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TITLE

**“TASK-BASED APPROACH TO FOSTER WRITING SKILL IN 10TH GRADE
STUDENTS AT PIARTAL HIGH SCHOOL 2021- 2022”**

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

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2023

THESIS DIRECTOR CERTIFICATION

I have participated as thesis Director, witness and co-responsible for the development of this research work “**TASK-BASED APPROACH TO FOSTER WRITING SKILL IN 10TH GRADE STUDENTS AT PIARTAL HIGH SCHOOL 2021- 2022**” which was carried out by Onofre Mafla Santiago José, prior to obtaining the master’s degree at Master in Pedagogy of National and Foreign Language: English Mention. I certify that it meets sufficient requirements and merit to be publicly presented and evaluated by the Thesis Committee.

It is all what I can certify in honor of the truth.

Ibarra, January 21st, 2023

Sincerely,



Lic. Mónica Janneth Torres Cajas PhD.

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DEDICATION

I am grateful to God for granting me a wonderful family, who have always believed in me, setting an example of resilience, humility, and sacrifice, teaching me to appreciate everything I have. I dedicate this work to all of them because they have fostered in me the desire for self-improvement and success in life, which has contributed to achieving this accomplishment. I hope to always count on their valuable and unconditional support.

Santiago

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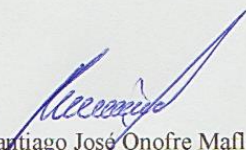
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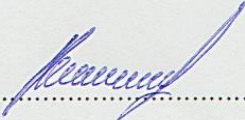
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ABSTRACT

This research was guided by the objective of determining the impact of the Task-Based Approach for the development of writing skills in 10th grade students of the Piartal Educational Unit, 2021-2022. In order to achieve this purpose, a mixed research approach was selected in which qualitative and quantitative processes were employed. Based on this conception, two instruments were designed, a questionnaire aimed at obtaining information from the students and an interview designed for the teachers. With these data it was possible to construct the results that allowed us to identify, according to the objectives, that the teachers are carrying out activities based on traditional teaching methods, they use activities such as essay writing, peer practice, completing homework according to the textbook and they do not have a specific planning with a variety of strategies. Therefore, it is concluded that the Educational Unit needs to incorporate new approaches to English language teaching, such as the task-based approach. To this end, a guide with complementary activities based on the Task-Based Approach was developed to develop the students' writing process, comprising ten sub-tasks that form part of a comprehensive project that will facilitate their learning of the language. This initiative aims to improve the performance of teachers and the motivation of students to acquire greater mastery of the selected competence, due to its importance in the overall process of learning English.

Keywords: students, Task-Based Approach, ability, writing, Piartal Institute

RESUMEN

Esta investigación se orientó por el objetivo de determinar el impacto del enfoque Basado en Tareas en el desarrollo de habilidades de escritura en estudiantes de 10º grado de la Unidad Educativa Piartal, 2021-2022. Para el logro de este propósito se seleccionó un enfoque de investigación mixto en el cual se emplearon procesos cualitativos y otros cuantitativos. A partir de esta concepción se diseñaron dos instrumentos, un cuestionario dirigido a obtener información de los estudiantes y una entrevista diseñada para los docentes. Con estos datos se pudo construir los resultados que permitieron identificar de acuerdo a los objetivos que los docentes se encuentran realizando actividades basadas en los métodos tradicionales de enseñanza, emplean actividades como la elaboración de ensayos, practicas entre pares, completar deberes de acuerdo al libreo de texto y no disponen de una planificación específica con variedad de estrategias. Por lo tanto, se concluye que en la Unidad Educativa se requiere incorporar nuevos enfoques en la enseñanza del idioma inglés como lo es el basado en tareas, a tal fin se elaboró una guía con actividades complementarias basadas en el Enfoque por Tareas para desarrollar el proceso de escritura de los estudiantes, comprendida por diez subtareas que forman parte de un proyecto integral que les facilitará el aprendizaje del idioma. Con esta iniciativa se aspira mejorar el desempeño de los docentes y la motivación de los estudiantes por adquirir mayor dominio en la competencia seleccionada, debido a su importancia en el proceso integral de aprender inglés.

Palabras claves: alumnos, enfoque basado en tareas, habilidad, escritura, Instituto Piartal

THE PROBLEM

Introduction

Human beings live in an era where information and communication are essential in society. It is necessary to express ideas, share contexts, and findings with people all over the world. In this globalized context, English has become the most widely spoken language worldwide, and publications, blogs, websites, among others, use this language as a means of communication. One example is online shops that sell and buy their products by writing their advertisements in English to reach a large number of customers.

Studies conducted in Ecuadorian institutions show that there is a strong tendency towards the development of skills such as listening, reading, and speaking, but few studies focus on developing and improving one of the productive skills, called writing. All the above-mentioned skills are as important as writing skills because each of them is connected to each other. Ortega and Auccahuallpa (2017) stated that a study conducted in Iran reflects that learners who used Task-Based Approach improved their writing skills because it provided them with the tools to write coherent, cohesive, and well-structured texts. The teaching of English in the Ecuadorian context became part of the national curriculum, a situation that has promoted the incorporation of its study at all educational levels, as well as the presentation of placement exams, both for teachers and students, mostly based on internationally standardized tests.

Despite these demands, some research shows a level of underachievement for a significant proportion of students. As evidenced by the research developed by Ortega and Auccahuallpa (2017) in which they inquired about the standards defined for the assessment of English language accreditation. In a sample of students from different schools, a low level of proficiency was found, placing them in the rating of insufficient, which is interpreted as a lack of quality in the implementation of educational policies.

The present research aims to determine the impact of the Task-Based Approach (TBA) on the writing process when using the English language. It seeks to demonstrate how the approach can help in the development of writing skills and the teaching process, emphasizing the needs and everyday aspects of language that learners need to develop in relation to language use.

The learning process must take place in environments, contexts, and conditions that are conducive to its acquisition, situations that are not always found in educational institutions. This has been observed in the Piartal Educational Unit, 10th grade, located in San Gabriel Carchi, Ecuador. The observation and concrete exercise in this institution have revealed the need to encourage better practices to develop the learning of writing in English in more appropriate ways.

The research considered teaching approaches such as Collaborative and Cooperative approaches for teaching English in the classroom. Cooperative learning was used to facilitate student interaction, building work groups, small teams, and paired activities to enhance their understanding of the content. These approaches provided students with more opportunities to learn from their peers who could exhibit a high level of English. (Jiang & Kalyuga, 2022).

Collaborative strategies such as the Task-Based Approach (TBA) can provide a variety of activities for students and teachers to develop writing skills and achieve skill-specific objectives. According to Zulqarnain, et al. (2021), the traditional approach to education is outdated, and the implementation of TBA will introduce a new and innovative method of teaching and learning that encourages students to improve their writing abilities.

The research presented in this paper is outlined as follows:

Chapter I of the study discusses the writing skills problem faced by Liceo Piartal students. The students lack the necessary tools to write simple/complex, formal/informal texts. The section also includes the delimitation of the problem. The study aims to support learners in

their process of improving their writing skills. The study will be conducted to help students write better, whether it is a formal or informal text. Students will learn the key aspects of formal and informal writing styles, including the characteristics of each, and how and when to use them appropriately.

Chapter II of the research paper provides a theoretical framework that includes information on the Common European Framework, its writing descriptors, and the Priority Curriculum. Additionally, it outlines the two main variables studied in this research: Task-based approach and writing ability.

Chapter III of the research paper discusses the focus group, which represents the entire sample population. The chapter employs a mixed descriptive approach that includes tools such as surveys and interviews to collect data on the TBA approach, methods, techniques, and strategies used to enhance writing skills in English. The survey and interview methods are qualitative data collection techniques that allow the researcher to gather firsthand data on the behaviors, processes, and programs being studied.

Chapter IV of the research report presents the analysis and interpretation of the data collected through the research instruments. This section provides a detailed overview of the findings, including the evaluation of the hypotheses or research questions, discussion of unexpected results, and the presentation of the data in tables and figures.

Chapter V of the research discusses a writing skills development proposal that includes a guide with a set of activities. The proposal consists of three documents: a teacher's guide, a student's guide, and assessment rubrics based on the CEFR and Prioritized Curriculum writing descriptors and their assessment indicators.

The final chapter of the research paper presents the conclusions and recommendations based on the findings of the study. The researcher suggests that the beneficiaries should utilize the proposed guide and take advantage of the study's outcomes to address the stated question.

Problem Description

Writing is a challenging skill to learn in a second language. According to Lepe (2017), writing is a cognitive process that requires memory and thinking ability to express ideas and communicate effectively in a nonverbal way. Proficient compositions indicate how successful the learning process was and the development of writing subskills in EFL learners. Schmandt-Besseart & Erard (2008) mention that learning how to write formal and informal texts requires time, domain-specific knowledge, patience, background knowledge, coherence, cohesion, among other things.

According to Brown et al. (2020), social media has also caused issues and a negative impact on writing due to the way young people write their texts to communicate with others. It is so common to see mistakes in form and context, such as spelling, punctuation, capitalization, organization, or distribution of paragraphs, etc. If learners fail to develop basic writing skills, it is difficult for them to express what they know in school about different subjects.

Consequently, the learning process fails, and students might feel frustrated or demotivated because they will be unable to write simple or complex texts. Besides, they can present difficulties in starting a task or writing assignments, mental fatigue, organization problems, spelling mistakes, etc. Through years of experience as an English teacher in this institution, the researcher of this paper has evidenced that students present a low level of knowledge in terms of writing skills.

The little exposure to vocabulary, functions, linguistic patterns, and sentences are some aspects that make students write with errors related to substance, coherence, cohesion, punctuation, and that their ideas are not well elaborated. As a result, they cannot express and make themselves understood the real message. Writing is a complex skill to develop but not impossible, so students should be able to write and communicate their thoughts to others.

Research Question

How the Task-Based Approach (TBA) impacts on EFL writing skills in 10th gradestudents at Piartal High School in 2021-2022?

What is the relationship between the Task-Based Approach (TBA) and the Writing Skill in English as a Foreign Language of students in the 10th grade at Piartal High school?

Background

When discussing the Task-Based Approach (TBA) and Writing Skills, it may seem that they are separate topics with no relation to each other. However, the truth is that they are unimaginably connected. The TBA offers teachers and learners numerous strategies, techniques, activities, and tasks (Aguilera et al., (2021). These tasks can be used to develop writing skills in students at Piartal High School. There is a wealth of datagathered by previous researchers on the subject matter, which will be considered in the present research work to take advantage of all the knowledge and information provided, enriching the learning process and the development of English writing skills. Here, somestudies done abroad and in Ecuador are mentioned, which give a clear view of how the TBA works in the development of writing skills.

Toala et al. (2019) explains that the Task-Based Cycle, also known as scaffolding, allows students to work on various tasks step by step to achieve a final product. The maingol of scaffolding is to construct students' knowledge and develop problem-solving skillsnecessary to accomplish a task. This process is similar to real-world problem-solving, where students work to identify a problem, propose a solution, test the solution, and sharetheir ideas. The teacher's role is to help the student master a task or concept that they cannot grasp independently, while allowing the student to do as much as they can without help. Feedback is an essential component of scaffolding for learning, as it provides insights into the assistance of learners in terms of achieving learning. Scaffolding is a way to develop

competencies known as 21st-century skills, which are essential for effective 21st-century learners.

According to a study conducted by Malmir (2009) at Allameh Tabataba'i University in Iran, the use of ABT had a positive effect on students' writing tasks. The study found that ABT led to significant improvements in both narrative and expository writing skills. The students' responses were more effective when they worked with this approach, and the results were supported by statistical analysis.

A study conducted in China used the task-based approach to teach writing to large groups of students. The tasks performed in class emphasized the different steps of this method, resulting in better performance in several language-related skills such as assimilation, activation, and greater commitment to study. Additionally, the teachers focused on the students and identified their needs to support them. This approach coincides with five concepts of Sociocultural Theory, including mediation, activity theory, and private speech. The Common European Framework of Reference for Languages describes what language learners have to learn to do to use a language for communication and what knowledge and skills they need. The idea is to assess students across a range of skills required for a variety of tasks that anyone might have to perform (Hai-yan, 2014).

Communicative writing tasks have a twofold purpose: the first is to develop writing skills, while the second is aimed at the development of the learner's linguistic system. According to the Manchon (2014), writing tasks comprise a process and strategic behavior during the act of literary production. In this context, the use of ABT encourages the possibility for students to achieve the dual purpose of this process. While all writers adopt some level of strategic behavior to achieve the goal of task completion, this may affect the learning outcome.

Li (2000) used the task-based approach to enable students to learn the academic

notions of writing. In the composition course, students engaged in various activities related to the writing process, such as planning, prewriting, drafting, and revising. In this project, students wrote several drafts, received feedback, and went through revisions before submitting final papers. Additionally, they were encouraged to share their ideas in teams, engage in peer review, make journalistic changes, and deliver oral presentations.

After the students were provided with the ABT methodology, all writing activities were facilitated because the students were given a common thread in the activity from which they started. At University Malaysia, Sabah Labuan International Campus, a research was conducted using the task-based approach, in which an experimental group of students was differentiated in its methodology in order to investigate whether this model produced evident improvements in students' academic writing. The main aspects taken into account in the rubric were vocabulary, mechanics, sources/references, content and punctuation. The results showed that students scored better on some aspects identified in the rubric, but others required specific support to improve the overall content and organization of written work (Jakarta, 2018).

In a study in the Ecuadorian context, the Task-Based Learning methodology associated with the acquisition of a new language was studied by Díaz, M., and Manangón, M. (2017) who assessed the communicative competences of students in intensive higher education courses at the University of the Armed Forces - ESPE. To do so, they analysed the incidence of this learning modality in a group of students at that university.

They developed a quantitative study in which they used a pre- and post-test design, assessing the competences required for placement at level A2, according to the Common European Framework. The results using the aforementioned design showed significant progress after using task-based learning.

Ojeda (2016) conducted a study to investigate the impact of task-based learning activities on the development of oral skills in ninth-grade students at the "Isabel de Godin"

Educational Unit in the city of Riobamba during the 2015-2016 academic year. The study employed a quantitative methodology, and a sample of 39 students was evaluated on skills such as pronunciation, fluency, accuracy in oral tasks, and information. The results showed that students faced problems in speaking skills, particularly in pronunciation, fluency, and accuracy. However, after implementing the activities with the ABT methodology, these skills improved.

Objectives

General Objective

To determine the impact of Task-Based approach on the development of writing skills in 10th grade students at the Piartal Educational Unit, 2021-2022.

Specific Objectives

- To diagnose the methods that English teachers use in the improvement of writing skill in 10th grade students.
- To identify strategies, techniques that English teacher are using for the development of writing skill for 10th grade students.
- To design a booklet with complementary activities based on the Task-Based Approach to develop the students' writing process.

Justification

One of the government's policies in Ecuador is to promote an inclusive and high-quality education system at all levels. In the area of English, the current curriculum considers several aspects, such as promoting a communicative, social, and cultural approach to language, achieving an international standard, developing critical thinking, and basing learning on a methodological approach that promotes motivation and commitment to learning a foreign language.

Learning English means being able to communicate both orally and in writing, so

learners can develop successfully in any social or work context. Therefore, it is vitally important to study the different factors that may affect acquiring appropriate writing skills

This research is justified because it allows to diagnose the condition of students at this level, in order to develop activities that explore and address the study problem in the population.

It is significant to highlight the importance of this project, which aims to find a solution to improve writing skills while taking into account the standardized curriculum and the guidelines of the Ministry of Education. Writing is one of the cognitive processes that facilitates the evaluation of information from the environment, the construction and transmission of ideas, and promotes the ability to communicate through written media. This aspect is of great importance in both the academic and work contexts.

The present research work focuses on establishing an effective way to develop writing skill in Piartal High School students. It looks for the way to overcome the difficulties that they have when applying this skill considering cultural aspects of the curriculum and appropriate methodological tools to promote a high communicative interaction among students and teachers; in this way the internalized learning will be reflected in the context where students develop being a useful learning for practical life.

This research work is important because it allows us to collect and scientifically substantiate how students learning a foreign language through the application of Task- Based Approach can achieve a remarkable improvement in writing skills and its process while promoting creativity, dynamism, and continuous learning, maintaining motivation in the classroom. Furthermore, it aims to make this research product a practical reference in schools.

To conduct this research project successfully, the researcher had the necessary resources and tools at their disposal. They also had the support of the authorities, who provided all the facilities. In this sense, the research was feasible because it had the

institutional support to access the selected sample, made up of teachers and students, as well as the human and material resources that made it possible to complete the established schedule of activities, including the academic support received for the development of the research.

The direct beneficiaries of this work were the tenth-grade students who, due to their academic level, needed to consolidate their writing and oral production skills. Similarly, upon the conclusion of this work, teachers will benefit from having objective data on the methodology studied, which will provide them with better tools to carry out their functions and achieve the objective of supporting young people in effectively acquiring a second language.

REFERENTIAL FRAMEWORK

Theoretical Framework

Ausubel's Theory: Meaningful Learning

According to Ausubel's approach (1963), learning occurs when new information is connected to pre-existing knowledge. This means that learners can better retain and understand new material when they have a meaningful cognitive framework that allows them to organize, assimilate, and accommodate new information. Ausubel's theory emphasizes the importance of meaningful learning over rote memorization, and he believed that understanding concepts, principles, and ideas is achieved through deductive reasoning. Ausubel's theory of meaningful learning has been critiqued and revisited in recent research

In that sense, the more meaningful the learning, the more likely it is that the novel material will be integrated into the individual's brain knowledge structures and acquire personal meaning, due to its association with prior knowledge. Because of this process of particular attribution of meaning by the learner, meaningful learning facilitates the development of understanding and assimilation of what is learned, as opposed to rote or repetitive learning, in which what is learned is adopted mechanically, as an identical replica of the way in which one interacts with what is learned.

Conforming to López y Soler (2021). It can be seen that this modality of learning can be achieved through discovery or through reception. The latter can be through receiving the teacher's transmissions, a process by which students acquire the largest percentage of academic knowledge; and through explanations they increase their understanding of the knowledge, associating it with existing knowledge.

Secondly, through discovery, students gain access to a large part of their regular knowledge. The understanding of this type of learning is acquired at the end of the process. In this method, it is the learner who identifies and selects the information to be learned.

Meaningful learning consists of a relationship between the new material and the learner's cognitive structure, and for this relationship to exist, basically two conditions are required. The information must be meaningful and the learner must provide his or her own meaning (Moreira, 2018).

Task Base Learning

Task-Based Learning (TBL) became known in the last decade of the last century, presenting itself as the task-directed approach, a model through which teacher-centred teaching was revolutionized into a learner-directed paradigm. According to this novel approach students progressively take responsibility for their learning process, strategies, techniques and tools that will facilitate the task of getting to know (Aravena J., et al., 2017).

In correspondence with this, the courses will be planned guided by a final task that will be subdivided into previous tasks, in order to be able to assimilate the final content. Through the completion of tasks, learners acquire a wide range of knowledge and competences that support and promote their development. Using this approach, learners have a wider variety of alternatives for assimilating information and understanding where new knowledge comes from.

Task-Based Approach to Language Teaching

According to Morales et al. (2020), the task-based learning paradigm has been scientifically proven to have a decisive impact on learners' communicative intentions and can therefore be considered a valid option for facilitating the acquisition of a second language or any other knowledge.

Albino (2017) aimed to investigate how to improve the oral skills of language teaching using a task-based approach. The procedure employed included the use of images, texts, and videos that enabled students to engage with the texts and understand the information provided through different media. According to this conception, students are

provided with a greater number of options to assimilate the content of the materials.

Similarly, Sandoval (2020) studied task-based learning and the development of fluency in English. The aim of the study was to analyze the influence of this approach in promoting fluency in English. The methodology used was quantitative. A pre-test and a post-test were used as a mechanism to obtain data, with which the level of fluency was measured. The data obtained provided technical evidence that the approach was positive for students to improve their fluency skills. The study concluded that task-based learning is an effective approach to promote fluency in English among students.

Fuentes (2019) conducted a research project on the topic of task-based learning and ICT in English language acquisition. The purpose of the study was to demonstrate the various advantages of this educational tool in the flipped classroom. The results of the study led to the proposal of a plan to improve students' speaking and writing skills using flipped classroom pedagogy so that they can use them in real-life situations.

Bravo et al. (2020) used a quasi-experimental design to examine the effects of task-based learning on the language skills of English language learners at the Language Centre of the National University of Chimborazo. The study utilized a pre- and post-test based on the Cambridge KET oral assessment, and the methodology was quantitative.

The research presented above are objective examples of the use of task-based learning to strengthen English language acquisition and learning competences, with a common aspect being the identification of the advantages of this methodology in the process.

Task Base Approach Writing Strategies

Task-based learning strategy presents three fundamental elements that must be developed in order to generate satisfactory activities, which correspond to the performance of the pre-task, the task itself and the post-task (Willis, 2007)

The pre-task represents the first link to which the learner is subjected. In this phase the

teacher introduces the topic and provides the group with precise indications about what they are expected to do during the execution of these activities. Students are required to be able to dedicate some time to make their notes.

During the pre-task stage, the teacher's role is to motivate the students by using language to increase their understanding of the topic. This can be achieved by using induction to the topic, and by using motivating, striking, graphic, and concrete resources. The use of genuine resources can also help to demonstrate and provide concrete directionality of the task or topic being learned.

Moso (2017) stresses the significance of choosing a topic that inspires and interests students, and utilizing various didactic resources that cater to different learning channels and styles, such as visual, auditory, or kinesthetic. This means that teachers must diversify their resources. During the introduction phase, teachers should use motivating language, a variety of materials, demonstrative elements, and attractive resources to define the topic or task to be developed. In summary, teachers play a crucial role in motivating students to learn, and they can enhance students' motivation by building positive teacher-student relationships, providing a degree of student choice in authentic learning tasks, and utilizing various didactic resources that cater to different learning channels and styles.

During the second stage of the task, students are given the opportunity to develop the task itself with the guidance of the teacher. They can choose to use their own resources or strategies to solve the problems that have been selected. This stage consists of three steps, as explained by Willis (2007). The first step is the task itself, which is monitored by the teacher to ensure that students meet the necessary requirements. The second step is planning, during which the teacher must be available to guide and facilitate the necessary means for students to progress towards the comprehensive resolution of the task. At this point, students usually produce a written or oral report to explain their progress. The final step is the completion of

the report, during which the teacher provides feedback on the content, limitations, and resolution alternatives used by the students.

Stages in the Development of Task-Based Learning

Task-Based Learning is carried out through the completion of three main phases, which are distinguished as pre-task, task and post-task, in accordance with the approach of Bilge et al. (2017).

Regarding the pre-task, it represents the stage in which the teacher introduces the activity to the learner, through a brief introduction and providing precise indications about what he/she is expected to do and the role he/she is expected to play; note-taking or advance preparation is recommended (Palacios, 2017).

The second stage corresponds to the task and within this the students must perform various activities, such as planning, thinking and developing alternative solutions that will allow them to complete the macro process (Natsuko, 2016).

The last stage corresponds to the post-task and represents a kind of evaluation and monitoring of the whole process, facilitating the possibility for students to reflect on what they have done and develop a critical attitude towards their own performance, allowing them to assess their performance and establish areas for improvement (Erlam & Ellis, 2018).

Task Concept

According to the Royal Spanish Academy, the word "tarea" refers to an activity that needs to be completed within a specific time frame. This definition is a fundamental element of Task-Based Learning because it involves the completion of various activities to facilitate the learning process.

The concept of task-based learning suggests that students should carry out tasks in real-life situations, which allows them to learn in a more interactive and engaging way. These activities provide students with alternatives for using language as a tool to communicate and

express themselves more freely, whether it be through spoken or written language. This approach to language teaching is aimed at motivating students to learn and engage with the language, and it has been shown to be effective in improving task performance and attitudes towards language learning. Accordingly, the Real Academia Española (2022) states that an activity is task-oriented if it answers the following questions: Does it capture the learner's interest in learning? Does it capture the learner's interest? Is it primarily meaning-oriented? Is success part of the outcome? Is completion of the task a priority? Does the activity relate to real-life situations?

These questions allow teachers to briefly assess whether a model or resource is appropriate for student learning.

Components of the Task

As reported by Alibakhshi and Labbafi (2021), the tasks' components vary depending on the authors' concept. The components consist of the environment, actions, inputs, roles, outcomes, feedback, and follow-ups, which are listed in the table below.

Categoría	Descripción
Actions	Comprises the tasks or processes to be executed by the learner.
Environment	Place where the task is executed.
Input	Input information that is exposed for the trainees to execute the task.
Roles	The role played by the trainees.

Figure 1 Components of the task

Note: Description of elements of the categories

Erlam and Ellis (2018) argue that the task consists of activities, inputs, conditions, procedure, and outcomes, which are described in a table.

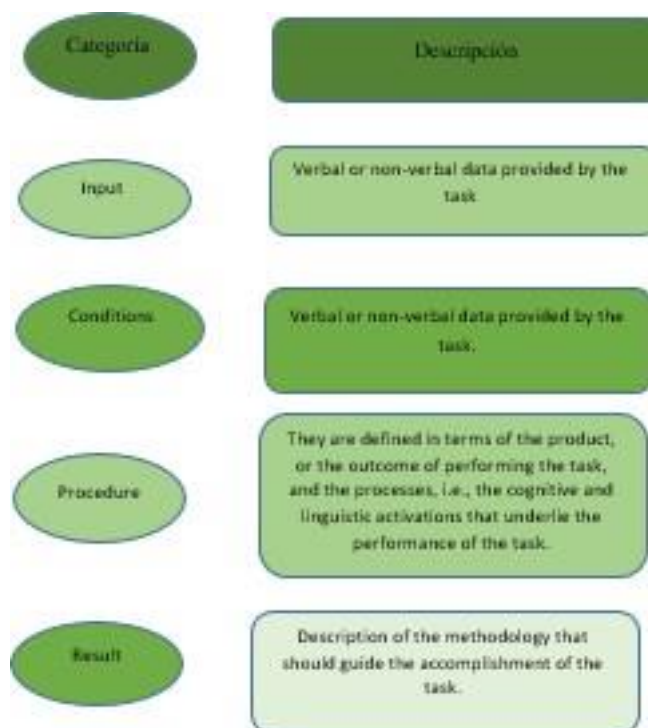


Figure 2 Components of the task

Note: Description of elements of the categories

The tables above list the main elements that make up the execution of a task, being common to the approach of both authors elements such as inputs and outputs, while the process is only present in the proposal of Erlam & Ellis (2018); however, in both formulations it is observed that the task has different components that control its execution.

Roles Played in the Task-Based Learning Methodology

In accordance with Medina (2018) Task-Based Learning involves the performance of roles different from those traditionally played by teachers and students in other educational methodologies and paradigms. In this modality, the teaching process is developed as a collaborative activity in which the center of the activities is represented by the student and the teacher becomes a facilitator of this process.

Role of the Teacher

Teachers who use the Task-Based Learning methodology act as facilitators of their

students' learning, a concept from which they promote the use of language as an essential means of communication and exchange, which is used in the discussion spaces that are generated as part of the development of the tasks. The teacher is responsible for selecting topics for discussion and the tasks that are proposed to the students, motivating, guiding and leading them to complete them, through the development of skills such as interest, commitment, problem-solving capacity, among others (Aguilera et al., 2021).

Student Role

In the Task-Based Learning methodology, students are at the center of the process, a perspective from which the capacity for communication, negotiation and responsibility for the development of the task is promoted. Student participation is active in all phases, from the choice of the topic, development, execution and presentation of the tasks (Gómez, 2018).

Students must at all times employ and make use of language to maintain direct communication with the facilitator-teacher, and with their peers with whom they form groups and work teams in which they must be permanently participating for the performance and expression of their ideas and contributions to the resolution of the task. This activity implies another role such as that of decision and risk taker, since the resolution and fulfilment of the task involves taking on challenges continuously (Gómez, 2018).

Task Modalities

Comparison Tasks

Aravena et al. (2017) define comparative tasks as activities in which the teacher asks students to identify similarities and differences between two task items by placing them side by side. The students are expected to compare the two items and consider the aspects they share or do not share.

Information Tasks

Information tasks involve the transfer of data when one person communicates with

another, where the person creates information from what was originally transmitted. This activity also involves other important processes in human communication, such as encoding and decoding. This activity enables the learner to identify important aspects of communication and to express their opinions and possible solutions (Toala et al., 2019).

Reasoning Tasks

The student engages in inferential thinking tasks by extracting relevant information from the teacher's instructions and using it to carry out their own independent inferential processes, conclusions, or ideas. This process of making the information their own is called appropriation, and it occurs through personal and individual effort, without the influence of the teacher (Barturén, 2019).

Solution Tasks

The process of solving tasks involves learners starting from initial data and arriving at sentences that solve the question posed by the teacher, leading to a conclusion on a given topic. These activities are an implicit process of reflection, planning, and execution of the proposed alternative. This process is part of the transformative learning theory, which focuses on the idea that learners can adjust their thinking based on new information (Morales & Hernández, 2020).

Methodology for the Implementation of Task-Based Learning

The Task-Based Learning development methodology is developed according to three distinct stages:

According to the ABT concept, it evolves in accordance with the fulfillment of three main activities or phases: pre-mission, post-mission and post-mission (Bilge et al., 2017).

This stage of instruction involves the teacher introducing the student to the lesson, providing a brief overview of the objectives and instructions, and outlining the student's expected role. It is recommended that the student takes notes or prepares in advance to ensure

they understand the objectives and expectations. This step is crucial in ensuring that the student is ready to learn and participate in the activities. The teacher should provide clear objectives and outcomes for the course and individual lessons to help students understand what they are expected to learn and do (Palacios, 2017).

As for the task itself, it corresponds to the second phase in which learners have the opportunity to use the language to carry out the task under the guidance of the teacher and to follow the completion of the task until it is solved or completed. It involves different processes such as planning, execution and reporting (Natsuko, 2016).

Finally, students can present their work in the final work, so this phase is also designed as an evaluation phase. Consequently, this phase should ensure the implementation of a process of analysis and application, in which the teacher should pay close attention to the main semantic and grammatical aspects in order to complete the task (Erlam, 2018).

Advantages and Disadvantages of Task-Based Learning

Task-based learning has a number of advantages for learners, teachers and the education system in general. Among the advantages are the possibility of stimulating critical thinking, problem-solving skills, motivation and student interest in learning. It facilitates the identification of problems in the context in which young people work and the planning of concrete actions to solve them, thus fostering creativity, self-efficacy, autonomy and self-esteem (Sandoval & Franco, 2020).

The method has some drawbacks. Firstly, it requires more time from both students and teachers to prepare and carry out the activities. Secondly, students' freedom of choice can lead to sub-optimal use of time. Lastly, in group activities, not everyone participates at the same pace and with the same commitment (Rodríguez & Quiñones, 2021).

The Impact of Task-Based Approach on EFL Learners

Toala et al. (2019) investigated the communicative competences of English language

learners in a group of secondary school students, the characteristics of a task-based learning model, and the conditions that allowed them to identify the communicative competences that support learning. They conducted a qualitative study with a group of teachers and students using a specific scale for their project. The results showed that at least 71% of the teachers included these competences in their planning, and that the task-based learning model was able to strengthen the communicative competences of the assessed students.

Barturén (2019) conducted a study on task-based learning as a proposal to improve the oral communication skills of English language learners in an educational institution in Lima. A quantitative study was conducted, and a sample of 21 students was selected. In order to test the hypotheses of the study, the Wilcoxon signed-rank test was used to determine statistical values. The results showed that task-based learning methodology can improve students' speaking skills, allow them to share their experiences, and develop their interpersonal intelligence.

Safitri et al. (2019) carried out an action research study at a university's English department to enhance students' oral communication skills through task-based learning. The study employed pre- and post-task observation and data collection, and a three-phase action research methodology was used. The task-based learning was conducted for one semester, and the results indicated an improvement in communication skills, as demonstrated by the pre- and post-test outcomes.

Anjum et al. (2019) analyzed the effects of task-based language learning (TBLL) on developing speaking skills of secondary school students in Pakistan in their article titled "The Effect of Task-Based Language Learning (TBLL) on Developing Speaking Skills of Secondary School Learners in Pakistan". To achieve their objectives, the authors adopted a quantitative approach that included research design, study population selection, sample selection, instrument application, and statistical analysis. The results of the study showed that

the TBLL approach was effective in developing the speaking skills of the students in the context of the study.

Productive Skills

The acquisition and consolidation of a language involves language skills associated with comprehension and production, including the ability to write. However, it is known that writing in English represents a complex task; it is globally conceived as an arduous skill to acquire because it involves cognitive activities such as organizing ideas and information and arranging them in written text; it requires precision to avoid ambiguity with respect to the idea to be communicated; it encompasses a variety of grammatical devices that need careful choice of vocabulary, clarity in the arrangement of grammatical structures and sentence modalities in order to execute a style appropriate to the subject matter and the target audience or readership (Zhang et al., 2021).

Written production is a complex cognitive process in which a series of activities take place which must crystallize in the presentation of a text which exhibits logic, meaning, coherence, appropriate use of grammatical, orthographic and lexical aspects. As well as pragmatic skills which will enable him/her to make sense of the text in terms of who the text will reach or who will be the readers of it. (Gardner et al., 2018).

Written production involves arranging and organizing what is written in a coherent way. Each sentence needs to fulfil a purpose within the text to show that it forms part of a whole and general idea. Coherence is closely related to cohesion, since they guide the writer to avoid repetition of ideas, sentences or disorganized presentation of the data or information presented. In terms of coherence, it is necessary to take into consideration aspects such as the structure, quality and quantity of the information, all of which will facilitate the presentation of an adequate and impeccable piece of writing (Gardner et al., 2018).

Regards to cohesion, it is a fundamental attribute of written texts, by means of which

the aspects that make up the text need to be related to each other in order to ensure and promote understanding by the target audience. In this sense, it is necessary to make use of the so-called connectors, which make it possible to generate concatenated texts. These connectors can be used to initiate, add, offer the notion of time, place, compare, contrast and close sentences and paragraphs (Kim et al., 2019).

In relation to the previous idea, another quality of production skills is organization, which is expressed through the overall transmission of ideas, embodied in a written text, in such a way as to present an ordered structure with clear content in its meaning and exposition. Among the aspects which form part of the organization of texts are clarity of purpose, appropriate use of discursive genre, clarity of the type of text to be produced, content, subject matter and appropriate form of presentation (Kim et al., 2019).

Improving English as a Foreign Language Children's Writing Skills

According to the Constitution of the Republic of Ecuador (2008), education is a fundamental right that the State must guarantee with the highest standards of quality throughout the national territory. To fulfill this mandate, the Intercultural Bilingual Education model was adopted, which respects indigenous languages and incorporates training in other languages such as English

The teaching of English is compulsory, both in public and private institutions, a model that was institutionalized in 1992, through the declaration of an agreement with the Public Cultural Institute of the United Kingdom, the Ministry of Education and the British Council. The first programmers were taken up, initially by five provinces, and were later generalized to the whole country, incorporating it from primary education levels onwards.

The materialization of learning English represents a real challenge for learners in general, because of all the changes in grammatical structure and pronunciation to which they are exposed. For decades, behavioural studies have observed that second language (L2)

learning is most successful when it begins at an early age. This presents a paradox, since the general cognitive and linguistic skills of adults are superior to those of children, leading to the expectation that adults learn languages better than children. Subsequently, the hypothesis of a biologically sensitive period for L2 learning emerged: native-like L2 proficiency is feasible when learned within a specific age range (Consejo Europeo, 2017).

L2 learning ability generally declines between late childhood and late adolescence. Although children are slower in the initial stage of L2 learning compared to adults, children more often achieve native-like proficiency in their L2, which is rarely observed in adult learners (Hartshorne et al., 2018). For grammar learning, a recent large-scale study observed a sharp decline in L2 attainment from the age of 17. This supports the existence of a sensitive period for L2 grammar learning, although the expected age of displacement is much later than previously proposed. Behaviorally, these differences in how children and adults learn an L2 have been investigated, but the underlying developmental mechanisms are not fully understood (Kepinska et al., 2017).

Process Writing Approach

According to Harmer (2022) Writing is a process that takes place in a cycle within which the activities of planning, drafting, editing and issuing the final version are put into practice. These phases can be presented in a linear way or interspersed to give as a consequence the possibility of returning to some of them and making corrections to the material generated.

Regarding the activity of planning, it is described as a cognitive process by which the writer conceives the idea, explores in his mental repository, using long-term memory, all existing notions on the subject and then proceeds to organize his thoughts and information that will allow him to coherently transmit the notions that he will take to the written text, all this after establishing a defined communicative goal.

The writing activity involves expressing ideas in writing in an organized, understandable, and pleasant way while following the basic rules of writing. These rules include the quantity of information presented, ensuring that it corresponds to what is strictly required; quality, which involves presenting truthful data supported by specific evidence; relation, which involves expressing relevant ideas associated with the topic in question; and manner, which involves being brief, orderly, and precise.

It is important to construct clear and concise sentences to present thoughts and ideas clearly and precisely. Revising and editing are also important elements of the writing process, and even experienced writers need to improve their drafts and rely on peers during revising and editing. When integrating information from published sources into your writing, it is important to avoid plagiarism by properly integrating the information.

The editing stage involves examining the writing to ensure that it corresponds with the established topic. During this stage, the writer should reread what has been written and assess whether it has main and secondary ideas. The writer should also determine whether the writing requires any modifications to adapt it to the requirements of the language in which it will be presented (Katz, 2019).

To ensure that a written text is easily understood by readers, it is important to present the final version of the text in a way that is formal and meets all necessary requirements. This includes formatting the text in a way that is transparent and clear, so that readers can easily understand it and enjoy reading it. This is especially important for expository essays, which aim to explain ideas and concepts in a clear and informative way (Harmer, 2022).

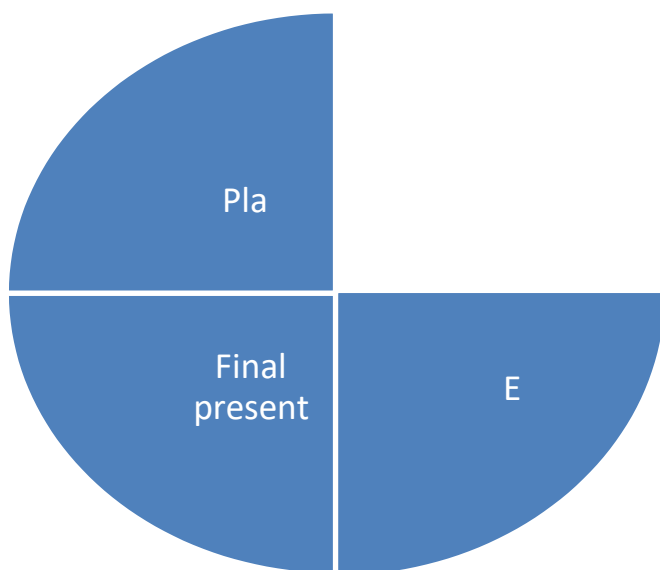


Figure 3 *Phases of writing*

Nota: Elaboración propia

On the other hand, Ortega et al. (2022) argue that the writing process can be executed in three main stages: prewriting, writing and rewriting, and revision. Pre-writing is conceived as the initial stage during which the writer develops the processing of his or her own ideas, which will be reflected in the text. During this stage, the purpose of the writing is defined, which population will be the objective and what is to be written. The formulation of these questions supports the establishment of a plan of action for a successful approach to the communicative activity. In addition, in this phase the learner must consider various elements such as the topic, type of text and the target audience.

In relation to the writing phase, it represents the act of shaping or developing the first draft, which, if guided by the formal aspects of writing, such as the elements that make up the sentence and paragraph, must take into account the need to express ideas clearly, provide information appropriate to the context, use correct vocabulary, design and elaborate the text in an orderly manner, using appropriate logical connectors. During this stage the writer executes three sub-processes as part of the written production, i.e. planning, being guided by the purpose of the text and writing. It is a stage of mental and practical production, culminating in

the presentation of the text as such.

Finally, the rewriting activity is considered to be that during which the writer reads the text carefully, identifies shortcomings in the formal aspects of writing, coherence, clear exposition of ideas, precise use of connectors and fulfilment of the communicative objective of transmitting what was defined as the purpose of the text.

Ortega et al. (2022) established that the different stages need to be developed in an orderly manner, as each one has a specific function within the process, and therefore should not be overlooked. Even though variations or adjustments may occur, according to the conditions of each writer. All this considering that the writing process is a skill that requires permanent preparation, due to the fact that it integrates different processes, both personal and interpersonal. As part of the internal processes, the cognitive activity of preparation for the act of writing stands out. The external process requires consideration of the purpose of the writing, the target audience and the subject matter.

Writing Strategies

Writing is a complex process, as pointed out by different authors, in which essential elements come into play in order to develop this activity, made up of psychological, linguistic and social aspects. Each of these elements in turn allows for the differentiation of certain dimensions, thus, in the psychological sphere, the cognitive, affective and sensory-motor aspects are described; in the linguistic sphere, graphic, lexical, textual, orthographic, syntactic and pragmatic components are differentiated; and from the social point of view, cultural and interactional aspects are taken into account (Zhang & Zhang, 2022).

Psychological Aspects of Writing

The psychological elements of writing comprise sensorimotor aspects, due to the fact that when writing the person uses his or her body to create the graphic gestures. It is also closely associated with the cognitive area, considering that the execution of a written text

involves the use of representations and drawing on knowledge and information from the world. Enquiry and comprehension of information are fundamental mental competences for the exercise of writing (Wang & Han, 2022).

McRell, et al. (2021) indicate that writing requires cognitive skills such as discriminating information, selecting, prioritizing, establishing relationships and making inferences from latent elements in writing. Similarly, it involves making use of memory to access information and integrate it with new data, provide meanings and make generalizations. In addition to the above, imagination and invention appear as creative processes that mentally represent events essential for text production.

Within the psychological aspects, the affective dimension explains students' attitudes towards writing. The commitment with which individuals extend, learn and practice this skill throughout their lives in order to master it. Responsibility for learning depends on the motivation of the learner, which is nurtured by the teaching methodology of the teacher. A motivated person feels that writing allows him/her to be free and to express him/herself. This incentive leads to a change in the negative image of writing.

Therefore, the difficulties that exist for novice writers are combated and not ignored. Ultimately, this dimension reveals the complex condition of writing, which is constituted as the task of writing, which is constituted as the task of various cognitive and emotional processes set in motion by the coordination of mind and body (Ruini & Mortara, 2021).

Linguistic Aspects

From a linguistic perspective, writing is seen as a pragmatic, communicative, textual, syntactic, lexical and orthographic phenomenon. The pragmatic and linguistic domain refers to compliance with the social parameters involved in interaction and the constraints applied to text production. The communicative context determines the conditions of written text production in terms of discourse genre, structure and lexis. This aspect also refers to the genre

of texts or even the conditions under which a composition is produced and its common features (Diez et al., (2017).

Writing is a valuable tool for communication, but it is not always easy to use. The way language is used varies depending on the group to which the text is addressed. The content of the text must be adapted to the social norms and conventions of the time and society in which the author is active. Writing has a cultural component that is enriched by various forms of artistic expression, such as literature. The texts produced by peoples throughout their history are an expression of their culture and a sign of their identity as peoples (Molina, 2016).

Lack of Motivation to Write

Motivation is a process present in all spheres of life, professional and personal. In everyday life, motivation is used to express activities such as getting out of bed, writing a paper, doing homework, answering the phone and learning. Motivation for learning exists in measurable form and is relevant either as a dependent variable or as an independent variable, through which concrete measures of the impetus people may have for acquiring knowledge can be expressed (Cook & Artino, 2016).

Motivation encompasses more than having the conviction to succeed; it also seems to involve some personal, immediate or future payoff. Like the expectation of success, the value or worth of the task is perceived (not necessarily real) and sometimes idiosyncratic. At least four elements have been identified as adding to the value of the task: a given topic may be particularly interesting or enjoyable to the learner (intrinsic motivation); learning about a topic or having expertise in a skill may be conceived as useful for practical reasons, or a necessary step towards achieving a goal in the future (extrinsic motivation); successfully learning a skill may have personal importance in its own right or as an affirmation of the learner's self-concept (importance or achievement value); and concentrating time and energy on one task means that other tasks are neglected (opportunity costs).

Bandura (1994), Zimmerman (2006) y Schunk (1991) emphasized the predominant role of self-efficacy in the activation of essential learning processes, including affect, cognition, motivation and selection. Learners achieve all learning activities with skills, prior experiences and social supports that collectively engage their self-efficacy before they reach the task. Different factors influence self-efficacy in task performance, in task performance and post-task, learners interpret signals that provide shape to self-efficacy.

RESEARCH METHODOLOGY

Research Approach

This investigation was developed based on the mixed approach because it was used quantitative and qualitative methods.

The quantitative research approach is a systematic and empirical method of gathering and analyzing numerical data to examine relationships, patterns, and trends within a population or sample (Hernández et al., 2016). In this sense, the quantitative approach allowed to gather numerical data to distinguish how the Task Based Approach helped to develop the students' writing skill. It was also possible to carry out a systematic measurement and statistics to clearly comprehend the studied problem (Hernández & Mendoza, 2018).

On the other hand, according to Trujillo (2015) the qualitative research is defined as "the most useful in social or educational research, with documentary analysis and support being one of its main strengths". It permitted to analyze the information provided by the students to establish the problem. The results of the survey administered to students were calculated through this method generating descriptive data, based on aspects such as: the participants' writing expressions, key points for writing, and processes they followed for writing.

Additionally, this research had both documentary and field modalities. At the beginning, the documentary research by using digital and physical sources of scientific journals, articles, theses, as well as books, served as support for the elaboration of the theoretical foundation and the objectives of this study. Later, the field research was used to observe and interact directly with the participants and the context, which allowed to collect detailed and authentic data.

Research Approach/ Type of Research

In this research a quasi-experimental investigation was used to respond to the

objectives that were set. According to Hernández Sampieri et al. (2014) in this type of investigation, the intentional manipulation of the independent variable was carried out and the measurement of the dependent variable, to see the results. It allowed to determine the impact of Task Based Approach in the Writing skills of the studied population.

Consistent with Bergmann et al. (2021) this is an applied type of research, because it started from a problematic situation which was intervened and improved. It was aimed at providing innovative real-world solutions or addressing specific challenges to issues affecting an individual, group, or society.

So, to carry out the research, the main problem was identified, then the information was collected through a literature review as well as the activities to be applied based on the Task Based Approach proposal that was designed for this effect. Finally, by applying the Task Based Approach activities the results were obtained.

As pointed out by Hernandez & Mendoza (2018) it was also descriptive because it allows the researcher to obtain, analyze and describe the conditions and characteristics in which the study variables are related as they appeared during the period of time in which the data collection process was carried out.

Population and Sample

The population is the set of a studied phenomenon that describes the case or demographic characteristics of those participating in the study (Stratton, 2021). This research was conducted at Piartal High School, located in the rural sector with a population of twelve students, enrolled as regular students at 10th course.

Taking into consideration Arias's approach (2012) "the sample of a study comprises the finite, subset that can account for the characteristics of all the elements". For the present case, it was not necessary to apply a sampling technique because the population is limited since the number of students enrolled in this rural institution is small. So, the total population

was investigated.

Table 1

Units of Observation

Units of Observation		
Female students	2	17%
Male students	10	83%
Total	12	100

Prepared by: Santiago Onofre

Instruments/ Techniques

- For data collection, the following techniques and instruments were used which, while allowing the research to be carried out, were a very useful guide to develop and improve the materials for the application of the proposal.

A survey to identify and analyze the strategies and process applied in the development of the writing skill, that the teacher and students followed before the intervention program.

The instrument was a questionnaire based on a Likert scale, consisting of 10 questions about the development of writing skills in the classroom. These questionnaires were validated by specialists in the field before being administered to the students to obtain the necessary input for the development of a guide that could encourage the use of task-based learning approach in this population.

- Pre and post-test. The pretest was administered to evaluate the level of development of students' writing skill before the application of the proposal.

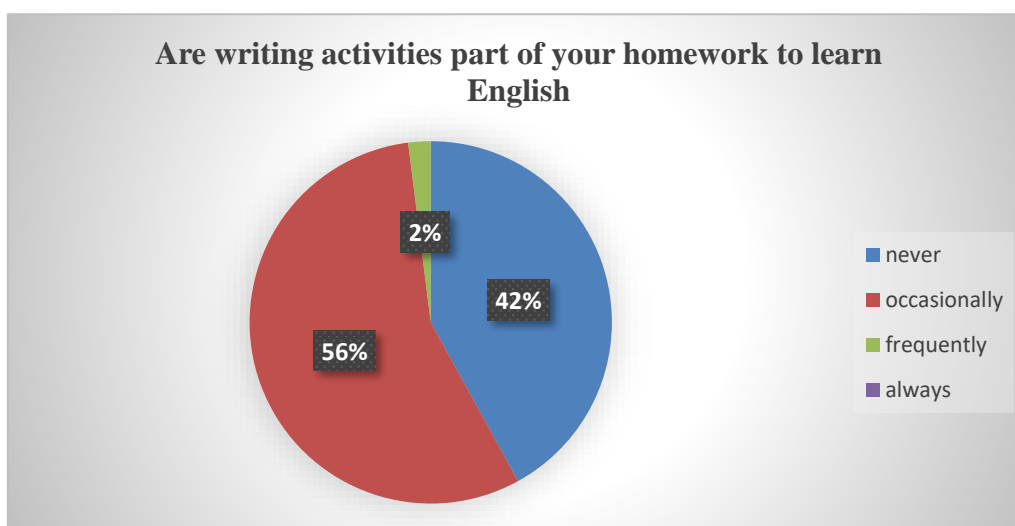
The post-test was administered to evaluate the level of development of student's writing skill after the application of the proposal activities.

The instrument was a questionnaire consisting of three questions to evaluate the writing skill. It was designed following a sample of standardized exam items from the Cambridge Key English Tests (KET) suitable for this kind of students and the level in which they are.

RESULTS AND DISCUSSION

Analysis of students' previous experiences of teaching and learning the writing skill

This section examines and explains the results obtained in the survey administered to 12 students of 10th year of basic education at Piartal High School. This survey was managed before the application of the proposal based on Task Based Approach for developing the writing skill with the purpose to know the perceptions students had about the teaching of writing skill. Based on this information, it was possible to know about the strategies that are applied or not in the development of writing skill and better plan the sequence of tasks and methodology to be used in the proposal.



Graph 1 Writing activities as part of homework for learning English

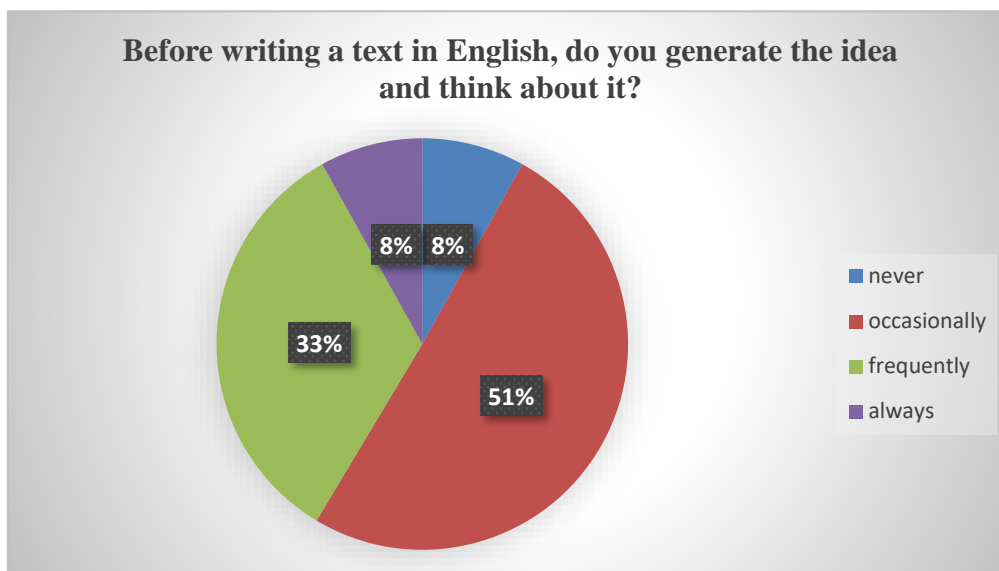
Source: Questionnaire applied to tenth year students.

Analysis and interpretation

The study found that 56% of students perform English writing homework activities occasionally, 42% never do it, and only 2% do it frequently.

According to the findings, the highest percentage of students perform writing activities as homework on an occasionally basis, which is considered low, since in the learning of a

second language this is one of the fundamental competencies for the consolidation of the mastery of the formal aspects of this process (Vergara, 2017).}



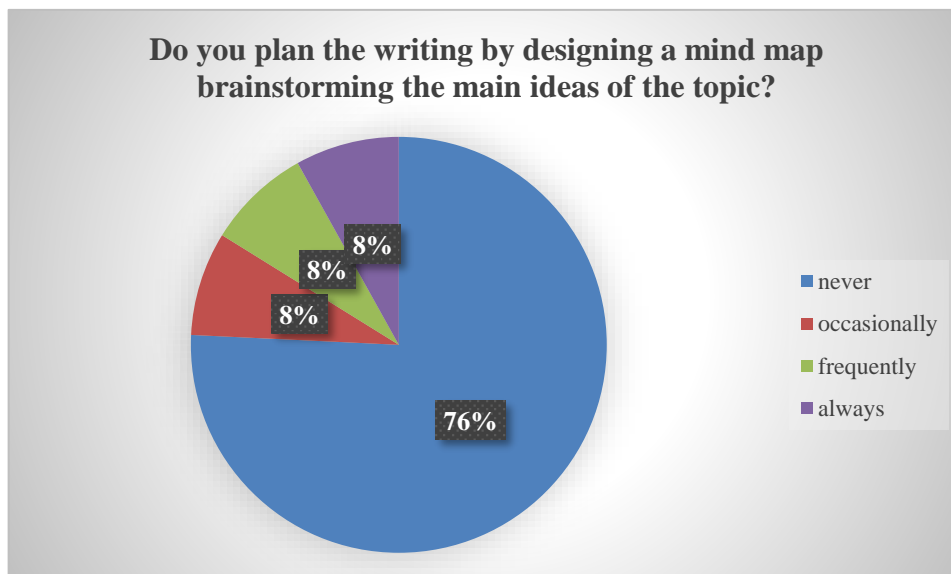
Graph 2 Idea generated in English

Source: Questionnaire applied to tenth year students.

Analysis and interpretation

According to the gathered information, 51% of students generate the idea and think about it before writing a text in English only occasionally, 34% do it frequently, 8% do it always, and another 8% never do it.

Thinking and generating ideas in a language that is being learned is fundamental for its consolidation. Putting this strategy into practice is basic when trying to develop related competencies such as writing in students who learn English as a second language (Esmaeil et al., 2022).



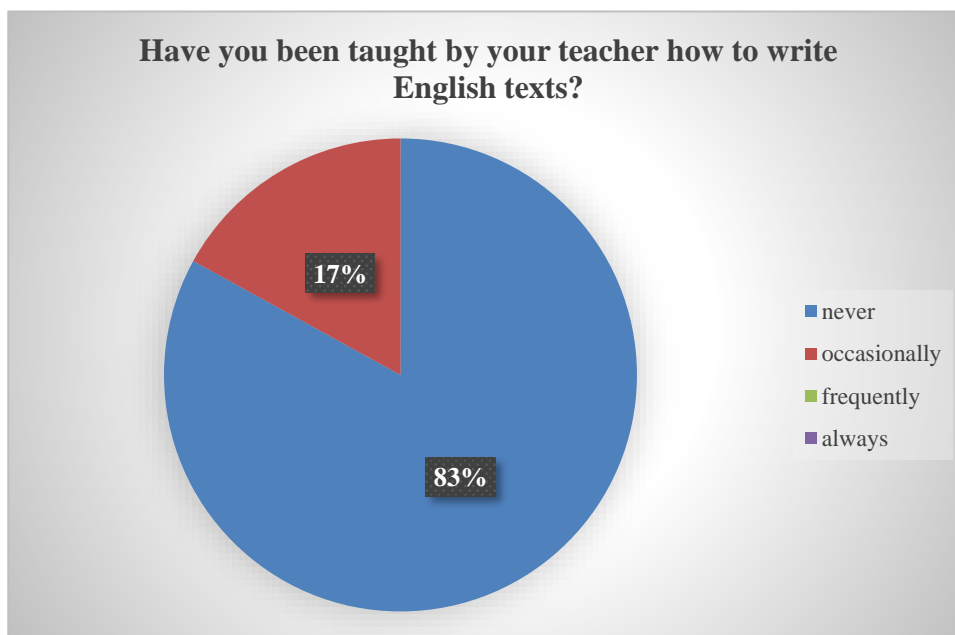
Graph 3 *Planning the writing of texts in English*

Source: Questionnaire applied to tenth year students.

Analysis and interpretation

Regarding the planning of writing texts in English, it was found that 76% of the students never perform this action; 8% frequently do it, another 8% of students occasionally do it, while the last 8% answered that they always do it.

According to these results it can be evidenced that the majority of the students never get to perform the planning of what they are going to write, they haven't practiced this strategy, they haven't devoted certain time to plan what they want to express, an activity that provides rationality and systematization to what is going to be produced (Ñañez and Lucas, 2017).



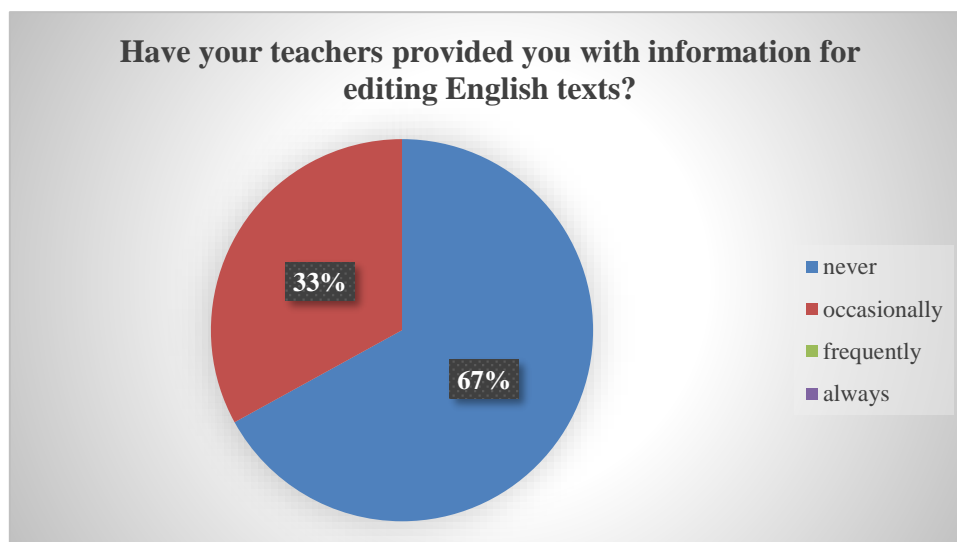
Graph 4 Teacher teaches how to write texts in English

Source: Questionnaire applied to tenth year students.

Analysis and interpretation

From the graph above, it is shown that most of the students, that is 83% of them consider that the teacher never teaches them how to write a text in English, and the complementary 17% think that the teaching only occurs occasionally.

Writing skill is considered necessary to be reinforced all of the time in English language learning because it represents the expression of the mastery of several competencies such as memorization, visual association and assimilation of content, which should be facilitated by the teacher (Mahecha, 2018), which seems to be absent in this educative context.



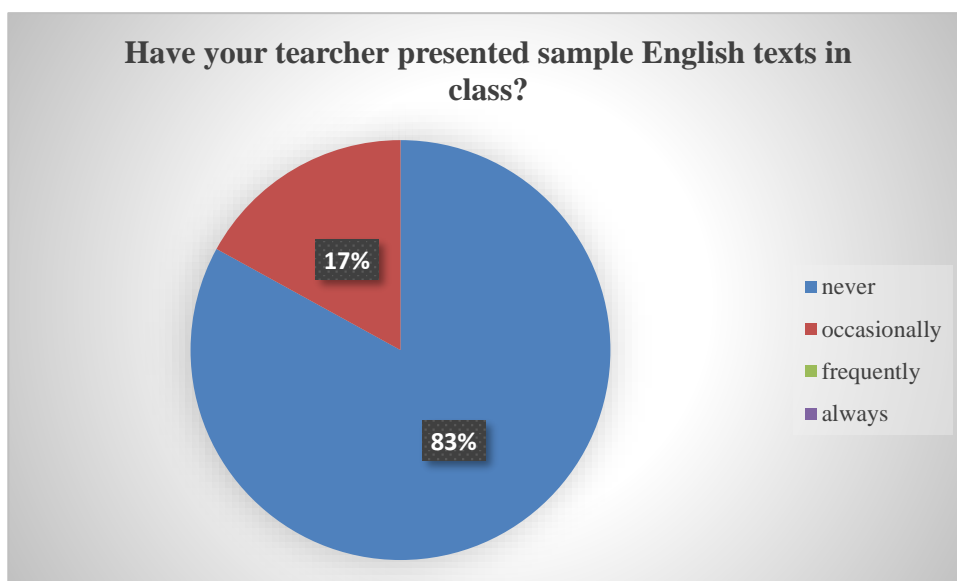
Graph 5 Information provided for editing texts in English

Source: Questionnaire applied to tenth year students.

Analysis and interpretation

In relation to the information provided by the students, for the edition, 67% of students perceive that they never receive information for improving their texts, while the remaining 33% consider that the teacher occasionally provides them the indicated notification.

Teachers are facilitators of the learning process and in correspondence with this, they must provide sufficient, accessible, quality information to their students to ensure the availability and proper use of it since it is linked with metacognitive, and cognitive strategies (Habók et al., 2022). However, it is evidenced that this strategy to consolidate English language writing is not performed.



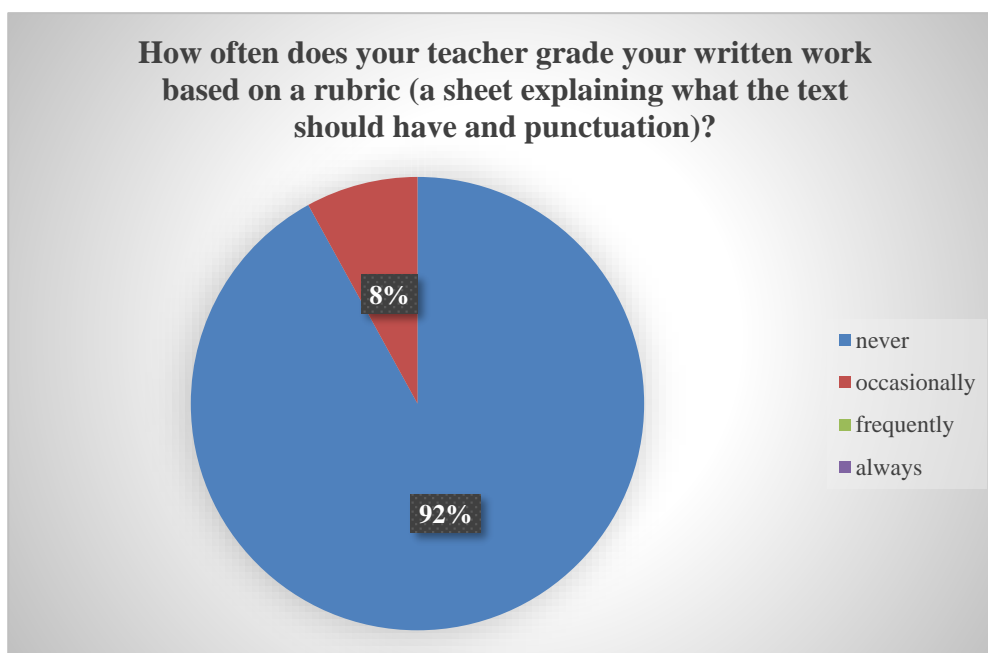
Graph 6 Presentation of sample texts in class

Source: Questionnaire applied to tenth year students.

Analysis and interpretation

In the graph above it can be seen that 83% of students consider that the teacher has never presented sample written texts in English, while 17% thought that this action occasionally has happened.

The command of the language is also related to the amount of exposure to the English language the learners receive, which helps to develop the linguistic competence and helps to increase the students' attention to certain features of writing (Dubow & Gundermann, 2017). They have not had this opportunity in their training to develop this skill.



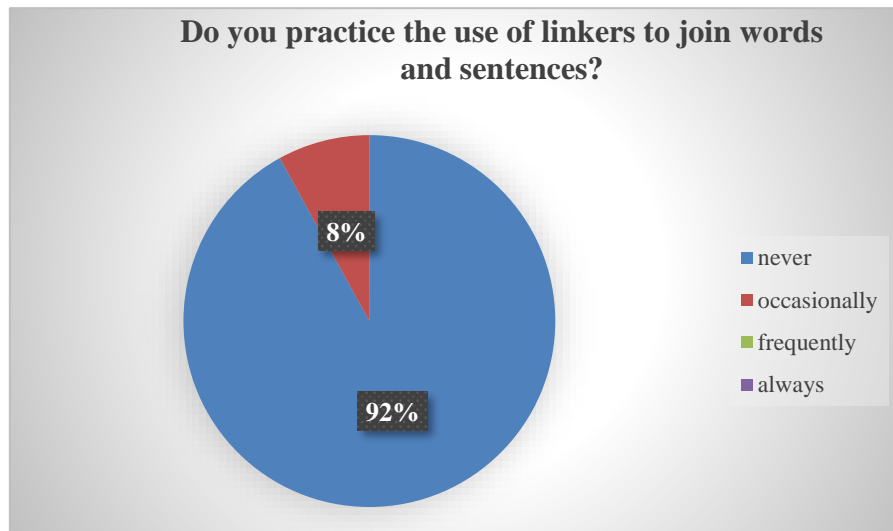
Graph 7 Frequency of grading of written work based on a rubric

Source: Questionnaire applied to tenth year students

Analysis and interpretation

Regarding the frequency the teacher grades students' written work based on a rubric, most of the students, that is 92% answered that the teacher never grades their work; while only 8% of students perceive, the teacher uses a rubric to evaluate the writing texts.

Learning the English language is a complex process since it involves the acquisition of new grammatical structures, the vocabulary and even style of thought (Velasco & Meza, 2020). In this sense, to know the rubric of evaluation can help students to consolidate what they write and the way they do it. Therefore, the lack of this process prevents the consolidation of writing skill among these students.



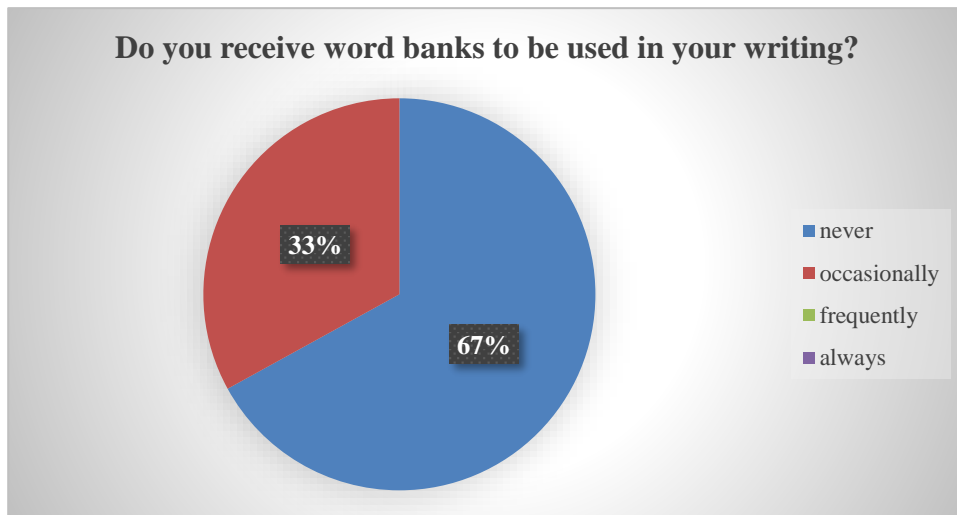
Graph 8 *The use of linkers to join words and sentences*

Source: Questionnaire applied to tenth year students.

Analysis and interpretation

Regarding the use of linkers to join words and sentences, 92% of students indicated that it never occurs, followed by 8% who stated that it is occasionally done.

To enhance writing skills, teachers should focus on integrating regular paragraph or even short essays writing exercises into their lesson plans. By providing students with opportunities to practice how to link words, phrases, and sentences and receive feedback about it, they can improve their writing proficiency and confidence (Quidel et al., 2014). Using a variety of writing activities, such as using conjuncts and linkers can also enhance students' overall writing experience.

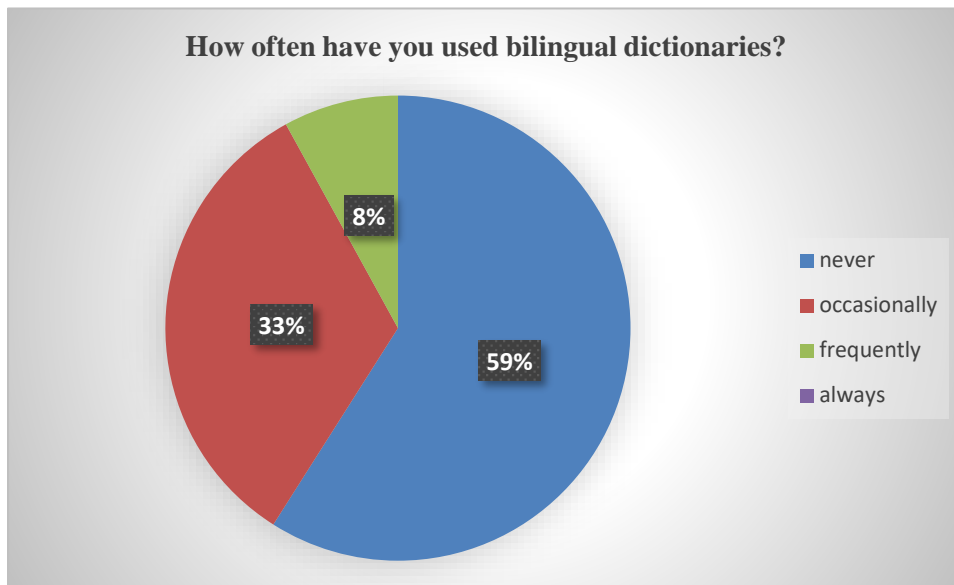


Graph 9 Word banks to be used in writing

Source: Questionnaire applied to tenth year students.

According to the graph, it is evident that the vast majority of students at 10th course, since 67% mentions they never receive word banks for their writing, in contrast to a smaller group, that is 33% who thinks, they occasionally receive them.

This highlights the lack of tools students have to support the writing process. Marcy Zipke (2019) emphasizes the significance of using word banks in writing as a valuable tool for language development and writing enhancement. She points out the crucial role that word banks play in fostering vocabulary growth, improving language expression, and supporting the writing process and how they can empower writers by providing them with a resource for finding suitable words and phrases, ultimately contributing to more effective and articulate written communication.



Graph 10 *The use of bilingual dictionaries*

Source: Questionnaire applied to tenth year students.

The data indicates that most students, 59% do not use bilingual dictionaries for their writing. Only 33% does so occasionally, and only a very small percentage 8% of students uses them frequently.

It is obvious that students mostly do not have this ability and good habit of using bilingual dictionaries which should complement other language learning activities to get a comprehensible input, to achieve holistic language development (Krashen, 2007).

Analysis of PRE-TEST AND POST TEST Results

Analysis Of Students' Pre-Test And Post-Test Results

In this section, it is presented the information obtained from the pre-test applied to tenth course students at Piartal High School before the application of the proposal and the post test results obtained after the application of the proposal.

The instruments used were applied to explore the writing skill of the student population that was investigated and to know the level reached by the same population after the application of the proposal. The pre-test consisted of questions that covered the writing skill from a suitable selection of a sample of standardized exam items from the Cambridge Key English Tests (KET) appropriate for this level of students. Once the training program was completed, the post-test was applied, parallel to the entrance test. The students were evaluated based on the same criteria used for the pre-test.

The assessment of the responses was carried out according to the following qualitative scale.

Table 2.

Qualitative Scale for Grading

QUALITATIVE SCALE		
Master the required learning	Master	9.0-10
Reach the required learning	Reach	7.0-8.99
In process of achieving the required learning	In process	4.0-6.99
Does not reach the required learning	No reach	≤ 4

Source: Evaluation scale established by the Ministry of Education

Prepared by: Santiago Onofre

The performance of the 12 students from tenth course in pre-test and posttest was tabulated and analyzed. With these two tests, the development of the writing skill was verified through the use of Task-Based Approach.

For grading the two tests, the following rubric of evaluation was used:

Table 3*Rubric Evaluation*

CRITERIA	BEGINNER	IN PROGRESS	ACHIEVED	SCORE
VOCABULARY	the student does not use the vocabulary learned in class or makes lexical errors. (0 points)	The student uses the learned vocabulary but does not apply it appropriately. (1 point)	The student uses the vocabulary learned in class and uses it correctly. (2 points)	
GRAMMAR	he student has no control over grammatical structures, and errors make the message lost, confusing, and hard to understand. (0 points)	The student has moderate control over grammatical structures. However, errors do not make the message lost, and it is understandable. (1 point)	The student has completed control over grammatical structures, and the message is understandable. The student uses grammatical structures without errors. (2 points)	
COHESION	The ideas are poorly structured. Lack of connectors in the sentences. (0 points)	The ideas are organized; however, they are not connected to each other. (1 point)	The ideas are well linked and are perceived as a whole. Correct use of connectors to relate sentences and paragraphs. (2 points)	
COHERENCE	The text is entirely incomprehensible. The information provided is not relevant and does not align with the topic. (0 points)	The text is partially related to the topic and/or the information is repetitive. (1 point)	The text is logically and comprehensibly organized. The information provided is relevant, accurate, and aligns with the topic. (2 points)	
SPELLING	The text has more than 5 spelling errors per paragraph. (0 points)	The text has up to 5 spelling errors per paragraph. (1 point)	The text has no spelling errors. (2 points)	

Source: Rubric Evaluation for the Writing Test to 10th course students

Prepared by: Santiago Onofre

Maximum Score 10 points

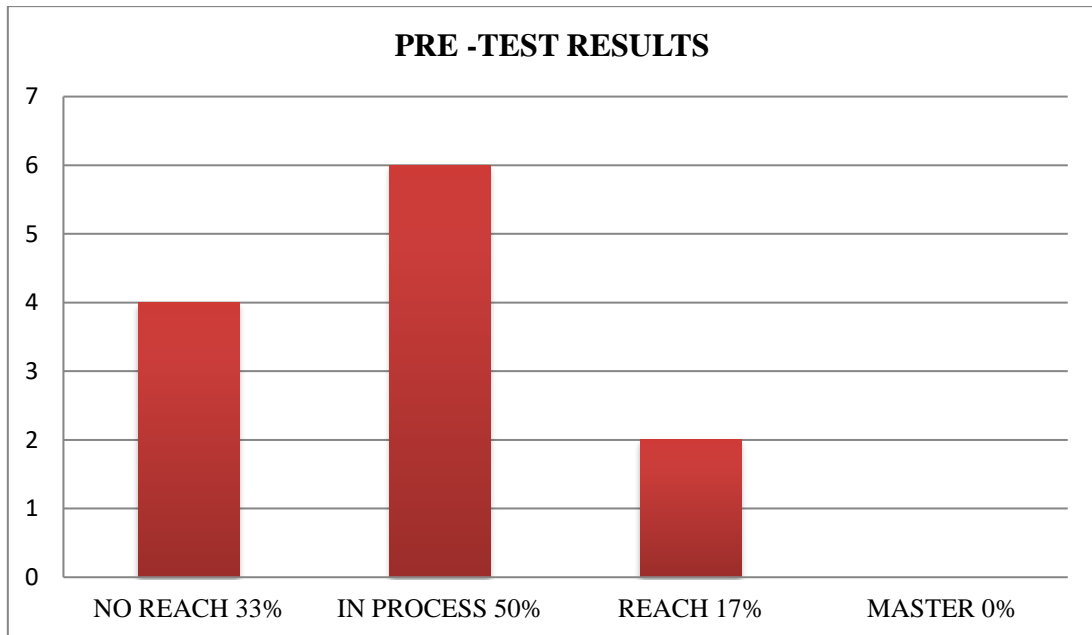
Table 4

Results Obtained by Students in Writing Skill in the PRE-TEST and the POST-TEST

N:	STUDENTS	PRE-TEST		POST-TEST	
		QUANTITATIVE SCALE	QUALITATIVE SCALE	QUANTITATIVE SCALE	QUALITATIVE SCALE
1	STUDENT 1	4	No reach	6	In process
2	STUDENT 2	6	In process	7	Reach
3	STUDENT 3	5,5	In process	7	Reach
4	STUDENT 4	7	Reach	7,75	Reach
5	STUDENT 5	6	In process	8	Reach
6	STUDENT 6	7,5	Reach	8,75	Reach
7	STUDENT 7	4	No reach	5	In process
8	STUDENT 8	6	In Process	9	Master
9	STUDENT 9	6	In Process	8,5	Reach
10	STUDENT 10	4	No Reach	7,25	Reach
11	STUDENT 11	6,5	In process	7,5	Reach
12	STUDENT 12	4	No Reach	6	In process

Source: Pre and Post Tests applied to 10th course students

Prepared by: Santiago Onofre

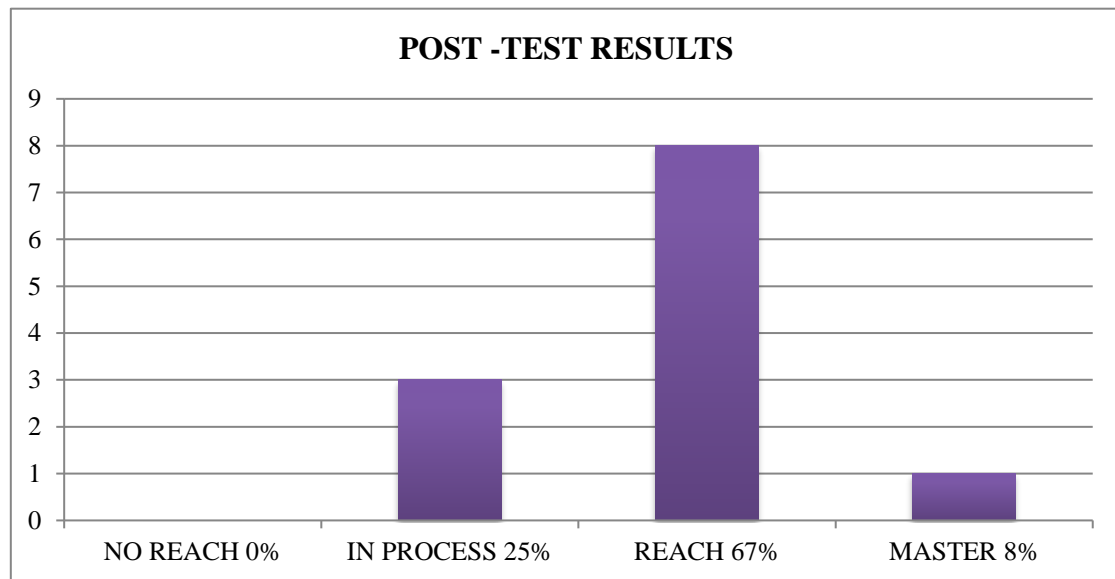


Graph 11 PRE-TEST Results

Source: Table 4

Prepared by: Santiago Onofre

The graph above explains the results of the pre-test administered to students before the application, according to the quantitative and qualitative scale (Table 4). 4 students that represent the 33 % did not reach the required learning, 6 students that represents the 50% were in process of achieving the required learning and only 2 that represents the 17% reached the require learning.



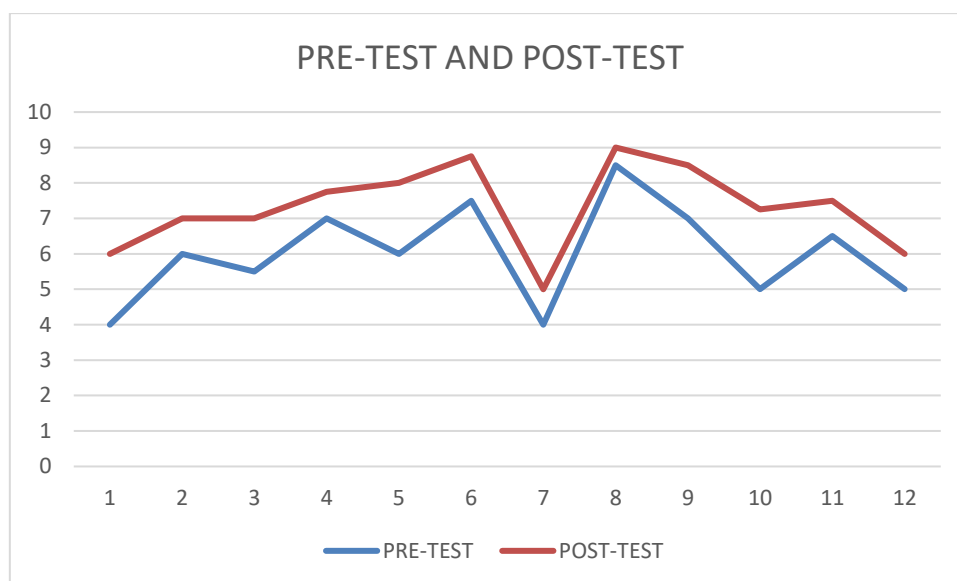
Graph 12 POST -TEST Results

Source: Table 4

Prepared by: Santiago Onofre

The graph above describes the results obtained from 10th course students during the post-test according to the quantitative and qualitative scale (Table 4) after the application of the proposal based on Task-Based Approach for developing the writing skill. 1 student that represents the 8 % of the participants mastered the require learning, 8 that represents the 67% reached the require learning, 3 that represents the 25 % were in progress and 0 students that represents the 0% did not reach the require learning.

It is evidenced that the Task-Based Approach has managed to raise the level of development of the writing skill in the studied population.



Graph 13 Comparison of results between pre-test and post-test

Source: Table 4

Prepared by: Santiago Onofre

Discussion

After the analysis and interpretation of results obtained in the survey administered to students at tenth of Basic Education at Piartal School, regarding the methods and strategies used for the development of writing skill, the percentage values recorded in the statistical graphs demonstrate that the method applied does not contribute to the development of the writing skill.

As it can be observed in the graphs 1-4-5-6 and 7, most of the students perceived that there was not a good method to train them on the development of the writing skill. The teacher in any way ignores the writing skill, there is no specific training focusing on it, which make us deduce the teacher still uses the traditional method of teaching the language. This method focuses on preparing students in grammar and making them write sentences in isolation.

These results contrast with what was exposed by Cuervo (2019) who evidenced through his research that during the last decades there has been a process of transformation of

the English language teaching methods which focuses on training students on the development of all the skills of the language to become communicatively competent.

On the other hand, Costa et al. (2018) who contrasted English language teaching from traditional and modern methods, using applications for developing receptive and productive skills, were able to evidence that the latter present significant advantages such as effectiveness, relevance and usefulness, compared to the former.

As the writing skill is not promoted, the students do not have sufficient resources for learning and as a result there is a deficit in English learning by having limited knowledge.

Regarding the strategies used, according to the perceptions of tenth course students, it was possible to identify that most of the strategies were not applied or were totally omitted.

According to Gehr (2019) the input the strategies provide is very useful, as they promote deeper understanding in writing. In the graphs 2, 3, 8, 9 and 10, it is noticeable students were not encouraged to be critical when deciding what and how to write or manage the most important key point to produce an accurate writing. Unfortunately, the student did not apply strategies such as: thinking about the topic before writing, designing mind maps by brainstorming ideas, or using linkers to join words and sentences. According to authors, students think, organize, and compose their ideas before writing to develop a good piece of writing including the most important points thanks to these strategies (Kurniawan et al., 2019). They neither work out on word banks, nor practice the use of bilingual dictionaries by which they can identify the new vocabulary and get specific words or phrase that could be used in their writings. Diez et al. (2017) explain that the word bank helps the student to have key vocabulary that can be integrated into the content of their writing and encourages to review previous knowledge. In the same way, for this author, the use of dictionaries is crucial, since it helps to learn vocabulary meaning, it can provide synonyms, antonyms, nouns, adjectives, adverbs, etc; so the students can have more breadth in her lexicon and will be able

to use it in the writings (Diez et al., 2017)

Finally, it can be mentioned that in this study it was reflected that the students have great difficulty in communicating using the written English language, because the method and strategies did not meet their needs.

Consequently, it was designed a booklet with complementary activities based on the Task-Based Approach to develop the students' writing process.

With regard to pre-test and post-test graphs 11 and 12 show the degree of development that the students demonstrated in the writing skill. The exposed percentages demonstrate that there was an improvement, while in the pre-test 50% of students were in process to acquire the expected level, and only the 33% reached the level, in the post-test, the 67% of students reached the expected level, 25% were in process to reach it, and even there was an 8% that reached the mastery level by applying the Task-Based Approach.

In conclusion there were a significant improvement of most participants while in a few cases there was a light improvement. Based on these findings it is confirmed that Task-Based Approach and its strategies helped to improve the students' writing skill.

ACADEMIC PROPOSAL

Let's write with style: Complementary activities based on the Task-Based Approach to develop the students' writing process.

Objectives

General Aim

To design a booklet with complementary activities based on the Task-Based Approach to develop the students' writing process.

Specific Aims

To design activities based on the Task Approach that favors the development of complementary activities to develop the students' writing process.

To present strategies to improve the writing skill by applying the Task Base Approach

To Socialize the designed guide for its possible application and dissemination to other grades and educational institutions.

Justification

Today's students have access to a variety of devices, tools and instruments that compete with traditional educational strategies, which presents teachers with the challenge of employing innovative didactic strategies to capture the attention and interest of students. It is in this context that the task-based learning approach emerged.

Task-based learning is one of the most innovative methods in foreign language teaching. In this respect, it is argued that the best way to learn a foreign language is to use a method other than the traditional teaching model, preferably one that is based on the three significant aspects, presentation-practice-production.

Task-based learning is an approach that helps learners to use language in real-life situations. This approach motivates learners to speak by creating opportunities for reflection, systematization, and organization through the search for meaning and identification of

examples. A guide based on these principles is justified because it will help learners use this approach as a coherent alternative to their needs. This approach gives learners experience of spontaneous interaction, which involves composing what they want to say in real-time, formulating phrases and units of meaning, and performing real-world tasks at the end of a unit of work or even a single lesson. This approach is based on communicative language teaching and task-based instruction, which are characterized by pedagogical and real-life tasks.

Feasibility

The proposal designed is feasible to develop because prior to its elaboration, a space for articulation with the institutional authorities was held and they endorsed the design and implementation of the proposal. Similarly, the students expressed their interest in receiving the planned activities and trying out this approach as part of their learning process.

In addition, the feasibility of the proposal is supported by the English teachers of the institution, who have expressed the felt need to use new teaching tools to encourage their students to learn this subject with greater impetus. These professionals were receptive and willing to use the guide developed.

Description of the institution and target population

The Piartal Educational Unit is situated in the Santa Barbara neighborhood of the Carchi province. It provides regular education starting from Pre-school, Basic Education, and Baccalaureate levels. The school offers Sierra as part of the school regime in the Presential modality of Morning day and educational level of Initial, Basic Education, and Baccalaureate.

Mission

The Piartal Educational Unit will offer an education of quality and warmth, will cultivate and respect human rights by developing the creative capacity and talents, will form honest leaders capable of working in teams with micro projects in a favorable environment, will fulfill all the activities guided by a trained and experienced teaching staff, will achieve an

integral formation of independent people, capable of choosing and acting with responsibility, faithful to the principles of a tolerant and solidary intercultural coexistence; critical and academically competent, committed to the challenges of the contemporary world.

5.4.2 Vision

Our institution is forming children and young people with high self-esteem practicing values to work as a team fulfilling the objectives of education.

Recognizing students as authors and builders of their own knowledge with innovative methodology to obtain a quality education and warmth.

Encouraging the development of the student in all its dimensions: emotional, social, physical and intellectual, empowering in each of them to develop their autonomy, their ability to cooperate and democratic spirit to form competent high school graduates to meet the challenges of the global world.

To facilitate the achievement of this formation through an interdisciplinary teaching based on modern and dynamic methods that take into account the scientific and humanistic social as well as the artistic and sports.

Institutional Ideology

- Offers pre-school, high school, elementary, middle school, high school and high schooleducation.
- To prepare students with critical, reflective, autonomous, creative and productive capacities, with gender equity, and focused on good living.
- To form students with social values in a permanent, conscious and responsible way that contribute to the socio-economic development of the parish.
- Offers a consolidated baccalaureate
- To develop significant corporate, reflective and investigative learning in a motivated manner.

- Promote learning environments and scenarios based on values of justice, innovation and solidarity.
- Prioritize the formation of students in the academic, cultural and sports aspects.
- Promote academic performance, always with a vision of educational excellence.
- To innovate the teaching work through permanent training and pedagogical updating of teachers.

Theoretical Foundation

Méndez (2019) argues that task-based learning is an alternative way of learning languages that breaks with long-established patterns of foreign language teaching or learning. This method aims to overcome the problems associated with traditional forms of learning that focus on knowing and using grammatical structures that do not lead to meaningful learning of the target language.

In order to develop a task-based learning method, it is necessary to establish criteria for planning, developing and completing a task. Keshmiri y Mehrparvar (2023) state, first and foremost, that a task is a planned piece of work which must have several characteristics, including an emphasis on pragmatic meaning, linguistic purpose and evaluation, purpose and the language needs of the learners. These parameters must be clearly defined and applied to the actual process of language use, i.e. it must relate to one of the four language skills.

Task-based learning is based on a holistic approach (Freire & Loo, 2022) whereby learners complete a communicative task using language they have acquired in previous classes or from other sources. Accordingly, this model plays a relevant role in the training of competent foreign language professionals.

The IATEFL (International Association of Teachers of English as a Foreign Language) conference (2022) held in Belfat (UK) indicated that English language teaching textbooks should be adapted to the task-based approach, thus promoting this alternative for

foreign language teaching, homework should be adapted to the texts used.

Development of the Proposal

Implementation

Implementing activities according to the task-based approach implies following the steps and activities that comprise this strategy, consequently, in this project activities were defined for each of the stages, i.e. pre-task, task and post-task. In addition, the alternative of assessing the achievements was established to provide a space for greater engagement and personal connection for the students but also for the teachers, who will receive feedback on their performance.

Stages of the Activity

Development of the Pre-task

According to the recommendations for the development of the activities according to the task-based learning approach, this process starts by carrying out a pre-task. In the present case, this was defined so that the students could motivate themselves by selecting the social network of their preference, their favorite song, the story they liked the most and the person with whom they most enjoyed chatting. In this way they are motivated to connect, through practical actions of their liking, with the possibility of undertaking the next step, which corresponds to the task itself.

Development of the Task

The students will complete the pre-task activities and when they have finished with these, the teacher will present them with the proposal to elaborate their life project and include learning English as part of this, a project in which they will have to carry out the following activities: make an initial sketch of their life project, define the objectives, goals, values, resources, personal commitment, systematize the project, define an agenda of activities to progress and complete the elaboration of the project.

At the end of the elaboration of the life project, students will make a presentation in power point or another tool of their choice to show their classmates what they have designed, this corresponds to the activity that will be assessed in the post-task. In addition, the teacher will have the possibility, during the course of the term, to observe the fulfilment of the plan as part of the continuity and coherence that should be provided to the use of this approach.

Post task

The approach by tasks is eminently practical, so the evaluation of its fulfillment corresponds to the execution of each of the planned activities, which must be presented by the students as part of the weekly planning, in the schedule of attendance to the course. All planned activities are evaluated. Additionally, they will be invited to develop a self-evaluation of the process and to express their feedback to the teacher, in order to ensure consistency with the selected approach.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study aimed to ascertain the impact of Task-Based Approach on the development of writing skill. The following conclusions have been evidenced:

- It is established that the teacher does not follow a systematic procedure to train students in the development of their writing skill in the classroom. Students were not taught the writing skill with appropriate procedures. Generation of ideas, designing mind maps, planning what to write and how, receiving information to edit their drafts were absent in the learning process.
- It is evidenced that students had very limited knowledge of strategies that help them to produce their written texts. Strategies such as: brainstorming the ideas, use of word banks, linkers and use of bilingual dictionaries were not practiced in the classroom.
- Task-based Approach influenced significantly so that writing skills emerge in students. It includes three main phases and strategies that make students participate and work actively in text construction. It was evidenced in pre-test and post-test that were carried out. In the pre-test students obtained scores less than 4, that did not reach the require learning, in a percentage of 33%; students obtained scores from 5 to 6 in a percentage of 50%, that were in process of achieving the required learning and only 17% reached the require learning obtaining from 7 to 8. In this sense, it was determined that Task-Based Approach impacted meaningfully in the development of writing skills.
- At the end of Task-Based Approach application, the post-test reveals a percentage of 67% that reached the require learning, and 25 % were in process to achieve it, and 8% of the participants mastered the required learning. In this test there were

not students that did not reach the required learning. Finally, it is possible to conclude that the Task-Based Approach had a positive impact in the development of writing skill in 10th course students at Piartal High School.

Recommendations

- Introduce in depth the conceptual theoretical basis of Task Based Approach to English teachers, promoting their professional development so that they can incorporate these foundations into their classroom practices.
- This educative Institution should organize training courses for teachers and students to acquire knowledge of strategies of Task-Based Approach that empower educators to be creative and flexible in their teaching approaches and lead students to a richer learning experience.
- This proposal contains a design and sequence of activities that are considered a good and innovative alternative to be implemented in this High School or another educative institution to train students in the development of writing skill.

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APPENDIXES

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

Thesis Topic:

TASK-BASED APPROACH TO FOSTER WRITING SKILL IN 10TH GRADE STUDENTS AT PIARTAL HIGH SCHOOL 2021- 2022”

DATA INSTRUMENTS VALIDATION

Theme: “TASK-BASED APPROACH TO FOSTER WRITING SKILL IN 10TH GRADE STUDENTS AT PIARTAL HIGH SCHOOL 2021- 2022”

General objective: To determine the impact of Task-Based approach on the development of writing skills in 10th grade students at the Piartal Educational Unit, 2021-2022.

Author: Santiago José Onofre Mafla **Judge:** Dr. Narcisa Fuertes, PhD **Academic tutor:** Dra. Mónica Torres

Use a check mark

Nothing	Low	Middle	High
1	2	3	4

Data instrument	Interview
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Scale:

Evaluation parameters	Criteria	1	2	3	4
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Validated by Dra. Narcisa Fuertes

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 Dra. Narcisa Fuertes

ID: 1002091161



Signature:

Appendix 2. Cuestionario dirigido a los estudiantes

Tema de la Tesis “TASK-BASED APPROACH TO FOSTER WRITING SKILL IN 10TH GRADE STUDENTS AT PIARTAL HIGH SCHOOL 2021- 2022”

Objetivo : Obtener información sobre el uso de estrategias que ayudarían a mejorar las habilidades de escritura de los estudiantes del idioma inglés en el décimo año de la escuela primaria.

Instrucciones: Estimados estudiantes les invito a responder a cada una de las preguntas honestamente. Marque su respuesta con una X.

Tus respuestas son muy importantes para mejorar las estrategias de enseñanza de la escritura en inglés. La encuesta es completamente anónima.

Cuestionario

Curso:

Fecha:

Género: Masculino

Femenino

Ítems	Alternativas			
	Nunca	Ocasional mente	Frecuentemente	Siempre
1. ¿Las actividades de escritura forman parte de sus deberes para aprender inglés?				
2. Antes de escribir un texto en inglés, ¿genera la idea y la piensa?				
3. ¿Planificas la escritura diseñando un mapa mental haciendo una lluvia de ideas sobre las ideas principales del tema?				

4. ¿Le ha enseñado su profesor a escribir textos en inglés?				
5. ¿Le han proporcionado sus profesores información para editar textos en inglés?				
6. ¿Tu profesor ha presentado ejemplos de textos en inglés en clase?				
7. ¿Con qué frecuencia califica su profesor sus trabajos escritos basándose en una rúbrica (una hoja que explica lo que debe tener el texto y la puntuación)?				
8. ¿Practicas el uso de enlazadores para unir palabras y oraciones?				
9. ¿Recibes listas de palabras para usar en tu escritura?				
¿Con qué frecuencia has utilizado diccionarios bilingües?				

THANK YOU!

DATA INSTRUMENTS VALIDATION

Theme: “TASK-BASED APPROACH TO FOSTER WRITING SKILL IN 10TH GRADE STUDENTS AT PIARTAL HIGH SCHOOL 2021- 2022”

General objective: To determine the impact of Task-Based approach on the development of writing skills in 10th grade students at the Piartal Educational Unit, 2021-2022.

Author: Santiago José Onofre Mafla **Judge:** Dr. Narcisa Fuertes, PhD **Academic tutor:** Dra. Mónica Torres

Data instrument

Questionnaire

Use a check mark

Scale:

Nothing	Low	Middle	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 Dra. Narcisa Fuertes

ID: 1002091161



Signature:

Appendix 3

Booklet



Booklet content

unit	objective	grammar	Vocabulary
1. Save the Planet	Express what people are doing, at the moment to do something.	Present Progressive Tense	Express what people are doing, at the moment to do something.
2. Adventure Sports in Baños, Tena Ecuador	Express what people are doing.	Past Progressive tense	Activities at recreational parks and beach resorts. Vocabulary related to personal experiences, mishaps and accidents.
3. Who was Enzo Ferrari	Give accounts events.	Simple past Regular Verbs and Irregular Verbs	Vocabulary related to technological and scientific developments.
4. Devil Nose train "La Nariz del Diablo" Train ride in Ecuador	Describe about events in the past.	Simple past tense with To Be vs. Regular Verbs	Vocabulary related to history and description of natural places.
5. Carchi, capital of Cycling	Describe about leisuers activities.	Modals Obligation	Words related to hobbies, leisure activities and entertainment.
6. Magic Towns in Ecuador	Talk about landmarks and compare them.	Comparatives and superlatives.	Vocabulary related to the degrees of the adjective. Words about geographical landmarks such as rivers, mountains, cities and countries.
7. Last Ice Merchant "El Último Hielero del Chimborazo"	Describe people's personal characteristics and abilities.	Present Perfect tense.	Vocabulary related to jobs and occupations. Parts to find the meaning of a compound word.
8. Best Future Careers	Make predictions and plans regarding.	Future tense predictions.	Vocabulary related to achievements. Words about personal characteristics and abilities.

Pre task

Support students in making use of the present progressive tense.

Lesson 1

Task

Encourage students to use the present progressive tense appropriately.

Post task

The student will have the opportunity to reinforce writing using the present progressive.







Learning outcome: Students will learn to use the present progressive to express actions that are happening in the current moment.

PRE -TASK



Task 1. Match the verbs with the picture.

Take part disappear throw die kill

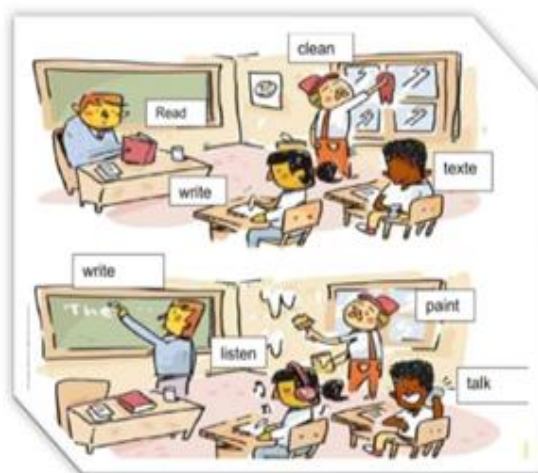
		
		

Task 2. Add -ing to the following verbs.

Take part.....	Disappear.....	Throw.....

Die	Kill.....	Collect
	.	

Task 3. Write four differences according the first and second picture (use present progressive)



Picture 1
 The teacher **is**
reading a book

Picture 2
 The teacher **is**
writing in a
 whiteboard

TASK

<p>Activities</p> <p>Introductory activity to the task (5 min)</p> <p>Second activity (10 min)</p> <p>Creativity (20 min)</p> <p>Expressions (10 min)</p>	<p>Read the next magazine article about What are you doing to help Nature?</p> <p>Underline the verbs with present progressive in the text what happens with plants, animals and forests.</p> <p>Go back to the magazine article and write the name of nature under the correct picture</p> <p>Describe in three sentences what happens with plants, animals and forests</p>
---	---

Task 1. Read the next magazine article about "What are you doing to help Nature?"

What are you doing to help Nature?

This year our school, "Edinburgh Castle School" is taking part in the program "Let's Save Nature." This program tries to help both animals and plants in our countryside, beaches and mountains.

Animals and plants are disappearing because we humans are not taking care of them. We are throwing our rubbish in the sea, on the streets and in the Country. The animals are getting trapped in the plastic bags, or getting ill because they eat plastic wrappers. Plants are dying because we are throwing chemicals and rubbish in the forests. Forest fires are also killing thousands of animals and plants.

Our school now is helping. We are collecting rubbish from the beaches in our city and telling people not to throw anything on them. We are also collecting used batteries and other dangerous materials, And you? What are you doing to help animals and plants? Are you littering the beaches and the Country or are you putting your rubbish in the correct places? Please, help animals; don't litter.

Task 3. Go back to the magazine article and write the name of nature under the correct picture.




Task 2. Underline the verbs with present progressive in the text what happens with plants, animals and forests



Task 4. - Write some ideas you found in the chart.

Plants	
Forests	
Animals	

POST-TASK

<p>Activities</p> <p>Exhibition of the presentation</p> <p>Feedback</p>	<p>Students prepare a presentation and present it to their peers, highlighting words taken from the text in which the present progressive tense is used.</p> <p>Students are allowed to do a poster about "Save the planet"</p> <p>Students will have the opportunity to receive feedback from their peers on the appropriate choice of words.</p>
<p>Task 5. Make a poster about What are you doing to save the planet?</p> <p>Task 6. Write in the poster at least ten ideas. Use the verbs learned in activity 1</p>	
	

Pre task

Encourage the use of the past progressive in English writing.

Lesson 2

Task

Students practice using the past progressive in English writing.

Post task

To ensure that students use the past progressive tense in English writing on a regular basis.

Learning outcome: Students will learn to use the past progressive to describe actions that were happening at a specific moment in the past.

PRE -TASK









Task 1. Check the correct information.

PAST CONTINUOUS



S + WAS/WERE + V-ING


I was eating pizza at home.

You were eating pizza at home.

		<p>1. The couple were visiting the beach <input checked="" type="checkbox"/></p> <p>2. The girl was doing bungee jumping <input checked="" type="checkbox"/></p> <p>3. Some tourists were doing rafting <input type="checkbox"/></p> <p>4. She was practicing canyoning <input type="checkbox"/></p> <p>5. The Mexican tourist were taking lunch <input type="checkbox"/></p> <p>6. A man was practicing parasailing <input type="checkbox"/></p>
		
		

Task 2 Try to guess the places where the Mexican tourist took photos and label the information with past progressive



They were doing rafting in Rio Negro

She was _____

She was _____

He was _____


He was _____

Sitting in Pachamaa Hands x Rafting in "Rio Negro" Enjoying in "Los Ojos del Volcán"


Relxing in "Casa del Arbol" Swinging in "Casa del Arbol"

Task 3. Complete correctly the verbs in past progressive with correct activities.


They _____ the mountains




They _____ rafting in the river




She _____ bungee jumping



He _____ the mountains



They _____ lunch in the restaurant



TASK

Activities

Introductory activity to the task (5 min)

Second activity (10 min)

Creativity (20 min)

Expressions (10 min)

Read the next magazine article about **Taking Photos in Baños**

Circle the verbs with past progressive in the text , Look at the activities where tourist people visit Baños

Go back to the magazine article and complete the chart about ***What were travelers doing in Baños?***

Describe in five sentences what we're doing Ecuadorian tourist in Baños

Task 4. Read the next magazine article about *Taking Photos in Baños*.

Task 5. Circle the verbs with past progressive in the text. Look at the activities where tourist people visit Baños.

Taking Photos in Baños

Easily one of the most popular cities in Ecuador - and among the best cities in South America for travelers! - Baños, Ecuador is small, but has so much to offer visitors. Located in a unique spot between the Andes Mountains and the Amazon Rainforest, Baños has the best of both climates and topographies.

Many tourists were visiting the mountains with rushing waterfalls, and a rumbling volcano heating thermal baths around this chill town. Their experience was incredible all the things to do in Baños, Ecuador!

Other tourists were practicing paragliding, bungee jumping, canyoning, and white-water rafting. Travelers from United States were visiting from around the country to take part in these activities, which was quite affordable for international travelers, even those traveling on a budget.

Daniel a Mexican tourist was participating in some adventure sports, he was recording a documental about the plenty itinerary in Baños. In this description the people from Ecuador were visiting Pachamama hands, The volcano eyes Tree House, They also were taking a day trip into the Amazon to spot unique flora and fauna, some tourist were doing rapping in the River and finally some of them were relaxing in thee swing of Tree House to

Travelers from Peru were having lunch in great restaurants in town, including plenty with vegetarian and vegan options, National visitors were hosting in hotels, spas, and activities for travelers on every budget. Overall, Baños has something for everyone - truly! - and should be among the top destinations you're considering for your trip to Ecuador.

Task 5. Go back to the magazine article and complete the chart about *What were travelers doing in Baños?*

National Travelers	American Travelers	Peruvian travelers

Task 6. Describe in five sentences: What were Ecuadorian tourists doing?

	<div style="border: 1px solid purple; padding: 10px;"> <p>Some Ecuadorian tourist were doing some adventure activities in Baños, for example They were.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>
POST- TASK	
Activities	Students prepare a presentation and present it to the class a paragraph highlighting words taken from the text in which the present progressive tense is used.
Exhibition of the presentation Feedback	<p>Students are allowed an infographic with their paragraph about “My Busy Afternoon”</p> <p>Students will have the opportunity to receive feedback from their peers on the appropriate choice of words.</p> <p>Title: My Busy Afternoon Objective: To use the past continuous tense to describe a series of activities that you were doing at a specific time in the past.</p> <p>Instructions: Choose a time in the past, for example, 4:00 pm yesterday. Think about what you were doing at that time, for example, I was studying..... Describe what you were doing using the past continuous tense, for example, I was studying for my math exam. Write a paragraph that includes all the activities you were doing using the past continuous tense. <u>Includle</u> pictures or draws.</p>

Pre task

Encouraging students' writing skills.

Lesson 3**Task**

Encourage students to write in a pleasant way using the past simple and verb to be.

Post-task

To value the use of regular verbs, irregular verbs and be in past simple.

Learning outcome: Students will learn to conjugate regular and irregular verbs in the past simple.

PRE-TASK

Task 1. Use the dictionary and find the past tenses of these verbs.

IS: <i>was/were</i>	JOIN:	MANAGE_	EARN:	RACK UP:	FORCE:
EXPLORE:	RECEIVE:	RESIGN:	AWARD:	WIN:	DIE:
BECOME:	REMAIN:	BEGIN :			

Task 2. Look for the verbs in past tense from the previous activity in the word search.

C	W	P	X	J	J	N	L	R	V	A	E	Z	K	S
C	M	L	U	O	W	O	U	O	E	I	Z	A	B	Z
A	A	N	E	Y	H	T	I	Q	D	S	G	C	I	S
W	N	H	C	N	I	L	C	N	E	W	I	F	U	E
A	A	R	E	C	E	I	V	E	C	M	V	G	R	U
R	G	F	R	O	F	N	N	O	R	M	X	O	N	T
D	E	K	C	A	R	W	I	V	O	W	L	D	Z	E
E	Z	H	L	T	I	C	A	D	F	P	Y	S	Q	A
T	M	X	E	N	W	L	M	U	X	O	O	D	C	L
J	U	O	Z	C	T	S	E	E	R	E	H	C	L	E
A	P	O	C	L	M	E	R	G	R	A	J	D	A	Q
T	U	Z	D	E	F	Y	H	C	T	J	K	R	L	A
P	W	W	Z	E	B	K	Z	L	I	U	N	Z	T	P
I	T	Y	O	Q	V	V	B	P	V	J	Z	G	J	M
Q	L	H	U	V	E	V	W	Y	B	B	H	Z	P	M

TASK

Activities

Introductory activity to the task (5 min)

Read the text **Who Was Enzo Ferrari** and highlight the next information: **green**: verbs in past, **violet**: subjects and **yellow** predicate.

Students complete a chart with 3 sentences classifying in subject, verb and predicate.

Second activity (10 min)

Write true or false in the next statements

Students exchange written sentences about Enzo Ferrari with each other.

Creativity (20 min)

Expressions (10 min)

Task 3. Read the text *Who Was Enzo Ferrari* and highlight the next information: **green**: verbs in past, **violet**: subjects and **yellow** predicate. See the example above.

Who Was Enzo Ferrari?

Enzo Ferrari began his auto racing career in 1919. He soon joined Alfa Romeo and managed its racing division after retiring from driving in 1931. Following World War II, the Ferrari marque earned renown as its drivers racked up numerous major championships. However, its founder faced personal turmoil after the early death of his son, while financial issues forced him to explore mergers with other automakers. During 1960 he received an honorary degree in mechanical engineering from the University of Bologna. Ferrari formally resigned as president of his company in 1977. In 1988 the University of Modena and Reggio Emilia awarded him the Physics degree. Under his leadership (1947-88) Ferrari won more than 5,000 races in all categories and clinched 25 World Championship titles. Enzo became seriously ill with his kidneys in 1978, after which he remained in bed for a long time. On August 14, 1988 around one in the afternoon, Enzo Ferrari died in his bed surrounded by his family.

Task 4. Complete the chart with 3 sentences as the example.

SUBJECTS	VERBS	PREDICATE
Enzo Ferrari	began	his auto racing career...

Pre task

Lesson 4

Describing events using the past tense of regular verbs, and irregular verbs.

Task

Student will do enjoyable writing

Post task

The student will have the opportunity to present what has been written.

Learning Outcome: Students will learn to use past tenses in communicative contexts, such as storytelling.

PRE -TASK









Devils Nose Train "La Nariz del diablo" Train Ride in Ecuador



Task 1 Listen the audio and jump when you hear the words form the list. Then match the words with the definitions.
Audio: <https://voca.ro/1kQ6mAHkGkpR>

Word	Definition
a) Challenge	The system of transportation that uses trains.
b) Switchbacks	To do or achieve what was hoped for or expected.
c) Network	It is used in reference to zig-zag railways.
d) Fulfill	It is a difficult task or problem that requires a lot of effort.
e) Rail	To move slowly while making such a sound

Task 2. Unscramble the words and write the correct information in the next pictures.

			
Cwskicatbhs / Switchbacks	Lira/	Raint/	Despreint/
			
Skmetoreil/	Korc/	Lrembu/	Nujctino/

Task 3. Read the history of The Train of Freedom route and match the correct signal traffic in the map.









The Train of Freedom route

An adventure filled with culture and folklore awaited national and foreign tourists who arrived in Otavallo.

The Train of Freedom route (Otavallo-Ibarra-Salinas-Ibarra) was one of the eight tourist destinations of the Ecuadorian railways. The rehabilitation of its 30 km track and the Ibarra and Salinas stations was completed in 2011, and on January 18, 2012, the route was reinaugurated.

The railway adventure of the journey was the actual Otavallo-Ibarra-Salinas-Ibarra, starting from the Ibarra station and traversing beautiful Imbabura landscapes such as waterfalls, sugarcane fields, productive sectors like Otavallo where people discovered a traditional market, hospital and a school. In San Antonio, people observed an art school, while in San Roque, there was another important school. In Ibarra, tourists bought handicrafts and visited the market, and in a café bar respectively. In Salinas, the train concluded its journey, and people enjoyed an artistic performance in a park.



	Café-bar
	Park
	Train station
	Museum
	Market
	School
	Hospital
	Rail crossing

TASK

Activities

Introductory activity to the task (5 min)

Read the next magazine article about Devils Nose Train "La Nariz del diablo" Train Ride in Ecuador

Choose the option that best summarizes the passage

Second activity (10 min)

Read the text about "Devils Nose Train, la Nariz del Diablo train ride in Ecuador." Choose the right option for each question.

Creativity (20 min)

Describe in three affirmative sentences what was the most important fact in this history.

Expressions (10 min)

Devils Nose Train"La Nariz del diablo"Train Ride in Ecuador

The project started in 1899 when one of our most visionary presidents, Eloy Alfaro wanted to connect the two main cities of Ecuador, Quito (the capital) and Guayaquil (the coastal city and main port) by rail. For this project he would bring about 4000 men, most of them from Jamaica and Puerto Rico. The challenge for building the railroad was a wall of rock almost vertical, known as El Nariz del Diablo (The Devil's Nose). This wall connects Alausi to Sibambe and carving tight switchbacks out of the rock was the way to finish the work. As a result, the train descends zigzagging 500 meters down making it an exhilarating experience.

The elevation of the track drops some 500 meters over the course of only twelve kilometers: to put that in perspective, Quito is only about 2800 meters above sea level. The Devil's Nose crossing is made by use of switchbacks: the train to get the lumbering trains down the hill.

The history behind the Devil's Nose section is interesting. About 3,000 Jamaicans and 1,000 Puerto Ricans in 1809 were brought in to work on the project. Many men died during construction: the number is estimated at around 2,000.

After the project, many of the workers remained in Ecuador: about 300 Jamaicans decided to stay. Among their legacy is Ecuador's most famous singer of the past, Julio Jaramillo, whose grandfather was one of the Jamaican workers. The Devil's Nose has always been the most popular section of Ecuador's train track. Even in the 1990's, when nearly all of the train sections had fallen into disuse and decay, the Devil's Nose remained open because of the many visitors who came to ride it. The tracks have been renovated as part of the ongoing restoration of Ecuador's rail network. The train cars have been refurbished as well. In 1902 the train arrived at Alausi, thus fulfilling the dream of Eloy Alfaro.

Pre task

To encourage the appropriate use of comparatives and superlatives

Lesson 5**Task**

Use words that indicate comparison.

Post task

Identify appropriate use of comparison words

Learning Outcome: Students will expand their vocabulary and their ability to describe objects, people, and situations in a more precise and detailed manner.

PRE-TASK

Carchi, Capital of cycling



Task 1

Which of the following activities can do (✓) or you can't do (x)? Mark them.





Task 2. Match the sport activity name with the correct number in the next information.



(3) Cycling Listen to Music Go
 Fishing Make a BBQ Read Books
 Play Video Games Play the Drums Go
 Skiing Dancing Go Shopping Painting
 Perform A Play/Drama Go Surfing
 Ride A Motorbike Make Phone Calls

Task 3. Read the text and underline the modal verbs.

<i>Richard Carapaz. "The heart of Ecuador"</i>	
<p>In the last weeks or days, you may have heard the name of Richard Carapaz, the Ecuadorian cyclist who is making history in Europe. He must be commended for his recent victories in Asturias, Spain, where he emerged as the champion, and in the Giro d'Italia, where he conquered the 8th stage and currently holds a remarkable position in the top 10 of the general classification. Here are some highlights of his extraordinary tour.</p> 	<p>Richard Carapaz is a cyclist from Carchi, born on May 29, 1993, in the La Playa Alta community, El Carmelo parish, Tulcán canton (known as the capital of Ecuadorian cycling). He started cycling at the age of 15, thanks to the fact that former Ecuadorian cyclist Juan Carlos Rosero dedicated himself to hunting down future cycling talents, especially in the rural areas of the provinces of Carchi and Sucumbios. With the help of his first coach and other ex-glories of Ecuadorian cycling, he successfully established himself as one of the best cyclists. In 2013, he achieved a momentous victory in the Pan American Road Championship in the under-23 category. In 2015, he made the decision to emigrate to Colombia, where he resided for a year before making the leap to Europe in 2019, ultimately becoming the historic winner of the Giro d'Italia.</p>
<p>Now let's delve into the different aspects of Carapaz's journey, examining what he must do, has to do, and mustn't do to continue his remarkable trajectory</p> 	<p>Carapaz has to adhere to a strict regimen of proper nutrition and hydration, ensuring he fuels his body with the necessary nutrients and fluids to sustain his performance during races. He has to work closely with nutritionists and sports scientists to optimize his dietary choices and hydration strategies</p>
<p>Carapaz must maintain his relentless dedication to training, continuously striving to improve his physical strength, endurance, and cycling techniques. He must invest countless hours in rigorous practice to enhance his skills and maintain his competitive edge.</p>	<p>Carapaz mustn't underestimate the competition or become complacent in his achievements. He mustn't let success hinder his drive for further improvement. Instead, he must remain humble and motivated, understanding that every race presents new challenges and requires his full dedication and effort</p>

TASK**Activities**

Introductory activity to the task (5 min)

Students summarize the story in a short story.

Second activity (10 min)

Students read the text and choose the right option, emphasize your attention in modals of obligation.

Creativity (20 min)

Each student will read about Richard's life and create a concept map with the ideas they extract from the text

Expressions (10 min)

Task 4. Summarize the story in a short story.

Richar Carapaz the Heart of Ecuador

Task 5. Read the text and choose the right option, emphasize your attention in modals of obligation.

Sports are a great way to stay healthy and have fun. But, when we play sports, there are some things we must and mustn't do. Let's learn about modals of obligation that we can use when talking about sports.

Must and Mustn't

We use "must" to talk about things that are necessary or important to do. For example, when we play sports, we must wear proper shoes to protect our feet. We must also drink water to stay hydrated. On the other hand, we use "mustn't" to talk about things that are not allowed or prohibited. For example, we mustn't push or hit other players. We mustn't also use bad language or cheat.

Have to and Don't Have to

We also use "have to" to talk about things that are necessary or important to do. For example, we have to practice regularly to improve our skills. We also have to follow the rules of the game. However, we use "don't have to" to talk about things that are not necessary or optional. For example, we don't have to play if we don't feel well. We also don't have to win every game.

What must we wear when we play sports?

- a) Proper shoes
- b) Sandals
- c) Slippers

What mustn't we do when we play sports?

- a) Push or hit other players
- b) Use bad language or cheat
- c) Both a and b

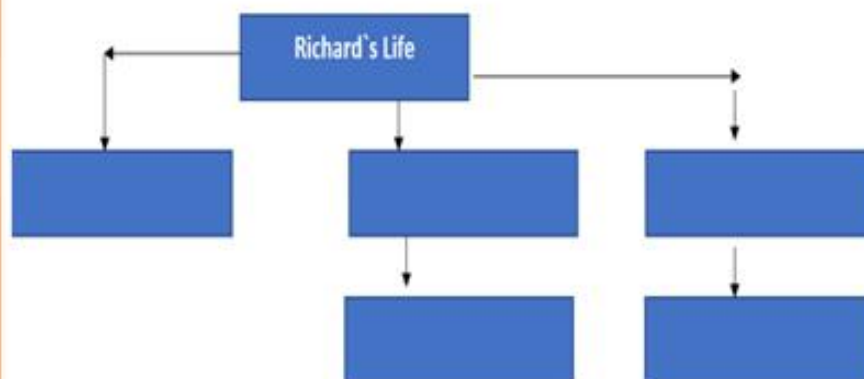
What do we have to do to improve our skills?

- a) Practice regularly
- b) Play only when we feel well
- c) Win every game

Is it necessary to win every game?

- a) Yes
- b) No
- c) It depends

Task 6. Read again about Richard's life and create a concept map with the ideas they extract from the text



POST -TASK

Activities

- Each student creates its own blog with the ideas and modals they extract from the text.

Exhibition of the presentation

-Students write a speech outlining Richard's life and compare him to other athletes in the country.

Feedback

-Students will have the opportunity to receive feedback from their peers on the appropriate choice of words

Task 7. Make a blog with ideas and modals extracted from the text

Pre task

Promoting the use of adjectives in English

Lesson 6**Task**

Encourage students to use adjectives appropriately.

Post task

Reinforce students' writing skills in adjectives

Learning Outcome: Students will expand their vocabulary and their ability to describe objects, people, and situations in a more precise and detailed manner.

PRE-TASK

Magic Towns in Ecuador

**Task 1. Make groups of three and play.**

- You need a dice, your book and teamwork spirit.
- Advance and answer the question in each square. Pick up the points if your answer is right

ACTIVITY



10

What can you do here?

PLACES



10

What place is this?

FAMOUS
LEATHER GOODS

10

Where can you see
this hat?

20

What activity can you do
here that requires a boat?

20

What place does this
sign lead you to?

20

What qualities can you say
about this jacket ?

30

What is this sport
called?

10

What place does this
sign show?

30

What qualities can you
say about this belt?

Task 2. Underline twelve adjectives in the reading.

Between valleys and mountains, this town in the province of Carchi and the canton of Montufar, awaits us with a strategic location that favors its climate, earning it the nickname "City of Eternal Spring". As we walk through San Gabriel, we embark on a journey through time, accompanied by hundreds of colonial buildings, many of which have stood for over 100 years. These structures provide a glimpse into the past, preserving the history and tradition of the city. From the Central Park, one can enjoy a panoramic view that showcases San Gabriel's commitment to its heritage. The park also houses the monument to the Procerato del Trabajo, honoring the effort and unity of the city's inhabitants, who are known for their solidarity and charisma. San Gabriel, established in 1905, is home to a population of 14,487 residents.

In contrast, Santa Ana de Cotacachi, known as the musical capital of Imbabura, offers a different experience. Geographically, Cotacachi is the largest canton in the province, boasting diverse landscapes and climatic variations that support various human communities. In recognition of its dedication to preserving natural areas such as the Cotacachi-Cayapas Ecological Reserve, one of the country's most visited and protected regions, Cotacachi was declared a "Magical Town" in 2019. Among its attractions is the picturesque Quirocha lagoon, spanning 3.4 km² and renowned for its beauty and accessibility.

Cotacachi also thrives as a center of culture and tradition. Visitors can explore the Museum of Cultures and the Mother Church of Santa Ana de Cotacachi, immersing themselves in the rich heritage of the area. Additionally, the town is known for its skilled artisans who specialize in crafting leather goods, setting trends and styles in the country's fashion industry. With its establishment dating back to 1544, Cotacachi is home to approximately 40,000 inhabitants, contributing to its vibrant and dynamic atmosphere.

Task 3. Read the text and answer the following questions

Where are San Gabriel and Cotacachi located?

What is an ecological reserve?

What is an ecological symbol?

TASK

Activities

Introductory activity to the task (5 min)

Identify the adjectives that are used in the text.

Second activity (10 min)

Read the text about New York vs. Los Angeles, Paris vs. Rome and answer correctly.

Draw two leather goods and use comparative and superlative to describe qualities.

Creativity (20 min)

Write the importance of the use of adjectives in written text

Expressions (10 min)

Task 1 Identify and highlight the adjectives that are used in the text.

Task 2 Read the text about New York vs. Los Angeles, Paris vs. Rome and answer correctly.

Reading 1: New York City vs. Los Angeles



New York City and Los Angeles are two of the most famous cities in the United States. Both cities have their own unique characteristics, but they also share some similarities. New York City is bigger than Los Angeles, with a population of over 8 million people, while Los Angeles has a population of over 4 million people. New York City is known for its skyscrapers, Broadway shows, and busy streets, while Los Angeles is known for its beaches, movie stars, and sunny weather. When it comes to food, New York City is famous for its pizza and bagels, while Los Angeles is known for its Mexican food and sushi. Overall, both cities have a lot to offer and are worth visiting.

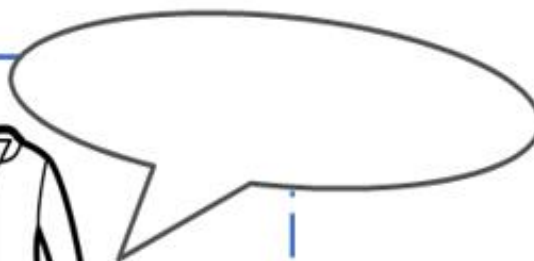


Reading 2: Paris vs. Rome

Paris and Rome are two of the most beautiful cities in Europe. Paris is known as the City of Love, while Rome is known as the Eternal City. Paris is smaller than Rome, with a population of around 2 million people, while Rome has a population of around 2.8 million people. Paris is famous for its art museums, fashion, and romantic atmosphere, while Rome is known for its ancient ruins, delicious food, and rich history. When it comes to landmarks, Paris has the Eiffel Tower and the Louvre Museum, while Rome has the Colosseum and the Vatican City. Overall, both cities are full of charm and history, but Paris is more romantic, while Rome is more ancient.

- New York City has a population of over 8 million people, while Los Angeles has a population of over _____ people.
- New York City is famous for its pizza and bagels, while Los Angeles is known for its _____ and sushi.
- Paris is known as the _____ of Love.
- Roman Paris lasted about _____ years, ending in the 5th century.

Task 3. Draw two leather goods and use comparative and superlative to describe qualities.



POST -TASK

Activities

Ask students to design and market a product, such as a robot or a flying car, using comparative and superlative adjectives to describe its features.

Exhibition of the presentation

Students will share their product with each other.

Feedback

Students will have the opportunity to receive feedback from their peers on the appropriate choice of words.

Task 4. Design and market a product, such as a robot or a flying car, using comparative and superlative adjectives to describe its features.



The RoboMax!

This robot is not just smart, it's smarter than any other robot out there. With its advanced AI technology, it can perform tasks faster and more efficiently than any other robot on the market. The RoboMax is not just fast, it's the fastest robot out there. Its speed is unmatched, making it the perfect choice for industries that require quick and precise work. But that's not all, the RoboMax is also the strongest robot out there. Its strength is unparalleled, making it capable of lifting heavy objects with ease. Don't settle for less, choose the RoboMax - the smartest, fastest, and strongest robot on the market!

Pre task

Strengthening the use of the present perfect tense

Lesson 7**Task**

Promote the correct writing of the present perfect tense

Post task

To provide students with the correct writing of the present perfect tense.

Learning Outcome: Students will learn to use the present perfect to express actions or situations that happened in a non-specific past but have a connection or relevance to the present.

PRE-TASK

Last Ice Merchant "El Ultimo Hielero de Chimborazo"



Task 1. Match the words with the pictures.

Dormant, Trek, Pickaxe, Obsolete, Block of Ice, Relic, Sundae, Hay Wrapped



Task 2. Highlight the present perfect in the next reading.

Last Ice Merchant “El Último Hielero de Chimborazo

Baltazar Ushca **has climbed** the slopes of Mount Chimborazo, Ecuador's highest mountain, for more than half a century to collect the glacial ice that has covered this dormant volcano. In the past, up to 40 ice merchants have made the trek up the mountain at one time. However, Baltazar now works alone.

I have watched Baltazar work, and it has been like traveling back in time. Using only his hands and a pickaxe, he has performed a task that would not have looked any different hundreds of years ago. However, the mountain's need for ice has become obsolete with the advent of refrigeration. Baltazar has often earned no more than \$25 per week, with each 80-pound block of ice priced at \$2.50. His younger brothers, Gregorio and Juan, both raised as ice makers, have had to retire from Chimborazo to find more stable work.

The indigenous communities of Chimborazo have remained incredibly beautiful and rich in culture. However, they have also been part of the poorest population in Ecuador, with limited employment opportunities. Baltazar, now 70, has become a relic of a bygone era. Like clockwork, he has continued to collect ice twice a week to sell in the bustling town market. The hay-wrapped ice blocks, now used only for juices and sundaes, have served as a reminder of traditions lost to progress.

Task 3. Draw a map of Ecuador and create a Volcanoes Route, classifying the volcanoes based on their altitude from lowest to highest.



<i>Quilotoa</i>							
12,840ft							

TASK

Activities

Introductory activity to the task (5 min)

As a group, draw up a synoptic table on the advantages and disadvantages of the activity carried out by the character, using the present perfect tense.

Present the contributions of each member of the group and the group in general with a concept map in which the present perfect is used.

Second activity (10 min)

Imagine you are Baltazar Ushca and write a reflective essay about your experience climbing Mount Chimborazo and collecting glacial ice for over half a century.

Creativity (20 min)

Describe the challenges you have faced, the satisfaction you derive from your work, and the changes you have witnessed over the years.

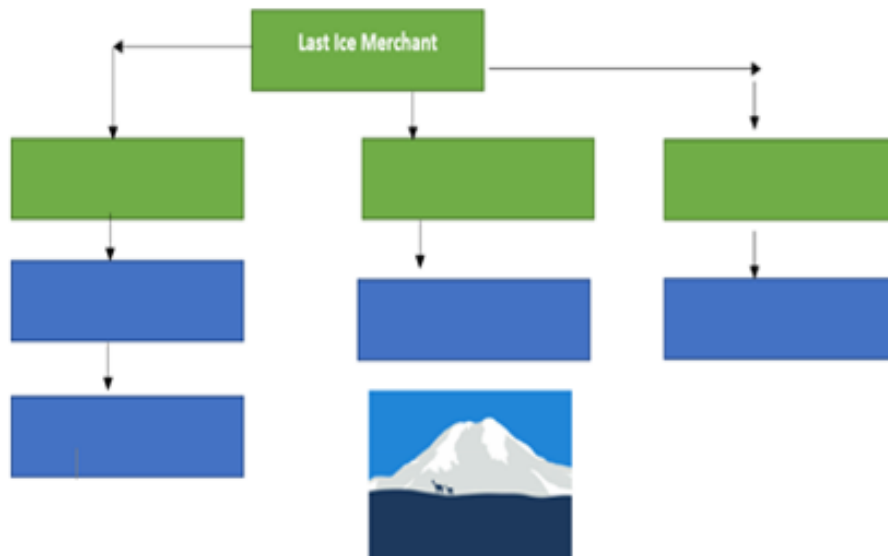
Present a written summary of what has been read to all the classmates, highlighting the sentences in the present perfect tense.

Expressions (10 min)

Task 4. Draw up a synoptic table on the advantages and disadvantages of the activity carried out by the character, using the present perfect tense.

Advantages	Disadvantages
<p><i>Baltazar Ushca has been able to pursue his activity of climbing Mount Chimborazo.....</i></p> <p>.....</p> <p>.....</p>	

Task 5. Present the contributions of each member of the group and the group in general with a concept map in which the present perfect is used



Task 6. Imagine you are Baltazar Ushca and write a reflective essay about your experience climbing Mount Chimborazo and collecting glacial ice for over half a century.

My name is Baltazar Ushca I have climbed to Mount Chimborazo during 20 years.....



POST-TASK

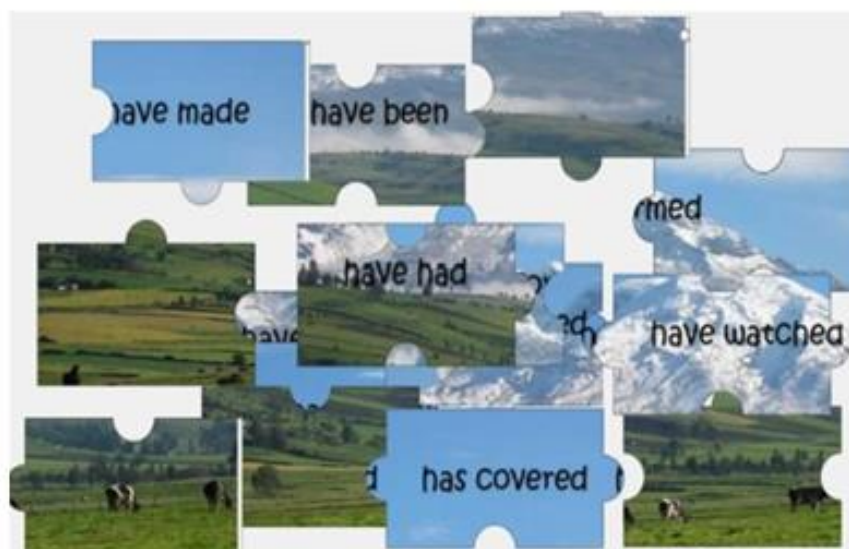
Activities
Exhibition of
the
presentation
Feedback

Students will construct a jigsaw puzzle with present perfect tense verb phrases used in the previous reading.

Students will use the website <https://puzzle.org/es> to create their puzzles, and afterwards, they will share their creations with each other.

Students will reach a consensus on the present perfect and present them to all their classmates.

Task 7. Construct a jigsaw puzzle with present perfect tense verb phrases used in the previous [reading](#).



Pre task

Using the future tense in English writing.

Lesson 8**Task**

Promote the identification of the future tense in English writing.

Post task

To reinforce students' appropriate use of the future tense in writing in English.

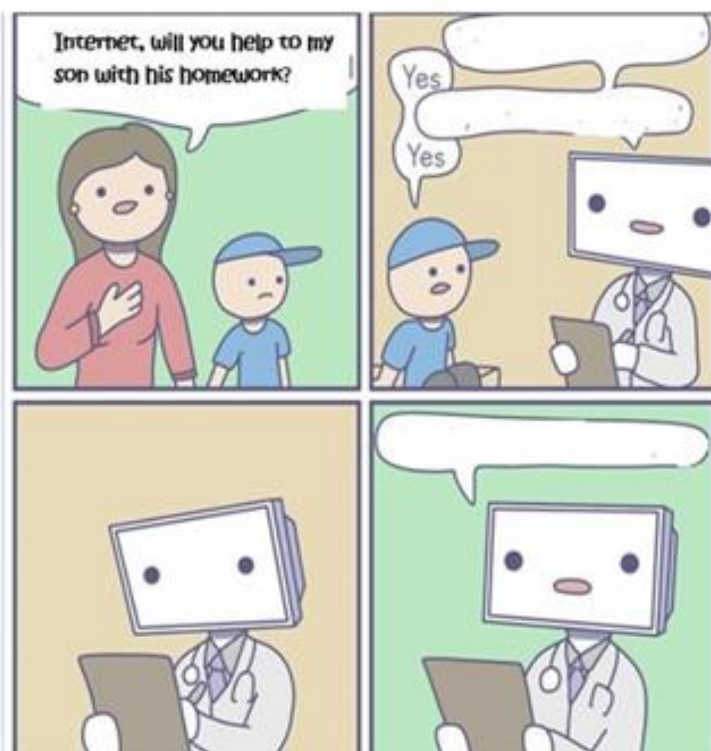
Learning Outcome: Students will learn to use "will" to express future actions, predictions, promises, offers, and spontaneous decisions.

PRE-TASK

Best. Future Careers



Task 2. Complete the blanks with correct information



-You will have a password in few minutes

-I will give you the answer immediately

-Oh no! There will be a problem with network

TASK

Activities

Introductory activity to the task (5 min)

Underline in the text professions and predictions

Second activity (10 min)

Read in pairs and make a list of cybersecurity needs in the educational institution

Go back to the magazine and answer correctly with "True" or "False" in the following statements

Creativity (20 min)

Write an argumentative essay about the problems, causes and consequences of cybersecurity and present them in the classroom

Expressions (10 min)

Each student will develop a concept map that will be graded by their peers.

Task 3. Underline in the text professions and predictions.

Best Future Careers

With the rapid evolution towards the online world and a more digital way of life, more and more companies are adapting their businesses to this channel, or at the very least, they are beginning to depend on a complex computer network to carry out their daily activities. This is even more relevant given the impact of COVID around the world and the fact that the vast majority of employees are now working remotely, far from a headquarters or office. With this in mind, it is not surprising that there are an increasing number of jobs in IT in general.

Cybersecurity professionals create, test, and analyze systems to keep data and information safe from hackers and other external threats. They work to identify threats and find ways to keep an organization's internal computer network secure and protect against threats such as malware, phishing, password attacks, and other intrusions. However, there are varied roles within the industry and different cybersecurity careers available. There is also a lot of scope for professional development in the cybersecurity industry and it can be a great career path for those looking for long-term development.

Managing password resets and other IT issues for employees will also be among the potential tasks for those in cybersecurity roles. Other topics that will apply to cybersecurity careers include the need to become familiar with computer systems, understanding how they work and their functionalities, as well as operating systems, that is, the processes and commands of the systems. It is also important to understand the principles and protocols of networks, along with the different types of networks available.

Task 4. Read in pairs and make a list of cybersecurity needs in the educational institution.

*For the next scholar year my high school we will
need.....*

Task 5. Go back to the magazine and answer correctly with "True" or "False" in the following statements.

- Are more companies adapting their businesses to the online world? True / False
- Are there more jobs in IT due to the impact of COVID? True/ False
- Do cybersecurity professionals create, test, and analyze systems to keep data and information safe from hackers and other external threats? True/False
- Is there a lot of scope for professional development in the cybersecurity industry? True/ False
- Is it important to understand the principles and protocols of networks in cybersecurity careers? True/False

POST-TASK

Activities

Exhibition of the presentation

Make a cardboard. Use the zodiac signs to predict aspects of life like: Love, money, studies, etc

Present the cardboards in which the future verb tense is used.

Feedback

Students will have the opportunity to receive feedback from their peers on the appropriate choice of words

Task 6. Make a cardboard. Use the zodiac signs to predict aspects of life like: Love, money, studies, etc



Aries : You will have a busy day with multiple household chores, which will consume a significant portion of your free time. Do not postpone obligations.

Taurus:

Gemini:

Cancer:

Leo:

Virgo:

Libra

Scorpio:

Sagittarius:

Capricorn: