



UNIVERSIDAD TÉCNICA DEL NORTE



FACULTAD DE POSTGRADO

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN INGLÉS**

TITLE

**TASK-BASED LEARNING TO IMPROVE SPEAKING SKILLS ON INTERMEDIATE
LEVEL STUDENTS AT AN ENGLISH INSTITUTE IN QUITO-ECUADOR**

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the Maestría en
Pedagogía de los Idiomas Nacionales y Extranjeros: Mención inglés

AUTHOR: LIC. SANDRA PADILLA

DIRECTOR: MSc. FERNANDO FLORES

IBARRA - ECUADOR

2022



THESIS DIRECTOR CERTIFICATION

As thesis director of the work presented by Padilla Recalde Sandra Paola, with the topic: “TASK-BASED LEARNING TO IMPROVE SPEAKING SKILLS ON INTERMEDIATE LEVEL STUDENTS AT AN ENGLISH INSTITUTE IN QUITO-ECUADOR”, to opt for the title of Magister in Pedagogy of National and Foreign Languages, mention in English Language, I attest that the mentioned work qualifies and holds sufficient merits to be publicly supported in court to be timely selected.

Ibarra, October 29th 2022

It is all what I can certify

MSc. Darwin Fernando Flores Albuja

C.C.: 1002188470

Thesis Director



UNIVERSIDAD TÉCNICA DEL NORTE

BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN

A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

1. IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	1709152779		
APELLIDOS Y NOMBRES:	Padilla Recalde Sandra Paola		
DIRECCIÓN:	Urb. Ejército Nacional, lote 50 casa 1 (Cashapamba)		
EMAIL:	sppadillar@gmail.com		
TELÉFONO FIJO:	02-3526917	TELÉFONO MÓVIL:	0999033112

DATOS DE LA OBRA	
TÍTULO:	“TASK-BASED LEARNING TO IMPROVE SPEAKING SKILLS ON INTERMEDIATE LEVEL STUDENTS AT AN ENGLISH INSTITUTE IN QUITO- ECUADOR”
AUTOR (ES):	Padilla Recalde Sandra Paola
FECHA: DD/MM/AAAA	2023/01/12

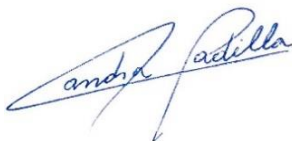
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input type="checkbox"/> PREGRADO <input checked="" type="checkbox"/> POSGRADO
TITULO POR EL QUE OPTA:	Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés.
ASESOR /DIRECTOR:	MSc. Darwin Fernando Flores Albuja

2. CONSTANCIAS

El autor (es) manifiesta (n) que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto la obra es original y que es (son) el (los) titular (es) de los derechos patrimoniales, por lo que asume (n) la responsabilidad sobre el contenido de la misma y saldrá (n) en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 12 días del mes de Enero de 2023.

EL AUTOR:



Lic. Sandra Paola Padilla Recalde

C.C.: 1709152779



BIBLIOGRAPHIC RECORD

Guide: POSGRADO – UTN

Date: Ibarra, October 29th, 2022

PADILLA RECALDE SANDRA PAOLA: “TASK-BASED LEARNING TO IMPROVE SPEAKING SKILLS ON INTERMEDIATE LEVEL STUDENTS AT AN ENGLISH INSTITUTE IN QUITO-ECUADOR” / **MASTER’S DEGREE AT:** Master in Pedagogy of National and Foreign Languages: Mention in English Language, Técnica del Norte University, Ibarra

DIRECTOR: Msc. Darwin Fernando Flores

The General Objective of this Thesis was: To propose the Task-Based Learning method in the improvement of speaking skills of Intermediate level students at an English Institute in Quito – Ecuador 2021 - 2022.

Among the Specific Objectives were: To establish theoretical foundations connected to Task-Based learning for the enhancement of speaking skills. To diagnose the employed strategies in Centro de Educación Continua de la Escuela Politécnica Nacional for the improvement of oral production in students. To design a digital booklet of TBL strategies for greater oral production among students.

MSc. Darwin Fernando Flores

Director

Lic. Sandra Paola Padilla Recalde

Author

DEDICATION

I dedicate this thesis work to my parents Marco and Judy, my husband Marcelo, and my son Juan José, whose constant support and great love over this challenging but immensely rewarding experience have been essential to attain this achievement.

Sandra

ACKNOWLEDGEMENTS

I want to start by giving thanks to my Almighty God for giving me the confidence and determination to accomplish this desire of mine and grow as a professional. I will always be grateful to him for giving me a loving, supportive family.

I also want to thank all the people who contributed to the progress of the ongoing project:

To the Postgraduate Institute personnel at UTN for all the assistance provided throughout the process in both academic and administrative matters.

To Msc. Fernando Flores, my thesis director, for his unwavering support and direction during the development of the current research.

To the CEC-EPN coordinators, administrative team, faculty, and students for their insightful contribution in creating the instruments needed to provide reliable outcomes.

Sandra

INDEX

Content

Thesis Director Certification.....	ii
Identificación de la Obra.....	iii
Bibliographic Record.....	v
Dedication.....	vi
Acknowledgments.....	vii
Index.....	viii
List of Tables.....	xii
List of Figures.....	xiii
Resumen.....	xiv
Abstract.....	xv
CHAPTER I.....	16
THE PROBLEM.....	16
1.1 Introduction.....	16
1.2 Problem Description.....	17
1.3 Objectives.....	21
1.3.1 General Objective.....	21
1.3.2 Specific Objectives.....	21
1.4 Justification.....	21
CHAPTER II.....	23
REFERENTIAL FRAMEWORK.....	23
2.1 Theoretical Framework.....	23

2.1.1 Learning Theories on Foreign Language.....	23
2.2 Backgrounds.....	25
2.2.1 Methodological Approaches (Historical Background).....	27
2.3 Task-Based Learning (TBL).....	30
2.3.1 TBL as a Learner-Centered Approach.....	31
2.4 Communicative Language Teaching.....	43
2.4.1 Activities of CLT.....	44
2.5 English as a foreign language.....	44
2.5.1 The four Skills.....	46
2.6 Legal Framework.....	51
CHAPTER III.....	53
METHODOLOGICAL FRAMEWORK.....	53
3.1. Description of the study area / Study group.....	53
3.2. Research Approach/ Type of Research.....	53
3.3. Procedures.....	54
3.4. Bioethical considerations.....	57
CHAPTER IV.....	58
RESULTS AND DISCUSSION.....	58
4.1 Results.....	58
4.1.1 Student's Survey.....	58
4.1.2 Teachers' Interview.....	71

4.2 Post-task Students’ Perspective	73
4.3 Discussion.....	74
CHAPTER V	77
ACADEMIC PROPOSAL.....	77
5.1. Title.....	77
5.2. Rationale.....	77
5.3. Theoretical Foundations	77
5.4. Objectives	78
5.5. Beneficiaries	79
5.5.1 Direct Beneficiaries	79
5.5.2 Indirect Beneficiaries.....	79
5.6. Impacts	79
5.7. Development.....	80
5.8 Digital Booklet	81
Digital Booklet Guide	82
Teacher’s guide Task 1.....	83
Student’s Guide Task 1	84
Teacher’s guide Task 2.....	86
Student’s Guide Task 2.....	87
Teacher’s guide Task 3.....	89
Student’s Guide Task 3.....	90
Teacher’s guide Task 4.....	92

Student’s Guide Task 4.....	93
Teacher’s guide Task 5.....	95
Student’s Guide Task 5.....	96
Teacher’s guide Task 6.....	98
Student’s Guide Task 6.....	99
Teacher’s guide Task 7.....	101
Student’s Guide Task 7.....	102
Teacher’s guide Task 8.....	104
Student’s Guide Task 8.....	105
CONCLUSIONS AND RECOMMENDATIONS	107
Conclusions.....	107
Recommendations.....	108
REFERENCES.....	109
APPENDIXES.....	121
Appendix 1.....	121
Appendix 2.....	126

List of Tables

Table 1 Condensed review of historically important Methods and Approaches.....	28
Table 2 Taxonomy of task types.....	37
Table 3 Task-Based Learning Activities.....	42
Table 4 Common European Framework of Reference for Languages (CEFR).....	45
Table 5 CEFR levels of IGCSE E2L by skill.....	46
Table 6 Qualitative aspects of spoken language use (CEFR): Common Reference levels.....	50

List of Figures

Figure 1 Stages of TBL Framework.....	39
Figure 2 Student's Gender.....	58
Figure 3 Student's Schedule.....	59
Figure 4 English Learning enjoyment.....	60
Figure 5 Student's motivation when learning English.....	61
Figure 6 English as a useful tool in student's professional life.....	62
Figure 7 Number of out-of-class English practice hours.....	63
Figure 8 The skill of preference to practice in class.....	64
Figure 9 Oral production enjoyment in class.....	65
Figure 10 Teacher's frequency of elaboration of oral production activities in class.....	66
Figure 11 Speaking activities in class.....	67
Figure 12 Teachers preference to enhance oral production in class.....	68
Figure 13 Teacher's innovative activities frequency.....	69
Figure 14 Teacher's activities in class	70

Resumen

APRENDIZAJE BASADO EN TAREAS PARA MEJORAR LAS HABILIDADES DE HABLA EN ESTUDIANTES DE NIVEL INTERMEDIO EN UN INSTITUTO DE INGLÉS EN QUITO-ECUADOR

Autor: Sandra Paola Padilla Recalde

E-mail: sppadillar@gmail.com

El objetivo del proyecto es desarrollar y motivar el uso de estrategias para fomentar la habilidad comunicativa más crucial en los estudiantes: la expresión oral. Debido a la ausencia de estrategias utilizadas con los alumnos para ayudarles a hablar la lengua inglesa, la producción oral se ha convertido en una de las habilidades más difíciles de dominar. Los educadores necesitan más formación, lo que les impide ofrecer a los alumnos más y mejores actividades de expresión oral en general. Desde este punto de vista, los principales objetivos de esta investigación son proponer un método de Aprendizaje Basado en Tareas para mejorar las habilidades de habla y diseñar un cuaderno digital de estrategias de TBL para lograr una producción oral más notable entre los estudiantes. Se aplicaron los tipos de investigación descriptiva y explicativa. Para esta investigación se utilizó el enfoque mixto; de este modo, se consideraron los enfoques de investigación cuantitativo y cualitativo. En este estudio se utilizaron encuestas como instrumentos cuantitativos; estas encuestas se realizaron a los estudiantes inscritos en las clases de nivel medio del Centro de Educación Continua. Por otro lado, sólo se emplearon entrevistas semi-estructuradas como instrumentos cualitativos en esta investigación. Estas entrevistas se realizaron a profesores de la institución estudiada responsables de la enseñanza en el mismo nivel. De acuerdo con la encuesta realizada a los alumnos, la mayoría coincidió en que el desarrollo de sus habilidades orales era preferida a otras. Porque la mayoría de ellos son profesionales o estudiantes universitarios que esperan utilizar el inglés profesionalmente. La mayoría de los alumnos opinaba que debían aplicarse actividades de TBL, porque éstas mejorarán en su mayor parte la producción oral de los alumnos. Sin embargo, según los profesores entrevistados, la destreza más difícil de adquirir para sus alumnos es precisamente el habla, y también se percibe como la destreza más difícil de enseñar. Casi el 50% de los profesores no estaban familiarizados con el método de aprendizaje basado en tareas. En consecuencia, el 100% de ellos declaró que no lo utilizaba regularmente en sus aulas. Por este motivo, se creó un folleto digital de Aprendizaje Basado en Tareas que mejora la producción oral de los usuarios. Se presenta de una forma que permite al instructor implementar cada actividad como un proceso metódico y planificado.

Palabras clave: Habilidades de habla, aprendizaje basado en tareas, falta de formación, diseño, mejora, metódico.

Abstract

TASK-BASED LEARNING TO IMPROVE SPEAKING SKILLS ON INTERMEDIATE LEVEL STUDENTS AT AN ENGLISH INSTITUTE IN QUITO-ECUADOR

Author: Sandra Paola Padilla Recalde

E-mail: sppadillar@gmail.com

The focus of the project is to develop and motivate the use of strategies to foster students' most crucial communicative skill: speaking. Due to the absence of strategies taught to students to assist them in speaking the English language, oral production has become one of the most challenging abilities to master. Educators need more training, which prevents them from providing learners with more and better speaking activities overall. From this point of view, the main objectives of this investigation are to propose a Task-based Learning method for improving speaking skills and design a digital booklet of TBL strategies for more outstanding oral production among students. Descriptive and explanatory types of research were applied. The mixed approach was used for this investigation; in this manner, both quantitative and qualitative research approaches were considered. Surveys were used as the quantitative instruments in this study; these surveys were conducted on students enrolled in intermediate-level classes at Centro de Educación Continua. On the other hand, only semi-structured interviews were employed as the qualitative instruments in this research. These interviews were conducted with teachers at the studied institution responsible for teaching at the same level. According to the survey administered to pupils, the majority concurred that developing their speaking skills was preferable to others. Because the majority of them are professionals or college students who expect to be able to utilize English professionally. Most of the students felt that TBL activities should be applied, for the reason that these will improve students' oral production for the most part. However, according to the teachers interviewed, the most challenging skill for their students to acquire is precisely speaking, and it is also perceived as the most difficult skill to teach. Almost 50% percent of instructors were unfamiliar with the Task-based learning method. Consequently, 100% of them stated they did not use it regularly in their classrooms. For this reason, a Task-based Learning digital booklet was created that enhances students' oral production. It is presented in a way that allows the instructor to implement each activity as a methodical, planned process.

Keywords: Speaking skills, Task-based Learning, lack of training, design, enhancement, methodical.

CHAPTER I THE PROBLEM

1.1 Introduction

English is one of the world's most broadly spoken languages; it is not only used by those who live in a place where English is the native language but also by many others. Because English is so widely spoken, it has often been referred to as a "world language", the lingua franca of the modern era (Graddol, 1997), and while it is not an official language in most countries, it is currently the language most often taught as a foreign language (Crystal, 2003). Therefore, this language enormously influences peoples' lives; Ecuadorians are not excluded from this phenomenon. Some Ministries and Institutions are involved in developing improved English Curriculums to ease this language learning process for students.

Thus, Task-Based Learning was used as the approach that lets the researcher develop and implement techniques and strategies that enhance students' work in different group tasks, problem resolutions, leadership, and collaborative ideas among them. These techniques and strategies also enhanced students to use their speaking skills in a larger and better way, helping them improve their confidence as they produce the language. On the other hand, teachers will also benefit from this research since they can prepare and organize their classes to enrich students' motivation in their learning process.

This research is focused on a diagnosis based on surveys centered on questionnaires, which helped the researcher have an overall idea of what the situation is in the location; then it was essential to investigate a focal literature review to have a base supporting this research, after that, the researcher acquired, analyzed and interpreted substantial student – teacher qualitative and quantitative data for the subsequent elaboration of the correspondent proposal, which includes strategies to improve the student's learning process as well as the teachers teaching process. Finally, this study provides conclusions and recommendations about using the Task-Based Learning approach in class.

1.2 Problem Description

There is a great necessity to interact and communicate with others; the reasons may extend to financial, economic, professional, social, etc. Consequently, English has become the most essential language for achieving personal objectives since it serves to communicate among humans from varied knowledge domains. It has become one of the primary disciplines taught in the majority of educational institutions around the world. However, students' low level of oral production is still consistent (EF, 2020).

According to the English Proficiency Index 2020, hundreds of millions of children worldwide learn English in school. In most countries, English language instruction begins in elementary school and continues at least through the end of high school. Numerous nations incorporate an English language evaluation into their high school graduation or university admission tests. These examinations are generally prepared by teachers in each country and calibrated to measure the information and skills taught in each country's curriculum. Although the findings of these examinations are important for educators assessing English proficiency trends within a particular country, their applicability as international examinations is limited.

The Common European Framework (CERF) has established the factors students must complete to achieve from A1 to C2 level. English has been taught as a foreign language in most countries where the mother tongue is dissimilar. Unlike others, the English language is part of the curriculum in Europe. As stated in EF English Proficiency Index (2020), the report establishes that:

Europe has the highest English proficiency of any region by a wide margin, even more so if only EU and Schengen Area countries are included in the regional average. This success reflects decades of effort by national education ministries and the EU to promote multilingualism. Fast and easy communication strengthens ties between Europeans, as does student exchange, travel, and transnational work. Even as growing nationalism challenges the EU project, the opposing forces of European cohesion appear robust. On the same page, the countries with the highest English proficiency in Europe are clustered

in Scandinavia. School systems in these countries employ several key strategies, including an early focus on communication skills, daily exposure to English both in and outside the classroom, and career-specific language instruction in the final years of study, whether that is vocational school or university. The EU's robust data collection and information sharing network has been helpful in spreading best practices between member countries. (EF EPI, 2020, p. 22)

This shows how vital it is for governments, ministries, and institutions to study different ways of development concerning English acquaintance.

Latin America, on the other hand, ranks below the world average in the EF English First English Proficiency Index (EF EPI) in all age groups. In Latin America, the most significant disparity is found in the 18-20 age group, as the region is 3.8 points below the world average. The smallest gap is found in the group of individuals aged 40 or older, where Latin America is 2.34 points below the world average. These gaps are a strong indicator that the education systems in Latin America's performance in English language teaching are substantially lower than those in Asia and Europe (EF English First, 2016).

As reported by EF English Proficiency Index 2020, Ecuador is ranked 93rd out of 100 countries. It means Ecuador has a shallow English proficiency level. Then, as teachers try to change this, oral production becomes one of the most difficult skills to accomplish due to the lack of implementation of techniques that help students speak the English language. Educators are not adequately trained to provide students with more and better speaking activities overall. That is to say, most of the time, teachers do not have enough resources to achieve their objectives in class. For this reason, teachers do not invest enough time in developing exciting and innovative activities that can enhance students' oral production, not only among students but also among their teachers. Parallel to that, some educators do not encourage their students enough to speak in the classroom or front of people.

It is vital to consider that Ecuadorian high school students must graduate with an A2 or B1 level, allowing them to advance to any university in the region. However, the Universities function differently. Some have English as a subject in their curriculum. This means that each student has to take English as a requirement to graduate or get an international certificate with the required score to validate their knowledge. Other universities do not have English in their curriculum, but have it as a graduation requirement, which implies that the student at a certain level must demonstrate that he/she knows this language through an international certificate to continue with his/her studies and graduate; this shows how important and relevant it is to improve the English learning process in Ecuador including the learners speaking skills.

As stated by Cronquist & Fiszbein (2017) in the report “El Aprendizaje del Inglés en América Latina” in Quito, there were 300 English Institutions in the year 2014, in contrast to 2004, when only 50 existed. The effort to improve is real, but the conditions are not promising. Therefore, as teachers are not well trained to teach their classes, students have to deal with a lack of confidence and shyness when speaking the English language, they do not feel confident when speaking English in public because teachers do not provide an improved environment for them; an environment which benefits pupils in this matter.

This study is focused on Intermediate level students and teachers at Centro de Educación Continua in Quito – Ecuador (CEC-EPN) in a period time of 10 months in the year 2021-2022, a study in which is taken into consideration student’s difficulties at the time of producing the English Language, such as their fear of making mistakes, lack of self-confidence at the time of using grammar and their intelligibility skills, since in a standard classroom there is not enough oral production among students. These difficulties among pupils were established by the instructor’s observation throughout the years and by considering the results of students’ oral exams, which are taken three times in the extension of two months.

Teachers are responsible for letting their pupils know that making mistakes is part of the learning process and should see these difficulties as usual. Educators are the ones who must encourage and motivate students so that they feel comfortable as well as remain assertive when

working in groups or in pairs; encouraging oral production will undoubtedly improve their leadership skills, as well as solve problems collaboratively.

In essence, students need to be directed by prepared teachers to feel more confident and leave their shyness aside when speaking. This research opens the opportunity to respond to the questions:

- Which Task-Based Learning strategies and techniques are more effective to enhance students' ability to speak English?
- What is the relationship between Task-Based Learning and the English-speaking skill in intermediate-level students at CEC-EPN?

1.3 Objectives

1.3.1 General Objective

To propose the Task-Based Learning method in the improvement of speaking skills of Intermediate level students at an English Institute in Quito – Ecuador 2021 - 2022.

1.3.2 Specific Objectives

- To establish theoretical foundations connected to Task-Based learning for the enhancement of speaking skills.
- To diagnose the employed strategies in Centro de Educación Continua de la Escuela Politécnica Nacional for the improvement of oral production in students.
- To design a digital booklet of TBL strategies for greater oral production among students.

1.4 Justification

The current research work pursues to find effective ways to contribute to the development of oral production in class. As the teacher's goal is to let the students acquire knowledge about the grammar field, they also look for the proper way to enhance learners' oral production to gain enough tools that support students to continue developing their professional careers and labor lives. Teachers agree that students have superior oral production outcomes when they have a common goal when they work in groups with their peers since they cooperate to achieve a particular task. The teachers' job is to let students know that the main goal is focused on their participation other than the proper language accuracy.

This study seeks to have a positive impact on providing practical and pertinent solutions to the difficulties presented for students as well as teachers that appear to be expected in classrooms, responding to the improvement of the learners speaking skills by encouraging the enlargement of the educational quality, taking into account the responsibility pointed to students along with as teachers and the institution so that the objective of improving oral production gets fulfilled.

Positive results on using Task-Based learning to enhance speaking skills in students are shown and proven. This study, in particular, may be considered a boundless one for the reason that it had the effect of providing a suitable and effective solution to obtain favorable results, both for students and teachers as well as for the institution, which seeks to encourage the improvement of educational quality, taking into account the competence provided to the student to be involved in the learning process and to observe its significant impact on learning and producing a new oral language.

To practice a foreign language such as English, it is essential to employ methodologies based on the development of the numerous abilities that comprise this language, particularly the speaking skill, which is perceived as the hardest to acquire and achieve. Considering that mastery of the English language is of the utmost importance for students who aspire to succeed in such a competitive world, this work has served to inform teachers of a different way to focus and strengthen learning, thereby empowering students to become productive members of society who are competent in any field.

The key beneficiaries of this inquiry are intermediate-level students at CEC-EPN who want to learn the English language and improve their speaking skills. Furthermore, CEC-EPN Intermediate level teachers will broaden their teaching abilities to meet students' basic linguistic needs. CEC-EPN Institute will eventually gain more prepared educators who will improve their pupils' oral production, among other skills. It can be incorporated into the various English levels taught at CEC-EPN, from beginner to academic levels. It can be pushed in any other educational setting because it uses TBL strategies that support the development of oral production. Therefore, all of the instructors and students at this institution and the various educational institutions across the nation that seek to implement this idea are indirect beneficiaries of this investigation.

CHAPTER II REFERENTIAL FRAMEWORK

2.1 Theoretical Framework

This chapter will analyze the learning theories and strategies that led to this investigation's realization to examine the problem exposed in the previous chapter.

2.1.1 Learning Theories on Foreign Language

First of all, it is significant to explain that educators can use three educational learning theories to enhance their classroom pupils effectively and improve the learning environment for all students. Teachers who are aware of these beliefs can better relate to all types of students and use a variety of learning approaches to reach a wide diversity of learners, resulting in instruction tailored to each individual's needs and abilities.

2.1.1.1 Constructivism.

Constructivism is widely recognized as a significant learning theory educators apply to help students learn. In addition, it is based on the notion that individuals actively build or make their own knowledge and that the learner's experience shapes their reality. Learners use their past knowledge as a foundation and construct new information upon it. Consequently, each individual's own experiences shape their learning. Therefore, teachers must seize constructivism since it affects how all students learn since they bring their own unique experiences to the classroom. Consequently, their prior knowledge and experience impact their ability to learn (Western Governors University [WGU], 2020). Teachers must consider the fact that students shall have attained previous life learning experiences, which will aid instructors in assembling knowledge from those experiences.

Essentially, the ideas of Constructivism theory are congealed through the utilization of Bloom's taxonomy, High Order Thinking, and Dynamic Learning techniques. Higher-order philosophy is a teaching technique that emphasizes critical thinking abilities. When addressing problems, communication between cognitive processes, metacognition, and understanding serves a purpose other than simply remembering data. This includes students completing tasks and reflecting on what they are doing (Sarbah, 2020). Therefore, post-positivists grant the credibility of both quantitative and qualitative methodologies and suggest that the researcher's hypothesis, theories, as well as values can influence what is observed.

2.1.1.2 Humanism.

Even though this theory would be as logical to use in classrooms as any other theory that involves tolerance and humanitarian approaches, teachers do not always acknowledge the importance of those and how relevant they are to students' well-being inside the classrooms.

Humanism is established as a psychological approach that focuses on human issues, interests, values, and dignity. According to supporters of this theory, the learning process must originate and lead to humans themselves. This humanistic approach is the most abstract of the learning modalities, being closer to the philosophical world than the world of education. Although this theory emphasizes the "content" of the learning process, it is more concerned with teaching and learning in its most ideal form. In other words, this theory is more concerned with the idea of learning in its purest form than learning as it is. Naturally, because this theory is so eclectic, any approach can be used as long as the goal of humanizing humans (achieving self-actualization) is fulfilled (Muhajirah, 2020).

2.1.1.3 Post-Positivism.

This research paradigm stresses deductive logic, in supporting theory formation, based on the notion that most knowledge is conjectural. Post-positivism recognizes the surveys, sociological or psychological trials (where the findings must be inferred from other events), and visible human behavior as valid sources of information. Additionally, Post-positivism is widely used to describe

a research process in which enormous volumes of qualitative data are categorized to produce quantitative data that can be studied using statistical methods since it has a broader definition of data acceptability than positivism (Dwivedi et al., 2009). Therefore, post-positivists accept both quantitative and qualitative methods as viable techniques and defend the notion that the researcher's theories, hypotheses, and values might affect the results of his or her observations.

2.2 Backgrounds

Speaking in a non-native language could be overwhelming for students; working in pairs or groups can end up being a big challenge for them, especially if they do not feel they are adequately learning the language. Through the use of Task-Based Learning, students can sense an improvement in their speaking skills, for the reason that it is based on group activities that will lead them to work with their peers and not feel ashamed of their grammar or pronunciation mistakes, learning from others and interacting between students, they can get the results they wish for.

Forero & Hernández (2012), introduced an investigation labeled “Task-Based Learning as a methodological approach to improve intelligibility in vocal sound pronunciation of English as a foreign language in the University Libre of Colombia”. It established that the most severe difficulty in learning English as a foreign language lies in oral production since students do not have appropriate instruction regarding this topic. It was vital to take into consideration the student's interests and the class sessions with a view of applying the task-based approach, which was ideal to favor the students' participation and integration in the class; moreover, it was corroborated that some tasks enabled the collaborative learning among students, as it was witnessed that more knowledgeable students at the linguistic level were able to correct the inaccurate statements of their classmates (Lara, 2018).

Rey (2014), obtained a Master's degree in Education at the University of Valladolid; her study showed that through group work, pupils achieved the goal set by performing a series of subtasks using the English language to communicate. This way, students were motivated and encouraged to learn and participate, at the same time as their communicative abilities increased.

“The implementation of a proposal embracing the Task Based Approach (TBA) is highly motivating for the student and is that motivation one of the most important elements for learning to occur ” (Lara, 2018, p. 12). The use of this approach, together with group work, raises students’ interactions and relationships, which will have a positive effect in terms of self-confidence.

In the study “The use of Task-Based Learning in the speaking development and oral production of the English language in students of Segundo de Bachillerato at Unidad Educativa Mayor Ambato, Ambato city, Tungurahua province.” by Naranjo (2015), the central objective was to determine the influence of Task-Based Learning in the speaking growth and oral production of the English language in students of Segundo de Bachillerato at Unidad 13 Educativa Mayor Ambato. The author used a study field in which the techniques used were surveys and questionnaires. The outcome was that “The use of Task-Based Learning is limited, and teachers do not know how to apply tasks appropriately to enhance their students’ speaking skills inside the classroom” (Lara, 2018).

Educators should be the principal tool to motivate students to achieve their speaking goals; in addition, teachers must be prepared with innovative activities and tasks that can help students overcome their fears and insecurities when producing the language; one of the most significant features of these activities is that they need to be enjoyable to accomplish as well as educational. “Oral production is a process not only of pronunciation but also of being self-assured that errors are irrelevant and being interactive is the goal, to begin with, speaking skills” (Puteri et al., 2019). Interaction is vital to create a secure and exciting environment among students.

A theory that can also support the oral production of students can be Connectivism since it dramatically relies on technological tools. According to this theory, it is the responsibility of the educator to assist students in taking charge of their own education and personal growth. To put it in other words, it is up to the learner to design their own learning experience, make decisions, and develop their learning environments (Western Governors University, 2021). Nowadays, the digital age is not the future but the present, and it is significant for learners to be in contact with technology, using tools that can enhance them to work in groups, ask each other's opinions about a task, and collaborate among them.

Undoubtedly, teachers have a major effect on students when it comes to fluency since they are in charge of creating a comfortable environment for their pupils. Teachers must focus on student's needs, experiences, and interests to draw their attention to the tasks to be carried out; this will also help improve the accuracy level of students at the time of production because they will be engaged and will make more effort not to make grammar mistakes in front of their peers. "Once learners are convinced that they can communicate in a second language, afterward comes accuracy and corrections when needed" (Molina & Briesmaster, 2017). For instance, adapting Task-Based Learning strategies in the classroom allows students to use their creativity, enhance their leadership skills, count on each other to solve problems, and enable their oral production more effectively.

All the research studies mentioned above are a good foundation for this investigation as they all focus on how Task-Based Learning boosts students' speaking skills. It is evident that Task-Based learning benefits learners in improving their oral production. This approach enhances students' communication ability since it is based on tasks that make students have a common goal and enriches group work. Additionally, it was proved that these types of tasks facilitate cooperative learning among students because it helped them overcome fear and shyness, as it was also proven that students' grammar, pronunciation, vocabulary, fluency, and interaction with others amplified.

2.2.1 Methodological Approaches (Historical Background)

Throughout the years, there have been numerous methods and approaches have developed in various historical contexts, focused on various social and educational requirements, and had diverse theoretical considerations (Hu, 2001). Consequently, to implement them successfully in the classrooms, instructors should consider certain features concerning students, for example, their identity, communicative requirements, the current level of language proficiency, and the settings in which they will produce English once they have acquired it. Therefore, no single method or approach can guarantee successful results (Lara, 2018).

Moreover, it is significant to mention that there is a fragile line between the concept of method and approach for the reason that Method is how a task is achieved. On the other hand, Approach, as the name implies, is the way a task is approached. Under these ideas, Hasa (2016) mentioned that the Method could be selected after the approach has been decided, however, an Approach has to be decided before selecting the Method.

Over the years, more than 20 methods and approaches have been studied by teachers and applied in their classrooms in the hopes of obtaining better and more successful results in terms of improving their learners' teaching environment and enhancing motivation among them. In the following Table 1, there will be explained some of them with important characteristics and referents:

Table 1

Condensed review of historically important Methods and Approaches

Method/Approach	Promoter	Principal Feature	Teacher's Role	Student's Role
Grammar Translation Method	Karl Plotz	Deductive command of grammatical rules and lexicon through the mother tongue.	Authority	Passive Role
The Audio-lingual Method	Charles Carpenter Fries	Drills in grammar usage, with emphasis on pronunciation.	Controls students' behavior	Imitators
Suggestopedia	Georgi Lozanov	Encouraging pupils to learn a foreign language, while creating a welcoming and engaging environment.	Creates an easy environment to learn	Speak and interact in the target language, no interruptions or corrections
Natural Approach	Stephen Krashen / Tracy Terrell	Simulating natural language development through exposure and communication.	Guide	Active role

Structural Approach	Kripa Gautam	Grammar rules should be learnt in a precise order, one at a time.	Organizes information to be taught	Active role
Total Physical Response	James Asher	Gestures, mimics, and spoken vocabulary are used to teach language.	Active and direct	Listener and performer
Flipped classroom	Jonathan Bergmann & Aaron Sams	Direct instruction transitions out of a group learning environment to an individual learning environment.	Facilitator	Active Role / in control of their own learning process
Gamification	Deterding, S., Dixon, D., Khaled, R., & Nacke, L.	Using game mechanics, aesthetics, and game thinking to enhance learning and problem-solving.	Selector of games & facilitator	Active Role/ Exercise their imagination
Task-based Learning	Rod Ellis	Students accomplish real-world tasks in the target language.	Moderator	Solve problems
Communicative Language Teaching	Noam Chomsky	Effectively teaching a second language by emphasizing engagement and conversation.	Facilitators	Interact with each other

Resource: Larsen-Freeman, Anderson (2013). Miller (2013). Bolen (2014). Roles in a Flipped Classroom: Teachers & Students (2017)

Author: Padilla, S (2022)

Two methodologies will be explored to accomplish the objectives of this study. First, Task-based Learning will be described as the primary method and foremost pillar of this research work. Consequently, Communicative Language Teaching will be explained to complement the previous approach to explain the theoretical aspect of this research.

2.3 Task-Based Learning (TBL)

Over the years, TBL has gained significant popularity and has been suggested as a future direction in ELT (Ruso, 1999). The definitions of various influential specialists, Prabhu (1987), Nunan (1989), and Willis (1996), are provided in the chronological sequence below:

Prabhu is considered the first significant individual in the evolution of TBL, for the reason that he brought awareness of the TBL approach into the world of English Language Teaching (Ruso, 1999). A task is defined as "an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process" (Prabhu, 1987, p. 24).

In addition to Prabhu, Nunan (1989) uses the term 'task' rather than 'activity'. He describes a task as "a piece of classroom work that requires students to comprehend, manipulate, produce, or engage in the target language while focusing primarily on meaning as opposed to form" (p.10). According to Nunan, by the use of TBL, students might focus more on the meaning rather than on language structure.

Another important figure in the development of TBL is Willis (1996). As claimed by Willis (1996), "tasks are always activities in which the target language is used for a communicative purpose (goal) in order to obtain a result" (p.23). Consequently, she explains that TBL strategies in which tasks are the primary emphasis of the lesson inside a supportive structure. She holds that "the aim of tasks is to create a real purpose for language use and to provide a natural context for language study" (p.1).

Therefore, TBL is an approach recognized by many for its capacity to enhance learners toward the use of authentic and effective communication. Not only that but also the improvement of leadership skills and group work since students must fulfill certain tasks together. Task-Based Learning proposes using meaningful tasks to improve language instruction. The communicative endeavor enables engaging students' interaction, using their creativity within their own contexts

and emphasizing communicating meanings rather than studying their structures. In this setting, instruction will emphasize language comprehension abilities and give students the opportunity to convey ideas and negotiate meanings through language (Nunan, 2004).

2.3.1 TBL as a Learner-Centered Approach

A Learner-centered approach builds on the learner's knowledge, analyzing their needs and interests and choosing resources, activities, and tasks accordingly. In TBL, facilitators and students are encouraged to negotiate at all phases. Learning is considered a team endeavor. Any strategy must take into account the circumstances in which it will be implemented and, as a result, the possible responses of the learners. Facilitators will need to negotiate with learners if the proposed methodology is unfamiliar or met with apprehension to ensure that they are motivated and excited to learn in this manner (Winnefeld, 2013). Then, the learners will be partners in the strategy. Facilitators must therefore consider the learning context in which they are working and manage new techniques with sensitivity (Curran, 2006).

Consequently, TBL has had an enormous impact in the classrooms in the past few decades since it focuses its techniques on the students to be the center and the main characters in the classroom; the teachers are only facilitators and guides.

2.3.1.2 Task.

In the early 1980s, the term “task” was adopted deliberately in applied linguistics. Today, the notion is widely employed in second language curriculum design and second language acquisition research (SLA). Due to the fact that tasks facilitate realistic learning and accelerate acquisition processes, especially when combined with group work, they are an excellent fit for communicative language instruction (Rubdy, 1998). Nunan (1989), stated, “one task is any kind of classroom work involving students in understanding, manipulation, production or interaction in the target language; while their attention is centered on meaning rather than form”.

Based on established academics (Breen, 1984; Prabhu, 1987; Estaire & Zanón, 1990), a task is any language class activity. For others, the term task is limited to a class activity involving interaction in the second language that students could employ outside the classroom. All these definitions and interpretations are valid as long as the primary goal, which is to accomplish the purpose of the task by letting learners develop their knowledge by interacting with each other, is fulfilled.

According to Willis (2000), tasks are language exercises that allow learners to concentrate on using language to generate their own meanings, utilizing words and expressions they can recall, and then improving and building upon that language as the task cycle unfolds. To reiterate, once students realize they can accomplish the assignment objectives despite their incomplete English acquisition, they might gather confidence along with motivation and improve their communication skills; a learning task is an activity without a linguistic goal or objective, but one or more language skills are employed to concretize it; the tasks communicate meaning so that the actual use of the language is applied.

- **Types of Tasks**

Some linguists, including the promoter of TBL (Prabhu) have categorized the tasks into the following:

- **Problem-solving activity:** "Problem-solving is thinking in relation to some task whose situation is not immediately obvious to the task performer" (Soden, 1994, pp.15-28). Brown (2001) defines problem-solving as "an activity involving specified problem and limitations of means to resolve it; it requires cooperation on the part of participants in small or large groups" (p. 135).
- **Information-gap activity:** In an information/opinion gap activity, each learner in a pair or group holds incomplete or distinct information from their peers. The task requires communicating information/opinions that the other person did not previously have. An

example of an information-gap activity is pair work, in which each participant receives a piece of information and attempts to transfer it orally to the other (Prabhu, 1987).

- **Opinion-gap activity:** An opinion-gap activity involves "identifying and articulating a personal preference, feeling, or attitude in response to a given situation" (Prabhu, 1987, p. 47).
- **Reasoning-gap activity:** A reasoning-gap activity demands obtaining new knowledge from provided information by inference, deduction, practical reasoning, or the recognition of connections or patterns (Prabhu, 1987).

In contrast, Willis (1996) differentiates between Closed and Open tasks. They are significantly classified based on their purpose since language use is encouraged among students. Although they are aware of their particular objectives, interaction is a natural outcome of this situation and must be encouraged to be done in the target language. Next, there will be an explanation of Open and Closed tasks:

- **Open Tasks**

These are tasks in which the purpose is not as specific as in closed tasks; this means that the students can complete the activities with a certain degree of freedom in terms of outcome measurement. Examples of this type of assignment include viewpoint comparisons and stories on a particular topic (Willis, 1996). As examples, the following:

- Comparisons:

All forms of comparisons between similar items from different perspectives; connecting specific points; identifying similarities or things in common; identifying differences. Comparison activities might be based on two texts or images that are fairly similar (a famous example is "Spot the Differences"), or on places, events, etc., that students are familiar with. Additionally, students

can compare their own work to that of another student, another couple, or another group (Woodward, 2001). Examples:

- Make a comparison of your list of possible 20th-century icons with your partner's list. Do you have any people in common? Explain to each other why you chose them. What reasons did you both have? Finally, agree on five people you both admire.
- Tell your picture story to another group/pair and listen to theirs. Compare your stories – make a list of similarities and differences

➤ Making lists:

Creating them generates a tremendous amount of conversation and exchange inside the groups: brainstorming and information gathering. The outcome is a comprehensive list or potentially a chart (Willis, 1996). Examples:

- In pairs, agree on a list of four or five renowned people from the 20th century and provide at least one argument for each person's consideration;
- Can you recall your partner's busiest day? Create a list of the things he/she did on your own. Then, check with your partner. Are there any items that you forgot?

➤ Troubleshooting:

To think and resolve various problems at various levels. Frequently, textbooks feature exercises based on everyday issues, such as pollution, relationships, and noisy neighbors. Occasionally, problem-solving exercises are completed too rapidly, and students agree on the first solution that occurs to them, using minimal vocabulary (Willis, 1996), e.g., 'Noisy neighbors? OK – so call the police'. The instructions for the town center traffic issue in the following example include five or six methods for developing more complex interactions. Which of these methods could you implement in your classes? Example:

→ Consider a city center where traffic is overwhelming. Consider three alternative solutions to this problem in pairs. Describe the benefits and drawbacks of each alternative. Determine which solution is the most affordable, the most inventive, and the most environmentally friendly. Share your decisions with another couple/group/the rest of the class, and discuss with them the best alternative to propose to the local administration.

➤ Storytelling / Sharing personal experiences:

These exercises enable students to share their thoughts and experiences in order to complete the assignment. Activities that ask students to recollect their personal experiences and share stories are beneficial because they provide students the opportunity to talk for more extended and sustained periods of time. Furthermore, that is a common practice in the real world. However, the directions for activities in which students are encouraged to connect ideas from their personal experiences are frequently ambiguous and open-ended. Generally, educators must add a specific objective, provide more exact instructions, and delineate obvious completion points in order to foster greater participation (Woodward, 2001).

- **Closed Tasks**

These tasks are well-structured and have distinct targets and objectives (Willis, 1996). For instance, pair work may be used to solve a puzzle or riddle. There are various forms of filling tasks, such as information gap tasks and filling the information tasks, which are sometimes referred to and based on how the information was organized in the task, that is, divided information tasks or shared information tasks. Furthermore, there are reciprocal and non-reciprocal tasks, that is, activities that require or do not require interaction to conclude. The tasks can be labeled according to the type of activity they require of the trainee, such as role-play and decision-making tasks, and according to the linguistic capacity on which teachers focus, such as tasks of auditory comprehension and tasks of written output (Svalberg, 2007). A negative sight of these tasks is that the assignments tend to lose their fundamental purpose and become more like isolated language-

focused exercises. Willis (1996) offers a different pedagogical categorization of tasks based on the analysis. The tasks can be:

➤ Sort and Classify:

Arrange the data in an organized or chronological order; categorize the data according to various criteria; group the data into categories or organize it under certain headings. Classify the information without specifying the categories beforehand (Willis, 1996). Examples:

- Examine your list of famous people in pairs. Who will most likely remain popular and become an icon of the 20th century? Order them from most to least popular, and be prepared to defend your selection to another pair.
- Take a look at the four images. They are jumbled up. Collaborate in pairs. Put the four photographs in the correct order to tell a story. Prepare to tell another couple your story.

➤ Matching:

Pupils pair captions/texts/recorded samples with visuals; brief notes or headlines with lengthy texts (Willis, 1996), e.g., news items. Examples:

- Read the sentences and look at the photographs, which are all about a famous person who is not named. Match the text to the image. After that, please speak with your partner and explain how you were able to match them. Explain how you did it to the class.
- A thru D are the four headlines. To each headline, match two pieces of information (numbered 1–8). Explain what you did to your partner. What clues did you come across? Have you used the same clues?

➤ Projects:

This activity is about working in groups to design a project according to instructions. Students can combine tasks.

Table 2*Taxonomy of task types*

Task types	Examples of specific tasks
Listing	Brainstorming Fact-finding Games based on listing: quizzes, memory and guessing.
Ordering and sorting	Sequencing Ranking ordering Classifying
Comparing and contrasting	Games finding similarities and differences Graphic organizers
Problem-solving tasks	Logic problem prediction
Projects and creative tasks	Newspaper Posters Survey fantasy
Sharing personal experiences	Story telling Anecdotes Reminiscences
Matching	Words and phrases to pictures

Source: Willis and Willis (2007)

Author: Willis (2007)

In contrast to open tasks, which allow for multiple outcomes, closed tasks need a single outcome. Closed tasks, according to research, are more effective in generating meaningful negotiation. A psycholinguistic classification of tasks seeks to create a typology of tasks based on

their language acquisition potential. When diverse characteristics of language use serve as criteria, distinct tasks can be complemented (Pica, Kanagy & Falodun, 1993).

2.3.1.3 Teacher's and Learner's Role in TBL

- **Teacher's Role**

Ellis (2003) mentions the idea that in the process of Task-Based Learning, teachers become managers and facilitators of communicative tasks. In this context, teachers are guidance instead of the authority in the classrooms, who students see as a part of the class and have all the confidence to ask for help if needed.

Additionally, teachers' roles do not consist solely of obtaining prescriptions from others, which are then "applied" in their context. Instead, teachers approach the act of teaching and learning with their own dynamic framework of knowledge and understanding of their own personal, social, cultural, and linguistic content and that of their students. Their experiences, views, ethical ideals, motives, and commitments comprise their knowledge framework and contribute to their position and sense of self as teachers (Scarino 2009). Teachers must have an explicit knowledge of what a task is, as well as the goal and rationale for completing assignments. Creating task materials enables teachers to adapt assignments to students' competence levels (Schaijick, 2016).

- **Learner's Role**

The role of the learner focuses initially on the meaning. The assignment emphasizes the use of language for authentic communication. Since the tasks are focused on the students' requirements, interests, and goals, they can play an active role in the planning of activities (Scarino, 2009).

These assignments urge pupils to utilize all of their linguistic resources as opposed to just a few. The language studied is determined by the needs of the pupils, who also determine the language assumed in the classroom. Students integrate the four linguistic competencies.

Participation in the completion of activities accommodates multiple learning methods. Students actively acquire both fluency and grammatical accuracy (Willis & Willis, 2000).

Therefore, other methods and approaches can be combined with TBL. While the learners are identifying which strategies to use within the task, they will perform the activities together, interacting and communicating. Meanwhile the teacher reviews and analyzes the patterns of the language usage.

2.3.1.4 Stages of TBL.

Willis (further explained in Willis, J., 1996b) is a frequently cited and utilized model by classroom teachers and teacher-researchers because of its practicality and simplicity. This section reproduces Willis's framework, which consists of three major stages: pre-task, the task cycle, and language focus, which Willis (1996) explained as:

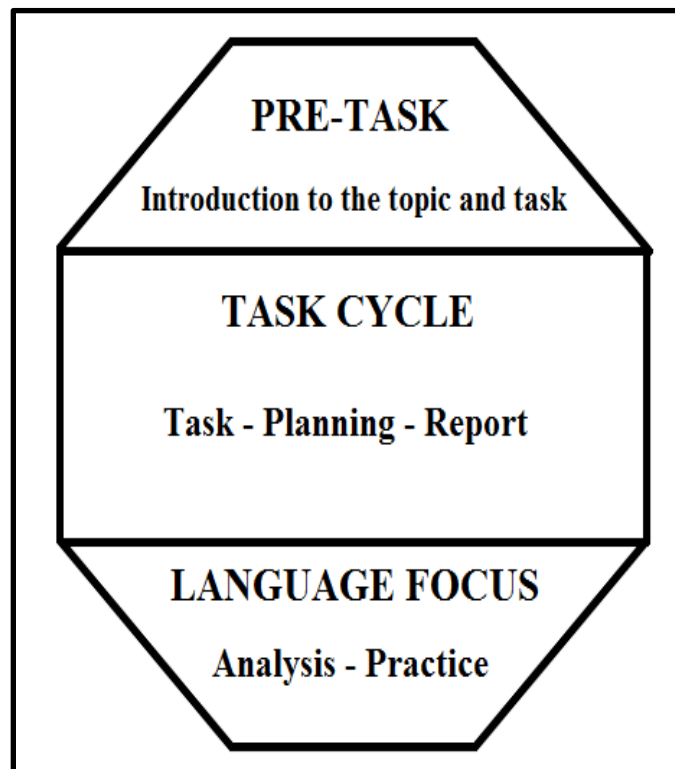


Figure 1: Stages of TBL framework
Source: Willis (1996)
Author: Padilla, S (2022)

- **Pre - task Stage**

First of all, the teacher establishes and describes the topic, employs exercises that assist students to remember useful key terms and phrases, verifies that students comprehend the task's directions, and may play a recording of others performing a similar task. Meanwhile, students extract and take notes of key phrases and words. Finally, they may be given a few minutes for individual work preparation.

This initial phase provides exposure that assists kids in recalling pertinent words and phrases and recognizing new ones. Preparation time promotes higher-quality language use throughout the task stage (Foster, 1998).

- **Task Cycle Stage**

This stage provides students with practice in the use of language in public and enhances the exposure of other students to spoken or written language. In this stage, Willis (1996) considered three different parts:

- **Task**

While the teacher watches and supports learners, they complete the task in pairs or groups focusing on reading or listening materials.

- **Planning**

Learners assemble what they did and rehearse their oral or written performance; after this is complete, they communicate their findings to the class. Furthermore, the instructor ensures that the report's aim is apparent, serves as a linguistic guide, and assists students in developing their written or oral production.

➤ **Report**

Students submit their oral or written reports to the class orally or visually. In the meantime, the instructor chooses who will speak, ensuring that all students have read their reports. The instructor may then provide brief feedback on content and structure. To build comparisons, the instructor can include a recording of other learners performing a comparable activity. They may be exposed to any type of input and then share their understanding with the group.

● **Language Focus**

This is the final stage in which specific language features of the task, results and work are presented. Feedback on student performance at the reporting stage may also be appropriate at this point. Willis (1996) considered two different parts:

➤ **Analysis**

Students engage in awareness-raising activities to recognize and interpret certain language features from the task text and/or transcript and may also inquire about other features they have observed. On the other hand, the instructor discusses each analysis in class and introduces more helpful words, phrases, and patterns.

➤ **Practice**

The instructor performs confidence-building practice activities after the analysis phase. For example, students practice words, phrases, and patterns from the analysis activities, practice additional aspects that appear in the task text or report stage, and then document functional language in their language notebooks. Students may wish to retry the same or a comparable task with a new partner after this last stage.

With the theoretical context previously illustrated and these practical conceptions in mind, it is essential to appraise some task-based activities that are helpful to undertake in the language classroom. Examples of TBL activities could include:

Table 3
Task-Based Learning Activities

Name	Goal	Features	Outcome
Vacations	To plan a vacation trip	<ul style="list-style-type: none"> · Number of days · Routes · Packing items/documents · Budget 	<ul style="list-style-type: none"> · Present the trip to the class (video / written assignment) · Vote for the best trip's idea · Explain why they chose that/those places
What are you cooking?	To design a 3-course meal	<ul style="list-style-type: none"> · Choose the ingredients to use · Work on the recipe 	<ul style="list-style-type: none"> · Present their menu to the class (appetizer, main course, and dessert) · Vote for their favorite menu · Explain why they like that recipe
Giving directions	To help another person to get to some place	<ul style="list-style-type: none"> · Creating a map of a known place 	<ul style="list-style-type: none"> · Explain to another student how to get somewhere
Current Events	To make a poster of a current event	<ul style="list-style-type: none"> · Students choose a current event from the news · Free talk about it 	<ul style="list-style-type: none"> · Explain the news story · Talk about why it is important · Give an opinion
Plan a class party	To plan an "End of the class party"	<ul style="list-style-type: none"> · Time/date · Location · Snacks and beverages · Budget 	<ul style="list-style-type: none"> · Present their plan to the class · Explain each person's responsibility in the party · Vote for the best party's idea

Resource: (Bolen et al., 2022)
Author: Padilla, S (2022)

2.4 Communicative Language Teaching

In order to convey an idea, it is vital to interact and communicate, for instance, CLT emphasizes transferring meaning, in which the grammatical language is not a priority. As a result, language instruction should be based on the teaching of communication, which includes situational factors that influence how people convey and interpret messages.

According to Rambe (2017), language use, which suggests that language should be taught and utilized as it is, is another essential belief in communicative language education; it contrasts with the alternative viewpoint, referred to as "language usage," which refers to grammatical language. Proponents of CLT argue that language should be taught in the manner native speakers employ while communicating in the real world. Therefore, grammatical incompletions that arise in communication are not recognized as errors but rather as surface structures resulting from the surrounding contexts preserving the deeper structure that the communication partners understand. Despite the 'incomplete forms,' the language used within the scenarios serves the purpose of message delivery and comprehension.

As explained by Richards (2006), people learn language best while utilizing it to accomplish tasks instead of studying how language works and practicing rules. It indicates a reaction to past learning approaches that emphasized the acquisition of grammatical rules but failed to improve the student's oral communication skills. Brown (1994) has an insightful statement regarding this principle, reminding teachers that pupils should be English communicators, not grammarians, and hence should not be exposed to excessive grammar instruction. Richards and Rodgers (2001), provide the following summary of a comprehensive learning theory package in CLT:

- a. Real communication-based activities increase learning.
- b. Activities involving the use of language to accomplish meaningful tasks foster learning.
- c. Meaningful language for the learners facilitates the learning process.

Therefore, Richards and Rodgers (2001), agree that learning activities should be chosen based on how successfully they engage students in meaningful and authentic language use (rather than the entirely mechanical practice of language patterns).

2.4.1 Activities of CLT

According to Richards (2005), CLT has utilized numerous activity styles, including the following:

- **Task-completion activities:** Puzzles, games, map-reading, and other classroom activities that emphasize the use of language resources to accomplish a task.
- **Information-gathering activities:** Students are required to use their language resources to acquire data through student-conducted surveys and interviews.
- **Opinion-sharing activities:** Activities in which students compare values, attitudes, or beliefs, such as a ranking activity in which they list six qualities they might consider when selecting a date or spouse in order of priority.
- **Information-transfer activities:** These activities ask students to transform the information given in one form into another. For instance, students may read instructions on how to get from A to B and then create a map illustrating the route, or they may read information about a subject and then diagram it.
- **Reasoning-gap activities:** These entail the process of extracting new knowledge from given information through inference, practical reasoning, etc. For instance, determining a teacher's schedule based on specified class schedules.
- **Role plays:** Students are assigned characters and must improvise a scenario or conversation based on supplied facts or hints.

2.5 English as a foreign language

Studies on the learning of a second, a third, and a foreign language has expanded as a result of the increased recognition of the importance of multilingualism. The high level of international mobility of people is one of the main causes of this (Barnes, 2005).

Tucker (1998), established that there is a larger number of multilinguals than monolinguals in the world. It is essential to study how bilinguals use their native language while simultaneously acquiring a second, third, or foreign language (Anastassiou & Andreou, 2020).

The study of English by non-native speakers in regions where it is not the primary language is referred to as EFL. Not to be mistaken with the process of studying English in an English-speaking nation is English as a Second Language, often referred to as English as an Additional Language (Nordquist, 2020). English has become a means of international communication and the development of cross-cultural competencies because the majority of schools offer it as their first foreign language (Anastassiou & Andreou, 2020). Consequently, the English language has expanded enormously across the world throughout the years. Schools and Universities try to keep up with this fact by reinforcing learners' English learning experience. The non-English speaking countries have realized the significance of this reality and have made significant efforts to increase their scholars' English proficiency. In addition, they have invested in professionals and devised a variety of approaches and tactics to achieve this progress.

Additionally, it is key to take into consideration the following table 4 and table 5, corresponding to the CEFR of references of languages as well as its levels of International General Certificate of Secondary Education (IGCSE) by skill:

Table 4

Common European Framework of Reference for Languages (CEFR)

Type of Language user	CEFR Level
Proficient User	C2 – Mastery
	C1 – Effective operational proficiency
Independent User	B2 -- Vantage
	B1 -- Threshold
Basic User	A2 -- Waystage
	A1 -- Breakthrough

Source: Cambridge Assessment International Education (2017)

Author: Cambridge Assessment International Education (2017)

Table 5*CEFR levels of IGCSE E2L by skill*

Component Level	Reading	Writing	Listening	Speaking 0511 (count-in speaking)		Speaking 0510 (speaking endorsement)
Grade A	B2	B2	B2	C1	Grade 1	C1
Grade B	B2	B2	B2	B2	Grade 2	B2
Grade C	B2	B2	B2	B2	Grade 3	B1
Grade D	B2	B2	B1	B1	Grade 4	A2
Grade E	B1	B1	A2	B1	Grade 5	A2
Grade F	A2	A2	A2	A2		
Grade G	A2	A2	A2	A2		

Source: Cambridge Assessment International Education (2017)**Author:** Cambridge Assessment International Education (2017)

2.5.1 The four Skills

Today, more than ever, solving the problems of our society requires educational excellence, and our school systems must adapt more effectively to a world in transition. As educators, we can help students make connections between learning with real life and provide them with the skills necessary for future success (Erdoğan, 2019). According to the OECD Learning Framework (2030), the acquisition of knowledge, skills, attitudes, and values that enable people to contribute to and benefit from a sustainable and inclusive future is essential. In the coming years, it will be vital to understand how to set purposeful goals, collaborate with others with diverse viewpoints, discover opportunities, and identify various solutions to major issues. Therefore, education must provide students with the skills necessary to become active, responsible, and involved members of society (OECD, 2018).

Many years ago, education was broadly different from today; those were the times when learners were acknowledged as good students only if they performed well on basic skills such as reading and writing. Fortunately, in actuality, students are being demanded many other different skills in order to have a successful work-life, where critical thinking, solving problems, and communication overall, are vital to compete in the real world.

2.5.1.1 Receptive skills - Reading and Listening.

Receptive language is the ability to respond effectively to the spoken language of others. Most programs designate a section of early intervention to the improvement of receptive language abilities. Early intervention programs utilize different specific terms to describe receptive language programs and have different teaching methods for these skills (Grow & LeBlanc, 2017).

The two recognized receptive skills are listening and reading as of language acquisition and comprehension do not need language production on the part of learners. These are sometimes referred to as acquiescent abilities because of this. However, there is a contrast with speaking and writing, which are productive skills (British Council, n.d.).

In other words, as teachers, it is broadly essential to use techniques that help students hold and apprehend language so they are able to produce it later on. The four skills are intensively connected. Therefore, if one of the skills is being executed, the other three skills are entirely involved in the process.

2.5.1.2 Productive skills - Speaking and Writing.

The productive skills are speaking and writing since learners must produce language when using them; also referred to as active skills, they are contrasted to the receptive skills of listening and reading (British Council, n.d.). Being able to speak and write clearly is important since these are the outward signs of language learning. For this reason, the more evidence we have of the learner's linguistic structure improving, the more suitable and cohesive language the speaker or writer produces (Rhalmi, 2020). These two skills are vital to the progression of knowledge at all stages of its development. As most proficient speakers of a second language are aware, speaking and writing are interrelated.

Even though the productive skills are intended to be performed with great accuracy and complemented with a high level of linguistic forms, as teachers, it is important to remember how these skills may also be fulfilled, despite the fact that grammar is not ideally acquired by learners,

especially in introductory levels. However, students are able to convey meaning, even if they have poor grammar utilization.

2.5.1.2.a Speaking skills.

As explained by Rao (2019), in this period of globalization, there have been significant developments all across the world. People experience these profound changes when they strongly desire to do something. People's desires are satisfied when they share their ideas and opinions with others in a transparent manner. Therefore, students must acquire communication skills in order to achieve their aims, aspirations, and objectives. Communication skills are crucial in today's society, and mastery of these skills is required for success in one's chosen area. Hence, speaking is the most critical of the four language skills for effective communication in today's globalized society. To succeed in their various areas, learners must develop English communication skills due to the global prevalence of the language.

Speaking is a complex and strenuous skill that demands the use of several coordinated processes, and a speaker must almost instantly demonstrate knowledge and ability. Speaking has been largely neglected in second language acquisition, research, instruction, and evaluation. Due to the fact that the core curriculum places a greater emphasis on English language norms, reading, and terminology, it is tough for students to acquire communication skills (Sim & Pop, 2016).

There is a necessity for a variety of speaking tasks that nurture students' autonomy, which can only be achieved through substantial and rigorous oral training. It is believed that discussions in foreign language classrooms are not the result of language learning but rather the context in which learning occurs. A possible scenario could involve the development of conversation exercises based on a list of themes already agreed upon with students. To illustrate, as a warm-up activity, each student will suggest a topic of interest. After establishing the rule of speaking in turns, students should be instructed on helpful conversational routines and interaction strategies (Sim & Pop, 2016).

2.5.1.2.b Speaking sub-skills.

In the report of Binus University English Department (n.d.), among others, there are four important sub-skills that students should develop in their communicative learning process:

- **Fluency:** Corresponds to how comfortable and assured a speaker feels when using English. Long-distance communication demonstrates a high level of fluency when it is possible to understand the other person. It also involves demonstrating a clear connection between ideas. This talent indicates that the listener can follow what another individual says and does not get lost.
- **Vocabulary:** An individual cannot say what he/she wants to convey if they lack the appropriate words. To be a good speaker, it is necessary to expand vocabulary continually. The more relevant terms are used, the better the communication abilities will be. Reading in English and adding any new words to a vocabulary notebook is the most efficient way to increase vocabulary.
- **Grammar:** This sub-skill is important; the fewer errors a person makes; the better communication skills will be. Nevertheless, making errors should not matter when conveying a message. Grammar perfection is not necessary to be a good speaker. However, it is crucial to make sure to acquire a proficiency in the main tenses.
- **Pronunciation:** It is considered a difficult subject with numerous sub-skills that can be refined through practice. The general guideline is that a typical speaker can be understood. A skilled speaker can use pronunciation subskills to emphasize and enhance the communicative effect of their speech. Word and sentence stress, intonation, rhythm, and the use of a language's individual sounds are the sub-skills of pronunciation. Copying is a great technique to practice pronunciation, as well as observing someone with proper pronunciation and attempting to replicate their speech as sharply as possible.

Another clear example of speaking sub-skills is the table below, which was designed by CEFR to evaluate verbal performances. It is aimed at B1 pupils and focuses on many qualitative characteristics of language use:

Table 6

Qualitative aspects of spoken language use (CEFR): Common Reference levels

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
B1	Has a sufficient command of the English language to get by and a vast vocabulary to communicate himself or herself on matters related to job, family, hobbies, interests, and current events.	Employs a set of "routines" and patterns that are regularly utilized and associated with more predictable scenarios with a reasonable level of accuracy.	Can carry on indefinitely, even when pausing for lexicographic and grammatical preparation and correction is obvious, especially throughout extensive periods of autonomous production	Ability to open, sustain, and end basic face-to-face conversations on familiar or personal issues. can paraphrase a portion of what has been said to ensure understanding.	May create a connected, linear sequence of points from a number of shorter, discrete simple pieces.

Source: Common European Framework of References for Languages (2022)

2.5.1.2.c Oral Production.

Lack of speaking practice outside of the classroom is one of the main challenges EFL students encounter in their language learning process. In nations as China, Spain, and Latin America, people have fewer opportunities to hone their oral communication skills because they live in countries where English is not their native tongue (Vaca & Gómez, 2017). EFL students have increased access to written and audio resources outside of the classroom by using textbooks,

and the Internet. Materials such as songs, newspapers, e-books, movies and magazines allow them to practice the four skills.

Unfortunately, it might be challenging for students to pick up conversation partners outside of the classroom to practice speaking their L2. Furthermore, learners' speaking ability is restricted and problematic in EFL classes where there are more students than is ideal for speaking practice and fewer hours per week dedicated to English instruction. (Urrutia & Vega, 2010). Given that they are rarely encouraged to assume active spoken roles and have little communication opportunities, learners usually have unfavorable views toward speaking English (Savaşci, 2014).

Prieto (2007), posited that educators must monitor the following stages when teaching cooperative skills: Learners must realize the value of group work, be aware of the necessary abilities for productive group work in order to understand what is expected of them, practice speech production, and enhance their verbal proficiency. Speakers also apply their experience and linguistic knowledge to create meaningful communication with the listener. It is necessary to recognize that a certain amount of grammar and vocabulary is required and to realize the distinction between knowing a language and applying its oral skills.

In other words, communication is the main goal when learning a language. As teachers want their students to speak as accurately and effectively as possible, students value oral production more than the other three skills. For instance, it is not surprising when instructors sense anxiety or shyness when learners intend to verbally produce an idea. It is the teachers' responsibility to motivate and enhance their pupils at the time of developing an oral activity in order to provide them with a stimulating environment.

2.6 Legal Framework

Once TBL was identified as an approach with a prominent influence on intermediate-level students through this investigation, the employed proposal aims to make oral production a more applicable technique and facilitate the development of this skill. This research topic makes a significant contribution and it is aligned within the lines of research established by UTN, precisely the one related to the "DEVELOPMENT OF ENGLISH COMMUNICATION SKILLS". It is as

well aligned with the National Development Plan through Axis 1: Social, in which objective 2 is “To promote an inclusive and quality education system at all levels and boost the orange economy” (National Development Plan, 2021-2025). One of the ways to promote inclusive and quality education is by the English learning language, as educators it’s vital to make sure the implementation of appropriate strategies that support students to acquire English for them to maintain professional quality in their career fields and let them rise among others because this fact will promote the uplift of our economy. As it is stated in one of the policies in objective 2:

“To ensure equitable access to education, its quality, and students' persistence and completion across all educational levels and delivery methods, with a focus on priority and vulnerable groups” (National Development Plan, 2021-2025). This specific objective is connected with this research work because quality education in Ecuador is facing a slow transition. Nevertheless, this transition is letting teachers become better-prepared professionals. As much as it is a process, studies like this one will improve students' opportunities and stimulate them to complete their studies at all levels. As is established in the research article “Quality of the education in Ecuador. Myth or Reality? (2020):

The quality of education in Ecuador is an issue that has become very relevant, and recently, the substantial change in the structures of the Education System has been defined by the government as a state policy, so the institutions involved in the educational area have had to review their processes, procedures, and evaluations, and at the same time, they have had to plan their restructuring based on the new rules imposed by the competent agencies. (pp. 133-157)

What is more, CEC-EPN supports the development of this study. This study will have a high educational impact for the reason that it intends to give solutions using TBL strategies because of the low English oral production that learners face during their learning process.

CHAPTER III METHODOLOGICAL FRAMEWORK

3.1. Description of the study area / Study group

The study was based on heterogeneous intermediate-level students, approximately 276 men, and women including teenagers who belong to a B1 level. These groups are normally divided into classrooms of approximately 15 – 20 students, and they are separated into groups according to their age. Habitually in the morning schedules, the learners are professionals who require to learn the English language in order to get professional growth or simply for the idea of becoming more successful in their labor lives, as well as university students who pursue engineering careers such as electrical, chemical, mechanical engineering, etc. While in the afternoon schedules, the institution usually takes a heterogeneous group of adolescents between 13-16 years old of both genders. Additionally, the institution offers a night schedule in which the majority of students are adults nearly between 20- 55 years old.

3.2. Research Approach/ Type of Research

In this research work it was applied the **mixed approach** which is a method of conducting research that involves gathering and examining both quantitative and qualitative data in the same investigation (Shorten & Smith, 2017). The application of quantitative and qualitative perspectives, data gathering, analysis, and inference procedures for the general aims of breadth, depth, and confirmation (Almaki, 2016).

Data collection, analysis, and interpretation in mixed methods research all call for deliberate technique mixing. The key term here is "mixed," as connecting or integrating data at the proper point in the research process is a crucial component of the mixed methods approach. (Shorten & Smith, 2017 as cited in Ivankova, 2006).

The use of the Mixed Approach was beneficial as it provided the facility to analyze the quantitative results based on precise measurements of numerical and statistical data delivered to

the intermediate-level students. “Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques” (Hoy & Adams, 2016).

Consequently, the interpretation of that numeric data through the qualitative research method involves exploring and understanding the phenomenon occurring in the study area, which was pointed to the Intermediate level instructors at CEC-EPN. As claimed by Aspers (2019), “qualitative research is multimethod in focus, involving an interpretative, naturalistic approach to its subject matter; researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them”. These instruments granted a clearer perspective of the strategies and activities that are being used in the classrooms by teachers, as well as the acceptance from students towards them. In other words, quantitative data provided a general picture of the research problem, and consequently, the qualitative data polished and explained the vision of the problem.

Furthermore, a **descriptive** type of research was applied. A population, circumstance, or phenomena is intended to be correctly and methodically described through descriptive study. It can respond to inquiries about what, where, when, and how, but not why (McCombes, 2022). It provided significant information about the phenomenon and helped identify the current status of oral production among students. Thus, there was a careful selection of the collected information to measure each variable. This research also applied an **explanatory** type of research. As cited by George & Merkus (2022), “The explanatory method explores why something occurs when limited information is available. It helps increase the understanding of a topic, ascertain how or why a phenomenon is occurring, and predict future occurrences, it is explained as a cause-effect model”.

3.3. Procedures

As mentioned previously, this study applied the mixed approach, in this way quantitative and qualitative methods were contemplated. The quantitative instruments that were applied in order to get information were surveys; these surveys were inquired to intermediate-level students at CEC-EPN. As explained by McCombes (2022), large amounts of data can be collected using

the survey technique, and this data can then be evaluated for trends, averages, and patterns. For the survey applied to this research, were used closed-ended questions in order to obtain better results at the time of interpreting data. Therefore, in quantitative research, closed-ended questions are optimal. They offer quantitative information that may be evaluated to identify patterns, trends, and correlations.

McCombes (2022), also explained that Closed-ended questions give the recipient a list of predetermined responses they may use. Examples of closed-ended questions include:

- A binary response, such as "yes" or "no," or "I agree with you, but..."
- A scale (e.g. a scale with five points ranging from strongly agree to strongly disagree)
- A set of options with just one probable resolution (e.g. age categories)
- A list of options containing numerous suitable answers (e.g. recreational activities)

Thus, the instruments used were questionnaires and were directed to the intermediate-level students at CEC-EPN. In order to learn more about respondents' attitudes, experiences, or opinions, a questionnaire is a series of questions used for this purpose. The gathering of quantitative and/or qualitative data can be achieved with questionnaires (Bhandari, 2022).

On the other hand, the qualitative instruments used in this research were semi-structured interviews; these interviews were applied to instructors who teach intermediate levels. According to Pollock (2019), is a style of interview in which the interviewer only asks a select few predefined questions and the remaining inquiries are not preplanned. As a result, it lets the researcher ask questions that have already been set, however, at the time of the interview, the analyzer is allowed to ask follow-up questions in order to acquire a better perspective of the information that is required.

For these interviews, there were used Open-ended questions which are suitable for qualitative research. For this kind of inquiry, there are no preconceived responses. Respondents may also submit statements in their own words. Although they are most frequently used in interviews, open questions can also be utilized in questionnaires, and they are commonly used as

follow-up questions to elicit more extensive responses to closed-ended questions (McCombes, 2022).

All of these tools combined eased the analysis, interpretation of the data as well as the diagnosis of the employed TBL strategies at CEC-EPN in order to improve oral production in students which is aligned with the second specific objective of this research.

The group of study was around 973 intermediate-level students at Centro de Educación Continua, who were considered in the collection of the sample. This sample oscillated between approximately 276 students, according to the results of the Formula for sample calculation for finite populations. The result is shown in the explanation below:

$$n = \frac{N * Z_{\alpha}^2 * p * q}{d^2 * (N - 1) + Z_{\alpha}^2 * p * q}$$

- N = Total population
- Z_{α} = 1.96 squared (if 95% certainty)
- p = expected proportion (in this case 50% = 0.5)
- q = 1 - p (in this case 1-0.5 = 0.5) 50 %
- d = precision (in this research was used 5% = 0.05)

$$n = \frac{973 * 1.96^2 * 0.5 * 0.5}{0.05^2 * (973 - 1) + 1.96^2 * 0.5 * 0.5} =$$

$$n = \frac{934,4692}{2,43 + 0,9604} = \mathbf{275,62}$$

In contrast, a number of 7 instructors were interviewed, who are Intermediate-level teachers at the institution. The mentioned sample stood for a probabilistic sample, since “it involves a random selection of students allowing to make a strong statistical inference about the entire group” (Base & methods, 2021).

The analysis tool that was applied in this study in order to interpret data was google forms, which was helpful at the time of getting the correspondent pie charts and bar graphs for each question inquired.

3.4. Bioethical considerations

This study is aligned with the research line “Development of English communication skills” and it intends to collect data on TBL strategies used at CEC-EPN intermediate-level classrooms to enhance oral production among students. Under the approval of the Director of the CEC-EPN institution and the Coordinator responsible for the Linguistics department, the Intermediate level instructors responded to the interviews, as well as the students who filled out the survey which was administered during online and presential classes. The surveys and interviews were collected by the teachers who assisted in ensuring the accuracy of the obtained data. Moreover, all the collected information from the instructors and students is completely confidential in order to ensure their integrity. The permission and authorization provided can be found in Appendix 1.

This research also had into consideration the bioethical values in order to accomplish the objectives of this study and obtain the completion of it. It is vital to respect the work of others. What is more, the mandatory consideration of the time they spent doing their research work. Plagiarism was not contemplated in this work, apart from that, it is necessary to make it clear that autonomy is the greatest key we have in order to achieve our goals.

CHAPTER IV RESULTS AND DISCUSSION

4.1 Results

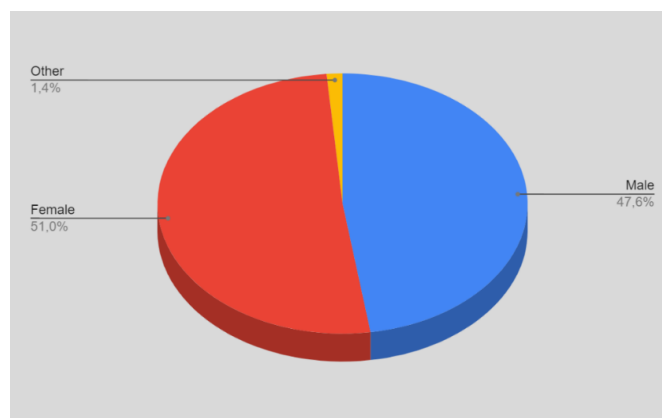
The ongoing investigation was conducted on Intermediate level students along with English instructors who teach that same level at CEC-EPN, who contributed vital data that enabled the study's objectives to be achieved. Questionnaire-based surveys and interviews aided collect quantitative and qualitative data that corroborate the validity and reliability of the results presented in this study. Hence, the gathered data is consistent with the two variables, the study objectives, and the research question, all of which contribute to the solution of the research problem outlined at the outset of this investigation.

In the first section, the statistical results and their respective analyses have been described. In the second section, the material gathered through interviews has been analyzed. Additionally, a full analysis of the cross-referenced information of the two instruments has been completed, allowing for the acquisition of crucial data for the development of a digital booklet. Opening with the quantitative aspect, a questionnaire consisting of thirteen closed-ended questions was developed for the students regarding TBL strategies for English oral production.

4.1.1 Student's Survey

Figure 2

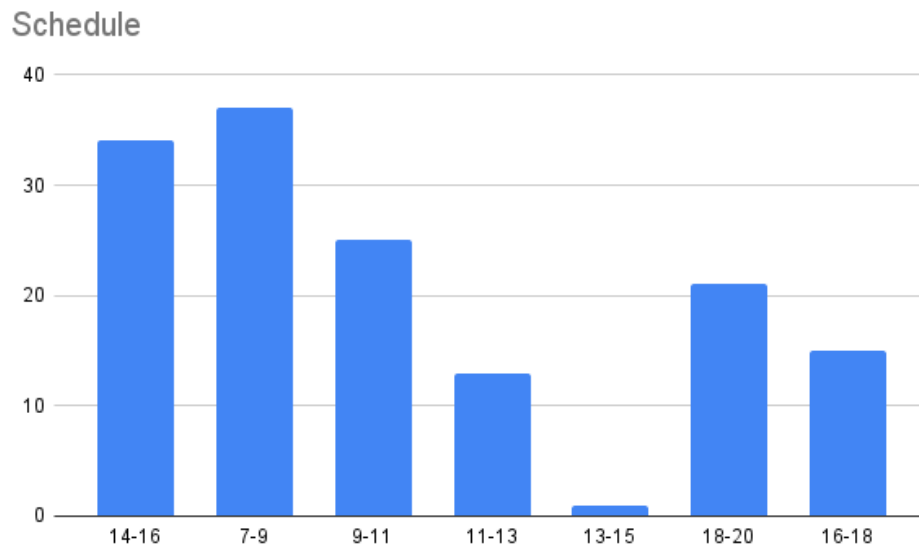
Student's Gender



Source: Intermediate level student's survey (CEC-EPN, 2022)

Figure 3

Student's Schedule



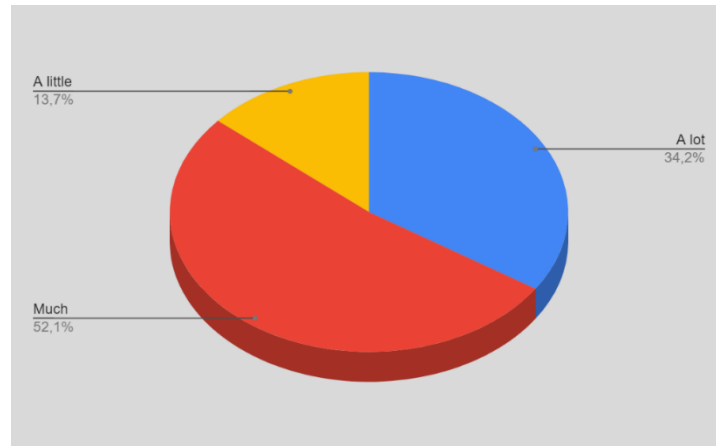
Source: Intermediate level student's survey (CEC-EPN, 2022)

According to the results shown in figures two and three, which refer to the gender and schedules of the respondents, it is essential to note that the purpose of these questions was to obtain important references from the students as well as relate their schedules with other questions to have a clear idea about tendencies. This was done while maintaining their anonymity without affecting the conducted research.

Based on the results, the universe of students is similar regarding their gender, 51% female and 47,6 % male. It was observed that the intermediate schedule students tend to register into the most are 7-9, 14-16, following the schedule from 18-20. During the whole day, the institution holds a large number of students, however, some schedules have become student's preference such as 7-9 am when the institution receives not only younger students but also adults that choose this schedule for the reason that it doesn't overlap with their work timetable. In addition, the 2-4 pm schedule is also considered adequate, because this is a time when youngsters finish their school day and take advantage of their time by studying English at this institution.

Figure 4

English Learning enjoyment

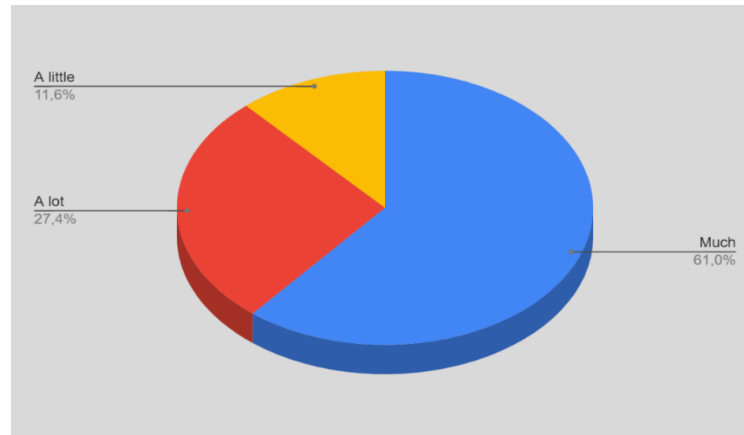


Source: Intermediate level student´s survey (CEC-EPN, 2022)

Concerning the student's English learning enjoyment, it was established that the highest percentage obtained was the option “much” with 52%, by this, it can be said that there is a considerable gap with the option “a lot” which obtained 34%, also there is a small percentage of students who chose the option “a little” with 13,7%. Based on the results, it is demonstrated that a larger number of students enjoy learning the language in contrast with a smaller percentage. These results are essential when considering how students approach their learning enjoyment, along with how teachers have influenced previous learning experiences.

Figure 5

Student's motivation when learning English

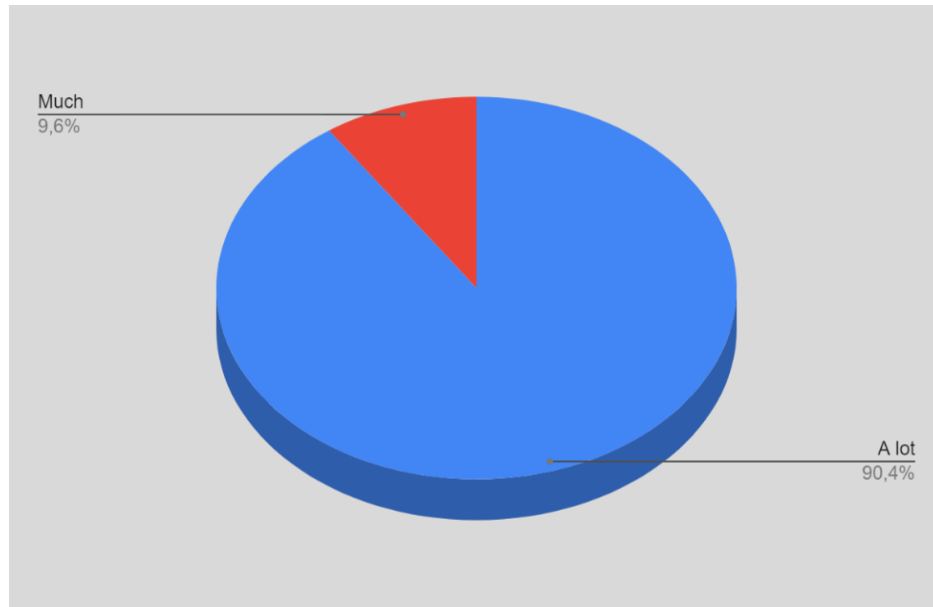


Source: Intermediate level student's survey (CEC-EPN, 2022)

Regarding students' motivation at the time of learning English, it was shown that the majority of students oscillated their answers between “much and a lot” reaching 88,4% and just a few of them responded “a little” with 11,6 %. As a consequence, it can be said that most of the students feel motivated in class and instructors are doing beneficial work overall, at the time of stimulating their learners.

Figure 6

English as a useful tool in student's professional life

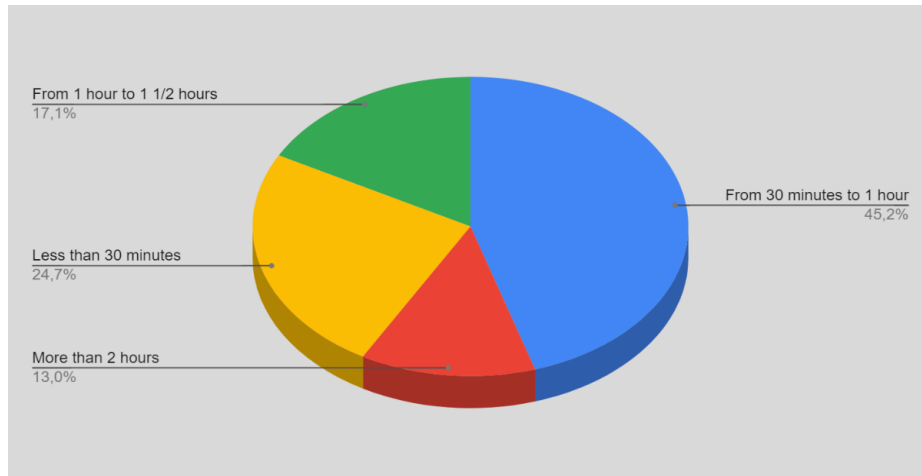


Source: Intermediate level student's survey (CEC-EPN, 2022)

In accordance with figure six, it was observed that 100% of the students agreed on the great importance of learning English as a useful tool in their professional lives. The answers oscillated between 90,4% for “a lot” and the remaining students 9,6% for “much”. None of the students responded otherwise.

Figure 7

Number of out-of-class English practice hours

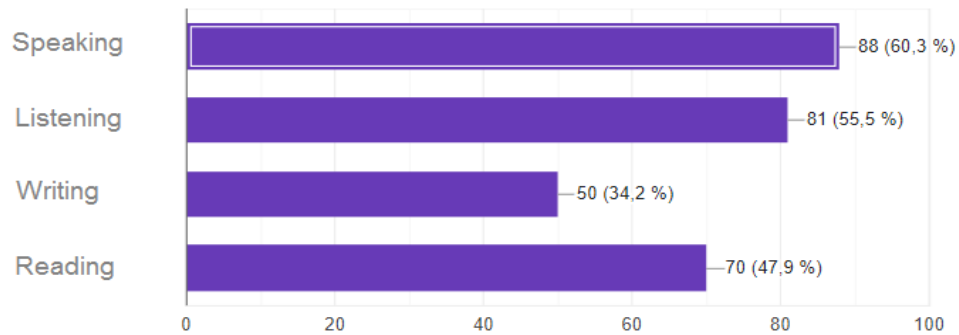


Source: Intermediate level student's survey (CEC-EPN, 2022)

Concerning the out-of-class English practice hours question, it is observed that a preponderant number of students practice the language from 30 minutes to 1 hour, with 45,2%, it is clear that most of them take that time to practice by themselves. Perhaps, doing extra activities or homework provided by the teacher. On the other hand, there is a very small percentage of learners that practice English for more than 2 hours. Only 13 % of them give that extra practice time in their learning process.

Figure 8

The skill of preference to practice in class

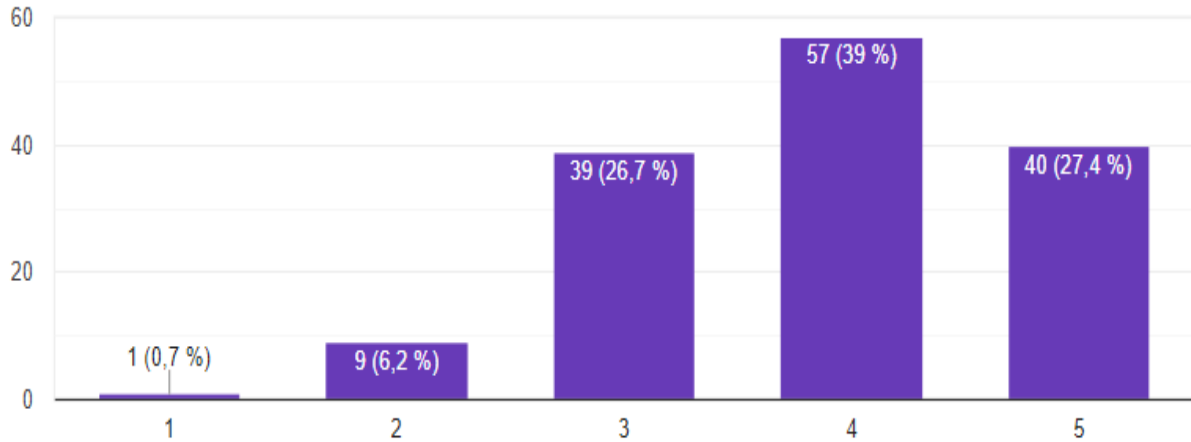


Source: Intermediate level student's survey (CEC-EPN, 2022)

Of the universe of students surveyed, these results denote the skill of preference among students is Speaking. Oral production is considered to be of great importance because it is the skill they use the most to convey a message. A large number of them are already professionals who intend to learn the language for employment-related purposes. Additionally, it is important to evidence that the skill they prefer the least is writing, even though it is also a productive skill. Thus, it is clear that pupils rather produce the language by speaking than writing. They do not consider the writing skill as important or useful in their learning process as the speaking skill. On the other hand, it was clear that regarding receptive skills, learners prefer listening to reading.

Figure 9

Oral production enjoyment in class

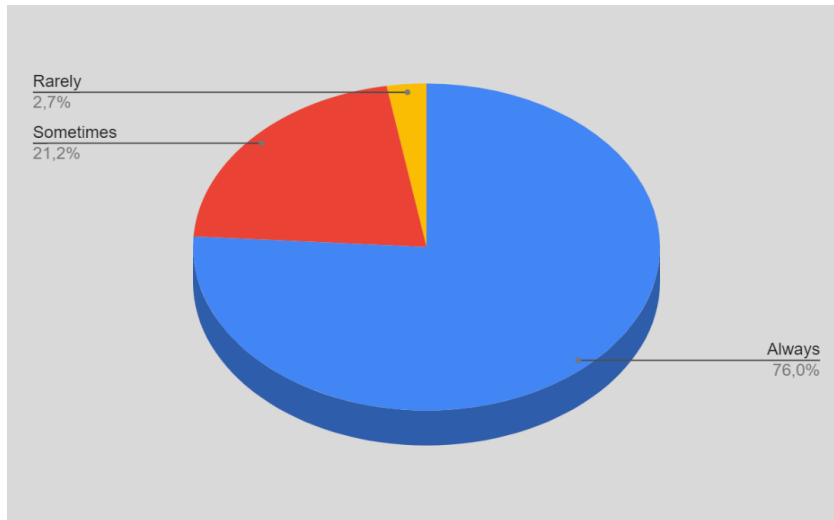


Source: Intermediate level student's survey (CEC-EPN, 2022)

According to the oral production enjoyment in class question, it was observed that 39 % of the surveyed students answered this inquiry with the number 4. On a scale from 1 to 5, the number 4 represents a high oral production enjoyment in class, however, another considerable number of students, 27,4% responded 5, which indicates they enjoy oral production activities substantially. In contrast with the lowest number of students, in this case, 0,7% responded with 1.

Figure 10

Teacher's frequency of elaboration of oral production activities in class

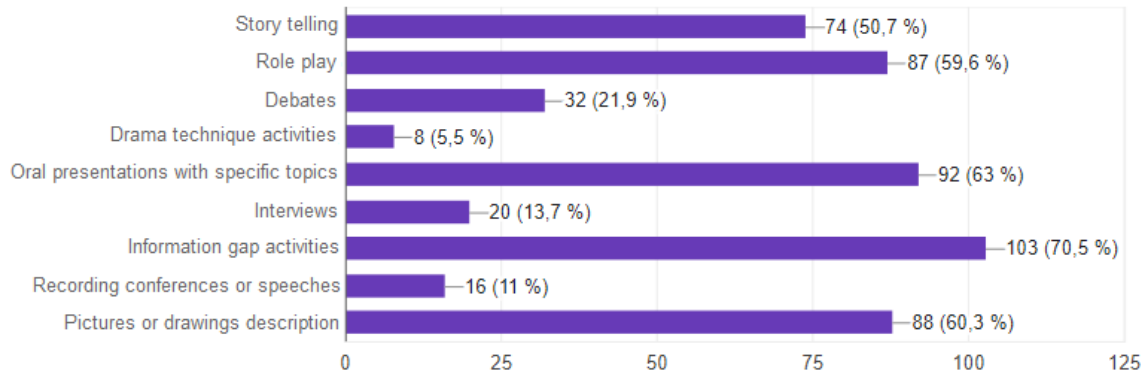


Source: Intermediate level student's survey (CEC-EPN, 2022)

In consonance with the results shown in figure ten, which represents how frequently teachers implement oral production tasks in the classroom. It can be said that 76% of the students commented that their teachers always apply these types of activities in class. Although, few of them, representing 2,7%, answered rarely. The majority of learners indicated that the instructors at CEC-EPN frequently engage them by employing oral production activities in the classroom.

Figure 11

Speaking activities in class

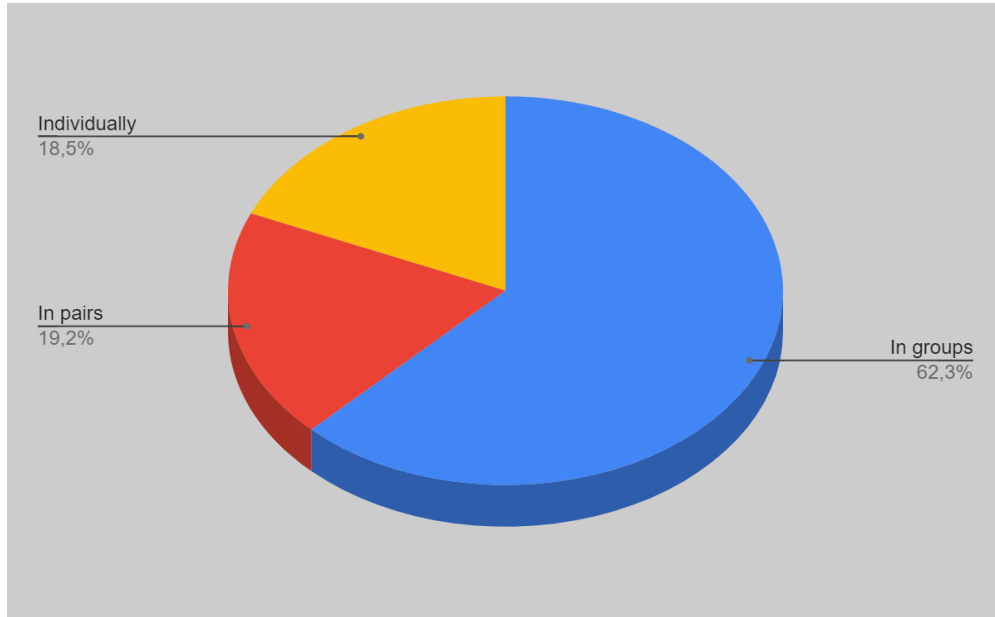


Source: Intermediate level student's survey (CEC-EPN, 2022)

Regarding the speaking activities in class inquiry, students had the option to answer with more than one choice. According to students the activity they perform the most in class is the information gap one; this result was registered by 70,5% of students, followed by oral presentations with 63%, picture drawing descriptions with 60,3%, role plays with 59,6%, and storytelling with 50,7%, all of them indicated an elevated percentage. On the other hand, debates reached 21,9 %, interviews with 13,7% but especially speeches and drama technique activities are not quite used by teachers in the classrooms as claimed by students, seeing that those tasks acquired the lowest percentages, reaching less than 12 %. It is important to denote that the percentages shown in this figure are a result of the multiple choices students had in the survey they completed.

Figure 12

Teachers preference to enhance oral production in class

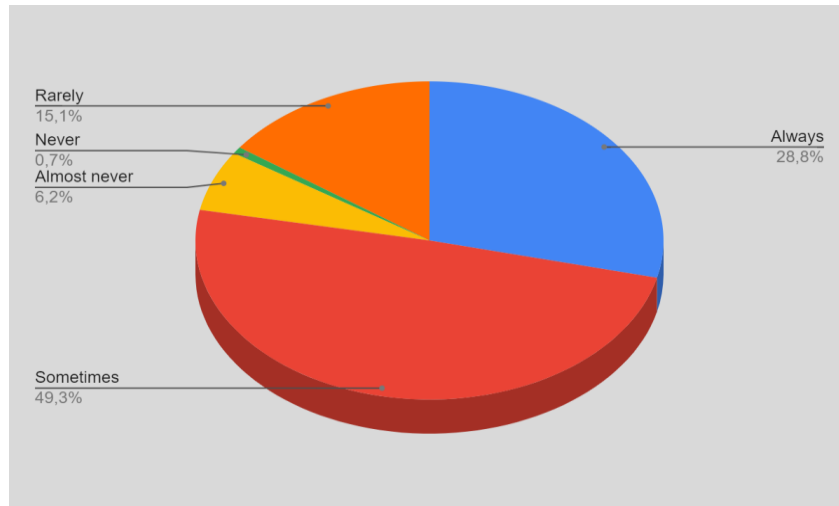


Source: Intermediate level student's survey (CEC-EPN, 2022)

Based on the results of the universe of students included in this survey, 62,3% stipulated that their instructors prefer to enhance oral production in a class by having them work in groups, followed by 19,2% who expressed their teachers prefer the activities to be accomplished in pairs, and finally a very close percentage of 18,5 of students who indicated the individual activities are the ones applied in their classrooms by the instructors when the speaking skill is being produced.

Figure 13

Teacher's innovative activities frequency

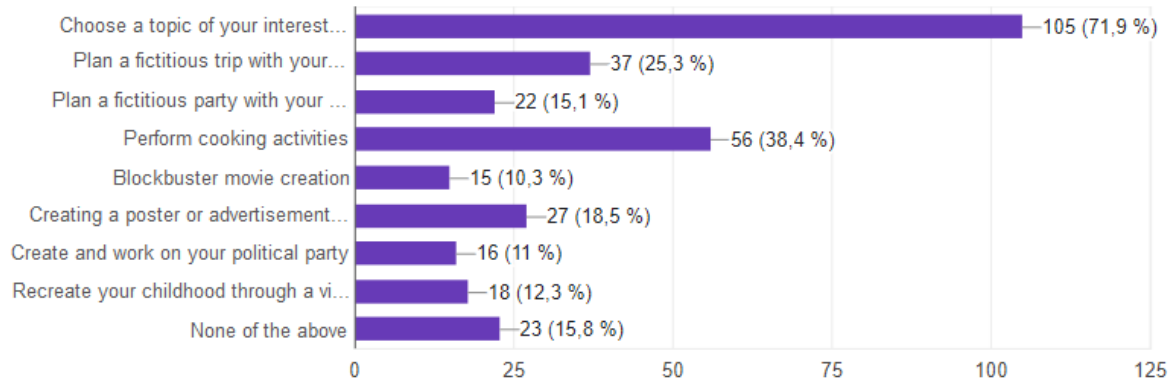


Source: Intermediate level student's survey (CEC-EPN, 2022)

Following the results in figure 13, it can be said that 49,3% of students responded that their teachers only do innovative activities in the classrooms "sometimes". Followed by "rarely" which reached 15,1%, coming behind the answer "almost never" with 6,2% and finalizing with "never" with 0,7%.

Figure 14

Teacher's activities in class



Source: Intermediate level student's survey (CEC-EPN, 2022)

Concerning the question about the teacher's activities in class, it was observed that students responded with a wide margin of difference from others, with 71,9% of the most frequently used activities in class, is choosing a topic of their interest, and presenting it. Following the ones where learners must perform a cooking activity and plan a fictitious trip; these activities are included in the syllabus of intermediate levels, consequently, teachers must carry them out in class in some way. Inversely, students did not register the other activities outlined in the survey as much, such as preparing a party, designing an advertisement, creating a political party, a blockbuster film, and recreating their childhood on video; these activities' percentages oscillated between 10 - 15 %.

4.1.2 Teachers' Interview

Next to be evaluated is the qualitative portion, which consists of semi-structured interviews conducted with seven Intermediate level teachers who will be referred to as teachers A, B, C, D, E, F, and G who responded to seven questions regarding Task-based learning practices for greater spoken English production. Furthermore, interviews with instructors were conducted over the Zoom platform in individual sessions, ensuring all participants that their privacy was respected without the need to record them.

4.1.2.1 Question 1: What do you like most about teaching English?

The initial inquiry was addressed in the pursuit of information about teachers' likes in terms of their teaching English. Teachers coincide with the fact that they enjoy interacting with students, by helping them accomplish their tasks, or simply by learning from them as well. Sharing experiences as teacher-student, also let instructors share knowledge. As follows, teacher A said that what she likes the most about teaching English is sharing her knowledge and her experience with students. Teacher B expressed the best part is when students get to express their ideas accurately as well as teacher E, who said she likes it when students produce the language correctly after teaching them something specific. In addition, teachers C and G agreed that they enjoy the interaction they have with learners. Moreover, teacher D denoted she likes learning new things from students. Finally, teacher F expressed she loves helping students in their learning process.

4.1.2.2 Question 2: According to your opinion, what is the most difficult skill to acquire by students in the English language?

According to five of the seven teachers interviewed, teachers B, C, D, E, and F expressed that the most difficult skill to acquire by students is Speaking. Followed by teacher A who responded Writing and teacher G who responded Listening.

4.1.2.3 Question 3: Do you consider Speaking a difficult skill to teach?

In this question, most educators agreed that Speaking is a difficult skill to teach. Five of them indicated that Speaking can turn into a complicated skill to practice in class, especially for the reason that students don't feel comfortable when making mistakes. Usually, when students are

learning a specific grammar point, they fear oral production activities, because they do not feel they have mastered it in terms of accuracy. In contrast, the remaining 2 teachers think that the Speaking skill is not a difficult skill to teach.

4.1.2.4 Question 3.1: Why?

Interestingly, teachers A and B coincide that Speaking is not a difficult skill to teach, teacher A indicated that it can be difficult at lower levels, however, intermediate students have already developed speaking skills; in line with teacher B's opinion, who said it is just a matter of creativity (activities students enjoy working on) and constant evaluation and correction. Conversely, teachers C, D, E, F, and G sided with the idea that teaching the Speaking skill is difficult. In fact, teacher C mentioned that effective communication is one of the most difficult aspects of learning a foreign language because students find it challenging to express themselves in the target language since they tend to associate it with their native tongue when doing so. This opinion goes along with teacher G's opinion since he expressed that students think in Spanish before conveying an idea. Additionally, teacher D expressed that students are not used to different sounds and phonetics, so this makes it difficult for them to speak. Furthermore, teacher E insisted that in the majority of cases, it is rare to see a student speaking without hesitation since they are afraid of the idea of making mistakes. This conception goes hand in hand with teacher F's opinion who said that most students are shy to speak a different language.

4.1.2.5 Question 4: Which speaking difficulties can you identify in your English classes?

In regard to this question, the majority of the instructors identified more than one difficulty. For example, teacher A identified the lack of grammar structure usage as the biggest problem; teacher B established pronunciation as the major issue in her classrooms. Furthermore, teacher C's impression about the difficulties she finds in class are accuracy problems, lack of confidence and motivation, shyness and fear of making mistakes. Also, teacher D pointed out the difficulty of remembering phonetics that students have. Teacher E claimed that besides pronunciation, grammar structure, and lack of confidence, another difficulty students have is vocabulary inadequacy. Alternatively, teacher F identified fluency as a big obstacle for students and finally,

teacher G only determined that his biggest concern is when students translate every word into Spanish.

4.1.2.6 Question 5: Which methodology do you use in your English classes?

In this question, four of the seven teachers responded that they do not use one specific methodology in their classrooms, teacher C explained that it is not suitable to use the same methodology with every student because they all have distinct goals, learning needs, and circumstances. Teacher A indicated she uses the Direct Method, teacher B explained she sometimes uses Flipped classroom (once every 2 weeks) and teacher D prefers to use CLT.

4.1.2.7 Question 6: Are you familiar with the Task-based learning method (TBL)?

Of the seven teachers interviewed, four of them answered yes, and 3 of them answered no.

4.1.2.8 Question 7: Which strategies would you use for helping your students to develop speaking skills in class? Problem-solving activities/ Information-gap activities/Opinion-gap activities/ Reasoning-gap activities

All of the instructors expressed that they combine these four strategies in their classrooms to enhance oral production among students. However, most of them (teachers B, C, D, E, G) described that the ones they use the most are Information-gap activities and Problem-solving activities. Opinion-gap and Reasoning-gap tasks are used in the classroom but not as much as the previous two. In contrast, teacher A expressed she uses Reasoning-gap activities the most in her classrooms as well as teacher F, she also said she sometimes includes Opinion-gap activities to help learners develop their speaking skills.

4.2 Post-task Students' Perspective

By means of a post-task survey made to students, 71% of them expressed that the TBL stage they enjoyed the most during the task was the **Task-cycle** one. This means that the activity they liked the most was the designing part, where they had to use their analytical thinking and teamwork to accomplish the task. On the other hand, 19,4% of students enjoyed more the **Pre-task**, where they answered a few questions and had discussions in pairs or groups. Finally, 9,7%

of pupils preferred the **Language-focus** stage, where they had to present their completed task to the rest of the class.

The students were asked to suggest to the teacher if extra time was needed to complete the task, 87,1% of them indicated that the time provided by the teacher was accurate. Consequently, the preparation of the tasks created by the teacher was appropriate in terms of activities' assembly and time supply.

The most important questions made to students in the post-task survey were related to their opinion on the implementation of these kinds of tasks during class, as well as their point of view on the improvement of their speaking skills whilst working on these tasks. It was engaging to perceive that 100% of the students agreed on the application of TBL activities, for the reason that these will enhance oral production among students. Furthermore, the teachers 'job is noticeable during the three stages, and the feedback instructors must provide once the tasks are over are essential to students 'speaking accuracy upgrade along with gradual shyness and fear overcoming.

4.3 Discussion

Upcoming there is an analysis of the results obtained from the survey sent to the students, and the interview conducted with the teachers, elaborating a comparative study between them. This also facilitates the recommendation as well as the development of a proposal of a digital booklet using Task-based learning methodologies centered on their application in classroom settings to enhance English oral production. The research reveals that 100 percent of surveyed students believe that learning English will be useful in their professional lives, and speaking, is an imperative ability in the creation of future professionals' English language skills.

Concentrating on students' interests and needs, and their prior experiences will determine their contribution to the class. Fluency should come first in oral production, followed by accuracy. There is a global demand for more oral communication so that people can socialize through their work and progress professionally. This is useful for speaking and understanding others with confidence. On the other hand, this information is supported by interviews done with teachers, in which it is possible to discern a desire to strengthen speaking abilities through using practices in which students can express their ideas to one another. According to Lightbrown and Spada (1999),

task-based instructional contexts emphasize interaction, dialogue, and language usage rather than language acquisition per se. Task-based language learning is a method of language acquisition that entails performing a familiar task in the target language.

To begin with, 86% of students indicated that they enjoy learning the English language, which means they feel comfortable in class with their teachers, and they do not feel fear when learning. Since the majority of instructors expressed that what they like the most about being teachers is the interaction they get with their pupils, learning from them, and obtaining different experiences from one another. Having an enhancing environment is always helpful at the time of learning a language. Liu & Hong (2021) denoted that when students feel joyful in class, they frequently are more attentive and active and study English more diligently. Thus, it is evident that fear and enjoyment in the English language classroom are two different dimensions of emotion and that cultivating good emotions enhances SL/FL acquisition.

Moreover, it is essential to indicate that according to the survey made to students, most of them agreed on their preference of practicing their speaking skills over others. Due to the fact that most of them are professionals or university students who expect to be able to use English for job purposes. Nevertheless, the teachers interviewed suggested the most difficult skill to acquire by their pupils is precisely speaking, and not only that but also it is considered by instructors to be the most difficult to teach as well; even though, 76% of the students indicated that their instructors “always” carry-out oral production activities in class. In addition, most of the instructors pointed out some of the difficulties they can observe in their classrooms that students have in their oral production time, enlisting the following: grammar structures, pronunciation, lack of confidence, shyness, lack of motivation, fear of making mistakes, and fluency.

“Speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent at communicating orally in English” (Zhang, 2009). As established by Ur (1996), there are numerous causes of speech difficulties, and they are as follows:

- 1. Inhibition.** Students are anxious about making errors, frightened of criticism, or shy.
- 2. Nothing to say.** Students lack the motivation to communicate.

3. Low or uneven participation. Due to the size of the class and the tendency of some students to dominate while others say very little or not at all, only one participant can speak at a time.

4. Mother-tongue use. Learners with the same mother tongue are more likely to utilize it since it is simpler and they feel less exposed while speaking their mother tongue.

Regarding how instructors make their students work in the classroom, it was established by the students, that the majority of teachers prefer to enhance group work among pupils. The activity they use the most in class is to choose a topic of students' interest, elaborate on it, and present it, which greatly entwines a task with oral production. It was also indicated by 70,5% of students and most teachers that information-gap activities are highly used in class, as well as role plays and photo descriptions. Therefore, these activities are considered to be of great importance at the time of enhancing students to increase their oral production in class.

In line with methodologies, almost 50% of instructors manifested that they weren't familiar with the Task-based learning method. As a result, 100% of them admitted they didn't use it in their classrooms on regular bases, for the reason that they prefer to mix methodologies when teaching. To sum up, it would be useful for teachers to be more familiarized with TBL strategies in order to strengthen oral production, leadership, teamwork, analytical thinking, and problem-solving, among students. As stated by Buyukkarci (2009), "A task-based lesson usually provides the learner with an active role in participating and creating the activities, and consequently increases their motivation for learning, it offers more opportunities for the students to display their thinking through their actions" (p.318). Buyukkarci (2009), also explained that the instructor can be more receptive to the requirements of the learners and TBL enables students to apply their knowledge gained productively to the task context.

Undoubtedly, it is essential to implement a proposal that is based on TBL. This will enable CEC-EPN teachers to uplift oral production in their classrooms in a way that is both creative and motivating, as well as strengthen students' interest and reduce fear and shyness when producing the English language.

CHAPTER V ACADEMIC PROPOSAL

5.1. Title

**“TBL strategies for Intermediate levels at CEC-EPN”
DIGITAL BOOKLET OF TASK-BASED LEARNING STRATEGIES TO ENHANCE
ORAL PRODUCTION IN CLASS**

5.2. Rationale

According to the interpretation of this research's findings, the development of oral production in non-native English learners is of prime significance. The employment of TBL strategies that permit ongoing engagement with pair work or group work is one of the most innovative since it permits students the utilization of their creativity, analytical thinking, leadership, and other great capabilities in an effort to enhance the development of speaking skills.

This study focuses on the growth of oral production through TBL strategies at CEC-EPN. Information-gap and Problem-solving activities are two of the most well-liked activities among teachers and are anticipated to produce superior results. However, this proposal also promotes Reasoning-gap as well as Opinion-gap activities that are of utmost importance when producing a different language.

5.3. Theoretical Foundations

In recent years, TBL has gained significant popularity and has been proposed as a way forward in ELT. Following is a chronology of influential references, Prabhu (1987), Nunan (1989), and Willis (1996), and their definitions of tasks.

As the first significant individual in the evolution of TBL, Prabhu's primary contribution has been to increase TBL's awareness of the ELT field. A task is interpreted as an assignment that encourages students to think through and come up with a conclusion from given information while allowing instructors to direct and manage that process (Prabhu, 1987).

In addition to Prabhu, Nunan (1989), uses the word **task** rather than **activity**. A task, according to him, is "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (p.10). Nunan claims that communicative language use is included in all task definitions, where the learner focuses on meaning rather than structure.

Additionally, according to Willis (1996), "tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p.23). Willis uses a TBL technique in which tasks are the major focus of the lesson. She considers that "the aim of tasks is to create a real purpose for language use and to provide a natural context for language study" (p.1). The TBL framework is composed of three core phrases explained previously in this study, and provides three fundamental criteria for language acquisition. Pre-task, task-cycle, and language focus.

Considering the favorable effects that the use of TBL may have in classrooms, it can be inferred that the use of these tasks in the classroom has positive effects. Numerous teachers and instructors have examined the implementation of this methodology and had advocated the use of tasks in language schools, arguing that assigning tasks increases students' motivation.

5.4. Objectives

5.4.1. General Objective

To enhance the English oral production in Intermediate level students at CEC-EPN, by the use of TBL strategies.

5.4.2. Specific objectives

- To offer teachers and students TBL strategies for enhancing oral English production in their classrooms.

- To encourage active spoken communication among Intermediate level students at CEC-EPN.
- To strengthen students' spontaneous and fearless communication of their ideas in the classroom.

5.5. Beneficiaries

5.5.1 Direct Beneficiaries

The primary beneficiaries of this investigation are the intermediate-level students at CEC-EPN who not only seek to learn the English language but also aim to improve their speaking skills. Additionally, CEC-EPN Intermediate level teachers will expand their teaching abilities to accommodate the fundamental linguistic needs of pupils. Ultimately, CEC-EPN Institute will gain more prepared instructors that will enhance their students' oral production.

5.5.2 Indirect Beneficiaries

Since it is a proposal that conducts TBL strategies that enable the growth of oral production, it can be incorporated into the other levels of English instructed at CEC-EPN, from beginners to academic levels, not to mention it can be driven in any other educational institution. For this reason, the indirect beneficiaries are all teachers and students of this institution and various educational centers in the country that wish to carry out this proposal.

5.6. Impacts

This proposal has a high academic positive impact, because of its methodology usage. It will influence instructors teaching experiences together with students' learning process. Moreover, its application will allow students to use their creativity while working with their peers and make their experience more enjoyable. Furthermore, the implementation of the current

proposal will increase the overall level of English taught at the investigated institution. CEC-EPN will upgrade its teaching quality as well as its students' demand in the long run.

5.7. Development

This work proposal required the production of a Digital booklet based on TBL strategies that will support the oral production of pupils inside their classrooms. The findings of a survey administered to intermediate-level students and interviews conducted with teachers who impart the same levels at the CEC-EPN institute supported it.

The significance of employing tactics that allow interaction in groups of two or more students when applying real-world scenarios to the development of speaking skills is pursued in this proposal since the majority of activities and tasks are directed to raise cooperation between learners.

This idea was developed bearing in mind the importance of students' engagement and ongoing contact in the second language learning process. It describes TBL strategies that cultivate English-language speaking proficiency and, consequently, meaningful learning experiences for students.

A systematic and organized proposal is presented next:

5.8 Digital Booklet

DIGITAL BOOKLET



TASK-BASED LEARNING
STRATEGIES TO ENHANCE ORAL
PRODUCTION IN CLASS

CREATED BY SANDRA PADILLA
2021-2022

Digital booklet Content

Units	Objective	Grammar	Vocabulary
1 Political Parties	Improve speaking performance, analytical thinking, leadership.	First Conditional	Bachelor degree, Master degree, PhD, leadership, etc.
2 My business	Improve speaking skills, group work, cooperation.	Gerunds Clauses with because	Work-related words, professions, etc.
3 Remarkable Landmarks	Raise speaking skills, creativity, teamwork.	Simple past Passive Simple present Passive	Man-made landmarks, Natural landmarks, etc.
4 Storytelling	Enhance Oral production, inventiveness.	Past Continuous Vs. Simple past	Suddenly, unexpectedly, fortunately, strangely, sadly, etc.
5 T.v shows and Movies	Improve Oral production, creativity, team work.	Participles as adjectives & Relative pronouns	Documentary, horror, sci-fi, comedy, action, drama, etc.
6 Airplane Manual	Build speaking skills, teamwork, technological capabilities.	Permission, Obligation & Prohibition	You are allowed to... You have got to... You aren't allowed to...
7 Newspaper Frontpage	Strengthen speaking skills, analytical thinking, technological skills.	Second Conditional	Global warming, discrimination, war, racism, hunger, etc
8 An exclusive Interview	Enhance Oral production, analytical thinking, team work.	Reported Speech	Important figure, entrepreneur, athlete, scientist, etc.

Teacher's Guide

Task 1

2-hour class

Task 1 objectives

Pre-task

Students will be able to get familiar with vocabulary related to political parties and elections. Students will discuss the qualities of a leader and their responsibilities as well as the urgent topics to solve in Ecuador.

Task cycle

Students will be able to create their own political parties and a speech.

Language Focus

Students will present their speech and their political proposal. The class will vote on the best one.

Main objective

Improve students speaking performance at the time of giving a speech, enhance analytical thinking and leadership.



Political parties



Activities		Pre-task
1	Introduction to topic 8 min.	<ul style="list-style-type: none"> Ask students: Who is the president of Ecuador? Do you think he/she is doing a good job being the president of our Nation? Why? Follow-up questions may be asked. Introduce the first Pre-task activity by giving the students the instructions paper.
2	Video activity 10–12 min.	<ul style="list-style-type: none"> Play the video "Leadership Explained in 5 minutes by Simon Sinek" (5:24 min) https://www.youtube.com/watch?v=UZTywbnW92M Divide the class in groups of 4–5. Students discuss the video providing their own ideas about the qualities a leader of a country should have.
3	Responsibilities of a President 10 min.	<ul style="list-style-type: none"> Using the same groups, students discuss the responsibilities that this role entails. Students take notes of the responsibilities according to their classmates ideas. Each student explain their group the responsibilities of the role, but this time according to themselves.
4	Urgent topics to solve in Ecuador 5 min.	<ul style="list-style-type: none"> In the same groups students give their opinions about the urgent topics that need to be solved in our country. Give examples of important topics, such as Security, health, education, etc.
Activities		Task Cycle – Creation of a new political party
1	Choosing a name for your political party 4 min.	<ul style="list-style-type: none"> Provide each student with the Task cycle instructions paper. Specify the apps they can use in the presentation (Powerpoint, Canva, Genially, etc...) In groups of 4 – 5, students will work on the creation of their own political party. Explain they may think of a name that will properly fit their beliefs.
2	Creation of a slogan and logo 5 min.	<ul style="list-style-type: none"> Describe examples of a slogan "Common prosperity for everyone", and show examples of logos. They may notice the examples they have in the instructions paper. If necessary, divide the pre-established groups in subgroups of 2 or 3 students. One subgroup may work on the slogan. Explain they may use their creativity to come up with a slogan that would attract people to vote for them. The second subgroup may work on the logo. Explain they may create a logo that could attract people to vote for them.
4	Teamwork 20 min	<ul style="list-style-type: none"> Elicit ideas of the definition of "political proposal". What is it? Introduce the students the topics they may include in their political proposal (Corruption, Education, Security, Health, other, etc). Point out examples of sentences they can use: <i>If you vote for us, we will...</i> In this stage, teacher must monitor the groups work and provide brief feedback on content and structure.
5	Speech 10 min	<ul style="list-style-type: none"> Explain they may use their ideas on a final speech at the time of presenting their political party & proposal to the class. Students will prepare the speech about how their political party was assembled and explain their proposal.
Activities		Language Focus
1	Presentation of the speech & proposal 5–8 min. (each group)	<ul style="list-style-type: none"> Explain the activity, students may present their speech and political proposal. Every student must participate in the presentation. They must include the name, slogan, logo and most relevant offers of their proposal.
2	Let's vote 3 min.	<ul style="list-style-type: none"> Once the groups finished their presentations, students will vote on the best political proposal. Explain they cannot vote for their own political party. Give feedback of students performance and language features. The teacher may introduce other words, phrases and patterns to help students.

Task

1



Your role as the president of Ecuador



1 Which educational level would you agree the President of Ecuador should have?

Bachelor's Degree - A four-year college degree

Master's Degree - A graduate program of one or two additional years

Doctorate - The highest degree at a university (Ph.D.). Three to four additional years

2 Qualities of a leader

In your opinion, which are the qualities a leader of a country should have? To help you get some ideas, check out this video about leadership Click here: <https://www.youtube.com/watch?v=UZTyvbmW92M>



3 Responsibilities (according to your classmates)

In groups: Discuss and write about the responsibilities that you think the role entails.

3 Responsibilities (according to me)

Explain to your classmates and write the actual responsibilities of your role as President.

4 Urgent topics to solve in Ecuador

In your opinion, which topics are the most urgent to solve as the President of Ecuador? Security, health, education...etc.?

Youtube video: <https://www.youtube.com/watch?v=UZTyvbmW92M>

Task

1



Create your own political party



2 Create a slogan with a phrase that could attract people to vote for your political party in the next elections. Ex:

"Common Prosperity for everyone"

3 Create a logo that could attract people to vote for your political party in the next elections. Ex:



1 Discuss with your classmates about names of your political party that would properly fit your beliefs.

4 Teamwork Regarding the following topics, what is your political proposal?

<p>CORRUPTION</p> <p>• Write here</p>	<p>EDUCATION</p> <p>• Write here</p>	<p>OTHER</p> <p>• Write here</p>
<p>SECURITY</p> <p>• Write here</p>	<p>HEALTH</p> <p>• Write here</p>	<p>5 Prepare a speech about how your political party was assembled and explain your political proposal.</p>

Task

1



2 LET'S VOTE

Vote for your favorite political party



Present your political party to the country

- 1 Present your speech and explain your political proposal.
- 2 The presentation must be shown using the app of your preference (PowerPoint, Canva, Genially, etc...)
- 3 Include the name, slogan, logo, and the most relevant offers of your new political party.



POLITICAL PARTY'S NAME

SLOGAN

LOGO

MOST RELEVANT OFFER

POLITICAL PARTY'S NAME

SLOGAN

LOGO

MOST RELEVANT OFFER

POLITICAL PARTY'S NAME

SLOGAN

LOGO

MOST RELEVANT OFFER

Teacher's Guide

Task 2

2-hour class

Task 2 objectives

Pre-task

Students will be able to recognize their own working skills and personality traits.

Task cycle

Students will be able to design their own business by using creative ideas.

Language Focus

Students will present their business to the class, with specific and relevant details about their business design.

Main objective

Improve students speaking skills by enhancing group work and cooperation among them.



My business



Activities	Pre-task
1 Introduction to topic 5 min.	<ul style="list-style-type: none"> Elicit working skills ideas from students (Solving problems, knowing how to use technology, etc...) Introduce the first Pre-task activity by giving the students the instructions paper. Students may read the ideas and decide which one(s) are the most important skills for work.
2 How do you feel about? 10 min.	<ul style="list-style-type: none"> Divide the class in pairs. Students explain to each other how would they feel about having the responsibilities shown in the chart (exercise 2). Would they like doing them or not? Why? In their opinion, what their biggest skill is?
3 Personality traits 10 min.	<ul style="list-style-type: none"> Divide the class in groups of 3-4, students discuss and take notes about the personality traits a person must and must not have at work.
4 Ideal job 10 min.	<ul style="list-style-type: none"> In the same groups students explain their answers. According to their work skills and personality traits, which would be their ideal job?
Activities	Task Cycle – Create my own business
1 Discussion of business ideas 5 min.	<ul style="list-style-type: none"> Provide each student with the Task cycle instructions paper. Specify the apps they can use to show their business video (Instagram, Tik Tok, Filmora...). In groups of 3-4, students will work on the creation of their own business. Explain they may discuss and take notes of business ideas they would like to embark on.
2 Creation of the business name 5 min.	<ul style="list-style-type: none"> Using the same groups, students brainstorm name ideas for their business. Explain the name must be suitable and related to their business idea.
3 Services and prices 10 min.	<ul style="list-style-type: none"> Students may decide on the services and the prices they will offer to the public, and take notes.
4 Business goals 5-8 min.	<ul style="list-style-type: none"> Explain they must describe and take notes about their business goals. Students may also describe how their business will help society.
6 Teamwork 10-15 min.	<ul style="list-style-type: none"> Specify students will use the task cycle instruction paper and complete exercise 6. Students will explain and take notes of the job positions they need in their business as well as each employee's salary and the reason for it. Students may include pictures of the employees. Clarify students may also describe what their income will be (USD).
Activities	Language Focus
1 Video making 10 min. Presentation of the business idea 5-7min. (each group)	<ul style="list-style-type: none"> Explain the activity, students present a 3-minute video about their services. Every student in the group must participate in the video. They must include the name, services & prices, benefits of getting their services, and relevant information. They may use the ideas presented in the instructions paper to explain their business design.
2 Feedback 5 min.	<ul style="list-style-type: none"> Once the groups finished their presentations, provide feedback on students' performance and language features. Introduce other work related phrases and supply with samples if necessary.

Task

2

PRE-TASK

WORKING SKILLS



1 Which of these skills do you think are the most important for work?

- Knowing how to use technology
- Evaluating information
- Communicating with different kinds of people
- Analyzing and solving problems
- Developing new ideas
- Learning new things
- Teaching others

2 How do you feel about...?

In pairs, explain to each other how you feel about:

- Making decisions
- Leading a team
- Working by yourself
- Doing the same activities every day
- Solving problems
- Having deadlines
- Working on weekends and holidays

3 Personality traits

Discussion in groups: Regardless of their work, which personality traits do a person **MUST AND MUST NOT** have in their work environment?

Must have

In groups: Discuss and take notes about the personality traits that you think a person must have at their work.

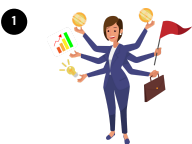
Must not have

In groups: Discuss and take notes about the personality traits that you think a person must not have at their work.

4 Your ideal job

According to your skills and personality traits, what job/s do you think you might be good at? Explain your answer to your classmates.

Create your own business









Discuss with your classmates and take notes about **business ideas** that you would like to embark on.

- 2 Come up with the **name** of your business. The name must be suitable and related to your business idea.
- 3 What services would you provide and how much money would you **charge** for each service?
- 4 What are going to be your business goals ?
- 5 How is your business going to help society?



6 Teamwork

What job positions do you need in your company? Describe and take notes of their tasks and their salary to be one by one. Explain why?

EMPLOYEE 1 • Write here		EMPLOYEE 2 • Write here		EMPLOYEE 3 • Write here	
EMPLOYEE 4 • Write here		EMPLOYEE 5 • Write here		EMPLOYEE 6 • Write here	

7 What would your income be?

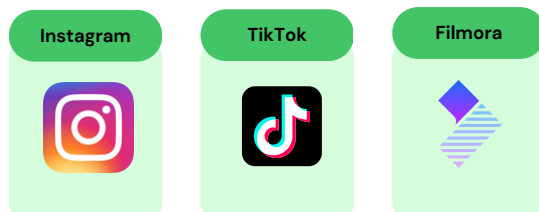
Present your business idea



1 MY BUSINESS

Instructions:

In groups: Offer your services by preparing and presenting a 3-minute video using the app of your preference. **Ex:**



Explain your business idea:

- Name
- Services
- Benefits of getting your services
- Why is your business better than the competition?
- Extra information (uniform design, number of office hours, etc)
- Include information that could be necessary to highlight your business image



Teacher's Guide

Task 3

2-hour class

Task 3 objectives

Pre-task

Students will be able to discuss about remarkable landmarks from around the world and Ecuador.

Task cycle

Students will be able to create their landmark and explain what it will represent.

Language Focus

Students will present their landmark creation including the explanation and a sketch.

Main objective

Raise students speaking skills by using their creativity and teamwork collaboration.



Remarkable landmarks



Activities		Pre-task
1	Introduction to topic 3–5 min.	<ul style="list-style-type: none"> Provide students with the pre-task instructions paper. Ask students to read the definition of landmark. Elicit examples of remarkable landmarks they are familiar with. Ask them to explain why they like those landmarks to the class.
2	Remarkable landmarks from around the world 5–8 min.	<ul style="list-style-type: none"> Divide the class in pairs. Students discuss the questions provided in the instruction paper (exercise 2).
3	Man-made vs. Natural landmarks 20 min.	<ul style="list-style-type: none"> Show the class the video "World landmarks: Man-made vs. Natural" (8:49 min). https://www.youtube.com/watch?v=-pMklq99Kdw In groups of 3–4, students identify, take notes and discuss Man-made vs. Natural landmarks from around the world. Students take turns responding the questions in exercise 3. Each student chooses one man-made landmark & one natural landmark and respond the questions provided in the instruction paper. Students may research some of the information on the internet.
4	Ecuadorian Landmarks 5 min.	<ul style="list-style-type: none"> In the same groups students answer the questions from exercise 4. Students explain their answers.
Activities		Task Cycle – Creation of a Man-made landmark
1	Is it a museum, a monument, a castle...? 4 min.	<ul style="list-style-type: none"> Provide each student with the Task cycle instructions paper. Specify the apps they can use in the presentation (Powerpoint, Canva, Genially, etc...) In groups of 3–4, students will work on the creation of a new landmark. Students may agree on which kind of landmark they wish to create. Is it a museum, a monument a castle...? Explain they may think of a name and the location of this landmark.
3	Material & size 4 min.	<ul style="list-style-type: none"> Clear up students may also think, describe and take notes on which material would be the best for their landmark construction as well as the size.
5	Historical importance 5 min	<ul style="list-style-type: none"> Students answer questions 5 and 6. What would this landmark represent? Students may also discuss and take notes on its historical importance.
7	Teamwork 15 min	<ul style="list-style-type: none"> Clarify students may use all their previous ideas to describe their landmark. Students work on a sketch of the landmark .
Activities		Language Focus
1	Presentation of the landmark 8–10 min. (each group)	<ul style="list-style-type: none"> Provide students with the language focus paper. Explain the activity, students present their landmark. Every student must participate in the presentation. They must include the information required (kind of landmark, name, location, material, size, historical importance, etc) and the landmark's sketch. The presentation will be shown in the app of their preference (Powerpoint, Canva, Genially, etc...)
2	Feedback 5 min.	<ul style="list-style-type: none"> Once the groups finished their presentations. Provide feedback on students' performance and language features. The teacher may introduce other words, phrases and patterns to help students.

Task 3

PRE-TASK

Remarkable Landmarks



1 Read the definition of landmark:

Landmark: A building, a natural site, or a statue of historical importance that is easily recognized.

<https://dictionary.cambridge.org/dictionary/english/landmark>

2 Remarkable landmarks from around the world

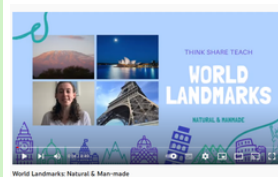
In pairs, have a little discussion about important landmarks around the world.

- Which one do you like the most?
- Do you know any important facts about it?
- Have you visited any?
- Which landmark that you haven't visited would you like to get the chance to visit?

3 Man-made landmarks vs. Natural landmarks

Discussion in groups: Identify, take notes and discuss Man-made landmarks vs. Natural landmarks around the world. Can you describe them? Which ones would you enjoy watching the most? Why? Click on the link to get some ideas about man-made and natural landmarks:

<https://www.youtube.com/watch?v=pMklq99Kdw>



Man-made Landmarks

In groups: Discuss and take notes about Man-made landmarks. Choose one and try to identify when it was built. Which material is it made of? What does it represent? Where is it?

Natural landmarks

In groups: Discuss and take notes about Natural landmarks. Choose one and describe it. What is it? Is it a beach, a mountain, a tree, etc? Where is it located? What do you like about it?

4 Ecuadorian landmarks

In groups, describe which Ecuadorian landmarks have you visited? Which one is your favorite? Why?

TASK CYCLE

Task 3

Create your Man-made landmark



1 Discuss with your classmates what kind of landmark would you like to create. Is it a museum, a monument, a castle...?

2 Explain its **name** and **location**.

3 What kind of **material** would you use to build it?

4 What is going to be the **size** of this landmark?

5 What would it **represent**? A city, a character, a place?

6 What would be its **historical importance**?

7 Teamwork

In groups: Describe your previous ideas and take notes. Sketch your landmark.

DESCRIPTION

- Write here

SKETCH

- Draw here

Present your Man-made landmark



The Middle of the World

1

MY LANDMARK



Instructions:

In groups:

- Present your landmark to the class in the app you prefer to use (Powerpoint, canva, genially, etc).



- The presentation must include a sketch of your landmark.

Information that must be explained:

- Kind of landmark
- Name
- Location
- Material
- Size
- What does it represent?
- Historical Importance

Teacher's Guide

Task 4

2-hour class

Task 4 objectives

Pre-task

Students will be able to tell stories about their families using their creativity.

Task cycle

Students will be able to create a story of any kind. Including the cover of their book.

Language Focus

Students will present their book and tell their story to the class.

Main objective

Enhance students oral production by using their inventiveness.



Storytelling



Activities	Pre-task
1 Introduction to topic 3–5 min.	<ul style="list-style-type: none"> • In advance, ask students to bring 5 pictures of their family. • Provide students with the pre-task instructions paper. • Ask students: Do you read books? What is your favorite book? What kinds of stories do you like? What kind of stories do you dislike?
2 My family is very interesting 15 min.	<ul style="list-style-type: none"> • Individually, students build up a story of their family by using the 5 pictures previously requested. Explain they may write it down. (10 min) • In pairs, students take turns telling their story to their partners. Clarify they must include one funny moment and one sad moment. (5 min) • Students may include words that will stand out their ideas (Suddenly, unexpectedly, fortunately /unfortunately, strangely, coincidentally, surprisingly, sadly, etc..)
3 My partner's story is very interesting too 5 min.	<ul style="list-style-type: none"> • Students retell their partner's story to the class. • Students describe which part is the most interesting for them and explain the reason.
4 Continue the story 10 min	<ul style="list-style-type: none"> • Class activity: Provide students the first-line prompt of a story. One by one, students take turns to continue with the story. Everybody participates! • Write the student's lines of the story on the board in the same order they tell them. • Once they finished, ask one student to read the whole story.
Activities	Task Cycle – Storytelling
1 2 3 4 Use your imagination 5–10 min.	<ul style="list-style-type: none"> • Provide each student with the Task cycle instructions paper. • Specify the app they can use in the presentation (Storyjumper). https://www.storyjumper.com/ • In groups of 3–4, students design a 5–page story of any kind (horror, drama, comedy, romantic, etc). • They come up with the title of their story and the cover.
5 Teamwork 25 min	<ul style="list-style-type: none"> • In the same groups, students use their imagination to create a 5–page story of any kind (horror, drama, comedy, romantic, etc). • They may include the cover design of the book, the abstract and the link where they created it. Explain students the definition of abstract. An abstract is a short summary of a longer work. https://www.scribbr.com/dissertation/abstract/
Activities	Language Focus
1 Presentation of the story & book 8 min. (each group)	<ul style="list-style-type: none"> • Provide students with the language focus paper. • Explain the activity, students present their story & book (including the cover). Every student must participate in the presentation. • The story will be shown in the app Storyjumper.
2 Feedback 5 min.	<ul style="list-style-type: none"> • Once the groups finished their presentations. Provide feedback on students' performance and language features. • The teacher may introduce other words, phrases and patterns to help students.

4

PRE-TASK

Telling stories is fun!



1 Every student must bring 5 pictures of their family.

2 My family is very interesting...

Build up a story of your family by using the 2 pictures previously requested. You may write it down.
In pairs, tell your story to your partner. Include one funny moment and one sad moment. Include words that will stand out the ideas in your story, such as:

- Suddenly
- Unexpectedly
- Fortunately /Unfortunately
- Strangely
- Coincidentally
- Surprisingly
- Sadly



3 My partner's story is very interesting too!

In your own words, **retell** your partner's story to the class. Describe which part is the most interesting for you. Why?

4 Continue the story...

Class activity:
 The teacher will say the first-line prompt of a story. One by one, students take turns to continue with the story. Everybody participates!
Let's see what an amazing story is created!

TASK CYCLE

4

Create a story



1 Using your imagination, create a 2-page story of any kind (horror, drama, comedy, romantic, etc)

2 Come up with the title.

3 Design a cover for your book.

4 You may use the app story jumper.

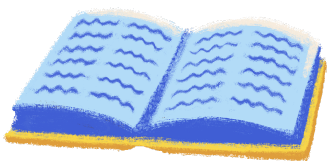
Click here:
<https://www.storyjumper.com/>

5 Describe your story. Include the cover design of your book, the abstract and the link where you created it.

<p>DESIGN</p> <ul style="list-style-type: none"> • Desing here 	<p>ABSTRACT</p> <ul style="list-style-type: none"> • Write here 	<p>LINK</p> <ul style="list-style-type: none"> • Link here
---	--	---



Present your story and your book



1

The title of my book is... and it is about...

Instructions:

By using the app [story jumper](#), tell your story to the class. Show the book cover design and the completion of the entire book.



Teacher's Guide

Task 5

2-hour class

Task 5 objectives

Pre-task

Students will be able to discuss about their favorite t.v shows and movies, they will make predictions.

Task cycle

Students will be able to create their t.v show & prepare its pilot episode performance.

Language Focus

Students will present what the t.v show is about and act out the pilot episode.

Main objective

Improve students oral production by using their creativity and teamwork collaboration.



T.v shows & movies



Activities	Pre-task
1 Introduction to topic 3-5 min.	<ul style="list-style-type: none"> Provide students with the pre-task instructions paper. Ask students to tell movie trivias they know to the class. Explain the definition of trivia: (details or information that are not important or that people don't know about a specific situation). https://dictionary.cambridge.org/es/diccionario/ingles-espanol/trivia
2 My favorite movie is.../My favorite t.v show is... 8 min.	<ul style="list-style-type: none"> In groups of 4-5, students describe their favorite tv. show and movie, by giving a small summary of them, including what kind of t.v show and movie they are. They may use the vocabulary in the chart (exercise 2). After the discussion, students focus on their classmates information. Students respond the questions: Do you like your classmates' favorite t.v shows & movies? What do you like and dislike about them?
3 My prediction is... 12 min.	<ul style="list-style-type: none"> In the same groups: Students watch the movie trailer (1:38 min) and the tv. show video fragment (3:33 min). Students discuss the genre of the movie and t.v show (comedy, sci-fi, action, etc...). What age group would they recommend them for? What will happen next? Students predict how the stories would end. Explain they may notice and take notes of important details to be considered, such as names of actors/actresses/directors, etc... <p>Movie trailer link: https://www.youtube.com/watch?v=a8Gx8wiNbs8 Tv.show fragment link: https://www.youtube.com/watch?v=QTZN3INRSAY</p>

Activities	Task Cycle – My T.v show
1 T.v show ideas 3 min.	<ul style="list-style-type: none"> Provide each student with the Task cycle instructions paper. In the same groups, students will discuss and take notes about t.v show ideas that they would like to broadcast.
2 Kind of t.v show & name 3 What's it about? 4 4 min.	<ul style="list-style-type: none"> Students agree on the kind of t.v show they will establish, as well as its name. They may also discuss what the t.v show will be about.
5 Main characters & target audience 6 5-8 min	<ul style="list-style-type: none"> Students decide on what the main characters are going to be? (Including names and relationships between them). Students describe the target audience of their show. (Children, teenagers, adults, all public, etc...)
7 Teamwork – Pilot episode performance 20-25 min	<ul style="list-style-type: none"> Students tell the class about their t.v show (Name, kind, what's it about, main characters, target audience) They must prepare a 5-10 minute pilot episode of their t.v show to act out in class.

Activities	Language Focus
1 Act out your t.v show pilot episode 8-10 min. (each group)	<ul style="list-style-type: none"> Provide students with the language focus paper. Explain the activity, students act out a 5-10 minute pilot episode from their previously created t.v show. They may create a script for each person in the group. Each student must study their lines to present them (improvising is permitted). Students must include costumes, necessary objects, and materials to make sure the presentation will be on point. Film the students' performance. This will make the environment more realistic and it will also help with the feedback.
2 Feedback 5 min.	<ul style="list-style-type: none"> Once the groups finished their presentations. Provide feedback on students' performance and language features. The teacher may introduce other words, phrases and patterns to help students.

Task 5



T.V SHOWS & MOVIES



Can you think of one t.v show or movie trivia? Can you tell your classmates?

Trivia: details or information that are not important or that people don't know about a specific situation.

<https://dictionary.cambridge.org/es/diccionario/ingles-espanol/trivia>

2 My favorite tv.show is... / My favorite movie is...

In groups, describe your favorite tv. show and movie, by giving a small summary of them, including what kind of t.v show and movie they are. You may use the vocabulary in the chart:

- Documentary
- Horror
- Drama
- Comedy
- Romance
- Sci-fi
- Action...



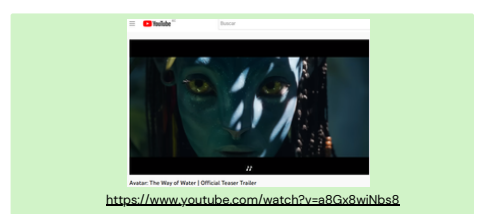
Finally:

- Discuss with your classmates.
- Do you like their favorite t.v shows & movies?
- What do you like and dislike about them?

3 My prediction is...

In groups: Watch the following **movie trailer** and a **tv. show video fragment**. Discuss their genre (comedy, sci-fi, action, etc...). What age group would you recommend them for? What will happen next? Predict how the stories would end. Notice and take notes of important details to be considered, such as names of actors/actresses/directors, etc...

MOVIE TRAILER: AVATAR – The way of water official trailer



F.R.I.E.N.D.S video fragment



TASK CYCLE

Task

5

My own T.v show



Discuss with your classmates and take notes about **t.v show ideas** that you would like to broadcast.

- 2 What kind of t.v show is it?
- 3 What is it about?
- 4 Come up with the **name** of your t.v show.
- 5 What are the main characters going to be? (Include names and relationships between them).
- 6 What is the target audience of this show?

7 Teamwork

Tell the class about your t.v show.

NAME OF THE T.V SHOW

• Write here

KIND OF T.V SHOW

• Write here

WHAT IS IT ABOUT?

• Write here

MAIN CHARACTERS

• Write here

TARGET AUDIENCE

• Write here

In groups:

- 8 Prepare a 5-10 minute pilot episode of your t.v show to act out in class.

LANGUAGE FOCUS

Task

5

Act out your t.v show pilot episode



1 PILOT EPISODE

Instructions:

In groups:

Act out a 5-10 minute pilot episode from your previously created t.v show

You may create a script for each person in the group.

Each student must study their lines to present them (improvising is permitted)

Include costumes, necessary objects, and materials to make sure your episode will be on point.

ON AIR

The teacher will film the episode to make it more real!



Teacher's Guide

Task 6

2-hour class

Task 6 objectives

Pre-task

Students will be able to relate signs with the correspondent regulations.

Task cycle

Students will be able to elaborate an airplane manual, using graphics and their correspondent regulations.

Language Focus

Students will present their airplane manual.

Main objective

Build on students speaking abilities by using teamwork collaboration and their technological skills.



Airplane manual



Activities	Pre-task
1 Introduction to topic 3 min.	<ul style="list-style-type: none"> Provide students with the pre-task instructions paper. In pairs, students explain what they understand for the word "regulation".
2 Matching activity 3 min.	<ul style="list-style-type: none"> Individually, students match the pictures with the phrases. Answers: 1-C, 2-B, 3-F, 4-E, 5-H, 6-G, 7-A, 8-D
3 Types of regulations 5-8 min.	<ul style="list-style-type: none"> In groups of 3-4: Students discuss the types of regulations there are. (Permission, Obligation, Prohibition, etc...) Ask: Are there any others? Students express their opinion about these regulations. Ask: When are they necessary? In which situations do we use them? Have you seen someone who has not followed them? Students give 1 example for each type.
4 The regulations for this place are... 10-15 min	<ul style="list-style-type: none"> In pairs, students choose one place. Ex: A museum, a gym, the school, at work, a movie theater, a swimming pool, etc... Students describe and take notes of 5 regulations for that place. Students tell their ideas to the class.
Activities	Task Cycle – Airplane manual
1 Steps to elaborate an airplane manual 3 min.	<ul style="list-style-type: none"> Provide each student with the Task cycle instructions paper. Clarify students may use apps like Powerpoint, canva, genially, etc... Individually, students think about the steps to create a manual with the regulations for an airplane.
3 Manual design & teamwork 30 min.	<ul style="list-style-type: none"> In groups of 3-4, students design a 3-page airplane manual. The first page may include the regulations for the pilot, the second page the regulations for the flight attendants, and the third page the regulations for the public. Students must include the cover of the manual. Students make sure to use graphics and specific regulations. The regulations must follow an order. Describe students must take notes in the instructions paper.
Activities	Language Focus
1 My airplane manual 8-10 min. (each group)	<ul style="list-style-type: none"> Provide students with the language focus paper. By using the app of their choice, students present their manual to the class. Each student in the group must participate.
2 Feedback 5-10 min.	<ul style="list-style-type: none"> Once the groups finished their presentations. Provide feedback on students' performance and language features. The teacher may introduce other words, phrases and patterns to help students.

Task **6**



Regulations



1 In pairs, explain to your classmate what you understand for the word "regulation".

2 Regulation signs

Match the pictures with the words:

1 	5 	a. You can park your bicycle here
2 	6 	b. Fire ignition prohibited
3 	7 	c. U-turn permitted
4 	8 	d. No pets allowed in this area

3 Types of regulations

In groups:

- Discuss the types of regulations there are. (Permission, Obligation, Prohibition, etc...) Are there any others?
- Express your opinion about these regulations, when are they necessary?
- In which situations do we use them? Have you seen someone who has not followed them?
- Give 1 example for each type

4 The regulations for this place are...

- In pairs, choose one place. Describe 5 regulations for that place. **Ex:** A museum, a gym, the school, at work, a movie theater, a swimming pool.
- Take notes and tell your classmates your ideas.

Task 6



5 Teamwork: Discuss your ideas and decide the features that your manual will have. Take notes.

COVER

- Design here

DESCRIPTION

- Write here

GRAPHICS AND REGULATIONS

PILOT'S REGULATIONS

- Write here

FLIGHT ATTENDANT'S REGULATIONS

- Write here

PUBLIC'S REGULATIONS

- Write here

MAKE AN AIRPLANE REGULATIONS MANUAL



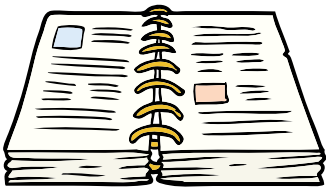
1 Think about the steps to create a manual with the regulations for an airplane.

- 2 You may use apps like Powerpoint, canva, genially, etc...
- 3 Design a 3-page airplane manual. The first page may include the regulations for the pilot, the second page the regulations for the flight attendants, and the third page the regulations for the public. Make sure to include the cover of the manual.
- 4 Make sure to use graphics and specific regulations. The regulations must follow an order.

Task 6



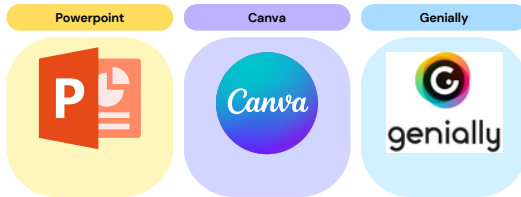
Present your airplane manual to the class



1 My airplane manual

Instructions:

By using the app of your choice, present your manual to the class. Each student in the group must participate.



You can insert the link of your manual here:

Teacher's Guide

Task 7

2-hour class

Task 7 objectives

Pre-task

Students will be able to raise awareness of the problems that the world faces today.

Task cycle

Students will be able to design a newspaper front page, displaying news on the most important global issues.

Language Focus

Students will present their newspaper front page, including the news they decided to display.

Main objective

Strengthen students speaking skills by using their analytical thinking and technological capabilities.



A newspaper front page



	Activities	Pre-task
1	Introduction to topic 3 min.	<ul style="list-style-type: none"> Provide students with the pre-task instructions paper. Ask students to solve the riddle provided in the instructions paper in pairs (If you live in an igloo, what's the worst thing about global warming?) Answer: No privacy
2	What's your opinion about...? 18–20 min.	<ul style="list-style-type: none"> Students watch the video "Top 10 Most Important Global Issues of Today" (10:43 min). https://www.youtube.com/watch?v=V2W1gZiyNPQ Divide the class in groups of 2–3. Students talk about the problems the world faces today and give their opinion about 2 global issues from the list. (exercise 2).
3	Rank the problems 15 min.	<ul style="list-style-type: none"> In the same groups, students rank the important global issues previously discussed. Explain they must use numbers from 1 – 7. If they described more issues, they may increase the numbers. Students must explain their reasons. According to their previous ranking, they may create a mindmap giving possible solutions for one issue of their choice. Students respond the questions: What would you change? What would be your first step?
	Activities	Task Cycle – A newspaper front page
1	Current important global issues 5 min.	<ul style="list-style-type: none"> Provide each student with the Task cycle instructions paper. Specify the apps they can use in the presentation (Jamboard, Canva, Nearpod, etc...) In groups of 2–3, students will work on the designing of a newspaper front page. Students brainstorm on important global issues that are happening nowadays.
3	Three global issues 5 min.	<ul style="list-style-type: none"> In your groups, students agree on the top 3 global issues that will appear on the front page. Clarify they may use good writing and include pictures if it is necessary.
5	Teamwork 25 min	<ul style="list-style-type: none"> Students design the front page of a newspaper and write the news. They may decide on a name for the newspaper.
	Activities	Language Focus
1	Presentation of the newspaper frontpage 8–10 min. (each group)	<ul style="list-style-type: none"> Provide students with the language focus paper. Explain the activity, students present their newspaper front page. Every student must participate in the presentation. They must include the information required (newspaper front page design & the most relevant news). The presentation will be shown in the app of their preference (Jamboard, Canva, Nearpod, etc...)
2	Feedback 5 min.	<ul style="list-style-type: none"> Once the groups finished their presentations. Provide feedback on students' performance and language features. The teacher may introduce other words, phrases and patterns to help students.

Task

7



Important global issues



1 In pairs, solve this riddle:

If you live in an igloo, what's the worst thing about global warming?

Answer: No privacy

Riddle: <https://www.riddlesandanswers.com/v/231541/if-you-live-in-an-igloo-what-is-the-worst-thing-about-global-warming/>

2 What's your opinion about...

Check this video about global issues:



<https://www.youtube.com/watch?v=V2W1gZlyNP0>

In groups, talk about the problems you think the world faces today. Give your opinion about 2 global issues from the list.

Examples:

- Global warming
- War
- Hunger
- Racism
- Sexism
- Discrimination of any kind
- Division, etc)

3 Rank the problems

In groups:

- Rank the important global issues previously discussed. Use numbers from 1 – 7. If your group added more issues, you may increase the numbers. Explain why.
- According to your previous ranking, create a mindmap giving possible solutions for one issue of your choice. What would you change? What would be your first step?



Task 7

TASK CYCLE

Designing a newspaper front page



Hint: The most relevant event news is printed on the front page of a newspaper...

- 1 Think of important global issues that are happening nowadays.
- 2 You may use apps like Jamboard, Canva, Nearpod, etc... to show your newspaper front page including the news.
- 3 In your groups, you must agree on the top 3 global issues that will appear on the front page.
- 4 Make sure you use good writing and include pictures if it is necessary.

5 **Teamwork:** Discuss your ideas, design the front page of your newspaper and write the news. You may decide on a name for your newspaper.

IDEAS

- Write here

DESIGN

- Design here

NEWS

- Write here

LANGUAGE FOCUS

Task 7

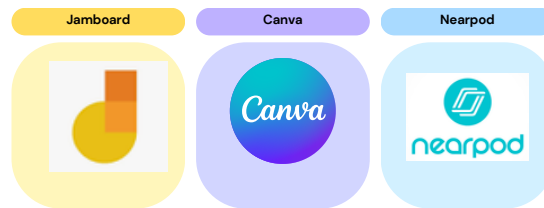
Present your newspaper front page



1 The most relevant news from today...

Instructions:

By using the app of your choice, present your newspaper front page including the most relevant news.



You can insert the link of your newspaper here:

Teacher's Guide

Task 8

2-hour class

Task 8 objectives

Pre-task

Students will be able to talk about their favorite important figures & report what they have said in the past.

Task cycle

Students will be able to elaborate a fictitious exclusive interview for an important character of their choice.

Language Focus

Students will present the interview by showing a homemade video.

Main objective

Enhance students oral production by using analytical thinking and team work collaboration.



An exclusive interview



Activities		Pre-task
1	Introduction to topic 5-8 min.	<ul style="list-style-type: none"> Provide students with the pre-task instructions paper. Students think about who their favorite important figure is. (An actor/actress, an athlete, a politician, a scientist, a singer, an entrepreneur, etc...) In pairs, students tell each other what they know about their important figure. Where is he/she from?, How old is he/she?, Where does he/she live?, follow up questions may be used.
2	What did they say? 10-12 min.	<ul style="list-style-type: none"> In advance, prepare slips of paper with phrases that important figures have said in the past. (One phrase per student) Ex: "The future rewards those who press on. I don't have time to feel sorry for myself. I don't have time to complain. I'm going to press on," President Obama. Provide each students with one slip of paper. Students read the phrases out loud, then in groups of 3-4, students take turns reporting what their classmates previously read.
3	I like him / her because... 10 min.	<ul style="list-style-type: none"> In the same groups: students discuss their favorite important figure. What do they like about this person? What are/were his/her talents? Has this person done something to help society? Students explain their answers.
Activities		Task Cycle - Exclusive interview
1	Who are we going to interview? 3 min.	<ul style="list-style-type: none"> Provide each student with the Task cycle instructions paper. Inform students they will present the interview as a homemade video. Give examples of apps students may use for their video (Filmora, Inshot, etc...) In pairs: students discuss and agree on an important figure they are going to interview (in a fictitious way).
2	Questions 10 min.	<ul style="list-style-type: none"> Give the instructions: Students think of 10 questions to ask this person. The questions must be related to the important figure's life or situation. Explain the questions must be interesting (good for an interview) & yes/ no questions will not be allowed. Students take notes on the instruction paper. Student A: Plays the reporter - Student B: Plays the important figure.
3		
4		
5		
6	Record the interview 15-20 min	<ul style="list-style-type: none"> Students work on a well-structured interview. They may record themselves as if they were presenting it on TV. (The name of the show should be included). Explain students, a homemade studio setting is required.
Activities		Language Focus
1	Tonight I'm interviewing... 8-10 min. (each group)	<ul style="list-style-type: none"> Provide students with the language focus paper. In pairs: Students record themselves as if they were interviewing a real important figure. Students show the interview's video to the class. They must present the person and ask interesting questions about their lives or situations they have experienced.
2	Feedback 5-8 min.	<ul style="list-style-type: none"> Once the groups finished their presentations. Provide feedback on students' performance and language features. The teacher may introduce other words, phrases and patterns to help students.

Task

8

My favorite important figure



- 1 Think about who your favorite important figure is. You may think of an actor/actress, an athlete, a politician, a scientist, a singer, an entrepreneur, etc...

PRE-TASK

2 What did they say?

Read the phrases that important figures have said during their lives (slips of paper provided by the teacher), then **in your groups** take turns reporting what your classmates read. **Example:**

Student A reads: *"The future rewards those who press on. I don't have time to feel sorry for myself. I don't have time to complain. I'm going to press on,"* said former President Obama.

Student B reports: President Obama said that the future rewards those who press on, that he does not have time to complain and is going to press on.

<https://busyteacher.org/12443-reported-speech-top-9-esl-activities.html>

3 I like him/ her because...

In groups: Discuss your favorite important figure. What do you like about this person? What are/were his/her talents? Has this person done something to help society? Explain your answers.



Task 8



Exclusive Interview



1 In pairs: Discuss which important figure are you going to interview (in a fictitious way).

- 2** Think of 10 questions you would ask this person.
- 3** The questions must be related to the important figure's life or situation.
- 4** Make sure the questions are interesting (good for an interview).
- 5** Yes/ no questions are not allowed.

6 In pairs:

- Prepare your 10-question interview, and elaborate on it. Work on a well-structured interview.
- You may record yourselves as if you were presenting it on TV. (The name of the show should be included).
- Make sure to use a homemade studio setting.

STUDENT A

PLAYS THE REPORTER

IMPORTANT FIGURE'S NAME

• Write here

10 QUESTIONS

• Write here

STUDENT B

PLAYS THE IMPORTANT FIGURE

SHOW'S NAME

• Write here

Task 8

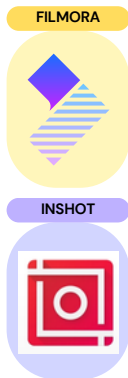


Exclusive Interview



1 Tonight I'm interviewing...

Instructions:



In pairs:

Record yourselves as if you were interviewing a real important figure.

You must present the person and ask interesting questions about their lives or situations they have experienced.

Student A: The reporter

Student B: The important figure

You can use apps like Filmora, or Inshot to present this interview to the class.

CONCLUSIONS AND RECOMMENDATIONS

This study sought to determine the extent to which Task-Based Learning improves the English speaking ability. The implementation fulfilled the goals established at the beginning of the investigation. Moreover, the following conclusions are drawn:

- During the development of this research, the theoretical foundations of Task-based learning for the improvement of students' speaking skills were formed. Authentic information, concepts, and theories were well-established in this investigation, the same that supported the elaboration of the proposal directed to CEC-EPN students and instructors.
- The interviews directed to CEC-EPN instructors at the intermediate level revealed that they integrate Information-gap, Problem-solving, Opinion-gap, and Reasoning-gap activities in their courses to improve students' speech production. Nonetheless, the majority of instructors reported using Information-gap and Problem-solving exercises the most. Opinion-gap and reasoning-gap tasks are utilized less frequently than the first two.
- According to the surveys conducted on students, it was established that half of the teachers, only implement innovative activities in their classrooms “sometimes”. This is one of the reasons why it is crucial to apply Task-based Learning activities at CEC-EPN since it has been proven that these will enhance oral production in classrooms.
- On the basis of Task-based Learning strategies that allow improvement in oral production among students, an accessible digital booklet was developed, which displays various tasks and is presented in a format that allows the teacher to implement each activity as an organized and systematic process. This booklet is also clear for students at the time comprehending each step of the tasks. Therefore, they may have a positive experience with the learning process, thereby enhancing their oral production.

Recommendations

Following the deployment of Task-based Learning strategies, the following recommendations are made:

- Direct similar investigations to other level groups at CEC-EPN, to attain greater influence in the entire Institute by implementing Task-based Learning strategies and digital booklets that will enhance students' oral production as well as teacher's techniques.
- English teachers should consider including TBL strategies in their lesson plans as an alternative method for helping students improve their oral production, accuracy, and consequently control fear and shyness issues.
- When offering opportunities for students to use and improve their Speaking skills, it is crucial that the teacher utilize authentic materials in order to awaken their linguistic competence and provide a demonstrative and relevant educational experience.
- Endow meaningful tasks that may help students develop a skill is required. Even though teamwork and analytical thinking were promoted, it is always essential to take into consideration all the students' points of view. As teachers, it is indispensable to prepare and anticipate possible scenarios at the time of providing these types of tasks to students.

REFERENCES

- Adil, M. (2022, January 14). [web log]. Retrieved June 6, 2022, from <https://adilblogger.com/problems-faced-students-speaking-english-language/>.
- Almalki, S. (2016). *Integrating Quantitative and Qualitative Data in Mixed Methods Research - Challenges and Benefits*. *Journal of Education and Learning*, 288-296.
- Anastassiou, F., & Andreou, G. (2020). *English as a Foreign Language: Perspectives on Teaching, Multilingualism and Interculturalism*. Retrieved May 26, 2022, from <https://www.cambridgescholars.com/resources/pdfs/978-1-5275-4287-7-sample.pdf>
- Angelova, N. (2014). *Gamification in education*. Academia.
- Aspers, P. (2019). *What is Qualitative in Qualitative Research*. *Qualitative Sociology*, 139-160.
- Barnes, J. (2005) *Early Trilingualism: A Focus on Questions*. Clevedon: Multilingual Matters.
- Bhandari, P. (2022, May 6). *Questionnaire design: Methods, question types & examples*. Scribbr. Retrieved June 7, 2022, from <https://www.scribbr.com/methodology/questionnaire/>
- Binus University Faculty of Humanities. (2018, October 11). *The four speaking skills*. English BINUS University. Retrieved May 27, 2022, from <https://english.binus.ac.id/2018/10/11/the-four-speaking-skills/#:~:text=The%20sub%20skills%20of%20pronunciation%20include%3A%20word%20and%20sentence%20stress,them%20as%20closely%20as%20possible>.
- Bolen, J. (2014). ESL SPEAKING. Retrieved from Approaches and Methods in Language Teaching: <https://eslspeaking.org/approaches-methods-language-teaching/>

- Bolen, J., Woodfield, J. J., & Suliman, M. I. (2022, May 2). *Task Based Learning Activities: Intro to task-based language teaching*. ESL Speaking. Retrieved May 19, 2022, from <https://eslspeaking.org/task-based-language-learning/>
- Breen, M. (1989). *The evaluation cycle for language learning tasks*, en R.K. Johnson (ed.). *The Second Language Curriculum*. Cambridge: Cambridge University Press
- British Council. (n.d.). *Receptive skills*. Teaching English. Retrieved May 12, 2022, from <https://www.teachingenglish.org.uk/article/receptive-skills#:~:text=The%20receptive%20skills%20are%20listening,skills%20of%20speaking%20and%20writing.>
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy, (2nd ed.)*. New York: Longman.
- Buyukkarci, K. (2009, January). (PDF) *a critical analysis of task-based learning - researchgate*. https://www.researchgate.net/publication/285744934_A_critical_analysis_of_task-based_learning. Retrieved July 25, 2022, from https://www.researchgate.net/publication/285744934_A_critical_analysis_of_task-based_learning
- Cambridge IGCSE. (2017, November). *Cambridge Assessment International Education. CEFR Levels for Cambridge IGCSE® English as a Second Language 0510 / 0511*. Retrieved May 26, 2022, from <https://www.cambridgeinternational.org/Images/152755-cefr-levels-for-cambridge-igcse-english-language-as-a-second-language-0510-and-0511-.pdf>
- Council of Europe. (2022). *Qualitative aspects of spoken language use - table 3 (CEFR 3.3): Common reference levels*. Common European Framework of Reference for Languages (CEFR). Retrieved May 26, 2022, from <https://www.coe.int/en/web/common-european-framework-reference-languages/table-3-cefr-3.3-common-reference-levels-qualitative-aspects-of-spoken-language-use>

Cronquist, K., & Fiszbein, A. (2017). *El Aprendizaje del Inglés en América Latina* [Ebook] (p. 19). El Diálogo. Retrieved 10 September 2021, from <https://www.thedialogue.org/wp-content/uploads/2017/09/El-aprendizaje-del-ingl%C3%A9s-en-Am%C3%A9rica-Latina-1.pdf>.

Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.

Curran, P. (2006). *Methodology in language learning t-kit*. Council of Europe.

Dwivedi, Y.K. et al., 2009. Handbook of Research on Contemporary Theoretical Models in Information Systems. *Employing a Grounded Theory Approach for MIS Research*. Available at: <https://www.igi-global.com/chapter/employing-grounded-theory-approach-mis/35823> [Accessed May 14, 2022].

Echeverría, C. (2021). *Cooperative Learning Strategies using virtual environments for developing English oral production* (MSc.). Universidad Técnica el Norte.

Education First. (2020). *EF English Proficiency Index* (p. 22). Retrieved from https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/legacy/_/~~/media/centralefcom/epi/downloads/full-reports/v10/ef-epi-2020-english.pdf

Education First. (2020). *EF EPI 2020 – Ecuador*. Ef.com.ec. Retrieved 10 September 2021, from <https://www.ef.com.ec/epi/regions/latin-america/ecuador/>.

Education First. (2020). *EF EPI 2020 - EF English Proficiency Index - EPI-s*. Ef.com.ec. Retrieved 10 September 2021, from <https://www.ef.com.ec/epi/reports/epi-s/>.

EOM. (2021). *El mapa del nivel de inglés en Europa - Mapas de El Orden Mundial - EOM*. El Orden Mundial - EOM. Retrieved 10 September 2021, from <https://elordenmundial.com/mapas/nivel-ingles-europa/>.

Edwards, C. (2008). *Teachers exploring tasks in English language teaching*. Palgrave Macmillan.

- Erdoğan, V. (2019). *Integrating 4C skills of 21st century into 4 language skills in EFL classes*. International Journal of Education and Research, 7(11), 113-124.
- Espinar, E., & Moya, M. E. (2019, April 30). *Impact of Teaching-Learning Process for Brain*. Portoviejo - Ecuador; International Journal of Health Sciences.
- Espinoza, D. (2021). *Teaching Strategies to develop Speaking skills concerning Contextual Factors a Comparison between Urban and Rural School Teachers from Imbabura* (MSc.). Universidad Técnica el Norte.
- Estaire, S., & J. Zanón (1990). "El diseño de unidades didácticas mediante tareas. Principios y desarrollo". *Comunicación, Lenguaje y Educación*, 7/8
- Forero Fajardo, L., & Hernandez Rubiano, K. (2012). *El aprendizaje basado en tareas como enfoque metodológico para mejorar la inteligibilidad en la pronunciación de sonidos vocálicos del inglés como lengua extranjera*. Repository.unilibre.edu.co. Retrieved 10 September 2021, from <http://repository.unilibre.edu.co/handle/10901/8140>.
- Foster, P. (1998). *A classroom perspective on the negotiation of meaning: Applied Linguistics*.
- George, T., & Merkus, J. (2022, May 9). *Explanatory research: Definition, Guide, & Examples*. Scribbr. Retrieved June 7, 2022, from <https://www.scribbr.com/methodology/explanatory-research/>
- Graddol, D. (1997). *The future of English?* London: British Council.
- Grow, L., & LeBlanc, L. (2017, June 1). *Teaching receptive language skills - behavior analysis in practice*. SpringerLink. Retrieved May 26, 2022, from <https://link.springer.com/article/10.1007/BF03391791>
- Hasa. (2016, June 9). *Difference between approach and method: Definition, meaning, examples*. Pediaa.Com. Retrieved May 17, 2022, from <https://pediaa.com/difference-between-approach-and->

- López, E. (2015, August 30). *10 tipos de actividades para trabajar expresión oral en el aula*. España; Orientación Andújar.
- McCombes, S. (2022, May 5). *Descriptive research design: Definition, methods & examples*. Scribbr. Retrieved June 7, 2022, from <https://www.scribbr.com/methodology/descriptive-research/>
- McCombes, S. (2022, May 6). *Doing survey research: A step-by-step guide & examples*. Scribbr. Retrieved June 7, 2022, from <https://www.scribbr.com/methodology/survey-research/>
- McCombes, S. (2019, September 19). *Sampling methods: Types, techniques & examples*. Scribbr. Retrieved September 14, 2021, from <https://www.scribbr.com/methodology/sampling-methods/#:~:text=Probability%20sampling%20means%20that%20every%20member%20of%20the%20target%20population,being%20included%20in%20the%20sample.&text=In%20non%2Dprobability%20sampling%2C%20the,a%20chance%20of%20being%20included.>
- Mero, C. (2020). *The Motivation and its Importance in the Teaching-Learning Process*. International Research Journal of Management, IT & Social Sciences, 138-144.
- Miller, C. (2013). *The Gamification Of Education*. Normandale Community College.
- Michigan State University. (n.d.). *What, Why, and How to Implement a Flipped Classroom Model*. Retrieved May 24, 2022, from <https://omerad.msu.edu/teaching/teaching-skills-strategies/27-teaching/162-what-why-and-how-to-implement-a-flipped-classroom-model>
- Molina, Mireya and Briesmaster, Mark. (2017). *The Use of the 3/2/1 Technique to Foster Students' Speaking Fluency*. i.e.: inquiry in education: Vol. 9: Iss. 2, Article 8. Retrieved 18 September 2021, from <https://digitalcommons.nl.edu/ie/vol9/iss2/8>

- Moran, M. (2021, June 22). *What is the difference between probability and non-probability sampling?* Statistics Solutions. Retrieved September 14, 2021, from <https://www.statisticssolutions.com/what-is-the-difference-between-probability-and-non-probability-sampling/>.
- Muhajirah, Muhajirah. "Basic of Learning Theory: (Behaviorism, Cognitivism, Constructivism, and Humanism)." *International Journal of Asian Education*, vol. 1, no. 1, 27 Jun. 2020, pp. 37-42, doi:10.46966/ijae.v1i1.23.
- Nahavandi, N. (2011, January). *The Effect of Task-based Activities on EFL Learners' Reading Comprehension*. Iran; Flourishing Creativity & Literacy.
- Naranjo, G. (2015). *El uso de la metodología basada en tareas (tbl – task-based learning) en el desarrollo de la destreza y producción oral (speaking) del idioma inglés en los estudiantes de segundo de bachillerato de la Unidad Educativa Mayor “Ambato” del cantón Ambato provincia de Tungurahua*. Repositorio.uta.edu.ec. Retrieved 10 September 2021, from <http://repositorio.uta.edu.ec/jspui/handle/123456789/19546>.
- Nolivos, V. (2016). 'El Marco Común de Referencia de la Lengua ayuda a conocer el nivel de inglés': Verónica Nolivos. Educacion. Retrieved 10 September 2021, from <https://www.educacion.ec/en-la-u/referencia-ecuador-nivel-ingles-educacion.html>.
- Nordquist, R. (2019, July 1). *What is English as a second language?* ThoughtCo. Retrieved May 26, 2022, from <https://www.thoughtco.com/english-as-a-second-language-esl-1690599>
- Nordquist, R. (2020, March 26). *What is English as a foreign language?* ThoughtCo. Retrieved May 26, 2022, from <https://www.thoughtco.com/english-as-a-foreign-language-efl-1690597>
- Nunan, D. (1989). *Understanding language classrooms*. London: Prentice-Hall International.

- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press
- OECD. (2018). OECD *Learning Framework 2030*. Retrieved from [https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)
- Pollock, T. (2019, June 13). *The difference between structured, unstructured & semi-structured interviews*. Oliver Parks Consulting LLC - Technology Sector Recruitment Experts. Retrieved June 7, 2022, from <https://www.oliverparks.com/blog-news/the-difference-between-structured-unstructured-amp-semi-structured-interviews#:~:text=A%20semi%2Dstructured%20interview%20is,offer%20the%20advantages%20of%20both.>
- Prabhu, N.S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
- Prieto, C. (2007). *Improving Eleventh graders' oral production in English class through Cooperative Learning Strategies*. Profile Issues in Teachers Professional Development, 75-90.
- Puteri, M., Mohd, W., Ismail, A., Rahman, F., & Mohd, M. (2019). *Barriers to Speaking in English Among Maritime Students* [Ebook]. International Journal of Innovative Technology and Exploring Engineering. Retrieved 18 September 2021, from https://www.researchgate.net/publication/336768992_Barriers_to_Speaking_in_English_Among_Maritime_Students.
- Rambe, S. (2017, December). *Communicative Language Teaching*. ResearchGate.
- Rao, P. S. (2019). *The importance of speaking skills in English classrooms*. Alford Council of International English & Literature Journal (ACIELJ), 2(2), 6-18.

- Rey Retortillo, M. (2021). *La enseñanza del inglés a través del enfoque por tareas*. Uvadoc.uva.es. Retrieved 10 September 2021, from <http://uvadoc.uva.es/handle/10324/6993>.
- Rhalmi, M. (2021, April 26). *Teaching productive skills: Speaking and writing: My English pages*. My English Pages | Reflections on New Teaching Horizons! Retrieved May 27, 2022, from <https://www.myenglishpages.com/blog/teaching-productive-skills/>
- Richards, J. and T. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press: Cambridge, 2001.
- Richards, J. C. (2005). *Communicative language teaching Today*. SEAMEO Regional Language Centre.
- Richards, Jack. *Communicative Language Teaching Today*. Cambridge University Press: Cambridge, 2006.
- Richards, J. C., Hull, J., & Proctor, S. (2017). *Interchange*. Cambridge University Press.
- Roles in a Flipped Classroom: Teachers & Students*. (2017, September 4). Retrieved from <https://study.com/academy/lesson/roles-in-a-flipped-classroom-teachers-students.html>.
- Rubdy, R. (1998). Task. *ELT Journal*, 52(3), 264–265. <https://doi.org/10.1093/elt/52.3.264>
- Ruso, N. (1999). *The Influence of Task Based Learning on EFL Classrooms*. Turkey; Asian EFL Journal.
- Safitri, H., Rafli, Z., & Dewanti, R. (2020). *Developing Students' Speaking Skillsthrough Task-based Learning* (p. 210). Jakarta: Scitepress.
- Sarbah, B. (2020). *Constructivism Learning Approaches*. Runninghead, 1-7.
- Savaşçı, M. (2014). *Why are some students reluctant to use L2 in EFL speaking classes? An action research at tertiary level*. *Procedia - Social and Behavioral Sciences*, 116, 2682-2686. <http://doi.org/10.1016/j.sbspro.2014.01.635>.

- Scarino, A. y Liddicoat, A. (2009) *Teaching and Learning Languages: A Guide was funded by the Australian Government Department of Education, Employment and Workplace Relations*.
- SciEp. (2016). *Explanatory Sequential Mixed Method Design as the Third Research Community of Knowledge Claim*. Citeseerx.ist.psu.edu. Retrieved 20 September 2021, from <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1079.177&rep=rep1&type=pdf>.
- Secretaría Nacional de Desarrollo. (2021). *Eje 1 – Plan Nacional de Desarrollo 2021-2025*. Encontremonos.planificacion.gob.ec. Retrieved 10 September 2021, from <http://encontremonos.planificacion.gob.ec/enterate/eje-1/>.
- Shorten, A., & Smith, J. (2017). *Mixed methods research: expanding the evidence base* [Ebook] (p. 74). CrossMark. Retrieved 14 September 2021, from <https://ebn.bmj.com/content/ebnurs/20/3/74.full.pdf>.
- Sim, M., & Pop, A. (2016). *Teaching Speaking Skills*. Department of International Business, Faculty of Economic Sciences, University of Oradea, 264-273.
- Soden, R. (1994). *Teaching Problem Solving in Vocational Education*. New York: Routledge. Widdowson, H. G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press.
- Suasnabas-Pacheco, L., & Juárez, J. (2021). *Calidad de la educación en Ecuador. ¿Mito o realidad?*. Dominiodelasciencias.com. Retrieved 14 September 2021, from <https://dominiodelasciencias.com/ojs/index.php/es/article/view/1160/html>.
- Svalberg, A. (2007) *Language awareness and language learning in Language Teaching* 40, 287–308.

- Tucker, G. R. (1998) *A global perspective on multilingualism and multilingual education* In J. Cenoz and F. Genesee (eds) *Beyond Bilingualism: Multilingualism and Multilingual Education* (pp. 3-15). Clevedon: Multilingual Matters.
- Urrutia León, W., & Vega Cely, E. (2010). *Encouraging teenagers to improve speaking skills through games in a Colombian public school*. PROFILE Issues in Teachers' Professional Development, 12(1), 11-31.
- Ur, P. (1996). *A course in language teaching*. Cambridge. Cambridge University Press.
- Vaca Torres, A. M., & Gómez Rodríguez, L. F. (2017, December). *Increasing EFL learners' oral production at a public school through Project-Based Learning*. Profile Issues in Teachers' Professional Development. Retrieved May 27, 2022, from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902017000200005
- Western Governors University. (2021). *Connectivism Learning Theory*. Retrieved 18 September 2021, from <https://www.wgu.edu/blog/connectivism-learning-theory2105.html#close>.
- Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.
- Willis D, 1996b "Introduction" in Willis, J. and D. Willis (eds) *Challenge and change in language teaching* Oxford: Heinemann: iv–vi.
- Willis, J. (2000) In Willis and Willis *Challenge and change in language teaching*. Oxford: Heinemann.
- Wills, D., & Wills, J. (2007). *Doing task-based teaching*. University Press.
- Winnefeld, J. (2013). *Task-based language learning in bilingual Montessori elementary schools: Customizing foreign language learning and promoting L2 speaking skills*. Linguistik online, 54 (4), 69-82
- Woodward, T. (1996) *Paradigm shift and the language teaching profession in Willis D and J Willis Challenge and Change in Language Teaching*: Macmillan Heinemann.

Woodward, T. (2001) *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*, Cambridge University Press, Cambridge.

Zhang, S. (2009). *The role of input, interaction, and output in the development of oral fluency*. *English Language Teaching*, 2(4),91–100.

**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS MENCIÓN EN INGLÉS**

Thesis Topic:

TASK-BASED LEARNING TO IMPROVE SPEAKING SKILLS ON
INTERMEDIATE LEVEL STUDENTS AT AN ENGLISH INSTITUTE IN QUITO-
ECUADOR

APPENDIX 1. Teachers' Interview

Goal: To gather information about the use of TBL methodology on the improvement of the English language oral production on Intermediate level students.

Instructions:

Dear instructors, answer each of the questions with the utmost severity. This survey will be helpful to learn about the influence of the Task-based learning (TBL) methodology in English classes, in the development of oral production. The survey is anonymous and its purpose is purely academic. All questions must be answered without exception.

1. What do you like most about teaching English?

2. According to your opinion, what is the most difficult skill to acquire by the students in the English language? (Speaking, writing, listening, reading)

3. From your point of view, do you consider Speaking as a difficult skill to teach?

Yes _____
No _____

Why?

4. From your experience, which speaking difficulties can you identify in your English classes?

5.- Which methodology do you use in your English classes?

6.- Are you familiar with Task-based learning method (TBL)?

Yes _____

No _____

7.- Which strategies would you use for helping your students to develop speaking skills in class?

Problem – solving activities _____

Information – gap activities _____

Opinion – gap activities _____

Reasoning – gap activities _____

THANKS DEAR COLLEAGUES!

DATA INSTRUMENTS VALIDATION

Theme: TASK-BASED LEARNING TO IMPROVE SPEAKING SKILLS ON INTERMEDIATE LEVEL STUDENTS AT AN ENGLISH INSTITUTE IN QUITO-ECUADOR

General objective:

To propose the Task-Based Learning method in the improvement of speaking skills on Intermediate level students at an English Institute in Quito – Ecuador 2021 - 2022.

Author: Lic. Sandra Padilla.

Judge: Msc. Andrés Paredes.

Academic tutor: Msc. Darwin Fernando Flores.

Data instrument collection:

Semi-structured Interview

Use a check mark

Scale:

Nothing	Low	Meddle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with related to the investigation?				X
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the question clear and concise?				X

Validated by (Name and surname): Jose Andres Paredes Becerra

ID: ...1801872092....

JOSE ANDRES PAREDES BECERRA
Firmado digitalmente por JOSE ANDRES PAREDES BECERRA
Fecha: 2022.06.20 11:33:24 -05'00'

.....
Signature

DATA INSTRUMENTS VALIDATION

Theme: TASK-BASED LEARNING TO IMPROVE SPEAKING SKILLS ON INTERMEDIATE LEVEL STUDENTS AT AN ENGLISH INSTITUTE IN QUITO-ECUADOR

General objective:

To propose the Task-Based Learning method in the improvement of speaking skills on Intermediate level students at an English Institute in Quito – Ecuador 2021 - 2022.

Author: Lic. Sandra Padilla.

Judge: Msc. Kari Miller.

Academic tutor: Msc. Darwin Fernando Flores.

Data instrument collection: **Semi-structured Interview**

Use a check mark

Nothing	Low	Meddle	Hight
1	2	3	4

Scale:

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with related to the investigation?				X
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the question clear and concise?				X

--	--	--	--	--	--

Validated by (Name and surname): KARI LYNN MILLER BAUER

ID: 1715155014

.....



Signature

APPENDIX 2. Cuestionario dirigido a los estudiantes

Tema de la tesis: TASK-BASED LEARNING TO IMPROVE SPEAKING SKILLS ON INTERMEDIATE LEVEL STUDENTS AT AN ENGLISH INSTITUTE IN QUITO-ECUADOR

Objetivo: Recolectar información sobre la aplicación de la metodología TBL para el progreso la destreza de producción oral del idioma inglés en los estudiantes del nivel Intermedio de la Institución CEC-EPN.

Instrucciones:

Estimados estudiantes les invito a responder a cada una de las preguntas con la mayor veracidad, la misma que servirá para conocer la influencia de la metodología Task-based learning (TBL) en el desarrollo de la destreza de producción oral en las clases de inglés. Esta encuesta es totalmente anónima y consta de un total de 11 preguntas las cuáles se debe responder sin excepción. Marque su respuesta con un visto ✓.

Cuestionario

Nivel: Intermedio Uno

Fecha:

Horario:

Género: Masculino _____
Femenino _____
Otro _____

1.- ¿Le gusta el Idioma Inglés?

Bastante	Mucho	Poco	Nada

2.- ¿Qué tan motivado se siente en sus clases de inglés?

Bastante	Mucho	Poco	Nada

3.- ¿Considera usted que el idioma inglés es una herramienta útil para su vida profesional?

Bastante	Mucho	Poco	Nada

4.- ¿Cuántas horas a la semana usted practica el idioma inglés fuera del aula de clase?

- Menos de 30 minutos _____
De 30 minutos a 1 hora _____
De 1 hora a 1 hora y media _____
Más de 2 horas _____

5. ¿Qué destreza le gusta practicar con más frecuencia en sus clases de inglés? (Puede elegir más de una opción)

- Producción Oral _____
Escuchar _____
Escribir _____
Leer _____

6.- ¿Qué tanto le agradan las actividades de producción oral (speaking) en sus clases de inglés? 1 siendo el de menor agrado y 5 el que más le agrada.

1	2	3	4	5

7.- ¿Con que frecuencia su profesor realiza actividades de producción oral (speaking) en clase?

Siempre	A veces	Rara vez	Casi nunca	Nunca

8.- ¿Qué actividades de producción oral (speaking) realizan en clases? (Puede elegir más de una opción)

- Contar historias _____
Juego de roles (conversaciones) _____
Debates _____
Actividades de dramatización (actuación) _____
Presentaciones orales con temas específicos _____
Entrevistas _____
Actividades para completar información _____
Grabar situaciones, conferencias o discursos (videos) _____
Descripción de fotografías o dibujos _____

9.- ¿Cómo trabaja su profesor para desarrollar la producción oral en el aula?

De manera individual	En parejas	En grupos

10.- ¿Con que frecuencia su profesor realiza actividades innovadoras en clase?

Siempre	A veces	Rara vez	Casi nunca	Nunca

11.- De las siguientes actividades, ¿Cuáles de ellas son las que su profesor aplica en sus clases de inglés? (Puede elegir más de una opción)

- Escoger un tema de tu interés, elaborarlo y exponerlo en clase _____
- Planear un viaje ficticio con tus compañeros y exponerlo en clase _____
- Planear una fiesta ficticia con tus compañeros y exponerlo en clase _____
- Realizar actividades de cocina, explicando preparación e ingredientes _____
- Trabajar en un tema que puede convertirse en una película taquillera _____
- Recolectar información para realizar un poster o publicidad en clase _____
- Crear y trabajar en tu propio partido político _____
- Recrear por medio de un video o dramatización tu infancia _____
- Ninguna de las anteriores _____

THANK YOU!

DATA INSTRUMENTS VALIDATION

Theme: TASK-BASED LEARNING TO IMPROVE SPEAKING SKILLS ON INTERMEDIATE LEVEL STUDENTS AT AN ENGLISH INSTITUTE IN QUITO-ECUADOR

General objective:

To propose the Task-Based Learning method in the improvement of speaking skills on Intermediate level students at an English Institute in Quito – Ecuador 2021 - 2022.

Author: Lic. Sandra Padilla.

Judge: Msc. Andrés Paredes.

Academic tutor: Msc. Darwin Fernando Flores.

Data instrument collection:

Questionnaire

Use a check mark

Scale:

Nothing	Low	Meddle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with related to the investigation?				X
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the question clear and concise?				X

Validated by (Name and surname): Jose Andres Paredes Becerra

ID:...1801872092....

**JOSE ANDRES
PAREDES
BECERRA** Firmado digitalmente
por JOSE ANDRES
PAREDES BECERRA
Fecha: 2022.06.20
11:34:20 -05'00'

Signature:

DATA INSTRUMENTS VALIDATION

Theme: TASK-BASED LEARNING TO IMPROVE SPEAKING SKILLS ON INTERMEDIATE LEVEL STUDENTS AT AN ENGLISH INSTITUTE IN QUITO-ECUADOR

General objective:

To propose the Task-Based Learning method in the improvement of speaking skills on Intermediate level students at an English Institute in Quito – Ecuador 2021 - 2022.

Author: Lic. Sandra Padilla.

Judge: Msc. Kari Miller.

Academic tutor: Msc. Darwin Fernando Flores.

Data instrument collection:

Questionnaire

Use a check mark

Nothing	Low	Meddle	Hight
1	2	3	4

Scale:

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with related to the investigation?				X
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the question clear and concise?				X

Validated by (Name and surname): KARI LYNN MILLER BAUER

Kari Miller

ID:...1715155014.....

.....

Signature: