UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS
INFORME FINAL DE TRABAJO DE TITULACIÓN, EN LA MODALIDAD PROYECTOS DE INVESTIGACIÓN

TEMA:
"TASK-BASED LANGUAGE LEARNING STRATEGIES TO DEVELOP ENGLISH ORAL PRODUCTION OF SENIOR STUDENTS AT"SAMINAY-EL LEGADO" HIGH SCHOOL IN SAN JUAN DE INGUINCHO COMMUNITY 2020-2021".

Trabajo de titulación previo a la obtención del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés.

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas.

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Ibarra - Octubre – 2021

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FECHA: DD/MM/AAAA	07 / 10 / 2021
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA	☑ PREGRADO ☐ POSGRADO
TÍTULO POR EL QUE OPTA	Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés.
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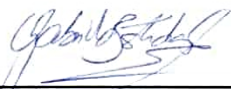Dayana Maribel Velásquez Fueres

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El Tribunal Examinador del trabajo de titulación "TASK-BASED LANGUAGE LEARNING STRATEGIES TO DEVELOP ENGLISH ORAL PRODUCTION OF SENIOR STUDENTS AT "SAMINAY-EL LEGADO" HIGH SCHOOL IN SAN JUAN DE INGUINCHO COMMUNITY 2020-2021" elaborado por Velásquez Fueres Dayana Maribel, previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés., aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:

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DEDICATION

This study is dedicated to my parents Enrique Velásquez and María Angelica Fueres, for their endless support, love, and encouragement. To my father because he taught me to be brave and to my mother because she showed me the persistence to never give up even when there are problems or difficulties. Furthermore, I want to dedicate this study to my sisters, brothers, nieces, and nephews, especially to Saywa Nayarit Guaraca, for being like my daughter and to give her my example of being brave and always being lovely.

Dayana Velásquez

ACKNOWLEDGEMENTS

SUMMARY

This study was focused on Task-Based Language Learning Strategies to develop the English oral production of senior students at Unidad Educativa Comunitaria Intercultural Bilingüe" Saminay-El Legado" The purpose of this study was to apply the oral production strategies according to the Task-Based Language Learning through designing lesson plans of a curricular unit based on the criteria and theoretical foundation to enhance oral production in all the senior students at Saminay-El Legado" High School in order to determine the oral production strategies to be used, surveys for senior students were applied to get information about their background. Also, interviews for English teachers were used. Hence, this was a mixed-method study because it used quantitative and qualitative research methods. The result of the study, as shown at the end of this document, was a considerable improvement in oral skill production.

Keywords: oral production, strategies, roleplay, lesson plan, Task-Based Language Learning.

ABSTRACT

Este estudio se centra en las estrategias de Aprendizaje de Idiomas Basado en Tareas para desarrollar la producción oral en inglés de los estudiantes de último año de la Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay-el Legado". El propósito de este estudio fue aplicar las estrategias de producción oral de acuerdo al Aprendizaje Basado en Tareas a través del diseño de los planes de clase de una unidad curricular en base a los criterios y fundamentos teóricos con el fin de potenciar la producción oral en todos los estudiantes de último año según el Aprendizaje de Idiomas Basado en Tareas en la Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay -El Legado ". Para determinar las estrategias de producción oral a aplicar, se utilizaron encuestas a estudiantes de último año sobre sus antecedentes. Además, entrevistas a los profesores de inglés. Por esta razón, este estudio fue mixto porque utilizó métodos de investigación cuantitativos y cualitativos. Los resultados del estudio ubicado al final de este documento mostraron una mejora considerable en la producción oral.

Palabras claves: producción oral, estrategias, juego de roles, plan de clase, aprendizaje de idiomas basado en tareas.

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LIST OF ABBREVIATIONS

TBLL: Task-Based Language Learning
PPP: Presentation Practice and Production
BGU: Bachillerato General Unificado
B1: Intermediate Leve of English
EBG: Educación Básica General
EFL: English as a Foreign Language
TEFL: Teaching English as a Foreign Language
L1: Mother tongue (first language)
L2: Foreign language (second language)
CLL: Community Language Learning
CLL: Cooperative Language Learning
TPR: Total Physical Response
CBLT: Competency-Based Language Teaching
CLT: Communicative Language Teaching
CEFR: Common European Framework of Reference for Languages

INTRODUCTION

The need for using English as a second language for communication has been increasing significantly in recent years. Most schools in Ecuador have carried out the teaching process of the English language without having good results due to the use of methods that do not let students learn English as a foreign language in a good way. So, this is the result of using traditional methods. Through the use of these methods, some English skills have been neglected in these schools. The speaking skill is seemed best to evaluate how much students have learned English as a foreign language, and obviously, this is neglected too, in most traditional methods. In order to solve this problem, a Task-Based Learning Method for improving students' English-speaking skill project was proposed. It was developed as a predictive study, where field research was used. In that way, new communicative activities based on the Task-Based Language Learning Method were implemented, activities such as brainstorming, fact-finding, sequencing items, comparing, solving problems were applied to the class where this project was developed, highlighting in that way the importance of the use of Task-Based Language Learning Method as an alternative method that helps students to develop their English-speaking skill.

Background

Some studies about Task-Based Language Learning oral production strategies in Ecuador, Riobamba by Daga Geovanny (2016), evidence good perceptions after Task-Based Language Learning Method activities were applied, that helped students to improve English speaking skill quickly, as a result of applying predesigned activities that bear in mind students' needs, likes, wants and preferences. The same findings are shown in the study carried out in Bogotá, Colombia, by Laverde L (2016), in which it was demonstrated that the use of Task-Based Language Learning was interrelated with the enhancement of speaking performance because children used tasks to learn and those were the significant tools for good communication between them.

By looking at these two similar studies about the Task-Based Language Learning method, it is important to research some significant features to have a clear idea of this research project.

Research problem

This project is focused on improving the English oral production of senior students at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado," it is important to take into account their needs in the development of speaking skills. It is necessary to find strategies to help them to improve their problems in speaking skills during the English language learning process in the classroom. According to MinEduc (2016), learners in BGU superior are more mature; they have a pressing need for more accurate and developed language, which is why they established that at the end of secondary school, they have to reach level B1 in English.

Students need to improve their oral skills with a new strategy or with an application of a different approach to teach and learn, where students have to interact with each other trying to have oral production or at least to use some vocabularies to exchange their ideas, thought, and feelings. Senior English learners are able to abolish this problem and improve their oral production in English to communicate among themselves and interact with English teachers.

An important aspect to explain as a problem presented during the research study is the name of the institution. It is in the process of changing the name, and when the title of this research was presented, the mane was "Saminay - El Legado," and during this period of the research study, the provisional name is Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado." This is because the institution is private and new, and this is in the process of changing to be part of the Ecuadorian Institutions. After explaining that, in all of this document is named Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" even the title is just "Saminay-El Legado" High School.

Justification for the study

This research project was developed by the necessity to improve the oral production in the English Language on Senior students at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" as well as to explore Task-Based Language Learning strategies to apply with students to solve difficulties on language learning, building opportunities, and facilities, strengthening enjoyment to learn a foreign language. This project was focused on oral production skills in students in order to fortify weakness, curiosity in the language, which as a final goal is to get positive oral production outcomes.

The lack of appropriate oral production is a recurrent problem. So, it is important to research and find alternatives to improve speaking because it is the principal skill to have communication in a foreign language. In Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay- El Legado" English Language as a subject is just taught three hours per week, which may be not enough to develop the necessary skills. According to Ministerio de Educación (2016), in Ecuador, the curriculum is made thinking of different cultures and taking into account the four skills (listening, speaking, reading, and writing). Also, the EFL curriculum recognizes the importance of speaking as a skill essential in the communicative competence of English Language learning. That is why it is important to study and find new strategies to improve students' oral production in the current days.

How do English learners use vocabulary to interact? What is the role of the mother tongue? The answer to these questions will be discussed in the development of this research project. Design lessons plans with strategies provided from Task-Based Language Learning in order to develop oral production on Senior students in English classroom at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay – El Legado" High School. The use of this teaching approach will help students to use vocabulary to interact and to keep learning

English and have clear the role of their mother tongue during the lesson. Also, the proposal is focused on the question, which is the Task-Based Language Teaching oral production strategies? Then it will help to find strategies to improve oral production on senior English Learners at Saminay El Legado High School in San Juan de Inguincho community and contribute the solution of the main problem to interact between themselves in the English language.

Significance of the study

This research project was focused on English Language oral production, which will help students to have good communication. Also, it has strategies provided from Task-Based Language Learning to have different lessons using different innovative tools to improve English Language oral production, to strengthen motivation and curiosity for the learning of English.

> **Linguistics impact**

This investigation project contributed to senior students at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" helping their English oral production and improving this language as a foreign language by applying methodological strategies.

> **Educational impact**

By using new strategies from Task-Based Language Learning, the teachers can improve the English oral production with their students in their classrooms and get positive outcomes. These new strategies can improve their performance in English as a foreign language and get better grades.

> **Social impact**

This investigation project benefited senior students at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado," and teachers providing strategies to be sociable, to interact among them about their knowledge, ideas, to speak complete phrases and sentences, exchange feelings. Also, students would be able to speak with foreign people, which would be the primary learning outcome.

This study is feasible because the researcher would be in charge of making all the necessary resources to use during the research in the study field. Also, the researcher would cover the expenses of this project. Finally, the researcher would ask for the necessary permissions and organize the time to go to the high school to be in contact with the participants.

Objectives of the study

General Objective

To apply Task-Based Language Learning strategies to develop English oral production of Senior Students at "Saminay-El Legado" High School in San Juan de Inguincho Community 2020-2021

Specific Objectives

- Determine oral production strategies used at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" through interviews with teachers and surveys to senior students about the activities that they practice into the English classroom.
- Research the different types of oral production strategies of Task-Based Language Learning, which can be adapted and included in the lesson plan to be applied to senior students.
- Design lesson plans of a curricular unit based on the criteria and theoretical foundation in order to enhance oral production in senior students according to the Task-Based Language Learning at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado."

CHAPTER I: THEORETICAL FRAMEWORK

This chapter presents the bibliographic, legal, and reference resources applicable for the study in response to the statement of Task-Based Language Learning strategies to develop English oral production of senior students at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" in San Juan de Inguincho community 2020-2021,

This chapter details the study of English as a foreign language; how English oral production skills will be improved using strategies adapted from the Task-Based Language Learning approach and contains meanings of some themes related to this research study.

1.1 Teaching English as a Foreign Language

English has attained increasing importance throughout the world, and it is because English has been adopted as the language of globalization. It started with the British Empire and North America's influence in the world. This language is taught in schools across the globe. That is why Teaching English as a foreign language in institutions is essential for students.

Currently, globalization has made the English language the principal language to communicate among people around the world. It means this language is used for general interactions, business, exchange knowledge and get information. It refers to English as the language for science, literature, music, and diplomacy. Poggensee (2016, p. 13) compared two terms in her research study, and she states English as the "world language" as the result of globalization because it is the language of international communication.

English, as a world language, is taught among others in schools. It has an educational function where the proposes of teaching this language is to motivate students to learn a new language that facilitates them to be part of the globalized world. English helps them travel to other countries and have good communication and quickly read plenty of information in this language.

In conclusion, the English language is currently the principal tool of communication in a globalized world. It has helped to have connections among thousands of people from different countries. Therefore, this language is studied and taught as a subject in institutions worldwide as a foreign language. Ecuador is not the exception. English is taught as a mandatory requirement to complete the curriculum in private and public institutions.

1.2 Teaching English as a Foreign Language in Ecuador

Ecuador has laws well established in the Constitution and Education Policies in ELT, and it is because the last government wanted to progress and get a high English level. (Garzón, 2018, p. 4) explained that according to the evaluation applied by British Council in May 2015, there were some issues for teaching and learning the English language. Those issues

were, among others, the lack of space, which does not permit to work in groups, which limits interaction. Another problem was the large class size, among 50 to 60 students per classroom and the last issue found was a considerable number of unqualified teachers in public education, which impedes progress.

Nowadays, Ecuadorian institutions have been implementing English as a subject in the curriculum. According to Ministerio de Educación (2016), the curriculum is made to consider different cultures and the four skills (listening, speaking, reading, and writing) in Ecuador. Also, the EFL curriculum recognizes the importance of speaking as a skill essential in the communicative competence of English Language learning. That is why the Ecuadorian government has implemented several rules to increase their level of English proficiency.

The several official agreements established by Ministerio the Educatión in favor of the English performance of the students was the Acuerdo 210-11, which said students would obtain a diploma if they have the highest score in English subject in public and private schools. The Acuerdo 0052-14 states that senior students have to receive English subjects from the second primary year.

As a result of the evaluation applied by the British council and the issues found, the government has made some changes in the curriculum to get better results. These changes were necessary to establish for teaching English as a foreign language. Besides, according to MinEduc (2016), learners in BGU superior are more mature; they have to press the need for more accurate and developed language, which is why they established that at the end of secondary school, they have to reach level B1 in English.

The following chart, Levels of proficiency: Branching Approach, shows the expectations of English Levels ruled by the Ecuadorian Ministry of Education for English learners.

Figure 1

English Level that is expected for learners in both EGB and BGU.
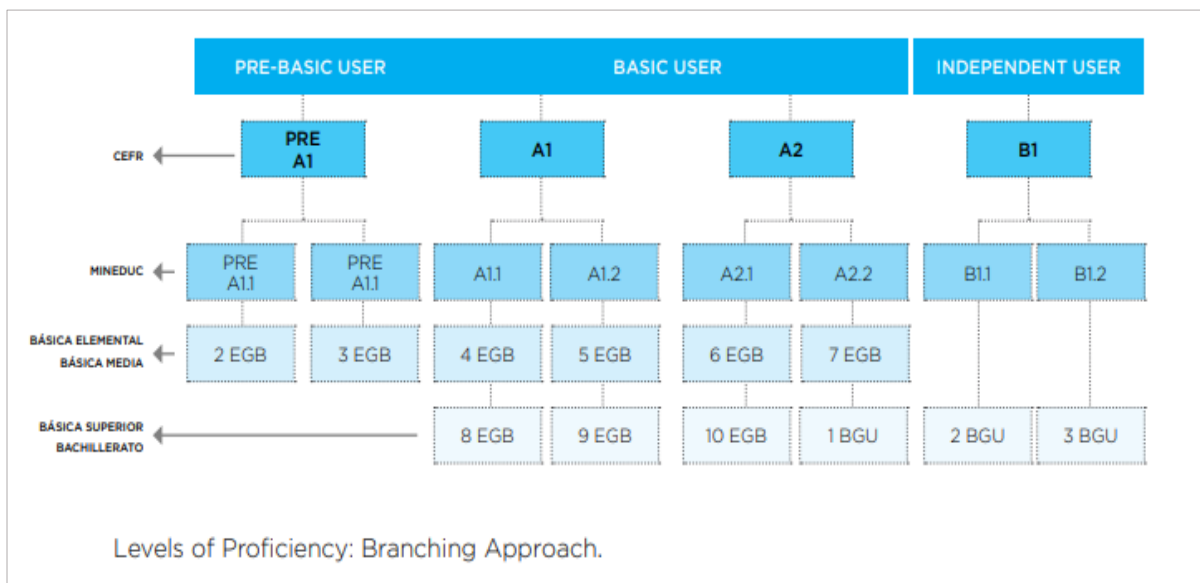
Levels of Proficiency: Branching Approach.

1.3 Methods and Approaches

Language teaching has been developing over the years, and many researchers have been searching for methods, approaches, procedures, materials for teaching and learning a foreign language. As a result, nowadays, there are various language teaching and learning methods and approaches. These methods help teachers to teach effectively, but it depends on how the teacher manages them. Each method and approaches help to develop language skills, but teachers have to choose what to use with their learners and support them in improving the four skills or focusing on one skill.

The following table tries to describe some methods and approaches that can be helpful to develop an oral skill :

Table 1

Methods and Approaches Comparative Table

Methods	Approach	Learning activities	Roles Teacher's role	Student's role	How to help to an oral English Production
Suggestopedia (**Georgi Lazanov)**	• Known as Desuggestopedia • Decoration, furniture, and arrangement of the classroom. • Use music and musical rhythm to learning	• Imitation • Question and answer • Roleplay	• Authoritative • Provides materials • Prepares relaxing environment	• Follow instructions • Pay full attention • Practice speaking. Not memorized	• Develops proficiency in speaking through music.
Community Language Learning (CLL) (**Charles A. Curran)**	• It supports the relationship between counselors and clients. • The counselor makes resources according to the topics.	• Free conversation • Translation • Reflection	• The counselor • It helps the client to explain the problems • Model for imitation	• Clients • Member of the community • listens attentively to teacher. • Works in groups	• To have interact and exchanges messages between learners and knowers

The Natural Approach (**Tracy Terrell**) **Stephen Krashen's collaboration**	• The target language is the view as a vehicle for communicating. • Motivation is significant for the learners.	• Activities that avoid stress • Respond to questions.	• A generator of input. The constant flow of language • Central of the class	• Can decide when to use the new language. • Practice responding to questions.	• Use the language, talking slowly, and respond to questions and motivation is essential.
Cooperative Language Learning (CLL)	• Encourage cooperation among learners. • It is essential for the organization, value, collaboration rather than competition.	• Activities involving pairs and groups. • Jigsaw • Cooperative projects • Information Gap	• It helps to create a well-organized learning environment. • Facilitator of learning.	• It is a member of a group that works in collaboration with others.	• Improve communicative skills during the collaboration works.

Competency-Based Language Teaching (CBLT)	• Seeks to develop communication skills in learners based on activities linked to the field of work and social survival.	• Activities are known as "real-world tasks." • Work schedules • Job application and interview	• Corrects the students • Gives positive feedback • Sees learner's needs	• learners are participants • They could judge the activities.	• It permits students to participate effectively in society, encouraging speaking through real-world tasks.
Communicative Language Teaching (CLT)	• Language is communication. • This approach has its activities, materials, teacher roles, and learners' roles	• Comparing pictures • Noting similarities /differences discovering missing features	• It facilitates the communication process of all the students. • Guide • Researcher and organizer.	• Negotiator • Participants of groups.	• The activities help students to have to communicate orally.

Note: This table shows methods and approaches details   *Source:* Richards & Rodgers (2001)

It is important to identify methods and approaches that support oral production skills related to the research topic. Also, is it essential to know, as mentioned in some researchers, "Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study" (Richards & Rodgers, 2001, p. 3).

Currently, English is called "word language," which is why learners have to improve their oral production skills; here are methods and approaches that support speaking skill improvement.

For the above, the suitable method in this project is Task-Based Language Learning.

1.4 Task-Based Language Learning

Task-Based Language Learning is defined as one of the methods of the communicative approach. Consequently, communication and meaningful tasks play the principal role in language teaching and learning classroom. Tasks Based emphasizes the active language used by students to complete the tasks. Marlina (2014, p. 27) in Nunan (2014) draws a task as a top piece into the classroom that involves students to use the target language to comprehend, manipulate and produce meaningful intention to interact and improve the language while they are working in some tasks. Task-Based Language Learning (TBLL) is viewed as the principal feature of the language learning process because it focuses on communication. In the same way, tasks are the primary tools that help use the target language to achieve proficiency and fluency in it.

Recent years have shown increased attention to Task-Based as the alternative to the Presentation Planning and Production method (PPP) in language teaching. Rivers, cited in Kasap (2001, p. 15), suggests many techniques use PPP to active students' language learning. It is because some researchers such as Prabhu (1987) and Numan(1989) expressed that in the PPP method, students are known as "Language learners" meanwhile in the Task-Based Language Learning method, students are seen as "Language users" because students use the language to develop tasks into the classroom. Still, another researcher, Skehan (1996), proposes Task-Based Approaches to instruction as a preferable alternative to language use.

It is important to explain the term "language users." It is because students have communication among themselves. The word communication is essential in Tasks-Based Language Learning to improve student's oral production, and language learners use the language to realize their tasks. Also, this method generated from the communicative approach helps to apply some interactive and meaningful activities to produce an outcome using the target language. As is the claim by Cervantes & Gómez (2017), interaction plays an essential role because it helps easy acquisition of the language and uses it during the learning process. At the same time, learners can analyze what they are understanding and whatnot. Finally, they work on problem-solving if they have questions (p.48).

1.5 Definition of task

Tasks are the principal tools in the class. It helps to achieve the objectives made for the course as the result of the steps took to teach to students. The task is essential in daily classes because it is a process that promotes students' interaction; it means learners use the language to improve their skills which could be applied in speaking skills, writing skills, or reading skills. Shehadeh & Coombe states that tasks "Tasks have attracted both researchers and teachers: Researchers use them as a research tool to collect and analyze learner data, and learner language and teachers use them as a teaching tool" (2010, p.3).

Based on research, it is possible to explain that tasks are used as an essential teaching tool; it is now more severe attempts that make pedagogical and real-world tasks. Despite various tasks, language teaching refers to the action of creating activities and language practice to obtain successful language learning results.

1.6 Components of the Task-Based Language Learning

After a brief description of the meaning of the task, it is necessary to know the components to take into account to design a task for the class. According to Nunan (2004), in the research made by Cervantes & Gómez (2017), some critical components of the tasks are *goals, input data, activities/procedures, teacher roles, learner roles, and setting.*

Figure 2
Components of the task

Goals　　　　　　　　　　　　　**Teacher's roles**

Tasks

Input data　　　　　　　　　　　**Learners' roles**

Procedures　　　　　　　　　　　**Setting**
/activities
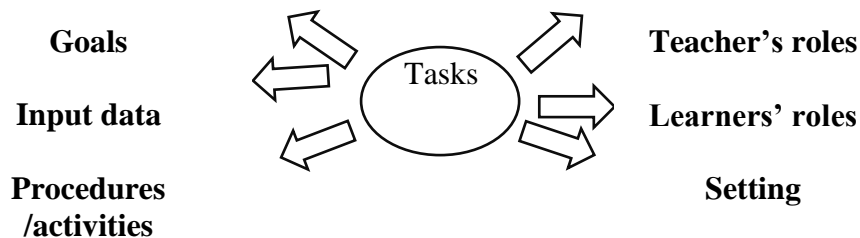
Note: This figure shows the components of the task　　*Source:* Min (2016)

The first component focuses on task goals; there are several goals to reach in language learning. It means that goals are the intentions behind any given learning task; it is the main point to improve learners' needs during the learning process in their oral production. The second component proposed is input data that refers to all the data or resources provided by the teacher to their learners, which can be spoken, written, or visual data, for example, letters, recipes, photos, magazines, family trees, books, postcards, videos, etc. The third component is procedure/activities; it focuses on how materials will be provided in the class by the teacher and how the activities are going to be realized by students to learn the language. The fourth and fifth components are teacher and learner roles; the teacher is the facilitator and observer; the student is the innovator, the group participant, and accomplishes interpersonal

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relationships. Finally, the setting is the last task component; it focuses on how learners worked on the activities of the tasks, for example, in a small group, individually, whole class, or pair work to encourage interaction and communication.

1.7 Teacher and students' roles in Task-based language learning

Rodrígez & Rodríguez (2010) claim that Task-Based Language learning classes are collaborative because the lessons are students centered. It is essential to bear in mind, teachers and students have different roles within TBLL. First, the teacher encourages students to use the real language, becoming the facilitator and motivator. They are managers to give feedback to students when they work in different activities. Also, the teacher is a language expert because the teacher provides language feedback when students need it. Second, students' roles are essential in this approach; they can reach a practical class. Students need to create interaction among themselves, they work in pairs, in the group, and they need to be leaders or group participants. The learner might choose the topics and negotiate the course content, but the teacher is responsible for elaborating after the negotiation.

Finally, the importance of Tasks-Based Language Learning class is interaction and responsibility; that helps to develop interaction in the class, which goes on to teachers and students. As a result, students improve their oral production because practicing the language is the best strategy to get good outcomes.

1.8 Types of tasks included in the Tasks–Based Language Learning

Paulstone (1979), in the research made by Gesorn (2012), suggested four types of tasks that have to be included in the Tasks–Based Language Learning syllabus. The first type of task is social conversations; the second type is community tasks to use the language. The third type is problem-solving because students need activities and language problems to learn from them, and the last type is related to Roleplay, which students develop.

On the other hand, Thanghun (2012) cited Candlin (1987), who offered four typologies of language learning tasks: language training, information sharing, research, and experimentation. But Prabhu (1987), cited by Thanghun, implemented these types of tasks.

- **Information gap activity**. It refers to when learners transfer the information and get relevant information to move to another person. Still, they have to make sure if the information is correct or not before sharing it. Also, it is related to questions and answers.
- **Reasoning gap activity.** It involves the action with new information where learners infer, deduce, and practical reasoning of the knowledge. The objective of this task activity is to reach learners' comprehension of the new information. Still, after the reasoning, students need to have a piece of reasoning information, not the same as at first. Also, it is related to discussion and decision-making.

- **Personal preference.** It involves feelings, attitudes of learners' situations. Here, the activity permits us to get arguments and opinions, but no procedures demonstrate if the outcomes are right or wrong. Those activities are answered with different individual argumentations, and they exchange their thoughts.

Finally, According to Laverde (2016), Task-Based learning includes seven types of tasks such as:
1. Brainstorming: students can list people, places, objects, and qualities.
2. Ordering: classifying items, sequencing and sorting, and ranking.
3. Matching: descriptions, directions to maps.
4. Comparing: finding similarities and differences.
5. Problem-solving: giving advice or vague phrases.
6. Projects and creative tasks: producing and using their creativity.
7. Sharing personal experiences: learners' opinions, arguments, and their reactions.

1.9 Task-Based Language Learning lesson plan

A lesson plan is a daily teacher's guide. It contains what students need to learn; it means topics, materials to use, time, and the teacher details resources and procedures to follow during the lesson. Teacher.org (2020) claims that subjects and levels organize lessons. It contains objectives, descriptions, and materials needed. Also, it has to include opening and closing activities. At the end of the class, it is crucial to assess the lesson done.

The Task-Based Language Learning approach (TBLL) has its lesson plan proposed by Willis in the study of Ramírez & Artunduagam (2017). TBLL lesson follows three stages.

- **Pre-Task stage:** It is when the teacher presents the first activity and explores the topic, explains the objective of the class, and gives examples of some activities, brainstorming for ideas. It encourages students to complete their tasks. Finally, pre-task promotes students to acquire the language.

- **The tasks cycl**e: students do their tasks; they will work in small groups or pairs while the teacher monitors the whole class to ensure students are working. Here, it includes the **planning** stage**,** where students prepare a short task report, whether written or orally. Also, the task cycle consists of the **report** stage, where students present the report orally or in reading, and the teacher gives them some feedbacks in the foreign language. Consequently, the teacher has to analyze the students' work to provide feedback to improve and work on the tasks.

- **Final stage:** the last task focuses on language practice. It provides opportunities for students to practice and analyze the language to extend their confidence.

1.10 Task-Based Language Learning oral production strategies

The Task-Based Language Learning approach works with activities that encourage communication and interaction in the class. According to Raya (2016), the principal skill to develop in this approach is "speaking skill," which means oral production has to be improved because it is the central tool to have adequate communication (p.51). That is why there are some different TBLL tasks to apply in English lessons. Likewise, the teacher will use those different types of tasks mentioned previously and strategies to improve the learner's oral production.

Practice: this is the first strategy to improve oral production because the learner can use the new language.

Pronunciation: learners need to try their pronunciation. The teacher is a guide; he gives feedback on the student's oral mistakes.

The teacher will apply these strategic oral production activities in the foreign language learning classroom.
Exchange opinions: students interact in pairs and exchange their views.

Exchange experiences: learners form small groups or pairs, exchanging their specific experiences to use the language.

Roleplay: teacher prepares lessons where involve a short roleplay, in which students have different roles to play, and they are characters and situations. Even though the teacher will include solving problem tasks in this role play, finally, the learner will practice speaking and reach an effective oral production because they use their understood knowledge during the problem-solving time in the Roleplay.

Questions and answers: In this method, the teacher uses this strategic activity as "breaking the ice," where there are some questions to students and get information from themselves.

Matching activities: It involves students' communication through learners' previous knowledge about daily vocabularies, and they integrate these words when they interact.

Jigsaw Tasks: The teacher gives students the task of organizing information presented in parts to get a logical text. They have to manage it orally.

Picture describing: The teacher uses pictures; those will be used as the principal tool to encourage speaking activities. Students will discuss with their classmates, and even students will work in pairs or small groups. They describe the picture and then explain it to their classmates.

Finding differences: The teacher uses the same picture, but it has differences, and the teacher asks students to find out the differences. Each student will discover rapidity then; they will explain the differences from the pictures.

1.11 Language acquisition

According to (Kidd, Donnelly, & Christiansen, 2018), "language acquisition is the process by which speakers acquire the ability to process a target language. Here, the term is used to refer to first native language acquisition. It is possible to refer to the second language acquisition or a foreign language acquisition ability too. There are different theories about language acquisition; behaviorism, universal grammar, Krashen's monitor, conversion theory, and so forth.

Language acquisition refers to how a person learns to speak, understand, and communicate a language. A clear example of language acquisition is when a child acquires the mother tongue through the context, it will happen by repetition, listening, and natural interaction. On the other hand, it is essential to know the difference between language acquisition and language learning.

Language learning has a different meaning; it refers to how an individual learns a new language consciously. Riebold (2015) defines that "language learning results from direct instruction in language rules." Also, this process includes grammar, intonation, phonology, morphology study of the target langue. Finally, Learning English as a foreign language is part of the language learning process because it needs to follow the rules; also, an instructor gives feedback on the errors made by learners.

1.12 Communication

The meaning of language by Neoenglish (2010) is "human, symbolic, arbitrary, systematic, dynamic and the primary speech is uniquely human" (p.1). Language is the central tool that permits us to communicate all our ideas, thoughts, feelings, and experiences. According to (Ashour, 2014) people communicate situations using words, called verbal communication. Also, she states that we share feelings, ideas, and experiences through spoken language using body language, hand movement, eye contact, gestures, facial expressions, and speaking. However, we can also communicate by writing messages and symbols.

Martinih (1984), cited by Ashour, explained that communication is an activity of conveying or exchanging meaningful information. It could happen between two or a group of persons. Also, there are some communication functions such as revealing, persuading, informing, selling, buying, advising, teaching, accepting, affirming, motivating, etc. But it is important to know the difference between communication and language. His explanation says, "language gives the way of communicating, but communication permits to transfer messages or thoughts from one agent to another." Finally, language and communication are essential to people's comprehension and act correctly.

1.13 Language skills

Language skills are focused on language practice. According to (Marlina, 2018) teaching language skills "involves teaching students how to use English; both spoken and written to shuttle appropriately between diverse varieties, cultures, and communities" (p.2). It implies the four language skills; listening, speaking, reading, and writing. These skills are essential to have good communication among people and develop interaction between cultures.

- Reading skill involves the ability to recognize codes and comprehend meaning; reading comprehension allows interpreting the implications of those codes. Reading skills permit the recognition of the form of words or sentence structure as its meaning.
- Writing skill is "a hard copy of your intellectual level or the level of your expression" states (Manaj, 2015, p. 3). This skill is developed according to how much you read. Writing skills permit expressing ideas in a paper; it is an ability to share thoughts through visible letters, words, and sentences.
- Listening and speaking skills work simultaneously because those are highly interrelated to reach real communication in life situations. Manaj (2015) states listening skill permits understanding what the person is hearing. Academically, during a learning process, listening skills play a vital role in getting better results. In the same way, speaking skills are essential as others. It is necessary to express your ideas, words, written information through sounds made with your mouth.

The integration of listening and speaking with reading and writing will become learners as good listeners, speakers, readers, and writers; also, they will communicate successfully without any inconvenience.

1.14 Speaking skill

Speaking is a complex skill; however, this skill is essential to develop good communication and interact with people. Speaking skills permit to use of a language to share ideas orally. Also, speaking skill is too important when people are learning a new foreign language because the language allows improving learning. For example, developing English speaking skills requires following some significant rules such as practicing the language, not being afraid of mistakes, taking a breath, and trying clear pronunciation.

According to Raya (2016), students studying English as a foreign language often have problems learning and speaking the language during the teaching and learning process. She cited (Ur, 1996) who mentioned some speaking problems.
- Inhibition: Students are often inhibited about trying to speak in a foreign language.
- Nothing to say: learners feel hesitant to speak and prefer to say nothing.
- Low or uneven participation: students have little time to talk.
- Mother tongue use: the motivation to use the foreign language is essential because learners tend to use their mother tongue when teachers are not supervising them.

- Classroom size: in many cases, many students do not permit to practice the language.
- Time of exposure: to take a few hours to practice the language is not enough.
- Syllabus/ examination system: it underestimates the importance of speaking skills.
- Pronunciation problem: it involves difficulty in pronouncing sounds and consonants, confusion of similar sounds.

After the problems, Ur (1996) made some suggestions for teachers to solve these problems during English language teaching. These are the follows.
- Use group work: Even the teacher does not supervise the speaking skill when students are working in a group, it is important to ask learners to use the foreign language.
- Base the activity on easy language: It is meaningful to review vocabulary before activities.
- Please carefully choose topics and tasks to simulate interest: It is vital to choose topics necessary to learn and teach.
- Give some instruction or training in discussion skills: The teacher makes clear instructions asking students to interact among themselves.
- Keeping students speaking in the target language: The best way to improve their learning is when the teacher gives the task to use the foreign language as soon as possible.

1.15 Oral production

Attaining oral production is "a challenge for most English language teachers because most of the strategies implemented in class do not engage students in speaking activities. Tasks are an optimal alternative to engage learners in communicative exchanges" (Ramírez & Artunduaga, 2018, p. 52). Oral production is not just a speech; it is understanding and interaction because it is total communication.

Oral production involves speaking and listening, and into Task-based Language Learning, the oral task involves the productive skill of speaking and the receptive skill of understanding. Learners need to understand the difference between speaking and oral production skills in hearing and listening. These are a little different; oral production skills transmit meaningful information, listening is to understand the message. Students need to be good listeners to develop oral skills. According (Onotra & Peña, 2009), in a foreign language class, a learner's oral performance demands time and the simultaneous collaboration of teachers and students. Likewise, Bula (2015,p. 351) defines that oral production as the ability to communicate effectively to others about what they have understood in the form of a conversation.

In conclusion, oral production is the ability to communicate the messages they have understood through listening and speaking skills. It means a good listener will be a good speaker and transmit adequate information. Finally, the Task-Based Language Learning class focuses on the use of foreign languages to improve oral production.

CHAPTER II: METHODOLOGY

This chapter presents the research methods that are pertinent for the study in response to the statement of the research problem, which is focused on improving English oral production of Seniors students at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" in San Juan de Inguincho Community 2020-2021, thought different types of oral production strategies included in the lesson plan.

Hence, in this section, the different methods, strategies, data collection techniques, and instruments to identify sources for information are included to develop the analysis of the strategies used to develop oral production in Senior students.

2.1 Type of research

This project was mixed research. "Mixed research combines both quantitative and qualitative research. A mixed-method study is different from a multimethod research study, which uses multiple methods of one research type – either qualitative or quantitative" (Moore, 2016, p.4). This project is based on verbal and non-verbal interaction, using questionnaires with teachers and students to analyze their relationship with English Language learning. Then, the results of this study are carried out precisely with charts, tabulation, which are analyzed using the quantitative form.

2.1.1 Qualitative research

This research study used a qualitative method because it was necessary to collect data about relationships, descriptions; providing answers such as satisfactory, excellent, good relationships. This method "seeks to explore human experiences to understand" (Taylor, 2014, p. 29). In this project method, there were some tools such as interviews and surveys. This method helps to collect real data of English oral production of students Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" located one hour from Otavalo, 27 kilometers road to Selva Alegre, specifically in Inguincho community. This high school is conformed approximately by 95 students and ten teachers but only one teacher of English.

2.1.2 Quantitative research

This research also had a quantitative method since it uses mathematical models, tables, and the frequency of participants for analysis. "The data from quantitative research is in the form of numbers; these numbers usually come from what people check off in an instrument which is surveyed, questionnaire or observations checklist" (Elkatawneh, 2016, p. 3). In this case, the quantitative method helped to determine how many students, questions, problems, or other issues that are countable there are on this high school during the period of research

2.2 Research method used

This research project refers to two broad methods of reasoning as the deductive and inductive approaches.

2.2.1 Deductive

This type of research allows obtaining general knowledge of English oral production strategies used at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado." According to Burney & Saleem (2008), the "deductive method works from the more general to more specific which conclusion follows logically from premises" (p.4). In this case, it helps to find specific information working from a general way.

2.2.2 Inductive

This type of research works the other way, considering various particular facts, (Streefkerk, 2019) mentions that "it is common to perform inductive research because there is no theory to test. Also, this type of research consists in observation, observe a pattern and develop a theory." Inductive work moving from specific observations to broader generalizations and theories but involves a degree of uncertainty.

2.3 Research Techniques and Instruments

This section presents different data- collection instruments. Data collection refers to a systematic process for gathering and analyzing specific information; it means finding out data about the study topic to look for solutions to the problem that are recognized during the analysis process. The following are the different instruments presented in this project.

2.3.1 Interview

The interviews were designed to collect qualitative data because there is an active interaction between two or more people, which means the researcher can interact with participants and orally gather information. Interviewing involves asking questions and getting answers from participants in a study. Sajjad (2016) explains, "interviewing has a variety of forms including individual, face-to-face interviews and face-to-face group interviewing. The asking and answering of questions can be mediated by the telephone or other electronic devices" (p.11). But there are types of interviews, structured, semi-structured, and unstructured interviews. The current project used the semi-structured interview, where the interviewer develops and uses an interview guide. This is a list of questions to respond to during the conversation. It is made following an appropriate order to understand questions easily. The interviews were applied to the principal and the English teacher of senior students at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" during the academic period 2020-2021.

2.3.2 Survey

This instrument of data collection is designed for quantitative research. Data can be collected using surveys. The type of questions in the survey should make the participants feel comfortable and get enough information, with a limited number of questions. The design of this survey should reflect the objectives of the research project. Some important points in defining the context of the research are to data on attitudes; there are all kinds of other information such as age, educational level, family situation, country of origin, place of residence, school attended, and many other additional details that might be relevant when it comes to the data analysis (Canals, 2017, p.9). In order to collect valid information for this research, a survey was applied to Senior students "Saminay El Legado" High School during the academic period 2020-2021.

2.4 Population and sampling

According to (Streefkerk, 2019), A population is an entire group that you want to study and draw conclusions about it. Still, he also explains about the sample; it refers to a specific group of people and is less than the total size of the population. The sample is used if the population is more than a hundred people. In this project, the population was the entire group of senior students and English teachers from Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado." The specific data is presented in the next table

Table 2

Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay-El Legado" Population

Sector	Educational Institution	Male students	Female students	Total of senior students	Teacher of English	Principal of the Educational Unit	Total
Rural	"Saminay-El Legado"	8	10	18	1	1	20

Note: Researcher elaboration *Source*: Number of populations studied at Educational Unit

2.5 Study site

For this study, the Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" of Otavalo city, located one hour from Otavalo, 23 kilometers road to Selva Alegre specifically in Inguincho Community was selected. This Educational Unit is a private school located in the rural area, province of Imbabura, canton of Otavalo in the parish of San José de Quichinche.

2.6 Process

The procedure started by researching deeply about the topics related to this research project to have a theoretical foundation to develop the corresponding instruments to collect data appropriately. A couple of interviews with the principal and English teacher and 18 surveys to students were applied to get information to work on the analysis and discussion process. Firstly, the instruments of interviews for the principal and English teacher were created. Those interviews and surveys were designed based on the research objectives, topic, and models from the previous research review and taking into account students' necessity to develop oral production skills and create the proposal according to this data collection. Those questions focused on Ecuadorian English curriculum and oral production skills; a survey for senior students was also designed, which contained eight questions. Then these data collection instruments were checked, validated, and approved by a Teacher from the English Major. (See Annex 1) Secondly, a request was sent to the Dean's Secretary of Técnica del Norte University asking for a permission letter to have contact with the principal of Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay El Legado". (See Annex 2) After that, the permission letter was addressed to the principal to carry out the study and collect data from students and English teachers. (See Annex 3) Once the principal of the Educational Unit agreed to help with the development of this project and approved it (See Annex 4), the interviews and surveys were applied after having informed all the participants and have their consent to do so. (See Annex 5) The researcher went to Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay -El Legado" to collect data even Covid restrictions, but it is important to mention that the majority of legal requirements were done online and just the data collection itself was done presidentially. The interview was applied to the English Teacher and Principal (See Annex 6). The surveys were applied to Senior Students (See Annex 7) in order to obtain real data according to their experiences and needs. Still, before responding to the surveys, the researcher explained each question to have a better understating and get effective results.

Finally, after the interviews and surveys were applied, the researcher analyzed the findings and results. The interviews were analyzed using the qualitative method, and the surveys were analyzed by using quantitative and qualitative research methods. It was a significant step to determine the structure of the proposal to apply and obtain conclusions and recommendations of this research study.

CHAPTER III: ANALYSIS AND DISCUSSION

This chapter presents the results of the data collection analysis, also contains the discussion of the results. The purpose of the investigation was to determine oral production strategies used at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" and the activities that students currently practice in the English classroom. The findings of the study are presented according to the interviews and surveys applied and the data collected at this Educational Unit. Also, this chapter shows charts and the respective interpretation of the results.

Initially, the principal's interview was transcribed and analyzed to interpret descriptively. There were four main questions. Then, the English teacher's interview was then transcribed, read, and analyzed to take out the principal ideas to interpret the information to obtain results that contained seven questions. Finally, this chapter presents students' surveys, and the data was collected quantitatively, but it has its respective analysis and interpretation.

3.1 Qualitative interpretation of interviews

3.1.1   Results from the Principal's interview

The Principal of the Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" affirms that senior students are still not able to reach level B1 in English at this Educational Unit is the exit profile proposed in the national curriculum by the Ecuadorian Ministry of Education. On the other hand, he said that they reach few curricular objectives in this institution. He thinks it is challenging for any high school to reach all the curricular goals established by the Ministry of Education. Then, the Principal affirms that the significant difficulties in implementing the English curriculum are, among others, the schedule to take English class, it has few hours to learn a language, and they need more hours. Finally, the principal of this institution says that implementing new lesson plans with Task-Based Language Leaning methodological strategies is necessary for the next period of classes because they have new projects to improve English skills. He supposes that lesson plans will help teachers and students to develop skills and carry out their English projects the next year.

The interpretation of each questions' answer is as detailed below:

1. **According to the Ministry of Education, the exit profile proposed in the national curriculum for Senior students is to reach a level of B1 in English, based on the Common European Framework of Reference for Languages (CEFR), which means an intermediate level, in which students can carry out conversations of different situations with few errors. Do you think that this regulation is fulfilled? Why?**

The answer to this question was a definite no, senior students at this Educational Unit don´t reach a level of B1 in English based on the Common European Framework of Reference for Languages established by Ministerio de Educación (2014), which is "to ensure high-school

graduates reach minimum B1 language proficiency according to CEFRL"(p.9). The principal explains two reasons because students can´t fulfill this regulation is because of the schedule, which means that the English class hours are insufficient, for seniors is five hours per week established on the curriculum of the Ministry of Education, but in this institution, students take three hours of English classes weekly which is not enough to reach B1 level. The principal affirms that senior students need to practice all the skills but the number of hours established by the Ministry of education is not adequate to learn a language, even if the English teacher is attentive and well prepared if there is sufficient time, the teacher can´t work and develop all the English skills in the students.

2. **To what extent has it been possible to achieve the curricular objectives, such as the development of understanding, development of English language skills established by the Ministry of Education?**

In response to this question, the principal affirmed that in this Educational Unit, only a few English curricular objectives had been achieved. He mentioned three main reasons why they can´t achieve them, among others, one of them is the English book. This is simple, but it contains a large content that seems to be useless. The second reason is the schedule for senior students that they don´t have enough time to practice and develop their English language skills. The last reason is the teaching and learning methodology that the English teacher applies. He thinks the method to use in the classroom is important to learn a foreign language. Also, he mentioned that the unique way to learn a language is speaking and practicing it, so by using it.

3. **From your point of view, what are the major difficulties in implementing the English curriculum in terms of students' oral production? Why?**

In response to this question, the principal affirmed that the major difficulties in implementing the English curriculum in terms of student´s oral production are similar to the ones mentioned before in the previous questions. So, the time to practice, because the hours of English classes are not plenty, he thinks that the teaching and learning methodology could not be adequate to develop this skill as expected.

4. **Do you think it is necessary to implement lesson plans with Task-Based Language Learning (TBLL) methodological strategies that facilitate students' performance in foreign language oral production? Why?**
In response to this question, the principal said that new lesson plans with new methodological strategies would help teachers and students to have a better teaching-learning process. Also, it can facilitate implementing the new English projects they have to do in the next period of classes. He affirms that in this Educational unit, they need to improve the English teaching and learning process. That is why they are looking to contact native English speakers to practice their speaking skills and enhance English in this institution.

3.1.2 Results from English teacher´s interview

The only English teacher at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" affirms that the English curriculum established by the Ministry of Education can be applied to private and public institutions, but he thinks it is not really useful because it is not connected to the national reality. In the same way, the English teacher declared that speaking is the most challenging skill to learn for the students at this Educational Unit, whereas that to learn listening and reading in English is easier for them. Then, he stated the biggest problem that he encounters during the process of teaching and learning English is students' lack of confidence; the teacher says that students feel uncomfortable when they speak the English language.

On the other hand, the English teacher mentioned the difficulties in implementing the English curriculum. He thinks the English book of this curriculum is impractical because it is too different from the real-life or students' context. On the other hand, the English teacher mentioned some facts about the methodology that he uses, which is Total Physical Response; he expressed that Grammar Translation is the method that the majority of teachers use in private as well as in public schools. Finally, the teacher said that lesson plans with Task-Based Language Learning strategies that will be proposed as a result of this research would be beneficial for students, and also, he agrees and is willing to use these lesson plans with new strategies.

The interpretation of each question's answer is detailed below:

1. **Do you think the English curriculum established by the Ministry of Education is applicable for both public and private institutions? Why or why not?**

This question is about the English curriculum established by the Ministry of Education, and the teacher thinks this curriculum is applicable for both public and private institutions, but it is not really useful because the English coursebooks contain topics and tasks that are different from students' reality. The teacher thinks it is impractical to even this English curriculum focus on real-world contexts and cultures but not what the students are actually living; the reality of the students is very different from the one presented in the coursebook of Ministry of Education.

2. **In your perspective, which of the four skills (listening, speaking, reading, and writing) have you found to be the most difficult during the process of teaching and learning in Teaching English as a Foreign Language (TEFL) classes? Why?**

In response to this question, the English teacher thinks that the most difficult skill to learn for students is speaking because they feel ashamed and afraid to make mistakes, so, students say "I don't speak" that is why it is difficult to teach and to learn how to speak a foreign language.

The teacher thinks speaking is hard for students, but listening and reading are easier during the process of teaching and learning in TEFL in this Educational Unit.

3. **What kinds of problems do you encounter during the process of teaching and learning in English language classes for senior students?**

The major problem that the English teacher encounters is the students' lack or low confidence because they feel uncomfortable when they have to practice speaking, they feel shyness, shame and these levels of anxiety problems difficult their learning. The teacher affirmed that when the learners feel good emotionally, they are ready to learn what they are studying.

4. **From your point of view, what are the major difficulties in implementing the English curriculum in terms of students' oral production? Why?**

This question asked the English teacher about the major difficulties in implementing the English curriculum, specifically oral production. The teacher said that the major difficulty he finds is using the English coursebook, which structure is extensive but doesn't fulfill the student's needs and does not connect to their reality. The content is different from the students' lifestyle, and it makes students confused because the book explains something different from what they already know. When they want to use it in real-life contexts is not useful. So, it does not help to develop the language skills he expects. In general, students and teachers feel uncomfortable using the coursebook provided by the Ministry of Education.

5. **As an English teacher, what kinds of methodological strategies do you use to help your students with their oral production development?**

To answer this question, the English teacher from Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay El Legado" affirmed that there are many teaching language methodologies to choose from, but he declared that he uses Total Physical Response (TPR) as the principal method to teach the English language. The teacher expressed that Grammar Translation is applied by many English teachers in public or private schools. Still, he thinks students need to practice, act, to develop the language instead of writing and writing. He said a child learns a language by practicing and listening, not just by writing. That is why the teacher considers Total Physical Response helps them.

6. **Do you think it is necessary to elaborate lesson plans with methodological strategies that facilitate student performance in foreign language oral production? Would you consider the plans to be beneficial? Why?**

In response to this question, the interviewed thinks that elaborating lesson plans with methodological strategies that facilitate student performance in foreign language oral

production will be beneficial for his students because they will be based on the Task-Based Language Learning approach, which is something different for the teacher and the students to use in class. Also, these plans will focus on oral production development, which is very necessary for them to fulfill the expectations and requirements. That is why the English teacher thinks the lesson plans will be beneficial and goes beyond the common methodologies that many teachers use.

7. **Would you be willing to use the lesson plans with methodological strategies that facilitate student performance in foreign language completed during this research project?**

The last question is about the willingness to use the lesson plans that will be provided as a result of this research work. The English teacher affirmed that he would use these lesson plans in his classes. He said he is willing to teach using something with new strategies and activities to improve oral production. He considers to be ready to apply these lesson plans and is sure they will be productive to his students.

3.2 Qualitative interpretation of survey from students

3.2.1   Summary of the survey results

The survey was developed to eighteen students at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay El - Legado. The survey contained eight questions and, because the institution is located in a rural area, this process of data collection was face to face in spite of the restrictions stated because of the pandemic. The first question was about the importance of the English language for students; the results revealed that all the senior students think English is important for their future life. The second question asked if senior students like English classes; as a result, more than half of the students responded affirmatively. Then, question number three was about the most difficult skill to learn, and as a result, the majority of senior students considered speaking is the most difficult skill. Question number four was about the level of confidencee when students speak English, and the majority of them considered they do not have enough confidence to speak, also question number five was about the frequency of having a conversation with classmates, and the results showed that the most chosen options were never and sometimes. After that, two questions with activities to use in the English classroom that they prefer and they think are suitable were asked. Finally, the last question was about if students consider the new strategies will help them to develop English oral production, which result was affirmative, all the senior students think the new strategies that will be proposed as a result of this project using Task-Based Language Learning approach will be helpful.

The analysis of each question's answers is presented below:

Question 1

Do you think the English language is important for your future?

Table 3

Importance of English Language

	Frequency	%
Yes	18	100%
No	0	0%
Total	**18**	**100%**

Note: Researcher elaboration   *Source:* students' survey 2021.

As the table (3) shows, all the Senior students (100%) expressed that the English Language is important for their future life. According to The English Language Center (2020), the English language is important for students because this is a world language. "English is the language of science, aviation, computer, diplomacy, and tourism. English is international communication for the internet and media". In conclusion, students know how important is English in their future life because this language is present around the world and they can need to learn to get jobs or travel abroad.

Question 2

Do you like your English classes?

Table 4

Senior students like English classes

	Frequency	%
Yes	12	67%
No	6	33 %
Total	**18**	**100%**

Note: Researcher elaboration   *Source:* students' survey 2021.

As the table (4) shows, more than half of senior students (67%) like their English classes at Unidad Educativa Comunitaria Intercultural "Saminay El Legado" the other 33 % percent of participants don't like English classes. According to Peña (2019), in her investigation states that some reasons that students like English are because they listen to music in English, or they have the curiosity to read books or want to travel abroad, and they think speaking English is necessary that is why students like English classes.

Question 3

Which of the following skills is more difficult for you when learning English?

Table 5

The most difficult skill to learn English

	Frequency	**%**
Listening	5	28%
Speaking	8	44%
Reading	3	17%
Writing	2	11%
Total	**18**	**100%**

Note= Researcher elaboration *Source:* students' survey 2021.

The table (5) shows that speaking (44 %) is the most difficult skill to learn for senior students at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay El Legado," followed by listening (28%), but in comparison to reading (17%) and writing (11%) skill speaking leads all three skills. According to Rao (2019), in his investigation found that "speaking is the most difficult skill language learners have to face because the speakers have to produce the sentences on the spur of the moment"(p.8). As a result, senior students express the most difficult skill is speaking.

Question 4

On a scale of 1 to 5, with 1 being the lowest and 5 being the highest. Rate your level of confidence in English oral communication.

Table 6

Level of confidence in English oral communication

	Frequency	**%**
1	7	39%
2	5	28%
3	6	33%
4	0	0%
5	0	0%
Total	**18**	**100%**

Note: Researcher elaboration *Source:* students' survey 2021

The table (6) reveals that more than the third part (39 %) of senior students' confidence at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" is too low (level 1 represents the lowest), followed by the other third part (33%) which represents the level 3 (the medium) and the rest of senior students (28%) express they have little confidence to communicate in English which is in level 2 (little). The investigation of Tridinanti (2018) reports that "students feel less confident in speaking English because they are afraid of making mistakes and they feel uncomfortable because they think they don't have enough preparation and English words"(p.36). In conclusion, senior students at this Education Unitl feel less confident producing the English language.

Question 5

How often do you have a conversation with your classmates in English?

Table 7

The frequency of senior students' conversation in English with classmates

	Frequency	**%**
Never	17	94%
Sometimes	1	6%
Rarely	0	0%
Always	0	0%
Total	**18**	**100%**

*Note: r*esearcher elaboration   *Source:* students' survey 2021

As table (7) shows that the frequency with which senior students have a conversation in English with their classmates is never, it represents the majority of senior students (94%), and the other percentage of participants (6%) chose that they have a conversation with classmates sometimes. According to Rahayu (2015), "this is a problem caused by some factors such as fear of making mistakes, incorrect pronunciation, or lack of motivation and also, it happens because they have different educational background" (p.2). Those are probable causes that senior students don´t have a conversation in English with classmates.

Question 6

From the following list of activities, which of the following common activities do you prefer to practice English oral production in the classroom? Choose three of them according to your preference.

Table 8

Common activities to practice in the English classroom

Activities	**Frequency**		
	Yes	No	**Total**
Brainstorming	14	4	**18**
	78%	22%	**100%**
Comparing (finding similarities and differences)	13	5	**18**
	76%	24%	**100%**
Sharing personal experiences	13	5	**18**
	76%	24%	**100%**
Matching Activities	14	4	**18**
	78%	22%	**100%**

Note: Researcher elaboration   *Source:* students' survey 2021

The results in the table (8) shows that the majority of senior students (78%) at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay El Legado" prefer to have brainstorming activities in the English classroom, the same way the majority (78%) of senior students prefer to use matching activities but comparing (finding similarities and

differences) and sharing personal experiences are also activities that they like to practice English oral production in the classroom. Consequently, all the senior students like to use all the activities in the table to develop the English language.

Question 7

From the following list of activities. Choose two activities you consider are the most suitable for you to develop English oral production

Table 9

Activities senior students consider suitable to develop English oral production

Activities	Frequency		
	Yes	**No**	**Total**
Exchange experiences	4	14	18
	22%	78%	100%
Roleplay	5	13	18
	28%	72%	100%
Questions and answers	15	3	18
	83%	17%	100%
Picture descriptions	11	7	18
	85%	15%	100%
Jigsaw Tasks	2	16	18
	20%	80%	100%

Note: Researcher elaboration   *Source:* students' survey 2021

The results in the table (9) revealed that the majority of senior students (83 %) at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay El Legado" consider suitable activity to "questions and answers" followed by "picture descriptions" activity which represents the biggest number 85% of senior students. On the other hand, "role play" is considered not very suitable according to the table and senior students' choice, which represents 24%. Similarly, to the activity "exchange experiences," which few senior students (22%) chose as suitable. Finally, senior students said the "jigsaw tasks" activity was less suitable for developing English oral production.

Question 8

Do you consider the use of new oral production strategies (mentioned in the previous question) during English classes to be helpful in improving speaking skills?

Table 10

Senior students consider the new oral production activities will help speaking improvement

	Frequency	**%**
Yes	18	100%

No	0	0%
Total	**18**	**100%**

Note: Researcher elaboration   *Source:* students' survey 2021

The table (10) reveals that all the senior students considered the new oral production activities would help their speaking improvement. As tables 8 and 9 present some activities based on the Task-Based Language Learning approach, those activities are going to be used to develop the proposal as a result of this research work, to apply with senior students at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay- El Legado."

3.3.   Discussion

This present study aims to determine the oral production strategies used at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay- El Legado" and the activities students practice in the English classroom. Both qualitative and quantitative data analysis has been applied to find accurate information from the participants of interviews and surveys. First, literature review in this study as a foundation to develop the instruments to collect data an interview to the principal, to the English teacher, and a survey to senior students were applied analyzed by the researcher to answer the original research question. The following items will be discussed, if the Educational Unit fulfills the requirements established by the Ecuadorian Ministry of Education, about the English curriculum, about the most difficult skill, the importance of English in students' future life, students' confidence, oral production practice in the classroom, and the willingness to use new lesson plans using Task-Based Language Learning strategies to develop English Oral production.

By analyzing the results, it can be stated that senior students currently are not able to reach level B1 as the requirement established by the Ecuadorian Ministry of Education, due to some reasons as the limited time for English classes, another important reason was about the curriculum, which according to the results is not made according to students' reality and its content is extensive, but it should be developed taking into account students' background or reality. Also, during this research study, the most challenging skill to learn English was established, as a result, was speaking skills. According to Mota, Bergsleithner, and Weissheimer (2014) cited in Coutinho, Veiga, & Vélez (2020) said: "to among all the human skills, speaking is considered the most complex due to the emotional factors as shyness, fear, lack of motivation, low self-esteem that surround communication" (p.2). Similarly result of oral production practice in the classroom, it shows that students don't practice oral production skill in the classroom, they feel less confident to speak, and they don't try to do it. (Fredrickson, 2004, cited in MacIntyre & Gregersen, 2012), the importance of emotions to learning a language is indubitable, they agree that "positive emotion facilitates the building of resources because it helps to broaden students' perspectives and opens to absorb the language, but the negative emotions prevent to learn it." Finally, the value of emotions during the teaching and learning process is essential.

On the other hand, the results of the survey showed English is important for senior students' life and they like English classes, but the results of the study revealed that they don't practice speaking in the classroom; also, they don't have enough confidence to speak with their classmates. Then, to develop English oral production is important to practice; also, teachers need adequate teaching and learning methods and plenty of lesson plans to have interactive classes to support and motivate students to improve their speaking skills. As the English teacher expressed that the Total Physical Response (TPR) is an excellent method to apply with his students to develop oral production. (Asher, 1969, cited in Vivero, 2019, p. 18) "TPR is characterized by "the function of working oral production and body language simultaneously; also it develops listening skill and sharping speaking step by step according to the time of practice when the teacher asks students to do something, and they act."

In conclusion, the principal, the English teacher, and senior students agreed that lesson plans with new strategies using Task-Based Language Learning strategies would be effective to develop English oral production in senior students at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" because they find it attractive, innovative, engaging and productive.

3.4 Proposal impacts

The present proposal was socialized and applied at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" in order to improve senior students' oral production skills (See Annex 8). It has helped students by developing oral production skills through the application of Task-Based Language Learning methodological strategies in the classroom. This has helped them to practice oral production by interacting among students and working in a group minimizing their anxiety to make mistakes or mispronounce when they interact with their classmates. In addition, after applying the proposal was significant to know the students' perspective about the proposal which was applied.

Subsequently, a Likert scale with important items was shared with students and the English teacher in order to obtain the results of the application. The Likert scale shared with the students contained ten items (See Annex 9), and the checklist shared with the teacher had seven items to select (See Annex 10).

3.4.1   Students' post-Likert scale results

The proposal was socialized and applied with senior students, and after applying it were shared Likert scale form to rate the level of agreement with each statement presented in order to get results of the application of the proposal and analyze the impacts of it.

Question 1

How effective was the "brainstorming activity" to develop English oral production skills?

Table 11

Brainstorming activity develops English oral production skills

	Frequency	**%**
Strongly disagree	0	0%
Disagree	1	5,5%
Neither agree or disagree	5	28%
Agree	11	61%
Strongly agree	1	5.5%
Total	**18**	**100%**

*Note: r*esearcher elaboration   *Source:* students' post-Likert Scale 2021

The table 11 shows that the majority of senior students selected agree to the brainstorming activity. This activity was applied during the lesson, and the students noticed that it helped them develop English oral production skills.

Question 2

How useful was the "questions and answers" activity to develop English oral production skills?

Table 12

Questions and answers activity develops English oral production skills

	Frequency	%
Strongly disagree	1	6%
Disagree	0	0%
Neither agree or disagree	0	0%
Agree	4	22%
Strongly agree	13	72%
Total	**18**	**100%**

*Note: r*esearcher elaboration   *Source:* students' post-Likert Scale 2021

The table 12 presents that the vast majority of senior students selected strongly agree to **questions and answers** activity to develop English oral production during the lesson and working on the task.

Question 3

How helpful was the "Roleplay" activity to develop English oral production skills and classmate's interaction?

Table 13

Roleplay activity develops English oral production and social interaction skills

	Frequency	%
Strongly disagree	0	%
Disagree	0	0%
Neither agree or disagree	6	33,3%
Agree	6	33.3%
Strongly agree	6	33.3%
Total	**18**	**100%**

*Note: r*esearcher elaboration   *Source:* students' post-Likert Scale 2021

The table 13 shows that the third part of the senior students selected neither agree or disagree, the other third part of them chose to agree, and the last third part of them strongly agree that roleplay activity develops English oral production and social interaction skills. They can consider that, after haven a lesson using that activity.

Question 4

How confident did you feel before the lesson? Rate the level of confidence. On a scale of 1 to 5. 1 is the lowest and 5 is the highest

Table 14

Level of confidence before the lesson

	Frequency	%
1	1	6%
2	0	0%

	Frequency	%
3	8	44%
4	6	33%
5	3	17%
Total	**18**	**100%**

The table 14 shows that senior students presented self-confidence before starting the English lesson. Some of the students showed in the Linkert Scale that they felt medium confidence. Then, the other group of senior students expresses that they present confidence, but a little group said that they felt strongly confident.

Question 5

How confident did you feel during the lesson when you prepare dialogues in a group to present in front of the classmates?

Table 15

Level of confidence during the lesson

	Frequency	%
1	0	0%
2	1	5%
3	4	23%
4	10	56%
5	3	17%
Total	**18**	**100%**

The table 15 shows that the majority of senior students felt confident when they are practicing dialogues to present in front of the class. This helps to develop oral production and increase students' self-confidence.

Question 6

How confident did you feel during the presentation of your task when you speak English with your classmates?

Table 16

Level of confidence during the task presentation in the English language

	Frequency	%
1	0	6%
2	1	0%
3	4	44%
4	8	33%
5	5	17%
Total	**18**	**100%**

The table 16 shows that senior students felt confident during the task presentation speaking in English. It will be the results after practicing the tasks and preparing for the presentation in front of the class. But there was a small group of students that felt strongly confident during the task presentation.

Question 7
How useful were the materials provided by the teacher during the lesson?
Table 17
The materials provided by the English teacher were useful

	Frequency	**%**
Strongly disagree	1	6%
Disagree	0	0%
Neither agree or disagree	3	18%
Agree	5	23%
Strongly agree	9	53%
Total	**18**	**100%**

*Note: r*esearcher elaboration   *Source:* students' post-Likert Scale 2021

The table 17 shows that half of the senior students were strongly agreed that the materials provided by the teacher were useful during the English lesson. The other half of the students are agreed, and they have chosen neither to agree nor disagree about this item.

Question 8
How useful was the feedback stage to develop English oral production?
Table 18
Feedback helps to develop English oral production

	Frequency	**%**
Strongly disagree	0	0%
Disagree	0	0%
Neither agree or disagree	3	17%
Agree	10	55%
Strongly agree	5	28%
Total	**18**	**100%**

*Note: r*esearcher elaboration   *Source:* students' post-Likert Scale 2021

The table 18 shows that the vast majority of senior students agreed that feedback helps to develop English oral production because it helps to correct errors and develop the language.

Question 9
How effective was the time management to develop the lesson?
Table 19

Time management of the lesson

	Frequency	%
Strongly disagree	0	0%
Disagree	0	0%
Neither agree or disagree	3	17%
Agree	15	83%
Strongly agree	0	0%
Total	**18**	**100%**

*Note: r*esearcher elaboration   *Source:* students' post-Likert Scale 2021

The table shows that more than half of senior students agreed with the lesson's time management, but anybody strongly agrees, they may feel the need more time to do more activities.

Question 10
How effective was the class to develop English oral production skills? Rate the level of agreement
Table 20
The application of the proposal was effective

	Frequency	%
Strongly disagree	0	%
Disagree	0	0%
Neither agree or disagree	1	5%
Agree	3	17%
Strongly agree	14	78%
Total	**18**	**100%**

*Note: r*esearcher elaboration   *Source:* students' post-Likert Scale 2021

The results in the table 20 show that more than half of senior students were strongly agreed with the proposal application with the use of methodological strategies made based on the Task-Based Language Learning method. According to the senior students' perspective, this lesson helped them develop the English oral production. The interaction with classmates and the task during the lesson helped them increase their self-confidence to speak in front of the class.

3.4.2   English teacher's post-survey results
The proposal was applied with the senior students at Unidad Educativa Comunitaria Intercultural Bilingue "Saminay- El Legado." After applying the proposal, it was shared to the English teacher a Likert scale with seven items to select the level of agreement.
The results show that the application of the proposal was effective in developing the English oral production. After seeing the Linkert scale that the English teacher responded, It was possible to affirm that the researcher demonstrates good command of the English language, which helps us a good language model for the students. Also, the English teacher is strongly

in agreement with the researcher because he demonstrates the knowledge of content, pedagogy resources, and technology. The next item was about the variety of materials that the researcher uses in the lesson, and the English teacher affirmed that he is strongly in agreement. Then, the English teacher selected strongly agreed in the last three items, which were about the topic of the lesson to develop oral production, time management, and if the researcher follows the lesson plan designed for the lesson.

In conclusion, the teacher presented a strong agreement with the application of the proposal with the senior students.

This undergraduate work needs the analysis of three main impacts

- Linguistic impact
- Educational Impact
- Social Impact

Table 21
Numerical impact levels

-3 High negative impact
-2 Medium negative impact
-1 Low negative impact
0　No impact
1 Low positive impact
2 Medium positive impact
3 High positive impact

Note: retrieved from Poso (2013)

Table 22
Linguistic impacts

Linguistic Impacts						
Indicators	-3	-2	-1	1	2	3
Brainstorming ideas confidentially in L2					x	
Asking and answering questions in L2 with the classmates						x
Developing role-play in the classroom using the English Language					x	
Practicing the pronunciation of the vocabularies						x
Practicing the oral production for the presentation of the tasks developed during the lessons						x
TOTAL						13

$$\text{Linguistic impact level} = \frac{\Sigma}{\textbf{Number of items}} = \frac{13}{5} = \textbf{2.6} = \textbf{3}$$

$$\Sigma \textbf{=3}$$

Linguistic impact level = High positive impact

*Note: r*esearcher elaboration   *Source:* Velasquez, Dayana (2021)

Concerning the linguistic impacts of the lesson plans proposal, it was possible to analyze those three indicators were assigned the maximum score, and the rest of the two indicators were assigned two out of three, it is because students are not entirely familiar with these kinds of activities in the English language classroom. That is why this analysis shows that the proposal expects to help students opening their brains and improve the English language based on the different activities from the lesson plans in each unit.

Table 23
Educational Impact

Educational Impact						
Indicators	-3	-2	-1	1	2	3
Ability to prepare presentations						x
Develop cooperative learning and group working skills						x
Confidence while performing in front of the classmates						x
Familiar with giving opinions and ideas in the classroom					x	
TOTAL						11
						Σ**=3**

$$\text{Educational impact level} = \frac{\Sigma}{\textbf{Number of items}} = \frac{11}{4} = \textbf{2.7} = \textbf{3}$$

Educational impact level = High positive impact

*Note: r*esearcher elaboration   *Source:* Velasquez, Dayana (2021)

Regarding educational impacts, almost all the indicators were assigned the maximum scores except the last indicator that the students need to practice frequently to get good outcomes with this indicator. According to the matrix, the proposal expects to improve those important aspects in students as in the English classroom as well as in other subjects in the institution. This is because the students in each lesson will have different activities that the students

work on and polish their abilities and improve these based on the tasks and presentations that they need to do in the majority of the lesson.

Table 24

Social Impacts

Social Impacts						
Indicators	-3	-2	-1	1	2	3
Building self-confidence speaking with the people						x
Reducing anxiety of oral production					x	
Familiar expressing feelings with others						x
Ability to interact different topics with people						x
Ability to contribute ideas to the community						x
TOTAL						14
						Σ=3

$$\text{Social impact level} = \frac{\Sigma}{\text{Number of items}} = \frac{14}{5} = 2.8 = 3$$

Social impact level = High positiv impact

Concerning the social impacts, the results in the matrix show that almost all indicators were assigned the maximum scores except the second indicator because this needs frequently practicing to decrease the level of anxiety when the students speak. That is why this proposal of lesson plans is made based on Task-Based Language Learning strategies in order to improve oral production, developing students' confidence, reducing anxiety, polishing the ability to interact socially because those are important aspects of getting good communication with classmates and people from the context.

CHAPTER IV: PROPOSAL

This chapter presents the research proposal focused on the improvement of oral production through the use of activities provided from Task-Based Language Learning strategies and to develop it on Seniors at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay El Legado" by which the tasks are designed in the lesson plans based on the criteria and theoretical foundation in order enhance oral production in senior students in this institution.

4.1 Title

Lesson Plans of a Curricular Unit Based on Task-Based Language Learning Strategies to Develop Senior Students' English Oral Production

4.2 Introduction

Communication is the principal tool to exchange ideas, explain events, inform news, and have information. Speaking is a way of communication, but after analyzing the data collection of this research, it is evident that this skill is one of the most difficult to learn; therefore, it is essential to develop. This skill needs to be improved on senior students, not only to reach the required standards but because they need to exchange ideas or get information by speaking. Although students express that speaking is difficult, teachers need to be creative to motivate them to support and improve their oral production weaknesses.

Accordingly, the lesson plans of a curricular unit based on the results of the research at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" will be presented to the principal, English teacher, and students. All the lesson plans present Task-Based Language Learning lesson plan formats, including the strategies from this method to enhance senior students' oral production. Finally, in each lesson plan, uses technological tools are included to have an interactive class and to enhance the use of the technology in class.

4.3 Justification and Importance

The proposal emerged based on the research caried out at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" to the principal, English teacher and senior students.

The results of the analysis of interviews and surveys were the principal tool to design the proposal and the lesson plans. The results showed that English oral production is necessary to develop and improve. Also, senior students affirmed that the English language is important in their future life. Due to these results, it is significant to motivate students to develop speaking skills in the English language to have great communication. Besides, the results of research about the curriculum designed by the Ecuadorian Ministry of Education need to connect with student's reality. So, the coursebook or the contents to be taught should be designed taking into account students' needs, learning styles, students' prior knowledge. That is why this proposal emerged; it contains lesson plans using strategies based on the Task-Based Language Learning method. This is important to design classes using strategies to enhance students to speak in the classroom and interact with the English teacher and

classmates. Finally, it is important to design lesson plans using activities where students feel comfortable and gain more self-confidence to speak the English Language.

Each lesson plan contains strategies that help students to interact and practice the language; all these are developed taking into account students' reality and necessities as well as preferences.

4.4 Theoretical Background

Task-based language learning lesson plans
A lesson plan is a daily teacher's guide. It contains what students need to learn; it means topics to learn, materials to use, time, and here the teacher details resources and procedures to follow during the lesson. Teacher.org (2020) claims that lessons are organized by subjects and level. It contains objectives, descriptions, and materials needed. Also, it has to include opening and closing activities. At the end of the class, it is important to assess the lesson done.

The Task-Based Language Learning Approach has its lesson plan proposed by Willis in the study of (Ramírez & Artunduaga, Authentic task to foster oral production among English as a foreign language learners, 2017). TBLL lesson follows three stages.

- **Pre-Task stage:** In this stage, the teacher introduces the topic, explains the objective of the class, and gives examples of some activities, brainstorming for ideas. This encourages students to complete the tasks. Finally, pre-task promotes students to acquire the language, and the teacher introduces the language.

- **In the task cycle:** in this stage, students do their task.

Task: in this stage, students will work in a small group or pairs mine while the teacher will monitor groups or the whole class to ensure students are working.

Planning: During this stage, students prepare a short report of the task; it could be written or orally about what happened during their task. Also, they can practice what they are going to say, and the teacher will give them some tips or assistance if they need it.

Report: in this stage, students present the report orally or reading, and the teacher gives them some feedbacks in the foreign language. Consequently, the teacher has to **analyze** the students' work after giving them feedback to improve and work on the tasks.

Practice: The students practice the feedback and improve in the presentation.

- **Final stage:** the last task focuses on language practice. It provides opportunities for students to practice and analyze the language to extend their confidence.

Task-Based Language Learning method lesson plan is focused on task development and practice during the lesson. It is not focused on the results at the end of the lesson

.

4.5 Objectives

General objective

➢ Improve oral production in Senior students using the Task-Based Language Learning strategies at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado."

Specific Objectives
➢ To research topics and activities to develop the lesson plans based on the Task-Based Language Learning strategies to develop senior students' oral production.
➢ To design the lesson plans using topics the students need to know according to the descriptors of level B1 in the Common European Framework of Reference for Languages.
➢ To apply the lesson plan in a class to observe students' oral production development.

4.6 Location

Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay- El Legado High school is located to 40 minutes from Otavalo, in San Juan de Inguincho Community, via to Selva Alegre Km 21, Otavalo, Imbabura Ecuador. This private high school belongs to the parish of Quichinche, located 15 minutes from Otavalo. This high school was founded in 2009 just for low social-economic indigenous, and they get a scholarship to enter this high school. This proposal is designed for Seniors students from this institution to develop in the classroom.

4.7 Proposal presentation

The proposal is designed according to the results and information obtained in the data collection and the theoretical framework of this research project. All the topics of the lesson plans are based on the topics that senior students need to develop according to the descriptors of level B1 in the Common European Framework of Reference for Languages. Strategies to develop the English oral production based on Task-Based Language Learning are developed on the different stages of the lesson plan. Finally, it is important to emphasize that these lesson plans were not designed to replace any book. This is designed to complement and

help teachers and students to improve English language teaching and learning process as well as oral production skills.

Topics to develop lesson plans according to the descriptors established by the Common European Framework of Reference for Languages for level B1. Delf-dalf (2021) detailed the following:

Global scale of the skills of level B1 of the CEFR

The global scale of the common reference of the CEFR defines level B1's user capable of the following linguistic skills:

➢ Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
➢ Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
➢ Can produce simple connected text on topics which are familiar or of personal interest.
➢ Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Self-assessment grid of level B1 of the CEFR

The CEFR describes level B1's user capable of carrying out the following linguistic skills:

Speaking	Spoken interaction	I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter unprepared into conversation on familiar topics, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events).
Speaking	Spoken production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes, and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

4.8 Units

Unit 1: Getting to know you!
Unit 2: Talking about your family
Unit 3: Taste new food
Unit 4: Vacations: Passport and money

Universidad Técnica del Norte

Pedagogía de los idiomas Nacionales y Extranjeras mención Inglés

LESSON PLANS BASED ON TASK-BASED LANGUEGE LEARNING (TBLL) STRATEGIES TO DEVELOP ORAL PRODUCTION SKILL

Interactive English Class

Dayana Maribel Velásquez Fueres

July, 2021

4.9.1   Unit 1: Getting to know you!

Unit Objectives

- ➢ To say the letters of the alphabet
- ➢ To ask someone for their name.
- ➢ To recognize and say the name of their own country.
- ➢ To give personal information using basic expressions.
- ➢ To establish social contact using greetings and farewells.

Note

Some activities in the lesson plans are designed in different technological tool to enhance the use of technology and to have a creative and interactive class. The links will be included in the resource of each lesson plan.

a) Lesson 1

Lesson 1: My name is

Technological tool

- ➢ Genially
- ➢ https://www.genial.ly/logout
- ➢ https://bit.ly/2SqDuWe

Retrieved from https://bit.ly/3vXlnFc

Resources

Presential class

- Black board
- Marker
- Flash cards / pictures
- Searchlight
- Dialogue
- Evaluation Rubric

Online class

- Meeting platforms: zoom
- Internet connection
- Laptop – computer- microphone - camera
- Technological tools
- Dialogue
- Evaluation Rubric

Lesson Plan 1

TOPIC: My name is		
TARGET FORMS: What is your name? My name is / How are you? .../ Can you spell your name?		
Time	60 minutes	
Students	Senior Students	Date
Objectives ✔	By the end of the lesson, students will be able to: • Spell their name or someone's name.	

PRE-TASK (20 % of the lesson)	
Opening Activity "Say the color, not the word"	• The teacher presents an image to play a game called Say the color, not the word. This image has names of colors, but these are written in different colors. The teacher asks students to say the color of the words, and they don't have to make any mistakes. It makes them think and active their brain. Say the color, not the word YELLOW BLUE ORANGE BLACK RED GREEN PURPLE YELLOW RED ORANGE GREEN BLACK BLUE RED PURPLE GREEN BLUE ORANGE Retrieved from https://bit.ly/3xXsLSa
Lead-In	➢ The teacher presents some words and asks students to try to guess the spelling of these words • M-O-T-H-E-R • O-R-A-N-G-E • A-L-I-C-I-A • P-E-R-E-Z • E-C-U-A-D-O-R

	• E-L-E-P-H-A-N-T
Presentation Retrieved from https://bit.ly/3vXZWUn	➢ The teacher presents the alphabet on the board to practice saying the letters. Retrieved from https://bit.ly/3vSfRn7 ➢ The teacher presents to main questions on the board and reads the questions to students to listen to it. • What is your name? My name is / How are you? .../ Can you spell your name? ➢ The teacher reads the questions and the students practice the correct pronunciation of the questions on the board. ➢ The teacher asks a volunteer and invites to ask the teacher to do an example answering the questions.

THE TASK CYCLE (50 % of the lesson)		
TASK	PLANNING	REPORT
The teacher provides students a short dialogue (task 1) to work in pairs and read the dialogue taking turns. The students practice the dialogue to develop oral production skills.	The teacher asks students to create a short dialogue in pairs, similar to the dialogue they have already read but used their real information. The students practice the dialogue to present in front of the class. The students make sure of the spelling of their names. The students can use https://dictionary.cambridge.org/es/diccionario/ to search words and to check the pronunciation.	The students present in front of the class the dialogue they have planned and practiced. The teacher can use a rubric to evaluate the dialogue.

51

 Retrieved from https://bit.ly/3jg8Wlk		
The teacher monitors the classroom.	The teacher helps students or provides suggestions to students to plan the dialogue.	The teacher can make notes of language items that students need to practice or that are still causing problems.

FINAL STAGE (20% of the lesson)	
ANALYSIS	PRACTICE
The teacher highlights relevant language the students used really well and some errors students made to improve on.	The students practice the language that the teacher selected, and they need to improve on.

EVALUATION (10% of the lesson)

➢ The teacher asks students to make a circle in the classroom and asks six students to spell the name of two of the partners.

➢ The students have to say the letters of the alphabet correctly.

HOMEWORK
➢ The teacher asks students to practice correctly saying the letters of the alphabet.   ➢ The teacher asks students to internalize the questions seen during the lesson and answer these correctly.

Note: Lesson plan designed by the author of the research work.

Task 1: Dialogue to take turns

a: Hello, how are you?

b: Fine. And you?

a: Fine, what's your name?

b: My name is Saywa

a: Can you spell your name?

b: S-A-Y-W-A

a: My name is Edison

b: Can you spell your name?

a: E-D-I-S-O-N

b: Oh, Edison. Nice to meet you.

Rubric to evaluate students' dialogue presentation

ESL Dialogue				iRubric
	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Volume	Poor The student cannot be heard and does not attempt to speak up.	Fair Volume is not always loud enough. Students can sometimes not be heard.	Good The student usually speaks loud enough to be heard.	Excellent The student speaks loudly enough to be heard easily.

Fluency	Poor	Fair	Good	Excellent
	The student is unable to speak through the dialogue. The student reads the dialogue during the whole presentation.	The student speaks haltingly with long pauses. The student reads most of the time.	The student mostly speaks fluently with few hesitations. The student hardly reads.	The student always speaks fluently with few hesitations. The student does not read.
Pronunciation	Poor	Fair	Good	Excellent
	The student is unintelligible. Nothing can be understood.	Pronunciation is not at all clear, and student is difficult to understand.	Most words are pronounced clearly and the student can be clearly understood.	Pronunciation is clear and distinct all of the time and does not interfere with meaning.
Content	Poor	Fair	Good	Excellent
	The student is unable to use vocabulary and grammar correctly to construct an appropriate dialogue.	Vocabulary is not used correctly. Many areas in grammar or sentence structure interfere with meaning.	Student mostly uses correct vocabulary with few, if any, errors in grammar or sentence structure. The dialogue is clear and follows a logical sequence.	The student makes no errors in vocabulary usage, grammar, or sentence structure. The dialogue is well-written and practical.

Note: Dialogue Rubric   *Resource:* Retrieved from Rcampus: https://bit.ly/3Aq3gv6

IMPORTANT!

Lesson plan presentation designed on genially:
https://view.genial.ly/60d679b87d78830cf69ed1a9/presentation-presentacion-genial

Retrieved from https://bit.ly/2SqDuW
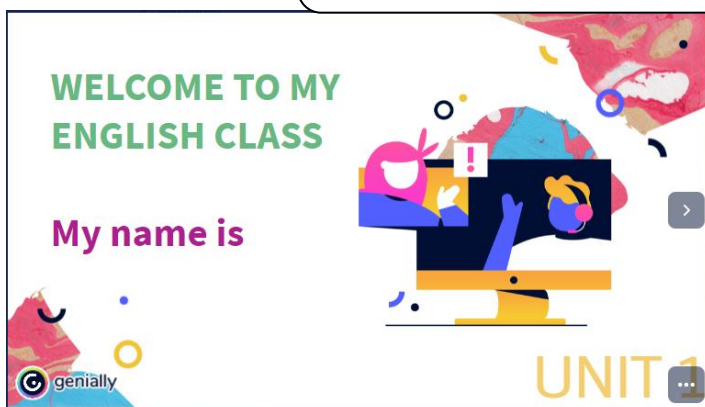
b) Lesson 2

Lesson 2: I'm from Spain

Mentimeter

➢ https://www.mentimeter.com/

➢ https://www.menti.com/xkpwmzzrcb

Technological tool

Go to www.menti.com and use the code 7986 4059

Write the countries you know

uuee

france

canada

spain   japan

italy

Retrieved from https://bit.ly/35XBqrO

Hangmanwords

https://www.hangmanwords.com/create

https://bit.ly/3w11FZb

_ _ _ _ _ _ _

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

Retrieved from https://bit.ly/3w11FZb
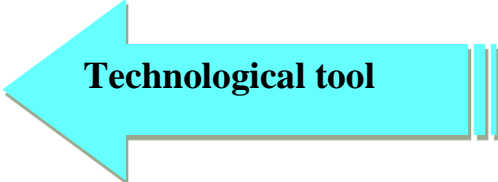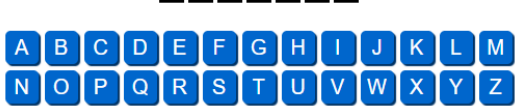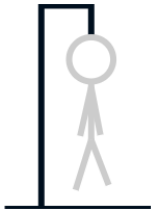
Resources

List of countries, nationalities, and languages

Countries, Nationalities & Languages

🇨🇦	Canada	Canadian	English/French
🇺🇸	United States	American (U.S.)	English
🇮🇹	Italy	Italian	Italian
🇧🇷	Brazil	Brazilian	Portuguese
🇩🇪	Germany	German	German
🏴	England	English	English
🇬🇧	United Kingdom	British	English
🏴	Scotland	Scottish	English
🇪🇸	Spain	Spanish	Spanish
🇮🇱	Israel	Israeli	Hebrew
🇦🇷	Argentina	Argentine	Spanish
🇧🇴	Bolivia	Bolivian	Spanish
🇰🇭	Cambodia	Cambodian	Cambodian
🇨🇱	Chile	Chilean	Spanish
🇻🇳	Vietnam	Vietnamese	Vietnamese
🇩🇰	Denmark	Danish	Danish
🇨🇴	Colombia	Colombian	Spanish
🇪🇨	Ecuador	Ecuadorian	Spanish
🇪🇬	Egypt	Egyptian	Arabic
🇸🇻	El Salvador	Salvadorian	Spanish
🇪🇪	Estonia	Estonian	Estonian
🇦🇺	Australia	Australian	English

ESLBUZZ

Retrieved from https://bit.ly/3wZQ91z

Presential class
- Black board
- Marker
- Flash cards / pictures
- Searchlight
- Video – YouTube
- List of countries, nationalities and languages
- A flag of Ecuador

Online class
- Meeting platforms: zoom
- Internet connection
- Laptop – computer-microphone -camera
- Technological tools
- Video – YouTube
- List of countries, nationalities and languages
- A flag of Ecuador

Retrieved from https://bit.ly/3x1hf8m

Video
https://www.youtube.com/watch?v=NJVV1LDt2hE
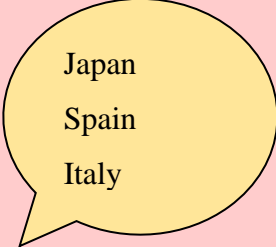
Lesson Plan 2

TOPIC: I'm from Spain			
TARGET FORMS: Where are you from? What is your nationality? I am from../ I am / What language do you speak?			
Time	40 minutes		
Students	Senior Students	Date	
Objectives	By the end of the lesson, students will be able to: say the name of their county, nationality, and language. Say other people's nationalities.		

PRE-TASK (15 % of the lesson)	
Opening Activity "Brainstorming – Tell me countries."	The teacher presents a picture of a flag. The students tell the teacher that the flag is Ecuadorian. The teacher asks students to say three names of different countries of the world. The teacher asks students to write the countries joining the link in Mentimeter to see the brainstorm for the whole class. Japan Spain Italy
Lead-In "Hangman"	The teacher presents some clues to guess the words about languages hidden behind the clues. The teacher asks students to say letter by letter to guess the word.

Playing:
Custom Game

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

Retrieved from https://bit.ly/3w11FZb
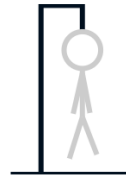
| **Presentation**

Retrieved   from https://bit.ly/3vXZWUn | The teacher presents a short video about countries and nationalities.
The teacher explained what the video said.
The teacher provides to each student a list of countries, nationalities, and languages.
The teacher reads the list, and students listen to him to practice.
The teacher presents three basic questions.

      Questions   **Answers**
Where are you from?   I am from ….
What is your nationality?   I am ….
What language do you speak? I speak…

The teacher asks a volunteer to do an example answering the questions.
The teacher explains what is a Roleplay to ask a task.

 |

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THE TASK CYCLE (60 % of the lesson)		
TASK	PLANNING	REPORT
The teacher asks students to practice reading the list of countries, nationalities, and languages. The teacher asks students to work in a group of three. The students practice answering the three basic questions using different countries, nationalities, and languages.	**Roleplay** The teacher asks students to prepare a short roleplay about where they come from, their nationality, and the languages they speak; the students need to work in a group of three. The students need to take different countries to role play. They need to be creative doing the activity. The students need to prepare the dialogue and practice	The teacher asks students to present their roleplay. The students need to perform their oral production and self-confidence when they are in front of the class.
The teacher monitors the classroom checking If the students are working on the task.	The teacher helps students or provides suggestions to students to plan the dialogue of their roleplay. The teacher helps students with the language and pronunciation.	The teacher can make notes of language items that students need to practice or that are still causing problems. The teacher doesn´t interrupt to give feedback.

FINAL STAGE (15% of the lesson)	
ANALYSIS	PRACTICE
The teacher highlighted relevant language the students used really well and some errors students made during the presentation of their task, "roleplay" to improve on. The teacher explains the correct form or the errors students made.	The students practice the language that the teacher selected, and they need to improve on.

EVALUATION (10% of the lesson)
"Easy Examples"

The teacher draws a circle on the board which is divided into four parts to write title, countries, nationalities, languages, and questions.

The teacher asks students three examples of countries or nationalities or languages or asks questions.

Countries

Nationalities

Languages
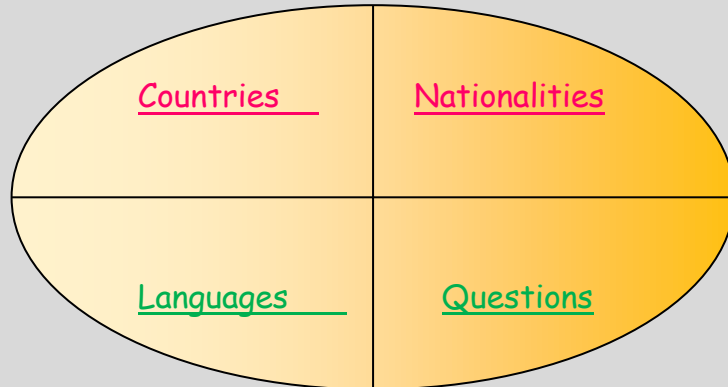
Questions

HOMEWORK

The teacher asks students to practice correctly to answer the three principal questions

The teacher asks to practice the list of countries, nationalities, and languages.

Important

Lesson - Presentation

Book Creator - Lesson 2 - I'm from Spain

Welcome to my English Class

Retrieved from Book Creator - Lesson 2 - I'm from Spain

c) Lesson 3

Lesson 3: What is your surname?

Technological tools

Flipgrid
https://info.flipgrid.com/
https://flipgrid.com/bfee62c8

Retrieved from https://bit.ly/3jx9P9h

Resources

Presential class

- Black board
- Marker
- Flash cards / pictures
- Searchlight
- Personal presentation example

Online class

- Meeting platforms: zoom
- Internet connection
- Laptop – computer- microphone -camera
- Technological tools
- Personal presentation example

Lesson Plan 3

TOPIC: My personal information	

TARGET FORMS: Personal information questions and expressions.
  - ➢ What is your name?
  - ➢ What is your last name/surname?
  - ➢ Where are you from?
  - ➢ Where do you live?
  - ➢ What is your marital status?
  - ➢ What is your father's / mother's name?
  - ➢ What is your phone number?
  - ➢ What is your e-mail address?

Time		60 minutes	
Students	Senior Students		Date
Objectives	By the end of the lesson, students will be able to: • give personal information using basic questions and expressions.		

PRE-TASK (15 % of the lesson)

Opening Activity (IQ- Puzzle-Domino)	➢ The teacher presents an image of IQ- Puzzle (domino) to analyze and get the answer to complete the row sequence. There are options to choose the correct answer. ➢ The student who gets the answer in the shortest time is going to explain the solution to this IQ- Puzzle problem. ➢ This activity aims to activate students' intellectual abilities and potential.

Retrieved from https://bit.ly/3hffpKF
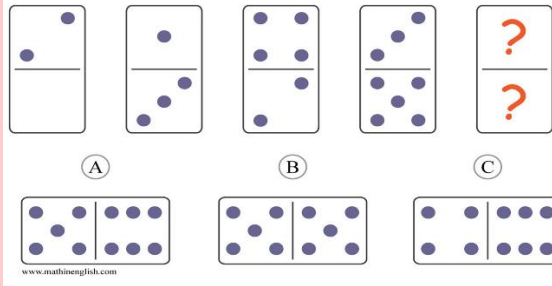
Lead-In "Stop"	➢ The teacher presents a game called "stop," it needs a chart to complete categories as much as possible and say stop.
	➢ The students need to draw the chart in their notebooks to start the game.

Example:

Letter	Name	City	Fruit	Thing	Animal
O	Oliver	Otavalo	orange	o	o
F					
H					
K					

Note: Designed by the researcher.

➢ The students need to say "stop" when they complete the first column.

➢ The teacher can decide if they can work in a group of four or as a whole class.

➢ The students need to see the results of the chart. If the names are written the same thing, it needs to be 50; if there are no names, it needs to be 0, and if the name doesn´t repeat in the charts, it is 100 marks.

Example

Letter	Name	City	Fruit	Thing	Animal	Color	TOTAL
O	Oliver 100	Otavalo 50 (repeat)	Orange 50	____ 0	_____ 0	Orange 50	250
F							
H							
Results							250

The winner is the person who has a high number of results.

Presentation		
 Retrieved from https://bit.ly/3vXZWUn	➢ The teacher presents a short reading about the personal presentation joining to this link http://blogs.unlp.edu.ar/englishmcc2doa6to/2017/08/23/my-personal-presentation/ ➢ The teacher reads the personal presentation example and presents some questions to ask about the personal information. (Questions and answers sheet) The teacher shows students how to write the personal information according to the questions presented and adding more information in a short paragraph.	

THE TASK CYCLE (60 % of the lesson)		
TASK	PLANNING	REPORT
The teacher asks students to work in pairs and practice asking questions presented by the teacher. The teacher asks students to answer the questions with their personal information. The teacher asks students to write a short paragraph about the personal information.	**Questions and answers** Once the students have written their paragraph of the personal information, they need to practice reading it. The students work in pairs and practice answering the questions to present in front of the class. The students need to improve their oral presentations in front of the class. Retrieved from https://bit.ly/3A8ki0K	The teacher asks half of the students to present in pairs asking and answering the questions. The teacher asks students to present personal information, and they need to perform their oral production and self-confidence when they are in front of the class.
The teacher monitors the classroom If the students are working on the task. The teacher can help students if they need the teacher's help.	The teacher helps students and provides suggestions to students to write the paragraph and helps students in the language and pronunciation of some words they need.	The teacher can note language items that students need to practice or that are still causing problems. The teacher doesn't interrupt to give feedback.

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FINAL STAGE (15% of the lesson)	
ANALYSIS	PRACTICE
The teacher notes relevant language the students used really well and some errors students made during the presentation of their task, "asking the question" and "personal presentation" to improve on. The teacher explains the correct form or the errors students made.	The students practice the language that the teacher selected, and they need to improve on. The students improve the feedback to do the homework.

EVALUATION (10% of the lesson)
Piece of paper ➢ The teacher has some pieces of paper with questions asking personal information. The students have to answer correctly.

HOMEWORK
➢ Record a short video about your personal presentation using "Flipgrid." Try to answer all the questions seen during the class, be creative in the video. Use this link. https://flipgrid.com/bfee62c8

Worksheet questions and answers

Questions   **Answers**

➢ What is your name?   My name is Valentina.

➢ What is your last name / surname? My last name is Perugachi.

➢ Where are you from?   I am from Otavalo, Ecuador.

➢ Where do you live?   I live in Quichinche.

➢ What is your marital status?   I am single/ married.

➢ What is your father's / mother's name? My mother´s name is Rosa.

➢ What is your phone number?   My phone number is 0993302457

➢ What is your e-mail address?

         My e-mail address is vale12perugachi@gmail.com

Important

Lesson Presentation in this link POWERPOINT PRESENTATION
https://utneduec-
my.sharepoint.com/:f:/g/personal/dmvelasquezf_utn_edu_ec/Ek45I6nZiIxKmqHA4yjBmB
cBBw-ZnJl5Q3FMtk25R4XVhQ?e=pQng9d
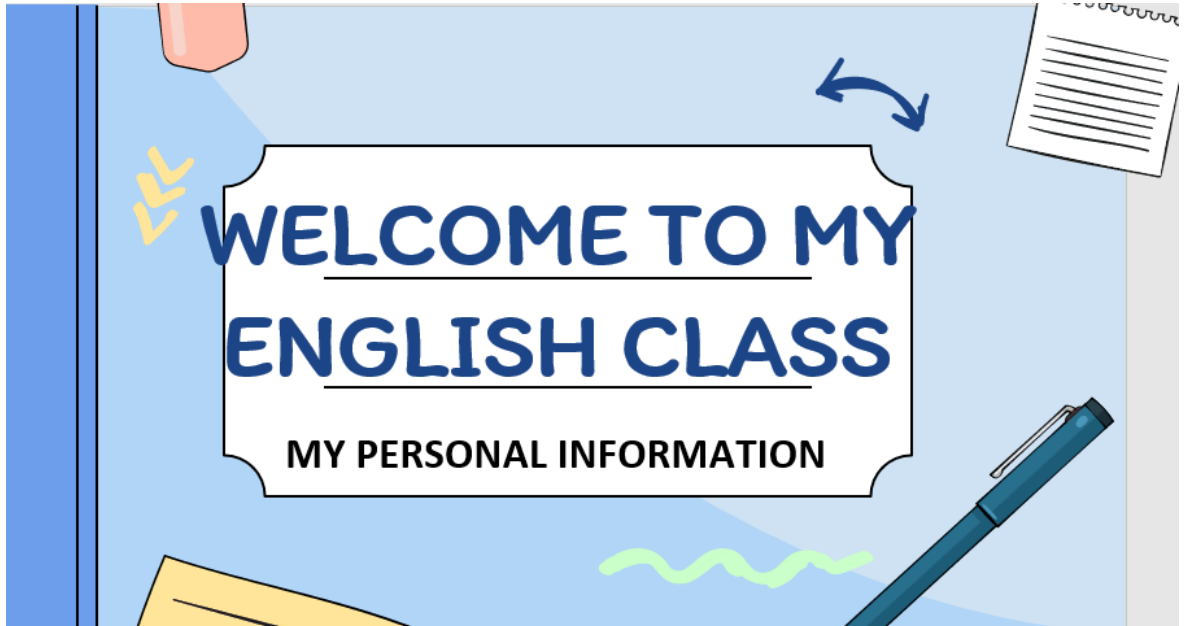
Note: picture designed by the researcher

d) Lesson 4

Lesson 4: It's nice to meet you

Technological tools

Flipgrid

https://info.flipgrid.com/

https://flipgrid.com/bfee62c8

Resources

Presential class

- Black board
- Marker
- Piece of paper of vocabulary
- Searchlight
- Camera/ cellphone

Online class

- Meeting platforms: zoom
- Internet connection
- Laptop – computer- microphone -camera
- Technological tools

Lesson Plan 4

TOPIC: It's nice to meet you		
TARGET FORMS: Formal and informal greetings and farewells		
Time	60 minutes	
Students	Senior Students	Date
Objectives ✓	By the end of the lesson, students will be able to: • establish social contact using formal and informal greetings and farewells. • identify the meaning of some greetings and farewells.	
PRE-TASK (20 % of the lesson)		
Opening Activity "Pass the ball game." Pass the BALL!	The teacher asks students to make a circle in the classroom. The teacher provides a ball to pass when the teacher plays a song, and when the music stops, the student with the ball must answers student the teacher's question. The teacher may ask some introduction questions. Retrieved from https://bit.ly/3du3E1G	
Lead-In	The teacher asks students to walk around the classroom and plays a song; when the music stops, the students have to stop and have to greet using different greeting phrases to the partner next to them. The students can talk as much as possible when they are greeting their partners.	
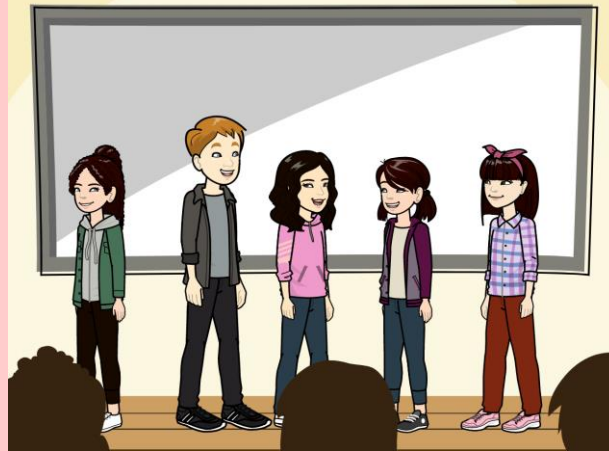
Presentation Retrieved from https://bit.ly/3vXZWUn	• The teacher presents some vocabulary of formal and informal greetings and farewells. • The teacher shows the vocabulary one by one on the board. (vocabulary below of the lesson plan) • The vocabulary of greetings and farewell is going to be written on a piece of paper using different colors. • Example: Designed by the researcher • The teacher provides a link of some vocabulary of greetings and farewells with meaning. • https://bit.ly/36dEFLT • The teacher reads the vocabulary and the meaning after asks students to match the words with the meaning.

THE TASK CYCLE (50 % of the lesson)		
TASK	PLANNING	REPORT
The teacher asks students to work in pairs. The students have to join the link provided by the teacher and practice the pronunciation and the meaning. The teacher asks students to practice the vocabulary of greetings and farewells presented by the teacher to prepare a short dialogue.	➢ The teacher asks students to make a short dialogue using greetings and farewells vocabulary. ➢ The students plan their dialogue in a different situation. ➢ The students practice the dialogue; they have to perform the presentation. ➢ The students can ask the teacher for some suggestions.	➢ The teacher can make notes of language items that students need to practice or that are still causing problems. ➢ The teacher needs to be careful to listen to mistakes from students.

FINAL STAGE (20% of the lesson)	
ANALYSIS	PRACTICE
The teacher explains to students some errors that students need to practice and develop, the same way the teacher gives feedback about what the students worked great.	The students practice the language that the teacher selected, and they need to improve on. The teacher helps students when the students need it.

EVALUATION (10% of the lesson)
➢ The teacher provides a link to fill in the blank some vocabulary of greetings and farewells. ➢ The students join the link and go to the game part to match the vocabulary of greetings and farewells with the meaning.
HOMEWORK
➢ Record a video of the dialogue worked in pairs in the task part. Use Flipgrid.

Retrieved from https://bit.ly/3w8ZG4X

Vocabulary

FORMAL GREETINGS

Hello

Good morning

Good afternoon

Good evening

How are you?

What are you doing?

It's nice to meet you.

How is it going?

How are you doing?

Good to see you.

It is a pleasure to meet you

How do you do?

It's an honor to meet you.

Nice to meet you.

INFORMAL GREETINGS

Hi!

Hey!

What's up?.

Howdy!

How are ya?

What's new?

What's going on.

How it is going?

How are things?

How is everything?

How's life?

Long time no see!

FORMAL FAREWELLS

Have a good day

Have a nice day

Farewell

Take care

I look forward to our next meeting

Bye!

INFORMAL FAREWELLS

Bye bye

So long

See you later.

See you soon.

Take to you later.

I'm off!

Until next time.

Important

Lesson Plan presentation in this link
https://view.genial.ly/60de4b29a914120d7b6a1e7a/presentation-presentacion-basica-dark

Note: Designed by the researcher

Dialogue evaluation rubric

Criteria	4	3	2	1	0
Factual information	Four or more facts are included in the dialogue.	Three facts are included in the dialogue.	Two facts are included in the dialogue.	One fact is included in the dialogue.	No facts are included in the dialogue.
Accuracy	All facts are accurate.	Three facts are accurate.	Two facts are accurate.	One fact is accurate.	All facts are inaccurate.
Organization	All information is well organized in a logical order.	Information is well organized with one minor error.	Information is well organized with two errors.	Information is poorly organized with more than two errors.	All information is disorganized and difficult to follow.
Message	The message to the listener is clear and strong.	The message to the listener is clear.	The message to the listener is somehow clear.	The message to the listener is unclear.	No message is given to the listener
Presentation	The dialogue is presented in a clear voice. The presenters made consistent eye contact with the audience.	The dialogue is presented in a clear voice. The presenters made some eye contact with the audience.	The dialogue is presented in a clear voice. The presenters made little eye contact with the audience.	The dialogue is not clearly presented. Little eye contact was made with the audience.	The dialogue is not clearly presented. Eye contact was not made with the audience.

Comments: _____

Retrieved from https://www.tpsnva.org/teach/l_p/047/dialog_rubric.pdf

Unit Objectives
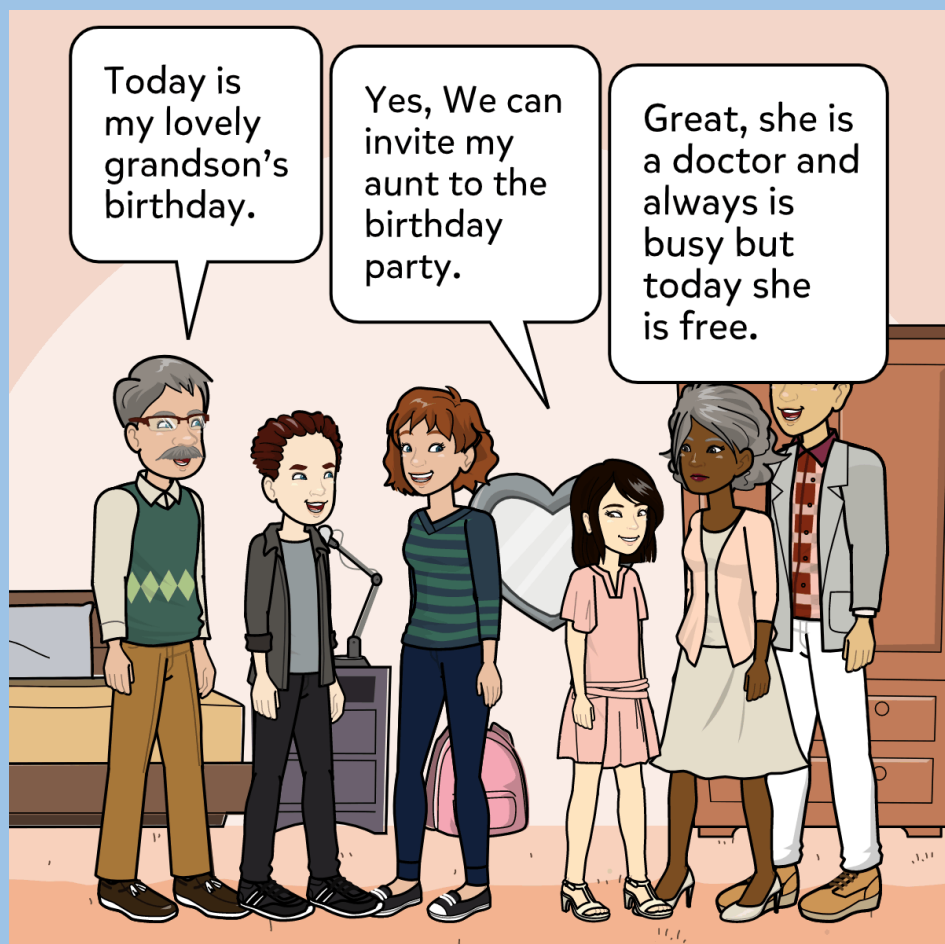
- ➢ To talk about their family members.
- ➢ To describe their family members using personality adjectives.
- ➢ To talk about their activities and hobbies.
- ➢ To give information about family members' professions and jobs.

Note

Some activities in the lesson plans are designed in different technological tools to enhance the use of technology and to have a creative and interactive class. The links are going to present in the resource of each lesson plan.

Some lesson plans have rubric which has evaluation criteria and mark.

Descriptors established by Common European Framework Reference of level B1

Self-assessment grid of level B1 of the CEFR		
The CEFR describes level B1's user capable of carrying out the following linguistic skills:		
Speaking	Spoken interaction	I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter unprepared into conversation on familiar topics, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events).

a) **Lesson 1**

Lesson 1: I have two nephews

Technological tools

PADLET

https://es.padlet.com/dashboard

https://padlet.com/dmvelasquezf/e8bo1hv30m26e615

Retrieved from https://bit.ly/3jTamm7

BOOK CREATOR

https://app.bookcreator.com/library/-
LT7oX8Voede0Dc5PeMY

BOOK CREATOR

Resources

Retrieved from https://bit.ly/3hg8HV

Presential class tools

- Pen /pencil
- Notebook
- Board
- Marker
- Teachers' family photography
- Students' family photography
- Computer

Online class tools

- Pen /pencil
- Notebook
- Internet connection
- Camera/ microphone
- Computer / cellphone
- Zoom / Teams

TOPIC: FAMILY			
TARGET FORMS: My name is / He is .../ She is …. / Her name is …/ His name is / I have got ..			
Time	80 minutes		
Students	Senior Students	Date	

Objectives ✔	By the end of the lesson, students will be able to • use family member vocabulary to present their family. • create a book creator of their family tree presentation.

PRE-TASK (20 % of the lesson)	
Opening Activity: Take 30 seconds to write	➢ The teacher explains to the students that they are going to write family vocabulary they know. ➢ The teacher tells the students that they have thirty seconds to write words as many words as they can. ➢ The teacher asks the students to let her how many family words they have written.
Led In **"Bingo"**	➢ The teacher presents to students a list of family member vocabulary. ➢ The teacher asks students to choose five words and write them in their notebooks. ➢ The teacher explains that the "Bingo" game consists of choosing words and then cross out all the selected words and say Bingo when the teacher names these words.

	Bingo Mother ~~Sister~~ Niece ~~Baby~~ Uncle
Presentation	➤ The teacher introduces the topic by asking volunteers to role-play the family members. (Teachers' example) ➤ The teacher uses the target forms (My name is / I have got / He is .../ She is …. / Her name is …/ His name is /) to present the family member in the classroom. ➤ The teacher presents the family members' vocabulary and practices the pronunciation with students. ➤ The teacher explains the meaning of " I have got."

THE TASK CYCLE (60%of the lesson)		
TASK	**PLANNING**	**REPORT**
The teacher asks students to work in pairs and practice the vocabulary of the family. The students have to practice the pronunciation of the words. The students have to identify family members when they are practicing. The teacher asks students to create a book creator presentation about their family tree using the family photography they have. See the example https://bit.ly/36bsZtg	The teacher explains quickly how to create the book creator to do their presentation of the family tree. The students work on their presentation on book creator. The students have to work individually. The students prepare for the presentation of their work.	Time to present the task. The students present the family tree designed on book creator individually. The teacher checks the vocabulary used, pronunciation, and other categories using a rubric of the presentation. The teacher notes some errors that students make to help to improve the vocabulary

The teacher moves around the class, monitoring if the students are working.	The teacher can give suggestions. The teacher helps students if they need help and questions.	The teacher pays attention to students' presentations to give feedback.

FINAL STAGE (10 %)	
ANALYSIS	PRACTICE
The teacher needs to gives students some feedbacks and suggestions after the presentation.	The students have to practice and note the teacher's feedback to improve the language.

EVALUATION (10% of the lesson)
The students are going to join the link https://padlet.com/dmvelasquezf/e8bo1hv30m26e615 and they write all the vocabulary they remember from the list of vocabulary that teacher presented. They can't see the list, they just to remember.

HOMEWORK
The teacher asks students to review the vocabulary for the next class.

Wordlist of family

https://www.englishclub.com/vocabulary/family.htm

Vocabulary	
Grandparent	**grandchild**
1: grandmother	17: grand-son
2: grandfather	18: grand-daughter
Parent	19: father-in-law
3: mother	20: mother-in-law
4: father	21: brother-in-law
Child	22: sister-in-law
5: son	23: son in law
6: daughter	24: daughter in law
7: nephew	25: ex-husband
8: niece	26: ex-wife
Siblings	27: half-brother
9: brother	28: half-sister
10: sister	**Step-parent**
11: uncle	29: step-father
12: aunt	30: step-mother
13: baby	**step-child**
14: cousin	31: step-son
Spouse	32: step-daughter
15: husband	33: great grand-father
16: wife	34: great grand-mother

Dialogue evaluation rubric

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Retrieved from https://bit.ly/3dQ4BBI

b) Lesson 2

<div style="background-color:yellow; text-align:center">

Lesson 2: Personality adjectives

</div>

Technological tools
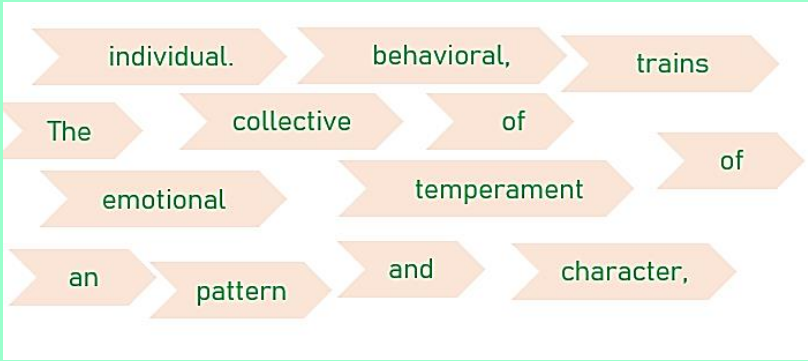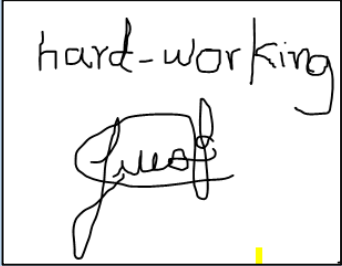
EDUCANDY

https://www.educandy.com/

Retrieved from https://www.educandy.com/

Resources

Presential class tools	Online class tools
• Pen /pencil	• Pen /pencil
• Notebook	• Notebook
• Board	• Internet connection
• Marker	• Camera/ microphone
• Worksheet	• Computer / cellphone
• Computer	• Zoom / Teams
• Searchlight	• Presentation of the lesson
• List of personality adjectives	• Signature interpretation sheet
• Signature interpretation sheet	

TOPIC: Personality adjectives	
TARGET FORMS: I am / You are / He is .../ She is …. / My classmate is …. ➤ The vocabulary of personality adjectives	
Time	80 minutes
Students	Senior Students	Date	
Objectives ✔	By the end of the lesson, students will be able to • describe family members, classmates, and their personalities using the vocabulary of personality adjectives. • Identify the adjective listening to the meaning or description of the personality adjective.

PRE-TASK (20 % of the lesson)	
Opening Activity: "Matching sentences"	➤ The teacher asks students to form two teams and share with them some pieces of paper written a word. ➤ The teacher explains to students that they need to match the words and complete sentences. ➤ The sentences are going to be the same for both groups, and they have to organize to get a definition of personality. "The pattern of collective character, behavioral, temperamental, and emotional trains of an individual"

individual.   behavioral,   trains

The   collective   of   of

emotional   temperament

an   pattern   and   character,

Note: Designed by the author of the research work, using https://app.pixton.com/#/

Led In "Reading your signature."	➤ The teacher presents a game named " reading your signature," this game consists of working in pairs and interpret student's signatures to engage in the lesson. ➤ The teacher asks students to write any word, for example, " hard-working" on a piece of paper and the sign under the word. ➤ The teacher asks students to work in pairs and look at the signature of their pairs, and then, they do an interpretation of the signature using the interpretation sheet of " reading your signature" (below the lesson plan). ➤ After discus of the interpretation, the students have to speak to if they agree to the interpretation and the results they had. Example: *Note:* Designed by the author of the research work

Presentation	➤ The teacher introduces the topic presenting the definition of personality but asks students to give an idea of what personality is.
	➤ The teacher presents the vocabulary of personality adjectives and shares to students a piece of paper with a list of personality adjectives.
	➤ The teacher presents three questions to explain how to answer.
	
	  • What are you like? I am …..
	  • What is your sister/ brother like? She is / He is …
	  • What is your partner/classmate like? My partner is ….
	
	➤ The teacher makes a self-presentation using some personality adjectives to describe itself.
	
	Example:

➤ The teacher presents the personality of his/ her sister to give an example to students.
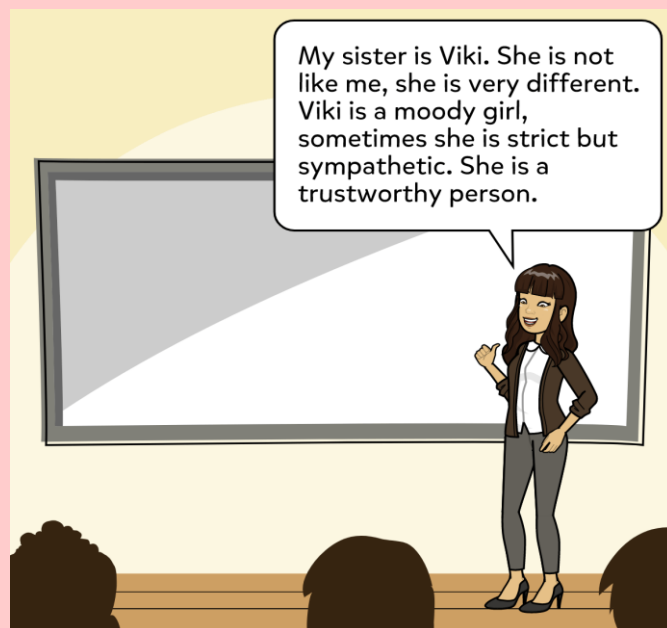
The teacher asks students to work in pairs on the following tasks.

THE TASK CYCLE (60% of the lesson)

TASK	PLANNING	REPORT
The teacher asks to do two different tasks. 1- The students have to choose five personality adjectives from the list and write the meaning of each work below the list. The adjectives they have chosen can be important for them to learn or can be new for them. (they need to google) 2- The students have two answers to the three questions to describe their personalities. • They need to describe themselves. • They need to describe one family member's personality. • They need to describe a classmate's personality. The students have to present task number two in front of the class.	<u>Description of the personality</u> • The students choose five personality adjectives from the list and search for the meaning on the internet. • (They have to practice the meaning for the presentation) • The students work in pairs and ask each other the questions • What are you like? • What is your sister/ brother like? • What is your partner/classmate like? • The students can write the answers and practice in pairs. • The students practice presenting their tasks.	The teacher asks students to present say the meaning of two adjectives for the rest of the class to guess the personality adjective. Then, in pairs, present the personality description of itself, a member of the family, and a classmate.
▪ The teacher explains the task. ▪ The teacher moves around the class, monitoring if the students are working. ▪ The teacher can give suggestions. ▪ The teacher helps students if they need help.	The teacher helps students if they have doubts, questions. The teacher moves around the class monitoring.	The teacher pays attention to students' presentations to give feedback.

FINAL STAGE (10 % of the lesson)

ANALYSIS	PRACTICE

The teacher needs to gives students some feedbacks and suggestions after the presentation. The teacher congrats their presentation and explains to them some important mistakes they have to improve and practice	The students have to practice and note the teacher's feedback to improve the language, and they can write the feedback and correction of mistakes to improve.

<div align="center">EVALUATION (10%)</div>

WORDSEARCH

The teacher invites students to join a link https://www.educandy.com/site/html5/bin/main.php?activity=wordsearch&quizid=788793 to play a Wordsearch.

The students have to search all the nine adjectives, and the first student who finishes is the winner.

Retrieved from https://bit.ly/3qSANJO

<div align="center">HOMEWORK</div>

The students have to complete the personality adjectives with the opposite of each adjective. Then, they have to practice a minimum of 10 adjectives.

This link https://www.ecenglish.com/learnenglish/lessons/personality-adjectives is to complete the opposite of adjectives.

Describe the personality of five members of your family and be prepared for the next class to describe orally.

Signature interpretation sheet

Reading your signature.

What does your signature say about you? According to handwriting analysts, signatures reveal a lot about your personality.

INTERPRETATION

First name: more prominent than your surname? You have positive feelings about your childhood and your "private" self is more important than your "public" self.

Surname: more prominent than your surname? Your "public" self is more important to you.

Initials: If you use initials either for your first name or your surname, this means you're more secretive about this part.

Legibility: if names can be easily read, you are a person with clear ideas and objectives. The more illegible, the less assertive you're as a person, and the more you tend to avoid conflict.

Angle: A rising signature means you're optimistic, in control and ambitious. A descending signature means you have a tendency to get depressed, give up easily when facing problems and lack self-confidence. A horizontal signature means you're emotionally stable, well-balanced and satisfied with your life.

Size: If your signature is bigger than the rest of the letters you have written, it means you're self-confident and have a high opinion of yourself. If you sign using capitals, then you're arrogant. If your signature is smaller than the rest of the text, it means you're insecure and have low self-esteem.

Retrieved from https://www.cristinacabal.com/Speaking/signature.pdf

The vocabulary of personality adjectives

Personality adjectives		
ambitious	cruel	naive
annoying	charming	naughty (children)
argumentative, quarrelsome	cheerful	open-minded:
bad-tempered	dull, boring	narrow-minded:
big-headed	flirtatious	polite
Bitchy	friendly	proud
Brave	generous	reliable: he's a very reliable person
cantankerous	weird	self-confident: to be self-confident
Carefree	two-faced	selfish
Careless	trustworthy	sensible
Cautious	hard-working	sensitive
conceited, full of oneself	honest	shy - introverted
conservative	kind	strict
conventional	laid-back	stubborn
Cowardly	lazy	sympathetic (understanding)
crazy, nuts	loyal	talkative
Mean	modest	moody
Important for you		
0 talkative	Someone who talks a lot.	
1		
2		
3		
4		
5		

Retrieved from https://www.lingolex.com/personalidad.htm

Important

The presentation of the lesson is at the following link
https://read.bookcreator.com/thwLQeWx3hQsTrykRm4nl8e3Z5T2/FrWt3QeCRxuzFr9DU
YhKEQ

Retrieved from https://bit.ly/2SVfnPM

Lesson 3: Hobbies and free time activities

Note: Designed by the author of the research work, using https://app.pixton.com/#/
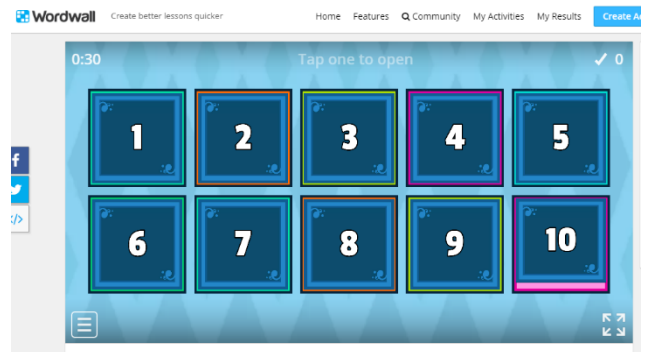
Techological tools

WORDWALL
https://wordwall.net/
https://wordwall.net/resource/14713249

Retrieved from https://wordwall.net/

PADLET
https://es.padlet.com/

Retrieved from https://bit.ly/3wBFglH

Resources

Presential class tools
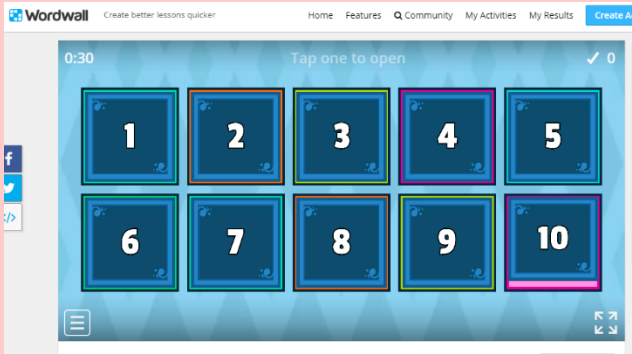
- Pen /pencil
- Notebook
- Board
- Marker
- Worksheet
- Computer and searchlight

Online class tools

- Pen /pencil, notebook
- Internet connection
- Camera/ microphone
- Computer / cellphone
- Zoom / Teams
- Presentation of the lesson
- Website

https://bit.ly/2VlNC3Q

Lesson Plan 3

TOPIC: Hobbies in free time	
TARGET FORMS: what do you do? What does he do? I like…. I dislike / I don't like … We like …. My family likes …	

Time		80 minutes

Students	Senior Students	Date	
Objectives	By the end of the lesson, students will be able to • talk about the different hobbies they do with their family • talk about the hobbies students like and practice in their free time.		

PRE-TASK (15 % of the lesson)

Opening Activity "open the box" **word wall**	➢ The teacher invites to join the link https://wordwall.net/resource/14713249/present-simple/hobbies-free-time ➢ The students have to total each box, in turn, to open them up and reveal the item inside. ➢ There is a winner who finishes first and gets a great mark answering the questions of free-time activities. Retrieved from https://wordwall.net/
Lead-In Question and answer	➢ The teacher asks students what they do in their free time with their family to get different hobbies and activities they practice.

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What do you do in your free time with your family?	➤ The teacher asks students to work in pairs and answer the question to exchange their opinions, experiences, and activities they do. *Note:* Designed by the author of the research work, using https://app.pixton.com/#/
Presentation Retrieved from https://bit.ly/3vXZWUn	The teacher presents a website to present a list of vocabulary of hobbies and free-time activities. https://www.english-learn-online.com/vocabulary/free-time-activities/learn-free-time-activities-in-english/#_Flashcards_exercise Retrieved from https://bit.ly/2VlNC3Q The teacher presents some questions used to ask about hobbies and free time activities Example: • What do you do in your free time?
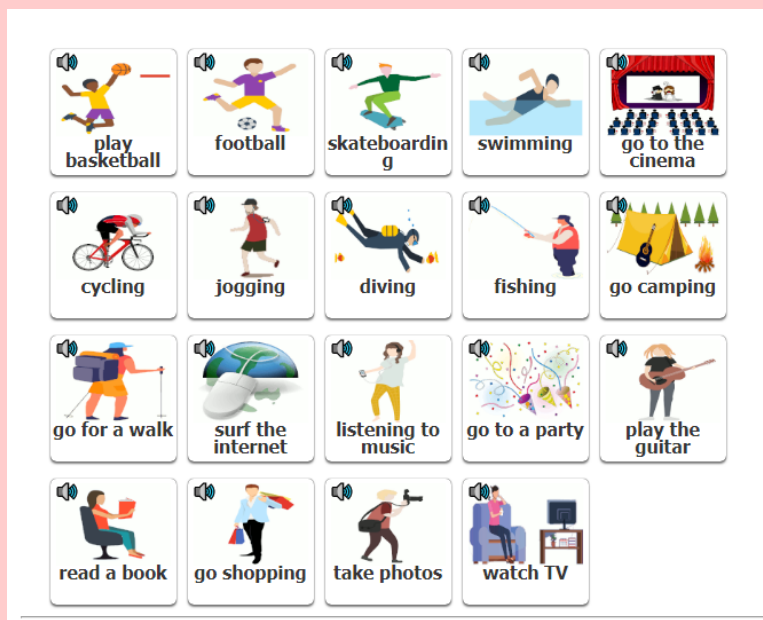
- I like playing my guitar.
- What do you like to do with your family?
- I like playing soccer with my brother and his team.

- Do you like going to the cinema?
  Yes, I like going to the cinema.

The teacher presents a reading passage about My free-time activities.
The teacher reads the reading passage and asks students to do some activities below.

● Reading passage

My Free Time Activities:

I am Leon. I like doing activities in my free time. I like board games. I often play chess with my friends. I also like playing darts. In summers I do outdoor activities. I like going fishing or swimming. If the weather is not rainy, I go for a walk in the mornings. In winters I prefer indoor activities such as table tennis. One of my favourite activities in winter is cinema. I go to the cinema every weekend.

Retrieved from https://bit.ly/2VlNC3Q

THE TASK CYCLE (60 % of the lesson)		
TASK	PLANNING	REPORT
❖ The teacher asks students to join the link and read more information about "Talking about hobbies." ❖ The students have to write a reading passage of their hobbies and activities they like to do take into account the questions presented by the teacher, and using Padlet : ❖ (see the example in the presentation part) ❖ The students have to work in pairs and exchange the hobbies and free time activities they like to do.	❖ The students plan the presentation of their task. ❖ The students have to think about how to present what they like to do in their free time using their creativity to make it interesting. ❖ They can use body language to explain what they like to do or they can use different activities to present.	❖ The students present a short presentation about what they like to do in their free time and with their family. ❖ The students use their creativity to present their short presentations.

❖ The students have to present the tasks in pairs; they need to make it interesting.		
The teacher monitors the classroom checking If the students are working on the task. The teacher can support students if they need help.	The teacher helps students or provides suggestions to students to plan the presentation. The teacher helps students with the language and pronunciation.	The teacher can make notes of language items that students need to practice or that are still causing problems. The teacher doesn´t interrupt to give feedback.

FINAL STAGE (15% of the lesson)	
ANALYSIS	PRACTICE
The teacher highlighted relevant language the students used really well and some mistakes students made during the presentation of their task of presentation "talking about free time." The teacher explains the correct form or the errors students made.	❖ The students practice the language that the teacher selected, and they need to improve on. ❖ The teacher asks students to make a circle and ask students to speak about their hobbies, improving the mistakes they make in the presentation.

EVALUATION (10% of the lesson)
"Describe picture"   ❖ The teacher evaluates students using picture description activity.   ❖ The teacher presents some pictures, and the students have to choose two of the pictures and form sentences describing the pictures.

HOMEWORK
➢ The students have to complete the website the activities in this link https://bit.ly/36kVbdp   ➢ This homework is to practice more vocabulary of hobbies and free time activities.

Describe picture (Evaluation)

https://bit.ly/3jYfWUc
Answer: cycling

https://bit.ly/3hqL251
Answer: visit friends

https://bit.ly/3e0ovdd
Answer: go to the concert

https://bit.ly/3AJUAQo
Answer: doing karate

https://bit.ly/3AJlVSv
Answer: going out for dinner

https://bit.ly/2VoNNeH
Answer: listen to music

https://bit.ly/3yH97KT
Answer: swimming

https://bit.ly/3xtSMsL
Answer: cooking

https://bit.ly/3wmky9f
Answer: playing chess

Important

The presentation of the lesson is on this link https://view.genial.ly/60e752288538ce0da67680e8/learning-experience-didactic-unit-personality-adjectives-lesson-3-unit-2

Genially

Retrieved from https://bit.ly/2UzV6j6

d) Lesson 4

A teacher in my family

Technological tools

Book Creator

 https://read.bookcreator.com/thwLQeWx3hQsTrykRm4nl8e3Z5T2/-
STVGGaZQaiTTxaMF6R6ug

Retrieved from https://bit.ly/3hg8HV

Resources

Presential class tools

- Pen /pencil
- Notebook
- Board
- Marker
- Vocabulry wordlist
- Computer and searchlight
- Techological tools
- Website https://bit.ly/2VlNC3Q

Online class tools

- Pen /pencil , notebook
- Intenet conection
- Camera/ microphone
- Computer / cellphone
- Zoom / Teams
- Presentation of the lesson
- Website

https://bit.ly/2VlNC3Q

- Vocabulry wordlist

Lesson plan 4

TOPIC: Jobs and Professions

TARGET FORMS: I am / You are / He is .../ She is …. / My classmate is ….
What would you like to be?
I would like to be …….

Time	80 minutes		
Students	Senior Students	Date	
Objectives ✔	By the end of the lesson, students will be able to • reinforce present simple (verb to be) using jobs and professions to talk about their families and people. • talk about student's professions and jobs in the future.		

PRE-TASK (20 % of the lesson)	
Opening Activity: "Pilling up a sentence."	➢ The teacher asks students to make a circle in the classroom. ➢ The teacher explains that each student has to say a word to piling up a sentence and says to them that they have to be quick saying a word and each student need to say a word to form a sentence and the sentence need to be coherent. **Example:** ➢ The first student says "Karina," the second student says "is," the third student says "my," the next student says "friend," and so on. ➢ The idea is to activate the schema of the brain and think quickly all the words they know in the English Language, and they can use these words in any situation while they enjoy the game.
Led In "Identify the pictures"	➢ The teacher presents pictures of professional people and asks students to say what jobs and professions they can recognize. ➢ The teacher asks students to form two sentences when they see the pictures.
Presentation	➢ The teacher shares a list of professions and jobs vocabulary and asks students to read all of them and highlight the vocabulary that they aren't able to recognize.

> ➢ The teacher explains the grammar, and then the teacher reads all the vocabulary to help students to practice the pronunciation.
> ➢ The teacher shows them some sentences using jobs and professions.
> ➢ The teacher presents a question:

Q: What would you like to be in the future?

R: I would like to be <u>an actor.</u>

THE TASK CYCLE (60% of the lesson)		
TASK	**PLANNING**	**REPORT**
▪ The teacher explains the tasks. ▪ The teacher moves around the class, monitoring if the students are working on their tasks. ▪ The teacher can give suggestions. ▪ The teacher helps students if they need help.	The teacher helps students if they have doubts, questions. The teacher moves around the class monitoring.	The teacher pays attention to students' presentations to give feedback.
▪ The students have to search the meaning of the vocabulary of jobs and professions they can't recognize and they have highlighted. ▪ The students work in pairs, and they have to talk about people they know using jobs and professions. ▪ The students have to talk about jobs and professions in their future life. ▪ The students have to present in front of the class all the tasks.	The students have to prepare the presentation of their tasks. The students plan their presentation of: -The vocabulary of jobs and professions they searched the meaning. -Each student has to talk about people, including the member of their family what jobs and professions they do. -Each student has to talk about their future professions.	The students present the tasks student by student. Each student has 2 minutes to speak a summary of the tasks.
FINAL STAGE (10 % of the lesson)		
ANALYSIS		PRACTICE

The teacher needs to gives students some feedbacks and suggestions after the presentation. The teacher congrats their presentation and explains to them some serious mistakes they have to improve and practice.	The students have to practice and note the teacher's feedback to improve the language, and they can write the feedback and correction of mistakes to improve.

EVALUATION (10%)

HOT SEAT

- The teacher asks students to form two groups.
- The teacher explains the game called "Hot Seat."
- This game consists that one student from each group sits in the "hot seat."
- The other students have to describe the word written on the board behind the hot seat. (They can't say the word on the board)
- The winner student on the Hot seat is who guess the partners' description of the word in the word.
- When the word is guessed, another student has to sit on the Hot Seat.
- The teacher can write more than five words on the board one by one.
- (The winner group is who has guessed as many words as possible)

HOMEWORK

The students have to practice the pronunciation and the meaning of the jobs and professions vocabulary. The next class will be a pop quiz about the vocabulary of jobs and professions.

WORDLIST

JOBS AND PROFESSIONS	
account	lawyer
actor / actress	librarian
Architect	musician
Banker	nurse
Baker	optician
Builder	photographer
bus driver	plumber
chef/ cook	politician
Cleaner	pilot
dentist	receptionist

Designer	policeman /policewoman
Engineer	scientist
Electrician	secretary
Farmer	shop assistant
Fireman	soldier
florist	translator
Hairdresser	veterinary doctor (vet)
Judge	waiter /waitress

Retrieved from https://www.vocabulary.cl/Basic/Professions.htm

Important

The presentation of this lesson is on the next link.
https://read.bookcreator.com/thwLQeWx3hQsTrykRm4nl8e3Z5T2/-
STVGGaZQaiTTxaMF6R6ug

Note: Designed by the research using book creator.

4.9.3   Unit 3: Taste new food

UNIT 3

Taste new food

https://bit.ly/3eoXZud

https://bit.ly/3emFjeS

https://bit.ly/3kmM5oH

https://bit.ly/2UQubzX

Unit objectives

➢ To talk about food, they like to eat.
➢ To describe food using adjectives of food.
➢ To order food in a restaurant.
➢ To distinguish countable and uncountable food.
➢ To learn about food containers and quantifiers

Note

This unit talks about food, the lesson plans are designed to have speaking lesson to improve oral production. The lesson plans are designed to apply in presential English class as well as virtual English class.

Finally, the resources of all lessons are specified at the beginning of each lesson plan.

Descriptors established by Common European Framework Reference of level B1
Self-assessment grid of level B1 of the CEFR

The CEFR describes level B1's user capable of carrying out the following linguistic skills:

Speaking	Spoken interaction	I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter unprepared into conversation on familiar topics, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events).

a) **Lesson 1**

Lesson 1: I would taste roasted scorpions.

Technological tools

LIVEWORKSHEETS
https://www.liveworksheets.com/worksheets/en
https://es.liveworksheets.com/jl527301en

Retrieved from https://www.liveworksheets.com/worksheets/en

GENIALLY
https://www.genial.ly/

Retrieved from https://www.genial.ly/

Resources
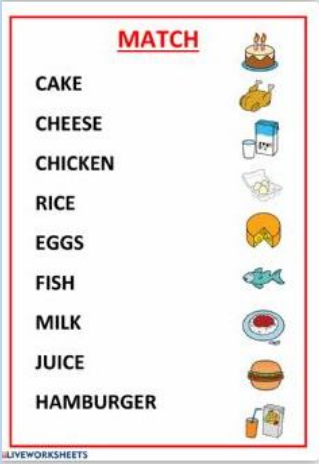
Presential class
➢ Notebook
➢ Pencil/pen
➢ Board and markers
➢ Pictures
➢ Vocabulary wordlist
➢ Computer and searchlight
➢ Technological tools

Online class
➢ Notebook
➢ Pencil/pen
➢ Pictures
➢ Vocabulary wordlist
➢ Computer / microphone
➢ Technological tools

TOPIC: Types of food and food around the world	
TARGET FORMS: What do you like to eat? What kind of food do you like to eat? What would you like to eat? • Vegetables • Fruits • Grains, legumes, nuts, and seeds • Meat and poultry • Fish and seafood • Eggs	

Time	80 minutes		
Students	Senior Students	Date	
Objectives ✔️	By the end of the lesson, students will be able to • talk about the food they like to eat and what they would like to try. • talk about different categories of food.		

PRE-TASK (20 % of the lesson)	
Opening Activity: ➢ Questions and answers	➢ The teacher shows pictures of dishes around the world and asks students what they would like to try. The students have to answer. **R:** I would like to try _____.

Led In "Matching Activity"	➢ The teacher invites to join a link to match the food, pictures with words. https://es.liveworksheets.com/ax1026622ie **MATCH** CAKE CHEESE CHICKEN RICE EGGS FISH MILK JUICE HAMBURGER Retrieved from https://es.liveworksheets.com/nu155195km

Presentation	➢ The teacher presents a list of types of food. (Wordlist of food categories)
	➢ The teacher explains each category and presents the vocabulary, helps students to practice the pronunciation.
	➢ The teacher presented questions:
	    • What do you like to eat?
	    • What don't you like to eat?
	    • What popular food do you like?
	    • What popular food don't you like?
	    • Why don't you like it?
	    • What food would you like to try?
	    • What food wouldn't you like to try?
	    • Would you like to try __?
	    • Do you like trying unusual or strange food? Why / Why not?
	The teacher explains how to answers the questions.

THE TASK CYCLE (60% of the lesson)		
TASK	**PLANNING**	**REPORT**
▪ The teacher explains the tasks of practicing the pronunciation of food vocabulary (wordlist) ▪ The teacher asks students to research some vocabulary they need to improve. ▪ The teacher explains to students they have to search for popular food from Ecuador and around the world.	The teacher helps students if they have doubts, questions. The teacher moves around the class monitoring.	The teacher pays attention to students' presentations to give feedback.

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■ The teacher explains to students have to answer each question and work in pairs. ■ The teacher moves around the class, monitoring if the students are working on their tasks. ■ The teacher can give suggestions. ■ The teacher helps students if they need help.		
■ The students have to search the food vocabulary they don't know from the list of vocabulary (food wordlist) and practice the pronunciation. ■ The students search for popular food around Ecuador and around the world to support their answers to the questions. ■ The students answer all the questions and work in pairs to present in front of the class. ■ The students have to prepare a PowerPoint presentation to present to classmates. Esta foto de Autor desconocido está bajo licencia CC BY-SA-NC ■	The students have to prepare the presentation of their tasks. The students plan their presentation using PowerPoint Presentation talking about the food they like to eat, don't like to eat, would like to try, wouldn't like to try. After practicing with their partners, they can be ready to present in front of the class.	The students present the tasks student by student. Each student has 2 minutes to speak about the food. The teacher has to be attentive to see student's presentations. The teacher notes important aspects from the student's presentations.

FINAL STAGE (10 % of the lesson)	
ANALYSIS	PRACTICE
The teacher needs to give students some feedback and suggestions after the presentation. The teacher congrats their presentation and explains to them some serious mistakes they have to improve and practice.	The students have to note and practice the teacher's feedback to improve the language, and they can write the feedback and correct mistakes to improve.

EVALUATION (10%)
Tiny Tap Game

The teacher invites to join a link and reinforce types of food. https://www.tinytap.com/activities/g1cv9/play/different-types-of-food	

HOMEWORK
The students who haven't presented will improve the presentation to the next class.

Food around the world
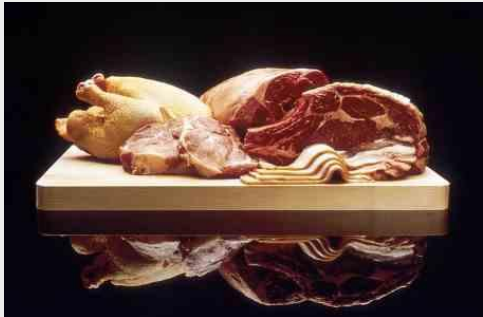
Types of food (categories)

Vegetables		tomatoes	broccoli
		cucumbers	bamboo
		eggplant	ginger
		onions	garlic
		lettuce	cilantro
banana	orange	**Fruits**	
pineapple	cherries		
mango	avocado		

| blueberries | coconut | |
| grapes | fig | |

Grains, Legumes, Nuts, and Seeds		wheat	rye
		oats	barley
		rice	bean
		millet	Sweet corn
		corn	buckwheat
		pea	lentil

sausage		**Meat and Poultry**	
chop	pork		
ham	chicken		
beef	duck		
lamb	egg		

Fish and Seafood		anchovies	lobster
		clams	octopus
		crab	salmon
		cod	sardines
		King prawns	shrimp

Note: vocabulary retrieved from https://leafyplace.com/types-of-food/

Oral presentation rubrics

	"4" POINTS	"3" POINTS	"2" POINTS	"1" POINT	"0" POINTS
Pronunciation	Completely comprehensible to a native speaker	Mostly comprehensible to a native speaker	Partially comprehensible to a native speaker	Nearly incomprehensible to a native speaker	Incomprehensible to a native speaker
Grammatical Structure	Minimal errors (comprehension not affected)	Occasional errors (comprehension not affected)	Errors sometimes interfere with comprehension	Errors frequently interfere with comprehension	Grammar fails to communicate structurally
Vocabulary	Uses rich and varied vocabulary	Uses a moderate variety of vocabulary and descriptors	Uses limited vocabulary (minimal variety)	Vocabulary inconsistent with course level	Unfamiliar with thematic vocabulary
Communication	Able to understand and respond appropriately all of the time	Able to understand and respond appropriately most of the time	Able to understand and respond appropriately some of the time	Frequently is unable to understand or respond appropriately	Does not understand or respond appropriately
Requirements	Meets all requirements of the assignment	Meets most of the requirements of the assignment	Meets some of the requirements of the assignment	Meets few of the requirements of the assignment	Does not meet requirements of the assignment

Note: rubric retrieved from https://bit.ly/3euaswV

Important

The lesson Presentation is at this link: https://view.genial.ly/60f0bdd434f4960d0bc98fb3/presentation-presentacion-genial

Note presentation designed by the researcher using genially.

b) Lesson 2

Lesson 2: I would like French fries

Technological tools

EDUCANDY

https://www.educandy.com/site/index.php

educandy

Create a list of...

A
Z

❓ Words
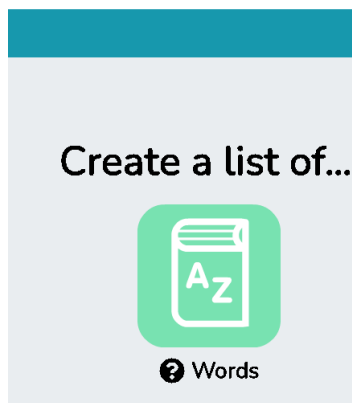
Resources

Presential class

➤ Notebook

➤ Pencil/pen

➤ Board and markers

➤ Video

➤ Vocabulary wordlist

➤ List of common phrases at the restaurant

➤ Computer and searchlight

➤ Technological tools

➤ Restaurant menu

Online class

➤ Notebook

➤ Pencil/pen

➤ Pictures

➤ Vocabulary wordlist

➤ Computer / microphone

➤ Technological tools

➤ List of common phrases at the restaurant

➤ Restaurant menu

Lesson Plan 2

TOPIC: Make restaurant requests and complaints	
TARGET FORMS: food adjectives, phrases	

Time ⏱	80 minutes

Students	Senior Students	Date	

Objectives ✔	By the end of the lesson, students will be able to • Demonstrate how to make restaurant requests and complaints using food adjectives, vocabulary, and common phrases used at the restaurant.

PRE-TASK (20 % of the lesson)	
Opening Activity: "Spot the difference: Popcorn Puzzle."	➢ The teacher shows two pictures to find seven differences between these pictures. *Note:* picture retrieved from https://bit.ly/2VJSmAk
Led In Wordsearch	➢ The teacher invites to join a link to play a game, "Wordsearch," of adjectives of food. ➢ https://www.educandy.com/site/resource.php?activity-code=c411a ➢ ➢ The students have to search and find all the adjectives in two minutes.

Note: Retrieved from https://www.educandy.com/site/index.php

Presentation	➢ The teacher shares the adjectives of food vocabulary. ➢ The teacher presents a short video at the restaurant to invite students to prepare a Roleplay in a restaurant. ➢ The teacher presents phrases to request and complaints at the restaurant. ➢ The teacher helps students to practice the vocabulary of food adjectives and common restaurants expressions.

THE TASK CYCLE (60% of the lesson)		
TASK	**PLANNING**	**REPORT**
▪ The teacher explains the tasks. ▪ The teacher moves around the class, monitoring if the students are working on their tasks. ▪ The teacher can give suggestions. ▪ The teacher helps students if they need help.	The teacher helps students if they have doubts, questions. The teacher moves around the class monitoring.	The teacher pays attention to students' presentations to give feedback. The teacher notes the important aspects of the presentation.
▪ The students have to work in pairs or groups of three to prepare a short roleplay at the restaurant. ▪ The students have to write sentences using adjectives to describe food (one sentence for each adjective) ▪ The students have to practice the vocabulary of adjectives	The students have to prepare the presentation of their tasks. The students plan their Roleplay presentation	The students present the Roleplay The Roleplay presentation will be two or more minutes.

|	-Each student has to talk about people, including the member of their family what jobs and professions they do. -Each student has to talk about their future professions.	

FINAL STAGE (10 % of the lesson)		

ANALYSIS	PRACTICE
The teacher needs to give feedback to students also, some suggestions after the presentation. The teacher congrats their presentation and explains to them some severe mistakes they have to improve and practice.	The students practice one more after listening to feedback and need to improve it. Improve the language, and they can write the feedback and correction of mistakes to improve.

EVALUATION (10%)

Anagrams

- The teacher invites students to join a link https://www.educandy.com/site/html5/bin/main.php?activity=anagrams&quizid=803098
- The teacher explains that students have to order the letter to form the correct adjective to describe food.
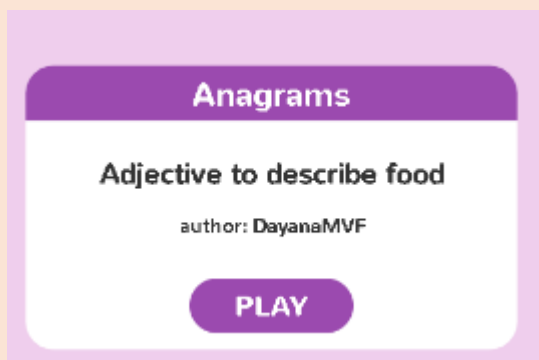
HOMEWORK

Record an audio reading the sentences students write in the task in class.

Adjectives to describe foods

https://bit.ly/3kuMbe0	https://bit.ly/3irfRWO	https://bit.ly/3ieoB2g	
creamy	crunchy	Greasy	juicy
https://bit.ly/3hKr1Xb	https://bit.ly/3inmTLT	https://bit.ly/3hOiV01	https://bit.ly/36HOEJJ
salty	sour	spicy	sweet
https://bit.ly/3estt2C	https://bit.ly/3ikwqDy	https://bit.ly/3kvcZLc	https://bit.ly/3kArQ77
minced	frozen	bitter	raw
https://bit.ly/3eyeB2N	https://bit.ly/2UXkK1n	https://bit.ly/3imbhsz	https://bit.ly/3z5YUYk
hot	fried	fresh	tinned
https://bit.ly/3BhrwQn	https://bit.ly/3hNiqTZ		
roasted	fermented	disgusting	delicious
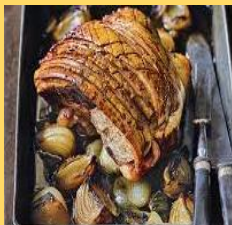
Restaurant Menú (students have to create)

Note: picture retrieved from https://bit.ly/2UnFa3S

Common restaurant expressions
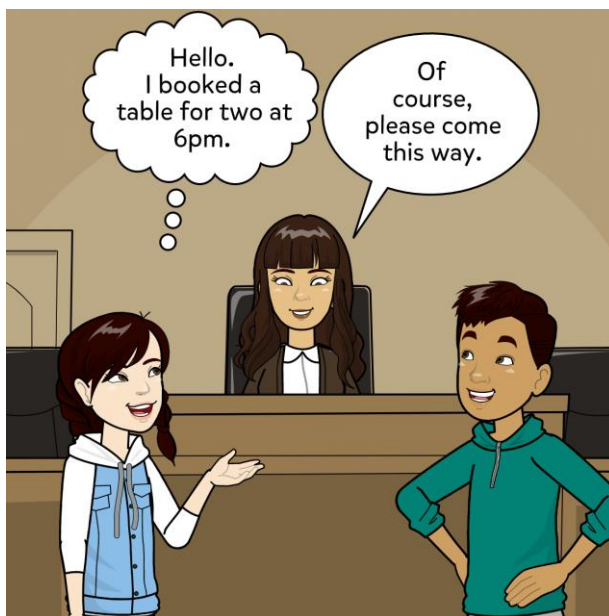
What you say

- I booked a table for _____(7pm)
- It's under the name of …
- A table for two please.
- May we sit at this table?

What the restaurant staff says

- What can I do for you?
- Can I help you?
- Do you have a reservation?
- Have you booked a table?
- How many are you?
- Would you like to wait in the bar?
- We're full booked at the moment. Could you come back a bit later?
- Smoking or no smoking?
- Of course, please come this way.

Example: Dialogue in a restaurant

WAITER: Are you ready to order?

CUSTOMER: Yes. I'd like vegetable soup and steak, please.

WAITER: How would you like your steak? Rare, medium or well-done?

CUSTOMER: Rare, please.

WAITER: What would you like to drink?

CUSTOMER: An orange juice, please.

Note: dialogue retrieved from http://edujett.com/res/useful-words-while-eating-out/

Video

https://www.linguahouse.com/es/esl-lesson-plans/general-english/at-the-restaurant

Role-Play Rubric Assessment

Role-Play Rubric

Name: _____ Date: _____

Activity: _____ Role played: _____

Assessment done by: _____

Criteria:	Rating:				
Speech was clear with appropriate volume and inflection.	5	4	3	2	1
Role was played in a convincing, consistent manner.	5	4	3	2	1
Arguments and viewpoints expressed fit role played.	5	4	3	2	1
Costumes and props were effectively used.	5	4	3	2	1
Role-play was well prepared and organized.	5	4	3	2	1
Role-play captured and maintained audience interest.	5	4	3	2	1

Additional Criteria:

_____

_____

_____

Note: Rubric retrieved from
https://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/g_blms/g-17.pdf

c) **Lesson 3**

Lesson 3: He buys a bottle of water

Technological tools

EDUCAPLAY

https://es.educaplay.com/recursos-educativos/930549-letters_soup.html

educaplay

Resources

Presential class

➤ Notebook

➤ Pencil/pen

➤ Board and markers

➤ Vocabulary wordlist

➤ Online worksheet

➤ Computer and searchlight

➤ Technological tools

➤ Flashcards

Online class

➤ Notebook

➤ Pencil/pen

➤ Pictures

➤ Vocabulary wordlist

➤ Computer / microphone

➤ Technological tools

➤ Pictures

➤ Online worksheet

Lesson Plan 3

TOPIC: Food containers

TARGET FORMS:
- ➢ Food containers
- ➢ 1 a jar of honey
- ➢ 2 a bag of potatoes
- ➢ 3 a can of tomatoes
- ➢ 4 a bottle of water
- ➢ 5 a bar of chocolate
- ➢ 6 a packet of biscuits

Time	40 minutes		
Students	Senior Students	Date	
Objectives ✔	By the end of the lesson, students will be able to learn to talk about the food they eat every day and food containers.		

PRE-TASK (20 % of the lesson)	
Opening Activity: "Food Brainstorm"	➢ The teacher asks students to say different food, and they can brainstorm vegetables, meat, fruits, snacks, or different food they eat. ➢ The idea of this activity is to work their mind quickly, saying as many foods as possible.
Led In "Letter's soup"	➢ The teacher invites students to join a link to play the game "Letter's soup of food." https://es.educaplay.com/recursos-educativos/930549-letters_soup.html

Presentation	➢ The teacher presents a list of food containers vocabulary on the board.

FOOD CONTAINERS

a jar   a bowl   a bag   a bar   a pound

a glass   a carton   a can   a slice

a head   a packet   a piece   a bottle

a loaf

Note: designed by the researcher
➢ The teacher helps students to practice the pronunciation and let them know the meaning of the words.
➢ The teacher presents a question to discuss in pairs.
What is your favorite snack?
➢ The teacher explains a task they have to do to prepare the practice and presentation. |

THE TASK CYCLE (60% of the lesson)		
TASK	**PLANNING**	**REPORT**
Making a shopping list ▪ The teacher explains the task. ▪ The teacher moves around the class, monitoring if the students are working.	**Brainstorming** • The teacher helps students if they have doubts, questions.	The teacher asks students to present say the meaning of the shopping list they have worked on.

▪ The teacher can give suggestions. ▪ The teacher helps students if they need help.	• The teacher moves around the class monitoring	The teacher asks to read the list to one member of the group.
▪ The students have to form 3 groups, and they have to make a shopping list to organize a party. ▪ The first group organizes a dinner party. ▪ The second group organizes a birthday party. ▪ The third group organizes end-of-school parties. The students have to make a list of things and food they need for this party.	The students from each group have to give ideas of things they need to organize this party. The students have to use containers to make the shopping list. The students have 10 minutes to plan the task. This time just one member from the group is going to present the shopping list in front of the class.	The teacher pays attention to students' presentations to give feedback.

FINAL STAGE (10 % of the lesson)	
ANALYSIS	PRACTICE
The teacher gives feedback to students to improve important aspects. The students have to listen carefully to the teacher all the aspects that the teacher talks to develop.	The students have to practice and note the teacher's feedback to improve the language, and they can write the feedback and practice one more correction.

EVALUATION (10%)
GIVE ME TWO The teacher asks students to say two sentences using food containers vocabulary.

HOMEWORK
Record a short video saying the food containers (more than ten food containers) and upload on this link: https://utneduec-my.sharepoint.com/:f:/g/personal/dmvelasquezf_utn_edu_ec/EnUryIezF9RFg3aWGWCuB J4B4PcmpOTJAK36dx1yKPIHhg?e=EvZ9oH

Note: designed by the researcher using PowerPoint Presentation

IMPORTANT

Class Presentation in this link https://utneduec-my.sharepoint.com/:p:/g/personal/dmvelasquezf_utn_edu_ec/Ee_F_g-7KIJNr1XdAaVjLZcBw4E2KzkeJvuD1RM3AKf9NQ?e=6shpmD

Note: designed by the researcher using PowerPoint Presentation

d) Lesson 4

Lesson 3: Johnny eats some sweets

Technological tools

KAHOOT!

https://create.kahoot.it/share/grammar-countable-uncountable-nouns-quantifiers/90d89fa6-eec5-45a5-a676-5cfa068da828

Note: Picture retrieved from https://create.kahoot.it/details/90d89fa6-eec5-45a5-a676-5cfa068da828

Resources

Presential class

➢ Notebook

➢ Pencil/pen

➢ Board and markers

➢ Online worksheet

➢ Computer and searchlight

➢ Technological tools

Online class

➢ Notebook

➢ Pencil/pen

➢ Pictures

➢ Computer / microphone

➢ Technological tools

➢ Online worksheet

TOPIC: Countable and uncountable food, quantifiers	

TARGET FORMS:
- There is / there are
  - ➢ a, an
  - ➢ any, some
  - ➢ little, few
  - ➢ many, much
  - ➢ Food

Time	80 minutes		
Students	Senior Students	Date	
Objectives ✓	By the end of the lesson, students will be able to • talk about the food they eat every day using quantifiers such as a, an, any, some, little, few, many, much, and a lot of.		

PRE-TASK (20 % of the lesson)

Opening Activity: "Find the differences"	➢ The teacher presents two similar pictures, but the students have to find the differences between these pictures. MELVIN VASQUEZ/RD.COM, SHUTTERSTOCK *Note:* picture retrieved from https://bit.ly/2VJSmAk
Led In	The teacher asks students some questions, and the students have to answer.

"Questions and answers" Bingo	
Presentation	➤ The teacher presents a PowerPoint Presentation, topics about countable and uncountable nouns (food) ➤ The teacher explains that there is / there are ➤ The teacher explains about quantifiers a, an, any, some, much, many, a lot of. ➤ The teacher gives some examples using quantifiers and the other topics reviewed previously. ➤ The teacher presents some questions on the board to complete the questions. ➤ The questions they have completed correctly have two answers with their reality.

THE TASK CYCLE (60% of the lesson)		
TASK	**PLANNING**	**REPORT**

<u>**Making a shopping list**</u>
 	
▪ The teacher explains the task that the students are going to practice the topics using online worksheets.
▪ The teacher explains the second activity that they have to prepare a roleplay in a group of three making a food shopping where they have to use quantifiers.
▪ The teacher moves around the class, monitoring if the students are working.
▪ The teacher can give suggestions.
▪ The teacher helps students if they need help.
	<u>**Making a Food Shopping**</u>
	
	● The teacher helps students if they have doubts, questions.
	● The teacher helps with an example:
	  ● Do you have any red apples?
	  ● It's a little bit too tender.
	  ● There are lots of things that I like to shop for today.
	● The teacher moves around the class monitoring
		The teacher asks students to present just one group because they need to prepare for the next class.
		The teacher asks students to pay attention to the first group because they need to see the important aspects they can improve.

▪ The students practice the different topics uncountable, countable food, there is / there are / quantifiers (a, an, any, many, much, a lot of) on the online worksheets. ▪ https://es.liveworksheets.com/rk148702hv	The students work in a group of three. The students have to plan the roleplay shopping food. The students have to use all the quantifiers when they present the roleplay.	The students pay attention to the first of the group when they present.

▪ https://es.liveworksheets.com/ad 154647fe ▪ .. ▪ The students work in a group of three to prepare The Roleplay Doing a food Shopping		

FINAL STAGE (10 % of the lesson)	
ANALYSIS	PRACTICE
The teacher talks about some important aspects that need to be done well and what they need to improve. The teacher gives feedback and asks students to practice what they need to improve.	The rest of the students have few times to correct the mistakes and be ready to present the roleplay in the next class. Meanwhile, the first group improves their mistakes.

EVALUATION (10%)
Kahoot! Countable and Uncountable Nouns (food) The teacher invites students to join a link https://play.kahoot.it/v2/lobby?quizId=90d89fa6-eec5-45a5-a676-5cfa068da828

HOMEWORK
Practice the Role-Play of Doing food shopping. *Note:* picture retrieved from https://bit.ly/3hQbZ29

Questions to complete and answer

YOUR TURN !

- d Complete the questions with much or many.
- 1 How many carrots do you want?
- 2 How money has she got?
- 3 How does that car cost?
- 4 How tomatoes do you want?
- 5 How cheese do we need?
- 6 How glasses have you got?
- 7 How do postcards cost?
- 8 How salt do you eat?

Answer the questions.

Note: picture designed by the researcher using PowerPoint Presentation

IMPORTANT

The presentation of the lesson plan is in this link.
https://utneduc-
my.sharepoint.com/:p:/g/personal/dmvelasquezf_utn_edu_ec/EcpBg62I_h5Hqjsivo9y2TIB
MKnPNeSpTKXlqT054Fc3Vw?e=dQxsCd
All the explanation of the topic is in this presentation

WELCOME TO LEARN AN
INTERESTING TOPIC

much   a lot   many

1. Objective
2. Warm Up
3. Presentation
4. Kahoot!

Note: picture designed by the researcher using PowerPoint Presentation

UNIT 4

Vacation
Passport and Money

Unit objectives

> ➢ To talk about travel plans
>
> ➢ To learn about travel essentials vocabulary.
>
> ➢ To talk about past travel experiences.
>
> ➢ To exchange good and bad experiences in a travel.

Note

This unit talks about vacation, travel, and essentials to travel, the lesson plans are designed to have speaking lesson to improve oral production. The lesson plans are designed to apply in presential English class as well as virtual English classes.

Finally, the resources of all lessons are specified at the beginning of each lesson plan and the presentation are showed at the end of the lesson.

Descriptors established by Common European Framework Reference of level B1

Self-assessment grid of level B1 of the CEFR
The CEFR describes level B1's user capable of carrying out the following linguistic skills:

Speaking	Spoken interaction	I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter unprepared into conversation on familiar topics, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events).

a) Lesson 1

> ## Lesson 1: Where would you like to go on vacation?

Technological Tool

BOOK CREATOR

Note: picture retrieved from https://bookcreator.com/

Resources

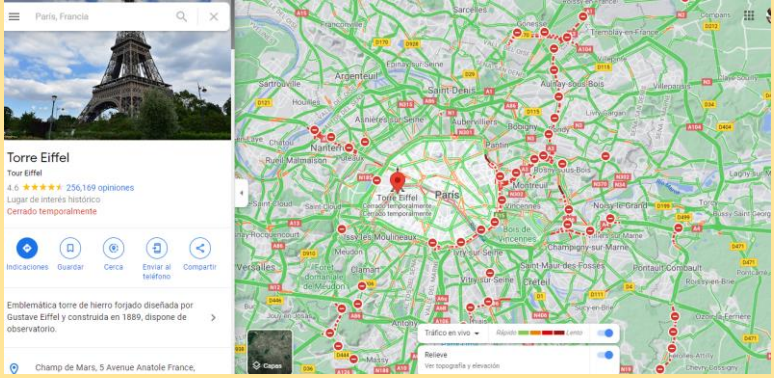| Presential class	Online class
➢ Notebook	➢ Notebook
➢ Pencil/pen	➢ Pencil/pen
➢ Board and markers	➢ Board and markers
➢ Google maps	➢ Google maps
➢ Computer and searchlight	➢ Computer and searchlight
➢ Technological tools	➢ Technological tools
➢ Internet /google	➢ Internet / google

Google Maps

Note: picture retrieved from https://bit.ly/3ziAICd
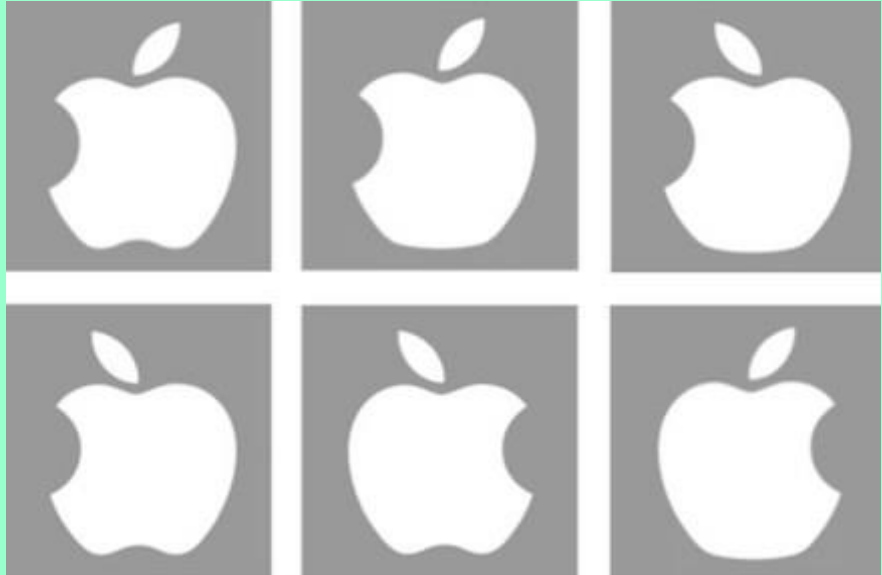
Internet

Note: picture retrieved from https://bit.ly/36MCHlZ

Lesson Plan 1

TOPIC: Virtual Travelling	

TARGET FORMS: ➢ I would like to go ➢ Because	

Time	60 minutes

Students	Senior Students	Date	

Objectives ✔	By the end of the lesson, students will be able to • talk about which vacation they would like to go and why

PRE-TASK (20 % of the lesson)	
Opening Activity: "Apple's logo"	The teacher shows a picture with a different Apple logo that the students have to identify the right logo. The teacher asks Can you identify Apple's logo? *Note:* picture retrieved from https://bit.ly/3roDC5M Answer: None
Led In	The teacher asks students to form a group of three and speak about where they want to go on vacation, and they have to think of three places they want to go and search them using Google Maps.

135

Where would you like to go on vacation?	The students have to search on Google Maps and see the pictures of these places.
	Example
	Note: picture retrieved from https://bit.ly/3zhG7cL
	The places that students choose could be national or international (abroad)

Presentation	➢ The teacher explains how to use **Book Creator** ➢ The teacher presented two different pictures and answered the question Where would you like to go on vacation? ➢ The teacher explains why the teacher wants to go to these places. ➢ The teacher's presentation was an example to explain how the students have to present answering the question.

THE TASK CYCLE (60% of the lesson)		
TASK	**PLANNING**	**REPORT**
Decide where to go ▪ The teacher explains the task that the students have to work in a group of three and prepare a presentation about they want to go on vacation. ▪ The teacher asks students to search more about the places to explain why the students want to go there. ▪ The teacher asks students to create a **Book Creator** account	**Travelling Presentation** ➢ The teacher helps students if they have doubts, questions. ➢ The teacher moves around the class monitoring	The teacher asks students to present their work, and it must take two minutes for each group.

to design the presentation in a group. ▪ The teacher moves around the class, monitoring if the students are working. ▪ The teacher can give suggestions. ▪ The teacher helps students if they need help.		
▪ The students form groups of three and start to research the places they want to go on vacation. ▪ The students create a free account of Book Creator to design the presentation. ▪ The students have to answer the question and add information about the place when they explain why. ▪ Where would you like to go on vacation? Why	➢ The students work in a group of three. ➢ The students have to plan you organize the presentation. ➢ The students have to practice the speaking part when they present the Book Creator presentation. ➢ They can include pictures, writing in the presentation, but they have to speak.	The students present their tasks in front of the class.

FINAL STAGE (10 % of the lesson)	
ANALYSIS	PRACTICE
The teacher congrats students because of their presentation. The teacher gives feedback on the students' presentations. The teacher talks about aspects from the presentation, what was correct and when they had mistaken when they presented to improve.	The students listen to all the feedback, and they practice again and improve
EVALUATION (10%)	
➢ The teacher asks randomly to four students ➢ Where would you like to go on vacation? Why ➢ The students must answer perfectly without hesitation.	

HOMEWORK
➢ Research some travel essentials for the next lesson.

Lesson Presentation in this link
https://view.genial.ly/60f7633fe560c30d85d29c2d/presentation-marketing-genial-vibrant-presentation

Note: picture designed by the researcher using https://genial.ly//

b) Lesson 2

Lesson 2: Don't forget your passport!

> **Technological tools**

Wordwall

https://wordwall.net/es

Note: picture retrieved from https://bit.ly/3rquJII

> **Technological tools**

Presential class

- ➤ Notebook / pencil
- ➤ Board / markers
- ➤ Travel essential vocabulary images
- ➤ Technological tools

Onlinel class

- ➤ Notebook / pencil
- ➤ Board / markers
- ➤ Travel essential vocabulary images
- ➤ Technological tools
- ➤ Internet, microphone, computer

Resources

Note: picture designed by the researcher using Wordwall
https://wordwall.net/resource/19304891

Note: picture designed by the researcher using Wordwall
https://wordwall.net/resource/19304682

Lesson Plan 2

TOPIC: Travel essentials	
TARGET FORMS: ➢ What things do they need to take on a summer? ➢ What things do they already have? ➢ What thing do they need to buy?	
Time	60 minutes
Students	Senior Students / Date /
Objectives ✔	By the end of the lesson, students will be able to • talk about essential things they need to take on a summer vacation.

PRE-TASK (20 % of the lesson)	
Opening Activity: "Question and answer"	➢ The teacher asks students one question to have a brainstorm, ❖ What things do you need to take on a summer vacation? ➢ The students may give a variety of ideas about what they need to take on a summer vacation.
Led In "Random cards"	The teacher invites to join a link to Random cards (Travel essential vocabulary) and asks students to read and try to internalize the vocabulary. (They have 2 minutes) The teacher asks students to close that page, and the students have to say at least three vocabularies they remember from the reading.

	Click and get a new different card to read and internalize.
Presentation	➢ The teacher presents the travel essentials vocabulary again and practices the pronunciation. ➢ https://wordwall.net/resource/19304891 The teacher explains three different tasks or activities

THE TASK CYCLE (60% of the lesson)		
TASK	**PLANNING**	**REPORT**

Discuss in pairs
 	
 ▪ The teacher explains the tasks that the students have to do.
   1. The students have to choose five essential things from the vocabulary to take on summer vacation. They have to compare the answers.
   2. Work in pairs and talk about a vacation trip they are planning. Tell the partner what things they need to take.
 ▪ The teacher moves around the class, monitoring if the students are working.
 ▪ The teacher can give suggestions.
 ▪ The teacher helps students if they need help.
	Prepare a conversation
	
	 ● The teacher helps students if they have doubts, questions.
	 ● The teacher moves around the class monitoring
		The teacher asks students to present the task just to the teacher. The pairs are going to present and wait in the classroom.

▪ The students have to review the travel essentials vocabulary and choose five vocabularies, and they have to talk about these essentials to take on a summer vacation. ▪ The students have to prepare a conversation talking about a vacation they are planning. ▪ What things do they need to take? ▪ What things do they already have?	The students work in pairs practicing the conversation answering the questions in the task. The presentation is not going to be in front of the class. The students have to write the conversation, but they have to practice orally because the presentation needs to be oral.	The students present the conversation and listen to the feedback after each presentation.

▪ What thing do they need to buy? ▪		
FINAL STAGE (10 % of the lesson)		

ANALYSIS	PRACTICE
The teacher gives feedback to each pair after each presentation. The aspects the student does well and the mistakes they can improve.	The students wait to finish the presentations to develop the last activity. After listening to the feedback, the students have to correct and practice it.

EVALUATION (10%)
The teacher invites students to look at the wheel spin and say the name of the picture. https://wordwall.net/resource/19304682

| HOMEWORK |
|---|
| Review and research past simple and review the verbs in the past tense. |

Wordlist
Travel essentials vocabulary

a map	a suitcase	a passport	a driver's license	tickets
sunscreen	sunglasses	a wallet	a guidebook	a toothbrush

IMPORTANT

The presentation of this lesson is in this link
https://view.genial.ly/60f7ca524822b80d8c73a3f2/presentation-marketing-genial-vibrant-presentation
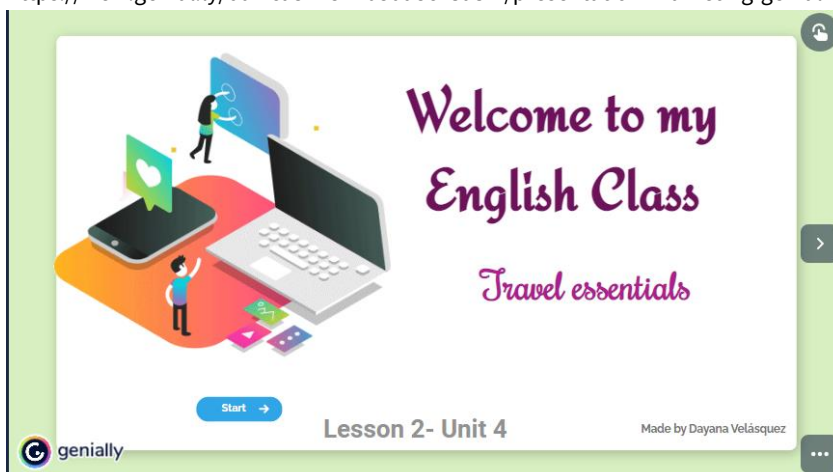
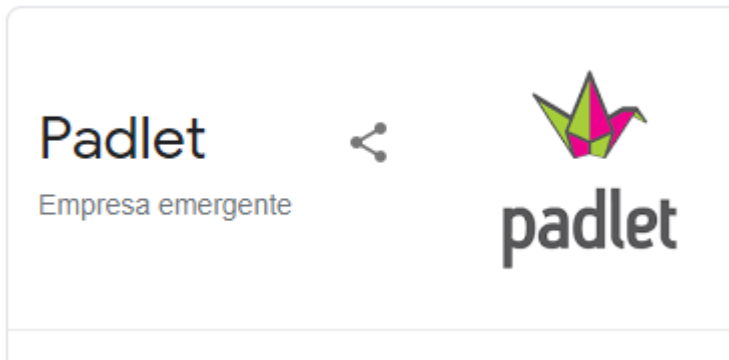*Note:* picture designed by the researcher using Genially

c) Lesson 3

Lesson 3: I went to the beach

Technological tools

PADLET
https://es.padlet.com/dashboard

Padlet <
Empresa emergente
padlet

Resources

Presential class	Online class
➢ Notebook / pencil	➢ Notebook / pencil
➢ Board / markers	➢ Board / markers
➢ Questions	➢ Technological tools
➢ Simple past crossword	➢ Internet, microphone, computer
➢ Technological tools	➢ List of verbs
➢ List of verbs	➢ Simple past crossword

Lesson Plan 3

TOPIC: My last journey with my sister	

TARGET FORMS:
My last trip/journey
I went
I traveled

Time	60 minutes		
Students	Senior Students	Date	
Objectives ✓	By the end of the lesson, students will be able to • talk about the last trip they did and things they did or didn't do in the past time.		

PRE-TASK (20 % of the lesson)

Opening Activity: "Simple Past Crossword"	➢ The teacher shares the Simple Past Crossword worksheet to complete individually. ➢ The students have to complete the Simple Past Crossword using past verbs. (Find the worksheet after the lesson plan)
Led In "Questions and answers"	The teacher asks students to think about things they did in the past time, yesterday, last week, last weekend. What did you do yesterday? What did you do on Monday? Answers Examples • Yesterday, I cooked carrots soup for my father. • Yesterday, I went to visit my sister in the hospital.
Presentation	➢ The teacher and students review grammar, past simple, and they to have a task. ➢ The teacher explains about past simple and presents a set of questions to answer. ➢ The teacher asks a volunteer to ask him/her all the questions and gives examples of how to answers these questions.

THE TASK CYCLE (60% of the lesson)

TASK	PLANNING	REPORT
Answer the questions ▪ The teacher explains the three tasks that the students have to do. **Task 1:** Write sentences that students normally do and write these sentences in the past. **Task 2:** Answer the questions written below. (Work in pairs) **Task 3:** Write the paragraph about their last trip and practice presenting that paragraph orally. (They can use Padlet to write the paragraph) ▪ The teacher moves around the class, monitoring if the students are working. ▪ The teacher can give suggestions. ▪ The teacher helps students if they need help.	**Prepare your presentation** ● The teacher helps students if they have doubts, questions. ● The teacher moves around the class monitoring.	The teacher asks students to present orally the paragraph that students wrote. The teacher notes the mistakes that students make.
▪ The students work on their tasks.	The students plan the presentation of the last trip after writing the paragraph made based on the answers.	The students speak about their last trip after practicing it.

FINAL STAGE (10 % of the lesson)

ANALYSIS	PRACTICE
The teacher gives feedback after the presentation of all students. The teacher needs to give important aspects of the use of the language and mistakes.	The students listen to the feedback given by the teacher and practice again to improve and correct the mistakes.

EVALUATION (10%)

The teacher invites students to look at the wheel spin and say the name of the picture.
https://wordwall.net/resource/19304682

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HOMEWORK
Review and research about present perfect (never / ever)

Simple Past Crossword

Note: picture retrieved from https://bit.ly/3zq3ZuH

The answers are here https://bit.ly/3zq3ZuH

Example Task 1

> ### Write things you do normally
>
> ### Example:
>
> - I have my breakfast.
> - My mother and I cook the dinner.
> - I study English
> - I get up at 6 a.m.
>
> ### Write things you did yesterday
>
> - I had my breakfast.
> - My mother and I cooked the dinner.
> - I studied English.
> - I got up at 6 a.m.

Task 2: Set of questions

> ### Answer the questions
>
> - What did you do yesterday?
> - What did you do on the weekend?
> - What did you do?
> - Where did you go / see it?
> - What did you see?
> - Was it good?
> - How much did it cost?
> - When did you go?

Important

The presentation of the lesson plan is in this link
https://utneduec-
my.sharepoint.com/:p:/g/personal/dmvelasquezf_utn_edu_ec/EV2pBh_QVNpDtDzFKvrps
7YBggzm5W0Tj7yc5OkTQVwmEg?e=6a0egb

Note: picture designed by the researcher using PowerPoint Presentation.

d) Lesson 4

Lesson 4: Good and bad experiences

Technological Tools

https://wordwall.net/es

Note: picture retrieved from https://wordwall.net/resource/19340806

Resources

Presential classes
➢ Notebook / pencil
➢ Board / markers
➢ Technological tools
➢ Video
➢ Camera
➢ Internet
➢ Sheet of paper

Online classes
➢ Notebook / pencil
➢ Technological tools
➢ Internet, microphone, computer. Camera
➢ Sheet of paper

Lesson Plan 4

TOPIC: Common travel problems - Exchange experiences

TARGET FORMS:
- getting lost
- getting mugged
- losing your phone
- getting sick
- not speaking the language
- loneliness
- running out of money
- missing a flight
- baggage not arriving
- breaking up with a partner

Time	60 minutes		
Students	Senior Students	Date	

Objectives	By the end of the lesson, students will be able to: • talk about the bad and good experiences of their trips. • Exchange experiences of travel problems they have had during a journey.

PRE-TASK (20 % of the lesson)	
Opening Activity: Brainstorming”	➢ The teacher presents a video about "Reporting Lost Items | Travel English | Lost and Found Train Station." Link https://www.youtube.com/watch?v=aInDH9d1xVw The teacher asks students to say what they understood from the video.
Led In " **What is?**	➢ The teacher asks students what the meaning of the exchange experience is. **What are exchanging experiences?**
	➢ The teacher presents the common travel problems vocabulary in **Wordwall** technological tool.

Presentation	➢ The teacher presents the link
	➢ https://wordwall.net/resource/19340806
	Note: picture designed by the researcher in Wordwall
	➢ The teacher explains again when to use (ever/ never).
	The teacher presents some questions as an example to show the students for their tasks. Example
	• Have you ever got lost during your trip? Yes, I have got lost in Manabí. That day I was alone. Also, it was my first day there. So, I went to look for a hotel, and I got lost in a estrange street, and I didn't know where can I go to ask for help. I solved this problem when I decided to ask a policeman about how to come back to the bus station because I didn't have enough money to take a taxi,
	• Have you ever missed a flight?

THE TASK CYCLE (60% of the lesson)		
TASK	**PLANNING**	**REPORT**
Write questions about the common travel problems	Prepare to talk about your partner experience	The teacher asks students to form two circles—one circle behind the first circle.
▪ The teacher explains the two tasks that the students have to do. **Work in pairs** **Task 1:** Write six sentences about common travel problems to ask the partners. (exchanging experiences) **Task 2:** Answer the questions they have written. When the students respond to the questions, they have to say the	• The students plan and order ideas about the experience of the partner. Example A: My classmate Sammy got sick on her last trip. She expressed that it was the horrible travel problem that she	**Example** circle 2

solution they take to that problem they had. ▪ The students make the questions and answer them. ▪ After the exchange of the experiences, each student has to take two interesting experiences they have liked from the partner because for the presentation, and this is going to be a dynamic talking about the experience of the parent that caused interest or enjoyment.	had had. She said that she couldn't solve this problem, she had to go to the hospital to get medicine. In the presentation part, is going to be a new partner to speak about the first partner's experience.	The student in circle one has to speak with a student from circle two. The circle one has to move to the right side to find and speak with the partner. They have to share their partner's experiences with more than four students.
▪ The teacher moves around the class, monitoring if the students are working. ▪ The teacher can give suggestions. ▪ The teacher helps students if they need help.	▪ The teacher helps students if they have doubts, questions. ▪ The teacher moves around the class monitoring.	The teacher has to move around the circle listen to how they speak while notes the mistakes that students make when they are exchanging experiences.

FINAL STAGE (10 % of the lesson)	
ANALYSIS	PRACTICE
The teacher gives feedback after students finish their exchanging experiences dynamic. The teacher can help students with some mistakes in order to practice and improve those.	The students listen to the feedback given by the teacher and practice again to improve and correct the mistakes.

EVALUATION (10%)
Tell me two The teacher asks students to say two main travel problems they have never had during a trip. (The students can say the travel problems quickly and have good pronunciation)

HOMEWORK

Record a short video minimum of 3 minutes talking about your good experience on a trip or a travel problem you have had on your last trip. (Include vocabulary you have during this unit 4)

Note: picture retrieved from https://bit.ly/3rx6eKe

IMPORTANT

The presentation of the lesson is here
Link:

Note: picture designed by the researcher using PowerPoint Presentation

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- The proposal lesson plans help students to practice oral production skills and help the teacher to have activities to apply during speaking lessons.
- Task-Based Language Learning lesson plan provides stages to practice speaking skills fulfilling students' role being a student-centered lesson.
- The role of the teacher in the speaking practice stages during the lesson is essential for students to solve questions and get suggestions from the teacher in the English Language.
- Speaking is the most difficult skill to learn for senior students at Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay- El Legado".
- The lack of self-confidence as other affective factors produces English language learning problems in senior students specifically to improve oral production.
- Task-Based Language Learning strategies used in the proposal help students practice the English language and increase self-confidence to speak in front of the classroom.
- The group work tasks used in the proposal support students' leadership, improving communication between classmates, and providing opinions to organize the group.
- The use of adequate technological tools during the lesson encourages students to be motivating and engaged in the lesson.
- Teacher's feedback after task presentations is crucial to fortify students' weaknesses in oral production skills.

Recommendations

- The teacher can use the proposal lesson plans to improve the senior students' oral production skills and develop the English teaching process.
- To use adequate Task-Based Language Learning strategies and tasks during the lesson to develop English oral production skills in senior students.
- It is recommended that the teacher monitors the class while students are working on the tasks and plan students' presentations to give recommendations and suggestions.
- It is necessary to use the English language as the classroom communication language to interact among senior students.
- To use adequate activities that motivate students to improve English oral production and interact in the classroom.
- It is recommended to adapt activities and tasks in the speaking lesson to work in presentations that develop oral production performance.
- It can be small groups or a large number of participants to present creative tasks that the students need to take ideas together.
- It is recommended the usage of technological tools to engage students' attention in the lesson and present to students how to use new tools to work.
- As a recommendation, the teacher takes advantage of the feedback stage to note all the oral production weaknesses to help the student to fortify.

GLOSSARY

Ability: special talent or capacity to do something.

Acquisition: the process of getting or receiving something. In linguistics, it is the process of acquiring or achieving mastery of a language.

Activities: things that people do or specific actions to achieve.

Approach: linguistics means a set of assumptions or beliefs about language and language learning.

Collaboration: the action of working two or more people together to reach some common goals.

Communication: the process of giving information or exchange opinions, news, information by speaking, writing, gestures.

Curriculum: the subjects students study or all the courses offered in a school, college, or institution.

Feedback: annotations or comments about how well or badly someone worked or did something, which helps them to improve or do it better.

Interaction: the action to interact with people or being with two or more people sharing ideas, experiences, or something.

Improve: to make something better, or become better.

Language: a system of objects or symbols, such as sounds, speech, or other ways of communication. It is a particular manner of expression.

Materials: something which is suitable for a particular job, work, or situation.

Methods: a form or way to do something, especially planned or organized way.

Practice: to perform or act of continually doing something to get better at it or the time that someone spends doing this.

Procedure: the order of the steps to be taken to do something, especially the correct or usual way.

Self-esteem: feeling that someone is as important as other people or belief in oneself.

Skill: the ability or capacity to do something well that comes from training or practice.

Strategy: way, plan, or method to reach something in a short or long time.

Task: to assign someone to do a particular job or activity.

Tool: a device used for a specific purpose that helps to perform or facilitate manual or mechanical work.

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ANNEXES

Annex 1 Instrument to recollect data

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 18 de mayo de 2021

Magister
Darwin Fernando Flores Albuja
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "TASK-BASED LANGUAGE LEARNING STRATEGIES TO DEVELOP ENGLISH ORAL PRODUCTION OF SENIOR STUDENTS AT "SAMINAY-EL LEGADO" HIGH SCHOOL IN SAN JUAN DE INGUINCHO COMMUNITY 2020-2021". Previo a del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

………………………………………………………………

Dayana Velásquez
C.C.: 1004239297

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Interview for the Principal of the Unidad Educativa Comunitaria Intercultural
"Saminay-El Legado" in San Juan de Inguincho Community

Date:	
Position	Rector
Objective	La presente entrevista tiene como objetivo determinar las estrategias de producción oral utilizadas en la Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay - El Legado" y las actividades que los estudiantes practican en el aula de inglés.
Questions	
Q.1	Según el Ministerio de Educación el perfil de salida propuesto en el currículo nacional para los estudiantes de Tercer año de Bachillerato es alcanzar un nivel de B1 en inglés, basado en el Marco Común Europeo de Referencia para las Lenguas (MCER), que quiere decir un nivel intermedio, en el que los estudiantes pueden realizar conversaciones de diferentes situaciones con pocos errores ¿Cree usted que se cumple esta normativa?
Q.2	¿En qué medida se ha logrado alcanzar los objetivos curriculares, como el desarrollo de la comprensión, desarrollo de las habilidades del idioma inglés establecidos por el Ministerio de Educación?
Q.3	En su percepción, ¿cuáles son las mayores dificultades en la implementación del currículo del inglés en lo que se refiere a la producción oral de los estudiantes? ¿Por qué?
Q.4	¿Considera usted necesario implementar planes de clases con estrategias de Aprendizaje de Idiomas Basado en Tareas que faciliten el desempeño de los estudiantes en la producción oral de lengua extranjera? ¿Por qué?

Interview for English teacher at Unidad Educativa Comunitaria Intercultural "Saminay-El Legado" in San Juan de Inguincho Community

Date:	
Position	English Teacher
Objective	The present interview has the aim to determine oral production strategies used at "Saminay El Legado" High School and the activities that students practice in the English classroom.
Questions	
Q.1	Do you think the English curriculum established by the Ministry of Education is applicable for both public and private institutions? Why or why not?
Q.2	In your perspective, which of the four skills (listening, speaking, reading, and writing) have you found to be the most difficult during the process of teaching and learning in TEFL (teaching English as a foreign language) classes? Why?
Q.3	What kinds of problems do you encounter during the process of teaching and learning in English language classes for senior students?
Q.4	From your point of view, what are the major difficulties in implementing the English curriculum in terms of students' oral production? Why?
Q.5	As an English teacher, what kinds of methodological strategies do you use to help your students with their oral production development?
Q.6	Do you think it is necessary to elaborate lesson plans with methodological strategies that facilitate student performance in foreign language oral production? Would you consider the plans to be beneficial? Why?

Q7	Would you be willing to use the lesson plans with methodological strategies that facilitate student performance in foreign language completed during this research project?

Universidad Técnica del Norte

Facultad De Educación, Ciencia Y Tecnología

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Survey for Senior students at Unidad Educativa Comunitaria Intercultural

"Saminay-El Legado" in San Juan de Inguincho Community

Date	
Objective	The present survey has the aim to determine oral production strategies used at "Saminay El Legado" High School and the activities that students practice in the English classroom.
Instructions	• Read each question carefully and answer them according to your knowledge. • Be honest with your answers, • This survey is made with academic proposes.
Questions	
Q.1	Do you think the English language is important for your future? Yes ☐ No ☐
Q.2	Do you like your English classes? Yes ☐ No ☐
Q.3	Which of the following skills is more difficult for you when learning English? Listening ☐ Speaking ☐ Reading ☐ Writing ☐
Q.4	On a scale of 1 to 5 with 1 being the lowest and 5 being the highest. Rate your level of confidence in English oral communication. | 1 | 2 | 3 | 4 | 5 |
Q.5	How often do you have a conversation with your classmates in English? Never Rarely Sometimes Always

Q.6	From the following list of activities, which of the following common activities do you prefer to practice English oral production in the classroom? Choose three of them according to your preference.
	<table><tr><td>**Activities**</td><td></td></tr><tr><td>Brainstorming</td><td></td></tr><tr><td>Comparing (finding similarities and differences)</td><td></td></tr><tr><td>Sharing personal experiences</td><td></td></tr><tr><td>Matching Activities</td><td></td></tr></table>
Q.7	From the following list of activities. Choose two activities you consider are the most suitable for you to develop English oral production
	<table><tr><td>**Activities**</td><td></td></tr><tr><td>Exchange experiences</td><td></td></tr><tr><td>Roleplay</td><td></td></tr><tr><td>Questions and answers</td><td></td></tr><tr><td>Picture descriptions</td><td></td></tr><tr><td>Jigsaw Tasks</td><td></td></tr></table>
Q.8	Do you consider the use of new oral production strategies (mentioned in the previous question) during English classes to be helpful in improving speaking skills? Yes ☐ No ☐

Fecha de envío para la evaluación del experto:	06 de mayo de 2020
Fecha de revisión del experto:	

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem.
De ser necesario realice la observación en el apartado correspondiente.

Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				**OBSERVACIONES**
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	X			

....

Firma del Evaluador
C.C.: 10022188470

Apellidos y nombres completos	DARWIN FERNANDO FLORES ALBUJA
Título académico	MAGISTER EN LINGÜÍSTICA APLICADA
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	dfflores@utn.edu.ec
Teléfono	0986357931

Annex 2. Request to Dean's Secretary of Técnica del Norte University

Solicitud: Trabajo de grado

Fecha: 05 de Abril del 2021

Dirigido a: Mónica Báez SECRETARIA DE DECANATO FECYT

Solicitante: Dayana Maribel Velásquez Fueres

Facultad: FECYT

Carrera: Lic. Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés

Asunto: Solicito de la manera más comedida, se redacte un oficio al Lic. Edwin Patricio Álvarez Campo, rector de la Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay – El Legado" solicitando la autorización para la recolección de información referente al trabajo de grado con el tema de "Task-Based Language Learning Strategies to Develop English Oral Production of Senior Students at "Saminay-El Legado" High School in San Juan De Inguincho Community 2020-2021".

Por su atención le agradezco.

Firma: _____

Dayana Maribel Velásquez Fueres

C.I. 1004239297

PRESENTACIÓN: …………………………..

FECHA: ………………………………………

HORA: ………………………………………..

Annex 3. A request asking permission to apply the instruments at institution

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio 157-D
Ibarra, 06 de abril 2021

Licenciado
Edwin Patricio Álvarez Campo
RECTOR DE LA UNIDAD EDUCATIVA COMUNITARIA INTERCULTURAL BILINGÜE SAMINAY – EL LEGADO

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, a la señorita Dayana Maribel Velásquez Fueres, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, portadora de la cédula de ciudadanía 1004239297, para que obtenga información y desarrolle el trabajo de grado con el tema: "Task-Based Language Learning Strategies to Develop English Oral Production of Senior Students at "Saminay-El Legado" High School in San Juan De Inguincho Community 2020-2021".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Mgs. Raimundo Alonso López Ayala
DECANO FECYT

Annex 4. Approbation letter from the institution

UNIDAD EDUCATIVA COMUNITARIA INTERCULTURAL BILINGÜE
"SAMINAY-EL LEGADO"

Oficio No 0437-2021-SAMINAY
San Juan de Inguincho, 07 de abril 2021

Mgs. Raimundo Alonso. López Ayala
DECANO FECYT
Presente,

Reciba un cordial saludo de la Unidad Educativa Comunitaria Intercultural Bilingüe Saminay El Legado, ubicado en la comunidad de San Juan de Inguincho, parroquia Quichinche, cantón Otavalo.

En respuesta al oficio 157-D, con fecha 06 de abril 2021, se autoriza a la señorita Dayana Maribel Velásquez Fueres, con cédula de ciudadanía 1004239297, para la obtención de la información necesaria en nuestra institución y desarrolle el trabajo de grado con el tema: "Task- Based Language Learning Strategies to Develop English Oral Production of Senior Students at "Saminay-El Legado" High School in San Juan De Inguincho Community 2020-2021".
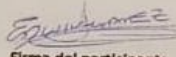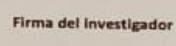
Cordialmente,

Edwin Álvarez
RECTOR UECIB "SAMINAY EL LEGADO"
Telf. 0999309415

UECIB
"SAMINAY-EL LEGADO"
RECTORÍA

Dir: kilómetro 23. vía Otavalo – Selva Alegre • Telfs: 3017 238 – 0995642476
e-mail: saminay.legado@gmail.com • www.saminaylegado.org

Annex 5. Consent letter from the principal, English Teacher, and students

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

PROYECTO: "TASK-BASED LANGUAGE LEARNING STRATEGIES TO DEVELOP ENGLISH ORAL PRODUCTION OF SENIOR STUDENTS AT "SAMINAY-EL LEGADO" HIGH SCHOOL IN SAN JUAN DE INGUINCHO COMMUNITY 2020-2021"
Objetivo: To apply Task-Based Language Learning strategies to develop English oral production of Senior Students at "Saminay-El Legado" High School in San Juan de Inguincho Community 2020-2021

Consentimiento informado

Acepto participar voluntariamente en esta investigacion, conducida por Dayana Maribel Velásquez Fueres estudiante de la carrera de Pedagogía de los idiomas Nacionales y Extranjeros mención inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es aplicar estrategias de Aprendizaje de Idiomas Basado en Tareas para desarrollar la producción oral en inglés de los estudiantes de último año de la escuela secundaria en la Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay-El Legado" en la comunidad de San Juan de Inguincho 2020-2021.

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Rector

Nombre del participante
EDWIN ALVAREZ

Firma del participante

Nombre del investigador : Dayana Velásquez

Firma del investigador

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés
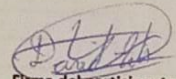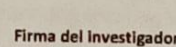
Consentimiento informado

Acepto participar voluntariamente en esta investigacion, conducida por Dayana Maribel Velásquez Fueres estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es aplicar estrategias de Aprendizaje de Idiomas Basado en Tareas para desarrollar la producción oral en inglés de los estudiantes de último año de la escuela secundaria en la Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay-El Legado" en la comunidad de San Juan de Inguincho 2020-2021.

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Profesor de inglés

Nombre del participante: David Tabi

Firma del participante

Nombre del investigador : Dayana Velásquez

Firma del investigador

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Consentimiento informado

Acepto participar voluntariamente en esta investigacion, conducida por Dayana Maribel Velásquez Fueres estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es aplicar estrategias de Aprendizaje de Idiomas Basado en Tareas para desarrollar la producción oral en inglés de los estudiantes de último año de la escuela secundaria en la Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay-El Legado" en la comunidad de San Juan de Inguincho 2020-2021.

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una encuesta para los estudiantes, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la informacion que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjucio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Estudiante

Nombre del participante: Marisol Perugachi   Firma del participante

Nombre del investigador : Dayana Velásquez   Firma del investigador

Annex 6. Transcriptions of the interviews to the Principal and English Teacher

Principal's interview

English teacher's interview

**Interview for the Principal of the Unidad Educativa Comunitaria Intercultural
"Saminay-El Legado" in San Juan de Inguincho Community**

Date:	02/06/2021
Position	Rector
Objective	La presente entrevista tiene como objetivo determinar las estrategias de producción oral utilizadas en la Unidad Educativa Comunitaria Intercultural Bilingüe "Saminay El Legado" y las actividades que los estudiantes practican en el aula de inglés.
Questions	
Q.1	**Según el Ministerio de Educación el perfil de salida propuesto en el currículo nacional para los estudiantes de Tercer año de Bachillerato es alcanzar un nivel de B1 en inglés, basado en el Marco Común Europeo de Referencia para las Lenguas (MCER), que quiere decir un nivel intermedio, en el que los estudiantes pueden realizar conversaciones de diferentes situaciones con pocos errores ¿Cree usted que se cumple esta normativa? ¿Por qué ?**

	No,
	Sabes que realmente no se por qué, el profesor de inglés es muy dedicado, le encanta enseñar, pero no hemos logrado esto. Los chicos hasta tercer curso ellos no salen con un nivel B1 en Ingles. Ahora para poder exactactamente decir por qué no logramos esto me tocaría o tendría que yo hacer un seguimiento y bueno yo solo tengo un año y un poquito más como rector. Entonces como coincide con la pandemia no he podido hacer yo un seguimiento de las clases del profesor pero me tocaría hacer un seguimiento , estar ahí para poder saber por qué razón nosotros no podemos, pero en caso mío yo creo que una razón es porque no es suficiente el tiempo de clases que está en la malla curricular solamente dice que para los de básica son cuatro horas y bachillerato son tres y dos horas de clase y eso es muy poco y yo creo que si queremos un nivel B1 tendríamos que tener por lo menos una o dos materias en inglés y ahí si sería realmente algo que se nos permita lograr esta meta.
Q.2	**¿En qué medida se ha logrado alcanzar los objetivos curriculares, como el desarrollo de la comprensión, desarrollo de las habilidades del idioma inglés establecidos por el Ministerio de Educación?** El currículo del ministerio de educación es muy sencillo también, bueno es sencillo, por una parte, pero también es extenso por otra que es no muy utilizable. Entonces se ha logrado muy poco, no logramos a alcanzar, los objetivos curriculares, realmente no se logra. Yo creo que ningún colegio logra hacer eso entonces yo creo de que el alcanzar los objetivos curriculares no se ha logrado en nuestra institución por el mismo hecho de que faltan horas y una cierta manera yo creo que la metodología como lo aplique para aprender un idioma, porque en el caso mío yo llevo años tratando de aprender inglés y me he inscrito a diferentes cursos con diferentes metodologías pero ninguno de eso a mí me ha ayudado entonces yo personalmente me he dado cuenta que para mí la única manera en la que yo puedo aprender inglés es hablando. Entonces ese ha sido tal vez la dificultad de nuestro colegio.
Q.3	**En su percepción, ¿cuáles son las mayores dificultades en la implementación del currículo del inglés en lo que se refiere a la producción oral de los estudiantes? ¿Por qué?** Yo creo que la mayor dificultad es el horario, que se necesita más tiempo de clase para aprender un idioma, como digo dos horas nomás no es suficiente, cuatro horas tampoco es suficiente ese ha sido las mayores dificultades y talvez la metodología de la enseñanza de un idioma que tal vez no sea la apropiada para desarrollar esta habilidad.
Q.4	**¿Considera usted necesario implementar planes de clases con estrategias de Aprendizaje de Idiomas Basado en Tareas que faciliten el desempeño de los estudiantes en la producción oral de lengua extranjera? ¿Por qué?**

	Si, porque ya por experiencia hemos visto de que se necesita implementar otros planes de clase ya para el próximo año nosotros ya tenemos implementado algo, dos horas de clase con el profesor y dos hora de laboratorio de inglés donde ellos practican pronunciación , escritura y escuchar y para los estudiantes de bachillerato nosotros tenemos dos horas de clase de inglés y una hora de speaking partner entonces estamos buscando estudiantes de estados unidos que se conecten virtualmente con cada estudiante uno por uno y empiecen a practicar ingles por una hora. Entonces eso es lo que vamos a hacer el próximo año y vamos a ver que tal nos va.

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención

Inglés
Interview for English teacher at Unidad Educativa Comunitaria Intercultural "Saminay-El Legado" in San Juan de Inguincho Community

Date:	
Position	English Teacher
Objective	The present interview has the aim to determine oral production strategies used at "Saminay El Legado" High School and the activities that students practice in the English classroom.
Questions	
Q.1	**Do you think the English curriculum established by the Ministry of Education is applicable for both public and private institutions? Why or why not?** It is a pleasure for me to have this short interview with you. I am working with a current curriculum, I think It is applicable for the public and private institution but I think it is not so useful, because many of many topics that you can find in these books because many private schools aren´t using books so, many of the content there, is, you can read the structure the tasks they have there but is like not useful because of the reality of student life

	is different, it is not applicable because of the content there is not like what I am living. That is why I think does not apply to me
Q.2	**In your perspective, which of the four skills (listening, speaking, reading, and writing) have you found to be the most difficult during the process of teaching and learning in TEFL (teaching English as a foreign language) classes? Why?** Ok, listening I think is easy because every time students are listening, listening but speaking is hard to teach them or encourage them to talk with the teacher because they sometimes are shame and sometimes they do not want to speak. Reading and writing I think is easy for them. So, My thinking, the hardest thing is speaking because they think they can't speak English, that is why they say "No, I can´t speak"
Q.3	**What kinds of problems do you encounter during the process of teaching and learning in English language classes for senior students?** I think the problem with students is not about the way how they learn, most of the problem for them is emotional problems because they don´t feel good, they don´t feel comfortable with the teacher I believe that is the biggest problem. I think just everything when you are emotionally good feelings, you are ready to learn everything.
Q.4	**From your point of view, what are the major difficulties in implementing the English curriculum in terms of students' oral production? Why?** Ok, as I said before the content from those books, maybe for the university is different I am not sure, but because I am working in a high school, the content sometimes many teachers and many people use comes from the books but I think those activities are not useful for the real-life because the English from books is not so useful talking with a foreign people, with people, they are coming from another country just for example from the United States because they speak differently, you don't find on the book. That is why I think oral production is different because in books you are going to find different things but in the real-life when you are speaking with another person it is different, they speak differently. That is why many students say " but in the book tells me to say mister but in the real-life, they say sir" that is correct and that is different.
Q.5	**As an English teacher, what kinds of methodological strategies do you use to help your students with their oral production development?** Ok, I didn´t use too much Grammar Translation, I don´t use that. So, there are a lot of methodologies to teach students and Total Physical Response is the methodology, I really like it, because the teacher says something and the students need to perform. Do it. Everything is doing the actions, speaking, and doing the actions. I think that is the real

	methodology that is useful because you do something and say the same and act that you are doing the students learning because are two things that you are working there.
Q.6	**Do you think it is necessary to elaborate lesson plans with methodological strategies that facilitate student performance in foreign language oral production? Would you consider the plans to be beneficial? Why?** About elaborate lesson plans based on Task-Based Language Learning strategies, I think is a good project because there are many strategies but you can go to any school, private or public and you can see many teachers that use just methodology of translation no more. It is like the students take a pen, take their notebook, and write, write and write. So, what are you doing? Are you learning something? You need to speak a new language if you don't speak you never learn. You know, so I think it is a good plan to make a lesson plan based on TBLL, a new methodology to make some different kinds of performance and help the students to improve oral production. I think, learning a language is to speak. For example, when you are a child you don't learn writing you first speak, you learn to speak and listen. So, that is the biggest step that you need to do. I think the plan is beneficial not only for kids, children even for seniors, for old men for everybody. That is my perspective.
Q7	**Would you be willing to use the lesson plans with methodological strategies that facilitate student performance in foreign language completed during this research project?** Yes, I will use it. If these lesson plans are new and have strategies that really help my students to learn and improve the language even if it is made with funny activities, not just boring I will use it because I like to find new think that help my students. So, I am ready to use something new. Thank You.

Annex 7. Students' survey

Students' survey

Students' survey

Students' survey

Survey for Senior students at Unidad Educativa Comunitario Intercultural "Saminay-El Legado" in San Juan de Inguincho Community

Date	02 /0E /21
Objective	The present survey has the aim to determine oral production strategies used at "Saminay El Legado" High School and the activities that students practice in the English classroom.
Instructions	• Read each question carefully and answer them according to your knowledge. • Be honest with your answers, • This survey is made with academic proposes.
Questions	
Q.1	Do you think the English language is important for your future? Yes ☑ No ☐
Q.2	Do you like your English classes? Yes ☑ No ☐
Q.3	Which of the following skills is more difficult for you when learning English? Listening ☐ Speaking ☑ Reading ☐ Writing ☐
Q.4	On a scale of 1 to 5 with 1 being the lowest and 5 being the highest. Rate your level of confidence in English oral communication. | 1 ✓	2	3	4	5	
Q.5	How often do you have a conversation with your classmates in English? Never ✓ Rarely Sometimes Always

Q.6	From the following list of activities, which of the following common activities do you prefer to practice English oral production in the classroom? Choose three of them according to your preference.

Activities	
Brainstorming	✓
Comparing (finding similarities and differences)	✓
Sharing personal experiences	✓
Matching Activities	

Q.7	From the following list of activities. Choose two activities you consider are the most suitable for you to develop English oral production

Activities	
Exchange experiences	✓
Roleplay	
Questions and answers	✓
Picture descriptions	
Jigsaw Tasks	

Q.8	Do you consider the use of new oral production strategies (mencioned in the previous question) during English classes to be helpful in improving speaking skill? Yes ☑ No ☐

Annex 8. Proposal application and socialization

Topic presentation

Led In activity developing

Teacher monitoring

Task presentation planning

Group working

Task (Roleplay) presentation

Annex 9. Senior student's Likert scale

Universidad Técnica del Norte

Facultad De Educación, Ciencia Y Tecnología

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Survey for Senior students at Unidad Educativa Comunitario Intercultural "Saminay-El Legado"
in San Juan de Inguincho Community

Date	29 / 06 / 2021
Objective	The present survey has the aim to know the effectiveness of the oral production activities used during the application of one of the lesson plans designed by the researcher in the proposal during the research project.
Instructions	• Read each question carefully and answer them according to your perspective. • Be honest with your answers • This survey is made with academic proposes.

	On a scale of 1 to 5. 1 is the lowest and 5 is the highest. Answer the following questions					
	Questions	1	2	3	4	5
1	How effective was the "brainstorming activity" to develop English oral production skills?				X	
2	How useful were the materials provided during the class?			X		
3	How useful was the "questions and answers" activity to develop oral production skills?					X
4	How helpful was the "Roleplay" activity to develop English oral production skills?				X	
5	How confident did you feel before the class?				X	
6	How confident did you feel during the class when you prepare your task in a group?					X
7	How confident did you feel during the presentation of your task when you speak English with your classmates?				X	
	How useful was the feedback stage to develop English oral production?				X	
	How effective was the time management to develop the lesson?				X	
	How effective was the class to develop English oral production skills?					X

Annex 10. English teacher's Likert scale

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	On a scale of 1 to 5. 1 is the lowest and 5 is the highest. Answer the following questions					
	Questions	1	2	3	4	5
1	The researcher demonstrates a good command of the English language and serves as a good language model for the students.					✓
2	Demonstrates knowledge of content, pedagogy, resources, and technology.					✓
3	Employs a variety of materials for language learning, including books, visual aids, props, and realia.					✓
4	Develops and maintains motivation, accepting classroom environments.					✓
5	The topic of the class was effective to develop English oral production					✓
6	The time management was effective to develop the class.					✓
7	The researcher follows the lesson plan designed for the lesson.					✓