

T. C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES

A TASK-BASED APPROACH FOR
TEACHING ENGLISH VOCABULARY SKILL TO IRAQIAN EFL LEARNERS

THESIS
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June 2016

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June 2016



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

Yüksek Lisans Tez Onay Belgesi

Enstitümüz İngiliz Dili ve Edebiyatı Ana Bilim Dalı İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans Programı Y1312.020049 numaralı öğrencisi **Sakar Hawez Rahman RAHMAN**'ın "A TASK BASED APPROACH TO TEACHING ENGLISH VOCABULARY SKILL TO IRAQIAN EFL LEARNERS" adlı tez çalışması Enstitümüz Yönetim Kurulunun 03.06.2016 tarih ve 2016/11 sayılı kararıyla oluşturulan jüri tarafından **başarılı** ile Tezli Yüksek Lisans tezi olarak **kabul** edilmiştir.

Öğretim Üyesi Adı Soyadı

İmzası

Tez Savunma Tarihi :09/06/2016

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Not: Öğrencinin Tez savunmasında **Başarılı** olması halinde bu form **imzalanacaktır**. Aksi halde geçersizdir.

FOREWORD

It is a pleasure to express my acknowledgement for those who made this study possible. First and foremost, I would like to express my sincere gratitude and deep appreciation to my great Supervisor Associate Professor Dr. Turkey BULUT that constantly motivated me and guided me with her constructive and valuable feedback. Without her direct help this study would not have been completed.

I would similarly like to express my profound gratitude to Istanbul Aydin University/ English language and literature department for their constant assistance throughout writing this thesis.

Additionally, I cannot find adequate words to express my gratitude to my husband for his endless patience throughout the thesis to continue this research and never give up. Furthermore, I am indebted to my family for their enthusiastic support and strong encouragements.

June 2016

Sakar Rahman

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ABBREVIATIONS

CLT	: Communicative Language Teaching
CR	: Consciousness-Raising
DF	: Degrees of Freedoms
EFL	: English as a Foreign Language
ELT	: English Language teaching
L2	: Second/Foreign Language
SLA	: Second Language Acquisition
SPSS	: Statistical Package for Social Sciences
SSR	: Sustain Silent Reading
TBLT	: Task-Based Language Teaching

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GÖREV TABANLI YAKLAŞIMI İLE IRAKLI EFL ÖĞRENCİLERİNE İNGİLİZCE KELİME YETENEK ÖĞRETİMİ

ÖZET

Görev Tabanlı yaklaşım, ikinci / yabancı dil (L2) öğretim için yaklaşımların overabundance en ünlü ve güncel bir yaklaşımdır. Bu öğretim yaklaşımı destekleyen ilkeler kolayca L2 kullanın ikinci dil edinimi (SLA) ve yardımcı öğrencilerin çağdaş ilkeleri doğrultusunda olması sürdürülürse. Onun savunucuları ve uzmanlar öğrencilerin daha önce dil yapısına sahip olduğunu düşünüyoruz, bu yüzden doğru iletişimde dil kullanmak amacıyla tamamlanmadan için görevleri dizileri onları dahil etmek daha aktiftir. yardımcı öğrencilerin azından amaçları roman dil bilgisini elde etmek.

Bu çalışmada deneysel Kuzey Irak'ın 11. sınıf kelime performansı Kürtçe Görev tabanlı dil öğretimi (Göreve Dayalı Öğrenme) uygulanması etkisini incelemektedir. Araştırmacı Göreve Dayalı Öğrenme daha etkili ve öğretim kelime geleneksel yöntemle göre öğrencilerin kelime performansı ilerleme olacağını varsaymaktadır; ve deney grubu eşleştirme eşdizimlilik içinde geride, ancak geleneksel grup çoğunlukla Göreve Dayalı Öğrenme grubuna göre bir kelime sınıfları tanıyarak etkilenecektir.

poz hipotezleri ispatlamak için, araştırmacı ön test / post-test ve kontrol / deney grubu tasarımı kabul etti. Bu çalışmanın konular 50 idi, Arbeel, Irak Shahid Fakhir Mergasori lisesinde 11. sınıf. Her iki grup da tedavi öncesi ön test verildi ve ardından, öğrenciler kontrol ve deney grupları rastgele biri her 25 öğrenenler vardı seçildi.

Her iki grup da altı sıralı ders sırasında aynı kelime konular öğretildi. gruplar arasında ayırım kontrol grubu herhangi bir görevi uygulamak için ön koşul değildir gibi deney grubu aynı anda Göreve Dayalı Öğrenme faaliyetlerinde yer olmasıydı. Tedavi süreleri sonrasında her iki grupta son test ile sağlandı.

Sonra, sonuçlar istatistiksel bilim hizmetleri için paket (SPSS) ve (Microsoft Excel 2007) kullanarak, istatistiksel olarak araştırıldı. Bunlar birinci ve ikinci doğruladı ancak üçüncü hipotezi disconfirmed. anlamlı bir fark deney grubu öğrenciler lehine gruplar arasında keşfedildi. Gruplar arasında önemsiz bir fark deney grubunda öğrencilerin kısmında görüldü.

bir sonucu olarak, çalışma ileri çalışmalar önermek ve sınıf gerçekleştirir içinde Göreve Dayalı Öğrenme teknikleri uygulamak için genel olarak İngilizce yabancı dil öğretmenleri için bazı önerilerde araştırmacının izin bulgularla biter ve müfredat tasarımcıları emirlerini ve Göreve Dayalı Öğrenme süreçlerini birleştirmek öğrencilerin kitap ve öğretmenlerin kılavuzu.

Anahtar kelimeler: *Görev, Dil Öğretimi, Kelime Öğrenme Kelime, Öğretim Kelime Görev Tabanlı.*

A TASK-BASED APPROACH FOR TEACHING ENGLISH VOCABULARY SKILL TO IRAQIAN EFL LEARNERS

ABSTRACT

Task-Based approach is the most renowned and current approach in the overabundance of approaches for second/foreign language (L2) teaching. The principles that support this instructional approach are sustained to be in line with contemporary principles of second language acquisition (SLA) and assisting learners use the L2 easily. Its advocates and specialists consider that learners previously have language structure, so it is more active to involve them for complete a sequences of tasks so as to utilize language in accurate communication. It purposes at assist learners to attain novel language information.

The present study experientially scrutinizes the effect of applying Task-based language teaching (TBLT) on the Kurdish in the North of Iraq 11th graders vocabulary performance. The researcher hypothesizes that TBLT is more effective and will progress learners' vocabulary performance than the traditional method of teaching vocabulary; and the experimental group outperformed in pairing collocations, but the traditional group will mostly be affected by recognizing a word classes when compared to TBLT group.

To prove the posed hypotheses, the researcher adopted pre-test/post-test and control/experimental group design. The topics of the current study were 50, 11th graders at Shahid Fakhir Mergasori high school in Arbeel, Iraq. Both groups were given the pre-test before the treatments, and then, the students were selected to control and experimental groups randomly, each of one had 25 learners.

Both groups were taught the same vocabulary topics during six sequential lectures. The distinction between the groups was that the experimental group was involved in TBLT activities at the same time as the control group was not prerequisite to implement any tasks. After the treatment periods, both groups were provided with the post-test.

Then, the results were investigated statistically, using statistical package for science services (SPSS) and (Microsoft Excel 2007). They confirmed the first and second but disconfirmed the third hypothesis. The significant difference was discovered amid the groups in favor of the experimental group learners. The negligible difference between the groups were seen on the part of the learners in the experimental group.

As an outcome, the study ends up with findings that permit the researcher to suggest

further studies and propose some recommendations for the English foreign language teachers in general to implement the TBLT techniques in their classroom performs, and syllabus designers combine precepts and processes of TBLT in the students' book and teachers' guide.

Keywords: *Task, Task-Based Language Teaching, Vocabulary, Learning Vocabulary, Teaching Vocabulary.*

1. INTRODUCTION

1.1 General Introduction:

Language instructors always stand beside learners to support and encourage them in learning foreign languages. Teaching task is one of the remarkable parts of the second/foreign language (L2) learning process. Ellis states that tasks are considered as a vital aspect of the contemporary second language acquisition (SLA) studies and language teaching as well (2003).

Moreover, the task types which are practiced in teaching can surely affect the performance of students. Therefore, the course syllabus designers have attempted to produce tasks that might be able to promote background knowledge in L2 which students be able to participate and bolster in their endeavors toward convey easily and successfully (Ellis, 2003; Willis, 1996a). Between the approaches to produce this background knowledge in L2, Task-Based Language Teaching (TBLT) offers openings to serve operative and expressive actions and consequently supports communicative language practice in the classrooms of L2 learning.

Firstly, it has been proposed by a number of language teaching scholars that the traditional approaches encompass pre-arranged stages that lead teachers to have a perfect plan of whatever they need to deliver (Skehan, 1996). Thereafter, other scholars have argued and took a side of the significance of task-based approaches for basic communicative teaching that will help teachers and learners to find a particular way in learning process along with increasing their efficiency in communication (Skehan, 1996; Nunan, 1989).

Therefore, TBLT is characterized as a methodology that is arranged for learners to utilize L2 through communicative actions. Besides, in TBLT communication is more significant than using the right grammatical forms. In other words, in TBLT

communication in the L2 is more valued than the grammatical structure uses of the language. Consequently, TBLT is represented as a prototype in teaching communicative language methods in a result of its concentration on basic communication skills as an essential part of learning languages and teachings. (Richards & Rodgers, 2001).

According to the researchers of language teaching, tasks are the activities that will be accomplished; whereas utilizing L2 communicatively requires concentrating in word meaning and lead to predictive result (Lee, 2000; Prabhu, 1987). Specifically, vocabulary teaching activities are quite useful for TBLT, because task-based approach supports main language practice in communication circumstances. This paper has scrutinized its significant for TBLT learners on the improvement of students' vocabulary.

1.2 Background of the Study

Vocabulary is considered to be the main component of language mastery because it paves the way for learners to employ the entire learning skills, mainly listening, speaking, reading and writing (Richards & Renandya, 2002). Accordingly, vocabulary considers as an essential part of the learning as well as teaching processes (Huckin & Coady, 1999). Vocabulary is also recognized as a complex feature of language since L2 learners experience difficulty while acquiring the L2 throughout their communication process. However, a substantial amount of significance has not been attached to the process of teaching and learning vocabulary. In other words, sufficient focus has not been given on vocabulary in the L2 classes despite the fact that a dynamic feature of learning L2 might be accepted as mastering the vocabulary. Learners' control over learning and using vocabulary is considerably insufficient although they spend an enormous amount of time in memorizing the new words.

Thus, the ineffective method of teaching and learning vocabulary become a serious obstruction and a well-worth looking hindrance in L2 classrooms. TBLT is known for its developed methodology in alleviating both teaching and learning vocabulary, and it is implemented for teaching vocabulary in this study.

Several definitions of TBLT approach have been put forward (Willis, 1996a; Nunan,

1989; Prabhu, 1987; Bygate, Skehan, & Swain, 2001). For instance, Willis (1996) defines task as purposeful communicative language engagements carried out by the L2 learners; eventually, the learners employ L2 with the aim of producing a meaningful result. This implies that tasks help learners to use an L2 meaningfully for an appropriate purpose. Throughout the activities, the learners are engaged in the given tasks. The outcomes of practicing TBLT may cover learning a nonlinguistic element such as asking someone about the way of reaching a certain location or a linguistic element such as forming a reply to the question. Similarly, Ellis' (2003) view sits in parallel to Willis' (1996), where Willis believes that TBLT is a combination of communicative language practice and a direct attention to linguistic forms. Hence, TBLT is expected to open up opportunity for learners in order to make a link between their general knowledge and learning activities in a communicative approach. A number of other scholars such as (Skehan, 1996; Nunan, 1989; Candlin, 1987; Robinson, 2001) among others have highlighted tasks as activities giving priority to meaning.

TBLT is the most prominent and recent approaches in L2 teaching. This instructional approach is discussed to be in line with the current theories of SLA that help L2 to acquire the target language with ease. TBLT is considered as a substitute approach for traditional language instruction approaches, since this approach supports an instructional strategy that revolves around practical communicative language usage (Willis, 1996a; Ellis, 2003). To put it differently, TBLT is viewed as a powerful and effectual teaching method that promotes a learning setting where learners have the academic freedom to select and decide upon using forms of the L2 in order to attain intended communicative ends (Willis, 1996a; Ellis, 2003). Needless to say, there were two projects at the early research literature that founded on implementing TBLT. They were the Bangalore Project and the Malaysian Communicational Syllabus (Richards & Rodgers, 2001). They were given noticeable attention in the language instruction circle and are yet being discussed despite the fact that these teaching projects were somehow momentary.

'Task' is considered as a fundamental concept in task-based teaching and learning. Thus, task has been described in various manners. Willis (1996a) states that a task is the purposeful act of employing the L2 communicatively by the learner for making a desirable result. Further to this, for Ellis (2003), a task is a work-sheet for learners'

activities along with meaning approaches to deal with meanings in utilizing language pragmatically than language itself.

A task comprises real-world courses of language usage that result from performing a task. A task might be able to include any of four learning language methods; a task might ask learners to choose either listening or reading a paragraph or produce an oral/written text; a task invites learners to imply cognitive processes such as selections, classification and information assessments in order to implement the task sheet process. For Samuda and Bygate (2008), a task is a functional learning act that involves employing target language for producing a number of meaningful non-linguistic results despite facing linguistic problems, in addition, eventual goal of the task is accelerating language learning.

1.3 Statement of the Problem

Learning process in the classroom is highly affected by TBLT since it is a method that heavily lies on the importance of the function of tasks in the process. Classroom activities and tasks are of great importance in English as a foreign language (EFL) environment cause opportunities rarely arise for learners to use language outside classroom (Nunan, 1989). Syllabus planners and teachers start employing TBLT with the aim of creating a more effective teaching and learning setting for learners. Though, there have been limited investigation studies on utilizing TBLT in teaching a particular skill, like vocabulary.

Therefore, one of the first and foremost problems of this study is to conduct a study in a country like North of Iraq where the students only have chance to learn the new words of the L2 inside the class. This indicates that the learners' choice of learning vocabulary is quite restricted.

The old and traditional methods of teaching vocabulary in most of the educational centers and schools in the area have caused the learners to be either strong or weak at the required level in vocabulary. What is more, the learners may learn hundreds of new words on regular basis, but they have insufficiency of usage and thus forget the words finally. Consequently, most of the Kurdish L2 learners suffer from learning vocabulary.

The application of TBLT to see how their vocabulary skill is influenced by such a recent approach could be another leading problem in hand, this is due to the fact that such an approach needs well-trained teachers in the first place.

The purpose of this experimental study is to scrutinize the effective impacts of TBLT approach on the students' vocabulary development in classes at Shahid Fakhir Mergasori high school in Arbeel, Iraq. In this research, a pre-test and a post-test will be directed for examining participant's vocabulary development. The materials utilized in this study are six different reading texts in a book called (Sunrise) by Sprenger, Prowse & Mclever, 2007; this textbook is used as a stimulus material for this study because it is an educational book ,and it fits with the learners' level; also this book is their syllabus for studying English language. The treatment includes students in both groups studying the texts. Some words from each passage will be chosen according to their proficiency levels and their backgrounds. The words will consist of nouns, verbs, adjectives, adverbs and prepositions. Hence, through the following research questions, the study endeavors to solve the problems and provide a plausible account for the problems and the questions that have arisen in the course of the work.

1.4 Research Questions:

In line with these present discussions, in the current study attempts are made to scrutinize the impact of implementing TBLT on the adolescent Iraqi learners (especially Kurdish learners in the north of Iraq) of English vocabulary course. The researcher argues that TBLT approach is more effective and will improve learners' vocabulary skill when this approach is compared to the traditional methods of teaching vocabulary. The following paper answers the bellow concerns:

1. Is it task-based language teaching more effective than the traditional method of teaching vocabulary?
2. Will the students in the TBLT group outperform in pairing the collocations than those in the traditional group?
3. Will the students in the traditional group be more successful in finding out the word classes of the given words when compared to those in the TBLT group?

1.5 Significance of the Study

The research will extend existing knowledge in the area of TBLT under investigation. This study will also center on investigating the employment of TBLT in the context of EFL vocabulary. Even though task-based teaching was examined in English as Second Language (ESL) classrooms, not many research was carried out in EFL vocabulary at the high schools. Consequently, by the current study general information will be presented for syllabus designers and teachers at the high schools by presenting a reliable method for improving the student's vocabulary acquisition in a much better manner.

At a particular area of language teaching method, the study may make a significant contribution toward the re-evaluating and modifying the English teaching course books at high schools of Arbeel, Iraq. Furthermore, it recommends some plans for further studies of TBLT in all language aspects. The practical experiences in task-based teaching approach may serve as catalyst for creating centering activities that eliminate the pressing needs of learners. Hence, the study will be beneficiary for the theoretical and practical frame of TBLT approach, as through the collected data in the present study can universalize or strengthen TBLT theories and strategies, while it can degrade some other through the indication of the weaknesses. Another significance of the study is promoting and enhancing the position of Iraqi schools via introducing them to one of the most recent and heated areas of teaching, particularly in vocabulary learning and teaching. Eventually, the conclusions of this research can provide the future researchers baseline information on the recent status of TBLT approach.

1.6 Key Terminology

The next expressions are concentrated in this study:

TBLT is considered as a depended methodology to perform a communicative activity or a number of communicative activities. In other words, learners in fact practice the target language in order to accomplish a given communicative goal. TBLT is considered as a substitute approach to traditional language instruction approaches, since this approach supports an instructional strategy that revolves around practical communicative language usage (Willis, 1996a; Brumfit, 1984; Ellis, 2003).

Tasks are considered as a quite considerable range of academics and scholars state that tasks are events in which learners are primarily focusing on meaning in order to reach an intended communicative goal (Nunan, 1989; Skehan, 1996; Prabhu, 1987).

Vocabulary is the significant component of every language to be put some care in. Vocabulary is one of the key elements of all languages. Speakers use vocabulary whenever they speak, read or write in a given language. Vocabulary is a part of the language, not something 'extra' that needs to be taught to its native speakers. In many ways learning to speak is like learning to drive a car. Similarly, teaching student's vocabulary without giving the students an opportunity to use these vocabularies will not help them use the language in real life. To such an extent, readers and learners may comprehend a reading text and make themselves understand it without the grammar, but they cannot get anywhere without vocabulary (Thornbury, 2002). Vocabulary is more essential than reading methods for comprehending a text; it is a channel to acquire the L2 components and skills, and it is similarly the best single measure of fluency, accuracy and finally proficiency.

Learning vocabulary is a complicated procedure; the learners' purpose to be touched in learning vocabulary procedure is principally their capacity to review the word voluntarily and to remember it in its written and spoken forms. For the most part, knowledge in a word includes learning the meaning of the word, and its structure at the fundamental grade. In more profound parts, it implies that knowing a word means the capacities to recognize its meaning, usage, word formation, orthography, category, pronunciation and grammar (Harmer, 1993).

Teaching vocabulary through millions of words in English has been resembling a disheartening view. The typical native speaker utilizes nearby just 5000 words in ordinary dialogues and regular communications. Additionally, students will not need to deliver each word they acquire; they will simply need some of the words to distinguish them from the others and assist them to avoid misunderstanding. Indicating whatever to teach, depended on occurrence and effectiveness to the requirements of someone's specific students is important. Once one has selected what to teach, the next stages are to think through what learners want to be familiar with around the items, and in what way

the teacher can teach them. Therefore, teaching vocabulary raise the students' ability of listening, speaking, reading and writing (Pan and Xu, 2011).

1.7 Overall Remarks

For English vocabulary teaching and learning, TBLT is a very effective approach; meanwhile, the language will be progressed by concentration of meanings and make an environment of knowledge basic to students' intellectual development. Consequently, teachers would not merely make contented teaching situation and true language atmosphere in the teaching method, but rather prerequisite plan for actual and composed tasks designer to the students' mental sensitive as well as levels of language.

In this part, a short overview of the matters related to the aim of the project, arguments, determining problems as well as response questions and concerns along with explaining the key terminologies. The second part will tackle to the literature review of TBLT and teaching vocabulary. The third chapter will delineate the methodology; it reveals the number of participants, instruments and the process of vocabulary teaching. The penultimate fourth chapter will address the summary of collective data, and information analysis, and research outcomes. The final part will conduct with the study barriers, recommendations and suggestions for further studies.

2. LITERATURE REVIEW

2.1 Introduction

The present study deals with the usefulness of TBLT in expanding vocabulary learners. This study was directed for the academic year of 2015-2016 to examine the application of task-based for teaching vocabulary at Shahid Fakhir Mergasori high school in Arbeel, Iraq. The present chapter deals with the related evidence on the teaching of vocabulary, difficulty of teaching and learning vocabulary, and the approaches of teaching vocabulary in the past progress to its contemporary place in TBLT. This section is dealt with more detailed of TBLT.

2.2 Teaching Vocabulary

For English language learners, vocabulary is the most essential and significant part of learning which can be defined as a collection of words of that language. Teaching vocabulary to EFL learners in classrooms is stimulating. Be that as it may, offering EFL learners some assistance with developing vocabularies is vital thing for their prosperity, inside and outside of the school. Learners can overlook a number of the particular things that they acquire in school, yet the words they acquire will aid them as helpful devices for an era, some limited areas and certain subjects. Successful teaching vocabulary requires a plan that enables learners to have opportunities for word learning by encouraging them, making to have self-motivation to do wide reading and giving direct guideline of particular words and visuals.

Further to this, Nassaji (2003) recommended that EFL learners might feel ineffective for lexical extrapolations about word meanings from context, so that teachers should offer them an opportunity to classify and explain particular meanings for unknown words. A number of studies have implicated for EFL vocabulary-teaching that teachers may

practice as theoretic proposals for constructing miscellaneous resources. Firstly, the practice of visual images such as pictures and drawings can encourage vocabulary retaining. Secondly, first language translation counterparts can help L2 vocabulary learning. Thirdly, advanced participation in vocabulary production dispensation, For instance, a composition in reading a text, can give to vocabulary remembering. Finally, task-based vocabulary learning through several accomplishments can encourage vocabulary learning.

Additionally, there are some major reasons why vocabulary richness and strength is a vital. Firstly, learning vocabulary is an important part in developing the understanding skill. Reading comprehension is considered as an intensive connection with quantity of vocabulary knowledge (Nourie & Davidson, 1992). As it was, the more vocabulary the learners have, the better they can understand their reading task. Secondly, students who have robust vocabulary are able to attain more educational achievements because vocabulary is comprised of words that are the tools, not only for improving reading, but for improving writing, speaking, listening, and thinking too. Thirdly, appropriate vocabulary skills will help you to get best result in life along with academic success to express one's needs, desires and exchange ideas more properly. Richards and Renandya (2002) believe that an essential part of language skill is vocabulary which gives many basis for how learners listen, speak, write and read well.

2.3 The Difficulty of Teaching and Learning Vocabulary

Acquiring vocabulary involves a significant position in L2 learning. A large number of activities have been completed for the sake of resolving the difficulties confronting students in position to vocabulary learning. Then again, what is remained is their efficiency in enhancing students' vocabulary knowledge and creation (Song, 2011).

Traditional approach for English language teaching (ELT) is controlled by a teacher-focal, exam- arranged, grammar use and vocabulary-based process. Teaching and learning of English vocabulary have commonly been underestimated and unkempt in ELT. English teachers for the most part organize sentence and utterance structure or phonology as integral to phonetic hypothesis and more basic to language teaching

method. They do not consider that vocabulary considers as fundamental to learn language and words are as significance to the typical language learners. Basically, any enhancement of student's vocabulary deprived from putting its information to practice may not be dynamic.

Although it is clear that most English language teachers have not really paid considerations in finding a successful approach for teaching vocabulary, teaching vocabulary indirectly is highly preferred by many teachers. Such teachers uphold that widespread extensive reading is the preeminent technique to build an appropriate vocabulary. Moreover, some teachers believe that teaching vocabulary is not good of teaching directly. Meanwhile, other have contradictory views that vocabulary must be taught directly because it is a very good way for EFL learners to understand vocabulary. Referring to the present study, indication advocates that such above-mentioned approaches are required for building vocabulary more efficiently and competently (Glowacki, Lanucha, & Pietrus, 2001).

On the side of L2 learners, learning vocabulary is one of the most significant way to enhance learning other skills, for the reason that grammar learning and vocabulary learning are entirely dissimilar. Guidelines of grammar may be learnt inside of a constrained time in view of their limit, while learning vocabulary is a life-lasting procedure because of its interminability (Liu, 1995). As an outcome, L2 vocabulary learning and teaching in classes are a stimulating way. Learners' ability level and learning condition must be measured prior to determining suitable methods of vocabulary teaching. In common, focusing on direct instruction is perhaps best for starter, elementary, pre-intermediate and intermediate learners who have restricted vocabulary. Meanwhile, reading a wide ranging will help learners to enhance and acquire the process learning of vocabulary.

2.4 Vocabulary with Contextualization

The most traditional method of vocabulary teaching is using a dictionary to catch the definitions. On the other side of the coin, there has developed a different approach of teaching currently –known as contextual approach for teaching vocabulary, which has

become very important at the present time, and modern studies have concentrated on using the context to comprehend and explain the new items. Contextual investigation is the method utilized to attain the importance of a word in the content; also it encompasses understanding the meaning of an unexperienced word by inspecting the text surrounding it. Teaching in contextual investigation usually includes teaching learners to work for both general and particular kinds of context signs. Context signs hold definitions, instances, and summaries. Planning for teaching students and using context as a signs to recommend the main instructional approach for developing vocabulary (Glowacki, Lanucha, & Pietrus, 2001).

Correspondingly, each single word has its specific use in the context. It is unsuccessful for learners to control words from the real condition if the teacher clarifies them uneventfully and theoretically. Vocabulary learning is hard when the context is absence. Those words which are showed in separation for the most part are not recalled. For that reason, the contextual information of words is imperative in teaching vocabulary. Coady (1987) proposes that contextual information can work as recompense for definite syntactic lacks. Students express much attention in contextual information and pay attention to the content.

According to Anderson and Nagy (1991) in context vocabulary learning is a durable procedure, assessing that, given a particular contact to an unacquainted word, there was nearly a 10% chance of acquaintance with its meaning in a context. EFL learners are predictable to necessity numerous disclosures to a word in context afore considering its meaning. For the reason that many learners may certainly not have done wide-ranging reading for propensity, it can be beneficial primarily to apply particular class time to sustain silent reading (SSR) (Krashen, 1993). Subsequently, the learners' progress the capability to read in a continuous style, the maximum reading must be completed outer of class. In its place of teaching words solely, teachers offer chances for reading, hence, in a context EFL learners be able to recognize the meaning of words. Contextual investigation is the perfect indirect teaching approach, not just for vocabulary development, but for reading comprehension also.

Furthermore, vocabulary teaching by contextualization needs a lively support from

students, which is very helpful for their learning. Students do not work with any rundown of words. They are urged to utilize the vocabulary they are acquainted with and in the event that they have to employ an expression they do not know or when they go through a word they do not comprehend then they ought to associate it into their vocabulary. They should figure out the significance of words themselves or by help of their teacher. This appears to be an extremely beneficial instrument for teachers and their students.

2.5 Direct and Indirect Vocabulary Teaching

A number of scholars and vocabulary specialists consider that the preeminent procedure utilizes direct and indirect teaching method gives a chance to both receptive and productive figuring out how to happen it. Therefore, teaching vocabulary will be suitable into any development that implicates language learning. The time spent for direct or indirect teaching rely upon the way of teaching in connection to an extensive numeral of variables. For example, the level of the students, the accessible time and the quantity of communication the students are expected to have with the variability of English words, equally inside and outside of school (Allen, 1999).

It is regularly assumed that vocabulary is adapted merely through wide acquaintance to listening and reading. For instance, both listening and reading will enhance the nature of receptive information of words. Though, in many circumstances, direct teaching have to be given so as to inspire the frame of word afore quality development will happen (Beck, McKeown & Kucan, 2002).

Receptive word information involves the idea that the student distinguishes a word and remembers the meaning when it is encountered. Teaching methods, which support learners to develop acquainted words, are the most competent implementers for this level of vocabulary learning. This assistance will ultimately lead to better learners' reading comprehension (Anderson and Freebody, 1981).

In the direct vocabulary teaching, students prepare several particular drills and accomplishments that make them focus directly on certain words in the lists, vocabulary games, and learn word parts. These techniques of direct vocabulary teaching are helpful

to all students. (Vacca, Vacca and Gove, 2000).

Besides, in the direct vocabulary teaching, obvious consideration is specified to vocabulary. Timeframes may be put aside for the investigation of vocabulary, a particular timeframe for vocabulary learning cannot be in the greatest attentiveness of the class as a whole. Exercises might cover word-building drills, coordinating words by means of explanations, semantic representing, and splitting data exercises concentrating on vocabulary. Even though in a classroom situation, learners ought to feel that they can ask for vocabulary explanation whenever they come across new words. Teaching vocabulary can regularly be random, through little pre- arrangement or respect to the action. Further to this, learners are totally educated the similar level and given similar amount of vocabulary with no attention and thought to their individual necessities or benefits (Oxford & Scarcella, 1994).

With reference to an indirect approach to teaching vocabulary, the teacher's sympathy towards vocabulary learning is clear enough. Rather, the sympathy is towards how preeminent is to integrate a rich vocabulary environment into open exercises and how this is given priority. One method to accomplish this is to explain the approaches for understanding their significance in context. In reading, this is undoubtedly the preeminent tactic for learners to overwhelm openings in their dictionary. In discussion, plans for arrangement of meaning are of more prominence.

Since the consolidated vocabulary information of a group or pair of learners cooperating is sure to be much more noteworthy than any single learner, learners inside a group are highly motivated and engaged in the learning process, that is why group and pair working are obviously significant vocabulary learning sources. The role of the teacher then turns into that of a supplier of reliable, stimulating conditions in which the learners are grouped and can select approaches for separating meaning while occurring next to another word or expression in the development of that association.

2.6 Vocabulary with Visualization Using Technology

The proverb puts the importance of visualization: “A picture is worth than thousands of words”. This illustrates that operational graphical images can be utilized in learning.

Visualization have numerous meanings. Roth (1993) suggests that there are two processes in having a picture, namely: “An internal process (the formation and manipulation of mental imagery) and an external means of communication (the creation of graphic imagery)” (p. 2). Visualization can be valuable in EFL learning for the reason that by utilizing visual aids like a project, video, or computer software, students can understand both abstract and concrete words well (Gersten and Baker, 2000). Despite this, visual technologies such as videos and computers have progressed quickly, and the world is turning out to be more visual. Visualization is additionally getting to be one of the vital methods for teaching vocabulary. Numerous applicable visual techniques such as video, drawing, and computers occur for enhancing vocabulary skills. Particularly, due to the availability of miscellaneous sorts of the computer liveliness and reproduction programs, visualization techniques demonstrate new conceivable and preferable ways to be used in teaching and learning vocabulary with through visual pictures.

For developing vocabulary according to (Bazeli & Olle, 1995), there are some applicable and workable visual approaches, such as:

Video: A model of utilizing a video to improve particular vocabulary is to utilize student-made stories that would be perused before the camcorder. Particular vocabulary words might be focused on orally. A postcard with the written word said before the camera could concentrate on the watchers’ considerations on the composed type of the word. This action would give an evidence to employ the vocabulary skill as a major part of a real life.

- Drawing: EFL learners might be requested to exemplify words in a section they read on themselves or to exemplify a way of it. The visual description of a fiction is a delightful mode to differ the acquainted valuation of knowledge.
- Computer: numerous programs of computer have been made with aim of advancing reading skills and vocabulary. Additionally, drawing programs of computer are usable for developing vocabulary. EFL learners be able to construct a visual by the computer to delineate a particular vocabulary word.

2.7 Vocabulary with Task-Based Approach

TBLT is an approach which is demanded to be useful in adapting to the issues of vocabulary learning. In TBLT, tasks are utilized as the key instructional instrument to teach various language components. Language learning take place over the practice of finishing tasks, and students terrifically apprehend the L2 more robustly when they are exposed to significant task-based exercises naturally.

Those who have proposed of TBLT consider that the acceptance of vocabulary, as one of the main components in L2 learning, to be improved in utilizing appropriate instructional tasks. Then again, planning successful instructional tasks has continuously been a massive and prominent challenge for L2 instructors and scholars. Recent studies have stimulate the practice of tasks in L2 classrooms. TBLT delivers students with contact to both experience obvious and hidden learning. TBLT has the capability to mix meaning-focused statement with form-focused teaching. Moreover, during improving the vocabulary through using the principles of TBLT, students learn examples of the words and practice them with the context of sentences since their vocabulary knowledge is a structure procedure that happens from time to time (Snow, Griffin & Burns, 2005), so as to complete a specified tasks sheet, it is crucial to create communicative interaction among the mate-learners. Meanwhile, such group or pair activities are created into tasks in TBLT to engage the learners in oral or written interaction to comprehensive tasks (Ellis, 2003; Willis, 1996a). In other words, communicative interaction, which is based on the determined tasks, is a fruitful method to raise oral communication in the L2 and support students to obtain the vocabulary unintentionally in the development of content mastery, plan achievement or task completion.

In addition, TBLT provides an opportunity for L2 learners to learn vocabulary, as there are some other choices recommended for developing vocabulary, such as forecasting words correlated to the task topic or title. Furthermore, TBLT prepares the ground for constructing words into a word network with innovation technique, supportive lexicon search and by corresponding rundown of words with a rundown of explanations (Newton, 2001).

TBLT is also beneficial to motivate students to discuss meaning of new words as

opposed to depending on an outer source in which the meaning is readily available to the students. In spite of the fact that the inquiry on the eminence of vocabulary increased through the occurrence of group work, it is perceived that students show remarkable improvement. It is similarly asserted that vocabulary learning happens by the way as students participate in supportive TBLT. Meanwhile, performing task is important, if the students are motivated to retain a best of newly words and review those words, and if they also investigate the new words in diverse contexts and in distinctive means, they will strengthen their vocabulary learning. Through tasks learners have chances to discover new vocabulary without teacher's direct support (Newton, 2001).

Despite what has been mentioned above, TBLT is a very effective approach to learn English vocabulary, which can give attentiveness and truthfulness, language progress through more discussion of meanings. It can also create an atmosphere of closeness and profound helpfulness that are essential to students' emotive and cognitive development. Hence, teachers do not have to merely make happy teaching background and reliable language situation in the teaching procedure, but rather teachers require real outline, encouraging, and well-adjusted tasks customized to the learners' cognitive emotive as well as etymological level.

2.8 Task-Based Language Teaching:

TBLT has its back ground in the 1970s when researchers claimed that language teaching must comprise language forms and meanings (Skehan, 2003). The applied linguist Prabhu was one of its main supporters of the aforementioned approach; he used TBLT in his lessons when teaching high school classes in Bangladesh and India in the '70s (Long and Crookes in Van den Branden,2006).Grammar-focused activities used in language classroom have no influence on cognitive learning process and do not support learners in developing their abilities to utilize the L2 outside the schoolroom successfully in spite of years of teaching in the structural approach (Richards and Rodgers, 2001).

Correspondingly the necessity for a transformation from the traditional approach to TBLT is a debatable subject. Skehan (1996) asserts that there are two conflicting notions concerning the benefit of traditional approach in the L2 teaching classes, also

he proposes that traditional approach contains a bunch of techniques that offer teachers through a perfect plan of motivation to follow. On the other hand, Skehan (1996) highlights the unconfirmed and impractical background of the traditional approach and suggests TBLT approach for teaching as a better substitute. The similar concepts are proved by Prabhu (1987) and Nunan (1989). Ellis (2003) asserts that in the traditional approach, learners are perceived as “language learners”, while in TBLT, they are preserved as “language users” (p.252).

Rendering to modern SLA research, learners do not acquire words in L2 in an accretive and direct way, but relatively as parts of complex mixture of form-function relationship (Van den Branden, 2006). In a similar style, Lightbown (2000) and Skehan (1996) claim that language learning is a complex process, and L2 learning is a developmental system of the target form, in which learners do a number of errors in reformation their inter language (Leaver and Willis,2004).

Communicative Language Teaching (CLT) concerning actual and meaningful conversation which is a key aspect for learning a language because of that TBLT is regarded as one model of it (Richards & Rodgers, 2001; Willis, 1996a). Communicative language use has been given more emphasis as a critical feature of a task-based structure, because L2 learners are learning the language as they utilize it (Willis, 1996a). In supplement to evolving communicative competence, consideration to build it is necessary for learning a language. However TBLT highlights the meaning’s prominence, an emphasis on form has a corresponding significance in the L2 learning (Bygate, Skehan & Swain, 2001). In TBLT, it is anticipated that learners attain accuracy and fluency practice of language (Willis, 1996a). Other basic measurements characterize TBLT as: input and output processing, negotiation of meaning and transactional focused conversations (Richards & Rodgers, 2001). TBLT offers real learning language frameworks in the usage of tasks (Willis, 1996a). Amid the significant frameworks for language learning, experience to meaningful language input is perceived as crucial (Ellis, 2003; Willis, 1996a). In any case, profitable output is as critical as significant input, and TBLT needs a product output toward the conclusion of a task (Swain 1985 in Richards & Rodgers, 2001). Communication in TBLT places an equivalent significance

on the handling conceivable input and creation of understandable output.

Also in TBLT, students have the chance to exchange meaning in order to classify and clarify a problematic statement that happens in their statement (Ellis, 2003; Richards and Rodgers, 2001). Conciliation of meaning includes modification, rethinking and research with language. The constituents of meaning conciliation are fundamental for communication in actual life discussions. So communication to convey meaning is important to guarantee that input is understandable and language acquisition is advanced (Yule, Powers & Macdonald, 1992).

2.9 Goals in Task-Based Language Teaching

It is necessary to establish appropriate goals for TBLT in order to maintain its usefulness, and TBLT should have emphasis on three central language learning goals: fluency, accuracy, and complexity (Skehan, 1996). To accomplish the first goal, fluency, learners intend to utilize L2, all things considered, and circumstances at a satisfactory level of discourse rate without annoying stops. Notwithstanding conforming speech rate, delaying, rethinking, faltering, repetition, and utilization of correct lexical things are bases to achieving language fluency (Skehan, 1996).

In any case, sporadically learners have trouble accomplishing spoken fluency. Poor fluency may influence correspondence by restricting communication examples and may bring disappointment both with respect to the speaker and the communicator. Learners require chances to exercise language in ongoing discussions. Additional purpose behind poor fluency might give a chance to the learners center all other goals-accuracy and complexity. Nature elements are also reflected to have a bad impact on fluency. These elements might include all shyness, creation anxiety, and humiliation in speaking, sentiments for insufficiency for one's ideas.

The second goal of TBLT is accuracy which is interconnected to the practice of L2 in a rule-governed tactic. Subsequently inaccuracy might be a reason of communication interruptions and reveal negatively on the speaker's construction; it is crucial for TBLT to support accuracy for operative language learning and practice (Skehan, 1996; Willis,

1996a). Concentration on form as well as fluency has to be the main goal in language exercise and language acquisition. Nevertheless, TBLT supporters highlight that concentration on form would not impact the movement of communicative instruction in the classroom (Ellis, Basturkmen, & Loewen, 2001). Tasks corresponding fluency and attention on form are vital sources in planning effective language teaching tasks.

Complexity is the third goal in TBLT which contains learner's obligation to grow basic capabilities to practice more stimulating sentences, phrases or words. Learners' inclination to try more difficult language practice is likewise significant in the learning development (Skehan, 1996). If learners will not endeavor to rearrange and explain the language, it may be because of the absence of interest to enhance their inter-language or disinclination to take risks to utilize more intricate structures (Skehan, 1996).

2.10 Tasks

2.10.1 Background of tasks

Tasks are utilized for diverse determinations and in this way described in diverse ways in the literature. The notion of 'task' may be defined in a different way. The supporters of TBLT have suggested multiple ideas and perceptions about task. In spite of the dissimilarities that occur in defining the term task, some of the promoters of the TBLT share the same perspective about task in focusing on meaning and reaching specific result.

Long and Crooks (1992 in Van den Branden ,2006)defines a task as the hundred and one things that individuals do in daily life at work, at play, and in concerning like using a library book, painting a fence, writing a check, assisting people across a way ,and the like. These tasks are target/ real- world tasks not informative task because they are not happening in the classroom. Also some of the tasks may not include language use at all such as painting a fence for example. In other words, tasks are actions " things people do" to attain some goals (Nunan, 1989, p.5).

A main explanation of task is delivered by Ellis (2003) who maintains that, a task is a work- plan for learners' doings which includes a primary emphasis on meaning to

participate students in utilizing language practically more than displaying language. A task contains real-world procedures of language practice that result from performing a task. Tasks can encompass any of four language skills: a task might oblige students to listen or read a text or produce an oral/written text; a task wants students to employ mental practices like picking out, organizing, estimating information in order to perform the task, and has an obviously well-defined communicative outcome.

Scholarly tasks take four measurements: 1) learner products, 2) operations necessary to develop products, 3) psychological abilities to do the tasks, 4) a responsibility framework for product assessment (Richards & Rodgers, 2001).

TBLT has numerous of the similar components of tasks created for additional educational aims. In language instruction, The Malaysian Communicational Syllabus and the Bangalore Project (Prabhu, 1987; Richards & Rodgers, 2001) stayed before findings of TBLT perceptions.

The tasks utilized in the Bangalore Project were two sorts, real life tasks and scholarly tasks. For example, the task called 'clock faces' learners were requested that set their hands on a clock to demonstrate a given time was a real-life task. The other task named 'drawing' where learners were requested that draw geometrical information from verbal directions were intended to fill instructive needs (Richards & Rodgers, 2001). Presently, tasks are regarded as investigation tools as well as pedagogical systems (Ellis, 2000; Richards & Rodgers, 2001). Study tasks support language program planners to analyze students' necessity. Therefore tasks show a significant part in program planners and application (Ellis, 2003).

2.10.2 Classifications of tasks

The literature on TBLT has proposed four main parameters or criteria for the classification of tasks (Willis, 1996a; Ellis, 2003; Leaver and Willis, 2004; Mackey, 2012).

2.10.2.1 Parameter one: open and close tasks

Open or 'divergent' tasks refer to those tasks where more than one result or accurate

response is accessible for the learners; there is no one prearranged outcome. From Loschky & Bley-Vroman (1993) perception, the information which learners must exchange is limitless.

Open tasks are less organized and have fewer particular goals than closed tasks. For illustration, many opinion-gap tasks which contain making selections, general conversation, ranking actions are open in nature since many answers are accessible for learners to select from, or learners would use their imaginings to make a story from a set of pictures (Ellis, 2003). The grade of 'openness' for the tasks differs. Open tasks offer opportunities for the learners to feel permitted in their conversation based on their attention and need. This freedom has an influence upon the encouraged learners' performance and offers them a chance to improve their language facilities.

Closed or convergent tasks can be recognized with a very particular goal and are highly structured. Teachings are very specific, and the information is restricted. There is only one potential prearranged result or answer and one way for attaining it (Willis, 1996a). Closed tasks involve learners to find out single, correct answer or small limited set of answers (Ellis, 2003; Nunan, 2004). Information-gap tasks in the form of similar or dissimilar are closed in nature. This suggests that closed tasks stick learners to the task necessities.

In Loschky & Bley-Vromans' (1993) observation, closed tasks seem to lead to more negotiation of meaning because learners are not able to give up when they face trouble, and thus are likely to ease comprehension. In addition, they also inspire learners to adapt their target language. In open tasks 'free conversation', learners can switch off the topic straightforwardly. For these reasons, closed tasks are better to use in teaching grammar (Willis, 2004).

2.10.2.2 Parameter two: one- way/ two- way tasks

Tasks can be categorized rendering to whether the information taken is held by one leaner or divided amid two or more (Willis, 2004). Thus, tasks can be reciprocal and non-reciprocal. Reciprocal or two-way tasks are constructed on the communication that is held between two or more people, and each participant has his/her own opportunity to

communicate. According to Nunan (1989) in two-way tasks, each participant has some information which is not shared by the other participant. Nunan (1991) suggests that two-way tasks produce more negotiation work than one-way tasks.

Non-reciprocal or one-way task is completed only by one learner so that the movement of information is well-ordered by a single participant (Willis, 2004). For instance, learners listen to a text without any opportunities to cooperate while they are listening to directions about what way to follow and mark in the way on the map (Ellis, 2003). In one-way tasks, the duty of implementation of the task is on the participant who holds the information and others realizing the task by listening to their companion. Pica et al. (1993, cited in Shehadeh, 2005) suggested five task types that make opportunity for communication at dissimilar level all of which can be one-way or two-way task. The tasks are: jigsaw tasks, information gaps, problem-solving, decision-making, and opinion exchange.

Jigsaw task produces the most prospects for negotiation of meaning because participants work in groups they hold dissimilar sections of information for finishing the task they work on to reach a convergent single goal (Nunan, 2004). Three individuals or groups may have diverse parts of a story and have to combine sections collected to form the story. A dissimilarity can be made between problem-solving tasks and jigsaws in their definite task features. In problem-solving tasks, the participants are provided with the similar information in the practices of reading a text or listening to a record nearby a problem, and then learners must interrelate and discover a probable answer; that is, they control the language that they need to use and they feel open to control the task too. In jigsaws, the tasks are more 'closed' and organized as dissimilar information is delivered to the participants who must commonly conversation. De la Colina and Garcia Mayo (2007) mention that opinion exchange task would produce the smallest chances for negotiation of meaning because each participant has contact to the same information, and they are not requisite to reach a single goal in order to thorough the task.

2.10.2.3 Parameter three: focused and unfocused tasks

This contrast is presented by Ellis (2012) to define whether the task has exact and

prearranged language focus or not. Focused tasks inspire learners to practice openly or effectively some particular language features. Focused task can be in the form of Consciousness-Raising (CR) action. The best way to syndicate grammar with language teaching is not by the use of grammar drills, but by the use of CR actions which help the improvement of grammatical knowledge (Loschky and Bley- Vroman, 1993). Skehan's arguments (2003) in CR tasks, the focus is on obvious learning. This indicates that CR tasks support learners to know and comprehend how a particular language feature is used. This form of task is called "grammatical task" by Loschky and Bley- Vroman (1993, p.123) since this kind of task can be considered in such a technique that make learners practice a specific language feature. For example, in depiction action learners can only use preposition of place to define the depiction (Ellis, 2003). CR tasks differ from traditional grammar teaching in that they view form-focused instruction as a means to the attainment of grammatical capability and assist the acquisition process incidentally (Ellis, 1990).

Unfocused tasks are those which are not planned to practice exact linguistic feature, so that learners are able to apply any linguistic means in authentic communication to complete the task. They are considered by non-linguistic results (e.g. drawing a picture, solving a problem), a necessity to discuss meanings in order to attain the outcome, and learner control over the resources (verbal or non-verbal) that are used (Ellis, 2012).

2.10.2.4 Parameter four: real-world and pedagogic tasks

Real- world tasks are those that the learners do in real life such as: purchasing a book, making a phone call, satisfying out a form, etc. Van den Branden (2006) comprehend objective tasks as something that are completed, not somewhat that are thought. Pedagogical tasks are those that are done for pedagogical purposes. They are a part of an action or work, usually with designated objective, expected as part of an educational course. Pedagogical tasks are classroom- based tasks, which have a psycholinguistic base in SLA and do not reflect automatically on real- world tasks like reading a text, listening to a record, and etc...

According to Chaudron et al (2005) pedagogical tasks offer learners with concentrated

experience, lead to intricate learners' knowledge, and adapt interaction. They contain communicative language practice in which the learners' consideration is on the meaning more than the form. This does not indicate that form is unnoticed, but form and meaning are connected (Nunan, 1988). Grammar occurs to support language user to express diverse communicative meaning for example information-gap activity is one of the top samples of pedagogic tasks (Nunan, 2004).

2.10.3 Task types

There are dissimilar task typologies that are planned by proponents and practitioners of TBLT to teaching language skills. This is due to some circumstances lying behind changeability of tasks. Learners' age, proficiency level, background knowledge of language, communicative competency, capability to do the task should be taken into explanation by the teachers in order to select what task and when to practice it (Ellis, 2003). Taking suitable tasks for learners make language teaching more operative. Providing learners with chance to take tasks has a positive effect on inspiration and subsequently performance (Thomas and Reindres, 2010).

Prabhu (1987) claims that learners in the classroom differ in their capabilities as well as their observations, and the teachers can regulate the level of task challenge to suit the main possible number. The pedagogic tasks that have been planned both by researchers (e.g. Pica, Kanagy & Folodum, 1993) and practitioners (Prabhu, 1987; Willis, 1996a; Ellis, 2003 cited in Willis, 2004) are categorized into three classifications: the gap principle, reaching a decision or solution, and cognitive processes.

2.10.3.1 The Gap Principle

If everything is clear and known, there is no compelling reason to think. Considering the learning requests, gaps make this request (Hutchinson and Waters, 1987). There are three types of gap tasks like “information- gap, reasoning- gap and opinion- gap” (Prabhu, 1987, p.46-7).

Information-gap or information transmission task: (Ellis, 2003) mentions to transmitting information from a text to whole a chart or a table or form one person to additional. For

instance, one learner or one group of learners has information, another does not. Occasionally the second companion or group of students has balancing set of information. They need to discuss, chat and share the knowledge in order to discover whatever the other groups' information is and then finishes the task (Hutchinson & Waters, 1987; Richards & Rodgers, 2001).

Reasoning-gap tasks: these are the tasks demanding learners to develop some new information through cognitive developments such as interfering and applied reasoning. This movement contains sharing information but needs going beyond the information given. For example, determining what course of action is preeminent (cheapest or quickest) for a given resolution within given restrictions. Reasoning gap activity contains understanding and conveying information such as information gap activity, but the information that is taken is not the same as that primarily understood. There is a part of intellectual which attaches the two (Ellis, 2012; Nunan, 2004; Willis, 1996a).

Opinion-gap tasks: tasks include classifying and speaking personal favorites, feelings or attitudes or sentiments in answering to a certain situation. A pedagogic struggle with this type of activity is that it is open ended in its result from individuals, different from the other two types in which they make students approve on a conclusion about right or wrong results. Also, they result in minor levels of negotiation of meaning (Ellis, 2012).

2.10.3.2 Reaching a Decision or Solution

The notion here is that there is an assessment or an explanation to be touched through communication of particular type. Decision-making and problem solving can also be used in tasks about vocabulary. They are also depended on the data given to the learners at a "pre-task" stage or on information already known by the learners such as parking problems in a local town. These tasks are convergent task, since they need learners to work in pairs or groups to find out thinkable ways for modifying their point of view, assessing each other's idea, and lastly next to the end or resolution helpfully (Willis,2004). Poupore (cited in Edwards and Willis, 2005) asserts that in problem solving task, learners are given a problematic information, and they are requisite to reach at an explanation to the problem.

Problem solving tasks request knowledgeable and intellectual power; they are stimulating and make students involve in them. Mackey (2012, p. 63) suggests a difference between problem solving tasks “convergent” and debate tasks “divergent”. The earlier support more interactional changes than the latter, but there is greater syntactic complexity in discussion. In the latter, learners are complete with one or two possible solutions to discuss for, with others being requested to argue against them. Divergent tasks offer far less negotiation of meaning rather than convergent tasks (Willis, 2004).

2.10.3.3 Cognitive Processes

There are six task categories constructed on cognitive processes. Willis (1996) arranges them in estimated order of cognitive challenge, from simple to more complex.

1. Listing tasks: These involve listing words, short phrases, or even quite compound sentence. For instance, at an advanced level learners can be questioned to list the reason after using or not using particular forms of transportation. This task involves using more compound sentences and producing a list of commendations for improving public transport system (Willis and Willis, 2007).

The developments of listing task contain brainstorming and fact-finding. Brainstorming is a real way for assisting fearful learners to participate in topic and support richer interaction. Learners' brainstorming draws on their own knowledge and practice. For instance, it provides learners with some items to brainstorm them like criteria for choosing a place to stay in vacation or weekend.

2. Fact- finding: It refers to inquiring learners to quest fact with reference to books, websites or questioning people outside the classroom. Fact- finding can be used as homework if the topic is presented a lesson before and do preparing stage. Different learners have different ways of classifying; this can arouse rich discussion, for facilitating the task, teachers can use the idea of two-way categories. The examples can be giving positive and negative categories to classify, agree or disagree, like or dislike to.

3. Comparing and contrasting tasks: These contain identifying and finding

comparisons or variances in texts, diagrams, pictures etc. Learners are asked to talk in small groups of three or four to compare their morning repetitive for instance.

4. Problem solving tasks: These tasks test learner's intellectual and mental power. Real life difficulties may contain articulating suggestions, describing proficiencies, comparing substitutions, assessing and approving a resolution.

5. Sharing personal experience tasks: These types of tasks inspire learner to speak easily about themselves and share knowledge with others. Here, the communication is similar to unplanned social discussion in that it is not goal-oriented as in other tasks (Willis, 1996a). An example of this type can be giving advice to somebody when s/he is in trouble based on a similar problem we have faced before. Storytelling, tape, textbook anecdote can be used as a model for supporting learners to imitate the language as the mode given.

6. Creative and the project tasks: These can require creative writing, recording a news report or dialogue. Depending upon the topic selected, it may include carrying out some early research and writing interim reports. It can be done individually, in pairs or groups.

2.10.4 Stages of Task-based Structure

For TBLT, there have been dissimilar series structures planned by investigators (Ellis, 2003; Prabhu, 1987; Skehan, 1996; Willis, 1996a). Task-based lesson comprises of a series of tasks. They are planned in a chronological order based on a framework for classroom doings in the form of three central stages pre-task, during task, and post-task.

TBLT varies from the traditional teaching approaches in terms of dissimilar series of teaching stages. In traditional class, the first stage is to find the L2 purposes and arrangements, after that to exercise them, and finally to make samples of presentation, practice and production deprived from the instructor support.

In a task-based structure, though, students first complete a communicative task (with the benefit of any earlier learned language framework); next they are presented to the subject and the task itself, and then they discuss about essential formation to do the task

they have just tried. In this stage, they could read something connected to the task subject. Later, students have the understanding of the task making; they relate this gen to re-try the task. Here, they have admission to demanded language forms. Briefly, in TBLT learners firstly elaborate in the task, and they try to discuss for meaning by present resources. Then, they focus on the L2 forms for discovering what they need. Students have been familiar with the particular language forms and functions beneficial in task achievement. So, these forms and functions are contextualized and have become more significant for the students in the focused task (Ellis, 2003; Skehan, 1996).

2.10.4.1 Pre- task Stage

The goal of this stage is to present task and task subject to students. Conferring to Ellis (2003) and Lee (2000), outlining of the task shows an essential part afore applying the task since it advises students around the result of the task and what they are assumed to do to accomplish the task. In this stage the teacher presents, describes, and familiarizes the learners with the topic and explains the goals of the task. This activity will help learners remember interconnected vocabulary and phrases that will be suitable throughout the performance of the main task to activate relevant schemata. Here, learners are ready to reorganize the existing constructions, save relevant information, and organize their ideas before starting the task. These mental activities inspire learners to do the task in more fluent, more complex, and more perfect techniques (Willis and Willis, 2007).

After presenting the subject, teachers might possibly feel the necessity to clarify the task subject if students are inexperienced with it. Alongside to this, they can deliver students with important vocabulary unites and expressions or aid them remind connected phrases or words (Willis, 1996a). When the subject is acquainted, instructors would be able to develop the important phrases and connected to the subject. In this stage, instructors may have a chance to see what students really recognize and what they must to recognize.

The third step is to do alike task to the focal task. Prabhu (1987) showed in an entire course circumstance. The instructor requested related demands that could be fixed to the students in the focal task. This demo in the pre-task would be calculated as a doings that

develops students' ability in activate the task. Consuming students' knowledge "ideal" presentation of the task whichever by hearing to a soundtrack of a confident narrator or construing a connected context to the task, raises students' best presentation in the task (Ellis, 2003). Though a number of investigators have discovered it real to "prep" students on the kind of task they want to comprehend (Willis, 1996a), others demand students to catch their own way to complete conversation and cooperation with associated students in the pre-task stage (Ellis, 2003).

Latest phase in the pre-task stage is to give time for the learners to design a task. This time in significant to arrange themselves for the tasks increases the practice of different vocabulary unites, difficult linguistic formulas, fluency and openness with which the tasks are approved (Skehan, 1996; Willis, 1996a). Ellis (2003) names this term the strategic planning stage. In strategic planning, either the students choose by themselves whatever to do in the task or instructors commanding them in concentrating on accuracy, fluency or complexity. Though instructor leadership is significant at this point in order to clearly tell students what to concentration on throughout homework (Skehan, 1996), Willis (1996a) claims that students incline to achieve the task less actively when they are directed by the teacher than when they design the task on their own.

There is another important subject connected to permitting training period for students in this stage, for Willis (1996) and Ellis (2003), the quantity of training period might vary according to the students' knowledge by the task subject, problematic level, and intellectual request of the task. The more compound and unexperienced the task is, the extra training time learners want.

In nutshell, pre-task stage is significant because it supports the learners to actively involve the task; it gives them appropriate exposure, activate proper schemata, recall or ask for useful words/phrases, get ideas and make notice in performance a task on the topic. The significant aim of this stage is to clarify the task and explain the intended outcome.

2.10.4.2 During-Task Stage

During task is the second stage in TBLT framework. It contains three correlated

components: task, planning and report. Generally, during task offers learners through exposure to and practices of target language to assist communication in the target language. During task is a way which supports learners to make practice of whatever language properties they already have e.g. actuality resources or background information of target language to direct themselves and say whatever they want to say (Willis, 1996a). In this stage, students perform the foremost task groups or pairs, arrange a spoken or printed proposal of in whatever way and what they have prepared in task achievement, and then offer it to the complete discussion (Willis, 1996b).

Additionally, there are abundant of opportunities for learners to concentrate on language in a task cycle. While, this stage is mostly concerned with meaning, there is also an attention on language, specifically on phrases and words at the priming stage (Willis and Willis, 2007). This indicates that in during-task stage learners' responsiveness indirectly focuses on form, and this will lead to ease attaining language forms more simply at post-task stage.

The task performance meeting allows learners to select whatsoever language they need to utilize to reach afore definite result of the task. Ellis (2003) recommends two dimensions of task performance: presenting students' preparation time and presenting them the chance to practice input data which will support them offer whatever they produce simply.

The effect of time limitation on task completion is the first dimension. The teacher gives the students some time to the whole task and set at time limit. There are different views about timing. It is noticeable that unlimited time will support, (Lee, 2000; Willis, 1996a) providing restricting time limits. In contrast, Yuan and Ellis (2003) claim that if students are provided with unrestricted time for performance the task, they will produce a language that is more accurate and more complex as compared to those learners plan how to perform the task, establish their ideas and produce accurate and suitable utterances. However, Willis (1996a) privileges that if students take restricted time to complete the task, their spoken production develops more fluently and ordinary because of unintentional language practice.

In the latest part of during-task stage, particular pairs or groups present their spoken or printed information. Instructors' presenting comment just on the strong point of the report and not openly revising mistakes rises the efficiency of the commentary meeting (Willis, 1996a).

2.10.4.3 Post- Task Stage

Language focus or post-task stage is the last stage of TBLT framework. It provides opportunity for obvious language teaching. The goal of this stage is to highlight explicit language features from the transcript or text used previously in during task (Willis, 1996a). This stage allows students to concentrate on the language they utilized to finish the task, maybe, replication the implemented task, and create justifications on the task (Ellis, 2003). The instructor will be able to offer some form-focused tasks centered on the context or attending tasks that have been studied. This stage is understood as addition accuracy to fluency since it similarly includes clear language instruction (Willis, 1996b). The instructor chooses the language formulas to present, observe students while they are acting the "re-task", and records of students' mistakes and gaps in the specific language formulas they practice.

Students are likewise assumed the chance to replicate the task. Task replication supports them to develop their fluency, practice extra accurate and complex language systems and direct themselves more obviously (Bygate, 1996). As a final point, students are given the chance to redirect on the task they have completed.

Ellis (2003) claims that it is potential for learners to report on their personal presentation and how they can progress their presentation, which are all connected for increasing their metacognitive abilities, for example self-monitoring, assessing and arrangement. In addition to self-criticism, students are requested to assess the task as well, which will impact their instructor's coming task choice (Ellis, 2003). Focusing on language structures at the completion of the lesson makes TBLT completely different from traditional method, which is based on the acceptance that the teachers can control what language their learners attain and when they obtain it (Edwards and Willis, 2005).

2.11 Overall Concluding Remarks

Tasks demonstrate an important parts in classroom learning developments. TBLT is an approach that highlights the importance of the part of tasks in learning development. By means of students in the EFL backgrounds have less chances to rehearsal language outer school, classroom exercises get to be essential in language lessons (Nunan, 1989). Hence, teachers and designers of the syllabus ought to give extra consideration to the part of tasks and TBLT so as to have a successful teaching and learning atmosphere.

In this chapter, related evidence on the teaching of vocabulary, difficulty of teaching and learning vocabulary, and the approaches of teaching vocabulary in the past progress to its contemporary place in TBLT, more comprehensive conversation of TBL, its goals, tasks, and features of tasks, classification of task, task types, and stages of the tasks in TBLT were deliberated. The following chapter which is methodology provides information about the participants, instruments, and materials used in this study.

3. METHODOLOGY

3.1 Introduction

The present study scrutinizes the usefulness of TBLT in the progress of learners' vocabulary. This chapter delineates the methods and procedures used for investigating the research questions. It explores experimental designs, participants of the study, instructional materials, and methods of teaching vocabulary, instruments, and administration of both pre and post-tests. It concludes with a description of the research procedures and statistical measures that were used for analyzing the data of this study.

3.2 The Experimental Design

There are many different approaches for data collection, analysis, and for comparison of the participants' performance in different groups of individuals on achievement test in the context of L2 study. Experimental design is one of those approaches that is conducted to compare the ones who are expected to be very similar in capability in the beginning, but these levels of capability are imagined to change after the individuals are exposed to the instructional materials over a period of time (Bachman, 2004).

The most significant stage in the quantitative research is the experimental design that enables the researcher to test and confirm the research questions and the hypotheses by reaching valid epilogue around the relationship concerning independent and dependent variables (Best and Kahn, 2006). The independent variable of this study is the suggested approach of instruction (TBLT and the traditional method) for teaching vocabulary, and the dependent variable is the test results (how much vocabulary each group learned)

The researcher conducted the typical type of experimental/control group design and pre-test / post-test design to make a comparison between learners' performance. This experiment was considered to compare the effectiveness of two methods of teaching

vocabulary: TBLT and the traditional approach of instruction. The subjects of the study were randomly nominated and assigned to experimental and control group. The control group was taught vocabulary by the traditional method, while the experimental group was taught vocabulary by TBLT.

3.3 Participants

The process of participation always involves in inferential statistical analysis. A participant refers to any group of individuals that is nominated to represent a population (Richards and Schmidt, 2010). Two kinds of participants are obtainable for the researchers, stratified participant and representative participant. In stratified, participants are divided into several levels (e.g. of high, medium, and low scores) and selection is drawn from each level, but in representative participants have been chosen randomly by the researcher; the participant contains a good representation of the population from which he/she is nominated. In random choice, each member of the population has an equal and independent opportunity to participate in a test. Randomization is typically viewed as one of the hallmarks of experimental research (Mackey and Gass, 2005).

The participants of the current study were cluster random sampling. The target users of Sunrise course book were the students from the North of Iraq .They are fifty 11th grader of Iraqian EFL learners, whose native language is Kurdish. They are studying at Shahid Fakhir Mergasori high school in Arbeel, Iraq in the academic year of 2015-2016.The age of the participants varies from 16-18 years old. The participants are assigned into control and experimental groups, each group included 25 students: 10 males and 15 females. These students were trained Sunrise course book at school five lessons in a week. The number of the students in every class was 20 and 30. They were assumed to study Sunrise sequences for 12 years from the first class to 12th class till they finish high school. The students nearly have had the same proficiency levels based on the means of the pre-test that was run to both groups.

3.4 Instructional material

In the context of L2 studies, diverse materials were used in conducting a study based on

its purpose and types. For the treatment, one kind of material was used in the current study to operationalize different kinds of vocabulary tasks in both control group and experimental group. The materials were selected from different sources including the reading texts in the English Syllabus Sunrise by Sprenger, Prowse and Mclever, (2007) which were currently used at the public schools in Northern Iraq for this study. For each lesson in the control and experimental group, a dialogue or reading text was derived from the text book. All materials were of the type typically used in the classroom context.

The study was conducted at the beginning of academic year 2015-2016. The instructional period of the treatment lasted for eight weeks, and each class lasted 45 minutes. In this study, both pre-tests and post-tests prepared by the researcher were the same. Pre-tests and post-tests in this study included five parts, two of which required recognition and the rest was for production. The researcher tried to teach the students new vocabulary; in the first week, they conducted a pre-test, then, after six weeks of instruction, the teacher administered a post –test to discover the plausible variances between the performance of the two groups and the degree of the learned vocabulary. In the control group, the participants learn the same words based on the traditional method. Furthermore, the participants in the experimental group studied the same passages with TBLT approach.

3.5 The Methods of Teaching

3.5.1 The Traditional Method

The control group was taught vocabulary according to the traditional method by the instructor. The willingness of the instructor to take part in the study was to teach the control group with the traditional method that served as subject in this study. She had five years of experience in teaching English. According to the traditional method, each topic was dealt with within two stages of warm-up and main activity. The first stage took 30 minutes of a session starting with presenting the topic by the instructor followed by brainstorming or guide questions and answers about the texts. Afterwards, the meaning of the words was explained and translated into their native language (Kurdish).

Then the students answered the comprehension questions. After finishing the topic of the study; they revised it. Finally, the last 15 minutes of the lesson was devoted to reading the passages. This stage could also be postponed to the following lesson; the teacher asked the learners to bring their new vocabulary and use them in the sentence to read and check their mistakes.

3.5.2 The Task-Based Lesson Series

The structure of each lesson plan was designed and all stages of TBLT were taken into consideration. According to (Prabhu, 1987; Ellis, 2003; Willis, 1996a; Richard and Rodger, 2001) the structure of TBLT lesson includes three fundamental stages: pre-task, during task, and post-task. The duration of the first two stages took 30 minutes and the last stage took 15 minutes. The entire lesson plans in the present study were prepared and observed by the researcher; they were adopted by her supervisor and taught by the current teacher. The whole procedures that are used in teaching each topic according to TBLT are presented as follows:

3.5.2.1 Pre-task Stage

Each lesson started with a pre-task stage. In this stage, the researcher highlighted useful words and phrases for activating the students' background knowledge. They were related to topics presented and the instruction about how learners should do the task was also given, moreover, the researcher tried to motivate the students by CR activities with new vocabulary to encourage them to read the topic of the study; the ways require following the performance task, some questions are concerned with the topic. The teacher encouraged learners to generate ideas and activate their plans. This technique changed the atmosphere of the classroom and commended the learners to spend the time of the lesson easily, it also interested them and reduce stress imposed on them, as a result, participated in the task more actively.

3.5.2.2 During-task Stage

The teacher distributed the students into five groups; each group consisted of five students. The groups were presented a topic for reading. The learners were required to read the text and instructed by the teacher to brainstorm, discuss or express their ideas

and opinions and write down the key notes. After that, the learners were requested to bring back the text to the teacher in order to prevent them from copying the same meanings or sentences from the text. In during-task stage, planning and reporting were involved. In planning phase, each group was required to prepare what they had discussed or outlined during the task performance. Then, the teacher asked each group to read, redraft, check, and improve the text, thus the final drafts were prepared.

In the report stage, after correcting grammatical errors, all groups were asked to read their reports by asking one volunteer from each group to let other learners know what are their plans and suggestion (s)that they reached.The learners allowed identifying any errors from the reports of other groups.

3.5.2.3 Post-task Stage

This stage of the task-based lesson structure is considered as a kind of feedback and comment on the students' performance. Here, the teacher singles out the errors committed by the learners during the task performance. The teacher wrote down the new words on the board, devised exercises to correct their errors, summarized the main points of the lesson that have been discussed and focused on the points that were not mentioned by the learners. The main spotlight of post-task stage was two main activities: the first activity involved analyzing the learners' errors in reading, in producing some expressions that were used by the learners during the task performance or any statements/expressions that may have failed to produce at all in the report stage. Extra explanation was given by the teacher based on the learners' errors. The second activity already presented on the board was practice exercises by the learners based on the language analysis. The teacher asked the students to reread the topic and rewrite the new words at home as homework and bring it in the following lesson. A sample lesson plan for the experimental group was presented in appendix.

3.6 Instrument

The main aim of a language test is to provide a measure that one can interpret as a sign of an individuals' language ability. The term "test" holds diverse meanings. Test is a

"measurement instrument designed to elicit a specific sample of an individual's behavior" (Mousavi, 1997, p.142). Assessment denotes a variety of ways for collecting information on a learners' language capability or attainment (Coombe et al., 2007). Conferring to them, testing and assessment are mostly used interchangeably. Davies states that from testing, several types of information are attained (1990). Language testing measures progress among learners, it helps teachers to estimate courses, methods, materials, and in research, language testing is applied to response the research questions.

In the current study the test was planned to measure Iraqi EFL learners' vocabulary performance. The pre-tests and post-tests were the same (see Appendix 1). This is because of the importance of test comparability in conducting second language studies. The purpose of the test was to examine the learners' linguistic capacity at the production level. Heaton contends that a good test may either contain 'recognition-type items' or 'production-type items', or a combination of both (1988, p. 11-12). The test involved five parts of both recognition and production parts (see Appendix 1).

The first and second set of the questions were designed to examine the students' recognition of vocabulary proficiency. The third, fourth and fifth sets of the questions involved the production of vocabulary. The goal of designing recognition questions was to measure participants' ability in vocabulary. Sometimes the participants do not take the test seriously. They may provide the researcher with blank papers. Therefore, a set of the questions which comprises five items that provided a list of vocabulary was given to the learners. The students were instructed to choose the correct word for the blanks with the words that were given in the list.

The second sets of the questions consisted of two lists of vocabulary and the students were asked to write the pair words that usually go together. They were free in choosing vocabulary, only as a way to encourage learners to produce a sample of connected pairs of words. It is also a suitable means for testing skills, such as the ability to develop a prolonged vocabulary in a logical manner, which cannot be tested in other ways.

In the third question set, the students were provided with five words. It required the learners to write the opposites of the words, and the first letter of the opposite had been

given as a cue, the aim of this was to encourage learners to know the exact opposite and to check whether the students are able to find the opposite.

The fourth set of the questions also comprised of five items. The students were required to fill in the blank with an appropriate word or phrase according to their background knowledge. The first letter of the word had been given as a cue with this type of questions the focus was on assessing learners' ability at the level of forms and contents (meaning). At the level of form, the focus was on the degree to which learners are able to combine words to form sentences. At the level of meaning, the focus was on coherence, i.e. to what extent learners are able to put a relevant vocabulary in the gap in a logical manner.

Finally the fifth which was the last set of the questions required learners to figure out the words such as verbs, nouns, adjectives, adverbs and prepositions in a given list of vocabulary; also this type of question is so beneficial because by knowing typical endings of words that isolate nouns, adjectives, or adverbs, verbs and prepositions, the students can develop their vocabulary quickly and definitely. In addition, this greatly improved reading comprehension as well.

3.7 Administration of the Tests

The pretest was directed to both groups on September 17, 2015 before starting the experimental series. Both groups were tested at the equal time and under the same conditions. When the treatment session terminated, the post-test was directed as an achievement test to both groups so as to measure the learners' development on November 5, 2015. In order to measure the improvement that has been attained, the pre-test and post-test means were matched by t-test formulation. These two tests were used as a blueprint of the experimental study which help the researcher to find out the development of the learners' linguistic competence in L2 vocabulary.

3.8 The target course book (Sun Rise)

The course book utilized in the present study was Sunrise (Sprenger, Prowse & Mclever

2007). It was appraised in terms of linguistic tasks based on Nunan's (1999) typology of linguistic tasks. This course book is in fact taught in the schools in Northern Iraq. It is a sequence which ranges from the elementary stages to advanced stages, sequences rendering to the grades from the first to 12th. Books in this sequences are supplemented by complementary supports like teachers' books, an activity book, CDs which contain soundtracks for listening, websites for instructors to get information about examinations. The course book utilized in the current study is intermediate level in the *Sunrise textbook* used for 11th grade in school. In this study, the researcher concentrated exclusively on the student's book.

The course book encompasses a lot of colorful and real artworks as well as white space. It arranges for a good equilibrium of the skills, good physical appearance and layout, stimulating topics and complementary assistances. There are 120 sheet of papers covering all nine units, Sunrise file, grammar reference, pronunciation guide, literary reader, role plays and word list. Two units in the nine units were a review of the unit. This course book covers the receptive and productive skills, vocabulary, grammar and pronunciation. In this study, the researcher chose six different tasks from different units.

3.9 The Statistical Instruments

In order to define the test-takers' proficiency in the English vocabulary, numerous procedures for calculating descriptive statistics were used. The researcher calculated descriptive statistics for two determinations; these provide an exact way to define the characteristics of the score distribution. Besides, they provide the foundation for additional statistical analyses for investigating relations and variances amid different score distributions, for assessing the reliability of the scores, and for clarifying scores in significant ways (Bachman, 2004). Descriptive statistics involved the mean scores, standard error of the mean, analysis of difference, and standard deviation. These numerous statistical tests were calculated by a proficient statistician. Constructed on the outcomes that were calculated, a t-test (both paired and unpaired) to compare the students' performance in the pre-test and post-test mean scores in the experimental group and control group was correspondingly applied.

3.10 Overall Remarks

This chapter presented the methodology of this study prepared to discover answers of the research questions. Moreover provided materials about the participants, TBLT and traditional approaches, the instruments, the validity and reliability of the test and statistical instruments for data analysis. The following chapter will arrange for information on the results of the data analysis by aforementioned statistical methods.

4. DATA ANALYSIS AND DISCUSSION

4.1 Introduction

The present chapter encompasses the data analysis, clarification and discussion of the results with respect to the research questions proposed in Chapter One. The main concentration of the current study is to scrutinize the success of TBLT on the improvement of students' vocabulary proficiency in the classes and their attitudes towards the TBLT. The purpose of this study is to answer these questions:

1. Is task-based language teaching more effective than the traditional method of teaching vocabulary?
2. Will the students in the TBLT group outperform in pairing the collocations than those in the traditional group?
3. Will the students in the traditional group be more successful in finding out the word classes of the given words when compared to those in the TBLT group?

The present study was directed to two groups of intermediate learners in their vocabulary which included the control group and the experimental group. However the control group followed their present syllabus which was studied by the most schools in Iraq, the experimental group had the same tasks but with TBLT, the researcher became the instructor of the experimental group, but the class teacher became the instructor of the control group.

4.2 Results

The quantitative data for the current study was collected through the instrument which included vocabulary tests directed to the experimental and the control groups before and after the treatment of TBLT. The pretest and the posttest were designed by the

researcher, also, the questions were the same in the both tests. The tests were conducted at Shahid Fakhir Mergasori high school.

The data achieved from the subjects' vocabulary performance through this experimental study were computed. Various statistical procedures and tests were made and used. For the statistical analysis, SPSS (Statistical Package for Science Services) version 20 was used. The statistical analyses comprised descriptive statistics, paired and unpaired sample t-tests to scrutinize the significance of the difference between control and experimental groups' mean scores. Three basic comparisons were made; the first one was to find out the impact of TBLT on students' overall achievement in L2 vocabulary on one hand, and the influence of currently used method of teaching vocabulary on the other hand. The second one was to measure the students in the experimental group outperform in pairing the collocations or those in the control group, And the third one; the students in the control group be more successful in finding out the word classes of words when compared to those in the experimental group. The descriptive statistics of the control and experimental groups is below.

Table 4.1: Descriptive Statistics of the Control and Experimental Groups on the Vocabulary Pre-test and Post-test Overall Scores.

Group	N	Test	Mean	Std. Deviation	SEM
Control Group	25	Pre-test	8.091	12.702	2.54
Control Group	25	Post-test	7.803	8.277	1.655
Experimental Group	25	Pre-test	7.742	11.224	2.245
Experimental Group	25	Post-test	7.803	6.646	1.329

The pre-test mean scores of the control and the experimental groups were (72), (72.16) respectively. These mean scores indicate two points: both groups were homogenous and had nearly the same background knowledge of the subject matter and the difference

between them is negligible. By contrast, the mean scores in the post-test were (85.44) for control group and (90.56) for experimental group respectively. This progress implies that the participants were able to get benefit from the treatment materials, but the progress in the experimental group is remarkable in comparison with control group. This can be endorsed to the effect of the independent variable (TBLT). The results showed that there was not any significant difference between the two groups concerning their mean scores on their vocabulary at the beginning; so, any plausible differences at the end of the treatment could be a result of the method that have been used.

To describe the data, a number of comparisons were then made.

1. The first comparison was made to make sure whether the subjects are at the same point of departure. In Table 2 the results are summarized.

Table 4.2: An Unpaired T-test of the Comparison between Pre-test Mean Scores of Control and Experimental Groups in Background Knowledge.

Pre-test	No.	Sig	P-value	Df	Mean D.	Std. error of the difference between the two means
Control group	25	0.963	0.461	48	0.16	2.540
Experimental group	25	0.963	0.461	48	0.16	2.545

Table 2 indicates that the critical P-value of the pre-test of vocabulary of both groups was (0.461) at 0.05 level of significance and below (48) degrees of freedoms, while the mean difference in the table is 0.16. Hence, it can be said that the difference was not statistically significant. Comparatively speaking, this insignificance indicates that both groups have had comparatively alike background knowledge of the treatment materials that had been arranged to be taught. In this way, any development that might take place would be ascribed to the method used.

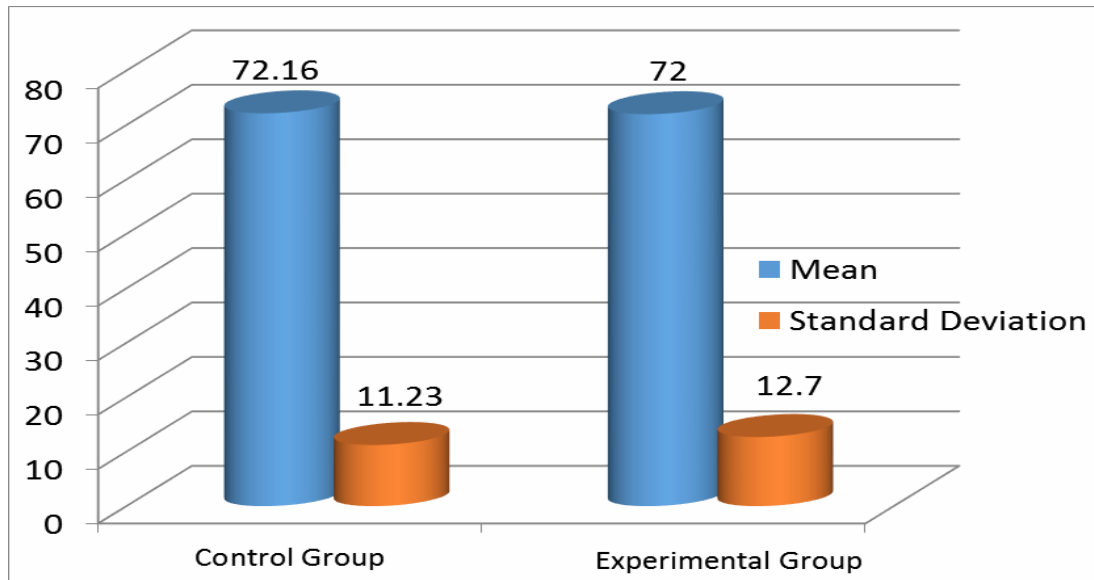


Figure 4.1: Mean and Standard Deviation of both Groups in the Pre-test

2. The second comparison was made between pre-test and post-test of the control and experimental groups. The purpose behind this comparison was to measure the development, if any, that has been achieved through the currently used method of teaching vocabulary and TBLT. Table 3 represents this progress.

Table 4.3: A Comparison of the Progress Achieved by Control and Experimental Groups.

Group	Vocabulary test		Progress	Difference
	Pre-test	Post-test		
Control Group	72.16	85.44	13.28	5.28
Experimental Group	72.00	90.56	18.56	5.28

According to the data that are represented in the above table, the comparison between the progress achieved by control and experimental groups indicate that the difference was (5.28) in advantage of experimental group. The progress that was achieved by the control group was (13.28), and the development of the experimental group was (18.56). But, in the light of the findings, the experimental group outperformed the control group, also the control group get benefited from the traditional approach and because of more

homogenous.

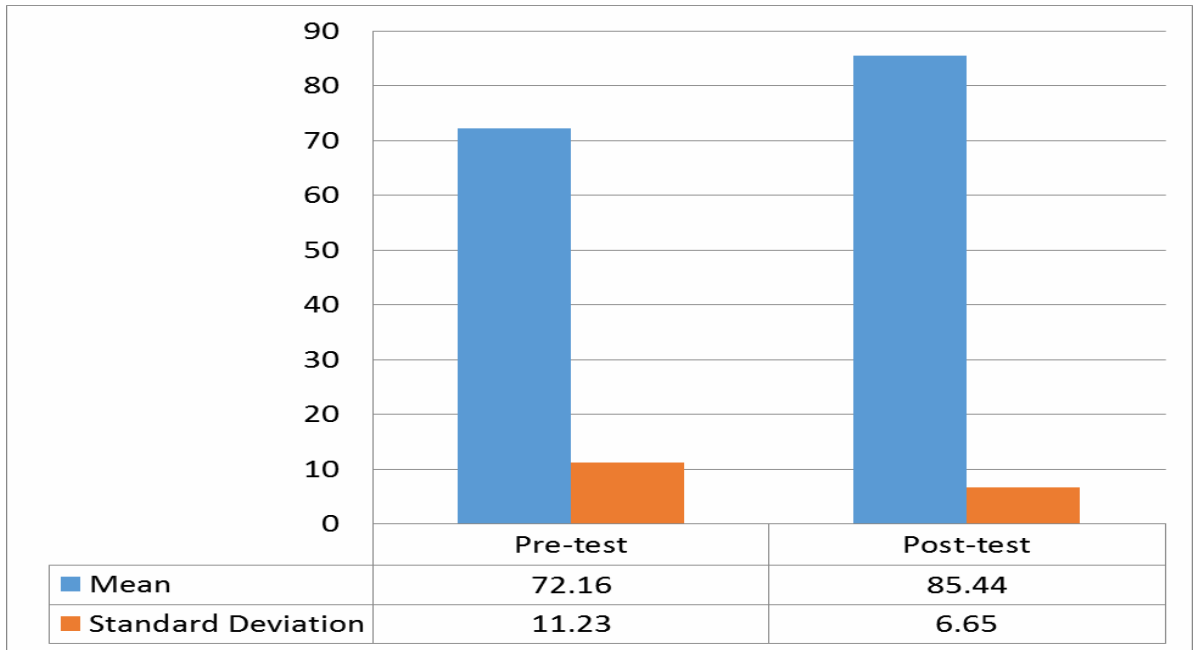


Figure 4.2: Mean and Standard Deviation of Control Group in the Pre- and Post-tests

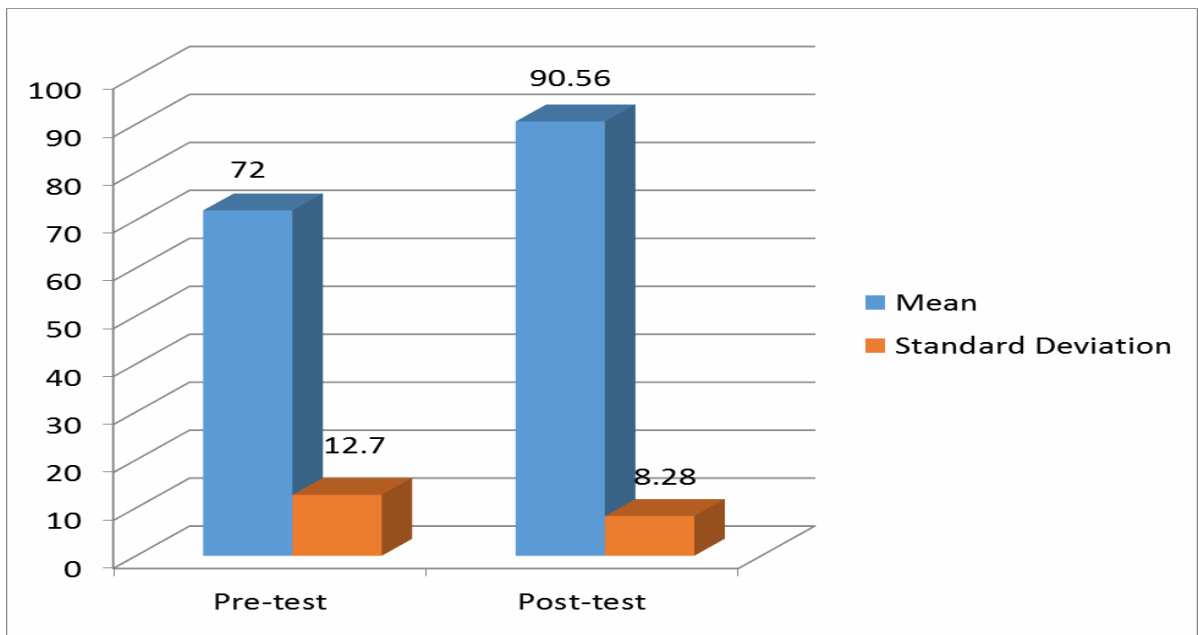


Figure 4.3: Mean and Standard Deviation of Experimental Group in the Pre- and Post-tests

3. The third comparison was made amid pre and post-test mean scores to discover whether the progress that attained was significant or not. Table 4 epitomizes the results.

Table 4.4: Paired Samples Test of Experimental Group.

		Paired Differences								
Group		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Mean Difference		t	DF	Sig. (2-tailed)	
					Lower	Upper				
Pair 1	Pre-test- Post-test- Experimental Group	18.560	7.906	1.581	15.297	15.732	21.823	24	.000	

As shown in the Table 4, the t-test results, $t = 11.738$, and $p\text{-value} = .000$ it is a strong evidence that TBLT improves students score. In another word, there is a statistically significant difference between them. This research is improved students score on average by approximately 18.560 points, because p value is less than 0.05.

Table 4.5: Paired Samples Test of Control Group.

		Paired Differences							
Group		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	DF	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test- Post-test- Control Group	13.280	5.941	1.188	10.828	15.732	10.177	24	.000

According to the above results of the t-test amid the pre/post- test, we can notice that the $t = 10.177$ and p value $=0.000$ and it is less than $.05$ ($p < 0.05$). Meanwhile, the analysis of the t-test revealed that the progress that was achieved by both groups was significant, but the highest level of significant difference was obtained between the pre-test and post test scores by the experimental group. By contrast, the least achievement was achieved amid pre-test and post-test scores by the control group.

4.3 Testing the Hypotheses:

4.3.1 Testing the First Hypothesis:

To answer the first research question which states, (Is task-based language teaching more effective than the traditional method of teaching vocabulary). A statistically significant difference founded between the groups taught according to the TBLT and that taught in terms of the currently used method in favor of TBLT group, for checking any significant difference in the vocabulary performance of the two groups after the instructional materials, an independent t-test was done on the post-test. For this reason, the final comparison was made between the post-test mean scores of the learners in both

control and experimental groups. This comparison can help one in deciding the preference, if any, of the traditional method of teaching L2 vocabulary and TBLT on the other. Table 5 displays the results.

Table 4.6: Unpaired T-test Values for the Comparison in the Post-test Mean Scores, Standard Deviation and P-value of the Subjects' Score of the Control and Experimental Groups.

Group	No.	Post-test	Mean	DF	P-value	
					Calculated	Tabulated
Control Group	25	85.44	5.12	48	1.671	0.319
Experimental Group	25	90.56	5.12	48	1.671	0.319

As Table 5 indicates, the computed t-test that was obtained from learners is (1.671) under

(48) degrees of freedom at 0.05 level of significance while the (tabulated P-value=. 319) under the same degrees of freedoms and at the same level of significance. This result denotes that the calculated P-value is greater than the tabulated P-value so that the difference between the two groups was significant.

So, it can be claimed that TBLT has been more effective than the traditional approach in teaching vocabulary to North Iraqi EFL learners at high schools.

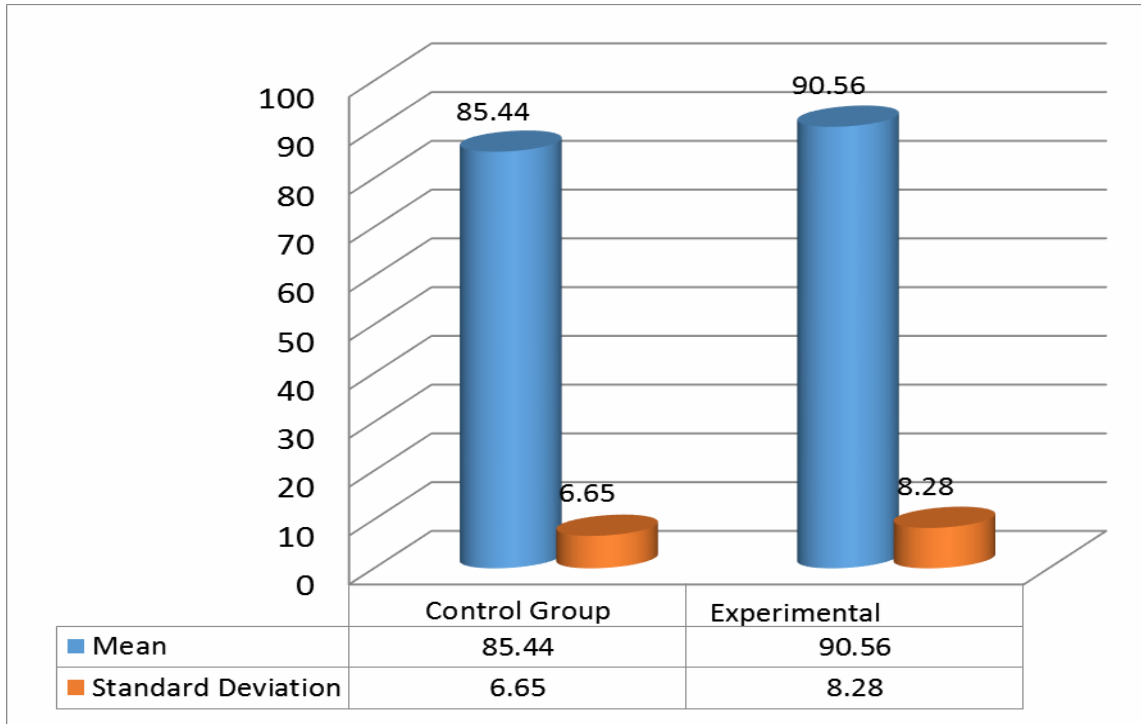


Figure 4.4: Mean and Standard Deviation of Control and Experimental Group in the Post-test

4.3.2 Testing the Second Hypothesis:

For answering the second research question which reads, the students in the TBLT group outperform in pairing the collocations than those in the traditional group. Table 6 demonstrates the descriptive statistics for the subjects' performance in both groups on the pre and posttest. The purpose of this comparison was to measure the subjects' ability in pairing these collocations:(global -traffic-carbon-new-guess), (what -lights –warming-dioxide-year) before and after applying the instructional materials.

Table 4.7: Descriptive Statistics of the Control and Experimental Groups on Second Set of the Questions Overall Scores.

Group	N	Test	Mean	SD	SEM
Control Group	25	Pre-test	13.92	3.49	0.69
Control Group	25	Post-test	16.64	3.2	0.640
Experimental Group	25	Pre-test	13.60	3.65	0.73
Experimental Group	25	Post-test	18.08	2.34	0.469

The results conclude that the subjects were better in experimental group for pairing collocations than in the control group. The mean scores of second set of the questions (see Appendix 1) in the pretest for control and experimental groups were (13.92), (13.60), these mean scores indicate that both groups had nearly the same background knowledge of the subject matter and the difference between them is insignificant. While the mean scores of posttest were (16.64), (18.08) respectively. This progress implies that the participants were able to get benefit from the treatment materials, but the development in the experimental group is significant in comparison with control group. This can be endorsed to the effect of TBLT.

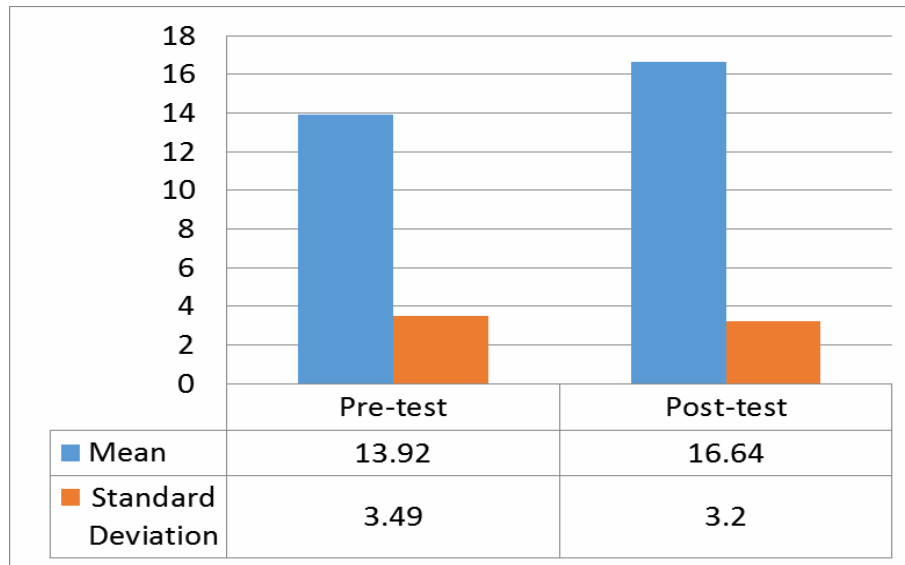


Figure 4.5: Mean and Standard Deviation of Control Group in the Pre- and Post-tests in Second Set of the Questions

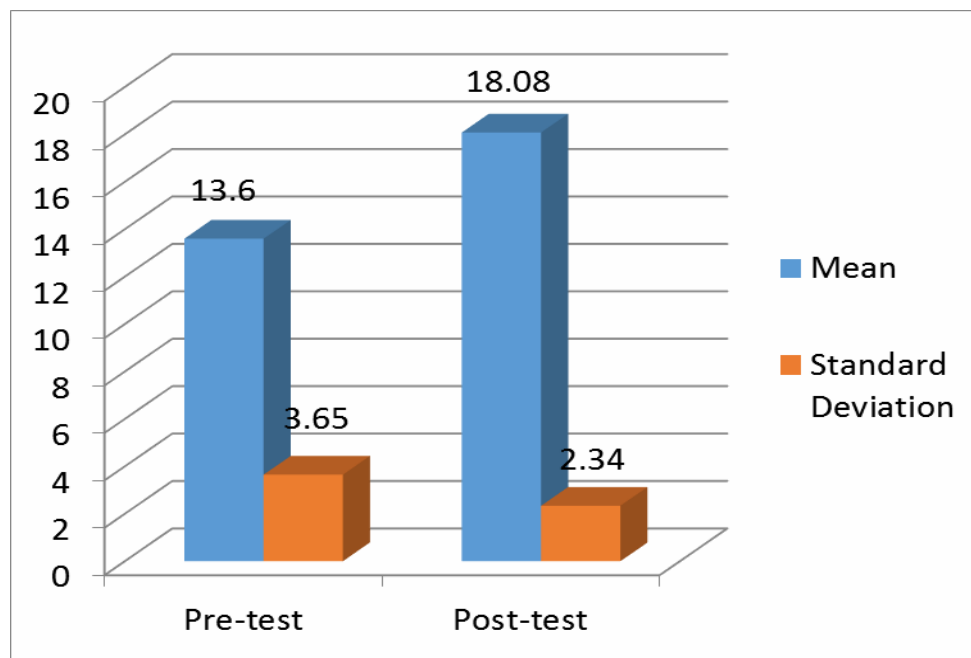


Figure 4.6: Mean and Standard Deviation of Experimental Group in the Pre- and Post-tests in Second Set of the Questions

4.3.3 Testing the third Hypothesis:

To simplify presenting the answers related to the third research question, the students in the traditional group seem to be more successful in finding out the word classes of these

given words (forest-noisy-till-consider-rapidly) when compared to students in the TBLT group. Table 7 presented the results of study, which demonstrates the descriptive statistics for the subjects' performance in both groups on the pre and posttest. The determination of this comparison was to measure the subjects' ability in finding out the word classes which is given in the test before and after applying the instructional materials.

Table 4.8: Descriptive Statistics of the Control and Experimental Groups on Fifth Set of the Questions Overall Scores.

Group	N	Test	Mean	SD	SEM
Control Group	25	Pre-test	13.28	3.78	0.76
Control Group	25	Post-test	18.4	2.83	0.56
Experimental Group	25	Pre-test	13.44	4.6	0.92
Experimental Group	25	Post-test	17.16	4.01	0.8

The results in table 7 illustrate that there is an observed modification concerning the subjects mean scores of the student's response according to the teaching procedure in both groups for finding out the word class. The mean scores of fifth set of the questions (see Appendix 1) in the pretest for control and experimental groups were (13.28), (13.44), these mean scores show that both groups had nearly the same background knowledge of the subject matter and the difference between them is negligible.

While the mean scores of posttest were (18.04), (17.16) correspondingly .This improvement implies that the participants were able to get benefit from the treatment materials in the traditional teaching method, but the development in the control group is significant in comparison with experimental group.

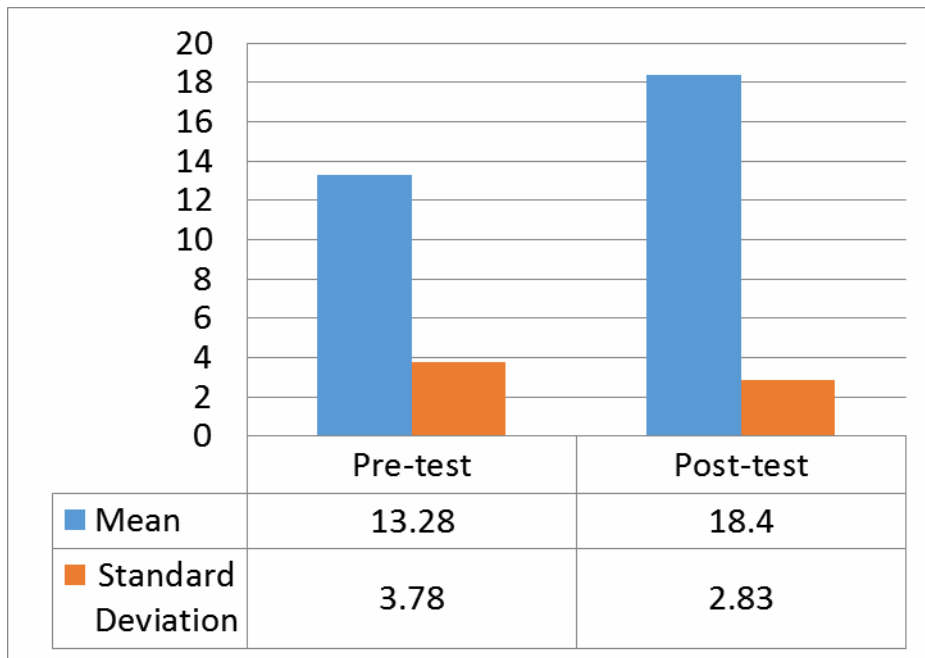


Figure 4.7: Mean and Standard Deviation of Control Group in the Pre- and Post-test in Fifth Set of the Questions

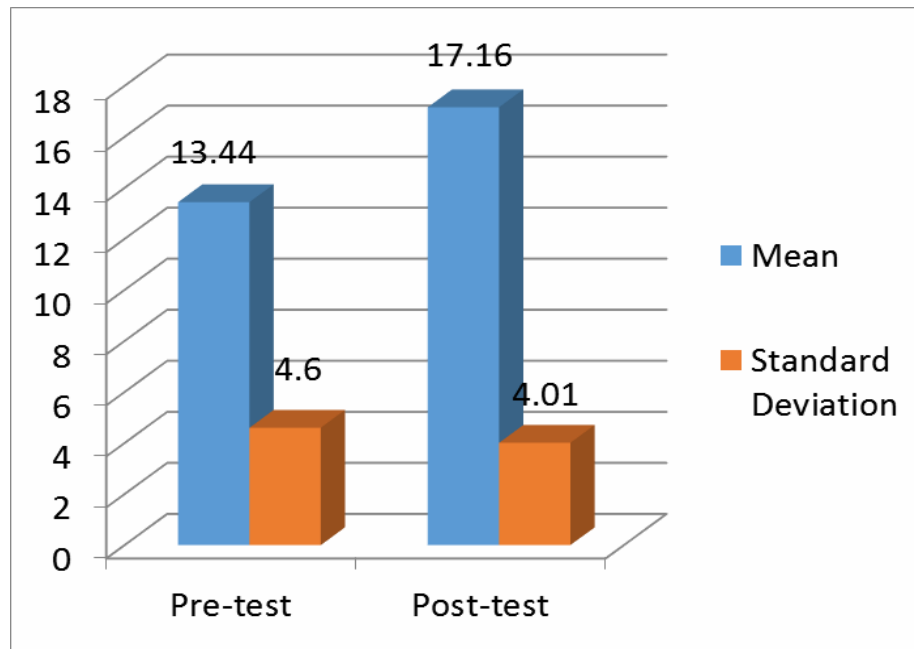


Figure 4.8: Mean and Standard Deviation of Experimental Group in the Pre- and Post-test in Fifth Set of the Questions

4.4 Discussion

There were many studies directed currently which point out the progressive effect of TBLT on SLA process, four skills and features of language.

The current study was designed on the principles of TBLT and attempted to provide empirical evidence through the application of its methodology. In order to point out and show the influence of using 'tasks' and their roles in enhancing vocabulary ability on the part of the EFL learners, the experimental and the control groups of students have been designed.

The aim of the experimental group was to scrutinize the effect of using TBLT on developing vocabulary performance. Oppositely, the control group was aimed to discover the influence of using the traditional method of teaching vocabulary. Accordingly, three research questions were postulated. The first was concerned with whether using a TBLT to teaching vocabulary is a better help in improving Iraqi EFL learners' vocabulary compared to the traditional approaches; whilst the second one was concerned with the students in the TBLT group outperform in pairing the collocations than the students in the traditional group, however the third one was concerned with the students in the traditional group be more successful in finding out the word classes of the given words when correlated to the students in TBLT group.

The investigator expressed three hypotheses to be validated. One hypothesizes that a statistically significant difference will be expected amid the groups taught according to the TBLT and that taught in terms of the traditional methods in favor of TBLT group; another expected that the students could pairing the collocations in TBLT compared to those students taught by traditional approach; the last one predicted the students in the traditional group be more successful in finding out the word classes of the given words when compared to those in the TBLT group.

The results showed that the subjects in both groups had the different background knowledge as the point of departure. This conclusion draws on the pre-test result that was run at the beginning of the instructional materials.

In order to measure the development, a contrast was carried out between the mean scores of the pre-test and post-test of both control and experimental groups. The outcomes show that the progress was attained by the participants in both groups.

The determination of the paired sample t-test amid groups was to scrutinize the effect of TBLT treatment on the subjects' test scores. These t-tests were determined to make a comparison between their pre- and post-test scores of the groups. A paired t-test was prepared to discover whether there was a statistically significant difference amid the outcomes that were achieved by the students in the control group who were taught vocabulary according to traditional method of teaching vocabulary, and those in the experimental group who were trained vocabulary according to TBLT. The results demonstrate that the subjects in the experimental group overtook those in the control group. Then, the post-test comparison was made between the two groups' mean scores the objective of this comparison was to reply the first research question.

The results confirmed the first hypothesis, which reads: a statistically significant difference will be found amid the group taught regarding to the TBLT and that taught in terms of the traditional method in approval of TBLT group. This result indicates that the answer of the first research question whether by a TBLT to teaching vocabulary could be a better help in improving Iraqi EFL learners' vocabulary compared to the traditional used approaches is positive.

Regarding the second part of the study a comparisons was carried out to reply the second research question which accounts for whether students could pairing the collocation in TBLT and to check the second hypothesis that claimed students in the TBLT group more collocations will outperform in pairing the collocations than the traditional group. And then, pre-test and post-test contrast was prepared to discover the development, if any that has been done. The findings revealed that an important and obvious progress can be seen by the subjects in TBLT group.

On the other hand in the third part of the study contrasts was carried out for solving the third research question which the students in the traditional group be more successful in finding out the word classes of the given words in the test which was prepared by the

researcher(see Appendix 1), when compared to the students in the TBLT group by the pre and posttest, the results indicated that students in the control group outperformed than the ones in the experimental group because the latter constructed on the conviction that learners can acquire more efficiently when their minds are concentrated on the task, more than on the language they are utilizing.

The results confirmed that TBLT played a significant role in enhancing students' vocabulary in the experimental group, in TBLT more vocabulary could be repeated. Also repetition is important for learning vocabulary because there is so much to be acquainted in each word that one get-together through it is not enough to improve this knowledge, and since vocabulary items must not merely be recognized, they must be recognized well so that they could be easily retrieved (Nation, 2001). It seems to the researcher that there are some reasons behind the results obtained. Using vocabulary as a productive skill is a cognitive demanding process on the students.

The processes of cooperation, arguing, and collaboration in collecting and sharing knowledge between the students in groups about the newly words had helped them to compose conversation more easily and successfully. During this study, learners in the experimental group have familiarized to reading the tasks in their syllabi that were chosen by the researcher concerning the topics to offer them with enough input and encourage them to think, generate, and restate the ideas.

The participants were encouraged and keenly joined in the class, and they felt fascinated while busy with the tasks. This result is in line with the experimental study which was led by Carless (2009) who maintains that students play a more dynamic role as they need to communicate. Most students favor group work or pair work because it is more fun to work with someone. Additionally, they endeavored to challenge with their colleague in another group. In SLA research, motivation is totaled as the essential key to inspire learners to learn. Deng and Carless (2009) state that TBLT course be able to " develop students' positive attitude toward learning " and " enhance students' competence in using the target language" (p. 114). All these vital and useful principles are obtainable in TBLT which inspire students to think confidently towards L2 learning vocabulary.

The above experimental research pointed to the remarkable positive influence of using TBLT in different context of L2 learning, also, demonstrated how 'task' can help students in the experimental group to learn better and outperformed those in the control group.

The current results support the statements and arguments that are stated in the previous chapters by (Willis, 1996a; Nunan, 2004; Skehan, 2003; Willis and Willis, 2007; Ellis, 2003; Ellis, 2012) who claim that "tasks" offer a context for discussing and comprehending the meaning of language provided in task input. Language fluency, accuracy, and complexity are advanced through the input that is given to the students during task performance. Tasks can similarly provide opportunities for creating corrective feedback on participant's construction, by a partner, or by a teacher. This will lead to better development in language invention.

4.5 Overall Concluding Remarks

The goal of the current study was to scrutinize the influence of TBLT on the enhancement of students' vocabulary. So as to discover the impacts of TBLT in students' acquiring vocabulary capabilities, pre and post-vocabulary tests were directed. Mean values for the experimental group post test results showed significant differences, though this group returned rather positively on the TBLT treatment in the first and second research questions, but there was a significant change in the control group's posttest results in the third research question even although they had a traditional training. In general there was an encouraging quantitative data on students' answers to tasks and TBLT, at the end students in both groups and their teacher said that they wished to carry on with TBLT after the treatment period was accomplished.

5. CONCLUSION

5.1 Introduction

This chapter sums up the general conclusions that were drawn based on the research results. Some recommendations are presented. Then, limitation of the study and necessary suggestions for further research are proposed.

5.2 Overall View

The outcomes of this study have revealed new insight into the adequacy of TBLT advancing learners' vocabulary, also, may advance teachers' attention to students' state of mind towards TBLT and, specifically, may offer teachers support to apply TBLT in their practice. The findings similarly arrange for teachers and students with perceptive viewpoints into how TBLT plays a significant role in the development of learning and teaching vocabulary. These influences will direct in positive approaches towards the practice of TBLT in the context of vocabulary teaching. Suggestively, TBLT may turn into a promising means of transportation for teachers to prepare more research, enhance the utilization of teaching resources, and eventually maximize student learning in vocabulary. Also, some significant conclusions are drawn from the findings of the current study and theoretical schemes of the related literature; they can be summarized as follows:

1. The results presented that the experimental group outperformed the control group. This denotes that TBLT is an effective method for teaching vocabulary and has remarkable effect on North Iraqi EFL learners in comparison with currently used method of teaching vocabulary. These results confirm that TBLT can be one of the most applicable teaching methods that assist learners to attain newly vocabulary. Although, according to the obtained results we can approve that the control group had got benefit from the traditional approach too.

2. Vocabulary is a significant in English teaching scheme. It is supposed to be a very operational communicative device as it takes the highest level of importance in peoples' verbal contact. Although, language merely is not only single lexeme put together, but it is essential to guarantee correct ability of speaker's intention. Consequently, vocabulary attainment plays noteworthy role in L2 teaching.

3. Vocabulary is a challenging issue for the students and a huge number of students do not know how to initiate their conversation in particular if they are not exposed to enough ideas or activities that encourage them to iterate ideas and make new ones. As an instructional approach TBLT facilitated learners to stimulate their schemata and gather ideas, information, and vocabulary for forming coherent and meaningful conversation.

4. Students in the experimental group were keenly involved in the classroom activities, and they could practice L2 more easily than those in the control group. This indicates that attracting learners in performing tasks provide a better context for the motivation of the learning process than form-focus actions. This will lead to progress students' language knowledge by actively using the language they are learning.

5. TBLT make a regular setting for communication, interaction and negation of meaning through group and pair working. These accomplishments provide students with sharing and exchanging information. These progressions lead to more conversational adaptations than teacher centered in the class.

6. Students' capability in using vocabulary and accurate structure in the experimental group was better than those in the control group. This conclusion might be relating to the positive effect of both pre and post-task stages. This idea is reinforced by Skehan (2003) in the experimental study which concluded that when student's consideration was concerned to selective structure, their accuracy significantly developed.

5.3 Limitation of the study

This study had certain limitations in investigating a task-based approach to teaching English vocabulary to Iraqi EFL learners. The limitations of the current study caused

from the period of the study, the election of the groups, the insufficiency of applying full TBLT through the whole teaching time, the scheme of the tasks, and the incapability of the researcher to observe the implementation of the treatments in the control group.

The instruction of the study included a control and the experimental groups to explore the effects of TBLT to teaching vocabulary. However, in the control group generated significantly more vocabulary attains in students' vocabulary information growth. This may be due to the restricted time assigned for the study.

The study period was short, which is a significant limitation of the study. Including eight class hours (45 minutes each), the experiment lasted within two months (two-class hours for the pre-and post-tests; six class hours for the experiment). Furthermore, the researcher intended to give a posttest to both groups one week after administration of the instruction period in order to find out the attain rate of vocabulary over time. As well, only 45 minutes a week out of the eight weeks was dedicated to TBLT.

The selection of the groups was the essential limitation of the current study. The control and experimental groups were established on the intention of the teacher who was teaching the control class. The students in the experimental and control groups had significantly the same or near mean values for the pre-treatment test grades. so they were accepted as homogenous groups.

Another limitation of the current study was the insufficiency of applying full TBLT in eight sessions in both groups. The purpose for this was that all the intermediate learners have had alike language exercise. In new words, there are ethical limits as dictated by the schools in relations of supplying all learners with alike L2 prospects. So, the researcher was allowed to apply TBLT only in forty-five minutes of teaching classes per week.

In the scheme of TBLT lessons in the study, not all the three mentioned stages were followed due to the same syllabus prospects of all the classes. For example, the students did not reiterate on the task which they had accomplished.

Lastly, the investigator could not notice the application in the control group. How the

teacher performed the treatments was not documented, because of the restrictions of time.

5.4 Recommendations

On the basis of the research findings and limitations of the study, the following recommendations could be suggested to scholars, EFL instructors, and English teachers:

- Syllabus designers are recommended to design L2 vocabulary book series syllabuses which involve the main principles of academic vocabulary gradually via task-based activities organized according to students' language proficiency.
- The outcomes of the current study may improve teachers of English as an L2 in general and teacher of vocabulary in particular to modify their class form traditional teaching to task-based classroom and create more communicative situations to attain vocabulary for Iraqi EFL students.
- TBLT does not look easy to be implemented, and one of the main problems is the teachers' lack of knowledge with TBLT. So that, the researcher recommends that teacher training courses might be cooperative for this purpose. In such kinds of courses, teachers should be trained on how TBLT can be applied with reference to its goals and basic principles in improving language skills and elements.
- Syllabus designers can design altered kinds of syllabuses based on the task types by the supporters and advocators of task-based such as (Prabhu, 1987; Ellis, 2003; Richards & Rodgers, 2001; Samuda and Bygate, 2008). In order to make the syllabi more flexible to learners and attain the syllabuses' purpose different types of tasks for different skills can be included.

5.5 Suggestions for Further Research and Concluding Remarks

In order to enhance EFL/ESL learners' capability in foreign language, taking in to account the finding of the currents research, the following topics can be proposed with reference to TBLT and its central standards:

- In this study, the emphasis was directed towards students' vocabulary performance through TBLT on Iraqi EFL students. It is possible to replicate the same procedures to scrutinize the impact of TBLT on other language skills, and its fields such as: grammar and pronunciation.
- TBLT can be applied on almost all language learners' proficiency levels. Further studies are recommended to be directed on primary, intermediate, and preparatory level. To acquire different results from different students and different levels of proficiency, this approach should be adapted according to participants' age, background knowledge, and levels of proficiency.
- Studies can be run on the effect of collaboration in TBLT on vocabulary tasks.
- Studies can be run on how corrective feedbacks in TBLT affect EFL learners' inter language in vocabulary performance.
- The influence of input in TBLT on learners' L2 accuracy and fluency.

The current study scrutinized the effects of TBLT on the development of learners' vocabulary. Mean scores for the experimental group progressed in a progressive trend when compared to the control group on the vocabulary improvement. The results show that TBLT is pleasantly active in refining learners' vocabulary capability and might be considered as a replacement approach that be able to be combined with recent methods for all learners, possibly, utilized widely for those students who respond to TBLT definitely.

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APPENDICES

Appendix 1:

Consent form The

Students' Test

A Test for 11th Grade Students

Dear students,

The present test is designed to assess your vocabulary performance. Participation in this test is totally voluntary. I highly appreciate your cooperation in this study, which is conducted as part of my Master degree. I would like to assure you that all your answers would be kept confidential. I also assure that the test will be used only for the sake of this research. Thanks for your time, effort, and cooperation.

The researcher

Sakar Hawez Rahman

Vocabulary Pre- and Post-Test

Student:

Group:

I. Choose the correct word for the blanks with the words from the list below:

(mountains -spring- temperature -scientists-cars- safely-world)

1. For the best weather come in-----or autumn.
2. Most-----now agree that climate change really happening.
3. Those early-----were noisy and not very fast or comfortable.
4. Can you imagine living in a -----like that?
5. Kurdistan is an area with many-----.

II. Write the pair words that usually go together (global -traffic-carbon-new-guess)

(what -lights -warming-dioxide-year)

III. Give the opposites of the following words. The first letter of the opposite has been given as a cue.

1. easy # d

2. dry #w

3. forget #r

4. old# n

5. wrong# r

IV. Fill in the blank with an appropriate word or phrase that you know. The first letter of the word has been given as a cue.

1. T.....have been getting up to 46 degrees for the past month.

2. I really expected to p..... in the driving test.

3. Newroz festival is the Kurdish n..... and the first day of spring.

4. M was a traveler and merchant born in Venice.

5. That was a terrible h..... in America last year.

V. Find out the verbs, nouns, adjectives, adverbs and prepositions in the below word:

(forest-noisy-till-consider-rapidly)

Appendix 2:

1- A Sample of Students Answer in Experimental Group (pre-test)

Vocabulary Pre- and Post-Test

68

Examiner: Sakar Hawez Rahman

Student: Ansen Bilal Group: A (Pre - Test)

I. Choose the correct word for the blanks with the words from the list below:
(⁵ mountains - ¹ spring - temperature - ² scientists - cars - ³ safely - ⁴ world)

1. For the best weather come in spring or autumn. 18

2. Most scientists now agree that climate change really happening.

3. Those early safely were noisy and not very fast or comfortable.

4. Can you imagine living in a world like that?

5. Kurdistan is an area with many mountains.

II. Write the pair words that usually go together:
(~~global~~ - traffic - carbon - ~~new~~ - ~~guess~~) 8
(~~what~~ - lights - warming - dioxide - ~~year~~)

III. Give the opposites of the following words. The first letter of the opposite has been given as a cue:

1. easy # d ifficult

2. dry # wet.

3. forget # really 16

4. old # n ew

5. wrong # r ight

IV. Fill in the blank with an appropriate word or phrase that you know. The first letter of the word has been given as a cue:

1. ~~Temperature~~ We have been getting up to 46 degrees for the past month.
2. I really expected to p. ~~ass~~..... in the driving test.
3. Newroz festival is the Kurdish n.e.w. ~~year~~... and the first day of spring.
4. M was a traveler and merchant born in Venice.
5. That was a terrible h. ~~always~~... in America last year.

12

V. Find out the verbs, nouns, adjectives, adverbs and prepositions in the below word:

(forest - noisy - till - consider - rapidly)

noun adjective verb adverb

16

2- A Sample of Students Answer in Experimental Group (post-test)

Vocabulary Pre- and Post-Test

Examiner: Sakar Hawez Rahman

92

Student: Ah. sen Bilal Group: A

(Post - Test)

I. Choose the correct word for the blanks with the words from the list below:

(⁵ mountains - ¹ spring - ² temperature - ³ scientists - ⁴ cars - safely - world)

1. For the best weather come in spring or autumn.
2. Most scientists now agree that climate change really happening.
3. Those early cars were noisy and not very fast or comfortable.
4. Can you imagine living in a world like that?
5. Kurdistan is an area with many mountains.

20

II. Write the pair words that usually go together:

(global - traffic - carbon - new - guess)

(what - lights - warming - dioxide - year)

global warming
traffic lights
carbon dioxide
new year
guess what

20

III. Give the opposites of the following words. The first letter of the opposite has been given as a cue:

1. easy # difficult
2. dry # wet
3. forget # remember
4. old # new
5. wrong # right

20

IV. Fill in the blank with an appropriate word or phrase that you know. The first letter of the word has been given as a cue:

1. ~~Temperatures~~ have been getting up to 46 degrees for the past month.
2. I really expected to ~~pass~~ in the driving test.
3. Newroz festival is the Kurdish ~~n.e.w. year~~ and the first day of spring.
4. ~~Marco Polo~~ was a traveler and merchant born in Venice.
5. That was a terrible ~~h.o.t.~~ in America last year.

10

V. Find out the verbs, nouns, adjectives, adverbs and prepositions in the below word:

(forest - noisy - till - consider - rapidly)

noun
adjective
noisy
verb
adverb

10

3- A Sample of Students Answer in Control Group (pre-test)

72

Vocabulary Pre- and Post-Test

Examiner: Sakar Hawez Rahman

Student: Helen Qadir Group: B (Pre - Test)

I. Choose the correct word for the blanks with the words from the list below:
(mountains - spring - temperature - scientists - cars - safely - world)

1. For the best weather come in spring or autumn. 20

2. Most scientists now agree that climate change really happening.

3. Those early cars were noisy and not very fast or comfortable.

4. Can you imagine living in a world like that?

5. Kurdistan is an area with many mountains

II. Write the pair words that usually go together:
(global - traffic - carbon - new - guess) 12
(what - lights - warming - dioxide - year)

III. Give the opposites of the following words. The first letter of the opposite has been given as a cue:

1. easy # difficult

2. dry # wight 10

3. forget # remember

4. old # new

5. wrong # right

IV. Fill in the blank with an appropriate word or phrase that you know. The first letter of the word has been given as a cue:

1. ~~Temp~~eratures have been getting up to 46 degrees for the past month.
2. I really expected to p~~ass~~..... in the driving test.
3. Newroz festival is the Kurdish ~~new~~ year and the first day of spring.
- X 4. ~~McDonald~~ was a traveler and merchant born in Venice.
- X 5. That was a terrible h~~ospita~~l in America last year.

12

V. Find out the verbs, nouns, adjectives, adverbs and prepositions in the below word:

(forest - noisy - till - consider - rapidly)

- ✓ Forest : noun
- ✓ noisy : adjective
- X till : Verb
- X consider : noun
- ✓ rapidly : adverb

12

4- A Sample of Students Answer in Control Group (post-test)

Vocabulary Pre- and Post-Test

84

Examiner: Sakar Hawez Rahman

Student: Helen Qadir Group: B (Post - Test)

I. Choose the correct word for the blanks with the words from the list below:
(mountains - ⁵spring - ⁷temperature - ¹scientists - ³cars - ⁴safely - world)

1. For the best weather come in spring or autumn. 20

2. Most scientists now agree that climate change really happening.

3. Those early cars were noisy and not very fast or comfortable.

4. Can you imagine living in a world like that?

5. Kurdistan is an area with many mountains

II. Write the pair words that usually go together:
(~~global~~ - ~~traffic~~ - ~~carbon~~ - ~~new~~ - ~~guess~~) 12
(~~what~~ - ~~lights~~ - ~~warming~~ - ~~dioxide~~ - ~~year~~)

III. Give the opposites of the following words. The first letter of the opposite has been given as a cue:

1. easy # difficult

2. dry # wet

3. forget # remember

4. old # new

5. wrong # right 20

IV. Fill in the blank with an appropriate word or phrase that you know. The first letter of the word has been given as a cue:

- X 1. Tests.....have been getting up to 46 degrees for the past month.
- ✓ 2. I really expected to p.ass..... in the driving test.
- ✓ 3. Newroz festival is the Kurdish new year. and the first day of spring.
- ✓ 4. Marco Polo was a traveler and merchant born in Venice.
- ✓ 5. That was a terrible hurricane in America last year.

16

V. Find out the verbs, nouns, adjectives, adverbs and prepositions in the below word:

(forest - noisy - till - consider - rapidly)

- ✓ forest: noun
- ✓ noisy: adjective
- ✓ till : preposition
- X consider: noun
- ✓ rapidly: adverb

16

Appendix 3:

A Sample Lesson for Teaching Experimental Group Using the TBLT

Topic: By 1896, he had sold 130 cars

Time: 45 minutes

This sample of lesson plan presented in the current study referred to the first lesson: By 1896, he had sold 130 cars. One of the objectives of this part was at the completion of the lesson, the students will be able to realize newly words in the context which related to the topic in English by using TBLT. This lesson contains the pre-task, during task and the post-task stages.

Also Pictures of Benz s Car, Silver Ghost and future cars was prepared.

Pre-task

1. In the pre-task stage in order to warm-up students' plan the teacher requests enquiries depended on the subject of the reading task. Such as:

What do you know
about cars? How long
have people used
cars?

Can any one name some of the famous cars
of the past time? Who was one of the first designers
of a petrol car?

What fuels can people use in their car?

2. Look at those underlined expressions in the text and attempt to predict their meaning. No matter if you do not realize them. Reading task will support you to recognize their meaning.

Those early cars were noisy and not very fast or comfortable, and they often broke down. But the technology developed fast, and by 1909 Rolls Royce s Silver Ghost was able to offer quiet, reliable comfort at 80 kph.

3. Willing utilizing dictionary: A group work involved on endeavoring to work out explanations of the words. Students in pair work go and have glossaries to search the meaning.

During tasks

1. Discussion of meaning: Distribute the class in to two groups (A and B) among five students each group. The groups sit opposite of each other. Every group has the word with the meanings; they go to examine each other. For example:

Student in group A requests: do you know the meaning of **reliable**? Student in group B answers: dependable, good, and safe

Student in group A requests: what is the meaning of **Silver Ghost**? Student in group B answers: a kind of car

2. Information-gap task: Student in group A could have the newly vocabulary

inscribed on a paper and student in group B could have the explanations of those words. By pair work, they acquire newly vocabulary.

Group A	Group B
Pollution	The process of making dirty and not safe
Afford	To provide
Hybrid	combining electric motor and petrol engine

3. The teacher inscribes four vocabularies on the board and then defines the meaning of one of them; students in group work would guess which word is defined and loudly say the right ones.

4. After that, students in each group discuss, brainstorm, and express their ideas and opinions of the task in groups to decide the meaning of the newly words.

Post-task

1. The students read the text over again and discover the vocabularies which seem difficult. Then they ask teacher for assistance.

2. The teacher considers students' performance on different types of tasks and finds difficult parts to be run or trained by drills like filling the gaps and filling each column with the appropriate word.


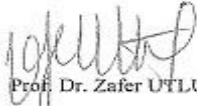
3. The teacher summarizes the main points again or redefines the problems. She pays

more attention to the points that have not been understood by the learners. She also writes the mistakes on the board that are committed by the students in pronunciation, spelling, and grammar or any statements/ expressions that may have failed to produce at all to assist learners to be aware of them in the future.

4. Exercise has been designed by the teacher to overcome the mistakes that are singled out from the learners' performance either in the reports or in the oral mode. She clarifies the mistakes and she gives the learners more explanations and exercises.

Appendix 4:

Ethic form

TÜRKİYE CUMHURİYETİ İSTANBUL AYDIN ÜNİVERSİTESİ			THE REPUBLIC OF TURKEY ISTANBUL AYDIN UNIVERSITY
SOSYAL BİLİMLER ENSTİTÜSÜ			
Sayı:B.30.2.AYD.0.41.00.00/0 20-1095	22.06.2015		
Konu: ANKET			
Sayın Sakar Hawez Rahman RAHMAN			
Enstitümüz Y1312.020049 numaralı İngiliz Dili ve Edebiyatı Ana Bilim Dalı İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans programı öğrencilerinden SAKAR HAWEZ RAHMAN RAHMAN' ın "A TASK BASED APPROACH TO TEACHING ENGLISH VOCABULARY TO KURDISH EFL LEARNERS" adlı tez çalışması gereği "Vocabulary Pre-and Post-Test" ile ilgili anketi 15.06.2015 tarih ve 2015/07 İstanbul Aydın Üniversitesi Etik Komisyon Kararı ile etik olarak uygun olduğuna karar verilmiştir. Bilgilerinize rica ederim.			
			 Prof. Dr. Zafer UTLU Enstitü Müdürü

Appendix 5: The Subjects' Scores in the Pre-Test Vocabulary Performance of both Control and Experimental Groups

N	Pre-test Control	Pre-test Experimental
1	80	80
2	72	76
3	76	40
4	56	80
5	80	52
6	80	80
7	80	76
8	84	84
9	80	80
10	76	72
11	52	52
12	52	80
13	72	80
14	80	84
15	76	64
16	76	60
17	44	84
18	68	84
19	72	72
20	84	52
21	64	60
22	76	84
23	80	68
24	84	84
25	60	72

Appendix 6: The Subjects' Scores in the Pre-Test and Post-Test Vocabulary Performance of Control Group

N	Pre-test Control	Post-test Control
1	80	92
2	72	84
3	76	88
4	56	72
5	80	92
6	80	88
7	80	92
8	84	96
9	80	84
10	76	92
11	52	80
12	52	76
13	72	80
14	80	92
15	76	88
16	76	88
17	44	68
18	68	80
19	72	84
20	84	92
21	64	80
22	76	84
23	80	88
24	84	96
25	60	80

Appendix 7: The Subjects' Scores in the Pre-Test and Post-Test Vocabulary Performance of Experimental Group

N	Pre-test Experimental	Post-test Experimental
1	80	92
2	76	100
3	40	72
4	80	96
5	52	80
6	80	96
7	76	88
8	84	100
9	80	88
10	72	92
11	52	88
12	80	96
13	80	100
14	84	100
15	64	92
16	60	76
17	84	96
18	84	88
19	72	96
20	52	80
21	60	72
22	84	92
23	68	92
24	84	96
25	72	96

Appendix 8: The Subjects' Scores in the Post-Test Vocabulary Performance of Control and Experimental Groups

N	Post-test Control	Post-test Experimental
1	92	92
2	84	100
3	88	72
4	72	96
5	92	80
6	88	96
7	92	88
8	96	100
9	84	88
10	92	92
11	80	88
12	76	96
13	80	100
14	92	100
15	88	92
16	88	76
17	68	96
18	80	88
19	84	96
20	92	80
21	80	72
22	84	92
23	88	92
24	96	96
25	80	96

Appendix 9: Task 1

1

LESSONS
3&4

WHERE ARE YOU FROM?

Who are the Kurds?

relative clauses without *who, which* or *that* · relative clauses with extra information

A
READ

Come to Kurdistan!



Tony Price

Kurdistan is not the first place most people think of for a holiday. But for those who want a real travel **experience**, the northern region of Iraq is a place they should **consider** visiting.

5 It has a lot to offer. There's everything a visitor might want – from sailing on Lake Dokan to climbing in the mountains to visiting the ancient **remains** which are everywhere here.

10 The Kurds are ready to welcome **tourism** and tourists. All the people I am meeting during my visit here are very friendly and helpful.



For the best weather, come in spring or autumn. And if you can, come for Newroz on 21st March. This festival is the Kurdish **New Year** and the first day of spring, and so it is a happy time. Travel to one of the **resorts** in the mountains such as Ashawa near Dohuk. Join the many Kurds who celebrate with picnics and traditional music and their ancient custom of **fire jumping** by the streams and waterfalls.

B
www.gomiddleeast.co.uk/iraq_about1.htm

Kurdistan

Geography and climate
In the north of Iraq is Kurdistan, which is an area of mountains and high plains. The mountains ring the region from the south-east to the north-west, and they receive up to three metres of rain and snow a year. As a result, there are many deep valleys with streams, waterfalls and rivers. The rivers, which include the Euphrates and Tigris, carry **precious** water to the fertile plains south and west of the mountains.

5 The climate is very hot in summer, and temperatures often reach 40° or more in the south. Winters are cold too, with temperatures as low as –20° in the mountains. However, the weather is usually warm, dry and **pleasant** in spring and autumn.

Economy
Although winters and summers are hard, **farming** is a very important industry in Kurdistan. Kurds, who have a long tradition of farming, grow a number of different crops across the fertile plains.

15 The economy is **growing** quickly in many areas. The oil industry, which is developing fast, is becoming very important. Others, such as **tourism**, are experiencing **development**, too. So are the cities, which are full of new offices, shops, schools, hospitals and homes. There, **construction** is a huge engine of **economic growth**.



1 Say where Texts A and B may each come from.

- a a local newspaper report
- b a history of Kurdistan
- c an information website about Iraq
- d a holiday magazine

6

Appendix 10: Task 2

2 LESSONS 162

5 LISTEN AND READ



Ed and his older cousin Ellie are meeting in town.

Ellie Hello, Ed. You don't look very happy.

Ed Oh, I'm ... all right.

Ellie Could this be about your **driving test** today?

Ed Well, yes, I've failed.

Ellie You must be very **upset!** What went **wrong?**

Ed Things were **going well** till the end. My **hill start** was fine – and I **managed** to do my emergency stop, too.

Ellie So what happened?

Ed I was coming towards some traffic lights when they changed to red, and I **didn't slow down** fast enough.

Ellie Were you able to stop?

Ed Yes, I was, but it was a **real emergency stop!** And the **examiner** failed me ... I feel so stupid!

Ellie You shouldn't feel like that. Most people fail the first time – including me!

Ed But I really expected to **pass**.

Ellie Bad mistake! Listen, you **ought to** forget about it tonight. But you **oughtn't to** leave it after that. Tomorrow, you **should apply** for another test. And then you'd better practise as much as possible.

Ed Yes, I **realise** now I need to get more experience.

Ellie You can go out driving with me sometimes if you like.

Ed Thanks! I'd like that.

Three months later.

Ed Hi, Ellie. **Guess what!** I've passed!

Ellie Well done!

Answer the questions.

- 1 Why does Ed look upset?
- 2 How were things going for most of the test?
- 3 Where did Ed make a mistake?
- 4 Why did the examiner fail him?
- 5 How does Ed feel now as a result?
- 6 What should he not think about any more now?
- 7 What ought he to do tomorrow?
- 8 Why does Ellie say, 'Well done!' three months later?

DID YOU KNOW?

In Britain you can learn to drive and you can also pass your driving test when you are 17. In most parts of the USA, the rules are the same, but in a few states you can pass when you are just 16!

E GRAMMAR p18

1 Look.

Advising and saying what needs to happen

You should (not) feel like that.

I (do not) need to get more experience.

You ought (not) to leave it after that.

You had better (not) practise.

2 Find more examples with *should* and *ought to* in the conversation.

F SPEAK

You and your partner have just passed your driving tests, and you want to drive your families somewhere nice for a picnic. Discuss and decide:

- where you should (not) go
- what you ought (not) to take.

A We'd better (not) go to (place). It's (too far / ...).

B We (don't) need to take lots of (food / drink / ...).



13

Appendix 11: Task 3

2

LESSONS
3.5-4

PROBLEMS AND SOLUTIONS

By 1896, he had sold 130 cars.

can, could and be able to - past perfect

READ

In 1885, the German Karl Benz began selling cars with petrol engines. Interest grew and, by 1896, he had sold 130. And after he had shown the way like this, other makers quickly followed.



- 5 Those early cars were **noisy** and not very fast or comfortable, and they often broke down. But the technology developed fast, and by 1909 Rolls Royce's *Silver Ghost* was able to offer quiet, reliable comfort at 80 kph.



- 10 Only rich people could afford a Rolls Royce, but already, in 1908, the American Henry Ford had begun building cars much more cheaply. They moved along a **production line** at his factory, and



thousands of **workers** each added one small part to each car. The result was the Model T Ford, a car that many could afford. By 1929, Ford had sold 15 million.

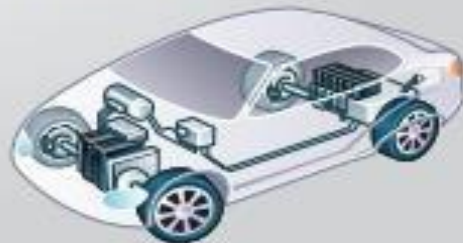
- 15 That was the start of today's huge car industry. A century ago, there were about 200,000 cars in the world. Now, the world produces 200,000 every day.

20 People love their cars, but we can all see that cars bring great problems. Bad driving causes terrible accidents, with thousands of road deaths and injuries every year. Again, **pollution** from exhaust emissions causes illness, especially in cities with millions of cars. And there is worse. The emissions include **carbon dioxide** (CO_2), which is changing Earth's whole atmosphere in dangerous ways. And there is something else. Petrol is an oil product, and oil is becoming very expensive.

- 25 After these problems had become clear by the late 1990s, car makers started designing new sorts of engines. Recently, the first of the new vehicles have begun appearing. They are hybrids that have both an electric motor and a petrol engine. They are more expensive to build than ordinary cars, but they are cheaper and cleaner to run.

30 However, engineers will soon be able to offer a better **solution** – a car that runs on fuel cells. These mix hydrogen (H) with oxygen (O) from the atmosphere. The result is very cheap electric power, and the only waste is water (H_2O)!

- 35 In ten years, perhaps you will have this sort of car outside your house!



Appendix 12: Task 4

LESSON 1A2

D LISTEN AND READ

It is February. Lucy lives in London and is phoning home to Melbourne, Australia.



- Lucy How's everything, Mum?
 Mum Terrible! It's so hot! Temperatures have been getting up to 46 degrees for the past month. Have you heard about the wildfires in the forest near Melbourne?
 Lucy Yes, I was watching them on the news last night. They're spreading.
 Mum Yes, they've been burning out of control for days now.
 Lucy But why are they so bad this year?
 Mum Because everything's as dry as a bone and ready to burn. We haven't had any rain recently. And the strong winds we've been getting have been making the fires worse.
 Lucy Have they been causing much damage?
 Mum Yes, they're a disaster! Lots of people have lost everything. Send us some of your cold English winter, please!
 Lucy Well, the weather here is strange, too. It's only February, but it's quite warm and sunny, and some spring flowers have already started flowering.
 Mum Really!
 Lucy Yes, really. Spring has been starting earlier and earlier these last few years, and autumn has been going on later. This year, we haven't really had a winter.
 Mum What's happening to the world?
 Lucy Well, the scientists have been warning us about global warming for ages. Perhaps the climate really is changing!

Write questions for the answers below. Replace the underlined words with the correct nouns.

- Q How high (hot) have temperatures been getting?
 A They've been getting up to 46°.
- A They've been burning for days.
- A There hasn't been any for a long time.
- A They've been causing a lot of damage.
- A It's only February, but it's already warm there.
- A They've been warning us about global warming.

DID YOU KNOW?

Temperatures in south-east Australia have risen by about 1.5°C in the last 30 years.

At the same time, winters in Britain and other northern countries have been getting shorter and less cold.



E GRAMMAR p26

- Look.

Present perfect and present perfect continuous

For completed actions that affect the present

Lots of people have lost everything.

(= Now they have nothing.)

For continuing / repeated actions up to the present

They have been burning for days now.

(= They have never stopped burning.)

- Find more examples of the present perfect and present perfect continuous in the conversation.

F SPEAK

Describe changes during the last month.

Temperatures have been (falling).

The weather has been getting ...

The days / nights have been becoming ...

The leaves on the trees have been ...

21

Appendix 13: Task 5

3

LESSONS
3&4

OUR CHANGING CLIMATE

Can you imagine living like that?

Describing change - verb + infinitive / -ing form

READ

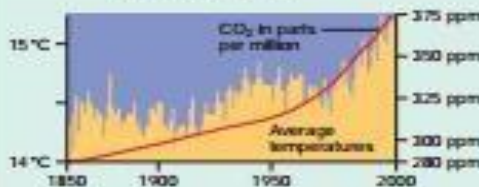


Presenter Welcome to 'Our World' Tonight, we're talking about climate change with a top climate scientist, Dr Mori from Japan. Dr Mori, thank you for appearing on the programme.

Mori Thank you for inviting me.

Presenter So ... is climate change really happening?

Mori Yes, most scientists now agree that it is. This chart shows that average temperatures have been rising steadily, and they've now increased by nearly a degree since 1850.



Presenter That doesn't sound much!

Mori But it's enough to start changing the climate. And in the Arctic and Antarctic, temperatures are rising much faster. Very soon, we expect to see the Arctic sea ice completely disappear in summer!

Presenter Amazing!

Mori And the climate has begun to change rapidly in other places, too. Dry regions are getting drier, and that's bad for farmers. Storms are getting worse, and that's bad for everyone.

Presenter So was that terrible hurricane in America this year the result of climate change?

Mori Well, there have always been terrible hurricanes, so I don't want to say that. However, climate change means there will be more and worse weather events like that.

Presenter What's causing climate change?

Mori Look at the chart again. There's also been a steady rise in CO₂ levels. Now, CO₂ is a greenhouse gas, and it's helping to increase temperatures. It acts like the glass in a greenhouse. It holds the sun's heat in the atmosphere.



Before global warming

Today

Presenter And why are CO₂ levels rising?

Mori Well, most scientists now believe that human activities are the main cause. Until recently, many people refused to accept this, but now we see that pollution from cars and industry is pushing more and more CO₂ into the atmosphere. Most of this CO₂ comes from the fossil fuels we burn – oil, gas and coal.

Presenter So we need to stop polluting our world!

Mori Yes, we must try to stop climate change getting worse. That means holding down CO₂ levels. We can't risk letting them reach 560 parts per million.

Presenter Why not?

Mori Disaster will follow. For example, the Arctic and Antarctic land ice will melt, and sea levels will rise. Land near coasts will disappear, and so will many great cities! Can you imagine living in a world like that?

Appendix 14: Task 6

8

LESSONS
3&4

AN AMAZING STORY

He asked who they were.

Reported Yes/No questions - Reported Wh questions

READ

A



Polo, Marco (1254–1324)

Traveller and merchant, son of Niccolo, born in Venice, NE Italy. In 1271, he left to travel with Nicolo and his uncle Maffeo to Cathay, now China. During their long stay, they became good friends with the Emperor, Kublai Khan. They also worked for him and became rich. Marco was given important jobs to do for the Emperor in different parts of Cathay and beyond. After many years, the Polos asked the Emperor to let them go home, but at first he refused their request. Finally, in 1292, he agreed that they could travel with his daughter to Persia, now Iran. There, she married the King, while they continued west and reached Venice in 1295. Later, Marco Polo produced *The Travels of Marco Polo*, and this was Europe's first picture of life in the Far East.

B

Coming home

The Polos knew that people would be amazed to see them, but they did not guess what difficulties they would have. They were about to find out.

When they reached the large family house one night, they knocked and a servant opened the door. He saw three strange men in rough old eastern clothes. Puzzled and a little frightened, he asked who they were and what they wanted.

They told him, but he shook his head. He replied that the brothers and young Marco had died far away and long before.



Finally, the Polos were allowed in. However, they were upset and disappointed to find that everyone reacted similarly: no one recognized them. Family friends and relatives asked each other if they were thieves and if they would steal the family's money.

Then the three men had an idea. They invited all to a special dinner. They welcomed them in their richest, finest silk clothes from China. During dinner, they disappeared and appeared again in their richest, finest clothes from Damascus. Finally, they changed again into their richest, finest western clothes.

Next, Marco brought their rough old travel clothes, and one by one he cut them open. From inside the thick cloth he pulled out packet after packet of the precious stones they had brought from Cathay. Everyone was excited: stones like these had never before been seen in Venice.

At last, people stopped wondering whether these men really were the Polos: now they knew. All were very pleased – especially the Polos!

RESUME



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