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UNDERGRADUATE WORK

THE IMPLEMENTATION OF THE TASK-BASED LANGUAGE LEARNING APPROACH – A STRATEGY TO ENHANCE SECOND YEAR STUDENTS' VOCABULARY DEFICIENCY AT CENTRO ESCOLAR MERCEDES MONTERROSA DE CÁRCAMO DURING 2020

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DEDICATIONS

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ÍNDICE

ABSTRACT

The problem of students' lack of vocabulary is very common in foreign language classrooms; this issue hinders students from giving their best while performing different in-class activities. The researchers developed the investigation "The Implementation of the Task-Based Language Learning Approach — A Strategy to Enhance Second Year Students' Vocabulary Deficiency at Centro Escolar Mercedes Monterrosa de Cárcamo During 2020" in order to verify if implementing a lesson plan based on the Task-Based Language Learning (TBLL) model can help second year students' management of a proper level of vocabulary. Therefore, this study proposes teachers a different class structure and environment where students can acquire new vocabulary in an easy and enjoyable way. Besides, Researchers put forward that a combination of a TBLL lesson and matching words activities can help to reinforce students' retention of words assuring better vocabulary acquisition.

Moreover, investigators created different instruments (Lesson plans, Observation checklists, questionnaires for students, written and oral tests) to collect the necessary and meaningful data to support the whole research study.

By the performance of the present research study, researchers expected to be able to provide the answer for the question: To what extent will the implementation of the Task-Based Language Learning (TBLL) approach help improve second year students' management of a proper level of vocabulary while performing different classroom tasks at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020? The development of this investigation offers to the foreign language academic field significant opportunities to find new options for enhancing students' vocabulary acquisition.

INTRODUCTION

The present research project focuses on "The Implementation of The Task-Based Language Learning Approach ─ A Strategy to Enhance Second Year Students' Vocabulary Deficiency at Centro Escolar Mercedes Monterrosa de Cárcamo During 2020." The goal of this research is to gain some insight into The Implementation of the Task-Based Language Learning Approach to enhance second year students' vocabulary deficiency inside and outside the classroom. The researchers' aim is to collect truthful and reliable evidence that provides investigators with relevant data about the four variables in order to find the major factors that make students present vocabulary deficiency.

This protocol is distributed into six different chapters. Chapter I provides a complete description of the problem by presenting the factors collected through a diagnostic study; in the same way, research objectives are presented to provide the general and specific goals of the study, the justification, and scope of the research as well.

Chapter II is the Theoretical Framework; this chapter encloses an extended collection of data related to the phenomenon of the matter. The researchers present the most relevant and accurate information which will help researchers to get to the major factors that cause the problem.

Hypothesis and Operationalization of Variables is presented in Chapter III. In this stage of the investigation, a detailed view of the organization of the variables and their respective indicators is shown.

The Methodological Design section is presented in Chapter IV. The researchers start describing the paradigm and type of study they will use and the sampling procedure, which are the central parts of the investigation. A timeline and budget are also included as a separate section.

Expected Results are stated in Chapter V, due to the current global pandemic situation, this chapter presents some arrangements that were made in order to carry out this research.

Conclusions and recommendations are described in Chapter VI; this section of the research summarizes the key findings, outcomes or information in this investigation and acknowledges recommendations for future work.

Finally, in the appendix section a set of data collection instruments is included. They will be used to collect and analyze information obtained about the population of the study

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CHAPTER I

STATEMENT OF THE PROBLEM

In order to create an accurate teaching-learning environment during an ESL class, students must manage a proper level of vocabulary. Vocabulary is a vital piece in English language teaching since it provides students with the tools to understand other people's ideas; and also, to express their own thoughts. When students own sufficient vocabulary, they are able to develop without any difficulty the different tasks involved in a class such as reading, writing, speaking and listening activities. Vocabulary is important to language development; it improves student's comprehension and communication which are two essential abilities to be successful in learning English as a second language.

In Centro Escolar Mercedes Monterrosa de Cárcamo, second-year students are supposed to manage a proper bank of vocabulary, so that they are able to succeed in the different classroom assignments regarding listening, speaking, reading and writing. Nevertheless, it has been observed that most of second year students show deficiencies in acquiring and retaining English words and phrases, a phenomenon that is hindering them from being competent speakers and learners of the English language. Due to this situation, students' execution of in-class activities is affected causing students to miss opportunities to be successful in the subject.

On the whole, second year students at Centro Escolar Mercedes Monterrosa de Cárcamo show vocabulary deficiency that affects their performance in different classroom tasks during 2020.

1.1. Description of the Problem

With a view to manage a proficient level of the English language, the second foreign language learners, and even native speakers, must be aware that this aim depends on the knowledge of vocabulary they own. Therefore, it becomes of a great importance, especially for non-native students of English to develop a proper level of vocabulary in accordance with their level of education for the purpose of dealing effectively with several problems that have to do with low vocabulary knowledge such as weak academic performance in different courses related to the language skills (Azfal, 2019).

By means of the conduction of non- participant observation carried out on February 17, 2020, it was found out that second year students at Centro Escolar Mercedes Monterrosa de Cárcamo show deficiency regarding the acquisition of English language vocabulary. This phenomenon impacts negatively students' performances and attitudes during the development of the class, hindering them from succeeding in learning the language correctly.

For example, it was observed that students did not understand the teacher's instructions at the moment of developing in-class activities. The teacher told them specific commands such as "Stand up" and "Come to the front", and students would remain sat down turning their heads to any side without doing the command; their faces showed confusion as they looked at a partner expecting him or her to know what has to be done.

At the moment of developing an oral activity, this phenomenon became more challenging for both, the teacher and the students. The teacher requested one student to come to the front of the class, and then, he proceeded to ask his student the following question: "How do you feel today?" The student remained quiet and started to play with his hands; after a moment of silence, the student expressed he had not understood the question so the teacher had to explain the meaning in Spanish. But even knowing the meaning of the question, the student did not answer since, as he mentioned, he did not know how to say "Estoy bien" in English.

Another important finding during the observation was that the students did not speak in English during class; they just talked to the teacher or to their classmates in their mother tongue, Spanish. When the teacher asked them to talk in English, they remained quiet and petrified showing their difficulty to produce an accurate response in the English language.

Moreover, during another observation handled on February 24, 2020, students were asked to develop a reading and comprehension activity using their workbooks. Since the beginning of the activity, students started calling the teacher to know the meaning of some words from the book making evident they missed knowledge about English common vocabulary like "walk", "brush", "comb", and "go to bed". Some students seemed frustrated while working individually; they expressed that they had not understood anything from the reading. In order to solve this situation, the teacher asked them to make groups of three students but this action did not work since students started talking about other concerns like

their math homework or their lunch after the class rather than continuing working on the activity.

Besides by carrying out a diagnostic study on February 19, 2020, which was a questionnaire addressed to students (Appendix A), the researchers discovered that second year students at Centro Escolar Mercedes Monterrosa de Cárcamo face difficulties while performing in-class tasks such as written and oral activities, homework assignments, and exams due to their English level that is being affected mainly by lack of vocabulary. The results obtained are shown in the following table.

Table No. 1: ¿Te gusta participar de forma activa en las diferentes actividades que se llevan a cabo en la clase de inglés? (¿Do you like to participate actively in the different activities carried out in English class?)

Table No. 1

Students' Answers	
Yes	No
12/27	15/27

Source: Questionnaire addressed to second year students in February 19, 2020

The results show that out of 27, 12 students like to participate actively in the English class while 15 students chose the negative option. According to the answers provided by students in table 1, the results show that the majority of students do not like to participate actively in the English class. This is a serious difficulty since a student who is not motivated, will not do any effort to improve in the learning process.

In this specific case, students will not care about improving the vocabulary to be able to communicate in the target language. "In order to be proficient and productive students, English-language learners (ELLs) need many opportunities to interact in social and academic situations (Mohr & Mohr 2007)." That means that participation is very important for improving in the English Language.

Table No. 2: Si la respuesta fue negativa: ¿Cuál consideras que es la razón principal? Puedes seleccionar más de una opción. (If the answer was negative: What do you consider the main reason? You are able to select more than one option.)

Table No. 2

Option list	Students'answers

Difficulty to understand the instructions and explanations in English	6
Lack of Vocabulary	14
Monotony of the Class	2

The preceding table shows the results of a multiple choice question. The option Difficulty to Understand the Instructions and Explanations in English was chosen by 6 students. 14 students selected Lack of Vocabulary while the item Monotony of the Class was elected by 2 students only. These results show that most of the students do not participate in classes due to the lack of vocabulary they have. "If learners do not acquire effective strategies for learning new vocabularies, they will be disappointed and will lose their self-confidence" (Nation, 2001). That means that having a lack of vocabulary can affect students' performance in every class because they think that they will commit mistakes due to that they will not answer correctly and other students will laugh of them; that is why, they prefer not to participate in classes.

Table No. 3: ¿Consideras que tu nivel de inglés es el adecuado para desarrollar sin dificultad las actividades en clase tales como prácticas escritas, tareas y exámenes? (Do you consider your English level is suitable to develop without any difficulty in-class activities such as written and oral activities, homework assignments, and exams?)

Table No. 3

Students' answers	
Yes	**No**
1/27	26/27

Out of 27 students, 26 students answered "No" to the question that was asked in this part of the questionnaire. Only 1 student selected the affirmative item. The results in table 3 show that the majority of students consider that their English Level is not suitable to develop their English activities efficiently. That means that students face a serious problem because if they do not have the appropriate level to communicate in English, they will not be able to communicate with the teacher and their classmates; moreover, they will find serious struggles when they have to take an evaluation test.

Table No. 4: Si la respuesta fue negativa: ¿Cuál consideras que es la razón principal? Puedes seleccionar más de una opción. (If the answer was negative: What do you consider the main reason? You are able to select more than one option.)

Table No. 4

Options list	Students' answers
Incomprehension of the Contents	9
Lack of Practices	9
Lack of Vocabulary	20

Source: Questionnaire addressed to second year students in February 19, 2020.

Out of 27 students, 20 students selected Lack of Vocabulary as the main reason. The options Incomprehension of the Contents and Lack of Practices were selected by 9 students. The previous table's results show that the majority of students agree that they have lack of vocabulary because they do not know what to answer when the teacher asks them for the meaning of a word. According to the previous information, it has been discovered that second-year students do not work efficiently in their foreign language learning due to a vocabulary deficiency. This lack of vocabulary is preventing students from performing accurately the different activities which are essential for their acquirement and understanding of knowledge during their English class. Having a proper level of vocabulary is essential for communicating with others. "Students cannot understand what they read without understanding what most of the words mean. Decades of research have confirmed the important role that vocabulary plays in reading comprehension and in students' overall academic success" (Hiebert & Kamil, 2005).

In addition, by means of an oral interview (Appendix B) addressed to the educator who is in charge of second year students at Centro Escolar Mercedes Monterrosa de Cárcamo during the present year, the research team found more valuable data in regards to lack of vocabulary hindering students from succeeding in the English subject. Based on teacher's responses, it was identified that the oral skill is the most difficult for students to develop since they do not feel confident when practicing oral exercises in class; students are afraid of making mistakes in front of the teacher and their own classmates. Besides, even though students also have difficulties in writing activities, they show more willingness to work on these kinds of activities than to work on the oral ones. Moreover, the teacher claimed that the

lack of vocabulary limits his students' learning process; he emphasized that it becomes difficult and frustrating the process if students do not understand what the teacher says or writes when learning a second language.

Furthermore, the educator also expressed that forgetting new words very soon, learning to use new words in context, writing words the way they are pronounced, and having pronunciation and spelling problems are some of the most common challenges students face when it comes to learn new vocabulary. Thus, the teacher declared that lack of vocabulary affects students' general performance in the class, he mentioned that vocabulary is very important in order to communicate in any language; if students' vocabulary is poor, they are going to have a lot of problems not only in trying to communicate with others but in trying to understand them.

According to the previous information, it has been discovered that second year students do not work efficiently in their foreign language learning due to a vocabulary deficiency. This lack of vocabulary is preventing students from performing accurately the different activities which are essential for their acquisition and understanding of knowledge during their English class.

Finally, after having analyzed the information gathered, the following question has arisen: To what extent will the implementation of the Task- Based Language Learning (TBLL) approach help improve second year students' management of a proper level of vocabulary while performing different classroom tasks at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020?

1.2 Objectives

1.2.1 General objective

To verify if the implementation of the Task-Based Language Learning (TBLL) approach will help second year students' management of a proper level of vocabulary while performing different classroom tasks at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020

1.2.2 Specific objectives

a. To determine if the implementation of the (TBLL) activity, Road Trip, enhances second year students' management of a proper level of vocabulary while performing different classroom tasks at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020

b. To verify whether the implementation of the oral activity regarding (TBLL) approach, The Farewell Party, improves second year students' management of a proper level of vocabulary while performing different classroom tasks at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020

c. To determine if the implementation of Matching Words activities as part the (TBLL) approach assures second year students' vocabulary acquisition at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020

1.3 Justification

The development of this investigation has become of great importance since researchers noticed that second-year students of Centro Escolar Mercedes Monterrosa de Cárcamo present several vocabulary deficiency problems during their English classes. This information was gathered through the execution of non-participant observation, a questionnaire addressed to the students (Appendix A), and an interview addressed to the teacher in charge of the subject (Appendix B). These tools were employed to identify different issues impeding student's performance in the English subject and to know the teacher's opinion about students' performance in classes. Since multiple vocabulary deficiencies were found inside the classroom, the researches decided to look for ways to help students overcome this problem with the assistance of the task-based language learning approach.

Besides, this research has been worth carrying out because it provides teachers with suggestions to help students overcome vocabulary deficiencies and the different challenges that come with this phenomenon. Also, this investigation guides the facilitators to verify whether the implementation of matching activities and oral activities (The Farewell Party and Road Trip) based on a task-based language learning approach assures the development of students in acquiring a proper level of English vocabulary necessary for their success in the subject. Moreover, this research study is of great importance for the target population because

it shares suggestions about new instruments they can use to improve their level of English vocabulary.

Researchers are aware of the importance of carrying out this study since it provides teachers and future researchers with suggestions and tools to help students; for this reason, the research group will also donate the various tools compiled in this research (such as lesson plans, quizzes, worksheets, written tests, and oral evaluations) as a formal textbook to Centro Escolar Mercedes Monterrosa de Cárcamo in order to make this research more meaningful for educational purposes.

1.4 Scope of the Research

The investigation pretended to help a group of 27 second-year students (section "A") who are taking English classes at Centro Escolar Mercedes Monterrosa de Cárcamo during the year 2020 to improve and increase their vocabulary bank to better their English skills because a vocabulary deficiency was found in the previous observations that researchers made. Thereby, students from other sections will not be taken into account in this research.

Also, the focus of this research is to perform the interventions with the task-based language learning approach to students from two to three months when needed because the intention is to look for ways to help students to improve their vocabulary through this approach that consists of the application of different activities that they can implement during classes. No other group of students has been taken into account and no other problematic situation was investigated. In this way, researchers would noticed students' improvement and the different results that students would show during the process, expecting positive results to help students because it was noticeable that they were facing difficulties in the English subject.

1.5. Limitations

The first limitation to be mentioned in this research study is that researchers had to stop the process of the investigation during the first months due to the ongoing global pandemic of coronavirus disease 2019 (COVID 19). This situation also hindered investigators from the opportunity to carry out the approaching to the field research and to apply the instruments created to collect significant data to contribute to the findings and conclusions for the present study since face-to-face classes were suspended in all the institutions. For this reason,

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researchers had to manage to create a research study that proposes future researchers the use of an approach to improve students' vocabulary.

Another limitation faced by the researchers refers to time and meetings. Due to the different responsibilities and schedules of each researcher affected for the new actions to put into account related to the pandemic situation, it was impossible for the group to carry out face to face meetings to discuss the development and improvements of the investigation. Researchers had to manage to communicate through social networks which affected sometimes to communicate clearly ideas and suggestions due to Internet interferences. However, despite all the inconveniences encountered, researchers managed to present relevant data about the research study.

CHAPTER II

THEORETICAL FRAMEWORK

When learning a second language or a foreign language, it is universally acknowledged that vocabulary is a fundamental part of the four language skills. For second language (ESL) or foreign language (EFL) learners, vocabulary is one of the most important language elements that support the skills of speaking, listening, reading and writing. In fact, McCarthy (1990) points out that "no matter how well the student learns grammar, no matter how successfully the sounds of second language are mastered, without words to express a wider range of meanings, communication in second language just cannot happen in any meaningful way."

In other words, language teachers may incorporate vocabulary learning into other language learning tasks, such as listening to stories, learning the meaning of words through contexts and information gap activities (Coady & Huckin, 1997). For this reason, second language scholars all over the world have created different types of approaches in order to facilitate and to guide how second language could be taught.

Task-Based Language Learning (TBLL) is an approach in which learning goes around the achievement of meaningful tasks. In the TBLL approach, the main focus is the authentic use of language for natural communication.

Acquiring an extensive vocabulary seems to be a big challenge for second language learners. For this reason, to task-based language learning learners, this approach helps facilitate their vocabulary learning. A large and rich vocabulary bank can be acquired with the help of TBLL (Nation, 2001). TBLL has been increasingly recognized as essential to language learning.

It is known that mastery of vocabulary is a gradual process and needs an effort invested by the learners. To the second language learners, learning new vocabulary has always been challenging for them. Even though it may not be possible for students to learn all new vocabulary items only in the classroom setting, it is imperative for the teacher to help students learn how to acquire new vocabulary on their own (Sokmen, 1997).

Some research works on Task-based language learning have pointed out several factors that affect vocabulary learning such as attitude, motivation, monotonous teaching strategies and learning environment.

2.1. Definition of Vocabulary

According to Jackson (2002), Vocabulary is the stock of words in a language, or that is known or used by an individual, or that is associated with particular activity. Vocabulary can be defined as the words we teach in the foreign language.

In addition, according to Merriam-Webster thesaurus dictionary, vocabulary is defined as: (1) a list or collection of words and phrases usually alphabetically arranged and explained or defined, (2) a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge, (3) a list or collection of terms or codes available for use (as in an indexing system), (4) a supply of expressive techniques or devices (as of an art from) "Vocabulary" (n.d).

2.1.1. Types of vocabulary

Vocabulary can be divided into two types; they are receptive vocabulary and productive ones.

2.1.1.1. Receptive vocabulary

It is words that cannot be produced correctly but understood through reading and listening activity and it requires a reader to associate label as in reading or listening.

2.1.1.2. Productive vocabulary

Productive vocabulary includes words that we use when we speak or write the words that we use in our own speech and writing are called productive or active vocabulary.

2.1.2. Vocabulary mastery

Vocabulary is seen as one of the language aspects that have to be mastered when people are learning a language. A learner of the foreign language will speak fluently and accurately, will write easily, and will understand what he or she reads or hears if this student has enough vocabulary and the capacity of using it accurately. Considering this, vocabulary mastery is students' competency to comprehend the meaning of certain words, to produce

those words in separate individual form both written and oral; and to identify the proper word use based on the context (Haliman, 2017).

2.1.3. Aspects of vocabulary

In relation to the words of Ur (1996) (as cited in Haliman, 2017), there are some aspects regarding vocabulary that students should master:

1. Pronunciation and Spelling

Students have to know how a word is pronounced and how it is written.

2. Grammar

Student must understand grammatical rules when they learn a set of new words.

3. Meaning

Students have to know the meaning of the words and their use in context; this primarily refers to the use of words in a more real world context, its denotation (A more subtle aspect of meaning that needs to be taught for the appropriate use of particular items in certain contexts).

2.2. Factors Affecting Vocabulary Learning

Ellis's framework (1994) acknowledges that vocabulary learning plays an important role in the second language acquisition. For learners, lack of vocabulary knowledge may have an effect on the four macro skills of reading, writing, listening and speaking in the target language. Knowing that language can help to express opinions, hopes, and even dreams, there are various factors in language learning context that influence the learning process such as attitude, motivation, monotonous teaching strategies and learning environment.

2.2.1 Attitude

Attitude is acknowledged as one of the major factors that impact on the learning process in order to succeed in mastering a new language. Attitudes towards learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance stated Kara (2009). It is argued that those students who possess positive beliefs about language learning have a propensity to increment more positive attitudes towards learning a new language than those students who possess a negative attitude.

2.2.2. Motivation

Motivation is the key to success in the learning teaching process. Without motivation, the goal of learning is difficult to be reached. Motivation influences what and how information is processed because motivated students are more likely to pay more attention and try to understand. The role of the teacher is really important in the learning process since the teacher is the one in charge of teaching and coming up with dynamic and creative activities for the students.

2.2.3. Monotonous teaching strategies

To create an interesting and dynamic learning environment without using repetitive activities all the time is not an easy task for educators. Student engagement is a key factor for a class to succeed but also attractive and creative teaching strategies play an important part in the learning process. Teachers can do small changes in order to avoid boredom in classes; for example, they should stop using the same tone of voice, giving just worksheets instead of other types of material, and they should relate with the students (Fu, 2003).

2.2.4. Learning environment

The Importance of a stimulating, dynamic and productive classroom is one of the most important factors in the learning process since this space provides relevant content, clear learning goals and feedback, opportunities to build social skills to students. But this is not just responsibility of the teacher is also crucial that students cooperate in order to create a suitable and excellent setting for learning (Kamali, 2012).

2.3. Definition of the Task-Based Language Learning Approach

Task-based language teaching (TBLL) focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. The Task-Based Language Learning helps facilitate learners' vocabulary learning process and helps them to become more self-directed in vocabulary learning.

The Task -Based Language Learning offers an alternative for English teachers. In a task-based lesson the teacher does not pre-determine which activity will be preceded; it depends on the necessities the class presents during the course of the class. Frost (n.d.) claims that Task-Based Language Learning follows certain stages:

2.3.1. Pre-task

The teacher introduces the topic and gives to the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

2.3.2. Task

The students complete a task in pairs or groups using the different resources that they have as the teacher monitors and offers motivation.

2.3.3. Planning

Students prepare a short oral or written report to inform the class what happened during their task. They then practice what they are going to say in their groups. Simultaneously the teacher is available for the students to ask for advice to clarify any doubt they may have.

2.3.4. Report

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

2.3.5. Analysis

The teacher then highlights important parts from the text of the recording for the students to analyze. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

2.3.6. Practice

Once and for all, the teacher selects language areas to practice based on the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of helpful language.

2.3.7. Task-based language learning advantages

In the words of Frost (n.d.), TBLL has some clear advantages:

1. Students have flexibility about their language control. In all three stages they must use all their language resources rather than just practicing one pre-selected item.

2. A natural context is developed from the students' experiences with the language that is personalized and important to them.

3. The students will have a much more varied exposure to language with TBLL. The students will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.

4. The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the textbook.

5. It is a strong communicative approach where students spend a lot of time communicating.

6. It is enjoyable and motivating.

2.4. Task- Based Language Learning Approach and Vocabulary

According to the words of Jurčenko (2015), to develop communicative language competence is essential and cannot be underestimated while teaching English as a second foreign language. Based on this, Task-based Language Learning approach (TBLL) (that is derived from the communicative language teaching approach) emphasizes the concept of communicative task as a way for improving the learner's vocabulary and grammar skills.

The design of a task-based lesson involves a consideration of the stages or components of a lesson that has a task as its principal component in relation (Ellis, nd.). On her work "Applying Task-based Language Learning Method for Teaching Vocabulary", Jurčenko (2015) claims that in a Task-based Language Learning approach (TBLL) lesson, the task includes three basic components, such as pre-task, task-cycle, and post-task. Besides, She also emphasizes (following the theoretical description of the approach and applying it in a focused-vocabulary lesson) that the goal of the pre-task phase is to think of the vocabulary associated with the topic; the task-cycle involves the students' group discussions of the task and presenting the report, and the post-task includes working with authentic material, focusing on the vocabulary.

Richards and Rodgers (2001) argued that TBLL is considered relatively a new method; no research on it was carried out until mid-1980s even though some elements of the method were used starting from 1950s. However, some research works on TBLL were performed later, and the results showed that it is a powerful tool for foreign language acquisition. To work with a lesson based on TBLL approach engages learners in task work, provides a better context for the activation of learning processes rather than form-focused activities, and hence it provides better opportunities for language learning to take place (Jurčenko, 2015).

Wanlu (2011) acknowledges that implicit vocabulary teaching in Task-Based Language Learning refers to a teaching approach that target words are embedded in a task, so that students will meet and use them incidentally, for example; reading, listening etc. On the other side, She remarks that explicit vocabulary teaching shares some characteristics with traditional language teaching in which teachers introduce target words and intentionally make learners focus on vocabulary items, for example; reciting word list, making sentences etc. Therefore, the aforementioned two approaches have their shortcomings, so that their relation should be considered complementary which suggests that Task-based Language Learning method can be used with other approaches when necessary to assure students' effective learning.

Task-Based Language Learning approach is a useful tool for enhancing students' vocabulary skills since it provides teachers with variety of different types of tasks (speaking, writing, non-productive vocabulary tasks) that makes working with new vocabulary unavoidable and constant, and also it makes possible the improvement and facilitation of the learners' abilities to remember new words (Jurčenko, 2015).

2.4.1. Impact of TBLL on second language acquisition

The popularity of Task-Based Language Learning (TBLL) approach has increased during the last two decades; this situation has caused many researchers, teachers, and methodologists assess the effectiveness of this approach. Rodriguez (2010) states that the "task" is currently considered to be the most effective means of promoting second language acquisition in the classroom; if task-based instruction takes place, language learning is more meaningful and natural. Besides, Richard and Rodgers (2001) have also indicated that task-based instruction tries to teach vocabulary both, directly and indirectly, in a natural context

which is important for achieving learners' communicative language competence (as cited in Jurčenko, 2015).

In relation to the words of Khoshsima (2016), achieving communicative competence in a second language can be enhanced by developing the knowledge of vocabulary. He also remarks that vocabulary is part of every language skill and improving it leads to the enhancement of communicative competence. Besides, vocabulary improvement also has a strong impact on reading comprehension as a positive result, and as it is obvious, without comprehension, there is no learning.

Language teaching researches (in recent years) have shown tendency that working with "tasks" can improve language learning process even though many tasks have been designed for pedagogic purposes in the past (Khoshsima, 2016). Hence, Prabhu (1987) points out that there are three major types of tasks according to the type of cognitive activity involved. They are; information-gap tasks, reasoning gap tasks and jigsaw tasks (as cited in Khoshsima, 2016).

Despite of the amount of research on second language vocabulary acquisition has increased in recent years, there has not been obtained yet any agreement about what could be the most effective approach to teach vocabulary. Even so, it has been accepted, among various teaching methods, that explicit and implicit teaching are two important approaches that are adopted in vocabulary teaching (Read, 2000) (as cited in Wanlu, 2011). Therefore, as an attempt to make full use of the advantages of these two approaches already mentioned, task-based language teaching provides learners with access to both explicit and implicit learning experience. So learners practice target items while completing tasks focusing on linguistic items that are embedded in interesting activities (Wanlu, 2011).

English is one substantial subject in the curriculum of school although it is a foreign language. At the same time, it is necessary for students to master the English language in order to develop their language communication skill not only in the academic field but also in the social context since English is widely used for communication around the world. The ability to master vocabularies is very crucial in the High School level since vocabulary has an important role; it has been demonstrated that vocabulary has become a major resource for language use. Moreover, Kamalian, B., Payame, S., and Safari, M. (2017) claim that without good

vocabulary mastery, students will end up facing difficulties in their study of the English subject, and also they will not be able to know how to enrich their vocabulary; as a result, students will gradually lose interest in learning.

In Schmitt's words (2000) (as cited in Wanlu, 2011), in any well-structured vocabulary program there are needs to be the proper mix of explicit teaching and activities from which incidental learning can occur. This previous comment justifies the adoption of implementing the Task-Based Language Learning Approach in teaching vocabulary because this method not only provides learners with opportunities to use vocabulary in meaning-focused communication but incidentally draws their attention to target words when the communication breaks down (Wanlu, 2011).

2.5. Advantages of Using Task-Based Language Learning Activities

Ontesol (2016) pointed out that "The Task-Based Language Learning approach focuses on the acquisition of language through relevant, applicable tasks that take place in a relaxed, positive environment." That means that the lessons come in the form of activities that engage their innate linguistic faculties and processes. So, instead of learning about the language and listening as the teacher points to foreign words on the blackboard, students are busily working on a task that can only be completed by actually using the target language. Furthermore, these activities help students to get involved and understand much better the target language; besides, it helps students to increase their vocabulary bank. Richards and Renandya (2002) assume that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (Richards & Renandya, 2002, p. 255). Bellow, there are some advantages of using the task-based language learning activities.

1. Get students to use their skills at their current level to help develop language through its use.

2. Give students a different way of understanding language as a tool instead of as a specific goal.

3. Bring teaching from abstract knowledge to real world application.

4. Give students a chance to explore the language they want to know. Instead of telling them what grammar and vocabulary they need to learn, students discover what they

need to know during the process. Moreover, students control the language they learn and produce.

5. Students can base their learning on their own experiences. This makes learning far more personal and relevant to your students in many cases. That is why, this makes it more memorable for learners

6. TBLL approach can expose students to many more varied uses of English.

7. In comparison to PPP, TBLL is more students centered and communicative. This is where the trend is going in language learning and anything you can do to reduce student talking time, the better.

8. Errors are a natural part of the learning process in TBLL and are seen as a learning opportunity.

9. Students are generally very motivated to complete the tasks because it is something they have chosen to do and it is relevant to them.

2.6. TBLL Activities: Useful for Learning Vocabulary

TBLL activities are very useful for learning vocabulary because teachers usually explain vocabulary in a pre-task and learners are not involved; in that way, words are easily forgotten, so it is beneficial for the students if the teacher thinks of creative ways to involve students in the pre-task. In addition, vocabulary learning occurs effectively as learners take part in cooperative task based interaction. After performing the task if the learners are encouraged to keep a record of new words, revise those words, and analyze them in different contexts and ways, it will reinforce their learning of vocabulary. "The teacher needs to ensure that, through tasks, learners are given opportunities to meet and explore new vocabulary without direct teacher assistance, and to use this vocabulary to meet meaningful task goals (Newton, 2001).

2.6.1. Road trip

One idea from task-based learning is to simulate different real-world experiences such as traveling or parties in the classroom; this perception has to do with teachers providing students a situation to put into practice or a task to complete instead of giving them an exercise, list of vocabulary or a grammatical structure to memorize and rehearse.

Ludwing (n.d.) describes Road Trip as a reasoning gap activity in which teacher asks students to derive some information based on the data they have previously provided to their students. The process to develop this activity accurately is the following:

To carry out this type of activity, teachers must have enough maps for each group in a class. Since students are likely more familiar with their home country than the country whose language they are studying, the tutor should be sure to have local maps; everyone has to work under the perception that this is going to be a true "road trip," meaning that someone must be driving, for example.

At the beginning of the class, the teacher must ask each group what information they need from him/her in order to plan the perfect trip. This might include the number of days chosen to travel, the budget and what they are allowed to do on the road or during free time. Once this information is set, each group must get together to plan their ideal road trip. When students are done, they have to present their trip to the entire class. Then, the class, as a whole, can vote on which trip they would take; they should be able to explain why they made that choice, especially if they chose a trip different from the one they have worked on.

Finally, depending on the level of the students, there are a couple of options. If it is a lower-level class, they could write a short postcard home, telling some key points of one day of the trip. And if it is a more advanced level class, students could write two or three days' journal entries, similar to a postcard, but more detailed and, of course, using more language skills.

This potential Task- Based Language Learning activity can connect students with a current theme, literature, holidays or seasons, current events, a project or student interest area which can also be seen as an opportunity for students to acquire new vocabulary. Interestingly, this activity may generate feelings of anxiety, nervousness and excitement that often accompany using the new language in a real situation.

2.6.2. The farewell party

This is a task-based language learning activity (TBLL) designed for EFL/ESL young learners. The purpose is to make students practice language related to parties. In addition, it is very useful because students think on different types of parties; in that way, they learn party vocabulary. The activity consists of asking students to brainstorm what type of party they

would plan for a friend who is moving away and what they would need for it. Due to this, students will be thinking about parties in their own cultures. Before class, teachers will need to make a shopping list and a separate stack of cards. In each card, the name of the foods and drinks that appear in that list will be written. Then each student will get a list and a card. After that, students have to go around and identify, in the target language, who is bringing what to the party.

Once the teacher has been assured that everyone has done this step correctly, he/she can divide the class into small groups and start the second stage: planning the actual party. For this task, the teacher will need to assign students a number of questions to resolve: when the best time for the party is, what they will do at the party, what kind of farewell present(s) to buy for their mutual friend and what other food or drinks would be appropriate to bring. At the end, each group will present its party plan and everyone will decide who has planned the best party.

2.6.3. Matching words activities

Second language learners must learn thousands of words to deal successfully with a range of language uses, this phenomenon has been, for long, one of the biggest obstacles students may face while acquiring English. It is not surprising then, that both teachers and learners are eager to know what can foster such acquisition. Lee (2011) declares that it is necessary to have a strategic plan about how to handle vocabulary efficiently, and programs overemphasizing communication; otherwise, authenticity (one of the main characteristics of TBLL approach) would be considerably affected.

Although some supporters of Task- Based Language Learning approach may outlaw exercises, considering them decontextualized and repetitious, it is worth exploring if a combination of TBLL approach and numerous vocabulary practices can be used together to enhance the retention of words in terms of quality, quantity, and duration (Lee, 2011)

In the words of Haldfield (1999) (as cited in Bayu, 2017), game can be defined as an activity with goal and element of fun. Game and teaching have been related since teachers have been using games as a teaching resource. Games are believed to make young learners be more focused on the material taught; so it can be said whenever a game is used in a class, most

of young learners will feel enthusiastic to learn since teaching using this practical resource help young learners to concentrate more when learning (Bayu, 2017).

Matching word activities are used recurrently during the development of a lesson focused on reading and writing. Muslimin (2016) states that matching word games became very useful for teachers at the moment of teaching vocabulary since these games may help them to prepare vocabulary lessons for their classes in which students become experts with different vocabulary enrichment tools like synonyms, verbs or specific terms having fun while learning.

Consequently, teachers can teach and reinforce an extensive range of contents by using vocabulary matching word games. Slattery and Willis (2001) (as cited in Muslimin, 2016) suggested that this type of teaching resource will help children become familiar with new vocabulary in an enjoyable way. Besides, Allen (1983) (as cited in Muslimin, 2016) declares that matching word games can create conditions in which the use of the target language is necessary for leading players to the correct guess game of matching an image or in this case "words" with similar meanings or description.

Therefore, Amato (1996) (as cited in Mubaslat, 2012) states that, in fact, games (among several strategies used to improve students' proficiency) can provide English as a foreign language (EFL) and English as a second language (ESL) students more than that since games are another useful strategy to promote students' language proficiency

The "Make a match" word game is a technique that will help teachers to make the process of teaching vocabulary easier. In teaching, this type of activities must not be seen only as a making pairs' game, but as an accurate way to help the students get new words easily. By using the Make a Match activity, students will improve their vocabulary acquisition in a better way (Sari, 2016).

In her work "Improving Students' Vocabulary Mastery through Make a Match Technique", Sari (2016) remarks of the advantages of using the Matching Word technique in teaching:

1. The students certainly feel happy and relaxed during the teaching learning process.

2. The students participate and develop their confidence.

3. The students are more active and more interested in the learning process.

4. The students have to express their ideas.

5. The students learn using a simple and easy technique.

6. The students work together to learn.

Nowadays, teachers can use even the media for teaching and finding the matching games to be used in a lesson; these games can be found on multiple platforms online, and the only thing required is a secure Internet connection to download the game. On the web, this type of games can be played online or offline; it does not matter whether teachers and students are at home or at school, they can use this entertaining tool in the process of learning English as a foreign language (Muslimin, 2016). Finally, Matching Word games are easy to download (if necessary) and can be played anytime; this game can be one technique to improve students' vocabulary in a fun and enjoyable way.

2.7 How to Assess Vocabulary

It is known, vocabulary plays an essential part in any language because it helps to communicate well with other people. Also a vocabulary bank helps students to ace their tests. However, there are different methods to teach or measure vocabulary, but these methods differ from each other depending on the way teachers develop them and also the way students get the information. Even though the methods are different, there are some methods that have proved to be effective when assessing new vocabulary.

2.7.1 Assessing vocabulary

One of the most important steps when learning any language is to learn new vocabulary in order to increase the fluency and accuracy of the language, but it is also important to know how to apply this new vocabulary in context. This is why students need to have a facilitator or teacher who knows how to help and knows the function of every word learned so far; that is why, assessing vocabulary is an essential part of the learning language process because students need to be controlled and helped to improve their vocabulary bank.

1. Define a word

One way to assess vocabulary is to ask a person the definition of the word. This means that if a teacher assigns students a list of words to learn, the easiest way to assess whether a

student has mastered these new words is to give them a closed book test in which they must provide the definitions.

However, this type of formal test is an incomplete method of assessing vocabulary for the following reasons.

1. It is incomplete because it is artificial. It is rare for a person to encounter a word in an isolated setting and be asked to define it.

2. The true value of knowing a word is to be able to use it; and the knowledge of a word is often easier to obtain if the word is used in context.

2. Use in context

A more complete method of assessing vocabulary is to decide whether a student can use a word properly in context, or recognize and discern the definition in context.

Assessing vocabulary is difficult because the true measure of a person´s vocabulary is not just whether they have memorized a list of words, but is how many words they know overall and use in everyday conversation and writing ("Asses," n.d.).

Certainly, these methods are totally different from the standard ones that are used in schools because they are simpler and easier to use. Here are some examples of the methods teachers use in school:

1. Observation

2. Vocabulary games

3. Tests

These methods are useful, but they need more attention and different ways of practice. That is why, the two methods previously mentioned are much better because they force students to ask, learn, memorize and put into practice the new vocabulary in order to have a better learning process.

2.8. Assessment Dimensions

Task-based learning language approach is not the only approach that can help teachers to control student's vocabulary learning or help students to gain new vocabulary by doing different types of activities. There are also other approaches that are useful, and there is one in

particular that gives good techniques to reach that objective. Even if it is not called an approach but assessment dimensions.

2.8.1. Discrete–embedded

At the discrete end of the assessment, the teacher has vocabulary treated as a separate subtest or isolated set of words distinct from each word's role within a larger construct of comprehension, composition, or conceptual application. Alternatively, a purely embedded measure would look at how students operationalize vocabulary in a holistic context and a vocabulary scale might be one measure of the larger construct.

For example, Blachowicz and Fisher's (2006) description of anecdotal record keeping is an example of an embedded measure. Throughout a content unit, a teacher keeps notes on vocabulary use by the students. Those notes are then transferred to a checklist that documents whether students applied the word in discussion, writing, or on a test.

Even if words are presented in context, measures can be considered discrete measures if they are not using the vocabulary as part of a larger disciplinary knowledge construct. The 2009 National Assessment of Educational Progress (NAEP) framework assumes an embedded approach (National Assessment Governing Board [NAGB], 2009). Vocabulary items are interspersed among the comprehension items and viewed as part of the comprehension construct, but a vocabulary subtest score is also reported.

2.8.2. Selective–comprehensive

The smaller the set of words from which the test sample is drawn, the more selective the test is. If testing the new words from one story, assessment is at the selective end of the approach. However, tests from a larger corpus of general vocabulary are considered to be at the comprehensive end of this approach.

The selective end would be a basal unit test or a disciplinary unit test. Further, along the approach toward comprehensive would be the vocabulary component of a state criterion referenced test in a single discipline.

2.8.3. Context-independent–context-dependent

In its extreme form, context-independent tests simply present a word as an isolated element. However, this dimension has more to do with the need to engage with context to

derive a meaning than simply how the word is presented. In multiple-choice measures that are context-dependent, all choices represent a possible definition of the word. Students need to identify the correct definition reflecting the word's use in a particular text passage.

Typically, embedded measures require the student to apply the word appropriately for the embedded context. Test designers for the 2009 NAEP were deliberate in selecting polysemous items and constructing distractors that reflect alternative meanings for each assessed word (NAGB, 2009)

2.9 Activities to Measure Vocabulary

It is well known that vocabulary is one of the keys to communicate well in any language. Since people start to learn a new language, it is important to increase the knowledge not only by learning the different tenses, but also by learning as much vocabulary as people can. A good repertory of words helps students to manage any language properly, and it includes fluency, accuracy, etc. All the previously mentioned is the result of having a lot of practice by doing activities that boost students' vocabulary along their studies. So, here are some activities that help students to measure vocabulary, and teachers should follow to assess students' vocabulary.

2.9.1. Simple discussions around the new word.

Teachers have to simply ask a question with the new vocabulary word that will elicit a thoughtful discussion. For example, if the new word is cautiously, students could say something like this:

> "If you are walking through a dark cave, you need to do it cautiously. What are other things that you should do cautiously?" or "If you face a problem with a friend what would be your attitude to solve the situation? Or would you raise your children the same way your parents raised you? Or would you change something during their educational process?" (Beck, 2020) (as cited in Anna, 2015).

2.9.2. Choosing the right word.

The teacher has to ask a question and the students have to answer which vocabulary word fits. This is a great activity to do during transition times or other moments when students

have less than a minute. The teacher has to write down a list of questions where students can put into practice the new words. Then students can practice the new words at any moment throughout the week.

Here's an example.

"Which word best describes the movement of a butterfly? Flutter or scatter?" or "If a parent yells at you for something that wasn't your fault, is that gradual or harsh?" (Beck, 2020) (as cited in Anna, 2015).

2.9.3. Playing "Counting Dude, Bragging Dude."

In this strategy, each student should have a vocabulary word printed on a lanyard hanging around his/her name and divide the class into two groups: Counting Dudes and Bragging Dudes, Counting Dudes line up on one side of the room, and Bragging Dudes on the other. At teachers' signal, students find a partner. Bragging Dudes must create sentences of seven or more words featuring the words on their lanyards. Counting Dudes must listen carefully and determine if the word was used accurately. When finished, students switch roles (Beck, 2020) (as cited in Anna, 2015).

2.9.4. Finishing the sentence.

The facilitator uses a new word in a sentence starter and asks the students to finish the sentence in different ways. Depending on the learners, this can be done orally as a written exercise.

For example:

In order to keep the students safe, the principal wants to prevent …

I was nervous when I was about to approach …

One example of a healthy habit is … (Beck, 2020) (as cited in Anna, 2015).

2.9.5. Telling the teacher if the use of a word makes sense.

Again, this is another super simple vocabulary activity that teachers can do whenever they have a moment. On the weekend or during their preparation time, they can write a list of statements that feature the new vocabulary words. Some sentences should make sense, and some should not. During the week, the teacher has to read a sentence or two and later the

teacher will ask students to tell if it makes sense. If it does not make sense, they need to explain why.

For example:

The doctor gave the nurse a signal that it was time to begin the operation. (This makes sense. Teachers could follow up by asking the students what that signal might be.)

Florida's climate is crowded. (This does not make sense. Climate refers to weather, and weather cannot be crowded.) (Beck, 2020) (as cited in Anna, 2015).

Summing up, there are a lot of activities that help to increase and to measure vocabulary. Although there are some of them that are more efficient than others, it is noticeable that students can improve their vocabulary through activities that lead to a better development of fluency and accuracy through learning new vocabulary not ignoring that a teacher or facilitator must assess student's new vocabulary through the different methods or approaches that are available.

CHAPTER III

HYPOTHESIS AND OPERATIONALIZATION OF VARIABLES

Research Question	General Objective	Specific Objectives	Hypothesis	Units of Analysis	Variables	Definition of Variables	Indicators	Tools	Time
To what extent will the implementation of the Task-Based Language Learning (TBLL) approach help improve second year students' management of a proper level of vocabulary while performing different classroom tasks at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020?	To verify if the implementation of the Task-Based Language Learning (TBLL) approach will help second year students' management of a proper level of vocabulary while performing different classroom tasks at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020	a. To determine if the implementation of the (TBLL) activity, Road Trip, enhances second year students' management of a proper level of vocabulary while performing different classroom tasks at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020 b. To verify whether the implementation	The implementation of the Task-Based Language Learning activities such as Road Trip, The Farewell Party, and Matching Words, will help second year students to manage a proper level of vocabulary at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020.	Second-Year students at Centro Escolar Mercedes Monterrosa de Cárcamo	**Independent** 1. Road Trip (TBLL Activity)	A reasoning gap activity in which teacher asks students to derive some information based on the data they have previously provided	-Grammar section -Reading activity -Matching Words activity -Road Trip task -Students' task performance using new vocabulary -Students' proficiency to elaborate meaningful sentences using new words related to a road trip	-Lesson plan -Observation check-list -Questionnaire	8 hrs
					2. The Farewell Party	A task-based language	-Grammar section -Reading	-Lesson	8 hrs

		of the oral activity regarding (TBLL) approach, The Farewell Party, improves second year students' management of a proper level of vocabulary while performing different classroom tasks at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020			(TBLL activity)	learning activity (TBLL) designed for EFL/ESL young learners whose purpose is to make students practice language related to parties	activity -Matching Words activity -Farewell Party task Students' ability to plan a farewell party - Students' mastery of New vocabulary in an specific context (a party)	plan - Observation check-list - Questionnaire	
		c. To determine if the implementation of Matching Words activities as part the (TBLL) approach			3. Matching Words Activity	An activity that sets up conditions in which the use of the target language is necessary for leading players to the correct guess game	-Students' ability to retain new words in terms of quality and quantity -Students' new words acquisition through	- Lesson plan -Quiz	4 hrs

		assures second year students' vocabulary acquisition at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020					of matching an image or in this case "words" with similar meanings or description	matching words activity	
						Dependent			
						Vocabulary Mastery	Number of words someone knows (to know the meaning of it, to understand it, and to use it in sentence context)	- Vocabulary Variety -Use of words in context - Pronunciation of words	- Written test -Oral Test - Observation Checklist - Questionnaire addressed to students	10 hrs

CHAPTER IV

METHODOLOGICAL DESIGN

This chapter involves everything related with how researchers would conduct the entire research process which is meant to provide appropriate responses to the research question which is "To what extent will the implementation of the Task- Based Language Learning approach help improve second year students' management of a proper level of vocabulary while performing different classroom tasks at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020?".

Throughout the methodological design of the study "The Implementation of the Task- Based Language Learning Approach ─ A Strategy to Enhance Second Year Students' Vocabulary Deficiency at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020", investigators would develop a series of steps. The steps taken into consideration in this stage of the study were Paradigm and Design, Sampling Procedure, Preliminary Phase, Planning Phase, Execution Phase, Timeline, and Budget. By following these steps, the researchers expected to obtain more efficient and substantial data about the insights that have been set previously for the present investigation.

4.1 Paradigm and Design

This research has been conducted under the quantitative paradigm since it follows some characteristics that are involved within the quantitative framework. For example, this investigation presents a cause and effect relationship between the variables "Implementation of the Task-Based Language Learning (TBLL) Approach and "Students' Management of a Proper Level of Vocabulary. Besides, it is important to emphasize that researchers did not have any relationship with the units of analysis being observed. Another characteristic taken into consideration is that the results obtained from this study will be free from subjective interpretations, and they would be tabulated and analyzed statically.

Furthermore, this investigation has been conducted based on the Exploratory, and Experimental-Descriptive types of study since little is known about the phenomenon being studied and the independent variables were manipulated by means of developing exercises using lesson plans to see the results in the dependent variable. Although lack of vocabulary is a problem that has been considered in a lot of previous studies, the approach selected for this

investigation to face this phenomenon is relatively new when it comes to solve issues related to poor levels of vocabulary. One of the characteristics of this type of study is that it allows researchers to dig more into the chosen phenomenon, "students' management of a proper level of vocabulary while performing different classroom tasks". The study has been conducted focusing on the exploratory research type in order to get more information about the execution of the Task-Based Language Learning (TBLL) and its impact in students' vocabulary level improvement. This type of study will help researchers not only to find more information about the phenomenon, but also to provide new perspectives and different suggestions to enhance students' management of a proper level of vocabulary while performing different classroom tasks when learning a foreign language specifically. Moreover, this study has been also conducted following the Experimental- Descriptive type in order to let the reader and future researchers know how the phenomenon takes place and how it can be approached manipulating the independent variables though the development of activities based on the TBLL approach. The information collected working within the aspects based on the descriptive type of research will be useful when investigating the implementation of such Approach - a strategy to enhance second year students' vocabulary deficiency at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020.

4.2 Sampling Procedure

The target population chosen for this research study was second - year students of section "A," at Centro Escolar Mercedes Monterrosa de Cárcamo located in Atiquizaya, Ahuachapán, during 2020; this population consists of 27 students. To make this selection, researchers executed a census carried out by the cluster sampling procedures. No formula was taken out. Thus, the sample consists of all the students of one class, second year students section "A" taking the English subject since it was observed that this population presented homogeneous characteristics and had an equal chance of being a part of the sample.

4.3 Preliminary Phrase

In this phase the researchers who conducted the study "The Implementation of the Task-Based Language Learning Approach ─ A Strategy to Enhance Second Year Students' Vocabulary Deficiency at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020",

provide information based on three steps: approaching the field of study, the diagnostic study, and the definition of the phenomenon.

4.3.1 Approaching the field of study

In the course of the month of February, 2020, it was observed that second year students at Centro Escolar Mercedes Monterrosa de Cárcamo showed deficiencies with respect to vocabulary. As a consequence, students were struggling while performing different in-class activities in view of students did not comprehend how to manage the word meaning, the proper use of words and the correct pronunciation of English words. Also, they were having difficulties while doing written and oral practices either working individually or working in groups. This phenomenon caught the researchers' attention; so they decided to approach some students and the facilitator of the group by means of getting to know more about the existent problem and how it was taking place. Before taking action, the researchers asked for permission to the facilitator of the group in order to administer a diagnostic questionnaire to students and an oral interview addressed to the teacher in charge of the selected group, all of this with the purpose of collecting evidence for confirming the existent phenomenon.

To recollect data, the researchers elaborated two permission letters in order to be able to approach the group formally. Such letters were sent to the principal of Centro Escolar Mercedes Monterrosa de Cárcamo and to the facilitator of the selected group. The researchers also asked to the facilitator by means of presenting a written permission letter to carry out observations, questionnaires, written tests, and the necessary tools to be used.

4.3.2 Diagnostic Study

In order to set the scope of the study and to verify objectively the presence of the problem respecting second year students at Centro Escolar Mercedes Monterrosa de Cárcamo, the researchers created a questionnaire addressed to students (Appendix A) and an oral interview addressed to the educator (Appendix B) in charge of the group. By means of rigorous non-participant observation and also following single-sampling cluster procedure, second year students of section "A" at Centro Escolar Mercedes Monterrosa de Cárcamo were chosen as the sample of the population to conduct the diagnostic survey.

The researchers addressed the questionnaire (Appendix A) to the group of students with the purpose of confirming the results found during the non- participant observation that

had been carried out previously to discover the problems affecting this population. The questionnaire was composed of four questions aimed to get more information about the phenomenon and to know students' perception about it. The first question aimed to discover students' motivation to perform and to participate in the different in-class activities in the English subject. The second question was asked to find out what was the main reason about why students show an indisposition to carry out the different activities in the English class. The third question meant to discover students' own perception about their English capacity to develop without any problem the activities required in every single class. Finally, the purpose of the last question was to know students' opinion about the problem hindering them from developing without any problem in-class activities.

Consequently, after having obtained all the primary data from the students, it became necessary to know the educator's perception about the phenomenon affecting students regarding lack of vocabulary to support sustain the prior findings. For this reason, researchers conducted an oral interview (Appendix B) addressed to the teacher of the selected group. The questions prepared for this interview were meant to collect information about second year students in relation with the phenomenon lack of vocabulary and its effect on students when developing different tasks in the English subject.

4.3.3 Definition of the Problem

After finishing the preliminary study, the researchers collected a lot of information that helped to define the problem and its scope. The preliminary observation showed that Second-year students at Centro Escolar Mercedes Monterrosa de Cárcamo presented deficiency regarding the acquisition of English vocabulary. This phenomenon impacted negatively students' performance and attitudes during the development of the class hindering them from succeeding in learning the language correctly. For instance, the students emphasized the importance of learning new vocabulary to succeed in the class and in their evaluations. The students showed the researchers the main causes for which they did not know what to answer when the teachers asked them specific commands or asked them for the meaning of a word. Besides, it was observed that students just spoke in Spanish instead of English during the whole class because they stated that they were afraid of speaking in English due to the lack of

vocabulary they had. Finally, the students showed the difficulties they had while performing in-class tasks such as written and oral activities.

4.4 Planning Phase

After having conducted the diagnostic study, the researchers started the planning phase that contains a solid Theoretical Framework. This framework was necessary to specify all the indicators of the variables in the project; just like that, the researchers started doing the operationalization of the variables which were used later to build each of the data collection instruments. After having built the instruments, the researchers validated them, making sure that they achieved validity, reliability, and all the ethical aspects of the research.

4.4.1 Literature Review

The first and fundamental step to build the Theoretical Framework was to find the best method to improve second-year students' vocabulary. Later, researchers looked for reliable resources (books, thesis, and articles). Moreover, they looked for adequate information on the Internet, mostly from universities, some organizations, and educational articles, but there was not any main source since the information was taken from reports, theses, and other important documents related to the field of the study. The information was analyzed to obtain important data. However, only the most important and relevant data was used.

The researchers used the American Psychological Association style (APA) to use correct format and mechanics, and to cite the sources of information properly so as to avoid plagiarism. Besides, based on APA, the researchers wrote the corresponding references of every source of information. First of all, the Theoretical Framework contains data related to the importance of vocabulary when learning the English language and the types of vocabulary. Then, it portrays two types of vocabulary which are Receptive vocabulary and Productive Vocabulary. Besides, it explains the factors that affect vocabulary learning such as attitude, motivation, monotonous teaching strategies, and learning environment. After that, the method that will help students to enhance vocabulary deficiency and how it can be implemented to help students acquire vocabulary to succeed in their English classes, Task-Based Language Learning (TBLL) is included. Eventually, it points out the advantages and benefits of using TBLL to help students learn vocabulary to succeed in the classes. After, it explains some of the activities that can be used to make students learn vocabulary effectively such as a) The

Farewell Party purpose is to make students practice language related to parties. In this activity, students have to think about different types of parties; in that way, they learn party vocabulary. b) Road Trip purpose is to simulate different real-world experiences that have to do with traveling in the classroom. c) Matching Words Activities are very essential when learning vocabulary because students become experts with different vocabulary enrichment tools like synonyms, verbs, or specific terms having fun while learning. Finally, it portrays the importance of assessing vocabulary and how to implement it in a class, and also it mentions some activities that can be very useful to help students to assess vocabulary.

All the above-mentioned aspects were carefully searched in the available literature to build the Theoretical Framework that describes and strongly relates to the field of study. These factors were used to operationalize the variables of the hypothesis.

4.4.2 Operationalization of the Variables

To begin with, the variables were analyzed in a detailed way making sure they were easy to observe, describe, and measure. Then the researchers started studying deeply the Theoretical Framework in order to find all the necessary indicators per variable. The researchers made sure to divide each variable into the appropriate number of indicators and that those indicators really measure the variable. When all the indicators were established, the researchers began working on a complete visualization of the research in a template. They filled in this template with the research question, the objectives, the hypothesis, the variables, the definition of the variables, the units of analysis (the target population), the indicators, the tools to measure each variable, and the estimated time that would be necessary to collect the data by administering each of the tools.

4.4.3 Data Collection Instruments

To gather data during the development of this research study about the implementation of Task-Based Language Learning- a Strategy to Enhance Second-Year Students Vocabulary Deficiency at Centro Escolar Mercedes Monterrosa de Cárcamo, seven tools would be applied: a) observation checklist (Appendix E and I) which contained statements that were useful to know students' attitude towards vocabulary activities. b) A questionnaire (Appendix F) that contained closed questions with a list of possible answers or options from which the respondents must choose. c) A lesson plan (Appendix C) that would be

implemented in four classes - every class in 50 minutes, and it included grammar explanations and tasks using the TBLL approach in combination with the Road Trip Activity. d) Another lesson plan (Appendix D) that focused on for four classes that contained information and vocabulary about farewell parties and it contained matching words tasks. c) A quiz (Appendix G and H) to assess students' vocabulary retention and acquisition. d) A written test (Appendix L) which would be very useful to measure how much students have improved regarding their vocabulary deficiency and it contained thirty questions that would be asked to students to write the meaning of a word or to match the word with the correct meaning, and finally, e) an oral test (Appendix N) that contained four questions and (it would be individual) that would help to measure how much students have improved in their speaking skill regarding their vocabulary deficiency. Besides, it was necessary to create some grade scales (Appendix J, K, and O) in order to translate students' evaluations scores into accurate values that would make the analysis and interpretation of results simple. Finally, researchers created a validation sheet (Appendix P) that included items about requirements needed to make modifications and adjustments to the instruments meant to collect the data.

4.4.4 Validation of data collection instruments

The investigators presented the instruments mentioned above to research experts who helped the researchers conduct their project properly. A validation sheet was needed to provide experts with certain aspects that graded the quality of the instrument.

Once the different instruments were elaborated, they were checked by professionals of the Foreign Language Department, Western Multidisciplinary Campus of the University of El Salvador. The researchers provided the whole matrix of the operationalization of the hypothesis so that the facilitator had a clear idea about the research study and the indicators that are related with all the tools created. When having the instruments validated, and improved based on the gotten observations, the researchers were ready to administer them to the population in study.

4.4.5 Validity and reliability

In order to assure validity, the researchers elaborated the instruments based on "Face and Content Validity". When assuring "Face validity", the researchers took into account that every indicator in the operationalization fulfilled its purpose according to the aspects of the

variables. Moreover, the researchers assured that they have enough indicators in order to measure the variables. When assuring "Content Validity", the research team checked the degree to which each question covers the content to be studied. Besides, the researchers made sure that the number of questions per indicator is enough, if the order of questions is appropriate, if the directions are clear, and if the order of options is correct. Also, the research team checked if the grammar is correct, and if the aesthetics are properly used. Plus, the researchers made sure that ambiguities and confusing terms are left aside from the study; therefore, the validation process was helpful in order to have a well-done work.

To assure "Reliability", the researchers would check the degree to which the instruments present the same results despite applying them in different moments. To make sure that "Reliability" is present in the study, the researchers would administer the tools in exactly the same conditions. Besides, to assure "Reliability", the researchers would include internal consistency to make sure of a consistency of items or questions, and integrate reliability which would assure homogeneity in the results. In order to assure the above mentioned, the researchers would work with the established tools at every time (no modification would be done unless there is a consensus on it).

4.4.6 Ethical aspects

To carry out this research, ethical aspects such us honesty, integrity, carefulness, openness and confidentiality have been taken into account from start to finish. The researchers have managed a respectful and polite point of view according to the fundamental ethical standards. The researchers would keep confidentiality in relation to each participant's information. Furthermore, the researchers would be equitable to analyze and to interpret all the data gathered. The researchers would also promote objectivity to evaluate students' performance. Finally, the researchers would be ethical and reasonable putting personal opinions apart despite the results obtained from students in distinction to the different tools used during the whole research process.

4.5 Execution phase

In the following sections, the researchers give a detailed explanation about those procedures to be used to gather, process, and analyze data.

4.5.1 Data collection procedure

Once the researchers determined the appropriate data collection instruments to be used to gather and to measure the required information, it would be necessary to follow a systematic procedure and start working on the data collection process. The data collection tools selected for this investigation stage would be administered to second year students, section "A" at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020.

Researchers would start working with the target population implementing a lesson plan created based on the TBLL approach (Appendix C); this action would provide the investigators the required scenarios in which they would be able to execute the different tools meant to collect data related to the phenomenon being studied. During this intervention, the researchers would make use of some observation check-lists (Appendix E and I) to evaluate students' improvements and responses to the chosen approach while they are being exposed to it in real time. At the end of the intervention, the researchers would administer a questionnaire to students (Appendix E) to know their own perceptions regarding the TBLL plan of study and also students would perform a short quiz (Appendix G) meant to assess vocabulary acquisition up to this point of the intervention.

Once the first intervention concludes, the investigators would proceed to implement another TBLL lesson (Appendix D) following the steps developed in the previous intervention sessions and administering the same tools in the same order; all of this to identify students' reactions to work under the same approach but with a different activity.

To continue with the data collection process, researchers would administer a written test (Appendix L) to evaluate students' impact regarding new vocabulary and its use in context. Then, students would be asked to be prepared to perform an oral test (Appendix N) to asses some aspects related with new words acquisition after having worked under a Task- Based Language Learning approach.

4.5.2. Data Processing

In the data processing, the researchers would classify and organize all the information acquired during the research study. Consequently, the tools would be checked beforehand in order to verify complete answers, proper filling, and complete information. If an instrument presents irregularities, it would be discarded immediately. Later, the researchers would move

to the analysis of the obtained data. Using the information obtained from the different tools that researchers used to gather the data collected from students and teacher (questionnaire and interview) the tabulation in Microsoft Excel would be needed to make frequency tables and graphics that would show the results.

4.5.3 Data Analysis and Interpretation

Once the information was organized, the researchers would analyze it using multiple sources and methods previously mentioned. The different answers obtained through the administration of the different tools would be compared in order to obtain more precise results. The objectives would be taken into account in order to analyze the data collected through the tools; then the researchers would interpret all the information comparing it with the one stated in the Theoretical Framework. Furthermore, the researchers would give conclusions and recommendations to reinforce the topic studied in the research work. Finally, the researchers would say if they reached or not the objectives and confirmed or rejected the hypothesis of the study.

4.6. Timeline

Activity	Responsible	2020									
		Dec.	Jan.	Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.
Research team formation	Research team	■									
Choosing the topic	Research team		■								
Preliminary Phase	Research team			■	■	■					
Approaching the Field of Study	Research team		■								
Diagnostic Study	Research team			■							
Definition of the Problem	Research team				■						
Planning Phase				■	■	■					
Literature Review	Research team						■				
Operationalization of Variables	Research team						■				
Elaboration of the thesis protocol	Research team							■			
Revision of the thesis protocol	Thesis advisor									■	
Incorporation of the suggestions made by the thesis advisor	Research team									■	
Elaboration of the data collection instruments	Research team								■		
Validation of the data collection instruments	Research team									■	
Execution phase										■	■
Thesis Defense											■

4.7. Budget

Type of supply	Name	Cost per item	Number of items	Total
Office Supplies	Pens	$0.25	10	$2.50
	Pencils	$0.25	10	$2.50
	Printer ink	$1.00 (black ink)	4	$4.00
	Printer paper	$6.00	2	$12.00
	Folders and fasteners	$0.35	24	$8.40

4.7.1. Services

Services	Cost	Total
Photocopies	$0.05 / page *100	$5.00
Internet	$28.00 a month	$28.00
Other expenses (food, transportation and electricity)	$80	$109.4
		Total: $109.4

CHAPTER V

EXPECTED RESULTS

As it is well known, students may face many problems when they start learning a new language; one of the common challenges that learners run into has to do with vocabulary deficiency. Students that do not own a proper level of vocabulary usually tend not to give their best when performing oral and written tasks in the classroom missing opportunities to achieve new language proficiency. For this reason, this study was focused on THE IMPLEMENTATION OF THE TASK-BASED LANGUAGE LEARNING APPROACH ─ A STRATEGY TO ENHANCE SECOND YEAR STUDENTS' VOCABULARY DEFICIENCY AT CENTRO ESCOLAR MERCEDES MONTERROSA DE CÁRCAMO DURING 2020.

Researchers understand the importance of performing an investigation meant to find ways to help students improve the acquisition of new words in terms of retention, quality, and quantity. However, due to the covid-19 pandemic caused by the virus SARS-CoV-2, face-to-face classes were suspended and the researchers could not execute the study as it was expected. For this reason, this chapter will just provide information about how the researchers pretended to reach each objective, specific and general, and how they pretended to confirm or reject the hypothesis.

The first specific objective to be accomplished was to determine if the implementation of the (TBLL) activity, Road Trip, enhances second year students' management of a proper level of vocabulary while performing different classroom tasks at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020. With this specific objective, the researchers pretended to determine if the use the Task-Based Language Learning activity, Road Trip, in combination with Matching words exercises helps second-year students to acquire new vocabulary easily so that they are able to manage a proper level of vocabulary when giving them specific tasks based on real situations. The researchers pretended to make students learn how to plan and create their perfect Road Trip while practicing the target structure selected in the lesson plan, in this way; students were supposed to increase their vocabulary related to the topic traveling in a road learning nouns (potholes, highway, trunk, rest stops, etc.) and verbs (to sing along, to be worth, to pick up, etc.) useful for developing the task assigned.

The second specific objective was to verify whether the implementation of the oral activity regarding (TBLL approach), The Farewell Party, improves second year students' management of a proper level of vocabulary while performing different classroom tasks at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020. With this objective, the researchers pretended to help students to increase and manage their vocabulary level in both, writing and speaking skills by implementing the TBLL approach that focuses on authentic learning and to make students do meaningful tasks. Researchers pretended to continue following the same steps set for the first objective since the activity selected for this aim was divided following the order suggested in a lesson based on the TBLL approach. The activity that researchers chose is The Farewell Party; this task would make students get more vocabulary related to parties. Through this activity, students were supposed to learn useful words (such as balloons, cake, decoration, bring, propose, prepare, etc.) that they can manage to use in real world situations. This kind of task makes students participate in their classroom activities, and at same time, students have the opportunity to be more creative when they plan their own farewell party using the vocabulary learned.

Consequently, the third specific objective intended to attain was "to determine if the implementation of Matching Words activities as part of the TBLL approach assures second year students' vocabulary acquisition at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020". In this objective, the researchers expected to use the Matching words game as an activity that would help students to reinforce the acquisition of the new vocabulary presented in the different lessons while they feel relaxed and concentrated. The Matching Words activity is a very wonderful exercise to teach vocabulary because students can find the meaning of the words by matching with definitions or pictures making easier to remember a word and its meaning.

By accomplishing the previous specific objectives, researchers pretended to achieve the general objective that was to verify if the implementation of the Task-Based Language Learning (TBLL) approach will help second year students' management of a proper level of vocabulary while performing different classroom tasks at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020. To have the opportunity to reach this objective provides relevant use of the (TBLL) approach as a means to help both, teacher and students when solving problems related to lack of vocabulary.

Finally, investigators created the following hypothesis: The implementation of the Task-Based Language Learning activities such as The Farewell Party, Road Trip, and Matching Words, will help second year students to manage a proper level of vocabulary at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020. The researchers pretended to confirm this hypothesis implementing the TBLL approach in combination con with Matching Words activities to see if students presented positive outcomes regarding the acquisition of new words. By providing students with the performance of specific tasks students are prepared not also for daily life circumstances in which the use of the language is required but for having the opportunity to receive meaningful education which marks a great difference when learning a new language.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

After carrying out the research study "The Implementation of The Task-Based Language Learning Approach ─ A Strategy to Enhance Second Year Students' Vocabulary Deficiency at Centro Escolar Mercedes Monterrosa de Cárcamo During 2020"as far as it was permitted due to the global pandemic related to Covid-19, researchers come up with the following conclusions and recommendations:

6.1. Conclusions

a. The implementation of the (TBLL) activity, Road Trip, is supposed to provide great in-class scenarios that permit the enhancement of second year students' management of a proper level of vocabulary while performing different classroom activities. Through tasks, learners are given means to meet and explore new vocabulary without direct teacher assistance, and they are also able to use this vocabulary to accomplish meaningful task goals This type of (TBLL) activity relate students with events associated to real life situations (in this case a road trip) or some students' interest areas which motivates learners to be more focused on the acquisition of new vocabulary.

b. The implementation of the oral activity regarding (TBLL) approach, The Farewell Party, is expected to be a useful and relatively new technique for improving second year students' management of a proper level of vocabulary while performing different classroom tasks since these kind of (TBLL) activities help students to increase their vocabulary bank learning the meaning, the use in specific context, and even the pronunciation of the words. Besides, according to the words of Richards and Renandya (2002) this activity make students get involved and understand much better the target language taking the teaching learning-process from abstract knowledge to the application of the content in real world situations.

c. The combination of the two (TBLL) activities previously mentioned with Matching Words exercises can help second year students' vocabulary acquisition in terms of reinforcement and retention of the words. Moreover, Matching Words activities set conditions in which the use of the target content becomes indispensable for students to guess correctly the words with similar meanings, descriptions or images.

d. Researchers remark that the use of a TBLL plan of study combined with Matching Words Activities represent a worthy opportunity to discover new insights about students' vocabulary mastery improvement.

6.2. Recommendations

Having conducted the research study "The Implementation of The Task-Based Language Learning Approach ─ A Strategy to Enhance Second Year Students' Vocabulary Deficiency at Centro Escolar Mercedes Monterrosa de Cárcamo During 2020", the researchers recommend the following:

For teachers:

1. The teacher should put into practice all the lesson plans designed by the researchers that were meant to be used and to be taught in classes in order to improve students' vocabulary.

2. Teachers are recommended to implement the Task-Based Language Learning Approach since student interaction is built in to the lesson, as they need to communicate to complete the task, students' communication skills improve towards the teacher and students' confidence can improve, as tasks can mimic real.

For future researchers:

For further research studies this research proposes the following:

1. The researchers consider that the gathered data during the preliminary phase and the conclusions of this investigation may be helpful and convenient for future researchers in the field of vocabulary deficiency since this investigation could not be executed due to the current global COVID-19 pandemic.

2. The researchers propose the Implementation of The Task-Based Language Learning Approach ─ A Strategy to Enhance Second Year Students' Vocabulary Deficiency is such an important and meaningful research study to be investigated by future scholars or future researchers since it is an unknown method in the teaching field.

3. Investigators consider important for future researchers, interested in developing this study, to administer a test (either written or oral) to the target population during the preliminary phase in order to obtain more supporting evidence about the chosen phenomenon.

4. The concluding analysis of the improvement students had through reinforcement sessions if the implementation of The Task-Based Language Learning Approach would be carried out.

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APPENDICES

APPENDIX A

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE

Objective: To collect information about the main problems faced by students related

Instructions: Read carefully each of the following questions and answer them with honesty. The answers for this questionnaire are confidential; therefore, your name is not required.

1) Do you like to participate actively in the different activities carried out in English class?

      Yes ○   No ○

2) If the answer was negative: What do you consider the main reason? You are able to select more than one option.

 ○ Difficulty to understand the instructions and explanations in English

○ Lack of Vocabulary

○ Monotony of the Class

3) Do you consider your English level is suitable to develop without any difficulty in-class activities such as written and oral activities, homework assignments, and exams?

      Yes   ○   No ○

4) If the answer was negative: What do you consider the main reason? You are able to select more than one option.

○ Incomprehension of the Contents

○ Lack of Practices

○ Lack of Vocabulary

UNIVERSITY OF EL SALVADOR
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FOREIGN LANGUAGE DEPARTMENT

Interview addressed to English teacher at Centro Escolar Mercedes Monterrosa de Cárcamo to gather information about the different challenges and problems presented by students during their English classes related to lack of vocabulary

Objective: To collect information about second year students in relation with the phenomenon lack of vocabulary in the English subject.

Indications: The researcher asks the following set of questions to the respective English teacher. The interviewee will be asked to answer the questions with honesty and transparency. Also, the interviewer will mention to the person selected that the information obtained from the interview will be treated with confidentiality and anonymity. In order to have a quiet environment, the interviewer will select a place where the interview can be developed without any distraction.

Questions

1. Do you consider that your students have difficulties developing correctly both, oral and written in-class activities, due to lack of English vocabulary?   Why?

2. Do you think that lack of vocabulary is a phenomenon preventing your students from learning and understanding successfully the different contents in the English subject?

3. What are the most common problems that your students face when it comes to learn new vocabulary in English?

4. Do you think that lack of vocabulary affects students' general performance in the class?   Why?

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WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES
DATE: __/__/__   SUBJECT: _____   TIME:_____   CLASSROOM: ___

LESSON PLAN FOLLOWING THE TASK - BASED LANGUAGE LEARNING APPROACH STRUCTURE

Topic: Road trips

Target Content: Vocabulary about going on a road trip

Target Structure: "Going to"

Objectives:

By engaging in different tasks students will be able to:

-Practice their speaking skill by developing some activities in the classroom.

-Acquire useful vocabulary about going on a road trip.

-Apply the vocabulary in real life situations

Materials: Lesson plan, appendixes, speakers, copies, board, markers, etc.

Time	**Introduction of the class**
10	The teacher will start greeting the students and asking them how everything is going on and how they are in order to set an environment in which not also the students but the teacher can feel comfortable. Then, the teacher will read the objectives since the very beginning of the class so that the students have a prior idea what the class is going to be about.
Min	**Warm up**
	After the brief introduction of the class, the teacher will develop an activity. The activity students will play will be "The Hot Potato".
	-The teacher will ask students to stand up and the teacher will give to one student a marker.
	-The teacher will play the music and the students have to pass the marker.
	-When the music stops, the student who has the marker has to go to the front of the class and choose one of the pieces of paper that are pasted on the board.
	- The student must talk for some seconds about what the paper says.
	(Categories such as greetings, traveling and food were chosen in order to create a relation with the topic of the preceded class)
	-Then, the game will be carried out again following the same pattern. The game will be repeated at least 5 times.
Time	**Lesson Structure**
3	**PRE-TASK:**
hours	**Grammar section: Going to (10 min)**
	Example:
	I am going to buy a new car.
	Note: Going to is not a tense. It is a special structure that we use to talk about the future.
	The structure of *going to* is:

subject	+	*Be*	+	*Going*	+	to-infinitive

The verb *be* is conjugated. Look at these examples:

Subject	Be	Not	going	to-infinitive	
I	am		going	to buy	a new car.
I	'm		going	to go	swimming.
He	Is	Not	going	to take	the exam.
It	Is	n't	going	to rain.	
Are	you		going	to paint	the house?

How do we use *going to*?

-*going to* for intention

We use *going to* when we have the intention to do something before we speak. We have already made a decision before speaking. Look at these examples:

- Joe has won the lottery. He says he's going to buy a Porsche.
- We're not going to paint our bedroom tomorrow.
- When are you going to go on holiday?

In these examples, we had an intention or plan before speaking. The decision was made before speaking.

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-*going to* for prediction

We often use *going to* to make a prediction about the future. Our prediction is based on present evidence. We are saying what we think will happen. Here are some examples:

- The sky is very black. It's going to snow.
- It's 8.30! You're going to miss your train!
- I crashed the company car. My boss isn't going to be very happy!

In these examples, the present situation (black sky, the time, damaged car) gives us a good idea of what is going to happen.

https://www.englishclub.com/grammar/verbs-m_going-to.htm

Reading activity (15 min)

Questions (5 min)

-Do you think Road trips are a good way to travel? Why? Why not?
-What are some advantages or disadvantages about going on a road trip?
-Would you like to go on a road trip? Why? Why not?

Reading (6 min)

John and his friends are going to have a ***road trip***. They are going to drive from Los Angeles to Washington. John is going to ***plan out*** everything. He is going to prepare CDs with their favorite songs so they can ***sing along*** to them the whole way. He is even going to pack his ***trunk*** full of their favorite ***snacks***. John is going to ***pick up*** his friends early in the morning so they are going ***to pack*** their bags the night before. John is going to take a ***map*** so they do not ***get lost***. Most of their trip is going to be on the ***highway***. On their way to Washington, John and his friends are going **to visit** Golden Gate Bridge, the Grand Canyon, Old Faithful, and many other monuments. They are going to take their cameras to take some good photographs. Since we will be driving on the road for a long time, we are going to make some rest stops.

Sometimes there are ***potholes*** in the road that can make drivers lose control and have an accident. For this reason, John is not going to drive too fast. John and his friends are going ***to stay*** 15 days in Washington. They are going to stay in Leavenworth, a small and beautiful ***town***. In order to have a good ***budget*** to go on this road trip, John

and his friends had *to save money* during the whole year. They are pretty sure their efforts are going *to be worth it*.

Post-reading activity: True or false (4 min)

SENTENCES	TRUE/FALSE
John and his friends are going to have an air travel.	
They are going to drive from Arizona to Washington	
John is going to take a compass so they do not get lost.	
Most of their trip is going to be on the highway.	
They are going to visit famous monuments during the trip.	
They are going to take their cellphones to take some good photos.	
Potholes can make drivers lose control and have an accident.	
John is going to drive too fast	

Matching Words Activity to reinforce students' knowledge of some words from the reading (15 min). as a suggestion, teacher is able to use any of the following matching words activities either matching words with definitions or pictures.
Verbs

Matching Word Activity
Filling up the blank spaces with the letters on the right side, you have to match up correctly each verb with the respective definition

Created on TheTeachersCorner.net Match-up Maker

1. _____ To plan out   a. to think about and decide what you are going to do or how you are going to do something

2. _____ To sing along   b. to go to a place in order to look at it, or to a person in order to spend time with them

3. _____ To pick up   c. to sing a piece of music while someone else is singing or playing it

4. _____ To pack   d. to put something into a bag, box, etc

5. _____ To get lost   e. to put money aside for the future

6. _____ To visit   f. not to know where you are and how to get to a place

7. _____ To stay   g. to live or be in a place for a short time as a visitor

8. _____ To save money   h. to get or bring someone or something from somewhere

9. _____ To be worth it   i. to say that you gain something from an action

Matching Word Activity (Nouns)

Filling up the blank spaces placing the letters from on the right side, you have to match up correctly each noun with their respective definition

1. _____	Road trip	a.	a very simple drawing that shows a direction of travel between one place and another
2. _____	Trunk	b.	a covered space at the back of a car, for storing things in
3. _____	Snacks	c.	a place where people live and work, containing many houses, shops, places of work, places of entertainment, etc., and usually
4. _____	Map	d.	a public road, especially an important road that joins cities or towns together
5. _____	Rest stops	e.	a hole in a road surface that results from gradual damage caused by traffic and/or weather
6. _____	Highway	f.	the amount of money you have available to spend
7. _____	Potholes	g.	an area next to a road where people can park their vehicles, go to the toilet, eat, etc
8. _____	Town	h.	a long trip or holiday taken by car
9. _____	Budget	i.	a small amount of food that is eaten between meals, or a very small meal

MATCHING WORDS WORKSHEET

Indications: Match the word with the correct picture

1. Plan out

2. Sing along

3. Pick up

4. Pack

5. Get lost

6. Visit

7. Stay

8. Save money

9. Be worth

Noun

MATCHING WORDS WORKSHEET

Indications: Match the word with the correct picture

1. Road trip

2. Potholes

3. Rest stops

4. Map

5. Trunk

6. Snacks

7. Town

8. Budget

9. Highway

Finally, the teacher is going to ask students to pronounce the words with the definitions aloud.

Practice: Students must write one sentence per each word from the activity (18 sentences in total)

Vocabulary Quizz: Students will perform a quiz regarding new vocabulary learnt from the reading.

TASK

Instructions:

The teacher is going to ask students to make groups of 4 people. Once the groups are formed, the teacher is going to provide students with a sheet of paper with some suggestions students need to know to plan their perfect trip and also some verbs and

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vocabulary useful for them. Students will have 3 minutes to discuss in groups the information required.

Extra Information:	Vocabulary suggested:	
Destination: _____ Date: _____ Hours on the road: _____ Driver: _____ Budget: _____ Number of Place: _____ days: _____ During your road trip, you will be able to make 3 rest stops only. You can decide to go on a Holiday or for vacation. Say at least 3 reasons why you chose your destination	To plan out To sing along To pick up To pack To get lost To visit To stay To save money To be worth it	Road trip Trunk Snacks Map Rest stops Highway Potholes Town Budget

Planning (10 min)

Students will have 10 min to prepare a short oral report about their perfect road trip to present to the class. The oral report must last 5 minutes. They will have enough time to practice what they are going to say in their groups, they will be also allowed to write down some notes for the presentation in case they need support. Simultaneously the teacher is going to be available for the students to ask for advice to clarify any doubt they may have.

Report (30 min)

Students will report back to the class orally their perfect road trip plan. The teacher will choose the order of when students will present their reports and will give the students some quick feedback on the content.

Time	Analysis (5 min)
5 min	The teacher then highlights important parts from the text of the recording for the students to analyze. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis. In this part of the class, the teacher will point out the importance of learning new words. Also, if the students have any doubt, the teacher will use this space of time to

	solve those doubts.
Time 5 Min	**Practice (Homework)** As a homework assignment, students must write a 15 – line paragraph telling some key points about what they are going to do road trip for their perfect road trip. They must also include as many words as possible from the ones learnt in class.

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DEPARTMENT OF FOREIGN LANGUAGES

DATE: __/__/__   SUBJECT: _____   TIME: _____   CLASSROOM: ___

LESSON PLAN FOLLOWING THE TASK - BASED LANGUAGE LEARNING APPROACH STRUCTURE

Topic: Farewell Party

Target Content: Party Vocabulary

Target Structure: simple present "to be"

Objectives: **By engaging in different communicative tasks, swbat:** -Learn useful vocabulary about farewell party -Practice their speaking skills by using some party vocabulary

Materials: **MARKERS, WHITEBOARD, ERASER, HANDOUT, CHARTS, PIECES OF PAPER, FLASHCARDS**

Time: 7 minutes	**Introduction of the Class** Teacher will start the class greeting students, wishing them well and asking questions about how they are to set up a confident environment from the beginning. **WARM UP (7 MINUTES)** -Have a student start by saying the name of a classmate -Have the second student say the name of other classmate -Have the third student continue by saying the name of another -Have the students do the same until one of them hesitates or makes a mistake -Have the student who hesitates or makes a mistake answer a question from the list

	below: Do you like parties? Why or why not? Would you like to organize a party?
Time: 3 hours	**Lesson structure:** **Pre-Task** **Grammar section: Simple present tense (15 min)** <table><tr><td>Subject</td><td>+</td><td>*Verb*</td><td>+</td><td>*Complement*</td></tr></table> **The simple present tense in English is used to describe an action that is regular, true or normal.** **We use the present tense:** **For repeated or regular actions in the present time period.** - I **take** the train to the office. - The train to Berlin **leaves** every hour. - John **sleeps** eight hours every night during the week. **2. For facts.** - The President of The USA **lives** in The White House. - A dog **has** four legs. - We **come** from Switzerland. **3. For habits.** - I **get up** early every day. - Carol **brushes** her teeth twice a day. - They **travel** to their country house every weekend. **4. For things that are always / generally true.**

- It **rains** a lot in winter.
- The Queen of England **lives** in Buckingham Palace.
- They **speak** English at work.

The spelling for the verb in the third person differs depending on the ending of that verb and we add an "s", "es" or "ies" in the third person.

1. For verbs that end in **-O, -CH, -SH, -SS, -X,** or **-Z** we add **-ES** in the third person.

- go – goes
- catch – catches
- wash – washes

2. For verbs that end in a **consonant** + **Y**, we remove the **Y** and add **-IES**.

- marry – marries
- study – studies

NOTE: For verbs that end in a **vowel** + **Y**, we just add **-S**.

- play – plays
- enjoy – enjoys

Negative Sentences in the Simple Present Tense

To make a negative sentence in English we normally use Don't or Doesn't with all verbs EXCEPT **To Be** and **Modal verbs** (can, might, should etc.).

- Affirmative: You speak French.
  Negative: You **don't** speak French.

You will see that we add **don't** between the subject and the verb. We use **Don't** when the subject is **I**, **you**, **we** or **they**.

- Affirmative: He speaks German.
  Negative: He **doesn't** speak German.

When the subject is **he**, **she** or **it**, we add **doesn't** between the subject and the verb to make a negative sentence. Notice that the letter **S** at the end of the verb in the affirmative sentence (because it is in third person) disappears in the negative sentence.

Reading Activity (10 minutes)

Questions (5 minutes)
Do you know what a farewell party is?
Do you like farewell party?
What do you think about farewell parties?

Reading (7 minutes)

My Farewell Party.

This is the story of a guy named Lucas from Panama.
Lucas studies medicine in his amazing country but he wants to continue his studies at Oxford University. For that reason, Lucas' family **plans** a farewell party for him; they like to **celebrate** every special occasion. Martha, that is Lucas' mother, **organizes** all the farewell party tasks among their family. Pedro, Lucas' father, buys all the **food**. Susan, Lucas' sister, **brings** all the **decorations** for the **party** such as the piñata, the **balloons**, the colored ribbons and the colorful confetti. Santiago, Lucas' older brother, is the party Dj; he enjoys to **play** the **music** people like the most. And last but not least, Alexa and Carlo, Lucas' best friends **prepare** the **cake**. Lucas receives a lot of gifts from his relatives. Lucas is thrilled and sad at the same time for the **farewell party** since it means say goodbye to his family and friends, but at the end he decides to propose a toast to his beautiful family.

Post reading activity. (10 minutes)

Activity 1: Write True or False

1. Lucas studies Medicine.   ____
2. He is going to United States next month.   ____
3. Pedro, Lucas' father is the party Dj.   ____
4. Alexa and Carlo prepare the cake.   ____
5. Lucas is so happy to say goodbye to his family.   ____

Finally, the teacher is going to ask students to pronounce the words with the definitions aloud.

Matching word Activity to reinforce students' knowledge of some words from the reading (15 min)

Verbs

Matching Word Activity

Write the letter of the correct match next to each problem.

1. _____	Organize	a.	To make or get something or someone ready for something that will happen in the future
2. _____	Celebrate	b.	To offer or suggest a possible plan or action for other people to consider
3. _____	Bring	c.	To take or carry someone or something to a place or a person, or in the direction of the person speaking
4. _____	Plan	d.	To make arrangements or preparations for (an event or activity); coordinate
5. _____	Play	e.	To take part in special enjoyable activities in order to show that a particular occasion is important
6. _____	Prepare	f.	To reproduce recorded sounds
7. _____	Propose	g.	To think about and decide what you are going to do or how you are going to do something

Nouns

Matching Word Activity

Write the letter of the correct match next to each definition.

1. _____	Decorations	a.	A social gathering, as of invited guests at a private home, for conversation, refreshments, entertainment, etc.
2. _____	Gift	b.	an object made of brightly coloured thin rubber, that is filled with air and used as a toy or decoration for parties
3. _____	Music	c.	a party or dinner that you have because someone is leaving a job, city etc
4. _____	Farewell Party	d.	A sweet food made with a mixture of flour, eggs, fat, and sugar
5. _____	Food	e.	Something given voluntarily without payment in return, as to show favor toward someone, honor an occasion, or make a gesture
6. _____	Balloon	f.	Something that people eat to keep them alive
7. _____	Cake	g.	vocal or instrumental sounds (or both) combined to produce beauty of form, harmony, and expression of emotio
8. _____	Party	h.	Something added to an object or place to make it look more attractive; the act of doing this

Practice: Students must write one sentence per each word from the activity (18 sentences in total)

Vocabulary Quizz: Students will perform a quiz regarding new vocabulary learnt from the reading.

TASK

Instructions:

The teacher is going to ask students to make groups of 5 people. Once the groups are formed, the teacher is going to ask students to plan a wonderful farewell party for one of their friend that is going to leave to another country next week, and also the teacher will provide them some verbs and vocabulary useful for them. Students will have 5 minutes to discuss in groups the information required.

FAREWELL PARTY
You are inviting to
Please come and join us in this time of recognition and party for
Our teachers and staff as they move on in response to life leading
The farewell and party reception will be held on
Place _____ Time _____
Signature   Date

Extra Information	VOCABULARY SUGGESTED	
	VERBS	NOUNS
Date and time:_____	Organize	Farewell party
Type of presents:_____ _____	Celebrate	Balloons
Food:_____ _____	Bring	Food
	Plan	Music
	Play	Gifts
Drinks:_____ _____	Prepare	Party
	Propose	Decorations
		Cake
Add as much information about the activities you plan to do in your super farewell party.		

Planning (15 minutes)

Students will have 15 min to prepare a short oral report about the wonderful farewell party to present to the class. The oral report must last 5 minutes. They will have enough time to practice what they are going to say in their groups, they will also be allowed to write down some notes for the presentation in case they need support. Simultaneously the teacher is going to be available for the students to ask for advice to clarify any doubt they

may have.

Report (30 min)

Students will report back to the class orally the wonderful farewell party. The teacher will select the order of students' presentations and will give the students some quick feedback on the content.

Analysis (5 min)

The teacher then highlights important parts from the text of the recording for the students to analyze. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

In this part of the class, the teacher will point out the importance of learning new words. Also the teacher will clarify any students' doubt.

Practice (Homework)

Each student has to take on the role of the friend who is leaving and, the day after the party and before leaving town, students must write a 15-line thank you note to his or her fellow students, thanking them for the party, reminiscing about the most pleasant moments—the food, drink and activities, being sure to be specific—and saying how much they like their present(s) and will miss everyone.

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

OBSERVATION CHECK-LIST

Objective: To collect information about the indicators related to the independent variable, Road Trip activity.

Instructions: circle the number in the square that better suits with the data that is being observed according to the addressed indicator.

1=Not present   2=Needs to improve   3=Regular   4=Good   5= Excellent

Grammar section					
Students seem focused on the content	1	2	3	4	5
Students take part in sharing own opinions	1	2	3	4	5
Students take part in answering the questions	1	2	3	4	5

Reading Activity					
Students take part in carrying out the assignment	1	2	3	4	5
Students seem engaged during the reading	1	2	3	4	5
Students are involved in the post- reading activity	1	2	3	4	5

APPENDIX F

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE ADDRESSED TO STUDENTS

Objective: To measure second year students' opinions in regards to the use of the activities selected for this stage of the study.

1- Do you consider that your vocabulary bank can be improved through the regular use of Matching Words activities?

Impressively ☐   Decently ☐   Poorly ☐

2- Do you think that Matching Words activity is a good strategy to help you out reinforcing and retaining new vocabulary content?

Yes ☐   A little bit ☐   No ☐

3. Did you feel enthusiastic to learn new words by the performance of Matching Words activities?

Yes ☐   A little bit ☐   No ☐

4- How did you find the provided activities according to the TBLL approach?

Interesting and engaging ☐   Good ☐   Bored ☐

5- How do you feel about being exposed to the new activities this approach suggests?

Motivated ☐   Indifferent ☐   Uncomfertable ☐

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FOREIGN LANGUAGE DEPARTMENT

VOCABULARY QUIZZ

Objective: To measure second year students' progress in regard to the vocabulary bank they have gained so far.

Instructions: Fill the blanks with the noun that suits better with the following sentences.

country- decoration- party- balloon- ribbons- confetti- cake

1. Kids like to throw _____ at parties.
2. Clowns are good at making _____ animals.
3. They decorated the dancehall with colored _____.
4. Canada is a larger _____ than Spain.
5. She is planning a surprise _____ for her best friend.
6. She is hanging some pictures around the room for _____.
7. My mom prepares the best strawberry _____ in the whole world.

Instructions: Underline the verb that suits better and then write the correct answer in the blank space in the following sentences.

1. Valentina _____ a chocolate cake for her boyfriend's birthday.
                             a) get   b) buy   c) prepares

2. We will have to _____ this discussion tomorrow.
                             a) get   b) continue   c) proposes

3. Charlotte _____ 3 hours per day to get good grades.
                             a) planned   b) practice   c) studies

4. Alex _____ to buy a new cell phone next month.
                             a) plans   b) want   c) think

5. The teacher _____ the classroom in two groups.
                             a) separate   b) study   c) divides

6. She always _____ what she wants.
                             a) gets   b) obtain   c) win

7. I will _____ a new pair of shoes next Sunday.
                             a) buy   b) got   c) want

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FOREIGN LANGUAGE DEPARTMENT

VOCABULARY QUIZZ

Objective: To measure second year students' progress in regard to the vocabulary bank they have gained so far.

Instructions: Fill the blanks with the noun that suits better with the following sentences.

Road trip- trunk snacks- highway- potholes- town- map

1. But this _____ does not indicate where Sonsonate is.
2. I like to get some _____ when I am watching a movie.
3. I would like to get to know a ghost _____.
4. My uncle Robert loves more his old red _____ than my auntie.
5. There is no way to fix the _____ that are in Bourbon Street.
6. She wants to know all America doing a _____.
7. I had heard there was traffic on the _____, so I took the side roads.

Instructions: Underline the verb that suits better and then write the correct answer in the blank space in the following sentences.

1. An outside group of experts helped us _____ the project.
   a) finish   b) to plan out   c) working

2. My favorite activity in the whole world is _____ 80's music.
   a) to sing along   b) to whisper   c) to yell

3. The truck driver _____ some random guys on the street.
   a) hanged up   b) picked up   c) carried out

4. I really want _____ Japan next year.
   a) to get   b) to visit   c) to find

5. I _____ easily at supermarkets.
   a) get lost   b) get shy   c) get sleepy

6. If I want to buy a new car, I need _____.
   a) to spend money   b) to save money   c) to sale

7. I have _____ all my clothes from my old apartment.
   a) to buy   b) to pack   c) to steal

UNIVERSITY OF EL SALVADOR
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FOREIGN LANGUAGE DEPARTMENT

OBSERVATION CHECK-LIST

Objective: To collect information about the indicators related to implementation of TBLL approach and vocabulary mastery in the present research.

Instructions: Mark with an "x" in the square that better suits with the data that is being observed and according to the addressed indicator.

Poor (P), Average (A), Good (G), Very good (VG), Excellent (E)

Indicators to be observed	Observation Degrees				
	P	**A**	**G**	**VG**	**E**
1. Vocabulary Variety					
Frequent use of new words					
Use of new words synonyms					
Use a great range of new vocabulary					
2. Use of words in context					
Produce sentences using new vocabulary words					
Use of new words in sentences accurately					
Produce coherent sentences using new words					
3. Pronunciation of words					
Pronounce new words correctly					
Enunciate new words confidently					

APPENDIX J

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES**

Grading scale to evaluate Second year students at Centro Escolar Mercedes Monterrosa de Cárcamo during 2020 regarding matching words activity

Objective: To gather information about students' results regarding the implementation of Matching Word Activity to achieve vocabulary mastery.

Directions: by using the scale below, categorize each student's score obtained in the Matching Words Activity.

Quiz Grade Scale

Grade	Rating
1-2	Poor
3-4	Average
5-6	Good
7-8	Very Good
9-10	Extraordinary

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

WRITING PARAGRAPH CRITERIA

Objective: To measure second year students' progress in regard to the process of creating a well-structured paragraph in the English subject.

Instructions: Mark with an "x" in the square the option that suits better with the student´s writing development.

WRITING PARAGRAPH CRITERIA						
Student's name:			**Rating Degrees**			
_____		**P**	**A**	**G**	**V G**	**E**
Score: _____						
Text Structure						
Writing Authenticity						
Vocabulary Section						
Grammar Usage						

WRITING PARAGRAPH RUBRIC					
Points/ Rating Degrees	**Poor 1- 2**	**Average 3 – 4**	**Good 5 - 6**	**Very Good 7 – 8**	**Extraordinary 9 - 10**
Text Structure	Not organized	Not well organized; hard to follow; does not fell finished	Parts are organized; points not presented in logical sequence	Mostly organized; clear introduction, body and conclusion	Very organized; very well presented introduction, body and conclusion
Writing Authenticity	Not original	Less original	Fairly original	Original	Very original and creative
Vocabulary Section	Weak vocabulary; the vocabulary used does not match with the task	Basic vocabulary choice with some words clearly lacking	Adequate vocabulary; vocabulary range is lacking	Good vocabulary; well-chosen vocabulary	Excellent vocabulary; a wide range of well-chosen vocabulary
Grammar Usage	Frequent grammatical errors; meaning is obscured	Frequent grammatical errors even in simple structures	Grammatical errors that do not obscure meaning; little variety in structures	Some errors in grammatical structures possibly caused by attempt to include a variety	Accuracy and variety of grammatical structures

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

WRITTEN EXAM ADDRESSED TO SECOND YEAR STUDENTS SECTION "A"

Objective: To measure how much Second Year Students, Section "A," have improved their vocabulary deficiency using the TBLL approach

General Directions: Answer the following exercises of this quiz. Avoid cheating on this test; this is not an evaluated test. Please use blue or black ink.

PART I: Translate the numbers of the left at the parenthesis of the right.

1.Organize	( ) a group gathered for a special purpose or celebration
2.Party	( ) coordinate
3.brings	( ) presents
4.gifts	( )melodic, sounds
5.Music	( ) a party given to a person who is about to embark on a long journey
6.Farewell Party	( ) carry something to the party
7. Cake	( ) a sweet food made with a mixture of flour, eggs, fat and sugar
8. Highway	( ) the amount of money out have available to spend
9. Potholes	( ) a hole in a road surface that results from gradual damage
10. Budget	( ) a big road that joins cities or towns together:

Part II: Underline the correct answer for each of the following definitions.

1. To plan carefully and in detail something that you are going to do in the future
a) to plan out   b) to pick out   c) to visit

2. To sing together with somebody who is already singing or while a record, radio, or musical instrument is playing
a) to stay   b) to save money   c) to sing along

3. To go somewhere in your car and collect somebody who is waiting for you; to put things away and make things neat, especially for somebody else

a) To visit   b) To pick up   c) To stay

4. Not to know where you are and how to get to a specific place

a) to get lost   b) to save money   c) to pack

5. To go to see a person or a place for a period of time

a) to visit   b) to sing along   c) to stay

Part III: Write true if the meaning is correct or false if the meaning is incorrect.

1. To stay: to continue to be in a particular place for a period of time without moving away   _____

2. Map: a trip made in car over long distances _____

3. Snacks: a small meal or amount of food, usually eaten in a hurry _____

4. Town: a place with many houses, shops, etc. where people live and work. It is larger than a village but smaller than a city. _____

5. Rest stops: an area next to an important road where people can stop their cars to rest, eat food, etc. _____

Part IV: Write one sentence per each of the following words.

1. To pack

2. To save money

3. To be worth it

4. Road trip

5. Trunk

Part V: Fill in the blank with the correct answer.

Bring - Propose - celebrate - play - Farewell party - decorations – Food - Balloons -

Cake

Hi! My name is Mary. Tomorrow; I travel to another country because I got a scholarship in Ireland. For that reason, my friends decide to_____ a _____ ____ _____ in my honor today. When I get into the place, I see all the beautiful _____ on the walls and a lot of _____ on the floor. The _____ looks so delicious and I already want to eat something. I am really happy to see all my friends here so I decide to _____a toast for them. Then, my friends _____ a big chocolate_____, my favorite one. I ask the DJ to _____ my favorite song so I can dance and sing along. I promise my friends that I will come back for the next holidays.

APPENDIX M

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

Written Test Grading Scale

Objective: To obtain information about students' results regarding the implementation of a written test about Vocabulary Activities.

Direction: By using the following scale, grade the students score obtained in the written test.

Written Test Grade Scale

Grade	Rating
1-2	Poor
3-4	Average
5-6	Good
7-8	Very Good
9-10	Extraordinary

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

Oral Test

Objective: To measure how much Second Year Students, Section "A," have improved their vocabulary deficiency using the TBLL approach

Questions:

1. Let´s suppose we are in your ideal party right now. Describe all the things and actions you are observing at the moment based on your own desires. (Talk about the location, guests' actions, characteristics of the place, etc.)

2. Imagine you are having a road trip next week… Talk about the things you are going to do during your whole trip.

Competences	Performance scale										Grade
	1	2	3	4	5	6	7	8	9	10	
Pronunciation											
Grammar											
Fluency											
Accuracy											
Intonation											
Total											

APPENDIX O

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES

Oral Test Rating Scale

Objective: To gather in-detail information about the second year students section "A" scores in their oral evaluation

Directions: by using the scale below, categorize each student's score obtained in the Oral test.

Rating Scale

Grade	Rating
1-2	Poor
3-4	Average
5-6	Good
7-8	Very Good
9-10	Extraordinary

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES

UNDERGRADUATE WORK

THE IMPLEMENTATION OF THE TASK-BASED LANGUAGE LEARNING
APPROACH ─ A STRATEGY TO ENHANCE SECOND YEAR
STUDENTS' VOCABULARY DEFICIENCY AT CENTRO ESCOLAR MERCEDES
MONTERROSA DE CÁRCAMO DURING 2020

VALIDATION SHEET

Validator´s name: _____ **Date:** _____

Objective: To verify the instruments that will be used in the research project

Directions: Mark with an "x" in the square it better suits with the statement according to the read research project.

Poor (P)

Needs Improvement (NI)

Good (G)

Very Good (VG)

Excellent (E)

Item	Evaluation Degrees				
	P	**NI**	**G**	**VG**	**E**
1. Clarity of directions and items The questionnaire is understandable and clear.					
2. Vocabulary The vocabulary used is adequate to student´s English level.					
3. Grammar The questions are grammatically correct.					
4. Accuracy and suitable of items The items in the questionnaire are designed to measure the variables and indicators that are being studied.					
5. Scale / Rating The items pretend to get only specific answers to get the necessary data.					
6. Attainment of Purpose The instruments lead to the achievement of the research project.					

Recommendations:_____

_____

_____

_____

_____

_____