THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

TRUONG THI YEN

USING TASK-BASED READING ACTIVITIES TO

ENHANCE VOCABULARY FOR FRESHMEN AT THE

COLLEGE OF MECHANICS AND METALLURGY

Sử dụng các hoạt động đọc dựa trên nhiệm vụ để
nâng cao vốn từ vựng cho tân sinh viên trường
Cao đẳng Cơ khí – Luyện kim

M.A. THESIS

(APPLICATION ORIENTATION)

Field: English Linguistics

Code: 8220201

Supervisor: Nguyễn Thị Việt Nga, Ph.D

THAI NGUYEN – 2019

DECLARATION

I confirm that this is my own research, and that is has not been published or submitted for any other degrees.

Student's signature

Trương Thị Yến

ACKNOWLEDGEMENTS

First of all, I am much thankful to all lecturers of Post Graduate Faculty at Thai Nguyen University for giving us useful and precious lectures.

I would also like to express my sincerest gratitude to Dr. Nguyen Thi Viet Nga, my respected supervisor for her precious guidance, critical comments and constructive supervision throughout my research.

I am also indebted to the field workers who were kind enough to tolerate the painstaking task of collecting the data. Then my thanks also sent to my classmates at the Master Course Class who have taken time and trouble to alert me to errors in my thesis and provided me with useful data on which this thesis is based.

I also wish to send my sincere thanks to the teachers and students at the College of Mechanics and Metallurgy, where I taught in order to gather information for my servey questionnaires. Without their help, this study could not have been successful.

Finally, I would like to express special thanks to my husband and family for their support and encouragement while the study was being carried out. For my little experience and knowledge, I would like to receive more useful comments from lectures and others.

ABSTRACT

Increasing learners' motivation and interest has always been the primary concern of many language teachers. The present study is devoted to examining the comparative effectiveness of task-based reading activities to enhance vocabulary for freshmen at the College of Mechanics and Metallurgy. In order to achieve this objective, theoretical and practical research is carried out. In the theoretical background, the background of vocabulary and relevance to applying task-based reading activities to enhance vocabulary is summarized. An overview of the task-based approach that has been employing in foreign language teaching; especially in improving vocabulary is also introduced in this part. For the purpose of getting teachers' and students' attitude on task-based reading activities to enhance vocabularies as well as frequency using techniques in presenting vocabulary at the College of Mechanics and Metallurgy, the author conducted three research methods namely survey, interview and classroom observation. Accordingly, the study was delivered questionnaires with 40 freshmen, interviewed 01 Head of English division and 03 English teachers and observed 10 English lessons taught by 05 teachers for freshmen at the College of Mechanics and Metallurgy.

After collecting data and analyzing, the study revealed that (1) using task- based reading activities to enhance vocabulary for freshmen at the College of Mechanics and Metallurgy are effective and inspired in motivating students to learn vocabularies; (2) applying this technique can decrease the anxiety of learners and enhance their self-confidence and communication; (3) associated materials were not accessible for applying this technique to promote the implementation of this instruction for teachers and (4) not every teacher utilizes task-based reading operations to improve vocabulary in courses, or the frequency is irregular if it is used.

Based on the outcomes of the study, the thesis strongly recommended that task-based method should be applied in reading activities to enhance vocabulary and there should be cooperation amongst teachers, students and administrators find it comfortable to fulfil their tasks.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

PART I: INTRODUCTION

1. Rationale

In this context, in order to compete in a free-flowing labour market, fluency in English is one of the most significant advantages for people of all ages to communicate and create opportunities for integration. Therefore, in addition to professional knowledge, each person needs to equip themselves with good communication skills in English to access employment opportunities in the global environment. Similar to other non-native English speaking countries in the world, Vietnam increasingly puts importance on English as it is introduced into the school environment as a compulsory subject. Of which, vocabulary is one of the factors that play a very important role. It can be said that if we consider learning English as building a house, the vocabulary is to build the foundation for that house. Vocabulary is an element that combines the four abilities to speak, listen, read and write. Vocabulary knowledge is often considered an important factor in understanding the language and the number of words collected is closely related to the use of competent language. The National Reading Panel (NICHD, 2000) identified vocabulary as one of five major components of reading. Its importance to overall school success and more specifically to reading comprehension is widely documented (Baker, Simmons, & Kame'enui, 1998; Anderson & Nagy, 1991).

The research object in this study is freshmen at the College of Mechanics and Metallurgy who are not specialized in English. For them, English is a compulsory subject at school. Freshmen in the non-English major schools such as the College of Mechanics and Metallurgy are facing difficulties in learning vocabulary due to lack of experience and fluency on communicating and using vocabulary in English speaking and writing. They tend to use simple words instead of what they have learned. In addition, the use of vocabulary is also an essential issue for evaluating the quality of an article. In writing skills, students often find it difficult to choose words that are both accurate and logical. Many of them shared that they are afraid of speaking English and face a lot of difficulties in writing examinations because of lacking vocabulary. Also, they have not found out an effective way to learn vocabulary.

Task-based learning approach has currently been one of the most modern and effective English learning and teaching approaches. Accordingly, the main focus is the authentic use of language for genuine communication and such approach focuses more on learner-centered learning. With task-based learning, learners must interpret the meanings within the texts and through which, they can learn more vocabulary in the most effective way. It is said that task-based learning is one of the most effective approaches to vocabulary learning and teaching.

For these reasons, the researcher decided to select the topic of *Using task-based reading activities to enhance vocabulary for freshmen at the College of Mechanics and Metallurgy* with the hope that students will find out the good ways in order to improve their vocabulary.

2. Aims of the study

The aim of the study is to find out how task-based reading activities are used to improve vocabulary for freshmen at the College of Mechanics and Metallurgy, discover freshmen's attitude at the College of Mechanics and Metallurgy towards task-based reading activities for enhancing vocabulary; accordingly, recommending some possible solutions for better learning and teaching task-based reading activities to enhance vocabulary for freshmen at the College of Mechanics and Metallurgy.

3. Research question

Based on the above aims, this research is designed to answer the following questions:

1. How are task-based reading activities applied in English lessons at the College of Mechanics and Metallurgy?

2. To what extent can tasked-based reading activities enhance vocabulary for freshmen at College of Mechanics and Metallurgy?

4. Scope of the study

The objects of this research are 40 freshman students who are picked up randomly from ones who are learning at the College of Mechanics and Metallurgy; 03 English teachers of the College of Mechanics and Metallurgy and 01 Head of English division. Time frame is 10 lessons with the main contents of task-based

teaching in reading class to enhance vocabulary for freshmen at the College of Mechanics and Metallurgy, Thai Nguyen Province.

5. Structure of the research

The research includes three main parts as follows:

The first part is Introduction. The researcher states the rationale, the aim, the questions, the scope and the structure of the research.

The second part is Development which is divided into three chapters. Chapter one provides the theoretical background on task-based methods and review of previous studies. The next chapter refers to the methodology of the study which described the participants and instruments, as well as procedures employed to carry out the research. Findings and discussion are followed in the next chapter by presenting and analyzing the findings that the researcher discovered from the data collected and raises some discussion related to the current situation of teaching vocabularies for freshmen at the College of Mechanics and Metallurgy with task-based reading activities.

The last part is the Conclusion. This part presents the summary of major findings, the limitations of the study and suggestions for further research.

PART 2: DEVELOPMENT
CHAPTER 1: LITERATURE REVIEW

1.1. Theoretical background

1.1.1. Task-based learning approach

Task-based learning (TBL), also known as task-based teaching (TBT) or task-based instruction, is defined by Richards and Rodgers (2001) and Ellis (2000) as "an approach in which communicative and meaningful tasks play a central role in language learning and in which the process of using language appropriately carries more importance than the mere production of grammatically correct language forms" (p.23).

Task-based learning that emerged in the 1980s is a perfect way of refining this scenario. Students play a key role in a task-based learning class (Hong-qin, 2007). Reading tasks include particular goals, thorough processes and techniques to be followed by learners. TBT is learner-centered as well as task-based. The teacher is more like a patient listener than a talkative speaker in the school where learners have many possibilities to engage in operations.

Therefore, TBL is viewed as "one model of Communicative Language Teaching (CLT) in terms of regarding real and meaningful communication as the primary feature of language learning" (Ellis, 2000, p.78). In other words, "instruction is organized in such a way that students will improve their language ability by focusing on getting something done while using the language, rather than on explicitly practicing language forms, as in more traditional methods of instruction" (Nation, 2001, p.23).

Task-based learning offers an alternative to language teachers. In a task-based lesson, the teacher does not pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. In the reading lessons, the goals of such reading activities are for students to find out and experience language and develop reading skills, of which including vocabulary enhancement. In a task-

based learning class, the teacher designs tasks from different angles and different forms, which evokes students' interest, attractively organize lessons in such a way that students can implement the reading tasks with quality and efficiency.

1.1.2. Types of tasks

According to N. S. Prabhu (1987, p.214) "there are three main categories of tasks: information-gap, reasoning-gap, and opinion-gap".

Information-gap tasks require transferring the data provided from one individual to another or from one form to another or from one location to another, which usually requires the decoding of data from or into language. One example is a pair of works in which each pair member has a part of the total information (e.g. an incomplete picture) and tries to verbally convey it to another. Another instance is to complete a tabular display with data in a specified piece of text. The exercise often includes the selection of appropriate data, and students may have to fulfil completeness and accuracy requirements when making the transfer.

Reasoning-gap tasks require deriving some new information from specified data through inference, deduction, practical reasoning, or relationship or pattern perception procedures. One instance is to work out the schedule of a teacher based on the schedule of a specified class schedule. Another is to decide which course of action is best for a specified purpose and within certain limitations (for instance, the cheapest or the fastest). (Another instance might be attempting to fix a mysterious incident, for instance, by attempting to figure out who the murderer was). The activity necessarily involves the understanding and transmission of information as an information gap activity, but the information to be transmitted is not the same as that initially understood. There is reasoning that links the two.

Opinion-gap tasks require identifying and articulating in reaction to a specified scenario a private preference, feeling or attitude. One instance is the completion of a tale; another is participating in a social issue debate. The exercise may require the use of factual data and the formulation of arguments to justify one's view, but there is no objective method to demonstrate results as correct or incorrect and no reason to expect the same result from distinct people or on separate times.

1.1.3. The application of task-based teaching in reading class

Task-based teaching stated by Willis is the most popularly used in reading class. Moreover, in comparison with current teaching vocabularies in reading class at the College of Mechanics and Metallurgy, the author concluded that this framework is appropriate. According to Willis (1998), task-based teaching includes three steps, namely: pre-task, task-cycle and language focus.

Table 1.1: Willis's framework of TBL
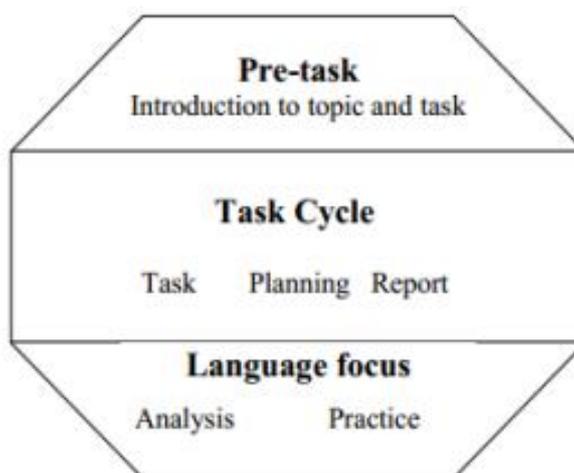
Source: Willis' (1996), A Framework for task-based learning, London: Longman

* Pre-task stage

Pre-task means the teacher introduces the task.

The teacher, first of all, helps the learners define the subject area. The complexity of the task is known to an experienced teacher. At this point, once the teacher presents the subject, the learners will remember and activate their understanding of the subjects and do many brainstorming tasks.

Priority should, therefore, be provided at this pre-task level to encourage learners to combine theme-related words and sentences they already understand. At this point, a brainstorming activity led by teachers is of excellent significance. The teacher must also introduce vital-related words and sentences that are unlikely to be known to learners. How many topic-related language learners will understand is often hard to predict in advance.

One thing the teachers should pay more attention to is that all students should be involved in the pre-task operations. All students should be involved in the activities as the goal of the pre-task stage is to create the interest of the students in the topic. If a student falls behind and distracts his or her attention, the so-called "chain response" will take place. Thus there is no development of self-confidence. The teacher should go out to make the minds of the learners function and make sure that each student in their school can focus on the subjects. This phase of pre-task is crucial because it is a phase of warm-up. By offering them predictive assignments and exciting activities, when the teacher visits to introduce some reading text, he or she should activate the previous experience of the learners before they read and generate their interest. If the teacher can work to get the learners involved in the assignments, they will have a much better opportunity of reading or listening with concentration. The teacher can begin by displaying a predictive image, by requesting them to guess what they will read on the grounds of a few sentences or sentences from the text, or by having them look at headlines or captions before reading the whole thing.

In summary, the pre-task stage ensures that learners have the capacity to communicate the language.

* *Task cycle*

Task-based teaching's second phase is the task cycle. This phase involves three parts such as assignment (learners perform the assignment), planning (each team prepares to report the assignment to the school) and reporting (learners report completion of the assignment).

+ Task

Output is probable to assist boost consumption. As teachers, we can have the experience that the trust of the learners develops when they recognize that without our immediate assistance they can do something. The task phase is, therefore, a great chance for all learners to open their mouths to interact, work in pairs or tiny groups to accomplish the task's objectives. According to Willis (1996, p.56), the role of the teacher as a monitor at this point should be highlighted.

The teacher is usually a "facilitator" in a reading class, keeping in mind the main circumstances for teaching.

Most of the emphasis in the task-based strategy is placed on learners doing the task, often in pairs or groups, instructed by the teacher. The teacher is engaged in setting up tasks to ensure learners are able to individually separately, the teacher still has total control and the ability to stop everything if needed.

Thus, the teacher controls from a distance that differs from the role of a traditional teacher. The teacher must have the courage to give the students assignments to depend on in a task-based reading class. The teacher should assist the learners by correcting or proposing better methods to do the job. Keep in mind what a reasonable teacher should do is just like this: ensuring that all pairs or organizations do the correct work; encouraging all learners to participate, no matter how bad their language is; forgiving mistakes of type, mistakes do not matter at this point; interrupting and helping out only when there is a significant communication breakdown; appointing the speaker as the group leader; whose task is to ensure that everyone has the equal opportunity to talk in the group. Timing in a task-based classroom is very crucial. Depending on the sort of assignment and its complexity, tasks can take from one minute to ten or more. Too long time will make the activity bored the learners. We can, therefore, set a time limit that is short rather than long because it is easier to extend it than stopping the student before the limit is reached.

In short, the teacher is no longer the giver of knowledge, but a facilitator and a resource on which the students can rely. The quality of the teacher counts whether or not it will be effective to implement the task-based strategy. The teacher requires unique characteristics like maturity, intuition, understanding of psychology

+ Task designing

Designing tasks is the hardest thing to do in a reading class. According to Willis (1998), there are six major tasks

Listing: In practice, as learners explain their thoughts, listing tasks tend to involve a lot of discussions. Brainstorming and fact-finding are the steps concerned. In brainstorming, learners draw either as a class or in pairs/groups on their own

understanding and experience. In fact-finding, by asking each other or others and referring to books, etc., learners discover stuff. The result would be the finished list, or perhaps a draft mind map.

Ordering and sorting: these tasks require four primary procedures which are logically sequencing items, actions and occurrences; categorizing items; and classifying items in various ways. The learners should have reasoning capacity and common sense to perform the tasks of ordering and sorting.

Comparing: the procedures concerned are: matching to define and connect particular points; finding similarities and common stuff; finding differences.

Solving problems: problem-solving tasks require the reasoning power of the students. The procedures will differ greatly based on the problem's type and complexity.

Sharing personal experiences: These tasks encourage learners to discuss themselves more freely and share their experiences with others.

+ Report stage

At this point, the function of a teacher is that of a chairperson, introducing the lecture, setting a purpose for listening, nominating the next speaker and summing up at the end.

Throughout the task cycle, the focus was on the comprehension and meaning of learners to accomplish task results and report their results.

Language focus

This phase has two parts, analysis (learners analyze and assess other groups' completion of tasks) and exercise (learners practice language problems under the teacher's direction).

Language points and grammar cannot be overlooked in the task-based reading class. In a context, grammar is being taught. Before teachers start teaching grammar, students are allocated to preview, allow them to follow the language guidelines, and have a rough understanding of how to use the language products. The teachers then start the teaching of grammar by telling the students the grammar feature. We can inform them we'll learn how to offer guidance. The students emphasize the sentences

of the target language and are then asked to read those sentences in class. Teachers may start asking students questions on the basis of the subject sentences being put on the board. Finally, learners need time in a language notebook to write helpful words, sentences and patterns.

There are some exercises for the learners to do after the grammar rules are taught. The teacher can ask the learners in a reading class to compose a composition after reading.

1.1.4. Vocabulary

According to Ur (1996, p.60), vocabulary refers to "the words we teach in foreign language. A new item of vocabulary, however, can be more than one word: a combination of two or three words or multi-word idioms. Pyles & Algeo (1970, p.96) also stresses that it is word that interlock sound and significance to enable us to interact with each other, and it's a term that we arrange to create all types of phrases, conversations and discourses together.

Vocabulary learning is one of the important components of language learning. According to Hassan Abadi (2003, p.23), learning a language without learning its vocabulary is impossible and vocabulary learning plays a crucial role in any language learning in the world. When reviewing about vocabulary learning, Derakhshan and Khodabakhshzadeh (2011, p.14) emphasized that "one of the main obstacles in vocabulary learning is the number of words needed to acquire for fluency in second language and that many teachers may not know how to support their learners to overcome that obstacle". Also, according to viewpoint of Fahim and Vaezi (2011), knowledge of lexical collocations is a vital component of language proficiency that positively contributes and helps students listen, speak, read and write. Leech (2000, p.12) showed that "comparisons of both written and spoken corpora demonstrate that collocations are even more frequent in spoken language".

1.1.5. Vocabulary acquisition

The acquisition of vocabulary is seen as an essential aspect of language teaching and learning, particularly in foreign language learning (Huckin & Coady,

1999). The development of vocabulary has two primary strategies: explicit learning and incidental learning (Schmitt, 2000). Explicit learning focuses on studying words (Schmitt, 2000) and incidental learning involves more language use than learning itself (Richards & Schmidt, 2002). It is important and interrelated with both types of learning (Schmitt, 2000). This research focuses in particular on incidental vocabulary teaching, as it is viewed as a by-product of reading and listening within and outside the framework of the classroom (Huckin & Coady, 1999). Thus, receptive and productive vocabulary involves this form of teaching (Ahmad, 2011; Nation, 2001). Nation (2001) also indicated three procedures of vocabulary mastering: notification (formal instruction), retrieval, and (learner-based) generation. These procedures show the cognitive interactions between the target language and mother tongue and provide exposure to vocabulary language and background information (Gass, 1999), all influencing vocabulary teaching. Other variables that may encourage vocabulary acquisition include familiarity with the subject, time spent on learning, intake rate, and lexical retention (Pulido, 2004). In this research, vocabulary teaching focuses on a method of incorporating text-based tasks with language skills from these perspectives.

1.1.6. Stages in teaching vocabulary

Applying to the current teaching vocabularies in the reading lessons by using task-based methods, the author found that three stages suggested by Gower (2005) and Thornbury (2002) in the learning of vocabulary such as Presenting, Practicing and Revising are more suitable.

Vocabulary presentation relates to pre-planned lesson phases in which pre-selected vocabulary items are taught to students (Thornbury, 2002). It is essential to demonstrate the significance of the phrases as well as the form in which they are used in order to present new items. There are several ways of presenting new items, such as using translation, which is the most direct route to the meaning of a world, illustrating meaning using images, mime or realia, suitable for teaching beginners; contextualizing, defining, giving synonyms, opposites, and giving detailed descriptions suitable for advanced learners.

Practicing the language is essential after the words have been presented. In order to do this, many various types of tasks could be performed to move the words into long-term memory, the one that a learner has to activate to retrieve the words if required (Thornbury, 2002). Amongst these teacher operations in the classroom, some decision-making operations such as identifying, choosing, matching, sorting, ranking and sequencing are used. Furthermore, production tasks such as completing phrases and texts and creating phrases and texts.

The final phase is linked to the phase of production in order to help learners integrate the new items into the lexicon. This can be done by using communicative activities in which the learners have to retrieve the vocabulary already learnt and practiced.

1.1.7. Techniques in teaching vocabulary

Techniques in presenting vocabulary

The primary purpose of vocabulary presentation is to insert the meaning, right form, and proper use of the new word into the memory of the students. There are many methods and techniques for presenting the form and meaning of new lexical items.

It relies on the teachers that are the most appropriate type of presentation for the specific subject. As of Gairns and Redman (1986), there are a number of traditional methods and techniques used to introduce new vocabulary.

Visual techniques:

- Visuals – photographs, flashcards, blackboard drawings, pictures, videos, wall-charts, pictograms and real objects; they are useful for teaching concrete words.

- Demonstrating: mime/facial expression and gesture – useful for teaching action verbs.

Verbal techniques:

- Illustrative situations (oral or written) – this technique is helpful when the words are more abstract.

- Synonyms and antonyms – using the words students have already known to teach them similar words.

- Definitions and explanations – appropriate for intermediate learners. To make definition of words can be difficult, especially at elementary levels.

- Scales – if students know 'big' and 'small', for example, other steps could be to teach 'short' and 'long' etc.

- Examples of the type – give examples of words you want to introduce.

- Translation – it has been the most widespread activity used for presenting the meaning of a word in classes.

- Guessing from the context, matching/labelling – students match words or phrases or pictures. It belongs to so-called methods of discovery: they activate the prior understanding of a language of the learner and start the job with the new vocabulary. The discovery of methods requires independent learners with greater English skills.

Techniques in practicing vocabulary

Presenting a word in the class doesn't make sure it is remembered for a long time. There are various practices involving repeating the new vocabulary to solve the new phrases in the memory of the learners. The activity of exercise is split into two primary groups: receptive and productive.

Receptive practice (the learner does not really produce the target words) includes these types (Thornbury, 2002):

- Identifying – implies finding words in a text or listening, e.g. highlighting particular words or phrases in a text, or ticking, placing objects in the right column or listing that you hear.

- Selecting – means recognizing words and making choices among them, e.g. circle the odd word in the line.

- Matching – includes acknowledging phrases and then combining them with their synonym, antonym, definition, word images, etc. To generate

collocations, it can be designed to match components of lexical items (there is a very common memory game based on matching called Pelmanism).

- Sorting – putting the lexical items into different categories, e.g. put these adjectives in two groups – positive and negative.
- Ranking and sequencing – putting the lexical items in some kind of order, e.g. ordering items chronologically, ranking items according to personal preference etc.
- Productive practice (the productive skills – writing or speaking – are incorporated in the vocabulary teaching,) includes these types (Thornbury, 2002): completion and creation.
- Completion tasks (context is provided), often referred to as gap-fills, are commonly used in both practical and revision phases. They include open gap filling or closed gap filling (activities of various choices), crosswording.
- Creation tasks: the learner uses the word in a phrase or story, in writing, in speech or in both forms, to create new naming units from the words.

Techniques in revising vocabulary:

The purpose of vocabulary review is to help learners gain effective and productive vocabulary. Students need to exercise what they've learned on a regular basis; otherwise, the material will fade away. Teachers can use a variety of methods to consolidate and revise vocabulary. Some particular ones are mentioned as below:

- Ordering
- Rub out and remember
- Networks
- Bingo
- Word storm
- Slap the board
- Guess the pictures
- Matching
- Noughts and crosses

- What and where

- Word square

- Jumbled words

As for Thornbury (2002), those listed activities above are some common language games which assist teachers in implementing a productive vocabulary lesson with learners. The final stage, as further recommended by him, highly involves production tasks in which learners, after having made decisions will actually produce something as a product of their own. In this way, learners will turn words from receptive to productive and put them into long-term memory (p.100).

1.1.8. Freshmen

According to Cambridge Dictionary, freshmen are "a student in the first year of a program of study in a college, university, or high school (= a school for students aged 14 to 18)". They have just graduated from high schools. They are too young and inexperienced in life skills as well as career.

1.2. Review of previous studies

There are quite a large number of studies on task-based methods as follows:

YU Hong-qin (2007) studied *Application of task-based teaching in reading class.* According to this research, students play the central role. In the class where students are provided with plenty of chances to be engaged in activities, the teacher is more like a patient listener rather than a talkative speaker. This paper mainly explores how task-based teaching is used in English reading class.

Abdullah Sarani & Leila Farzaneh Sahebi (2012) studied *The Impact of Task-based Approach on Vocabulary Learning in ESP Courses.* This study investigates the teaching of vocabulary in ESP courses within the paradigm of task-based language teaching, concentrating on Persian literature students at Birjand University in Iran. Two homogenous groups of students who were taking their ESP courses participated in the study as a control and an experimental group. A teacher-made test of technical vocabulary knowledge was administered as the pre-test. Vocabularies in the control group were taught using a traditional approach, whereas, in the experimental group, technical vocabularies were taught on the basis of task-based approach. At the end

of the semester, a post-test was given to the students to determine the influence of the treatment on the experimental group. Data analysis showed that the task-based approach was more effective in teaching technical vocabularies compared to the traditional one. Furthermore, the results showed that in the experimental group the male learners outperformed the female learners.

Bahareh Kamalian (2017) studied *The Effect of Task-based Reading Activities on Vocabulary Learning and Retention of Iranian EFL Learners*. According to this study, task–based reading activities are of crucial value today, and consequently, learners' proficiency is more important than their abstract knowledge of language rules. It seems that learners' familiarity with task-based reading activities may increase learners' proficiency. Therefore, this study investigated the effect of task-based reading activities such as text completion and pupil generated questions on vocabulary learning and retention of Iranian intermediate EFL learners. To conduct the study, three intact classes of learners who had already finished Top Notch Fundamental A and B (Saslow & Ausher, 2011) in previous semesters in an English language institute were selected as the participants of the study. To ensure the homogeneity of the participants, those who got a score between 30-47 from the total score of 60 in OPT were selected as the intermediate level for main participants of the study (N=47). As the data were normally distributed, one way ANOVA and repeated measure ANOVA were employed for the statistical analyses of the study. The findings indicated that using task-based reading activities such as text completion and pupil-generated questions has significant and meaningful impacts on Iranian EFL learners' vocabulary learning and retention. The implementations of the study are discussed.

Trinh Quoc Lap & Ha Diem Trang (2016) studied *The Effect of Task-Based Learning on EF Students' Learning Reading: A Case Study in the Mekong Delta of Vietnam.* This article reports the results of an experimental study testing the effects of the use of Task-Based Learning on EFL students' intrinsic motivation to learn reading and reading comprehension. The study was conducted in a high school in the Mekong Delta of Vietnam where English teaching methods are still lagged behind

innovative developments in English language pedagogy. Sixty-nine tenth-grade students from two intact classes participated in this study. Participants were assigned in either control or experimental group. A questionnaire and two reading tests were used to collect quantitative data about participants' motivation and achievement in reading comprehension. Interviews were followed to investigate participants' attitude towards the use of task-bask learning in their reading lessons. Results indicated that participants' intrinsic motivation in the experimental group increased and both groups showed significant improvement in reading comprehension. Participants in the experimental group addressed benefits and challenges in learning reading comprehension with Task-Based Learning. To help students enhance their reading comprehension, teachers may take into consideration the use of both Task-Based Learning and Grammar-Translation Method.

Le Ngoc Thanh (2012) studies *Task-based language learning and student motivation in vocabulary acquisition*. This article explores the impact of task-based language learning on motivating non-English majors to acquire vocabulary at a community college in Vietnam. An experimental study was used to investigate the effectiveness of the use of text-based tasks to enhance students' vocabulary. The quantitative analysis used data from a questionnaire and vocabulary tests to examine students' motivation in vocabulary learning over twelve weeks. The qualitative analysis from follow-up interviews with students examined their attitudes towards the use of text-based tasks in terms of task-based language learning. The findings indicated that the participants were motivated to learn vocabulary and their vocabulary achievement improved after the experiment. Suggestions for language teachers to make better use of this approach are also discussed.

In short, no study has been conducted in order to clarify task-based reading activities and help improve students' vocabulary; in particular, freshmen in the non-English major students like the College of Mechanics and Metallurgy. Therefore, the author decided to choose this topic as my thesis as distinction and necessity.

CHAPTER 2. METHODOLOGY

In this chapter, the author will focus much on detailing research design, research participants, research procedure and data collection, and analysis method. In each section, the author will introduce related information and explain the reason why she chooses the method for this study. Moreover, the author also describes the research procedure to clearly define all steps, making great contributions to the study.

The purpose of this study is to research and answer some questions as below:

1. How are tasked- based reading activities applied in English lessons at the College of Mechanics and Metallurgy?

2. To what extent can tasked- based reading activities enhance vocabulary for freshmen at College of Mechanics and Metallurgy?

2.1. Reseach design

A research design is a basic plan that guides the data collection and analysis phases of the research project. It provides the framework that specifies the type of information to be collected, its sources and collection procedure (Kinnear & Taylor, 1996; Churchill & Iacobucci 2005) define research design "is the blueprint that is followed to complete the study" and it "ensures that the study is relevant to the problem and will use economical procedure". In order to implement the purpose of study successfully, the author has chosen the mixed methods research that can help to collect, analyze, integrate the quantitative and qualitative research and understand the research issue. In other words, the mixed methods research can be defined as "type of research in which a researcher or team of researchers combines elements of qualitative and quantitative approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purpose of breadth and depth of understanding and corroboration" (Apus, 2017, p.135). At present, both quantitative and qualitative designs are applied in this research. The qualitative research is understood as the exploratory research that used for achieving an awareness of viewpoint, reasons and motivation as well. It offers the deep

understanding of issue or supports for building ideas or developing the hypotheses. Meanwhile, quantitative research has the functions of quantifying the problem by making the data that can be changed into the usage statistics. Quantitative research is also defined as "a structured way of collecting and analyzing data obtained from different sources. Quantitative research involves the use of computational, statistical, and mathematical tools to derive results " (Sis International Research 2016, p.1). The aim of this method is to quantify the idea, behaviors, point of view and other variables. Besides, this method also focuses on objective measurement and data analysis through surveys and questionnaires.

In the present study, the interview and questionnaire are conducted to search for qualitative as well as quantitative data for the research. Many authors and researchers have found out the observations or interviews not to limit the participants. Therefore, the authors have to join in classroom to observe and conduct the interview to collect the data. Besides, the study uses questionnaire as the main instruments to discover the methods of teaching and practicing task-based reading activities to enhance vocabulary for freshmen at the College of Mechanics and Metallurgy in reality.

2.2. Research instruments

There are three instruments, namely interview, questionnaires and classroom observations to obtain data for the study questions. These instruments will be explained more in detail as below.

2.2.1. The questionnaire

The questionnaire can be defined as "a structured form, either written or printed, consists of a formalized set of questions designed to collect information on some subject or subjects from one or more respondents"(Business jargons 2017, p.1). According to Saul (2018), questionnaire is regarded as a research instrument including a series of questions in order to collect information from the participants. Moreover, a questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents has to provide the answers. Besides, questionnaire can work as an

inductive method in the purpose of forming the new theory. Of which, the open-ended questions are applied to find out the substantive area. Therefore, it is applied to find out the teacher's understanding and using the authentic material and their relationship as well.

In this study, the questionnaire will be administered 03 weeks after the interview with English teachers at the College of Mechanics and Metallurgy for 40 freshman students. After delivering 40 questionnaires, the author collects 40 questionnaires in order to analyze the data effectively. By using the qualitative method, the author conducts the survey to briefly know about demographic data such as age, gender, time of English learning, etc.

2.2.2. The interview

It can be said that the questionnaire is very beneficial in the research, but it limits the response of participants for some specified questions. Therefore, the interview is considered as an effective tool that can help the researcher to get the topics in depth and collect the information and data in detail. Furthermore, the interview method also aids the researcher in gaining the explanation of respondents clearly. It was not a primary tool in this research, but the interview's purpose is to gather the qualitative data for clarifying questions.

In this study, the author will conduct the following in-depth interviews with 01 Head of English division and 03 English teachers at the College of Mechanics and Metallurgy. The contents of the interviews will focus on getting their opinions about the task-based reading activity teaching of freshmen, characteristics of freshmen students, the teachers' and students' reading learning and teaching habits, how the teachers teach task-based reading activities for freshmen and developing orientation of the division and their ideas of building an appropriate survey questionnaire.

2.2.3. The classroom observation

Many researchers have discovered the functions of classroom observation in the research. Specifically, according to Dewalt & Dewalt (2002), the observation is a tool to answer the questions in the research and formulates the theory and checking hypotheses. The observation brings many benefits to the researchers. Thanks to the

observation method, the researchers can find out more about the feeling expression and the communication methods among participant and balance the time for research's activities as well. This was not a primary method in this study but could help to triangulate the findings from the questionnaire and interviews.

In order to study teaching task-based reading activities for freshmen at the College of Mechanics and Metallurgy, the author observed 10 English lessons taught by 05 teachers for freshmen at the College of Mechanics and Metallurgy. Besides, an observation sheet was also designed to support the researchers for discovering the necessary information of the class, lesson's name, dates, student and teacher activities and involvement, etc. In the observation sheet, the author collected the significant information of task-based reading lessons, observed the teacher's activities in the class, and discovers the student's ability in vocabulary through task-based reading activities.

2.3. Procedure

2.3.1. Piloting the questionnaire

In order to check the questionnaire's reliability and validity, the author pilots the questionnaire with 40 freshman students who take part in this research as the real respondents. Due to the ambiguities in giving the opinions, the questionnaire has to be fixed. After gathering the sample, 20 out of 40 respondents reported that they did not totally agree with this item since it comprised two different opinions. These two ideas were not strongly related to each other. As a consequence, students who agreed with the former idea may not in agreement with the later one.

2.3.2. Data collection process

2.3.2.1. Administering the questionnaires

The questionnaire was administered 2 weeks after the interview. After delivering 40 questionnaires, the author achieved 40 questionnaires in order to analyze the data effectively. By using the qualitative method, the author conducted the survey to briefly know about demographic data such as age, gender, teaching experience, etc. The questionnaire collection was completed by the end of May 2019.

2.3.2.2. Administering the interviews

The author had in-depth interviews with 01 head of English divisions and 03 English teachers at the College of Mechanics and Metallurgy to discover the teachers' perception, current task-based reading activity teaching of freshmen and collect information related to current task-based reading activity teaching. The author designed 04 questions to deeply understand and enhance the current task-based reading activity teaching for teachers.

2.3.2.3. Administered the classroom observations

After 4 weeks from May 15, 2019 to June 15, 2019, the data of classroom observation was collected. This period was the end of second term of the school year. Therefore, the student was gathering the knowledge and practicing the task-based reading activities to prepare for the test. For 4 weeks, the author observed 10 English classes which were taught by 05 English teachers. In addition, the author participated in each class, observes the activities in task-based reading activities to enhance vocabulary with the aim of collecting the necessary information and data for this researcher.

2.3.3. Procedure of data analysis

2.4.3.1. Data from questionnaires

The data from questionnaires were used to evaluate freshman students' perceptions and explanations. In fact, the data was collected and grouped according to the majority of selected answers from respondents.

2.4.3.2. Data from interviews

After finishing the interview, the author reviewed all interview's information in order to clarify the answer's similarities and differences from the respondents. Besides, the explanation and understanding of respondents also help the author to collect the data quickly. Thus, the freshmen's perceptions of learning and practicing task-based reading activities to enhance vocabulary are shown and clarified.

2.4.3.3. Data from observation

The data from observation sheets were collected after observing the English classes. From that, the author had clarified the ways of using task-based reading

activities that teachers use to enhance vocabulary for freshmen at the College of Mechanics and Metallurgy. The most important data that the researcher obtained was in which activity teachers used authentic materials. Finally, the researcher read and examined the information above to put into the analysis.

2.4. Data analytical method

The data were pre-processed using Microsoft Excel for Microsoft Professional Windows 7 with suitable charts and Microsoft Word.

CHAPTER 3. FINDINGS AND DISCUSSION

3.1. Introduction

This chapter is divided into two main sections, each of which describes the results relating to one of the research questions. The results collected from questionnaires for 40 freshman students at the College of Mechanics and Metallurgy, the observation and the interview with 03 English teachers and 01 Head of English division of the College of Mechanics and Metallurgy. Data from the questionnaires are classified into categories including students' opinion towards the reading materials, students' assessment on teachers' activities in reading activities, the students' performance in reading lesson, teachers' frequencies of using task-based reading activities to enhance vocabularies, teachers' activities at pre-reading stage, teachers' activities at while-reading stage and teachers' activities at after-reading stage. The result will be represented in forms of tables and figures. After that some suggestions are drawn for the students, teachers and administrators.

3.2. Findings from questionnaires and interviews

The results are represented in more detailed as follows:

3.2.1. Students' attitude towards vocabulary learning in reading lessons

For the first question, the author focused on student's assessment on importance of vocabularies. The research results are as follows:
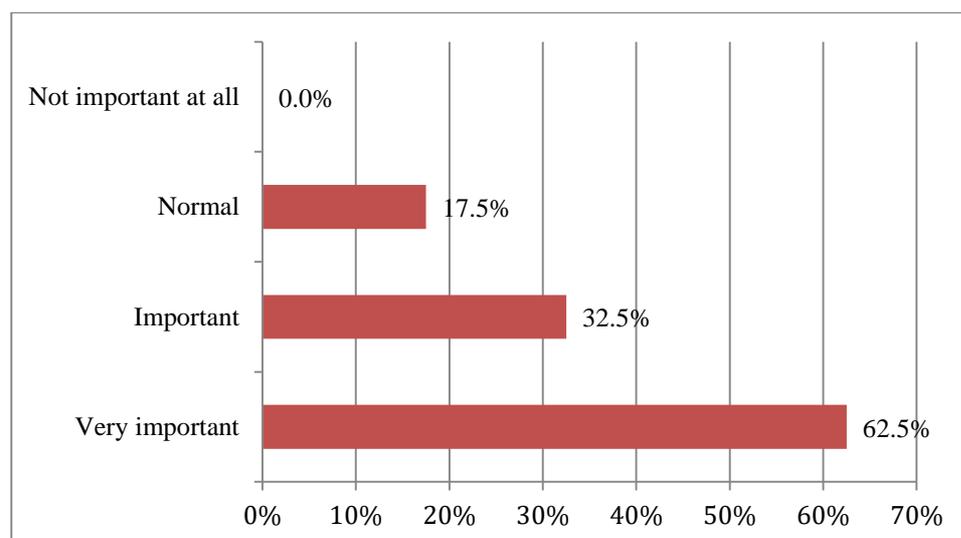

Figure 3.1: Student's assessment on importance of vocabularies

According to the above figure, most of students recognized that vocabularies played a very important role in English with the proportion of 62.5%; 32.5% supposed they were very important; 17.5% found them normal and no students saw that vocabularies was not important. This result shows that most of students are well aware of importance of vocabularies in English and vocabularies are vital need of learning English amongst freshmen students at the College of Mechanics and Metallurgy.

Table 3.1: Students' attitude towards the vocabulary teaching method

Variable scale / Questions	Unit	Interesting	Boring	Unfamiliar	Impractical
1. Current vocabulary teaching in reading activities	No.	10	15	0	15
	%	25%	37.5%	0%	37.5%
2. Games used to teach vocabularies	No.	5	15	5	10
	%	12.5%	37.5%	12.5%	25%

Looking at the above table, we can see that the first question emphasizes on the freshmen students' about the topic of reading texts. In response to this question, only 25% of students found vocabulary teaching in reading activities interesting; whereas a large number of students (37.5%) found them boring. No percentage of the students found the vocabulary teaching in reading activities unfamiliar and there were 37.5% of the freshmen students finding the vocabulary teaching in reading activities impractical. In general, according to students' viewpoints, vocabulary teaching in reading activities are boring and impractical. This leads to one of the reasons why students didn't participate enthusiastically and actively in the reading lessons, in particular for the purpose of vocabulary enhancement.

The above viewpoints of 40 freshmen students at the College of Mechanics and Metallurgy are further explained by direct interview with 03 English teachers who are teaching English at the College of Mechanics and Metallurgy. According to the interview results, when the teachers were asked if they followed the traditional

method in their reading classes to enhance vocabularies, both 03 teachers said they did. This demonstrates that all teachers continue to use the traditional teaching method in their teaching for a long time. In order to find more detailed what principles they have followed, the author asked one more question. Most of the surveyed teachers taught vocabularies in reading activities based on the principles that they gave directly the Vietnamese meaning of such English word to students and required them to note down on the notebook; then learned by heart for remembering. This implies that these teachers were aware of the importance of vocabulary learning. However, their interesting teaching was not approached.

The second question shows that a large number of students (37.5%) stated that games for learning vocabularies have not applied in the reading activities to teach vocabularies' 25% of students assessed impractical games for learning vocabularies; and 12.5% of students found games for learning vocabularies interesting and unfamiliar. Thus, it can be concluded that games for learning vocabularies influences students' attitude towards joining in reading activities in the classroom.

Table 3.2: Students' assessments on teachers' teaching vocabularies in reading lessons

Variable scale Questions	Unit	Not motivating	Boring	Repetitive	Interesting	motivating
Teachers' activities	No.	4	6	23	5	5
	%	10	15	57.5	12.5	12.5

The next survey question focuses on the students' general assessments on the teachers' activities to enhance vocabularies in reading lessons. As can be seen in the above table, the majority of the students (57.5%) generally claimed the teachers' activities in reading are repetitive, meanwhile 10% of students stated that the teachers' activities are not motivating, There are 15% of the students finding them boring and only 12.5% of the students affirmed that the teaching activities to enhance

vocabularies are motivating. When being asked to give the reasons for their choice, the students, who found the teachers' activities in reading repetitive, agreed that the most frequent activities in the reading lesson are "pre-questioning", "asking and answering questions", "giving meaning", "requiring to write on the notebook" and "summarizing all taught vocabularies". General speaking, these activities are mostly language drills and provide students ready-made meaning and no meaning at all. Actually, they are good for heaping the students understand the texts better. However, they can be so boring and autonomous that the students may feel dull and strained. If they are carried out in most of the lessons, students may not find any interesting or motivation to learn.

Table 3.3: Students' assessments on teachers' frequencies of using activities in reading classroom to enhance vocabularies

Variable scale / Activities	Unit	Always	Often	Sometimes	Rarely	Never
1. Individually	No	25	13	2	0	0
	%	62.5	32.5	5	0	0
2. In pairs	No	3	14	23	0	0
	%	7.5	35	57.5	0	0
3. In groups	No	4	8	28	0	0
	%	10	20	70	0	0
4. Whole-class	No	27	13	0	0	0
	%	67.5	32.5	0	0	0`

Regarding to the fourth question related to activity in reading classes, the analysis of results indicated that individual work (65.5% of the teachers always or often use) and whole class (100% of the teachers always or often use) are used very often in the class. Whereas, pair work and group work are only sometimes employed. This is the reason such activities as "pre - questioning", "asking and answering questions", "writing a short paragraph related to the text by using vocabularies" and "matching synonyms" are the most popular activities in reading lessons.

In the interview, when being asked about the frequencies of using pair work and group work in the reading classroom, three of the teachers stated that they did not often use pair work and group work. They affirmed that pair work and group work played an important role in improving students' skills. It not only given more chance for the students to practice, promotes communication but also increased students' motivation. However, most of the teachers thought these activities in reading lessons were more suitable in speaking than in reading. Moreover, they also thought that large class size was an obstacle in teaching and learning process because they felt it difficult to control the class if using pair work or group work. This fact is explainable why activities such as individual and whole – work are the most popular in reading classes.

Table 3.4: Students' assessments on teachers' activities at pre-reading stage

Variable scale / Pre-reading activities	Unit	Always	Often	Sometimes	Rarely	Never
1. using games to introduce the text	No	0	11	10	13	6
	%	0	27.5	25	32.5	15
2. pre-questioning	No	5	30	5	0	0
	%	12.5	75	12.5	0	0
3. pre-teaching new vocabularies	No	0	0	13	17	10
	%	0	0	32.5	42.5	25
4. giving an introduction to the text	No	0	0	7	15	18
	%	0	0	17.5	37.5	45
5. predicting	No	5	7	12	6	10
	%	12.5	17.5	30	15	25
6. doing the reading tasks	No	0	0	0	14	26
	%	0	0	0	35	65
7. reading out loud the text	No	0	0	0	21	19
	%	0	0	0	52.5	47.5

The next survey question focuses on teachers' pre-reading activities to introduce the reading text to enhance vocabularies. There are varieties of activities that can be used at this stage such as: using games to introduce the text, pre-questioning, pre-teaching new vocabulary, giving a detailed introduction to the text,

predicting, studying the reading tasks and reading out loud the text. Above table displays the teachers' responses to all the questions.

By investigating above table, it can be found that, using pre-questioning (87.5%) is the most common in a reading lesson. The other teachers (40%) often use predicting to lead in the lesson. And 27.5% of the teachers often use games to introduce the text. Explaining for this, in the interview, most of the teachers stated that using pre-questioning or predicting for students to think before reading makes them brainstorm words, structures or ideas related to the topic of the text. They also confirmed that these were effective ways to lead the students in the lesson. Besides, games or visual is sometimes used to introduce the text. They shared in the interview that they really liked them in their lessons. However, these activities less frequently used because of the fact that the shortage of facilities as computers or projectors, etc. and also the large class size.

Table 3.5: Students' assessments on teachers' activities at while-reading stage

Variable scale / Pre-reading activities	Unit	Always	Often	Sometimes	Rarely	Never
1. reading for specific information	No	8	16	9	7	0
	%	20	40	22.5	17.5	0
2. reading for gist or general ideas of the text	No	6	17	11	6	0
	%	15	42.5	27.5	15	0
3. reading for thorough comprehension	No	0	5	5	15	15
	%	0	12.5	12.5	37.5	37.5
4. asking and answering comprehension questions	No	7	12	10	11	0
	%	17.5	30	25	27.5	0
5. infer the writer's intended message from a given context	No	6	8	13	17	0
	%	15	20	32.5	42.5	0
6. reading orally and answering the	No	0	0	7	21	12

Variable scale / Pre-reading activities	Unit	Always	Often	Sometimes	Rarely	Never
comprehension questions	%	0	0	17.5	52.5	30
7. deduce the meanings of certain words from a given context	No	9	12	8	11	0
	%	22.5	30	20	27.5	0

From the information in the above table, we can see that the most frequently used activities are reading for specific information with 60% of the teachers often use. Reading for gist or general ideas of the text is the next activity frequently used with 57.5%. 55.5% of the teachers often use the activity "deduce the meanings of certain words from a given context". The activity of asking and answering comprehension questions is the second preferred one with 47.5% of the teachers always use. Only 35% of the teachers use the activity "infers the writer's intended message from a given context". Reading for thorough comprehension is often asked to read at home to understand the whole text better. The least-frequently used is reading orally then answering the comprehension questions. In fact, this activity is often used in reading lessons with the traditional method.

Table 3.6: Students' assessments on teachers' activities at post-reading stage

Variable scale / Pre-reading activities	Unit	Always	Often	Sometimes	Rarely	Never
1. summarizing activities	No	25	7	8	0	0
	%	62.5	17.5	20	0	0
2. translating the text into Vietnamese	No	0	12	18	4	6
	%	0	30	45	10	15
3. discussion	No	0	12	9	9	10
	%	0	30	22.5	22.5	25
4. repeating useful words/phrases	No	0	8	15	7	10
	%	0	20	37.5	17.5	25

Pre-reading activities / Variable scale	Unit	Always	Often	Sometimes	Rarely	Never
5. giving the same reading task(s) to students	No	0	0	5	15	20
	%	0	0	12.5	37.5	40
6. writing a short paragraph using new words of the reading text	No	0	24	8	8	0
	%	0	60	20	20	0
7. do nothing	No	0	0	0	40	0
	%	0	0	0	100	0

As can be seen from the figure, the results show that 80% of the teachers admitted that they often used the activity "summarizing the text" in a reading lesson. Writing a short paragraph using new words of the reading text is the second common technique that 60% of the teachers often use. Discussion, translating the text into Vietnamese and repeating useful words/phrases are the next preferable activities that some of the teachers often use. Giving the same reading task(s) to students are the activities that aren't much employed in reading lessons. All the teachers stated that they do nothing in the post-reading stage.
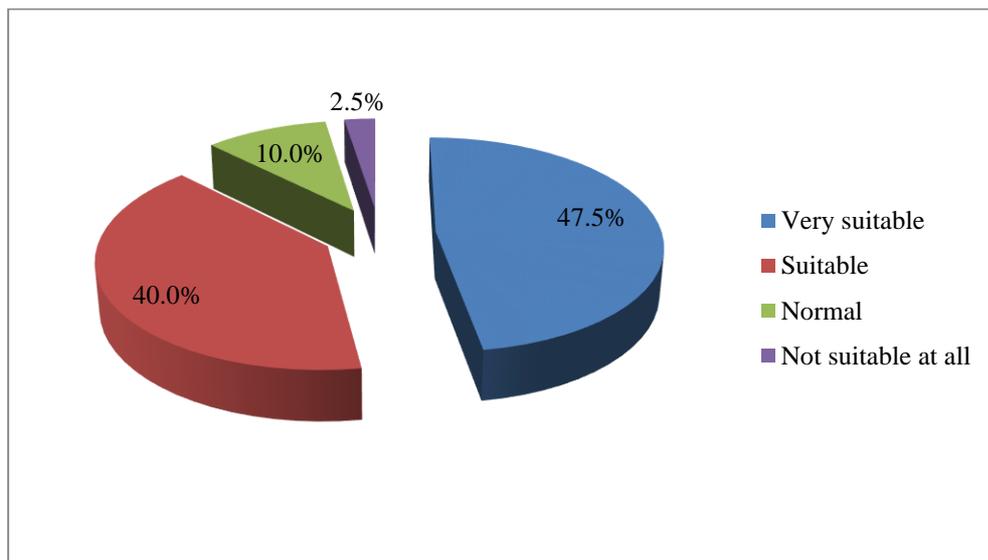
Figure 3.2: Students' attitudes to task-based reading activities to enhance vocabularies

When the teachers have used task-based reading activities to enhance vocabularies for freshmen at the College of Mechanics and Metallurgy, most of the students found interesting in this technique. The majority of students (47.5%) saw that the tasks given by teachers during reading lessons to enhance vocabularies were suitable. 40% of the respondents shared their strong agreement about the tasks. 10% had no concern about the tasks and only 2.5% showed that the tasks were unsuitable at all.

Obviously, most of the students were interested in task-based method to enhance vocabularies in reading classes.

To further explain, the author also delivered questionnaires about types of tasks teachers used.

For techniques used in presenting vocabularies, the results are described in the following figure:
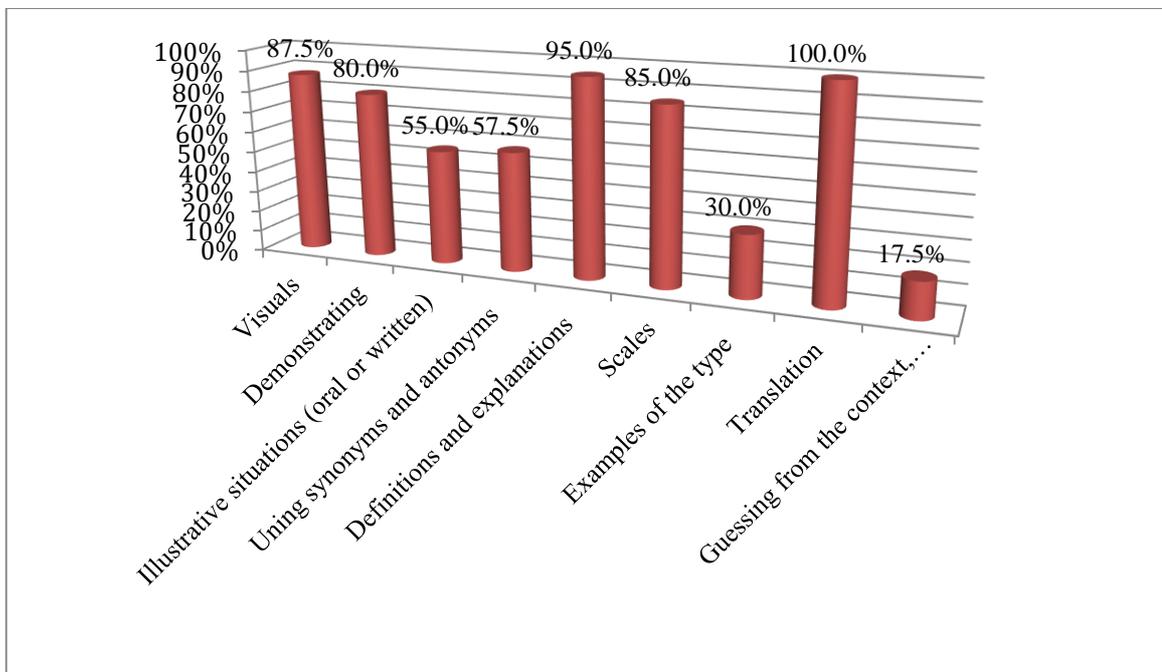
Figure 3.3: Students' attitudes towards teachers' frequent using techniques in presenting vocabulary

Seeing the above figure, we can see that there is a big difference amongst the nine techniques used by the teachers at the College of Mechanics and Metallurgy in the first stage of teaching vocabulary, presenting vocabulary. Accordingly, 100% of teachers used translation method when presenting vocabularies; 95% of teachers gave definition and explanations above new words; 87.5% of teachers used visuals (such as photographs, flashcards, blackboard drawings, pictures, videos, wall-charts and so on); 85% used scales when introducing new words for students; 80% demonstrated; whereas, there was 57.5% of teachers used synonyms and antonyms; 55% used illustrative situations (namely oral or written); 30% gave examples of the types and only 17.5% applied guessing from the context, matching/labelling. The findings show that most of teachers at the College of Mechanics and Metallurgy have known how to apply task-based method in reading in order to inspire and warm-up students. By observing ten English classes, the author also found that in the lessons with use of task-based method, students were more inspired and interesting. Vocabularies from such lessons were also remembered in easier and longer way.

The research results about techniques used in the second stage, practicing vocabularies are illustrated in the following figure:
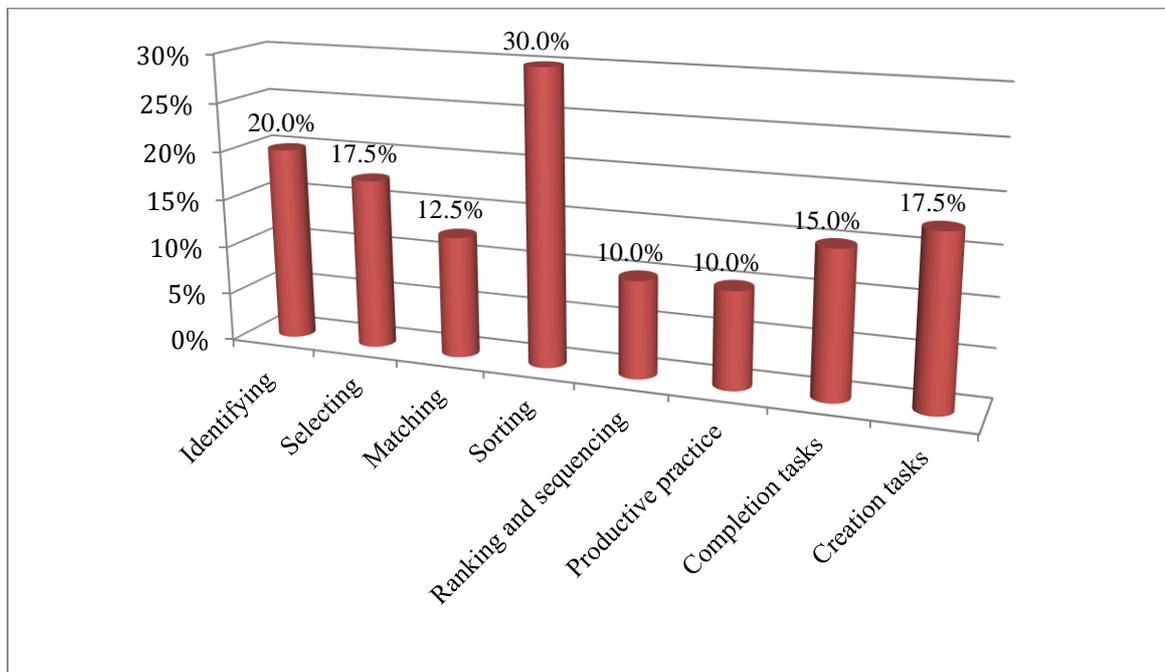
Figure 3.4: Students' attitudes towards teachers' frequent using techniques in practicing vocabulary

The second stage of teaching vocabulary includes eight common techniques, such as identifying, selecting, matching, sorting, ranking and sequencing, productive practice, completion tasks and creation tasks. Of which, sorting technique was used most with 30%; followed by identifying with 20%; selecting and creation tasks with 17.5%; completion tasks with 15%; matching with 12.5% and ranking and sequencing and productive practice with 10%. In fact, most of English lessons, especially in reading lessons, vocabularies were taught in the traditional way, which means the teachers required students to list the new words and then, the teachers explained them by giving Vietnamese meaning and required them to write down in the notebook. Only a few lessons were applied activities such as task-based techniques to practice vocabulary. Only designed tasks in the textbook which require their students to practice with new words were followed by the teachers. Of which, only some lessons with the presence of the school administrators have applied completion tasks or creation tasks. In such lessons, the teachers required their students to do gap-fills or write a paragraph by using new words they have just learned. Generally speaking, practicing vocabulary by using task-based reading activities have not focused more by the teachers.

The last stage of teaching vocabulary is revising vocabulary. The research results are as follows:
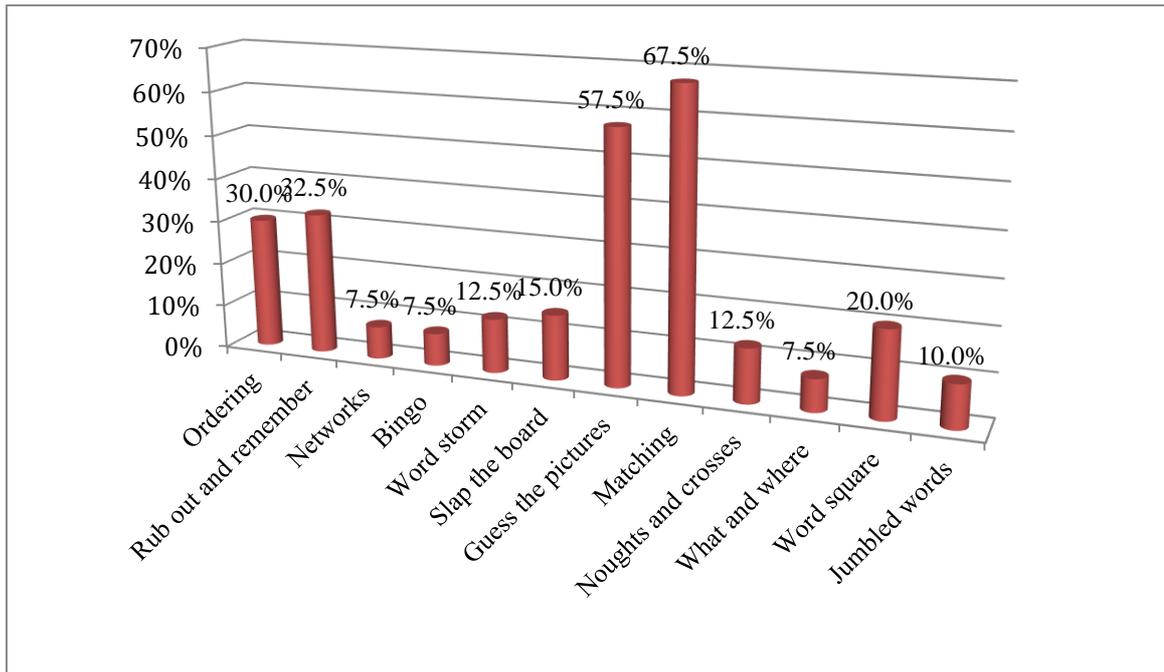
Figure 3.5: Students' attitudes towards teachers' frequent using techniques in revising vocabulary

There are many techniques the teachers can use to revise vocabulary for students. Of which, there are some common techniques used by teachers at the College of Mechanics and Metallurgy, such as ordering; rub out and remember; networks; bingo; word storm; slap the board; guess the pictures; matching; noughts and crosses; what and where; word square and jumbled words. The findings showed that techniques such as matching, guessing the pictures, ordering and rubbing out and remembering were used most (more than 30%); whereas word square, slapping the board, word storm, networks, bingo, jumbled words and what and where was applied less (less than 20%). In fact, revising vocabularies for freshmen at the College of Mechanics and Metallurgy is used in the beginning of the lessons with the aim of checking remembering level of students about the new words taught in the previous lessons. The teachers at the College of Mechanics and Metallurgy seem not to pay more attention to such activities.

3.2.2. Students' assessment on effectiveness of task-based method in enhancing vocabulary

For the freshmen at the College of Mechanics and Metallurgy, exploitation and implementation of TBL in reading activities to enhance vocabulary for a quite

long time so it enables the students to evaluate its effectiveness in learning vocabulary.

When being self-evaluated the efficiency of applying TBL in reading activities to improve vocabulary, most of respondents shared that it was effective with the percentage of 96%; meanwhile only 4% did not find TBL's effectiveness.

Regarding the reasons for the effectiveness of implementing TBL in reading activities to enhance vocabulary the results are shown as follows:
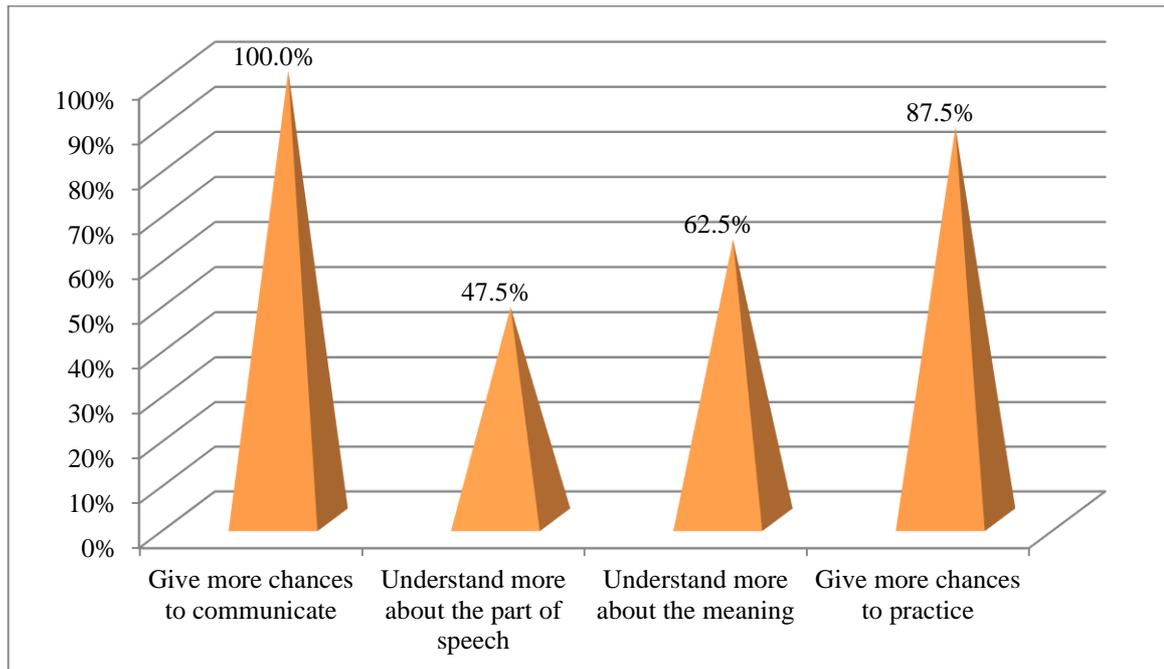
Figure 3.6: Benefits of using TBL in reading class to enhance vocabulary

Firstly, it can be seen obviously that all of the students agreed that tasks offered them opportunities to communicate through applying the vocabularies they have learned. 47.5% raised their voice that these tasks helped them remember and understand more about the part of speech of words. Most of the respondents (62.5%) in particular endorsed their knowledge of the significance. Moreover, the point is that assignments could help generate more opportunities, more time for learners to speak. This point is supported by 87.5% of respondents. Obviously, according to many learners, the implementation of TBL by teachers in the s reading classes has provided many benefits.

When asking students about favorite level of using TBL in reading class to enhance vocabulary, 100% of them agreed that they wanted to learn

vocabulary by task-based method and the lessons are more interesting with the presence of such method.

3.2.3. Teacher's self-assessment about using task-based reading activities to enhance vocabularies

The teachers' self-assessment result showed some similar points like observation result. After classes without using task-based method, all teachers felt tired and bored with the lessons because students seemed inactive and there was very little interaction between students. They realized the students forgot the meanings of the words right after translating or being translated. Even after translating a certain sentence, the students did not know exactly the meaning of each word.

However, for lessons using task-based method, they agreed that they seemed to retain their interest in teaching. Thanks for tasks given to the students during the lessons of teaching vocabulary, the students seemed more active, motivated and involved in the classroom activities. In the self-assessment paper, the teachers said "*I was very pleased with activities designed – they are very useful and interesting to the students*". Another teacher added "*interaction with other students and working in groups help the shy students be more confident in language classes, too*". The third teacher stated in the self-assessment paper that "*activities related to language games seemed to draw the students much more than the others, so I would design more language games for students if I taught other classes*". She added, "*if I had time, I would also design various types of tasks because some repeated tasks seemed boring to the students*". However, they realized there were some students seemed to object to activities in the class. They did not want to take part in any activities and depended on other students.

In short, what mentioned in their self-assessment showed that the tasks given to the students are very important and had a good impact on vocabulary teaching and learning quality.

When being asked about teaching facilities the school provides for teachers in teaching and learning. All three teachers shared that the school doesn't equip with teaching facilities apart from blackboard, textbook, chalks, radio. Thus, during the

teaching process, if wishing to use the task-based method, they, at their own costs and efforts must prepare everything such as flashcards, pictures, laptop and even projectors and so on. This is one of the reasons limiting the approach of modern and learner-centered teaching methods.

When being asked about the effectiveness of the task-based method in teaching vocabulary in reading class, all of the teachers agreed that after a long time application of TBL in classes, students' grades for vocabulary tests were considerably improved and their students could remember words taught by task-based method for a longer time. They shared that the benefits of the task-based method were big and in the future, they will apply such method in more lessons such as grammar classes, reading classes, writing classes and even speaking and listening classes.

3.3. Findings from observation

The classroom observation results reflected the reality in which the three teachers of five classes adopted the translation method activities and task-based method activities in teaching vocabulary. In general, the teachers prepared the lessons very carefully and during the lessons, they were enthusiastic and tried to achieve the aims and objectives of the lessons. In this research, the author conducted to observe 10 English lessons by 05 teachers. The research results are described as follows:

For activities the teachers use in reading lessons to enhance vocabularies, in fact, after classroom observation, the researcher could see that in a class the teachers sometimes applied to work in group, some students did not still concentrate on the activities in the lessons; some were too passive in giving opinions to contribute to the tasks. Perhaps, the class was so crowded that they did not have chance to raise their voice or they were dominated by better students.

For pre-reading, the researcher could see clearly that in the pre–reading stage used games, pictures or real object to introduce the text, students were eager to join, which created a lively atmosphere in class.

In this stage, some examples of applying task-based methods in teaching vocabularies in 10 English lessons observed by the researchers are below:

Ex1: Teacher presents the word "aggregate".

+ *Teacher shows the picture of "aggregate" for the students, writes the word on the board and explains: aggregate is made of sand and stone to make concrete.*

Ex2: Teacher presents the word "cement paste".

+ *Teacher shows the picture of "cement paste" for the students, writes the word "cement paste" on the board and explains: cement and water form cement paste.*

* *Ex3: Teacher presents the word "withstand".*

+ *Teacher writes the word "withstand" on the board and explains: synonym: resist: Stainless steel can withstand high temperature.*

* *Ex4: Teacher presents the word "enhance"*

+ *Teacher writes the word "enhance" on the board and explains: To improve the quality of something.*

* *Ex: Teacher presents the word "client":*

+ *Teacher writes the word "client" on the board and explains: anyone having construction or building work carried out as part of their business. The clients can be local authorities, school governors, and insurance companies.*

After observation, the searcher found that the types of task-based method used most are picture and definitions and explanation. As asking the teachers, they shared that this type of method was cheap and easy to prepare and students were easy to guess meaning of the words.

For the while-reading stage, most of the teachers don't use a variety of the activities in their lessons. Although the activities they often employ are useful and good for helping the students understand the texts better, the teachers should apply extra different activities to make the lessons more exciting.

Some examples used in this stage include:

Task 1: Put the words in correct columns

Form, cement paste, combine, moisture, aggregate, harden, hydration, cover, chemical reaction, withstand, process, become, condition

Verbs	Nouns
…………………….	……………………
…………………….	……………………
…………………….	……………………
…………………….	……………………
…………………….	……………………

Task 2: Matching

+ Teacher (after giving handouts) gives instruction: Match the words in A with the words in B to make a meaningful sentence

A	B
1. minaret	a. the top inside surface of a room
2. ceiling	b. a place which generates electricity
3. channel	c. a tall thin tower
4. beam	d. a curved construction
5. pyramid	e. a building in which Muslims worship
6. mosque	f. places built by the ancient Egyptians to bury their kings and queens.
7. structure	g. strips of steel that have been formed into a "C" or "U" shape
8. power station	h. thing made from steel, famous for its strength
9. arch	i. something (as a building) that is constructed

Task 3: Odd one out

In one lesson observed, after teaching ten new words such as aggregate, cement paste, cover, harden, combine, hydration, chemical reaction, moisture, withstand and remain, the teacher designed the Odd one out lesson to review such words. The requirement of this exercise is to choose the word which is different from other words.

1. sand / water / cement / moisture
2. mixture / combine / form / cover
3. material / stone / steel iron
4. process / hydration / withstand / reaction
5. remain / temperature / condition / weather
6. form / made (up) / produce / withstand
7. harden / strong / rigid / hard
8. aggregate / rain / water / moisture

Task 4: Synonyms – adjectives.

Write down a synonym for each of the words on the left. Choose from the ones on the right.

1. funny   …………………
2. quite   …………………
3. easy   …………………
4. cheap   …………………

amusing
silent
inexpensive
simple

Task 5. Opposites – Verbs

Write down an opposite for each of the words on the left. Choose from the ones on the right.

1. start   …………………
2. go in   …………………
3. stop   …………………
4. buy   …………………

come out
continue
sell
finish

The author could see obviously for the post-reading phase that speech activities were used in the post-reading phase; learners were very excited to participate. They were active and exciting in performing the duties. In addition, they showed their interest and comfort toward these activities.

In this stage, most of the teachers didn't pay attention to review learned language for the reason of lack of time. Only in the lessons with the presence of the principle, head of English team or other English teachers, the teachers did. Of which, the easiest and most frequently-used type of task-based method is to listen and fill the missing words in the blanks. Let's see the following examples:

Task 1. Choose the words in the table to fill the blanks to form the meaningful sentences.

church	pagoda	ceiling	minaret	beam	bridge
arch	power station	channel	wall	tower	sand

1. _____ is one of the 7 wonders of the World.

2. The village has no electricity in spite of having a _____.

3. An _____ is curved.

4. There are some types of steel shapes of _____ such as W shapes, T shapes, L shapes or C shapes.

5. A tower which is very tall and thin, is called _____.

6. Minaret usually forms part of a _____.

7. The walls and _____ of the house were painted white.

8. The _____ of that building is very nice.

9. After this lesson, I know how to make steel C _____

Task 2: Choose the following words to fill the passages

Form, cement paste, combine, moisture, aggregate, harden, hydration, cover, chemical reaction, withstand, process, become, condition

Cement is an ingredient of _____. Concrete is basically a mixture of _____ and cement paste. The aggregates are sand and_____; the cement paste is water and Portland cement. Concrete gets _____ as it gets older. Portland cement is not a brand_____, but the generic term for the _____ of cement used in virtually all concrete. Cement comprises from 10 to 15 percent of the concrete mix. Through a _____ called_____, the cement and water harden. This _____ process continues for years meaning that concrete gets stronger as it _____ older.

Task 3: English for Construction

Choose the best answer

1. ……………. have you been learning English?

A. For how long time   B. How long   C. How long time

2. I got married ……… years ago.

A. for two   B. in two   C. two

3. What with inflation and everything, there's just no ……….. saving nowadays.

A. idea to   B. point in   C. meaning to

4. You have got it all wrong, Jan. That wasn't ... ……..

A. *what I mean*   B. *my meaning*   C. *my purpose*

5. I'm sorry but I didn't have ………. to post the letters.

A. *time enough*   B. *enough with time*   C. *enough time*

Task 4: *Listen and fill the words you hear in the blank to complete the sentences*

1. The general contractor is …………….. by the client.

2. Wood is used in beams and …………….

3. The …………….. setting affects construction process either positively or negatively.

4. Handmade bricks have the property of low ………………… strength.

5. The economic stetting also …………….. upon the construction industry.

(Script:

1. The general contractor is employed by the client.

2. Wood is used in beams and columns

3. The institutional setting affects construction process either positively or negatively.

4. Handmade bricks have the property of low compressive strength.

5. The economic setting also imposes upon the construction industry.)

Generally speaking, the various kinds of activity plays a significant role in post-reading stage success. The teachers should, therefore, consider applying a lot of distinct operations to stimulate the interest of learners and boost their motivation in classes, making the classes more enjoyable and efficient.

Obviously, most of the lessons for freshmen at the College of Mechanics and Metallurgy were teacher-centered. As explained above, only lessons with the presence of the principal, Head of English team or other English teachers, the teachers at the College of Mechanics and Metallurgy applied activities using the task-based method. That is, the speaking time for the teacher was more than the speaking moment for the learners. It seemed that Vietnamese was the main language used in the classes. During the classes, the most common activities were to translate phrases or passages and answer questions. The teacher has played the part as both the teacher

and the students in some circumstances. She/he has done too many stuff for learners, in other words. Meanwhile, the learners researched rather passively in the control school. They observed in their notebooks all the time, sat silently, paying a lot of attention to the course book and the translation of the teachers. There was very little student interaction. In addition, about 50% of learners felt tired and bothered with the classes.

However, many lessons were utilized in the task-based method to enhance vocabularies for freshmen. In such lessons, the teacher used teaching reading lessons to improve more vocabularies for students. The evolving thing was that most (not all) learners were interested in English courses when they observed this class. When the teacher joined the class, it was reflected, she was greeted warmly and cheerfully. This class' learners seemed more active in engaging in the operations in the classroom. Different actions encouraged them. The class was learner-centered and a foreign language learning atmosphere was taught to learners. In addition, learners have more possibilities to interact with each other when using group work, pairing job operations in the courses. The courses were a little noisier as a consequence. Also, as I noted, some quiet learners did not want to participate in the operations in the school. They appeared not to be self-confident and shy while the teacher did not seem to discover the way to motivate them effectively. In addition, the teachers sometimes forgot about her role and instead performed the role of learners, which affected somewhat task-based teaching efficiency and its evaluation of the results.

PART 3: CONCLUSION

Based on the findings of the study, this part draws out some conclusions of the research and recommends some solutions related to teaching vocabularies by using task-based reading activities for the freshmen at the College of Mechanics and Metallurgy. In additions, it provides the limitations of the study and recommendation for further research.

1. Main findings

Theoretical and practical research on using task-based reading activities to enhance vocabulary for freshmen at the College of Mechanics and Metallurgy provided us with the attitudes and assessments of teachers and students at the College of Mechanics and Metallurgy about effectiveness and importance of using task-based reading activities to enhance vocabulary for freshmen at the College of Mechanics and Metallurgy. After a careful survey, interview and class observation, the researcher found that using task-based reading activities to enhance vocabulary for freshmen at the College of Mechanics and Metallurgy are effective and inspired in motivating students to learn vocabularies. Moreover, applying this technique can decrease the anxiety of learners and enhance their self-confidence and communication. One of the notable findings in this thesis, however, is how to train learners who have objected to this training or absence of person or group responsibility so that these learners can become acquainted and interested in it, leading to better outcomes in learning vocabulary like other learners. More associated materials were also not accessible for applying this technique to promote the implementation of this instruction for teachers. In addition, not every teacher utilizes task-based reading operations to improve vocabulary in courses, or the frequency is irregular if it is used.

2. Suggestions

From the findings and discussion of the study, we find that teaching method used by teachers at the College of Mechanics and Metallurgy in teaching vocabularies for the freshmen. However, the current situation of teaching vocabularies is not really

effective. In order to overcome these difficulties, the author proposed some suggestions for students, teachers and administrators.

2.1. For the teachers

2.1.1. Changing role of the teachers

A facilitator should replace the traditional position of teachers as the transmitter of information. That implies teachers are no longer supposed to be the single speaker. Instead, they should behave as a physical facilitator and provide stuff they need to teach vocabulary and learn courses. In particular, they should encourage students while they are learning vocabulary and increase awareness among students, including explaining usually what approaches are and why they should be used by learners.

2.1.2. Combining various methods in teaching vocabularies

Since the author shared that no single technique is the best and most suitable in all situations, teachers should use a mixed technique to teach vocabulary. That implies teachers should study all techniques closely and use their benefits to apply effectively for learning. This thesis indicated that the task-based strategy is a significant and efficient technique of teaching vocabulary in the context of the College of Mechanics and Metallurgy, but some learners did not seem to create progress, while the technique of vocabulary translation also had a somewhat excellent effect on the vocabulary learning of learners, which should not be ignored.

The importance of different kinds of assignments is one thing the investigator would like to mention here. Students will be more interested in lessons with different operations when participating in school operations than in lessons with repeated operations. In addition, distinct activities will involve the distinct abilities of learners to manage. As a consequence, teachers should spend time designing different kinds of assignments in classes such as language games, one of vocabulary teaching's effective and motivating methods. Therefore, whenever a teacher utilizes a game, she/he must take into consideration numerous variables such as number of learners, skill level, cultural background, timing, teaching subjects and school environments.

In addition, teachers should frequently use pairwork and group work operations in task-based reading operations to enhance vocabulary, making learners active in reading tasks. Students interact and collaborate with each other during the task-based phase. Everyone is accountable for their own portion and they have to work together to verify the job of others. In order to finish the task, they need to negotiate exchange and share data and thoughts. In this manner, they can improve their capacity to use language. Furthermore, if learners work together, they will be more motivated and often have more trust than when separately finishing assignments. Pair or group work, however, is more difficult to regulate because a class has a lot of pair or group work. The teachers must, therefore, ensure that all learners understand the objective of the task very clearly before starting any task. The teachers should walk around the school during the exercise and immediately correct the errors of the learners in order to regulate learners operating in the best way in pairs or groups. In addition, groups of three or four learners should be used to ensure that all learners participate in the task.

2.1.3. Designing reading tasks

A lesson's content may have some effect on the climate of the classroom. Students may get bored and distracted if the lesson is too hard. Meanwhile, learners may feel insufficiently challenged if the lesson is too simple. The learners feel unmotivated in both circumstances. Teachers can make it easier for students to read a hard text by offering them a simple task of understanding. Similarly, by providing a hard task of understanding, teachers can make an easier text more complicated. This implies that the difficulty of a text depends partially on the level of understanding given to the learners by the teachers.

In addition, teachers should design significant assignments when connecting to real-life circumstances where English is used by your learners. If it is not possible to use provoked tasks, teachers themselves should design some more skilled tasks. Teachers can take this scenario into the classroom through role-playing or realistic use and use the materials as the grounds for operations that reflect the language use of the learners in the actual globe.

2.1.4. Using more effective pre-reading activities

Contributing to the enhancement of vocabulary for freshman, careful preparation for reading operations is very essential in order to activate previous understanding in an effort to stimulate learners and participate in the text. According to Tudor (1989), pre-reading "enabling activities" as they give a reader with the required context to organize exercise and understand the material (these experiences require understanding the objective of reading and constructing a knowledge base needed to deal with the material's content and structure). The teachers should, therefore, pay more attention to pre-reading operations to make the classes efficient and exciting. At the pre-reading phase, the teachers can use different operations. The teachers should, however, choose distinct operations to apply in particular circumstances using audio-visual aids such as slides, images, videos, transparencies to explain and show. This not only promotes the interest of learners, but also strengthens the lesson and provides alternative techniques to assist learners to comprehend the text and new words readily.

In addition, teachers can improve the expressive capacity of learners by humorously or exaggerating facial expression, particularly when introducing a fresh term. They can also perform various learning operations such as matches, role plays, and competitions, and so on to increase the interest and motivation of learners. By grouping learners with interesting names, they can generate a vibrant atmosphere. Obviously, these activities involve a great deal of time for the teacher to prepare, but they are really efficient in raising the motivation of the learners to read the text. From the class observation results, most learners demonstrate their interest when teachers apply audio–visual aids and games at this point that not only change the environment of the school but also motivate learners to learn better.

2.1.5. Combining skills in reading activities to enhance vocabularies

It is helpful for learners to combine reading with talking, listening or writing to enhance their vocabulary as well. In practice, teachers offer their students improvement in all fields of language learning when making use of operations that have been specially intended to integrate these language abilities simultaneously. For

example, teachers should combine these language skills in all stages: in the pre-reading stage, after giving warm-up activities, teachers should ask students to discuss the subject of the text and predict new words that will happen in the text. In the while-reading phase, teachers provide possibilities for their learners to do the assignments and discuss the response with their friends, rather than offering them all the responses or making phrases using just learned vocabulary. Finally, in the post-reading phase, the teachers are asking learners to do some actions such as composing a brief paragraph using vocabulary they have just learned in the duties of reading or discussing or arguing. All in all, in the sequence of lessons and in a single lesson, variety is very important. Naturally, teachers continue to play a vital role in creating an atmosphere in the classroom that promotes and motivates learners to learn.

2.2. For the students

2.2.1. The students' better preparation before reading lessons

One of the most ineffective lessons of teachers is that students don't prepare for class or think they don't have to prepare. In reality, it is very crucial and essential to prepare for the class before beginning each lesson. Students should spend time thinking about what will be learned before going to school to contribute to more effective courses. One of the best ways to prepare for a class is to determine what is incomprehensible or confusing to us. If the learners are not preparing, they are placing themselves at another type of disadvantage and putting themselves outside the school.

One way to enhance the quality of their preparing is to ask learners to answer several questions in writing before school, but the questions should be immediately related to the next classroom subject and vocabulary. Therefore, all students must be ready for school. They must listen and write down all the tasks the teacher provides at the end of the class correctly so that they understand precisely what the teacher expects from them for the next class. Read all that is allocated after that and take notes to maintain and comprehend what they've read. If anything is ambiguous, prepare questions for the understanding to be clarified. This will show their interest in the subject. Teachers must perform frequent tasks and monitor the homework of learners throughout the semester to ensure that they have prepared or not.

2.2.2. Applying some useful strategies frequently

Most learners need to be conscious of the methods that led to their achievement as they read the text and vocabulary and acknowledge the importance of using them. They become more self-reliant, more active and more willing to learn separately when they do so. They start taking more responsibility for their own learning, and their motivation increases because they have improved their capacity to learn. The teacher, therefore, has a significant part to play in explaining why and how it will assist learners, and in demonstrating its use. For instance, guessing and matching are very effective in exploring vocabulary. Students should avoid using frequently dictionary, but try to guess the meaning of new words or structures from the context or use synonyms, antonyms or affixes and suffixes.

In addition, learners should remember that after a process that passes from passive to active understanding, they learn phrases–that implies they often have to repeat a word before it becomes active vocabulary.

In word groups, they always try to learn vocabulary instead of random lists as well. Words are linked to each other in this way and are more likely to be remembered in the long run.

Self-study and consciousness are first and foremost two variables in achieving learning objectives.

2.3. For the administrators

2.3.1. Investing more in teaching facilities in classroom

More learning facilities will be needed by using a task-based strategy. The teaching and learning method is briefly dependent on the teaching equipment as well as the teaching equipment that assist the professors to clarify and show better understanding and vocabulary and assist the student to comprehend it. There are many teaching facilities that have a huge impact on the improvement of student learning processes.

In fact, in a poorly equipped classroom, effective teaching and learning can not take place. The College of Mechanics and Metallurgy administrators should, therefore, invest more in classroom learning equipment. Of which, in English school,

projectors and computers are the first two to be fitted. Teachers can use visual aids in their teaching through such teaching equipment to show and motivate learners in learning and make their classes more enjoyable. Furthermore, microphones in classes should be fitted for teachers.

2.3.2. Organizing class

English is one of the mandatory topics needed to study for the first year at the College of Mechanics and Metallurgy and the present size of the school is from thirty to forty learners per class. Under such conditions, teaching reading abilities was an issue for both teachers and learners, particularly for the purpose of improving vocabulary. The optimal size of the language class is a maximum of twenty learners, as only under this scale can provide sufficient opportunities for learners to interact with each other actively and easily, and each student can be observed by the teachers.

In reality, in large-scale courses, the teachers at the College of Mechanics and Metallurgy have to face many difficulties. They thought it hard to contact and take care of the learners seated at the back and attracting individual attention from the learners, and organizing vibrant and creative teaching and learning sessions is even impossible. More importantly, they shared that they found it hard to give students equal opportunities to engage and exercise.

In brief, the scale of 30 to 40 learners per class makes it difficult for teachers to regulate their learners and guide their teaching. Thus, the administrators at the College of Mechanics and Metallurgy should split classes into properly twenty learners in each school when learning English instead of more than thirty learners as they currently are.

In addition, to assist teachers to keep up with fresh learning techniques, College of Mechanics and Metallurgy administrators should give them excellent opportunities to further study and activate their potential. Teachers should have more possibilities to attend teaching workshops using a task-based strategy for learning and sharing their expertise and experience with their peers. In addition, funding and support should be given to those who want to do language teaching research to find better ways to teach English.

Sometimes teachers should have the right to choose their own teaching materials in addition to the mandatory textbooks. Only classroom teachers know exactly what the students need. Therefore, the materials presented in the course books should be allowed to be modified to satisfy the expectations of the learners. This makes it comfortable for both teachers and students to perform their tasks.

3. Limitations and suggestions for further research

Because of the restricted moment, understanding and size of a minor thesis, the author was unable to conduct the experiment on a bigger scale as well as being unable to teach the classes on my own or to observe many more lessons so that the findings might not be more or less accurate. In addition, the research topics (40 freshmen at the College of Mechanics and Metallurgy) are not representative of all learners at the College of Mechanics and Metallurgy, so the findings may not be applicable to teaching accounting learners vocabulary.

Based on these constraints, the author would like to propose some suggestions for further studies as follows:

-Longitudinal research on a wider scale should be conducted to confirm the efficacy of task-based reading operations in vocabulary learning.

- Further study should be undertaken to identify the problems faced by both teachers and learners in implementing task-based teaching/learning vocabulary training to suggest appropriate suggestions.

- Research subjects should be diversified, including building and accounting learners, so that the investigator can examine whether the application of a task-based strategy to which subject group is more efficient.

REFERENCES

1. Abdullah Sarani & Leila Farzaneh Sahebi (2012), The Impact of Task-based Approach on Vocabulary Learning in ESP Courses, *English Language Teaching*, 5 (10).

2. Ahmad, J. (2011), Intentional versus incidental vocabulary learning, *Interdisciplinary Journal of Contemporary Research in Business*, 3 (5), pp. 67-75.

3. Bahareh Kamalian (2017), The Effect of Task-based Reading Activities on Vocabulary Learning and Retention of Iranian EFL Learners, *The Journal of Asia TEFL.*

4. Brophy, J. (2005), *Motivating students to learn*, Mahwah, NJ: Lawrence Erlbaum.

5. Bygate, M., Skehan, P., & Swain, M. (2001), *Researching pedagogic language learning, teaching and testing,* Harlow, England: Longman.

6. Churchill, GA & Iacobucci, D (2005), Chapter 4: Research Design, Exploratory Research and Qualitative Data, *Marketing research: Methodological foundations,* New Delhi: South-Western, 74.

7. Day, R., & Bamford, J. (1998), *Extensive Reading in the Second Language Classroom*, New York: Cambridge University Press;

8. Day, R. R. & Bamford, J. (2002), Top ten principles for teaching extensive reading, *Reading in a Foreign Language*, 14(2), pp. 136-141.

9. de la Fuente, M. J. (2006), Classroom L2 vocabulary acquisition: Investigating the role of pedagogical tasks and form-focused instruction, *Language Teaching Research*, 10 (3), pp. 263-295. http://dx.doi.org/10.1191/1362168806lr196oa

10. DeCarrico, J. S. (2001), Vocabulary learning and teaching, In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3), pp. 285-299, Boston, MA: Heinle & Heinle.

11. Deci, E. L., & Ryan, R. M. (1985), *Intrinsic motivation and self-determination in human behavior*, New York, NY: Plenum Press.

12. Derakhshan, A., & Khodabakhshzadeh, H, (2011), "Why CALL why not MALL: An in-depth review of text-message vocabulary learning", *Theory and Practice in Language Studies*, 1(9), pp. 1150-1159. doi:10.4304/tpls.1.9.1150-1159

13. Ellis, R. (2000), "Task-based research and language pedagogy", *Language Teaching Research*, 4(3): 193-220.

14. Ellis, R. (2003), *Task-based language learning and teaching*, Oxford, England: Oxford University Press.

15. Fahim, M., & Vaezi, R. (2011), "Investigating the effect of visually-enhanced input on the acquisition of lexical collocations by Iranian Intermediate EFL Learners: A case of verb-noun lexical collocations", *Journal of Language Teaching and Research*, 2(3), pp. 552-560. doi:10.4304/jltr.2.3.552-560.

16. Gairns, Ruth & Redman, Stuart (1986), *Working with Words*, Cambridge University Press, Cambridge.

17. Gardner, R. C., & Lambert, W. E. (1972), *Attitudes and motivation in second language learning,* Rowley, MA: Newbury House.

18. Gass, S. (1999), Discussion: Incidental vocabulary learning, *Studies in Second Language Acquisition,* 21(2), pp. 319-333. http://dx.doi.org/10.1017/S0272263199002090

19. McGinnis, D. & Smith, D. (1982), *Analyzing and Teaching Reading Problems. Koumy, A. (2002). (Ed.), Teaching and learning English as a foreign language: A comprehensive approach*, Cairo, Egypt.

20. Gower, R., Phillips, D. & Walters, S., (2005), *Teaching Practice: A handbook for teachers in training,* Macmillan Books for Teachers, Macmillan Publishers Limited, Oxford.

21. Hassan Abadi, S. (2003), "A study of the learning of English lexical and grammatical collocations by Iranian EFL learners", *Social Sciences and Cultural Studies*, 4, pp. 45-59.

22. Nguyen.T. M. H. (2011), *The use of theme-based short readings to improve vocabulary for freshmen at Hanoi Medical College*, MA Thesis, Hanoi Medical College.

23. Huckin, T., & Coady, J. (1999), Incidental vocabulary acquisition in a second language, *Studies in Second Language Acquisition*, 21, pp. 181-193. http://dx.doi.org/10.1017/S0272263199002028

24. Hughes, A. (1989), *Testing for language teachers*, Cambridge, England: Cambridge University Press.

25. İlïn, G., İnözü, J., & Yumru, H. (2007), Teachers' and learners' perceptions of tasks: Objectives and outcomes, *Journal of Theory and Practice in Education*, 3 (1), pp. 60-68.

26. Jacobs, G. M., & Navas, E. (2000), The task of teaching task-based language teaching to teachers, *The English Teacher*, 3(3), pp. 54-64.

27. Joe, A. (1998), What effects do text-based tasks promoting generation have on incidental vocabulary acquisition? *Applied Linguistics*, 19 (3), pp. 357-377. http://dx.doi.org/10.1093/applin/19.3.357

28. Kavaliauskienė, G. (2005), Task-based learning and learning outcomes in the ESP classroom, *Studies About Languages*, 7.

29. Kinnear, T.C & Taylor, J.R. (1996), Chapter 5: Research Design and Data Sources, *Marketing research: An Applied Approach,* New York: Mc.Graw Hill, Inc, 129.

30. Trinh Quoc Lap & Ha Diem Trang (2016), The Effect of Task-Based Learning on EF Students' Learning Reading: A Case Study in the Mekong Delta of Vietnam, *Studies in English Language Teaching*, 1 (5), Can Tho University.

31. Lepper, M. R., & Malone, T. W. (1987), Intrinsic motivation and instructional effectiveness in computer-based education, In R. E. Snow & M. J. Farr (Eds.), *Aptitude, learning and instruction (Vol. 3): Conative and affective process analyses (pp. 255-267)*, Hillsdale, NJ: Lawrence Erlbaum.

32. Malone, T. W., & Lepper, M. R. (1987), Making learning fun: A taxonomy of intrinsic motivation for learning. In R. E. Snow & M. J. Farr (Eds.), *Aptitude, learning and instruction (Vol. 3): Conative and affective process analyses (pp. 223-250)*, Hillsdale, NJ: Lawrence Erlbaum.

33. McDonough, J., & McDonough, S. (1997), *Research methods for English language teacher*, Arnold.

34. Naber, T., & Blackwell, A. (2003), *English knowhow opener: Student book*, Oxford University Press.

35. Nation, I. S. P. (2001), *Learning vocabulary in another language*, Cambridge, England: Cambridge University Press.

36. Newton, J. (1995), Task-based interaction and incidental vocabulary learning: A case study, *Second Language Research*, 11(2), pp. 159-177. http://dx.doi.org/10.1177/026765839501100207

37. Nunan, D. (1989), *Designing tasks for the communicative classroom. Cambridge*, England: Cambridge University Press.

38. Nunan, D. (2004), *Task-based language teaching. Cambridge*, England: Cambridge University Press.

39. Pham, V. P. (2008), *A case study on exploring the vocabulary development through extensive reading practice without formal instructions*, MA Thesis, Hanoi University

40. Ur, Penny. (1996), A Course in Language Teaching. Cambridge University Press, *Linguistics in Language Teaching*, London. Edward.

41. Prabhu, N. S. (1987), *Second language pedagogy*, Oxford, England: Oxford University Press.

42. Pulido, D. (2004), The relationship between text comprehension and second language incidental vocabulary acquisition: A matter of topic familiarity?, *Language Learning*, 54(3), pp. 469-523. http://dx.doi.org/10.1111/j.0023-8333.2004.00263.x

43. Pyles, I & Algeo, J. (1970), *English – An Introduction to Language*, New York: Harcourt, Brace.

44. Richards, J. C., & Renandya, W. A. (Eds.). (2002), *Methodology in language teaching: An anthology of current practice*, Cambridge, England: Cambridge University Press.

45. Richards, C. J. and Rodgers, T. S, (2001), *Approaches and Methods in Language Teaching*, Cambridge: Cambridge University Press.

46. Richards, J. C., & Schmidt, R. W. (2002), *Longman dictionary of language teaching and applied linguistics (3rd ed.)*, London, England: Longman.

47. Ruso, N. (2007), The influence of task-based learning on EFL classrooms, *Asian EFL Journal*, 18.

48. Schmitt, N. (2000), *Vocabulary in language teaching*, Cambridge, England: Cambridge University Press.

49. Skehan, P. (1998), *A cognitive approach to language learning*, Oxford, England: Oxford University Press.

50. Le Ngoc Thanh (2012), Task-based language learning and student motivation in vocabulary acquisition, *Language Education in Asia*, 3(1), pp. 106-120, Vinh Long Community College.

51. Thornbury, Scott. (2002), *How to Teach Vocabulary*, Longman, London and New York.

52. Tudor, I .(1989), *Pre – reading: A categorization of formats, system*, 17, pp. 323 – 328.

53. Willis, J. (1996), *A framework for task-based learning*, London: Longman.

54. YU Hong-qin (2007), Application of task-based teaching in reading class, *US-China education review, ISSN1548-6613*, 4(5), USA.

APPENDIX

APPENDIX 1. SURVEY QUESTIONNAIRES FOR 40 FRESHMEN AT THE COLLEGE OF MECHANICS AND METALLURGY

Dear ….,

My name is Truong Thi Yen, and I am completing my research of using task-based reading activities to enhance vocabulary for freshmen at the College of Mechanics and Metallurgy. I would love you to spend some time on answering my questions below. Please answer accurately and completely the questions in the attached questionnaires.

Your information shall be used only for this thesis.

We sincerely thank you very much for your supports!

This survey is designed in order to get students' feedback about current use of task-based reading activities to enhance vocabulary for freshmen at the College of Mechanics and Metallurgy. This information shall help the teachers improve more about this aspect and then student's ability is enhanced.

Part 1: General information

1. What is your name? …………………………………………..
2. Which class are you in? …………………………………………

Part 2: Particular information

Please tick '✓' into the following boxes.

The question shall be based on the mentioned theoretical framework of task-based reading activities to enhance vocabulary.

1. How do you think about vocabulary teaching method of your teachers? (Only one option)

Variable scale / Questions	Interesting	Boring	Unfamiliar	Impractical
1. Current vocabulary teaching in reading activities				
2. Games used to teach vocabularies				

2. How do you assess your teachers' teaching vocabularies in reading lessons? (Only one option)

- ☐ Not motivating
- ☐ Boring
- ☐ Repetitive
- ☐ Interesting
- ☐ Motivating

3. How often do your teachers use activities in reading classroom to enhance vocabularies? (Only one option)

Variable scale / Activities	Always	Often	Sometimes	Rarely	Never
1. Individually					
2. In pairs					
3. In groups					
4. Whole-class					

4. How often do the teachers use the following activities at the pre-reading stage? (Only one option)

Variable scale / Activities	Always	Often	Sometimes	Rarely	Never
using games to introduce the text					
pre-questioning					
pre-teaching new vocabularies					
giving an introduction to the text					
Predicting					
doing the reading tasks					
reading out loud the text					

5. How often do your teachers use the following activities at the while-reading stage? (Only one option)

Variable scale / Activities	Always	Often	Sometimes	Rarely	Never
reading for specific information					
reading for gist or general ideas of the text					
reading for thorough comprehension					
asking and answering comprehension questions					
inferring the writer's intended message from a given context					
reading orally and answering the comprehension questions					
deducing the meanings of certain words from a given context					

6. How often do your teachers use the following activities at the post-reading stage? (Only one option)

Variable scale / Activities	Always	Often	Sometimes	Rarely	Never
summarizing activities					
translating the text into Vietnamese					
Discussion					
repeating useful words/phrases					
giving the same reading task(s) to students					
writing a short paragraph using new words of the reading text					
doing nothing					

7. How do you find task-based reading activities in enhancing vocabularies in English classes? (Only one option)

☐ Very suitable

☐ Suitable

☐ Normal

☐ Not suitable at all

8. Which techniques are used by the teachers in presenting vocabulary in the reading lessons? (You can select more than one option)

☐ Visuals

☐ Demonstrating

☐ Illustrative situations (oral or written)

☐ Using synonyms and antonyms

☐ Definitions and explanations

☐ Scales

☐ Examples of the type

☐ Translation

☐ Guessing from the context, matching/labelling

9. Which techniques are used by the teachers in practicing vocabulary in the reading lessons? (You can select more than one option)

☐ Identifying

☐ Selecting

☐ Matching

☐ Sorting

☐ Ranking and sequencing

☐ Productive practice

☐ Completion tasks

☐ Creation tasks

10. Which techniques are used by the teachers in revising vocabulary in the reading lessons? (You can select more than one option)

☐ Ordering

☐ Rub out and remember

☐ Networks

☐ Bingo

☐ Word storm

☐ Slap the board

☐ Guess the pictures

☐ Matching

☐ Noughts and crosses

☐ What and where

☐ Word square

☐ Jumbled words

11. Which are advantages of using TBL in reading class to enhance vocabulary?

☐ Give more chances to communicate

☐ Understand more about the part of speech

☐ Understand more about the meaning

☐ Give more chances to practice

APPENDIX 2. IN-DEPTH INTERVIEW WITH 03 ENGLISH TEACHERS AT THE COLLEGE OF MECHANICS AND METALLURGY

1. How long have you been working as English teacher at the College of Mechanics and Metallurgy?

2. What do you think about importance of task-based method, especially in enhancing vocabularies?

3. How often do you use task-based reading activities to enhance vocabulary for freshmen at the College of Mechanics and Metallurgy?

4. How do you prepare task-based reading activities exercises for your students?

5. Which are advantages of using TBL in reading class to enhance vocabulary for freshmen?

6. Are freshmen's scores improved in case of applying TBL in reading class to enhance vocabulary?

7. How do you assess about freshmen's favorite level with TBL?

8. Do students remember longer in case of applying TBL in comparison with traditional teaching method?

9. Which difficulties do you meet when using task-based reading activities to enhance vocabulary for freshmen?

APPENDIX 3. IN-DEPTH INTERVIEW WITH HEAD OF ENGLISH TEACHER DIVISION AT THE COLLEGE OF MECHANICS AND METALLURGY

1. How long have you been working as Head of English division at the College of Mechanics and Metallurgy?

2. How many English teachers are there in your school?

3. How often does the Head of School attend English teachers' lessons?

4. How does the Head of School invest materials and means of teaching support for students?

5. How often does the Head of School organize trainings for English teachers to improve their teaching skills and knowledge?

6. How often do the teachers use task-based reading activities to enhance vocabulary for freshmen?

7. Did you require English teachers to use task-based reading activities to enhance vocabulary for freshmen?

8. Personally, do you see the advantages of task-based reading activities to enhance vocabulary for freshmen?

9. How do you assess about freshmen's favorite level with TBL?

10. Do students remember longer in case of applying TBL in comparison with traditional teaching method?

PHỤ LỤC 4. PHIẾU TRƯNG CẦU Ý KIẾN 40 SINH VIÊN NĂM NHẤT TRƯỜNG CAO ĐẲNG CƠ KHÍ – LUYỆN KIM

Xin chào,

Tôi là Trương Thị Yến. Hiện nay tôi đang thực hiện nghiên cứu khoa học về *sử dụng các hoạt động đọc dựa trên các nhiệm vụ để nâng cao vốn từ vựng cho tân sinh viên trường Cao đẳng Cơ khí – Luyện kim.* Tôi muốn nhờ em giúp tôi hoàn thành các câu hỏi dưới đây. Xin trả lời chính xác và đầy đủ các câu hỏi trong bảng khảo sát đính kèm dưới đây.

Mọi thông tin của em chỉ được sử dụng trong nghiên cứu này.

Chúng tôi xin trân trọng cảm ơn sự giúp đỡ của em!

Khảo sát này được thiết kế để thu thập ý kiến phản hồi và đánh giá của sinh viên năm nhất về hiện trạng sử dụng các hoạt động đọc dựa trên các nhiệm vụ để nâng cao vốn từ vựng cho tân sinh viên trường Cao đẳng Cơ khí – Luyện kim. Thông tin này sẽ giúp các giáo viên nâng cao hone nữa phương pháp giảng dạy này và nhờ đó, trình độ của sinh viên cũng sẽ được cải thiện.

Phần 1: Thông tin chung

1. Tên của em? …………………………………………..
2. Lớp em học: …………………………………………..

Phần 2: Thông tin cụ thể

Vui lòng tích '√' vào các ô bên dưới.

Câu hỏi được thiết kế trên cơ sở khung lý thuyết về các hoạt động đọc dựa trên các nhiệm vụ để nâng cao vốn từ vựng.

1. Em đánh giá thế nào về phương pháp dạy từ vựng của giáo viên hiện tại? (Chỉ được chọn một phương án)

Đánh giá / Câu hỏi	Thú vị	Buồn tẻ	Xa lạ	Không thực tế
1. Phương pháp dạy từ vựng hiện tại trong các hoạt động đọc				
2. Các trò chơi được sử dụng để dạy từ vựng				

2. Em đánh giá thế nào về hoạt động dạy từ vựng của giáo viên trong các tiết học đọc? (Chỉ được chọn một phương án)

- ☐ Không hứng thú
- ☐ Buồn tẻ
- ☐ Lặp đi lặp lại
- ☐ Thú vị
- ☐ Hứng thú

3. Em đánh giá thế nào về tần suất sử dụng các hoạt động trong tiết học đọc của giáo viên để nâng cao từ vựng? (Chỉ được chọn một phương án)

Tần suất / Hoạt động	Luôn luôn	Thường xuyên	Thỉnh thoảng	Hiếm khi	Không bao giờ
1. Cá nhân					
2. Theo cặp					
3. Theo nhóm					
4. Cả lớp					

4. Giáo viên thường sử dụng hoạt động nào dưới đây trong bước trước khi đọc? (Chỉ được chọn một phương án)

Tần suất / Hoạt động	Luôn luôn	Thường xuyên	Thỉnh thoảng	Hiếm khi	Không bao giờ
sử dụng trò chơi để giới thiệu bài đọc					
đặt câu hỏi trước					
dạy trước từ vựng mới					
giới thiệu về bài đọc					
dự đoán					
làm các nhiệm vụ đọc					
đọc to bài đọc					

5. Giáo viên thường sử dụng hoạt động nào dưới đây trong bước trong khi đọc? (Chỉ được chọn một phương án)

Tần suất / Hoạt động	Luôn luôn	Thường xuyên	Thỉnh thoảng	Hiếm khi	Không bao giờ
đọc để lấy thông tin cụ thể					
đọc để lấy ý chính hoặc ý tưởng chung của văn bản					
đọc để hiểu kỹ					
hỏi và trả lời câu hỏi đọc hiểu					
suy ra thông điệp muốn truyền tải của tác giả từ một bối cảnh nhất định					
đọc bằng miệng và trả lời các câu hỏi đọc hiểu					
suy ra nghĩa của một số từ nhất định từ một ngữ cảnh nhất định					

6. Giáo viên thường sử dụng hoạt động nào dưới đây trong bước sau khi đọc? (Chỉ được chọn một phương án)

Tần suất / Hoạt động	Luôn luôn	Thường xuyên	Thỉnh thoảng	Hiếm khi	Không bao giờ
tổng kết hoạt động					
dịch văn bản sang tiếng việt					
thảo luận					
lặp lại các từ / cụm từ chính					
giao (các) nhiệm vụ đọc tương tự cho học sinh					
viết một đoạn văn ngắn bằng cách sử dụng các từ mới của văn bản đọc					
không làm gì cả					

7. Em đánh giá thế nào về hoạt động đọc dựa trên các nhiệm vụ để nâng cao vốn từ vựng trong lớp tiếng Anh? (Chỉ được chọn một phương án)

- ☐ Rất phù hợp
- ☐ Phù hợp
- ☐ Bình thường
- ☐ Không phù hợp chút nào

8. Phương pháp nào được giáo viên sử dụng để giới thiệu từ vựng trong tiết học đọc? (Có thể chọn nhiều hơn một phương án)

- ☐ Bằng hình ảnh
- ☐ Chứng minh
- ☐ Tình huống minh họa (bằng lời nói hoặc bằng văn bản)
- ☐ Sử dụng từ đồng nghĩa và trái nghĩa
- ☐ Nêu định nghĩa và giải thích
- ☐ Phạm vi tương tự
- ☐ Nêu ví dụ mỗi loại
- ☐ Dịch
- ☐ Guessing from the context, matching/labelling Đoán từ ngữ cảnh, ghép/nối

9. Phương pháp nào được giáo viên sử dụng để luyện tập từ vựng trong tiết học đọc? (Có thể chọn nhiều hơn một phương án)

- ☐ Xác định
- ☐ Lựa chọn
- ☐ Ghép nối
- ☐ Sắp xếp
- ☐ Phân loại và sắp xếp theo thứ tự
- ☐ Luyện tập các từ đã học
- ☐ Nhiệm vụ hoàn thành
- ☐ Nhiệm vụ sáng tạo

10. Phương pháp nào được giáo viên sử dụng để ôn lại từ vựng trong tiết học đọc? (Có thể chọn nhiều hơn một phương án)

- ☐ Sắp xếp các từ
- ☐ Xóa và ghi nhớ từ
- ☐ Mạng lưới
- ☐ Bingo
- ☐ Word storm
- ☐ Đập bảng
- ☐ Đoán tranh
- ☐ Ghép/nối
- ☐ Noughts and crosses
- ☐ What and where
- ☐ Word square
- ☐ Sắp xếp các từ bị xáo trộn cho hợp lý

11. Theo em, việc sử dụng phương pháp nhiệm vụ trong tiết học đọc mang lại lợi ích gì?

- ☐ Mang lại nhiều cơ hội giao tiếp
- ☐ Hiểu từ loại của từ nhiều hơn
- ☐ Hiểu nghĩa của từ nhiều hơn
- ☐ Mang lại nhiều cơ hội luyện tập hơn

APPENDIX 5. PHIẾU PHỎNG VẤN SÂU 03 GIÁO VIÊN TIẾNG ANH CỦA TRƯỜNG CAO ĐẲNG CƠ KHÍ – LUYỆN KIM

1. Cô/thầy đã làm giáo viên tiếng Anh tại trường Cao đẳng Cơ khí và Luyện kim bao lâu rồi?

2. Cô/thầy nghĩ gì về tầm quan trọng của phương pháp nhiệm vụ, đặc biệt là trong việc tăng cường từ vựng cho học sinh?

3. Cô/thầy có thường xuyên sử dụng các hoạt động đọc dựa trên nhiệm vụ để tăng cường vốn từ cho sinh viên năm nhất tại Cao đẳng Cơ khí và Luyện kim không?

4. Cô/thầy đã từng chuẩn bị các bài tập hoạt động đọc dựa trên nhiệm vụ cho học sinh chưa?

5. Theo cô/thầy, việc sử dụng phương pháp nhiệm vụ trong lớp đọc để tăng cường vốn từ vựng cho sinh viên năm nhất có ưu điểm gì?

6. Theo cô/thầy, điểm số của học sinh năm nhất có được cải thiện trong trường hợp áp dụng phương pháp nhiệm vụ trong lớp đọc để tăng cường vốn từ vựng không?

7. Cô/thầy đánh giá thế nào về mức độ yêu thích của sinh viên năm nhất với phương pháp nhiệm vụ?

8. Sinh viên có nhớ lâu hơn trong trường hợp áp dụng phương pháp nhiệm vụ so với phương pháp giảng dạy truyền thống không?

9. Những khó khăn nào cô/thầy gặp phải khi sử dụng các hoạt động đọc dựa trên nhiệm vụ để tăng cường vốn từ vựng cho sinh viên năm nhất?

PHỤ LỤC 6: PHIẾU PHỎNG VẤN SÂU TRƯỞNG NHÓM TIẾNG ANH TẠI TRƯỜNG CAO ĐẲNG CƠ KHÍ VÀ LUYỆN KIM

1. Cô đảm nhiệm vị trí Trưởng nhóm Tiếng Anh tại Trường Cao đẳng Cơ khí và Luyện kim được bao lâu rồi?

2. Có bao nhiêu giáo viên tiếng Anh trong trường của cô?

3. Hiệu trưởng có thường xuyên tham dự các buổi học của giáo viên tiếng Anh không?

4. Hiệu trưởng trường đầu tư tài liệu và phương tiện hỗ trợ giảng dạy cho học sinh như thế nào?

5. Hiệu trưởng có thường xuyên tổ chức đào tạo cho giáo viên tiếng Anh để cải thiện kỹ năng và kiến thức giảng dạy không?

6. Các giáo viên có thường xuyên sử dụng các hoạt động đọc dựa trên nhiệm vụ để tăng cường vốn từ vựng cho sinh viên năm nhất không?

7. Cô có yêu cầu giáo viên tiếng Anh sử dụng các hoạt động đọc dựa trên nhiệm vụ để tăng cường vốn từ vựng cho sinh viên năm nhất không?

8. Theo cô, các hoạt động đọc dựa trên nhiệm vụ để tăng cường vốn từ vựng cho sinh viên năm nhất không có ưu điểm gì?

9. Cô đánh giá thế nào về mức độ yêu thích của sinh viên năm nhất với phương pháp dạy học dựa trên nhiệm vụ?

10. Theo cô, sinh viên có nhớ lâu hơn trong trường hợp áp dụng phương pháp dạy học dựa trên nhiệm vụ so với phương pháp giảng dạy truyền thống không?