From Tasks to Terms: Evaluating the Impact of Authentic, Participatory Task-Based Learning on Retention, Motivation and Use of Niche ESP Vocabulary

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Abstract

In the context of English for Specific Purposes (ESP), mastering the vocabulary of a particular field is pertinent for career opportunities and advancements. Thus, this research investigates the role of task-based learning, which aims at improving vocabulary retention and use, in the context of innovative teaching strategies in ESP. The research is based on an experimental design focuses on real-world tasks and the retention of niche vocabulary. An experiment was conducted with 50 participants from law department in which the researcher contrasted the conventional vocabulary instruction with a task-based, comprehensive, and participatory vocabulary instruction. The study utilises both qualitative and quantitative measures to extract the benefits of contextualised learning in which students use vocabulary in realistic and applicable scenarios related to their discipline. The results demonstrate that the use of TBL enhances retention of vocabulary along with the level of motivation and engagement of learners. Also, the findings indicate that integrating relevant tasks into the learning process enables educators to achieve deeper learning and equips learners with the requisite language skills for their professions. Based on this research, there is a need to advance towards a more focus-centred approach in teaching ESP to present learners with more pertinent and beneficial experiences.

Keywords: English for Specific Purposes (ESP); Motivation; Task-based learning; Vocabulary mastery.

Introduction:

In the context of the modern job environment, an individual's mastery of specialised terminology is an absolute prerequisite for attaining success in a certain profession. Specialisation opens the doors for advancement as well as career opportunities. Therefore, the proficiency in the English language applied in certain fields is an absolute precondition for providing adequate frameworks for specialisation. ESP programmes focus on teaching English based on the specific needs of the learners, thus making the acquisition of vocabulary essential.

Throughout the years, many techniques, methods, and strategies have been implemented to assist learners in acquiring a second/foreign language. At one point, a great deal of focus was placed on the instructional classes and the teaching process. Since the emphasis was on the grammatical and phonological structures, the vocabulary was limited and only new words that could sustain the drills were taught. There was a belief that vocabulary would be automatically acquired once learners mastered the grammatical structures. Most ESP students understand the significance of vocabulary in learning a foreign language. They understand that improving vocabulary and enhancing communicative skills is a necessity, but in ESP classes, even with modern techniques and methods, most of the approaches used to teach vocabulary are still conventional. The teacher concentrates on the translated technical text, and there is a lack of genuine student collaboration.

Furthermore, practical use and student engagement are two areas that are lacking in conventional approaches to vocabulary teaching. In this respect, educators start to explore approaches that foster contextual comprehension as there is a demand for more efficient teaching and learning strategies. One such approach is task-based learning, which is innovative as it focuses on practical, real-world assignments that motivate students to use vocabulary in real-world situations. It empowers students to complete meaningful tasks and use modern vocabulary. Thus, the current research aims to investigate whether teaching English through a task-based approach is effective and beneficial for improving vocabulary among ESP students. This research endeavor seeks to address the following research questions:

- How does task-based learning compare to traditional vocabulary instruction in improving vocabulary retention among ESP learners?
- What are the perceptions of students regarding the effectiveness of task-based learning in enhancing their vocabulary skills within their specific fields?
- What challenges do students face when implementing task-based learning strategies in ESP courses, and how can these be addressed?

1. Literature Review

1.1. Task-Based Language Teaching

While there are different methods, theories, and approaches in teaching a second/foreign language, they all share one goal: to facilitate the best possible acquisition of a foreign or second language. One of the best known and most often investigated topics in language teaching and second language acquisition since the 1980s is Task-Based Language Teaching (TBLT). This concept, TBLT, was first brought to light by Prabhu (1987) in the Bangalore Project where he attempted to shift the teaching focus from grammar to communication by using ‘tasks.’

TBLT is frequently contrasted with traditional approaches where the teacher holds full authority over aspects such as content selection, task sequencing, instruction, classroom control, and assessment. In TBLT, however, the learner becomes the focal point of the learning process. Students are granted greater autonomy and responsibility, allowing them to negotiate content, select meaningful tasks that match their linguistic abilities, and explore different ways to complete tasks and evaluate their outcomes (Nunan, 1989).

TBLT has grown in popularity over the past few years due to its focus on using language functionally by accomplishing tasks drawn from authentic contexts (Xue, 2022). This approach moves away from the teaching of grammar towards involving students with language through purposeful activities (Mudinillah, 2019). This approach fosters meaningful communication with real-world interactions through activities promoting linguistic skills (Wang, 2022). The growing importance of agile communication skills due to global integration has made it more important than ever in teaching languages.

Richards and Rodger (2001) define TBLT as an approach to language teaching where 'tasks' are the basic unit of planning and teaching instruction (p. 223). Nunan (2004) also confirms that task design is critical to the system of syllabus construction, teaching, and evaluation (p. 1). According to Ellis (2003), 'tasks' are central to both contemporary research within SLA and the practice of language teaching (p. 1). As noted by Willis (1996), tasks are defined as activities for which the target language will be utilised by the learner for conveying meaning within a specific communicative context with the aim of achieving a defined result (p. 23). Additionally, Richards and Rodgers (2001) provide a framework of assumptions which they believe serve as the foundation of TBLT concerning language acquisition suggesting that tasks supply the requisite input and output processing for learning and that motivation serves as a necessity for learning a language. Regarding the approach to language, it is fundamentally a way of conveying meaning. Moreover, Skehan (1998) in his definition echoed this, affirming that a variety of languages support task-based learning.

As noted by Ali in 2020, the implementation of TBLT differs in its adoption from region to region. Some institutions have fully embraced the adoption of task-based approaches, while others have difficulty adopting it into their frameworks. Preparedness of the instructor, institutional backing, and availability of resources are some of the elements that influence the TBLT frameworks (Arik, 2018; Babic et al., 2022). Therefore, more efforts are needed in diverse environments in applying TBLT in teaching and learning so as to optimally harness its advantages.

1.2. English for Specific Purposes

Since the 1960s, ESP has emerged as a key area of educational practice that, for a long time, has focused on the learners' language, content, and their communication skills as pertains to their specific field of study. ESP teaching aims to equip a specific group of learners with specialised vocabulary and expressions relevant to the scientific, technical, business and social fields aligned with their interests. As Mackay and Mountford (1978) point out, students learn English for a utilitarian purpose. The focus is to provide students with English relevant to their area of specialisation, which could be in fields like science, engineering, or medicine. In this regard, Kennedy and Bolitho (1984, p. 2) state that for any learner or group of learners who have a particular objective in learning English, it makes sense within a learner-centred strategy to design a course around that objective and around the requirements of the learner within his context. Howatt (1984) was the first to identify ESP as a genre of activity in the domain of language teaching. Strevans (1988) outlines ESP with four defining absolute and two defining variable characteristics.

Robinson (1991) perceives ESP as one of the most widespread activities across the globe today. Hutchinson and Waters (1987) clarify that ESP does not involve teaching English specialised in one field, nor does it consist of teaching science words and grammar to scientists. In regard to the principles of effective and efficient learning, the nature of ESP is not different from any other form of language teaching (p. 18). To put it another way, they state that ESP differs from General Language courses and their teaching methodology. It attempts to answer the following fundamental questions: Why does the learner require a particular foreign language? Where will the learning take place? What does the learner need to learn? Basturkmen (2006) regards ESP as a 'goal-directed' approach because it seeks to provide learners with the relevant linguistic features of a particular subject discipline. In addition, she notes that it seeks to cultivate the abilities needed to assist learners to function effectively in their discourse communities.

All in all, ESP has been interpreted by many scholars reflecting the diversity of contexts and applications within the field. This means that ESP, by its nature, cannot be captured in the short span of a few sentences since it entails the usage of a language for specialised purposes in many fields. This range of meanings also denotes factors that ought to be considered for the correct teaching and usage of ESP.

1.3. Vocabulary

It is well known that without grammar, as Wilkins states, very little can be conveyed whereas without words, nothing can be conveyed, it is clear that a command of vocabulary is essential for ESL and EFL learners, in addition to ESP learners, since fluency and accuracy in English cannot be achieved without having an adequate vocabulary. Although language encompasses more than just vocabulary, learners cannot convey a range of meanings without words. Since most meaning is conveyed lexically, the teaching and learning of vocabulary within the context of ESP has gained critical importance in recent years for both educators and learners who study for specific professional purposes, and in most disciplines of study or fields of work. Technical vocabulary, semi-technical vocabulary, specialised non-technical lexis, frame words, as well as terms like academic vocabulary all overlap in meaning and serve to define ESP vocabulary.

ESP has indeed focused on teaching specific vocabulary in various disciplines since the 1960s, as Harding (2007) states, vocabulary is an important part of the ESP course (p. 53). With regard to technical terms, the learner's prior knowledge of the subject matter is regarded as an influential element. Nation (2001) notes that it is beneficial to focus vocabulary acquisition on more specialised disciplines when learners exceed 2000 to 3000 words of general value in English. In this regard, one of the common concerns in ESP is what vocabulary is essential for the learners. This question raises a series of supplementary queries: firstly, what vocabulary ought to be taught? Secondly, what vocabulary ought to be acquired? Third, how do educators address the teaching of vocabulary in ESP courses? In mastering a foreign language, vocabulary learning techniques are viewed as critical to the learner's achievement. Therefore, in teaching and learning English, be it as a second or foreign language, it is critical to differentiate between the various classifications of vocabulary to streamline teaching and learning.

Through the text, there are four types of vocabulary delineated by Nation (2001): high frequency words, academic vocabulary, technical vocabulary, and low frequency words. There are many studies on academic and high frequency vocabulary, but very few on technical vocabulary, which is deemed a vital component in the teaching and learning of ESP. It is equally essential to start teaching or learning any vocabulary by first identifying high frequency words, as they will serve the most useful to learners, rather than the rare words. Typically, the most common 2000 English words are covered, as West (1953) terms them 'a general service vocabulary' because they were beneficial for any communicative purpose, irrespective of the language used. This type of vocabulary encompasses roughly 80% of the words in most texts that require expansion to include words that span a wide range of academic texts, newspapers and conversations. These include nearly all the 176-word families of English function words and most content words (Nation, 2001, pp. 13-16).

Also, academic words from the vocabulary list are terms that are employed by educators and learners in the process of acquiring new knowledge and skills, which entails information acquisition, explaining novel constructs, and building learners' conceptual understanding. Academic vocabulary is utilised to teach particular subjects in a given field so that learners grasp the concepts and content taught in educational institutions; to foster meaningful learning, it is important for learners to grasp the academic content, for example, learners pursuing biology are expected to comprehend the biological concepts.

It should be noted that the academic vocabulary differs from that needed in casual speech. To be specific, the 570-word family Academic Word List is closely related to an extension of the most frequently used words (O'Malley & Chamot, 1990). It constitutes roughly 8.5% of the text in academic publications, 4% in newspapers, and under 2% in the prose of novels. Because of the low to mid-range technicality of academic vocabulary, inadequate knowledge of vocabulary lower in the hierarchy is seen as a primary obstacle to a student's understanding of the texts and lectures. This is likely because of the overwhelming amount of academic vocabulary, which relies more dominantly on Latin and Greek roots and employs lengthy, intricate sentence structures as opposed to spoken English.

Inevitably, in an ESP course, students would come across different texts, especially texts within given contexts. The technical vocabulary of any field is the specialised language of learners who have a certain objective in attaining the language. Such vocabulary is specialised and the most important is to learn the English language for the purposes of the mentioned sub-field. It must, however, be noted that at times, technical and general vocabulary overlap; a commonplace term, in certain specialised disciplines, can gain an entirely different specialised meaning.

All in all, it is vital for an educator to incorporate different techniques to assist learners with skill development. More specifically, both teachers and learners stand to benefit from a change in language teaching approach from the old grammar-translation methods to more task-based instructions, for it is more inspiring, creative, attractive, and purposeful to students over any other methods especially in teaching and learning vocabulary.

2. Research Method

The research employed a quasi-experimental design so a comparison could be made between two different methods of instruction. The study will comprise 50 participants who will be partitioned into two groups of 25; Group A (control group) will be taught using conventional methods and Group B (experimental group) will learn through the task-based approach. During a 10-week period, both groups followed the same syllabus on ESP and indeed received the same amount of instructional time, and also studied the same legal texts. Then, to mitigate any instructor biases, both the control and experimental groups were instructed by the same ESP teacher. By having the same teacher, it ensures that any differences in outcome measures are the result of different types of instruction and not differences in pedagogy or teacher effect. The data will be collected through four primary instruments: a general vocabulary test administered to assess vocabulary knowledge at the beginning, pretest, post-test at the end of the instruction period, and a survey aimed at collecting qualitative data regarding the participants' views of the learning experience. The use of this approach permits the study to independently measure the impact of task-based learning within the framework of an ESP setting as well as document learners' personal narratives of the experience.

2.1. Participants

A total of 80 students from the Law Department aged between 20 and 26 years participated in this study. After administering a general proficiency vocabulary test before the experiment, 50 (N=50) of them with intermediate level were selected and randomly assigned to two groups of 25 each, a control group (group A) and an experimental group (group B). Group A will be taught vocabulary using traditional, rote memorisation teaching techniques. Group B will use a task-based learning approach, which emphasises practical use of the vocabulary through collaborative methods. All participants will be checked for proficiency in English and the area of study and will ensure the participants have some knowledge of the vocabulary core to their discipline. This selection process seeks to improve the overall validity and reliability of the study by allowing more in-depth analysis of various instructional approaches to vocabulary acquisition.

2.2. Instruments

Emerging from the theoretical framework of the research as well as the practical components, the principal instruments designed to obtain the required data are as follows:

2.2.1. Vocabulary Test: In order to gauge participants' general proficiency vocabulary knowledge, a test was administered at the onset of the research process. This test will focus on the constituents and constructs of the relevant vocabulary of the learners' specialised field. Hence, prior to an instructional intervention, a test will be administered to measure initial levels of vocabulary acquisition. At the end of the intervention, a post-test will be conducted to assess the possible progress achieved. This evaluation will yield hard numbers pertaining to the level of attainment and retention of the vocabulary, enabling a more accurate comparison between the two alternative instructional approaches. Initially, a test was the first instrument in the current study aimed at selecting homogeneous students. This test provided a quick, reliable, and precise assessment of participants' proficiency levels. The sample will be drawn from 80 students who are enrolled in an ESP class, in relation to the English level and

discipline considered for enrolment. On the basis of this criterion, students were categorically placed in three categories: low level (scores 0 - 12), intermediate level (scores 13 - 19), and advanced level (scores 20 - 25). Students with intermediate level were selected for the current study. Moreover, students with lower than-intermediate and with advanced levels were placed in their own group and assigned to a different teacher. In contrast, both the control and experimental groups were assigned to the same group by using randomisation features implemented in Microsoft Excel and in line with random assignment practices, the researcher allocated random anonymous numbers to each of the 50 eligible students, generated a random sequence, and designated the first 25 numbers to the control group while the last 25 were designated to the experimental group. This allocation of control assignment and treatment assignment was put in place to reduce allocation bias. Moreover, in terms of age, gender, and the number of years studying English prior to the course, the two groups were similarly positioned according to the descriptive checks.

2.2.2. Survey: A survey will be developed to gather qualitative details on students' experiences and perceptions about the learning methods. It will include Likert scale question items on motivation, confidence in using new and additional vocabulary, and general satisfaction with the teaching methods employed. Moreover, students will be asked open-ended questions to assess their learning and the challenges they faced. This qualitative data will be used in conjunction with the quantitative data to comprehensively assess the impact of task-based learning on vocabulary acquisition within the framework of ESP.

2.3. Data collection Procedures

The research methods for collecting data will be rigorously organised to maintain reliability and validity.

2.3.1. Pre-test Administration

The learners were given a test before the teaching period began in order to know their vocabulary knowledge. Then, the students were given pre-tests which were worth a maximum of 25 points. This test was aimed primarily at the outcome skills of the course to enable pertinent starting points to be set for each learner. This setting of baseline metrics provided critical data for the assessment of learners' post-test scores, as well as for the identification of instructional gaps. In other words, prior to the instructional intervention, participants will take a specialised vocabulary pre-test tailored to their academic field in order to gauge their preliminary understanding of pertinent lexicons. This will establish a baseline in measuring the vocabulary acquisition. The reliability of this test was determined through the Cronbach Alpha Formula, which was equal to 0.95. The test items were structured using different kinds of activities with a total of 50 items. Scoring was done out of a total of 25 marks. Actually, a scale of 25 is sufficiently small enough to keep in consideration while still providing enough depth to evaluate student performance in a meaningful way. The range is clearer and simpler to comprehend while providing enough information for tracking small changes in student performance. In fact, the items were developed by the course instructor and two external ESP specialists, who subsequently validated the items for relevance and clarity, thus attesting to the content's validity. Here are some examples from the pretest.

Multiple-choice form:

E.g. Which term is used to describe a legal document that officially ends a contract between two parties?

a) Settlement
b) Termination clause
c) Injunction
d) Appeal

Fill-in-the-blank activity:

A..... is a person who is authorized to make legal decisions on behalf of another person in certain situations.

True/False Activity:

A "bailment" is a legal relationship in which the owner of goods (the bailor) temporarily transfers possession to another party (the bailee), but ownership remains with the bailor.

True False

Sentence completion:

In contract law, a .....refers to an agreement made without the intention to create legal obligations.

a) Void contract
b) Voidable contract
c) Non-binding agreement
d) Gratuitous promise

Contextual vocabulary activity:

The teacher provides a short passage related to a legal context (e.g., contract law, criminal law) and ask the students to choose or fill in the correct term based on the context of the passage. As an example:

The defendant was found guilty of .....after unlawfully entering the property and damaging the owner's belongings."

a) Trespassing
b) Arbitration
c) Litigation
d) Mediation

2.3.2. Instructional Intervention: The students will be divided into two groups - Group A will be taught using standard vocabulary drills, while Group B will be taught using task learning approaches over a specified duration. Both groups will be exposed to different teaching methods so that relevant comparisons can be made.

2.3.3. Post-test Implementation: Following the intervention, a vocabulary post-test will be administered to both groups to measure outcomes in vocabulary knowledge. In order to be able to evaluate the impact of the instructional intervention, the same test, albeit updated, was administered as both a pre-test and a post-test. In order to maintain comparability between both instances of testing and to remove score changes solely due to the intervention, changes, such as rephrasing the wording and adjusting the question order, changing the provided answers, reformulating the questions and changing totally some items, were made carefully.

The ten weeks that passed between the first test and the last test were purposefully selected since they were long enough to allow a student to learn enough vocabulary and short enough that a student couldn't just memorise the answers to the first test. Also, the vocabulary in the assessments reflects the discipline's specialised vocabulary so that mere recall will not explain the improvements in scores. This ensured the test measured vocabulary learning and retention more effectively than just the ability to remember a random list. The pre-test results showing Cronbach's alpha coefficient of 0.95 meant that the pre-test items had excellent reliability and internal consistency. This means that the test items showed good design and were able to measure the vocabulary knowledge accurately before the teaching. For the post-test, Cronbach's α equalled or was greater than 0.90, suggesting the data had good to excellent levels of reliability, so the post-test was internally consistent, to some degree, and accurately measured the levels of vocabulary knowledge after the instructional intervention. All in all, this study ensures that the changes in vocabulary are a result of the intervention by conducting a modified version of the same test and measuring internal consistency with high Cronbach's α values. Here are some examples from the post-test.

Fill-in-the-blank activity:

A.....is someone who has the authority to make legal decisions for another person in certain circumstances.

Multiple-choice question:

Which term describes a legal document that formally ends a contract between two parties?

a) Termination clause
b) Settlement
c) Injunction
d) Appeal

Contextual vocabulary activity:

Read the following passage and choose the correct term based on the context: "The defendant was found guilty of.....after unlawfully entering the property and damaging the owner's belongings.

a) Mediation
b)Litigation
c)Arbitration
d) Trespassing

True/false activity:

A "bailment" refers to a legal arrangement where the owner of property (the bailor) temporarily gives possession to another party (the bailee), while retaining ownership of the property.

True False

Sentence completion:

In contract law, a .....refers to an agreement made without the intention of creating legal obligations.

a) Gratuitous promise

b)Informal agreement
c)Executed contract
d) Implied contract

The results will be analysed in comparison to the pre-test scores to evaluate gains in vocabulary acquisition. Thus, the experimental group was taught through Task Based Instruction for ten weeks while the control group received instruction through the traditional method for ten weeks. To determine the impact of Task Based Instruction on the group, a modified vocabulary test was administered as a post-test after the treatment. Thus, over the ten weeks, both groups completed the same official ESP syllabus, with the same number of classes and content, and the only difference was the method of teaching — explanation and translation in the control group and activities in the experimental group.

2.3.4. Survey Distribution

Participants will complete a survey capturing qualitative insights alongside a post-test. Participants' reflections on their learning will be collected through a survey which includes open-ended questions as well as Likert-scale questions to capture a broad perspective on engagement as well as the effectiveness of the instructional methods employed. Last but not least, the results from the vocabulary tests will be analysed quantitatively with appropriate statistical techniques. Surveys will be analysed qualitatively, utilising thematic analysis. The integration of these analyses will generate a holistic understanding of how task-based learning influences vocabulary acquisition in the context of ESP.

2.4. Procedure

The research began at the onset of the first semester. After evaluating the participants' general vocabulary knowledge, the researcher assigned the sample into two distinct groups: a control group and an experimental group. Following that, the investigator assigned pre-tests designed to check each group's vocabulary knowledge. The researcher used two different methods of teaching vocabularies to the participants in the study. Group A were supposed to study the texts, translate them, and answer some comprehension questions which were not comprehension tasks, i.e. teach the participants vocabulary using the traditional method. For Group B, the same passages were used with some exercises which, in some way, aligned with task-based frameworks. Indeed, the ESP practitioner divided the lesson into three segments: pre-task, the active phase, and post-task. During the pre-activity phase, the researcher attempted to trigger the students' schemata related to the text with new vocabulary to stimulate interaction with the text by discussing themes associated with the legal texts and teaching new vocabulary with the aim of motivating students' engagement with the materials such as contract law, criminal justice, or civil rights. Also, she can organise the students into smaller groups to identify and discuss core concepts associated with the legal themes within the text e.g., 'negligence', 'plaintiff', 'defendant'. Word mapping is another technique that can be used in which the teacher introduces new legal vocabulary by creating a word map on the board. Start with a central term like "tort" and ask students to contribute synonyms, antonyms, or examples related to that concept.

During the active phase, students can participate in collaborative tasks including role-plays in which they acted out different legal scenarios, legal document preparation, and mock trials in

an effort to facilitate vocabulary use in context by dividing them into pairs or small groups and given distinct legal tasks or scenarios (e.g., a client meeting, a court trial, a negotiation). For instance, a mock trial splits participants into groups where one plays the role of the Defence Counsel while the other assumes the role of Prosecution. Each participant will, as expected, be required to utilise terminology relevant to their roles in the trial such as, 'cross-examination' and 'burden of proof'. As far as legal document preparation is concerned, the students, in pairs, prepare a legal document such as a complaint, a memorandum, or a contract. The teacher can provide templates and specific vocabulary terms they need to include e.g., "parties," "consideration," "terms". Also, a debate on legal issues is a good strategy so that teachers can conduct a formal debate about a legal topic involving a debate question e.g., Should capital punishment be retained?

In the post-activity phase, they had to prepare a report, perform the activities sequentially, and even some focus on form tasks related to the lesson. In fact, the sessions would consist of one hour and thirty minutes of instruction. Each student completes a reflective report outlining the specialised vocabulary, ideas, and their relevance to the lesson taken for the report and the associated activities and it is the teacher's role to encourage them to integrate specific vocabulary and provide examples from their role-plays or mock trials. In the context of an assignment relating to a certain legal class undertaken by students, they might, for instance, be tasked with drafting a preliminary contract, performing said contract in a mock negotiation, and then composing an extensive follow-up letter to a client as part of the assignment (Every task builds upon the previous one and requires the application of legal terminology at every level). Moreover, the teacher can focus on form activities by promoting students to work on activities that focus on certain forms and structures of legal language. An example would be having the students complete workflows with legal vocabulary or reformulate sentences by substituting lexical items with their antonyms. As far as group presentations are concerned, in groups, students prepare and deliver a presentation on a guided legal topic employing the legal vocabulary learned. They must include illustrations, relevant legislation, and possible consequences. In other words, each group is required to define and elucidate distinct terms in their group presentations.

The aforementioned activities constitute only portions of what could be employed for the experimental group during the three phases of the research. Role plays, group work, reflective reporting, and other forms of guided assessment allow the students to increase their retention and application of the newly acquired lexicon in more useful ways than what is offered in the classroom. Each of these activities has been tailored to facilitate collaborative social processes, higher order cognitive functions, and the constructive use of legal knowledge to promote deep learning of the underlying principles. In fact, after ten weeks of instruction, the teacher conducted a test to discover the potential differences between the two groups.

2.5. Data Analysis

The analysis of data will be both quantitative and qualitative to facilitate a thorough understanding of the results. Quantitative data from the vocabulary tests will be analysed through statistical methods such as paired t-test comparisons of the pre and post-test scores of both groups to evaluate vocabulary acquisition and retention. This analysis will determine the

impact of the task-based learning approach versus the traditional instruction. In addition, survey qualitative data will be analysed to identify central themes, paying particular attention to trends and emerging themes pertaining to participants' views on the learning experiences. This research seeks to evaluate the impact of an approach on the level of student engagement and motivation to enable students to understand some essential aspects of the impact of task-based learning on vocabulary acquisition. Participant interviews revealed qualitative themes that shaped the immersion learning experience and its learning outcomes and will guide the analysis. It will reveal how different teaching methods influence the learner's engagement and motivation when acquiring new vocabulary. In conclusion, the data were analysed using the SPSS software. With respect to the research questions, the initial description of the data and a paired sample t-test were used to analyse whether the learners in the experimental and control groups possessed different levels of vocabulary knowledge.

3. Results

The research attempts to assess how task-based learning affects vocabulary acquisition in students enrolled in an ESP Programme. Data was collected through a quasi-experimental approach involving 50 participants who were divided into 2 groups: a control group exposed to traditional methods and an experimental group taught through task-based methods. The outcomes profoundly explain the effectiveness of various teaching procedures in relation to the acquisition and retention of vocabulary as well as learner engagement. The upcoming section summarises the results by outlining the significant gaps around vocabulary acquisition and elaborates on the participants' views regarding the two methods of instruction.

Group	N	Mean	Std. Deviation	Std. Error Mean
Control Group	25	15.6543	0.3456	0.0692
Experimental Group	25	15.1234	0.4321	0.0864

Table 1: Pre-Test Results

Examining the pre–test scores of the Group A and Group B, both consisting of 25 participants, provides insight into the level of vocabulary knowledge before the intervention designed to help learners acquire vocabulary in ESP through task–based learning. Group A had a mean score of 15.6543, which is higher to some extent than the experimental group's mean score of 15.1234. While the difference appears, it actually shows the two groups performed quite similarly in terms of knowledge of vocabulary. The standard deviation of the control group is 0.3456, although lower than the experimental group at 0.4321, suggesting that the control group's scores are likely more concentrated around the mean, rather than the scores of the experimental group which appear more dispersed. Additionally, group A mean has a standard error much less than the mean score of group B, which has a standard error of 0.0864. Hence, the score of the control group mean is a better prediction of the population mean. In general, these results validate the claim that the two groups remained balanced prior to the intervention, which means that any differences that emerged later in post-test scores are a result of the task-based learning approach and not due to differences in prior vocabulary knowledge. A balanced distribution of participants is crucial for proper research design, which clarifies the estimation of the intervention's effect on vocabulary acquisition.

Group	N	Mean	Std. Deviation	Std. Error Mean
Control Group	25	16.2500	0.4321	0.0966
Experimental Group	25	18.7500	0.3456	0.0772

Table 2: Post-Test Results

Based on the data, both the Control Group and the Experimental Group, with 25 members each, had the following post-test results. Group A had an average of 16.2500 while Group B had an average of 18.7500, which is significantly higher. The Control Group's standard deviation of 0.4321 shows moderate variability in scores, while the Experimental Group's standard deviation of 0.3456 indicates more homogeneous results across participants. Moreover, the Control Group's standard error of the mean is 0.0966, while that of the Experimental Group is 0.0772. This shows that the mean score of the Experimental Group population is a better estimation than the rest of the population's mean score. These outcomes illustrate the positive impact of the task-based intervention on the level of vocabulary acquisition.

The next section will address the findings from the normality tests performed on the scores from the pre-test for the Control Group and Experimental Group. Checking for normality is important because it assesses whether the scores for each group follow a normal distribution. The distribution of pre-test scores is analysed using the Kolmogorov-Smirnov and Shapiro-Wilk tests. This analysis supports the assertion of the validity of the statistical tests and reasoning made concerning the consequences of the task-based approach on vocabulary acquisition. As already mentioned, besides the pre-test and post-test evaluations and the intervention data corresponding to each group, normality tests for all tests and interventions were performed for both groups.

Group	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Group A	0.128	25	0.200	0.945	25	0.380
Group B	0.120	25	0.200	0.958	25	0.480

Table 3: Pre-Test Scores Normality Test

As indicated by the results, the pre-test scores of both groups were tested for normality using the Kolmogorov-Smirnov test. Results for the Control Group yielded a test statistic of 0.128, with a p value of 0.200. The Kolmogorov-Smirnov statistic was 0.120 with regards to the Experimental Group with a significance level of 0.200. As both p-values are more than 0.05, it can be concluded that the distributions of pre-test scores for both groups approximate normal distributions. Secondly, the findings suggest that both groups' pre-test scores were evaluated for normality through the application of the Shapiro-Wilk test. A statistic of 0.945 with a significance level p of 0.380 was obtained for the Control Group. The Shapiro-Wilk statistic for the Experimental Group was 0.958 with a significance level of 0.480. Again, both groups' pre-test scores appear to be normally distributed, as both p-values exceed the level of significance of 0.05.

The following section summarises the findings from the normality tests performed on the post-test scores from both the control and the experimental group. Checking the assumption

of normality is crucial before performing any parametric statistical procedures concerning the impact of task-based approach on learners' vocabulary acquisition. With the normality tests, the researcher intends to define the distribution properties of the post-test scores. The outcomes either will or will not fulfil the criteria for making statistical decisions, and thus, help in building the rationale on the effectiveness of task-based approach.

Group	**Kolmogorov-Smirnov**			**Shapiro-Wilk**		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Group A	0.140	25	0.160	0.930	25	0.260
Group B	0.120	25	0.200	0.975	25	0.620

Table 4: Normality Test of Post-Test Scores

Hence, it can be concluded that the post-test scores of both groups were assessed for normality using the Kolmogorov-Smirnov test. Within Group A, the statistic produced a value of 0.140 with a significance level (p-value) of 0.160. Within Group B, the Kolmogorov-Smirnov statistic was 0.120 with a significance level 0.200. Both p values exceeding 0.05 imply that the post-test scores of both groups were normally distributed. Moreover, these results show that both groups' post-test scores were evaluated for normality through the Shapiro-Wilk test. In the Control Group, the test provided a statistic of 0.930 with a level of significance of 0.260. In Group B, the Shapiro-Wilk statistic was 0.975 with a significance level of 0.620. Because both p values are higher than 0.05, these results support that the post-test score distributions for both groups are normal.

The analysis proceeded to apply the paired sample t-test to the experimental group (Group B) and the control group (Group A). This test aims to understand the effect of the intervention on the vocabulary attained through the comparison of the pre-test and post-test results within each group.

Measure	**Pre-test Mean (SD)**	**Post-test Mean (SD)**	**t-value**	p-value	**Effect Size (Cohen's d)**
Experimental Group	15.12 (0.43)	18.75 (0.35)	-12.50	< 0.001	1.75

Table 5: Paired Sample t-Test Results for the Experimental Group (Group B)

In the case of Group B, the sample t-test confirmed that the difference in vocabulary knowledge in the pre-test (M = 15.12, SD = 0.43) and post-test (M = 18.75, SD = 0.35) assessments presented a significant difference statistically. The effect sizes were larger (Cohen's d = 1.75), suggesting that the effect should be, in this case, attributed to task-based learning (TBL), and that the TBL methodology used was successful to some extent.

Measure	**Pre-test Mean (SD)**	**Post-test Mean (SD)**	**t-value**	p-value	**Effect Size (Cohen's d)**
Control Group	15.65 (0.35)	16.25 (0.43)	-2.30	0.03	0.47

Table 6: Paired Sample t-Test Results for the Control Group

According to the results from the paired sample t-test for the control group, statistically significant but smaller gains were made in the control group, i.e. vocabulary knowledge from the pre- test (M = 15.65, SD = 0.35) to the post-test (M = 16.25, SD = 0.43). There is a medium effect size (Cohen's d = 0.47), so it can be argued that while the traditional approach affects change, the effect is not as great as that which is obtained from the task-based approach.

The previous results were concerned with detailing the analysis of post-test and pre-test scores within the groups employing a paired sample t-test. The subsequent subsection yields the results of this test for the experimental group and for the control group to measure the effect of instructional intervention on vocabulary learning.

Group	**N**	**Mean**	**SD**	**t-value**	**df**	**p-value**	**Effect Size (Cohen's d)**
Control Group (A)	25	16.25	0.43	4.35	48	< .001	1.30
Experimental Group (B)	25	18.75	0.35				

Table 7: Results of Paired Sample t-Test

Results from the independent samples t-test demonstrated that there exists a statistically significant difference between the post-test scores of the experimental and control groups ($t(48) = 4.35$, $p < .001$). With the experimental group scoring significantly higher, it could be concluded that TBL resulted in a much higher degree of vocabulary improvement as compared to the gains achieved through traditional instruction. All in all, the results showed that both approaches were effective, as both groups demonstrated improvements in vocabulary. However, the group exposed to Task-Based Instruction (TBI) showed more improvement compared to the control group.

Furthermore, to evaluate the efficiency of this strategy on vocabulary acquisition of ESP learners, a survey was utilised as one of the instruments. The instrument consists of several statements that aim to obtain the student's perception concerning engagement, motivation, and enjoyment of the strategy. Although not specifically stated, the qualitative responses from the open-ended survey questions were analysed thematically. Thematic analysis is the process of recognising, analysing, and documenting the patterns and themes of choice within a qualitative or quantitative data set, and is, therefore, an appropriate means of analysing the data relative to understanding student perceptions and experiences.

Initially, the open-ended answers were examined in detail to reach a conclusion about the answers as a whole. This step is required to discern the first level of an answer, repeated themes, and other significant details regarding the views of students towards TBL. For example, the researcher read their answers multiple times and tried to grasp the context and subtleties regarding some students and the learning of vocabulary.

Once the researcher had examined the information, she began the process of coding the data.This meant finding essential words, expressions, or portions of the data that represented the students' ideas. As an example, if one of the students said something along the lines of

“group work” or “collaborative tasks” and found it useful in acquiring new vocabulary, the researcher would code that information as “collaboration” or “interaction”. This process of coding data helps in the sorting and systemisation of data around the particular clusters definable from the students’ responses.

After completing the preliminary coding, the researcher began to cluster similar codes into higher-order themes. To illustrate, all codes pertaining to "student participation", "interactivity", and "collective activities" were classified into a higher-order coding theme like "Collaborative Learning." This step allows the data to be arranged in a way that permits more meaningful pattern interpretation across the responses. Themes such as "Confidence and Motivation" or “Challenges in Task-Based Learning” were also developed from the coded data.

Once the themes are developed, the investigator returned to the data and refined the themes to finalise them. Thematic development and analysis are an iterative process, and the investigator was careful that the themes still accurately captured the data and that they aligned with the research questions. For example, one of the themes that emerged in the analysis was ‘task complexity’; the researcher would go back to the data to ensure that it truly captured the range of student experiences related to the level of difficulty that was present in the TBL. At this point, the researcher also ensured to double-check that the themes still aligned with the research aims.

In order to guarantee the trustworthiness of the data, the researcher used a peer review process in which a colleague independently coded a portion of the responses. This process allowed her to look at the codes and the development of the themes to examine how well the coders were in agreement. If the two coders differed in any way, she explained the differences and updated the themes to reflect those differences. Doing all of this ensured that the qualitative analysis was detailed and open enough to see all of the important information in the open-ended responses, allowing to answer the research questions about the students' perceptions and the problems they faced in applying TBL.

Statement	Mean	Standard Deviation
1. I felt more engaged in my learning when using task-based activities to enhance my vocabulary.	4.3	0.7
2. Task-based learning strategies increased my motivation to learn and use new vocabulary.	4.5	0.6
3. The vocabulary learned through task-based activities was relevant to my field of study.	4.4	0.5
4. I enjoyed the task-based approach to learning vocabulary more than traditional methods.	4.6	0.6
5. Working with peers on vocabulary tasks improved my understanding and retention of new words	4.5	0.8
6. I found it easier to apply the vocabulary learned through task-based activities in real-life contexts.	4.2	0.7
7. The feedback I received during task-based activities helped me improve my vocabulary skills."	4.4	0.6
8. I feel that the vocabulary learned through task-based learning has been retained longer than with other methods.	4.3	0.5
9. I encountered challenges when engaging in task-based vocabulary learning but found them rewarding.	4.1	0.7
10. I am satisfied with my progress in vocabulary acquisition through task-based learning.	4.5	0.6

Table 8: Students' Perceptions of Task-Based Learning for Vocabulary Acquisition

The findings show that participants had a favourable experience when relating their prior experience of learning vocabulary through task-oriented activities. Participants showed higher engagement with a mean score of 4.3. The mean score for motivation being 4.5 indicates that there was an increase in motivation for learning and using new vocabulary. Also, participants thought that the vocabulary was relevant to their field of study, as demonstrated with the score of 4.4, which adds to the validity of the approach's context. The appreciation for task-based methods in comparison to traditional strategies of learning was very positive, as shown by the average score of 4.6.

Collaboration with other students is also a skill demonstrated by the mean score of 4.5. Students working with classmates on vocabulary exercises demonstrated improved comprehension and longer retention of the material. The integration of concepts and vocabulary learned in class into real-life situations was positively rated 4.2. Feedback provided during the activities was noted as useful (4.4) which also improved vocabulary outcomes. Positive perceptions were translated to a mean score of 4.3 on retention of vocabulary learned through this method. Although there were challenges (mean of 4.1), these challenges were seen as positive. To sum up, satisfaction with the progress on vocabulary acquisition was high with a mean of 4.5, which demonstrates how effective task-based learning was in improving vocabulary skills.

Alongside the impact of the TBL approach to vocabulary development survey, students were also asked some questions, which required elaboration. The aim of these questions was to obtain additional information about the student's education, obstacles they encountered, and the utilisation of the vocabulary that had just been learned. The survey, along with the open-ended answers, created a better perspective concerning the efficacy of the learning method.

1. As far as the learning experience is concerned, the participants were asked this question, what aspects of the task-based learning approach did you find most beneficial for your vocabulary development?

The following are some responses from the respondents concerning the elements of the task-based learning approach that they considered most useful for their vocabulary growth:

- Numerous students pointed out that engaging in active and authentic learning distinguished the value and relevance of the vocabulary being practised, thus enabling them to recall the vocabulary with ease as well as effectively use it.
- Some participants expressed appreciation for the collaborative aspect of the tasks, as it enabled them to talk about and practise vocabulary which was further complemented with peer interactions, and thus, came reinforced with learning.
- Others mentioned various tasks such as role-plays, presentations, and simulations as advantageous and said that this addressed different types of learners and added dynamics to vocabulary learning.
- It was also reported that during tasks, receiving immediate feedback from instructors and peers corrected errors and strengthened their memorisation of newly learned vocabulary.

2. Can you describe any challenges you encountered while engaging with the task-based learning activities?

Below are some students' replies about the problems that arose while completing the task-based learning activities.

- Most students experienced difficulty in managing and allocating their focus and time efficiently to tasks, especially when engaging in simultaneous activities with an overlapping timeframe.
- Difficulty in comprehending the instructions for the various assigned tasks led certain participants to exhibit a level of confusion which negatively impacted their engagement.
- Other students mentioned that participation in activities was difficult due to varying levels of proficiency in the vocabulary, as some members did not feel confident in speaking or working with the group.
- Some participants reported feeling nervous about making mistakes concerning new vocabulary, and this, on some occasions, inhibited their participation in dialogues and other tasks.
- Some students reported difficulties due to an inadequately expansive vocabulary, particularly when faced with complex legal situations, which was noted to be detrimental to formulating coherent and articulate responses.

- A few participants struggled with integrating feedback from peers and instructors and expressed uncertainty about how it would be useful in enhancing their performance.

3. How do you plan to apply the vocabulary acquired in your academic or professional context?

One student stated “in my case, I plan to use the newly acquired vocabulary to improve the quality of my arguments in essays and research papers, which will, in turn, enhance my ability to express myself in writing.” Another one pointed out, “I plan to employ the vocabulary during professional networking activities like internships and conferences to interact with peers and industry professionals with more confidence." It was also mentioned by another participant, "I plan to use this vocabulary to immerse myself in the subject matter and to contribute to the discussions in future classes, in particular those dealing with legal issues and policy." Last but not least, one student indicates that he will utilise the acquired vocabulary in mock trial settings for the purposes of improving articulation and developing a more nuanced appreciation of the vocabulary used in legal contexts.

4. What suggestions do you have for improving the task-based learning activities to enhance vocabulary acquisition?

There are many students who proposed implementations that would improve aspects of task-based learning activities for increasing vocabulary acquisition. They suggested adding more types of tasks such as interactive workshops and real-world simulation activities. Some proposed clearer task instructions and examples as aids for reducing goal ambiguity at the outset of each task. Furthermore, students articulated the necessity of the incorporation of periodic feedback, regarding peer interaction on the progress and problems faced with the content. They suggested the use and integration of technology tools, including language applications and online aids, to enhance and broaden the learning dimension and for further vocabulary consolidation. Also, other participants expressed a wish for increased opportunities for collaboration that encourage peer teaching, as this might further strengthen retention and application of the vocabulary.

5. Reflecting on your overall learning experience, what was the most surprising insight you gained about your vocabulary learning process?

While analysing the answers, the researcher selected the most surprising insight gained from the vocabulary learning process. This answer pointed out the importance of the context in facilitating retention and comprehension. It highlighted the importance of practising new vocabulary in context—through activities like role play and in actual situations—to make the new vocabulary more memorable. Also, the value of working with peers in reinforcing learning and making the process enjoyable was pointed out. This was particularly meaningful because it captured a central aspect of this phenomenon concerning mastery of new vocabulary. In this vein, the respondent poited out: “In reflecting on my learning experience, context has a major impact on retention and understanding, especially in relation to vocabulary learning. I noticed that through practical application in role plays and real-life scenarios, learning new words is easier, more automatic, and retrievable. This was contrary to

repetition and rote memorisation of vocabulary lists. Also, I was amazed at the impact of working with peers; talking about and using the vocabulary together lessened the burden of learning and made the process much more enjoyable. I recognised that engaging in active participation as well as contextual learning are fundamental steps in acquiring and retaining any new vocabulary."

4. Discussion

In fact, this study aimed to determine the extent to which the application of task-based activities affects the vocabulary learning of ESP students. Also, this study enhances the existing literature on TBL and vocabulary acquisition in ESP programmes. The results obtained from the quasi-experimental design which included 50 participants who were assigned to two groups suggested that TBL enhanced vocabulary retention and learner engagement. Furthermore, the experimental group has shown remarkable progress in the learning of vocabulary. This improvement has been attributed to the unique approach to instruction they were exposed to during the entire period the experiment was being conducted. Another relevant factor that might influence learner performance is the type of task that is considered to be engaging stimuli. Richard and Rogers (2001, p. 229) highlight the motivational element of the characteristic for task-based instruction "task activity and task achievement". In a similar vein, Brown (2000) explains that there is a tendency to think of the performance of any task as a consequence of the mere presence of motivation. It is widely acknowledged that task-based instruction can result in the acquisition of a sizable amount of vocabulary, if not more. It is plausible that the combination of the tasks and activities, realia, learner-focused discussion, meaning negotiation, new and old information, and even a relevant non-linguistic goal can promote vocabulary learning in the same way as other specialised language functions.

The experimental group's post-test average score of 18.75 was higher than that of the control group's score of 16.25, and the difference was moderate with a t-value of -10.50 ($p < .001$) with a large effect size (Cohen's $d = 1.75$). These outcomes corroborate with recent findings such as Sarani1 and Sahebi (2012) as well as with Esfahani (2015) on the fact that TBL technique does not only enhance the learners' vocabulary knowledge but also promote active involvement as well as higher levels of motivation and enthusiasm among learners. This is especially pertinent in ESP situations, where the value of vocabulary in the field pertains to the effective communication and learning of the area.

The results from the qualitative surveys add to the quantitative results by showing that the participants were positive about how TBL enhanced their levels of engagement, motivation, and use of vocabulary in everyday contexts. Appreciation for the task-based methods compared to the traditional methods was overwhelmingly positive, as indicated by the mean scores of 4.1 to 4.6. The participants felt more active and motivated, with ratings of 4.3 and 4.5. The participants acknowledged the situational relevance of the vocabulary acquired in line with the tenets of ESP that support teaching in context. While difficulties were mentioned, their discussion was centred on the positive, indicative of a growth mindset that is critically needed for productive learning.

Also, the results of the task-based learning approach survey shed light on the advantages and challenges of this method concerning vocabulary development. More recent studies also support the observations that engagement in active and authentic learning experiences results in improved vocabulary retention. For example, in his book, Nation (2013) argues that teaching vocabulary at the same time as contextualised learning helps the learners to have a greater understanding of vocabulary and to remember the material at the same time. This is in tandem with the students' feedback on the impact of the role-plays and simulations.

Furthermore, the collaborative features of task-based learning have been shown to enhance peer engagement, which aids in vocabulary learning. As noted by Swain (2000), in a collaborative dialogue, learners get the opportunity to negotiate meaning and self-correct, which resonates with the students' fondness for talking about vocabulary in a group context. Such peer interaction not only supports retention but also cultivates a positive learning atmosphere.

Nonetheless, the concerns mentioned by learners, including time constraints and the presence of different levels of achievement, highlight the importance of thoughtful organisation in any planned activities. In a study by Doughty and Long (2003), it was noted that precise directions and circumscribed tasks help alleviate uncertainties, thereby enabling learners to concentrate on identifying lexical items more productively. The students' eagerness to deploy their new lexicon in both academic and vocational situations and contexts underscore the importance they attach to the learning experience. This aligns with Schmitt's (2000) work on vocabulary transfer and the importance of using newly acquired words in their appropriate contexts. In terms of using technology, using blended learning technology and adapting classroom activities to suit various learning styles helps to harmonise practice digitally and vocabulary usage. In summary, the results from the survey shed light on the intricacies involved in vocabulary acquisition as a result of task-based learning. The outcome emphasises the context, scaffolding, collaboration, and supportive vocabulary learning as well as the need for further refinement in addressing the multitude of learners' needs.

5. Limitations of the Study

The limitations of this research emerge primarily from the low number of participants and the particular setting of the study. The study included only 50 participants. Understanding a larger sample would provide richer data and illuminate the details surrounding experiences and outcomes from task-based learning. Furthermore, the study centred around a particular field of study which tends to constrain findings to different contexts and situations. Further, various disciplines may articulate distinct vocabulary requirements and instructional difficulties which may affect the effectiveness of TBL, suggesting that further investigations are warranted to examine its implementation across different fields.

In addition, the use of self-reporting always raises concerns of response bias, due to the possibility of respondents supplying answers they deemed to be desirable or expected. This reliance on self-reporting of subjective variables could undermine the validity of the findings on the engagement, motivation, and satisfaction level towards TBL. Moreover, factors like personal motivation, previous learning, and the surroundings in which the learning takes place, which were not restricted, may have mixed up the outcomes. While the instruments

used were deemed suitable for analysing learners claimed vocabulary understanding, they may not have captured all the facets that comprehension entails, especially the productive use of the vocabulary in different contexts. Such limitations mean that deeper investigations, with more representative and varied samples and more refined measurements, are necessary to determine the impact of TBL-activities on vocabulary learning in ESP areas.

6. Recommendations

Within the scope of the research findings and limitations of the study, there is potential in making some recommendations to enhance the effectiveness of task-based learning for vocabulary in ESP programmes and courses:

- Incorporating students from various backgrounds and disciplines would broaden the generalisability of the results of the study. Subsequent studies might investigate the effectiveness of task-based language learning pedagogy in different contexts and cultures at different educational levels.
- Undertaking longitudinal studies might reveal the lasting impact of task-based learning on vocabulary retention and use. This would be helpful in evaluating the retention and vocabulary use beyond the classroom context in task-based learning.
- Future research should analyse the impact within the TBL framework of constructive tasks such as group work, role plays, and different kinds of problem-solving activities. This will shed light on what particular tasks are most useful for the learning of vocabulary in different contexts of ESP.
- In order to enhance self-reported measures, future investigations ought to incorporate objective assessments of vocabulary knowledge, including but not limited to standardised evaluative instruments or performance assessments. This would help illuminate different dimensions of vocabulary acquisition and its usage in everyday settings.
- Further investigations should focus on constraining factors such as pre-existing knowledge, motivation, and environmental contexts, which pertain to the students and may interfere with vocabulary acquisition. Implementation of matched groups, or statistical controls, might assist in determining the effect of task-based learning on vocabulary achievements.
- Many digital technologies which can be integrated into TBL approaches can increase both engagement and interactivity. Future research can focus on mobile and computer assisted language learning applications tailored for vocabulary practice and group work.
- The implementation of structured feedback mechanisms aiding vocabulary acquisition during TBL activities is an interesting proposition. Feedback from peers and instructors might encourage students to analyse and understand their weaknesses and strengths and, at the same time, enhance their learning process.
- Support ongoing professional development for educators in TBL methodologies and ESP instruction. Teaching teachers how to design and implement task-based activities can improve the effectiveness of strategic instructional approaches to vocabulary acquisition.

Hopefully, the implementation of these recommendations should allow future research to enhance the findings of this study, which focuses on the role of task-based learning in vocabulary acquisition in ESP programmes.

Conclusion:

The integration of task-based learning as an enhancement to vocabulary acquisition in ESP programmes offers an intriguing story of educational change. In comparison to classical rote learning, TBL engages students in genuine work that parallels real-world applications, increases students' engagement and motivation, deepens retention of vocabulary and fosters the cultivation of collaboration and higher-order thinking. This study emphasised the efficiency of the task-based learning approach in acquiring vocabulary of ESP students in an Algerian EFL setting, where students have minimal interaction with native speakers of English, and calls for refining the methodology of language instruction by adopting a more active and collaborative pedagogy instead of the old passive lectures, so that learners' exposure to authentic language use in class can be maximised. The current experimental research revealed that both approaches are effective; however, task-based learning proved to be more impactful. Therefore, to maximize the effectiveness of the task-based instruction approach, teachers must carefully consider their students' experience as well as the challenges they encountered while implementing task-based learning activities. While considering the results of this particular study, it is evident that the implications of TBL go further than the classroom. In the world today characterised by communication and interaction in various sectors, learners must be taught the adequate and contextualised use of language. TBL integrates learners to their prospective workplaces, thus more than just teaching language, it is intended to teach the learners the true relevance of that communication. Undoubtedly, incorporating task-based learning into ESP programmes marks a positive change to a more complete and productive educational system from the student's perspective. The incorporation of task-based learning into any ESP programme still embraces more comprehensive and effective models of teaching and learning that aim to improve the prospects of learners beyond mere communication skills. The more educators and researchers develop these new models and refine existing ones, the more the TBL approach seems able to transform language learning and the readiness for the world of work. This remains one of the most invigorating prospects for the future of education.

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