RESEARCH PAPER

The Effects of Task-Based Language Teaching Method Training in Improving English Language Teachers' Practices of Teaching Vocabulary: Gudar Town Middle Level Schools in Focus

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Abstract

The main aim of this study was to investigate the effects of task-based language teaching method training in improving English language teachers' practices of teaching vocabulary: Gudar town middle level schools in focus. In order to conduct this study, descriptive and repeated measures designs were utilized. For this purpose, ten participants were selected by means of purposive sampling technique. Mixed method approaches were used, and the data were collected by means of classroom observations, tests and questionnaires. The qualitative data were described and analyzed thematically; and the quantitative data were analyzed by using SPSS version 25. The results of base line study indicate that before the intervention, the teachers did not follow the principles and procedures of teaching vocabulary using TBLTM. As a result, they practiced it ineffectively. That is the classroom situations were not set well to teach the lessons effectively. Vocabularies were not revised and introduced at the beginning of the lesson. Tasks were not provided for the students appropriately and learners' vocabulary retentions were not assessed well. In this context, they used lecture method, reading method and grammar translation method. After the intervention, even though there was shortage of teaching materials, they tried to follow the principles and implemented TBLTM to teach the target skill. That is, they set the classroom conditions, introduced key words of the day's lesson, explored learners' back ground knowledge, motivated the learners, gave vocabulary tasks and supervised them. In addition, they made the students to make sentences by using new words they have learned. Furthermore, the mean results of teachers' knowledge tests were increased by 20% and the grand mean of the data collected by means of questionnaires changed from 3.3873 to 4.2375. All these indicate that the treatment significantly affected the practices of teachers in teaching vocabulary using TBLTM.

Keywords: Middle level school, practices, quasi-experimental design, task based language teaching method

Introduction

Language teaching is the process of promoting and facilitating language learning. It is an activity which is intended to bring about language learning. This activity includes formal instruction or methods of training, individualized instruction, self-study, computer assisted instruction, and the use of media, such as radio or television. It also incorporates the necessary administrative provision inside or outside an educational system. These activities set up the practice roles of language learning: the opportunities for learners to listen, think, take risks, set goals, and process feedback from the teacher and then recycle through the skills that they are trying to master. In short, language teaching is the process of enhancing learners' linguistic, cognitive, emotional and social development in language learning (Brown, 2000).

Language teaching includes teaching different skills of language. One of these is teaching

vocabulary. This is teaching all about words: the words in language or special set of words somebody is trying to know to learn. It is an activity that involves providing opportunities to interact with words, exploring their meanings, creating contexts and building words knowledge of the learners. This can be done incidentally through indirect exposure to words and intentionally through explicit instruction to specific words and word learning strategies (Richards and Renandya, 2002). In general, teaching vocabulary is enabling learners to recognize the concept of unfamiliar words, achieve a greater number of words and utilize these successfully for communicative purposes (Cahyono & Widiati, 2008).

Currently, different people in the world use English for communication, business, tourism, politics and pleasure (Setpakdee, 2018). Because of these reasons in Ethiopia, Ministry of Education (MOE) has set some basic competencies and standards of competencies in English curriculum/syllabus for grade seven and eight that need to be achieved by the students. They are required to master texts both spoken and written with the level required of them (MOE 2017). For this purpose, vocabulary is base and central to the teaching and learning of English, since it is a core component of language proficiency and provides much of the basis for how well the learners listen, speak, read and write. "It is also a base to the teaching and learning of second language as it gives learners access to all forms of communication and helps as the main key to understand all the texts" (Moeller et. al, 2009:1).

English language is one of the major and the most broadly spoken languages in the world (Marpaung, 2017). Thus, teaching vocabulary is an important issue in teaching English, since words play a vital role in using this language in the life of the learners in expressing their feelings, emotions, and ideas to others during communication in-side and out-side the classroom. In addition to this, without the knowledge of vocabulary, they cannot employ linguistic patterns in second language discourse. Because of these reasons, English teachers must teach vocabulary of the target language effectively in order to develop the

communicative skills of the learners. In relation to this, Aljabri (2004) suggests shortage of vocabulary became much of the discussion among different researchers who use English as a foreign language. It is considered to be one of the causes of the general weakness of students' levels of proficiency in English. Mukoroli (2011:1) also states "Vocabulary teaching and learning is a constant challenge for teachers as well as students. This is because historically, there has been minimal focus on vocabulary instruction in English as second language classroom". Thus, in order to solve this problem in English language, "more attention should be paid to vocabulary, and effective vocabulary teaching techniques must be utilized so as to best help learners to acquire, store and retrieve words in the target language" Yu (2020: 12).

Currently, in Ethiopia, English is used as a medium of instruction and is being taught as one of the subjects in schools starting from lower grade to higher levels. However, most of them fail to communicate in this language with the level required of them (Addis, 2019). In relation to this, Gashew (2008:vi) stated that "the present day high school and University students' poor language proficiency in this language is assumed to result from the ineffective vocabulary teaching methods, techniques and learning strategies at second cycle elementary school level". Rababah, (2005) as cited by Afzal (2019: 82) also found that "students generally face difficulty to communicate in English due to lack of vocabulary items, methods of teaching and incompatible learning environment". In addition to these, as the researcher observed at different levels of education, there were problems in vocabulary teaching and learning. That is teacher-centered methods of language teaching were used; most of the time inappropriate classroom instructions were implemented and greater attention was given for teaching the grammar of the target language than developing learners' vocabulary skill. The researcher also reviewed some research works which were conducted at international and national levels, like: Seis (2020), Lee (2017), Kulikova (2015), Abebayehu (2020), Solomon (2019), Gebremedhin (2017), Selamawit (2017) and found methodological and settings of the

researches' gaps. That is these researchers mainly used single method and carried out their investigations at secondary schools and higher institutions only. Thus, in order to fill these gaps, the researcher is interested to investigate the effects of task-based language teaching method (TBLTM) training in improving English language teachers' practices of teaching vocabulary: Gudar town middle level schools in focus.

In this research investigation, the researcher aimed to identify the practices of English language teachers in teaching vocabulary using task-based language teaching method in the classroom. For this purpose, one research question was designed. That is 'what are the practices that English language teachers employ in teaching vocabulary using task-based language teaching methods in the classroom?

Concerning the scope of the study, the researcher used to set the boundaries and limitations within which this research work was performed. That is this research investigation was delimited to the effects of TBLTM training in improving English language teachers' practices of teaching vocabulary: Gudar town middle level schools in focus. It was also limited to six schools.

This study provides both theoretical and practical benefits for grade seven, and eight English language teachers, researchers, and other concerned bodies. That is these teachers can understand teaching vocabulary using task-based language teaching methods and techniques to enhance learners' knowledge of this skill. They can also use it as reference and read it to understand teaching vocabulary using this method. Practically, these teachers got training and can improve their practices of teaching vocabulary using the target method. In addition, this study helped the teachers to give more attention to teach this skill and enhanced them to teach the learners the strategies of acquiring new words for their future education. Furthermore, it will help the researchers and experts of language to conduct research on relevant research problems for further improvement of teachers' practices' of teaching vocabulary using this method.

Methodology of the Study

This research methodology is part of the research that supported to answer how the study could be conducted by describing necessary activities to accomplish this investigation (Cresswell, 2014 & Gamper, 2017). Depending on this idea, the researcher planned to investigate the effects of task-based language teaching method training in improving English language teachers' practices of teaching vocabulary: Gudar town middle level schools in focus.

Research Approach

Some researchers need the use of single method approach while others require the use of mixed method approaches. This depends upon the research questions they plan to answer (Creswell, 2014). On the base of these ideas, the researcher used mixed method as it helps to collect both qualitative and quantitative information by integrating the two forms of data. In this research investigation, the two approaches support the researcher in two ways. That is the first one allows the study of the phenomenon through direct interaction with the research members in their normal settings (Creswell, 2013:48). The second approach helps to examine the variable and analyze the data numerically by using statistical procedures. Because of these reasons, the researcher used these methods to explore the effects of task based language teaching method training in improving English language teachers' practices of teaching vocabulary: Gudar town middle level schools in focus.

Research Design

In order to conduct this research, descriptive and repeated measures designs were used. Because, these were appropriate for the topic in focus. In this context, these were used to know the effects of TBLTM training in improving English language teachers' practices of teaching vocabulary. That is they measured the results which an independent variable has on the dependent variables (White & Sabarwal, 2014). By using these, the researcher tried to answer the research questions by testing the hypotheses. To accomplish this work, the

researcher designed pre-tests and post-tests to see their practices and know their understanding of teaching vocabulary using the target method. Here, the dependent variables were measured once before the treatment was implemented and again once after it was implemented.

To investigate the base line study, the researcher made class room observations by preparing observation check-lists, distributed questionnaires and gave teachers' knowledge test for ten participants. Then, the researcher collected data, analyzed and discussed on them.

After the base line study, the researcher made an intervention. It is suggested that researchers can use 8-16 weeks and 30-120 minutes per day for the purpose of this activity. Depending on this idea, the researcher used 27 hours (which can be assumed as eight weeks: by considering 40 minutes per day) for treatment (Chwo, et al, 2016). In order to achieve the intended aim, regular training was given for the participants by preparing the training material on 'Teaching Vocabulary Using TBLTM. This was arranged regularly and provided for the target group at Ambo University Gudar Mamo Mezemir Campus in academic commission room. In addition, follow up and in staff training were performed at their working place to give awareness on the relationship between English syllabus, teacher's guide and student's text book for grade 7 and 8 to fill the training gap and enhance the intervention program effectively. After the intervention, post-test was administered and then, the dependent variables were measured by comparing and analyzing the results of pre- test and posttest.

Setting of the Research

Setting of the Research is the physical and social context in which the research was conducted. It was carried out in both government and private middle level schools. They are found in Ethiopia, Oromiya region, about 11 kilometers away from Ambo in Gudar town. The researcher selected these schools because of the existence of problems and the data can be easily generated there.

Sample and Sampling Technique

The subjects of this research study were English language teachers who teach at middle level schools in Gudar town. Depending on the objective of the study, the researcher selected ten teachers by means of purposive sampling technique (Cresswell, 2013). All the members participated in all conditions, since the design was repeated measures.

Instruments of Data Collection

In order to collect data for this research investigation, the researcher used the following tools. These were classroom observation and teachers' knowledge tests. Questionnaire was also utilized to triangulate the data for the study (Cresswell, 2013). In order to maintain the content validity of these instruments, the researcher developed them by reviewing relevant literatures.

Data Collection Procedures

In order to conduct the research and collect data ethically, the following procedures were used. That is the researcher made contact with concerned bodies, determined the population, collected the data that were obtained by means of class room observations. These were recorded by using Mobil Phone Infinix Smart HD. Codes were given for the data and was organized in an order. In addition, Teachers' knowledge tests were administered and questionnaires were distributed to gather data numerically. Finally, data processing, editing, analyzing and discussing were done by the researcher.

Method of Data Analysis and Interpretation

In this research investigation, the researcher analyzed the qualitative and quantitative data as follows. That is the data which were collected through classroom observations were described and narrated qualitatively. In addition, the researcher also reviewed and explored the data, created initial codes, revised and presented themes qualitatively. Quantitatively the data which were gained by means of tests and questionnaire were analyzed by employing statistical tool called SPSS version 25. The results were presented by using numbers in

the data table. Then, the researcher interpreted the data and presented quantitatively in a cohesive manner. Finally, drawing findings and conclusions from the data were made by the researcher.

Results

The main purpose of this study was to investigate the effects of task based language teaching method training in improving English language teachers' practices of teaching vocabulary: The case of six middle level schools in Gudar town. In relation to this, challenges that they faced were also studied. Depending on this, the findings of the base line study and the results of the investigations after the intervention were presented as follows.

Data from Classroom Observation

In order to investigate the effects of TBLTM training in improving English language teachers' practices of teaching vocabulary, the researcher used class room observations. These were made with ten participants by preparing observation check-lists before and after the intervention. Each session was utilized for an average of 40 minutes. In this context, the researcher observed four main types of instructional procedures that the teachers considered and followed in teaching learning process. These were: Beginning the lesson, Presentation of the lesson, Discussion of the lesson and conclusion of the lesson. Regarding the base line study, the researcher found that the teachers began the lessons in various ways. That is T1, T3 and T6 began it appropriately, T2, T4, T7, T9 and T10 did not set the classroom situations well. Specifically, T8 did not greet the learners and T5 began the class in discouraging manner. All of them presented the day's lesson without revising the previous one or the vocabulary. Concerning the presentation of the lesson, they presented the lessons by reading the reading passage and making the learners to do exercises from the student's text book without introducing key words. Only voluntary students participated to read the texts and did the tasks. Students were not motivated and organized in pair to do tasks and did not make them to discuss on the given activities in

pair or by group. In addition, they presented everything by standing in front of the students. During the discussion of the lesson, they instructed the learners to read the reading passage by giving chance for active learners. They also just read instructions and asked voluntary students to give answer for the given exercises turn by turn; and they did not move around to supervise the learners when they did tasks. When concluding the lesson, vocabulary retention was not taken into consideration and this was made inappropriately. In general, from the class room observation, the researcher found that they mainly practiced reading method, the classroom situations were not participatory and the teaching-learning processes were dominated by the teachers. All these show the teachers did not follow the principles and procedures of teaching vocabulary using TBLTM. On the other hand, the researcher observed variations among the teachers during the classroom observations. That is, to some extent, depending on pedagogical guidelines of language teaching approach, T3 tried to use TBLTM to teach vocabulary. Great variation was also observed. That is T10 taught grade eight students by preparing his own note from different related materials. He did not use student's text book and teacher's guide to teach vocabulary and focused on teaching the grammar of the target language from the beginning to the end of the lesson. This indicates that the teacher is not familiar with English language syllabus for grade seven and eight.

In general, the results of classroom observation indicate the following features. 1. Reading Method: Even though this method can be used with task based approach, the whole session should not be covered by using this method. 2. Teacher-Centered Approach: It is traditional method of language teaching method that does not encourage and engage the learners to do vocabulary tasks actively. 3. Inappropriate Implementations of TBLTM in teaching Vocabulary: Regarding this, the ways teachers practiced to teach vocabulary was antagonistic with the principles of TBLTM (except T3). 4. Focusing on teaching grammar, participating mainly voluntary students 5.Lack of helping and checking students' vocabulary retention. In addition, lack of students' text books, shortage

of resource materials and large class room size were also seen as common challenges that were gained during the classroom observation. To sum, during the observation, inappropriate implementations of teaching vocabulary using TBLTM were observed from the beginning to the end of each session.

After the baseline study, in order to see the effects of TBLTM training in improving English language teachers' practices of teaching vocabulary, the researcher made an intervention (Fraser, et. al, 2009). It is suggested that researchers can use 8-16 weeks and 30-120 minutes per day for the purpose this activity. Depending on this idea, the researcher used 27 hours (which can be assumed as eight weeks: by considering 40 minutes per day) for treatment (Chwo, et al, 2016). In order to achieve the intended goal, regular training was given for the participants by preparing the training material on 'Teaching Vocabulary Using TBLTM. This was arranged regularly and provided for the target group at Ambo University Gudar Mamo Mezemir Campus in academic commission room. In addition, follow up and in staff training were performed at their working place to give awareness on the relationship between English syllabus, teacher's guide and student's text book for grade 7 and 8 to fill the training gap and enhance the intervention program effectively. After the intervention, post-tests were carried out by the researcher (Stratton, 2019). For this purpose, class room observations were conducted, teachers' knowledge test was administered and questionnaires were distributed for participants. Then, the dependent variables were measured by comparing the results of pre-test and post-test.

To see the results of the intervention, the researcher again carried out classroom observations by using similar observation check-lists and utilized an average of 40 minutes for each session. In this context, the researcher observed teachers' practices as follows. That is when the teachers entered the classrooms, they set the classroom situations properly. After all these activities, they started revising the previous lesson, especially, the vocabulary. Then, they continued to teach the lesson by introducing the day's lesson and key vocabulary. Next, they motivated the students and used effective techniques like asking questions, explaining the meaning of the words by using synonyms, showing them actions, encouraging them to do tasks in pairs and by groups, writing the spelling of the words and pronouncing them repeatedly, and making them to construct sentences by the new words. Because of lack of authentic material, they used available materials like: real things (especially, T7 and T9), pictures, mobile phone and printed materials (T3 and T7) to teach vocabulary. They also taught different vocabulary depending on their parts of speech (noun, adjective, verbs, prepositions…). In addition, the teachers acted as facilitators and selectors of tasks in teaching vocabulary. Even though there was large classroom size, they tried to organize the learners in pairs and by groups and made them to participant in doing tasks, supervised their activities and supported them in performing these effectively and tried to develop learners' knowledge of vocabulary skill. Furthermore, they assessed learners' vocabulary retentions by asking to tell the meaning of new words and gave them home work to make sentences by the words they have learned at the end of the lesson. All these results indicate that, the intervention that was made by the researcher improved English language teachers' practices in teaching vocabulary using TBLTM.

In general, as the result of intervention, English language teachers tried to implement TBLTM to teach vocabulary. That is they followed the principles and procedures of teaching this skill. They encouraged the learners to learn the target skill, used pictures and printed materials (Marpaung, 2017), gave vocabulary tasks for the learners individually, in pair and by group, asked them questions, practiced the students to say the words repeatedly and made them to reflect their ideas by the words they have already learned (Ut.et al, 2018).). To sum, even though there is lack of resource materials in the schools and challenges large class room size, the intervention improved the practices of these teachers in teaching vocabulary using TBLTM intervention (Fraser, et. al, 2009). The below figure 1 shows the practices of English language teachers in teaching vocabulary using TBLTM: before and after the intervention.

The Practices of English Language Teachers in Teaching Vocabulary Using TBLTM: Before and After the Intervention

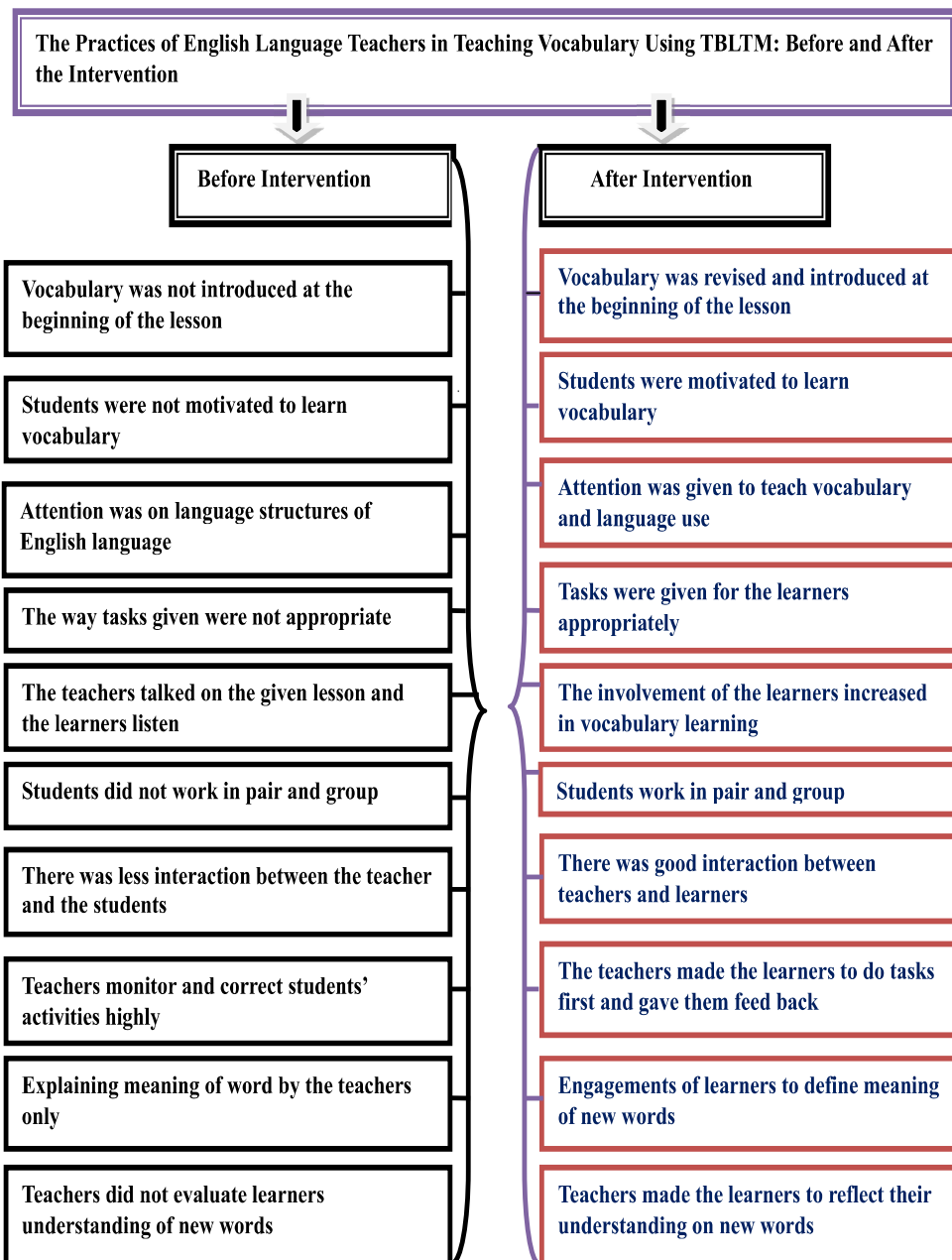| Before Intervention	After Intervention
Vocabulary was not introduced at the beginning of the lesson	Vocabulary was revised and introduced at the beginning of the lesson
Students were not motivated to learn vocabulary	Students were motivated to learn vocabulary
Attention was on language structures of English language	Attention was given to teach vocabulary and language use
The way tasks given were not appropriate	Tasks were given for the learners appropriately
The teachers talked on the given lesson and the learners listen	The involvement of the learners increased in vocabulary learning
Students did not work in pair and group	Students work in pair and group
There was less interaction between the teacher and the students	There was good interaction between teachers and learners
Teachers monitor and correct students' activities highly	The teachers made the learners to do tasks first and gave them feed back
Explaining meaning of word by the teachers only	Engagements of learners to define meaning of new words
Teachers did not evaluate learners understanding of new words	Teachers made the learners to reflect their understanding on new words

Figure1. Comparison of English Language Teachers' Practices in Teaching Vocabulary Using

TBLTM: before and after the Intervention

Source: Developed by the researcher (2023).

As it was hypothesized and seen from the above figure 1, one of the tools that made English language teachers to improve their practice of teaching vocabulary using TBLTM after the intervention were regular training, follow up activities and in staff training (Workneh & Tassew,2013). That is as a result of these, teachers' practices of teaching this skill were improved. This indicates that the intervention brought improvement on the practices of English language teachers in teaching vocabulary (Fraser, et. al, 2009).

In order to teach vocabulary effectively using TBLTM, English language teachers should have the knowledge of this method. For this purpose, in order to know their understanding, the researcher gave them teachers' knowledge tests before and after the intervention and the results are shown as indicated below.

Table 1: Results of Teachers' Knowledge Test before and after the Intervention

Items	Results of Teachers' Knowledge Test							
	Results of Pre-intervention				Results of post-intervention			
	Minimum	Maximum	Mean	Std. Dev.	Minimum	Maximum	Mean	St. Dev.
Sex of Teachers	1	2	1.10	.316	1	2	1.10	.316
Results	50	80	68	9.189	70	100	88	7.888

As it can be seen from the above table 1, before the intervention, the minimum and the mean results of English language teachers' tests were 50 and 68. But, after the intervention, the minimum score and the mean result of the teachers' tests were increased by 20%. The first results show that the knowledge of the teachers about teaching vocabulary using TBLTM is medium. This tells that they do not have detail understanding about it. On the other hand, the results of the second test were increased. This indicates that the intervention has improved the knowledge of the teachers in teaching vocabulary using the target method. In short, the intervention significantly affected the practices of the teachers in teaching vocabulary using TBLTM.

Data Obtained by Means of Questionnaire

To support and validate the data that were collected through classroom observations, the researcher also collected data from ten participants by using questionnaires before and after the intervention (Cress well, 2014). By using this tool, the researcher conducted 'How often these teachers practices teaching vocabulary using TBLTM'. Then, the data which were collected by using this tool were organized and analysed by utilizing SPSS version 25 and presented as indicated below. See table 2.

Table 2: Analysis of Data that were Collected by Means of Questionnaire before and after the Intervention

No.	Items	Before the Intervention		After the Intervention	
		Mean	Std. Deviation	Mean	Std. Deviation
1	How often do you encourage or help the students to find out unfamiliar words by themselves using TBLTM?	2.50	1.080	4.70	.483
2	How often do you encourage learners to make them group participant, monitor, risk-takers and innovators in your teaching vocabulary in TBLTM?	3.90	.876	4.00	.667
3	When you teach English, how often do you practice the spelling, pronunciation, parts of the speech (noun, verb, adjectives, preposition, etc.),	3.70	.823	4.00	.816
4	How often do you practice new words repeatedly using TBLTM?	4.20	.789	4.30	.675
5	In teaching English language, how often do you use authentic materials to enhance learners understanding of	3.10	.568	4.40	.516
6	How often do you give tasks for learners to develop their knowledge of	3.40	.699	4.20	.632
7	In your teaching vocabulary, how often do you check or evaluate learners'	3.22	.441	4.20	.632
8	How often do you make the learners to learn vocabulary independently outside	3.10	.568	4.10	.316
	Grand Mean	3.3873		4.2375	

Depending on the above data, comparison of the data was made and it was identified that there were differences between the results of questionnaires before and after the intervention. That is before the treatment, the grand mean was 3.3873. And after the treatment it was 4.2375. This supported and approved the data that were gathered through classroom observations. This also indicates that the intervention has improved the practices of English language teachers in teaching vocabulary using TBLTM (Fraser. et al, 2009). This shows that training is an important tool and the treatment has positively affected the practices of English language teachers in teaching vocabulary using TBLTM.

Discussion

The results of the base line study indicated that before the intervention, teachers did not follow the procedures of teaching vocabulary using TBLTM and practiced it ineffectively. They also do not have detail knowledge about methods of teaching vocabulary using TBLTM. In addition, they did not understand the importance of English syllabuses for grade seven and eight. Furthermore, they do not have detail knowledge about the relationship between this material and English teacher's guide and student's text book. But, it is very essential for teachers to know the principles and procedures of teaching foreign language, especially, the vocabulary (Nunan, 2004 & Brown, 2000); because, vocabulary is the central, life and back bone of any language (Moeller et. al, 2009, Richard & Renandya, 2002). In addition, they should have also detail knowledge about the materials that were designed to teach this level (MoE, 2017). As a result, their practices were not effective. That is the classroom situations were not set well to teach English language effectively. Vocabularies or most frequent words were not introduced at the beginning of the lesson. Students were not organized in pair or by group and tasks were not provided for them appropriately. In addition, lack of supervising learners' activities was seen. Furthermore, learners' vocabulary retentions were not assessed at the end of the lesson and conclusions of the days' lessons were not seen effectively. Rather, they used lecture method, reading method and grammar translation method.

After the intervention, the teachers understood the principles and procedures of teaching vocabulary using TBLTM to practice this skill. They also understood about the importance of this method and how to implement it to teach the target skill. In addition, they recognized the relationship between English syllabus, teacher's guide and student's text book for grade seven and eight. As a result, their teaching practices were improved (Fraser. et al, 2009). That is they set the classroom situations properly; motivated the students to learn vocabulary; introduced new vocabulary to teach them; used available teaching aids like printed material, mobile phone and real objects; taught different vocabulary depending on their parts of speech (noun, adjectives, verbs, pronouns...); acted as facilitator and the selector of tasks in teaching this skill; used appropriate tasks to practice the teaching of vocabulary; organized the tasks properly in teaching vocabulary; supported the learners in performing the tasks effectively; made them group participants and supervised them in teaching the target language; assessed learners' understanding of vocabulary by asking questions and making them to reflect these words in the classroom; and tried to develop learners' knowledge of vocabulary. The researcher also found that they overcome shortage of student's text book by writing important points and vocabulary tasks on the black board. Furthermore, they followed procedures of teaching this skill using the target method and tried to implement important activities during the pre-tasks, while-tasks and post-tasks effectively. All these indicate that the intervention has brought changes. That is as a result of regular training, follow up and in staff training, English language teachers' practices of teaching vocabulary using TBLTM were improved (*Workneh* & Tassew,*2013*). It was also found that it enabled them to overcome some challenges that they faced before training. From this point of view the researcher recognized that the intervention has brought positive effects and developed the practices of the teachers in teaching this skill using the target method.

It is clear that task based approach give priority for teaching vocabulary and employs tasks in teaching language, especially in teaching foreign language. It also focuses on meaning than grammar, and it is student-centered approach of language teaching (Nunan, 2004 & Rozati, 2014). Therefore, in order to teach vocabulary appropriately, teachers should have detail understanding about teaching vocabulary using TBLTM and use it properly.

Conclusion

Teaching vocabulary is the base and important element of teaching language. It is very important for learners' purposeful communication inside and outside the classroom. For this purpose, the researcher was motivated to investigate the effects of task-based language teaching method training in improving English language teachers' practices of teaching vocabulary: Gudar town middle level schools in focus. In order to collect data before and after the intervention, the researcher used similar classroom observations and questionnaire. The collected data were analyzed according to the sequences of data gathering tool presented in this research. The findings of the research indicate that, before the intervention the way teachers practiced teaching vocabulary using TBLTM was ineffective. That is they did not follow the principles and procedures of teaching this skill. They mainly focus on practicing the structures and contents of the lessons. After the intervention, as a result of regular training, follow up and in staff training, they practiced teaching this skill effectively. That is they improved setting the classroom situations, motivated the students to learn vocabulary, and introduced new vocabulary to teach them. To some extent they used available teaching aids. They taught the word depending on their parts of speech (noun, adjectives, verbs, pronouns…), acted as facilitator and the selector of tasks in teaching this skill, and used appropriate tasks to practice the teaching of vocabulary. In addition, they organized the tasks properly in teaching vocabulary, supported the learners in performing the tasks effectively, made the learners a group participant and supervised them in teaching the target language. Furthermore, they assessed learners' understanding of vocabulary and made them to reflect in teaching this skill and tried to develop learners' knowledge of vocabulary. The researcher also found that the teachers overcome shortage of student's text book by writing important points, key vocabularies and exercises on the black board. In general, the above research findings indicate that the intervention improved Gudar town middle level schools of English language teachers' practices of teaching vocabulary using TBLTM that can develop learners' knowledge of this skill.

Recommendations

Depending on the findings of the study, the researcher tried to give the following suggestions as follows.

- Providing teachers with continuing training on teaching vocabulary using TBLTM; Encouraging in staff training;
- In teaching foreign language, teachers should give priority to teach vocabulary.
- The school should fulfill authentic materials to teach language, because, these materials enhance teaching vocabulary using TBLTM.
- Establishing foreign classroom teaching which is supported by Radio and Television that can motivate the teaching of vocabulary at middle level schools.
- Providing teachers with plenty of teaching aids to develop learners' knowledge of words.
- Making continues supervision by providing guidance and giving feedback for teachers and supplying them with essential supports

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