Task-based language teaching can be an effective way to teach vocabulary. In TBLT, learners are given tasks that require them to use the target language. This can be a great way to get learners to practice using new vocabulary in a meaningful context.

Vocabulary teaching forms a fundamental aspect of language learning. The acquisition of a wide range of vocabulary is essential for developing proficiency in a language (Nation, & Nation, 2001). Effective vocabulary instruction involves various strategies and techniques aimed at helping learners expand their word knowledge and usage. Research has shown that explicit vocabulary instruction, which includes

explicit explanations of word meanings, contextualized examples, and practice activities, leads to better vocabulary learning outcomes (Graves, 2006). Additionally, incorporating interactive and engaging activities, such as vocabulary games, word association exercises, and meaningful word use in authentic contexts, can enhance vocabulary retention and application (Richards & Schmidt, 2013). Furthermore, the integration of technology, such as online vocabulary resources and digital flashcards, can provide additional opportunities for learners to engage with and reinforce vocabulary learning (Chung & Nation, 2003). Overall, a well-rounded approach to vocabulary teaching that combines explicit instruction, interactive activities, and technological resources can contribute to more effective and enjoyable vocabulary acquisition for language learners.

With the development of technology, online language instruction has become increasingly popular. This method of instruction breaks down geographical barriers by allowing students to communicate with peers and instructors while accessing language learning resources from any location. Virtual classrooms, language learning apps, multimedia resources, and interactive video courses are just a few of the cutting-edge tools and methods used in online language instruction. These materials offer fun, interactive learning opportunities that let students improve their language skills in real-world situations. Online language instruction also provides individualized instruction customized to each student's needs and learning preferences. Learners can receive one-on-one guidance, participate in group discussions, and engage in collaborative activities, fostering a dynamic and interactive learning environment. The increasing popularity of online language teaching underscores its efficacy and potential to enhance language acquisition in the digital age. (Arslanyilmaz, 2010; Blake, 2000; Freirmuth and Jarrell, 2006; Gonzolez-Lloret, 2020).

Previously used task-based activities are reconsidered in this study and their effects on vocabulary knowledge are examined. This study was carried out completely online and focuses on the effects of task-based activities. The other aim is to focus on learners' attitudes toward task-based vocabulary activities.

1.3 Theoretical Framework

Prabhu (1987) created task-based learning in India. Language learning would be more successful, according to Prabhu, if learners develop their language skills in a

task-oriented approach. With this perspective, Prabhu proposed that task-based learning be widely implemented in schools. Janes Willis later systematized and extended this learning design. (Şimşek, & Bakır, 2019).

The learners' actions conducted for the purpose of target language communication are included in the definition of "task." Tasks are activities that are self-contained, require comprehension, production, modification, and interaction in the source language, and place a greater emphasis on meaning over form (Yorulmaz, 2009, p. 26).

Task-based activities lead learners to use the target language as much as possible. These activities take place in a life-like learning environment. Task-based language teaching offers significant advantages in that it allows students to use four basic language skills which are listening, speaking, reading, and writing in the same task. To learn a language accurately a student must succeed in these four basic skills during the language development process. (Şimşek, & Bakır, 2019).

Since languages are made up of words, teaching vocabulary is an important part of learning a language (Alqahtani, 2015). Vocabulary competence is required to describe our thoughts and comprehend what others are saying. (Susanto, 2017) Vocabulary knowledge is the key factor in using a language. It is necessary to understand the meaning of what is being said to be able to reply appropriately. One important aspect of vocabulary teaching is the need for learners to develop a rich and varied vocabulary repertoire. Vocabulary knowledge is crucial for expressing thoughts and understanding others in a language (Schmitt & McCarthy, 1998). Effective vocabulary instruction involves teaching words in meaningful contexts, providing ample opportunities for practice and repetition, and promoting active engagement with words through various strategies such as word associations, semantic mapping, and collocation exercises (Nation, 2013). Furthermore, the use of technology, such as vocabulary learning apps and online flashcards, can enhance vocabulary acquisition by providing interactive and engaging learning experiences (Sung, Dyson, Chang, & Chen, 2015). A balanced and comprehensive approach to vocabulary teaching equips learners with the necessary tools to effectively communicate and comprehend in the target language.

The focus of this thesis is to see if task-based activities have an impact on students' receptive and productive vocabulary knowledge in an online classroom. It

investigates whether there is a link between task-based activities and vocabulary development. Another aim is to find out learners' attitudes toward vocabulary task-based activities.

1.4 Statement of the Problem

Nunan (1998) states that in the regular classroom, there can be challenges using task-based activities such as time, resources, and learners' readiness, but teachers today have even more of these types of challenges with online instruction. In the realm of preparatory education, there's a noticeable gap in understanding how task-based activities affect students' vocabulary learning and attitudes. Despite an abundance of research on language learning, we still lack specific insights into whether activities involving tasks truly enhance vocabulary acquisition and shape learners' attitudes positively. This gap is a challenge for educators seeking evidence-based strategies for effective vocabulary instruction in preparatory programs. This study intends to offer a solution by applying task-based activities in which learners work together and share their experiences on online platforms. The impact of these activities on vocabulary development will be examined.

1.5 Purpose of the Study

The primary objective of this study is to examine the impact of task-based activities on the receptive and productive vocabulary knowledge of adult English as a Foreign Language (EFL) learners. Specifically, the research aims to investigate the extent to which task-based activities affect vocabulary acquisition by comparing an experimental group that engages in task-based activities with a control group that does not. In this study, experimental group had task-based activities to learn vocabulary while control group learned vocabulary with regular instructions in the books. Both groups continued their lessons in online classrooms. The study also seeks to explore the experiences and perceptions of learners regarding vocabulary task-based activities in the context of online education. Another aim of this study is to investigate whether there are significant differences based on gender in the effectiveness of task-based activities in enhancing vocabulary knowledge and in learners' attitudes toward such activities.. This study contributes to our understanding of the effectiveness and

learners' perspectives on task-based activities for vocabulary learning in a preparatory EFL context.

1.6 Research Questions

The research questions to which this study tries to find answers are as follows:

1. Does the use of task-based activities in the online classroom improve learners' vocabulary learning compared to the control group?
2. Does the role of task-based activities in enhancing vocabulary knowledge significantly differ based on gender?
3. Do learners' attitudes toward task-based vocabulary activities significantly differ based on gender?
4. What are the attitudes and perceptions of the learners about task-based vocabulary activities?

1.7 Significance of the Study

Although task-based language teaching is an effective way to create an environment where learners use the target language, it poses some difficulties when applied in EFL classrooms. Students' unfamiliarity with the concept, lack of use of the target language, and teachers' inadequate knowledge of the process of TBLT can create difficulties all around (Lam, Nguyen, & Nguyen, 2021).

Studies investigating the effectiveness of meaning-focused vocabulary instruction have been conducted primarily with elementary, middle, and high school students. However, this study is conducted in an online environment and the context of a university preparatory class. This study aims to evaluate whether task-based activities improve learners' vocabulary learning in an online classroom. The study contributes to the existing literature on task-based language learning and online language education by examining the effectiveness of task-based activities in improving learners' vocabulary acquisition in online courses by comparing experimental and control groups. Furthermore, the study explores learners' attitudes and perceptions toward task-based activities, providing insights into the acceptability of this approach to language learning in online contexts. In addition to the previous studies, this study conducted in the university preparatory class context aims to support

previous research and contribute to the field. It also provides more information about teaching vocabulary through these task-based activities. According to the results of this research, teachers can use task-based activities more than ever to help their students acquire new vocabulary. The study aims to provide insights into learners' attitudes and perceptions toward task-based activities in online teaching, which can inform course design and delivery in online language education.

1.8 Definitions of Key Terms

Second Language Acquisition: Richard and Schmidt (2013) define SLA as a process of acquiring a second or foreign language in the Longman Dictionary of Language Teaching & Applied Linguistics.

English as a Foreign Language: EFL referred to cases in which students were studying English in order to communicate with other English speakers around the world, whether they were visitors or businesspeople. Students also learned English in their own country, or on short courses in the United Kingdom, the United States, Australia, Canada, Ireland, New Zealand, and other nations. (Harmer, 2001)

Vocabulary Knowledge: Awareness of a term entails not only meaning but also an understanding of how the word functions in the world (Stahl, 2005).

Target Language: A language that is being learned in addition to one's native tongue. (Merriam-Webster, 2022)

Task: A task was described as an activity that required learners to arrive at an outcome from given information through some process of thinking, while also allowing teachers to monitor and regulate that process (Prabhu, 1987).

Task-Based Language Teaching: The use of communicative and collaborative activities as the core units for the preparation and delivery of instruction in a teaching approach. (Richard & Schmidt, 2013)

Online Education: Online education is a versatile instructional delivery method that includes every type of learning that occurs over the Internet (Encyclopedia of Business and Finance 2007).

Chapter 2

Literature Review

2.1 Introduction

English has been taught as a second language for many years in most countries worldwide (Dewey, 2013). There are various approaches and methods for teaching English as a foreign language, and one of them is the task-based method. This chapter will examine previous research on task-based and task-based teaching. It will discuss language learning theories, the definition of a task, the characteristics of task-based language teaching (TBLT), the framework of TBLT, task-based activities in the classroom, and vocabulary teaching techniques. Based on earlier studies, it is evident that further research is needed to explore the effects of task-based activities on vocabulary learning.

2.2 Language Teaching Approaches

Scholars have not only formulated learning theories but have also devised instructional methodologies that have been influenced by these ideas, resulting in their simultaneous development and evolution. These techniques vary in their objectives, as some aim to encourage learners to actively utilize a language, while others emphasize the need for learners critically analyse it.

However, the concept of approach is also subject to misinterpretation. Hence, Anthony (1963) delineated a differentiation among the concepts of approach, method, and technique. The author establishes a hierarchical categorization to describe the concepts. An approach refers to a theoretical framework or conceptual model that guides language teaching methodologies. A method refers to the systematic approach employed to instruct a language, delineating the specific procedures and techniques utilized in the process. Ultimately, a method refers to the instructional practice employed in the process of language acquisition.

2.2.1 Traditional approaches.

2.2.1.1 Grammar-translation approach. The Grammar-translation approach can be traced back to the 19th century as the most ancient pedagogical method

employed for the instruction of a second language (SL). The aforementioned approach finds its inspiration in the tenets of the behaviorist theory of second language acquisition (SLA), with its primary aim being to facilitate learners' ability to engage with foreign literary works, particularly those composed in the classical languages of Latin and Greek (Larsen-Freeman & Anderson, 2011). The aforementioned approach, in a consequential manner, directed its attention towards the pedagogical endeavor of imparting knowledge of the foreign language's grammatical structure and lexicon through the process of rote memorization. This instructional technique is implemented through the utilization of translation-based activities (Chang, 2011). However, it was customary for the instructional sessions to be conducted primarily in the student's native language (L1) due to the instructor's lack of proficiency in the target language (TL). The Grammar-translation approach, regrettably, proved to be inadequate in imparting to learners the essential ability of effective communication. The aforementioned fact, in conjunction with the imperative to instruct contemporary languages, engendered the emergence of novel methodologies in the realm of language pedagogy.

2.2.1.2 Direct approach. The emergence of the Direct approach can be understood as a direct response to the criticism levied against its predecessor. The primary objective of this endeavor is to impart knowledge to individuals, enabling them to effectively engage in communication within the target language. Due to this rationale, the utilization of the native language was strictly prohibited within the educational setting, necessitating the instructor to possess a commendable degree of proficiency in the target language (Mahmood, 2012). The pedagogical techniques employed in the implementation of this particular approach encompassed the utilization of concise dialogues as a precursor to the commencement of the instructional session, supplemented by the provision of visual aids to facilitate comprehension and assimilation among the learners. The pedagogical approach employed encompassed the inductive teaching of both grammar and the target culture, with an emphasis on the pleasurable reading of texts (Celce-Murcia, 2014).

2.2.1.3 Reading approach. The emergence of the Reading approach may be traced back to the early 20th century, as a response to the belief held by certain linguists that learners would never be able to attain proficiency in the target language (TL) for

effective communication. The prevailing belief was that reading constituted the sole objective for learners, resulting in a classroom environment where the emphasis was solely on honing this skill. This was accomplished through activities like translating books and acquiring vocabulary. The grammar instruction provided only focused on equipping learners with the essential knowledge required to comprehend the texts they were engaging with (Bono, 2021).

2.2.1.4 Audiolingual approach. In the United States, beginning in the 1940s, esteemed linguists put forth the proposition of the Audiolingual approach, which, in the British context, is referred to as the Oral-Situational approach. The aforementioned approaches were undertaken with the objective of addressing the military's imperative to impart foreign language proficiency to its personnel, thereby enabling effective communication with indigenous speakers of foreign nations in times of armed conflict (Mei, 2018). The aforementioned two methodologies center their attention on the oral manifestation of linguistic communication. There existed a belief that learners possessed the ability to acquire knowledge through the process of responding to external stimuli and subsequently receiving positive reinforcement. In both instances, the lexicon and syntax are exercised within authentic contexts and introduced in a gradual manner (Larsen-Freeman & Anderson, 2011).

2.2.1.5 Cognitive approach. In the latter part of the 20th century, the Cognitive Approach gained prominence, drawing inspiration from Chomsky's linguistic theories. This approach posited that language acquisition was not a result of habitual learning, but rather a process of acquisition. The four abilities, namely hearing, speaking, reading, and writing, now hold equal significance. Furthermore, the focus on pronunciation diminished, and faults became an unavoidable and essential aspect of the learning journey (Skehan, 1998)

2.2.1.6 Comprehension-based approach. Certain scholars in the field of linguistics have put forth the assertion that the acquisition of a first language (L1) and second language acquisition (SLA) exhibit resemblances in their underlying processes. Consequently, these scholars have proposed what is known as the Comprehension-Based approach. The act of listening served as the foundational pillar upon which learners could subsequently acquire the ability to engage in oral communication,

written expression, and textual comprehension. However, it is worth noting that the necessity to engage in spoken discourse was not imposed upon learners until they deemed themselves prepared to undertake this linguistic endeavour (Celce-Murcia, 2014).

2.2.2 Modern approaches.

2.2.2.1 Communicative language approach (CLA). In the 1990s, scholars of linguistics came to the realization that while learners were able to comprehend the teachings imparted to them during instructional sessions, they encountered difficulties when attempting to employ the acquired knowledge within authentic contextual settings (Larsen-Freeman & Anderson, 2011). Consequently, the pedagogical approach known as the Communicative approach, referred to as the Communicative Language Approach (CLA), commenced its implementation within the educational milieu after this juncture (Dörnyei, 2009). This approach incorporates Halliday's functions of language (1975) due to their significance in facilitating communication for the learner, which aligns with the overarching objective of the Communicative Language Approach (CLA). An additional pivotal concept encompassed by this particular framework is Hymes' seminal notion of communicative competence, as expounded upon in the year 1972. The author posits that the acquirer must possess an awareness of the principles governing the phonological structure and the syntactic arrangement of linguistic units, thereby enabling the construction of coherent utterances (linguistic competence). Additionally, the author emphasizes the necessity of comprehending the norms governing the appropriate usage of the language within social contexts (sociolinguistic competence). In pedagogical sessions wherein this particular methodology is employed, students engage in exercises that encompass the four fundamental language proficiencies, namely writing, speaking, listening, and reading, through the utilization of genuine and bona fide materials. The acquisition of communicative skills in the target language (TL) is facilitated through collaborative endeavors, wherein learners engage in group or paired activities to exchange information. The presence of a proficient TL instructor is crucial in guiding and supporting this process. In brief, given the contemporary expectation for learners to possess proficient communicative abilities, it is imperative that they acquire language within its contextual framework, rather than through the mere rote memorization of

isolated grammatical principles. Henceforth, methodologies grounded in communicative contents have become prevalent.

2.2.2.2 Content-based language teaching approach. Content-Based Language Teaching (CBLT), sometimes referred to as Content and Language Integrated Learning (CLIL), emerged in the 1980s with a primary emphasis on incorporating learners' interests, such as science and history, into the instructional process (Snow, 2001). The objective of this strategy is to instruct non-linguistic subjects, such as history, physics, or other disciplines, utilizing the target language (Lyster, 2017). CBLT has the potential to serve as a source of motivation for students, facilitating language acquisition by providing contextualized learning experiences that go beyond traditional grammar and vocabulary exercises. One may argue that CBLT does not instruct the target language (TL) directly, but rather uses the TL as a medium of instruction.

According to Snow (2001), several methodologies are included within this particular approach, and they may be classified along a continuum based on the specific subject being taught. Foreign language (FL) classes are often positioned on the language-driven side of the spectrum, in contrast to comprehensive immersion programs that are positioned on the content-driven side of the spectrum.

2.2.2.3 Task-based language teaching approach. An alternative methodology that warrants consideration is the Task-Based Language Teaching (TBLT) approach. In this particular framework, students are presented with diverse pedagogical assignments, which serve to equip them with linguistically valuable tools for application beyond the confines of the classroom environment (Nunan, 2014). The theoretical framework known as Task-Based Language Teaching (TBLT) posits that language learners engage in the process of learning and acquiring a language through the performance of tasks that necessitate the utilization of said language. The aforementioned tasks encompass both focused and unfocused tasks (Ellis, 2009). While the employment of focused tasks facilitates the acquisition of a particular manifestation of the target language, the utilization of unfocused tasks affords learners the opportunity to employ the desired form of the language in order to successfully accomplish the given task. In light of the significance of Task-Based Language Teaching (TBLT) within the context of the current manuscript, a comprehensive

elucidation of this pedagogical approach shall be presented in the subsequent subsection.

After discussing various methods used in English language teaching, the aim is to provide detailed information on Task-Based Language Teaching (TBLT) which is the focus of this study as well, because the aim of this study was to explore the effect of task-based language teaching on EFL learners' vocabulary development. This comprehensive review intends to deeply explore how TBLT can be effectively implemented, how it can enhance student engagement and its role in the process of language acquisition. By discussing the strengths and practical applications of this method, can help teachers and students understand how to utilize this method to develop language skills.

2.3 Origin and History of Task-Based Language Teaching

Task-based language teaching (TBLT) was developed by N. Prabhu in Southern India. Prabhu (1987) stated that students may learn a second language better if they focus on the meaningful task rather than the language form. Practicing the target language is crucial to develop competency in using it. It is crucial to engage in the use of the target language and is much more functional than using language rules and forms.

Task-based language teaching is widely acknowledged as an instructional methodology that places the learner at the center of the educational process, emphasizing the active utilization of language as a means of communication. The aforementioned characteristics facilitated the task-based approach in garnering heightened recognition commencing from the 1980s. The considerable degree of attention garnered by this subject matter has engendered a plethora of divergent definitions and commentaries from a multitude of scholarly researchers. According to Ellis (2003), the task-based approach is predicated upon the principles of Communicative Language Teaching (CLT). Its genesis can be attributed to the desire to surmount the limitations inherent in the Presentation, Practice, Production (PPP) methodology. As per the scholarly work of Willis and Willis (2007), it is posited that the task-based approach surpasses conventional methods, as it is firmly grounded in both theoretical and practical underpinnings. According to Lambert and Lambert (2019), it is posited that Task-Based Language Teaching (TBLT) represents a

pedagogical approach that effectively aligns with the individual learners' internal syllabuses, available resources, and prior experiential knowledge. Language tasks in Task-Based Language Teaching (TBLT) afford students valuable occasions to actively engage in discourse about the subject matter, either in pairs or groups, to authentically discuss a given topic, engage in debates, and collectively endeavour to identify the most optimal and viable resolutions to the presented problems. The aforementioned characteristic of Task-Based Language Teaching (TBLT) facilitates the enhancement of learners' communicative aptitude, concomitant with the augmentation of their comprehension of content knowledge.

The task-based approach helps to create a meaningful purpose for the students, and they acquire the language by using and engaging the target language. (Li, 2015) Students use the target language in TBLT to learn it. There are several opinions about the TBLT principles, but Swan (2005) stated the general principles of TBLT that common as follows:

- Instructed language learning should mainly include the use of natural or naturalistic language, and the tasks are concerned not with language but with meaning.
- Instruction should favour learner-centeredness instead of the control of teachers.
- To facilitate the acquisition of formal linguistic elements while retaining the perceived benefits of a natural approach, participation is important because solely naturalistic learning does not typically lead to target-like accuracy.
- This can best be achieved by offering opportunities to reflect on the form, which will attract the attention of students to linguistic components as they occur incidentally in lessons whose primary emphasis is on meaning or communication.
- Communicative activities are ideally suited instruments for such an approach.
- More pre- or post-task language research can be helpful. This may lead to the acquisition by encouraging or increasing knowledge of official characteristics during a conversation.

- Traditional methods are ineffective and undesirable, especially where passive standardized instruction and practice are disconnected from communicative work.

In order to attain a comprehensive comprehension of the task-based language approach and effectively apply it within language learning contexts, it becomes imperative to ascertain the precise definition of the term "task."

2.3.1 Tasks in task-based language teaching. TBLT is a method that makes students the center of the learning and teaching process. Task-based teaching and learning is a language learning process by using the language to perform open-ended tasks (Nunan, 1989). Learners are given an issue or goal to achieve, but in solving this problem or goal, they are left with some independence. As stated by Skehan (1998) a task is a meaningful activity related to the real world.

The task is an activity that students can engage in for a communicative purpose. The use of tasks to teach a second language is logical because real-life activities in the classroom create meaningful and functional learning experiences. This is critical for learning a language is the means by which people communicate (Willis, 2021).

In accordance with an alternative explication posited by Skehan (2002), a task can be delineated as an endeavour wherein the paramount significance is attributed to the conveyance of meaning. Each and every endeavour is meticulously crafted with the intention of attaining a specific outcome, thereby rendering the triumph of said endeavour contingent upon the realization or non-realization of said desired outcome. An additional crucial factor in determining the efficacy of an endeavour lies in its resemblance to genuine language utilization. From the perspective espoused herein, learners direct their focus toward the act of communication through the utilization of interactive endeavours, wherein said endeavours are required to yield a particular result. According to Skehan (2002), it is also posited that tasks ought to be tailored to the aptitudes and requirements of learners, thereby facilitating their enhancement of proficiencies. In the event that the assigned tasks fail to align with the aptitude of the learners, they shall inevitably fall short of achieving their intended objectives.

According to Breen's (1987) assertion, a task necessitates the presence of a well-defined objective, appropriate subject matter, a specific methodology, and diverse resultant effects. The primary aim of tasks is to facilitate learners in commencing their

endeavours with rudimentary activities and subsequently progressing towards more intricate ones. By adhering to these sequential stages, language learners shall experience heightened motivation, as they shall be relieved of the apprehension associated with their perceived inability to effectively employ the desired linguistic medium.

The definitions put forth by Nunan (1989) and Richards and Rodgers (2014) exhibit a notable commonality in their assertion that a task ought to engender a perception of wholeness or totality. Henceforth, it is imperative that the prerequisites for the triumphant culmination of a given undertaking be established at the outset, with due notification thereof being conveyed to the learners prior to their commencement of said endeavour. In this manner, the process of acquiring linguistic proficiency acquires significance that extends beyond the confines of the educational setting.

Task-based language teaching consists of a task that the learner engages in and completes. There have been different definitions of a task. Long (1985) defined tasks as what people do in real life such as at work, at school, or anywhere. According to Littlejohn (1998), a task is any plan to set up foreign language learning inside the action materials performed by the learners. Willis (2021) stated that a task is a classroom activity to produce a result for a communicative reason. Ellis (2003) pointed out that a task is a work plan that enables students to pragmatically process language to achieve a specified goal. Nunan (2004) defined it as a piece of classroom work to express meaning instead of just managing form. Tasks are described as classroom undertakings intended to result in the use of pragmatic language. In EFL classes, tasks are a central component of TBLT since they provide a framework that stimulates learning processes and fosters Language acquisition. (Izadpanah, 2010)

In light of these definitions, tasks are classroom activities that provide learners an opportunity to use the target language in a meaningful and purposeful way.

2.3.1.1 Types of tasks. Task-based language teaching consists of a task that the learner engages in and completes. There have been different definitions of a task. Long (1985) defined tasks as what people do in real life such as at work, at school, or anywhere. According to Littlejohn (1998), a task is any plan to set up foreign language learning inside the action materials performed by the learners. Willis (2021) stated that a task is a classroom activity to produce a result for a communicative reason. Ellis

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According to Nunan (2004), real-world tasks and pedagogical tasks are the two main categories of tasks in task-based language teaching (TBLT). He describes these task types in his book "Task-Based Language Teaching".

Real-World Tasks: Real-world tasks are activities that mirror real-life situations and require learners to use the target language in authentic, meaningful contexts. These tasks are designed to simulate the types of tasks that learners may encounter outside the classroom. Examples of real-world tasks include ordering food in a restaurant, giving directions, or participating in a job interview. The focus is on developing learners' ability to use the language for practical purposes in real-world situations.

Pedagogical Tasks: Pedagogical tasks, on the other hand, are specifically designed for language learning purposes within the classroom context. These tasks are created to provide learners with opportunities to practice specific language skills or structures. Pedagogical tasks may involve controlled practice, guided practice, or communicative practice. Examples of pedagogical tasks include role-plays, information-gap activities, or opinion-sharing tasks. The focus is on providing learners with structured opportunities to develop their language proficiency.

Nunan emphasizes that both real-world tasks and pedagogical tasks have a place in TBLT. Real-world tasks provide authentic language use and promote communication in meaningful contexts, while pedagogical tasks allow for targeted language practice and skill development.

Willis (2021) suggests a framework for task-based learning that includes various task types for language classrooms. Willis categorizes task types based on their underlying purpose and communicative goals. Here are some task types suggested by Willis:

- **Jigsaw Tasks:** These tasks involve learners working in groups to gather and exchange information, with each learner having a piece of information that is needed to complete the task. Learners must collaborate and share their information to achieve the task's goal.
- **Problem-Solving Tasks:** These tasks require learners to solve a problem or find a solution through collaboration and negotiation. Learners analyze the problem, discuss possible solutions, and reach a consensus on the best course of action.
- **Decision-Making Tasks:** These tasks involve learners making decisions based on given information or a given scenario. Learners discuss options, weigh pros and cons, and come to a decision as a group.
- **Opinion-Exchange Tasks:** These tasks focus on learners expressing and discussing their opinions on a particular topic. Learners engage in discussions, debates, or role-plays to express their viewpoints and engage in meaningful interaction with others.
- **Information-Gap Tasks:** These tasks involve learners sharing information to fill in gaps or missing pieces of information. Learners must ask and answer questions to complete a task or solve a problem.
- **Simulation Tasks:** These tasks recreate real-world situations or scenarios where learners take on specific roles and engage in role-plays or simulations. Learners use language to interact and respond to the given context.
- **Creative Tasks:** These tasks encourage learners to use their creativity and imagination to produce language. They may involve tasks such as storytelling, creating dialogues, or writing creative pieces.

2.3.2 The framework of task-based language teaching. There are different views of the TBLT framework by many researchers. But the common idea is every stage of the TBLT should be clear and meaningful for the learners and should be applied with a meaningful purpose. Moreover, language focus should be appropriately embedded in the task. Communication is the key factor for every stage of the TBLT. Language focus should be acquired by the learners implicitly. Verhelst, Samuda, and Bygate (2010) summarize the structure of the TBLT by introducing the following characteristics of teaching tasks:

- Coherence and cohesion (from topic, action, and/or outcome) for learners
- Meaning and goal for learners
- Simple language targets
- A start and a finish
- Constructive engagement for learners.

The sequence of stages in TBLT is defined in three steps by Van Gorp and Bogaert (2006):

- Introducing the task
- Supporting task performance
- The post-task phases.

A task has a normal sequence of steps, such as planning for the task (pre-task), the task itself, and follow-up (post-task), (Richards & Rodgers, 2001; Willis, 1996).



Figure 1. TBLT framework by Willis.

In the pre-task stage, the teacher makes an introduction to the topic and assigns a task related to the topic and prepares learners for the task by giving background information. In the task stage, students are the center of the learning process, and they complete the task individually or mostly in groups. They prepare a report during the process of completing the task. During the presentation of the task report, students use the target language. Students use authentic materials and sources to complete the task. And lastly, the teacher focuses on the language being learned. From the beginning to the end of the TBLT process, the teacher observes the students and gives feedback when it is necessary.

There can be many different types of activities in the TBLT framework, as shown in the research. And they are all student-centered, life-like, and meaningful.

2.3.3 Task-Based language teaching activities for EFL classrooms. For the proper implementation of TBLT, Nunan (1989) proposes pedagogical tasks: jigsaw puzzles, information gaps, problem-solving, decision-making, and similar-such tasks. Jigsaw assignments allow students to combine various pieces of information to create a story or some other full piece of information. In his project, Prabhu (1987) notes three distinct task components: information-gap, reasoning-gap, and opinion-gap activities. Information-gap tasks require the transition of knowledge from one scenario to another. For instance, a task is assigned to the students to work with an incomplete image or table with the details available in a given piece of text. Reasoning-gap exercises, however, involve discovering new concepts that apply logic, practical reasoning, or observation. Likewise, in opinion-gap practices, the identification and articulation of the personal perceptions, emotions, or attitudes of the learners in response to a given situation are pursued. (Bhandari, 2020)

In EFL classrooms language tasks are primary sources to implement TBLT. The tasks being referred to are not designed with the primary intention of teaching specific language structures or grammar rules. Instead, they likely have other objectives, such as promoting communication skills, fostering critical thinking, or encouraging fluency in language use. These task-based focused activities create a real-life environment in the classroom with authentic materials and enable learners to use the target language correctly.

2.3.4 Advantages of task-based language teaching. Task-based language teaching offers several advantages for teachers, students, and the classroom environment in terms of learning a language. These advantages are listed below (Ellis, 2009):

- Within the classroom context, TBLT offers the possibility for 'reasonable' learning.
- It emphasizes meaning over structure; however, it may also emphasize learning form.
- It provides a productive target language input for learners.

- It is innately inspiring.
- It is consistent with a learner-focused philosophy of education, but also
- Gives permission and guidance for teacher input.
- This leads to the improvement of communicative fluency while not neglecting accuracy.
- It can be used in conjunction with a more traditional strategy.

This particular mode of instruction offers an additional benefit, namely, providing learners with exposure to a diverse range of natural language usage. Willis (1996) emphasizes the importance of exposing learners to various forms of language, both within and outside the classroom, encompassing language used in work, school, or personal development. For instance, if learners need to write an essay or report, they must read high-quality examples of these text genres to understand their organizational structure and linguistic features. Similarly, if fluency in informal, spontaneous conversation is desired, learners must engage in such conversations. Genesee (2006) underscores the significance of exposure, stating that ample exposure to the target language facilitates the acquisition of a second language.

Another advantage of Task-Based Language Teaching (TBLT) lies in its promotion of collaborative learning. In this approach, students within a group collaborate to accomplish a task rather than working in a competitive environment. Curran (2006) describes collaborative learning within the task-based language teaching framework as an environment where learners provide support and serve as learning resources for each other, working together to achieve learning objectives. This stands in contrast to competitive learning environments where self-interest may hinder the development of communicative competence. In essence, the collaborative nature of TBLT contributes to effective task performance. Altay and Öztürk (2004) contend that cooperation helps create a low stress learning environment, reducing inhibitions associated with learning a second language.

2.3.5 Drawbacks of task-based language teaching. Disadvantages of the task-based method of learning do exist. It is important to be fluent in the target language, but also accurate for the message being put for to be meaningful. TBLT focuses on the meaningful, authentic language to be engaged in, not the language form and rules. (Nunan, 1989) Another disadvantage of this method happens when designing a

creative task to use in the classroom that enables students to do the task and learn the language at the same time.

In this way, many variables come into play: assessing task complexity, the task's cognitive difficulty, the amount of language needed to be interpreted and generated by the learner, the psychological stress involved in performing the task, and time pressure (Foster, 1999).

Task-Based Language Teaching (TBLT) has received both acclaim and criticism in different contexts. In Japan, educators have experienced success with TBLT but acknowledge the necessity for an adapted approach when working with beginner students (Harris, 2018). Conversely, in China, TBLT has been observed to face limitations in higher vocational English teaching, primarily attributed to the existing state of English education and teachers' insufficient knowledge (Li-li, 2009). Despite these challenges, TBLT is viewed as a promising methodology, holding the potential for creating synergies among theoretical frameworks, research findings, and practical applications (Moore, 2018).

2.3.6 Online task-based language teaching. Online language learning is a fact of life (Chapelle, 2001) Task-based language teaching can be applied with the help of technology. Computer-based language learning activities provide capabilities that any other language teaching technique inside a conventional classroom setting cannot be easily replaced (Arslanyilmaz, 2012). Thanks to the advanced technology, students and teachers can meet online. Graphics, visuals, videos, web tools, and limitless online sources make TBLT easier. These features make it possible to construct an optimal, engaging, inspiring, highly contextualized (or real-world-like), task-oriented, and authentic task-based language learning setting. Online task-based language learning with a rich multimedia experience is therefore increasingly being used (Doughty and Long, 2008) and many studies have indicated that it is effective. (Arslanyilmaz, 2010; Blake, 2000; Freirmuth and Jarrell, 2006; Gonzolez-Lloret, 2020).

Research into online task-based language teaching demonstrates its effectiveness as a remote language instruction approach. Numerous studies have shown that online task-based language teaching enhances interaction and inspires students to engage with the target language (González-Lloret 2020). For instance, González-Lloret (2020)

contends that collaborative online tasks motivate students to produce both spoken and written language.

Several academic papers offer practical guidance on implementing online task-based language teaching. Baralt (2017) outlines a framework for adapting Willis' (1996) task-based learning methodology to synchronous online video interaction. This framework emphasizes community building and addresses challenges associated with limited physical presence. In the research conducted by Al-Balushi (2010) and Thomas and Reinders (2010), the focus was on exploring the relationship between tasks and technology-facilitated communication in the context of language learning. Al-Balushi (2010) specifically investigated synchronous, computer-mediated communication among EFL learners engaged in task-based activities. His study delved into how students use technology to interact and negotiate meaning, examining the correlation between interaction time and task type. Additionally, Al-Balushi explored students' perspectives on task-based language teaching (TBLT) facilitated by technology.

The edited book by Thomas and Reinders (2010) contains a collection of articles discussing the synergies between TBLT and Computer Assisted Language Learning (CALL). The contributors suggest ways to design and implement tasks using various technologies to enhance language learning. According to Reinders and White (2010), technology is instrumental in creating and delivering language learning materials effectively. Lai and Li (2011) investigated the integration of TBLT in technology-facilitated environments, addressing critical issues for further research in the field.

Thomas (2013) emphasized the pedagogical implications associated with CALL and TBLT, underscoring the importance of collaboration between researchers in these areas. The goal is to improve the planning, classification, and understanding of tasks. González-Lloret (2015) provided practical insights into the successful integration of technology into TBLT and the development of technology-mediated materials. Ziegler (2016) supported the idea that technology-mediated TBLT enhances second language performance. He highlighted the role of technology in realizing the positive impact of TBLT features, such as task design and implementation, on the success of second language acquisition.

In summary, research indicates that online task-based language teaching is an effective approach that fosters student motivation, encourages interaction and

language usage, and can be implemented through collaborative online tasks and activities. These studies offer guidance on adapting task-based methodologies to online environments and furnish models for devising online curricula and tasks. While online task-based language teaching poses certain challenges, it promotes student-centered learning and the cultivation of crucial skills, particularly in speaking.

2.4 Vocabulary

Language, in its essence, is comprised of a collection of lexical units, commonly referred to as vocabulary items, as well as a set of syntactic principles and regulations, known as grammatical rules. The acquisition and utilization of vocabulary is an indispensable facet of language, as it serves as the lifeblood that sustains the very existence of a given linguistic system within the realm of human communication. Every linguistic system comprises a collection of lexical units that serve as the primary means of articulating and conveying conceptual notions. Nevertheless, it is important to acknowledge that not all forms of language exhibit an abundance of lexical units. The acquisition of an expanded lexicon enables us to articulate our thoughts with greater versatility across various domains of discourse.

Vocabulary items hold a paramount position within the realm of language communication, as the absence of lexical items renders the act of communication nearly insurmountable. The concept under consideration may be delineated as the aggregate quantity of lexical units that constitute the fabric of a given linguistic system.

When we refer to the vocabulary of a language, we are essentially referring to the words used in that language. These words can be regarded as linguistic units that possess semantic significance. It is inaccurate to claim that words are only words. It is important to use caution in some situations, as phrases might be interpreted as idioms, collocations, or phrasal verbs, which may have slightly different meanings. These particular words provide more challenges in terms of both instruction and acquisition. In addition, it is important to acknowledge that many terms have several meanings (McCarthy, 1990).

According to Thornbury (2002), it is emphasized that every language possesses words. The creation of novel words is a continuous process. Even in our own language, we are constantly acquiring new vocabulary and discovering new definitions for familiar terms. Words encompass not just their literal meanings, but also many

linguistic phenomena such as collocations, homonyms, polysemes, hyponyms, synonyms, and antonyms.

When considering the importance of vocabulary, it is evident that grammar alone is insufficient for effective communication, whereas vocabulary is essential for conveying any meaningful information. We must acknowledge that understanding the significance of a word extends beyond simply knowing its definition in a dictionary. Indeed, an extensive study has determined that the top 100 most often used words in the English language account for about half of the content found in most written texts.

According to Richards et al. (1985), vocabulary encompasses a collection of lexemes, which include individual words, compound words, and idioms. According to Crystal (1995), vocabulary is regarded as the most challenging aspect of language. Therefore, while teaching and learning vocabulary, it is important to carefully analyze the criteria for selection and the specific needs of the learners.

According to Chomsky's seminal work in 1957, it is posited that the inherent limitation of a finite set of grammatical rules does not impede a child's ability to generate an infinite array of linguistic structures. The aforementioned regulations are inherently ingrained within the cognitive faculties of the juvenile, yet this fundamental tenet is not duly implemented in the context of lexical acquisition, as the pragmatic exigencies of language necessitate a malleability in the usage of words, given their potential for multifarious applications across diverse scenarios.

As the esteemed scholar Wilkins (1972) stated, it is posited that the conveyance of information is severely limited in the absence of grammar, while the complete absence of vocabulary renders any form of communication utterly impossible.

The concept of vocabulary can be delineated as the lexemes that are imparted within the context of instructing a language that is foreign to the learner. Nevertheless, it is worth noting that the lexicon of novel entities may extend beyond the confines of a solitary linguistic unit (Ur, 1996).

According to Celce-Murica and Larsen Freeman (1983), espouse a significantly more expansive perspective on the lexicon. They posit that it encompasses not solely individual lexical units, but also encompasses word compounds and conventionalized multi-word phrases.

The paramount significance of a word within the realm of language becomes readily apparent when one considers the arduousness of communication in its absence.

Acquiring a foreign language entails acquiring the vocabulary specific to that language. Regarding this matter, Wallace (1989) asserts that it is peculiar how there has been relatively little written about the instruction and acquisition of foreign language vocabulary. This is surprising considering that learning a foreign language essentially revolves around acquiring the vocabulary of that particular language.

Acquiring vocabulary is a crucial aspect of language acquisition. In his 2003 publication, Hassan Abadi asserted that acquiring a language is an unattainable feat without acquiring its vocabulary. Furthermore, Abadi emphasized the crucial significance of vocabulary acquisition in any language instruction setting. In their analysis of vocabulary learning, Derakhshan and Khodabakhshzadeh (2011) found that a significant challenge in vocabulary acquisition is the sheer quantity of words required to achieve fluency in a second language. Furthermore, they noted that many teachers may lack the knowledge and strategies to effectively assist their pupils in overcoming this hurdle. Fahim and Vaezi (2011) established that understanding lexical collocations is an essential aspect of language competency that significantly enhances learners' abilities in listening, speaking, reading, and writing. According to Leech (2000), analyses of written and spoken corpora reveal that collocations are more prevalent in spoken language.

Acquiring the vocabulary of a given linguistic system and comprehending its suitable deployment constitutes a paramount facet of the process of acquiring proficiency in said language. In essence, it can be posited that the acquisition of a language necessitates the acquisition of its lexicon. Indeed, the acquisition of vocabulary occupies a central position within the realm of language acquisition. Consequently, it is imperative that considerable emphasis be placed upon the matters of the instruction and acquisition of vocabulary (Hasanabadi, 2003). In stark juxtaposition to the meticulous attention bestowed upon grammar, the realm of vocabulary has regrettably suffered from a conspicuous lack of pedagogical emphasis. Historically, the pedagogical approach to vocabulary acquisition has often been intertwined with the development of other linguistic competencies. In contrast, the teaching of grammar has conventionally been treated as an independent and discrete instructional unit, as observed by McDonough and Chaikitmongkol (2007). Furthermore, a prominent hindrance encountered by L2 learners in the realm of vocabulary acquisition pertains to the sheer magnitude of lexical items necessitated for

attaining fluency in L2. Educators may indeed comprehend this inherent necessity, yet they may find themselves lacking in the knowledge and means to effectively facilitate their students' pursuit of said objective. Henceforth, it becomes apparent that a scholarly inquiry is imperative to discern and identify pedagogical exercises that facilitate the acquisition of lexical knowledge in a second language (Derakhshan & Khodabakhshzadeh, 2011). The present inquiry delved into the impact of task-oriented reading exercises on the acquisition of vocabulary among Turkish English as a Foreign Language (EFL) learners.

2.4.1 Types of vocabulary. Vocabulary may be categorized based on many factors. Various researchers have attempted to categorize it into different types:

According to Harmer (1991), vocabulary may be categorized as either active or passive (p.159). According to him, active vocabularies are the words that students have been taught, understood, and are expected to be able to use. On the other hand, passive vocabularies relate to the phrases that students recognize and understand but may not be able to use or generate themselves. Nevertheless, there is a discrepancy in their definition.

The kids possess a reservoir of words, although discerning which ones are actively used and which ones are passively employed proves to be rather challenging. An active vocabulary can revert to a passive state if it is not regularly practiced, while a passive vocabulary might become active when the circumstance or context requires its usage. Active vocabularies refer to words that students not only need to comprehend but also actively use, while passive vocabulary refers to words that students should understand when encountering a text but do not necessarily need to use themselves. Doff (1988) and Cross (1992) both describe the concept of vocabulary in a similar manner. They define "student/active vocabulary" as terms that students have internalized and can generate frequently. On the other hand, "receptive (passive) vocabulary" refers to phrases that students comprehend but cannot readily create. This definition is also supported by Aarts and Aarts (1982).

Similarly, words may be categorized into four distinct groups: function or structural words, substitution words, grammatically dispersed words, and context words. Function words, often known as grammar words, lack significance when used in isolation.

Substitution of words involves replacing one or more classes of words. Words that are dispersed grammatically exhibit atypical grammatical restrictions in their distribution. The phrases function as hyperlinks inside a syntactic sequence (Fries, 1945).

According to Richards et al. (1985), words that express an action and have meaning by themselves are called content words, whereas words that have little meaning on their own but indicate grammatical relationships inside a sentence are known as function words.

There are three categories of words based on their structure: simple, compound, and complicated.

A simple word is composed of a solitary free morpheme, which may or may not be followed by an inflectional affix.

Compound words are formed by combining two or more free morphemes, such as the term "blackboard." A compound word is a lexical entity formed by combining two or more constituent elements, each of which functions as an independent word. Examples include "bus park" and "school girls". Complex words are formed by combining a root with one or more derivational affixes.

The words, which are included in the language as a whole, meet the meaning of any object or the whole of objects, abstractly or concretely. Words are sometimes an important part of the concepts and sometimes they are themselves. Various definitions have been made about words with sound (phonology), meaning (semantics), syntax (syntax), and form (morphology). Regarding the subject, it is worth noting that terms such as 'word' instead of word, and 'vocabulary' instead of vocabulary are widely used in the literature and both preferences mean the same thing. The word is the memory of our experiences. These stored experiences are the result of our thoughts and actions. Accordingly, the words acquired are acquired through reading and listening; Expressive words are used in the use of speaking and writing skills. The need to express the objects and images perceived externally by the mind through the sense organs has given birth to sounds, words, and concepts. There is a close relationship between the word and the concept. When the word is said, the concept that corresponds to it comes to mind. For these to occur, the object must have an imagination in the brain and there must be a word expressing it (Bickerton, 2016). Thus, images, objects, and concepts in the brain are expressed through words. Words are the equivalent of

intellectual or symbolic entities and concepts such as sound and writing. When people store abstract or concrete entities and concepts in their memory, they always use the corresponding symbols. Although emotion and imagination are in a way thought, they are completely based on words. Therefore, the more words a person knows, the more he has developed his thinking. Because every word settles in the human mind as a concept. Therefore, man thinks in terms, that is, in words (Berger, 2014). People need words to understand what is said and written, and to convey their feelings and thoughts to others. There is a close relationship between the effective use of basic language skills of comprehension and expression and the richness of the vocabulary. A weak or rich vocabulary affects both the ability to understand and explain at the heart of TBLT. From this point of view, it is concluded that words have an important function in people's understanding of each other. In this case, the vocabulary of people using the same language should be at the same or close level. The elements that make up the vocabulary do not only consist of words, but it is also necessary to add proverbs, idioms, and sayings in the form of word groups that students encounter in learning environments. Learning language is the same as learning to think because thought is the product of language. Vocabulary also has an important place in teaching subjects such as grammar, phonology, morphology, etc. related to language. Making teaching life enjoyable, making people love reading, gaining reading habits and pleasure, and increasing success in lessons are closely related to planned language and its small units of words.

The words in a person's vocabulary are in different proportions in terms of width, depth, and weight, and these words are handled under two categories, especially when their use in language skills is taken into account, receptive vocabulary consisting of words used during comprehension and productive vocabulary consisting of words used during narration. Receptive vocabulary includes all words that are known to the individual and can be understood when heard or seen. Generative vocabulary includes words that an individual can use to express himself. From this point of view, it can be said that the receptive vocabulary is equivalent to the entire vocabulary of the individual, that is, the words in a person's vocabulary are included in the receptive vocabulary. Receptive vocabulary is very important in terms of both determining the limits of mental skills and being the basis of the learning mechanism. The productive vocabulary, on the other hand, is more limited than the receptive vocabulary, and it is

the key to the development and effective use of communication skills and mutual communication (Maskor & Baharudin, 2016). The individual can express his/her thoughts by using the words in the productive vocabulary during communication. In this respect, productive vocabulary is important in terms of drawing the intellectual boundaries of people. When these two types of vocabulary are taken into account, the receptive vocabulary first develops in both the mother tongue and the foreign language, and when the receptive vocabulary reaches a sufficient level, the productive vocabulary begins to develop (Yaghoubi & Seyyedi, 2017). In terms of the vocabulary contained in the vocabulary, the receptive vocabulary is always larger than the producer vocabulary.

When TBLT vocabulary teaching is considered in terms of receptive and productive vocabulary, teaching/learning words that can be used in speaking and writing skills requires much longer time, effort, and repetition than teaching/learning so that they can be used during reading and listening (Özdem Ertürk, 2017). For this reason, it is much more difficult to acquire words in the generative vocabulary than in the receptive vocabulary. In other words, it is easier to learn words in the receptive vocabulary than to add these words to the generative vocabulary. In terms of teaching type and style, teaching with receptive skills-based activities for receptive vocabulary is more effective and beneficial for productive vocabulary. If the taught words are to be included in the productive vocabulary and be used in narrative skills, teaching and teaching activities must be production-oriented (Maskor & Baharudin, 2016). Because no matter how much comprehension skills are taught in terms of number and intensity, there is no evidence that the words learned through comprehension skills can be used in production skills by passing from receptive vocabulary to productive vocabulary. Before planning vocabulary teaching and vocabulary development studies, it will be worth the effort to determine the receptive and productive vocabulary of the group to be taught, and to determine the receptive and productive learning skill levels. Because the knowledge and levels of learners on these issues can be very different from each other. Thanks to the control and emergence work to be done, the points that people need and lack will be determined and measures can be taken to eliminate them, and loss of time and motivation will be prevented from the very beginning. The main purpose of language teaching is to enable the individual to use the target language effectively in basic language skills. To make this possible, it is necessary to develop

comprehension skills in the target language first. The development of comprehension skills is a prerequisite for learning and progress in other skills. It is not possible to learn something new and to express oneself in writing or verbally without reaching a sufficient level of comprehension skills (Berger, 2014). Therefore, the development of foreign language comprehension skills, especially reading skills, is a priority. In order to develop comprehension skills, it is necessary to have words that provide meaningful input in TBLT. In this respect, vocabulary is the basis of comprehension skills and vocabulary teaching constitutes one of the two dimensions of comprehension education. Another dimension of comprehension education is the teaching of comprehension strategies. In terms of language education, vocabulary, which can be defined as the common ground of education in basic language skills, should be developed and enriched so that listening, speaking, reading, and writing skills can be used effectively (Asyiah, 2017). The enrichment of the vocabulary means the development of language skills with both a direct and an indirect contribution. In this respect, vocabulary also acts as a bridge between language skills.

2.4.2 Vocabulary teaching methods. The impartation of vocabulary holds significant import within the realm of its presentation. The primary function of the teacher is to facilitate the acquisition of vocabulary by means of introduction and subsequent comprehension verification among the students. Every educator possesses a unique array of methodologies and tactics in order to accomplish this task. Nevertheless, it is imperative to acknowledge that each student possesses unique characteristics, thereby necessitating the adoption of distinct approaches towards learning and employing vocabulary.

When educators contemplate the act of imparting lexical items, they endeavor to direct their attention towards the cognitive faculties of their students, as the acquisition of novel information is most optimally achieved when it is seamlessly integrated into the preexisting cognitive framework. I am inclined to demonstrate this in the forthcoming illustration. When endeavouring to introduce novel lexical units pertaining to the subject matter of traversing, it is incumbent upon us to incorporate a customary progression of activities that are intrinsically linked to said subject matter. The act of determining our desired destination and the activities we wish to engage in there, reserving lodging establishments such as hotels, hostels, or alternative forms of

accommodation for our temporary habitation, undertaking necessary arrangements prior to embarking upon our journey or vacation, all while bearing in mind the crucial aspects of departure and return (Pospíšilová, 2018).

Educators have the capacity to employ various visual aids, auditory exercises, audiovisual materials, or photographic representations as a preliminary pedagogical undertaking.

In the course of these instructional endeavours, educators have the opportunity to discern lacunae in the cognitive repertoire of their pupils, thereby enabling them to promptly and adeptly respond thereto.

Claudia Pesce observes that teachers must be cognizant of several stages in the teaching process. Initially, we must acquaint ourselves with the terms, nouns, adjectives, and abstract concepts. Possible methods for conveying concrete words include employing flashcards, pictures, photographs, tangible items, or descriptive scenarios. The most effective approach is to incorporate sensory stimuli such as scents, tastes, and noises that engage all of the learners' senses. This method enhances retention and facilitates faster learning.

The second task involves the identification and comprehension of unfamiliar vocabulary. Some of the most beneficial exercises are Matching, Bingo, and Fill in the gaps. Bingo may be created using both visual representations and textual descriptions for younger learners, but for older learners, including definitions would be more suitable. Matching typically involves looking for definitions using accurate terminology, synonyms, or antonyms. Several educators employ the technique of utilizing songs or brief narratives to complete missing information. Typically, pupils are provided with a list of words or phrases that they must arrange in the right sequence and use to fill in the gaps. Occasionally, when there is no list available, they attempt to select songs based only on their meaning. However, this approach is more suitable for older learners. Another excellent game involves transcribing definitions from a dictionary and challenging participants to identify the corresponding term.

The third phase involves generating vocabulary. The most typical tasks are descriptions, mind maps, filling in the gaps, and brainstorming. Additionally, visual aids such as pictures and cards are employed throughout this phase. A multitude of educators employ mind maps. The term higher quality is inscribed in the center of a board and encircled. Subsequently, students are expected to generate a comprehensive

list of terms that are in some way related to the given word. In addition, the queried terms may be categorized. For example, if the term is "fashion," it can be further separated into subcategories such as summer fashion, spring fashion, the latest trend, and fashion for infants. These exercises are effective for reviewing vocabulary.

There are several activities that may be utilized in a class. A memory game can be employed when a teacher selects a concise text and then identifies 8-10 words to include in a list. Among these words, 3-4 should be those that occur several times, including a few that are repeated frequently such as pronouns and articles. Determine the frequency of occurrence for each item in the list inside the text. Append 2-3 terms to the list that are associated with or have comparable meanings to the words in the text, but are not explicitly mentioned within it (Pospíšilová, 2018).

Maňák (1997) emphasizes the emergence of alternative methodologies within the framework of alternative educational institutions, as part of the broader alternative education movement. Alternative learning methods frequently encompass lesser-known, unconventional, or infrequently utilized components within the realm of academic pursuits.

- **Discussing:** This method serves as a means of articulating one's own thoughts, expressing agreement, or conveying rejection. A suitable topic for discussion is a sequential exchange where the instructor initiates the conversation by providing remarks on the subject, followed by other students who summarize the preceding contributions and offer their own perspectives.
- **Brainstorming:** This method is advantageous because of its ability to stimulate creativity and imagination, resulting in an increased number of ideas generated by students, leading to improved outcomes. The purpose of the writing is to inspire others, without engaging in an argument but rather creating a space for the exchange of thoughts, where humor is encouraged. Permissible elements include various types of lines, symbols, characters, photos, colors, maps, arrows, and keywords.
- **Didactic Gaming:** The educational impact is utilized in addition to the didactic effect that is often used. Additionally, this strategy is an important way for the establishment of relationships between students in grades one through five.

- **Staging Method:** The crux of this matter is to acknowledge and assume the responsibilities of those who have received specific training in a particular scenario, and to perform their assigned roles in accordance with the predetermined script. Every individual plays a role.
- **The natural approach:** It is founded on the principle that language acquisition takes place exclusively when pupils are exposed to understandable material. Beginning students are primarily focused on developing their reading and listening comprehension skills.
- **Total Physical Response:** It is a technique that relies on the synchronization of words and physical motion. In the classroom, teachers typically issue instructions by physical gestures, prompting students to carry out the corresponding actions. This approach is versatile and may be used in various scenarios, requiring just the utilization of our creative faculties.
- **The Silent Way:** It is a pedagogical approach that utilizes silence as a means to capture students' attention and motivate them to rectify their own errors.
- **Suggestopedia:** An alternative approach that might be employed is Suggestopedia. An amiable atmosphere in the classroom is essential for learners to have a sense of ease and self-assurance. Various approaches, such as art or music, can be employed.
- **Direct Method:** Visual or kinaesthetic representation is employed to elucidate tangible terminology. Hence, vocabulary is intricately linked to reality to the greatest extent feasible.
- **Communicative Approach:** A communicative task is an instructional activity that promotes learners' oral communication and listening skills. It involves the exchange of information between individuals and emphasizes the functional aspects of language rather than its grammatical or lexical components.
- **Task-based Approach:** Task-based teaching is a pedagogical strategy in which learners independently engage in a task or activity without assistance from the teacher. Subsequently, the instructor formulates and delivers the target language based on the observed issues. Subsequently, the learners

engage in an additional assignment to reinforce their proficiency in the newly acquired language.

2.4.3 The role of task-based activities in vocabulary acquisition. The situation of how language teaching should be over the years has been a situation that educators who work on language teaching, like today, have also focused on and examined. Various methods were used in the process and when a problem occurred in a method, practices such as testing different methods or developing methods were used (Nychkalo et al., 2020). Teaching grammar in foreign and second languages continued for many years. As language teaching remained in the classroom and communication gained importance, grammar and translation methods started to be replaced by methods in which daily spoken language was used more and interaction was high, especially in the early 1980s (Larsen-Freeman, 2004). The most commonly used method is the communicative method. The communicative method has been developed over the years and three new approaches have emerged that center communication. These are content-based teaching, task-oriented learning, and participatory approaches (Larsen-Freeman, 2004). The first to use and develop the task-based teaching method is Prabhu. Prabhu, who first applied the method in South India, believes that students will achieve the desired success by fulfilling the given tasks, not focusing on the target language. While students are trying to complete a task, language acquisition will be accelerated as they will be in constant interaction with each other. While completing the task, students will listen to each other and express their understanding. In doing so, they will have to check whether they understand or not, and from time to time they will ask for clarification. Even though the language learned is above the current level, it will be an infrastructure for the following periods (Larsen-Freeman, 2004). Moreover, focusing on the tasks given instead of focusing on the language will help students in learning the language. The method accepts it as a duty for students to come to a conclusion with the information given in a thought process and for their teachers to show the necessary activities to control and organize this process (Sarani & Sahebi, 2012). Willis (1996), one of the researchers of the method, argued that task-based teaching is more advanced and logical than communicative language teaching. Through tasks, students are provided to make inquiries in the target language and learn in interaction with understanding. With this method, situations that can be encountered

in daily life can be transferred to the lesson environment and this allows real interaction. “Duty” is central to this method, and language is a tool for communication rather than an end. Tasks create rich input and output environments as students communicate with each other. It is stated that by directing students to task work, they will take part in a better learning environment. Willis (1996), another name who works on task-oriented teaching, tasks have an important place in the motivation of students. Because students use real-life language through tasks, take part in physical activities, learn partnership and cooperation, and have the opportunity to use various communication ways. It is necessary to consider the level of the students when choosing the tasks. It is important that the tasks are below or above the students' level so that the students can focus on the task and focus their attention. Otherwise, problems may arise in terms of the learning environment. In task-based teaching, students must first be willing to work with the group and feel a sense of belonging to the group, since the tasks are performed by the students as a group. Moreover, it is obvious that there will be intense interaction as the students will complete the tasks by working with the group. Students will be models for each other and will be exposed to the target language intensively in communication with each other. In group interaction, students will ask each other questions, exchange ideas, produce new information by consulting each other, learn from each other's mistakes, and complete their tasks within the framework of mutual respect. They will be able to establish a relationship between what they know and what they have just learned while completing the tasks, that is while searching for solutions to the problems with the group (Sarani & Sahebi, 2012). Teachers, who prepare, organize, and implement the tasks, should also be aware that they are the managers of a communicative process and from time to time they are the observers. Before starting the task given, teachers should explain the subject, support the students who ask for help, give clues to the students so that the task can be completed smoothly, and explain them again if necessary. The teacher should not teach any grammatical structure before the task but should draw attention to the structure during the task or make the structure-meaning relationship felt. It should enable students to notice the structure by hearing or seeing it. During the task, the teacher should be an observer, watching the students from a distance, not interfering with them or correcting mistakes. It should enable students to use the language freely and make them realize that it is necessary to take risks and that it is in the nature of language to

learn by making mistakes. At the end of the task, the teacher should receive the completed tasks for control, give new tasks to the students to continue the interaction, and give feedback on the completed tasks. In addition, the teacher should request the completed tasks and the additional tasks given from the students as a report (Larsen-Freeman, 2004). While trying to complete the tasks, the teacher should be aware that the students interact intensively, learn the daily spoken language, and learn the situations that they may encounter in daily life in the classroom environment. While choosing the tasks preparing the activities and applying them in the classroom, the teacher should implement the activities that the students can challenge according to their level. Using tools and materials from daily life will provide permanent learning.

Since learning and teaching activities on vocabulary are also a growing debate on task types, the task types suggested by the Task-Based Instruction syllabus should form the basis of the in-class activity. Although there are many studies on Task-Based Teaching and tasks, there are not enough studies on the stages and content of the task. The most detailed study was carried out by Willis and the task framework was analyzed in three main sections (Willis, 1996). These three main parts are named 'pre-task', 'task cycle', and 'language focus'.

The needs analysis for students is effective in determining the task framework. In other words, this framework is flexible, and some sections can be skipped, and more time can be allocated to some sections depending on the level and characteristics of the students. As a result, student needs, familiarity with the subject, and the complexity of the task will determine the weight of the parts of the task framework (Willis, 1996). Enriching the tasks with different topics and texts provides the variety that students want, while the Task-Based Instruction Framework provides students with confidence. That is, students determine the order of tasks related to the course flow and feel more comfortable. Task-based instruction, which emerged from a syllabus type offered as a suggestion to the communicative approach, found it worth researching and applying in a short time. It has been discussed in the literature in the last twenty years and many positive opinions about Task-Based Instruction have been brought to the agenda. In Task-Based Instruction, students' grammar and vocabulary needs are met at the language focus stage. However, Subekti (2020) states that it is not enough to meet students' grammatical needs only at the stage of focusing on the language, and it is necessary to draw attention to the new language structure at every stage of the task.

The general aims of vocabulary teaching studies in a foreign language are as follows (Susanto, 2017):

- To lay the groundwork for further education and training by teaching the words with the high frequency necessary for teaching in the target language,
- To ensure that learners can understand the target language and express themselves in this language, both verbally and in writing,
- Accelerate the development of vocabulary, which is expanding implicitly and implicitly through reading and listening,
- To contribute to the development of the ability to understand the meaning of unknown words,
- To prevent the possibility of misunderstanding (learning the meaning incorrectly) that may occur during learning alone,
- To prevent mislearning that may arise from the nature and structure of bilingual dictionaries and internet-based translation applications,
- To teach ways to learn words alone.

When the individual's need to learn vocabulary is viewed from a foreign language point of view, the situation presents a much more serious effort and necessity (Asyiah, 2017). Because while a native speaker can use the vocabulary, he already has to learn new words, a foreign language learner needs to learn a certain amount of words consciously even to start learning (Yaghoubi & Seyyedi, 2017). At this point, in addition to the responsibilities of the learner, some knowledge, principles, understanding, methods, and strategies should be known and taken into account while teaching vocabulary in the language teaching process.

While there may be distance education applications based on the opportunities offered by today's information technologies, people may have to implement distance education applications to provide continuity in education in unexpected situations. In this case, technology, which is an indispensable tool in realizing educational goals, provides important contributions in the stages of designing, developing, applying, and evaluating teaching methods and techniques. To increase the quality and efficiency of vocabulary teaching processes, it is important to choose the right teaching technologies and teaching methods and to use them effectively. Thus, the enrichment, diversification, and effective use of tools in teaching-learning processes are important in achieving the objectives of education.

2.5 Previous Studies on Vocabulary Learning with Task-based Language Teaching in ESL/EFL Contexts

In a study, Bigral (2023) explored the effect of mobile-assisted task-based language learning on vocabulary success and student attitude in CLIL Science Lessons for English as a Foreign Language (EFL) students. For this, the researcher used a quasi-experimental study. In the first semester of 2022-2023, 34 Istanbul private school fourth graders participated in the study. A one-page worksheet and six mobile-assisted task-based tasks were assigned to the experimental group over six weeks, whereas the control group merely completed the worksheet. Quantitative data was collected using vocabulary achievement tests and a student attitude questionnaire. The experimental and control groups had significantly different vocabulary scores. It also improved student attitudes and enthusiasm in studying the target language. Mobile-assisted task-based exercises improve vocabulary and student attitude, according to the findings.

Bono (2021) examined the effect of applying task-based language teaching on students' motivation to learn vocabulary. The study population included 3rd-grade students of Compulsory Secondary Education in Spain. In this study, vocabulary was taught along with grammar, and the lexicon was related to daily life situations including food and animals, relationships, etc. Task-based language teaching applied in this study included three phases pre-task, task-phase, and post-task phase. The results of this study showed that implementation of TBLT was useful in enhancing students' motivation to learn English as a foreign language, especially their motivation to learn vocabulary.

Yulianingsih (2021) also studied students' perceptions of using TBLT in teaching writing. Researchers collected data from students using a questionnaire and interview to understand their perspectives. This study was done on eleventh-graders at SMA Islam Al-Ma'arif Pandan Indah. Data was collected via questionnaires and interviews. The questionnaire was sent to 15 students. This tool gathered feedback on the teaching approach for writing. Five students were interviewed to gather data on the teacher's task-based language teaching technique. The results showed that students perceived that task-based language teaching has several advantages. The questionnaire and interview revealed that most students gave positive feedback on task-based

language instruction. They reported that task-based language instruction improved their writing and vocabulary skills.

In another study, Laabassia (2019) investigated the role of TBLT in the development of EFL learners' speaking skills. The questionnaire was used to collect data. The findings from the analysis indicate that English learners in their second year are more cognizant and conscious of the significance of speaking activities in enhancing their aural proficiency. Conversely, EFL instructors concurred that communicative activities are among the most advantageous and effective methods for strengthening the speaking abilities of second-year English learners includes their vocabulary knowledge as well.

The research conducted by Rahman (2016) examined the effectiveness of task-based language teaching (TBLT) in improving the vocabulary skills of Iraqi EFL learners. The study was conducted with a group of 50 Iraqi EFL learners who were divided into two groups: a control group and an experimental group. The control group received traditional vocabulary instruction, while the experimental group received TBLT instruction. The study found that the experimental group, which received TBLT instruction, showed significant improvement in their vocabulary skills compared to the control group, which received traditional vocabulary instruction. The experimental group also showed improvement in their ability to use vocabulary in communicative tasks.

Another research by Cebeci (2006) explored the effectiveness of task-based activities on vocabulary competence aligned with the Common European Framework of Reference for Languages (CEFR). The study showed that task-based activities designed according to the CEFR have a positive impact on learners' vocabulary competence. The experimental group, exposed to task-based activities, demonstrated improved vocabulary knowledge, increased usage, and enhanced communicative competence compared to the control group. These findings supported the effectiveness of task-based activities in promoting vocabulary learning aligned with CEFR guidelines.

The study by Lai, Zhao, and Wang (2011) explored the effectiveness of Task-Based Language Teaching (TBLT) in online ab initio foreign language classrooms. The researchers found that implementing TBLT improved students' vocabulary learning, speaking skills, motivation, and overall language learning experience. The

study highlighted the importance of task design and teacher support in maximizing the benefits of TBLT in the online context. It provided valuable insights for language educators and curriculum designers in designing effective online language courses.

Gholami (2011) investigated the disparities in the performances of male and female English EFL learners on three task-based activities: information-gap, opinion-gap, and reasoning-gap activities. A sample of 120 participants from an Iranian English school in Mashhad was randomly selected from the pre-intermediate level, consisting of 60 males and 60 females. The students' performances on three different types of tasks were assessed using a validated rating checklist that had a reliability score of 0.87. Subsequently, t-tests were utilized to assess the disparity in performance between the male and female groups, demonstrating that there was no statistically significant distinction in the task-based performances of the two groups when considering the information-gap, reasoning-gap, and opinion-gap activities. The findings indicated that gender does not have an impact on the performance of task-based activities among EFL learners.

Sarani and Sahebi (2012) also examined the effect of task-based activities on vocabulary learning of ESP students. A pre-test consisting of a teacher-created assessment of technical vocabulary knowledge was administered. In the control group, vocabulary was taught using a conventional method, whereas in the experimental group, technical vocabularies were taught using a task-based approach. Following the completion of the semester, a post-test was administered to the students in order to assess the impact of the therapy on the experimental group. The data analysis revealed that the task-based method was superior to the traditional approach in terms of effectively teaching technical vocabulary. Moreover, the findings indicated that male learners in the experimental group achieved better results than their female counterparts.

The study by Arslanyilmaz (2012) investigated the effectiveness of an online task-based language learning environment for advanced- and intermediate-level second-language learners. The research examined the learners' perceptions, attitudes, and language gains in this online setting. The findings suggested that the online task-based language learning environment is beneficial for both advanced and intermediate learners, leading to improved language proficiency, increased motivation, and positive

attitudes toward language learning. The study highlighted the potential of online task-based approaches in supporting language acquisition at different proficiency levels.

The guide authored by Baralt and Morcillo Gómez (2017) provided a comprehensive overview of task-based language teaching (TBLT) in an online setting, specifically aimed at teachers. The guide discussed the principles and key components of TBLT and explores how these can be effectively applied in online language teaching. It offered practical guidance on designing and implementing task-based activities in virtual classrooms, considering factors such as task selection, task sequencing, and assessment. The guide also addressed potential challenges and provides strategies for maximizing student engagement and interaction in online TBLT. Overall, it served as a valuable resource for teachers looking to integrate task-based approaches into their online language teaching practices.

In their study, Guo and Möllering (2016) explored the implementation of task-based teaching in an online Chinese class using web conferencing technology. The study focused on how task-based teaching can be effectively adapted to the online learning environment, specifically in the context of teaching Chinese as a second language. The researchers discussed the design and implementation of task-based activities in the online class, considering factors such as task selection, task sequencing, and learner engagement. They also examined the impact of online task-based teaching on student motivation and language learning outcomes. The study provided insights and practical recommendations for integrating task-based teaching methods into online language classrooms, particularly for Chinese language instruction.

2.6 Conclusion

The purpose of this literature review was to examine the earlier studies about task-based language teaching, online task-based teaching, and vocabulary teaching. These terms have been investigated many times. Findings show that TBLT is student-centered, and communicative and provides a meaningful purpose for real-life situations. Having a base knowledge of vocabulary is crucial in developing the use of a target language. It is the main framework of every language. Teaching a second language constitutes helping the learners grasp the meaning of new words and combining these words into meaningful sentences. Even though many studies have

been done on teaching vocabulary, more research is needed on the effects of task-based vocabulary teaching.

Teaching vocabulary is key in teaching a foreign language. The learner's competence in vocabulary helps them speak the language confidently. This study aimed to combine task-based activities and vocabulary teaching in an online classroom to understand the effect of these task-based activities on vocabulary learning in a preparatory context.



Chapter 3

Methodology

3.1 Introduction

In this chapter, the research design, setting and participants, data collection instruments, procedure of the study, data analysis, and limitations of the study are presented. Sharing research questions will be helpful in order to better understand these chapters:

- Does the use of task-based activities in the online classroom improve the learner's vocabulary learning compared to the control group?
- Does the role of task-based activities in enhancing vocabulary knowledge significantly differ based on gender?
- Do learners' attitudes toward task-based vocabulary activities significantly differ based on gender?
- What are the attitudes and perceptions of the learners about task-based vocabulary activities?

3.2 Research Design

A mixed methods research design employed in this study to address the research questions and achieve a comprehensive understanding of the topic. By employing a mixed methods research design, this study aimed to capture both the quantitative evidence of vocabulary learning outcomes and the qualitative insights into learners' attitudes and perceptions. The integration of both types of data will offer a comprehensive understanding of the effectiveness of task-based activities in enhancing vocabulary learning, while also shedding light on learners' experiences and preferences. This study will contribute to the existing literature on language teaching and learning by providing valuable insights for educators and instructional designers in the online classroom context.

Mixed methods research is a comprehensive research approach that combines qualitative and quantitative elements to gain a deeper and broader understanding of a research topic. It involves integrating qualitative and quantitative viewpoints, data collection methods, analysis techniques, and inference strategies. The primary goal of

mixed methods research is to capitalize on the strengths of both qualitative and quantitative approaches while compensating for their respective limitations. (George, 2023)

By incorporating qualitative methods, such as interviews, observations, or focus groups, researchers can gather rich, in-depth data that captures the complexities and nuances of the research topic. Qualitative data provides valuable insights into participants' perspectives, experiences, and social contexts, allowing for a deep understanding of the phenomenon under investigation. (Schoonenboom, & Johnson, 2017) Qualitative data will be categorized to build a description. (Creswell, 2008) The attitudes and perceptions of the learners about task-based activities will be examined in-depth, and the data will be analysed using content analysis.

On the other hand, quantitative methods, including surveys, experiments, or statistical analysis, offer numerical data that can be analyzed statistically to identify patterns, associations, and generalizable trends. Quantitative data provides a broader perspective, allowing researchers to draw reliable conclusions, make predictions, and test hypotheses (Bhandari, 2023).

The integration of qualitative and quantitative components in mixed methods research enriches the research findings by providing a more comprehensive and multifaceted understanding of the research topic. This approach enables researchers to address research questions from multiple angles, validate findings through triangulation, and generate more robust conclusions. The combination of breadth and depth of understanding is a key strength of mixed methods research, making it a valuable approach across various disciplines (Caruth, 2013).

3.3 Setting

This study was conducted in the English preparatory classes of a private university in Istanbul, Turkey. The university admits students through the national examination (ÖSYM) and, due to the instructional language being English in the departments, English preparatory programs are mandatory for students at or below the B2 level. Students are placed into classes based on their proficiency levels determined by the placement test administered by the testing office, which offers basic English education at four levels: A1, A2, B1, and B2.

The English preparatory program follows a modular system, with each module lasting 8 weeks. In a module, there are Essentials and skills lessons. If students successfully pass the module exams, they progress to the next level class. There are four modules in an academic year. If students achieve proficiency in the final examination, they become eligible to start their departmental studies.

Classes are conducted in a hybrid format, with students attending face-to-face classes on campus three days a week and online classes for two days. Online classes are conducted in online classrooms created on the MS Teams platform, and students can access these online sessions only through the school-provided email addresses, with mandatory attendance.

This study was conducted with B1 level students during the first module to investigate the contribution of task-based activities to vocabulary knowledge and their impact on student's attitudes.

3.4 Participants

In this study, two classes from the B1 level participated, divided into experimental and control groups. Students' proficiency levels were determined based on the placement test administered by the testing office, and they commenced their basic English education accordingly. The participants in the study were all 18 years of age or older. Each class consisted of both international and Turkish students.

The experimental group comprised 19 participants. There were 9 male and 10 female students in the experimental group. In the experimental group, students collaborated in groups to complete the tasks.

The control group also consisted of 19 students. There were 9 male and 10 female students in the control group. The conditions for the control group were the same as those for the experimental group, and all participants were 18 years of age or older.

Table 1

Descriptive Statistics for Participants' Demographic Characteristics

		Control Group		Experimental Group	
		Frequency	Percentage%	Frequency	Percentage%
Gender	Female	10	52%	10	52%
	Male	9	48%	9	48%

Table 1 (cont.d)

Age (mean±standard deviation)	18,89±1,048	18,78±0,97
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As seen in the table the numbers of female and male participants in the control and experimental groups are equal. In both the control and experimental groups, 52% of individuals are female, and 48% are male. The average age and standard deviation of individuals in the control group are 18.89±1.048, while in the experimental group, the average age and standard deviation are 18.78±0.97. The distribution of age and gender in both the experimental and control groups shows homogeneity.

3.5 Data Collection Instruments

The researcher employed three different data collection instruments to address the research questions. The first one is the Vocabulary Knowledge Scale, which was used as a pre-post-test. The second data collection tool is a questionnaire designed to measure students' attitudes, created using an attitude scale. Lastly, semi-structured interviews were conducted to gather students' opinions. The table below illustrates which research questions each of these data collection instruments was used to answer.

Table 2

Data Collection Instruments and Corresponding Research Questions

Research Questions	Data Collection Instruments	Analysis Method(s)
1- Does the use of task-based activities in the online classroom improve the learner's vocabulary learning compared to the control group?	<ul style="list-style-type: none"> • Vocabulary Knowledge Scale 	<ul style="list-style-type: none"> • QUAN: • Wilcoxon Test • Mann-Whitney U Test
2. Does the role of task-based activities in enhancing vocabulary knowledge significantly differ based on gender?	<ul style="list-style-type: none"> • Vocabulary Knowledge Scale 	<ul style="list-style-type: none"> • Spearman Correlation Test
3. Do learners' attitudes toward task-based vocabulary activities significantly differ based on gender?	<ul style="list-style-type: none"> • Questionnaire (Attitude Scale) 	<ul style="list-style-type: none"> • QUAN: • Wilcoxon Test • Mann-Whitney U Test
4. What are the attitudes and perceptions of the learners about task-based vocabulary activities?	<ul style="list-style-type: none"> • Semi-structured Interview 	<ul style="list-style-type: none"> • Spearman Correlation Test • QUAL: Content analysis

3.5.1 Vocabulary knowledge scale. In this study, a pre-post test application was conducted to measure the impact of task-based activities on participants' vocabulary knowledge. Paribakht and Wesche's (1993) Vocabulary Knowledge Scale (VKS) was used as the pre-test and post-test. The pre-test was administered before the implementation of task-based activities. The Vocabulary Knowledge Scale was appropriately adapted to work with the target words to be taught and consists of 66 items, all of which are comprised of the target words. Subsequently, the same test was administered as a post-test, and the differences between the two were examined.

In the Vocabulary Knowledge Scale, students were presented with words, and they were asked about their familiarity with these words. In the test format, after each word, students were provided with several statements, and they were instructed to choose one of these statements. The statements included: "I have never heard this word before," "I have heard the word, but I don't know its meaning," "I have heard the word, and I think it means _____," followed by a blank space for the student to provide their interpretation of the word's meaning. If a student indicated that they knew the meaning of a word, they were further asked to use that word in a sentence. This way, the aim was to measure students' vocabulary knowledge at both the receptive and productive levels. (See Appendix A)

The vocabulary knowledge scale awards a maximum of 5 points for each item. If a student chooses the first statement, "I have never heard this word before," they receive 1 point. If they choose the second statement, "I have heard this word before, but I don't know what it means," they get 2 points. For the third statement, "I have heard this word before, and I think it means _____ (synonym or translation)," they earn 3 points. Choosing the fourth statement, "I know this word. It means _____ (synonym or translation)," results in 4 points. If they select the fifth statement, "I can use this word in a sentence _____ (If you do this section, please do section IV)," and construct a correct sentence, they receive 5 points. No points are awarded if the answers provided in the third, fourth, and fifth statements are incorrect.

The purpose of the VKS is to assess a student's level of vocabulary knowledge using a scale that progressively evaluates their familiarity and understanding of a given word. The procedure is structured in a way that allows for nuanced assessment, taking into account various degrees of familiarity and mastery of a word.

Statement 1 (1 point): This is the lowest level of recognition. If a student claims not to have heard the word before, they receive 1 point. This acknowledges a basic level of awareness that the word is unfamiliar.

Statement 2 (2 points): If a student recognizes the word but doesn't know its meaning, they receive 2 points. This indicates a higher level of familiarity compared to statement 1 but reflects a lack of understanding.

Statement 3 (3 points): If a student can recall the word, associate a potential meaning (even if unsure), and provide a synonym or translation, they earn 3 points. This signifies a more advanced level of knowledge where the student is attempting to connect the word with its meaning.

Statement 4 (4 points): If a student confidently knows the meaning of the word and can provide a synonym or translation, they receive 4 points. This indicates a solid understanding of the word.

Statement 5 (5 points): The highest level of achievement is constructing a correct sentence using the word. This not only demonstrates knowledge of the meaning but also the ability to apply it in context. If the student successfully completes this task, they receive 5 points.

It's worth noting that no points are awarded if the answers provided in statements 3, 4, and 5 are incorrect. This ensures that not only recognition but also understanding and application are considered in the assessment. The structure of the scale allows for a more detailed and comprehensive evaluation of a student's vocabulary skills.

3.5.2 Attitude scale. The aim was to measure students' attitudes towards task-based activities by conducting a survey with students who completed experimental task-based activities. An attitude scale was used as the survey instrument, which was adapted from a previous study.

The scale used in this study was adapted from an instrument developed by Vahdat, S., Gooniband Shooshtari, Z., & Waheeb Kadhim, K. (2022), which was originally designed to measure attitudes towards the English 6th-grade textbook. The adaptation of the scale was carried out to align with the objectives and research questions of this study. The utilization of the scale within the context of this study was chosen to assess participants' attitudes toward online task-based activities. The source

study served as a primary measurement tool referenced in this research (Vahdat et al., 2022).

The survey consists of 40 items, and students were asked to mark their responses on a Likert scale, which uses 5- a point Likert Scale to score the items ranging from 1 to 5; strongly disagree (1), disagree (2), no idea (3), agree (4), strongly agree (5) (See Appendix B).

In the original study on Iraqi EFL students' attitudes toward the sixth-grade English textbook based on Task-Based Language Learning (TBLL), reliability and validity analyses were conducted. Cronbach's alpha indicated strong internal consistency ($\alpha=0.92$). Exploratory Factor Analysis (EFA) confirmed the scale's structural validity. Prior to EFA, Bartlett's test and Kaiser-Meyer-Olkin measure ensured data suitability. The KMO value (0.88) and a significant Bartlett's test ($p=0.000$) supported the appropriateness of the data. EFA, using principal component analysis and varimax rotation, revealed a four-component solution for 40 items. The total variance extracted was 46.22%, with all items showing substantial loadings (>0.4). These findings affirm the reliability and structural validity of the scale in measuring attitudes toward the English textbook in the context of Task-Based Language Learning. In the attitude scale, original questions assessing attitudes towards textbooks were adapted to focus on task-based activities. This modification aimed to align with the research objective of examining the impact of task-based activities on attitudes.

3.5.3 Semi-structured interview. The semi-structured interview format allows for flexibility, enabling you to explore specific areas in more detail based on participants' responses. (Adams, 2015) The researcher conducted semi-structured interviews with 3 students from the experimental group in order to gain in-depth insights. The three students selected for the semi-structured interviews were chosen based on their active participation in the experimental group activities and their varied performance levels in the vocabulary learning tasks. Despite having 19 participants in the experimental group, the number of interview participants was limited to 3 due to the post-module course workload of the students. The intensity of post-module courses constrained the feasibility of conducting interviews with a larger number of students.

In these interviews, each student was asked 10 questions prepared in accordance with the research questions. The questions were designed to facilitate open-ended

responses and encourage participants to reflect on their experiences, opinions, and suggestions. Stages followed in the development process of semi-structured interview questions;

- Problem definition phase
- Article writing-Draft form creation
- Obtaining expert opinion and creating a pre-application form
- Pre-application analyses and final shaping (Büyüköztürk et al., 2016).

Problem definition phase: It is ensured that the research objectives are clear and unambiguous. A more effective literature review is made by creating keywords (Karasar, 2007).

Article writing creating a draft form: Articles are written for the data that the researcher wants to reach by making use of sub-problems. Literature review is one of the most important conditions for article writing. The theoretical framework related to the subject is fully mastered and the article writing process is completed, (Büyüköztürk et al., 2016).

Obtaining expert opinion and creating a pre-application form: The opinions of experts in the field are taken from the items prepared to reach the intended data. According to the expert opinion, the questions in the semi-structured form are reviewed (Büyüköztürk et al., 2016).

In the initial phase of developing semi-structured interview questions for the study on the impact of task-based activities on vocabulary learning, a careful problem definition process was carried out. This ensured clear and unambiguous research objectives, forming the basis for an effective literature review. Keywords such as "task-based activities," "vocabulary learning," and "preparatory education" were established to guide the exploration of existing literature. In the subsequent stage of article writing and draft form creation, relevant literature on vocabulary acquisition, task-based learning, and online education was extensively reviewed. Articles were crafted to address sub-problems and inform the development of interview questions. The theoretical framework related to vocabulary acquisition and task-based learning was thoroughly understood during this phase. To enhance the quality of the interview questions, expert opinions were sought. Two experts in language education and online learning provided valuable insights, refining the initial set of questions. Their feedback focused on improving clarity, relevance, and appropriateness, aligning the questions

more closely with the research objectives. This iterative process led to the final shaping of the interview questions, ensuring their suitability for the study and their ability to elicit meaningful responses from participants. As a result of these stages, the development of semi-structured interview questions is completed (See Appendix C).

3.6 Procedure

Before commencing the study, ethical approval was obtained from the relevant institutional ethics committee to ensure compliance with ethical guidelines and the protection of participants' rights and privacy. Participants were recruited from the researcher's two classes. This research is conducted at a university where hybrid education is implemented, with each class receiving 3 days of face-to-face instruction and 2 days of online classes per week. The researcher is responsible for teaching two different classes. While conducting face-to-face classes with one group, the researcher conducts online classes with the other. This study specifically focuses on the online class days.

On the days when the researcher conducts online classes, another instructor in the control group is also delivering online classes. The groups are selected based on this arrangement, and comparisons are made accordingly in the study. The experimental group was drawn from the class where the researcher conducted online lessons, while the control group was selected from the class where the researcher conducted face-to-face lessons. Informed consent was obtained from all participants, to ensure their voluntary participation in the study. Ethical considerations, such as confidentiality and data protection, were strictly adhered to throughout the study. Before the intervention, the Vocabulary Knowledge Scale was administered to all participants to assess their baseline vocabulary knowledge as a pre-test. Participants in the experimental group engaged in a series of four task-based lessons. This study has been designed to span a duration of 4 weeks, taking into account that each module lasts for 8 weeks, and considering the examination schedule within each module. Therefore, the study is structured with the intention of having one task per week, resulting in a total of 4 separate tasks and 4 distinct units

In Task 1, students work in pairs to research and present on a local environmental issue, proposing solutions. The task begins with asynchronous preparation, including

teacher guidance and pair formation. During the synchronous report phase in an online lesson, students present their findings, fostering discussion. Simultaneously, the teacher focuses on vocabulary, providing definitions and examples. Practice is assigned asynchronously through a vocabulary handout, reinforcing language skills while addressing environmental concerns.

In Task 2, students work in pairs to create descriptive menu cards for a new restaurant. The asynchronous pre-task phase involves clear instructions and pair formation. During this task, students examine a sample menu card to understand descriptive language use. The planning phase is asynchronous, with students crafting their menu cards as homework, and collaborating through video calls. In the synchronous report phase, students present their menu cards, followed by discussions led by the teacher. Simultaneously, vocabulary analysis and practice occur, with the teacher providing definitions and examples. Vocabulary practice is assigned asynchronously through a handout. Task 2 enhances descriptive language skills within a restaurant context, combining asynchronous and synchronous elements for interactive learning.

In Task 3, students, assigned as urban planners, work in groups to design an ideal neighbourhood. The asynchronous pre-task phase involves clear instructions and group formation. During this task, students are introduced to various neighbourhood features and types of housing. In the asynchronous planning phase, groups brainstorm and discuss the features of their ideal neighbourhoods, preparing presentations. Collaboration occurs through video calls using platforms like MS Teams. In the synchronous report phase conducted during the online lesson, students present their neighbourhood designs in groups, followed by discussions led by the teacher. Simultaneously, vocabulary analysis and practice take place, with the teacher providing definitions and examples. Vocabulary practice is assigned asynchronously through a handout. Task 3 fosters collaborative urban planning skills and vocabulary development, blending asynchronous and synchronous elements for interactive learning.

In Task 4, students work in groups to create blog pages on topics of their choice, focusing on advice, suggestions, recommendations, or warnings. The asynchronous pre-task phase includes clear instructions and group formation, with examples of blog pages provided. During this task, students learn how to create a blog page in an

asynchronous setting. In the planning phase, conducted asynchronously in groups, students discuss the format and elements of a blog post. Topics include headings, subheadings, introductions, bodies, and conclusions, and discussions can occur via video calls on platforms like MS Teams. During the synchronous report phase in the online lesson, students share their blog page links with the class, followed by teacher-led discussions. Simultaneously, vocabulary analysis and practice occur, with the teacher providing definitions and examples. Vocabulary practice is assigned asynchronously through a handout. Task 4 aims to foster content creation and language proficiency, blending asynchronous and synchronous elements for interactive learning and creativity.

After the completion of the task-based activities, the Vocabulary Knowledge Scale was administered again as a post-test to measure any changes in participants' vocabulary knowledge. A questionnaire, designed using an attitude scale, was administered to all participants in the experimental group to gauge their attitudes toward the task-based activities. Semi-structured interviews were conducted individually with 3 participants from the experimental to gather their perspectives and suggestions regarding the task-based activities. Each interview session included a set of 10 questions designed to align with the research questions. Before the interview, general information was given about the structure, purpose, and content of the interview questions. The interviews were conducted online. The interviews with the participants lasted an average of 20 minutes. The interviews were recorded with a video recorder and then the recordings were transferred to the computer environment in writing.

In the qualitative dimension of the study, the sampling process continued until data saturation was achieved. In the qualitative dimension of the research, interviews were conducted with 3 people. Table 3 shows the demographic characteristics of the participants who participated in the qualitative research.

Table 3
Interview Participant Information

Participants	Gender	Age
Participant 1	Male	18
Participant 2	Female	19
Participant 3	Female	20

During this time, the control group continued their regular lessons. They followed the school's annual plan, covering materials from the "Cambridge One Empower Intermediate" and "Unlock 3 Reading, Writing, and Critical Thinking" textbooks.

In this section, the research procedure has been presented comprehensively, encompassing detailed descriptions of the task-based activities. Ethical principles were rigorously upheld throughout the entire process, ensuring the study's integrity and trustworthiness.

Table 4

Research Procedure Steps for the Experimental Group and Aims

Steps	Aims
Pre-Test Administration	Measure participants' baseline vocabulary knowledge using the Vocabulary Knowledge Scale before the intervention.
Pre-Questionnaire Administration	Evaluate participants' attitudes towards the task-based activities using a questionnaire designed with an attitude scale before the intervention.
Task-Based Activities	Implement a series of four task-based lessons to engage participants in meaningful activities.
Post-Test Administration	Administer the Vocabulary Knowledge Scale again to measure changes in participants' vocabulary knowledge following the task-based activities.
Post Questionnaire Administration	Evaluate participants' attitudes towards the task-based activities using a questionnaire designed with an attitude scale.
Interview Sessions	Conduct individual semi-structured interviews to gather participants' perspectives and suggestions related to the task-based activities.

3.7 Data Analysis

In the quantitative dimension of this study, the research data were initially transferred to a computer environment and organized using the Microsoft Excel package program. Subsequently, the Statistical Package for Social Sciences (SPSS) version 29.0 was utilized for data analysis. Before commencing the analyses, the normal distribution suitability of numerical data was rigorously assessed employing statistical tests such as Kolmogorov-Smirnov, Shapiro-Wilk, Skewness, and Kurtosis, along with visualization tools like Histogram and Q-Q Plot graphs.

Considering that the observation values in both the control and experimental groups were below 30, non-parametric tests were deemed appropriate for analyzing the data. Categorical data were presented through frequency and percentage values,

while numerical data were characterized using mean, standard deviation, median, minimum, and maximum values. Specifically, pre-test and post-test comparisons were conducted using the Wilcoxon Test, and inter-group comparisons employed the Mann-Whitney U Test. Furthermore, the relationship between two numerical variables was explored using the Spearman Correlation Coefficient. A significance level of $p < 0.05$ was established as the threshold for statistical significance in all tests.

This robust analytical approach ensured a comprehensive exploration of the quantitative data, allowing for a thorough examination of the effects of task-based activities on vocabulary development and learners' attitudes within the preparatory context. The utilization of non-parametric tests, given the nature of the data, enhances the reliability of the statistical analyses and contributes to the validity of the study's findings.

To address the second research question about learners' attitudes and perceptions towards task-based vocabulary activities, the answers given by the participants to the questions were examined using the content analysis method. This method involves analyzing texts to make reliable and precise inferences. Its main purpose is to reveal the underlying meanings of written, auditory, visual, or other content that conveys symbolic and meaningful information. Content analysis is a method that enables the identification of words, symbols, meanings, themes, thoughts, messages, and categories (Krippendorff, 2004). The ultimate goal of this approach is to depict the data and reveal the hidden truths within it. Content analysis tries to produce a meaningful output that addresses research questions by coding data according to specific themes and concepts (Yıldırım and Şimşek, 2013). An approach based on inductive data moves from the specific to the general so that certain patterns are observed and then combined into a larger whole or general expression (Chinn and Kramer 1999). The main feature of all content analysis is the classification of many words of the text into much smaller content categories (Weber 1990; Burnard 1996). In the inductive content analysis approach, topics and categories derive their source from data sets (Zhang and Wildemuth, 2009). That is, the codes arise from the words of the participants and can form semantic sentences. This analysis process includes explicit coding, creating categories from codes, and summarizing themes. Within the scope of the research, the following analysis process was applied.

Coding of the data: These sections, which form a meaningful whole in themselves, were coded by the researcher.

Determination of themes: First, the determined codes were brought together and examined, and matched with themes that can explain the data at a general level and collect the codes in certain categories within the common aspects found.

Organizing and defining the data according to codes and themes: At this stage, the data obtained by the researcher were organized. Their data is described, explained, and presented in a language that the reader can understand.

Interpretation of the findings: In the last stage, the relationships between the findings were explained by the researcher in order to make sense of the collected data, cause-effect relationships were established, some conclusions were drawn from the findings, and explanations were made about the importance of the results obtained.

After the document analysis and the analysis of the interviews were completed, other findings related to the tables prepared based on the findings and results obtained from the interviews were interpreted by associating them.

MAXQDA 2020 package program was used for the content analysis process. This program is well-known for its effectiveness in qualitative and mixed-methods analysis. After the data requested in the descriptive findings option were coded and arranged, the data were analyzed using the frequency table, code sub-code sections model, and code cloud.

Qualitative analysis was performed using cross-tabulation, code matrix scanner, document comparison table, and two case models of the codes coded as variables for the documents in the comparative findings option.

3.8 Validity and Reliability

Cronbach's Alpha coefficients were examined to assess the reliability of the Vocabulary Knowledge Scale.

Table 5

Cronbach's Alpha coefficients for the Vocabulary Knowledge Scale

	Cronbach Alpha
Pre Test	0,886
Post Test	0,834

A Cronbach's Alpha coefficient above 0.70 indicates the reliability of the scale. The obtained Cronbach's Alpha coefficients affirm the internal consistency and reliability of the Vocabulary Knowledge Scale in both the pre-test and post-test administrations. The high coefficients suggest that the items within the scale consistently measure the same underlying construct of vocabulary knowledge. Consequently, researchers and practitioners can have confidence in the scale's ability to yield consistent and dependable results in assessing participants' vocabulary knowledge at both the beginning and conclusion of the study.

This robust reliability analysis strengthens the overall validity of the study, ensuring that the Vocabulary Knowledge Scale effectively measures what it intends to assess and provides trustworthy insights into the participants' vocabulary development over the course of the intervention.

The quality of qualitative data analysis results largely depends on their validity and reliability. According to Miles and Huberman (1994), achieving standards of objectivity, internal and external validity, reliability/auditability, and usefulness are crucial to achieving high-quality results. Necessary measures have been taken in accordance with these standards to ensure the objectivity, validity, and reliability of this research. In this context, the following studies were carried out:

- An academic specializing in qualitative research methods reviewed the initial interview form before any data collection process began. In line with their recommendations, the form was revised, and pilot studies were carried out to eliminate the identified deficiencies.
- A randomly selected participant was interviewed, and their responses were analyzed on the basis of themes identified by a researcher with a PhD in this field. In order to ensure the accuracy of the analysis, the reliability formula technique proposed by Miles and Huberman (1994) and containing a specific formula was used:

$$\text{Reliability Formula} = \frac{\text{Reliability Consensus}}{\text{Consensus} + \text{Dissent}}$$

The texts were analyzed by two experts assigned to predetermined categories. The reliability coefficient was determined using the reliability formula created by Miles and Huberman (1994). The analysis showed an inter-encoder confidence value of 0.83, meeting the standard of at least 80% compliance among coders determined by

Miles and Huberman (1994). Therefore, it can be concluded that the reliability value of 0.83 is satisfactory according to this criterion.

3.9 Limitations of the Study

The study may have a small sample size, limiting the generalizability of the findings to a larger population. Technical difficulties, such as poor internet connectivity or platform glitches, may impact the quality of the online learning experience, affecting the learners' engagement and the effectiveness of the task-based activities. The study may only cover a limited period of time, which may not be sufficient to capture the full impact of task-based activities on learners' vocabulary learning.

Chapter 4

Findings

4.1 Introduction

This chapter presents the outcomes concerning the impact of task-based activities on vocabulary development and learners' attitudes. Data were collected through a vocabulary knowledge scale, attitude scale, and semi-structured interviews conducted with B1-level students in a university preparation class.

4.2 Quantitative Results

For the quantitative dimension of the study, the research data obtained was transferred to a computer environment and organized using the Microsoft Excel package program. Subsequently, the data was analyzed using the SPSS (Statistical Package for Social Sciences) 29.0 package program. Before starting the analyses, the normal distribution suitability of numerical data was examined using Kolmogorov-Smirnov, Shapiro-Wilk tests, Skewness, and Kurtosis tests, as well as Histogram and Q-Q Plot graphs. As a result of the analyses, it was determined that the data did not follow a normal distribution.

Table 6

Analysis of Normality Test Results for Different Variables in Control and Experimental Groups

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Age	Control Group	,304	19	<,001	,759	19	<,001
	Exp. Group	,311	19	<,001	,776	19	<,001
VKS Pre-Test	Control Group	,241	19	<,001	,904	19	<,001
	Exp. Group	,144	19	,200*	,956	19	,490*
VKS Post-Test	Control Group	,179	19	,110	,905	19	,060*

Table 6 (cont.d)

	Exp. Group	,243	19	,004	,855	19	,008
VKS Post Test-Pre Test	Control Group	,220	19	,016	,883	19	,024
	Exp. Group	,162	19	,200*	,902	19	,053*
Attitude Scale-Pre-Test		,224	19	,013	,689	19	<,001
Attitude Scale-Post Test		,137	19	,200	,961	19	,601

When the number of observations higher than 50, Kolmogorov-Smirnov should be examined; when it is less than 50, Shapiro-Wilk values should be considered. A p-value less than 0.05 indicates that the data is not normally distributed. In the case where one of the two variables to be compared is not normally distributed, non-parametric tests are used. Upon reviewing the table, it is observed that the word knowledge scale pre-test values for the experimental group, the post-test values for the word knowledge of the control group, and the post-test minus pre-test difference values for the word knowledge of the experimental group are normally distributed. Non-parametric tests have been used for comparisons between the control and experimental groups because other variables included in the analysis are not normally distributed.

Due to the observation values in both the control and experimental groups being below 30, non-parametric tests were used to analyze the data. While categorical data was presented with frequency and percentage values, numerical data was represented by mean, standard deviation, median, minimum, and maximum values. The Wilcoxon Test was employed for pre-test and post-test comparisons, and the Mann-Whitney U Test was used for inter-group comparisons. The relationship between two numerical variables was examined using the Spearman Correlation Coefficient. A significance level of $p < 0.05$ was accepted for all tests.

4.2.1 Does the use of task-based activities in the online classroom improve learners' vocabulary learning compared to the control group? To find an answer to the research first question, an inter-group comparison was made between the control group and experimental group based on the results obtained from pre- and post-vocabulary tests. The results are presented in table 7.

Table 7

Analysis of the Differences in Scores Obtained from the Vocabulary Knowledge Scale Based on Groups

		Standard					W*/U** P	
		Mean	Deviation	Median	Minimum	Maximum		
Control Group	Pre Test	176,42	67,98	190,00	42,00	269,00	-2,33*	0,02
	Post Test	199,89	71,67	213,00	74,00	289,00		
Experimental Group	Pre Test	169,42	48,42	176,00	82,00	249,00	-2,81*	0,005
	Post Test	204,95	61,18	234,00	66,00	264,00		
Difference	Control Group	23,47	58,49	27,00	-116,00	131,00	-1,18**	0,246
	Experimental Group	35,53	44,97	42,00	-92,00	93,00		
	Group							

W= Wilcoxon Test; U=Mann-Whitney U Test; p<0, 05

The difference between the pre-test and post-test values of individuals in the control group is statistically significant ($W=-2.33$; $p<0.05$). The pre-test mean and standard deviation are 176.42 ± 67.98 , and the post-test mean and standard deviation are 199.89 ± 71.67 . The post-test averages of individuals in the control group are 23.47 higher than the pre-test.

Similarly, in the experimental group, the difference between the pre-test and post-test values is statistically significant ($W=-2.81$; $p<0.05$). The pre-test mean and standard deviation are 169.42 ± 48.42 , and the post-test mean, and standard deviation are 204.95 ± 61.18 . The post-test averages of individuals in the experimental group are 35.53 higher than the pre-test.

The difference between the post-test and pre-test in the experimental group is higher than that in the control group.

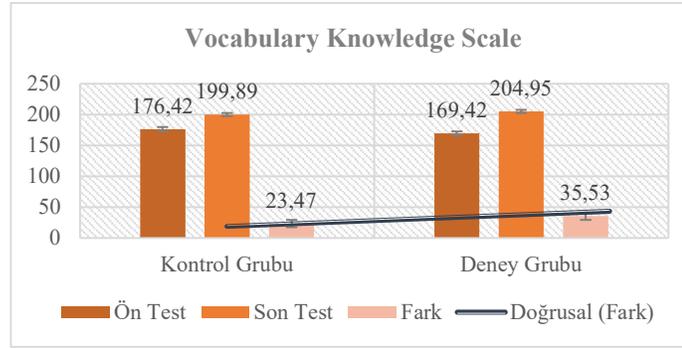


Figure 2. Graphic representation of scores from the vocabulary knowledge scale by groups.

In sum, no statistically significant difference was found but it can be inferred that there is a positive improvement in the vocabulary knowledge of students in both control and experimental group, but task-based vocabulary activities had more effect on students' vocabulary development when compared to control group who received traditional instruction of vocabulary.

4.2.2. Does the role of task-based activities in enhancing vocabulary knowledge significantly differ based on gender? To find an answer to the second research question, an intra-group comparison was made between the mean scores of pre-test and post-test for experimental group considering gender variable. The results of this comparison are shown in table 8 and table 9.

Table 8

Analysis of Differences in Scores from the Vocabulary Knowledge Scale by Gender in Control and Experimental Groups

			Mean	Standard Deviation	Median	Minimum	Maximum	W	P
Control Group	Male	Pre Test	173,78	57,24	179,00	42,00	230,00	-0,899	0,374
		Post Test	189,78	76,25	192,00	74,00	276,00		
		Difference	16,00	77,07	33,00	-116,00	120,00		
	Female	Pre Test	178,80	79,47	204,00	74,00	269,00	-1,581	0,114
		Post Test	209,00	70,06	220,00	114,00	289,00		
		Difference	30,20	38,15	27,00	-3,00	131,00		
Experimental Group	Male	Pre Test	156,00	38,00	176,00	91,00	193,00	-2,073	0,038
		Post Test	195,33	49,03	192,00	100,00	254,00		
		Difference	39,33	39,08	58,00	-23,00	78,00		
	Female	Pre Test	181,50	55,34	176,50	82,00	249,00	-2,703	0,007
		Post Test	213,60	71,93	252,50	66,00	264,00		
		Difference	32,10	51,57	35,50	-92,00	93,00		

W= Wilcoxon Test; p<0, 05

In the control group, the difference between pre-test and post-test scores of female and male students in the control group is not statistically significant ($p>0.05$). However, considering the mean scores of control group in pre- and post-test based on gender, it is seen that there is a statistically meaningful difference between the mean scores of male and female students.

For females in the control group, the pre-test mean and standard deviation are 173.78 ± 57.24 , and the post-test mean and standard deviation are 189.78 ± 76.25 . There is an increase of 16 points in males in the control group.

For males in the control group, the pre-test mean and standard deviation are 178.80 ± 79.47 , and the post-test mean and standard deviation are 209.00 ± 70.06 . There is an increase of 30 points in males in the control group.

By comparing females and males in the control group, it can be said that the increase in the post-test mean score of male students is higher than female students.

For females in the experimental group, the pre-test mean and standard deviation are 181.50 ± 55.34 , and the post-test mean and standard deviation are 213.60 ± 71.93 . There is an increase of 32.10 points in females in the experimental group.

For males in the experimental group, the pre-test mean and standard deviation are 156.00 ± 38.00 , and the post-test mean and standard deviation are 195.33 ± 49.03 . As it is seen, there is an increase of 39.33 points in males in the experimental group.

By comparing females and males in the experimental group, it can be said that the increase in the post-test mean score of male students is higher than female students.

4.2.3. What are the attitudes and perceptions of the learners about task-based vocabulary activities? In this study, an Attitude Scale was implemented to explore answers to the fourth research question, and efforts were made to support the qualitative dimension with this scale. The Attitude Scale was administered only to the experimental group, and the collected data were analyzed in detail.

Notably, supporting the qualitative dimension can contribute to a deeper understanding of the Attitude Scale data. The qualitative dimension, with details on participants' reasons, experiences, and emotional responses behind their attitudes, can enrich quantitative findings.

Table 9

Analysis of Differences Between Pre-Test and Post-Test Scores Obtained from the Attitude Scale

	Mean	Standard Deviation	Median	Minimum	Maximum	W	p
Pre-Test	139,00	16,68	137,00	124,00	200,00	-0,981	0,327
Post-Test	139,89	13,21	140,00	116,00	161,00		

W= Wilcoxon Test; p<0, 05

No statistically significant difference was found between the pre-test and post-test scores obtained from the Attitude Scale ($p>0.05$). The pre-test mean and standard deviation are 139.00 ± 16.68 , and the post-test mean, and standard deviation are 139.89 ± 13.21 .

These findings imply a relative stability in participants' attitudes over the course of the intervention, with minimal observable changes.

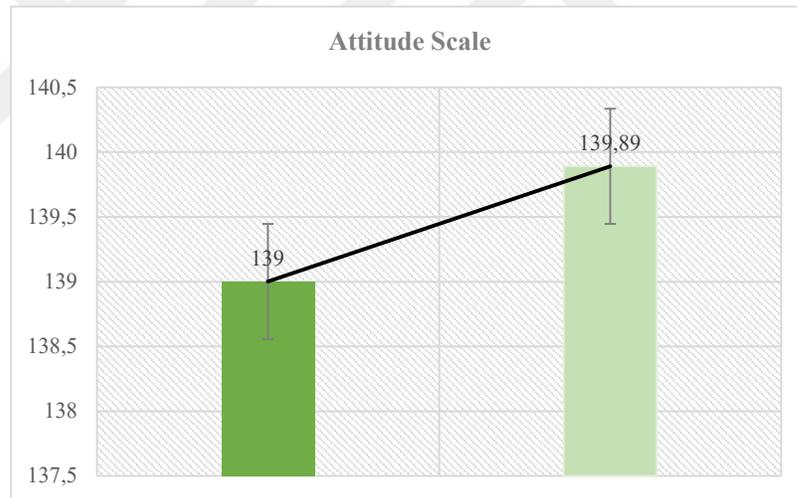


Figure 3. Graphic representation of pre-test and post-test scores obtained from the attitude scale.

4.2.4. Do learners' attitudes toward task-based vocabulary activities significantly differ based on gender? To answer the third research question, a comparison was made between the students' mean scores of pre-and post- tests considering to variable of gender. Table 10 shows the results on this comparison based on gender.

Table 10

Analysis of Differences Between Pre-Test and Post-Test Scores Obtained from the Attitude Scale by Gender

	Mean	Standard Deviation	Median	Minimum	Maximum	U	p
Pre-Test Male	140,11	23,94	130,00	124,00	200,00	0,288	0,315
Female	138,00	6,65	138,50	127,00	149,00		
Post-Test Male	138,33	15,12	140,00	116,00	160,00	0,623	0,661
Female	141,30	11,87	138,00	129,00	161,00		
Fark Male	-1,78	32,02	,00	-78,00	30,00	0,967	0,968
Female	3,30	13,65	1,50	-15,00	22,00		

Mann Whitney U Test; $p < 0,05$

As it can be seen in Table 10, there is no statistically significant difference in pre-test and post-test scores obtained from the Attitude Scale based on gender. However, upon examining Table 10, it is observed that pre-test scores are higher in males, while post-test scores are higher in females. The difference between post-test and pre-test scores is -1.78 for males and 3.30 for females. Therefore, it can be inferred that female students had more positive attitudes towards task-based activities when compared to male students after implementation of task-based activities.

4.3 Qualitative Results

4.3.1 Results regarding experience with task activities.

Table 11 and Figure 4 contain the codes obtained within the scope of the research regarding experience with task activities.

Table 11

Codes for Experience with Task Activities

	Documents	Percentage
Good activity to learn	2	66,67
Related to the units in book	1	33,33

Table 11 (cont.d)

Useful for writing blogs	1	33,33
Gets easier over time	1	33,33
First experience was hard	1	33,33
Fit the description	1	33,33
Have to like search	1	33,33
Think about the of each word	1	33,33
Try to open my work up	1	33,33

Codes related to experience with task activities were good activity to learn, related to the units in book, useful for writing blogs, gets easier over time, first experience was hard, fit the description, have to like search, think about the of each word, try to open my work up, respectively.

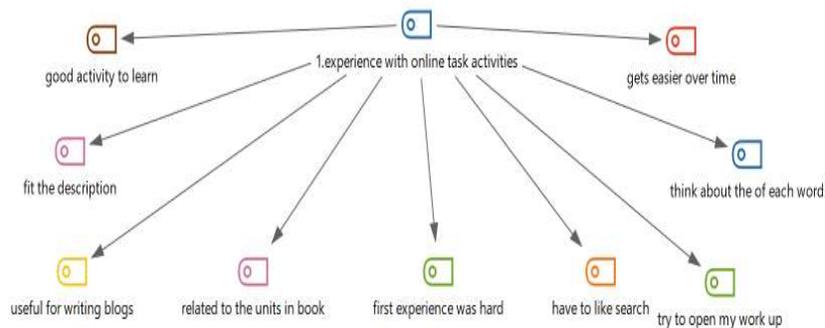


Figure 4. Hierarchical code-subcode model for regarding experience with task activities.

4.3.2 Results regarding general thoughts about engaging in Task-Based vocabulary activities online.

Table 12 and Figure 5 contain the codes obtained within the scope of the research regarding general thoughts about engaging in task-based vocabulary activities online.

Table 12

Codes for General Thoughts about Engaging in Task-Based Vocabulary Activities Online

	Documents	Percentage
Best way to expand your vocabulary	3	100,00
Very funny	1	33,33

Table 12 (cont.d)

Using more words	1	33,33
Expand my vocabulary for the future	1	33,33
Using more sentence	1	33,33
Teach everyone everything I know	1	33,33
Be like english teacher	1	33,33
Like to learn	1	33,33
Embrace and complete the task	1	33,33

Codes related to general thoughts about engaging in task-based vocabulary activities online were best way to expand your vocabulary, very funny, using more words, expand my vocabulary for the future, using more sentence, teach everyone everything I know, be like English teacher, like to learn, embrace and complete the task, respectively.

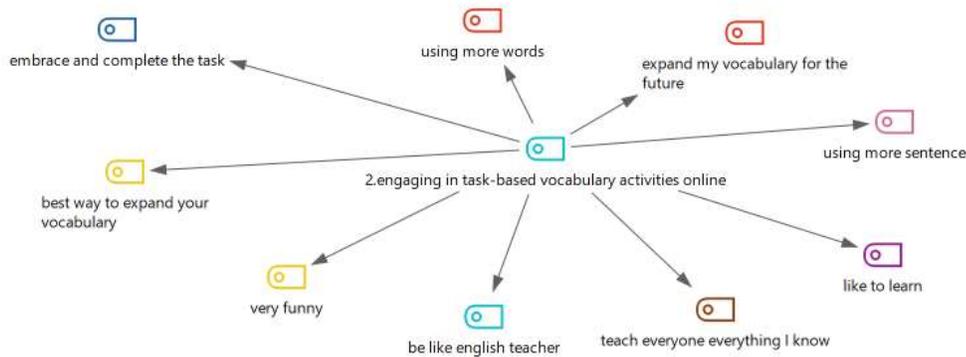


Figure 5. Hierarchical code-subcode model for general thoughts about engaging in task-based vocabulary activities online.

4.3.3 Results regarding challenges or beneficial about completing tasks online.

Table 13 and Figure 6 contain the codes obtained within the scope of the research regarding challenges or beneficial about completing tasks online.

Table 13

Codes for Challenges or Beneficial About Completing Tasks Online

	Documents	Percentage
It's hard	2	66,67
Internet is like so wide	2	66,67
It's very easy	1	33,33

Table 13 (cont.d)

Ask chatgpt or Grammarly	1	33,33
Use Google Translate	1	33,33
Any difficulty	1	33,33

Codes related to challenges or beneficial about completing tasks online were it's hard, Internet is like so wide, it's very easy, ask ChatGPT or Grammarly, use Google Translate, any difficulty, respectively.

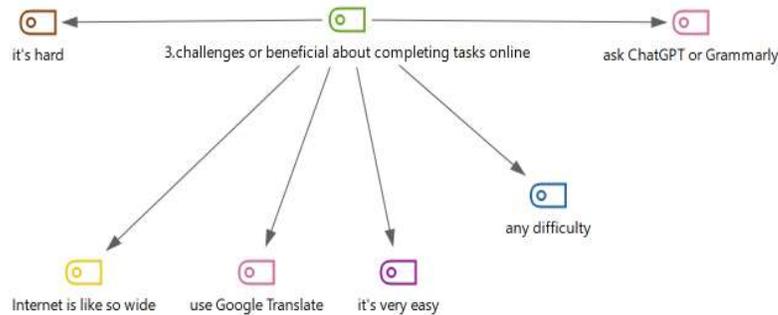


Figure 6. Hierarchical code-subcode model for challenges or beneficial about completing tasks online.

4.3.4 Results regarding similarity between task-based vocabulary activities and traditional in-person activities.

Table 14 and Figure 7 contain the codes obtained within the scope of the research regarding similarity between task-based vocabulary activities and traditional in-person activities.

Table 14

Codes for Similarity Between Task-Based Vocabulary Activities and Traditional In-Person Activities

	Documents	Percentage
Very differences between them	2	66,67
Not similar	2	66,67
Difference between methods in search time	2	66,67
Dictionary using is more useful	1	33,33
Searching in online for like seconds	1	33,33
Searching in dictionary for days	1	33,33
Dictionary is a big book	1	33,33

Codes related to similarity between task-based vocabulary activities and traditional in-person activities were very differences between them, not similar, difference between methods in search time, dictionary using is more useful, searching in online for like seconds, searching in dictionary for days, dictionary is a big book, respectively.

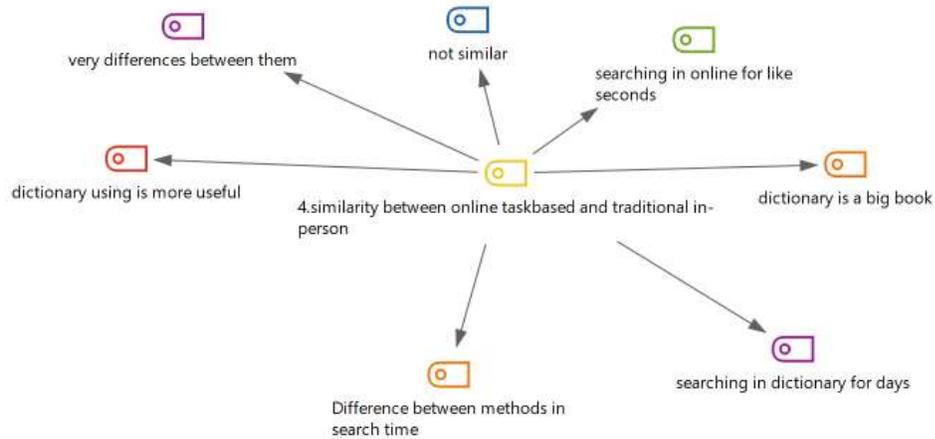


Figure 7. Hierarchical code-subcode model for similarity between task-based vocabulary activities and traditional in-person activities.

4.3.5 Results regarding feelings about involving in tasks.

Table 15 and Figure 8 contain the codes obtained within the scope of the research regarding feelings about involving in tasks.

Table 15

Codes for Feelings about Involving in Tasks

	Documents	Percentage
Tasks are enjoyable	2	66,67
Presentations very exciting	1	33,33
Talk about a topic is beautiful	1	33,33
There is no source of motivation	1	33,33
Nothing	1	33,33
Motivation is passing level quickly	0	0,00

Codes related to feelings about involving in tasks are tasks are enjoyable, presentations very exciting, talk about a topic is beautiful, there is no source of motivation, nothing, motivation is passing level quickly, respectively.

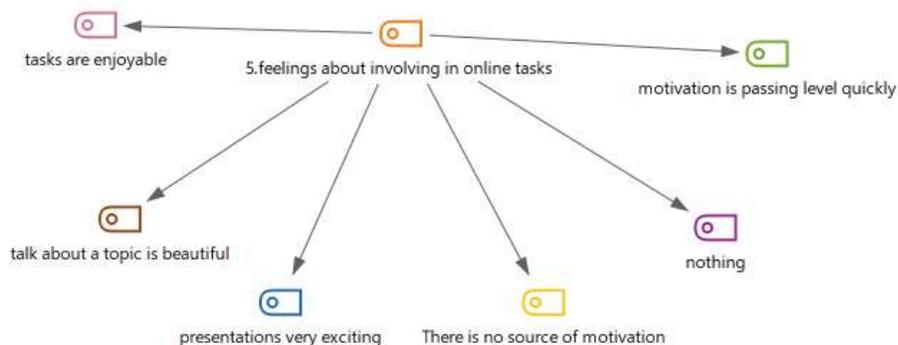


Figure 8. Hierarchical code-subcode model for feelings about involving in tasks.

4.3.6 Results regarding effects of tasks to engagement or effort level. Table 16 and Figure 9 contain the codes obtained within the scope of the research regarding effects of tasks to engagement or effort level.

Table 16

Codes for Effects of tasks to Engagement or Effort Level

	Documents	Percentage
More willing to work	2	66,67
Communicate each friend	1	33,33
Able to see progress	1	33,33
Use the learned words	1	33,33
Traditional method	1	33,33
-Not able to see progress	1	33,33
-Exam-focused system	1	33,33
Already like studying English	1	33,33
No	1	33,33

Codes related to effects of tasks to engagement or effort level are more willing to work, communicate each friend, able to see progress, use the learned words, respectively.

Under the traditional method code, there are not able to see progress and exam-focused system sub-codes.

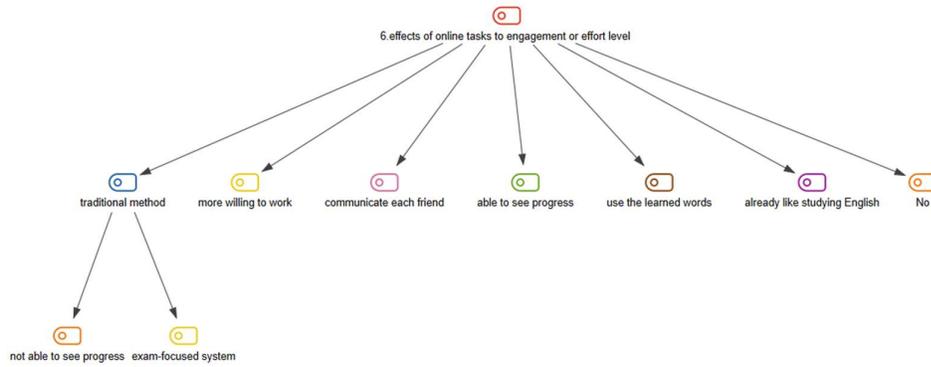


Figure 9. Hierarchical code-subcode model for effects of tasks to engagement or effort level.

4.3.7 Results regarding effects of task-based vocabulary activities to collaboration and interaction with classmates or teachers.

Table 17 and Figure 10 contain the codes obtained within the scope of the research regarding effects of task-based vocabulary activities to collaboration and interaction with classmates or teachers.

Table 17

Codes for Effects of Task-Based Vocabulary Activities to Collaboration and Interaction with Classmates or Teachers

	Documents	Percentage
Very helpful	3	100,00
-Remember the word	2	66,67
-More helpful for teachers	2	66,67
-Get used to the word	1	33,33
Makes harder	2	66,67
-Weak interaction	2	66,67
-Not communicate each other	2	66,67

Codes related to effects of task-based vocabulary activities to collaboration and interaction with classmates or teachers are very helpful and makes harder.

Under the very helpful code, there are subcodes remember the word, more helpful for teachers and get used to the word.

Under the makes harder code, there are weak interaction and not communicate each other subcodes.

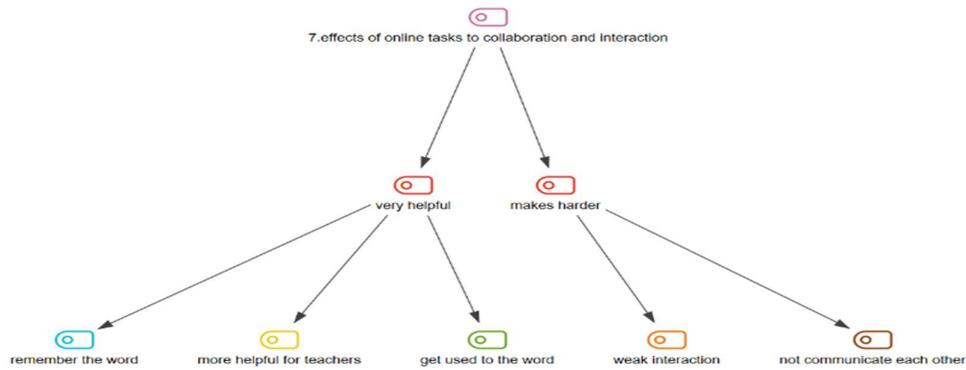


Figure 10. Hierarchical code-subcode model for effects of task-based vocabulary activities to collaboration and interaction with classmates or teachers.

4.3.8 Results regarding effects of tools and platforms used for tasks to overall experience.

Table 18 and Figure 11 contain the codes obtained within the scope of the research regarding effects of tools and platforms used for tasks to overall experience.

Table 18

Codes for Effects of Tools and Platforms Used for Tasks to Overall Experience

	Documents	Percentage
Canva useful for designing	3	100,00
Easier to use	2	66,67
More user-friendly	2	66,67
Include more picture	1	33,33
Using blog account again in the future	1	33,33
Not used MS Teams	1	33,33
Not used PowerPoint	1	33,33

Codes related to effects of tools and platforms used for tasks to overall experience were Canva useful for designing, using blog account again in the future, not used MS Teams, not used PowerPoint.

Under the Canva useful for designing code, there is an easier to use, more user-friendly and include more picture subcode.

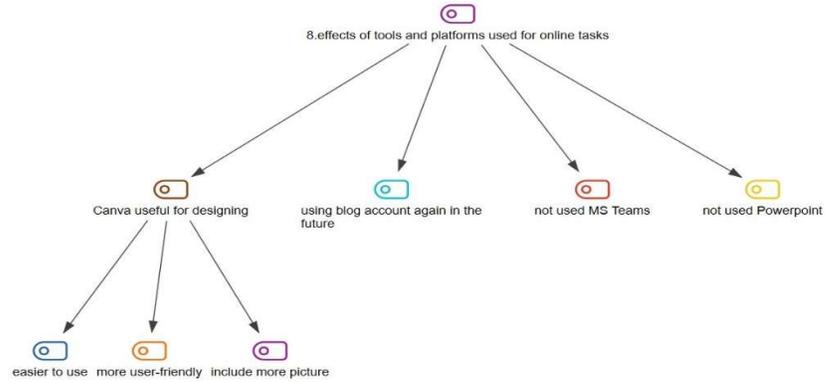


Figure 11. Hierarchical code-subcode model for effects of tools and platforms used for tasks to overall experience.

4.3.9 Results regarding effects of task-based activities to vocabulary learning goals.

Table 19 and Figure 12 contain the codes obtained within the scope of the research regarding effects of task-based activities to vocabulary learning goals.

Table 19

Codes for Effects of Task-Based Activities to Vocabulary Learning Goals

	Documents	Percentage
Learn more words	3	100,00
Unknown word is learned with task	3	100,00
Yes, of course	3	100,00
Good practice for the quizzes	1	33,33
Complicate but motivated	1	33,33

Codes related to effects of task-based activities to vocabulary learning goals are learn more words, unknown word is learned with task, yes, of course, good practice for the quizzes, complicate but motivated, respectively.

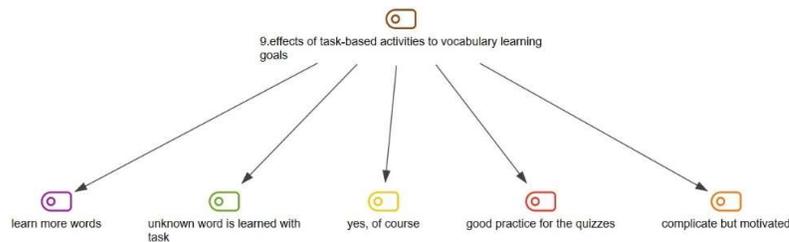


Figure 12. Hierarchical code-subcode model for effects of task-based activities to vocabulary learning goals.

4.3.10. Results regarding advice to make tasks better for learning words.

Table 20 and Figure 13 contain the codes obtained within the scope of the research regarding advice to make tasks better for learning words.

Table 20

Codes for Advice to Make Tasks Better for Learning Words

	Documents	Percentage
More communication	2	66,67
Work whole group together	2	66,67
Prefer to do individually	1	33,33
Better for learning verse	1	33,33

Codes related to advice to make tasks better for learning words are more communication, work whole group together, prefer to do individually, better for learning verse, respectively.

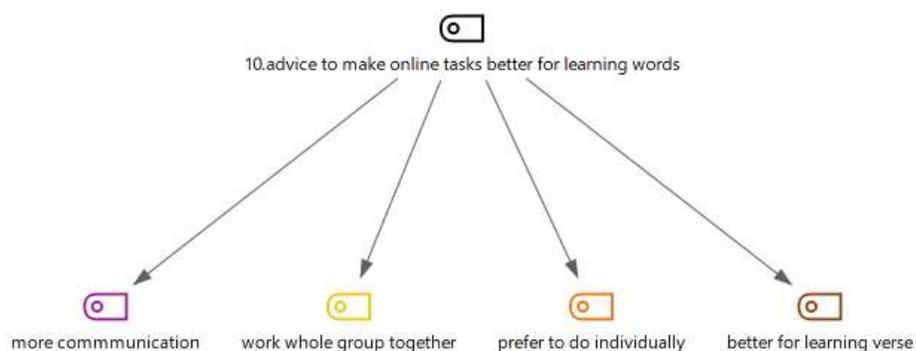


Figure 13. Hierarchical code-subcode model for advice to make tasks better for learning words.

4.3.11 The code matrix browser results.

Figure 14 shows the code matrix browser. As a result of the content analysis of the answers given by the participants, a code matrix browser was obtained.

Kodlar		98
>	1.experience with online task activities	11
>	2.engaging in task-based vocabulary activities online	11
>	3.challenges or beneficial about completing tasks online	8
>	4.similarity between online taskbased and traditional in-person	11
>	5.feelings about involving in online tasks	7
>	6.effects of online tasks to engagement or effort level	9
>	7.effects of online tasks to collaboration and interaction	13
>	8.effects of tools and platforms used for online tasks	11
>	9.effects of task-based activities to vocabulary learning goals	11
>	10.advice to make online tasks better for learning words	6
Kümeliler		0

Figure 14. Code matrix scanner related code matrix scanner.

According to Figure 14, the contribution of all participants to the themes is almost the same and is high.

4.3.12 Results of the two cases model according to gender.

Figure 15 presents two case models according to the age gender, which is the demographic information received from the participating participants within the scope of the study.

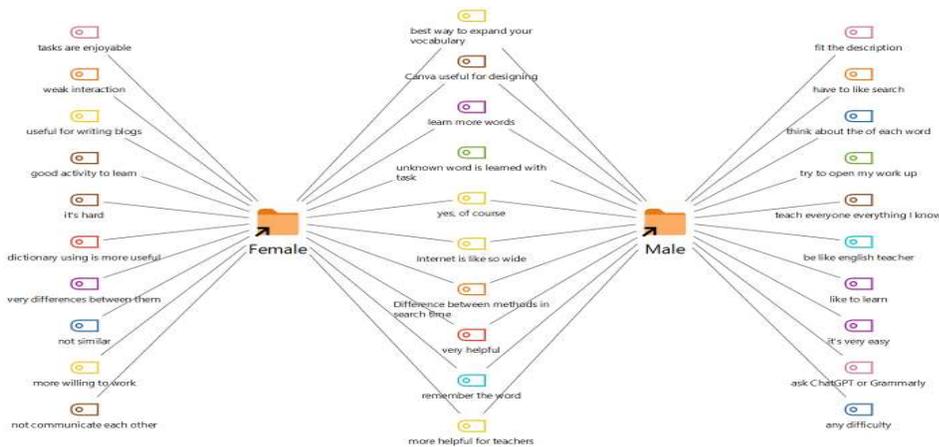


Figure 15. Two cases model for the gender variable.

The male participant and the female participants shared the following: best way to expand your vocabulary, Canva useful for designing, learn more words, unknown word is learned with task, yes of course, internet is like so wide, difference between methods in search time, very helpful, remember the word, more helpful for teachers.

4.3.13 Code cloud results.

Figure 16 shows the figure for the code cloud.



Figure 16. Code cloud of research.

The code "Canva useful for designing" emerged as the most frequently used in the research, with other codes following suit.

Chapter 5

Discussion & Conclusion

5.1 Introduction

This chapter provides an in-depth examination of the results obtained from the quantitative and qualitative analysis of the data collected from the Vocabulary Knowledge Scale, Attitude Scale, and semi-structured interview. Furthermore, it includes the prospective implications pertaining to the pertinent population of research. Subsequently, the study delineates the inherent constraints that were encountered during its implementation and proffers recommendations for future investigations. In conclusion, the present inquiry culminates in the provision of a final statement.

5.2 Discussion

The purpose of this study was to explore the effects of using task-based activities on EFL learners at level B1 studying English in a preparatory school in Turkey. It was also aimed to study the attitudes and perceptions of EFL students about using task-based activities for their vocabulary development.

5.2.1 Exploring the effects of using task-based activities on EFL learner's vocabulary learning and gender factors. The first and second research questions focused on examining the effects of using task-based activities on EFL learners' vocabulary learning. To achieve this objective, students underwent a pre-and post-test to evaluate their vocabulary growth before and after the implementation of traditional instruction and task-based instruction. According to the results of the vocabulary tests, both groups showed an improvement in vocabulary development. Although task-based activities showed more improvement in the experimental group, statistically significant results could not be identified.

Furthermore, considering the factor of gender, it was revealed that the difference between pre-test and post-test scores of female and male students in the control group was not statistically significant. However, it was shown that increase in the males' mean score of post-test was statistically higher (a 30-point increase) than that of females (a 16-point increase). On the other hand, in an experimental group it was

shown that there was an increase in the mean scores of both male and female students (male = 39.33-point increase; female = 32.10- point increase). Thus, the increase in the mean scores for male students was a statistically higher than that for female students. Therefore, it can be concluded that task-based activities had different effect on enhancing vocabulary knowledge of students in terms of gender.

Researchers in the field of psychology have discovered notable dissimilarities in cognitive performance between individuals who identify as male and those who identify as female. According to Batters (1986), females exhibit a greater propensity for engaging in attentive activities in comparison to their male counterparts. The attentive activities encompassed engaging in auditory perception of the teacher, the tape, and fellow classmates, as well as engaging in visual perception through observation and reading. According to Batters (1986), it was observed that males exhibited a higher level of dominance in oral and participatory endeavours. These activities encompassed engaging in verbal communication with the teacher and fellow students, both in the foreign language and the native language. Additionally, males were more inclined to actively participate in group work or demonstrations, displaying a greater degree of spontaneity. These finding sheds light on the gender dynamics within the context of linguistic interactions. The reasons for such disparities in vocabulary acquisition were documented by Gibbs (2001). According to his argument, there exists a societal inclination to promote passivity among females in general. As a result, their level of engagement and self-assurance in classroom settings is comparatively lower than that of numerous male counterparts. In addition, it is worth noting that the traditional and entrenched aspects of culture, customs, and habits in Iran serve as a hindrance for women in terms of engaging in social interactions and forming connections beyond their immediate social circles. This, in turn, poses a significant challenge for their proficiency in acquiring a foreign language, particularly when adopting a communicatively focused approach to language acquisition. In this particular study, it is worth noting that the sole noteworthy disparity observed between males and females pertained to their utilization of social strategies. The male student population exhibited a greater inclination towards these strategies in comparison to their female counterparts, thereby indicating a heightened propensity for engaging in interactions, fostering cooperation, and demonstrating empathy towards others. The

aforementioned phenomenon can likely be attributed to the divergence in social norms and cultural contexts experienced by the respective collectives.

These findings align with Thanh and Huan's (2012) argument that the implementation of task-based training improves students' vocabulary attainment. They suggest that the improvement in vocabulary attainment may be correlated with the effective utilization of TBI in the educational setting. The earners were able to efficiently acquire the target language as they felt the courses to be real and relevant. This finding further corroborates the findings of Lai (2016), which showcased that the group utilizing technology-aided task-based activities maintained a greater amount of vocabulary compared to the group receiving traditional instruction using textbooks. Moreover, the evidence indicates that associating vocabulary with visual representations or supplementary material improves the ability to recognize and remember the words (Yanguas, 2009).

In addition, Kamalian et al. (2017) also demonstrated that the use of task-based reading activities, such as the implementation of text completion exercises and the generation of questions by the pupils themselves, has been found to have noteworthy and substantial effects on the process of vocabulary acquisition and the subsequent retention of knowledge among Iranian learners of English as a Foreign Language (EFL).

Khoshsm and Rezaee (2016) also showed that the experimental groups, who received TBL instruction, outperformed the control group because of the employed as their treatment. It might be argued that tasks align with the trend of using real-life materials and engaging learners. It is important to mention that the statistical findings indicate that the level of learners' engagement in completing tasks has a significant impact on their ability to learn and remember vocabulary.

Moreover, considering the factor of gender, the findings of this study are in contract with the findings of Gholami (2011) whose study revealed that gender does not have any effect on the performance of task-based activates of EFL learners. On the other hand, the findings of this study in terms of the role of gender are in accordance with the findings of Sarani and Sahebi (2012). According to Sarani and Sahebi (2012), the task-based method was superior to the traditional approach in terms of effectively teaching vocabulary. Moreover, the findings indicated that male learners in the experimental group achieved better results than female students.

5.2.2 Exploring the attitudes and perceptions of the learners about task-based vocabulary activities and the gender factor. The third and fourth research questions focused on investigating the attitudes and perceptions of the learners about task-based vocabulary activities. To achieve this objective, an attitude scale questionnaire was given to the students in the experimental group. The survey results indicate that there is no significant difference between the scores obtained from the Attitude Scale in the pre-and post-questionnaires ($p>0.05$). The pre-test has a mean of 139.00 with a standard deviation of 16.68, while the post-test has a mean of 139.89 with a standard deviation of 13.21. While there is a small disparity in the post-test measurement, it is higher. The data suggest that participants' opinions remained rather stable during the intervention, with little noticeable changes.

Furthermore, it was determined that there was no statistically significant difference in the pre-and post- scores obtained from the Attitude Scale when analyzed by gender. Nevertheless, there is a noticeable trend where males tend to have higher scores on pre-questionnaires, whilst females tend to have higher scores on post-questionnaires.

In addition to quantitative data, qualitative insights from semi-structured interviews were incorporated to enrich the findings. Participants' responses yielded various outcomes:

- Experience with Task Activities: Overall, students reported having positive experiences with task activities, with 66.67% expressing satisfaction.
- Feelings about Involvement in Tasks: Participants, irrespective of gender, found more tasks enjoyable.
- Effects of Tasks on Collaboration and Interaction: Generally, participants noted weaker interactions in tasks.
- Effects of Tools and Platforms for Tasks: Participants, both male and female, highlighted the usefulness of Canva for designing in tasks.
- Effects of Task-Based Activities on Vocabulary Learning Goals: Participants, regardless of gender, reported achieving vocabulary learning goals, emphasizing learning more words and encountering unknown words through task-based activities.

- Engaging in Task-Based Vocabulary Activities Online: Female participants specifically identified task-based activities as the most effective way to expand their vocabulary.

These qualitative insights complemented the quantitative data, providing a more comprehensive understanding of students' experiences and perceptions regarding task-based activities in an online learning environment.

Considering with the findings of this study related to the learners' attitudes toward task-based language instruction and its effects, the results of this study are in accordance with the findings of Asma (2018) whose study findings showed that EFL learners experienced a resurgence in motivation, increased participation in classroom activities, a renewed affection for the language, and a transformation in their negative outlook towards English towards a positive one. Aslihan (2020) also indicated that students showed a favorable attitude about the use of TBLT. Their reading, listening, and speaking abilities all showed signs of improvement which can be directly related to the vocabulary development of students as a key element in the development of four language skills. As another support for the findings of this study, Wong and Ismail's study (2023) also showed that students exhibited favorable dispositions towards the influence of TBLT on their speaking proficiency which also indicates an improvement in their vocabulary knowledge. A modest positive connection was seen between students' linguistic attitudes towards TBLT and their performance in spoken English.

Overall, the results of this study align with other research in the field, indicating that task-based activities have the potential to enhance learners' vocabulary knowledge. Thus, this study aligns with the results of all research that demonstrate the efficacy of students' engagement in the learning process. The learners were actively involved in the task-based exercises. Given the inherent nature of this work, students are fully engaged in completing the assignment and, as a result, they indirectly acquire vocabulary.

To conclude, it can be asserted that the implementation of TBLT is seen as a more efficient approach in online EFL courses. The utilization of this specific approach exerted a beneficial impact on the students' collective efforts, as they engaged in the exchange of ideas and the joint construction of meaning. Ultimately, collaborating in a group fostered a relaxed atmosphere in which students could assist

one another, exchange diverse ideas, and effortlessly accomplish significant and captivating assignments.

5.3 Implications of the Study

The primary aim of this study was to provide a comprehensive ground that can yield substantial advantages for a diverse population. The outcomes of this research endeavour will prove invaluable for individuals engaged in the process of learning English as a non-native language, encompassing both the learners and the educators involved in this domain. The present investigation holds substantial importance, encompassing a range of significant implications, although it is important to note that these implications are not exhaustive.

This study was focused on ascertaining the use of TBL activities for learning vocabulary. The study centered its attention on the task-based vocabulary learning activities used by EFL learners at level B1, which have not been extensively documented or comprehensively investigated. The outcomes of this study might shed light on the pedagogical practices associated with the facilitation of vocabulary acquisition. Educators might gain insights into the optimal use of TBL to support learners in their vocabulary-learning endeavours. The results of this study might greatly aid in the development and support of educational experiences and the promotion of collaborative learning. Furthermore, incorporating technology through online learning can be beneficial in creating an engaging learning environment that not only enhances vocabulary acquisition but also promotes student engagement through digital literacy tasks, empowers students, and ultimately leads to improved student performance. Although there are other aspects within the classroom and school environment that might influence student learning outcomes, it can be inferred that the teacher's involvement is crucial in shaping the results of the investigation, underscoring the need to establish efficient teaching methods.

Educators can gain valuable insights into the best use of task-based learning (TBL) for supporting vocabulary acquisition. This understanding goes beyond just implementing TBL activities; it delves into effective strategies and methodologies for enhancing vocabulary learning. Educators can explore different TBL approaches, taking into account factors like task complexity, learner preferences, and contextual relevance. This knowledge informs instructional design, providing customized

approaches to meet diverse learning needs. It also helps refine curriculum development, ensuring seamless integration of TBL into broader educational frameworks that align with learning objectives and overall educational outcomes.

The use of technology in task-based learning (TBL) promotes collaborative learning, extending benefits beyond vocabulary acquisition. The study suggests that these activities can enhance student engagement through digital literacy tasks, creating a collaborative environment where students actively participate, share ideas, and collectively build knowledge. Empowering students through collaborative TBL activities has the potential to improve overall performance. As educators integrate these collaborative elements into teaching practices, they foster a learning atmosphere that nurtures teamwork, communication skills, and a sense of community among learners, aligning with broader goals of holistic education.

To ensure that the activities effectively satisfy the learning objectives, it is essential to assess the alignment between task-based activities and the content and language objectives of the classes. Furthermore, providing students with explicit and thorough instructions might enhance their understanding of the assignment's criteria, allowing them to effectively complete the required tasks. To promote effective learning outcomes, it is crucial to consistently evaluate the student's progress during the activity and offer prompt feedback and support at suitable intervals.

5.4 Suggestions for Further Studies

This study offers important recommendations for future research. The earlier study provided valuable insights into the use of Task-Based Language Teaching (TBLT) in English as a Foreign Language (EFL) education, specifically focusing on learners at a B1 proficiency level. To draw more comprehensive conclusions, it is essential to further investigate the application of this approach across a broader group and various educational levels. Therefore, conducting additional scholarly research in this domain, emphasizing data collection from a diverse cohort spanning different academic levels, would enhance the reliability and accuracy of outcomes.

In the future, a study could explore students' cognitive interpretations of TBLT and online education. This research would provide more nuanced insights into the implementation of this instructional approach in second/foreign language educational settings, with a specific focus on lexical knowledge acquisition.

5.5 Conclusion

In conclusion, this study aimed to explore the impact of task-based activities on the receptive and productive vocabulary of adult English as a Foreign Language (EFL) learners. Utilizing a mixed-method research design, the investigation compared an experimental group engaging in task-based activities with a control group. The study not only assessed the effectiveness of task-based language teaching (TBLT) but also delved into learners' perspectives on vocabulary task-based activities in the context of online education.

The primary objective was to understand how task-based activities contribute to vocabulary acquisition. The mixed-method approach, incorporating quantitative data from tests and questionnaires alongside qualitative insights from semi-structured interviews, proved advantageous in capturing a comprehensive understanding of the research questions. The instruments used, including a questionnaire, vocabulary knowledge scale, and semi-structured interview, facilitated a multifaceted exploration of the study's objectives.

The study's evaluation of task-based language teaching (TBLT) effectiveness at the B1 level revealed promising outcomes. Data analysis from vocabulary tests, attitude questionnaires, and semi-structured interviews indicated that the implementation of activities for TBLT resulted in enhanced students' positive attitudes and improved vocabulary acquisition. The active engagement with language in authentic situations during task-based sessions enhanced student attitudes. Furthermore, purposeful assignments positively impacted lexical acquisition, as evidenced by the data.

Importantly, learners expressed favorable views regarding the use of TBLT in their virtual English language classrooms. This attitudinal aspect adds depth to the study's findings, emphasizing not only the quantitative gains but also the subjective experiences and perceptions of learners. This dual perspective contributes a holistic understanding of the impact of TBLT on vocabulary improvement.

The study contributes valuable insights into the effectiveness of TBLT in enhancing student motivation and language acquisition. However, it is essential to acknowledge inherent constraints, such as the study's specific focus on B1-level preparatory EFL students. Generalizing findings to broader contexts requires caution.

Future research could explore the nuances of TBLT effectiveness across different proficiency levels and educational settings.

In proposing potential avenues for subsequent scholarly investigations, future research could delve into the sustained impact of TBLT over an extended period. Additionally, exploring variations in task complexity, learner preferences, and contextual relevance within TBLT settings could offer nuanced insights. Comparative studies across diverse learner populations and educational contexts could further enrich our understanding of the broader applicability of TBLT.

While the study focuses on vocabulary acquisition, its implications extend to the broader educational context. The positive outcomes observed in motivation and collaboration suggest that TBLT strategies can contribute to a more enriched and fulfilling overall learning experience. This resonates with the overarching goal of fostering a positive and holistic educational journey.

In essence, this study not only contributes to the existing body of literature on TBLT but also underscores the significance of considering learners' perspectives in evaluating pedagogical approaches. The findings provide a foundation for further exploration and refinement of task-based activities to enhance vocabulary acquisition in the ever-evolving landscape of language education.

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