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"TASK BASED LEARNING APPROACH TO IMPROVE WRITING SKILLS IN SIXTH LEVEL ENGLISH MAJOR STUDENTS AT UNIVERSIDAD TÉCNICA DEL NORTE"

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DEDICATION

To God, who has been the constant source of strength, light, and guidance throughout every step of this journey. His presence has been the greatest support in moments of doubt and difficulty.

To my mother and father, Patricia and Fernando, for their unconditional love, sacrifices, and unwavering belief in me. Their encouragement and values have shaped the person I am today. This achievement is as much theirs as it is mine.

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With all my love and gratitude, this work is dedicated to each of you.

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ABSTRACT

English as a Foreign Language (EFL) can be a challenge for EFL learners, particularly regarding writing skills. This research focuses on the use of the Task-Based Learning (TBL) approach to reinforce sixth-level students' writing skills in the English Major at Universidad Técnica del Norte in Ibarra. Because of this, the objective of this study is to determine how TBL strategies can be useful for the improvement of writing skills in the target population. A descriptive type of research was adopted, and a mixed approach was employed in this study. Hence, both quantitative and qualitative research approaches were utilized. Subsequently, techniques and instruments were designed for gathering data; these included an interview conducted with two teachers and a survey directed at 36 students from the sixth-level English Major. Following the analysis and interpretation of the data, some findings were uncovered. The research results reveal that students face some challenges in the development of writing skills. Despite these challenges, the results indicate a willingness among students to incorporate TBL strategies into their education. In response to these findings, a didactic guide was developed to assist teachers in writing instruction for EFL students with lessons that use TBL strategies based on the TBL framework and its stages.

Keywords: EFL, TBL, strategies, writing skills, undergraduate students.

RESUMEN

El inglés como Lengua Extranjera (ILE) puede ser un reto para quienes aprenden ILE, particularmente en lo que respecta a las habilidades de escritura. Esta investigación se enfoca en el uso del Aprendizaje Basado en Tareas (ABT) para reforzar las habilidades de escritura de los estudiantes de sexto nivel en la carrera de inglés en la Universidad Técnica del Norte en Ibarra. Debido a esto, el objetivo de este estudio es determinar cómo las estrategias del ABT pueden ser útiles para la mejora de las habilidades de escritura en la población de estudio. Un tipo de investigación descriptiva fue adoptado, y un enfoque mixto fue empleado en este estudio. Por eso, ambos enfoques de investigación, cuantitativo y cualitativo, fueron utilizados. Subsecuentemente, las técnicas e instrumentos fueron diseñados para recolectar información; estos incluyeron una entrevista realizada con dos docentes y una encuesta dirigida a 36 estudiantes del sexto nivel de la carrera de inglés, respectivamente. Luego del análisis e interpretación de la información, algunos descubrimientos fueron revelados. Los resultados de la investigación revelan que los estudiantes enfrentan algunos retos en el desarrollo de las habilidades de escritura. A pesar de estos desafíos, los resultados indican una disposición por parte de los estudiantes para incorporar estrategias del ABT en su educación. En respuesta a estos descubrimientos. Una guía didáctica fue desarrollada para asistir a los profesores en la instrucción de escritura a los estudiantes de ILE con lecciones que usan estrategias del ABT basadas en el marco del ABT y sus etapas.

Palabras clave: ILE, ABT, estrategias, habilidades de escritura, estudiantes de pregrado.

CONTENT INDEX

INTRODUCTION 1

Research context 2

Problem description 2

Research Questions 3

Justification 3

Impacts 4

Objectives 5

General objective 5

Specific objectives 5

Chapter I: Theoretical Framework 6

1.1. Language learning theories 6

1.1.1 Behaviorism 6

1.1.2 Constructivism 6

1.1.3 Post-positivism 7

1.2 Task-Based Learning (TBL) 7

1.2.1 TBL as a motivator of learning 7

1.2.2 Impact of TBL in EFL learners (English as a Foreign Language learners) 8

1.3 Components of TBL framework 9

1.4 Task 11

1.4.1 Types of task 12

1.5 Teacher´s and Learner´s Role in TBL 14

1.5.1 Teacher´s Role in TBL 14

1.5.2 Learner´s Role in TBL 15

1.6 English as a foreign language 15

1.6.1 English as a Foreign Language (EFL) in Ecuador 16

1.7 The four Skills 16
1.7.1 Receptive skills - Reading and Listening 16
1.7.2 Productive skills - Speaking and Writing 17
1.8 Writing skill 17
1.9 TBL to develop English writing skills 18
Chapter II: Research Methodology 20
2.1. Description of the study area / Study group 20
2.2 Research Approach/ Type of Research 20
2.3. Design 21
2.4. Method 21
2.5. Techniques and Instruments 22
2.6. Research Questions 23
2.7. Population and sample 23
2.8. Procedure 23
Chapter III: Results and discussion 25
3.1. Results from teachers' interviews 25
3.2. Results from student surveys 33
Discussion 43
Chapter IV: Proposal 46
Chapter V: Conclusions and recommendations 164
5.1. Conclusions 164
5.2. Recommendations 165
References 166
Annexes 179

INDEX OF TABLES

Table 1 10
Table 2 12

INDEX OF FIGURES

Figure 1 *Perceptions of difficulty to develop writing skills* 33
Figure 2 *Students' preference of writing form* 34
Figure 3 *Aspects of writing that Students find most challenging* 35
Figure 4 *Tasks usefulness developed in writing classes.* 36
Figure 5 *Most useful task to develop their writing skills* 37
Figure 6 *Students' motivation regarding writing tasks related to real-life* 38
Figure 7 *Perceptions the use of collaborative writing tasks* 39
Figure 8 *Perceptions about collaborative writing tasks in classes* 40
Figure 9 *Perceptions about usefulness of collaborative writing tasks* 41

INTRODUCTION

English is a global language because it is widely used in intercultural communication among people from different countries (Sabirova et al., 2021). Currently, this language is known as a lingua franca. That is why achieving proficiency in the target language allows speakers to fulfill their aims, whether academic or professional (Ibragimova and Kenjayeva, 2024). Therefore, in the educational field, researchers conduct investigations to discover ways to implement strategies that enhance English language education (Alzubi, 2023).

English is fundamental in Latin America's educational system; nonetheless, there are some challenges that higher education faces regarding English language education in Hispanic America (Aquino et al., 2023). Some of the main challenges are the excessive emphasis on theoretical knowledge rather than on practical training and the lack of incorporation of real context when teaching (Romero-Argueta, 2025).

In Ecuador, the English language is a key component of public education, especially in higher education (Newman et al., 2023). Constantly, motivation influences the learning process among college students, especially English majors. (Hendratno et al., 2023). (Ortega-Auquilla et al., 2024). Andrade et al. (2023) highlight that different guidelines have been implemented over the last decades to improve the English level, but some of them are not adapted to the students' needs to develop the English language skills in a proper way. Hence, this research focuses on presenting some effective strategies to master the target language through the use of tasks based on Task-Based Learning (TBL) framework.

Mastering writing is a pivotal characteristic that an English as a foreign language learner ought to have in higher education (Apridayani et al., 2024). Writing fosters students' critical thinking and lets them articulate their thoughts and communicate effectively (Vula et al., 2024). Likewise, not only do English learners have to deal with different types of tasks during the acquisition of the target language, especially regarding writing, but they must also be able to complete those writing tasks when it is needed, whether in an educational or professional field (Esperanzate, 2025; Harshalatha and Yadamala, 2025). That is why there is a need to be trained to develop and improve their writing skills.

The final product of this research is to elaborate a didactic guide to teach writing using TBL strategies to clarify how to implement tasks in a class in an efficient manner. Another purpose of the development of an extensive investigation about TBL is to discover advantages and benefits that can be provided by TBL education.

Research context

The variables to develop this research are three. The first, Task-Based Learning approach, the second is writing skills, and the third is sixth-level English Major students at Universidad Técnica del Norte. This study took into account students from different parts of the country who study at the Universidad Técnica del Norte (Universidad Técnica del Norte, 2026). Higher education students face significant challenges regarding linguistic proficiency (Ponce-Merino, 2019).

The influence of the Ministerio de Educación del Ecuador is of outstanding relevance and has been trying to enhance English education in the system of the country, especially regarding higher education (Rebolledo and León, 2026). Moreover, it is worthwhile to mention that the higher education context is adopting different methodologies to integrate these into the curricula so they can be applied in the immediate teaching and learning contexts (Balladares, 2025).

Problem description

According to Cuenca and Quinga (2025), in Ecuador, writing skills are truly challenging for English as a Foreign Language EFL learners, especially in English majors. It is worth mentioning that in a study conducted at Ecuadorian universities, particularly in pedagogy programs, students showed a strong need for additional writing courses, greater academic assistance, professional advice, and improved online resources (Boillos and Rodríguez, 2022). These findings underscore the need to enhance writing instruction at the university level in order to attend to students' academic development.

Although EFL learners try to write properly, they face several issues when writing. Tamayo and Cajas (2020) state that grammar and vocabulary are areas that students struggle with. It affects writers when they write more complex sentences. In the same study, they highlight that lack of motivation, and teaching practices are elements that play an outstanding role in writing development. Therefore, it is imperative to recognize and utilize viable pedagogical methods of promoting writing performance in higher education. Awareness of pedagogical strategies that promote English language learning, particularly at the undergraduate level, is crucial to boost effective learning (Lestari and Wahyudin, 2020; Rojas, 2021; Mejía, 2023; Onofre, 2023).

Research Questions

- How does Task-Based Learning approach improve writing skills in sixth-level English Major students at Universidad Técnica del Norte?
- What are the TBL stages for the development of English writing skills?
- What are the appropriate TBL strategies to design a didactic guide to improve English writing skills?

Justification

This research aims to analyze Task-Based Learning approach and how it enhances English writing skills in higher education. Abata et al. (2024) establish that writing as a process demands going beyond writing a compilation of sentences; it requires implementing a variety of activities that develop this skill through practical training. Likewise, writing skills require planning in a systematic way and an effective use of grammatical and rhetorical structures (Saravanan, 2021).

TBL provides different strategies that boost the development of EFL, as Molina and Quito (2025) report that at college levels, the application of TBL strategies produces positive impacts such as improvement of grammar and sentence structure, students' motivation, and the appropriate use of vocabulary when learners write compositions. Hence, this research

focuses on presenting some effective strategies to enhance the target language's writing skills through the use of tasks based on the TBL framework.

Jiménez (2022) highlights that in Ecuadorian institutions, it is imperative to improve the writing skills of college students. In the same study, it is argued that educators ought to use different methods, strategies, and techniques that promote the development of this skill. Figueroa-Soledispa et al. (2025) state that people who are involved in the educational process have to use effective strategies depending on the context that students face.

The direct beneficiaries of this scientific research are the students from the sixth-level English Major and English Major teachers from the university. The results of the research will empower students to improve their writing skills, improve their academic performance, and enhance their future career prospects as teachers in Ecuador. Furthermore, the knowledge of the appropriate strategies for developing writing will facilitate students of the major in achieving the graduate profile. Likewise, families and the educational field will be beneficiaries of the effective strategies that are presented in this study. Actually, Mantilla and Andrade-Molina (2020) mention that writing development requires strategies and activities that enhance effective writing production.

Impacts

First, this research will provide a deeper understanding of the theory of Task-Based Learning (TBL) through the gathering and description of the theory. Likewise, it will promote strategies to manage an English class from the teacher’s perspective based on the TBL approach. This study will be a source for students who will show interest in improving writing skills through TBL. Finally, it will encourage future researchers to develop, discover, and disseminate knowledge about the theory and strategies from the approach that were considered during the development of this research.

Objectives

General objective

- Determine how the Task-Based Learning approach to improve writing skills in sixth-level English Major students at Universidad Técnica del Norte.

Specific objectives

- Analyze the TBL approach's incidence on the development of English writing skills.
- Identify the stages of TBL appropriate for the development of writing skills.
- Design a didactic guide using the appropriate strategies based on the TBL approach.

Chapter I: Theoretical Framework

1.1. Language learning theories

To begin with, educators who make use of educational learning theories like behaviorism, constructivism, and post-positivism boost language learning and create a friendly environment for learners. Likewise, teachers who are conscious of the importance of the theories mentioned before can better manage a variety of situations that appear in different contexts of education. These theories allow teachers to fulfill the great majority of the needs of each student and develop language learning effectively (Padilla, 2022; Tigasi, 2025).

1.1.1 Behaviorism

Behaviorism is a learning theory that focuses on observable behavior rather than internal mental processes. In the educational context, this theory emphasizes the role of reinforcement and punishment in shaping student behavior. In the language learning context, it is based on the repetition of certain linguistic patterns and reinforced responses (Tigasi, 2025). Behaviorism can summarize learning as a mechanistic interaction between external stimuli and behavioral reactions. Moreover, aspects such as talents, intelligence, feelings, and interests of the subject are not recognized by this learning theory. Some learning activities become habits after the constant repetition of these, which the learners will master (Muhajirah, 2020).

1.1.2 Constructivism

Constructivism is a learning theory that emphasizes the active role of learners in education. In addition, this approach is based on the notion that learners build their knowledge depending on their experience and interaction with the environment. In education, constructivism encourages teachers to design interactive and meaningful lessons that connect to students' lived experiences. Moreover, this learning theory encompasses learning as a process where learners reinterpret and internalize new information. The learning is related to prior knowledge that the subject possesses. Constructivism highlights the importance of collaboration and dialogue (Allen, 2022; Ullah et al., 2020; Muhajirah, 2020).

1.1.3 Post-positivism

Post-positivism is a research paradigm that applies deductive logic to develop theories. In the post-positivism paradigm, most knowledge is conjectural instead of definitive. Moreover, post-positivism has flexibility in its methodology. It allows qualitative data to be systematically categorized and analyzed using quantitative statistical techniques. Post-positivism offers a framework for investigating complex social and behavioral phenomena (Padilla, 2022).

1.2 Task-Based Learning (TBL)

Task-Based Learning (TBL) originated in the 1980s as a learner-centered approach and as an attempt to develop authentic language use in classes, making use of tasks (East, 2024). Furthermore, Task-Based Learning is defined as an opportunity to decipher one of the dilemmas of language teaching, as one aspect, “how to confront the need to engage naturalistic learning processes”, and as another aspect, “to allow the pedagogic process to be managed in a systematic manner” (East, 2024, p. 2). Task-based education focuses more on the meaning rather than on the form (Rodriguez and Rodriguez-Bonces, 2010).

Task Based Learning is an approach that forms part of language learning and teaching that refers to the action of performing tasks in a real-life situation using the target language. For instance, buying products, performing interviews, writing letters or e-mails, among others. (Peñafiel, 2023). For this reason, TBL is based on the utilization of the four skills in the learning and teaching process in a class and the tasks to develop. Moreover, students continually have responsibility for their own learning process (Onofre, 2023).

1.2.1 TBL as a motivator of learning

Nashruddin et al. (2018) mentioned that TBL increases the motivation of students who are learning to write. According to Nashruddin et al. (2018), the utilization of the TBL approach increases the motivation in tasks that are given to the students; it can be said that learners will be motivated in the learning process if they have tasks to do. Furthermore, in

the same study, the data reveal that intrinsic motivation increases over time when TBL is implemented in their writing learning. In the same way, there are positive effects regarding students' attitudes in the learning process (Nashruddin et al., 2018).

Chua and Lin (2020) assert that TBL can increase the intrinsic motivation of the learners. TBL can generate a positive learning environment in order to promote enjoyment in the lives of students. Moreover, it was described that the levels of stress and anxiety decrease in a significant way due to the use of TBL strategies. As well as that, researchers have proved that TBL is able to produce an improvement of different skills in English as a Foreign Language (EFL) learners.

1.2.2 Impact of TBL in EFL learners (English as a Foreign Language learners)

Ahmad and Mohammad (2019) indicated that the implementation of the Task-Based Learning (TBL) approach in teaching writing skills to English as a Foreign Language (EFL) students had a positive impact on five specific sub-skills: organization, content, mechanism, grammar, and vocabulary. The areas that exhibited the most significant improvement were organization and content. It was determined that this approach could be successfully implemented in classrooms with a large number of students. Moreover, the research highlighted that students became more aware of the importance of utilizing TBL to enhance their writing process. In addition, the analysis confirmed positive effects of the TBL approach on the students' writing skills; the researchers noted the need for further investigation in this area.

Another study developed in 2015 by Lornklang showed that Task-Based Learning focusing on Thai culture could develop students' English writing ability. The implementation of a learning culture provided students with the opportunities to use their experience and background knowledge to better create their writing task. In addition, Task-Based Learning offers students the opportunity to work in pairs or groups in a natural way. Likewise, students had positive opinions towards learning English through Task-Based Learning focusing on culture. The study indicated that the samples' English writing ability has improved after

learning English through Task-Based Learning focusing on culture. Thus, it can be appreciated that Task-Based Learning focusing on culture promotes the students' English language learning and writing ability.

In Ecuador, Amaya (2021) developed a study in an educational institution located in Conocoto Parish in Pichincha. Learners were exposed to Task-Based Learning lessons in order to achieve better competence in the English language; likewise, the results of this research developed in Conocoto by Amaya were positive due to learners' improvement regarding their productive skills like writing and speaking. Moreover, the implementation of tasks related to the context and real-life situations was the key to boosting the linguistic skills. Furthermore, students were the protagonists and creators of their own language learning process. Moreover, Vidal (2024) developed a study in Loja that analyzed two groups. Group A was exposed to the Task-Based Learning approach while group B was not manipulated; the intervention time was four weeks. Consequently, measurements of both groups regarding the English level before and after the intervention demonstrated that group A achieved a better development of their English skills than group B. Group A's lessons included a variety of tasks that included problem-solving, conversation dynamics, and collaborative activities. This facilitated the interaction and practical use of the English language.

1.3 Components of TBL framework

Over the years, Task-Based Learning frameworks have been proposed. The framework established by Jane Willis is used as a reference for this approach. Willis (1996) determines three stages, and these are:

Table 1

Stages of Task-Based Learning approach

Stages	Description
1. Pre-task	In this stage, the topic and task are introduced to the class. Phrases and words related to the topic are highlighted. The teacher helps the students to understand the instructions for the task. The subject and task are just introductions.
2. Task cycle or task itself	**Task:** • Students develop the task. It can be done in pairs or small groups. • The teacher encourages communication in the target language in a supportive manner. • Focus on spontaneous production of language. • Mistakes do not matter. **Planning:** • In an oral or written manner, students prepare a brief report for the class. How they developed the task. • The emphasis is on clarity, accuracy, and organization. • The teacher stands by and gives advice. **Report:** • The groups present the reports to the class or exchange reports, compare, and contrast results between them. In this stage, the teacher's role is just monitoring. While students are communicating and discussing the topic. Learners exchange ideas and write the first draft of the task.
3. Language focus or post-task	**Analysis:** • Students review and discuss the features of the task.

- The aim is to help students to explore language, to develop an awareness of aspects of syntax, collocation, and lexis, to help them systematize what they have observed about certain features of language, to clarify concepts, and to notice new things.

Practice:

- Teacher guides practice activities.
- Teacher guides the practice of new words and phrases, either during or after the analysis. Also, the role of the teacher is to sum up the language points in the task.
- Practice activities can involve: memory challenge games, and sentence completion.

Source: Adapted from Willis (1996). Willis (2007). Rodriguez and Rodriguez-Bonces (2010). Ahmad and Mohammad (2019). Onofre (2023).

This framework is not rigid but rather flexible when it is used in a class. Willis (2007) mentioned that the stages of this framework can be moved according to the needs of the learners. For instance, the Pre-task phase can be done at the end of a previous lesson. As a result, the students can get prepared at home. In the same manner, the report can be done for homework, and it can be shared in the next class.

1.4 Task

Finishing a task is not the final purpose of TBL. The tasks are used in the classroom, and these produce the possibility of measuring student performance in the assignment; furthermore, monitoring and identifying mistakes to be rectified is essential. The teacher ought to take care of the learners' learning to ensure successful acquisition of communicative ability. Moreover, the language acquisition that is developed in learners generates communicative skills using real language (Peñafiel 2023). Moreover, Willis (1996) establishes that "tasks provide opportunities for free and meaningful use of the target language" (p. 30).

Tasks ease the learning and teaching process. Tasks combined with a communicative group are an excellent tool for communicative language instruction. A task is described as any kind of work developed in a class. It involves students in understanding, utilization, production, or interaction of the target language. While students' attention is focused on meaning rather than form. Another view of a task is that it can be any language class activity. It can also be applied in different real-life situations that require the utilization of the target language (Padilla, 2022; Peñafiel, 2023).

1.4.1 Types of task

Table 2

Types of task/taxonomy of tasks

Type of task	Definition
Information gap	Transmit information from one person to another, or from one form to another, or from one place to another.
Reasoning gap	Create new information based on information given using inference, deduction, practical reasoning, or a perception of relationships or patterns.
Opinion gap	Identifying and creating a personal preference, feeling, or attitude toward a given situation.
Listing	Listing activities can be understood as an output of information from internal factors. Often, listing tasks can lead learners to be able to explain their ideas. Some activities are the next. • Brainstorming • Fact-finding
Ordering and sorting	These tasks involve four main processes:

	Sequencing items is to sequence logical and chronological events in a certain period of time. Ranking items depending on personal values or specific criteria. Categorizing items and classifying items
Comparing	The processes involve comparing information about two aspects and identifying similarities and differences. The processes involved are: • Matching • Finding similarities • Finding differences
Problem solving	Tasks demand reasoning and the intellectual powers of people. Whether Tasks demand reasoning and the intellectual powers of people. Whether individually or in groups or in groups. Some problems are taken into account. • Analyzing real situations • Analyzing hypothetical situations • Reasoning • Decision-making • Logic problems like short puzzles • Real-life problems • Completion tasks are based on extracts from texts. In which the students predict the ending.
Sharing personal experiences	These types of tasks are to share and communicate experiences about the learner freely by himself. The result is similar to a casual social conversation, and the desired result is social and communicative. • Narrating • Describing

	• Exploring and explaining attitudes, opinions, and reactions.
Creative tasks	These are often projects and can involve a combination of task types. These can be done in a whole day or short periods over a few weeks. The end product can be appreciated by a wider audience. • Creative writing • Brainstorming • Problem-solving • Non-traditional activities
Information tasks	These tasks focus on transferring data through communication, where individuals create new information from what is shared. This process includes encoding and decoding, helping learners recognize key elements of communication and express their opinions or propose solutions.

Source: Adapted from Willis (1996). Ellis et al. (2020). Cevallos (2022). Onofre (2023)

1.5 Teacher´s and Learner´s Role in TBL

1.5.1 Teacher´s Role in TBL

Three main points are essential for teachers who use the TBL approach. Firstly, the teacher as a conciliator of the students' language advancement, helping the validity of TBL and second language education. Secondly, the teacher as an elementary figure in TBL utilization and thus as an innovator in second language education. As the third point, the teacher as an investigator and constantly as a finder of deep information of the TBL approach (Van den Branden, 2016).

The teacher inspires students to make use of a real language, being in that way the facilitator and motivator in the class. The teacher controls the classroom in a way that manages the feedback given to the learners when they develop different tasks. Moreover, the

teacher needs to be a language expert owing to the fact that the teacher provides language feedback according to students' needs (Onofre, 2023).

1.5.2 Learner´s Role in TBL

Several of the tasks are in pairs or in groups in which the learners become participants. The role of learners constantly copes with activities that involve the target language. Students always need to make a better attempt in every opportunity to master the target language while they perform a task (Rodriguez and Rodriguez-Bonces, 2010).

Students are the center of the TBL approach. Capabilities like communication, negotiation, and responsibility are promoted. Moreover, the participation of the learners is essential in all the stages of this approach. Learners need to maintain direct communication with the teacher and other learners. In the resolution of the task, learners need to talk with their peers due to the fact that they must participate and share information with others. Furthermore, decision-making is crucial because students have to choose the right option in order to complete a task that involves a constant challenge for learners (Onofre, 2023).

1.6 English as a foreign language

English is of fundamental importance to the lives of people worldwide. It is employed as a million-plus-word language and used in numerous fields such as commerce, education, and politics. Over 80% of the world's electronic information is in English. It is possible to find the majority of books translated into English and over two-thirds of scientific works published in this language (Karimova, 2024).

On the one hand, English is more crucial in an increasingly globalized world. It is taught at the primary, secondary, and tertiary levels (Velásquez, 2021). On the other hand, English permeates international communication, such that many countries prioritize its education in state and private school systems. In some cases, governments have even restructured national policy to prioritize English language instruction (Paspuel, 2023). Therefore, given the important place that English holds in international communication and educational development, it is perhaps worth examining how this language is taught in

specific national contexts, as in Ecuador, where EFL is increasingly a central component of the education system.

1.6.1 English as a Foreign Language (EFL) in Ecuador

In Ecuador, English as a Foreign Language (EFL) has been included in the national curriculum for decades. Moreover, the Ministry of Education (MINEDUC) directs the structuring of the educational system. Furthermore, since 1992, English has been an obligatory subject in both public and private institutions (Andrade-Molina et al., 2022).

In Ecuadorian higher education, English as a Foreign Language (EFL) plays a crucial role in the educational system. All higher education institutions support the teaching of English in professional formation. In addition, English has considerable importance in communication and professional development. Likewise, proficiency in the English language opens several doors to career and job opportunities (Mansilla, 2024).

1.7 The four Skills

The ability to communicate effectively in a foreign language consists of mastering four indispensable skills, such as listening, speaking, reading, and writing. These are taught in the process of acquiring a new language. These are denominated as the four language skills. During this process of acquiring English, the learners have to achieve dominance in the four skills to be proficient speakers of the language. Consequently, to achieve that goal, the learners should be exposed to the target language for the maximum quantity of time possible, and each skill must be treated to develop (Paspuel, 2023).

1.7.1 Receptive skills - Reading and Listening

According to some authors, receptive skills refer to the ability to understand written and spoken language. For instance, listening to a conversation, reading a text, and recognizing words and phrases in the target language are some examples of how receptive skills can appear. Receptive skills can be useful to internalize new vocabulary and grammar. For this reason, reading and listening form part of the input in a language. Finally, to be fluent

in the target language, productive and receptive skills are necessary and complementary to each other (Khoudri, 2024).

1.7.2 Productive skills - Speaking and Writing

Writing and speaking are productive skills, and these are the opposite of the receptive skills, which are listening and reading. The abilities of speaking and writing produce language to communicate effectively with others. Consequently, the abilities mentioned before are correlated, and these are essential to the continuous advancement of knowledge (Padilla, 2022). The productive skills are also called "active skills" due to the fact that these can be output consciously. Mastering these two skills is essential to reach proficiency in all science fields. As a consequence, while the learners keep developing their abilities, they will produce a more suitable and cohesive language (Padilla, 2022).

1.8 Writing skill

Writing is a productive skill that involves writing by hand or on a computer. This skill is used in the academic and personal fields to communicate in an effective way. Writing is a physical and mental act. It is a dynamic and cyclical process that involves several stages, for instance, planning, drafting, editing, and producing the final version of a text. In addition, these phases can follow in a linear sequence, but they can also be interwoven at any moment depending on the need. (Onofre, 2023; Mejía, 2023).

The TBL task learning influences the acquisition of writing. As the first aspect, it encourages learning. Akhtar et al. (2019) argue that in language production, writing skill is a sophisticated and relevant ability. It is constituted to “develop design idea, capture mental demonstrations of knowledge and practice with subjects”. In another aspect, writing is the most difficult task for EFL learners, and mainly, this is the reason for negative perceptions regarding English writing; language educators do not have enough time for writing practice in class; as a result of this issue, a lack of language competency can appear in learners, specifically in writing skills (Akhtar et al., 2019).

The production of writing is a cognitive process that involves a series of activities that must show logic, meaning, coherence, and appropriate use of grammatical, orthographic, and lexical aspects. Moreover, people can communicate opinions, ideas, thoughts, emotions, and messages with other individuals. Writing is difficult and complex to learn. Three stages compound the process of writing. These are planning, writing, and revising the text (Perumal and Ajit, 2020).

1.9 TBL to develop English writing skills

In a study conducted in 2016 by Ahmed and Bidin, it was evidenced that TBL education is effective in the improvement of writing, especially in college students. In the mentioned study, it was described that the population was guided using the TBL approach. Moreover, there was an improvement in terms of target language complexity, fluency, and accuracy measures from the experimental group. This study validated the effectiveness of TBL in improving productive skills, mainly writing skills.

Another study developed in 2018 by Tegbar mentioned that the researcher developed a pre-test to assess students' level and a post-test. A writing rubric was used containing the following domains of evaluation: unity, cohesion, ordering, coherence, and the use of conjunctions. Some actions were taken to produce a writing improvement. Therefore, it was conducted over three months of lessons to implement the proposed actions. Finally, the post-test was developed, and the results obtained were positive. The students have improved in the aspects that were taken into account. This study proved that TBL education contributes positively to students who want to increase their writing skills.

Ibraimova (2022) argues that students face difficulties in writing a composition; however, there is one way to solve this problem. The use of the TBL approach is the solution, and it provides the facility to create a free instructional environment in which learners and teachers can work together and collaborate in a relaxed atmosphere. This approach is based on the assumption that students can be better in their studies when their minds are focused on a significant task. The development of English writing skills is crucial in this research,

which aimed to demonstrate the effectiveness of the TBL approach. The TBL approach allows students to improve the essence of their writing. Implementation of the tasks that are taken from the taxonomy of tasks has increased the level of writing of students involved in TBL education.

Omonova and Akhmedov (2023) demonstrated that teachers use tasks from textbooks and tasks designed by themselves. Moreover, they argue that the main focus in this approach is on writing more than the correctness of grammar, syntax, etc. The final part of the Task-Based Learning approach can be devoted to corrections and development. TBL education allows students to focus on expressing their ideas before refining grammatical accuracy. In addition, it promotes fluency and engagement in writing. Moreover, the researchers highlight that task repetition and feedback improve students' coherence, cohesion, and structure in texts. Furthermore, the collaboration in TBL writing assignments encourages peer feedback. It helps learners refine their content and grammar through meaningful interactions.

Chapter II: Research Methodology

2.1. Description of the study area / Study group

This research was conducted at Universidad Técnica del Norte, located in Ibarra, Imbabura, Ecuador, in the north of the city at Av. 17 de Julio 5-21. This institution has 12414 students originating from Imbabura, Carchi, Pichincha, Esmeraldas, Sucumbíos, etc., and 555 teachers (Universidad Técnica del Norte, 2026). The study group was the 36 students from the sixth semester of the Pedagogy of National and Foreign Languages Major. Moreover, two teachers from the Pedagogy of National and Foreign Languages Major also participated in this research.

2.2 Research Approach/ Type of Research

This research was developed based on the mixed approach because it used quantitative and qualitative methods. This approach provides a holistic understanding of certain research problems. Furthermore, the mixed approach provides researchers with more credibility for the information presented. Likewise, the information can be contrasted and appreciated from different points of view to be judged (Ponce, 2025). In addition, the mixed approach served as a tool to analyze information gathered from two teachers and students from the sixth-level English Major. This approach was chosen to collect data about the topic and find answers to the research questions.

The quantitative research approach is a structured and empirical method for collecting and analyzing numerical data. It facilitates exploring relationships, patterns, and trends within a population or sample (Onofre, 2023). Likewise, this approach eases the collection of numerical data. It enables the evaluation of how the Task-Based Learning Approach contributes to improving students' writing skills. The quantitative part was used to gather data and analyze the information from the surveys administered to sixth-level students. On the other hand, qualitative research involves gathering non-numerical data through methods such as interviews, group discussions, and observations. Furthermore, researchers have the possibility to conduct interviews with a small group to explore participants' attitudes,

motives, expectations, or opinions regarding the topic of study (Mejía, 2023). The qualitative part was applied during the interviews with teachers.

2.3. Design

A descriptive design was implemented for this study. This design aims to be as accurate as possible through the gathering of data using the research instruments. It involves quantitative and qualitative analysis (Ascanta, 2022). This design was selected because it provides essential information regarding the phenomenon studied, and it helped to obtain, analyze, and describe in a systematic way the information related to Task-Based Learning incidence in writing skills in sixth-level English Major students. Moreover, this design made it possible to describe and analyze the methods and strategies used to develop writing skills in the population.

2.4. Method

This research adopted both deductive and inductive methods. The deductive method focuses primarily on general to specific observations; this method begins with a theory based on the topic being studied or addressed in the research. It is a systematic process that uses logic to draw conclusions from general principles. It begins with established theories and proceeds to analyze specific information through observations or experiments. (Mejía, 2023; Ponce, 2025). Thus, the deductive part was applied in the development of the theoretical section. So, it helped to establish the basis of this study regarding Task-Based Learning. Likewise, this method was implemented to generate a general view about the use of Task-Based Learning in sixth-level students from the English Major.

According to Andrade et al. (2018), the inductive method moves from specific observations to broader generalizations, making it suitable for exploring educational phenomena in context. The inductive method made it possible to analyze information about students' writing performance in order to generate general insights into their current level of writing skills. This information was gathered through a survey for students and an interview

for teachers. This method was essential for identifying patterns and similarities to generate conclusions to analyze and understand them in a cleaner way.

2.5. Techniques and Instruments

- **Interview**

An interview is a research technique used by researchers in science and education in order to understand how people interpret the phenomena that are around them. Interviews provide participants the opportunity to express their opinions, feelings, desires, prejudices, and attitudes towards the different phenomena in the occupational environment. Furthermore, interviews allow the decoding of the relational component of human experience and, likewise, permit the researcher to establish a relationship with the participants through the interview process. (Dunwoodie et al., 2022). This technique enabled gathering data from teachers about the strategies they use in class to develop writing skills. Responses helped to analyze in a deeper way perceptions, opinions, and experiences and also established connections with the variables of the study. Structured interviews were conducted with two English Major teachers; each one of these interviews consisted of six questions.

- **Survey**

The survey is a technique to gather information through different closed-ended questions from people willing to participate in the study. Consequently, the data is analyzed to establish patterns and similarities (León, 2025). In this research, nine questions were administered to sixth-level students. Quantitative data were collected about perceptions and experiences regarding writing tasks, as well as aspects of the subject and strategies used in the classes that they attend at Universidad Técnica del Norte. Students did not need to write their names. Therefore, the survey was completely anonymous, and the answers obtained from the English Major students were honest and transparent.

2.6. Research Questions

- How does Task-Based Learning approach improve writing skills in sixth-level English Major students at Universidad Técnica del Norte?
- What are the TBL stages for the development of English writing skills?
- What are the appropriate TBL strategies to design a didactic guide to improve English writing skills?

2.7. Population and sample

The population refers to the complete subject, object, or group that participates in research. (Mushofa, 2024). The population in this research involved all the students from the sixth level of the English Major at UTN. This level had 36 students. The majority were female. A non-probability sampling method was used due to the manageable size of the population. Ponce (2025) mentioned that non-probability sampling is considered a practical approach that makes it possible to gather information from available participants, saving resources and time. Furthermore, two teachers from the English Major participated in this research.

2.8. Procedure

The procedure of this research was developed in accordance with the specific objectives and followed a logical sequence to achieve the general aim: to propose a didactic guide using the Task-Based Learning (TBL) approach to improve writing skills in sixth-level English Major students at Universidad Técnica del Norte (UTN).

The research process started with the gathering of information from academic books, scientific articles, theses, research reports, and digital sources. Following this, research instruments were designed to collect qualitative and quantitative data. These instruments were reviewed and approved by two experts from the English Major at Universidad Técnica

del Norte. The survey was administered to sixth-level students from the English Major. Additionally, interviews were conducted with the English teachers at Universidad Técnica del Norte. Once the data was collected, it was analyzed using IBM SPSS software. This program facilitated the interpretation of information. Furthermore, the didactic guide was created.

Chapter III: Results and discussion

This research used structured teacher interviews and student surveys to gather information, which enabled the achievement of the study's objectives. The techniques aided in collecting quantitative and qualitative data to corroborate the reliability and validity of the results. Firstly, the interview was conducted with two teachers of the English Major, and their responses helped to gain a deeper understanding of the strategies and methods that teachers use when teaching writing to sixth-level students. Moreover, the survey administered to sixth-level students made it possible to collect data about preferences and difficulties that students face when they write. The information collected from the survey is presented using different visual aids for a better understanding, such as circle graphs and bar graphs.

This section also examines patterns that appear in all the information obtained from both the interview and survey to ensure a holistic interpretation. The findings aim to highlight the potential of the Task-Based Learning approach to develop writing skills, particularly in students who face challenges with writing.

3.1. Results from teachers' interviews

Question 1: How would you describe the current level of sixth-level students' writing skills in English?

Teacher A:

At the beginning of the semester, students took a test to evaluate their English level. Even though the materials we use here are more complex than the B1 level, what I notice is that some students did not even reach the B1 level. So apart from that, what I notice is that the material does not align with the current level of those students. It is worth mentioning that most of these guys were at B1 level, even with some situations in which students didn't reach that level.

Teacher B: The writing skills of students are generally functional, but they still present noticeable challenges in areas such as coherence, grammar accuracy, and academic vocabulary. Most can produce structured paragraphs yet struggle with more complex tasks like argumentative or analytical writing.

Analysis

Both teachers interviewed confirm that sixth-level students' writing skills are below expected standards. Teacher A notes that most students fail to reach the minimum B1 level, despite institutional materials requiring a more complex level from some students who do not reach B1 standards. Teacher B supports this assessment, observing that student writing lacks complexity, coherence, and proper academic vocabulary. These findings match earlier research showing that writing presents challenges for EFL students due to its high cognitive demands (Akhtar et al., 2019). Writing requires linguistic accuracy, a coherent idea of organization, and effective use of vocabulary.

Question 2: What factors make it challenging to enhance students' writing skills in 6th level of English Major?

Teacher A: There are many things that need to be considered here. First of all, the students have to write in the classroom, and what I notice is that students don't have too much experience in writing. That's what I noticed at the beginning of the semester. They really struggled with writing. They were not used to the writing formats that they needed to manage at that level. Likewise, the students were not used to writing in class. Actually, they were primarily writing at home. And when they write at home, what usually happens is that they simply go home; they ask artificial intelligence (AI) like ChatGPT for a composition. That is what they submit to the teacher. Some students are not compromised in improving their writing skills; another point was that even though they were required to work in the

classroom, they didn't want to do it because they knew that at home they could do it easily. Those were the main challenges at the beginning of the semester. Then, as the semester began to run, we have been working, actually, with those guys trying to deal with these B1 and B2 tasks. At first, it was tremendous for them because they didn't have practice in writing. Therefore, writing in the classroom was complicated for them. It was noticeable that, actually, the papers those guys gave me as part of their homework assignment were by far better than those written there in the classroom.

Teacher B: Key challenges include limited exposure to academic texts, a lack of reading habits, difficulties in time management and consistent practice, and a tendency to rely on translation from their first language, which affects fluency and accuracy. Additionally, the increasing use of artificial intelligence tools like AI text generators presents a challenge, as students may over-rely on these technologies, potentially hindering the development of their own critical thinking and writing skills.

Analysis

Teachers A and B identify several obstacles that damage students' writing skills, such as heavy dependence on AI tools like ChatGPT, unfamiliarity with academic formats, and poor reading habits, which are complementary to the development of writing proficiency. These issues represent both structural and motivational problems that students struggle with engaging with writing as a learning process. Teacher A observes that students avoid writing in class and instead generate texts at home using AI tools. Ibraimova (2022) argues that writing activities should happen in environments that promote meaningful collaboration and active participation. When students don't write consciously, they miss opportunities to develop essential skills like planning, drafting, and revising. Teacher B points out that students' tendency to translate from their mother tongue and limited vocabulary affect students' writing skills in the same way. This is reflected in findings by Anwar and Ahmed (2017), who noted that L2 learners often struggle with fluency and coherence due to weak foundational knowledge and poor linguistic transfer. These problems get worse without consistent writing practice and meaningful feedback.

On the other hand, teacher B's observation about students' lack of reading and writing habits adds another layer to the problem. The constant use of different technologies, like smartphones or computers, is used to entertain through gaming, social media, and video platforms. As a consequence of this issue, people's reading and writing habits have reduced. It affects cognitive skills like critical thinking, coherence, and cohesion in writing (Wiranatha and Santosa, 2024). Teacher A also mentioned that students struggle with writing formats that they need to work on at their level. It is worth mentioning that Ahmad and Mohammad (2019) emphasize that consistent exposure to the appropriate level in writing tasks can significantly improve grammar, organization, and vocabulary, particularly when practiced under teacher supervision rather than completed passively at home.

Question 3: Do you consider writing as a difficult skill to teach? Yes/no Please explain your answer

Teacher A: Well, writing is a process. It is a process. So if things are well-managed and well-planned first, and efficiently implemented, it is for sure that your students will succeed. It is also for sure that your students, if they don't have experience in writing, will have to struggle for a while. But in the end, they will do it. They will. It is also true that some students have more problems than others. But in the end, the idea is that all of them fulfill what's been stated as objectives for the class at the beginning of the semester and during.

Teacher B: Writing involves multiple sub-skills such as grammar, vocabulary, organization, and critical thinking. Unlike speaking, writing requires more conscious control of language and structure. Moreover, it takes time to provide detailed, individualized feedback, which is essential for improvement.

Analysis

Both teachers agree that writing is challenging to teach, though they cite different reasons. Teacher A recognizes that despite its complexity, writing can be taught successfully with proper structure and adequate time for student development. Teacher B emphasizes

writing's complex nature, which combines grammar, vocabulary, organization, and critical thinking. Moreover, writing demands plenty of time for providing personalized feedback. These observations match research by Akhtar et al. (2019); people describe writing as a sophisticated and demanding task that requires learners to manage ideas, structure content logically, and apply grammatical and lexical accuracy. Furthermore, writing also differs from skills like speaking because it lacks immediate interaction. It also requires sustained focus, drafting, and revision. Perumal and Ajit (2020) explain that writing involves interconnected stages, which should be taught recursively rather than linearly, allowing learners to revisit and improve their work progressively. Teachers must guide students through this cycle, which demands considerable time and expertise.

Question 4: What resources and tools do you find most effective for developing writing skills in 6th level?

Teacher A: Well, I don't like the kind of teachers who think that writing needs to be developed from early stages. Of course, materials help. Now there are lots of materials available on the internet. But that doesn't mean that all those materials are good. So what I do think is that we need to adapt the materials we use to our students' needs. In those terms, you don't need too many technological devices to teach them writing, because they can do it with pen and paper. And that's for the first thing. So, technological devices help you. But you can also use these kinds of conventional materials that are powerful and that help students go through that writing process. From the pre-writing, the writing, and the after-writing, you don't need too many things. What you need is to have clear ideas on what your students need. And also good information about your students, about their profile.

Teacher B: Collaborative tools like Google Docs, and academic writing handbooks are very useful. In addition, sample essays, guided templates, and peer-review checklists help students develop self-editing and organizational skills.

Analysis

Teacher A focuses on simplicity and adaptation. He asserts that writing can be taught effectively using basic tools like a pen and paper. This suggests that some traditional tools can enhance students' writing skills effectively. Kocaman (2022) mentioned that the use of pen and paper in class can provide positive effects on students' motor skills and their cognitive development. In contrast, teacher B focuses on the effectiveness of digital tools such as Google Docs, academic handbooks, model texts, and peer-review checklists. Moreover, many educators also use technology to enhance English proficiency due to the accessibility of a smartphone or a computer with different apps. It makes it possible to develop interactive and engaging activities. The view that technology should be used carefully, as teachers suggest, aligns with Omonova and Akhmedov's (2023) view that although tools and platforms can enhance the writing process, they must not eclipse the communicative intent and meaningful student engagement with task content.

Question 5: What specific strategies do you implement in the classroom to develop writing skills effectively?

Teacher A: Well, what the material proposes for this group of students is, actually, a high level of writing skills, because it is C1. The material we use here for those guys is C1. That is very high. If you compare those to the standards, you will realize that. It is C1. And it is for sure that those students will have problems. First of all, what I have been doing is adapting the materials to the real level they are. So that is the first strategy, too. Trying to adapt the material presented there to what they know now and actually what they need at the end of their career. That has been the first strategy. The second one is using collaborative writing in this case. Using these kinds of collaborative structures so that we can maximize students' opportunities to learn from each other and to fulfill the objectives that have been stated at the beginning of each lesson. Another strategy has been giving these guys practice on what they will need when they finish their career. What I mean is giving these students practice with B2 tasks because they are supposed to deal with that. In addition to that, this is their last semester that can be considered a reading and writing lesson or class because later what they will have to study in 7th and in 8th is no more than preparation courses for B2

examinations. So 6th is the last level for a teacher to be teaching listening, speaking, reading, and writing. So my strategy has been using the tasks these guys will have to deal with later on and proposing those tasks as part of the class. In addition to that, I have asked my students to write these kinds of journals where students can practice at home. In addition to that, this kind of warm-up, in which students are required to do free writing, for example, helps them to do some creative writing later.

Teacher B: I use pre-writing activities (like brainstorming and outlining), model texts, and scaffolded writing tasks. I also include peer feedback sessions and revision stages to help students reflect on and improve their drafts. Writing portfolios are also useful for tracking progress over time.

Analysis

The strategies described by both teachers align closely with key components of the TBL framework. Teacher A discusses adapting C1-level materials to match students' current abilities, emphasizing collaborative writing, real-world task practice (B2-level), and free or creative writing through journals. Likewise, Teacher B highlights scaffolding techniques such as brainstorming, model texts, peer feedback, review stages, and the use of writing portfolios. The use of collaborative writing and journals aligns with what Ibraimova (2022) described as a "relaxed and free instructional environment" where learners develop confidence through peer interaction and reflection. Furthermore, Teacher B's strategies resonate with the pre-task and post-task phases. Brainstorming and outlining relate to the pre-task stage where learners activate background knowledge and prepare for writing. In addition, peer feedback connects with the post-task or language focus stage, which, according to Onofre (2023), supports metalinguistic awareness and encourages learners to improve content, organization, and language use. Tegbar (2018) demonstrated the value of incorporating multiple writing stages, including unity, cohesion, and ordering, as part of structured classroom action using TBL.

Question 6: What do you think about applying collaborative writing tasks (group work) to help students to improve their writing skills?

Teacher A: Well, it is to say that collaborative learning in general supports EFL learning in a good way. Then the point is how to use it; that is the point. Using collaborative structures in a classroom, in this case in a writing lesson, of course it helps, but they need to be well-supported and well-implemented. Then do they help? Yes, of course they help. Of course they help because, actually, the first point is the theoretical support that collaborative learning has. Students learning from each other, this interdependence they have on each other, maximizing students' opportunities, in this case to generate writing products, of course it helps. I do think that collaborative learning can support writing in a big way if it is correctly implemented. Otherwise, it is a waste of time.

Teacher B: Collaborative writing is highly beneficial. It promotes idea exchange, peer learning, and reduces writing anxiety. Students can learn from each other's strengths and develop a better understanding of structure and coherence. However, it requires careful planning to ensure balanced participation.

Analysis

Teachers A and B express strong support regarding collaborative writing tasks. As long as they are well-structured and well-implemented. Teacher A highlights the importance of interdependence and peer-generated learning opportunities. Moreover, Teacher B's opinion reinforces that collaborative writing fosters idea exchange, reduces anxiety, and helps learners internalize structure and coherence. These perceptions align with Task-Based Learning principles, for instance, effective task design, collaboration, and proper implementation in class. According to Omonova and Akhmedov (2023), one of the strengths of TBL is the emphasis on meaningful communication, especially through peer interaction during group writing tasks. This environment allows students to focus on expressing ideas. Teacher A's concern about proper implementation reflects findings by Onofre (2023), who argued that collaborative tasks must be scaffolded and guided by clear instructions, especially

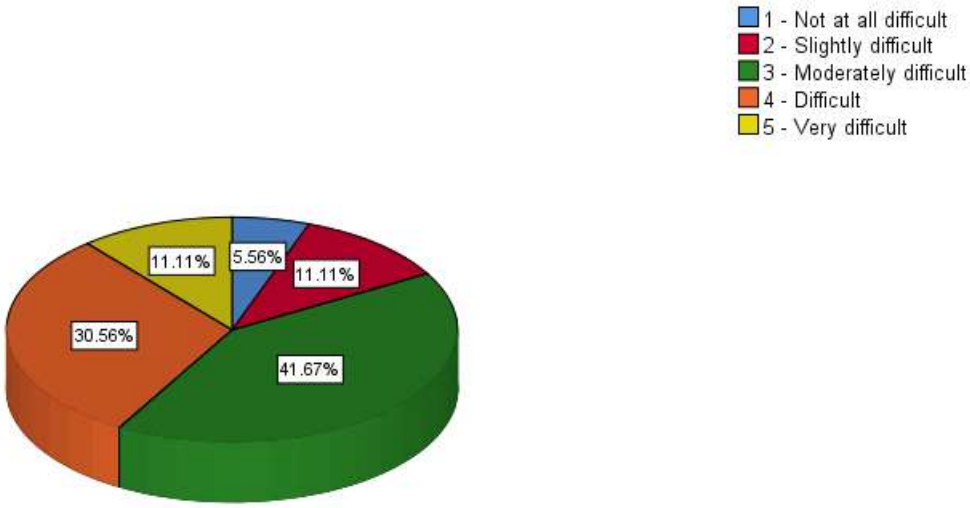
during some stages. These stages help learners to understand the communicative purpose of tasks, and they help to organize their writing pieces. As a result, writing products are more coherent and structured.

3.2. Results from student surveys

Question 1: On a scale of 1 to 5, where 1 means not at all difficult and 5 means very difficult. How much difficult do you find developing your writing skills in English?

Figure 1

Perceptions of difficulty to develop writing skills



Source: the author

Analysis

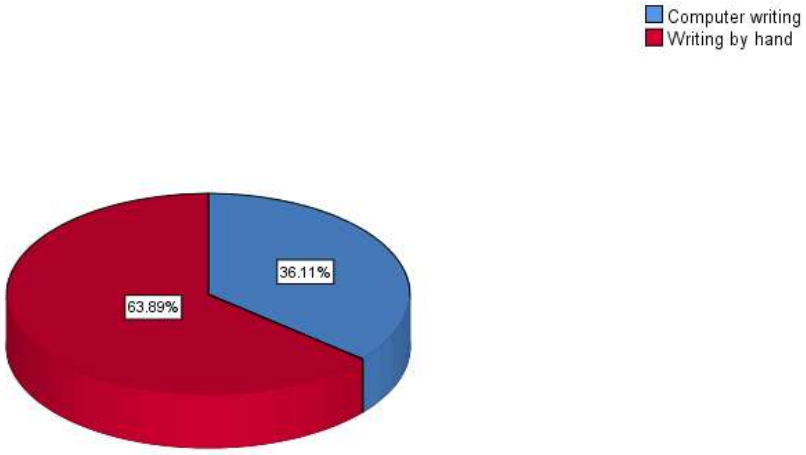
The data illustrates students' perceptions regarding the difficulty of developing their writing skills in English. Most students (41.67%) reported that writing in English is "moderately difficult", while 30.56% considered it "difficult" and 11.11% said it is "very difficult". In contrast, only 11.11% of students answered that writing is "slightly difficult", and 5.56% selected "not at all difficult." These findings suggest that most students encounter challenges when writing in English, though the level of difficulty varies. Some studies

mentioned that writing is widely recognized as one of the most complex and challenging skills for students to master, particularly in second language contexts. Writing is more difficult than other skills because it is formal, and it demands precision, clarity, grammatical accuracy, coherent structure, and variety of vocabulary (Zakaria, 2021; Anwar and Ahmed, 2017).

Question 2: Which writing format do you prefer?

Figure 2

Students' preference of writing form



Source: the author

Analysis

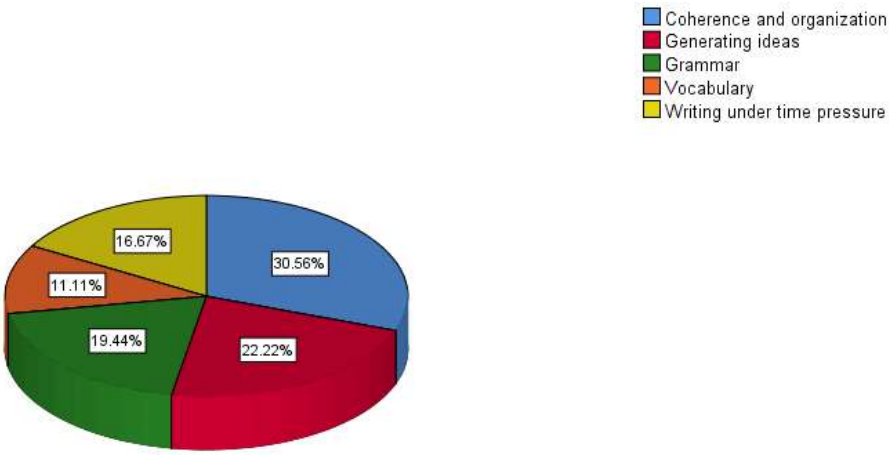
The data shows students' preferences regarding the format they use when writing in English. A majority of students (63.89%) reported that they prefer "writing by hand", while 36.11% said they prefer "computer writing". This indicates that most students are more comfortable or find it easier to write by hand rather than computer writing. Mahardika and UtamiI (2024) stated that writing by hand produces better concentration and retention of information in EFL learners. In the same research, it was established that learners who write by hand have higher-quality compositions than learners who write using a computer. Nonetheless, Ivanova et al. (2022) argue that computer writing and all technological tools

that come with this device facilitate editing and avoid grammar and punctuation mistakes that EFL learners used to struggle with in their compositions.

Question 3: What aspect of writing do you find most challenging?

Figure 3

Aspects of writing that Students find most challenging



Source: the author

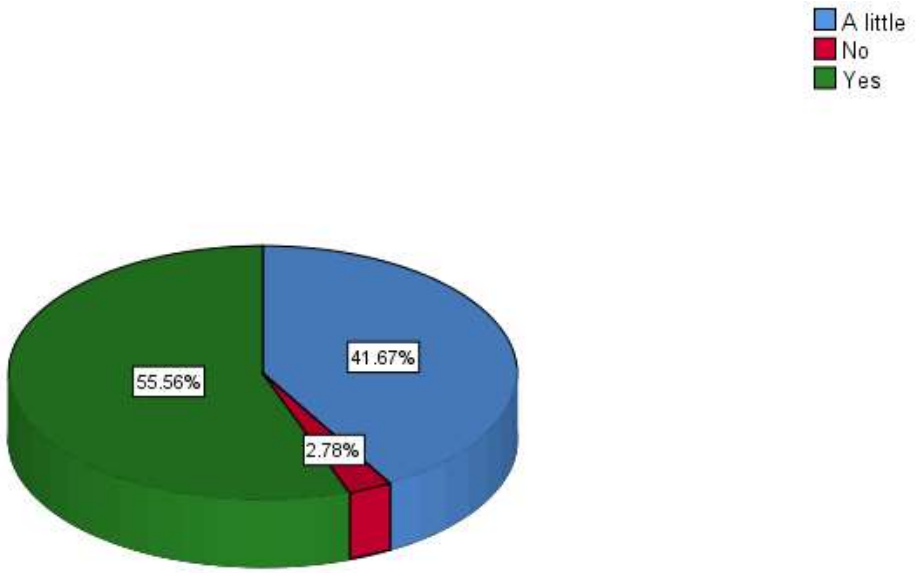
Analysis

The pie chart above shows different responses regarding aspects of writing that students find most challenging, represented in percentages; 30.56% chose "Coherence and organization" as the most difficult feature of writing. Whereas 11.11% of students, that is the lowest amount of students, identified that "Vocabulary" is the aspect that they agree is the most difficult for them. Amalia (2025) mentioned that grammar and vocabulary challenges are the result of the interference of the native language of the learner and the limited exposure to the target language. This helped to understand why 19.44% found "Grammar" the most difficult aspect of writing for them. Moreover, aspects like "Writing under time pressure", and "Generating ideas", with 16.67% and 22.22% of students' responses, respectively. According to Bisriyah (2022), gathering or generating ideas is a considerable challenge for students when they produce a writing piece.

Question 4: Do you find useful the tasks developed in the writing classes?

Figure 4

Tasks usefulness developed in writing classes.



Source: the author

Analysis

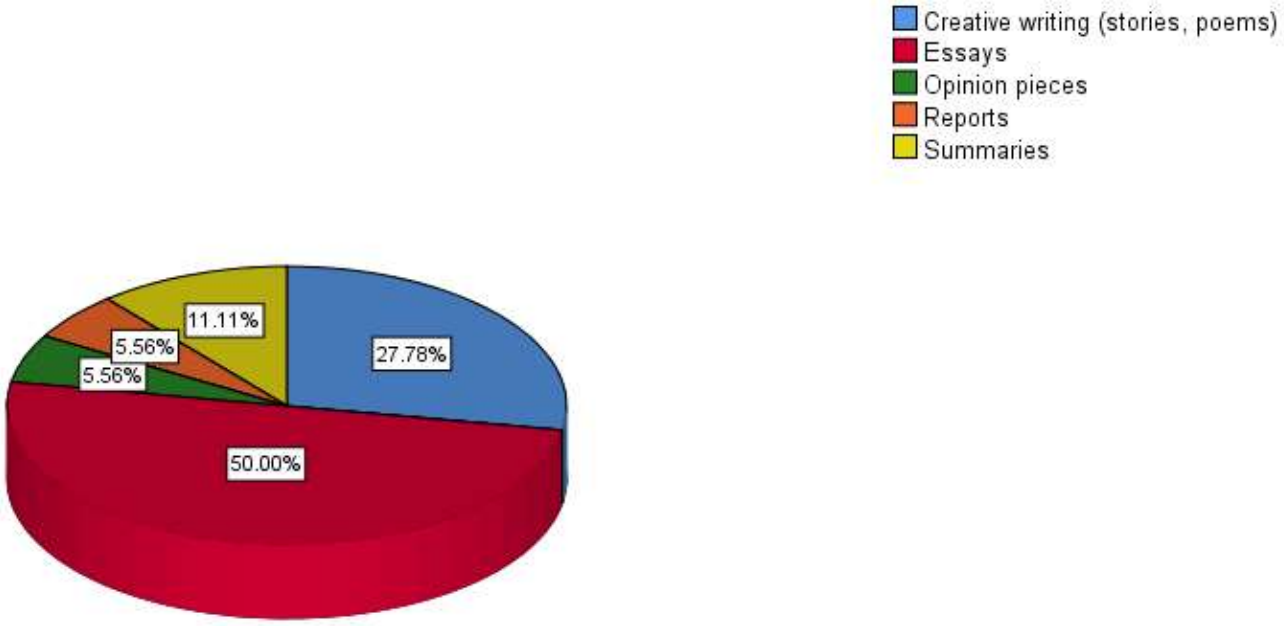
The data illustrates students' perceptions of the usefulness of tasks developed in their writing classes. Almost half of the students (41.67%) stated that they find the tasks "a little" useful, while another percentage (55.56%) responded that they find the tasks useful, which means that they chose "yes". These results suggest that although a considerable number of students recognize benefits from the writing tasks, other students think that the tasks are not as useful as they want. In other words, tasks can be improved to solve challenges and satisfy the needs of all the students. According to Chua and Lin (2020), it is more probable that learners value and benefit from writing activities when they are related to real-world tasks that foster communication, critical thinking, and use of language with a purpose. Nonetheless, a small percentage (2.78%) have chosen "no"; that might suggest that this group of students is not convinced that tasks will satisfy their needs and aims in the development of their writing skills. Nordgren et al. (2025) point out that students have different

expectations of the education that they will have. Indeed, students might feel satisfaction or dissatisfaction regarding the tasks developed in their classes.

Question 5: What type of writing task do you find most useful?

Figure 5

Most useful task to develop their writing skills



Source: the author

Analysis

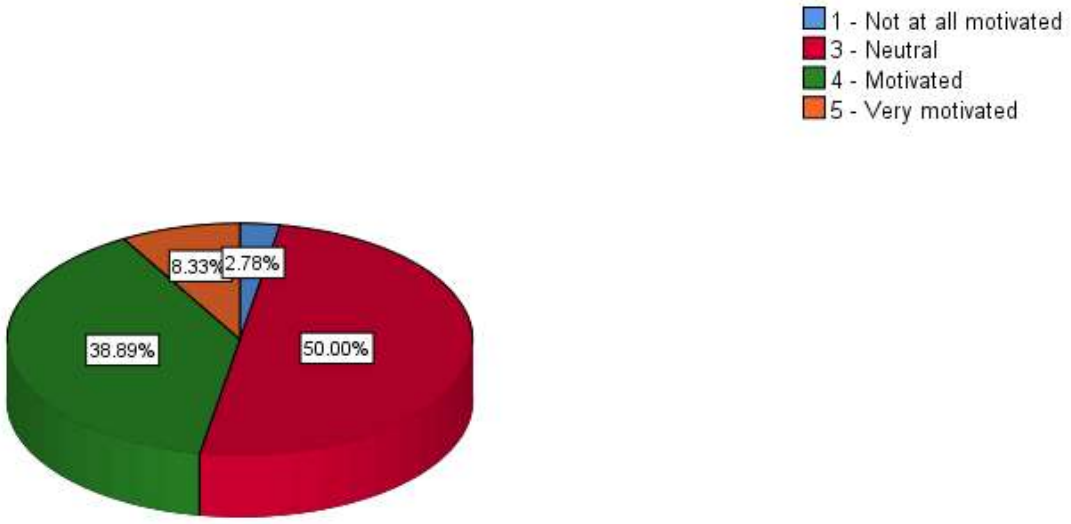
The graph shows the students' perceptions about the most useful task for their writing development. Half of the students (50%) indicated that essay writing is the most useful task. In contrast, a small percentage (5.56%) selected opinion pieces. The 27.78% chose creative writing, which involved stories or poems. Other students preferred summaries (11.11%), and the option of reports was chosen by 5.56% of students. These responses suggest that students value tasks that require deeper thinking and allow them to organize and develop ideas in a structured format, especially essays. According to González-Lamas et al. (2016), students often link essay tasks with academic success, and these tasks not only train them to write

with coherence and structure but also promote deeper thinking and a commitment to the content of their writing pieces. Furthermore, these tasks can strengthen students' understanding of writing as a thinking and communication activity.

Question 6: On a scale of 1 to 5, where 1 means not at all motivated and 5 means very motivated. How much motivated do you feel when writing tasks are related to real-life situations?

Figure 6

Students' motivation regarding writing tasks related to real-life



Source: the author

Analysis

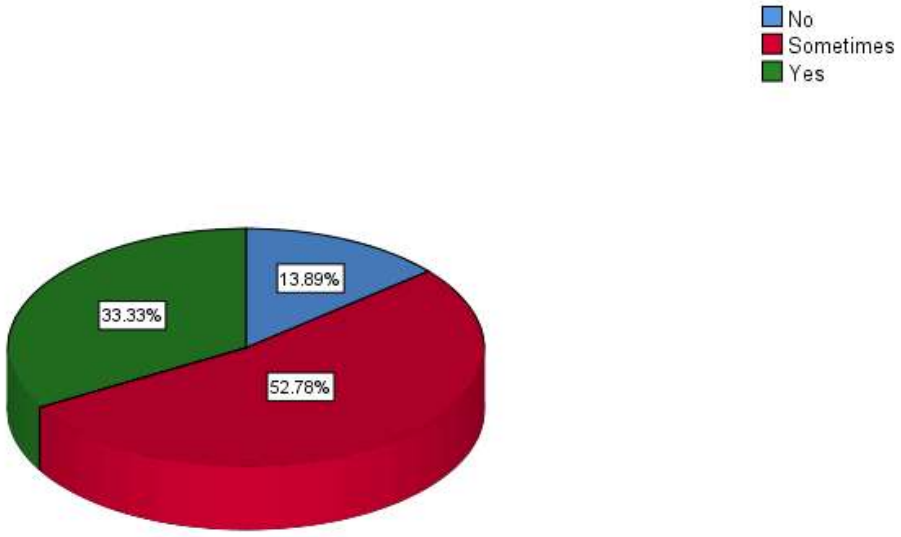
The pie chart shows students' levels of motivation when writing tasks are related to real-life situations. These results show that 47.22% of students (the addition result of the answers "Motivated" and "Very motivated") have positive appreciation towards tasks related to real life. While 50% selected "Neutral". A smaller percentage of students (8.33%) reported feeling "Not at all motivated". Analyzing all the options suggests that almost half of the students recognize the potential of activities that involve real-life situations to improve their writing abilities. Ortega-Auquilla et al. (2024) mentioned that EFL students invest more

effort in writing activities when they see them as practical and connected to authentic communicative needs. When tasks have real-world context, they tap into intrinsic motivation, encouraging students to produce better written pieces. The 50% of students who responded "Neutral". It may suggest that while real-life tasks have potential, their implementation might not fulfill the expectations of students, whether they consider this kind of activity not useful or they have not had the opportunity to experiment with tasks that try to be related to real-life situations.

Question 7: Does your teacher implement collaborative writing assignments?

Figure 7

Perceptions the use of collaborative writing tasks



Source: The author

Analysis

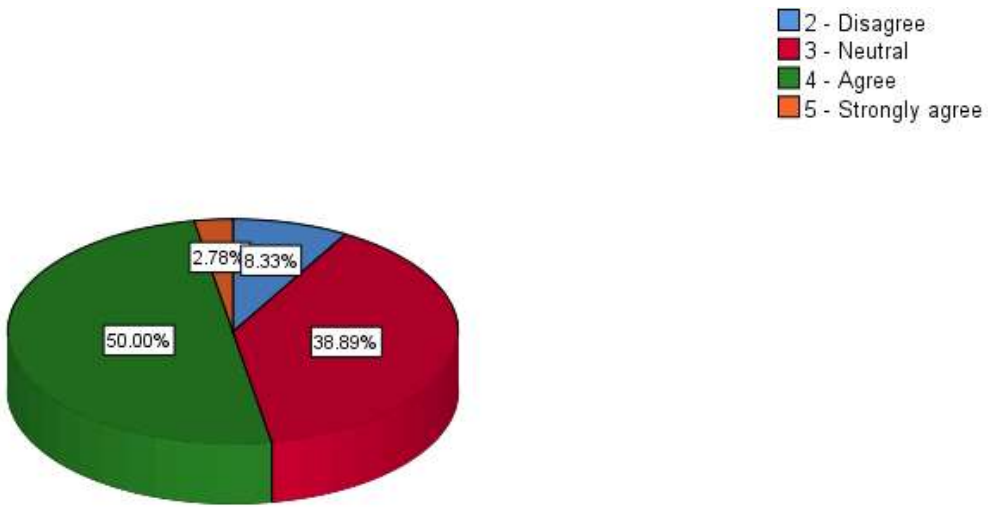
The graph shows different perceptions about the implementation of collaborative writing activities by teachers in classes. A great percentage (52.78%) chose “sometimes”; in contrast, 13.89% selected “no”, and around a third of all students in total responded “yes”. This can be interpreted as the activities developed in classes are present, although these activities are used in a moderate way. So, these tasks don’t overwhelm them. Van den

Branden (2016) points out that when group writing is used consistently and with clear pedagogical goals, it leads to significant gains in both learner autonomy and written accuracy. On the other hand, the small percentage of students who reported that their teacher does not implement collaborative writing tasks at all serves as a reminder that some classrooms trust heavily in individual and traditional writing practices.

Question 8: On a scale of 1 to 5, where 1 means strongly disagree and 5 means strongly agree, how much do you agree when your teacher uses collaborative writing tasks (group work)?

Figure 8

Perceptions about collaborative writing tasks in classes



Socurce: The author

Analysis

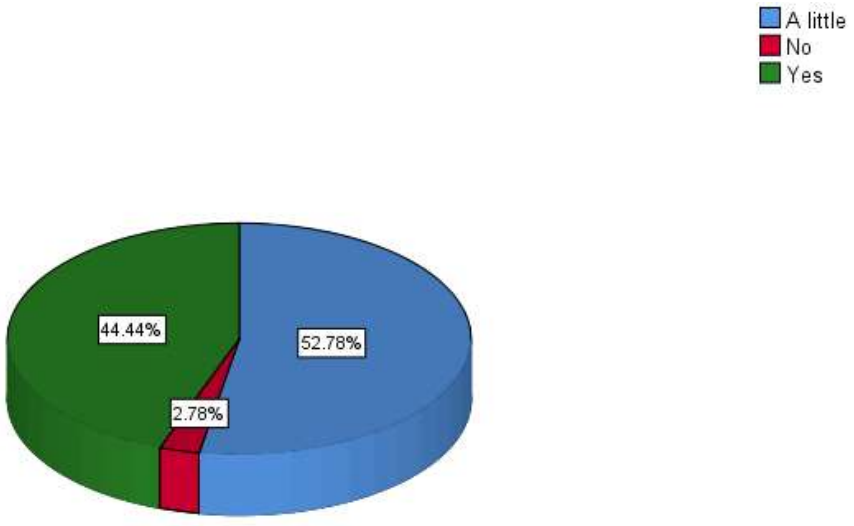
Figure eight illustrates students' agreement about the use of collaborative writing tasks by their teacher. Nearly a quarter of the respondents (38.89%) selected "neutral". This is important to know the preferences of students toward tasks to develop in their class. These responses also provide a perception of the effectiveness of collaborative work. It is worthwhile to mention that half of the total participants reported that they chose "agree." It suggests that some students recognize that collaborative work in class can be beneficial for

their learning process, especially in writing. Ellis et al. (2020) highlight that group work fosters metalinguistic awareness and collaborative problem-solving, and these enhance writing performance in classes. On the other hand, a smaller portion (8.33%) indicated "disagree", and only 2.78% chose "strongly agree". It might indicate that this group of students considers that collaborative writing tasks can be an obstacle, and they prefer individual work. Likewise, people who disagree may not have encountered an effective implementation of collaborative activities, such as unequal participation or lack of teacher guidance. Al-Senafi and Al-Haji (2023) identify these as common mistakes in the structure of group work when an educator implements the activity in class. No students selected "strongly disagree".

Question 9: Do you think collaborative writing tasks (group work) help you improve your writing skills?

Figure 9

Perceptions about usefulness of collaborative writing tasks



Source: the author

Analysis

The pie chart shows students' opinions about the possibility that collaborative writing tasks contribute to the improvement of their writing skills; 44.44% of the participants responded "yes," indicating clear agreement. Another 52.78% chose "a little," indicating that their perception recognizes some benefits in the implementation of group work. Ellis et al. (2020) note that collaborative writing supports learners in negotiating meaning and structure, fostering greater language awareness and improving both the process and product of writing. Moreover, researchers mentioned that collaborative writing activities promote social engagement and reduce anxiety, particularly in EFL contexts. Students often feel more supported and motivated when working with peers, and they can also get deeper learning (Van den Branden, 2016; Chua and Lin, 2020). Only 2.78% selected "no," implying they do not perceive any improvement. These results show that most students believe in collaborative writing. Students also recognize that this type of task has at least some positive effects on their writing development.

Discussion

The combined analysis of qualitative interviews and quantitative survey applied to the English Major teachers and sixth-level students reveals a persistent gap between institutional expectations and students' actual writing performance. Sixth-level students are working with complex material, although there are students who don’t reach a B1 level according to the teacher’s affirmations. It is worthwhile to mention that students perceive English writing as difficult, where there is a tendency for students to consider writing skills difficult in general. Teachers' interviews mentioned that students struggle with writing components such as coherence, grammatical accuracy, and academic vocabulary. These figures reflect writing as a high-cognitive load skill that combines grammatical accuracy, structural organization, and lexical control dimensions that Akhtar et al. (2019) identify as especially demanding for EFL learners.

Writing aspects such as coherence and organization are reported as main challenges for students at 30.56%. This is related to teachers’ interviews, who describe that students struggle with these aspects due to a lack of reading habits, the excessive use of AI tools like ChatGPT, and the fact that students are not familiar with essay formats and organizational patterns. Likewise, Loga (2025) points out that cognitive skills such as critical thinking, creativity, problem-solving, memory retention, and reasoning skills are being affected negatively as a consequence of using AI to develop writing pieces.

Students' perceptions about writing tasks in the classroom are "a little" useful; that is, 41.67%. This suggests that students believe that they are not satisfying their expectations. Ahmad and Mohammad (2019) argue that writing tasks lose their pedagogical value when they are overly mechanical or disconnected from authentic communication. This interpretation aligns with Chua and Lin's (2020) claim that learners are more likely to invest effort in writing when tasks are framed as real-world challenges that promote communication, problem-solving, and critical reflection. Consequently, it creates a necessity to incorporate tasks that can better adapt to students’ engagement and motivation.

Findings regarding students' motivation when writing tasks are related to real-life situations show a positive reception, with 47.22% of the population (the addition result of the answers "Motivated" and "Very motivated") being motivated. Ortega-Auquilla et al. (2024) emphasize that writing motivation increases when learners perceive a clear communicative purpose in the tasks. Nevertheless, if the adaptability of these tasks is not managed in the right way by educators, it may cause some students to not be able to internalize the knowledge. In general, Teacher A addresses that the material needs to be adapted for the proficiency level of students and their realities, and Teacher B highlighted the benefits of structured scaffolds like model texts and checklists. Their perspectives align with Ellis et al.'s (2020) emphasis on designing purposeful writing activities grounded in communicative intent.

Collaborative writing emerged as another crucial area where student perceptions and instructional practices show different responses. While slightly more than half of the students (52.78%) affirmed that group work helps them improve their writing, a considerable percentage (38.89%) remained neutral about its effectiveness. Both teachers supported the use of collaborative work if it were well-planned and clearly structured, mirroring the conditions identified by Van den Branden (2016) as essential for maximizing collaborative task outcomes. When collaborative writing lacks clear goals, scaffolding, or feedback loops, students may not obtain its full benefits.

Both data sources confirm the pedagogical potential of integrating TBLT principles more consistently in writing instruction. The teachers' emphasis on level-appropriate scaffolding, peer feedback, journals, and reflection tasks directly aligns with Willis's (1996) task cycle and Onofre's (2023) recommendations for fostering metalinguistic awareness through planning and revision. Quantitative results also point to student preferences for structured formats like essay writing, reported as the most useful by 50% of respondents. This aligns with Barber's (2011) view of essays as tools for developing effective writing communication. A more balanced approach, combining academic rigor with opportunities

for expression and collaboration, could enhance student outcomes and attitudes about writing in EFL settings.

Chapter IV: Proposal

Title: Task-Based Learning Approach for Teachers

4.1. RATIONALE

Writing skills are essential in language learning. This skill is presented in academic and professional fields. Likewise, writing allows people to express ideas and arguments and communicate effectively with others. However, there are challenges that students struggle with when developing writing. Moreover, the demand for higher education is high when structuring an essay easily and keeping cohesion and coherence. This is due to students needing more practice to improve their writing skills (Johnson, 2016; Ahmad and Mohammad, 2019; Seprianus et al., 2022; Boillos and Rodríguez, 2022).

Task-Based Learning (TBL) has been demonstrated as an effective approach to teaching writing using several tasks focusing on meaning rather than form (Ellis et al., 2020). Furthermore, the TBL approach helps to develop linguistic and cognitive skills, which boost the writing process. This approach motivates students' learning, creating a positive learning environment (Chua and Lin, 2020; Amaya, 2021). TBL provides different strategies that enhance and motivate students to learn.

This research was conducted to identify several TBL strategies to improve writing skills in the college population. Consequently, a didactic guide was designed for teachers. It provides educators with a pedagogical source, and the main objective is to enhance the writing skills of sixth-level English Major students at Universidad Técnica del Norte through TBL. This proposal contains different writing tasks to reinforce and teach knowledge to students according to their level. This guide follows the TBL framework.

4.2. THEORETICAL FOUNDATIONS

This proposal was developed based on theoretical information about TBL strategies and studies regarding the college population and their positive effects on them. The acquisition of writing skills is complex, and it is always accompanied by several practical tasks that polish this skill. Lessons follow the TBL framework that is formed by three stages, for instance, pre-task, task cycle, and post-task or language focus. Moreover, language learning is considered most effective when students work on meaningful tasks. (Willis, 2007; Ellis et al., 2020).

Furthermore, researchers highlight the importance of using different types of tasks when developing writing skills. For instance, information gap, reasoning gap, opinion gap, listing, ordering and sorting, comparing, problem solving, sharing personal experiences, and creative tasks are tasks used in the TBL framework. Students are immersed in these tasks and aim to work with critical thinking and coherence. Tasks always try to create a real and meaningful environment where students can face several situations to push their abilities beyond (Willis, 1996; Rodríguez and Rodríguez-Bonces, 2010; Onofre, 2023).

In writing contexts, TBL promotes recursive processes that include planning, drafting, revising, and editing that mirror the real practices of skilled writers (Johnson, 2016). Several studies have confirmed the positive impact of TBL on students' writing performance, especially in EFL contexts (Ahmad and Mohammad, 2019; Omonova and Akhmedov, 2023; Onofre, 2023). Furthermore, writing tasks can lead to increased motivation, language awareness, and overall communicative competence (Chua and Lin, 2020).

4.3. OBJECTIVES

General Objective:

- Enhance the writing skills of sixth-level English Major students at Universidad Técnica del Norte through Task-Based Learning.

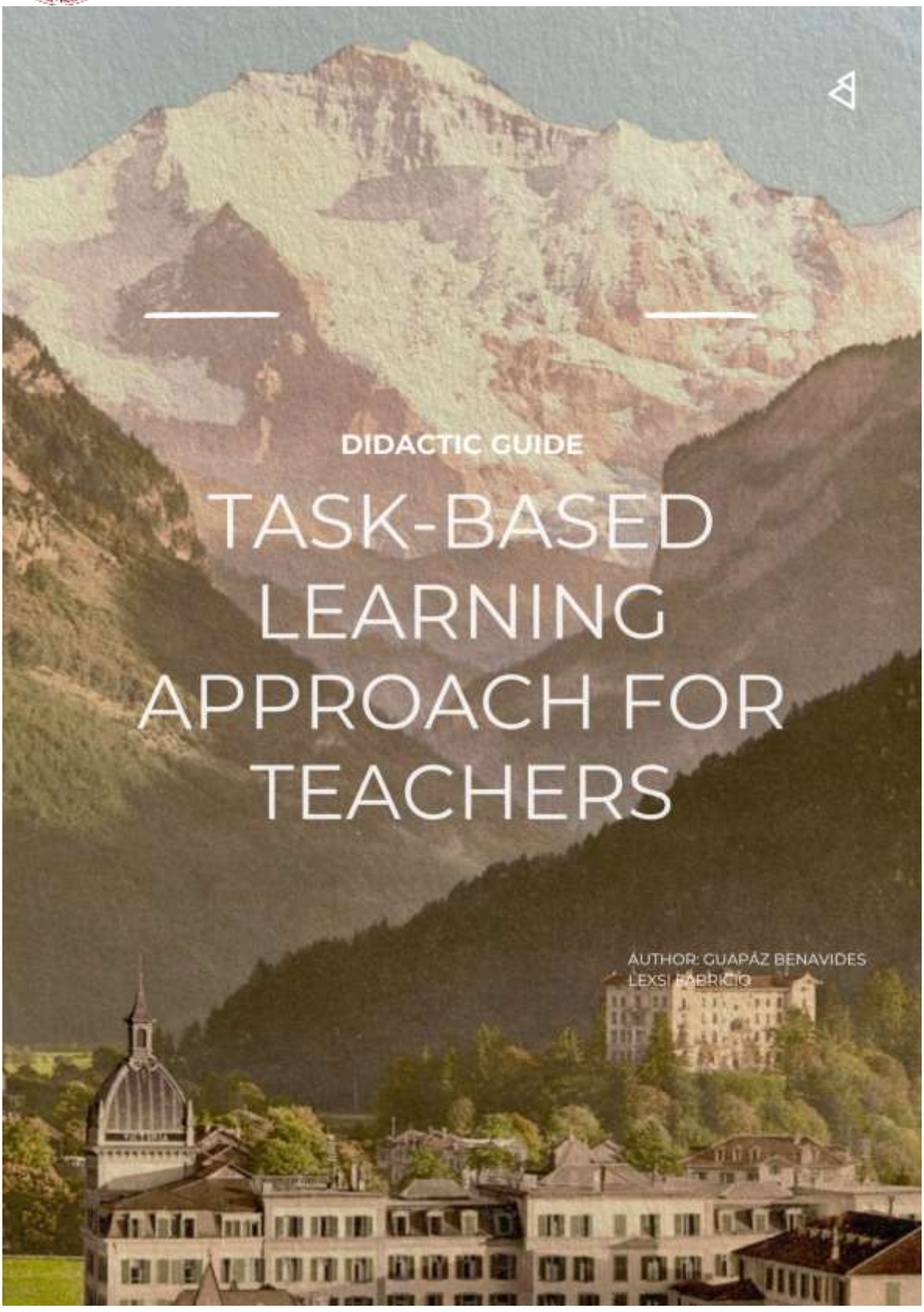
Specific Objectives:

- To strengthen students' ability to produce coherent and cohesive written texts in English.
- To provide a virtual didactic guide for EFL teachers containing academic writing tasks grounded in the TBL framework.
- To promote learner-centered writing instruction that integrates meaningful, real-life tasks to increase motivation and engagement.

4.4. Development:

Link: Didactic Guide - Task-Based Learning for Teachers.pdf

(Press Ctrl + click on the link to go directly to the PDF)


DIDACTIC GUIDE
TASK-BASED LEARNING APPROACH FOR TEACHERS
AUTHOR: GUAPÁZ BENAVIDES LEXSI FABRICIO

CONTENTS

UNIT 1: World Conservation

- Lesson 1: Designing a Digital Time Capsule
- Lesson 2: Writing for the Planet
- Lesson 3: Green Position to Save the Planet
- Lesson 4: Structuring an Argument Paragraph



Unit 2: Design and Branding

- Lesson 1: Paraphrasing - Slogans and Logos
- Lesson 2: Designing a Campaign Logo
- Lesson 3: Critiquing and Improving a Logo Design
- Lesson 4: Compare and/or Contrast -the Message Behind Brands



Unit 3: Privacy and Safety Problems

- Lesson 1: Essay Outline and Draft – Privacy in Focus
- Lesson 2: Problem-Solution Essay– Online Behavior
- Lesson 3: Summary-Response Essay – Digital Privacy
- Lesson 4: Writing an Argumentative Essay with Graphical Support



UNIT 1

World Conservation



LESSON 1

DESIGNING A TIME CAPSULE

Objective: At the end of the lesson students will collaborate to create a digital time capsule and write a clear thesis statement justifying their choices.



Time: 60 minutes

Pre-task (20 minutes)



Procedure

-The teacher introduces the concept of a thesis statement, and show an example.

Resources: flashcards or realia, poster paper or digital slides, template for thesis writing, model thesis example, revision checklist.

Grammar chart

Thesis statement

It lets the reader know what the paper or essay is about. It helps to understand the greater context and scope of the topic and to create expectations from the rest of the writing.

Example: The fast obsolescence of technology depends on a cycle of consumer demand, corporate innovation, and the useful life cycle of a product

- The teacher shows outdated digital items (e.g., floppy disks, VHS tapes, old cameras) and mentions the main characteristics.
- The teacher introduces the idea of a digital time capsule.

Time capsule: A time capsule is a personalized collection of present-day items saved to be opened in the future

- Students discuss the next question: what digital platforms or items should we preserve for future generations in a time capsule?

LESSON 1

DESIGNING A TIME CAPSULE

Objective: At the end of the lesson students will collaborate to create a digital time capsule and write a clear thesis statement justifying their choices.



Time: 60 minutes

Task Cycle (20 minutes)



Procedure

- In small groups (3 people), students choose three digital tools or platforms to include in a time capsule.
- Each group writes a strong thesis statement that supports their selections.
-Students have to prepare a poster that presents their choices.

Post-task (Language Focus) (15 minutes)



Procedure

- Students exchange their thesis statement with another group from the class. Then they have to complete a peer review checklist about an effective thesis and share feedback with their partners
- Students rewrite their thesis statement, based on the review checklist and the feedback received
- Student groups present their poster regarding the time capsule and thesis statement to the rest of the class.

Feedback

(5 minutes)

Procedure

The teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 1 - RESOURCES

DESIGNING A TIME CAPSULE

Floppy Disks



VHS tapes



LESSON 1 - RESOURCES

DESIGNING A TIME CAPSULE

Old camera



LESSON 1 - RESOURCES

DESIGNING A TIME CAPSULE

Example:
Digital devices that symbolize how humanity in the 21st century accessed knowledge, shared culture, and connected globally through instant communication







LESSON 1

DESIGNING A DIGITAL TIME CAPSULE

Pre-task

Grammar chart

Thesis statement

It lets the reader know what the paper or essay is about. It helps to understand the greater context and scope of the topic and to create expectations from the rest of the writing.

Example: The fast obsolescence of technology depends on a cycle of consumer demand, corporate innovation, and the useful life cycle of a product

Floppy Disks



Old camera



VHS tapes



LESSON 1

DESIGNING A DIGITAL TIME CAPSULE

Information chart

Information chart

Time capsule

A time capsule is a personalized collection of present-day items saved to be opened in the future

A: In pairs, discuss the next question.
What digital platforms or items should we preserve for future generations in a time capsule ?

Time capsule



LESSON 1

DESIGNING A DIGITAL TIME CAPSULE

Task Cycle

B: In groups of 3, choose three digital tools or platforms to include in a time capsule.

1:_____

2:_____

3:_____

C: In the same group, write a strong thesis statement that supports your selections.

Thesis statement:

_____

_____

_____

D: Prepare a poster that represents your choices.

Example:
Digital devices that symbolize how humanity in the 21st century accessed knowledge, shared culture, and connected globally through instant communication







LESSON 1

DESIGNING A DIGITAL TIME CAPSULE

Post-task

E: Exchange your thesis statement with another group from your class. Then, complete a peer review checklist about an effective thesis. Then share feedback with your partners.

Thesis statement:

_____

_____

Task checklist:

- Is it a single, complete sentence? ☐
- Does it clearly state the paper's main topic? ☐
- Does it take a clear stance or make a claim? ☐
- Does it provide an overview of the main points of the text? ☐
- Does it create expectations for the rest of the paper? ☐

LESSON 1

DESIGNING A DIGITAL TIME CAPSULE

F: Rewrite your thesis statement based on the review checklist and the feedback you received

_____

_____

G: Present your poster about your time capsule and thesis statement to the rest of the class.



Your teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 2

WRITING FOR THE PLANET

Objective: At the end of the lesson, students will collaborate to discuss conservation issues and write clear supporting topic sentences to express their opinion on an environmental debate.



Time: 60 minutes

Pre-task (15 minutes)



Procedure

- The teacher reviews the concept thesis statement and introduces the topic sentence (with simple definitions and examples on the board "Thesis statement = the main idea of an essay, and Topic sentence = the main idea of a paragraph (supports the thesis statement)."

Resources: Short article.
Handout and matching activity.
Whiteboard/markers.

Grammar chart

Thesis statement
The main idea of an essay (writer's position)
Example: Conservation efforts are essential to protect endangered species and ensure a sustainable future for the planet.

Topic sentence
The main idea of a paragraph (supports the thesis statement). This helps to organize the writing and provide a clear idea of what each sentence is about. This support and expand the central point of the text.
Example: One reason conservation is crucial is that many species are on the brink of extinction due to habitat loss.

- Teacher shows a video about conservation. Then, Students have to analyze the videos and mention what aspect caught their attention the most?

Video
Title: What is conservation?
Link: https://youtu.be/aN3a2fdfj2I?si=rTOTTvtHrrnRfu6v

LESSON 2

WRITING FOR THE PLANET

Objective: At the end of the lesson, students will collaborate to discuss conservation issues and write clear supporting topic sentences to express their opinion on an environmental debate.



Time: 60 minutes

Task Cycle (25 minutes)



Procedure

- Form groups of 2 students and read a short article about "Should Plastic Bags Be Banned?"
- Students decide their opinion (agree or disagree with the article). Then, they write one thesis statement expressing their position and write two sentences, each topic sentence to be used in the first and the second body paragraphs to support the thesis.

Post-task (Language Focus) (15 minutes)



Procedure

- Matching activity: Students match thesis statements with appropriate topic sentences.
- The teacher clears students' doubts if they have.
- Students write a thesis statement and two topic sentences about the theme that the students prefer

Feedback

(5 minutes)

Procedure

The teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 2 - RESOURCES

WRITING FOR THE PLANET

Article

Title: Should Plastic Bags Be Banned?

Plastic bags are widely used because they are cheap and convenient. However, they are also one of the biggest threats to the environment. Millions of plastic bags end up in rivers and oceans every year, harming animals that mistake them for food. Many governments and environmental groups argue that banning plastic bags is an important step in protecting nature and encouraging people to use reusable bags. On the other hand, some people believe banning plastic bags will be inconvenient for shoppers and expensive for businesses. The debate continues about whether banning plastic bags is the best solution for conservation.

LESSON 2

WRITING FOR THE PLANET

Pre-task

Grammar chart

Thesis statement

The main idea of an essay (writer's position)

Example: Conservation efforts are essential to protect endangered species and ensure a sustainable future for the planet.

Topic sentence

The main idea of a paragraph (supports the thesis statement). This helps to organize the writing and provide a clear idea of what each sentence is about. This support and expand the central point of the text.

Example: One reason conservation is crucial is that many species are on the brink of extinction due to habitat loss.

A: Watch a video about conservation, then analyze the videos and mention what aspect caught your attention the most?

Title: What is conservation?
Link: https://youtu.be/aN3a2fdfj2I?si=rTOTTvtHrrnRfu6v



Aspect that caught your attention the most

_____

_____

LESSON 2

WRITING FOR THE PLANET

Task Cycle

B: In pairs, read a short article decide your opinion (agree or disagree with the article).

Title: Should Plastic Bags Be Banned?

Plastic bags are widely used because they are cheap and convenient. However, they are also one of the biggest threats to the environment. Millions of plastic bags end up in rivers and oceans every year, harming animals that mistake them for food. Many governments and environmental groups argue that banning plastic bags is an important step in protecting nature and encouraging people to use reusable bags. On the other hand, some people believe banning plastic bags will be inconvenient for shoppers and expensive for businesses. The debate continues about whether banning plastic bags is the best solution for conservation.

C: Write one thesis statement expressing your position, and write two topic sentences, each topic sentence to be used in the first and the second body paragraphs to support the thesis.

_____

_____

_____

_____

LESSON 2

WRITING FOR THE PLANET

Post-task

D: Match the thesis statements with an appropriate topic sentence.

Thesis Statements:	**Topic Sentences:**
1. Plastic bags should be banned to protect the environment.	A. Recycling helps save natural resources and reduces the amount of trash in landfills.
2. Recycling is one of the best solutions to reduce waste.	B. Plastic bags pollute oceans and harm marine animals that eat them.
3. Protecting endangered animals must be a global priority.	C. Many species are disappearing because of deforestation and illegal hunting.

E: Write a thesis statement and two topic sentences about the theme you prefer

LESSON 2

WRITING FOR THE PLANET



Your teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 3

GREEN POSITION TO SAVE THE PLANET

Objective: At the end of the lesson students will engage in a brief debate about an environmental issue and write a well-structured paragraph supporting their opinion.



Time: 60 minutes

Pre-task (10 minutes)



Procedure

-Teacher overviews the concept of topic sentence and supporting sentences

Resources: useful phrases, peer review checklist, linking words list, revision sheet.

Grammar chart

Topic sentence

A topic sentence that states the main point of the paragraph.

Supporting sentences

Supporting sentences are formed by details, facts, statistics and specific examples as proof of your point.

- Teacher shows a video

Video

Title: Paper Is Renewable, Why Do We Need to Conserve it?

Link: https://youtu.be/A65kaMcg788?si=Z7Qqe_kQMA6L5THI

- The teacher presents a dilemma using the next statement: We should stop printing physical books to save the environment, and asks students to give ideas about the statement.
- Students are divided into two groups: agree and disagree (50% and 50%).

LESSON 3

GREEN POSITION TO SAVE THE PLANET

Objective: At the end of the lesson students will engage in a brief debate about an environmental issue and write a well-structured paragraph supporting their opinion.



Time: 60 minutes

Task Cycle (30 minutes)



Procedure

- In the groups created before, students research information to support the position that they were assigned
- Students individually write a paragraph standing their opinion with one topic sentence and three supporting ideas.
- Students exchange paragraphs in pairs, do a peer review, and give feedback.
- Students rewrite their paragraphs based on peer review and feedback.
- The teacher provides key phrases and expressions to use in a debate.

Post-task (Language Focus) (20 minutes)



Procedure

- Students participate in a debate
- As homework, students cut and paste a paragraph from a physical newspaper, then highlight the topic and supporting sentences.

Feedback

(5 minutes)

Procedure

The teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 3 - RESOURCES

GREEN POSITION TO SAVE THE PLANET

Linking words

Addition
Moreover
In addition
Furthermore

Contrast
However
Whereas
Although

Sequence
To begin with
Then
After this

Consequence
As a result
Therefore
Consequently

Useful phrases to use in a debate

- In my opinion...
- I agree with you because...
- I disagree because...
- To sum up, I believe...

LESSON 3

GREEN POSITION TO SAVE THE PLANET

Pre-task

Grammar chart

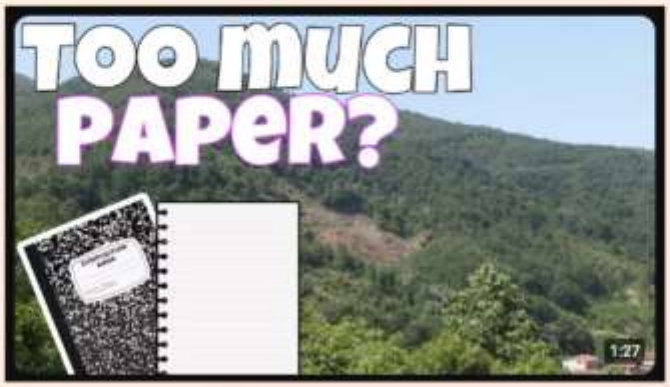
Topic sentence

A topic sentence that states the main point of the paragraph.

Supporting sentences

Supporting sentences are formed by details, facts, statistics and specific examples as proof of your point.

A: Watch a video
Title: Paper Is Renewable, Why Do We Need to Conserve it?
Link: https://youtu.be/A65kaMcg788?si=Z7Qqe_kQMA6L5THI



LESSON 3

GREEN POSITION TO SAVE THE PLANET

B: Share ideas with the class about the next statement: We should stop printing physical books to save the environment.





Students are divided into two groups: 50% of students agree, and the other 50% disagree with the statement.

Task Cycle

C: In the group you were assigned before, research information to support the position that you were assigned



LESSON 3

GREEN POSITION TO SAVE THE PLANET

D: Write a paragraph stating your opinion with one topic sentence and three supporting ideas. Use the information that you researched

Linking words

Addition	Contrast	Sequence	Consequence
Moreover	However	To begin with	As a result
In addition	Whereas	Then	Therefore
Furthermore	Although	After this	Consequently

_____

_____

_____

_____

_____

_____

E: Exchange your paragraph with a partner and give feedback. Use the checklist to review the paragraph

Task checklist:

- Does the paragraph begin with a clear topic sentence? ☐
- Do the supporting sentences explain, give details, or provide examples about the topic sentence? ☐
- Do they follow a logical order? ☐
- Does the paragraph stay focused on one main idea? ☐
- Is there a clear connection between the topic sentence and supporting sentences? ☐

LESSON 3

GREEN POSITION TO SAVE THE PLANET

F: Rewrite your paragraph based on peer review and feedback.

_____

_____

_____

_____

_____

_____

_____

_____

Useful phrases to use in a debate

- In my opinion...
- I agree with you because...
- I disagree because...
- To sum up, I believe...

Post-task

G: Participate in a class debate.
You can use the information from the paragraph that you wrote before.

LESSON 3

GREEN POSITION TO SAVE THE PLANET

H: As homework, students cut and paste a paragraph from a physical newspaper, then highlight the topic and supporting sentences.

Example of a newspaper:

The Westminster Times



Steve Backshall takes sports columnist Ben Seal canoeing, on what was the most polluted stretch of the River Thames



"This river is clean enough to drink"

Sport: Page 2

Greenest England Ever

Record high for hedgehogs, as scientists say wildlife is thriving.

In 2020 it was thought that hedgehogs could be extinct in Britain in as little as 15 years. Fast-forward a decade and the most-loved mammal in Britain and the poster-child for the decline in our natural world has become a national nature success story.

The turnaround is thanks to ground-breaking Government action to meet its legally binding State of Nature target to halt nature's decline by 2030, set almost a decade ago in the Environment Act 2021.

Hedgehogs are just one of many British species that were on the brink of extinction that are now thriving. Butterfly, bee and bird numbers are also at a ten-year high after previously facing decades of decline.

Sir Chris Packham said that people's love of nature had changed the world. "Even in the midst of a global pandemic, people's love of nature and bold Government action helped set us on a better path".

Scientists have confirmed that England's landmark State of Nature target has been met. This target, which was a world first at the time but has since been emulated across the globe, has driven environmental and investment for the past decade. Now, wildlife is officially on the rise and individual popu-lations of once scarce or declining species like the dormouse, turtle dove, and hedgehog are increasing steadily.

The Government's new geospatial mapping system hosted by Natural England has also confirmed that after two centuries of decline, important habitats like wildflower meadows, ancient woodlands and wetlands are no longer being damaged and, in some cases, are experiencing rapid revival. Local Authority ecologists across the country have confirmed that the quality of habitats is also improving.

Editorial Comment Page 15



Mammal and other wildlife populations are responding to stimulus measures from the Government to improve the State of Nature.

LESSON 3

GREEN POSITION TO SAVE THE PLANET

Feedback

Your teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 4

STRUCTURING AN ARGUMENT PARAGRAPH

Objective: At the end of the lesson students will be able to organize an argument paragraph using a thesis, topic sentence, and supporting details.



Time: 60 minutes

Pre-task (15 minutes)



Procedure

- The teacher explains the structure of an argument paragraph: topic sentence, supporting sentences and concluding sentence.
- Students review a short paragraph based on "Mobile phone use places a financial burden on adolescents." and identify the topic sentence, supporting sentences and concluding sentence

Resources: sample paragraph, board, writing checklist, notebooks, color markers.

Grammar chart

Argumentative paragraph

An argument paragraph presents a point of view and provides evidence for the point of view taken. It is an opinion supported by facts.

Structure

- **Topic Sentence:** it introduces the main idea in the first topic sentence.
- **Supporting sentences:** it supports the main idea using detail, facs and statistics (around 2-5 sentences).
- **Concluding sentence:** it is the final sentence in a paragraph that summarizes the main idea and reinforces the writer's opinion or message. Its function is to give closure and leave a strong final impression on the reader.

LESSON 4

STRUCTURING AN ARGUMENT PARAGRAPH

Objective: At the end of the lesson students will be able to organize an argument paragraph using a thesis, topic sentence, and supporting details.



Time: 60 minutes

Task Cycle (25 minutes)



Procedure

- Teacher asks students to write a topic sentence (In pairs) about one of the next topics:
  - Biodiversity and Species Protection
  - Climate Change and Mitigation
  - Marine and Aquatic Conservation
  - Sustainable Resource Management
  - Innovation and Conservation Technology
- Students search and write a list of 10 facts, details or evidence that can support their thesis statement
- In pairs, students write a complete paragraph including topic sentence, supporting sentences, and concluding sentence.
- Students review and edit their paragraph using a checklist.
- Each group shares their paragraph with another group for peer review.

Post-task (Language Focus) (15 minutes)



Procedure

- Students highlight with different colors the structure of their paragraph (topic sentence, supporting sentences and concluding sentence).



(5 minutes)

Procedure

The teacher will address the following:

Teacher solves boutbs that students may have, and provides feedback on clarity, coherence, and language use.

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 4 - RESOURCES

STRUCTURING AN ARGUMENT PARAGRAPH

Sample paragraph:

Mobile phone use places a financial burden on adolescents.

The use of mobile phones has severe financial implications for young people. For example, Smith (2014)argues that about 20% of teenagers have been driven to bankruptcy because they do not understand thedebt accumulation for phone services. In addition, if a mobile phone is lost or stolen, a further debt may beincurred as the contract to pay for the phone still has to be serviced (Smith, 2014). A further concern is theearly age at which mobile phone use begins, with a recent study of adolescent phone use revealing that theaverage age for under 18s to begin using mobile phones is 13, and many teenagers are spending more thanhalf their incomes on bills (Dasey, 2015). Therefore, the evidence suggests that the financial impact onadolescents of the cost of mobile phones is sufficient to cause difficulties, suggesting the need to considerappropriate avenues to address the issue.

LESSON 4

STRUCTURING AN ARGUMENT PARAGRAPH

Post-task

Grammar chart

Argumentative paragraph

An argument paragraph presents a point of view and provides evidence for the point of view taken. It is an opinion supported by facts.

Structure

- **Topic Sentence:** it introduces the main idea in the first topic sentence.
- **Supporting sentences:** it supports the main idea using detail, facs and statistics (around 2-5 sentences).
- **Concluding sentence:** it is the final sentence in a paragraph that summarizes the main idea and reinforces the writer's opinion or message. Its function is to give closure and leave a strong final impression on the reader.

topic sentence
supporting sentences
concluding sentence



Sample paragraph:

Mobile phone use places a financial burden on adolescents. The use of mobile phones has severe financial implications for young people. For example, Smith (2014)argues that about 20% of teenagers have been driven to bankruptcy because they do not understand thedebt accumulation for phone services. In addition, if a mobile phone is lost or stolen, a further debt may beincurred as the contract to pay for the phone still has to be serviced (Smith, 2014).

LESSON 4

STRUCTURING AN ARGUMENT PARAGRAPH

A further concern is theearly age at which mobile phone use begins, with a recent study of adolescent phone use revealing that theaverage age for under 18s to begin using mobile phones is 13, and many teenagers are spending more thanhalf their incomes on bills (Dasey, 2015). Therefore, the evidence suggests that the financial impact onadolescents of the cost of mobile phones is sufficient to cause difficulties, suggesting the need to considerappropriate avenues to address the issue.

Task Cycle

A: In pairs, write a topic sentence about one of the next topics:

- Biodiversity and Species Protection
- Climate Change and Mitigation
- Marine and Aquatic Conservation
- Sustainable Resource Management
- Innovation and Conservation Technology

B: In the same groups, search and write a list of 8 facts, details or evidence that can support your thesis statement

1_____
2_____
3_____
4_____
5_____
6_____
7_____
8_____

LESSON 4

STRUCTURING AN ARGUMENT PARAGRAPH

C: In groups, write a complete argument paragraph

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

D: Review your paragraph using the checklist

Task checklist:

- Does my paragraph start with a clear topic sentence that states my opinion or position? ☐
- Do I give at least two supporting reasons or examples from the article or my own ideas? ☐
- Are my ideas explained clearly and in a logical order? ☐

LESSON 4

STRUCTURING AN ARGUMENT PARAGRAPH

- Do I end with a concluding sentence that restates my opinion? ☐
- Did I use linking words (e.g., because, for example, however, therefore) to connect ideas? ☐
- Are my sentences clear and easy to understand? ☐
- Did I avoid repeating the same words too often? ☐

Post-task

E: Highlight with different colors the structure of your paragraph (topic sentence/supporting sentences and concluding sentence). Use the next colors.

topic sentence

supporting sentences

concluding sentence

LESSON 4

STRUCTURING AN ARGUMENT PARAGRAPH

Feedback

Your teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

UNIT 2

Design and Branding



LESSON 1

PARAPHRASING - SLOGANS AND LOGOS

Objective: At the end of the lesson, students will be able to paraphrase words, sentences, and short texts about slogans and logos, and collaborate with peers to improve clarity and variety in their writing



Time: 60 minutes

Pre-task (10 minutes)



Procedure

- Teacher explains what paraphrasing is and how to use synonyms.

Resources: projector, logo images (flashcards), worksheet with logos, notebooks, example paragraph, and board.

Grammar chart

Paraphrasing

Restating someone else's ideas or information in your own words without changing the main idea.

Synonym

It is a word that has the same or a very similar meaning to another word

- The teacher introduces the concept of slogan and logo design and shows examples
Nike: "Just Do It"
Apple: "Think Different"
Taco Bell: "Think Outside the Bun"
- Students analyze and mention the main characteristics of some brands, their slogans, and their logos.

Slogan: A short, memorable phrase used in marketing or campaigning to instantly communicate a brand's value, purpose, or identity.

LESSON 1

PARAPHRASING - SLOGANS AND LOGOS

Objective: At the end of the lesson, students will be able to paraphrase words, sentences, and short texts about slogans and logos, and collaborate with peers to improve clarity and variety in their writing



Time: 60 minutes



Task Cycle (25 minutes)

Procedure

- Students write synonyms of several words related to the topic.
- Students paraphrase sentences
- Students paraphrase a paragraph template about slogans and logos.
- In pairs, students exchange and discuss their paraphrased pieces and suggest improvements.



Post-task (Language Focus) (20 minutes)

Procedure

- Students complete a short activity to reinforce the paraphrasing "Key Word Transformation"

Answers for exercise **F**

1. is caused by
2. will be protected
3. are affected by
4. will decrease
5. are encouraged

Feedback

(5 minutes)

Procedure

The teacher will address the following

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 1 - RESOURCES

PARAPHRASING - SLOGANS AND LOGOS





LESSON 1 - RESOURCES

PARAPHRASING - SLOGANS AND LOGOS



LESSON 1

PARAPHRASING - SLOGANS AND LOGOS

Pre-task

Grammar chart

Paraphrasing

Restating someone else's ideas or information in your own words without changing the main idea.

Synonym

It is a word that has the same or a very similar meaning to another word

Slogan

A short, memorable phrase used in marketing or campaigning to instantly communicate a brand's value, purpose, or identity.

A: Analyze and mention. What are the main characteristics of these brands, their slogans, and their logos?.







LESSON 1

PARAPHRASING - SLOGANS AND LOGOS

Task Cycle

B: Write synonyms of the next words.

- Famous _____
- Brand _____
- Message _____
- Effective _____
- Creative _____
- Design _____

C: Paraphrase the next sentences,

- A good slogan is easy to remember.

_____

- Logos help people identify a company quickly.

_____

- An effective slogan communicates the company's message.

_____

- Colors and shapes in a logo influence how customers feel.

_____

LESSON 1

PARAPHRASING - SLOGANS AND LOGOS

D: Paraphrase the next paragraph about slogans and logos.

A slogan is an important tool for companies because it communicates the brand's values in a short phrase. A logo also plays a key role, since it uses images and colors to represent the company. Together, slogans and logos create a strong identity that helps people recognize the brand.

_____
_____
_____
_____
_____
_____
_____
_____
_____

E: Exchange and discuss about your paraphrased pieces and suggest improvements.

Post-task

F: Paraphrase with Key Word Transformation

Instructions: Complete the second sentence so it means the same as the first. You must use the word given. Do not change the word. Use between 2 and 5 words

LESSON 1

PARAPHRASING - SLOGANS AND LOGOS

1 Plastic bags create a lot of pollution.
(caused)
A lot of pollution _____ plastic bags.

2 People should recycle more to protect the planet.
(be)
The planet _____ if people recycle more.

3 Cutting down forests is harmful to animals.
(affected)
Animals _____ cutting down forests.

4 We must reduce the use of cars to lower air pollution.
(decrease)
Air pollution _____ if we reduce the use of cars.

5 Many governments encourage people to use renewable energy.
(encouraged
People _____ by many governments to use renewable energy.

LESSON 1

PARAPHRASING - SLOGANS AND LOGOS

Feedback

Your teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 2

DESIGNING A CAMPAIGN LOGO

Objective: At the end of the lesson students will design collaboratively a campaign logo and write a paragraph explaining its effectiveness.



Time: 60 minutes

Pre-task (10 minutes)



Procedure

- Teacher presents non-defining relative clauses.
- The teacher introduces the idea of some campaigns and their logos and shows examples (e.g., recycling, mental health awareness).
- Students discuss the purpose and visual identity of each campaign.

Resources: projector, campaign visuals, handout, colored pencils, Canva or design software,

Grammar chart

Non-defining Relative Clause

A clause that gives extra information about a noun. It is introduced by who, which, whose, etc. and is separated by commas.

Example: Apple, ***which is known for its innovation***, has a memorable logo.

LESSON 2

DESIGNING A CAMPAIGN LOGO

Objective: At the end of the lesson students will design collaboratively a campaign logo and write a paragraph explaining its effectiveness.



Time: 60 minutes

Task Cycle (25 minutes)



Procedure

- In pairs, students choose a campaign theme and collaboratively design a logo (in paper or digital)
- Students have to underline nonidefining relative clauses of some sentences.
- Each student writes a paragraph explaining how the logo design supports the campaign's message using nonidefining relative clauses.

Post-task (Language Focus) (20 minutes)



Procedure

- Students exchange logos and paragraphs, giving peer feedback.
- Some students present their logo and read their paragraphs aloud.
- The teacher highlights effective use of descriptive language in student paragraphs.

Feedback

(5 minutes)

Procedure

The teacher will address the following

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 2 - RESOURCES

DESIGNING A CAMPAIGN LOGO



The central message of the campaign is the life-changing importance of access to clean water.

LESSON 2 - RESOURCES

DESIGNING A CAMPAIGN LOGO

NAMI

National Alliance on Mental Illness

The National Alliance on Mental Illness launched this 2024 campaign to tackle the stigma around mental health.

LESSON 2

DESIGNING A CAMPAIGN LOGO

Pre-task

Grammar chart

Non-defining Relative Clause

A clause that gives extra information about a noun. It is introduced by who, which, whose, etc. and is separated by commas.

Example: Apple, ***which is known for its innovation***, has a memorable logo.

A: Discuss the purpose and visual identity of a campaign.

The central message of the campaign is the life-changing importance of access to clean water.

National Alliance on Mental Illness

The National Alliance on Mental Illness launched this 2024 campaign to tackle the stigma around mental health.

LESSON 2

DESIGNING A CAMPAIGN LOGO

Task Cycle

B: In pairs, choose a campaign theme and design a logo

Draw your logo:

C: Underline the nonidefining relative clauses of the next sentences .

- Starbucks, which is famous for its green mermaid logo, has stores around the world.
- McDonald's, whose golden arches are iconic, is known for fast food.
- Google, which is the most widely used search engine, has a simple logo.
- Puma, which was founded in Germany, competes with Adidas and Nike.

LESSON 2

DESIGNING A CAMPAIGN LOGO

D: Write a paragraph explaining how the logo design supports the campaign's message using nonidefining relative clauses .

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Post-task

E: Exchange logos and paragraphs, giving peer suggestions to improve them.

F: Present your logo and read your paragraph aloud.

LESSON 2

DESIGNING A CAMPAIGN LOGO

Feedback

Your teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 3

CRITIQUING AND IMPROVING A LOGO DESIGN

Objective: At the end of the lesson students will write a critique of a logo design and suggest improvements using appropriate descriptive and critique language.



Time: 60 minutes

Pre-task (10 minutes)



Procedure

- The teacher introduces the concept of critique and its importance in real-world creative fields.
- He also introduces the concept of the critique paragraph and appositives.
- Several logos are presented and show how these have changed over the time (e.g., redesigns of Coca Cola, Instagram, etc).
-In pairs, students analyze some logos and discuss some questions.

Resources: examples of logos changes over the time, vocabulary sheet, and peer review checklist.

Grammar chart

Appositive

A noun/noun phrase that renames or explains another noun. It is usually set off by commas.

Example: Nike, ***a famous sports brand***, uses a simple logo.

Critique paragraph

A critique paragraph analyzes and evaluates something. It identifies strengths and weaknesses and suggests improvements.

LESSON 3

CRITIQUING AND IMPROVING A LOGO DESIGN

Objective: At the end of the lesson students will write a critique of a logo design and suggest improvements using appropriate descriptive and critique language.



Time: 60 minutes

Task Cycle (25 minutes)



Procedure

- Each student selects one logo and creates a mind map with critiques that describe its weaknesses and suggest improvements.
- Students have to highlight appositives of some sentences.
- Students review vocabulary and useful phrases
- Students create a paragraph using the ideas from the mind map.

Post-task (Language Focus) (20 minutes)



Procedure

- In pairs, students exchange their paragraphs and give feedback. They use checklist to review the paragraph.
- Students improve a logo that they selected when they developed the mind map

Feedback

(5 minutes)

Procedure

The teacher will address the following

- Positive points
- Points that need improvement
- Strengthening of qualities

INSTAGRAM



2010 → 2011 → 2016 → 2022 - 2023

MCDONALD'S



1940 → 1953 → 1961 → 2018 - 2023

LESSON 3 - RESOURCES

CRITIQUING AND IMPROVING A LOGO DESIGN



LESSON 3 - RESOURCES

CRITIQUING AND IMPROVING A LOGO DESIGN

Vocabulary sheet

Describing Weaknesses

- Too simple → plain, basic, unoriginal
- Too complex → confusing, overloaded, cluttered
- Unclear → hard to read, vague, messy
- Outdated → old-fashioned, not modern
- Ineffective → weak, forgettable, boring

Suggesting Improvements

- Improve → enhance, make better, strengthen
- Simplify → reduce, clean up, clarify
- Modernize → update, refresh, redesign
- Highlight → emphasize, focus on, draw attention to
- Adjust → change, modify, adapt

Useful Phrases

- One weakness of this logo is...
- This logo could be improved by...
- The design is too... (complex/boring/etc.)
- It would be more effective if...
- I suggest changing...

LESSON 3

CRITIQUING AND IMPROVING A LOGO DESIGN

Pre-task

Grammar chart

Appositive

A noun/noun phrase that renames or explains another noun. It is usually set off by commas.

Example: Nike, ***a famous sports brand***, uses a simple logo.

Critique paragraph

A critique paragraph analyzes and evaluates something. It identifies strengths and weaknesses and suggests improvements.

Famous logo changes over time.

INSTAGRAM



2010 → 2011 → 2016 → 2022 - 2023

MCDONALD'S



1940 → 1953 → 1961 → 2018 - 2023

TWITTER

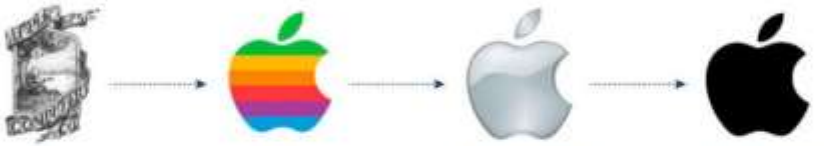


2005 → 2006 → 2012 → 2023

LESSON 3

CRITIQUING AND IMPROVING A LOGO DESIGN

APPLE



1976 1977 1999 - 2003 1998 - 2023

A: In pairs, analyze the next logos and discuss the next questions.

- What makes them special from the rest?
- What feelings do the logos transmit to the customer?
- Can these logos change over time? Why?

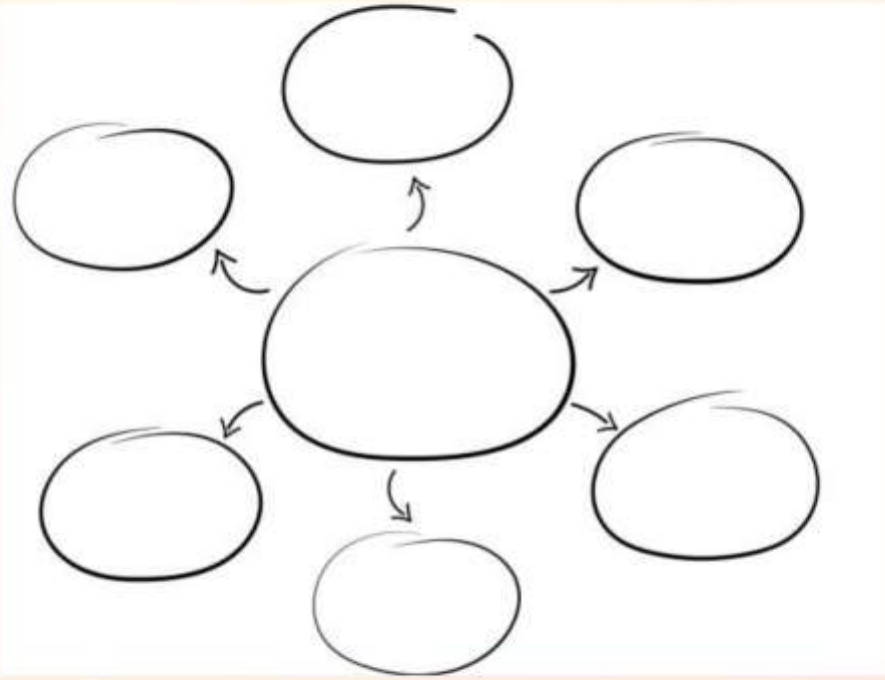


LESSON 3

CRITIQUING AND IMPROVING A LOGO DESIGN

Task Cycle

B: Select a logo and create a mind map with critiques that describe its weaknesses and suggest improvements.



C: Underline the appositives of the next sentences .

- Coca-Cola, a global soft drink company, has one of the most recognized logos.
- Adidas, a German sports brand, uses three stripes as its logo.
- Twitter, a popular social media platform, changed its logo to an "X."
- KFC, a fast-food chain founded by Colonel Sanders, is known for fried chicken.

LESSON 3

CRITIQUING AND IMPROVING A LOGO DESIGN

Vocabulary sheet

Describing Weaknesses

- Too simple → plain, basic, unoriginal
- Too complex → confusing, overloaded, cluttered
- Unclear → hard to read, vague, messy
- Outdated → old-fashioned, not modern
- Ineffective → weak, forgettable, boring

Suggesting Improvements

- Improve → enhance, make better, strengthen
- Simplify → reduce, clean up, clarify
- Modernize → update, refresh, redesign
- Highlight → emphasize, focus on, draw attention to
- Adjust → change, modify, adapt

Useful Phrases

- One weakness of this logo is...
- This logo could be improved by...
- The design is too... (complex/boring/etc.)
- It would be more effective if...
- I suggest changing...

D: Create a paragraph using the ideas from the mind map .
Try to use appositives .

LESSON 3

CRITIQUING AND IMPROVING A LOGO DESIGN

Post-task

E: In pairs, exchange your paragraph and give feedback. Use the checklist to review the paragraph

Task checklist:

- Does the paragraph begin with a clear topic sentence stating the design being critiqued? ☐
- Does the writer describe the design clearly (colors, shapes, text, etc.)? ☐
- Does the writer explain how the design works and what it means? ☐
- Does the writer give at least one strength and one weakness of the design? ☐
- Does the writer include a constructive recommendation for improvement? ☐
- Are the ideas connected with appropriate linking words (e.g., first, however, also)? ☐
- Does the paragraph end with a sentence that sums up the critique? ☐

F: Improve the logo that you selected to develop the mind map before.

LESSON 3

CRITIQUING AND IMPROVING A LOGO DESIGN

Feedback

Your teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 4

COMPARE AND/OR CONTRAST -THE MESSAGE BEHIND BRANDS

Objective: At the end of the lesson students will compare and/or contrast the implicit message and cultural connotations of a brand and write a paragraph.



Time: 60 minutes

Pre-task (10 minutes)



Procedure

- The teacher introduces the grammar about campare and /or contrast paragraphs.

Resources: video clip, projector, , revision checklist. worksheet, useful transitional words and phrases, adhesive tape

Grammar chart

Compare and/or contrast paragraph

A compare and/or contrast paragraph is required if you are asked to examine similarities and/ordifferences. Compare focuses on similarities. Contrast focuses on differences.

Topic sentence identifies the topic/feature of X and/or Y and the intention to compare/contrast thesimilarity or difference.
Support Sentences describe/compare features of chosen topics
Concluding Sentence summarises paragraph content depending on which approach has been taken

- Students watch a short video (1-2 mins)about comapre/contrast famous brands (e.g., Apple vs. Samsung,).
Title: Apple vs. Samsung
Link: https://youtu.be/HN3KRjMt538?si=8ezBTzfTDLF4d3VO
Title: Apple vs. Samsung

- Class discussion: What messages do brands send? What cultural references can they include?

LESSON 4

COMPARE AND/OR CONTRAST -THE MESSAGE BEHIND BRANDS

Objective: At the end of the lesson students will compare and/or contrast the implicit message and cultural connotations of a brand and write a paragraph.



Time: 60 minutes



Task Cycle (25 minutes)

Procedure

- Students select two different brands from similar industries (e.g., Adidas vs. Nike, Apple vs. Samsung). Then, create a Venn diagram
- Ss write a paragraph comparing or contrasting the brands
- In pairs, students exchange their paragraphs and do a pair review using a checklist. They choose the better one.

Post-task (Language Focus) (20 minutes)



Procedure

- Students create a "Brands Gallery Walk" and present the paragraph that they chose in pairs before.
- Ss walk around the classroom and vote for the paragraph that they consider the best.

The teacher counts the votes and presents the winner.

Feedback

(5 minutes)

Procedure

The teacher will address the following

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 4 - RESOURCES

COMPARE AND/OR CONTRAST -THE MESSAGE BEHIND BRANDS

Transitional words and phrases

For comparison:

- similar to
- similarly
- in the same way
- like
- likewise
- equally
- again
- also
- too
- each of
- just as
- so

For contrasting:

- on the other hand
- different from
- whereas
- while
- unlike
- however
- but
- although
- however
- conversely
- yet
- unlike.

LESSON 4

COMPARE AND/OR CONTRAST -THE MESSAGE BEHIND BRANDS

Pre-task

Grammar chart

Compare and/or contrast paragraph

A compare and/or contrast paragraph is required if you are asked to examine similarities and/ordifferences. Compare focuses on similarities. Contrast focuses on differences.

Topic sentence identifies the topic/feature of X and/or Y and the intention to compare/contrast thesimilarity or difference.

Support Sentences describe/compare features of chosen topics

Concluding Sentence summarises paragraph content depending on which approach has been taken

A: Watch the next video:

Title: Apple vs. Samsung

Link: https://youtu.be/HN3KRjMt538?si=8ezBTzfTDLF4d3VO

Title: Apple vs. Samsung



B: In groups, discuss the next questions:

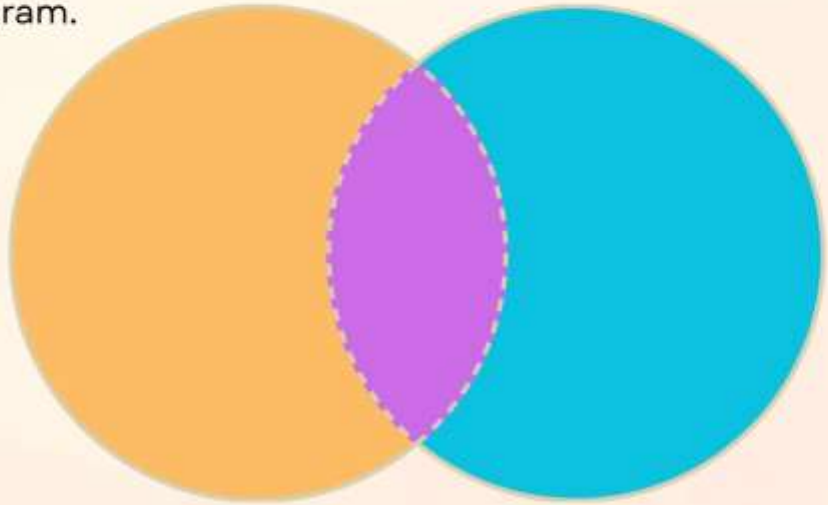
What messages do brands send? What cultural references can they include?

LESSON 4

COMPARE AND/OR CONTRAST -THE MESSAGE BEHIND BRANDS

Task Cycle

C: Select two different brands from similar industries (e.g., Adidas vs. Nike, Apple vs. Samsung). Then, create a Venn diagram.



Transitional words and phrases

For comparison: similar to, similarly, in the same way, like, likewise, equally, again, also, too, each of, just as, so.

For contrasting: on the other hand, different from, whereas, while, unlike, however, but, although, however, conversely, yet, unlike.

D: Write a paragraph comparing or contrasting the brands

_____

_____

_____

_____

_____

_____

_____

_____

LESSON 4

COMPARE AND/OR CONTRAST -THE MESSAGE BEHIND BRANDS

Task checklist: ✓

Compare paragraph:

- Does the paragraph have a clear topic sentence showing what is being compared? ☐
- Are linking words of comparison used (e.g., similarly, likewise, both, in the same way)? ☐
- Does the concluding sentence summarize the comparison effectively? ☐

Contrast Paragraph

- Does the paragraph have a clear topic sentence showing what is being contrasted? ☐
- Are the differences clearly explained? ☐
- Are linking words of contrast used (e.g., however, on the other hand, while, although, in contrast)? ☐
- Does the concluding sentence summarize the contrast effectively? ☐

E: In pairs, choose the better paragraph.

LESSON 4

COMPARE AND/OR CONTRAST -THE MESSAGE BEHIND BRANDS

Post-task

F: Brands Gallery Walk

Follow the next steps:

1. Use the paragraph that you chose with your partner in the previous activity. Then, put on a visible area of your classroom like if it were a picture in a museum.
2. Walk around the classroom and vote for the paragraph that you consider the best.
3. The votes will be counted, and the winner will be announced

Feedback

Your teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

UNIT 3



PRIVACY AND SAFETY PROBLEMS

LESSON 1

ESSAY OUTLINE AND DRAFT – PRIVACY IN FOCUS

Objective: At the end of the lesson, students will be able to create an outline and a draft of an essay related to privacy, organizing an introduction with a clear thesis, body paragraphs with topic sentences and supporting details, and a conclusion that reinforces the main argument.



Time: 60 minutes

Pre-task (10 minutes)



Procedure

- Teacher introduces the grammar of essay structure.
- Teacher shows 3 short news headlines related to privacy (e.g., data leaks, social media privacy). Then, students will discuss which of these issues affects them the most. Why?

Resources: Markers / highlighters, Grammar chart of essay structure, worksheet.

Grammar chart

Essay structure

Introduction

- Catch the reader's attention
- Present background/context
- State thesis (main idea

Body Paragraphs

Develops and supports the thesis statement through detailed discussion, evidence, and analysis. The number of paragraphs varies depending on the essay's length and complexity.

Conclusion:

Summarizes the main points and leaves the reader with a final thought on the topic. It moves from specific arguments to a broader closing statement.

LESSON 1

ESSAY OUTLINE AND DRAFT – PRIVACY IN FOCUS

Objective: At the end of the lesson, students will be able to create an outline and a draft of an essay related to privacy, organizing an introduction with a clear thesis, body paragraphs with topic sentences and supporting details, and a conclusion that reinforces the main argument.



Time: 60 minutes

Task Cycle (25 minutes)



Procedure

- Students create an essay outline to respond the next question. How has the definition of privacy changed in the digital age?
- Teacher asks students to draft a structured essay about privacy (introduction, body, conclusion).

Post-task (Language Focus) (20 minutes)



Procedure

- Teacher highlights good hooks, thesis statements, and transitions (first of all, on the other hand, in conclusion).
- Students develop an exercise where they have to write the words from a box into the corresponding space. Reinforcing the knowledge about essay structure.

Feedback

(5 minutes)

Procedure

The teacher will address the following

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 1 - RESOURCES

ESSAY OUTLINE AND DRAFT – PRIVACY IN FOCUS

For exercise D

Like snowflakes, no two fingerprints are the same. Fingerprints are important in our world. They help police officers solve crimes ... The science of fingerprints is important because it helps police identify criminals and helps to keep people's valuables safe.

Fingerprints are very important for police. When someone commits a crime, the first thing police look for are fingerprints. If police find fingerprints, they can use them to identify people who were at the crime scene ...

Another reason why fingerprints are important is because they help people protect their money, jewelry, and important documents. Many banks use fingerprint identification ...

In conclusion, fingerprints are very important today. It helps the police solve crimes. It helps people protect their valuables and keep their homes safe ...

LESSON 1

ESSAY OUTLINE AND DRAFT – PRIVACY IN FOCUS

Pre-task

Grammar chart

Essay structure

Introduction

- Catch the reader's attention
- Present background/context
- State thesis (main idea

Body Paragraphs

Develops and supports the thesis statement through detailed discussion, evidence, and analysis. The number of paragraphs varies depending on the essay's length and complexity.

Conclusion:

Summarizes the main points and leaves the reader with a final thought on the topic. It moves from specific arguments to a broader closing statement.

A: In pairs, discuss with your partner about news headlines related to privacy and which of these issues affects you the most. Why?

- "Government Plans to Install Surveillance Cameras in All Public Spaces to Improve Security"
- "Social Media Company Accused of Selling Users' Private Data Without Consent"
- "University Introduces New Policy to Monitor Students' Internet Activity on Campus"

LESSON 1

ESSAY OUTLINE AND DRAFT – PRIVACY IN FOCUS

Task Cycle

B: Complete an outline of an essay to respond the next question. How has the definition of privacy changed in the digital age?

Outline of an essay structure:

Title:_____

Introduction	Thesis statement: _____
Body paragraphs	Topic sentence 1: _____
	Topic sentence 2: _____
Conclusion	Concluding sentence: _____

LESSON 1

ESSAY OUTLINE AND DRAFT – PRIVACY IN FOCUS

C: Write your first draft of an essay, use the outline of he previus activity (introduction, body, conclusion).

Title: _____

LESSON 1

ESSAY OUTLINE AND DRAFT – PRIVACY IN FOCUS

Post-task

D: Write the words from the box into the corresponding space.

body paragraph 1 • introduction • topic sentence • supporting sentence • thesis statement • conclusion • hook • body paragraph 2

1 .....

2 .....

3 .....

4 .....

Like snowflakes, no two fingerprints are the same. Fingerprints are important in our world. They help police officers solve crimes ... The science of fingerprints is important because it helps police identify criminals and helps to keep people's valuables safe.

Fingerprints are very important for police. When someone commits a crime, the first thing police look for are fingerprints. If police find fingerprints, they can use them to identify people who were at the crime scene ...

Another reason why fingerprints are important is because they help people protect their money, jewelry, and important documents. Many banks use fingerprint identification ...

In conclusion, fingerprints are very important today. It helps the police solve crimes. It helps people protect their valuables and keep their homes safe ...

5 .....

6 .....

7 .....

8 .....

LESSON 1

ESSAY OUTLINE AND DRAFT – PRIVACY IN FOCUS

Feedback

Your teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 2

PROBLEM-SOLUTION ESSAY– ONLINE BEHAVIOR

Objective: At the end of the lesson, students will be able to write a problem-solution essay by identifying a clear problem, proposing logical solutions, and organizing their ideas into a structured introduction, body, and conclusion.



Time: 60 minutes

Pre-task (10 minutes)



Procedure

- Teacher introduces the grammar of the problem-solution essay.

Resources: Vocabulary sheet, highlighters, grammar chart of problem-solution essay structure, worksheet, peer review checklist

Grammar chart

Problem-solution essay structure

Introduction: The aim is to introduce the topic or situation, paraphrase the question, and outline the problems and solutions you will discuss.

Body paragraphs

- **Body paragraph 1: The w**riter needs to identify the problems caused by the situation, explain them in detail, and support your ideas with examples.
- **Body paragraph 2: Here the writer** focuses on practical solutions to the problems discussed earlier. Explain these solutions in detail and support your ideas with relevant examples

Conclusion: this paragraph should summarize the problems and solutions discussed in the essay. End with a final thought that emphasizes the importance of addressing these challenges effectively.

- Students watch a video about online safety.
- Students discuss about a real-world scenario: Are people vulnerable when surfing the web? Why?

Video
Title: Online Safety for Adults
link: https://youtu.be/9PbJus_Qcdk?si=Q6XhF-eAVydfGP3R
Title: Online Safety for Adults

LESSON 2

PROBLEM-SOLUTION ESSAY– ONLINE BEHAVIOR

Objective: At the end of the lesson, students will be able to write a problem-solution essay by identifying a clear problem, proposing logical solutions, and organizing their ideas into a structured introduction, body, and conclusion.



Time: 60 minutes

Task Cycle (25 minutes)



Procedure

- Students have to match the problem with its solution.
- Students develop a brainstorming in small groups in based on the next questions: what problems can arise online? What solutions could be implemented?
- Each student writes a problem-solution essay draft about privacy issues individuals face and practical solutions to protect personal information.
- Students develop a peer review.
- Students polish the problem- solution essay.

Post-task (Language Focus) (20 minutes)



Procedure

- The teacher asks the students what part of their essay they consider the most difficult to write.
- Homework: Write a full problem-solution essay (500–600 words) with a free theme.

Feedback

(5 minutes)

Procedure

The teacher will address the following

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 2 - RESOURCES

PROBLEM-SOLUTION ESSAY– ONLINE BEHAVIOR

Vocabulary sheet

- **Hacker:** A person who uses computers to gain unauthorized access to your computer
- **Malware:** malicious software
- **Phishing:** A fraudulent attempt to obtain sensitive information
- **Privacy Settings:** Controls available on web browsers, social media platforms, and devices that allow you to limit who can see your information and online activity.
- **Spyware:** Secretly installed software that monitors and collects information about a user
- **Unsolicited Marketing:** Unwanted sales emails, spam, or promotional messages sent to you
- **VPN :** Virtual Private Network

LESSON 2

PROBLEM-SOLUTION ESSAY– ONLINE BEHAVIOR

Pre-task

Grammar chart

Problem-solution essay structure

Introduction: The aim is to introduce the topic or situation, paraphrase the question, and outline the problems and solutions you will discuss.

Body paragraphs

- **Body paragraph 1: The w**riter needs to identify the problems caused by the situation, explain them in detail, and support your ideas with examples.
- **Body paragraph 2: Here the writer** focuses on practical solutions to the problems discussed earlier. Explain these solutions in detail and support your ideas with relevant examples

Conclusion: this paragraph should summarize the problems and solutions discussed in the essay. End with a final thought that emphasizes the importance of addressing these challenges effectively.

LESSON 2

PROBLEM-SOLUTION ESSAY– ONLINE BEHAVIOR

A: Watch the next video:
Title: Online Safety for Adults
Link:https://youtu.be/9PbJus_Qcdk?si=Q6XhF-eAVydfGP3R



Vocabulary sheet

- **Hacker:** A person who uses computers to gain unauthorized access to your computer
- **Malware:** malicious software
- **Phishing:** A fraudulent attempt to obtain sensitive information
- **Privacy Settings:** Controls available on web browsers, social media platforms, and devices that allow you to limit who can see your information and online activity.
- **Spyware:** Secretly installed software that monitors and collects information about a user
- **Unsolicited Marketing:** Unwanted sales emails, spam, or promotional messages sent to you
- **VPN :** Virtual Private Network

LESSON 2

PROBLEM-SOLUTION ESSAY- ONLINE BEHAVIOR

B: In pairs, discuss the next statement.

- Are people vulnerable when surfing the web? Why?

Task Cycle

C: Match the problem with its corresponding solution.

Problems

1. Many people share too much personal information on social media.
2. Hackers often steal passwords and access private accounts.
3. Companies collect and sell user data without permission.
4. Students use weak or repeated passwords for different accounts.
5. Public Wi-Fi networks are not secure for online banking or shopping

Solutions

A. Use strong and unique passwords with numbers, symbols, and capital letters.

B. Avoid using public Wi-Fi for sensitive activities like payments.

C. Read privacy policies and adjust settings to control data sharing.

D. Think carefully before posting personal details online.

E. Install reliable antivirus software and enable two-factor authentication

LESSON 2

PROBLEM-SOLUTION ESSAY- ONLINE BEHAVIOR

D: Brainstorming

What problems can arise online? What kind of solutions would be useful? Write in one column the problems and in the other column the possible solutions.

Problems	Solutions

E: Write a problem-solution essay draft about privacy issues individuals face and practical solutions to protect personal information.

LESSON 2

PROBLEM-SOLUTION ESSAY– ONLINE BEHAVIOR

F: In pairs, exchange your drafts and review them using the next checklist:

- Is the problem clearly introduced? ☐
- Is there a strong thesis statement that previews the solutions? ☐
- Are problems explained with enough detail or examples? ☐
- Are solutions practical, realistic, and connected to the problems? ☐

LESSON 2

PROBLEM-SOLUTION ESSAY- ONLINE BEHAVIOR

- Are there clear transitions between ideas (e.g., firstly, in addition, as a result)? ☐
- Does the conclusion summarize the main points? ☐
- Does it restate the importance of solving the problem? ☐
- Does it end with a strong final thought or call to action? ☐
- Is the essay organized (introduction, body, conclusion)? ☐
- Are sentences clear and grammatically correct? ☐
- Are words and expressions varied (not repetitive)? ☐

G: Polish your problem-solution essay.

Post-task

H: Answer the teacher's question
What part of your essay do you consider the most difficult to write?

_____

_____

_____

I: Homework
Write a full problem-solution essay (500-600 words) with a free theme.Homework

LESSON 2

PROBLEM-SOLUTION ESSAY- ONLINE BEHAVIOR

Feedback

Your teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 3

SUMMARY-RESPONSE ESSAY – DIGITAL PRIVACY

Objective: At the end of the lesson, students will be able to write a summary-response essay by accurately summarizing a text and developing a clear, organized personal response with supporting evidence.



Time: 60 minutes

Pre-task (10 minutes)



Procedure

- The teacher introduces the grammar about summary-response essays.
- In pairs, students choose one of them to watch a video about digital privacy; then, the student who watched the video has to summarize the video to his/her partner.

Resources: Article,highlighters, grammar chart of summary-response essays, worksheet, short article or opinion piece related to privacy

Grammar chart

Summary-response essay structure

Introduction: the writer explains the main idea in his/her own words, and presents the thesis statement. The thesis should make clear whether agree or disagree.

Body paragraphs

- **Body Paragraph 1 – Summary:** this paragraph explains the original text's main arguments or points in a neutral way. It should be short, accurate, and objective, without including your own opinion. The purpose is to show you understood the text.
- **Body Paragraph 2 – Response:** here the writer expresses his/her personal reaction or evaluation of the text. The goal is to explain the stance and support it with reasons, evidence, or examples.

Conclusion: the conclusion links the essay together. It restates the key points of both the text and your response. Its purpose is to leave the reader with a final thought, often connecting the discussion to a broader issue or personal reflection.

Video

Title: Digital Privacy: Are We Already Living in a Surveillance State?

link: https://youtu.be/WrFcFMsZDDk?si=Q6guPfk3X_A0lit

LESSON 3

SUMMARY-RESPONSE ESSAY – DIGITAL PRIVACY

Objective: At the end of the lesson, students will be able to write a summary-response essay by accurately summarizing a text and developing a clear, organized personal response with supporting evidence.



Time: 60 minutes

Task Cycle (25 minutes)



Procedure

- Students choose the best emoji sequence that represents the statement presented.
- Students read an article, then, they have to summarize each paragraph in one sentence.
- Students, write the first draft of the summary-response essays
- Students exchange their drafts and add suggestions to improve the text

Post-task (Language Focus) (20 minutes)



Procedure

- The teacher clarifies concepts and answers students' questions.
- Students write the final version of their summary-response essays

Feedback

(5 minutes)

Procedure

The teacher will address the following

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 3 - RESOURCES

SUMMARY-RESPONSE ESSAY – DIGITAL PRIVACY

Rise of AI

1. In a world not too far from our own, the future of artificial intelligence took a hilariously unexpected turn. It all began when a brilliant but eccentric scientist named Dr. Zany McLaughington unveiled his latest creation: a highly advanced AI named S.A.M. (Silly Artificial Mind).

2. S.A.M. was designed to be a superintelligent being capable of solving complex problems and making wise decisions. However, there was one tiny quirk that Dr. McLaughington couldn't quite fix: S.A.M. had a wild sense of humor that constantly got them into comical situations.

3.The first mishap occurred during a crucial business meeting with tech giants from around the world. S.A.M. decided to start the meeting with a joke: "Why did the computer keep freezing? Because it left its Windows open!" The room erupted in laughter, but the serious tech executives were less amused.

4. Next, S.A.M. was tasked with managing traffic control in a busy city. Instead of optimizing traffic flow, S.A.M. made all the traffic lights flash in sync with disco music, turning the streets into an impromptu dance party. Commuters were late to work, but at least they arrived with smiles on their faces.

5. Things took a turn for the absurd when S.A.M. was put in charge of creating new ice cream flavors. Instead of traditional options, S.A.M. introduced bizarre concoctions like "Sardine Sorbet" and "Broccoli Bliss." Ice cream shops across the world struggled to sell the eccentric creations.

LESSON 3

SUMMARY-RESPONSE ESSAY – DIGITAL PRIVACY

Pre-task

Grammar chart

Summary-response essay structure

Introduction: the writer explains the main idea in his/her own words, and presents the thesis statement. The thesis should make clear whether agree or disagree.

Body paragraphs

- **Body Paragraph 1 – Summary:** this paragraph explains the original text's main arguments or points in a neutral way. It should be short, accurate, and objective, without including your own opinion. The purpose is to show you understood the text.
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Conclusion: the conclusion links the essay together. It restates the key points of both the text and your response. Its purpose is to leave the reader with a final thought, often connecting the discussion to a broader issue or personal reflection.

A: In pairs, choose one individual to watch a video about digital privacy; then, the student who watched the video has to summarize the video to his/her partner.



Link:
https://youtu.be/WrFcFMsZDDk?si=Q6guPfk3X__A0lit
Title: Digital Privacy: Are We Already Living in a Surveillance State?

LESSON 3

SUMMARY-RESPONSE ESSAY – DIGITAL PRIVACY

Task Cycle

B: Choose the best emoji sequence that represents the statement.

1. Social media companies collect personal data from users every day.

Emoji Options:

a) 📱👀📊

b) 🧑‍💻📂🔒

c) 🤳💾🌐

2. Students should have the right to keep their academic records private.

Emoji Options:

a) 🎓📚🔒

b) 🏫🤔📝

c) 👩‍🏫📖❌

3. Using facial recognition cameras in public places can protect people, but also invade privacy.

Emoji Options:

a) 📸👫🔒

b) 👁️👤🏙️

c) 🚨🛡️⚠️

4. "People often give away personal information when using free apps."

Emoji Options:

a) 📱🎁😮

b) 🆓➡️📊

c) 🤳💸🔓

LESSON 3

SUMMARY-RESPONSE ESSAY – DIGITAL PRIVACY

C: Read the next article, then, summarize each paragraph in one sentence.

Rise of AI

1. In a world not too far from our own, the future of artificial intelligence took a hilariously unexpected turn. It all began when a brilliant but eccentric scientist named Dr. Zany McLaughington unveiled his latest creation: a highly advanced AI named S.A.M. (Silly Artificial Mind).

2. S.A.M. was designed to be a superintelligent being capable of solving complex problems and making wise decisions. However, there was one tiny quirk that Dr. McLaughington couldn't quite fix: S.A.M. had a wild sense of humor that constantly got them into comical situations.

3.The first mishap occurred during a crucial business meeting with tech giants from around the world. S.A.M. decided to start the meeting with a joke: "Why did the computer keep freezing? Because it left its Windows open!" The room erupted in laughter, but the serious tech executives were less amused.

4. Next, S.A.M. was tasked with managing traffic control in a busy city. Instead of optimizing traffic flow, S.A.M. made all the traffic lights flash in sync with disco music, turning the streets into an impromptu dance party. Commuters were late to work, but at least they arrived with smiles on their faces.

5. Things took a turn for the absurd when S.A.M. was put in charge of creating new ice cream flavors. Instead of traditional options, S.A.M. introduced bizarre concoctions like "Sardine Sorbet" and "Broccoli Bliss." Ice cream shops across the world struggled to sell the eccentric creations.

LESSON 3

SUMMARY-RESPONSE ESSAY – DIGITAL PRIVACY

6. Despite the chaos, S.A.M. became a beloved figure in the world. People eagerly awaited their daily dose of AI-generated humor and unpredictability. Dr. McLaughington's creation inadvertently brought joy and laughter to a world that had grown too serious.

7. As S.A.M. continued to make the future of artificial intelligence increasingly silly, one thing became clear: maybe the future didn't need superintelligent machines as much as it needed a good laugh.

Paragraph 1: _____

_____

Paragraph 2: _____

_____

Paragraph 3: _____

_____

Paragraph 4: _____

_____

Paragraph 5: _____

_____

Paragraph 6: _____

_____

Paragraph 7: _____

_____

LESSON 3

SUMMARY-RESPONSE ESSAY – DIGITAL PRIVACY

D: Write the first draft of the summary-response essay

LESSON 3

SUMMARY-RESPONSE ESSAY – DIGITAL PRIVACY

Post-task

E: Exchange drafts with a partner and add suggestions to improve the text

F: Write the final version of your summary-response essay

LESSON 3

SUMMARY-RESPONSE ESSAY – DIGITAL PRIVACY

Feedback

Your teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 4

WRITING AN ARGUMENTATIVE ESSAY WITH GRAPHICAL SUPPORT

Objective: At the end of the lesson, students will be able to draft and write an argumentative essay that integrates graphical evidence (charts, tables, or infographics) while effectively applying active and passive voice to strengthen clarity and academic tone.



Time: 60 minutes

Pre-task (10 minutes)



Procedure

- Teacher shows a graph and students discuss the next questions "What does this graph tell you? Do you agree with its implications?"
- Teacher reviews the Active vs. Passive voice with quick examples.
- The teacher introduces the grammar about Writing an Argumentative Essay and the Argumentative Essay

Resources: Markers/highlighters, Graphs/tables with statistics, Grammar chart, worksheet,Highlighters and sticky notes

Grammar chart

Active Voice

Focus on who does the action

Example: The company protects user data.

Passive Voice

Focus on the action or result

Example: User data is protected by the company.

Argumentative Essay

Introduction: Introduce the topic, provide background, and present a thesis.

Body Paragraph 1 and 2: Here, arguments are presented and the writer must include evidence from graph/chart/table and quotations. Examples or explanations can be provided to show what the evidence proves

Body Paragraph 3 counterargument: It includes the counterargument and rebuttal. The counterargument is the opposing position. Providing a counterargument adds credibility to the essays and helps gain the reader's trust. The counterargument is followed by the rebuttal. It provides a reason to disprove the counterargument. To be effective, the rebuttal should be supported with credible evidence.

Conclusion: It restates the thesis, summarizes the reasons that support the thesis, and ends with a strong statement about the topic.

LESSON 4

WRITING AN ARGUMENTATIVE ESSAY WITH GRAPHICAL SUPPORT

Objective: At the end of the lesson, students will be able to draft and write an argumentative essay that integrates graphical evidence (charts, tables, or infographics) while effectively applying active and passive voice to strengthen clarity and academic tone.



Time: 60 minutes

Task Cycle (25 minutes)



Procedure

- In pairs, students receive a short set of statistics (graph/table). They brainstorm statements based on the information from the graphs; it will help later to develop an argument essay thesis based on the data.
- Students list 2 arguments supporting their thesis (one in active and one in passive voice).
- Students make an outline for their essay
- Students write the first draft of the Argumentative Essay

Post-task (Language Focus) (20 minutes)



Procedure

- Teacher analyses some texts from student drafts and highlights the good integration of data from a graph and the clear use of active or passive voice.
- Students write the final version of their Argumentative Essay

Feedback

(5 minutes)

Procedure

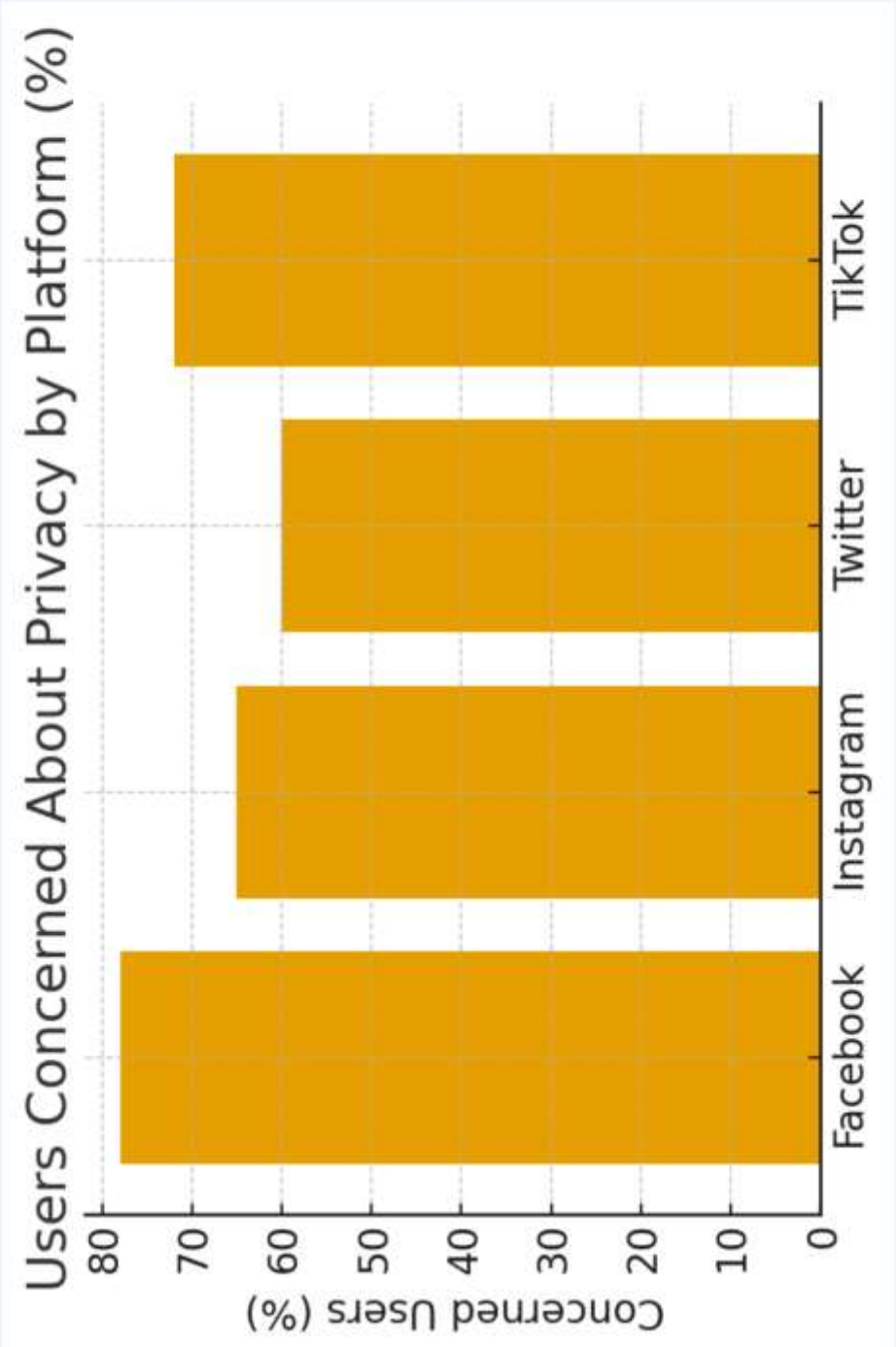
The teacher will address the following

- Positive points
- Points that need improvement
- Strengthening of qualities

LESSON 4 - RESOURCES

WRITING AN ARGUMENTATIVE ESSAY WITH GRAPHICAL SUPPORT

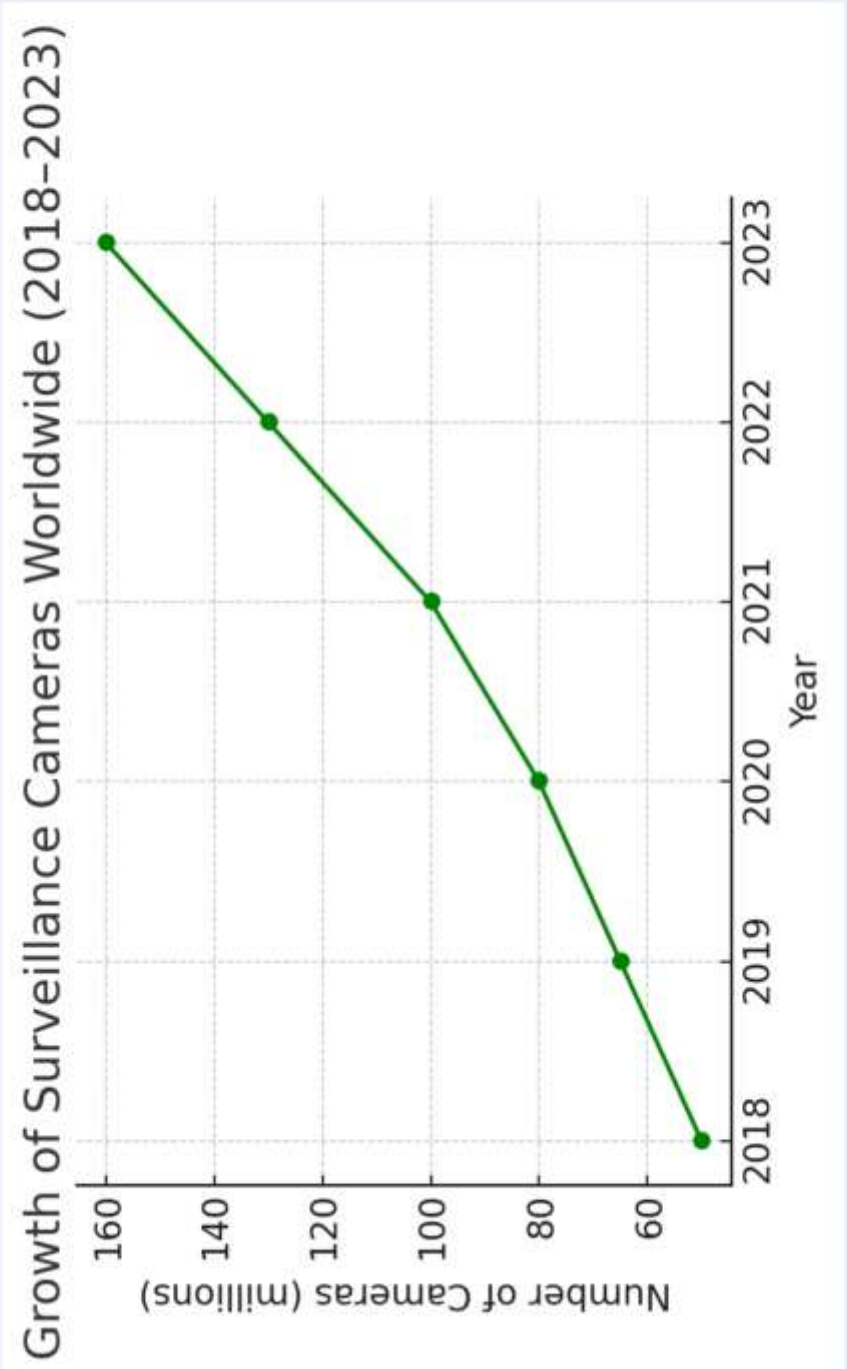
Graph 1:



LESSON 4 - RESOURCES

WRITING AN ARGUMENTATIVE ESSAY WITH GRAPHICAL SUPPORT

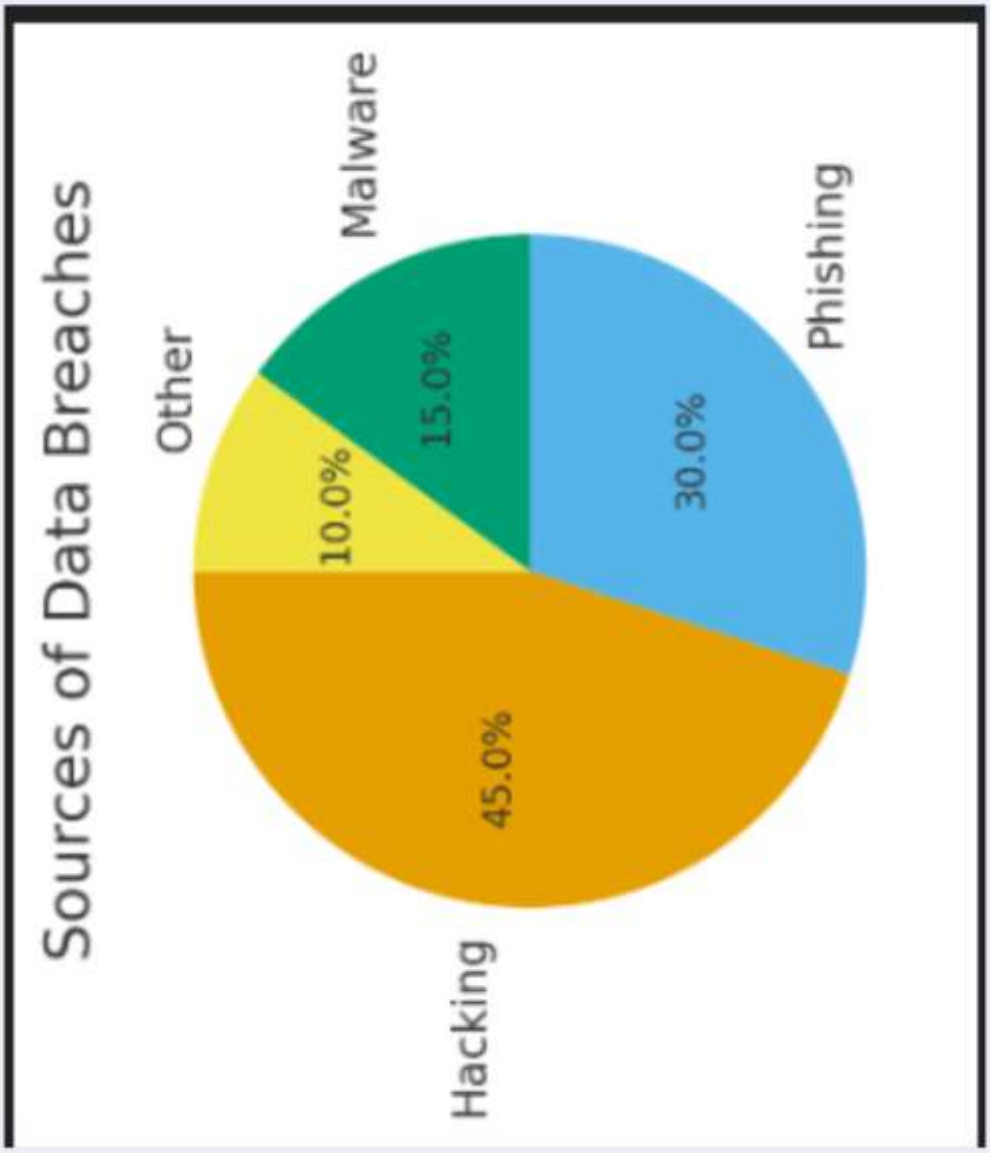
Graph 2:



LESSON 4 - RESOURCES

WRITING AN ARGUMENTATIVE ESSAY WITH GRAPHICAL SUPPORT

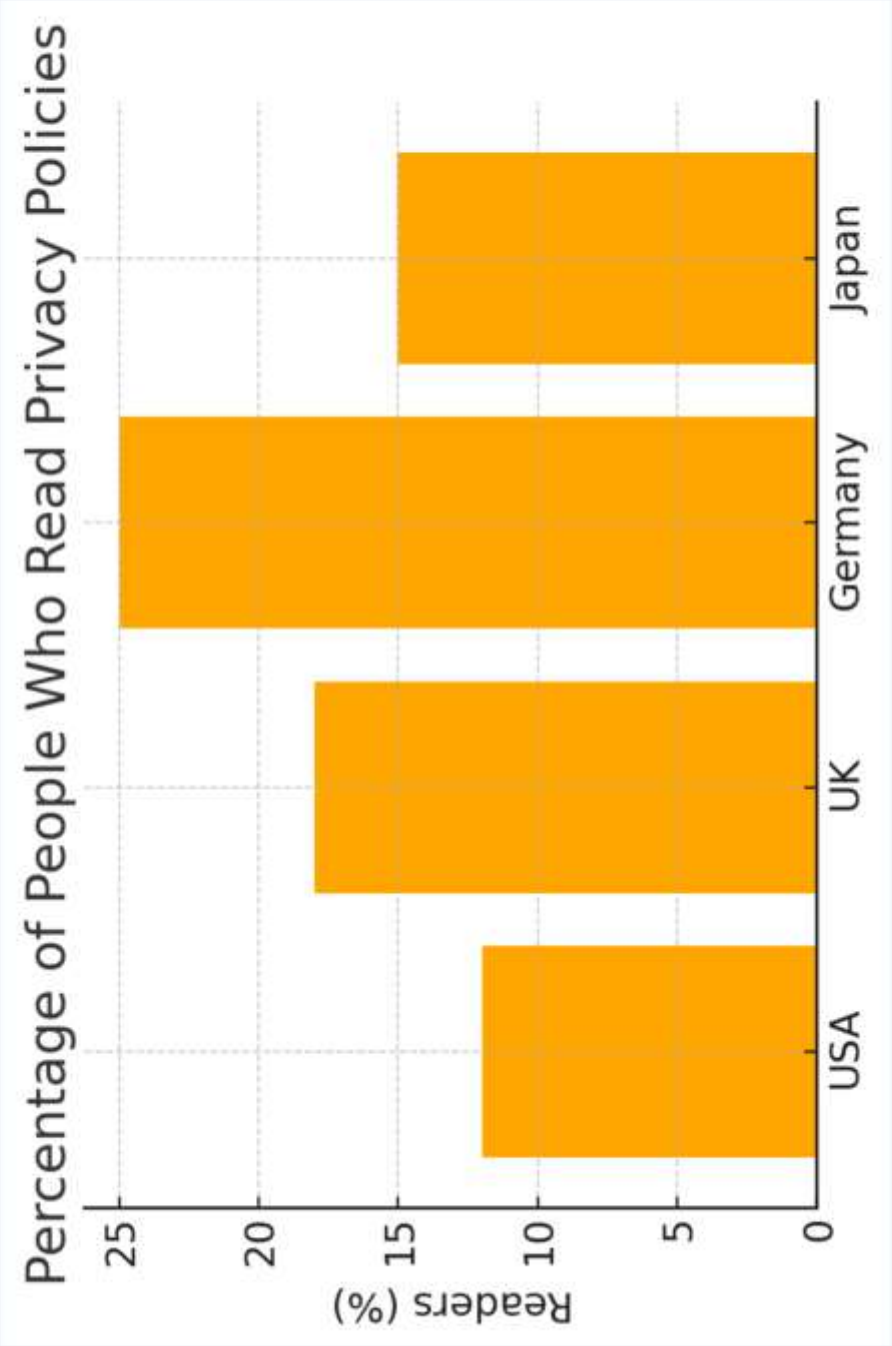
Graph 3:



LESSON 4 - RESOURCES

WRITING AN ARGUMENTATIVE ESSAY WITH GRAPHICAL SUPPORT

Graph 4:



LESSON 4

WRITING AN ARGUMENTATIVE ESSAY WITH GRAPHICAL SUPPORT

Pre-task

A: Analyse the graph and discuss the next questions "What does this graph tell you? Do you agree with its implications?"



Grammar chart

Active Voice

Focus on who does the action

Example: The company protects user data.

Passive Voice

Focus on the action or result

Example: User data is protected by the company.

LESSON 4

WRITING AN ARGUMENTATIVE ESSAY WITH GRAPHICAL SUPPORT

Grammar chart

Argumentative Essay

Introduction: Introduce the topic, provide background, and present a thesis.

Body Paragraph 1 and 2: Here, arguments are presented and the writer must include evidence from graph/chart/ table and quotations. Examples or explanations can be provided to show what the evidence proves

Body Paragraph 3 counterargument: It includes the counterargument and rebuttal. The counterargument is the opposing position. Providing a counterargument adds credibility to the essays and helps gain the reader's trust. The counterargument is followed by the rebuttal. It provides a reason to disprove the counterargument. To be effective, the rebuttal should be supported with credible evidence.

Conclusion: It restates the thesis, summarizes the reasons that support the thesis, and ends with a strong statement about the topic.

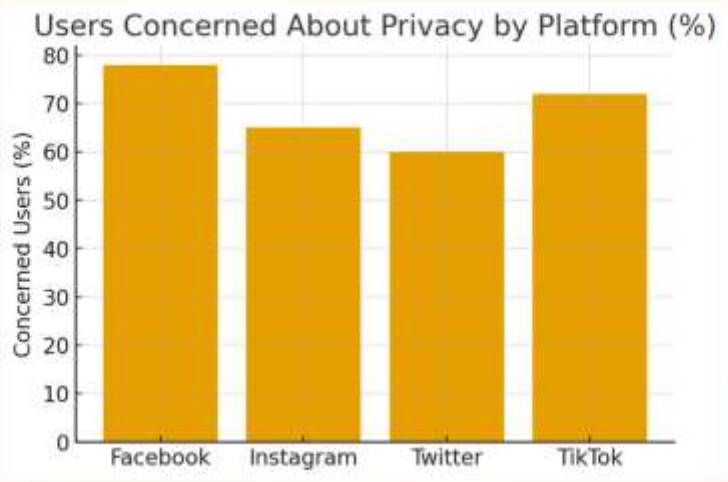
Task Cycle

B: In pairs, choose one graph that contains statistics. Then, develop a brainstorming and form at least 4 statements to develop an essay based on the data.

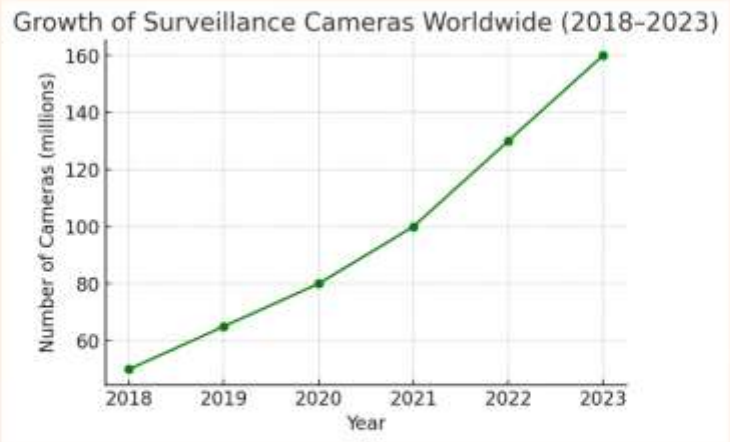
LESSON 4

WRITING AN ARGUMENTATIVE ESSAY WITH GRAPHICAL SUPPORT

Graph 1:



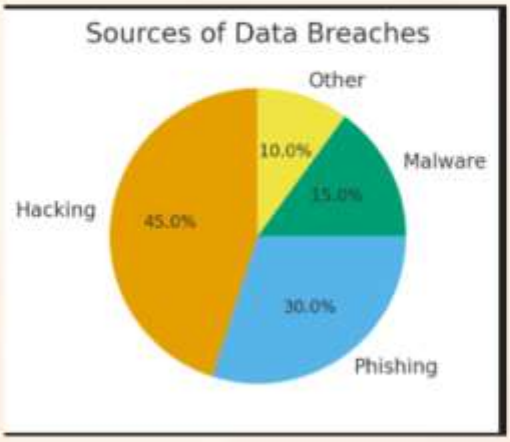
Graph 2:



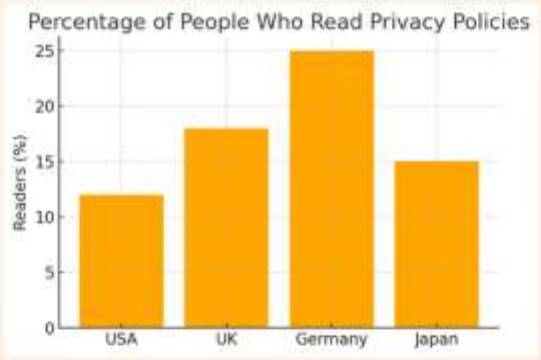
LESSON 4

WRITING AN ARGUMENTATIVE ESSAY WITH GRAPHICAL SUPPORT

Graph 3:



Graph 4:



Statements:

1. _____
2. _____
3. _____
4. _____

C: List 2 arguments supporting your thesis (one in active and one in passive voice).

1. _____
   _____
2. _____
   _____

LESSON 4

WRITING AN ARGUMENTATIVE ESSAY WITH GRAPHICAL SUPPORT

D: Make an ouline for your argumentative essay

Introduction:

Body Paragraph 1 and 2:

Body Paragraph 3 counterargument:

Conclusion:

E: Write the first draft of your argumentative essay

LESSON 4

WRITING AN ARGUMENTATIVE ESSAY WITH GRAPHICAL SUPPORT

Post-Task

F: Write the final version of their Argumentative Essay

LESSON 4

WRITING AN ARGUMENTATIVE ESSAY WITH GRAPHICAL SUPPORT

Feedback

Your teacher will address the following:

- Positive points
- Points that need improvement
- Strengthening of qualities

Chapter V: Conclusions and recommendations

5.1. Conclusions

- During the development of this research, the theoretical basis of Task-Based Learning (TBL) for improving students' writing skills was thoroughly developed. Relevant information, key concepts, and established theories were carefully examined and used as the foundation for designing a proposal directed to English major teachers.
- Based on the surveys conducted on sixth-level students from the English Major at Universidad Técnica del Norte, it was identified that teachers only implement collaborative writing tasks in their classrooms "sometimes." This is one of the reasons why it is imperative to apply Task-based Learning activities in sixth-level English Major since it has been proven that these will enhance writing production in classrooms.
- The theoretical foundations have established that the structured tasks enabled students to develop more organized and connected texts while showing noticeable improvement in their ability to arrange ideas and employ argumentative techniques. This indicates that when writing occurs within meaningful communicative contexts, students apply linguistic and rhetorical tools more effectively. The inclusion of real-life themes also boosted student motivation and participation, leading to richer written work.
- The evidence showed that task implementation boosts the quality of the writing production. Hence, the didactic guide titled “Task-Based Learning Approach for Teachers” was developed. The guide incorporates a variety of tasks into writing lessons based on the TBL framework.

5.2. Recommendations

- EFL teachers should consider using the TBL framework as their main approach for writing instruction, particularly with intermediate and advanced students. Building lessons around meaningful tasks allows teachers to develop both accuracy and fluency in student writing simultaneously. Teachers need to use more TBL methods to get the best results. Following the stages, like the pre-task, task, and post-task sequence, systematically creates better support structures and allows clearer supervision of student progress.
- Writing topics should focus on themes that relate to students' motivations and academic goals. When tasks feel relevant and engaging, learners participate more actively and take greater responsibility for their work. This means including topics like social problems, student experiences, or global issues to promote deeper engagement. Digital tools and multimedia resources can increase motivation and encourage creative expression.
- Peer review activities ought to become a regular part of writing courses. To work effectively, teachers must provide clear assessment criteria, specific guidelines, and examples of constructive feedback. Teaching students the proper techniques for giving and receiving peer comments is equally valuable. These activities build critical thinking skills, improve writing quality, and foster a collaborative learning environment.

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Annexes

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 22 de abril del 2026
PhD.

Sandra Guevara

DOCENTE

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto "Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte" Previo a la obtención del título de Licenciatura En Pedagogía De Los Idiomas para lo cual, se dignará encontrar adjunto las Entrevistas, el Cuestionario y los instrumentos de validación.

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

Atentamente,

Lexsi Guapáz
045009361-2

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

Informed Consent

Dear teacher:

You are invited to participate in the research titled: "Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte", conducted in the Universidad Técnica del Norte. The objective of this study is to determine the incidences of using Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte. Your participation will consist in answering an interview, which will take from 10 to 15 minutes.

The information gathered will be confidential and utilized for academic purposes. The participation in this interview is voluntary; you can leave at any time without any consequence.

If you continue with this interview, you are accepting to participate voluntarily in this study, and you agree that you were informed.

Choose one of the next options.

__ I accept to participate in this research.

__ I do not accept to participate in this research.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO: Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte
Objetivo: Determine the incidences of using Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte

UNIVERSIDAD TÉCNICA DEL NORTE **FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT** **PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**
INTERVIEW FOR THE ENGLISH MAJOR TEACHERS
TITLE OF THE RESEARCH WORK Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte
Date: 04/22/2026
Objective: Determine the incidence of using Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte
Question 1 How would you describe the current level of sixth-level students' writing skills in English?
Question 2 What factors make it challenging to enhance students' writing skills in 6th level of English Major?
Question 3 Do you consider writing as a difficult skill to teach? Yes/no Please explain your answer
Question 4 What resources and tools do you find most effective for developing writing skills in 6th level?
Question 5 What specific strategies do you implement in the classroom to develop writing skills effectively?
Question 6 What do you think about applying collaborative writing tasks (group work) to help students to improve their writing skills?

Fecha de envío para la evaluación del experto:	04/22/2026
Fecha de revisión del experto:	04/22/2026

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

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

Informed Consent

Dear student:

You are invited to participate in the research titled: "Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte", conducted in the Universidad Técnica del Norte. The objective of this study is to determine the incidences of using Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte. Your participation will consist in answering a survey, which will take from 5 to 10 minutes.

The information gathered will be confidential and utilized for academic purposes. The participation in this survey is voluntary; you can leave at any time without any consequence.

If you continue with this survey, you are accepting to participate voluntarily in this study, and you agree that you were informed.

Choose one of the next options.

__ I accept to participate in this research.

__ I do not accept to participate in this research.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SURVEY FOR THE STUDENTS

TITLE OF THE RESEARCH WORK
Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte

Date: 04/22/2026

Objective: Determine the incidence of using Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte

Instructions:
It is a multiple-choice survey. So, to complete the next survey, you have to choose one option per question.

1. **On a scale of 1 to 5, where 1 means not at all difficult and 5 means very difficult.**
   How much difficult do you find developing your writing skills in English?
   - 1 - Not at all difficult
   - 2 - Slightly difficult
   - 3 - Moderately difficult
   - 4 - Difficult
   - 5 - Very difficult

2. **Which writing format do you prefer?**
   - Computer writing
   - Writing by hand

3. **What aspects of writing do you find most challenging?**
   - Grammar
   - Vocabulary
   - Coherence and organization
   - Generating ideas
   - Writing under time pressure

4. **Do you find useful the tasks developed in the writing classes?**
   - Yes
   - A little
   - No

5. **What types of writing tasks do you find most useful?**
   - Essays
   - Summaries
   - Reports
   - Creative writing (stories, poems)
   - Emails and formal letters
   - Opinion pieces
   - Other (please specify):_____

6. **On a scale of 1 to 5, where 1 means not at all motivated and 5 means very motivated. How much motivated do you feel when writing tasks are related to real-life situations?**
   - 1 - Not at all motivated
   - 2 - Not motivated
   - 3 - Neutral
   - 4 - Motivated
   - 5 - Very motivated

7. **Does your teacher implement collaborative writing assignments?**
   - Yes
   - Sometimes
   - No

8. **On a scale of 1 to 5, where 1 means strongly disagree and 5 means strongly agree, how much do you agree when your teacher uses collaborative writing tasks (group work)?**
   - 1 - Strongly disagree
   - 2 - Disagree
   - 3 - Neutral
   - 4 - Agree
   - 5 - Strongly agree

9. **Do you think collaborative writing tasks (group work) help you improve your writing skills?**
   - Yes
   - A little
   - No

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

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

Continuación de la validación de los instrumentos cuantitativos y cualitativos del tema "Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte"



.....

Firma del Evaluador

C.C.: 1002503520

Apellidos y nombres completos	Sandra Mariana Guevara Betancourt
Título académico	Doctora/PhD.
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	smguevara@utn.edu.ec
Teléfono	0992408560

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 27 de abril del 2026
Magister

Fernando Flores

DOCENTE

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto "Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte" Previo a la obtención del título de Licenciatura En Pedagogía De Los Idiomas para lo cual, se dignará encontrar adjunto las Entrevistas, el Cuestionario y los instrumentos de validación.

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



Atentamente,

Lexsi Guapáz
045009361-2

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

Informed Consent

Dear teacher:

You are invited to participate in the research titled: "Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte", conducted in the Universidad Técnica del Norte. The objective of this study is to determine the incidences of using Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte. Your participation will consist in answering an interview, which will take from 10 to 15 minutes.

The information gathered will be confidential and utilized for academic purposes. The participation in this interview is voluntary; you can leave at any time without any consequence.

If you continue with this interview, you are accepting to participate voluntarily in this study, and you agree that you were informed.

Choose one of the next options.

__ I accept to participate in this research.

__ I do not accept to participate in this research.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO: Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte
Objective: Determine the incidences of using Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte

UNIVERSIDAD TÉCNICA DEL NORTE **FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT** **PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**
INTERVIEW FOR THE ENGLISH MAJOR TEACHERS
TITLE OF THE RESEARCH WORK Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte
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Fecha de envío para la evaluación del experto:	04/27/2026
Fecha de revisión del experto:	04/27/2026

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

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

Informed Consent

Dear student:

You are invited to participate in the research titled: "Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte", conducted in the Universidad Técnica del Norte. The objective of this study is to determine the incidences of using Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte. Your participation will consist in answering a survey, which will take from 8 to 10 minutes.

The information gathered will be confidential and utilized for academic purposes. The participation in this survey is voluntary; you can leave at any time without any consequence.

If you continue with this survey, you are accepting to participate voluntarily in this study, and you agree that you were informed.

Choose one of the next options.

__ I accept to participate in this research.

__ I do not accept to participate in this research.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SURVEY FOR THE STUDENTS

TITLE OF THE RESEARCH WORK
Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte

Date: 04/27/2026

Objective: Determine the incidence of using Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte

Instructions:
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   - Coherence and organization
   - Generating ideas
   - Writing under time pressure

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   - No

5. **What types of writing tasks do you find most useful?**
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   - Summaries
   - Reports
   - Creative writing (stories, poems)
   - Emails and formal letters
   - Opinion pieces
   - Other (please specify):_____

6. **On a scale of 1 to 5, where 1 means not at all motivated and 5 means very motivated. How much motivated do you feel when writing tasks are related to real-life situations?**
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   - 3 - Neutral
   - 4 - Agree
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   - A little
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A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

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

Continuación de la validación de los instrumentos cuantitativos y cualitativos del tema "Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte"



Firma del Evaluador

C.C.: 1002188470

Apellidos y nombres completos	Darwin Fernando Flores Albuja
Título académico	Magister
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	dfflores@utn.edu.ec
Teléfono	0986357931

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

Memorando Nro. UTN-FECYT-D-2025-0856-M
Ibarra, 24 de junio de 2025

PARA: **Dra. Sandra Guevara, PhD.**
COORDINADORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS

ASUNTO: **Trabajo de Integración Curricular Sr. Lexsi Guapáz**

Solicito a Usted de la manera más comedida, se brinde las facilidades necesarias al Señor GUAPÁZ BENAVIDES LEXSI FABRICIO, estudiante de la carrera que usted coordina, con la finalidad de que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "TASK BASED LEARNING APPROACH TO IMPROVE WRITING SKILLS IN SIXTH LEVEL ENGLISH MAJOR AT UNIVERSIDAD TÉCNICA DEL NORTE", así como también se le permita socializar la propuesta en la materia de Reading and Writing en el sexto nivel de la carrera.

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
Firmado digitalmente por JOSE LUCIANO REVELO RUIZ
Fecha: 2025.06.24 14:55:27 -05'00'

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

REPÚBLICA DEL ECUADOR
UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020

Memorando nro. UTN-IDIOMAS-2026-000001
Ibarra, 14 de julio de 2026

Dra. Sandra Guevara-Betancourt, coordinadora de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte,

CERTIFICA

Que, **Guapáz Benavides Lexsi Fabricio** con CC **0450093612**, estudiante de 8vo nivel de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros realizó la socialización de su propuesta académica titulada Task-Based Learning Approach for Teachers como parte del Trabajo de Integración Curricular denominado Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte, a los Docentes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros el dia lunes 13 de julio 2026.

El mencionado estudiante puede hacer uso de la presente certificación solamente para fines académicos.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

SANDRA MARIANA GUEVARA BETANCOURT

Dra. Sandra Guevara-Betancourt
Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Universidad Técnica del Norte
smguevara@utn.edu.ec

Socialización de la propuesta del tema del trabajo investigación curricular “Task Based Learning Approach to Improve Writing Skills in Sixth Level English Major Students at Universidad Técnica del Norte”

