



ABSTRACT

This project has been developed to determine importance of the use of task-based activities to develop vocabulary in children. Task-based activities have been defined as tasks that necessarily need a communication goal, so when the students use these kind of tasks, they have to work to communicate each other in order to complete the task.

Task-based activities involve students' interaction and it is due to the interaction between them that facilitate language acquisition. Through the use of task-based activities, students are pushed to use the target language since tasks-based activities involve learners in a different mental process because they have to express their feelings, thoughts, or ideas. Also, task-based activities remove teacher domination, and students get chance to participate in class, to open and close conversations, to interact naturally, to interrupt and challenge.

As with the use of task-based activities the learners have to use the target language, they can develop their vocabulary and fluency simultaneously. Without doubt, task based activities are the best teacher's tool to develop vocabulary on his/her students.

Key Words: Learning English as a Second Language, Students' Motivation, Learners' Differences, Task-Based Approach.



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**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA
EDUCACIÓN CARRERA DE LENGUA Y LITERATURA INGLESA**

“Task-Based Activities to Develop Vocabulary in Children”

**Tesina previa a la obtención del Título
de Licenciada en Ciencias de la
Educación en la Especialización de
Lengua y Literatura Inglesa**

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AUTHORSHIP

All the content of this monograph work is the exclusive responsibility of its author.

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I dedicate this work, first of all, to God, who helps me to be a better person. To my husband for his unconditional love and support, to my little baby, Valentina, for being the reason of my life, but I want to dedicate it especially to my Mom, who was the person that start with me in this challenge, for her sacrifice, persistence, wisdom, absolute love and patience which made it possible for me to achieve my goal. To them, I want to express my eternal and deep gratitude.

Carolina.



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INTRODUCTION

The aim of this research is to determinate the importance of the use of task-based activities to develop vocabulary in children. Besides, to provide teachers and students with some task-based activities that can be used in the classroom.

The main goal of the teachers must be to facilitate students' language learning. The role of the teachers in a classroom is to choose appropriate tasks according to students' needs, age, and level. Also, it is important to choose tasks that help students to develop vocabulary, to make the class more communicative.

For that reason, this project is about task-based activities and how they can be incorporated into the teaching-learning process. Task-based activities have an outcome, and they introduce students to the use of the target language unconsciously, because students feel the need to use the language to complete the task. Also, as students have to interact between themselves, it makes learners increase their vocabulary when they can get new words from their partners. Another important point about task-based activities is that with these activities students feel free, doing the task, because they can use any language form, and they do not feel worried about making mistakes. Students work together to help each other to accomplish the task and to solve problems. This research also contains information related to how students acquire their knowledge.



According to Manish Vyas and Yogesh Patel, English is the leader of language around the world and it plays a part in all stages of human activity. Nowadays, the influence of the English language raises the individuals opportunities as a future professional (1). According to KarimMattarima and Abdul Rahim Hamdan, motivation is defined as an internal drive which pushes someone to do things, in order to achieve something.. Motivation is one of the most important factors in language learning, and it affects how hard learners are willing to work on a language activity (102). Howard Gardner defines the intelligences as “the capacity to solve problems or to fashion products that are valued in one or more cultural setting” (cited by Mark Smith 4). According to Abdul Kareem, “Teaching vocabulary is an important area of effort and investigation”. Vocabulary is not a subject, or only words that teachers give to their students to memorize and learn (Par. 2-3).

The beneficiaries of this study are elementary school teachers and students, because with the activities here described and proposed, they can have an option to improve the teaching-learning process.



CHAPTER I

1.1 TASK-BASED ACTIVITIES TO DEVELOP VOCABULARY IN CHILDREN FROM FIVE TO SEVEN YEARS OLD

1.2 Description of the problem

As we know, children of this age can speak their mother tongue, but they are not able to speak in English because they don't have enough vocabulary. For this reason, I think it is important to find tasks that can help them to develop their vocabulary, in order to solve their communicative problem.

With this research I propose the use of task-based activities in the learning process, because students have a sense of accomplishment when they can use the target language, since they are not learning the language for itself, they are learning it to accomplish a task. Also, with the use of task-based activities in the class students can feel more motivated and encouraged to learn the target language, and in this way they can increase their vocabulary in an easy and funny way.

1.3 Justification

This investigation has been done especially to know how a teacher can use task-based activities to develop vocabulary in beginners. I think the use of task-based activities I think is the best way to achieve this purpose, since tasks have a goal, and in doing them students need to communicate; as the students want to complete the task, they have to work to understand each other and to express their own thoughts, ideas, feelings, and opinions.



Task-based activities are a good teachers' tool to create a better environment in the classroom; so the students can feel more motivated and confident.

With this project, I want to collect all the information about how task-based activities work in the learning process and help to develop vocabulary in beginners, because I think that the use of a variety of tasks in language teaching makes it more fun and, as a result, more communicative.

Research Questions

Do task-based activities help to develop vocabulary in children?

Do task-based activities improve language teaching?

How can students incorporate new vocabulary for communication?

1.4 Objectives

General Objective

- To determine the importance of task-based activities to develop vocabulary in students from seven to ten years old.

Specific Objectives

- To describe the process of learning new vocabulary through the use of task-based activities with children.
- To present the advantages of using task-based activities to develop children's vocabulary.
- To propose some examples of task-based activities in the classroom to help students' motivation increase.



Chapter II

LITERATURE REVIEW

The following literature review presents scientific information which will be useful and relevant to the topic “Task-based activities to develop vocabulary in children”. These topics are related to foreign language learning as well as communicative skill among children. Therefore, the first topic to be analyzed is teaching and learning English as a second language.

2.1 TEACHING AND LEARNING ENGLISH AS A SECOND LANGUAGE

“English has subsumed several languages and emerged as a global power-broker, but it occupies a paradoxical position in the contemporary world language scene, which interestingly has turned the applecart of English as an erstwhile colonial legacy and has fixed it within a different paradigmatic structure” (Manish Vyas and Yogesh Patel 1). English is a leader of languages around the world in many ways, and it plays a part in all stages of human activity, personal and public. Nowadays, the influences of the English language, like speaking and writing, raise the individual’s opportunities as a future professional.

“Language teaching is a common phenomenon in every school across the globe. The English language is a powerful medium of communication all over the world...” (Ediger 1). According to Ediger, a language is used in a particular situation, and the meaning is known when the situation is known. The issue of learning a language is mainly a matter of combination of the meaning



with the correct language form. As the meaning comes from the situation, one has to handle the situation to understand the expression. When a baby learns his mother tongue, he is always hearing it being used in many situations, and he unconsciously makes the connection between the situation and the expression. No one says to him the meaning; however, he knows it without difficulty. Therefore, the learner must understand the situation to comprehend the meaning, and when the language is used in a meaningful situation, he can learn it easily. On the other hand, Ediger argued that the English language is considered a window to the world, since we can communicate in almost all places in the world with a knowledge of English (1-2).

According to Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, in the book *Teaching English as a Foreign Language*, the English language is the most spoken around the world, and it is in the second place behind the Chinese language. Besides, 300 million native speakers of English are found in every country, and it is used to cover people's needs, so English is spoken by one-sixth of the world's population. Also, barriers like race, color, and creed are no obstacle to the spread of English to communication. The English language is also the official language of international aviation, official institutions, education, commercial and industrial organizations, and unofficially is the first language of international sport, and the pop scene; moreover, English is the language of 70 per cent of the world's mail. For all these reasons, English has proven its status as the major world language (1).



On the other hand, English has been considered as a second language in the countries where it is not the mother tongue, so there English is a foreign language. Since English is used in schools as a subject, and it is taught, often widely, it does not play an essential role in national or social life. Therefore, many students of English know that they need the language for specific or special purposes. For that reason, there has been an increase of courses and trials to teach English for science, medicine, agriculture, engineering, or tourism (Broughton et al. 9).

As the authors say "The distinctions between English as a second language and English as a foreign language are, however, not clear....." (Broughton et al). But the use of English in recent times must affect both the way it is taught and the resultant impact on daily life (7).

2.2 CHILDREN`S MOTIVATION TO LEARN A FOREIGN LANGUAGE

According to Connie Frith in Motivation to Learn, "Motivation to learn is paramount to student success." Behaviorists talk about reward and punishment as being the main influence on learning, but human behavior is more complex. People are naturally curious, and they enjoy learning new things, like solving puzzles, perfecting skills, and developing competence. Thus, a major task in teaching is to develop students' curiosity, and to use curiosity as a motive for learning. Moreover, Frith argued:



“The sources of motivation are complex. The motivation to learn is personal and comes from within an individual, but can be influenced by external factors. Educators must keep the principles of motivation at the forefront of all instructional design. The applications of motivation theory are limited only by one’s imagination. The concept of learner motivation underlines the importance of learner analysis in instructional design” (11).

In the book *Motivation and Foreign Language Teaching-Strategies for Motivation*, Sven Kost argues that motivation refers to a desire or internal need the individual, and it can be manipulated by the environment so that it may end in an increase or decrease of motivation (3). When motivation is presented in the process of language learning, a person has to recognize the several types of motivation, so that they can contribute to a better learning process. As Kost mentions, “Motivation has to come from the learners or students themselves in the first place.” However, if the student is not motivated to learn, the teacher has to guide him/her in that direction (4).

According to KarimMattarima and Abdul Rahim Hamdan, motivation is defined as an internal drive which pushes someone to do things, in order to achieve something. Motivation and language learning strategy use have a strong correlation. Learners with higher motivation levels possess a richer repertoire of strategies and employ strategies more frequently than less motivated language learners. Motivation is one of the most important factors in



language learning, and it affects how hard learners are willing to work on a language activity (102).

Teachers have to motivate students so that they can accomplish the task in a successful way; as Andreea Naznean argued “motivation is provided by the need to realize the objectives of the task and to report back on it” (751).

2.3 LEARNERS` DIFFERENCES.

According to Gardner, cited by Mark K. Smith:

“I want my children to understand the world, but not just because the world is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place. Knowledge is not the same as morality, but we need to understand if we are to avoid past mistakes and move in productive directions...” (1)

Howard Gardner defines the intelligences as “the capacity to solve problems or to fashion products that are valued in one or more cultural setting” (4). At the beginning Gardner created a list of seven intelligences; the first two are those that have been valued in school; the next three are associated with art; and the last two are called personal intelligences.

Linguistic intelligence includes the ability to use the language as a means to remember information. These kind of people enjoy reading, writing, and telling stories.



Logical-mathematical intelligence shows the ability to detect patterns, reason deductively and think logically. It is associated with scientific and mathematical thinking.

Musical intelligence involves the capacity to recognize and compose musical pitches, tones, and rhythms.

Bodily-kinesthetic intelligence includes the ability to use mental abilities to coordinate body movements.

Spatial intelligence involves recognition and use of the patterns of space.

Interpersonal intelligence includes the capacity to work with others, because people with this intelligence can understand the intentions, motivations and desires of other people.

Intrapersonal intelligence includes the capacity to understand oneself.

In the article Understanding Student Differences, Richard Felder says, "Students have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices" (58).

Also, he proposes that there are three categories that have important implications in the teaching and learning process: the differences in students' learning styles; approaches to learning; and intellectual development levels.

According to Felder, learning styles have been shown in several kinds of students' attributes and differences; for example, some students enjoy theories and abstractions; others feel comfortable and at home with facts and observable phenomena; some prefer active learning, some prefer visual presentation, and



others prefer oral explanations. All of these kinds of learning styles are important, but they depend on the students' personal preference. In the approaches to learning and orientations to studying, students may be inclined in one of three ways. Learners with a reproducing orientation tend to learn by memorization, mechanical formula substitution, and without effort to understand the material being taught. Those with a meaning orientation tend to probe, question and explore the usage of new material. Finally, those with an achieving orientation tend to use a strategic approach doing anything, to achieve the top in the learning process. In intellectual development, students have an acceptance of personal responsibility for determining truth, inclination, and ability to gather supporting evidence for judgments, and openness to change if new evidence is forthcoming (58).

In the article *The Multiple Intelligence Theory in English Language Teaching*, Anna SvavaSolmundardottir says it is important for teachers to know how to teach with different intelligences and understand the different ways that students acquire knowledge. Teachers that use the multiple intelligences theory know the advantages for active learners and successful students. According to Gardner in *The Multiple Intelligence Theory in English Language Teaching*, by Anna SvavaSolmundardottir, everyone has the ability to develop all eight intelligences if they are given appropriate encouragement, enrichment, and instructions" (5).

Svava also says teachers have to use different techniques and activities to discover students' needs. The theory offers opportunities for students to use



and develop all the different intelligences, and it also offers different learning styles, methods, and activities (6).

2.4 TEACHING VOCABULARY

According to Abdul Kareem, "Teaching vocabulary is an important area of effort and investigation". Vocabulary is not a subject, or only words that teachers give to their students to memorize and learn. If teachers really want to teach students what words mean and how they are used, they need to show the words being used through a context. As Kareem argues "Words do not just exist on their own, they live together, and they depend upon each other." Therefore, Kareem says that teaching vocabulary correctly is a very important element in language learning, and correct vocabulary instruction involves vocabulary selection, word knowledge, and techniques (pars. 2-3).

Moreover, teachers can help to increase students' vocabulary, and also they can help to construct a set of new words. "Therefore, teachers are a very important factor in selecting and teaching English vocabulary, and they have to design vocabulary syllabi according to their learners' needs" (Abdul Kareem par. 7).

In the book *Elementary Vocabulary Games*, written by Jill Hadfield, the author explains the process of acquiring vocabulary through games and the process of the introduction and explanation of new words.

Also, the author explains how important games to teach vocabulary are. "A game is an activity that has rules, a goal, and an element of fun". According



to Hadfield there are two kinds of games. The competitive games are those in which players or teams race to be the first to reach the goal, and the cooperative games are those in which players or teams work together towards a common goal. Also, the author explains that games are of two categories: with linguistic games the goal is linguistic accuracy, and communicative games involve the carrying out of a task (4).

Games can be used in all the cases that they can be required, in the advance of the practice of vocabulary; also, they can be a great tool for the teachers to diagnose the comprehension of the students of the words. As the author says, “remembering new words is hard”; first the students have to fix the meaning of the word; second, they have to make the word their own and use the word to communicate (4).

2.5 TASK-BASED APPROACH

In the book *Techniques and Principles in Language Teaching* it is said, “Tasks are meaningful and, in doing them, students need to communicate. Tasks have a clear outcome so that the teacher and students know whether or not the communication has been successful” (Diane Larsen and Marti Anderson Par. 2).

The authors also explain that task-based activity in language is another example of the communicative approach, where the language is learned through the use of it. “Students acquire the language they need when they need it in order to accomplish the task” (150). Larsen and Anderson explain that as the



learners want to complete the task, they have to work to understand each other and to express their own ideas. In doing so, they have to verify if they have comprehended correctly, as well as they have to seek clarification.

For many years, tasks have been used. A long time ago tasks were just used as tools for translation of literary works; nowadays, tasks include strategies to develop handouts, oral expositions, and plays. All teachers know the relevance of the learner-centered approach and the requirement for Communicative Language Teaching contributes to learning the target language through a context and to performing it in real-life situations. Language is the motor to achieve the task's goals; however, the most important point involves meaning and communication.

In the learning process tasks are indispensable to the learning exercise. A task-based activities foundation means that students may learn more easily when they are concentrated on the task, instead of the language that they are working with. The students start with the task. When they have finished it, the teacher pays attention to the use of the language; here, s/he corrects the students' mistakes during their oral presentation. Now, the learning process needs a change in the method of traditional teachers. The students start doing the task by themselves, and the teacher is just the monitor and the language informer, just during the language focus phase (Diane Larsen and Marti Anderson).

According to Andreea Naznean in "Task-based Learning in Education", there are three stages in the developing of a task-base activity. First, the Pre-



task stage, in which the teacher presents the topic to the students and teaches the key words and phrases, helping the students to understand the instruction of the task. Second, the Task cycle stage, where the students develop the task in pairs or in groups. This cycle gives the students the opportunity to learn from each other and develop their oral and writing skills. Third, the Language focus stage, where the students observe and talk about exact features of any listening and reading test which they have looked at in the task, and the teacher may present the specific language features which the task has provoked (750).

In “Task-based Learning in Education”, Andreea Naznean argued that the use of task-based activities in the classroom is an exceptional way to encourage students to use the language. Tasks can involve word problems, creating a crossword puzzle, making a video, or preparing an oral presentation. Activities stimulate the students to use the target language to fill an information gap by getting answers or expanding a partial understanding (751).

In “A Framework for Task-based Learning”, Jane Willis also argued that task-based activities are activities where the target language is used by the students for a communicative purpose in order to achieve an outcome. The teacher must select topics and tasks that will motivate students, engage their attention, present a degree of intellectual and linguistic challenge, and promote their language development as efficiently as possible (23).

An important point in task-based activities is that students are free to use whatever language form they wish to communicate, as well as to complete the task. As the need to communicate arises they can acquire new words, and they



begin to form phrases, so learners will find a way of getting a lot of words that they do not yet know.

The teacher can monitor the class from a distance, and he/she has to encourage the students to use the target language, but it is not the time for correction; learners need to regard their errors in a positive way, as a normal part of learning; the teacher has to explain to them that it is better for them to risk getting something wrong, because if they stay silent, they have less chance to learn. Learners need to feel free to experiment with the language on their own and take risks. Fluency is what counts. "Language then, is the vehicle for attaining task goals, but the emphasis is on meaning and communication, not on producing language form correctly" (25).

Task-based activities follow a natural cycle in the developing of the skills; however it depends on the task. Obviously, the four skills are very important in the achievement of the task goal, but if the teacher is aware of the learners' future language needs, so he/she can use tasks that help them to practice relevant skills.

Jane Willis says that task-based activities have three phases.

1- Pre task

Introducing the topic and the task

At this stage the teacher presents the topic, practice useful words and phrases, helps students to understand the instructions, and prepares them to perform the task.



2- Task cycle

Task

The students do the task in pair or groups; the teacher is just an adviser.

Planning

The students prepare a report of the task.

Report

The students present the report to the rest of the class.

3- Language Focus

Analysis

At this stage students analyze specific language forms.

Practice

Students practice the vocabulary acquired during the last task (38).

Also, according to Jane Willis, there are six types of tasks.

- Listing

This kind of task tends to generate a lot of talk, as learners explain their ideas. The outcome would be that students have to complete a list or a mind map. The processes involved are: Brainstorming, where the students draw on their own knowledge and experience as a class or in pairs. Fact-finding, where the students find things by asking each other and referring to books.

- Ordering and sorting



This task has four processes: sequencing items or events in a logical or chronological order, ranking items according to personal values, categorizing items, and classifying items.

- Comparing

This task involves comparing information from different sources or versions, matching to identify specific points, finding similarities and things in common, and finding differences.

- Problem Solving

This task demands student's intellectual and reasoning power. Puzzles and completion tasks can be used as examples of this kind of task.

- Sharing personal experience

In this task students have to share experiences about themselves. This kind of task encourages students to talk more freely.

- Creative tasks

Creative tasks are also called projects, and here the students have to work in pairs or groups. The outcome sometimes is that students have to present their project in public (27).



CHAPTER III

METHODOLOGY

The methodology used in this investigation was literature review and field research, because I collected and analyzed bibliographic material to support the use of task-based activities to develop vocabulary in children. On the other hand, the field research was conducted through the use of an interview of an expert and a survey of ten school teachers. The purpose of the interview and the survey was to get more information about the topic and find out about the use of task-based activities in the classroom.

3.1 Interview

The name of the expert that I interviewed is Ms. Elisabeth Kebec. She is a foreign teacher. To perform the interview I used a questionnaire of eight Wh-questions (see annex #1) in order to get more information about my topic and clarify my doubts. The interview took place in the cafeteria of the Faculty. The limitation of the interview was that we didn't have enough time to finish it, because Miss Elisabeth had to go. It had a duration of 20 minutes.

3.2 Survey

The survey was to ten school teachers that study in the University of Cuenca; they are about 20 to 25 years old. To perform the survey I used a questionnaire of 5 statements (see annex #2). When the survey was designed, it



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was created with statements that would get more information about the topic of research and analyze the use of task-based activities in the classroom. The survey was performed in the University of Cuenca, and it had a duration of 20 minutes.



CHAPTER IV

Results and Analysis

The results of the interview and the survey are going to be through a qualitative and quantitative analysis.

4.1 Interview

The purpose of the interview was to get more information about the topic, clarify my doubts and answer the research questions.

Ms. Elisabeth explained to me that a task-based activity is used to solve language problems in the students and achieve a defined outcome. Besides, task-based activities improve the learning process meaningfully because students have a sense of achievement when they can use the target language to accomplish a task. Ms. Elisabeth argued that there are many ways to set up task-based activities to develop vocabulary in children. She emphasized that it is important to teach words that are of immediate use, like family members, colors, things of the house, things of the school, etc. But it is important to choose the correct task because not all tasks develop vocabulary in children.

Moreover, Ms. Elisabeth said that there are many ways to teach vocabulary; the most important is that the words should be contextualized. She usually teaches family words, words with the same root, or words related to the same topic. Besides, games can help in the learning process, and they are useful for any level of learners. Task-based activities help to build up students' confidence because they use the target language and develop the oral skill; on



the other hand, when they use the target language frequently they improve their fluency too.

The interview was very meaningful because I obtained a lot of information for the investigation of my topic. Moreover, Ms. Elisabeth clarified my doubts about the topic by answering the question “What is a task-based activity?”; also, the interview answered the research questions, like “Do task-based activities help to develop vocabulary in children?”, “Do task-based activities improve language teaching?” and “How can students incorporate new vocabulary for communication?”.

4.2 Survey

The purpose of the survey was to analyze the use of task-based activities in the classroom and to show how they can help in the learning process and in the development of vocabulary in children.

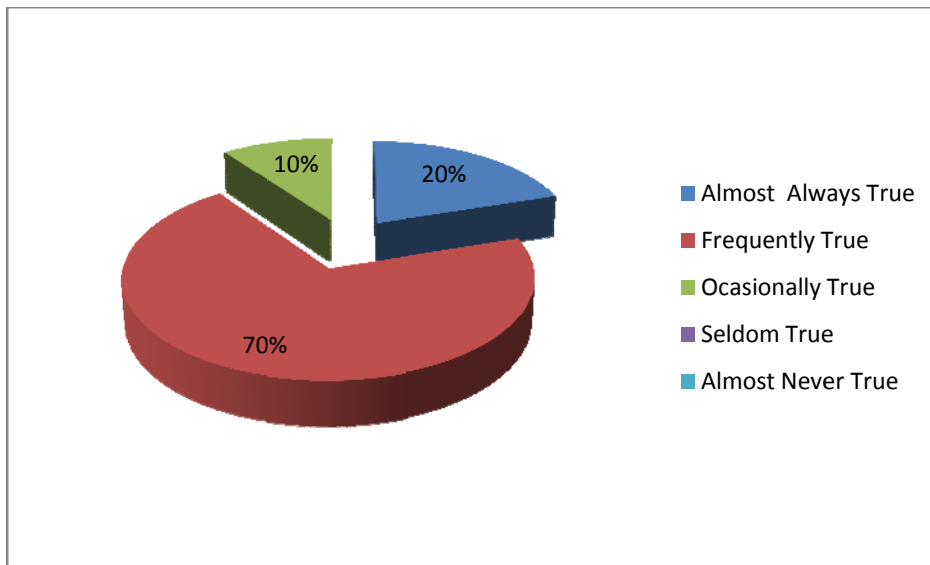
With the survey I could see that the use of task-based activities has many positive results in language teaching in students, because most of the teachers answered that they use task-based activities in the classroom to teach vocabulary. This analysis shows me that my topic is valid for my monographic work. The results of the survey are presented below.



Interpretation

Statement 1

-Task-based activities must be based on the goals and objectives that a teacher must achieve.



Graph 1. Survey

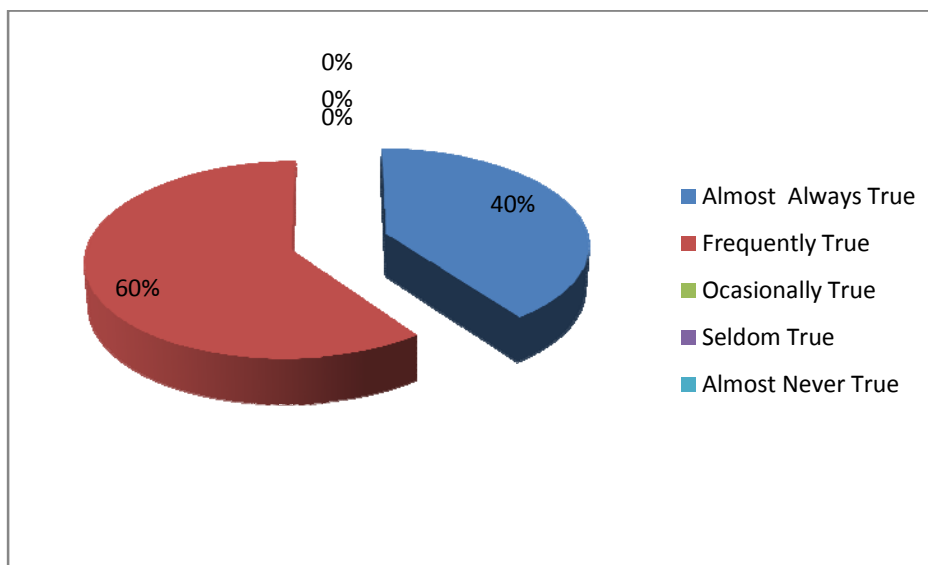
Source Author

In this question 20% school teachers answered that it is almost always true, 70% of them answered frequently true, and 1% answered that it is occasionally true.



Statement 2

-Teachers are able to achieve positive results in the learning process due to planning, proper organization of tasks, and delegation of the tasks to students.



Graph 2. Survey

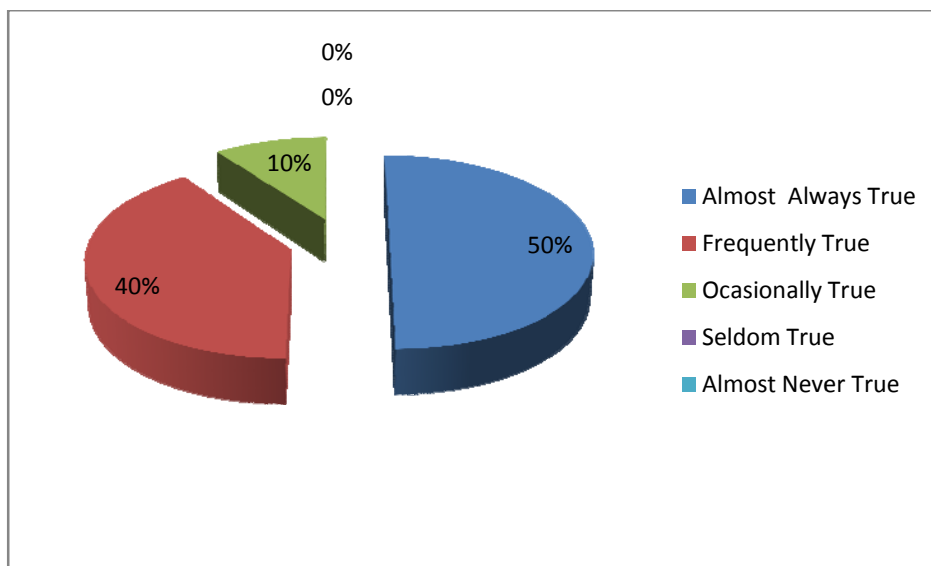
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In the second question 40% of the teachers said that it is almost always true that teachers can achieve positive results in the planning, organization, and delegation of tasks to students and 60% of them said that it is frequently true.



Statement 3

- Task-based activities are carried out in order to facilitate the understanding of the target language.



Graph 3. Survey

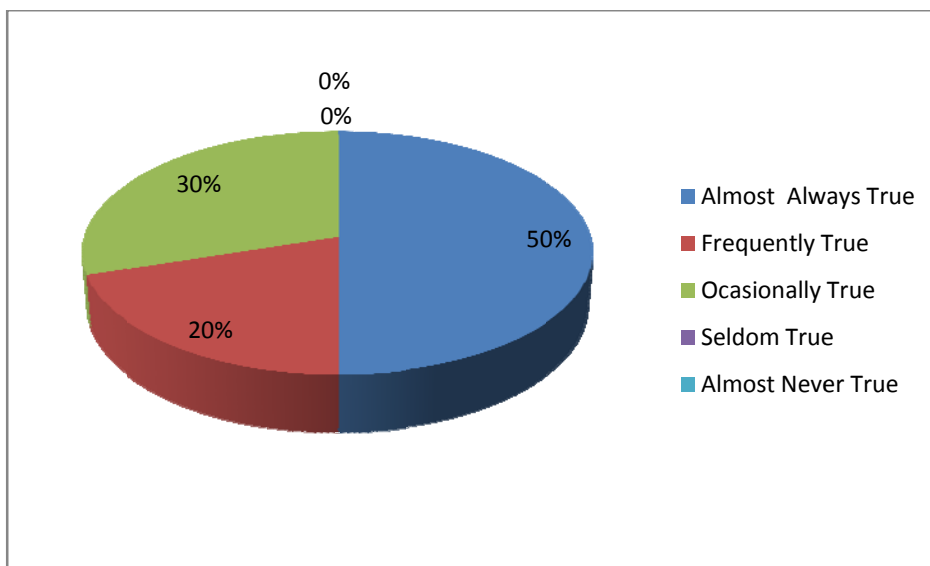
Source Author

In this question 50% of teachers agreed that it is almost always true that task-based activities help in the understanding of the target language, 40% of them answered that it is frequently true, and just 1% of them answered that it is occasionally true.



Statement 4

- The use of a variety of tasks in language teaching is said to make teaching more fun and, as a result more communicative.



Graph 4. Survey

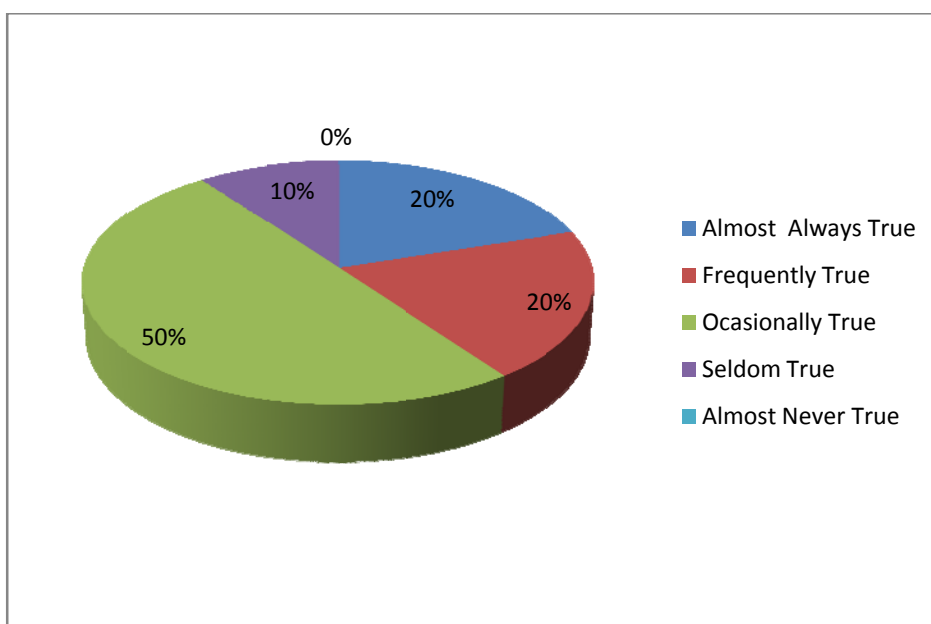
Source Author

In this question 50% of the teachers said that it is almost always true that the use of a variety of tasks in the classroom help to be more fun and communicative the class, 20% say that it is frequently true, and 30% of them said that it is occasionally true.



Statement 5

- Teachers have access to the necessary learning and development programs that allow them to stay up to date with the current job needs, in addition to learning new things.



Graph 5. Survey

Source Author

In the last question 20% of the teachers answered that it is almost always true that they have the opportunities to stay up to day with the current job needs, 20% answered frequently true, 50% said occasionally true, and 1% said that it is seldom true.



4.3 Task-based Activities to use in an EFL Classroom.

After having a clear idea of what a task-based activity is and how it can be used to develop vocabulary in children. It is necessary to give some examples of task-based activities that can be used in the classroom.

TASK-BASED LESSON PLAN 1

My Family

TOPIC: Members of the family.

AGE: 7 to 10 years old.

LEVEL: Beginners

AIM: At the end of class the students will be able to talk about their family inside and outside the class.

NEW VOCABULARY

Father	Mother	Sister	Brother
Grandmother	Grandfather	Uncle	Aunt
Cousin			

WARM UP

Simon Says

The teacher explains how to play, one player takes the role of Simon, and he begins giving commands, like "Simon says jump", "Simon says sit down", etc.



Players are eliminated from the game when they follow instructions that are not immediately preceded by the phrase “Simon says”.

PRE TASK

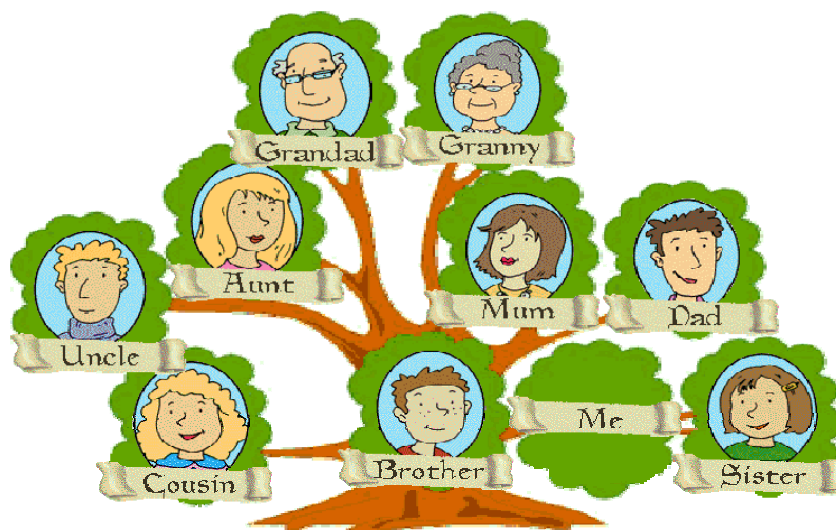
Introducing the topic and task.

- The teacher pastes a picture on the board and asks the students to look at it.
- Then the teacher asks “What do you see?” The students pay attention to the picture and identify the persons that are in the picture. So students’ interaction begins.
- The teacher says, “Today we are going to learn family members”, so the students have the purpose and a clear outcome.
- The teacher pronounces the words many times and asks the students to repeat them too.
- The teacher uses a technique of question and response to increase students’ interaction. The teacher asks questions like, “What is your father’s name, John?” or “How many women are in your family, Peter?”.
- At this stage the teacher explains to the students that they are going to make a survey in order to find some information about their families, and the teacher gives the instructions for the following tasks.



PICTURE

MyFamily



TASK CYCLE

Task, planning, and report.

- ❖ First, the teacher asks the students to draw their family on a piece of paper.
- ❖ Second, the teacher walks around the class checking the students' work.
- ❖ Third, as the students finish the task, the teacher asks them to form groups.
- ❖ The teacher says, "You have to show your pictures to your partners and talk about them. Later you have to design a survey to find some interesting information". Of course, the teacher gives them an example of



the task and writes some key words on the board, to facilitate the students' work. The teacher gives the students the opportunity to carry out the task in order to increase students' interaction.

- ❖ The teacher explains that they have to present the results of their survey to the rest of the students. The public presentation encourages students to work on accuracy as well as meaning, and it allows students to repeat the language that they have been working on.

Example:



SURVEY	NUMBER
How many of you have 1 brother?	
How many of you have a sister called Maria?	
How many of you have the 4 grandparents?	
How many of you have an uncle called Juan?	

Language Focus

Analysis and Practice

- The teacher asks students to work in the same groups to compare the results of their surveys.

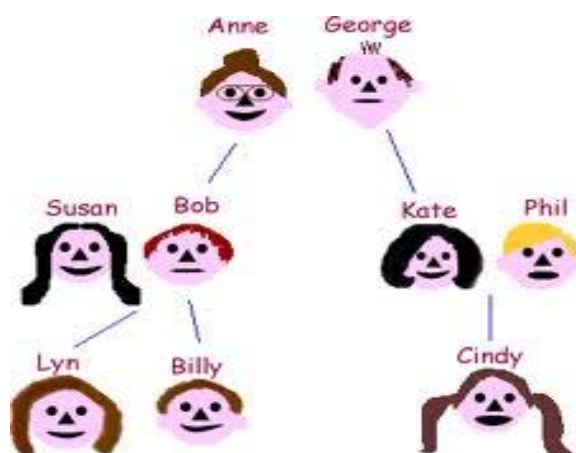


- The teacher asks the students to prepare a written report using all the information collected in the group.
- For the practice, the teacher gives the students a hand out of a story about Lyn's Family.
- The teacher asks students to read the text and to complete the task.

Hand out

Lyn's Family

Hello! My name is Lyn. This is my family tree. There are nine members in my family. My parents are Bob, my father, and Susan, my mother. They are very nice. I have a big brother. His name is Billy. I like my grandparents. My grandfather is George and my grandmother is Anne. My father's sister is Kate and she is married to Phil. They have one child. Her name is Cindy. All my family is very nice.





Task

Answer the following questions.

Lyn's father's name is.....

Lyn's mother's name is.....

Lyn's brother's name is.....

Lyn's uncle's name is.....

Lyn's aunt's name is.....

Lyn's cousin's name is.....

Source: <http://www.englishexercises.org/makeagame/viewgame.asp?id=11>

TASK-BASED LESSON PLAN 2

Daily Routines

AGE: 7 to 10 years old.

LEVEL: Beginners

AIM: At the end of class the students will be able to talk with a partner about their daily activities.

NEW VOCABULARY

Wake up

Take a shower

Wash my hands

Brush my teeth

Eat breakfast

Wash my face

Go to school

Go to bed

Get dressed



WARM UP

Cat and Mouse



Players form a circle and hold hands. Two are selected to be the cat and the mouse. Cat stands outside the circle and the mouse inside. Cat tries to catch the mouse. Other children protect the mouse, letting him pass under their arms, but not the cat.

PRE TASK

Introducing the topic and the task.

- The teacher introduces the new topic through a context; he/she says “Today we are going to talk about daily routines, ok”. So students have a perceived purpose and a clear outcome.
- The teacher asks some students to say to him/her some daily routines about their lives. This is done through whole class interaction.
- The teacher presents some flash cards with pictures of daily routines and pastes them on the board.
- The teacher repeats the new words several times, and then he/she asks the students to repeat them too.
- The teacher asks the students to compare the daily routines they saw and listened to with their own. At this stage the students work through a task that they will later do individually. It will also allow the language necessary to complete the task to come into play.



Flash Cards



Wake up



Brush my teeth



Wash my hands



Eat breakfast



Go to bed



Get dressed



Take a shower



Go to school

TASK CYCLE

Task, planning, and report.

- In order for the students to be more involved with the new vocabulary, the teacher asks the students to listen to the following story.
- The teacher attracts the students' attention.
- The teacher plays the tape.
- Later the teacher asks students to listen and try to match the sentences according to the story.



Ben's Daily Activities

I wake up at 7 o'clock, then I wash my teeth and my face. Later, I get dressed, and I eat my breakfast. At 8 o'clock, I go to school. I have lunch at the school cafeteria and then I go to our library and I do my homework. Before dinner I usually take a shower and watch my favorite TV series. I always have dinner with my family. Then I play on the computer, or listen to music. I never go to bed late.

ACTIVITY

Put together the following sentences.

- | | |
|------------------------|-------------------------|
| 1. Ben wakes up at | I go to school |
| 2. I wash my teeth and | I usually take a shower |
| 3. At 8 o'clock | my face |
| 4. I have lunch | 7 o'clock |
| 5. Before dinner | go to bed late |
| 6. I never | at the school cafeteria |

- To develop Communicative Language Teaching, the teacher starts asking the students some questions. For example: Peter, What time do you wake up? The teacher uses the language necessary to help students' comprehension.
- The teacher provides good models of the target language. The teacher explains and demonstrates to the students what they have to do.
- Later, the teacher asks the students to work in pairs.



- The teacher gives them a list of questions and he/she says, “You have to talk about your own daily activities, answering the questions”.
- The teacher walks around the classroom listening to the pairs and reminding them to speak in English.
- As the teacher is walking around the class, he/she hears students making errors but he/she does not say anything.
- Students’ task is to answer all the questions by sharing the information with each other. There is a lot of communication as the students seek to complete the task.

Questions

What time do you wake up?

When do you usually take a shower?

What do you do after dinner?

What time do you go to bed?

What time do you go to school?

Where do you have lunch?

Language Focus

Analysis and Practice

At this stage the teacher ask the students to elaborate a schedule using the information that they got from their partner before.

Finally, the teacher asks the students to write a little composition using their partner’s information. As they already know the new vocabulary it won’t be



difficult for them. Of course, the teacher writes some key words on the board and gives them an example to help them to perform the task. The teacher has to guide the activity, by walking around the classroom. Then the teacher collects the students' work to read and check if the content is correct.

Source: <http://www.englishexercises.org/makeagame/viewgame.asp?id=11>

TASK-BASED LESSON PLAN 3

What can you do?

AGE: 7 to 10 years old.

LEVEL: Beginners

AIM: At the end of the class the students will be able to express things that they can do or they can't do.

NEW VOCABULARY

Play basketball		play football
swim		
Dance	Sing	play the guitar
Jump	cook	play the trumpet

WARM UP

The Broken Telephone

First, the teacher says "Today we are going to play a funny game; it is called the broken telephone. All of you have to participate". Second, the teacher



chooses a phrase, for example: "Peter has a very big house". Third, the teacher whispers the sentence in the student's ear. Later, the student has to whisper the message to the next student, and so on. The game finishes when the sentence reaches the last student, and he/she has to say the message aloud. Sometimes the end sentence is not the same as the original.

PRE TASK

Introducing the topic and the task.

- The teacher introduces the topic through a context. He/she says "Today we are going to talk about some activities that we can do or can't do".
- The teacher presents to the students some flash cards with some activities and pastes them on the board. The teacher repeats each new word at least three times, asking the students to repeat them too.
- "What can you see on the board?" asks the teacher; then students see the picture and answer in chorus.
- The teacher asks again, "Who can swim?". The teacher uses body movements to clarify the meaning. Some students raise their hands and say "me". In this way the students get involved in the topic and develop more vocabulary to make the class more communicative.
- Now the teacher asks some volunteers to ask their partners.



Flash Cards



Play the guitar



Play the trumpet



Play basketball



Cook



Play football



Sing



Dance



Swim

TASK CYCLE




Task, planning, and report.

- As the students know the vocabulary, the teacher introduces the verb “can”.
- The teacher writes some examples using “can” or “can’t”.
- He/she asks the students to listen carefully to the sentences that the teacher is saying.
- The teacher checks if the students learn the verb Can and how it works by asking some of the students to say some sentences using can or can’t. They have to say the sentences aloud, so that the rest of the students can hear them.



- The teacher gives the students a hand out with three different paragraphs.
- The teacher asks the students to look at the pictures, read the paragraphs, and answer the questions.

Hand out

		
<p>My name is Jack. I'm a farmer. I have a horse. My horse can run and jump. I can swim . I can't sing songs.</p>	<p>My name is Donna. I am a music teacher. I like to sing. I have a guitar. I can sing and play the guitar. I can't swim or play football.</p>	<p>My name is Max. I am a doctor. I have a computer. I can cook. I can play basketball too. I can't play football or dance.</p>

Answer the following statements according to the text.		
Jack can run and jump.	Yes	No
Donna can play the guitar.	Yes	No
Max can play basketball.	Yes	No
Donna can't cook.	Yes	No
Jack can't sing songs.	Yes	No



- At this stage the teacher says; “Now we are going to play a game. It is called “Find someone who”; and he/she asks the students some questions in order to encourage and motivate them. “Do you want to play?” “Do you like fun?”.
- Then the teacher explains the game. First, the teacher shares a questionnaire. Then he/she asks the students to walk around the classroom and find someone that will answer yes to the questions. Second, when the students find that person, they have to write the name next to the question they asked. The first student that has a full list of names wins the game.
- As the students have a purpose, because they want to win the game, they are using the language in a real context. The teacher reminds the students that they have to talk in English.

Questionnaire

Find someone who.....	Names
Can sing a song	
Can cook Ecuadorian food	
Can dance to Salsa Music	
Can play the guitar	
Can play basketball very well	



Language Focus

Analysis and Practice

As a final assignment the teacher asks the students to write ten sentences using “can” and ten sentences using “can’t”, but they have to use different activities from those that they already know.

TASK-BASED LESSON PLAN 4

Preparing a meal

Topic: Prepare a dish

AGE: 7 to 10 years old.

LEVEL: Beginners

AIM: At the end of the class the students will be able to talk about your favorite food.

NEW VOCABULARY

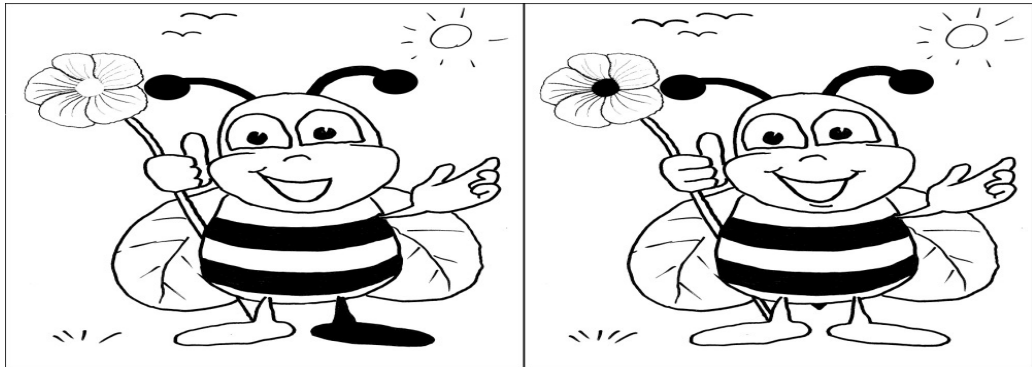
Tomatoes	pear	onion	pineapple	garlic	eggs
flour	lettuce		carrot	pear	milk
Potatoes		apple	radish		salt
sugar					





Warm up

- The teacher gives the students a hand out and says, "There are ten differences between the two pictures; Can you find them".



Source: <http://writingday.wikispaces.com/spot+the+difference>

PRE-TASK

Introducing the topic and the task.

The teacher establishes a discussion with the students.

- Possible dishes
- Likes and dislikes
- Ingredients

The teacher explains and writes on the board important language points for the performing of the task, like vocabulary for the preparation, ingredients, utensils, menu, etc.

The teacher repeats the pronunciation of the new words several times and asks the students to listen to them.

Now the teacher asks the students some questions about likes and dislikes about food.



Also, the teacher gives the students all the instructions about how they have to perform the task.

TASK CYCLE

Task, planning, and report.

At this stage the teacher asks the students to work in groups. Students have to select a dish and prepare it.

The teacher asks the students to prepare an oral and written report to the whole class, about how they did the task.

The teacher walks around the class remaining students to use the target language.

The teacher acts as an adviser, giving feedback and helping students to correct their errors, but in an indirect way.

LANGUAGE FOCUS

Analysis and Practice

At this stage, the teacher works with the whole class. He/she asks them to comment and discuss the meal and its preparation.

Also, the teacher asks them to exchange the recipes.

Later, the teacher asks the groups to share their reports with the audience.

Finally, the teacher organizes a debate on different food habits. For example: vegetarian or non-vegetarian.



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The teacher may ask students to notice interesting features within this text, or bring other useful words, phrases, and patterns to improve students' attention. The teacher can also highlight the language that the students used during the report phase, for analysis.



CHAPTER V

5.1 CONCLUTION

Task-based activities are a good source of practice of the target language. Children learn new vocabulary in a simple and fun way.

The main advantage of using task-based activities is that children receive information in a context; and the development of several tasks help students to learn a topic in a better way.

In sum, task-based activities are one of the best teachers' tool, if he/she wants to develop vocabulary in his students. Task-based activities have a communication goal and a clear outcome, and in doing them students and teacher know if the communication is successful. Students are motivated when they do tasks that prepare them for the real life.

5.2 RECOMMENDATION

Teachers should use task-based activities in order to teach students vocabulary because it is a very easy and interesting way to reinforce it.

The teachers must take into consideration learners' differences when teaching English. Teaching children is a difficult task but with suitable activities, children can be motivated.



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Appendices



Appendix 1: Interview

TOPIC: TASK-BASED ACTIVITIES TO DEVELOP VOCABULARY IN BEGINNERS INTERVIEW

- 1- What is a task-based activity?
- 2- How do you think task-based activities can improve the learning process?
- 3- How do you organize a task-based activity to develop vocabulary in beginners?
- 4- Do you think task-based activities help to develop vocabulary in beginners?
- 5- Can you tell me according to your experience what is the best way to teach vocabulary?
- 6- Are games useful tasks to develop vocabulary in beginners?
- 7- Can a task-based activity develop the target language fluency and students confidence? Why?
- 8- Can task-based activities help to achieve a communicative goal?



Appendix 2: Survey

TOPIC: TASK-BASED ACTIVITIES TO DEVELOP VOCABULARY IN BEGINNERS

SURVEY TO ANALIZE THE USE OF TASK-BASED ACTIVITIES IN THE CLASSROOM

Name of the institution:

“Tasks are meaningful, and in doing them, students need to communicate.

Tasks have a clear outcome so that the teacher and students know whether or not the communication has been successful”

This survey contains statements about the use of task-based activities in class.

Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:

- AlmostAlways True — 5
- Frequently True — 4
- Occasionally True — 3
- Seldom True — 2
- AlmostNever True — 1

Be honest about your choices.



InternalTaskFunctions						
1.	Task-based activities must be based on the goals and objectives that a teacher must achieve.	5	4	3	2	1
2.	Teachers are able to achieve positive results in the learning process due to planning, proper organization of tasks, and delegation of the tasks to students.	5	4	3	2	1
3.	Task-based activities are carried out in order to facilitate the understanding of the target language	5	4	3	2	1
4.	The use of a variety of tasks in language teaching is said to make teaching more fun and, as a result more communicative.	5	4	3	2	1
5.	Teachers have access to the necessary learning and development programs that allow them to stay up to date with the current job needs, in addition to learning new things.	5	4	3	2	1