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TEACHING PERSONALITY VOCABULARY TO A2-LEVEL LEARNERS THROUGH TASK-BASED LANGUAGE TEACHING

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Abstract. Vocabulary is a part of learning English as a Foreign Language. It helps A2-level learners talk about ideas describe people and speak in situations. I have seen how Vocabulary opens doors for A2-level learners. A2-level learners often find it hard to use words that describe personality. A2-level learners may know adjectives such as kind, friendly and shy. A2-level learners may have trouble using these words in conversations. Traditional methods of teaching Vocabulary usually focus on memorizing words translating them and repeating them. Traditional methods of teaching Vocabulary do not give A2-level learners chances to use English in communication. Task-Based Language Teaching offers an approach. Task-Based Language Teaching organizes learning around tasks that ask A2-level learners to use English to reach goals. I have noticed that Task-Based Language Teaching keeps students engaged. This article shows how Task-Based Language Teaching can help teach personality Vocabulary to A2-level learners. The article focuses on activities such as describing classmates matching personality descriptions with people acting out situations and choosing partners for activities. The article draws on ideas from teaching, Vocabulary learning and the Common European Framework of Reference for Languages. The discussion shows that meaningful tasks help A2-level learners understand personality adjectives remember words effectively and feel more confident when speaking in English. I feel that

meaningful tasks give confidence. These activities work best when tasks are well designed. Tasks need instructions, Vocabulary support and good feedback.

Keywords: Task-Based Language Teaching, personality vocabulary, A2-level learners, EFL, vocabulary acquisition, communicative tasks, vocabulary retention, speaking activities.

Introduction

Vocabulary matters a great deal when learning English. Vocabulary helps students hear what others say and share their thoughts. At the A2 level, students should be able to talk about things they know and describe people using words. Personality adjectives—such as kind, friendly, honest shy, outgoing, helpful, patient, funny and responsible—are very useful in conversations. Students may learn these words. Students may not know how to use them in real life. For example, students might know what a word means. Students struggle to talk about someone who is friendly or explain why that person is friendly. That means teaching vocabulary should help students use words in situations. Nation (2013, pp. 44–91) said that knowing a word is not about understanding its meaning. Students also need to know how a word looks, how to use it and how it connects to words.

Task-Based Language Teaching can help solve this problem. Task-Based Language Teaching makes language learning happen through activities that require students to speak in order to get something done. Ellis (2003) and Nunan (2004 pp. 1–18) said that Task-Based Language Teaching focuses on meaning and gives students a chance to use language to communicate. By doing exercises that focus on vocabulary students use English to share information solve problems and make choices. This article wants to look at how Task-Based Language Teaching can help teach personality words to students at the A2 level. This article explains the ideas behind Task-Based Language Teaching, how to use it in the classroom and why teachers need to support this kind of

teaching. This article draws on what others have written and includes ideas for classroom work, such as experiments.

Task-Based Language Teaching helps learners use English to finish activities that have goals. Nunan (2004) makes a difference between real-world tasks and pedagogical tasks. Pedagogical tasks are created for learners to prepare for communication. In lessons about personality vocabulary students can describe people compare traits and talk about which qualities matter in situations. For example a teacher might ask students to pick a class representative from a list of personality descriptions. To do this learners need to know words like responsible, helpful, patient and friendly. They must explain their choices with sentences such as “I choose Sara because shes helpful” or “Aziz is responsible and patient.” This kind of activity gives students a reason to use the vocabulary.

Willis and Willis (2007) outline a task-based teaching model. It has three parts: task preparation, a task cycle and a language focus. This model works well for teaching personality adjectives. Before the task the teacher introduces the words and makes sure students understand them. During the task students work in pairs or groups to reach a goal. After that the teacher goes over language. Fixes common mistakes. This way students can communicate while also improving their language accuracy. Learning vocabulary needs repeated exposure to words. Chances to use them. Nation (2013, pp. 92–160) Talks about teaching and the teacher’s role, in explaining and practicing words. He also highlights learning vocabulary through context (2013, pp. 348–388). These ideas show that students should meet personality adjectives in situations. They should not just study them once. They need to meet the words in different ways to learn them well.

A suitable activity for A2-level learners called Choose the Best Partner. The teacher gives three descriptions of people. Sara is friendly and helpful. Aziz is responsible and patient. Daniel is funny and outgoing. Students work in groups to choose the person for a class project and explain their decision. Students can compare the

characters. Give reasons for their choices. The task promotes use, interaction and decision-making. I find this activity for A2-level learners.

Another useful activity is Guess the Personality. One student describes a person without saying the target adjective. For example “This person enjoys meeting people and talking to everyone.” Other students guess the word outgoing. Similarly, the teacher can describe a person who always tells the truth to introduce the honest. Such activities help learners connect vocabulary with meaning and context. I think Guess the Personality is fun and educational.

Role-playing can also make personality vocabulary more practical. Students can act out conversations between classmates describe a friend or choose a suitable person for a team. These tasks allow learners to use adjectives in situations and listen to opinions. According to Willis and Willis (2007) effective tasks should involve learners focus primarily on meaning and lead to an outcome. I believe role-playing strengthens use of adjectives. The teacher plays a role in task-based vocabulary instruction. Before the task the teacher introduces words and provides examples. During the activity the teacher monitors participation and supports learners when necessary. After the task the teacher reviews vocabulary explains differences, between adjectives. Encourages students to use the words, in new sentences. I think careful teacher support makes the learning smoother.

The Common European Framework of Reference for Languages explains language skills through communication abilities. The Council of Europe (2020) says that using language and interacting is very important. For A2-level students the activities should be in situations that’re easy to handle and use language that is not too hard. Picture clues, word lists and example sentences can help students take part with confidence.

Still Task-Based Language Teaching also has problems. Some students might not use vocabulary. Instead rely on other students who are better.. They might speak their first language while working in groups. Also finishing a task does not always mean that students have learned the words, for good. Nation (2013) says that learning needs ways

to build knowledge. Teachers should mix tasks with revising words repeating them and doing exercises after.

Conclusion

In conclusion, Task-Based Language Teaching can provide a real-world way to help EFL learners improve their speaking skills. When students take part in activities that have goals for communication teachers can give them chances to share their thoughts talk about information and use English to work through problems. The information in this article talks about important areas, such as speaking fluency, student confidence, how to design tasks and the need to change teaching methods based on different school environments. Even though the information shared in this article offers ideas about task-based speaking lessons it does not prove that this method will work the same way in every classroom. More real studies are needed to look at how speaking fluency, accuracy, confidence and involvement change over time. Studies that look at ages, different levels of English ability and different school settings would also help find out which kinds of tasks are best. Overall TBLT seems like a way to teach speaking as long as it is done with clear learning goals and the specific needs of EFL learners, in mind.

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