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Tema: **"TASK-BASED LEARNING AND THE ORAL LANGUAGE PRODUCTION"**

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Autora: Licenciada. Carmen del Rosario Villacis Suárez

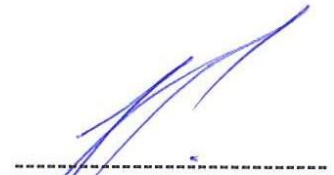**Directora:** Licenciada. Marbella Cumanda Escalante Gamazo, Magíster

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Lcda. Carmen del Rosario Villacis Suárez

AUTORA

Lcda. Marbella Cumanda Escalante Gamazo, Mg

DIRECTORA

DERECHOS DE AUTOR

Lcda. Carmen del Rosario Villacis Suárez

C.C. 1803805595

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ACKNOWLEDGMENT

DEDICATION TO:

The current research study is dedicated to the
Lord for giving me the strength and wisdom
to continue reaching my goals in my life.
My beloved parents, Victor and Miriam, my
dear siblings, Luis, Iveth, Victor, and Javier.
My nieces, nephew and grandparents, and
my loved Ing. Freddy Oviedo, who always
encouraged me to keep growing in my
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Carmen Villacis Suárez

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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

TEMA: "APRENDIZAJE BASADO EN TAREAS Y LA PRODUCIÓN ORAL"

AUTORA: Lcda.Carmen del Rosario Villacis Suárez, Mg.

DIRECTORA: Lcda. Marbella Cumanda Escalante Gamazo, Mg

LÍNEA DE INVESTIGACIÓN:

- Métodos y medios para la enseñanza

FECHA: 29 de junio 2022

RESUMEN EJECUTIVO

El siglo XX ha traído muchos cambios a nuestras vidas, entre ellos un nuevo punto de vista sobre la educación en línea, plataformas modernas y herramientas que nos permiten ser creativos en la enseñanza. El aprendizaje basado en tareas es uno de los métodos más populares y actuales que se centran principalmente en las actividades comunicativas; el estudio analizó el impacto de las actividades auténticas de aprendizaje basado en tareas en la producción del lenguaje oral. La muestra para este estudio fue de 44 estudiantes de 10mo grado de la Unidad Educativa Atahualpa, quienes recibieron clases bajo las modalidades online y presencial desde septiembre de 2021 hasta julio de 2022. Un diseño cuasi-experimental y un método cuantitativo fueron los instrumentos utilizados en este estudio, el tiempo de tratamiento fueron cuatro semanas. Para evaluar la producción lingüística en L2 se utilizó el pre-tes y el post-test, verificando asi la influencia de la aplicación de las tareas auténticas, basado en el examen A2 de Cambridge FLYERS para evaluar la comunicacción oral y la rubrica de evaluación. Expertos en la materia validaron dos encuestas que se aplicaron a profesores y alumnos con el objetivo de recoger datos. Además, las herramientas estadísticas utilizadas para este estudio fueron el estadístico de Wilcoxon para comparar las muestras dependientes, el de Mann-Whitney para las muestras independientes, la prueba de normalidad de Shapiro- Wilk y el software Statistical Package for the Social Sciences (SPSS) 25 para verificar la hipótesis. Finalmente, según este estudio, la producción oral de los estudiantes del grupo experimental mejoró significativamente y mostró un progreso de 5,3 a 9,6 de puntuación media después del tratamiento, mientras que la puntuación

media del grupo de control aumentó de 7,5 a 8,2 con los métodos tradicionales. Se evidencia que las actividades de aprendizaje basadas en tareas auténticas mejoraron significativamente la producción del lenguaje oral superando la media del grupo de control. El autor enfátiza la necesidad de asignar un papel al alumno en una tarea para motivarlo.

Descriptores: aprendizaje basado en tareas / motivación /tareas auténticas /producción de lengua oral / vida real.

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THEME: "TASK-BASED LEARNING AND THE ORAL LANGUAGE PRODUCTION"

AUTHOR: Lcda.Carmen del Rosario Villacis Suárez, Mg.

DIREC TED BY: Lcda. Marbella Cumanda Escalante Gamazo, Mg

LINE OF RESEARCH:

- Mean and Methods for teaching

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EXECUTIVE SUMMARY

The twentieth century has brought many changes in our lives, including a new viewpoint on online education, modern platforms, and tools that let us be creative in teaching. The study looked at the analysis of impact of authentic task-based learning activities to develop oral language production. Task-based learning is one of the most popular and current methods that focuses primarily in communicative activities. A sample of 44 students from 10th grade from Unidad Educativa Atahualpa was used, learners received classes through online and face-to-face modalities from September 2021 to July 2022. This study lasted four weeks and used a quasi-experimental design and a quantitative method. A pre-test and post-test assessment were used to assess the effectiveness of authentic tasks to develop oral language output in L2, and the Cambridge FLYERS speaking exam A2, and its rubric. Experts in the field validated two surveys that were applied to teachers and learners to collect data. Furthermore, the statistics tools used for this study were Wilcoxon statistics to compare the dependent samples, Mann-Whitney for the independent samples, Shapiro- Wilk normality test, and the Statistical Package for the Social Sciences (SPSS) 25 software were used to verify the hypothesis. Finally, according to this study, students' oral production of the experimental group improved significantly and showed a progress from 5.3 to 9.6 average score after the treatment, meanwhile

the control group average score increase from 7.5 to 8.2 using traditional methods. It is evidenced that authentic task-based learning activities improved oral language production significantly overpassing the mean of the control group. The author emphasize the need to set a role to learner in a task to motive them.

Key words: Authentic tasks / motivation /oral language production /task-based learning / real life.

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

Communication is one of the elements that people use to talk. Speaking is a tool that helps individuals, people, and nations to develop through globalization, learners are the future of their countries; thus, learners need to develop speaking skills in L2 as part of their daily lives. Oral language production is a system through which people use spoken words to express knowledge, thoughts, and emotions. Thus, oral communication is developed by increasing vocabulary and using appropriate grammar structure when interacting with others. Nowadays, speaking is regarded as one of the most significant skills and empower learners to familiarize themselves with the learning system (Hammer, 2007).

On the other hand, learners from 10th year of EGB at Unidad Educativa Atahualpa learners fail to foster speaking skills to a level where they could keep discourse or carry on a discussion. Yang (2014) highlighted some factors that influence learners' oral language production. Those factors are related to cognitive factors, social elements, and environmental factors that limit their oral communication development. Learners have been influenced by affective factors such as shyness, fairness, lack of motivation, self-confidence, and among others. Cognitive factors include acquiring information and cognizance being an important part of the higher-level functions of the brain; and syntax, pronunciation, vocabulary, the commonality of the class, and information on the point were considered as an intellectual element; Social elements are connected with individuals by culture, social class, and family; and environment factors such as packed classes, lots of grammar sheets, and commotion impact students' cycles, thus producing mental confusion and anxiety in learners (Leong, et all. , 2017).

The aim of the current study focuses to analyze the influence of authentic task-based learning activities in oral language production in learners from Unidad Educativa Atahualpa from the 10th grade. Additionally, for this study is relevant to identify the factors that limit oral language production; design authentic tasks to encourage and

motivate learners to accomplish tasks, and the application of authentic tasks to develop oral language production and increases their motivation. During the application, the author follows the steps of the task-based learning frame, considering the stages such as pre-task, task cycle, and post-task (Willis, 2007). Finally, the author applied a quantitative methodology following a quasi-experimental design to collect data, and a survey to collect learners' and teachers' perspective about factors that limit oral language production.

This research is arranged in the following manner: Chapter I focuses on the introduction, justification, and objectives that guide the current research. Chapter II covers the research background, which includes a collection of previous studies relating to the study's issues, and a literature review that details the theoretical aspects of both variables. Chapter III outlines the study's methodology, study's location, materials and equipment, type of research, hypothesis testing, demographic or sample, data collection, data processing and analysis, and response variables or outcomes. Chapter IV uses visuals to present the statistical results found in the methodological framework; the results of the survey applied to teachers and learners; the comparison between pre-test and post-test results; the hypothesis validation and deliberation. Finally, Chapter V rounds off this study by offering some recommendations, and conclusions, as well as references and annexes.

1.2 Justification

Every year, learners are challenged to acquire English as a second language, but acquiring a second language means using it to communicate with others in order to help people in their personal growth and have doors open not just in their countries but in the world. Additionally, Nunan (2006) defined speaking as the utilization of language and unhesitatingly with few unnatural stops, which is called as familiarity. Therefore, this study is important for learners of 10th grade of Unidad Educativa Atahualpa to be encouraged to develop oral language production in L2 in their schools and increase the interaction in their classrooms with their teachers and classmates. Additionally, this research creates opportunities for teachers from Unidad Educativa Atahualpa to be creative and innovators when designing tasks for learners. Task-based learning

approach benefits to males and females learners of 10th grade and its community giving them the opportunity to increase their oral language production.

Furthermore, this research guided in the learning process with the use of Task-based learning approach. This study opens a door for teachers to be creative and apply new strategies in teaching, such as the task-based learning framework and its cycle (Willis, 2016). Learners learn in a fun and innovative environment, this study provides tools for teachers to teach in this challenging 21st century. This study brings opportunities to create new activities with the design of authentic tasks, assign a role to learners when developing tasks, and ideas to stimulate learners to enhance language production while acquiring L2; the learning process is student-centered where learners are the actors of their learning process. Thus, this will be passed from colleague to colleague because this study will provide more living tools for learners to face challenging lives.

Finally, this research is useful because it is going to motivate learners to develop and enhance the oral language production of learners from 10th grade in Unidad Educativa Atahualpa. When performing speaking activities, learners are going to avoid failure in speaking activities and get better results. Therefore, it is going to give them opportunities to develop their speaking skills to be ready to face real-life situations and/or for future international scholarship studies in other countries where they will put into practice the developed oral language production.

1.3 Objectives
1.3.1   General
To analyze the influence of authentic task-based learning activities on the oral language production of the students of 10th grade EGB of Unidad Educativa Atahualpa.

1.3.2   Specific
- ✓ To identify the influence of factors that make oral language production difficult in the learning process.
- ✓ To design authentic tasks to develop oral language production in the learning process.
- ✓ To apply authentic tasks to enhance the oral language production in learners.

CHAPTER II
RESEARCH BAKGROUND

2.1 State of Art

Task-Based Learning and oral language production have been the subjects of extensive research in recent years. This data was gathered from prior research, including publications, journals, and theses that were stored in institutional repositories. The most popular studies in this area were examined from many viewpoints, as is shown in the following section.

This previous study mentioned the effectiveness of tasks to produce spoken material. The study was conducted by Peña and Onatra (2009) at Francisco de Paula Santander in Bogota. The sample was 16 students, seven graders (A and B) over the course of nine months in an EFL classroom. The goal was to create and implement tasks that encouraged students to produce spoken material. The devices utilized to collect information from the participants were audio recordings, field notes, and pro forms. There were some important opinions to consider, such as: learners make mistakes during the learning process, the techniques they use to engage in the work, and the external component implicated in oral presentations related to social features. The findings allowed us to investigate the demands of activities among novice EFL speakers and learners. Finally, the study showed the tasks' effectiveness in the creation of oral production and how to deal with mistakes and drawbacks.

Moreover, Nhlengethwa (2016) desired to record teachers' experiences in Swaziland teaching English as a SL using Task-Based Learning. The aim was to find answers to the following questions: What factors influence secondary school teachers' experiences of teaching the English language through task-based learning? And what has been your experience teaching English as a second language through task-based learning? A questionnaire and a group discussion were used to obtain information from English teachers, and a qualitative study with a sample of secondary school students was conducted. In the end, the study's findings revealed that English language teachers were enthusiastic about using TBL. They prefer TBL because it promotes student-centered learning, which is a positive aspect for developing productive skills; also the

enrichment of connections in the school community; and teaching methods such as group and pair work, and class discussions.

In an urban primary school, Vrikki (2013) examined the importance of tasks to improve efficient communication in L2 while completing the activities' objectives. Aside from that, the task has been examined as a potential source of oral production in this investigation. The study used a population of seventy-five individuals aged eleven to twelve years old from the sixth grade of English learners in urban Nicosia-Greek primary schools. A qualitative study approach was utilized to see and examine it from a quasi-experimental standpoint, with a pre-test and post-test assigned to three groups. A questionnaire was utilized to collect data via a teacher's interview, verifying that the task had been improved and developing oral production. Finally, it was recommended as a task-based learning strategy to use in a real-world classroom setting. Task-Based Learning increased learners' ability to communicate, which improved accuracy as they practiced and incorporated activities.

Moreover, at Universidad Nacional de Chimborazo, Soria (2019) analyzed if Task-Based Learning helps students improve speaking skills by observing their classroom to understand the methods and informal dialogues in their productive skills with sixty students in 1K4 and 1E4 classrooms during the 2018-2019 academic year. The purpose was to investigate the use of task-based activities and speaking skills. A quasi-experimental research technique was used to analyze the group related to a social phenomenon and manage qualitative data analysis that was used to generalize the sample by separating patterns and searching for the impact of using task-based activities. The pre-test and post-test were used to collect data using the KET exam tool. To sum up, the task-based approach improved learners' speaking skills.

A study was conducted by Almutairi (2014) at Newcastle University in the United Kingdom, who analyzed the use of conversation analysis to construct a model to facilitate the investigation of task-based interaction. TBL emerged as a result of pedagogical advancements, with the goal of assisting learners in communicating cooperatively through the use of tasks. The twenty-nine postgraduate participants came from various disciplines and nations, and they used a tabletop environment (a camera

in the middle of the classroom that collected data such as audio, captures, video groups, and transcripts while students worked on activities). The study's contribution provided a better understanding of the reality of TBL details. Finally, analyzing the data revealed that participants developed unique speech exchange systems, which explore the interplay between interaction, multimodality, and technology in language learning in task-based classrooms.

Furthermore, in a secondary school, Hasan (2014) intended to inquire what effect task-based learning had on secondary school students' oral English performance. The samples were two groups of secondary school textbooks. The first contained twenty-three students in the experimental group and twenty-one in the control group; both were studying the same two units from the second year. In order to achieve the study's goal, the two units were taught and assessed using an oral performance test and a rubric. Furthermore, the studied data indicated outcomes that differed significantly between the experimental and control groups. In the end, the results demonstrated the effectiveness of task-based learning in teaching English as a foreign language, with the monologue method test outperforming the dialogue way exam.

This study looked into the growth of Chinese students' communicative willingness. According to Ji (2019), task-based language learning is a consistent excitement among Chinese students' oral production. The study used a problem-solving and iterative design-based research strategy. The study's cycles were literature review, intervention I, and II. The study used a sample of 122 university students over the course of one semester to adapt TBLT practices to improve the students' growth in the four learning components using quantitative and qualitative data collection. The tasks were created to help students improve their communication skills. In summary, the study contributed to the research methodology during the design-based research by integrating sociocultural context, pedagogic rationales, and learning elements together with pedagogic innovation to help students' comprehensive development in learning and improve their communication skills.

 This study shows that Guerrero et al. (2020) discovered how task-based learning may assist students to improve their speaking skills at the Universidad Nacional de

Chimborazo's Languages Center. The speaking component of the Cambridge KET exam was used to assess students' levels in 1K4 and 1E4 classes, with pre- and post-tests used to determine levels. The treatment was given to the teacher over the course of six months and was divided into three stages: pre-task, task, and post-task. The T-test was applied to analyze the pre-test and post-test showing positive results like the effectiveness of task-based learning made a positive impact on the students' oral production, considering the types of tasks used were challenging for learners and taking into consideration motivation.

Moreover, BavaHarji et al. (2014) analyzed the impact of task complexity on EFL learners' oral production in a task-based language teaching environment. The sample was a group of fifty-seven adult EFL university learners over the course of sixteen weeks. They used individual oral interviews and audio and video recordings to collect data. The mean scores of learners' oral production between the pre-test tasks and the three post-test tasks were recorded after each phase of the study. It was calculated and compared using a Duncan Multiple Range test, which was run using SPSS 16.0. In a task-based language learning context, supporting learners in doing authentic activities increased levels of oral production in L2.

On the other hand, Svensson (2016) discussed at how learners and a teacher perceive how classmates influence each other's willingness to speak English in the classroom, whether they believed it has an impact on their oral production skills development, and they believed that some sort of ability grouping could help them develop oral production skills. A qualitative methodology based on personal interviews was used to conduct the study with eight learners and one instructor at a secondary school in Southern Sweden. In conclusion, the findings revealed that their language competency, personality, and attitude focused willingness to communicate in English, and interaction with one another. Classmates are the component in the classroom that had impacted on students' readiness to speak English. Thus, their oral production skills development was due to learners' interaction who are at or somewhat above their level, who want to speak English.

In addition, Morejón (2021) determined how effective task-based language training is for developing productive abilities. As part of the PINE program at Universidad

Técnica de Ambato a quasi-experimental study with 39 learners was developed. The study lasted two weeks and included four online sessions with a pretest and post-test to assess their expertise in the productive skills using a rubric. To conclude, this study showed the results indicating that the TBLT technique was beneficial among learners, increasing oral production in learners.

Additionally, the author of this study evaluated the prevalence of the task-based approach in the development of speaking in L2. The research study was conducted by Ajitimbay (2019). The aim of the study was to see how successful it was at improving English speaking skills. To assess the pre-established criteria collected from the Cambridge website of the KET test for speaking, a pre-test and a post-test were employed. It was tested on a group of 30 students at Guamote's Unidad Educativa Intercultural Bilingue Batalla de Tiocajas. Statistical analysis was used to create the Cambridge test outcomes. These assessments revealed that students who used the activity guide significantly improved their speaking skills when compared to the control group who used traditional strategies.

Furthermore, the correlation between Task-Based Learning and L2 speaking skills was planned to be examined by Lara (2018). The research was conducted using a quali-quantitative technique with a sample of students from A2 classes at the Language Center of the Faculty of Administrative and Political Science at Universidad Nacional de Chimborazo. The pre-test and post-test were used to evaluate the effectiveness of Task-Based Learning implementation. The study's final findings revealed that TBL promotes speaking skills in L2, and learners' oral production increases significantly after using TBL.

Another study was conducted by Lozada (2021), who demonstrated the effectiveness of the Task-Based Learning technique in developing oral abilities in L2. A bibliographic search was used to gather information for the investigation. The sample consisted of thirty students who were put through a preliminary test that revealed oral skills deficiencies in the area of interactive communication. In this study, they used TBL activities such as comparing, dialogue engagement, sharing personal experiences, problem-solving, and creative assignments in the treatment. The effectiveness of the

TBL was determined using a pre-and post-test. As a final point, the study concluded that learners enhance their oral ability while working with TBL's activities.

In addition to this study, Azlan et al. (2019) investigated how Instagram features could be combined with task-based learning exercises to assist students in improving their speaking skills and gauging their motivation. Furthermore, data were collected using observation and a semi-structured oral interview with a group of eight students from a pre-school in Selangor and a primary school in Sembilan - Malaysia. The study found that when learners' motivation grows, so does their ability to talk effectively. To summarize, Instagram and task-based learning activities are linked with 21st-century needs to motivate, engage, and inspire learners who build speaking abilities.

Additionally, Bruitago (2016) reported in the article about an action-research project that used a task-based learning approach to improve learners' communicative ability in L2. A sample of thirty-four tenth graders from a co-ed Colombian school in Medellin were employed in the study. There was a range of assignments developed based on their interests and needs as learners. Students' oral and written production improved greatly as a result of their exposure to English and frequent opportunities to use the target language through various tasks and pre-tasks set in the classroom, as evidenced by the many items gathered as well as their interaction. To close, the findings reveal that learners' oral communication improved markedly following the implementation of task-based learning in L2.

According to experts, TBL engages and fosters learners' oral language creation more effectively than traditional methods. Newsom and Rutter (2016) examined this study through the design and implementation of case studies. The impact of task-based learning on second language acquisition was investigated by the researchers. To conclude, the authors argue that guiding learners to use and combine their prior knowledge and skills with vocabulary and structures presented in the classroom to solve case study problems can lead to increased learners' confidence and language competence.

In this article, Córdoba (2016) reported the results of a qualitative research study

conducted as a language teaching program at a public Colombian institution with a sample of six first-semester English students. The aim was to use task-based language training to help learners increase their communicative competence in L2 by integrating language skills. The study's findings revealed that task activities were beneficial in developing receptive and productive skills, which improved learners' communication competence and interaction. This implies that task-based learning is high-quality to utilize, increases skill integration, and encourages language capabilities.

Moreover, through this article, Suntharesan (2014) aimed to maintain TBLT's extraordinary efficiency in promoting communicative competence among ESL learners. The sample consisted of roughly fifty third-year undergraduates from the University of Jaffna's Faculty of Arts. To collect data, a pre-test and an end-test based on distinct syllabuses were used to assess students' levels of language proficiency. Since task-based language instruction gives enough exposure to language in realistic conditions, leads students to interact, and enables students to be at the center of the learning process, focusing more on meaning rather than form. As a result, students were able to communicate spontaneously in everyday situations.

Through these studies, many researchers agreed on the positive results that task-based learning provides to learners and teachers at the same time. It keeps them learning when implementing and applying task-based learning. Furthermore, the studies showed that teachers enjoy using Task-Based Learning because it enhances learners' oral production in L2 during the learning process and is student-centered, which fosters opportunities for learners to develop their creativity and oral language production. The other fact to highlight is the level of motivation that increases in learners when working with authentic activities to engage them in accomplishing tasks and challenging them.

 It is pertinent to mention the enrichment of connections in the school community related to the school, learners, and teachers ' backgrounds. Some of the examples of task activities were mentioned by many researchers as comparisons, dialogues, sharing personal experiences, problem-solving situations, role-plays, debates, Q & A, case studies, as well as interaction with technology interactive tasks. As a final point, task-based learning has been applied in a variety of settings and learners have increased

levels of confidence in themselves and social skills, which encourages language capabilities to allow them to communicate spontaneously in daily situations.

2.2 Literature review

Variables

2.2.1 Independent Variable: Task-Based Learning

The present study focuses on task-based learning as a strategy for instructing students in the tenth grade to improve their oral language production. This variable falls into the following categories:

- ✓ Methods
- ✓ Methods of language teaching
- ✓ Communicative language Teaching
- ✓ Task-Based Learning

2.2.1.1 Methods

Method is defined as a process or a way to do something, such as a systematic approach, technique, or mode of inquiry, that is utilized in or suitable for a certain subject or art. Likewise, Anthony (2014) defined a method as a comprehensive strategy for the systematic presentation of language content, none of which conflicts with or is predicated on the chosen approach. In other words, an approach is axiomatic, a method is procedural.

Furthermore, at the method level, a theory is put into practice, and it includes decisions about the specific skills to be taught such as: the teacher's and learner's roles in language teaching and learning, the appropriate procedures and techniques, the content to be taught, and the order in which the content will be presented. Additionally, it entails a specific syllabus structure, material selections that will support learning, and methods for assessing students and evaluating teaching and learning. It is a kind of organizational scheme based on an approach's philosophical foundations (Richards and Rodgers, 2014).

2.2.1.2 Methods of language teaching

The fundamental ideas, pedagogy, and managerial strategies that are applied in the classroom refer to methods of language teaching. How you teach is influenced by your educational philosophy, classroom demographics, topic area(s), and school purpose

statement. Additionally, the principles and procedures employed for instructions make up a teaching method. Class involvement, demonstration, recitation, memory, and mixtures of these are all common teaching approaches. The choice of teaching method or approaches is mostly determined by the knowledge or skill being taught, but it can also be impacted by the students' aptitude and enthusiasm. Thus, language learning theories account for the cognitive, personal, interpersonal, and social processes learners make use of in second language learning (Rodgers, 2014).

On the other hand, in 2014, Richards argued that learning allows teachers and students to participate in problem-solving activities together. Individual characteristics such as learning style preferences, affective factors, motivation, and learning tactics have all influenced learning. By increasing learners' motivation and involvement in their selected topics, teaching tactics and content selection may strive to match learning styles, allowing pupils to develop interactive learning. Task-Based Language Learning and the Natural Approach both emphasize comprehension skills, and learners work together with their guides to learn.

In addition, sociocultural learning theory is an expanded version of both constructivism and interactional theory that views learning as the product of a discourse between a beginner and a more knowledgeable person, the process refers to scaffolding, which plays a key role in learning. Collaborative discourse supports the learning process, and CLIL, text-based, and task-based education all play a role in scaffolding. In some cases, the learning environment allows students to participate in problem-solving activities alongside teachers (Ortega, 2009).

Furthermore, some studies on learner development and the consequences of the creation of meaning by Jean Piaget, John Dewey, and Lev Vygotsky draw on constructivism. In student-centered and project-based learning, knowledge is a dynamic process involving cognitive and social components, as well as empathizing experiences. A learning paradigm that has a significant impact on education is constructivism (Williams, 2007).

Finally, issues can be used to identify the levels of strategy, design, and process in the

language teaching method. Furthermore, people must deduce from what method developers have stated which criteria are used for teaching activities, what assertions are made regarding learning theory, what type of syllabus is used, and among others.

2.2.1.3 Communicative Language Teaching

The teaching-learning process has benefited from a variety of methodologies and approaches. However, Communicative Language Teaching is commonly thought of as a method of language instruction according to Richards and Rodgers 2001. It is founded on the idea that communication is the primary purpose of language and that language is best acquired through communication. Thus, its goal is to help students build communicative competence, or, to put it another way, communicative aptitude; the idea is to use real-life scenarios that require dialogue (Brandl, 2008).

Additionally, the ability to interpret and implement proper social behaviors is known as communicative competence, and it demands the learner's active participation in the target language (Rhalmi, 2018). This concept encompasses a wide range of abilities, including linguistic competence, sociolinguistic competence, the ability to start, enter, contribute to, and end a conversation, and the ability to do so in a consistent and coherent manner (discourse competence), and the ability to communicate effectively and repair problems caused by communication breakdowns (strategic competence).

Communicative Language Teaching has produced a number of movements, including proficiency-based and standards-based education. While the proficiency-based movement contributed to the context of teaching and learning by putting forward a set of proficiency regulations the proficiency-based movement contributed to the field of language teaching by putting forward a set of proficiency principles (Wesche and Skehan, 2002).

Regardless of the lack of generally acknowledged models, there has always been some degree of agreement on the features required to warrant the title CLT. Tasks that demand regular interaction between students or with other interlocutors in order to exchange knowledge and solve difficulties. Authentic (non-pedagogical) texts and communication activities associated with "real-world" contexts, with a focus on connections between written and spoken modes and channels. Learner-centered

approaches that consider learners' histories, linguistic needs, and goals, as well as allow learners some flexibility and input into teaching decisions.

According to Doughty and Long (2003), methodological principles are a collection of design aspects that can be considered to help in second language acquisition in general. The ideas outlined below serve as a framework for applying CLT practices.

- ➢ Principle 1: Make the Central Unit of Instruction "Task-Based"
- ➢ Principle 2: Promote Learning by Doing
- ➢ Principle 3: Input Must Be Rich
- ➢ Principle 4: Input Needs to Be Meaningful, Comprehensible, and Elaborated
- ➢ Principle 5: Promote Cooperative and Collaborative Learning
- ➢ Principle 6: Focus on Form
- ➢ Principle 7: Provide Error-Corrective Feedback
- ➢ Principle 8: Recognize and Value Affective Factors of Learning

Communicative Language Teaching also uses a performance-based or pragmatic approach to learning. Its purpose is to encourage the development of real-world language abilities by involving students in contextualized, meaningful, and communicative learning assignments. CLT approaches take an extensive approach to teaching, which means they draw on a wide range of approaches that have been demonstrated to be effective and that are in line with learning principles as revealed by research findings in SLA and cognitive psychology (Brandl, 2008).

2.2.1.3.1Task-Based Learning

One of the most talked-about current methods, Task-Based Learning, may be linked back to the strong Communicative Approach, which focuses solely on communicative activities; there is no set grammar curriculum. After a task has been accomplished, focusing on language use is commonly acknowledged as an aid to acquisition, and task repetition allows learners to practice new language. Task-Based Learning (TBL) is known as Task-Based Language Learning (TBLL) or Task-Based Language Teaching (TBLT) or Task-Based Instruction (TBI) that emphasizes the use of real language and the assignment of meaningful activities in the target language to learners (Richards, 2010).

Furthermore, many of these descriptions concentrate on distinct features of what a task is. According to Brandl (2008), three distinct interpretations of the word task are shown, each highlighting various aspects of the phrase. Long provided one of the most often referenced definitions of task such as: a task is any of the numerous activities that individuals engage in on a daily basis, including work, preference, and everything in between. Making a hotel reservation, writing a check, finding a location on the street, and helping a stranger across the street are all instances of chores (p.89).

Moreover, another well-defined task is any classroom work that involves learners comprehending, manipulating, producing, or interacting in the target language with their attention primarily focused on meaning rather than form. Additionally, the parameters for a task activity can be summed up as follows: (a) meaning is key; (b) learners are not given other people's meanings to repeat; (c) there is some connection to activities that are similar to those found in real life; (d) task completion is important; and (e) tasks are evaluated in terms of their results (Rodríguez, 2010, p. 147).

The utilization of real-world tasks or activities that are comparable to actual task behavior is also emphasized in Long's definitions. This is not to say that only real-life tasks should be the focus in the classroom; rather, learners should be engaged in projects that are relevant to their lives or at least catch their attention. As a result, a demand for communication is established, demanding the usage of real language to achieve these tasks (Richards, 2006).

The following are some of the key characteristics of a task, such as: learners do or carry out tasks using their language resources, with an outcome that is not solely linked to language acquisition (though language acquisition may occur as the learner completes the task), a focus on meaning, and a task that involves more than one learner, prompting learners to use communication strategies and interaction.

Many course books and ELT materials contain a wide range of tasks. According to Nunan (2009), a syllabus with two types of tasks can be usefully identified from the perspective of TBI: pedagogical, and real-world tasks.

Pedagogical tasks are classroom activities that are specifically designed to require the use of specific interactional tactics as well as the usage of specific forms of language (skills, grammar, and vocabulary). A pedagogical activity is one in which two learners must try to find the number of differences between two comparable photos. The assignment itself is unlike anything one would encounter in the real world. The interactional procedures it necessitates, on the other hand, provide useful input to language development.

Real-world tasks are those that resemble real-world language use and can be used as a warm-up for real-world tasks. A task of this nature would be a role play in which students simulate an interview.

Mueller (2018) defined authentic task as a task assigned to pupils that aims to evaluate how well they can apply knowledge and abilities that are driven by standards to problems in the current world. Additionally, teachers ask leaners to perform authentic activities considering that learners construct their own responses to the situation and authentic task challenge leaners facing situations in the real world.

These situations are part of the students' lives as well in their high-schools. In authentic tasks, Mueller mentioned some characteristics and its types such as: constructed response, in these activities leaners create new knowledge that varies from what other learners have created; then, product allows students to create tangible and sizeable product that demonstrates their comprehension of specific ideas and skills, as well as their capacity to apply, analyze, synthesize, and or evaluate those ideas and abilities; finally performance authentic tasks students demonstrate their grasp of specific ideas, abilities and their abilities into practice, analyze them, synthesize them or assess them (2018).

Furthermore, it is relevant to highlight some of the examples of authentic activities such as: performances, making predictions, brief summaries, dramatic performances, conferences, stories, poems, speech critiques, telling plans, real world problems solutions, discussions, road trip directions, videos, podcasts, role-plays, talk shows performances, panel discussions, fishbowl discussions, coffee shop conversations, oral presentations, speeches, interviews, self-introduction, and among others.

Finally, the main takeaway is that teachers can use authentic tasks to engage learners through contextualized learning, provide simulations of real- world situations or challenges that learners might encounter, create opportunities for students to practice transfer learning, foster curiosity and building experiences of learners, and develop project management skills.

According to Willis (2016), TBI is based on six sorts of tasks:

1. Listing tasks: For example, students might have to make up a list of things they would pack if they were going on a beach vacation.

2. Sorting and ordering: Students work in pairs and make up a list of the most important characteristics of an ideal vacation.

3. Comparing: Students compare ads for two different

4. Problem-solving: Students read a letter to an advice columnist and suggest a solution to the writer's problems.

5. Sharing personal experience: Students discuss their reactions to an ethical or moral dilemma.

6. Creative tasks: Students prepare plans for redecorating a house.

Furthermore, there are other different task taxonomies depending on characteristics such as whether the task is one-way, two-way, simple, or complex. Many classroom activities lack the qualities of tasks as depicted above, making them neither tasks nor TBI-recommended teaching activities. Drills, cloze activities, controlled writing activities, and other classic teaching strategies are among them. Despite the significant current literature on tasks, there are very few available teacher resources that provide tasks that fit the TBI criteria. In the image below is shown the procedure of TBL (Willis, 2016).

Table 1

TASK-BASED LEARNING PROCEDURE

Pre-task	Introduction to topic and task: Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare.
Task Cycle	Task: Students do the task, in pairs or small groups. Teacher monitors.
	Planning: Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered.
	Report: Some groups present their reports to the class, or exchange written reports and compare results. (Students receive feedback on their level of success on completing the task).
Language Focus	Analysis: Students examine and discuss specific features of the text or transcript of the recording.
	Practice: teacher conducts practice or new words, phrases and patterns occurring in the

With TBL, the emphasis moves to employing tasks to foster interaction, followed by linguistic awareness and growth centered on task performance. In practice, how does this work? In 2016, Willis suggested the following framework of TBL.

Pre-task Activities

Introduction to the Topic and Task

-The teacher assists Ss in comprehending the task's theme and objectives by discussing ideas with the class, utilizing visuals, mime, or personal experience to present the issue.

-Students may complete a pre-task, such as topic-based, odd-word-out activities. The teacher may highlight useful words and phrases, but new structures will not be taught beforehand.

-Time can be set up for students to think about how to complete the work.

-Students can listen to a recording of a parallel activity being completed (so long as this does not give away the solution to the problem).

-If the task requires reading, Ss read a portion of it.

Task Cycle

Task

-The exercise is completed by students (in pairs or groups) and allows them to express themselves and say whatever they want using whatever language they already know. This could be in response to something you've read or heard.

-Teacher wanders around and watches everyone's attempts at communicating in the target language in a helpful manner.

-The teacher helps students formulate what they want to say but does not correct form flaws.

- Within the seclusion of the small group, the focus is on spontaneous, exploratory conversation and confidence-building.

-SSs' motivation is aided by success in reaching the task goals.

Planning

-Planning prepares students for the next stage, in which they are asked to report to the entire class on how they completed the assignment and the outcome.

-Students write down and practice what they wish to speak or write.

-The teacher travels around giving linguistic advice to students, offering phrases and assisting Ss in polishing and correcting their language.

-If the reports are written, the teacher can encourage peer editing and dictionary usage.

-As befitting a public presentation, the emphasis is on clarity, organization, and correctness. Individual pupils frequently use this opportunity to inquire about specific language items.

Report

-The teacher requests that select pairs provide a brief report to the entire class so that everyone can compare findings or start a survey. (Note: There must be a reason for others to pay attention.) Only one or two groups may report completely; others may comment and add extra points. The class is allowed to take notes.

-Teacher make comments on the content of their reports, possibly revising them, but no overt public correction is made.

Language Focus

Analysis

Based on the texts students read or the transcripts of the recordings they hear, the teacher assigns certain language-focused assignments. The following are some examples:

➢ Look for words and phrases that are relevant to the topic or content.

➢ Read the transcript and explain what terms ending in "s" signify.

➢ In the simple past form, find all the words. Which ones refer to the past and which ones do not?

➢ In the transcript, underline and classify the questions.

➢ The teacher begins with Ss, then pupils continue in pairs.

➢ The teacher offers assistance to everyone. Individual inquiries can be asked by students.

➢ In plenary, the teacher goes over the analysis, maybe writing down relevant words in a list format on the board; students may take notes.

Practice

Based on the language analysis currently on the board or utilizing examples from the text or transcript, the teacher conducts practice exercises as needed.

➢ Choral repetition of the phrases identified and categorized as practice activities

➢ Memory challenge games using partially erased examples or blackboard lists for progressive deletion

➢ Completion of sentences (set by one team for another)

➢ Matching the jumbled past-tense verbs with the subjects or objects in the text

➢ Words from the book or transcript as a dictionary reference.

To summarize, the previous steps include a number of exercises that help to define in detail each of the procedures to follow throughout task development, as well as allow learners to build oral production abilities while accomplishing work. These types of assignments allow learners to express their creativity and feel free to complete the work while also challenging them to produce unexpected results, which helps them to feel empowered. Richards (2006) provided tasks provocation for learners to be involved in and appreciate these learning contexts.

Additionally, it is important to mention what the roles of learners, teachers, and the materials are in the learning process to extend the conception of roles in task-based learning.

Roles of Learners

Task work implies the following primary roles:

1. Participants in groups: many tasks will be completed in pairs or small groups.

2. Monitor: in TBL, activities are used to facilitate learning rather than for their own purposes. Students must be given the opportunity to observe how language is utilized in communication through class activities.

3. A risk-taker and innovator

Many activities require students to produce and interpret communications for which they do not have complete linguistic resources or past expertise. It is possible that you will need to practice guessing from linguistic and contextual clues, asking for clarification, and discussing it with other students.

Roles of Teachers

1. Teacher as selector and sequencer of tasks: the teacher's primary function is to select, adapt, and/or create tasks, which are then organized into an instructional sequence based on the needs, interests, and language proficiency level of the students.

2. Prepare learners for task completion: activities could include introducing the topic, clarifying task instructions, assisting students in learning or recalling useful words and phrases to aid task completion, and offering a partial demonstration of task procedures.

The Importance of Learning Materials:

The task designer's ingenuity is the sole limit to the materials that can be used for TBLT education. Wherever possible, realia means using authentic tasks with authentic materials. Some task types that can be constructed around such media items are as follows: Publications For example, using samples from the classified section, students create a wanted ad. Students name characters and their possible relationships to other characters in the episode after watching an episode of an unknown soap opera, for example. Internet For example, students start a "chat" in a chat room, showing a current interest in their lives and formulating a response to the first three people who respond.

2.2.2 Dependent Variable: Oral language Production

The present study focuses on oral language production as a dependent variable, thus it falls into the following categories:

- ✓ Language
- ✓ Four Core Skills
- ✓ Productive Skills
- ✓ Oral language production

2.2.2.1 Language

People all over the world communicate through languages, and while speech is a common and natural aspect of daily life. Speech is a completely historical inheritance of the group, the outcome of long continued social usage, it fluctuates without assignable limits when people transit from social group to social group. It differs as

much as every creative work does—perhaps not as consciously, but certainly as much as various people's religions, beliefs, cultures, and arts. According to Sapir (1921), language is a wholly human and no instinctive system for transmitting ideas, emotions, and wants through a set of voluntarily manufactured symbols.

These symbols are first and mainly auditory, and they are created by the organs of speech. There are no true speech organs; instead, there are organs that happen to be useful in the creation of speech sounds. The lungs, larynx, palate, nose, tongue, teeth, and lips are all utilized in this manner. Thus, speech is more than a basic activity carried out by one or more physiologically suited organs. Before it has even elementary linguistic value, it must be related to some aspect or collection of elements of experience, such as a visual image or a class of visual images or a feeling of relation. The content or meaning of the linguistic unit is this element of experience. If the symbols of concepts are the only significant aspects of speech, the actual flow of speech can be regarded as a record of these concepts being established into reciprocal relations (Lowie, 1923).

In 2015, Husain highlighted the four following definitions of what language is to have a clear understanding of it:

1. According to Block and Trager, "a language is a set of arbitrary vocal symbols through which a social group operates."

2. "Language is a technique of communicating thoughts," says Allen.

3. "Language is a set of human habits, the objective of which is to give expression to thoughts and feelings," says Jesperson.

4. According to Webster, Language is audible, articulate human speech generated by the movement of the tongue and associated vocal organs.

It is evident from all of these definitions that language is employed to express the thoughts and feelings of a social group.

In 1923, Lowie argued that words were used to describe the elements of speech. The essential components of language are typically sound sequences, which can be words, significant chunks of words, or word groups. It may or may not be a single word that is the most basic and important item we must deal with. The English phrases sing, singing,

and singer all express a clear and comprehensible idea, yet the idea is fragmented and hence ineffective in practice. Thus, these two types were realized as terms; the first word, sing, is composed entirely of phonemes and expresses the idea of a specific activity. The first element is A, which can either be a complete, self-contained word (sing) or a word's fundamental component, also known as its root, stem, or radical element (sing-). In the fullest sense of the word form, the element B (-S,-ing,-er) designates a secondary and, in most circumstances, more abstract though. It is referred to as affix or grammatical element.

Finally, the phonetic framework of speech does not form the core fact of language, and that a single sound of articulated speech is not a linguistic constituent in and of itself. The average speaker's impression of his language is that it is made up of a very small number of unique sounds, each of which is fairly correctly represented in the existing alphabet by one letter or, in a few circumstances, by two or more alternative letters (Sapir, 1921).

2.2.2.2 The Four Core Skills

Teachers should endeavor to create the conditions that will allow pupils to learn effectively and achieve their goals. Manaj (2015) highlighted the importance of usage of language skills in an ESL classroom. Teachers should set high standards. The four abilities of reading, listening, speaking, and writing must be effectively integrated in order for English to be taught effectively. These abilities should be addressed in a way that allows pupils to satisfy the expectations you set for them while also gradually developing their communicative abilities. This includes the following: listening and speaking are strongly intertwined skills that operate in tandem in real-life circumstances. As a result, combining the two seeks to promote good oral communication. Thus, this connection will ensure that communication is both real-time and purposeful. The goal is for kids to be able to read and write effectively. Teachers, for example, should gradually expose students to more difficult tasks and content.

According to Husain (2015) language is at its core, a skill. Language is in the psychomotor realm because it is a skill. The capacity to accomplish something successfully is referred to as a skill. Swimming, for example, is a skill that people

acquire and then use. Knowing about these things is a cognitive exercise, and using or performing them is a skill (action). Language is a multifaceted ability that consists of four sub-skills such as: listening, speaking, reading and writing.

The four basic language skills, namely Listening, Speaking, Reading, and Writing, can be divided into two categories: Productive (Active Skills) and Receptive Skills (Passive Skills), as is shown in the figure below:

Graphic 1
Classification of Language Skills.
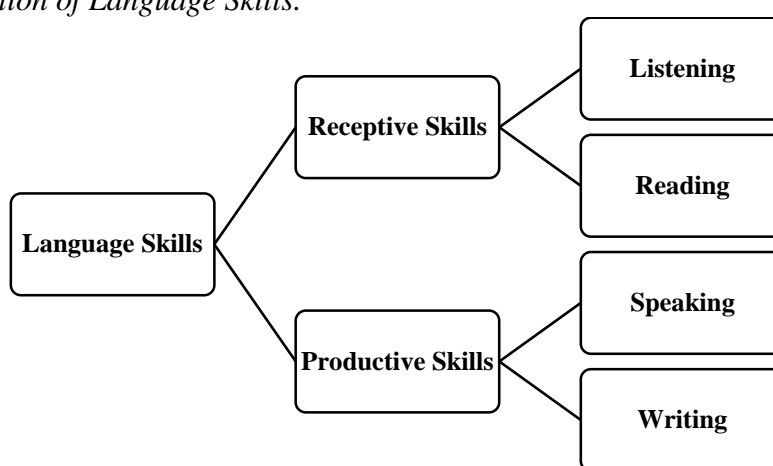
Productive skills are referred to as speaking and writing since the learner/user is not only engaged but also generates sounds and symbols while utilizing them. On the other hand, receptive skills are called listening and reading in writing since the learner is often passive and acquires information through listening or reading (Husain, 2015). Likewise, there are four abilities that people must master in order to communicate effectively when learning a language. Listening is frequently the first skill learned when learning a new language, followed by speaking, reading, and eventually writing. The four linguistic talents are what they are termed. Listening is frequently the first skill learned when learning a new language, followed by speaking, reading, and eventually writing (Cordoba et al., 2005).

2.2.2.3 Productive Skills
In 2014, Golkova and Hubackova showed that some methods and exercises are more effective than others and that the type of language being taught affects the outcome

when teaching a second or foreign language. Both productive skills, such as speaking and writing, are presented in the text. English as a second/foreign language and Czech as a foreign language are the two languages observed. Speaking and writing are inextricably linked, as most regular users of any foreign language are aware.

Speaking Skill

Speaking is a useful language ability, and a person's ability to produce sounds with meaning that can be understood by others, allowing for effective communication. Speaking also refers to the use of language to communicate with others. This activity involves two or more individuals, with each participant having an aim or a set of intentions that he wants. Participants are both hearers and speakers, so they must react quickly to anything they hear and offer their input (Jati, 2016).

Additionally, there are several favorite activities that are regarded appropriate even for novices. For example, in ESL/EFL schools, people can begin by writing or enumerating a list of terms related to a specific topic, simultaneous use of commonplace phrases in short face-to-face conversation exchanges, telephone conversations, and visual games. The following activities can be utilized to address various issues that may influence the end outcome of language teaching: more complicated conversation role-plays and an expanded vocabulary register of certain topics, describing real-life topics and more serious local and global challenges, and e.g. an oral summary of a recently seen film, read book, or heard story (Golkova and Hubackova, 2014).

Writing Skill

Writing is the process of communicating thoughts and ideas in a readable form by employing symbols (letters of the alphabet, punctuation, and spaces). In the written mode, writing is a productive skill. Even for native speakers of a language, it is more involved and frequently appears to be the most difficult of the talents since it entails not only the pictorial representation of speech, but also the formation and presentation of thoughts in an ordered manner (Lee, 2014).

In 2014, Jhonson discussed the value of productive skills. The researcher claimed that writing allows students to experience the thrill of using their minds in ways that studying facts, details, and knowledge never will. Writing is an act of discovery rather than merely a method of learning. Good writers are good thinkers who have the abilities necessary for success in school, the workplace, and life.

2.2.2.3.1 Oral language production

Oral language is a concept that encompasses both social and psychological processes, Whorrall and Cabell (2016) defined oral language as a set of skills that includes receptive and expressive vocabulary, grammatical understanding, and narrative discourse processes (comprehension and storytelling). Children with more sophisticated oral language are better at task management, self-direction, and comprehending school's increasingly abstract language (Amorsen and Miller, 2017; Konza, 2016a).

According to Kinnane (2021), oral language is a mystery that most people learn without much conscious effort across time and cultures. It provides the foundation for starting reading, as children draw on the meaning, grammar, and phonology of spoken language as a bridge to emergent literacy. It has been proven time and time again that a child's oral language ability when they first start school predicts reading achievement in early primary and middle school. Oral language is essential for social growth, reading comprehension, and learning, academic involvement, and career and life success for individuals.

The development of the ability to communicate vocally and linguistically through conversation in a given circumstance and with respect to a certain context and time-space is referred to as oral language acquisition. Oral language, voice, and speech are the most basic forms of human communication, allowing people to convey and understand their thoughts and ideas, feelings, information, and activities (Calderon, 2004).

Furthermore, Walqui and Heritage (2018) presented the framework that supports teachers and support students' work and language development in oral exchanges. There are six levels to the framework, all of which are interconnected: (1) Create

lessons that involve ELLs in subject-specific and substantive oral practice to achieve lesson goals; (2) Create tasks that scaffold student participation and growth; (3) Ensure that the task is designed to meet its purposes, appropriate materials to support students working at their edge competence successfully; (4) Ensure that tasks follow and precede each other logically to ensure that students working at the edge of their competence. (5) Incorporate reading and writing into speech development activities; and (6) deliberate feedback. Thus, teachers must create a trusting classroom atmosphere for English language learners (ELLs) to engage constructively in classroom conversations that enhance language development.

The systems of language are significant because of the oral production of communication between other people. The following elements may be described to have a clear idea:

Vocabulary is vital in the learning process, especially in improving oral language output, because learners are unable to communicate due to a lack of vocabulary. As a result, it is necessary to know vocabulary and how to utilize it in context in order to have meaningful communication. In addition, reading is a common way for students to build their vocabulary. However, due to the high concept load involved in reading a second language, it is unlikely that students will acquire the necessary vocabulary to comprehend the content and information they encounter in many texts in the foreign language classroom. One of the teacher's main responsibilities becomes assisting pupils in learning vocabulary and providing them with word-learning tools. (Moeller et al., 2009)

Furthermore, Green's article (2021) focused on productive vocabulary, which is an important part of oral communication. In the early years, behind decoding skills, vocabulary is the most important predictor of reading comprehension (Biemiller, 2012). A child's vocabulary is made up of two types of knowledge: receptive vocabulary, words that students understand, and productive vocabulary words that students can utilize, words they can use to express themselves. The size of receptive vocabulary is larger than productive vocabulary, and it becomes increasingly important to reading as students advance through school.

However, in early infancy, oral language productive vocabulary is especially important

because children learn through speaking, self-talk, private speech, and dialogic talk, all of which assist higher-order thinking (Konza, 2016a). Educational researchers have always been interested in what vocabulary kids know in order to see if there is a progression to acquisition and/or what evidence can be used to pick vocabulary (Green and Lambert, 2018; Hiebert, 2020).

Finally, Patsch et al. (2020) reported that vocabulary is one of the best indicators of literacy outcomes and accounts for the majority of the variance in reading comprehension. The majority of research on vocabulary as a predictor of literacy outcomes has relied on estimates of how many words pupils know, or their vocabulary size (Konza, 2016b). According to Amorsen and Miller (2017), children starting school have a vocabulary of around 4000–5000 words. However, the methodologies used by researchers to evaluate vocabulary size differ, and as a result, estimates of vocabulary size differ as well. Anglin (1993) employed a dictionary sampling method, which is based on the idea that if a dictionary contains 250,000 entries and a student can define 10% of a random sample, the student will know around 25,000 words. The majority of studies have demonstrated how vital and necessary it is to increase vocabulary to improve oral production, which has a beneficial influence on L2.

Grammar

The sentence, clause, word, and character are the four units recognized, and these are defined in the grammar by formal criteria, though other criteria, such as phonetic or graphic. It is likely that at least two units will be necessary in the description of any language; these units could be referred to as the sentence and the word. Every unit has its own structure, which is a syntagmatic framework of interconnected elements that are paradigmatically established in class systems and stated as values in the structure. Further dimensions of classes, most of which are established at the two inner levels of clause and word, include the following:

Clause-classes: 1. verbal / nominal

               2. ergative / passive / active (= neutral in voice)

               3. perfective / imperfective / non-perfective (= neutral aspect).

Word-classes: 1. verbal: free verb /pro-verb / prepositive

             auxiliary / post-positive.

2. nominal: free noun / pronoun / determinate /

Auxiliary / postpositive.

3. adverbial: free adverb / conditional / conjunctive / particle.

A wide range of word classes, places, meanings, orders, and intonations to ensure that grammar is used effectively in accordance with the message being transmitted (Halliday, 2002).

Phonology is the branch of linguistics that deals with the systematic and functional aspects of sound, and structure, as well as the regularities and principles that underpin them, for both specific languages and language as a whole. Phonetics is the study of the concrete, physical characteristics of sound in language often known as speech.

Phonology's purpose is to make linguistic elements that are represented by very abstract symbols pronounceable and understandable. Phonetic is concerned with the concrete, constantly changing characteristics of utterance, tone transmission acoustics, and auditory perception, whereas phonology is thought to be a set of discrete, symbolic categories that belong to intellectual functioning rather than the physical field (Wiese, 2006). Likewise, there are 32 phonemes in this language, with 8 vowels and 24 consonants; 17 obstruents (stops, fricatives, affricates), and 7 sonorants (nasals, laterals), and these phonemes may be naturally represented by symbols chosen (Lass, 2000).

In 2022, Nuthall concluded that classroom discourse refers to the language that teachers and students use in the classroom to interact with one another. Because talking, or conversation, is the most common mode of instruction, the study of classroom discourse is the study of the process of face-to-face classroom instruction. Since the 1960s, a slew of research has been conducted in which the frequency of teacher and student verbal actions and interaction patterns (such as asking higher-order questions, organizing material, and rewarding student responses) has been linked to student progress.

Additionally, the following stage is to distinguish academic speech from other types of discourse, such as informal and formal. Academic discourse refers to how learners adapt our communication when participating in academic debates, textbooks,

presentations, dissertations, research articles, and lectures are all instances of academic communication, and as people can see, they are all different.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Location

The ongoing research was conducted at Unidad Educativa "Atahualpa", it is a public institution located on Cóndor Mirador Avenue and 12 de Noviembre Street in Atahualpa town in Ambato, Ecuador. This high-school was located in the rural area, the participants who attended to this high-school lives around it. Thus, participants belongs to a different social class, and family's structures. Leaners were in tenth grade and all of them were among 14 and 15 years old. Learners receive the government and parents support to study, learners belong to media and lower social class, and have had few school materials to work with. This research project was carried out via online and face to face modality.

3.1 Materials and Equipment

Most people would like to be able to communicate in more than one language at some point in their lives. Some materials and equipment used in the research such as: a computer, slides, internet connection, and webpages benefit to search and gather information to support the study. Teams' platform and its tools contribute to have online meetings during the treatment with the application of tasks. Cellphones were used to make recordings and videos to collect evidence of speaking activities. WhatsApp, and Zoom to keep in touch with the students and collect information from them, as well as Google Forms was essential to collect data from the surveys applied to teacher and students.

3.2 Research Method

The ongoing research applied quantitative research methodology with a quasi-experimental design. The quantitative research methodology focuses on measurements and statistical analysis, which focuses on collecting data thorough surveys and questionnaires across groups of students and teachers to explain and verify a hypothesis. Aliaga and Gunderson (2002) described the quantitative research as an investigation into a social problem that explains phenomena by obtaining numerical data and analyzing those using mathematically based methodologies, particularly

statistics, they say. When quantitative research is chosen, the researcher primarily uses a post-positivist approach to develop knowledge employs inquiry strategies such as experiments and surveys, and collects data on predetermined instruments that yield statistical data (Creswell, 2003).

Furthermore, a survey was applied to identify factors that influence in the oral language production. Two surveys of nine and thirteen questions were applied to students and teachers of Unidad Educativa Atahualpa, using a questionnaire as a research instrument. According to Zikmund (2003), a survey is a way of acquiring primary data based on conversation with a representative sample of people. Likewise, a questionnaire is a research tool made up of a list of questions used to gather data from respondents. In terms of baseline (pre-intervention) characteristics, quasi-experimental designs establish a comparison group that is as comparable to the treatment group as possible. The outcomes that would have occurred if the program/policy had not been adopted are captured in the comparison group. As a result, any difference in results between the treatment and comparison groups can be attributed to the program or policy (White and Sabarwal, 2014).

A pre-test, a post-test, and a survey to gather numerical data were applied during this study. The pre-test and post-test were taken from FLYERS Cambridge Speaking Test Elementary A2 (2020). These test were selected because, as indicated by the Common European Framework, the level of English of students of 10th grade is A2. The speaking test contains four speaking sections, the time went between 7-9 minutes. The first speaking section had two similar pictures to identify six differences and making sentences to describe them, in the second section there was a set of facts and clues to answer and ask questions about two people, objects or situations, the third section had a picture sequence for organizing and describing each picture in turn, and the last section Open-ended questions to answer personal questions where teacher and learner interacted. The rubric for Cambridge Assessment English was taken for two examinations.

This research study used an assembled group as the classroom level. 10th C was the experimental group and 10th D was the control group during the study. The pre-test was

applied to the control and the experimental groups to know the English level in each group before to apply the task-based learning. The meetings were arranged by Zoom platform to have individual meetings with students. Then, for the treatment, authentic task-speaking activities were applied during four weeks to students who belonged to 10th C. During the treatment, the task-based learning framework was followed in every single class to accomplish the types of tasks such as: creative tasks, real-world tasks, planning tasks, teen museums, discussions, interviews, podcasts, and among others. Learners engaged in tasks, felt motivated, and improved their oral language production day by day, because as part of authentic task students were assigned to have the main role according to the task for example: a famous panelist, a council candidate, a newscaster, a dispatcher, an influencer in social pages, and among others.

Likewise, the teacher and learners were interacting through face-to-face modality in their classroom at U.E. Atahualpa during the oral assessment, the speaking interaction lasts between 7 to 9 minutes. Students worked in groups or individually according to the tasks, they used Zoom and WhatsApp web tools to record the audio of their oral language production activities, those final products were present in the classroom. After teaching using task-based learning, the same post-test was conducted individually to students of 10th C, who were in the experimental group, likewise, 10th D, who were in the control group.

The results were gathered from the pre-test and post-test of the experimental and control group respectively. This quantitative data was entered into a computer application called SPSS (Statistical Package for the Social Sciences), which concentrates in the analysis of statistical data. It could look at things like means, standard deviations, frequencies, and levels of significance. As a result, the researcher's theory was supported by the software, which also revealed beneficial effects that the students had displayed by the end of the intervention. Finally, it was demonstrated through the use of quantitative tables and figures.

3.3 Hypothesis – Research Question – Idea to Defend

This study looks into the development of oral communication in L2 in male and female 10th C and D EGB students aged fourteen to fifteen years old who may have been

influenced by a variety of factors including linguistic, cognitive processing, social, and environmental influences that have obstructed students from speaking.

As a result, these study hypothesis support the following research questions:

- What factors do make oral language production difficult in the learning process in EGB 10th grade learners from "Unidad Educativa Atahualpa"?

- To what extent realistic task-based learning activities influence oral language production in "Unidad Educativa Atahualpa" EGB students in 10th grade?

- Do authentic task enhance the oral language production in 10th EGB learners in "Unidad Educativa Atahualpa"?

The first study question was to determine what factors make oral language production challenging in learners in the 10th grade. To answer this research question, a survey questionnaire was employed.

The author guided a Null Hypothesis (H_0) and an Alternative Hypothesis (H_1)using the T-test to support one of them, to answer the second inquiry, which centered on acquiring the students' scores on their oral language production before and after the application of real tasks.

- H_0: There is no statistically significant difference in the students' oral language production scores before and after the application of authentic tasks.

- (H_1): There is a statistically significant difference in the students' oral language production scores before and after the application of authentic tasks.

Finally, the last research question sought to determine whether authentic tasks improve oral language production. To answer this question, the researcher developed an analysis and interpretation of pre-test and post-test tables, highlighting the mean value maximum score difference between the two groups.

3.4. Population or Sample

The research project was carried out at Unidad Educativa Atahualpa public school in Atahualpa-Ambato, Ecuador, with the sample of forty-four students in the tenth grade of Superior Basic Education. Due to the pandemic, the study began online and ended in a face-to-face setting, with twenty students from 10th grade D in the control group and twenty-four students from 10th grade C in the experimental group, all of whom were taught using authentic Task-based Learning tasks. The table 2 reveals the number of women and men who participated in this study's experiment.

Table 2

SAMPLE POPULATION

Participants	Sample population	Percentage
Women	6	25%
Men	18	75%
Total	24	100%

3.5 Data Collection

To collect data for this study, the author used a pre-test and a post-test, each of which included a rubric. A questionnaire was also employed as an instrument to collect the perspectives of students and teachers, and the instruments were validated by certified English teachers from Universidad Técnica de Ambato and Unidad Educativa Atahualpa. The instruments and data collection plan are listed in the tables 3 and 4:

Table 3

DATA COLLECTION PLAN

ESSENTIAL QUESTIONS	DESCRIPTION
1. For what?	To achieve the objectives of the research
2. To whom?	Superior Basic Elementary A2 learners.
3. About which aspects?	Task-Based Learning and the Oral language Production
4. Who?	The researcher
5. When?	2022

6. Where?	Unidad Educativa Atahualpa
7. How many students?	44
8. What kind of instruments?	Pre-test, post-test, survey-questionnaire
9. In what situation?	In an open and flexible environment.

Table 4
TECHNIQUES AND INSTRUMENTS

TECHNIQUES	INSTRUMENTS
Speaking Test	Four section activities + Rubric (FLYERS)
Assessment Strategy	Rubrics
Speaking Test	Survey questionnaire + Rubric (FLYERS)
Survey	10-items questionnaire (learners)
	13-items questionnaire (teachers)

3.6 Data Processing and Analysis

This study used a single statistical model for information processing. The analysis of the results of the pre-test and post-test of the experimental group vs. control group (independent samples) were compared, and at the same time, a comparison of each group (control-study) as well as the control group and the study group were made separately of the before and after results of each group (control-study). It was a U de Mann–Whitney statistical test that was used to determine the significance of the difference between the students' pre-test and post-test results. Furthermore, through the analysis and interpretation of results, the students' perceptions of the application of task-based learning was examined.

3.7 Response Variables or Results

3.7.1 Statistical Method

This investigation was carried out by the researcher in collaboration with two groups of 10th courses one for control group and the other for experimental group, a normalcy test is used to determine the best statistical procedure for the comparisons under

consideration. Parametric tests are used if the data series are normal; otherwise, non-parametric tests are used. The Shapiro-Wilk test is utilized since the groups are made up of less than 50 sample elements using the Statistical Package for the Social Sciences (SPSS) 25 software.

The test values (Sig.) are greater than 0.05 only in the data series of the overall post-test results, thus, only there is normality and a parametric t-test was used to compare the independent samples of the overall post-test scores. In the other data series there is no normality and the nonparametric Wilcoxon statistic used for the comparison of dependent samples and Mann-Whitney for the independent samples.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results of the survey-questionnaire applied to teachers

Through this chapter, the results and the discussion are presented and analyzed in detail based on the instruments and tools used to gather data about the influence of task-based learning in oral production, analyzing the factors that influenced oral production and what were the results presented for teachers and for students' perception after the application of pre-test and post-test assessment as well.

Table 5

RESULTS OF THE SURVEY-QUESTIONNAIRE APPLIED TO TEACHERS.

Question	Never %	Rarely %	Sometimes %	Often %	Always %
How often do students feel motivated to make an oral presentation in the classroom?	0.0	28.6	14.3	57.1	0.0
How often do your students feel fear when speaking in the classroom?	0.0	0.0	85.7	14.3	0.0
How often do your students show autonomy when working with a task?	0.0	0.0	28.6	71.4	0.0
How often do your students feel self-confident when speaking?	0.0	28.6	42.9	28.6	0.0
How often do your students face difficulties on pronunciation?	0.0	0.0	14.3	71.4	14.3
How often do your students face difficulties to use grammar structures when speaking?	0.0	0.0	0.0	85.7	14.3
How often do your students face difficulties to speak due to a lack of vocabulary?	0.0	0.0	28.6	71.4	0.0
How often do social factors such as culture, social class, and family influence in the oral language production?	0.0	0.0	42.9	57.1	0.0
How often do think your students speaking English with their relatives?	71.4	28.6	0.0	0.0	0.0
How often do your students speak English in their communities?	42.9	57.1	0.0	0.0	0.0
How often do you request your students to interact in groups asking them to speak English?	0.0	0.0	71.4	14.3	14.3
How often do you make your students talk about things or people they like to?	0.0	0.0	57.1	28.6	14.3
How often do you teach English in crowded classrooms?	0.0	0.0	0.0	100.0	0.0

Note: The questions of the survey-questionnaire focus on affective factors, cognitive factors, and social and environmental factors that influence in oral language production in students.

Table 5 presents the findings of a survey applied to English teachers at the Unidad Educativa Atahualpa, the researcher could determine the impact of factors that impede spoken language production in the learning process through the experiences of teaching ESL. This research study analyzed the impact of factors such as affective factors, cognitive factors, and social and environmental factors. These questions were made by the observation according to the study background.

According to teachers' perception affective factors such as feeling afraid to speak in the classroom, half of the students do not feel motivated during oral presentations, and the lack of self-confidence through the analysis were the factors that limit student's language production. On the other hand, cognitive factors such as vocabulary, grammar, and pronunciation after the analysis showed that learners have faced problems developing speaking skill due to limit range of vocabulary to produce complete sentences which is related with grammar. Furthermore, learners were not exposed to the foreign language because in their backgrounds, learners are not able to use the second language as a mean of communication, they just use the language in the school in English classrooms which will limit the practice and use of it because it is not a part of their daily routine. The last issue that is also to teach in an overcrowded classrooms.

Furthermore, English teachers have noted through the study that learners' abilities to develop oral language output are influenced by fear to speak, vocabulary deficits, and the lack of multiple English-speaking environments. There is noticeable the connection between affective factors, cognitive factors, and social and environmental factors that influence in oral language production in students of 10th grade of Unidad Educativa Atahualpa.

Graphic 2

Bar chart of the results of the survey-questionnaire applied to teachers.

Source: The survey-questionnaire about the influence of factors that make oral production difficult in the learning process applied to English teachers from Unidad Educativa Atahualpa in Ambato 2021.
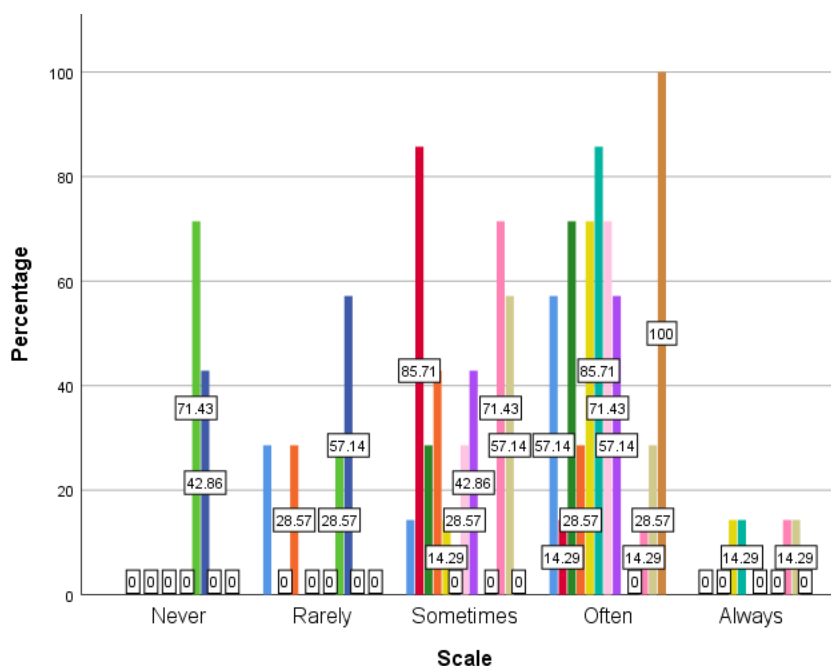
Note: this graphic showed the influence of factors in the oral language production.

Moreover, in graphic 2 is shown the percentages pointed out by the colors of the bar chart. The main factor was to teach in crowded classrooms. The frequency of learners used the language for interaction. Then, the grammar structure management by learners and fear when speaking are correlated in percentages, which restricts the speech production in learners. The bar chart depicts in a better way highlighting showing the common factor that influence in oral language production.

Table 6

RESULTS OF THE SURVEY-QUESTIONNAIRE APPLIED TO STUDENTS

Question	Never	Rarely	Sometimes	Often	Always
	%	%	%	%	%
How often do you feel motivated to speak in English?	0.0	0.0	66.7	33.3	0.0

How often do you feel fear to speak English in the classroom?	0.0	12.5	54.2	33.3	0.0
How often do you show your autonomy when accomplishing a task?	0.0	0.0	54.2	33.3	12.5
How often do you feel confident to speak English in the classroom?	0.0	12.5	54.2	33.3	0.0
How often do you have difficulties on pronouncing words in English?	0.0	0.0	54.2	33.3	12.5
How often do you have difficulties using grammar structures when speaking?	0.0	12.5	41.7	33.3	12.5
How often do you use Spanish words because you do not know how to say them in English?	0.0	12.5	41.7	33.3	12.5
How often do you speak in English with your parents or relatives?	41.7	25.0	33.3	0.0	0.0
How often do you speak English in your community?	54.2	25.0	20.8	0.0	0.0
How often do you interact in groups speaking in English in the classroom?	25.0	12.5	41.7	20.8	0.0

Note: The questions of the survey-questionnaire focus on affective factors, cognitive factors, and social and environmental factors that influence in oral language production in students from 10th grade.

Source: The survey –questionnaire about the influence of factors that make oral production difficult in the learning process applied to students of 10th grade from Unidad Educativa Atahualpa in Ambato 2021.

After the analysis, table 6 shows that a sizable proportion of students lack the desire to talk, and how to overcome fear when learners speaking English with fear, and not feeling at all confident when speaking. The use of grammar structures has been difficult for learners, and few words are insufficient to communicate effectively with others. An extensive vocabulary usage goes hand in hand, it is another factor mentioned by learners that affect their oral language production. Furthermore, learners' environment might not be able to profit from their surroundings, students did not utilize the language outside of the classroom.

Regarding to the results of the questionnaire applied to students, it can be concluded that affective, cognitive, and environmental aspects affect students' oral production. These findings provide the researcher to have a clear picture of how these influences

affected the language production of students in the 10th grade at Unidad Educativa Atahualpa. At this point the results from the teachers are related with students' results, and it confirmed the problem in learner to develop speaking skills.

Graphic 3

Bar chart of the results of the survey-questionnaire applied to students.

Source: The survey-questionnaire about the influence of factors that make oral production difficult in the learning process applied to students of 10th grade from Unidad Educativa Atahualpa in Ambato 2021.
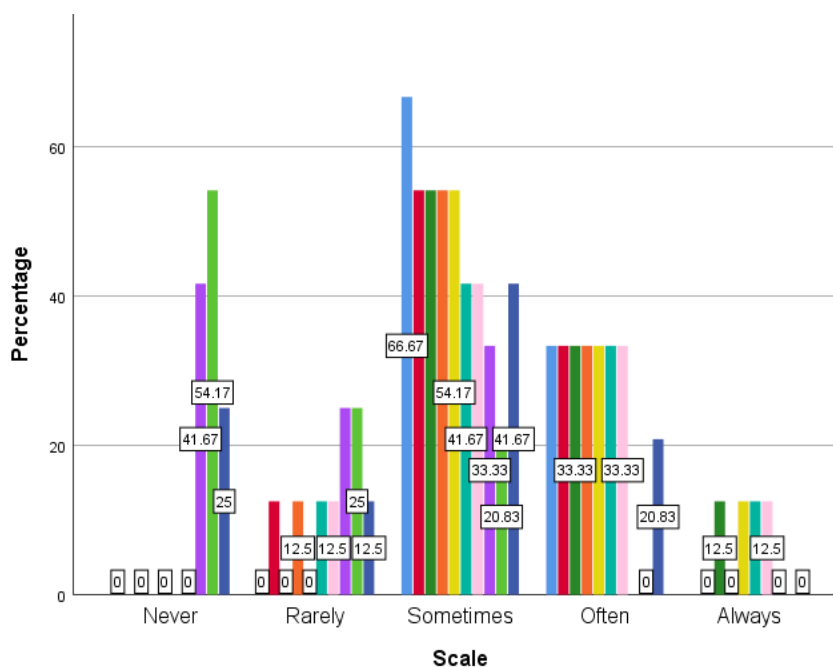
In graphic 3, it depicted factors such as motivation, and their background were not appropriate to support or encourages learners to use the language. Likewise, there are parallel comments from teachers and students on issues like pronunciation, grammatical constructions, and vocabulary deficits when students have had trouble managing these issues to produce language. Finally, the findings show that English language learners are not among native English speakers because they were unable to improve their speaking skills as a result.

4.1 Analysis and interpretation of pre-test results.

The researcher used the FLYERS speaking assessment prior to applying the treatment, and the results of the pre-test were examined and interpreted in this part to identify the

learners' level in oral language production. The outcomes of the pretests for each research group are displayed in Table 7.

Table 7

PRE-TEST RESULTS

Indicador	Experimental Group				Control Group			
	Mean	SD	Min.	Max.	Mean	SD	Min.	Max.
Pre test: Vocabulary and Grammar	1.542	0.833	1.000	4.000	2.400	0.995	1.000	4.000
Pre test: Pronunciation	1.583	0.776	1.000	3.000	2.350	1.268	1.000	4.000
Pre test: Interaction	2.250	0.847	1.000	4.000	2.750	0.851	1.000	4.000
Pre test Results	5.375	2.163	3.000	11.000	7.500	2.646	3.000	11.000

According to the rubrics' parameters, it involves three aspects such as vocabulary and grammar, pronunciation, and interaction. This table depict the mean between these three aspects and identify the learners' ability in these areas.

First aspect of speaking rubric parameters was vocabulary and grammar. It showed a significant difference between means, the experimental group a mean of 1.5 in relation of the control group with a mean 2.4. According to these statistics, it is probably that the control group have had a better usage of grammar and a wide range of vocabulary to produce oral language. Then, second aspect of speaking rubric parameters, the pronunciation average score of experimental group mean was 1.5, in contrast, the control group has a mean of 2.3. These numbers show that the arithmetic means of the groups differ statistically significantly in pronunciation. Additionally the control group showed to have a better knowledge of sounds pronunciation. Next, third parameter was interaction, which shows a mean of 2.2 in the experimental group in contrast to 2.7 in the control group. It means learner for both groups like to interact with others.

Furthermore, the statistical estimators of the interaction deviate from the pattern of the prior indicators to depict hypothetical equality between the groups. The overall score maintains the potentially substantial differences between the groups due to the different ratings for vocabulary, grammar, and pronunciation. This shows that the control group and experimental group were heterogeneous prior to the study.

Graphic 4

Box Plot: Total pre-test scores
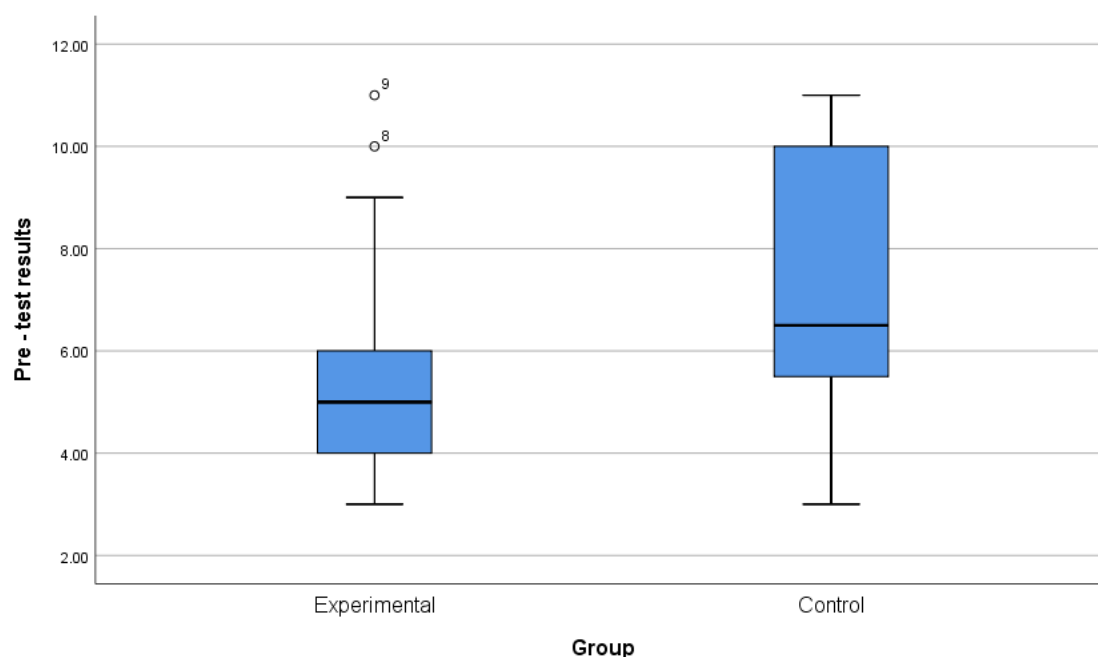
The box plot graphic 4, helps to make a comparison of the factors' levels together, which reveals that the median pre-test of the experimental group is significantly lower than the median of the control group. In the box plot of final pre-test scores, two external outliers are shown in the experimental group, which showed outlier data. It represents students who had shown a higher level in oral language production in relation to the rest of the group.

4.2 Analysis and interpretation of the post-test results.

The descriptions that follow demonstrate the analysis and interpretation of post-test results were given the FLYERS speaking assessment.

Table 8

POST-TEST RESULTS.

Indicador	Experimental Group				Control Group			
	Mean	**SD**	**Min.**	**Max.**	**Mean**	**SD**	**Min.**	**Max.**
Post test: Vocabulary and Grammar	3.000	1.142	1.000	4.000	2.500	1.000	1.000	4.000
Post test: Pronunciation	3.042	1.160	1.000	5.000	2.700	1.261	1.000	4.000

Post test: Interaction	3.583	1.100	2.000	5.000	3.000	1.076	2.000	5.000
Post test Results	9.625	3.214	4.000	14.000	8.200	2.913	4.000	13.000

The post-test results for each study group are presented in Table 8, and the post-test speaking rubric involves three aspects, such as vocabulary and grammar, pronunciation, and interaction. Thus, numbers show a fairly minor difference between the means of the two groups. The possible equivalence in the dispersion of the groups is preserved since the SDs are quite close, despite the fact that the experimental group's upper limit of the range is bigger.

As a result, the mean of the experimental group showed improvement in comparison to the control group. This indicates that the application of authentic tasks increases the oral language production level, improves pronunciation, and increases vocabulary in learners. Thus, if learners acquire a significant level of vocabulary, they will make better use of it in grammar sentence construction.

Graphic 5
Box plot: Post-test total score
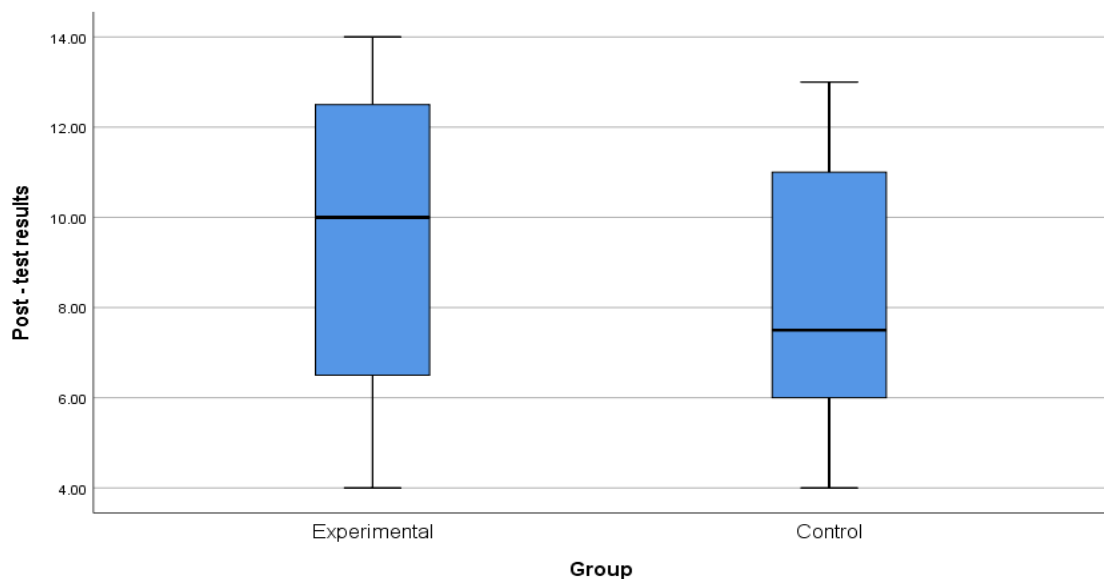
In graphic 5, the median oral production of the post-test may show an equality in both study groups, according to the box plot of factor levels due to the sample groups and the mean show a statistic variation between the two groups.

Finally, the experimental group outperformed the control group with a mean score of 9.625 compared to the control group's mean score of 8.200, indicating that authentic task treatment had a significant impact on the growth of learners' oral production

4.3 Comparison of pre-test and post-test results.

Table 9 displays the comparison of pre-test score fluctuations for both groups as well as the improvement in the experimental group following the implementation of real-world task-based learning. Thus, both groups' means had significantly changed after the post-test, with the experimental group's shift being more significant. It is clear that the experimental group surpasses and rises above the control group's level. At the end of the study, the experimental group was brought to the same level as the control group.

Table 9

COMPARISON OF PRE-TEST MEANS WITH POST-TEST MEANS

Group	Mean	
	Pre-test	Post-test
Experimental	5.375	9.625
Control	7.500	8.200

These results imply that authentic task-based learning activities are more efficient at fostering oral production of the English language and motivation than conventional teaching methods.

4.4 Hypothesis validation

Hypothesis testing based on the comparison of dependent and independent samples is required by the established quasi-experimental design. The following hypothesis are established for this purpose:

Research Hypothesis

In 10th grade students at the Unidad Educativa Atahualpa, authentic task-based learning activities affect oral language production.

Statistical Hypothesis

- **Null Hypothesis (H_0)**

  For comparison of independent samples:

  H_0: There are no significant differences between study group and control group.

  For comparison of dependent samples:

  H_0: There are no significant differences between the pre-test and post-test results.

  Mathematical model:

  $$H_0: \bar{X}_1 = \bar{X}_2$$

- **Alternative hypothesis (H_1)**

  For comparison of independent samples:

  H_1: There are significant differences between the study group and the control group.

  For comparison of dependent samples:

  H_1: There are significant differences between the pre-test and post-test results.

  Mathematical model:

  $$H_1: \bar{X}_1 \neq \bar{X}_2$$

Significance level and decision rule.

With a significance level of 5% the decision rule is:

$$H_0: Sig > 0.05$$
$$H_1: Sig \leq 0.05$$

Statistical Method

A normalcy test is used to determine the best statistical procedure for the comparisons under consideration. Parametric tests are used if the data series is normal; otherwise, non-parametric tests are used. The Shapiro-Wilk test is utilized since the groups are made up of less than 50 sample elements. Table 10 shows the results of the calculation, which was done using the SPSS (Statistical Package for the Social Sciences) 25 software.

Table 10

SHAPIRO – WILK NORMALITY TEST

Test	Indicador	Group	Sig.
Pre-test	PRE-TEST: VOCABULARY AND GRAMMAR	Experimental	0.000
		Control	0.005
	PRE-TEST: PRONUNCIATION	Experimental	0.000
		Control	0.001
	PRE-TEST: INTERACTION	Experimental	0.004
		Control	0.014
	PRE-TEST RESULTS	Experimental	0.001
		Control	0.035
Post-test	POST-TEST: VOCABULARY AND GRAMMAR	Experimental	0.000
		Control	0.017
	POST-TEST: PRONUNCIATION	Experimental	0.009
		Control	0.001
	POST-TEST: INTERACTION	Experimental	0.005
		Control	0.001
	POST TEST RESULTS	Experimental	0.109
		Control	0.089

Note: Shapiro-Wilk test is common used when groups are made up of less than 50 sample elements.
Source: Software IBM SPSS 25

Table 10 displays, the test values (sig.) are greater than 0.05 only in the data series of the overall post-test results. Thus, there is normality and a parametric test (T-test) applied to compare the independent samples of the overall post-test scores. In the other data series, there is no normality and the nonparametric Wilcoxon statistic used for the comparison of dependent samples and Mann-Whitney for the independent samples.

Hypothesis test for independent samples

The hypothesis tests carried out using the pre-test results (Table 7) reveal values less than 0.05 in the comparisons of the following indicators: vocabulary and grammar; pronunciation and interaction; and pre-test results. This reveals that at the time of the pre-test, there were significant differences between the study group and the control group, with the interaction being the only factor in which the groups were on pair. At the beginning of the quasi-experimental design implementation, it can be inferred from the descriptive statistics in Table 7 that the students in the control group produced more oral material than the students in the experimental group.

Table 11
HYPOTHESIS TO COMPARE INDEPENDENT SAMPLES: PRE-TEST

Indicador	Statistical Test	Sig.
Vocabulary and Grammar	U de Mann – Whitney	0.004
Pronunciation	U de Mann – Whitney	0.042
Interaction	U de Mann – Whitney	0.057
Pre test Results	U de Mann – Whitney	0.004

Source: Data collection from the hypothesis comparison of independent samples: pre-test.

In Table 11, all of the comparisons made, the hypothesis tests applied to the post-test results (Table 8) yielded values greater than 0.05 (sig.). This demonstrates that after implementing authentic task-based learning activities, the experimental students' oral production levels are comparable to those of the control group.

Table 12

HYPOTHESIS TEST TO COMPARE INDEPENDENT SAMPLES: POST-TEST

Indicador	Statistical Test	Sig.
Vocabulary and Grammar	U de Mann – Whitney	0.091
Pronunciation	U de Mann – Whitney	0.460
Interaction	U de Mann – Whitney	0.079
Post test Results	T – test	0.134

Table 13

HYPOTHESIS TEST TO COMPARE RELATED SAMPLES.

Indicador	Sig.	
	Experimental	**Control**
Vocabulary and Grammar	0.000	0.157
Pronunciation	0.000	0.008
Interaction	0.000	0.059
Post test Results	0.000	0.001

This shows that conventional teaching methods only slightly but significantly improve students' speech production without corresponding improvements in vocabulary, grammar, or interpersonal skills.

4.5 Decision

The current research study's aim was to examine how task-based learning influenced the oral language production. A pre-test was applied before the application of task-based learning, and a post-test after the application of task-based learning were used in the quasi-experimental design in order to establish whether or not the experiments were successful. For this research, Shapiro-Wilk normality test, Statistical Package for the Social Sciences (SPSS) 25 program, and Wilcoxon statistics were used to compare the dependent samples and Mann-Whitney for the independent samples because the sample size was less than 50.

The hypothesis tests indicate that the experimental group improves more than the control group since the mean assessment score increased significantly in both groups after the treatment. These findings provide strong statistical evidence to support the hypothesis that authentic task-based learning activities influence in spoken language production, vocabulary growth, pronunciation, and interaction among students in the 10th grade at the Unidad Educativa Atahualpa. Teachers motivate students to speak English with others and be able to interact in other everyday situations.

Learners get the chance to develop oral language production, which is advantageous for them. Practice makes perfect, as the saying goes. The favorable effect on kids' social skill development was another advantageous element. It is important for people contact with other people every day and do so in order to learn from one another and deepen our bonds with others.

In conclusion, the level of significance is 0, 05. Therefore, the null hypothesis is rejected whereas the alternative hypothesis is accepted. In other words, the utilization of real task-based activities influence in the oral language production in students of 10th grade at Unidad Educativa Atahualpa and how important it is to employ methodologies and strategies that are in line with the settings and needs of the learners are both evaluated using statistical tools in this research.

CHAPTER V
CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

Overall, the purpose of this study was to examine how real-world tasks contribute to the development of oral language, and there are some pedagogical implications to ponder in this study's findings.

> ➢ First and foremost, this study found that Task-based learning had a great impact in oral language production in tenth level at the U.E Atahualpa. This was verified through the hypothesis verification was less than 0.05 (sig.), the Null hypothesis was reject and accepted the alternative hypothesis. The application of task-based learning activities helps learners to develop oral skills because the activities were accomplished following the task-based learning framework. It makes a difference in the learning process in the classroom. Finally, the framework style made learners to engage in the classroom and work through the process to work for a final oral language product. This product showed the evidence of the oral language production work in pairs or individually. At the end, students were motivated and be able to take the assigned role for each task.

> ➢ Furthermore, through the application of the surveys to teachers and students by the use of a questionnaire as a research tool helped to collect data and identify which factors limit the oral language production. After the analysis of the two questionnaires teachers and students. The results displayed factors such as: fear, lack of vocabulary and not appropriate environment. Those factors had the highest percentage as it was represented in the bar chart. Finally, the connection of social factors, cognitive factors and environmental factors limited the development of speaking skill. For example: if learner does not know enough vocabulary and does not know how to use it in context, learners will fail in speaking activities.

> ➢ On the other hand, the design of authentic tasks was indeed necessary for the application of tasks during the treatment. Thus, the design of authentic tasks has made students engage during the task by taking on their roles as dispatcher, genius, event manager, and among others. During the activity, and through these

authentic tasks, students got motivated all the time. The learners expected what the next task would be to know their next role. It was noticeable through their positive attitudes during their presentations and in their final product. This is meaningful because authentic tasks make learners identify with the tasks, preparing them for daily life situations and allowing them to develop their creativity.

➢ Likewise, motivation was evident in this study because learners had a role in each of the tasks, showing a positive attitude and feeling motivated while completing the activities, and at the end of their presentations, they felt satisfied with the performance they gave in front of their classmates, asking for feedback and reflecting on what they could improve for the next performance. It was significant to design tasks to students and established a "role" for them to empower them during the learning process.

➢ Finally, the application of authentic tasks were verified with the application of speaking pre-test and post-test taken from FLYERS from Cambridge. The use of statistical methods showed that authentic task enhance oral language production. The means of the two groups were compare in the pre-test and in the post-test considering that the two groups were not homogeneous. However at the end the study it was relevant to help learners of the experimental group reached and exceeded the level of the control group. The final mean between them were significant the control group mean was 9.6 in comparison to the control group mean of 8.2. Task-based learning influence in the oral language development helping students increasing vocabulary considerably through

5.2   Recommendations

The research makes the following recommendations for future inquiries according to the findings and discussion of the present study.

➢ Task-based learning is a popular approach for teaching, especially to develop oral communication. Additionally, it is meaningful to follow the procedure and ensure you do not miss any stage during the process and give a clear explanation of the activity in the pre-task, learners will be able to perform the activity, especially if the teacher assigned them a role (example: being a genius, a famous

traveler, an event manager, a fortune teller, and among others.) Students love to have a role during the task.

➢ In this study, the application of task-based learning was held in four sessions, showing the expected results in the learners' oral language production and increasing motivation toward this approach. As a result, it is suggested to use more sessions considering the engagement of learners when working in groups to accomplish assigned tasks and it helps them to develop social skills.

➢ The current study showed the importance of assigning learners a role. Why is it important? Because it helps learners feel confident and be part of the group, showing commitment to do their best in any task activity. Hence, teachers will suggest learners create their own customs and materials for the oral presentations. At the end, even the teacher will be surprised with the final results.

➢ It is recommended to take into consideration when designing authentic tasks the learner's background. It helps them to feel that they are accomplishing tasks related to their daily activities, thus they enjoy performing them.

➢ Finally, and most importantly is to allow learners to develop their creativity when developing a task and not limit them just dreaming. The teacher should even create situations and let learners' ideas fly. Teachers guide learners to fly and discover what else they go for.

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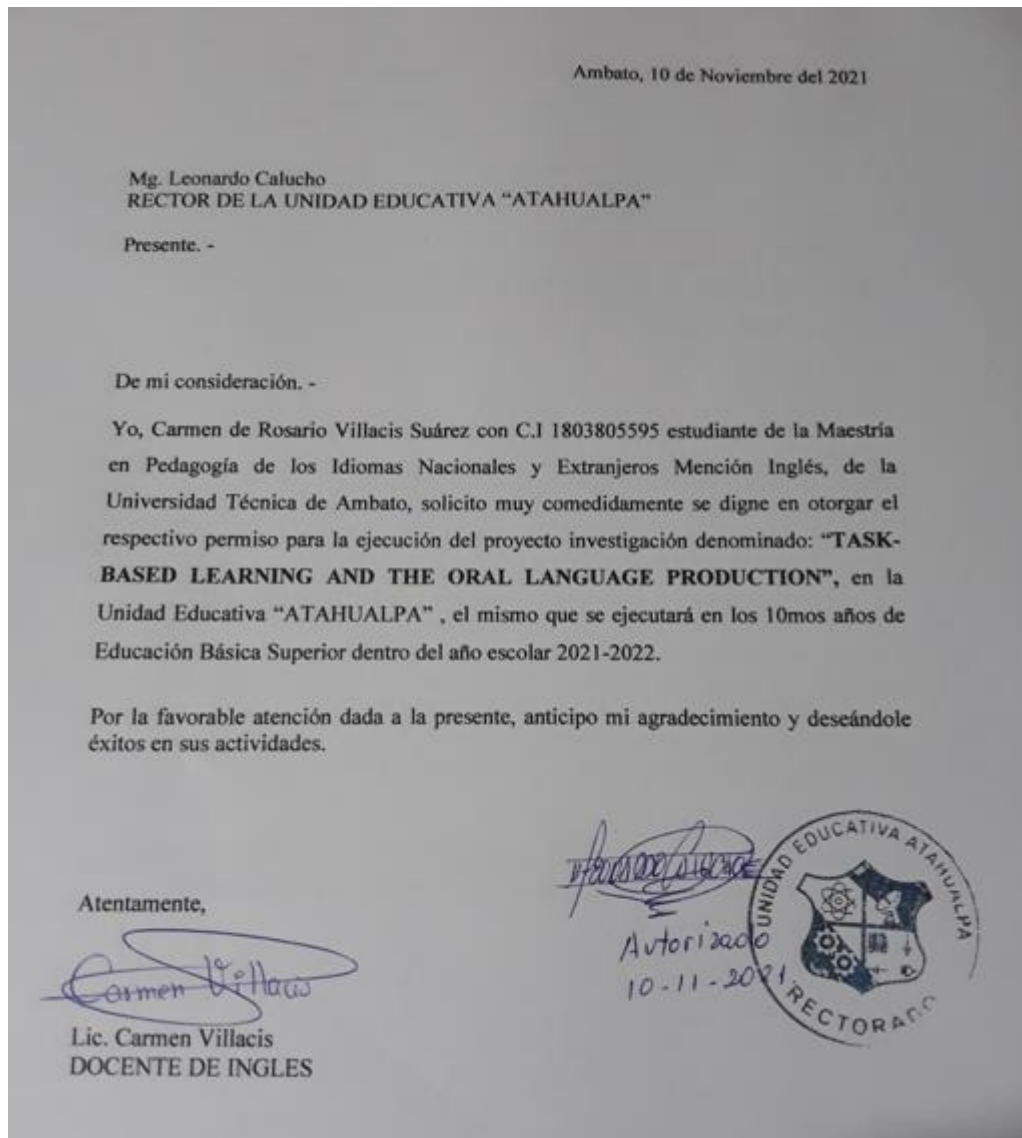Willis, J. (2016). A flexible framework for task-based learning. *An overview of a task-based framework for language teaching.* Oxford, Prabhu 1987, 52–62.

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5.4 ANNEXES

5.4.1 HIGH SCHOOL PERMISSION TO APPLY THE STUDY

RESEARCH

Ambato, 10 de Noviembre del 2021

Mg. Leonardo Calucho
RECTOR DE LA UNIDAD EDUCATIVA "ATAHUALPA"

Presente. -

De mi consideración. -

Yo, Carmen de Rosario Villacis Suárez con C.I 1803805595 estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, de la Universidad Técnica de Ambato, solicito muy comedidamente se digne en otorgar el respectivo permiso para la ejecución del proyecto investigación denominado: **"TASK-BASED LEARNING AND THE ORAL LANGUAGE PRODUCTION"**, en la Unidad Educativa "ATAHUALPA" , el mismo que se ejecutará en los 10mos años de Educación Básica Superior dentro del año escolar 2021-2022.

Por la favorable atención dada a la presente, anticipo mi agradecimiento y deseándole éxitos en sus actividades.

Atentamente,

Lic. Carmen Villacis
DOCENTE DE INGLES

Autorizado
10-11-2021

5.4.2 AUTHENTIC TASKS

AUTHENTIC TASKS TO ENHANCE THE ORAL LANGUAGE PRODUCTION

General Objective:

To analyze the influence of authentic task-based learning activities on the oral language production of the students of 10th grade EGB of Unidad Educativa Atahualpa.

Specific Objective:

To design authentic tasks to develop oral language production in the learning process.

AUTHENTIC TASKS

Introduction

Mueller (2018) defined authentic task as a task assigned to pupils that aims to evaluate how well they can apply knowledge and abilities that are driven by standards to problems in the current world. Additionally, teachers ask leaners to perform authentic activities considering that learners construct their own responses to the situation and authentic task challenge leaners facing situations in the real world.

These situations are part of the students' lives as well in their high-schools. In authentic tasks, Mueller mentioned some characteristics and its types such as: constructed response, in these activities leaners create new knowledge that varies from what other learners have created; then, product allows students to create tangible and sizeable product that demonstrates their comprehension of specific ideas and skills, as well as their capacity to apply, analyze, synthesize, and or evaluate those ideas and abilities; finally performance authentic tasks students demonstrate their grasp of specific ideas, abilities and their abilities into practice, analyze them, synthesize them or assess them (2018).

Furthermore, it is relevant to highlight some of the examples of authentic activities such as: performances, making predictions, brief summaries, dramatic performances, conferences, stories, poems, speech critiques, telling plans, real world problems solutions, discussions, road trip directions, videos, podcasts, role-plays, talk shows performances, panel discussions, fishbowl discussions, coffee shop conversations, oral presentations, speeches, interviews, self-introduction, and so on.

Finally, the main takeaway is that teachers can use authentic tasks to engage learners through contextualized learning, provide simulations of real- world situations or challenges that learners might encounter, create opportunities for students to practice transfer learning, foster curiosity and building experiences of learners, and develop project management skills.

EXAMPLES OF AUTHENTIC TASKS

TASK # 1

Topic:	Planning for vacation
Standards covered:	SWBAT create a plan for their future summer vacations. SWBAT give an oral explanation about summer vacation using visual aids.
Role	You are a new tour guide who studies at Atahualpa high school. You were asked to create and explain a plan for summer vacations to a group of teenagers who are coming to visit your English open house.
Description of Task:	create a plan for summer vacation for a group of teenagers. They stay for a week, visiting some touristic places and doing fun activities. For the presentation, present relevant information to support your exposition to the group of teenagers. Include visual aids in your presentation to engage the audience.
Criteria	Ss show understanding of planning vacations. Ss speak clearly during the explanation. Ss use vocabulary appropriate to the audience. Ss speak in complete sentences.

TASK # 2

Topic:	Aladdin and his lamp
Standards covered:	SWBAT exchange information about wishes and concerning matters of common interest. SWBAT make a role play to grant wishes being Aladdin and his genius.
Role	You are going to take roles characterizing Aladdin and his genius in the XXI century. You were requested to grant wishes to solve situations in real life. At the presentation,
	at least you have to grant three or more wishes to your classmates during the presentation.
Description of Task:	Make a role-play to characterized Aladdin asking to the genius to grant three wishes to solve real problems related to personal life, living conditions, leisure, educational activities, and interests. Aladdin should detailed his real life problem and ask for three wishes to the genius.
Criteria	Ss propose solutions to solve the real-life situations. Ss use props that accurately fits in the presentation. Ss show the information accurate and in order. Ss can explain clearly the problems.

TASK # 3

Topic:	Interviews
Standards covered:	SWBAT demonstrate the ability to ask for and give information using the appropriate language. SWBAT communicate aspects of personal background and expressions in social interactions.
Role	You are a famous influencer on the YouTube channel. You are challenged to find a celebrity (teacher) and conduct an interview with a celebrity (teacher) from your high school.
Description of Task:	Select a celebrity (teacher) from your high school and conduct an interview. For the interview with them, it is necessary to prepare at least 5 relevant questions to know about occupations and personal achievements. Decide which other areas you will ask the celebrity about in daily life activities. After the interview, learners have to retell the celebrity interview in the classroom.
Criteria	Ss use interview questions to share specific information. Ss ask good follow-up questions as the interview was taking place. Ss collect relevant information to retell in the classroom. Ss speak clearly retelling the information from the interview.

TASK # 4

Topic:	Making predictions
Standards covered:	SWBAT exchange information concerning matters of common interest. SWBAT make a paper fortune teller by doing origami
Role	You are a fortune teller (soothsayer) who claims to be able to predict the future for your classmates. You are asked to use a paper fortune teller to decorate it by using your creativity and during the interaction.
Description of Task:	Making a paper fortune teller and decorate it using colors, numbers and pictures. Making the paper fortune teller call attention to itself. During the interaction, you have

TASK # 5

Topic:	Real world problem solution
Standards covered:	SWBAT manage the emergency situation inside of the school during the emergency situation. SWBAT give directions or instructions to people to rescue the students who are in danger or risk.
Role	You are a 911 dispatcher who belongs to the emergency brigade of your school. You are in charge of student's emergencies, especially during students' recess in the high school.
Description of Task:	Be prepared to know how to react and manage to some emergency situations that could happen in a high school daily. Enlist possible emergencies situations. For the presentation or simulation of some common emergencies. Explain how to face them in a real life emergency providing the appropriate solution to the emergency.
Criteria	Ss describe what to do during the emergency. Ss explain the importance to know the most common emergencies. Ss search information to support actions during emergency. Ss present some examples of emergency situations to their classmates in the high school.

TASK # 6

Topic:	Film analysis
Standards covered:	SWBAT discuss ideas related to controversial films in the radio program. SWBAT give their point of view about the value of non-verbal communication (gestures, facial expressions)
Role	You are a newscaster who conducts a famous radio program for the school radio club. In this program, you show a short clip from a controversial movie in order to discuss it with the invited panelist.
Description of Task:	For the program, make an introduction to the topic. Then, they present some popular short clips. Prepare questions to ask after showing short clips. Discuss the value of non-verbal communication in those films in real life situations. Ask the other panelist by asking them to give their point of view.
Criteria	Ss´ answer are detailed and well supported.
	Ss ask good follow-up questions as the discussion was taking place. Ss argue to support their point of view about films. Ss define the impact of non-verbal communication in films.

TASK # 7

Topic:	Teens museum
Standards covered:	SWBAT express information of well-known person of the community contributor. SWBAT interact with well-known of the Teens museums.
Role	You are a famous announcer who is part of a group of international museum announcers. You are going to talk about the teen museum alive statues.
Description of Task:	Selecting one of the most famous inventors of the XXI century. Then, they collect information about his or her invention. Working in couples to prepare the information about the inventor and the invention. Interact with the famous inventor during the presentation, mentioning details of the impact of the invention in the XXI century in real life situations.
Criteria	Ss express information of a well-known person in a logical way. Ss collect information of a well-known person. Ss present the invention and the benefits of it in real life situations. Ss speaks clearly and uses complete sentences.

TASK # 8

Topic:	Telling planners for a party
Standards covered:	SWBAT propose plans/arrange a course of action of activities. SWBAT briefly give reasons and explanations of the party planning.
Role	You are the president of the school' student council who is in charge of creating a plan for your classmates' high school party. You were asked to arrange and explain the activities to do for a party for your classmates at your high school.
Description of Task:	First, choosing a name for the party. Next, present a proposal for a party held in your high school. For the party, decide what to do, where to go, when to meet and think of other important details to add for planning the party.
Criteria	Ss show a full understanding of planning a party. Ss use complete sentences when speaking about the planning Ss use vocabulary appropriate for the audience Ss speak clearly during the presentation

TASK # 9

Topic:	Bowl fish discussion
Standards covered:	SWBAT describe in detail a proposal of a candidate position SWBAT support personal opinions from your candidate position
Role	You are a candidate who is participating in the high school council. You are asked to present a proposal for the benefit of your high school.
Description of Task:	Prepare a proposal for a candidate's position. There are going to be 5 more candidates in the presentation. Try to be creative when presenting the proposal, include at least 3 or 4 points or aspects that need improvement in the high school. Prepare 3 questions to put in the bow fish to ask your opponents.
Criteria	Ss present a proposal of a candidate position. Ss come up with follow up questions for the opponents. Ss explain relevant points to change or improve in the high school. Ss answer the opponents question about proposal

TASK # 10

Topic:	Podcast
Standards covered:	SWBAT identify the most visited places in their countries. SWBAT analyze why tourist like to visited those places.
Role	You are a famous panelist who loves to travel. You invite more panelists from other cities to attend a program to speak about the most beautiful places you have visited.
Description of Task:	Prepare information about the places that you have visited, enlist your favourite ones and add characteristics or reasons why those places were chosen. Compare the visited places with the other panelists'. Talk and discuss why tourists like to visit those places.
Criteria	Ss enlist the most visited places. Ss give reasons why people like to visit those places. Ss detail characteristics of the most visited places. Ss discuss reason why people select those places.

5.4.3 TASK-BASED LEARNING PLANNER SAMPLES

UNIDAD EDUCATIVA ATAHUALPA		
Authentic task #1		
Level: Básica Superior	**Course:** 10th	**Time:** 5 periods of class
Topic:	What will be the best place for summer vacation?	
Learning outcomes	Ss will be able to describe plans and arrangements, habits and routines, past activities, and experiences for their best summer vacation.	
Aims	-Create a plan for their future summer vacations for four days, including places to visiting and fun activities to do there. -Oral explanation about their future summer vacations creating their graphic organizer.	
Pre-task	Introduction to the topic and task	-Play the game on the Word wall to review vocabulary about vacations. -Observe the video about places to visit in the world. -Introduce the topic using the question What is the best place for your summer vacation? -Observe the video about talking about future plan with friends. -Identify some useful phrases taken from the video
Task cycle	Task	You are a **famous traveler** and your task is to design a plan for your future summer vacation.(group work) -Review the use of future tense and highlight its implications according to the situations. Where are you going? What are you going to do? Which places are you going to visit? Where are you going to stay? -Ts will monitor each group of students
	Planning	Students have to plan summer vacations for the oral presentation about their future summer vacations. Ts will give some suggestions while they are solving doubts
	Report	Ss will choose the best plan for future summer vacations presented in the classroom. Ss will reflect on their presentations about strength and weakness Ts will take notes from their presentations
Post-task	Analysis	Provide feedback to their oral presentations and plans.
	Practice	Make a word bank of phrases and vocabulary using Google Slides, including visual aids when possible to talk about vacations.
Reources	https://wordwall.net/es/resource/10697023/vocabulary-vacations https://www.youtube.com/watch?v=KxhlUoQ2cvg https://www.youtube.com/watch?v=YvXhDX8zxDc	

Oral presentation Rubric: Summer vacations

Teacher Name: Ms. Villacis

Student Name: …………………………………

CATEGORY	EXCELLENT (2,5)	GOOD (2)	SATISFACTORY (1,5)	NEEDS IMPROVEMENT (1)	Final score
Content	Shows a full understanding of planning summer vacations.	Shows a good understanding of planning summer vacations.	Shows a good understanding of parts of planning summer vacations.	Does not seem to understand of planning summer vacations very well.	
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.	
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but do not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.	
Uses Complete Sentences	Always (99-100% of the time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.	
Teacher´s comments					

UNIDAD EDUCATIVA ATAHUALPA		
Authentic task # 2		
Level: Básica Superior	**Course:** 10th	**Time:** 5 periods of class
Topic:	Do you know how to plan a party?	
Learning outcome	Ss will be able to propose plans/arrange a course of action and briefly give reasons and explanations (for example: what to do, where to go, when to meet).	
Aims	-to plan and organize activities for a party including date, time, location, guest list, food, and budget, on among others. -to explain by an oral presentation the activities planned for the party.	
Pre-task	Introduction to the topic and task	-Play a game about places in the town by the question What is the name of this place? -Introduce the topic using the question What is the best place for your summer vacation? -Observe the video about future plans Ts will share an example of her own party experience. Ts will give clear directions to accomplish the activity Ts will highlight useful questions to held a meeting
Task cycle	Task	You are **an event manager** who is in charge of designing a plan for a party for your classmates. (pairs) Ss will brainstorm about types of parties Ss will discuss about plan items to include in the plan Ts will monitor the students that will work in pairs
	Planning	Ss will prepare to share the item that include to create the plan and organize how they are going to held it out, where they decide to go, and among others. Ss will exchange their plans and compare their plans.
	Report	Ss will present randomly their plans and the names of the party. Ss will choose the best party plan presented in the classroom. Ts will take notes from their presentations
Post-task	Analysis	Provide feedback to their oral presentation and presented plans according to class presentations. Ss will reflect on what they will include next time.
	Practice	Ss will create a word bank of phrases and vocabulary about parties using a Padlet.
Resources	https://www.baamboozle.com/smallclassic/134979/1 https://www.youtube.com/watch?v= https://padlet.com/cvillacis3/gyxo8o1euppt6zda	

Oral presentation Rubric: Planning a party.

Teacher Name: Ms. Villacis

Student Name: …………………………

CATEGORY	EXCELLENT (2.5)	GOOD (2)	SATISFACTORY (1.5)	NEEDS IMPROVEMENT (1)	Final score
Content	Shows a full understanding of planning a party.	Shows a good understanding of planning a party.	Shows a good understanding of parts of planning a party.	Does not seem to understand of planning a party very well.	
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.	
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.	
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.	
Teacher's comments					

UNIDAD EDUCATIVA ATAHUALPA		
Authentic task # 3		
Level: Básica Superior	**Course:** 10th	**Time:** 5 periods of class
Topic:	Discover what is waiting for you in the future.	
Learning outcome	Students will be able to exchange information concerning matters of common interest, particularly those relating to personal life, living conditions, leisure, educational activities, and interests, etc.).	
Aims	-to create a paper fortune teller by doing origami, (be creative). -to describe predictions about the future related to personal life, living conditions, leisure, educational activities, and interests by a role play.	
Pre-task	Introduction to the topic and task	-Ss will play a fortune teller game. -Ss will brainstorm in groups what things they would like to know about their future. -observe the video of a paper fortune teller. Ts will give a clear directions to accomplish the task. Ts will use a paper fortune teller to show how it works.
Task cycle	Task	You are a **soothsayer** (fortune teller) who claims to be able to predict the future. You are going to use a paper fortune teller to describe your classmates' future lives. (work in pairs) Observe the video to follow the instructions to make a paper fortune teller. Let your creativity fly. Teacher monitors the classroom
	Planning	Ss will let their creativity fly decorating their paper fortune teller. Ss will discuss and organize the steps how to use their origami paper fortune teller presentations. Ss will describe what is waiting for their future.
	Report	Ss will present their paper fortune teller role plays. Ss will select the best role play in the classroom. Ts will take notes from their presentations
Post-task	Analysis	Provide the feedback to the whole class Ss will share their opinions how to overcome mistakes done during the presentations. Ss will reflect on some questions •Were you good at predictions? •Was it possible for people to know what is in the future? •How do you think families, love, and relationships will be in the future? Explain
	Practice	Ss will practice the use of will and won´t making their own predictions recording
Resources	https://www.baamboozle.com/smallclassic/233726/1?&theme=3 https://www.youtube.com/watch?v=BxyXk1sr2io https://www.youtube.com/watch?v=Mj7WE30zJUk&t=120s	

Oral presentation Rubric: Discover what is waiting for you in the future.

Teacher Name: Ms. Villacis

Student Name: ……………………………

CATEGORY	EXCELLENT (2,5)	GOOD (2)	SATISFACTORY (1,5)	NEEDS IMPROVEMENT (1)	Score
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.	
Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.	
Knowledge Gained	Can clearly explain several ways in which his character \"saw\" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character \"saw\" things differently than other characters.	Can clearly explain one way in which his character \"saw\" things differently than other characters.	Cannot explain one way in which his character \"saw\" things differently than other characters.	
Accuracy	All information appeared to be accurate and in order.	Almost all information appeared to be accurate and in order.	Most of the information was accurate and in order.	Very little of the information was accurate and/or in order.	
Teacher's comments					

UNIDAD EDUCATIVA ATAHUALPA		
Authentic task # 4		
Level: Básica Superior	**Course:** 10th	**Time:** 5 periods of class
Topic:	Playing to be a genius and using his lamp.	
Learning outcome	Students will be able to exchange information about wishes, and concerning matters of common interest, particularly those relating to personal life, living conditions, leisure, educational activities, and interests, etc.).	
Aims	-to create a role play in couples to grant wishes into a real conversation. -to present the role play in the classroom, at least three wishes.	
Pre-task	Introduction to the topic and task	-Ss will play a wishes game. -observe a video of a millennial genius granting wishes into a real conversation. Ts will explain the task by making pauses in the video to explain the task and their role in the presentation.
Task cycle	Task	You are **Aladdin** and you found a magic lamp that has a genius, the genius will **grant you three wishes**. Ss will think about what they would like from him. Ss will discuss how to make the role play being Aladdin and his lamp. Ts monitors the students working in the activity
	Planning	Students will plan and produce the dialogue for their role play scenes in pairs. Ss will practice their presentation with their classmates
	Report	Students will present their role-play including Aladdin and the genius (actors will vary) Ts will take notes from the presentations
Post-task	Analysis	Provide the feedback to the whole class highlighting some important points (strengths and weakness) Students will analyze their role-play presentation by writing a simple journal reflection.
	Practice	Students will make sketch notes by drawing their new wishes using Canva.
Resources	https://www.baamboozle.com/smallclassic/140527/1 https://www.youtube.com/watch?v=UwwfvL3beto https://www.youtube.com/watch?v=VBFLk2_G5mk	

Oral presentation Rubric: Aladdin and his lamp.

Teacher Name: Ms. Villacis

Student Name: …………………………………

CATEGORY	EXCELLENT (2,5)	GOOD (2)	SATISFACTORY (1,5)	NEEDS IMPROVEMENT (1)	Score
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.	
Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.	
Knowledge Gained	Can clearly explain several ways in which his character \"saw\" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character \"saw\" things differently than other characters.	Can clearly explain one way in which his character \"saw\" things differently than other characters.	Cannot explain one way in which his character \"saw\" things differently than other characters.	
Accuracy	All information appeared to be accurate and in order.	Almost all information appeared to be accurate and in order.	Most of the information was accurate and in order.	Very little of the information was accurate and/or in order.	
Teacher´s comments					

PRE-TEST

Objective: to determine the level of oral language production in students from 10th level of "Unidad Educativa Atahualpa".

Test Format: A2 Flyers / Paper 3

Time: 7-9 minutes Speaking A2

Speaking test has four parts where Ss take the test alone with their teacher. The teacher will introduce them and explain what to do in their own language and the sections that it has.

Part	Interaction	Task types	What do candidates have to do
1	Interlocutor - candidate	Two similar pictures (one is the examiner's) Oral statements about examiner's picture	Identify six differences in candidate's picture from statements about examiner's picture.
2	Interlocutor - candidate	One set of facts and one set of question cues.	Answer and ask questions about two people, objects or situations
3	Interlocutor - candidate	Picture sequence	Describe each picture in turn.
4	Interlocutor - candidate	Open-ended questions about candidate	Answer personal questions

Speaking Part 1

FLYERS SPEAKING. Find the Differences

FLYERS SPEAKING. Find the Differences

THE TASK

The examiner greets the candidate and asks for name, surname and age.

-The examiner demonstrates what is required and shows the candidate two pictures which are similar but have some differences. The examiner reads statements about the examiner's picture. The candidate must look at the candidate's picture, identify six differences and say how the picture is different.

HOW TO APPROACH THE TASK

-For Part 1, candidates should practise listening to the teacher make a statement about a picture (for example: in my picture, there is a cake), relating that to a picture in front of them, and commenting on the difference: in your picture there are magazines.

- In the test, differences between the examiner's statements and the candidate's picture will relate to things like number, colour, position, appearance, activity, shape, and relative size, etc. For example: In my picture the clock is square but in your picture the clock is round.

ASSESSMENT

-This part tests understanding statements and responding with differences

Speaking Part 2

THE TASK

-The examiner asks the candidate questions about a person, place or object, based on a set of question cues. The candidate responds, using a set of information cues. The candidate then asks the examiner questions based on a set of different question cues.

Robert's favourite restaurant

Name	The Black Cat
Like eating	pasta
Where	North Street
Time / open	12 o'clock
Cheap / expensive	expensive

Sarah's favourite restaurant

Name	?
Like eating	?
Where	?
Time / open	?
Cheap / expensive	?

FLYERS SPEAKING. Information Exchange

HOW TO APPROACH THE TASK

-Children should practice asking and answering questions. For example, in Part 2, they should be able to form simple questions to ask for information about people, things and situations. This will include information about time, place, age, appearance, etc.

-Candidates should be able to ask 'question-word questions' using Who, What, When, Where, How old, How many, etc. For example: What is the name of Robert's favourite restaurant?

- They should also be able to ask 'Yes/No questions', for example: Has Harry's teacher got a car?
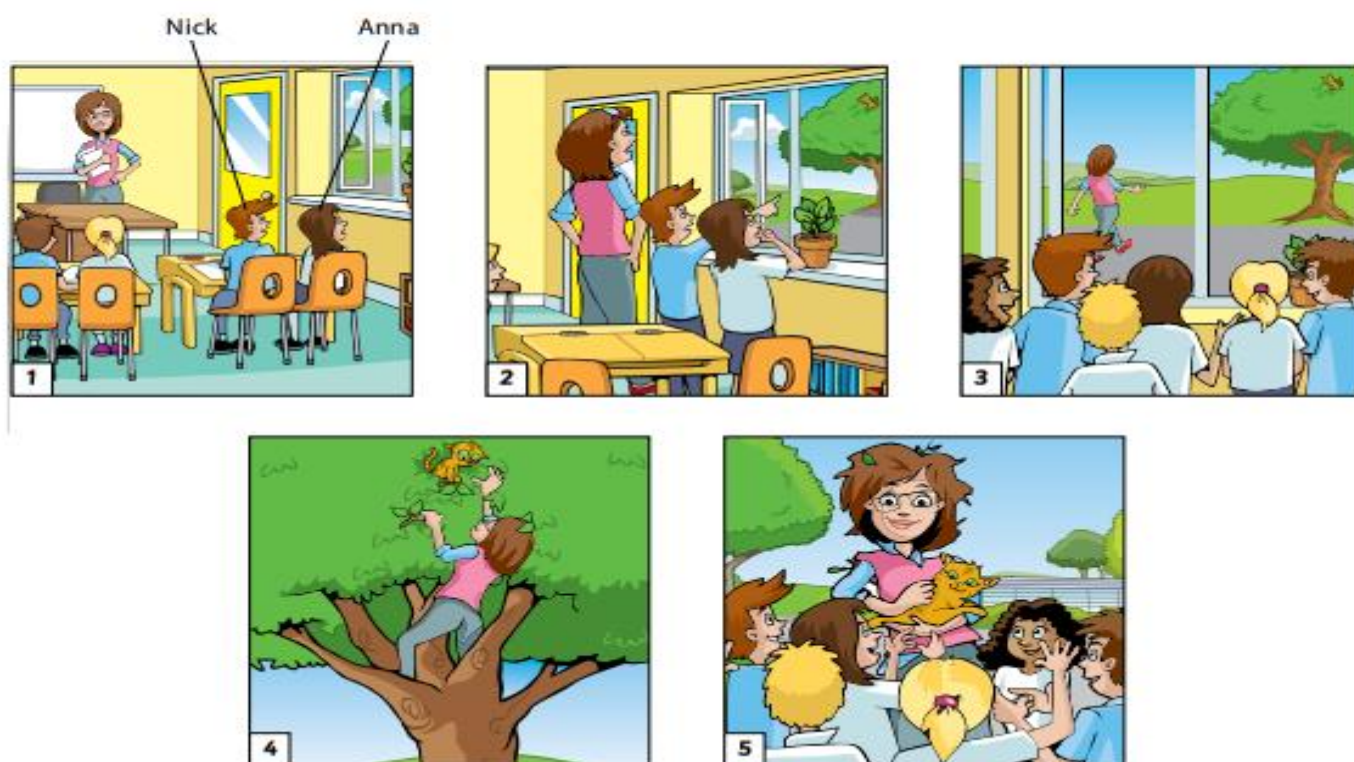
-Additionally, they need to be comfortable asking questions with two options. For example: Is the restaurant cheap or expensive?

ASSESSMENT

-This part tests responding to and forming questions.

Speaking Part 3

THE TASK

- The examiner shows the candidate a sequence of five pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story. They then ask the candidate to describe the other four pictures. The title of the story and the name(s) of the main character(s) are shown on the story.

HOW TO APPROACH THE TASK

-The Part 3 task involves candidates telling a simple story based on five pictures, and candidates will benefit from practice in telling similar simple picture stories. However, examiners are not looking for evidence of storytelling skills. Candidates are only expected to say a few words about each picture in the sequence, without necessarily developing these comments into a narrative.

- Before asking candidates to tell the story, the examiner says, 'Just look at the pictures first'. Advise candidates to look at each picture in turn to get a general idea of the story before they start to speak. However, they should not worry if they cannot follow the narrative of the picture story. It is perfectly acceptable just to say a few words about each picture in the sequence without developing these comments into a story. The examiner will prompt by asking a question if a candidate needs help.

- The structures candidates will need most frequently are there is/are, the present tense of the verbs be and have (got), the modals can/can't and must/mustn't and the present continuous tense of some action verbs (for example: come, go, buy, put on, carry, open, laugh). They may also need to use the present perfect tense or going to. They should be able to say things like: Nick and Anne are in the classroom. They are looking out the window.

- Candidates should also be able to describe simple feelings, for example: The teacher is happy.

ASSESSMENT

-This part tests describing things and events.

Speaking Part 4

THE TASK

-The examiner asks the candidate some personal questions on topics such as school, holidays, birthdays, family and hobbies.

HOW TO APPROACH THE TASK

- Make sure candidates feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities, their likes and dislikes and other topics related to their everyday lives. They should be able to answer questions such as: What time do you get up on Saturday? What do you do on Saturday afternoon?

-Simple answers of a phrase or one or two short sentences are all that is required.

-Questions will normally be in the present tense but candidates should also be prepared to use the past and present perfect tenses and going to, and to answer questions about, for example, what they did yesterday or are going to do at the weekend.

ASSESSMENT

-This part tests understanding and responding to personal questions.

UNIDAD EDUCATIVA ATAHUALPA

AMBATO-TUNGURAHUA 12 DE SEPTIEMBRE Y DESTACAMENTO CÒNDOR MIRADOR

colegioatahualpasecretaria@hotmail.com **DISTRITO 18D01 CIRCUITO 10 CÓDIGO AMIE 18H00175**

PRE-TEST

Objective: to determine the level of the oral language production in students from 10th level of "Unidad Educativa Atahualpa".

Quimestre: First

Año Lectivo: 202 -2021

Level: 10th C - D

Time: 5-7 minutes

Speaking level A2

Instructions:

- This Pre-test is divided into four sections (personal information, friends and family information, vocabulary, description).
- The pictures and questions used in the test are all based on the vocabulary and structures in the Pre A2 list.
- The rubric is attached to this oral interview to show the descriptors and levels of achievement.

Good Luck!!

Speaking Assessment Criteria

A2 Flyers

	Vocabulary and grammar -Range -Control -Extent -Cohesion	Pronunciation -Individual sounds -Stress -Intonation	Interaction -Reception /Responding -Support required -Fluency / Promptness
5	Uses a range of vocabulary to deal with all test tasks. • Uses a range of simple structures and, although there are some mistakes, meaning is clear. • Responds at word, phrase or longer utterance level. • Can join ideas with a range of simple linkers (e.g. and, but, when, then, because).	• Is mostly intelligible. • Has some control of stress and intonation at both word and longer utterance levels.	• Responds appropriately to all instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Responds promptly with only natural hesitation and pausing.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	• Uses the vocabulary required to deal with most test tasks. • Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. • Responds at word, phrase or longer utterance level. • Can join ideas with some simple linkers (e.g. and, but, when, then).	• Is mostly intelligible. • Has limited control of word stress and intonation	Responds appropriately to almost all instructions, questions and visual prompts, and little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	• Uses the vocabulary required to deal with some test tasks. • Attempts some simple structures but makes some basic mistakes which may obscure meaning. • Generally responds at word or phrase level but may also produce longer utterances.	• Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress.	• Responds appropriately to some instructions, questions and visual prompts with some support. • May attempt to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.

	• Can join ideas with a few simple linkers (e.g. and)		
0	Performance does not satisfy the Band 1 descriptor		
	Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgment about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.		
Teacher's comments			

A2 Flyers Speaking Assessment

Post-test

At the end, after the experimental group has been treated with Task-based learning activities to develop oral language production, Ss will take a Posttest that is going to be similar to the Pre-test to analyze the impact of Task/based learning activities in the oral language productions were influencing or not in Ss' oral language production

Objective: to analyze the impact of the Task/based learning activities of oral language production in students from 10th level of "Unidad Educativa Atahualpa".

Time: 5-7 minutes speaking time

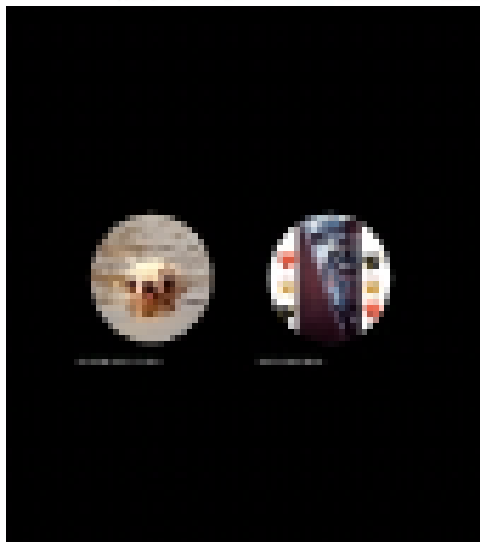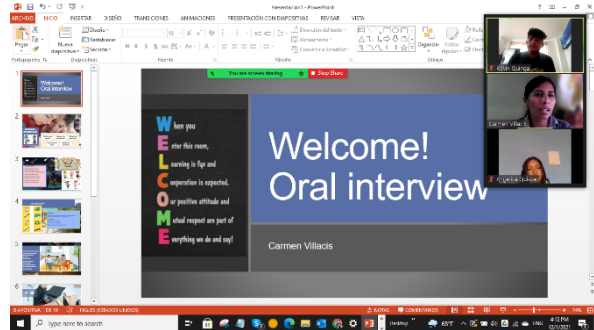### Speaking Assessment Criteria

A2 Flyers

	Vocabulary and grammar **-Range** **-Control** **-Extent** **-Cohesion**	**Pronunciation** **-Individual sounds** **-Stress** **-Intonation**	**Interaction** **-Reception /Responding** **-Support required** **-Fluency / Promptness**
5	Uses a range of vocabulary to deal with all test tasks. • Uses a range of simple structures and, although there are some mistakes, meaning is clear. • Responds at word, phrase or longer utterance level. • Can join ideas with a range of simple linkers (e.g. and, but, when, then, because).	• Is mostly intelligible. • Has some control of stress and intonation at both word and longer utterance levels.	• Responds appropriately to all instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Responds promptly with only natural hesitation and pausing.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	• Uses the vocabulary required to deal with most test tasks. • Uses some simple structures	• Is mostly intelligible. • Has limited control of word stress and intonation	Responds appropriately to almost all instructions, questions and visual prompts, and little support is required. • Is able to ask for support if required.

	correctly but makes some mistakes, although meaning is generally clear. • Responds at word, phrase or longer utterance level. • Can join ideas with some simple linkers (e.g. and, but, when, then).		• Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	• Uses the vocabulary required to deal with some test tasks. • Attempts some simple structures but makes some basic mistakes which may obscure meaning. • Generally responds at word or phrase level but may also produce longer utterances. • Can join ideas with a few simple linkers (e.g. and)	• Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress.	• Responds appropriately to some instructions, questions and visual prompts with some support. • May attempt to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
0	Performance does not satisfy the Band 1 descriptor		
	Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgment about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.		
Teacher's comments			

A2 Flyers Speaking Assessment

5.4.5 EVIDENCES

5.4.6 SURVEY –QUESTIONNAIRES

STUDENT'S SURVEY QUESTIONNAIRE

General Instruction

Please read each question carefully, and select the best answer that most closely fits your opinion.

1.How often do you feel motivated to speak in English? *

○ Always
○ Often
○ Sometimes
○ Rarely
○ Never

2.How often do you like to speak English in the classroom? *

○ Always
○ Sometimes
○ Rarely
○ Never

3. How often do you feel motivated doing a speaking? *

○ Always

○ Sometimes

○ Never

4.What do you think about tasks? Are they .... to do it. *

○ fun

○ boring

○ interesting

○ difficult

5. How often do you do tasks to talk about things or people? *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

6.How often does your teacher make you practice pronunciation? *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

7.How often does your teacher ask you to act it out using role-plays? *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

8.How often does your teacher use tasks to improve your vocabulary and use it for speaking? *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

9.How often do you feel confident to speak English with your classmates? *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

10.Which of the follow type of task does your teacher use the most to develop speaking skills? *

○ Listing task

○ Comparing task

○ Problem-solving task

○ Creative thinking

○ Sharing personal experiences

TEACHER'S SURVEY QUESTIONNAIRE

General Instruction

Please read each question carefully, and select the best answer that most closely fits your opinion.

1.How often do you motivate your students to develop speaking skills? *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never

2.How often do you request your students to interact in groups asking them to speak English? *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never

3.How often do you make your students talk about things or people? *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never

4.How often do your students feel motivated when working with a task-based learning activity? *

- ○ Always
- ○ Often
- ○ Sometimes
- ○ Rarely
- ○ Never

5.How often do you use tasks to make your students practice pronunciation? *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

6.How often do you use a task-based learning activity to develop speaking skills? *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

7.Which of the following factors do you think affect your students to develop speaking skills?

○ shyness

○ lack of motivation

○ self-confidence

○ Self-steem

○ fear to make mistakes

○ lack of vocabulary

8.How often do you use tasks to increase your student's vocabulary and use it for speaking? *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

9.Which type of task-based learning actvity do you use to develop speaking skills? *

○ Brainstorming

○ Comparing task

○ Problem-solving task

○ Sharing personal experiences tasks

○ Sharing personal experiences task

○ Ordering or sorting

5.4.7 EXPERTS JUDGMENT EVIDENCES

UNIVERSIDAD TÉCNCA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

EVIDENCE OF EXPERT JUDGMENT

Dra. Mg. Wilma Elizabeth Suárez Mosquera with identity card number: 1801859841, certify that I make the expert judgment of this instrument designed by the Carmen del Rosario Villacis Suarez, with identity card number: 1803805595 for undergraduate research titled Task-based learning and the oral language production, a fundamental requirement to qualify for Master's degree in Pedagogía de los Idiomas Nacionales y Extrajeros mención Inglés at Universidad Técnica de Ambato.

In Ecuador, on February 14th, 2022.

Sincerely,

Firmado electrónicamente por:
WILMA ELIZABETH
SUAREZ MOSQUERA

—————————————————

Dra. Mg. Wilma Elizabeth Suárez Mosquera

UNIVERSIDAD TÉCNCA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

EVIDENCE OF EXPERT JUDGMENT

Dra. Mg. Gloria Isabel Escudero Orozco with identity card number: 0602698904, certify that I make the expert judgment of this instrument designed by the Carmen del Rosario Villacis Suarez, with identity card number: 1803805595 for undergraduate research titled Task-based learning and the oral language production, a fundamental requirement to qualify for Master's degree in Pedagogía de los Idiomas Nacionales y Extrajeros mención Inglés at Universidad Técnica de Ambato.

In Ecuador, on March 3, 2022.

Sincerely,

Dra. Mg. Gloria Isabel Escudero Orozco

UNIVERSIDAD TÉCNCA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

EVIDENCE OF EXPERT JUDGMENT

Lic. Mg. Nancy Paulina Salazar Pérez with identity card number: 1802916096, certify that I make the expert judgment of this instrument designed by Carmen del Rosario Villacis Suarez, with identity card number: 1803805595 for undergraduate research titled Task-based learning and the oral language production, a fundamental requirement to qualify for Master's degree in Pedagogia de los Idiomas Nacionales y Extranjeros mención Inglés at Universidad Técnica de Ambato.

In Ecuador, on February 28th, 2022.

Sincerely,

Lic. Mg. Nancy Paulina Salazar Pérez

5.4.8 URKUND REPORT

Curiginal

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Analysis address	cristinadjordanb.uta@analysis.urkund.com

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**MARBELLA CUMANDA
ESCALANTE GAMAZO**