



UNIVERSIDAD TÉCNICA DEL NORTE



Facultad de
Posgrado

FACULTAD DE POSGRADO

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

TITLE

**TASK-BASED LEARNING STRATEGIES TO ENHANCE ENGLISH SPEAKING
FLUENCY IN TENTH GRADE STUDENTS FROM TULCAN HIGH SCHOOL DURING
THE SCHOOL YEAR 2020-2021**

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

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IBARRA - ECUADOR

2022



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As a direct witness and co-responsible for the development of this research work, which meets sufficient requirements and merits to be publicly supported in court to be timely selected.

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

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FECHA: DD/MM/AAAA	22 de febrero de 2022

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PROGRAMA:	<input type="checkbox"/> PREGRADO <input checked="" type="checkbox"/> POSGRADO
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DEDICATION

The present work is dedicated to my mother who has been the biggest support in my entire life; the person who deserves my admiration for being the best model I could have had because of her strength, determination and infinite love for her loved ones.

To my daughter for being my main motivation to become a better professional and a better person; I hope my achievements be a reference for her and to think that she can go further than her mom.

Johanna G. Cevallos Yandún.

ACKNOWLEDGEMENTS

First, I want to thank to God, for giving me the mental, physical, and spiritual strength to carry out each responsibility in the best way.

My special gratitude to Fernando Flores, who has guided my research work, for the time he invested in supporting me intellectually and emotionally.

Additionally, to Unidad Educativa “Tulcán”, its authorities, English teachers and students for contributing to the investigation and being kind and collaborative during the research.

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RESUMEN

El presente trabajo de investigación sobre la aplicación del Aprendizaje Basado en Tareas (ABT), se llevó a cabo tomando en cuenta la importancia que el idioma Inglés ha tomado en la actualidad y las ventajas que el dominio de esta lengua ofrece a los estudiantes y profesionales que poseen suficiencia en el idioma Inglés; sin embargo, los estudiantes de las instituciones públicas del país encuentran muy difícil el aprendizaje de esta lengua extranjera. Es por esto que el aplicar las estrategias que el ABT nos ofrece y asignarles tareas significativas a los estudiantes nos permite elevar su motivación y mejorar su desempeño especialmente en la destreza de hablar, exigiéndoles una mayor fluidez y uso del idioma para poder completar dichas tareas. Con la finalidad de alcanzar los objetivos planteados se seleccionó una metodología mixta, considerando el método cualitativo para determinar las estrategias más óptimas para mejorar el nivel del Inglés mediante entrevistas a docentes de esta asignatura y una encuesta en línea a los estudiantes de décimos años de Educación General Básica de la Unidad Educativa Tulcán; cuyos resultados fueron tabulados y analizados usando el método cuantitativo. Posteriormente, se realizó una triangulación de resultados considerando los resultados obtenidos de docentes, estudiantes y la información apartada en el marco teórico. Entre los resultados obtenidos, se encontró que tanto docentes como estudiantes son conscientes acerca de la importancia de este idioma, aunque no han sabido encaminarse en el proceso de aprendizaje del Inglés, volviendo las clases pasivas y encontrando un reducido espacio para la expresión oral de todos los educandos. Por lo cual fue necesaria la creación de un manual para docentes con la fundamentación teórica, estrategias, actividades y modelos de planificación para aplicar en las clases de Inglés y mejorar el aprendizaje de este idioma, especialmente en la destreza de hablar.

Palabras clave: aprendizaje basado en tareas, fluidez, destreza de hablar, estrategias.

ABSTRACT

This research about the application of Task-Based Learning (TBL) was carried out taking into account the importance that the English language has taken today and the advantages that mastering this language offers to students and professionals who possess proficiency in the English language; however, students from public schools find very difficult to learn this foreign language. This is why applying the strategies that TBL offers and assigning meaningful tasks to students allows them to increase their motivation and improve their performance, especially in speaking skills, requiring them to be more fluent and use the language in order to complete these tasks. In order to achieve the proposed objectives, a mixed methodology was selected, considering the qualitative method to determine the most optimal strategies to improve the level of English, through interviews with teachers of this subject and an online survey to students in tenth years of Basic Education from Unidad Educativa Tulcán; which results were tabulated and analyzed using the quantitative method. Subsequently, a triangulation of results was carried out considering the results obtained from teachers, students and the information set aside in the theoretical framework. Among the results obtained, it was found that both teachers and students are aware of the importance of this language, although they have not discovered how to navigate the process of learning English, making classes passive and having a reduced space for the oral expression of all students. Therefore, it was necessary to create a handbook for English teachers with the theoretical foundation, strategies, activities and planning models to apply in English classes and improve the learning of this language, especially in speaking skills.

Key words: Task-Based Learning (TBL), fluency, speaking skill, strategies.

CHAPTER I

1. THE PROBLEM

1.1 Introduction

Thanks to the quick rising of the United States, the position of the English language started to move up and it was merged by the American lifestyle represented in movies at first. Additionally, the increasing innovation in technology that has taken place in that country placed the English language as a global language that everybody needs to speak; it is used worldwide in international markets and scientific resources. Nowadays, it is the second most spoken language around the world, only behind Mandarin and the number of people who learn English increases year by year and with this necessity new methods for learning this language faster and efficiently appeared (Lingholic, 2021).

The present research supports the use of Task-Based Learning (TBL) strategies to improve English language learning, and with a special focus on speaking fluency in English as a Foreign Language (EFL) learners. In recent years there have been more discussions about the use of the TBL method which basis is on the development of tasks with the aim of providing learners with real and meaningful opportunities to practice and grasp the language. Those tasks also seem to be motivating for students since learners feel involved in the task during the whole process because they have a goal to achieve which is to complete the task (Nesterenko, 2010).

One of the greatest challenges for teachers is to enable students to use the language for communicative purposes; so, the main purpose of this project is to analyze and to get evidence of the application of TBL strategies to improve speaking fluency. Moreover, designing tasks that are close to the real contexts, where the language is spoken, allows students to take part in oral activities and they are also capable of expressing spontaneous ideas while performing the task. Fluency in speaking does not have to do with grammar or accuracy, it is the capacity of learners to use English language in a natural way and to keep going when speaking.

This work is organized in five chapters that describe its theoretical support, methodology and the process that has been developed in order to achieve the main goal. The first chapter includes the problem description, the objectives and the justification for this study to be conducted.

The second chapter contains the referential framework which includes the theoretical framework that provides a detailed explanation of concepts and theories involved in this study. The third chapter explains the methodology used during the research, as well as the procedures that the project followed. The fourth chapter sets the results and discussion and finally, chapter number five describes the academic proposal based on the results of this study.

1.2 Problem Description

Speaking is considered an important language skill that a second language learner needs as it was said by Brown and Yule (1983), speaking is the skill that EFL students will be judged upon most in real life; most of the times speaking is the skill that learners, teachers and people in general use to evaluate how well a person uses the language. Despite its importance, speaking has not been given its value in English classrooms where teaching and evaluation processes most of the times focus on grammar and writing.

Speaking is mainly taught by memorization of words, phrases or dialogues out of context (Rao, 2019); students do not have opportunities to develop their speaking skills and practice English inside and outside the classroom. Teenagers are known for being keen on producing language in an oral way rather than in writing, in their mother tongue, and it should be the same in English. Unfortunately, they are not provided with enough tools to do that, causing them stress and demotivation to talk, they are not prepared to use English in real spoken communication.

The problems expected to be solved with this research are the difficulty that teachers have to contextualize the language and apply innovative methods in classes, the lack of students' opportunities to practice speaking, students' demotivation and discouragement.

This problem has been seen in Ecuadorian public schools, this study is centered in one of these institutions located in the city of Tulcán, Carchi province. Unidad Educativa Tulcán is a public and mixed school that harbors students from 3 years old in elementary to teenagers in the last level of high school. This institution provides English as a subject from the second year of basic education, which is 7-year-old children.

The present study focuses on students from the tenth year of high school who are between 14 and 15 and have been studying English for nine years. It is about the mid-stage of regular

studies, so it allows to analyze the previous context that created the problem as well as apply possible changes in order to get an improvement before they leave high school. Their performance on the English subject will be researched and analyzed during the school year 2020-2021.

Based on the problem observed in this public school, it is relevant to set the research question that guided this study: How can task-based learning activities promote oral fluency in English as a Foreign Language students?

1.3 Objectives:

1.3.1 General Objective:

To determine the functionality of task-based learning strategies on the development of speaking fluency of tenth grade EFL students from Tulcán high school during the school year 2020-2021.

1.3.2 Specific Objectives:

- 1.** To state theoretical support for the development of the proposed research.
- 2.** To diagnose the obstacles that students face when speaking fluently in English.
- 3.** To design a teacher's handbook with task-based learning strategies to be applied in English classes.
- 4.** To set relevant conclusions and recommendations based on the research findings.

1.4 Justification

Being English a language of international communication, most people around the world try to learn it, schools have served this purpose by trying to enhance the English language in students by teaching them the four language skills: listening, speaking, reading and writing.

In Ecuador, the scenery is not different and despite the effort and changes in the curriculum, Ecuador is in the lowest places of English development in public schools. According to the study of the Institute Education First EF carried out in 2020, Ecuador occupies 93rd place among 100 evaluated countries (EF, 2021). These results originate many concerns about how English has been taught in public schools and what can be done to change the future of Ecuadorian students.

This research consists on the support of Task-Based learning strategies to enhance speaking fluency in students from the tenth year. Speaking has been found as a difficult skill for students to develop; for this reason, it is pertinent to propose the application of different strategies that allow students to have meaningful learning and better performance in communicative skills.

The main interest of the present study consists in analyzing the characteristics of the Task-Based Learning method and specifying how it can support the learning process of students and its applicability to the advancement of oral communication skills. With these bases, English teachers can count on reliable information to create and apply activities for their classes that are motivating and at the same time productive for students learning.

This work has a theoretical utility since it helps to conceptualize the two variables in a clear and practical way; it considers the contributions from different authors to support the scientific bases and deep comprehension of the Task-Based Learning method and its foundation. It also has a methodological utility because it will guide teachers to apply the significant and innovative activities in their classes and lined up to the subject contents, important to maintain the teaching flow and without creating confusion in students.

The direct beneficiaries of the present work are students from the tenth year of basic education, who need an active process of learning that allows them to exploit their abilities for speaking fluently. Moreover, English teachers from Tulcán school are direct beneficiaries as well because the handbook will be elaborated thinking in them to use it. Finally, all English teachers

from the country are considered as indirect beneficiaries because this work will be published and they can get benefits from it, due to its application in the classroom or as a basis for future research.

Furthermore, the use of Task-Based Learning strategies to enhance speaking fluency in students from the tenth year is encompassed in one of the research lines from Universidad Técnica del Norte which is “Development of the communicative skills”. Moreover, it contributes to the achievement of one objective stated in the National Development Plan “Toda una Vida” and it is the 1.4 that sets the guarantee of comprehensive child development to stimulate the capacities of boys and girls, considering territorial contexts, interculturality, gender and disabilities. It is because the present research is looking for better education of teenagers at that level as well as to stimulate their capacities specifically in the development of speaking fluency in English, well known for opening many doors to students who show a good performance in this skill.

CHAPTER II

2. REFERENTIAL FRAMEWORK

2.1 Theoretical Framework

2.1.1 History of Language Teaching and Learning Process

It is necessary to know the history of language teaching to know the key to the understanding of the way things are and why they are that way and also, the teachers may comprehend the philosophy that influences their profession. According to Howatt and Widdowson (2004), “History of English teaching starts from phase one: laying on the foundation, phase two: consolidation and renewal from towards the phase number three: language and communication” (p. 232).

The history of language teaching is divided into three classical periods the 17th, 18th and 19th centuries. In the 17th century the education was considered an arm of theocracy, that is to say, that education had the purpose of teaching religion, orthodoxy and good moral character. On the other hand, in the 18th century, learning a foreign language was associated with the learning of Greek and Latin which purpose of learning a foreign language was to promote the speaker intellectually; due to Latin was considered as a language of education, commerce, religion, and government in the western world. Finally, in the 19th century, the English language gained great value because it attempted to establish communication not only focusing on the four main skills and language systems but in teaching culture in everyday interaction (Moore & Palmer, 2019, p. 27).

From the 1850s to the 1950s, the Grammar Translation Method was used to engage learners to acquire the language. This method emphasizes learning on reading and writing, grammatical rules, syntactic structures, rote memorization of vocabulary and translation of literary texts. Vocabulary is taught in the form of lists of isolated words. The medium of instruction was the mother tongue (L1).

Reformers like Marcel (1793-1896), emphasized the importance of understanding meaning in language learning with the Rational Method. Pendergast (1806-1886) with the Mastery System,

proposed the first structural syllabus arranging grammatical structures so that the easiest was taught first and Gouin (1831-1896) with the Series Method, proposed that the use of gestures and actions may help learners to use language to represent their conceptions.

In the Early Mid-20th Century, there was a great demand for the ability to speak a foreign language. Reformers reconsidering the nature of language and learning focused on the way children learned languages was relevant to how adults learned languages. According to Berlitz (1921):

Speaking and listening were the most important skills; the medium of instruction was English; students learned sequences of strictly-chosen (i.e. centrally-scripted) grammatical phrases by listening and repetition; grammar 'rules' were avoided, and replaced by phrases (which of course had grammar disguised in them); vocabulary was learned either incidentally, as part of the phrases being taught, or via lists grouped under types of situation (p. 54).

The most representative reformers are Sweet and Viëtor (1845-1912) and Sauveur (1826-1907) who focused on the mechanical stage, grammatical stage and idiomatic stage.

In the 1960s to 1970s in the United States of America, appeared a 'scientificised' version of the Direct Method. The new science of linguistics suggested that language was a set of structures, grammar rules were an illusion, so it was more important to focus on these structures. Vocabulary was seen as an adjunct to the structures and speaking and listening were the most important skills. In addition, the learning method was based on behaviorist psychology that is to say stimulus-response learning (Lowe, 2003).

In the 1960s to 1980s in the United Kingdom, the Structural Situational Method (aka PPP) was run as a pragmatic version of audio-lingualism. The language presentation and practice were situationalized and so was always given social meaning; speaking and listening were the most important skills. This approach gave rise to the idea of PPP (presentation, practice, production) (Lowe, 2003).

The Humanistic Approach appeared in the 1970s to 1980s. The approach is based on helping students with the affective factor. Lowe (2003) mentions that:

This approach was based on the assumption that language classes were places of fear for language learners. It was associated with: The Silent Way, Community Language Learning, Suggestopedia, and Total Physical Response. As the UK's pragmatic teaching tradition had long taken account of so-called 'affective' factors in language teaching, and UK language teaching was famous for its engaging and 'fun' qualities; however, the philosophy of the humanistic approaches was valuable, and since then, it has become an essential precept of language teaching that students assimilate things best when they are talking about themselves (p.2).

Therefore, two themes in the Communicative Approach come up, the Functional Syllabuses which was based on the idea of grouping bits of language according to communicative functions like apologizing, requesting, and advising and the Communicative Methodology, the key principle was the separation of classroom work into accuracy work and fluency work. Accuracy work was for concentrating on learning new bits of language (grammar patterns, functional exponents, vocabulary) and fluency work was for getting the students to speak freely (Krashen, 1970).

Test- Teach-Test Approach emerged in 1980, this is an approach in which learners first complete a task or activity without help from the teacher. Afterward, based on the problems seen, the teacher plans and presents the target language. Later, the learners do another task to practice the new language. Eventually, the Task-Based Approach emerged in 1985 and it is used until now. It is relevant in teaching English for business. Willis (1996) mentions that in this approach, students are not taught language points in advance, these tasks require them to ask the teacher to give them whatever language bits they might need in order to fulfill the task.

Researchers started to experiment with Task-Based Learning (TBL) in the eighties, because of the limitations the other approaches offered. A very few students were able to finish tasks and communicate effectively with others. The researchers were encouraged with Prabhu's Communicational Teaching Project in primary and secondary schools in Bangalore (Prabhu 1987) which focused on communication than grammatical structures (Ellis, 1993).

Lexical View of Languages is another academic investigation for applying in language teaching. Nowadays, it is normal to see lexical expressions as the main lexical content of a textbook

unit. Pawley and Syder (1983) showed that these set phrases are actually part of a memorized store of pre-fabricated 'chunks' which, once learned, each native speaker has automatically at their disposal. Lewis (1990) states that the Lexical View of Language has become a central plank of both Business and General English teaching; it particularly affects what we teach and lexical chunks rather than single items of vocabulary and grammar.

Emmerson (1999) affirms that output or feedback is less than an approach. It is more an attitude of mind, based on the idea of an immersive bath of communication from which useful language focus then arises if we simply set our students off in authentic communicative activities in the classroom, we can use the ensuing language 'output' as data for feedback (or 'reformulation'). Noticing, also known as Consciousness Raising has been studied since 1995. The main purpose of this is to use the classroom to gradually raise students' awareness about the target language rather than imagine that teachers can teach it for active reproduction by endless practice. So that, the teacher provides free-speaking scenarios in which we can assess the students' current state of progress and assimilation.

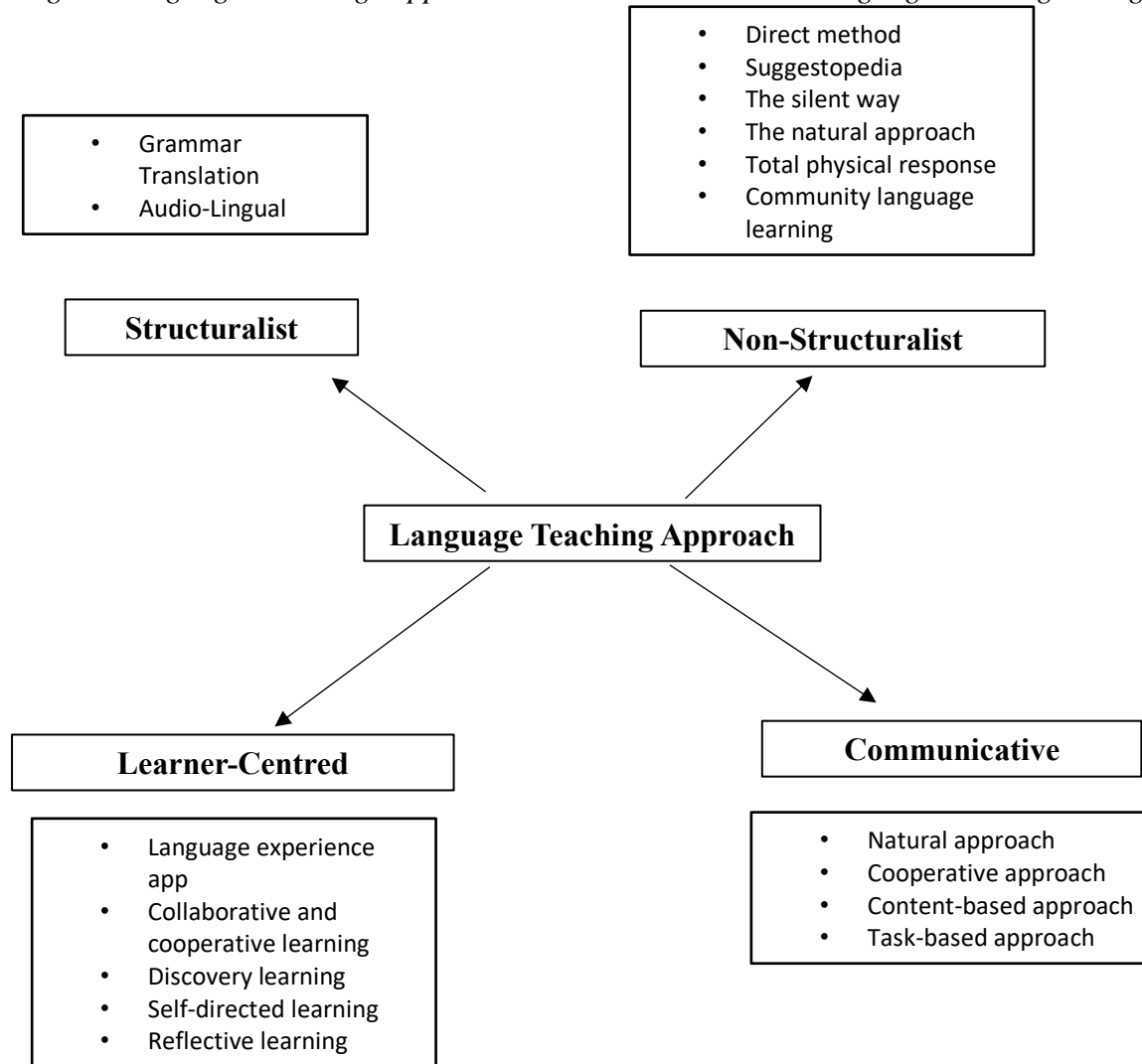
The Grammaticisation Approach is becoming increasingly popular. According to Thornbury (2001):

Using this principle for language syllabuses, some schools have dispensed with grammar, and give the title 'lexis' to many language bits which once might have been called grammar; as for language exercises, we can use global text exercises (using semi-authentic and authentic texts) in which the 'grammar' has been taken out. This is very motivating for the learners, it is very individualized, and it is very efficient for the teacher, who only has to spend time clarifying the language items which are causing problems (p. 196).

Finally, Lowe (2003) affirms that the Modern Integrated Language Teacher is able to use any approach from the past as long as it is appropriate and useful. The term eclectic is used to describe the term principled integration because eclecticism suggests picking separate things from the selection available, whereas integration forces to remember that everything has come from what has been before and that everything that has gone before remains relevant today.

Figure 1

English Language Teaching: Approaches and methods used in language teaching through time



Note: The figure shows the approaches and methods used so far in Language Teaching and Language Acquisition. Source: Jaamat and Khamsim (2015).

2.1.2 Dominant Perspectives in Language Acquisition

The dominant perspectives in Language Acquisition are three: The Learning, Nativism, and Interactionist or Sociocultural. On one side, Skinner is the main theorist associated with the Learning Perspective due to he argues that children imitate what they see or hear. According to this perspective, children can learn from punishment and reinforcement (Cope, 2005). On the other hand, the Nativist Perspective states that human beings are biologically programmed to gain knowledge as long as they grow up. The main theorist associated with this perspective is Noam Chomsky who mentions that the Language Acquisition Device (LAD) contains knowledge of grammatical rules and allows children to understand rules of whatever language they are listening to (Hawkins, 2007). To contrast these two theories, Memar (n.d.) mentions that Vygotsky, who has a close relationship with the Interactionist Perspective affirms that all knowledge is based on the social interaction for knowledge construction, Besides, the social interrelationships promote a maximum development of knowledge. Collaborative learning is an idea that interactionists used to demonstrate how both children and older people support each other cognitively and linguistically.

Moreover, the sociocultural perspective:

- Did not focus on the individual child but on the child as a product of social interaction, especially with adults (parents, teachers).
- Focus on Dyadic Interactions (e.g., a child being taught by a parent how to perform some culturally specific action), rather than the child by himself.
- Social world mediates children's cognitive development. Cognitive development occurs as child's thinking is molded by society in the form of parents, teachers, and peers. This leads to peer tutoring as a strategy in classrooms.

In addition, constructivism gained a position in educational theory due to the contributions that representative authors such as Piaget, and Ausubel provided. Piaget, conducted research studies on the genetic development of intelligence in constructivist environments. What Piaget suggests is that each individual has their own cognitive development that works at their own pace and uses their own internal and innate cognitive

processes. On the other side, Ausubel proposes to defend and practice that learning that causes real changes in the human being and he called this “significant learning” (Camarillo, 2020).

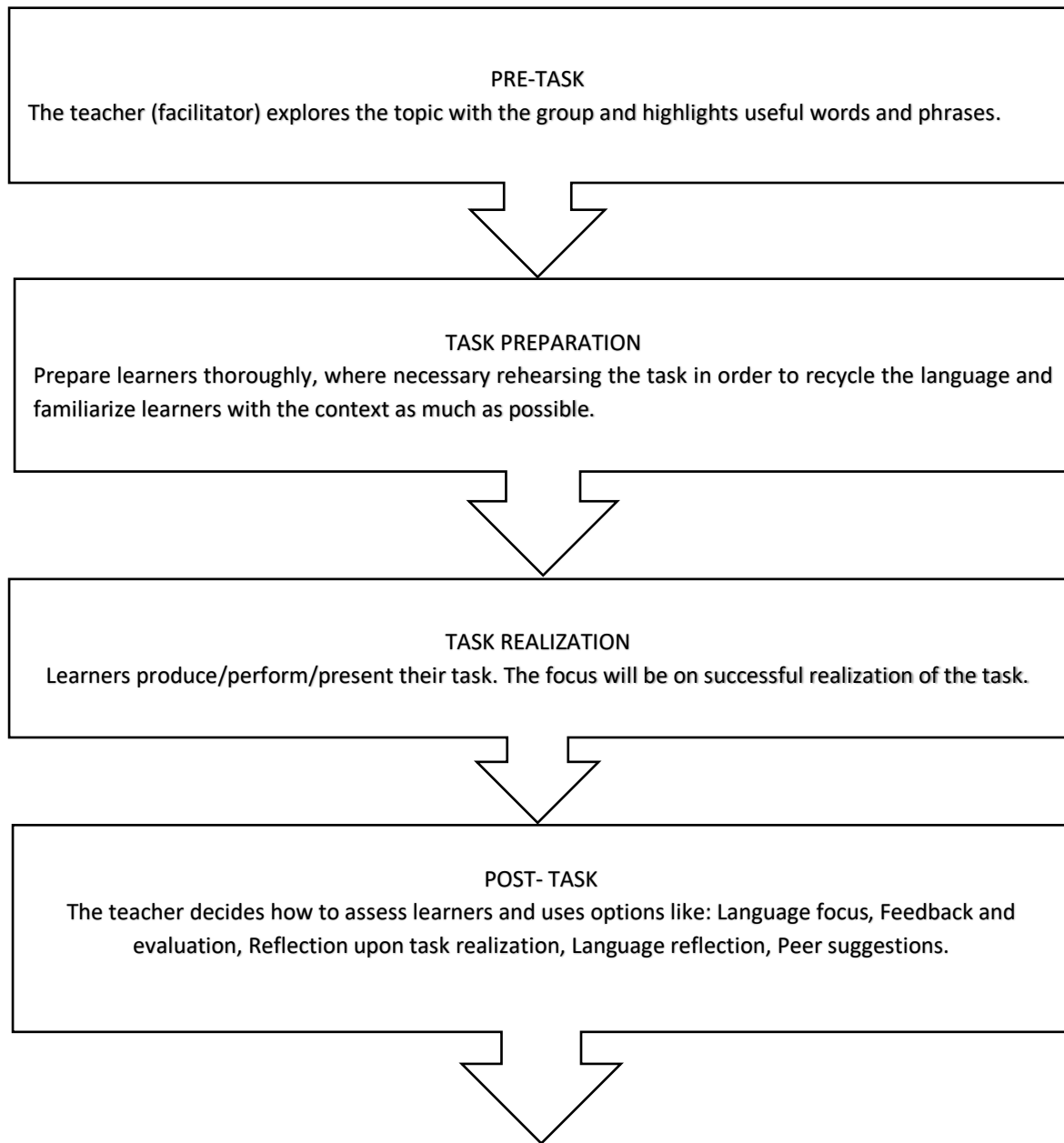
2.1.3 Task-Based Learning Framework

The TBL framework differs from a Presentation, Practice and Production cycle because the focus on language form comes at the end. The communication task itself is central to the framework. Each task presented to the EFL learner involves language production and may be linked to a spoken or written text. By using the TBL learners develop a communication task using the target language and the prior knowledge they have learned in previous lessons or other sources. Then, they talk or write about the way they performed the task and compare their findings (Willis, 2007).

At some point, they might listen to recordings of other people doing the same task, or read something related to the theme of the task. According to Nunan (2010):

These types of tasks help them to relate their own experiences focusing on specific features of the English Language. Finally, students end with a closer look at some of the features naturally occurring in that language. By that point, the learners will have worked with the language and processed it for meaning. (p. 96)

The explanation of the TBL framework is explained in the diagram below:

Figure 2*Task-Based Learning (TBL) Framework: Task Cycle*

Note: Willis (1996).

Pre-Task

First, the teacher/facilitator explores the topic with the group and highlights useful words and phrases. According to Willis (1996), “At this stage the chosen material will need to be related to the task. In preparing for the task fulfillment the facilitator will need to consider how the chosen piece of material will be exploited” (p.23). Additionally, it is necessary to remember that the purpose of using a piece of material as a pre-task is to lead-in the topic, that is why is necessary to use material exploitation: a picture or text to lead into the topic; a brainstorming: making a list, comparing ideas, sharing experiences; activating language: eliciting and providing vocabulary (The Council of Europe and the European Commission, 1998, p. 43).

Task Preparation

Willis (1996) highlights the importance of preparing learners thoroughly. It is necessary to rehearse the task to recycle the language and familiarize learners with the context as much as possible. Learners prepare their own input for tasks like planning a report, practicing role-play, writing a questionnaire to be administered, thinking of issues in a debate, brainstorming necessary language, activating language: eliciting and providing the necessary language.

Task Realization

At this point, students have been prepared ideologically and linguistically to continue with the task. Whether the task is performed, displayed, recorded, conducted as a group, or carried out in small groups the focus will be on the successful realization of the task. Learners produce/perform/present their tasks, for example: producing a poster, performing a role-play, having a debate, producing a leaflet, giving a presentation, among other ideas that include language production (Carless, 2002).

Post Task

At this point, the teacher or facilitator uses various options to reinforce/evaluate/provide feedback to students like language focus, feedback and evaluation, also a reflection upon task realization. Martinelli (2020) mentions these points:

Language focus

While the task is being carried out, the teacher may make notes on the language use: could any vocabulary be added? Were there any structures that caused misunderstanding or confusion? Were there any phrases that could have been expressed differently? After the task has been completed, participants may wish to look at the material again to gain a better understanding of the language: to look at structures, difficult/unusual vocabulary, etc.

Feedback and evaluation

The teacher should conduct a feedback session to discuss the success of the task and consider suggestions to improve it. Participants may wish to discuss such issues as working together, performing in a group, reactions to the topic, amount of language input, things they enjoyed doing or things they did not enjoy. Evaluation of the task will provide useful information for facilitators when planning further tasks.

Reflection upon task realization

Here, some questions can be asked to provide teachers with useful information that supports further task planning. Some of the questions are: was it useful? was it enjoyable?

- Language reflection, possible further input
- Further exploitation of material for language
- Error correction
- Reflection by learners

Advantages of TBL

Ganta (as cited in Ellis, 2009) mentions that the Task-Based Learning Approach provides a lot of advantages and encourages learners to emerge as language users.

- a) Helps learners to interact spontaneously:** Learners are free to use the lexis, utterances, grammar they know.
- b) Automaticity:** Learners use the language by practicing it in real situations which are helpful in achieving automaticity of linguistic knowledge.
- c) Task-based learning gives language learners the opportunity to learn vocabulary:** In the pre-task, activities to internalize vocabulary are performed giving the students the opportunity to use the new vocabulary while and after the task.
- d) Provides essential conditions for language learning:** Learners work on the task in a cooperative way. So that, it allows motivation and the creation of an environment where they have exposure to the language.
- e) Maximizes scope for communication:** TBL provides conditions which help learners assimilate what they learned previously and use it creatively in a new context.
- f) Experiential learning:** The learners' immediate personal experience is taken as the starting point in this approach which is student-centered. Intellectual growth occurs as learners take part and reflect on the sequences of the tasks.

In addition, the Task-Based Learning Approach to language enables to identify students' needs, assess them based on testing referring to Task-Based criterion due to it is student-centered, perform a real task, provide a framework for creating classes that are based on students' needs. Consequently, learners will use the target language as a tool instead of a specific goal.

Six Task Types

According to Willis (2007), “A task is a goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, do a puzzle, play a game, or share and compare experiences”. Willis (2007) mentions the types of tasks that may be used with the TBL approach:

- a. **Listing:** Learners can list people, places, things, actions, reasons, everyday problems, things to do in various circumstances, etc. An example of an outcome students can reach is a completed list or draft concept map. The teacher can also use the following tasks within this category:
 - Brainstorming
 - Fact-finding
- b. **Ordering and sorting:** The teacher and his/her students with the students to have a set of information ordered and sorted according to specified criteria.
 - Sequencing
 - Ranking
 - Categorizing
 - Classifying
- c. **Comparing:** Comparison tasks can be based on two quite similar texts or pictures. Learners can also compare their own work with that of another learner or another pair or group. So that, the outcome can be, items matched, or the identification of similarities and/or differences.
 - Matching
 - Finding similarities
 - Finding differences
- d. **Problem solving:** By using this task, students work in an individual or collaborative way challenging them to find a solution for the issue. Outcome: solutions found or goals achieved.
 - Analyzing real situations
 - Analyzing hypothetical situations

- Reasoning
 - Decision making
- e. Sharing of personal experiences:** Learners are asked to recount their personal experiences and tell stories. This task type encourages learners to relate things from their personal lives are often rather vague and open-ended. Outcome: social/communicative process.
- Narrating
 - Describing
 - Exploring and explaining, attitudes, opinions, reactions
- f. Creative tasks:** Students can develop a project and can put into practice not only all they have learned but the target language as a means of communication. Outcome: end product can be appreciated by a wider audience
- Brainstorming
 - Problem solving
 - Non-traditional activities

2.1.4 Task-Based Learning Speaking Strategies

Communication strategies allow learners to develop their own communication skills and help to improve their speaking ability and its subskills as fluency, the one that this research is focusing on. Bygate (1995), Gasparro (1996), Brown (2000), Nakatani (2006), Sutthinee and Kanchana (2009), Abunawas (2012) are some researchers that thanks to their studies 6 strategies are proposed:

- a. Approximation Strategy:** This strategy consists of saying words or phrases that have similar meanings (synonyms). Besides, learners have to keep going through their conversations. The main point is to allow learners speak without interruptions even if they do not say the exact word needed in the conversation. “Learners might refer to words such as a "sailboat" as a boat, “Sailboat” as a “Ship”, “waterpipe" as a pipe and "silkworm" as a worm” (Chooma, 2020).
- b. Word coinage Strategy:** By using this strategy, learners have to create new words or phrases to replace with the ones they do not know. Coinage is the word-formation process in which a new word is created either deliberately or accidentally. For example,

a learner might refer to an “art gallery” as a picture place, “zoo” as an “animal garden and “Vegetarian” as "A vegetable eater or fruit eater", and so on (Chooma, 2020).

- c. **Circumlocution Strategy:** Learners use a different word or phrase to express their intended meaning, they can also be definitions to explain what they refer to. For example, if the student does not know the meaning of “grandma”, he paraphrases as my mother’s mom; or “octopus”, see an animal with tentacles, etcetera (Chooma, 2020).
- d. **Appeal for Assistance Strategy or Asking for clarification strategy:** This strategy allows learners receive support when they are speaking and have trouble expressing or understand some difficult words. So that, the speaker can use questions to know or make sure of the words or phrases. For example: What is this? What is the meaning of this word/idiom? (Chooma, 2020).
- e. **Repetition Strategy:** When the learner does not know the meaning of words, he can ask questions like “Do you know what a mushroom is?” or repeat the unfamiliar words after hearing them. This strategy is used to provide some support when the learner is speaking the teacher wants to help with his pronunciation (Chooma, 2020).
- f. **Fluency-oriented strategy:** This strategy is used when the speaker needs to focus on rhythm and clarity of speech (Chooma, 2020). This strategy can be starts with reading fluency activities where learners need to read a text accurately, quickly and with expression.

Criteria for identifying tasks for TBL

An activity is not the same than a task and it can be easily confused by teachers. According to Willis (2007), an activity is an item that can be useful to make students practice a set of target language and can be used inside a task. Meanwhile, a task allows students to use freely any target language that they can recall from their all learning and with the purpose of completing the task. Willis suggests answering the following questions before choosing a task.

1. ‘Will the activity engage learners' interest?
2. Is there a primary focus on meaning?
3. Is there a goal or an outcome?
4. Is success judged in terms of outcome?

5. Is completion a priority?
6. Does the activity relate to real-world activities?

The more confidently you can answer yes to each of these questions, the more task-like the activity.’ (p. 1)

2.1.5 English as a Foreign Language

As it is established in Cambridge Academic Content Dictionary English as a Foreign Language (EFL) is the English teaching, learning and using to learners whose native language is not English who live in a country where English is not the official language. It means that English is used in a limited or zero exposure to it outside of the classroom. English as a Foreign Language (EFL) is used to describe the English Language study by non-native utterers in nations where English is not the dominant language. The EFL differs from English as a Second Language (ESL) because it is the English taught in a country where it is predominantly speaking (Nordquist, 2020).

English teaching methods used in ESL and EFL are different because in ESL the exposure to the language outside of the classroom helps to make the teaching and learning process easier. On the other hand, EFL is learned in environments where English is not spoken after the class. EFL teachers have the responsibility to find tasks that can simulate a real environment and provide English models to their students which is really difficult (Gunderson, 2019). EFL teachers in Ecuador have the difficult task to do a lot of investigation in order to find methods and techniques that can help language learning inside and outside of the classroom. In Tulcán High School, there are few researched tasks that focused on the EFL teaching and learning process nor on the speaking fluency development.

The EFL classroom in the 21st Century is immersed in Communicative Language Teaching, language teaching methods and approaches. The main emphasis is focused on communicative competence, learner-centered and interaction. The EFL syllabus design and methodology includes Content-Based Instruction (CBI), Task-Based Learning (TBL) and Content and Language Integrated Learning (CLIL). These approaches allow teachers to adapt their methodology with the contextual factors of the language to create real situation classroom techniques and construct their own theory of practice

Teaching English as a Foreign Language cannot be considered as the simple linguistic codes and a set of competencies teaching and learning, instead, it may be considered as the learning of a global language that learners might use to express the local identity and to communicate with all people around the world. An EFL classroom should not be focused on grammar, memorization and learning from rote. It must be considered the process to learn, the use of language and the cultural knowledge which can connect with others globally. So that, in this century the EFL classrooms are re-conceptualized about the concept of teaching, learning and the use of the language in a learner-centered, collaborative and technological driven. Here, the teachers can resort and innovate their performance inside of classrooms (Fandiño, 2013).

2.1.6 Common European Framework of Reference for Language

The Common European Framework of Reference for Language was designed as a guideline that indicates language competences. The European indicator is in charge of the learning, teaching and assessing the students' linguistic competences comprehension and their levels concern about listening and reading receptive skills understanding and written and oral productive skills production. This guideline aims to rise the quality of international understanding of a language inside classrooms.

The CEFR provides the referent basis to recognize the language qualifications, to support language administrators, educational designers, professors and students. So that, CEFR let to set the necessary attempts that make easier language education. Moreover, it promotes collaborative work among academic centers and institutions worldwide which have learners with an open-minded plurilingual thought.

The CEFR supplies the appropriate metalanguage to allow the language proficiency complexity understanding. These parameters give the educators the lead to develop and improve the curriculum. Moreover, it provides the chance to set the language learning aims and its outcomes in a straight way, showing coherence and cohesion about what teachers will teach and their real expectations based on the parameters. In order to detail and complement the functions, the CEFR has created scale descriptors with their rationale which help with the categorization.

The CEFR contributes directly to language proficiency development. It promotes social inclusion, pluricultural and plurilingual competences, reflective learning, professional growth, autonomy and peer understanding at the moment to teach languages, especially in second and foreign languages. Constantly, the CEFR has made research in order to complement the scales and descriptors from A1 to C2 levels. They are described according to its implementation of mediation, online interaction and some other detailed descriptors.

Learners in the CEFR are divided into three groups: A1-A2 basic learners, B1-B2 independent pupils and C1-C2 proficient users. The groups are established according to the management of the language different skills and subskills, they are organized based on the evaluation criteria and parameters. The CEFR provides the “CAN DO” statements to identify what students will be able to do at the end of every course level (Council Europe, 2018).

The language progressions are detailed in the “CAN DO” descriptors. From these descriptors, its structures, notions and functions the curricula would be designed focused on real-life communicative needs. The general competences such as sociocultural competence and awareness of the world are combined with communicative competences like linguistic and sociolinguistic to organize real-life tasks. These tasks can be lead using some strategies to complete the tasks. Additionally, the “CAN DO” statements focus on communicating the aims to learners instead of what they have not managed yet.

The scales in the different levels in the “CAN DO” descriptors by the CEFR are set up in two groups:

- Receptive Skills: Listening and Reading
- Productive Skills: Speaking and Writing

In this research, the main attention is to speaking skill. So that, the spoken production and interaction descriptors scales and as a subskill, it will be focused on fluency and its details (Council Europe, 2018).

Table 1

Overall Spoken Production

OVERALL SPOKEN PRODUCTION
“Can do” statements

2	C Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points
1	C Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
2	B Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
1	B Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
2	A Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.
1	A Can produce simple mainly isolated phrases about people and places.

Source: CEFR Companion Volume with New Descriptors, 2018

Table 2

Spoken Interaction, Overall Spoken Interaction

SPOKEN INTERACTION
OVERALL SPOKEN INTERACTION
“Can do” statements

2	C Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning? Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
1	C Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions? There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.

- B** Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.

Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.

- B** Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music, etc.

Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into a conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

- A** Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep the conversation going of his/her own accord.

- A** Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
-

Table 3*Spoken Fluency*

SPOKEN FLUENCY “Can do” statements	
C 2	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.
C 1	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
B 2	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.
B 1	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and ‘cul-de-sacs’, he/she is able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
A 2	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
A 1	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

Source: CEFR Companion Volume with New Descriptors, 2018

According to the “Ministerio de Educación del Ecuador” English Teaching Standards, English language teaching and learning is divided into five different domains that fit with those in the general curriculum. The first domain refers to the domain of language structure and communication, language acquisition and development, and language fluency. The second domain embraces the cultural aspects of the educational community, and how multiculturalism affects at the moment to teach English in Ecuador. Curriculum

development is the third domain, which means to plan for standards-based English, implement and manage standards, and use resources and technology effectively. The fourth domain embodies assessment which regards to language proficiency and classroom-based assessment. The fifth domain deals with professionalism and ethical commitment, these concern to the fact that teachers keep up with new instructional techniques, research results, and advances in the English teaching field.

The English Language Learning Standards (ELLS) in Ecuador are based on the CEFR and its learning, teaching and assessment parameters which established what students will be able to achieve at the end of a proficiency level about knowledge and skills got throughout the process. The ELLS with the CEFR support give a common basis for the explicit description of objective, content and methods. Consequently, the English standards for EFL students in Ecuador regarding primary and high education, ELLS and CEFR benchmark are A1, A2 and B1 subsequently. This study is focused on the EFL students in tenth grade in Tulcán High school which means that at the end of the course they will achieve an A2.1 English level in all the parameters established in the CEFR. In this study focused on communicative competencies, they must approach the scales descriptors below regarding listening, speaking and fluency A2 level.

2.1.7 English Language Skills

At the moment to learn English Language, it is indispensable to know that it is composed of four main skills for complete communication. Native language is usually learned first listening, then speaking, then reading and finally writing. These are called the four language skills: listening, speaking, reading and writing. These are the capabilities that allow a learner to comprehend and produce spoken language for effective interpersonal communication. The English language has its four main skills and every skill has other sub-skills. Moreover, they are divided into input and output skills; listening and reading are brain input skills that help learners in the development of vocabulary and comprehension while speaking and writing are considered as output skills in charge of gaining fluency in spoken interactions and good pronunciation (Rivera, 2019).

Listening

Listening skill involves information-gathering and pleasure (Wilson, 2008). To acquire both, the first and second language learners may be exposed to the target language. Listening is the sense to understand in order to be able to respond with cohesion and coherence to the receiver of the message. Listening skill must be taught through its sub-skills: listening gist (general idea), listening for specific information, listening for detail, inferring (get answers to the questions), listening to descriptions (specific descriptions) (Solak, 2016). Moreover, this skill has some steps to follow in order to develop students' metacognition. Pre-listening: short activities previous to the actual listening tasks or called prior knowledge such as brainstorming, vocabulary, picture description, predicting. Teachers should not take a lot of time on this and students have to discover things by themselves. The next activity is while-listening: activities related to the listening exposed to. The teachers must match these activities with the skill goals and learners' proficiency. The activities can be storyline, note-take, dictation, multiple-choice completion. Finally, the post-listening regards the students' work applying top-down, using prior knowledge, and bottom-up, linguistic knowledge, strategies that link classroom activities with their real-life situations. The whole process allows students to think, discuss, reflect and write the listening process (Wilson, 2008).

Reading

Reading is the basis to acquire competence in speaking and writing. This is a very important skill for students who want to major in the academic context. Reading is made up of seven subskills: reading in meaningful units (speed in the number of words a learner grasp at a brief look), scanning (find specific information), skimming (general idea of the text), prediction (correct prediction with little exposure), guessing (deduce meaning from context), recognizing discourse functions (recognize expressions to connect ideas) and recognizing different text types or genres (recognize the text format and content) (López, 2014).

Writing

Writing, in a first and foreign language, is learned at school helping learners to consolidate and improve language structure. The British Council on the teaching reading and writing document established that the writing process involved four stages: pre-writing (brainstorming, mind maps), drafting (select ideas, plan out paragraphs, convert ideas in sentences), editing (revision, checking, re-ordering, re-structuring thoughts focus on grammar and vocabulary) and publishing (final step, writing presentation).

2.1.8 Speaking

Speaking is part of the four English language skills, it is used to drill patterns and utterances in the language. Speaking involves oral production, understanding, processing information, responding and following up conversations. Speaking is a productive skill that allows learners to understand and answer orally what they want to express. In EFL learners this skill is essential in order to comprehend the language they are exposed to and respond correctly. In this way, they can become competent using the English Language.

Speaking embraces three knowledge areas: Mechanics (grammar, vocabulary and pronunciation) using the correct order to the words and the appropriate pronunciation. Functions (transaction and information exchange) to know where to clarify the message. Pragmatics, social and cultural norms (rate of speech, turn-taking, length, roles of participation) allows the understanding of the time to speak and listen and the reason for the interaction (Kurum, 2016). Furthermore, this skill can take more time for EFL learners, especially in Tulcán High School in the 10th grade. Because they cannot come up with ideas and make fluent speaking performances easily. Teenagers in this school feel afraid to express themselves in a speaking way. They are able to compose a writing work in an excellent way but at the moment to do it orally, they have a lot of trouble.

Speaking Subskills

Vocabulary

Language features management is important at the moment to develop speaking skill. Learners may be able to use a wide range of well-chosen vocabulary. Being a good speaker means working really hard to acquire as much vocabulary as he can, more difficulty of the words means more domain of the speaking skill. Most of EFLs do not find the words to express their feelings and thoughts. In order to develop the vocabulary to use in the speaking skill, teachers need preparation and planning. Internalization of the words is the key point in learning vocabulary. During the course, instructors have to have the aims clear about the purpose of the vocabulary in the speaking task and make students aware of the objectives. Here, the teacher must know an appropriate approach to be used in order to develop a comprehensive knowledge of the target words (Binus, 2018).

Grammar

At the moment to produce the language orally, accuracy and variety of grammatical structure may be used. In the process the learners can make mistakes or slips of the tongue, this is part of the process. The use of perfect grammar is not extremely necessary; the idea is to be understood at the moment to express a message. Cambridge Academic Dictionary affirms that grammar is the use of rules about the word changes, their combinations in order to create sentences with sense.

Grammar is the tangible organization of the words into some combinations which is common and basic in linguistic forms. Grammar gives accurate descriptions of the language practice. So that, it allows the realization of the structure of a language which means a system highly organized. Knowing grammar may allow students to become self-confident with the language as it is one of the most difficult skills to be accomplished. On the other hand, not knowing how to use an appropriate grammar may affect the other skills (reading, writing and listening) and can complicate language learning (Ashour, 2014).

Pronunciation

Pronunciation is the production of sounds to give meaning to the words. Part of pronunciation is the segments (attention to the particular sounds), supra-segmental aspects (individual sounds such as phrasing intonation, timing, intonation, rhythm), voice quality (voice projection) as well as its broadest definition, attention to gestures and expressions related to the target language (Research Center, 2012). Taking about the production of the language if a student utters a bad pronunciation, he could feel not so confident to use the language. Frustration and misunderstanding can invade students not to have an achieve an intelligible pronunciation. However, if they can perform a good pronunciation, they can feel proud to give a correct message and feel motivated to continue discovering more and more inside of the target language (Ashour, 2014).

Rhythm

Rhythm in English is one of the most difficult features for non-native speakers to learn and for native speakers to unlearn a language is when studying other languages. The rhythm in a language is characterized by the timing pattern of successive syllables. In English syllables might vary in length and it depends or is affected by five factors: Stress, this type of syllables is longer than those that are not; stressed syllables are those that are marked in the dictionary as stressed. Accent accented syllables are the ones that are made prominent by the intonation contour. Vowel type in this case the main point is that the reduced vowel should be pronounced with a relaxed tongue and lips and more quickly than a full vowel (Ashour, 2014).

Syllable structure may end in a consonant (a closed syllable) or a vowel (an open syllable). An open syllable is longer than a closed syllable. In closed syllables, length is also conditioned by the nature of the consonants, whether they are voiced or voiceless, stops or continuants. Pauses should generally occur at phrasal boundaries as opposed to at the end of every word or even at the end of syllables within a word (Binus, 2018).

Intonation

Like rhythm, intonation in English contributes to the structure and interpretation of information in speech. Whereas contrasting syllable length is the basis of rhythm, variations in pitch give form to intonation. Rises and falls in pitch are similar to those in music; in fact, intonation has been described as the melody of speech. This pitch rises and falls, when they serve to make something stand out as important, are referred to as accent here, following (Bolinger, 1981). While the accent is an element of intonation, it is at the same time an element of rhythm because it also affects syllable length (Ashour, 2014).

Intonation makes words stand out by creating peaks and valleys with pitch. Accenting a syllable with a high or a low pitch, compared with the pitch on the surrounding syllables, makes both the syllable and the word it is in more noticeable. This capability provides a speaker with a way to highlight certain information, because of its newness, informativeness, or interest, and backgrounding other information, because of its redundancy, lesser importance, or lack of interest (Binus, 2018).

2.1.9 Speaking Fluency

The term “speaking fluency” is linked to the meaning of “communication” (Harmer, 2007, p. 142). Some categories that fluency presents are: segments, word stress, rhythm, and speech rate which cannot be studied in a separate way. It is proved in the example mentioned below:

In a conversation, learners can make a grammatical error which does not affect the context of what they want to communicate. For example, “Sonia work in an office” is a sentence that does not have a conjugated verb for third singular persons. The learner still speaks with some fluency because he is not searching for words. Fluency is defined as a subskill that has a close relation between automaticity and speed of speech production (Albino, 2017). In the example mentioned before it is noticeable that accuracy and fluency do not operate in complete independence from each other, but they work together to maximize learners’ speaking proficiency. At this point, making errors is normal for EFL

when acquiring a language because step by step this process will be assimilated in a natural way.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

This chapter explains the methodology that was applied to accomplish the present research. It describes the main characteristics of the approaches, methods, instruments of data collection and the procedure that was followed to achieve the objective of this study.

3.1 Description of the study area and study group

This research work was conducted at Unidad Educativa Tulcán located in the center of Tulcán city in Carchi province. The group of students considered for this study was the tenth year of high school. This institution harbors 4 different groups at this level, so the work was developed with the following groups: tenth “A”, “B”, “C” and “D”. The number of students per class varied from 35 to 40 students. Most of the students from this level live in the center and north of the city; approximately half of those students have studied their elemental and primary education in this institution, while the other half came from different primary schools. For this reason, not all of them have received English instruction since their childhood, but all of them have had it since the eighth year of high school.

3.2 Research approach and type of research

In order to accomplish the present research, a mixed approach was used. The mixed approach follows the processes for gathering, analyzing and mixing both qualitative and quantitative methods in a single study to have a better understanding of the problem (Creswell and Clark, 2011).

A qualitative approach was used to describe and understand the social interaction among individuals, objects of this study, to identify the strengths and obstacles they face when speaking in English in their natural environment and according to the context. It was also useful in order to examine the way the students perceive the strategies applied by the teacher going deeper into their points of view and interpretations (Hernández and Mendoza, 2018).

A quantitative approach was used to estimate a statistical analysis of the variables and results, to analyze at what level teachers use oral communication strategies in their classes and the acceptance that they have in students. Also, to know the percentage of students willing to use these strategies to improve their speaking skills. The quantitative approach is valuable when establishing causal relationships between the variables, in this case, to understand how the level of speaking fluency can increase by the application of TBL strategies (Hernández and Mendoza, 2018).

Type of Research

As it was mixed research, it considered the exploratory sequential design, which analyzes the qualitative data and uses results to build the subsequent quantitative phase. The theories and variables were explored first and after applying the instruments of data collection, the results were used to decide whether qualitative conclusions can be generalized to the population. In this way, qualitative results can be more acceptable and reliable for quantitative-biased audiences (Fischler, 2020).

Types of Information Sources

For carrying out this study documentary research was done, information from primary sources such as periodicals, research monographs, research reports, theses and dissertations and unpublished literature were analyzed. Additionally, non-documentary sources were taken into consideration from the internet as well as the information from participation in seminars and conferences.

Instruments for data collection

In order to collect the information needed for the research, online interviews were conducted to English teachers and surveys through online questionnaires to students from the level of study.

3.3 Procedure

The process of the research was guided with the aim to accomplish the specific objectives in chronological order and to get to the main objective of this work.

To state theoretical support for the development of the proposed research, documentary and nondocumentary research were conducted, information from research monographs, reports, periodicals, thesis, scientific articles and thesis was analyzed as well as the one from the internet, personal experiences in seminars and conferences. A narrative analysis was developed in order to understand, interpret and make generalizations about concepts, terms and points of view.

To diagnose the obstacles that students face when speaking in English, interviews to teachers were carried out and surveys to students from the tenth year. English teachers and students are the main source of information in this research since they can provide their experiences, thoughts, feelings and ideas about their language learning. Having this objective in mind, a questionnaire for teachers and a questionnaire for students were created and sent to a professional for their corresponding checking and validation. Unidad Educativa Tulcán has 7 English teachers and all of them have worked at least once with the level of study, so the interview was done with the whole teachers. The population of students studying in the tenth year was 150 students, so the formula to get a sample was applied in this case. Considering a confidence level of 95% and an error range of 5% the sampling was of 92 students who were applied to the survey. A probability sampling was used and the students were selected randomly considering the ones who had internet access. After obtaining data from teachers and students a deep analysis was done to build on generalizations that helped to understand the problem situation.

To design a handbook with Task-Based Learning strategies to be applied in English classes, all the theoretical bases were put together and adapted to the group of study needs, considering teachers' and students' opinions. The elements from the qualitative approach stood out in this stage. Furthermore, it was designed by linking the curriculum contents with the Task-Based Learning principles.

To set relevant conclusions and recommendations based on the research findings, the analysis process of quantitative research was used, in order to construct generalizations regarding conclusions and recommendations that would be easily applied to another context with similar features.

3.4 Bioethical considerations

This study did not manipulate or change the theoretical foundations or information provided by the sources selected, it was respected and narrated conserving their essence. Moreover, the written work is citing the information taken from other researchers by the use of APA rules 7th edition.

The interviews and surveys that were applied to students were anonymous to respect the integrity and confidentiality of the individuals. Besides, the questions formulated for both teachers and students were carefully designed in a way that they did not offend, disrespect or compromise in any way to the participants. These questionnaires were validated by a lecturer from the study area before being applied.

CHAPTER IV

4. RESULTS AND DISCUSSION

The present research was carried out at Unidad Educativa “Tulcán” from Tulcán city. English teachers and students from the tenth year contributed to data collection through the appliance of online surveys with students and virtual interviews with teachers. The questions used to gather the data were designed taking into consideration the variables of the research and to lead to the objective’s accomplishment. Moreover, results are shown and interpreted keeping the triangulation of this research: teachers’ responses, students’ responses and theoretical framework.

4.1 Interview

Interviews were applied to seven English teachers from the institution who were willing to respond to all the questions with honesty and seriousness required for the study. There were structured nine open-ended questions with the aim of collecting information related to the current problem of English teaching, the needs and impediments that teachers have to develop speaking skills in learners and the strategies they consider can be useful to implement in their classes. Moreover, considering the number of teachers in this institution two different sessions by zoom were organized for the interviews; three teachers in one session and four teachers in the other one; all of this to give opportunity and space to all teachers to participate and express their thoughts.

Concerning question number one, all teachers expressed that they feel really motivated to teach English because this is the profession they decided to study and are devoted to their job. In spite of this feeling of motivation, they have a sense of disappointment or sadness when they look at the current education system. They said that it doesn’t permit teachers to take the control of the teaching and learning process and this is why most students fail in getting the language as it is proposed at the beginning of each year.

It is understandable that teachers feel demotivated sometimes due to the lack of importance English subject is given in most public schools. According to the National Curriculum (2016), English is included as a subject from the second year of education and

each institution has the authority to increase or lower the number of hours of English in the schedule of each grade. Unfortunately, in most public schools including the one object of study, it is not the reality since English during primary years is very irregular; in the best of cases, it is taught during the first years of education only one hour per week and when there are not enough teachers this subject is taken away. Considering this situation is not possible to achieve the indicators established for each grade.

Regarding the second question, most teachers responded that the importance of teaching speaking lies in the fact that it is the most common means of communication and students should learn how to use this skill. On the other hand, a minority of teachers said that they teach speaking to English learners as a way to build self-confidence in students while speaking in other languages and to make them apply what they have learned in reading, writing and the rest of skills. It is indubitable the importance of speaking skill as it is established by Kurum (2016), in EFL learners this skill is essential in order to comprehend the language they are exposed to and respond correctly; in this way, they can become competent using the English Language.

About questions number three and four, most teachers expressed that a little evidence about students' progress in speaking has been collected during this school year and that students do not feel comfortable when they have to express themselves in English; they can experience feelings of nervousness, embarrassment or anxiousness. One of the teachers said that it can be caused by the lack of language proficiency in students and because they do not like to make mistakes; he said that he could apply speaking activities mostly with students from International Baccalaureate, like interviews, show and tell, role-plays and this group of students has improved during this school year. Kurum (2016) suggests that some functions of speaking allow the understanding about the time to speak and the reason for the interaction; considering this thought it can be said that if students do not see the real function of the language, they do not feel motivated to speak; instead, they can be more focus in different aspects of the class like classmates or teacher's opinion of their speaking.

In response to question number five, all teachers said that they consider accuracy more important than fluency. They think that both are important and it depends on the level to demand a level of accuracy or fluency in students. In the same way, they agree that it is

essential to correct students' mistakes when speaking from the beginning to avoid that they continue doing those mistakes. Maybe it can be the reason why students cannot improve their fluency since they do not feel free to speak because they feel afraid of correction. As it is mentioned by Albino (2017), accuracy and fluency operate together and as part of learning is normal to make errors and they will be corrected automatically with the use of language in a natural way.

When teachers were asked about the strategies that they use in class to develop speaking skills, they mentioned some activities such as shadowing, songs, drama, change the final to a story, role-plays, descriptions and debates. They think they are useful strategies; however, the problem to make them work is the current way of education which is virtual and again the demotivation in students to speak. As it is said by Kurum (2016), speaking involves oral production, understanding, processing information, responding and following up conversations and it should be the purpose in the selected activities for a course.

Regarding the question number seven and eight, most teachers have a superficial idea about what is the Task-based learning approach, but not a clear idea about its focus or how to apply it in a language classroom. But when they had to choose among a list of Task-Based strategies, they could figure out what all of them were about and even they were able to choose which ones they would like to apply in their classes. The common strategies they selected were: sort images to create a story, describe a personal experience, retell a story in your own words and list or classify words by categories. According to Willis (2007) a task allows students to use freely any target language that they can recall from their all learning and with the purpose of completing the task; it means that all strategies are helpful in a language class, the important thing is that when decide on one, teachers consider some criteria like the level of learners, the goal of the class when choosing them, real-world connection and so on.

Finally, in response to question number nine, all teachers express their interest in learning and applying this method. They said that a handbook is a powerful tool to fulfill this purpose but they would like to have training about the Task-Based learning approach and how to plan classes using this method since it is much better to share ideas than only reading information from a handbook. It is a shared feeling among English teachers, by

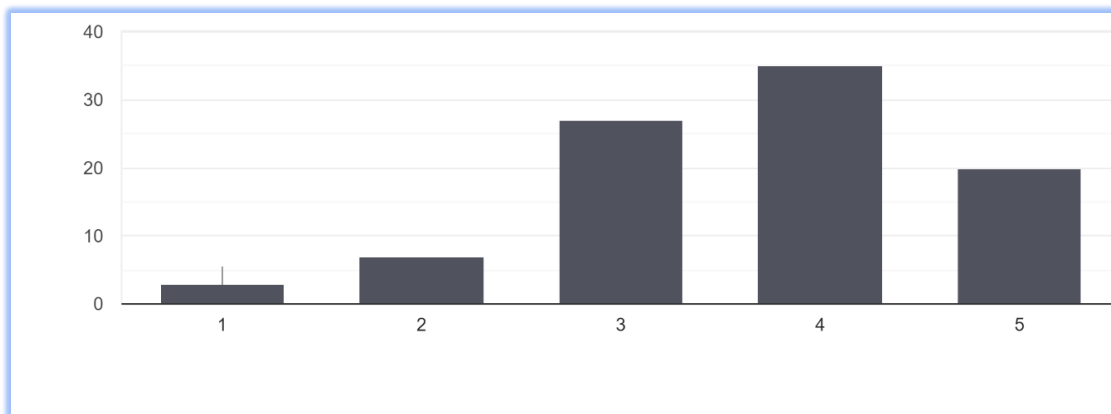
attending a workshop they have the opportunity to collaborate with colleagues on best practices, practice practical lessons and gain access to what other teachers are doing in their classes to ensure students' success.

4.2 Survey

In order to gather information related to students' points of view and opinions about the activities they do in class to develop their speaking skills and what activities they are willing to practice for the same purpose, ten close-ended questions were designed to create a questionnaire. The survey was applied to students from the tenth year and considering the sampling of 92 students, which was taken considering the whole population of 150 individuals. Due to the current health emergency, the survey was applied by the use of google form, a virtual tool that allows responding to questionnaires online.

Figure 3

1. Do you like English?



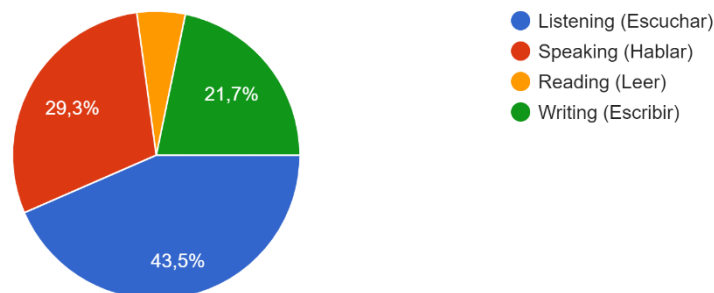
Source: students' survey, June 25th, 2021

In response to question number one, the majority of students expressed they like English and only a few of them do not like it. These results show that the preference of students for learning English is not the cause for the problem of low English learning in this institution and it can be the same in the whole country. There are different reasons why students fail when learning English and it is the duty of teachers to find out them. EFL may be considered as the learning of a global language that learners might use to express their local identity and to communicate with all people around the world (Fandiño, 2013). So,

teachers, students and all community members need to understand that English is more than a subject, it a communicative skill that needs different treatment than the other subjects.

Figure 4

2. *Which English skill is the most difficult for you?*

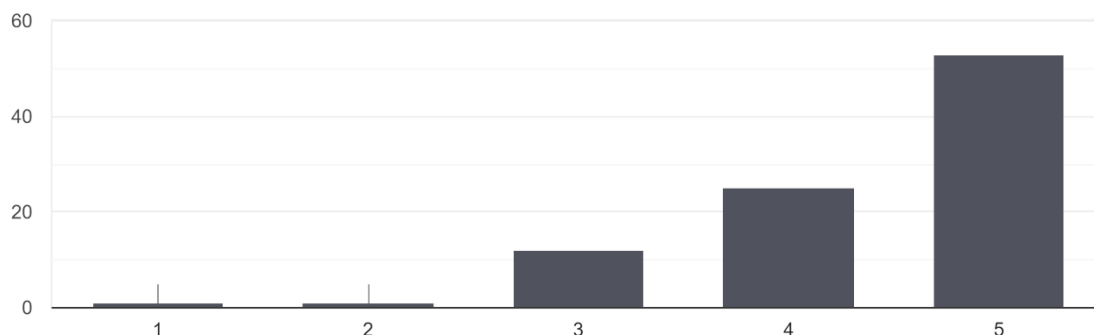


Source: students' survey, June 25th, 2021

Regarding question number two, almost half of the students chose listening as the most difficult skill for them. On the other hand, almost thirty percent of students selected speaking as the most difficult skill. Finally, a minority of students expressed that writing and reading are found more difficult for them to learn. According to these results, it can be said that students face more troubles in dealing with oral production skills: listening and speaking. Oral production involves listening and speaking, understanding, processing information, responding and following up on conversations. Speaking is a productive skill that allows learners to understand and answer orally what they want to express (Kurum, 2016). Moreover, it is the skill that takes more time for EFL learners and this is why they tend to resist participating in activities that involve this skill.

Figure 5

3. *How important do you think speaking skill is?*

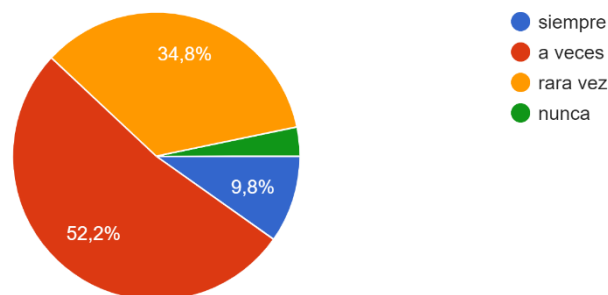


Source: students' survey, June 25th, 2021

Concerning question number three, the majority of students considered speaking as a very important skill, and only a small amount of them said it not very important. Again, it can be noticed that, in addition to the fact that most students like English, they realize the importance of this English skill. It is a strong reason to continue looking for new and effective methods that help learners to acquire this language even if it seems to be difficult. Brown and Yule (1983) state that speaking is the skill that EFL students will be judged upon most in real life; most of the time speaking is the skill that people use to evaluate how well a person uses the language. There is strong evidence to place speaking as a skill that must be taught and emphasized from the early years to provide students with the necessary tools to deal with the obstacles that learning a language means.

Figure 6

4. *In English class. How often do you communicate by speaking?*

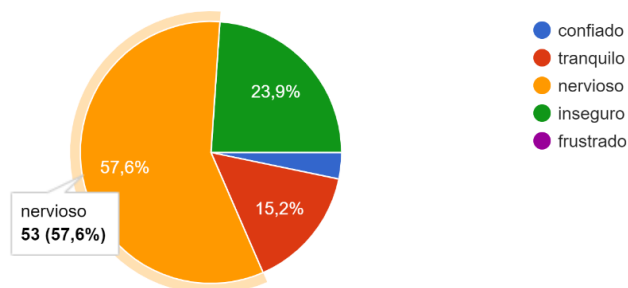


Source: students' survey, June 25th, 2021

About question number four, half of the students claimed that they sometimes use oral production to communicate during English classes. On the other side, more than thirty percent of students affirmed to speak in English rarely in classes. While only nine percent of them always express orally in English and a minority of learners affirmed, they never speak in English. Considering that EFL is learned in environments where English is not spoken after the class, English teachers have the responsibility to find tasks that can simulate a real environment and provide English models to their students which is really difficult (Gunderson, 2019). It suggests that time in class is really precious and if it is not exploited at its maximum, significant learning won't take place.

Figure 7

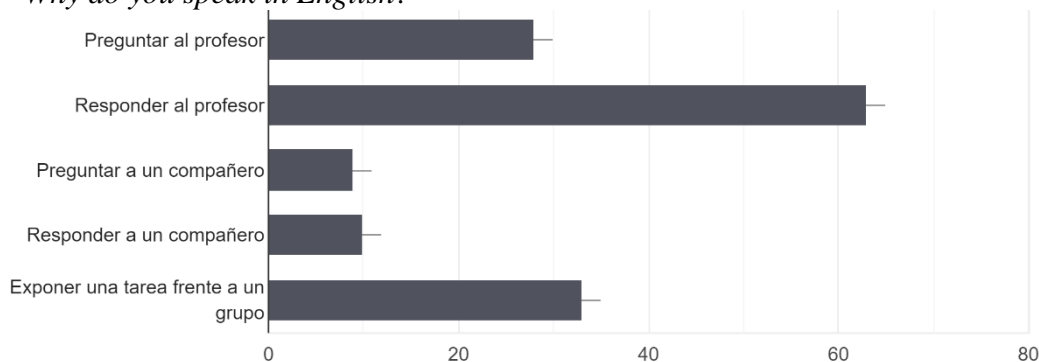
5. *How do you feel when speaking in English?*



Source: students' survey, June 25th, 2021

Figure 8

6. *Why do you speak in English?*

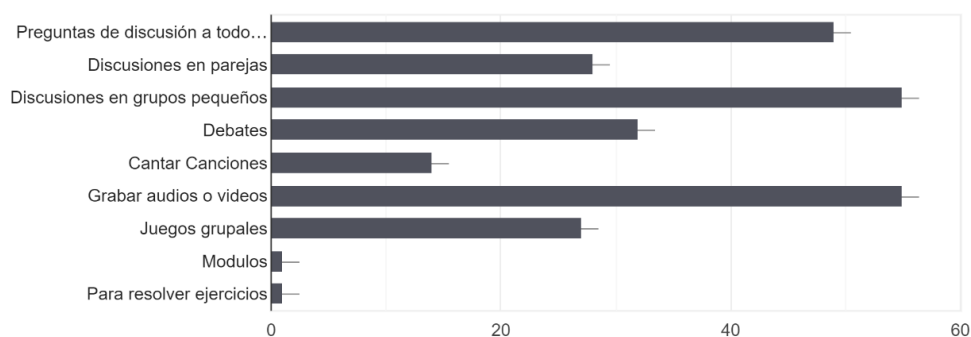


Source: students' survey, June 25th, 2021

Regarding questions number five and six, more than half of the students answered that they feel nervous every time they have to speak in English. This amount is followed by the 23% of students who manifested that they feel insecure in the proposed situation. While 15% of them said that they feel serene, there is a very reduced number of students that expressed that they feel confident when speaking in English. On another side, when students were asked about the reason why they use English to speak in class, the answers with more votes were to answer a teacher's question, to present their work to the class and to ask the teacher. Memar (n.d.) mentions that Vygotsky, who has a close relationship with the Interactionist Perspective affirms that all knowledge is based on the social interaction for knowledge construction, Besides, the social interrelationships promote a maximum development of knowledge. And based on the results it is evident the lack of social interaction and confidence to speak in learners.

Figure 9

7. *What activities does your teacher use?*



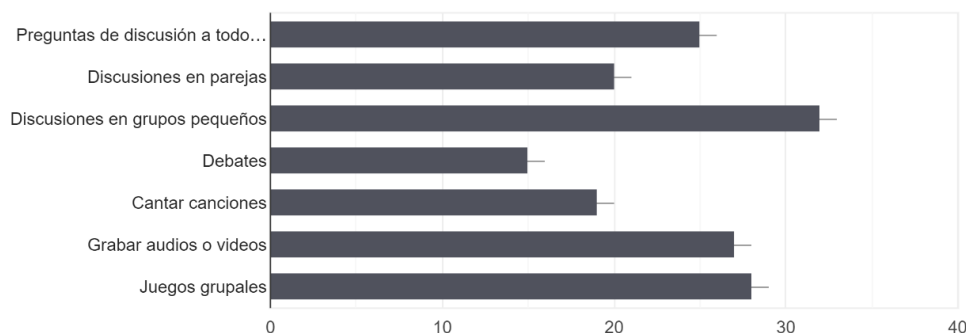
Source: Students' survey, June 25th, 2021

Concerning question number 7, students expressed that the activities most used by their teachers in order to promote their oral communication are: to record audios or videos, discussions in small groups and discussion questions to the whole group. A smaller number of students said that their teachers used other activities with this purpose such as pair discussions, debates, and group games. And, a minimum percentage of students chose singing songs and problem-solving as activities that their language teachers use with the aim of developing oral competencies. One of the techniques taught in SIT Best Practices TESOL

2019 course is that teachers always should find a way to maximize students' talk in class and it can be done by having them work in pairs or small groups; in a whole group discussion, the opportunity for every student to talk is very reduced. That is why English teachers have a huge challenge when planning activities for improving learners' speaking.

Figure 10

8. *What are your favorite activities?*

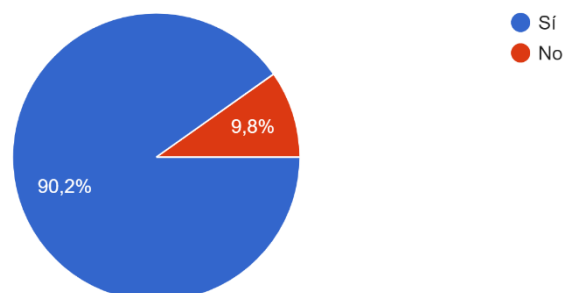


Source: Students' survey, June 25th, 2021

In response to question number 8, students did not show a strong preference for one of the activities; it seems like they have almost the same interest for all of them, being the less voted debates and songs. There are two possible interpretations for this answer: on one hand, it can be that learners really enjoy English classes and that is why they like most of the activities in this language. On the other hand, it could be that they do not feel satisfied with the activities performed during English class, so they show an indifferent attitude when they have to choose which activities are the best for them. In any of the cases, is the teacher who needs to guide the activities properly for both increasing motivation or maintaining the feeling of enjoyment that learners may have. According to Willis (2007), different activities can increase motivation and significant learning, but it is important that the teacher first analyze the purpose of the lesson and how well the activity contributes to fulfill this goal.

Figure 11

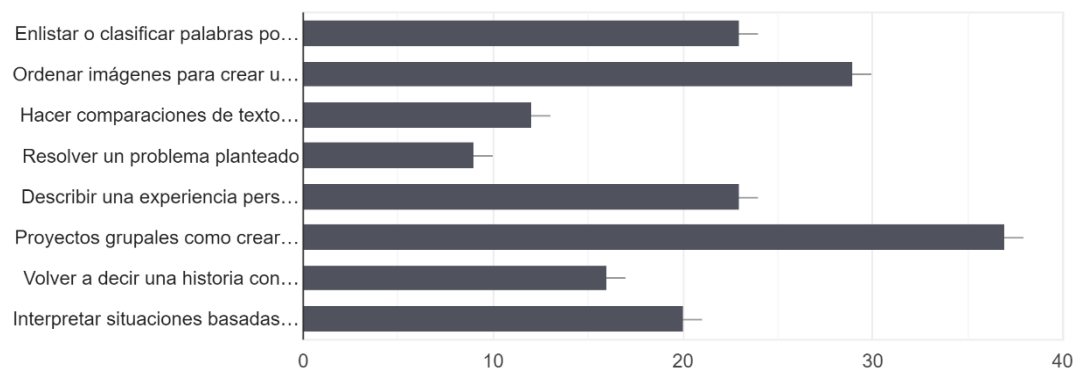
9. *Would you like that your teacher uses new activities to improve your speaking?*



Source: Students' survey, June 25th, 2021

Figure 12

10. *Which activities would you like that your teacher uses in class?*



Source: Students' survey, June 25th, 2021

Finally, referring to questions number nine and ten, more than ninety percent of students agree with the idea that their teachers use new activities to promote speaking skill. Then, among the activities they prefer that teachers plan for their classes, they selected group projects, create stories, list or classify words and describe a personal experience. The fact that students prefer group projects is a positive point for teaching a language since it involves social interaction and cooperative learning and as it is mentioned in the SIT Best Practices in TESOL Course Readings, a teacher is not able to attend to every learner's requirements

or questions; so, students have to develop strategies for helping each other through peer-teaching and collaboration.

4.3 Discussion of Results

After analyzing the results from interviews and surveys, one fact in common between teachers and students is that they know the importance of speaking skills and they are aware of its difficulty for a foreign language learner. However, teachers sometimes cannot find or apply the appropriate strategies for this type of classroom; as was mentioned by Fandiño (2013), in this century the EFL classrooms are re-conceptualized about the concept of teaching, learning and the use of the language in a learner-centered, collaborative and technological driven. Here, the teachers can resort and innovate their performance inside of classrooms. And added to the natural difficulty speaking represents for learners the current situation, which is the health emergency, has increased the obstacles for both teachers and learners to build the best environment where a language can be acquired; as the world is evolving people get different too and new methods for EFL classroom need to be adopted to change the low scale that Ecuador has in English language proficiency.

Another significant outcome from surveys and interviews is that teachers use strategies to make students practice speaking during classes and learners expressed they enjoy these activities. Nevertheless, it is not being very helpful to have the expected results, so maybe here it is important to analyze other causes for the low students' performance in oral skills. For instance, the amount of time spent in the activity is not enough, the frequency in which these activities are developed is not the one that is required for achieving the learning outcomes or the way how it is directed is not being suitable for the learners' needs. The 21st Century classroom is immersed in Communicative Language Teaching, the main emphasis is focused on communicative competence, learner-centered and interaction (Fandiño, 2013). Teachers should create as many opportunities as possible for students to interact during the class, not only once per class or even worse once a week, which is what is happening with some students.

It is also vital to highlight the purpose of speaking during class, students revealed that they use oral production specially to ask or respond to their teacher. So, there is a lack

of students' interaction. In TBL the communication task itself is central to the framework. Each task involves language production and leads learners to use the target language and the prior knowledge they have learned in previous lessons or other sources (Willis, 2007). Ganta (as cited in Ellis, 2009) mentions that through the application of the TBL method, learners practice the language in real situations, work in a cooperative way, which means they interact while performing the task. The purpose of speaking in English class is not to respond to a question but it is to complete a task by the means of interaction and using the target language in a free and natural way.

Implementing the TBL approach in English classes to enhance students' fluency is a feasible proposal considering the research results and the advantages it provides to teachers and learners. This method helps to create a better environment where interaction in the target language flows naturally; moreover, it can be adapted to any topic which means that can be used in every class and not only as a final project. Additionally, in spite of its focus in this research is in fluency, it also contributes to improve language accuracy since the focus on this speaking subskill comes at the end of the task. Nunan (2010), states that these tasks help learners to relate their own experiences and focusing on specific language features and at the end, they will have the opportunity to analyze closer at those features occurring in their language production.



UNIVERSIDAD TÉCNICA DEL NORTE



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



-Using TBL Strategies to Enhance Fluency-

A handbook for English Teachers



AUTHOR: Johanna Gabriela Cevallos Yandún

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INTRODUCTION

“Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results” (John Dewey).

Nowadays, English is the second most spoken language around the world (Lingholic, 2021); and this is the reason why all countries do huge efforts for making their populations learn this language. Over time, many different ways to teach a language have been applied, and they have evolved based on theories and studies and today teachers emphasize communication (Nesterenko, 2010).

In the last years, the Task-Based learning method has become more used since it places communication tasks as its central part; this framework creates an environment where language production is demanded of learners (Willis, 2007). Speaking, which allows people to interact with others by the means of oral production, can be highly enhanced by the application of TBL strategies. Tasks are motivating for learners and have them involved during the whole process of task completion (Nesterenko, 2010)

The present handbook for English teachers aims to assist the application of TBL strategies to English learning, especially Speaking fluency. Furthermore, it includes the contents from the Ministry of Education curriculum developed through a Task-Based perspective. Here, English teachers will find the theoretical foundations behind this proposal, some lesson plan examples with task-based methodology, ideas and materials that can be used for their classes. Additionally, it includes a lesson plan template for you to take the decision and start planning with this amazing method.

JUSTIFICATION

In the current world, teachers have to face a great number of challenges such as the creation of new technological, new habits or addictions in children and teens, they have many distractors, which prevent them from concentrating and learning. For these reasons, teachers should find new strategies to attract students to the world of learning. English is a foreign language in Ecuador and it needs to be taught in a practical way instead of being just sited in a chair and listening to the teacher explanation. It is a practical subject; therefore, students must learn the language while using it. It can be accomplished by the application of Task Based Learning approach, which emphasizes in giving students a reason to use the language and requires that the teacher create an environment to demand from students the use of the target language (Willis, 2007).

The present handbook has the purpose to guide and facilitate teachers' task in applying this innovative method. Teachers and students are conscious about the importance of learning English but it seems that the traditional methods are not working. English teachers are opened to new methods that enhance students' learning and this is why this proposal assists teachers in planning and implementing tasks that are adjusted to students' needs.

Another concern for teachers is that schools in Ecuador must follow the national curriculum; hence, this guide follows the curriculum guidelines and uses the topics, vocabulary and grammar contents from the modules of the Ministry of Education according to the level established.

OBJECTIVES:

General: To enhance students' fluency in the English language by introducing the task-based learning method in the contents of their course.

Specific:

1. To integrate the principles of Task-Based learning with English fluency development in A2.1 learners.
2. To provide English teachers knowledge and guide them into the implementation of the TBL method in their normal classes.

THEORETICAL FOUNDATION

Task-Based Learning Method

Task-Based Learning (TBL) is a method whose foundation is the use of tasks to develop a language. It is considered a development of Communicative Language since it appeals to the principles of this approach (Willis, 1996). It involves real world tasks where language is used for their accomplishment.

Advantages of TBL

Ganta (as cited in Ellis, 2009) established the benefits that this approach provides in learning a language such as: assistances learners to interact spontaneously and with automaticity, gives them the opportunity to learn and practice new vocabulary. It provides the essential conditions for language learning, maximizes the scope for communication and experiential learning.

Task's definition

Willis (1996) defines tasks as “activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (p. 23). The aim of this researcher is that learners practice the target language spontaneously and grow opportunities for learning themselves. She not only theorizes the framework by suggesting principles and guidelines to practice but also provides practical, trial-based examples of real classroom situations around the globe.

Tasks' types

Willis (2007) presents six types of tasks used with the TBL approach:

1. **Listing:** Brainstorming and fact-finding are other activities that can be used in this category.
2. **Ordering and sorting:** Some activities in this category are: sequencing, ranking, categorizing, and classifying.
3. **Comparing:** Matching, finding similarities or differences are common tasks.

4. **Problem solving:** Here learners can analyze real situations, analyze hypothetical situations, reasoning and decision making.
5. **Sharing personal experiences:** Learners relate their personal life through narrating, describing, exploring and explaining, attitudes, opinions, reactions.
6. **Creative tasks:** Here students can work on a project selected by the teacher or themselves. It includes problem-solving or non-traditional activities.

The Procedure of Task-Based Activities

A three-stage procedure is commonly recommended by Willis (1996).

Pre-task

In this first stage, the teacher introduces the topic and highlights the target language. The main goal of this previous stage is to provide useful input so that students can have enough tools for task realization. A picture or text to lead to the topic can be used, as well as brainstorming, activating language, eliciting and providing vocabulary.

Task

Two sub-stages can be distinguished at this point: Task preparation, where the teacher model the task and recycle the language, the success of the task accomplishment may be determined for this stage. The second sub-stage, task realization is where students perform their task, learners produce, present or perform their products by producing a poster, performing a role-play, having a debate, giving presentations or any other that includes language production.

Post-task

At this point, the teacher uses any method to provide feedback to learners based on the notes he took during students' performance. Martinelli (2020) mentions three main points in this step: language focus, feedback and evaluation and reflection upon the task (awareness-raising).

Speaking Fluency

Fluency is related to using all speaking skills, it refers to the ability to use facilitation skills and compensation skills to deal with ongoing communication (Segalowitz, 2000). The categories present in fluency are segments, word stress, rhythm, and speech rate. Daniel Morgan, cited in Sandoval (2019) says that fluency refers to how “smoothly” and “efficiently” a second language (L2) speaker can speak on “a range of topics in real-time”. Even fluency may denote a high degree of proficiency, it does not imply accuracy or grammatical range.

Speaking Fluency and the Common European Framework of Reference

The CEFR was designed to provide the referent basis for language qualifications, to support administrators, educational designers and teachers in comprehending the language competencies in the different skills. Regarding the level under this study, the Ministry of Education establishes that tenth grader students should have an A2.1 level of English proficiency. If so, pupils should be evaluated under the following standards:

OVERALL SPOKEN PRODUCTION

A2: Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

OVERALL SPOKEN INTERACTION

A2: Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

SPOKEN FLUENCY

A2: Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.
Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.

Source: CEFR Companion Volume with New Descriptors, 2018

DEVELOPMENT OF STRATEGIES

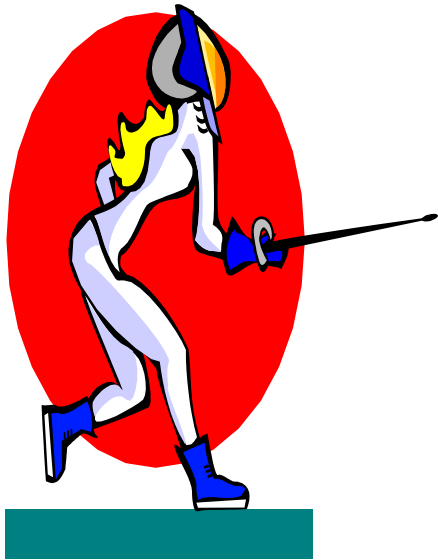



LESSON 1
OLYMPIC GAMES

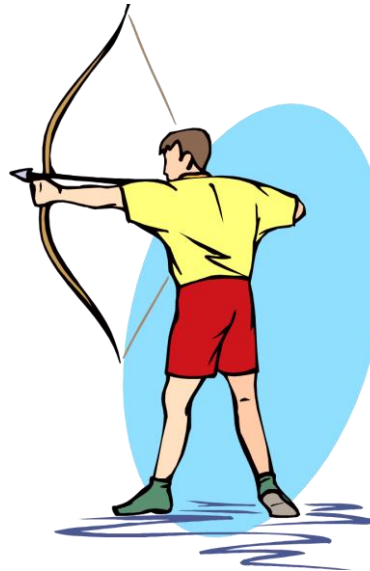
<p>Strategy: Projects and creative tasks</p> <p>Time: 80-90 minutes</p> <p>Aim: Students will be able to present an original version of the Olympic games.</p> <p>Materials: video or flashcards about the Olympic sports, copies of the worksheets for each student.</p> <p>Key vocabulary: Archery Fencing Badminton Volleyball Lacrosse Weightlifting Synchronized swimming Gymnastics Basketball Taekwondo Speed skating Rugby</p> <p>Grammar focus: Present simple tense</p>	<p>Pre-task: Introduction to topic and tasks</p> <p>Aim: To introduce the topic of Olympic Sports and give the class exposure to the language related to the topic and highlighting the new vocabulary.</p> <p>Priming: Show students a video and some cards about the last Olympic Games, it is better if you can use people they already know such as Jefferson Perez, Glenda Morejón, Alex Quiñonez, etc.</p> <p>Link for the video: https://www.youtube.com/watch?v=E11_ENLEmKA</p> <p>Ask students some questions related to the topic:</p> <p>What Olympic Sports do you know?</p> <p>What is your favorite Olympic Sport?</p> <p>What athletes do you know that have participated in these games?</p>							
	Task cycle							
	<p>Task: Tell students they will present an original version of the Olympic Sports. It means they can choose the sports they want to include and the athletes' names involved there. Give them some minutes to go over this part. Suggest them to brainstorm ideas first about:</p> <table border="1" data-bbox="435 1031 792 1142"> <thead> <tr> <th>Sports</th> <th>Athletes</th> <th>Winners</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Give students the rubric at this point, explain to them what they are expected to do and model the activity.</p>	Sports	Athletes	Winners				<p>Planning: Students get ready for their presentations, they choose the roles they will take in their presentation and the Olympic sport each student will talk about. The teacher monitors while students are working and make sure everybody is involved in the activity. Accuracy is important here, so the teacher should provide enough feedback.</p>
Sports	Athletes	Winners						
Language Focus								
<p>Analysis: Write sentences on the board taken from students' presentations that are related to the language focus you want to refer to (Olympic sports and present simple).</p>	<p>Practice: Ask students to build new sentences using the vocabulary learned.</p>	<p>Homework/Evaluation: Students complete the self-assessment rubric and the teacher fills in the rubric.</p>						

CARDS FOR BEING USED DURING THE PRE-TASK

<https://busyteacher.org/5450-44-sports-flashcards.html>



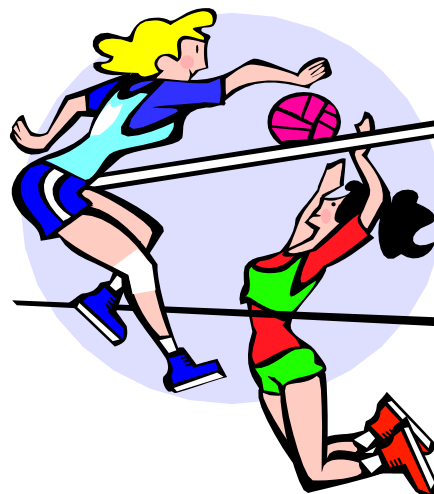
Fencing



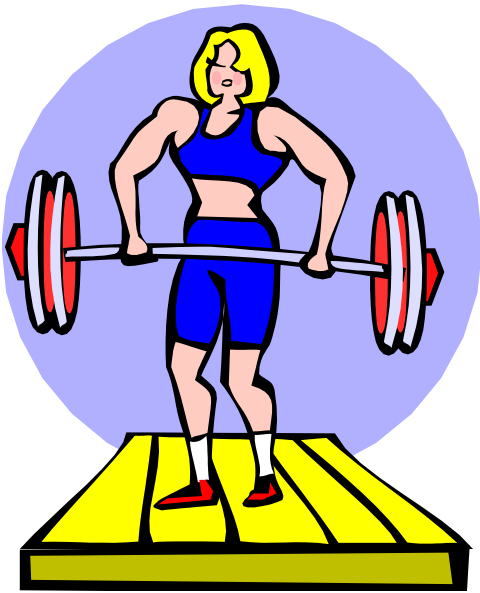
Archery



Badminton



Volleyball



Weight lifting



Lacrosse



Synchronized swimming



Gymnastics



Rugby



Basketball



Taekwondo



Speed skating

OLYMPIC GAMES



After listening to your teacher, answer the following questions:

What Olympic Sports do you know? _____

What is your favorite Olympic Sport? _____

What athletes do you know that have participated in these games? _____

In groups brainstorm ideas in these categories.

Sports:	Athletes:	Winners:
Ex. Weightlifting	Carla Muñoz, Juan Pérez, Leslie Zambrano	Carla Muñoz
1.....		
2.....		
3.....		
4.....		

After the teacher's explanation, write new sentences using the vocabulary learned and in present simple.

Ex: Sofía wins second place in gymnastics.


Now, organize the roles you are going to take and be ready for your presentation.

After listening to your teacher's feedback, complete the self-assessment chart

Read the statements and check () yes, no or sometimes.			
CRITERIA	YES	NO	SOMETIMES
I reached the task outcome			
I had some difficulties expressing my thoughts or understanding others			
I liked working in groups			
I used the vocabulary and grammar required			
I would like to be assigned similar tasks			

LESSON 2

SPORTS UNIFORMS

<p>Strategy: Listing: Guessing game</p> <p>Time: 40-45 minutes</p> <p>Aim: Students will be able to identify the clothes items used in different sports by taking part in a guessing game.</p> <p>Materials: flashcards with the vocabulary words</p> <p>Key vocabulary: Uniform Jersey Hats Scarves shin guards shirts shorts socks cleats top</p> <p>Grammar focus: Present simple tense</p>	<p>Pre-task: Introduction to topic and tasks <i>Aim:</i> To introduce the topic of Soccer Uniforms and give the class exposure to the language related to the topic and highlighting the new vocabulary. Priming: Show students the cards with the new vocabulary. While showing them the cards ask them in which sports each item can be used. Example: This is a hat.</p>		
			
	<p>Where can it be used? “A hat can be used in tennis.”</p>		
	<p>Task cycle</p>		
	<p>Task: Explain to students that today’s task is to use the vocabulary to describe the equipment of a sport chosen by them but without telling the name of the sport. The group has to guess what sport uses that uniform. The pair of students with more hits is the winner. Give students the rubric at this point, make sure that they know what they are expected to do and model the activity. Example: “To practice this sport, large socks are needed.” Students are joined in pairs and discuss the sport they will present and the vocabulary they will need.</p>	<p>Planning: Students get ready for their presentations, they plan the sentences they will use and practice for some minutes. The teacher monitors while students are working and make sure everybody is involved in the activity. Accuracy is important here, so the teacher should provide enough feedback.</p>	<p>Report: Each pair of students have to present their work to the class, give each group a turn to present, so they can know exactly when to go to the front and talk about their sports. The rest of the students must be attentive to what their partners said and try to guess every sport. The teacher has to take notes on which students guess the sports.</p>
<p>Language Focus</p>			
<p>Analysis: Write sentences on the board taken from students’ presentations that are related to the language focus you want to refer to (Uniforms and present simple).</p>	<p>Practice: Ask students to build new sentences using the vocabulary learned.</p>	<p>Homework/Evaluation: Students complete the self-assessment rubric and the teacher fills in the rubric. Complete page 4 from module 1</p>	

CARDS TO BE USED DURING PRE-TASK (Retrieved from: shorturl.at/rRU35)

 <p>UNIFORM</p>	 <p>JERSEY</p>
 <p>HAT</p>	 <p>SCARVES</p>
 <p>SHIN GUARDS</p>	 <p>SHIRTS</p>





SHORTS



SOCKS



CLEATS



TOP


LESSON 3
COMPARING SPORTS

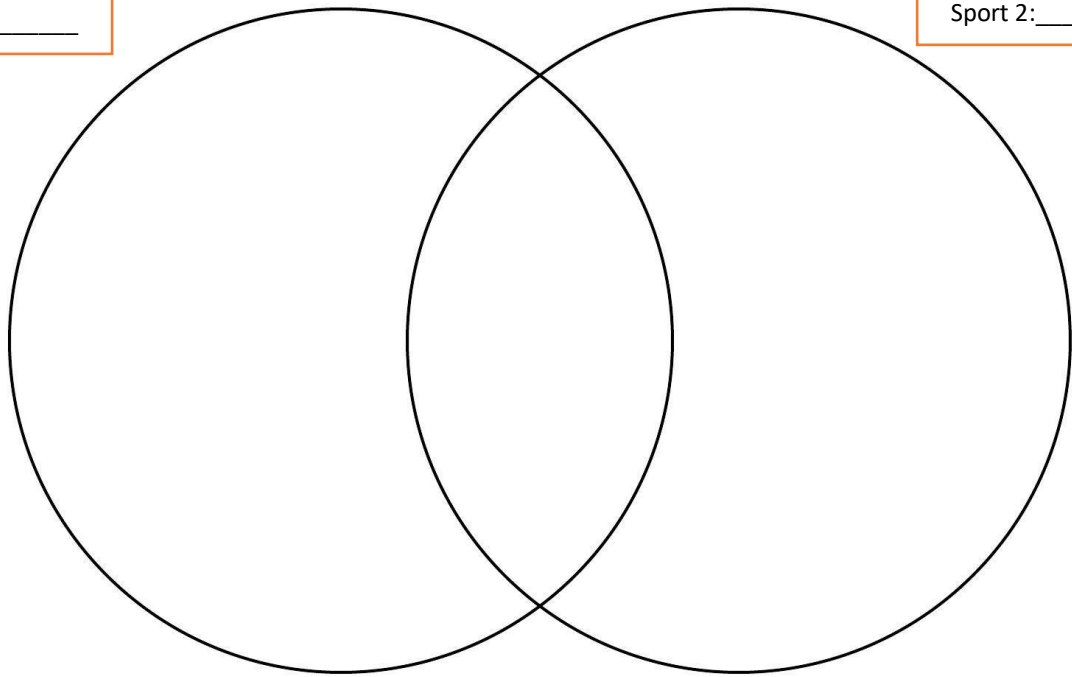
<p>Strategy: Comparing and contrasting/ Graphic organizers</p> <p>Time: 80-90 minutes</p> <p>Aim: Students will be able to create a Venn diagram with similarities and differences between two sports selected by them.</p> <p>Materials: Flashcards Ven diagram template for each student</p> <p>Key vocabulary: Field Game Teams Players Ball Periods Equipment Rules By contrast As well as</p> <p>Grammar focus: Present simple tense</p>	<p>Pre-task: Introduction to topic and tasks <i>Aim:</i> To introduce the topic of American football and Rugby and give the class exposure to the language related to the topic and highlighting the new vocabulary. Priming: Students may have completed page 3 from the module in a previous lesson. Show to students a picture of a football game. Brainstorm some vocabulary that students may know related to how this sport works. (Where it is played, number of players, periods, main rules, etc.). Use the picture to introduce the new vocabulary.</p>		
	Task cycle		
	<p>Task: Explain to students that today’s task is to use the vocabulary to compare two sports chosen by them and record this information in a Venn diagram. Give students the rubric at this point, make sure that they know what they are expected to do and model the activity. Example: “We are going to describe the similarities and differences between basketball and tennis.” “Sport 1 is similar to sport 2 because both.....” “Sport 1 is....., in contrast, sport 2 is.....” Students are joined in groups of 3 and discuss the sports they will compare and the vocabulary they will need.</p>	<p>Planning: Students discuss and share ideas about the main aspects of the sports they chose. While discussing they make a list of the information and organize it in the Venn diagram.</p>	<p>Report: Each group of students present their diagram to the class and uses expressions provided by the teacher to present the information. While students are presenting, the teacher and the other groups take notes about the relevant aspects of the presentations. Students will vote on the best presentation.</p>
Language Focus			
	<p>Analysis: Write words or sentences on the board taken from students’ presentations that are related to the language focus you want to refer to (Vocabulary and simple present). Students vote on the best presentation and say why they do their choice.</p>	<p>Practice: Show students a picture of a different sport and ask them to compare it with football. <i>Example:</i> Both sports are played in a grass field.</p>	<p>Homework/Evaluation: Complete the self-assessment rubric. Write more sentences comparing the two sports shown by the teacher.</p>



Source: https://en.wikipedia.org/wiki/Tabletop_football

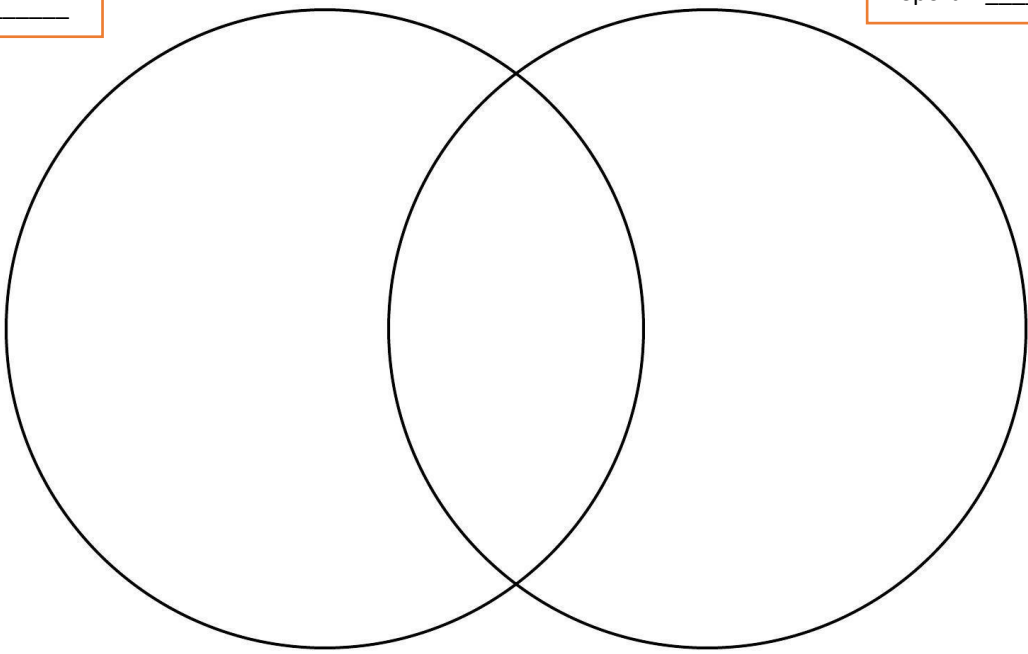
Sport 1: _____

Sport 2: _____



Sport 1: _____

Sport 2: _____



NOW PRACTICE COMPARING AND CONTRASTING THESE TWO SPORTS.

You can take notes in a Venn Diagram if you wish.



Retrieved from: shorturl.at/uBQ37

BASKETBALL



Retrieved from: shorturl.at/alH78

VOLLEYBALL

STUDENT'S SELF ASSESSMENT

Read the statements and check () yes, no or sometimes.			
CRITERIA	YES	NO	SOMETIMES
I reached the task outcome			
I had some difficulties expressing my thoughts or understanding others			
I liked working in groups			
I used the vocabulary and grammar required			
I would like to be assigned similar tasks			

<p>Strategy: Sharing personal experiences</p> <p>Time: 80-90 minutes</p> <p>Aim: Students will share their favorite sports moments.</p> <p>Materials: a set of cards for each group, sheets of paper for each student.</p> <p>Key vocabulary: Before After During As soon as While Then Later At the same time</p> <p>Grammar focus: Past simple tense</p>	<p>Pre-task: Introduction to topic and task: <i>Aim:</i> To introduce the topic of greatest sports moments and give the class exposure to the language related to the topic and highlighting the new vocabulary. Priming: Join students in groups of four. Give each group a set of cards and tell them to match the photos with their description. After finishing, elicit a conversation with them about some of those events. What is the sport's moment represented in the picture? Have you heard anything about the event? Tell them about one of the sport's moments, so they can get familiar with the connectors to be used in describing a moment from the past. Make a list of these connectors so, students can use it later.</p>		
	<p>Task cycle</p>		
	<p>Task: Explain to students that today's task is to describe one sport's moment they consider to be great in our history. Give students the rubric at this point, make sure that they know what they are expected to do and model the activity. Example: "My favorite sport's moment was when our football team entered the world championship. Before the game, the players trained too much. Then," Within the groups, students are given a minute to discuss what sports moments they can choose, then each group has to choose one of them to describe.</p>	<p>Planning: Students discuss and share ideas about the main aspects of the sport's moment they chose. They can guide their discussion with the following questions: How did this moment start? What happened after this? Who was the main character of this moment? What happened at the end? What is your favorite part of this moment?</p>	<p>Report: Each group of students presents their favorite sports' moment, each student has to present one part of the event, so everybody can participate. While students are presenting, the rest of the students have to listen attentively and ask a question after each presentation. The teacher takes notes about the relevant aspects he wants to focus on.</p>
	<p>Language Focus</p>		
<p>Analysis: Give general feedback about the presentations and write words or sentences on the board taken from students' presentations that are related to the language focus you want to refer to (Vocabulary and past simple tense).</p>	<p>Practice: Students describe a different sport's moment using the information given in the worksheet.</p>	<p>Homework/Evaluation: Write the description based on the information given by the teacher.</p>	

MATCH EACH PICTURE WITH ITS DESCRIPTION.



Richard Carapaz gana El Giro De Italia 2019

Medalla de plata olímpica de Jefferson Pérez en Beijing 2008.

Campeonato mundial de taekwondo de José Cedeño en 1982.

Ecuador en 2da. fase del mundial de Alemania 2006.

Campeonato de Libertadores de LDUQ del 2008.

Roland Garros de Andrés Gómez en 1990.

Spencer máximo goleador de la copa libertadores de América.

Títulos mundiales de tenis de Pancho Segura en 1950 y 1952.

Source: <http://diegoarcos.com.ec/los-10-logros-mas-importantes-de-la/>

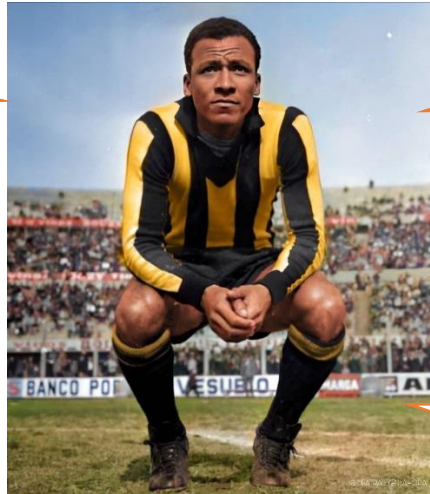
LET'S PRACTICE!

Use the pictures and the information given to tell a description of this great sport's moment.

Who?
Alberto Spencer

What?
Top scorer of
"Libertadores de
America" Cup

When?
1960



Source: shorturl.at/suMQ5

Before?
Played with
Ecuador team

Then?
Started playing
in The Peñarol

After?
Continue playing
with the team and
scoring goals.

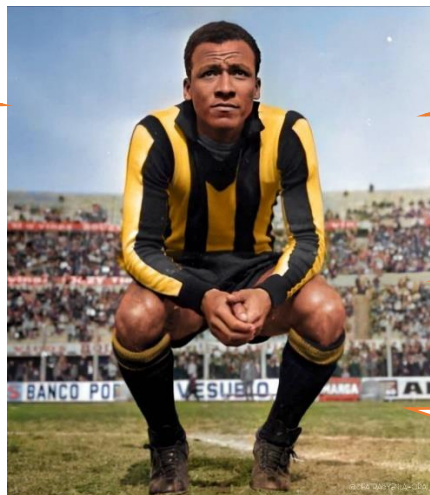
LET'S PRACTICE!

Use the pictures and the information given to tell a description of this great sport's moment.

Who?
Alberto Spencer

What?
Top scorer of
"Libertadores de
America" Cup

When?
1960



Source: shorturl.at/suMQ5

Before?
Played with
Ecuador team

Then?
Started playing
in The Peñarol

After?
Continue playing
with the team and
scoring goals.

LESSON 5

PHRASAL VERBS RELATED TO EXERCISE

<p>Strategy: Problem solving</p> <p>Time: 80-90 minutes</p> <p>Aim: Students will be able to use phrasal verbs to propose some tips to do exercise correctly.</p> <p>Materials: flashcards with the exercises (optional)</p> <p>Key vocabulary: Try out for Work out Knock out Warm up Work off Give up Pass out</p> <p>Grammar focus: Present simple tense</p>	<p>Pre-task: Introduction to topic and tasks Aim: To introduce the topic of exercise and give the class exposure to phrasal verbs. Priming: Show students a card with a type of exercise or only pronounce them. For example: running, jogging, cycling. Students have to mimic a person doing the sport. After they do that, the teacher has to give a short description about how to practice it and using some phrasal verbs in it.</p> <p>Example: I enjoy running especially in the morning. It is important to warm up before starting and be consistent in going every day, do not give up if you are tired.</p>		
	Task cycle		
	<p>Task: Explain to students that today's task is to use phrasal verbs to give some tips or advice about how to exercise in a good way. They will receive a card with readings of some people telling some problems they have with exercising. Each student has to think of possible solution for the problems. Give students the rubric at this point, make sure that they know what they are expected to do and model the activity. Example: "You should warm up before exercising to avoid injures in your muscles."</p>	<p>Planning: Students read the problems in the cards, they can use a dictionary to look for odd words. They write in their cards the tip they think is good for each problem. The teacher monitors while students are working and make sure everybody is involved in the activity. Accuracy is important here, so the teacher should provide enough feedback.</p>	<p>Report: Students will share their advice with their partners. They will be in 2 rows; first, the left row will read a problem and students from the right row will tell the solution they propose. After some minutes one row will move one space, so students have the opportunity to share with another partner. They can do this 3 or 4 times depending on the time.. The teacher has to monitor and take notes on students responses.</p>
	Language Focus		
<p>Analysis: Ask students to deliver their cards, the teacher will copy or project some sentences and explain if the use of the phrasal verbs is correct and if the structure is correct.</p>	<p>Practice: Ask students to think about other problems people may have when exercising and ask to the group to propose some solutions.</p>	<p>Homework/Evaluation: Students complete the self-assessment rubric and the teacher fills in the rubric. Complete page 8 from module 1</p>	

CARDS WITH READING FOR STUDENTS

<p>Person 1: I enjoy working out but unfortunately, I do not have time for it. I work Monday to Friday from 8pm to 5pm. Solution:</p>	<p>Person 2: I used to work out every day. But now I do not because I feel muscles pain after exercising. Solution:</p>	<p>Person 3: I love running. The last time I did it I passed out in the middle of the stadium. I do not how to avoid that this happen again. Solution:</p>
<p>Person 1: I enjoy working out but unfortunately, I do not have time for it. I work Monday to Friday from 8pm to 5pm. Solution:</p>	<p>Person 2: I used to work out every day. But now I do not because I feel muscles pain after exercising. Solution:</p>	<p>Person 3: I love running. The last time I did it I passed out in the middle of the stadium. I do not how to avoid that this happen again. Solution:</p>
<p>Person 1: I enjoy working out but unfortunately, I do not have time for it. I work Monday to Friday from 8pm to 5pm. Solution:</p>	<p>Person 2: I used to work out every day. But now I do not because I feel muscles pain after exercising. Solution:</p>	<p>Person 3: I love running. The last time I did it I passed out in the middle of the stadium. I do not how to avoid that this happen again. Solution:</p>


LESSON PLAN TEMPLATE

<i>Task-type:</i> <hr/> <i>Time:</i> <hr/> <i>Aim:</i> <hr/> <hr/> <hr/> <i>Materials:</i> <hr/> <hr/> <hr/> <hr/> <i>Key vocabulary:</i> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <i>Grammar focus:</i> <hr/> <hr/>	<i>Pre-task:</i> 		
	<i>Aim:</i> 		
	<i>Priming:</i> 		
	<i>Task cycle</i>		
	<i>Task:</i>	<i>Planning:</i>	<i>Report:</i>
<i>Language Focus</i>			
<i>Analysis:</i>	<i>Practice:</i>	<i>Homework/Evaluation:</i>	

RUBRIC FOR ASSESSMENT

This rubric can be used or adjusted for any of the tasks since they include the speaking components as well as the tasks development criteria.

Criteria	Beginning 1	Developing 2	Accomplished 2.5	POINTS
Task Design	There is no evidence of students' work neither written or spoken.	There is some evidence of students' work but it is not complete	There is evidence of students' work either written or spoken	
Use of Language	Very limited or very inaccurate level-appropriate grammar & vocabulary.	Uses some level-appropriate grammar & vocabulary accurately	Uses level-appropriate grammar & vocabulary accurately	
Participation and Preparation	There is not any activity planed.	Only a few members of the group participated. It was somewhat prepared, organized and creative.	Everybody involved in the task. It was very prepared, organized and creative.	
Fluency	Brief stretches of speech frequently interrupted	Speaks in shorter coherent stretches	Speaks in longer coherent stretches	
			TOTAL	___/ 10

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CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Task-Based Learning was developed with the aim of bringing into learners meaning and importance for using the language. It was evidenced in the students from the study, the lack of this meaning since they are not using the language for real tasks but only to order, complete or build some sentences which is not a meaningful purpose for learners.

Many studies and researches around this approach have been carried out, which provide firm foundations to continue applying this methodology for second and foreign language acquisition. Considering the characteristics of the group studied and the principles of TBL, it can be determined that the Task-Based language learning approach is appropriate for helping learners from this group to improve their spoken fluency.

Participants displayed a very low percentage of class time invested in expressing orally, which is due to some obstacles such as misunderstanding of instructions, feeling of embarrassment when making mistakes or errors, demotivation or lack of interest, there is not enough time during class for everybody to speak. All of these hindrances are a product of not applying the appropriate strategies and a weak time organization for class; teachers should select activities that are first meaningful and motivating to students and also that allow all students to have their space to talk in class which is definitely achieved in small groups discussions instead of presenting in front of the whole class. Task-Based Learning strategies permit to include all of these requirements in every class.

After inquiring about students' and teachers' needs, it was evident the necessity of a guide to contribute to English development in students from Ecuadorian public schools. A handbook is a perfect tool to insert teachers into the implementation of the Task-Based Learning method because it contains concrete information that explains and supports the strategies and guides to show them how to create real tasks in every class and exploit student's potential to express orally.

This study allowed to know closer and deeper the dynamics that guides English classes currently as well as the feelings, emotions, needs and requirements of both teachers and students from Unidad Educativa Tulcán. It provides an insight for future researches and above all it becomes a starting point for teachers to change or better the current methodology and see new ways in which English teachers can perform their classes and create more opportunities for students to learn and access to a well future.

RECOMMENDATIONS

English teachers should keep themselves updated and well informed about the most suitable methods to teach a second language. They have to keep in mind that they are not alone and that there is always something new to learn and something better to try. Consider that since the past specialists in language acquisition made studies and their findings are the bases for the present and future improvement.

Teachers are the owners of their class time and they have the responsibility to select the activities to be developed in those precious minutes. Teachers need to stop being the center of the class and pass this role to students; every time a task is chosen it is very important to make some considerations about how this task is contributing to students' practice and improvement.

This study and its handbook were thought for English teachers, it should be read and applied by them in every class they consider it will be helpful for learners. Developing speaking fluency is an essential aspect of the English language and should be given the importance that it has, so using this guide should be a need and a pleasure for English teachers.

After implementing the Task-Based Learning method and using the handbook English, teachers should record the results and publish them along with their new findings, it would be a great contribution to Ecuadorian education since every group is different and every time that a method is applied new results can arise, providing new insights for other educators. It does not need to be a thesis, it can be a post on a social network, blog or article.

APPENDICES



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APPENDIX 1. Teachers' Interview

1. How motivated to teach English are you currently? Why?
2. In your opinion. What is the main purpose to teach Speaking skills in EFL classrooms?
3. Do you think that your students are developing their speaking skills in class? What evidences do you have of that?
4. How do you think your students feel when they have to speak in English? (Confident, nervous, afraid, disgusted, etc.)
5. What is more important for you: accuracy or fluency? Explain your response.
6. What strategies do you usually apply in your classes to develop students' speaking skills? (Songs singing, role-plays, dialogues, reports, descriptions, etc.)
7. ¿Have you heard about the task-based learning approach?
8. What Task-Based activities would you like to use in your classes to improve speaking fluency in your students?
 - ✓ List or classify words by categories
 - ✓ Sort images to create a story
 - ✓ Make text or image comparisons
 - ✓ Solve a stated problem
 - ✓ Describe a personal experience
 - ✓ Group projects such as creating an invention, organizing a party, etc.
 - ✓ Retell a story in your own words.
 - ✓ Card-based drama in groups
9. Would you like to have access to a handbook to guide you in the use of Task-Based strategies that help students to improve their speaking fluency?



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DATA INSTRUMENTS VALIDATION

Theme: Task-Based Learning Strategies to Enhance English Speaking Fluency in Tenth Grade Students from Tulcan High School during the School Year 2020-2021.

General objective: To determine the functionality of task-based learning strategies on the development of Speaking fluency of tenth grade EFL students from Tulcán high school during the school year 2020-2021.

Author: Johanna Gabriela Cevallos Yandún

Judge: Dr. Narcisa Fuertes

Degree:

Academic tutor: MSc. Fernando Flores A.

Data instrument collection:

Interview

Use a check mark

Scale:	Nothing	Low	Meddle	Hight
	1	2	3	4

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

Validated by (Name and surname): Narcisa Fuertes

ID: 1002091161

Signature:



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APPENDIX 2. Questionnaire for students

Tema de la tesis: Task-Based Learning Strategies to Enhance English Speaking Fluency in Tenth Grade Students from Tulcan High School during the School Year 2020-2021.

Objetivos: To learn from a main source what are the strategies used by English teachers to improve the speaking fluency.

Instrucciones: Dear students, I invite you to answer each question seriousness and with honesty. Your answers are of vital importance for the development of a research, which seeks to determine the functionality of Task-Based strategies in the development of speaking fluency, in order to contribute to an improvement in the development of this skill in students. There are a total of 10 questions which must be answered without exception.

Questionnaire

Grade:

Date:

1. ¿How much do you like English? Mark a number from 1 to 5, with 1 being a little and 5 being a lot.

1	
2	
3	
4	
5	

2. ¿ Which of the English skills do you have the most difficulty with?

Listening (Escuchar)	
Speaking (Hablar)	
Reading (Leer)	
Writing (Escribir)	

3. ¿ How important do you consider the ability to speak in English? Mark an option from 1 to 5, with 1 being not important and 5 very important.

1	
2	
3	
4	
5	

4. In English classes. How often do you use speaking to communicate?

Always	
Sometimes	
Rarely	
Never	

5. When you have to express yourself in English. How do you feel?

Confident	
Relaxed	
Nervous	
Insecure	
Frustrated	

6. When you speak in English class, usually you do it to _____
(Select one or more options)

Ask to the teacher	
Answer to the teacher	
Ask to a classmate	
Answer to a classmate	
Present a task to the whole group	

7. What activities does your English teacher use to promote oral communication?
Select one or more options.

Discussion questions to the whole group	
Pair discussions	
Small group discussions	
Debates	
Sing songs	
Record audios or videos	
Group games	
Other:	

8. From the oral activities carried out by your teacher, what are your favorites?
Select one or more options.

Discussion questions to the whole group	
Pair discussions	
Small group discussions	
Debates	
Sing songs	
Record audios or videos	
Group games	
Other:	

9. Would you agree that your teacher use new activities to promote speaking skills?

Yes	
No	

10. From the following activities, which would you like your teachers to use in class?

List or classify words by categories	
Sort images to create a story	
Make text or image comparisons	
Solve a problem posed	
Describe a personal experience	
Group projects such as creating an invention, organizing a party, etc.	
Volver a decir una historia con sus propias palabras.	
Interpretar situaciones basadas en tarjetas en grupos	



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Degree:

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Data instrument collection:

Questionnaire

Use a checkmark

Scale:

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Writing organization	Are the question clear and concise?				✓

Validated by (Name and surname): Narcisa Fuertes

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Signature: