

การเปรียบเทียบการสอนภาษาแบบเน้นภาระงานกับการสอนภาษาแบบ ปกติที่มีผลต่อพัฒนาการด้านการเรียนรู้คำศัพท์

Comparing task-based language teaching and traditional instruction on vocabulary learning development

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บทคัดย่อ

วัตถุประสงค์ของการศึกษาวิจัยครั้งนี้เพื่อ 1. เปรียบเทียบผลสัมฤทธิ์ของการเรียนคำศัพท์ ระหว่างการสอนภาษาแบบเน้นภาระงาน (task-based language teaching) และการสอนภาษาแบบปกติ และ 2. เปรียบเทียบความคิดเห็นของนักเรียนต่อการเรียนคำศัพท์ ระหว่างการสอนภาษาแบบเน้นภาระงานและการสอนภาษาแบบปกติ กลุ่มตัวอย่างจำนวน 30 คน ซึ่งได้มาโดยวิธีการสุ่มตัวอย่างแบบเจาะจง (Purposive sampling) เป็นนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนแห่งหนึ่งใน จังหวัดสุรินทร์ งานวิจัยนี้ใช้แบบแผนการวิจัยเชิงทดลองกลุ่มเดี่ยวได้รับการทดลองสองแบบในเวลาที่แตกต่างกัน คำศัพท์ที่ใช้ในการทดลองมีทั้งหมด 60 คำ แบ่งเป็น คำสำหรับการสอนภาษาแบบเน้นภาระงานจำนวน 30 คำ และคำสำหรับการสอนภาษาแบบปกติจำนวน 30 คำ การทดลองเริ่มจากนักเรียนทำแบบทดสอบความรู้ที่พื้นฐานทางด้านภาษาอังกฤษและแบบทดสอบก่อนเรียนแต่ละบทเรียน เมื่อเรียนจบแต่ละบทนักเรียนทำแบบทดสอบหลังเรียน การทดลองรีมจากการสอนภาษาแบบเน้นภาระงานและต่อด้วยการสอนภาษาแบบปกติ เมื่อจบการเรียนทั้งสองวิธีนักเรียนได้ทำแบบสอบถามความคิดเห็นที่มีต่อการเรียนคำศัพท์จากทั้งสองวิธี ผลการวิจัยพบว่า การสอนแบบเน้นภาระงานทำให้นักเรียนมีผลสัมฤทธิ์ทางการเรียนคำศัพท์สูงกว่าการสอนแบบปกติอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และผลการวิจัยแสดงให้เห็นว่า นักเรียนชอบการเรียนคำศัพท์ด้วยการสอนภาษาแบบเน้นภาระงานมากกว่าการสอนภาษาแบบปกติ

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คำสำคัญ: การเรียนรู้คำศัพท์, การสอนภาษาแบบเน้นภาระงาน, การสอนภาษาแบบปกติ, ผลสัมฤทธิ์ทางการเรียน

Abstract

The aims of the study were 1) to compare the vocabulary learning achievement after learning with task-based language teaching (TBLT) with traditional instruction and 2) to compare the students' opinions toward learning with task-based language teaching (TBLT) with traditional instruction. Thirty students were selected by purposive sampling from grade 9 students at a high school in Surin Province. This research is a one-group study design; the group was treated with both methods at two different times. Sixty words were used in the treatment; 30 words for the TBLT method and 30 words for the traditional method. The students first completed a preliminary English test and a pretest of each lesson. Then, the TBLT treatment was administered followed by the traditional treatment. At the end of each lesson, the posttest was administered. After finishing all treatments, the questionnaire was provided to investigate the students' overall preference of the two approaches. The findings indicated that TBLT had a significant effect ($p < .05$) on promoting vocabulary learning achievement. The findings also revealed that the students' preference for the TBLT method was more than their preference for the traditional method.

Keywords: Vocabulary Acquisition, Task-based Language Teaching, TBLT, Traditional Instruction, Vocabulary Learning Achievement

1. INTRODUCTION

Vocabulary knowledge is important because it helps learners express their ideas and communicate effectively (Sedita, 2005). Vocabulary is a fundamental component of language proficiency and provides much of the basis for how well learners listen, speak, write and read (Richards & Renandya, 2002). There have been different techniques proposed for teaching vocabulary in textbooks. As Hunt and Beglar (2002) mentioned, there are three approaches to vocabulary teaching: incidental (unplanned learning that results from other activities), explicit (diagnosing the words learners need to know, presenting them to the learners and elaborating on their word knowledge), and independent strategy development (practicing by guessing meaning of the words from content and training learners to use dictionaries). As to the first two approaches to vocabulary teaching, a number of techniques can be employed in this experimental research.

One method of incidental learning is task-based language teaching. Thanh and Huan (2012)'s research showed that tasks can be used in vocabulary classes to enhance learners' motivation and vocabulary gain. Nunan (2004) believed that a task provides learners with a natural context. Tasks give abundant opportunity of interaction to learners, through which they learn language (Larsen-Freeman, 2003). By this way, learners can acquire a word incidentally. While in explicit learning, words which help learners learn are focused. That is, learners learn target words directly.

The present study holds significance in that it tried to develop vocabulary knowledge by focusing on two instructions: incidental (TBLT) and explicit (traditional). The research attempted to examine the following questions:

1. Which method: Task-based language teaching or traditional helps students learn vocabulary better?
2. Which method: Task-based language teaching or traditional do the students prefer in learning vocabulary?

2. LITERATURE REVIEW

Vocabulary is the center for learners to learn language. An ability to use vocabulary is one of the language skills that makes communication successful. According to Larsen-Freeman (2001), knowing a word should include knowing its form, meaning, and use. Form refers to spelling, pronunciation, and word parts i.e. prefixes and suffixes (Nation, 2002). Meaning, or the word's semantic features, refers to knowing what object or idea it refers to. Lastly, knowing the use of a word means knowing the grammatical patterns it occurs in, knowing what other words it occurs with (i.e. collocation), and knowing which context that the word is used in. Furthermore, Laufer and Goldstein (2004) defined vocabulary into two terms; receptive and productive vocabulary. Receptive vocabulary means the understanding of the meaning of a word in spoken or written form. A productive vocabulary is the portfolio of vocabulary available within a learner's common language for production. Moreover, they defined vocabulary into a hierarchy of four levels: active recall (being able to use the target word); passive recall (understanding the meaning of the target word); active recognition (remembering the word when given its meaning); passive recognition (recognizing meaning when given options). Laufer and Goldstein (2004) claimed that passive recall is the vocabulary level most associated with second language (L2) classroom success, and this can be considered as the objective of vocabulary teaching.

2.1 The Effect of TBLT on vocabulary acquisition

Task-based language teaching (TBLT) was used in the 1970s when linguists claimed that grammar and meaning should be taught in EFL (Skehan, 2003). Prabhu (1987), who is one of the first proponents for TBLT, started to use this method in teaching secondary school classes in Bangalore, India in the 1970s. Since then, TBLT has been recommended and used commonly in research in L2 acquisition. TBLT is a teaching method that allows learners to learn target language by using tasks. Many scholars (Nunan, 2004; Bygate, 2001; Ellis, 2003; Skehan, 2003; Willis, 1996) have mentioned that the first aspect of task is to allow learners to use whatever target language resources they have learned in an activity or a piece of work in order to solve a problem, do a puzzle, play a game, or share and compare language experiences.

Acquiring vocabulary is not simple, because it cannot be assumed that students know the meaning of the word and they can use that word in a sentence correctly. Most research has measured L2 word acquisition by focusing on word meaning, but this does not mean that word forms were effectively acquired. That means word meaning and word usage should be involved in vocabulary learning, and both are said to be two different types of cognitive processes (meaning-focused, form-focused). Task-based language teaching can be used effectively in vocabulary learning because the target of TBLT is to enhance, recognize and acquire the meaning of a word, and also acquire knowledge for greater aspects. Oxford (2001) mentioned that TBLT referred to a task that teachers who usually divided students into pair work and group work to allow students' interaction and collaboration with their group members. This claim is supported by Ellis (2003), he mentioned that the general purpose and principles of TBLT are to create opportunities for language learning and to develop skills

through collaborative knowledge. Therefore, TBLT is considered as a change from the grammar practice routines which many learners have previously failed to learn to communicate.

Gardner and Miller (1996) confirmed that TBLT facilitates learners to practice two areas of linguistic knowledge skills (vocabulary and grammar). Supported by Newton (2001) who studied the notion of vocabulary learning through communicative tasks, he mentioned that TBLT enables learners to develop strategies for managing new vocabulary while also maintaining a communicative focus.

There are lots of procedures and stages proposed, but Willis's (1996) model is employed in this experiment because Willis's framework provided goal-oriented activities with clear purposes (see figure 1).

Pre-task		
Introduction to topics and tasks		
Teacher explores the topic with the class, highlights useful words and phrases.		
Learners may be exposed to examples.		
Task cycle		
Task	Planning	Report
Students do the task in pairs or small groups. Teacher monitors; mistakes do not matter.	Students prepare to report. Accuracy is important, so the teacher stands by and gives advice.	Student exchange or present report; teacher listens and then comments.
Language focus		
Analysis	Practice	
Students examine and discuss their report.	Teacher conducts practice of new words.	

Figure 1: Willis's (1996) TBLT Framework

The first phase is Pre-task. It shows the preparation that may need to be done earlier, and it identifies the procedure involved in setting up a task. There are several tasks that can be done at this phase, such as classifying words and phrases, matching phrases to pictures, and brainstorming.

The second phase is the Task cycle. This phase combines tasks and texts in order to give students an exposure to language and also opportunities to use it. There are several tasks that learners can achieve at this phase, such as writing a story, writing a letter, writing a recommendation, and doing role-play.

The last phase is the Language focus. It is about the study of specific features occurring in the language used during the task cycle. This focus-on-form stage provides an opportunity to further focus on the formal aspects of the words, such as form and sentence structure. It includes analysis and practicing activities. For the language analysis, tasks focus explicitly on language form and use (e.g., word category and correcting). For the language practice, activities, such as repetition, listen and complete, and memory challenge can be based on features of language that have already occurred in previous texts and transcripts or on features that have just been studied in analysis activities.

2.2 Traditional Method in Vocabulary Learning

The traditional method which seems to be decontextualizing comprises of several techniques to teach new English words such as using a word list, a dictionary or flashcards (Oxford & Crookall, 1990). These techniques can directly draw learners' attention to the words. Gairns and Redman (1986) classified traditional techniques of teaching vocabulary into three categories: visual, verbal and translation.

The first technique is a word list. It is a sheet of paper on which learners write the L2 words along with their L1 definitions or translations to one side of each word. Words are selected through

word lists to help learners pay attention to them, learn them and store them in memory, especially in the initial stage of foreign language learning. Learners simply repeat target words until they can recognize them. Another technique is the use of flash cards. A flash card is a piece of card with a word, a sentence, or a simple picture printed on it. These flash cards can be made by both teachers and learners. The technique helps learners remember the unknown words by pronouncing them out loud. The last technique is the use of a dictionary. This technique allows learners to look up unknown words in a dictionary. Moreover, there is a claim that word lists help learners improve their vocabulary knowledge (Gairns & Redman, 1986; Nation, 1982). These decontextualized teaching techniques are traditional methods that most teachers still use in teaching vocabulary nowadays.

2.3 Previous studies on TBLT

There are several research studies which have dealt with the effect of the task based language teaching approach on learning English vocabulary as a foreign or second language in particular. Following is a brief review of related studies.

Thanh and Huan (2012) conducted research on task-based language learning. The students were 67 freshmen (48 females, 28 males) in non-English majors at Vinh Long Community College. The students were randomly placed in one of two classes: a control group class and an experimental group class. The pre-questionnaire was administered to both groups on the first day of class to make sure that the two groups were homogeneous in terms of motivation. The traditional method of teaching vocabulary was used in the control group, while tasks based on Willis' (1996) framework were implemented in the experimental group. The result of vocabulary achievement showed that students in both groups improved their vocabulary achievement. However, when comparing both groups, it

showed that the level of vocabulary achievement in the experimental group was much higher than that in the control group. As for motivation in learning English, the mean score of students' motivation of the experimental group was much higher than that of the control group. From this, it was interpreted that the experimental group outperformed the control group in terms of motivation to learn vocabulary. Therefore, the results implied that TBLT significantly improved both students' vocabulary achievement and motivation.

Another research also confirmed the results of Thanh and Huan (2012). In the same year, Sarani and Sahebi investigated the impact of a task-based approach on vocabulary learning in ESP courses. The participants were BA students of Persian literature in Birjand University of Humanities. They were chosen and were assigned randomly to two groups of 25. The students in the control group were required to study the texts, translate them and answer some non-task-based comprehension questions, i. e. they were taught technical vocabulary based on the traditional method. For the experimental group, the same passages with some task-based exercises which fit a task-based framework were used. After 13 weeks of instruction, the post test was given to find out the differences between the performances of the two groups. The result showed that there was not considerable improvement in the control group, whereas, in the experimental group, their mean score since the pre-test had increased to 24.00, and the significant difference was at .05. Therefore, it can be assumed that the participants' performance in the task-based class was remarkably better than that of the traditional class.

Page and Mede (2017) compared the impact of task-based instruction (TBI) and traditional instruction on the motivation and vocabulary development in secondary language education. It also focused on finding out the perceptions of teachers about implementing

the two instructional methods in their teaching practices. The participants were 97 students and 2 teachers engaged in the 7th grade EFL program at a private school in Istanbul, Turkey. Data was collected quantitatively from a vocabulary check test and motivation scale, as well as qualitatively from semi-structured interviews. The findings revealed that implementing TBI had a positive impact on students' vocabulary development as well as their motivation.

Contrastingly, Ziyaeemehr (2013)'s research investigated the impact of different task types on vocabulary learning in multilevel language ability classes. There were three groups of participants; elementary, lower intermediate and intermediate. The data was collected by providing three tasks: "listen and do", "classification of related items", and "practice through dialog". These three tasks were assigned randomly to each class. Each task consisted of three phases; pre-task, during-task and post-task. The result showed that the type of the task employed in teaching vocabulary did not make a significant contribution to students' understanding and improvement of vocabulary knowledge. However, the data revealed that students' task performance was considerably affected by their language ability level. Moreover, the result indicated that although the type of the task may not have an immediate impact on students' further achievement, the students' background knowledge of the language did play a significant role in their vocabulary learning.

3. METHOD

3.1 Samples

The students were 30 Thai 9th grade students who were studying English at a school in Surin province. To control students' levels of proficiency, only one group of the samples was participated in the two methods.

3.2 Target words

In order to obtain at least 60 unknown words used in the study, 80 words were chosen from English textbooks; World Wonder 3, and Aim High. These books are guaranteed by Office of the Basic Education Commission that they are appropriate with grade 9 learners. Moreover, they are widely used in Thai secondary schools for 9th grade learners. By using a preliminary test, only 60 words that the students did not know were selected to use in this experiment (see appendix). This was to guarantee that no students knew the target words. The 60 target words were divided equally between the two methods; 30 words for TBLT and 30 words for the traditional method. Each set of words was also divided into two units of the two methods. That is, students would learn 15 target words in each unit.

3.3 Research instruments

3.3.1 A preliminary test

A translation test was adapted to use as a preliminary test to measure the students' knowledge of the meaning of certain words. 80 words were randomly drawn from four units of the students' textbooks. After that, 60 unknown words were selected as target words.

3.3.2 A pre-test

After the preliminary test was taken, the students had to do the translation and gap-filling pretest. In the test, the students were asked to translate 15 target words into Thai and to choose 15 target words to fill in 15 sentences. Translation test was used as pretest in order to make sure that the students did not know the meaning of vocabulary before they were treated. Gap-filling was used to check the students' knowledge about the target words and their ability of using word within context before having treatments.

3.3.3 A post-test

After finishing each unit, posttest was administered. The posttest included two kinds of tests; translation, and gap-filling. Translation test was used to examine the students' ability in recognizing meaning of vocabulary and gap-filling was used to examine the students' ability in using vocabulary within context.

3.3.4 A questionnaire

A questionnaire was used to investigate the students' overall preference of the two approaches and how they learned words in each unit. It was distributed to the students after all sessions of the two approaches finished. In each question, the students were asked to choose one of two choices as whether they preferred the task-based language teaching or the traditional approach.

3.4 Design of the study

This study was set out to compare the effect of task-based language teaching and traditional instruction on vocabulary learning achievement. There was one group of the students that was treated with the two teaching methods; TBLT and traditional methods (see figure 2).

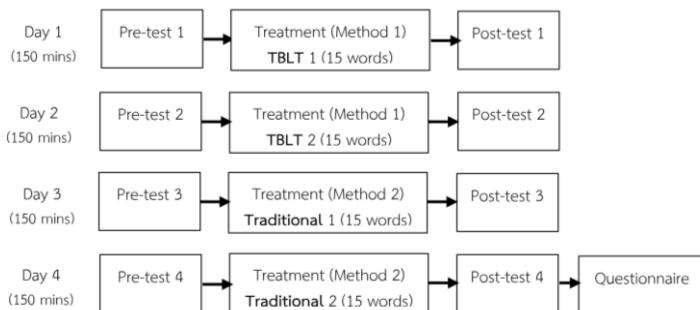


Figure 2: Design of the study

Figure 2 illustrated the design of the present study. At the beginning of each lesson, the students did a gap-filling pre-test. Fifteen

sentences were provided together with its questions. In each sentence, the target words were replaced by a blank. The students had to choose the correct word from a word box to fill in each blank. The gap-filling was used as a pre-test in order to check the students' knowledge about the target words and their ability to use the word within context before participating in the experiment. Then, they participated in the TBLT or traditional method. After they finished each unit, a post-test was administered. The post-test included two kinds of tests; translation, and gap-filling. The translation test was used to examine the students' ability in recognizing the meaning of vocabulary. The gap-filling was used in order to examine the students' ability to use vocabulary within context.

After finishing all units from both treatments, the questionnaire was provided to investigate the students' overall preference between the two approaches. In each question, the subjects were asked to choose one of the two choices as whether they preferred the TBLT or the traditional method. At the end of the questionnaire, each participant provided comments. The treatment of the two approaches was carried out within 150 minutes for each unit.

3.5 Lessons in TBLT and traditional methods

In each unit of the TBLT method, the students were taught using tasks. They were asked to do the tasks in the given worksheet. The tasks used were as follow.

In the pre-task stage, there were three tasks.

Task 1 Classifying words and phrases: the teacher wrote word or phrases connected to the topic on the board, and talked about them.

Task 2 Brainstorming task: the teacher asked students to work in groups, and brainstormed the related words as much as they

could in 10 minutes. Then, the representatives of each group presented the words to the whole class.

Task 3 Matching tasks: Students matched the words to their definitions, and pictures by using context clues. After that, each group compared their work with another group.

In the Task cycle stage, there were two tasks.

Task 4 Restoration tasks

Task stage: Students replaced words or phrases that have been omitted from the given text.

Planning and report stage: After that, each group planned to make the oral presentation in order to compare the answer with other groups.

Task 5 Simulation task

Task stage: Students were provided with recorded materials related to the topic of each day, and checked their answers. Then, the students had to listen again, and repeat after the recording.

Planning and report stage: Students created their own conversation using their own experiences which have to contain all target words and plan to do the role play in front of the class.

In the Language Focus stage, there were two tasks.

Task 6 Analysis and practice: The teacher wrote five good phrases from the role plays that students had performed in the task cycle on the board. The teacher also wrote five incorrect phrases or sentences that caused problems for students to discuss their meaning and correct them.

Task 7 Practice the task or using memory challenge game: The teacher told students to turn the text over and let students write the target words into their own categories in order to check if they can remember the target words or phrases or not.

In the traditional approach, the students first received 15 target word lists. They were asked to translate the words into Thai by consulting a dictionary. After finishing their first translation task, they were asked to tell the meaning of each word and repeat the words after the teacher read the target words twice. The target words were presented by using pictures, which students repeated twice. Then, the teacher provided students with games using the flash cards. Lastly, students practiced the target words by completing activities individually. In this way, the students could learn target words intentionally.

3.6 Data collection

The data was collected from the students' pre-post test scores. One point was given for each right answer. The data was collected to better understand the students' process of learning vocabulary and their preferred approach. The questionnaire was used after the experiments of both methods. The students answered questions about whether the two approaches helped them in retaining and motivated them to learn the target words.

3.7 Data analysis

The pre-post tests were scored dichotomously, with '1' assigned to a correct answer and '0' to an incorrect one. In the statistical analysis, a paired t-test was used.

4. RESULTS

The following tables show the results of the pre-test and post-test from the TBLT method and the traditional method.

Table 1 Comparison of the mean scores of the students' post-tests

Methods	Mean	No. of subjects	SD	t	P
TBLT	53.33	30	2.578	7.795	0.000
Traditional	48.93	30	2.572		

The post-tests scores from the two methods were compared to find out the differences of word retention. Table 1 shows that TBLT has a significant difference on vocabulary achievement since $t = 7.795$ ($p < .05$). Therefore, it can be said that the TBLT method helped the students learn target words better than the traditional method.

There were two more questions that arose; which of the two methods can help the students to perform more effectively in the word translation test and also in the gap-filling test. This is to find out which method can help the students translate the target word meaning and use the words in context more effectively.

Table 2 Comparison of the mean scores of students in the word translation test

Methods	Mean	No. of subjects	SD	t	P
TBLT	28.03	30	1.450	-0.678	0.503
Traditional	28.33	30	1.749		

To find the answer of which of the two methods, TBLT and traditional methods, can help the students perform more effectively in the word translation tests, the mean scores of the word-translation post-tests of the two methods were compared to see if there were any significant differences in vocabulary learning. Table 2 shows that there is no significant difference as $t = -0.678$ ($p > 0.05$). Therefore, it can be

said that both TBLT and traditional methods could equally help the students perform effectively in the word translation test.

Table 3 Comparison of the mean scores of students in the gap-filling test

Methods	Mean	No. of subjects	SD	t	P
TBLT	25.30	30	1.950	10.815	0.00
Traditional	20.60	30	1.923		

Similarly, to find out which method could help the students perform more effectively in the gap-filling test, the procedures of statistical analysis were the same. The mean scores of the gap-filling post-tests of the two methods were used to find out the result in vocabulary learning achievement, the result in Table 3 shows that there is a significant difference as $t = 10.815$ ($p < 0.05$). The mean score of the TBLT is 25.30 which is higher than the mean score of the traditional method (Mean=20.60). Thus, it can be said that the TBLT method could better help the students perform more effectively in the gap-filling test.

The results from the questionnaire also revealed that the students preferred the TBLT method over the traditional one. They said that the TBLT method was more interesting than the traditional method because they enjoyed the communicative activities in which they had a chance to work in a group, which could reduce their stress.

5. DISCUSSION

The aim of this study was to compare the TBLT and the traditional methods' effects on vocabulary learning achievement. As the results showed, TBLT has a significant effect on vocabulary

achievement since $t = 7.795$ ($p = < .05$). We could imply that tasks used in the TBLT method helped the students learn the target words better than the traditional method. In the TBLT method, the students learn target words through the actual communication. As Ur (1996) mentioned, students enjoyed learning through TBLT because they had a chance to work and learn in a group. Target words within the text were supposed to provide chances of noticing during a meaning-focused activity too. This is in agreement with Newton (2001) who studied the notion of vocabulary learning through communicative tasks, he mentions that the TBLT method enabled learners to develop strategies for managing new vocabulary while also maintaining a communicative focus. In this way, learners could recognize target words incidentally because it encourages them to work with, and promote language competence by the repetitive use of target words. They could also use the context clue to help guessing meaning of the unknown words before doing the further task. Thus, they may apply this technique in doing the gap-filling test. In a similar fashion, the practice of word list, flash cards, and translating words in the traditional method could also help the learners in doing the word translation test and retain the word meaning as the L1 meaning could be used as an equivalent to the L2 word (Martin-Martin, 2013). In this way, they knew the correct L1 meaning of the target word directly.

Besides the results of the main research questions, the study also further investigated which of the two teaching methods could better help the students in doing the word translation test and the gap-filling test. The result showed that there was no significant difference between the two teaching methods in helping the students to do the word translation test. However, there was a significant difference between the two teaching methods in helping the students do the gap-filling test. This is probably because tasks facilitate learners

to practice two areas of linguistic knowledge skills (vocabulary, and grammar). Moreover, although the translation of a foreign word can easily make meaningful associations between foreign words and a learners' prior knowledge in their L1 (Nation, 1982, 1990; cited in Hayati & Shahriari, 2010), it is argued that vocabulary lists are isolated (Lanacone, 1993 cited in Hayati & Shahriari, 2010).

6. CONCLUSION

From the analysis and discussion, we have learned that the TBLT method could help the students learn the target words better than the traditional one. Both approaches could equally help learners complete the translation test, but as for the gap-filling test, the TBLT method could better help learners use the right words in the right contexts. This suggests that learning vocabulary with several tasks can help learners not only retain the word knowledge, but also know how to use them in the right context. Furthermore, learning vocabulary through translation might not provide enough contexts while there are also chances of guessing the meaning of unknown words incorrectly if learners learn vocabulary only through word lists, flash cards, and dictionaries.

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APPENDIX

A list of 60 unknown words

aboard	coverage	interview	plan
ambitious	criminal	involve	prepare
appetite	dangerous	island	qualification
audience	decide	journalist	role
bake	during	memorable	solve
boil	enormous	mind	special
book (v)	excellent	mountain	stage
career	expect	mystery	straight away
castle	experience	natural	tent
catch	extravagant	nervous	ticket
celebrate	find out	occasion	tradition
celebrity	forest	organize	unusual
competition	glamorous	outdoor	weigh
cool	guest	participate	well-paid
couple	healthy	performance	widow