UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: **"TASK-BASED LEARNING AND THE ENGLISH SPEAKING SKILL IN STUDENTS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO"**

Trabajo de Investigación, previa a la obtención del Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

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.

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A la Unidad de Titulación de la Universidad Técnica de Ambato

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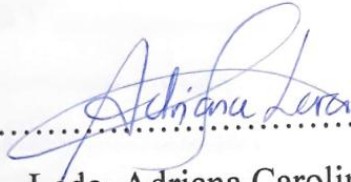
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Lcda. Adriana Carolina Lara Velarde

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AGRADECIMIENTO

First and foremost, I would like to thank God for his love and wisdom. It would not have been possible this achievement without his blessings. I would also like to express my deep gratitude to my parents for their love, patience, caring and sacrifices. Special thanks to my thesis tutor Mg. Ruth Infante for her invaluable guidance throughout this research project.

Adriana

DEDICATORIA

I would like to dedicate this research work to God who has been the source of my strength throughout this time. To my parents, for their endless love, support and encouragement. To my students who are the ones who inspire me to become a better teacher.

Adriana

UNIVERSIDAD TÉCNICA DE AMBATO
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TEMA:

"TASK-BASED LEARNING AND THE ENGLISH SPEAKING SKILL IN STUDENTS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO"

AUTORA: Licenciada Adriana Carolina Lara Velarde

DIRECTORA: Licenciada Ruth Elizabeth Infante Paredes Magíster

FECHA: 4 de Diciembre de 2017

RESUMEN EJECUTIVO

El proyecto de investigación "APRENDIZAJE BASADO EN TAREAS Y LA DESTREZA ORAL DEL IDIOMA INGLÉS DIRIGIDO A LOS ESTUDIANTES DE LA UNIVERSIDAD NACIONAL DE CHIMBORAZO" tuvo como objetivo analizar la relación entre el Aprendizaje basado en tareas y la destreza oral del idioma Inglés. La investigación tuvo un enfoque cuali-cuantitativo. Se llevó a cabo un estudio de investigación experimental de campo debido a que la implementación se desarrolló en cada clase de inglés. La población consistió en estudiantes A2 que pertenecen al Centro de Idiomas de la Facultad de Ciencias Políticas Administrativas de la Universidad Nacional de Chimborazo. Fue una investigación bibliográfica y de campo. Los instrumentos utilizados para esta investigación fueron una prueba previa y una prueba posterior que se aplicaron para evaluar la efectividad de la implementación del Aprendizaje Basado en Tareas para mejorar la destreza oral del idioma Inglés. Para verificar la hipótesis de esta investigación, se utilizó la prueba de Kolmogorov-Smirnov y la prueba de Wilcoxon. Los resultados obtenidos muestran que el Aprendizaje Basado en Tareas fomenta la destreza oral del Idioma inglés. Se concluye que los estudiantes tuvieron una mejora significativa en su producción oral después de la implementación del Aprendizaje Basado en Tareas.

Descriptores : Aprendizaje Basado en Tareas - Comunicación Interactiva - Destreza oral – Evaluación – Gramática - Manejo de respuesta – Pronunciación - Tareas abiertas - Tareas Cerradas - Vocabulario

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THEME:

"TASK-BASED LEARNING AND THE ENGLISH SPEAKING SKILL IN STUDENTS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO"

AUTHOR: Licenciada Adriana Carolina Lara Velarde

DIRECTED BY: Licenciada Ruth Elizabeth Infante Paredes Magíster

DATE: December 4th, 2017

EXECUTIVE SUMMARY

The research project "TASK-BASED LEARNING AND THE ENGLISH SPEAKING SKILL IN STUDENTS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO" aimed to analyze the relationship between Task – Based Learning and the English speaking skill. The research had a quali-quantitative approach. A field- experimental research study was carried out due to the fact the implementation was developed in each English class. The population consisted of A2 students who belong to the Language Center of Administrative and Political Science Faculty at Universidad Nacional de Chimborazo. It was a bibliographical and field research. The instruments used for this research were a pre-test and a post-test that were applied in order to assess the effectiveness of the implementation of TBL to enhance the English speaking skill. To verify the hypothesis of this research the Kolmogorov-Smirnov Test and the Wilcoxon Test were used. The results obtained show that Task-Based Learning fosters the English speaking skill. It is concluded that students had a significant improvement in their oral production after the implementation of tasks based on TBL.

Keywords: Assessment - Closed tasks - Discourse management - Interactive communication - Grammar - Open tasks - Pronunciation - Speaking skill - Task – Based Learning - Vocabulary.

INTRODUCCIÓN

This research work entitled **"TASK-BASED LEARNING AND THE ENGLISH SPEAKING SKILL IN STUDENTS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO"** has as main objective to analyze the relationship between these two variables. It provides relevant information related to Task-Based Learning stages, its components, types of tasks and the speaking sub-skills. This research was carried out because it was identified that there was a limited interaction among students during English classes. Moreover, tasks developed in class did not have a communicative purpose. This issue leads to have an ineffective communication using English as a foreign language.

This study consisted in a field- experimental research due to the fact Task – Based Learning was applied to a specific group of students aiming to improve their oral production. It had a quali-quantitative approach. The instruments used for this research were a pre-test and post-test. It was highly motivating to develop this study because it allowed the researcher to identify the main causes why there is a low level of the English speaking skill. Then, to implement Task- Based Learning as a possible solution to this problematic situation. Furthermore, it was gratifying to notice how students improved their oral production. Additionally, this research work contributed to have an overview of the new approaches that could be implemented in class. Furthermore, its development was significant therefore it could be used as a basis for future studies.

This research work is divided into six chapters:

CHAPTER I, presents the theme of the problem, its contextualization at macro, meso and micro levels, critical analysis, prognosis, the setting of the problem, research questions, research delimitation, justification, and objectives to be achieved.

CHAPTER II, displays the research background taking into consideration previous studies related to the topic of research, philosophical foundations, legal basis, key

categories, the theoretical support of each variable, the hypothesis, and signaling of hypothesis.

CHAPTER III, describes the methodology applied in this study in terms of the basic method of research, the level or type of research, the population, the operationalization of variables, the method of data collection and data collection and analysis.

CHAPTER IV, presents the data obtained from the pre-test and post- test that was applied to the students. It also displays the analysis and results, data interpretation, and hypothesis verification in order to accept the alternative or reject the null hypothesis through the use of the Kolmogorov-Smirnov test.

CHAPTER V, deals with the conclusions and recommendations that are established according to the objectives of this research as well as the research questions. .

Finally, in the annexes, there is displayed the proposal which provides information about
informative data, proposal background, justification, objectives, feasibility analysis, theoretical basis, proposal development, methodology, administration and assessment.

CHAPTER ONE

PROBLEM STATEMENT

1.1 THEME OF THE PROBLEM

Task – Based learning and the English speaking skill

1.2 PROBLEM STATEMENT

1.2.1 Contextualization of the problem

The study of the English language has become one of the principal subjects of students in most of educational institutions around the world. It has also become an essential vehicle of communication for humans in different knowledge areas and in the development of professional and economical life. Communication is a key element in social interaction among people. We cannot do anything without communication. If a person wants to do something he/ she will need to communicate and be able to negotiate meaning for doing that and achieving a purpose. Nowadays, there is a great necessity to be able to interact with others no matter the place you are. People all over the world need to use English as a foreign language and one of the main problems is the poor level English speaking skill.

The Common European Framework (CEFR) has standardized the parameters that a learner needs to accomplish in order to reach a level A1 to C2. English is taught as foreign language in most countries which mother tongue is different. For instance, in Europe English is one of the subjects that is part of the educational curriculum. Students learn this language at schools as a compulsory subject due to the fact there is the necessity to communicate in English with people from countries that are close to them. However, the results obtained from language learning are not the ones that were expected because sometimes there is a low level of oral production therefore communication cannot take place appropriately. In spite of that, European students have the advantage of living in a place that requires them

to be exposed to native English people and they have the opportunity to improve their skill.

In Latin America, English is also learned as a foreign language because people consider English is relevant in education since it is used around the world for several purposes. Its importance goes beyond the need to learn a second language as a requirement of the curriculum. It is important because it offers learners the possibility to expand their way of thinking about the world, to look for the many opportunities that a bilingual person could have. However, according to the English Proficiency Index (EF EPI) fourth Edition, some countries from Latin America such as Peru, Brazil, Chile, Colombia, Ecuador and others have a problem in the English learning process because students are not able to communicate effectively. This study shows that the problem is not the lack of interest of students to learn English because some of them take extra classes to learn it. The problem happens because the methodology used in classes is not adequate and is consequence students English speaking skill is limited.

According to the English Proficiency Index 2017, Ecuador is in the 55th place of the 80 countries that were evaluated in the proficiency of this language. It means that there is a low level of English in our country. English has been taught in our country for almost more than sixty years. Foreign language teachers are working to improve English language competencies and mainly speaking because it is considered as one of the most important productive skill. In every classroom, teachers work hard to help learners speak coherently and fluently. However, there is a serious problem at the moment of communicating because students are poorly prepared to perform speaking activities or even talk to each other about a familiar topic. The Ecuadorian Government has looked for methods and strategies that could be applied inside the classrooms to enhance leaners' abilities. Some of the methods that this government has promoted to be used in English teaching is the Content Language Learning which fosters the learning of a subject in a foreign language. Another educational tendency that is being implemented in Ecuadorian classrooms is the Communicative Approach which main focus is on using language for communicative purposes. In spite of these efforts, the problem continues,

students capacity to communicate in English is deficient. English is taught from the very beginner levels in elementary school until high educational levels at the universities.

Universidad Nacional de Chimborazo is one of the most important educational institutions in our country, especially in Riobamba city. The low level of oral production also exist in this institution, because sometimes tasks performed inside the language classroom are inappropriate or the opportunities for using authentic language are limited. Most of the time the tasks do not have a communicational purpose because the focus is on the form of the language rather than on the use itself. This issue leads to have an ineffective communication using English as a foreign language.

PROBLEM TREE

EFFECTS	Memorization of grammar patterns	Limited oral interaction	Non effective spoken communication	Low student involvement	Irrelevant leaning

PROBLEM	**LOW LEVEL OF ENGLISH SPEAKING SKILL**

CAUSES	Traditional methods for EFL	Few opportunities for real communication	Innapropriate speaking tasks	Teacher-centered classes	nonspecific speaking learning outcome

Figure 1: Problem Tree
Source: Contextualization of the problem
Author: Lara, A (2017)

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1.2.2 Critical Analysis

Speaking is a productive skill that needs to be mastered. Nowadays, there is a great necessity for people to communicate with others in a foreign language. However, it is not always possible due to the fact that there is a low level of oral production inside the language classroom. This problem mainly happens because some teachers continue using the traditional methods in class, for instance the teaching of grammar and the main focus is on the form instead on the meaning. Therefore as consequence students tend to memorize the grammar patterns while the communication skill is neglected. Students work in an environment in which they only fill grammar worksheets or they repeat exercises that are not as productive as other activities.

There are few opportunities for real and genuine communication. This becomes a great disadvantage for language learners because there is a limited interaction among students that do not let them improve the oral production and be able to transmit ideas and negotiate meaning.

Moreover, the classroom speaking tasks are inappropriate because they are a little useful for enhancing the speaking development of students. Consequently there is a non-effective student communication which leads to serious problems at the moment of asking students to communicate among them.

Another important issue that is taken into consideration in the teaching-learning process is who the main character in every class is. If the focus is on the teacher rather than the students, the learning process is ineffective; students involvement is low. Therefore, they are not interested and engaged in learning activities and for this reason, they do no participate actively.

Additionally to the causes mentioned before, there is another situation which limits the improvement of the speaking skill. The learning outcomes established for each lesson are inaccurate and nonspecific which makes learning irrelevant.

1.2.3 Prognosis

If the problem of low level of English speaking skill is not solved, there will continue that low level of oral production therefore students will not be able to interact effectively with people around the word using authentic language in real situations. Teachers will not change their way of teaching by leaving in the past the traditional methods and focusing on new ones. Classroom tasks will be ineffective since they will not provide students the opportunities to use language meaningfully and consequently class participation will be limited because learners feel afraid of using language to communicate. Furthermore, if there is a change from traditional to new teaching approaches for instance Task – Based Learning, the English speaking skill will improve due to the fact that it is a learner-centered approach which focus is on meaning rather than on form that allows the learner to develop meaningful tasks.

1.2.4 Setting of the problem

What is the relationship between Task–Based Learning and the English speaking skill in students at Universidad Nacional de Chimborazo ?

1.2.5 Research Questions

- Which are the components of Task- Based Learning that enhance the English speaking skill?
- Which are the stages of Task- Based Learning that enhance the English speaking skill?
- Which tasks are used in Task -Based Learning in the English speaking skill?
- What are the speaking sub-skills that are applied in English class setting?

1.2.6 Research Delimitation

1.2.6.1 Content Delimitation

1.2.6.1.1 Field: Education

1.2.6.1.1 2. Area: EFL Teaching

1.2.6.1.1 3. Subject: Task – Based Learning and the English speaking skill

1.2.6.2 Spatial Delimitation

Language Center – Administrative and Political Science Faculty -Universidad Nacional de Chimborazo

1.2.6.3 Time Delimitation

Academic year : April - August – 2017

1.3 JUSTIFICATION

This research project was developed with the purpose of analyzing how Task – Based Learning enhances the English speaking skill . It is **relevant** because English teachers are interested in being updated in new topics that could be useful for their classes. Task – Based Learning is one of the new approaches used to teach English in a communicative way, this helped students to improve their English speaking skill.

The research is **interesting** because it motivated English teachers to change their minds about new language methodology tendencies and at the same time it facilitated them to have a basis of how Task – Based Learning could be applied inside the language classroom.

It is **appropriate** to develop this research because through this, it was possible to enhance the speaking skill and consequently students were able to communicate in any social context. This study is **original** because there are not enough studies about this topic at Universidad Nacional de Chimborazo.

This research **benefited** students and teachers of Universidad Nacional de Chimborazo due to the fact that it helped learners to foster the speaking skill and to use English in a communicative way. Moreover, students notably improved their performance while interacting with their classmates.

Furthermore, this research has a high grade of **feasibility** due to all the necessary resources and materials are coordinated. Besides of that, Universidad Nacional de Chimborazo components support the development of this research. Its **impact** is educational because this research project pretends to solve the problem of the low level of English speaking skill that students face along the learning process.

1.4 OBJECTIVES

1.4.1 General Objective

- To analyze the relationship between Task–Based Learning and the English speaking skill in students at Universidad Nacional de Chimborazo.

1.4.2 Specific Objectives

- To establish the Task-Based Learning components that enhance the English speaking skill.
- To determine the Task- Based Learning stages that enhance the English speaking skill.
- To identify the types of tasks that are used in Task - Based Learning in the English class.
- To recognize the speaking sub-skills that are applied in English class settings.

CHAPTER II
THEORETICAL FRAMEWORK

2.1   RESEARCH BACKGROUND

Rey (2014), in her research Project pursuing a master degree in education, at the University of Valladolid, the results showed that through group work, learners performed a series of sub-tasks on American culture using the English language as a vehicle for the accomplishment of a final task and the achievement of the goals set. In this way, the student's motivation and interest in learning are encouraged, as well as the communicative skills. Besides, the implementation of a proposal embracing the Task Based Approach (TBA) is highly motivating for the student, and is that motivation is one of the most important elements for learning to occur. This, together with the group work that fosters the relationship with the other partners and increases self-confidence, makes this proposal positive and enriching.

Forero & Hernánez (2012), presented the research named: Task-Based Learning as a methodological approach to improve intelligibility in vocal sound pronunciation of English as a foreign language in the University Libre of Colombia it was established that the greatest difficulty presented by the study population in the learning of English as a foreign language lies in oral production, because students do not have a sufficient development of the ability, the articulation between the interests of the students and the class sessions was concretized with the application of the task-based approach which favored its participation and integration to the class; also, it was verified that some tasks facilitate the collaborative learning among the population, since it was observed that more competent students at the linguistic level are able to correct and conduct the utterances of a classmate.

Naranjo (2015), in her research work labeled "The use of Task-Based Learning   in the speaking development and oral production of the English language in students of Segundo de Bachillerato at Unidad Educativa Mayor Ambato, Ambato city, Tungurahua province." The main objective of this research project was " To determine the influence of Task-Based Learning in the speaking development and oral production of the English language in students of Segundo de Bachillerato at Unidad

Educativa Mayor Ambato. The author of this project used a field study. The technique used was the survey and the instrument was the questionnaire. The main finding was "The use of Task-Based Learning is limited and teachers do not know how to apply tasks appropriately to enhance their students' speaking skill inside the language classroom".

Vasconez (2015), in her project labeled "Task - Based Language Learning: Using Debates to Enhance Speaking Abilities of Intermediate High School Students in the EFL Classroom". The aim of this research project was "To foster speaking abilities in intermediate high school students in an EFL class through the use of debates as a tool of TBLL". The author of this project used a quantitative study based on a quasi-experimental design. A test was used as a technique and a questionnaire as an instrument. The main finding was "The students' speaking skills were enhanced to an adequate extent".

Uzhca (2015), in his project labeled "Universidad De Cuenca Facultad De Filosofía, Letras Y Ciencias De La Educación Carrera De Lengua y Literatura Inglesa Blended Learning: Video - Conferencing To Support The Development Of The Speaking Skill Through Task - Based Learning Activities". The main objective of this research project was "To determine to what extent video-conferencing, directed by the TBL method, influence the development of the study participants` speaking skill". The author of this project used a case study design and a quanti-qualitative approach. The technique used was the test, survey and the instrument was the questionnaire. The main finding was "video - conferencing sessions with TBL activities had a positive effect on the study participants' speaking skill".

Daga (2016), in his project labeled "The Task- Based Learning method in the improvement of students English speaking skill in 3er año de Bachillerato class "A" at Unidad Educativa Tomas B. Oleas, parish of Cajabamba, province of Chimborazo, during the academic year 2014 – 2015". The aim of this research project was "To analyze the effectiveness of the Task-Based Learning method in the improvement of students English speaking skill in 3er año de bachillerato class A at Unidad Educativa Tomas B. Oleas, parish of Cajabamba, province of Chimborazo,

during the academic year 2014 – 2015". The author of this project used a field and predictive research with a quantitative design. A test was used as a technique and a questionnaire as an instrument. The main finding was "Task - Based Learning Method has improved students English speaking skill in the 20 % from the first time the author uses it in the class".

The research works mentioned before are a good basis for this investigation since all of them are focused on how Task-Based Learning enhances the speaking skill. Taking into considerations these findings, it is evident that Task – Based learning helps learners improve their oral production. This methodology contributes to enhance their ability to communicate due to the fact the tasks that are used in this approach promotes meaningful learning. Furthermore, the student's motivation and interest in learning were encouraged, as well as the communicative skills. It was proved that tasks facilitate the cooperative learning among students because it helped them to overcome fear and speak fluently. This also improved the students' vocabulary, grammar, pronunciation, fluency and consequently their ability to interact with others.

2.2 PHILOSOPHICAL FOUNDATIONS

This research project was based on the Critical- Propositional paradigm due to the facts that this paradigm pretends to identify the reasons why a problematic exists by explaining, predicting and controlling the phenomena. After the causes are identified, then a solution comes. Critical- Propositional paradigm also includes the utilization of theory to establish a hypothesis that was tested during the research process. Moreover, it looks for strategies that aim to solve a problem in order to benefit the society and at the same time change their way of living. Taking into consideration this analysis, the research focused on improving students speaking skill by implementing Task – Based Learning therefore that is how Critical- Propositional paradigm plays an important role in helping learners develop their speaking skill.

2.2.1 Ontological Basis

This research project had an ontological focus because it was based on establishing how human beings are involved in any kind of social process. Therefore, during the research process students and the teacher were the main focus because they are the essential factor in the teaching-learning process. This research entitled Task – Based Learning and the speaking skill aimed to highlight the importance of the interaction of student – student and student – teacher due to the facts that it enhances a good learning environment.

2.2.2 Epistemological Basis

This research had an epistemological foundation since it considered knowledge as one of the most important elements in education. A person learns all the time, for this reason it is necessary to help students improve their background knowledge and go beyond the expectations they have while studying. Thus, this research was a good opportunity for them to get better in English by enhancing their oral production through the application of Task – Based Learning that is a student- centered approach according to Jane Willis whose main focus is the learner during the learning process.

2.2.3 Axiological Basis

The teaching – learning process is not only the teaching of content and skills but the teaching of values. Values and content go together in real life for instance if a person is knowledgeable and has a strong commitment with society then this human becomes an active component in the social environment. In reference to education, teachers and students are essential in its development. This research entitled Task – Based Learning and the speaking skill was based on the improvement of each one of them. Its focus was axiological because it pretended to help students improve their oral production and help them become better human beings who can be competitive; problem-solvers, autonomous and can contribute positively to the improvement of the society.

2.3 LEGAL BASIS

This research project is supported by some articles of the Reglamento de Régimen Académico of Consejo de Educación Superior which states:

Artículo 9.- literal c.- Maestría.- Forma profesionales e investigadores con competencias de alto nivel en el estudio de un objeto complejo y multidimensional, y de las correspondientes metodologías, lenguajes, procesos y procedimientos de una disciplina o profesión, así como en el conocimiento de métodos rnulti, inter o tra ns disciplinares. Las maestrías pueden ser profesionales o de investigación (…)

Artículo 22.- La tesis es el único trabajo de titulación de la maestría de investigación, la cual deberá desarrollar investigación básica o aplicada de carácter comprensivo o explicativo, pudiendo usar métodos multi, inter o trans disciplinarios. Deberá demostrar algún nivel de aporte teórico-metodológico en el respectivo campo del conocimiento. En este nivel formativo, los trabajos de titulación de los estudiantes serán siempre evaluados individualmente. El trabajo de titulación debe ser sometido a defensa pública, la cual sólo podrá ser realizada cuando el estudiante haya aprobado la totalidad de las asignaturas, cursos o sus equivalentes establecidos en el programa (…)

Articulo 25.- Trabajo de titulación en los programas de maestría de investigación.- Las horas asignadas al trabajo de titulación serán del 30% del número total de horas del programa. La tesis, desarrollada en torno a una hipótesis o problemas de investigación y su contrastación, es el único tipo de trabajo de titulación para esta clase de programa(…)

Articulo 31.- Aprendizaje de una lengua extranjera.- Las asignaturas destinadas a los aprendizajes de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera. Sin embargo las IES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico, tecnológico superior o sus equivalentes y tercer nivel o grado (…)

2.4 KEY CATEGORIES
GRAPHIC N° 2

EFL
Teaching

Methodology

Post Methods

Task - Based
Learning

Language

Language
Skill

Productive
skill

Speaking

Independent Variable

Dependent Variable
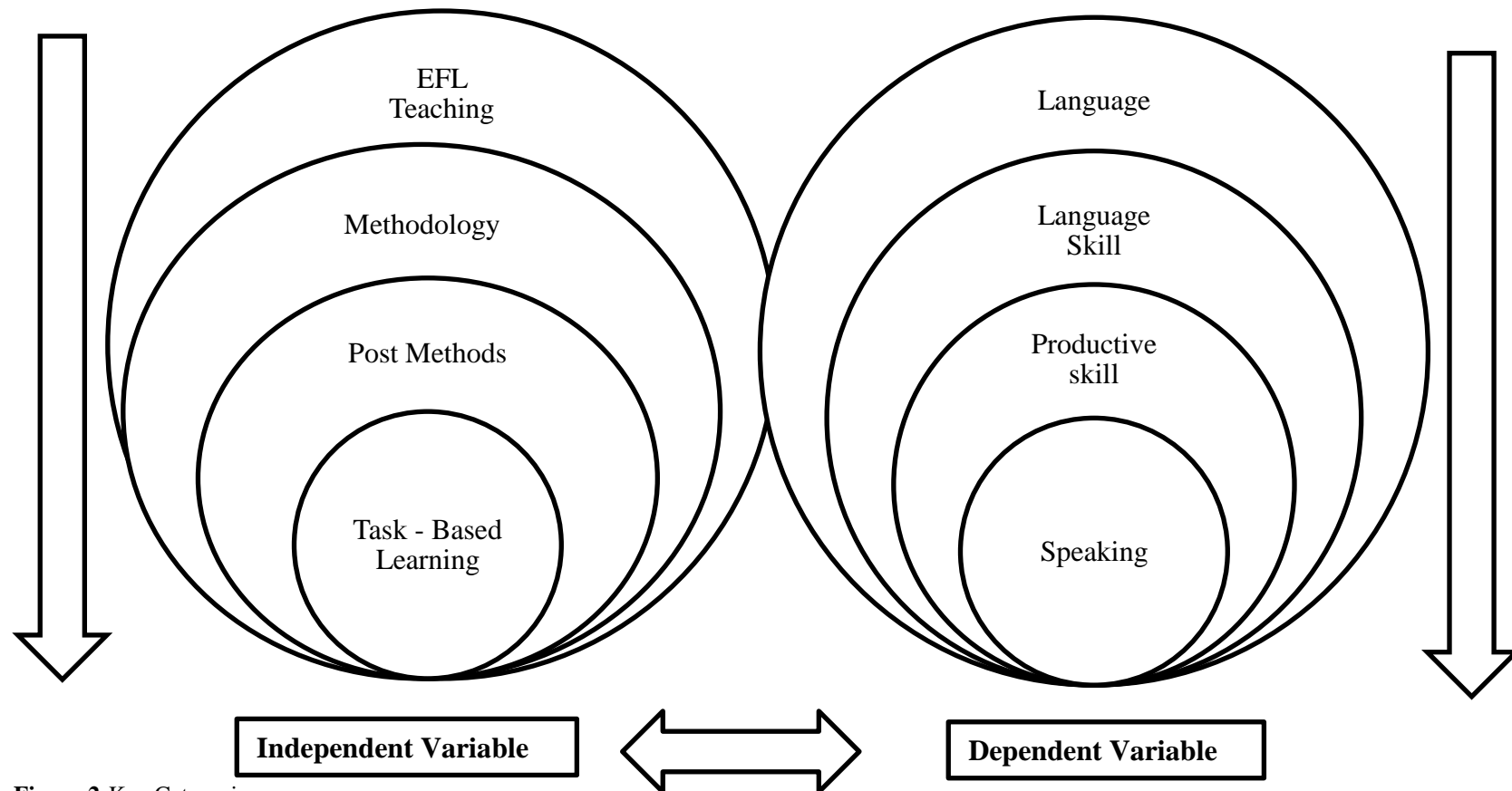
Figure 2: Key Categories
Source: Contextualization of the problem
Author: Lara, A (2017)

2.4.1 INDEPENDENT VARIABLE THEORETICAL SUPPORT

2.4.1.1 EFL Teaching

English is undoubtedly one of the most important international languages today. It is the most widely used language in science and technology, in commerce and business, in politics and the arts. It has been estimated that, today, about 1.5 billion people in the world (20% of the global population) are learning English. Like the Internet, English is an essential tool for future generations to consider as global citizens. That is why in many countries English is already part of the formal curriculum from primary to the higher education system as the case of Ecuador. Nowadays, as a consequence of the globalization process, there are many reasons to learn English and other foreign languages (Crystal, 2003). One of these reasons is given by the recognition of English as a lingua franca because it is the language most used for communication and interaction, face-to-face or virtual, with other countries for the purpose of establishing cultural and economic links.

Research plays a preponderant role in learning English. According to Cano (2009) through research, whether qualitative or quantitative, people involved into education can detect a problem and find a solution. Research indicates what is positive or negative in the process of learning a language, and this article has highlighted the efforts of some researchers concerned about the process of providing teachers with practical tools for the work they do in the classroom. It is important to make clear that the results of the investigations should have a direct impact on state policies to see any change (Mohan, 1986).

However, very little is being done about it and more research is needed from both the public and private areas to be able to make substantial changes in the Ecuadorian education system; These changes should facilitate the learning of English with the use of active, communicative and innovative teaching methodologies, where learners experience interactive strategies and the competencies required in the 21st century. For this, teacher training is essential and themes related to methodology that may seem know demand their study (Centre for Educational Research and Innovation, 2016).

Instead of viewing English learning as purely an academic endeavor, language acquisition around the world is increasingly being seen as a skill for personal as well as national development (British Council, 2014, pp. 5). In 2012 the Ecuadorian Ministry of Education launched a new National English Curriculum and a number of associated measures, including targets for functional competence aligned with the Common European Framework of Reference for Languages, new evaluation parameters for English teachers, and scholarships for students to study abroad. The curriculum guidelines make English optional for grades two to seven and mandatory from grade eight, with the aim of students graduating high school with a B1 proficiency. Mandatory English from grade two will soon be implemented in Ecuador to help reach this goal.

2.4.1.2 Methodology

In a very general way, by methodology, many authors understand it as the way of teaching, that is, everything that gives answer to how something is taught. Therefore, methodology is the performance of the teacher and the student during the teaching-learning process (Salvador & Gallego, 2009; Anijovich & Mora, 2010; Alcoba, 2013; Latorre, M. & Seco, 2013). Such a broad definition introduces concepts such as teaching methodology, teaching strategies, or teaching techniques.

With a greater conceptual rigor, methodology could be defined as the science-based teaching strategies that the teacher proposes in his or her classroom for the students to acquire certain learning (March, 2008). The didactic methodology is what defines the didactic interaction that occurs in the classrooms. In the same sense, a teaching strategy is the pattern of intervention in the teacher's classroom. It may include aspects of teacher organization of the classroom, use of didactic resources, etc. In addition, any strategy can encompass tasks, it is each activity to be carried out in a time and situation determined; procedures, they are sequence of tasks; or techniques, they are sequence order of tasks or procedures leading to accurate results. From this perspective, the teaching strategy only becomes synonymous with didactic methodology when it has a proven scientific basis.

Teaching strategies are ways of thinking that facilitate learning. They establish an environment conducive to learning, with respect and appreciation for cultural and linguistic diversity. They allow passing from the passive reception of information to the construction of knowledge. They help both students and the teacher find better answers. The strategies, they range from simple study skills such as underlining the main idea to complex thinking processes such as using analogies to relate prior knowledge to new information. Using a strategy is more than knowledge and the use of procedures in solving a particular task. It is a different way of acquiring the same learning. Strategies can be imposed or induced (Guadarrama, 1992).

Scarino & Liddicoat (2009) stated that the act of teaching and learning is intricate, not something, that can be reduced to a few methodological prescriptions. Furthermore, the role of teachers is not one of simply receiving prescriptions from others that are subsequently implemented in their context. Thus, educators and language instructors should elicit methodologies according to their students' needs, environmental conditions, resources and students professional projections.

Many teachers are unprepared to teach English, leading to government interventions including scholarships for study abroad and online professional development (British Council, 2014). This propels immediate actions in the educational field to implement a methodology that encompasses the Ecuadorian learners' needs and capacities.

2.4.1.3 Post Methods

Postmethod pedagogy was implemented by Kumaravadivelu in 1994. It appeared with the purpose of looking for a better way of teaching English as a foreign language that can make a difference from the previous methods. He affirms that the traditional methods are assessed in order to find an alternative. Therefore, Post method pedagogy is defined as "a state of affairs that forces us to refigure the relationship between the theorizers and the practicioners" (Kumaravadivelu, 1994). In other words, by implementing this pedagogy in class, teachers will be able to local and specific novel practices.

Kumaravadivelu (1994) points out that there are three parameters in which this pedagogy centers: particularity, practicality and possibility. They are considered as the main basis that links and holds the development of the pedagogic wheel. *Particularity* focuses on the teaching context. Any pedagogy must take into consideration that every teacher who is working with a specific group of students constitute a particular educational situation. It cannot be the same as other contexts. It is essential to consider the differences of the teacher, the group of students and the educational center. The parameter of *Practicality* requires the teacher to become the one who generates practical theory. That is to say, to use the theory into practical aspects which consequently promotes critical thinking. The parameter of possibility deals with each person distinction. The learning of a language gives the individual the opportunity to look for their own alternative and contributes to social change.

This pedagogy also establishes a strategic framework that deals with 10 macrostrategies. He refers to macrostrategies as guiding principles derived from historical, theoretical, empirical, and experiential insights related to foreign language learning and teaching. They become a guideline for teachers to generate their own classroom procedures. Kumaravadivelu (1994) suggests the following macrostrategies.

- Maximize learning opportunities.
- Minimize perceptual mismatches.
- Facilitate negotiated interaction.
- Promote learner autonomy
- Forster language awareness
- Activate intuitive heuristics.
- Contextualize linguistic input
- Integrate language skills
- Ensure social relevance.
- Raise cultural consciousness

These macrostrategies consider as important indicators the learner and the teacher. Kumaravadivelu (2001) points out some aspects regarding the learner autonomy: academic, social and liberatory. These issues makes learners look for appropriate strategies that can help them achieve their learning goal. Consequently, students will monitor their learning process and try to improve and do their best in every educational situation. Thus, learners will be more prepared for better solutions to problems in learning.

The postmethod pedagogy places the teacher as an autonomous factor in the teaching process. This autonomy is crucial because it recognizes the teacher's previous and current background and their potential to work and act independently, which encourages the ability of the teacher to know how to work on a reflective approach to their way of teaching (Kumaravadivelu, 2006).

2.4.1.3.1 Approaches in Language Teaching

Each of the different methods has contributed new elements and has attempted to deal with some issues of language learning. Stern (1999), Hu (2001) have mentioned that those approaches have been derived in different historical context, stressed different social and educational needs and have different theoretical consideration. Therefore, in teaching practice, in order to apply these approaches effectively and efficiently, practitioners should take these questions in mind: who the learners are, what their current level of language proficiency is, what sort of communicative needs they have, and the circumstances in which they will be using English in the future, and so on. In a word, no single method could guarantee successful results.

Besides the general understanding of an approach the stages which are developed during language learning must be identified and internalized by practitioners. According to Richards (2005), ''The typical class of foreign languages consists of three stages: presentation, practice and production. This approach is known colloquially as the methodology of the three P's''.

In the presentation, the teachers show the structures, communicative functions or some other aspect of the language in a context or communicative situation that helps

to clarify their meaning. It can be done through a pattern of sentences or through small dialogues acted by the teacher, read from a book or heard in a recording to illustrate the aspects of the language selected. Essentially Practice is the testing procedure for accuracy, and the frequency procedure for familiarity with the language. It is also a remedial stage (Harmer, 2009). A good way to summarize effective Practice is to see it as repetition leading to competence and accuracy in terms of Phonology and Syntax.

In practice, the students practice these aspects presented by the teacher: prayers or dialogues in chorus or in pairs, until they can correctly say them. These activities include the mechanical and automatic practice of patterns: interlacing parts of sentences, completing them, repeating dialogues, and writing and answering questions using pre-specified forms. Making a smooth transition from Presentation to Practice usually involves moving the students from the Individual drill stage into pair work as chain pair-work, closed pair-work and open pair-work (Woodward, 1996). Communicative practice then leads the way toward Production.

In production students are expected to produce in a "free" situation the aspects of language newly learned, or previously acquired. Examples of these are role-plays, simulation activities, or even communicative tasks. The Production Stage is the most important stage of communicative language teaching. Ellis (1988), Willis (1996), Foster (1998), agree on the idea that successful Production is a clear indication that the language learners have made the transition from students of the key language to users of the language.

Communicative Approach

This new model, which emerged in the 1970s - generally called the communicative approach - focuses on the meaning, interaction and functional and communicative use of the language, which has meant important changes in teaching and learning in those years. However, in most of the concretions of this approach teachers have continued to present the language divided into functions, which are sequenced and related to the corresponding structures. Learners are, therefore, with a learning whose main element of attention has remained the language fragmented in functions.

The communicative approach should not be understood as a relay of the methods that prevailed until its development, does not eliminate, but rather readapts principles pedagogical methods or previous methodological approaches and rather picks up applied optimized eclectically so far. Currently there is no book, magazine or document linked to the teaching of the language that does not directly or indirectly address the communicative approach because of the greater impact it has gained in the field of language teaching in recent decades. To approach the subject of communicative approach, we consider it appropriate to treat changes that have occurred in the United States, as well as in Europe and precisely in Spain, but before that we emphasize the bases who base this approach (Maati, 2006).

For more than twenty years, the predominant focus on second language (L2) and foreign language (FL) didactics in Europe is the communicative approach. Of course, in these years the communicative approach has been enriched with different contributions, different models have emerged and has materialized in the publication of various methods and courses, becoming a flexible theoretical framework always evolving (Gonzalez, 1997).

Bérard (1995) explains that the communicative approach develops from a critique of audio-visual and audiovisual methodologies for the teaching of languages Its fundamental purpose is to establish communication, taking take into account the needs of the student that determine the skills that the student wishes to develop (comprehension and oral expression or comprehension and written expression), with the use of authentic documents of daily life for a better and faster acquisition of the language. The acquired knowledge will be used in real situations, respecting the socio-cultural codes.

In the communicative approach, a type of teaching centered on the pupil is promulgated, both communicative and learning needs. This supposes a loss of protagonism on the part of the teacher and of the programs, in favor of a greater autonomy of the students and, therefore, of a greater responsibility in the decision-making on their own learning process.

From the communicative approach, the objective of the teaching-learning process of a foreign language is that students reach a certain level of communicative competence in that language. Teachers and students share this objective, and in the same statement, it is clear that students are the real agents of the process (Miquel, 1995).

This approach does not escape the long clutches of behaviorism, assimilates its successes while inheriting some of its mistakes, and manifests in practice a high dose of cognitivism and humanism. It is worth noting that in this approach the best of cognitivism is synthesized, that certainly, at least in the teaching of languages, no known methodology is known that is based strictly on cognitive theories or Chomsky's works associated with them. Attention deserves the proposal of the Soviet psychologist B.V. Beliayev with his conscious practical method that looked for the automatism by means of the practice demanding the understanding like basic component of the work with the abilities. This method, although inconsequential, conceived the use of active procedures and significant exercises that forced the students to participate actively in the communication process (Hornby, 1997).

For the communicative methodology the language is more than a system of habits that they can be formed through mechanical exercise. This is a specific system and the apprentice must know how this system works in real communication as a means to achieve an end. Their materials, basically with a notional organization, often illustrate the language needed to express and understand different functions, and emphasize the use of language appropriately in different types of situations and to solve different types of tasks.

These reflections about the communicative approach guide instructors to see that they must understand in addition to linguistic factors, those that relate to the cognitive, psychological and socio-cultural; factors that are cemented both in the knowledge of grammatical rules (competition) and in the rules of use. The learning based on tasks taxes to the development of the communicative competence in the teaching of foreign languages and to the formation of competent professionals in what it refers to foreign languages (Kim, 2004, p. 27).

2.4.1.3 Task - Based Learning (TBL)

The cognitive vision of motivation has been progressively approaching the study of the representations that students make of situations and, especially, the representations of goals as reasons that each student constructs (Ames, 1992, Dweck, 1986, Urdan, 1997, Urdan & Maerh, 1995). The role of goal orientations is a highly topical research line, with relevant contributions in the field of achievement motivation and self-regulated learning (Pintrich 2000, Pintrich & García, 1994, Pintrich & Schunk, 1996). This theory can be directly connected to the TBL approach in language learning since a goal is set up in every language interaction and communication act.

TBL refers to a teaching and learning approach that considers meaningful tasks through authentic communication as an effective way of improving language competence. These two adjectives, authentic and meaningful, have entered into the academic discourse of English as a Foreign Language (EFL) instruction to the extent that at times they can seem significant whatever the writer desires. However, it is important to remember the crucial methodological difference between authentic and meaningful approaches such as TBL and those adopted in many high schools and secondary schools in EFL contexts. At the heart of TBL is the homework (Enright, & McCloskey, 1995).

The tasks that involve the use of the language in significant communicative situations, contextualized and close to the reality and the interests of the students, will promote and facilitate the learning of the language. The Task-Based Learning posits the use of meaningful tasks for students as a basic unit for language teaching. The communicative task corresponds to the work done in the classroom, involving students in the understanding, interaction or production of the language, in situations that aim to communicate meanings instead of studying their structures. In this context, teaching will not only emphasize comprehension skills to incorporate language, but will also provide students with opportunities to use language to communicate ideas and negotiate meanings (Nunan, 2004).

2.4.1.3.1 Task

The concept of task appeared in the early 1980s as an element of research in language acquisition and applied linguistics. The task as a central element of learning appeared in the mid-1980s, having since provoked an interesting academic discussion as well as multiple practical experiences. The concept of task has had, and has, a large number of definitions and interpretations. For some authors (Breen, 1984; Prabhu, 1987; Estaire and Zanón, 1994) task is any activity performed in a language class. For others the term task is restricted to a class activity in which interaction occurs in the second language and that could somehow be used outside the classroom by students. According to Nunan (2004), "one task is any kind of classroom work involving students in understanding, manipulation, production or interaction in the target language; while their attention is centered on meaning rather than form". The task must also have a sense of completeness and realization that can be identified as a communicative act proper.

According to Willis (2009) Tasks are language activities, which give learners the chance to focus on using language to create their own meanings, using words, and expressions they can recall, and then refine and build on that language as the task cycle progresses. When they find they can achieve the task goals, even with their limited English, they gain confidence, feel liberated, their motivation increases, they learn more and become better communicators.

With some theoretical background and those practical steps in mind, let's look at some task-based activities you might want to use in your language classroom. Some examples of TBL activities might be:

Task Based Activities

Name	Goal	Features	Outcomes
Road Trip	To plan the perfect trip.	• Number of days • Wish to travel, budget • What like to do while on the road or in free time.	• Present their trip to the entire class. • Vote on which trip they might take. • Explain why they made the choice
The Business Mixer	To talk at mixers, parties and business functions	• Name of their company, • Product they sell or represent, • Basic information about the company they work for • What they are looking for.	• Explain why they are the match for a person. • E-mail message thanking their partner for their time • Reiterating their interesting in working together.

Chart 1: Task – based activities
Source: The Real World: Classroom Edition
Author: Lara, A (2017)

2.4.1.3.2 Task- Based Learning Components

Among the main TBL components worth to be mentioned the goals, the task types, the stages, Student Role, and Teacher's role.

Goals

The second step in the programming for tasks is to mark the objectives that we have for our students. In order to create coherent and consistent goals for the final task, it is necessary to reflect on what specific activities the students will perform in the final task, what skills or abilities are required them to achieve once they are completed or what capacities they will develop throughout the unit. Once it has been reflected on it

and reached conclusions, they can be turned into objectives, which in turn, will help in the evaluation process. A way to facilitate the concretion of these contents is the word 'can'.

For example, "I can perform ... or I can present ... I can discuss about ... "and a long etc. Whereas Ellis (2009) defines the tasks as: A classroom activity, which aims to involve learners in processing both semantic and pragmatic meaning. By emphasizing the importance of a 'gap' to motivate the 'goal' of a task and the need for learners to use their own linguistic resources. Its goals are:

1. To offer the opportunity for 'natural' learning inside the classroom.
2. To emphasize meaning over form but can also cater for learning form.
3. To afford learners a rich input of target language.
4. To motivate intrinsically.
5. To be compatible with a learner-centered educational philosophy but also to allow teacher input and direction.
6. To cater to the development of communicative fluency while not neglecting accuracy.
7. To be used alongside a more traditional approach

Task - Based Learning Aims

The main aim of task is to create a real purpose for language use and provide a natural context for language study (Masoud; Masoud & Sohrab, 2016). Learners do not talk in order to use language: they use language in order to talk. Therefore, learners need to have something to talk about and someone they wish to talk about these things with. By removing communicative purpose as a relevant consideration in classroom action, language teaching has tended to construct interaction as a sterile and pointless activity.

Moreover, by removing communicative purpose from interaction, such views make it difficult to determine the educational purpose of interaction, then TBL provides a framework for achieve this purpose (Scarino et al, 1988). Thus, students' learning was

no longer to be described only in terms of inventories of language items, but also, and most importantly, in terms of tasks that they would accomplish that is what students do. Students and their teachers are 'social beings' who interpret the world through their own social and cultural perceptions and values (Woodward, 2001).

Learner's Role

The learner' role focuses first on the meaning. The task focuses on the use of language for real communication. The tasks are based on students' needs, interests and objectives; therefore, they can assume an active role during planning of activities (Scarino 2007).

Those tasks encourage students to use all their linguistic resources rather than selected aspects of the language. The language that is explored is derived from the needs of the students and these determine the language that will be assumed in the classroom. Learners integrate the four linguistic skills. Being involved in the accomplishment of tasks adjusts to several styles of learning. Students develop both fluency and grammatical accuracy in an active form (Willis & Willis, 2000). Other approaches can be integrated into a task-based class. Students perform awareness activities to identify and process specific structures of the task text or transcripts and ask questions about what they have not understood. The teacher will review each analysis activity of words, patterns or useful phrases with the students, and can select other aspects of the language from the reporting stage.

Teacher's Role

The act of teaching and learning is intricate, not something that can be reduced to a few methodological prescriptions. Ellis (2003) points out the idea that in the process of Task- Based Learning, teachers become managers and facilitators of the communicative tasks.
Furthermore, the role of teachers is not one of simply receiving prescriptions from others that are subsequently 'implemented' in their context. Rather, teachers come to the act of teaching and learning with their own dynamic framework of knowledge and

understanding of their own personal, social, cultural and linguistic make-up and that of their students. Their experiences, beliefs, ethical values, motivations and commitments are part of their framework of knowledge and contribute to their stance and identity as a teacher (Scarino 2007). Teachers need to be clear in their understanding of what a task is and to be aware of the purpose and rationale for performing tasks. Developing task materials allows teachers to tailor the task to the proficiency levels of their students (Schaijik, 2016).

2.4.1.3.3 Task Types

Willis (1996) defines tasks types into Closed and Open tasks. They are heavily classified according to their objective. Since learners are encouraged to use the language. While the specific goals be clear for them, interaction is the natural result of this situation. This interaction must be encouraged to be done in the target language. An example of a pedagogical classification of tasks can be found in the book by Gardner & Miller (1996), which offers a large number of recipes for tasks aimed at apprentice training, the four traditional linguistic skills (listening and reading comprehensions), and written and oral productions, two areas of linguistic knowledge (vocabulary and grammar), and paralinguistic. Such a system for classifying tasks has the obvious advantage of being readily available both to the design of course books, which are traditionally structured around these categories, and to supplementary textbooks that emphasize specific aspects of skill and knowledge.

Open Tasks

Those tasks are the one which objective is not as specific as the ones in the closed tasks; it means that the activities can be done by the learners with a certain grade of flexibility in terms of the outcome measurement. Some examples of these type of tasks can be comparisons of points of view, anecdotes on a particular theme (Willis, 1996).

Listings:

Making them generates a lot of conversation and exchange within the groups: brainstorming, fact-finding. The result is the complete list or possibly a chart (Willis, 1996). Examples:

- In pairs, agree on a list of four or five people who were famous in the 20th century and give at least one reason for including each person; can you remember your partner's busiest day?
- On your own, make a list of all the things he/she did. Then check with your partner. Were there any things you forgot?

Compare:

Comparisons of all types between similar elements but from different points of view; connect specific points; find similarities or things in common; find differences. Comparison tasks can be based on two quite similar texts or pictures (a classic example is 'Spot the Differences') or places or events, etc. that learners have experience of. Learners can also compare their own work with that of another learner or another pair or group (Woodward, 2001). Examples:

- Compare your list of possible 20th century icons with your partner's list. Did you have any people in common? Tell each other why you chose them. How many reasons did you both think of? Finally, combine your two lists, but keep it to five people.
- Tell your picture story to another pair and listen to theirs. Compare stories – make a list of the main similarities and differences.

Troubleshooting:

To reason and solve, different problems at different levels. Text-books often contain activities based on common problems – pollution, relationships, noisy neighbors and so on. However, sometimes problem-solving tasks are over too quickly – learners

agree on the first solution that comes to mind, using minimal language (Willis, 1996), e.g. 'Noisy neighbors? OK – so call police'. The instructions for the town center traffic problem in the example below incorporate six or seven ways of generating richer interaction. Which of these ways might you use with your classes? Example:

- Think of a town center where there is too much traffic. In twos, think of three alternative solutions to this problem. List the advantages and disadvantages of each alternative. Then decide which alternative would be the cheapest one, the most innovative one, the most environmentally friendly one. Report your decisions to another pair / group / the class, and discuss with them which solution would be the best one to put forward to the local government.

Sharing personal experiences:

These activities allow students to exchange ideas and experiences in order to solve the task. Activities where learners are asked to recount their personal experiences and tell stories are valuable because they give learners a chance to speak for longer and in a more sustained way. And it is something people often do in real-life. However, as learners saw from the 'Grandparents' activity in Criteria for identifying tasks for TBL, the instructions for activities where learners are encouraged to relate things from their personal lives are often rather vague and open-ended. In order to encourage richer interaction, instructors usually need to add a clear goal, make instructions more precise, and give clear completion points (Woodward, 2001).

Closed Tasks

These type of tasks are well structured and possess specific aims and goals (Willis, 1996). For example pair work for solving a puzzle or riddle. There are several types of filling tasks that include information gap tasks and filling the info tasks, which are sometimes referred to in terms of how the information was organized in the task; that is, divided information tasks or shared information tasks. There are also reciprocal tasks and non-reciprocal; that is, tasks that require or do not require interaction to achieve a final result. The tasks can be denominated according to the type of activity

that they require of the apprentice, such as tasks of role-play and tasks of decision-making, and according to the linguistic ability in which instructors center their focus, such as tasks of auditory comprehension or written production tasks (Svalberg, 2007).

It is vital to note that such classification is not directly related to the justification of the tasks, and these are understood as opportunities for complete and experimental learning. The danger is that the tasks lose their primary nature and are seen more as exercises whose focus is on discrete aspects of the language. Willis (1996) offers a different pedagogical classification of tasks based on the analysis. The tasks can be of different type:

Sort and Classify:

Sort the data in logical or chronological order; make a ranking of the data according to different criteria; categorize data into groups or group under specific titles. Classify the data without giving the categories beforehand (Willis, 1996). This can be sequencing, ranking, or classifying. Examples:

- In pairs, look at your list of famous people. Which people are most likely to remain popular and become 20th century icons? Rank them from most popular to least popular, and be prepared to justify your order to another pair.
- Look at the four pictures. They are mixed up. Work in pairs. Put the four pictures in a sequence so that they tell a story. Prepare to tell your story to another pair.

Matching:

Learners can match captions / texts / recorded extracts to pictures; short notes or headlines to longer texts (Willis, 1996), e.g. news items. Examples:

- Read the texts – each is about a famous person but the person is not named - and look at the photos. Match each text to a photo. Then talk to your partner, and say how you were able to match them. Prepare to tell the class how you did it.

- Read the four headlines A to D. Match two pieces of information (given in 1-8 below) to each headline. Explain to your partner how you did this. What clues did you find? Did you both use the same clues?

Projects:

Students work in groups to create their projects according to instructions. They can include combinations of other tasks.

Taxonomy of tasks types

Task types	Examples of specific tasks
Listing	Brainstorming Fact-finding Games based on listing: quizzes, memory and guessing.
Ordering and sorting	Sequencing Ranking ordering Classifying
Comparing and contrasting	Games finding similarities and differences Graphic organizers
Problem-solving tasks	Logic problem prediction
Projects and creative tasks	Newspaper Posters Survey fantasy
Sharing personal experiences	Story telling Anecdotes Reminiscences
Matching	Words and phrases to pictures

Chart 2: Taxonomy of task types
Source: Willis and Willis (2007)
Author: Willis (2007)

A psycholinguistic classification of tasks proposes to establish a typology of tasks in relation to their potential for language learning. Different tasks can be complemented when different aspects of the use of the language serve as criteria (Pica, Kanagy & Falodun, 1993). It has to do with the span of the results of tasks available to the participants in relation to the objectives of the task. In the case of closed tasks, a single outcome is required unlike open tasks, which allow several possible outcomes. Research suggests that closed tasks are more effective in promoting negotiation of meaning.

2.4.1.3.4 Stages of Task – Based Learning

The methodology proposed by Willis (2000), contains three aspects to consider: the pre-task, the task cycle and the targeting in the language.
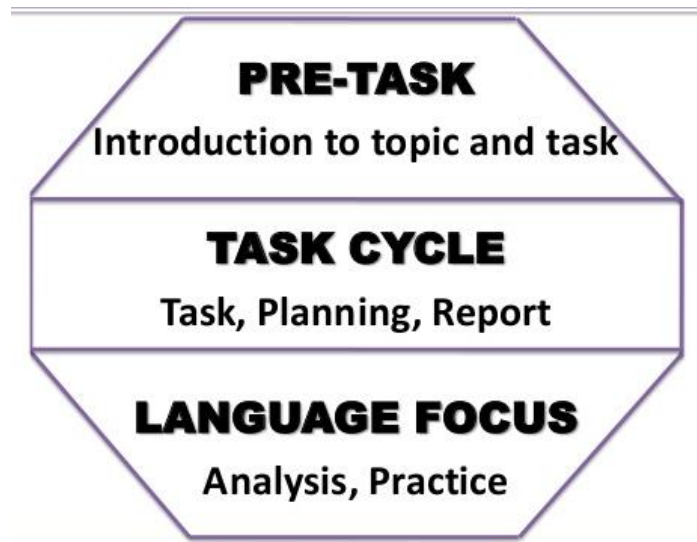
Figure 3 : Stages of TBL Framework
Source: Willis (1996)
Author: Lara, A (2017)

Pre – Task

The teacher introduces and defines the topic, uses activities that help students remember key words and phrases of utility, makes sure that students understand the instructions to perform the task and / or can put a recording of other people doing an activity similarly. They write down the key words and phrases. They can be given a few minutes for the individual preparation of the task.

Task Cycle

The application of the cycle: task-planning-report stimulates the natural desire of the learner to improve their language skills.

Task

The pre-task shows students the grammar they will master in the future and form is engineered by the design of the task. Students do it in pairs or in small groups; it can be based on reading or listening to a text, while the teacher monitors the activity and stimulates them.

Planning

During task stage focuses on communication activities, which means performance is crucial. The way teachers handle error correction and how students react to the task are important. Teachers are expected to let communication flow and find strategies to make error correction in such a way that indirect focus on form is accomplished.

Report

Students prepare to report to their classmates how they did the homework, what they discovered or decided, that is, the results. They rehearse what they will say or do a draft of the written version to read it in the classroom. The teacher ensures that the purpose of the report is clear, acts as a counselor, and assists both in oral and written. Students report to their classmates. The teacher acts as a driver, selecting the participants. According to the achievements or not of the exposition, it will provide adequate feedback, with respect to the form and content of the task; you can put a recording of other students doing a similar activity to establish comparisons. They may be exposed to any kind of input and then share with the group their understanding. Ellis' model also shows the conditions under which a task is performed (2003).

Language Focus

A focus on language maximizes learning opportunities. The input offers all kinds of learning opportunities. When learners focus on language they are working autonomously and can mine an input text for anything which strikes them as useful. They are not blinkered by being asked to prioritize forms which the teacher has

identified and which may be irrelevant to their immediate learning needs (Samuda, 2001). According to Enright & McCloskey (1998) resort to structural and functional language models. The first one is used by Skehan in criteria discussions to determine the linguistic complexity of the task. "Language is considered simply as less-complex in traditional ways, since linguistic complexity is difficult to handle due to structural considerations of the program" (Skehan, 1998).

Analysis

Willis (2007) mentioned that students examine and then discuss specific features of the text or transcript of the recording. They can enter new words, phrases and patterns in vocabulary books. Learners turn to linguistic and communicative resources to try to communicate with others through spoken language; this is considered the basis for language acquisition in TBL. Therefore, most tasks that are proposed within the TBL include conversations.

Practice

According to Willis (2007) teacher conducts practice of new words, phrases, and patterns occurring in the data, either during or after the Analysis. A simple and brief exercise can be called homework but it can also be one more complex, which requires spontaneous communication for the solution of problems in communicative learning. Any language test must be included in this type of task. All materials designed for the teaching of the language, within your organization, content, and procedures should be viewed as a compendium of tasks (Williams & Burden, 1999).

2.4.1.3.4 Planning a class with TBL

The variety of models in the Teaching of Foreign Languages by Tasks precludes a single definition of the model. However, in its diversity, it is possible to group a series of characteristics of the teaching through tasks that make it different from a teaching based on the grammar or the teaching of notional-functional contents.

Zanón (1999), summarizes around eight points its main characteristics. The teaching of the language through tasks tries that the students at the end of a program can use the foreign language to solve fluently the usual communication situations in their life. Thus, students of a course for company personnel who correspond and telephone conversations with their clients should, at the end of the program, be able to use the foreign language in their professional life.

The English program of a school should aim for learners to engage in other subjects in English, for example in the Natural Sciences. In this way, they need to learn the foreign language to understand an explanation about volcanoes, read the components of a graph or ask their doubts in the matter. Planning the final tasks to be carried out by students in a foreign language each course would be organized around a series of tasks that would gradually bring the student closer to the uses of the language required by the activities of a Natural Sciences class taught in foreign language (Early, 1990).

Communicative tasks, enabling tasks, tasks to learn to learn, etc. Communicative tasks allow students to speak, read, understand and write in a foreign language. That is, to use linguistic content fluently and with propriety to solve real communication situations. Positioning tasks allow the preparation and setting of the contents necessary for the accomplishment of the tasks (Early, Thew, & Wakefield, 2006).

Answer a letter to a friend who writes asking us to find a flat with certain characteristics: price, situation, dimensions, etc. is a task that will require other tasks such as: Read selectively several ads offering floors to extract the information required by the task or Write a list with the characteristics of the floor in which a person lives or analyze the language of a letter to a friend '... In this way, classes become a ladder of tasks that lead to each of the learning objectives.

Logically, the selection of content is done in function of the communicative activities that students aspire to perform. An example, learners will need the foreign language:

- Give and receive telephone messages, specific fishing texts or fisheries legislation, interpretation of official and interministerial communications, etc.

- vocabulary of his profession.
- basic strategies of telephone communication.
- social conventions in administration.
- reading strategies for the interpretation of treaties and official agreements, etc.
- verbal exchanges typical of commercial relations, etc.

From these blocks of contents among others the linguistic, functional and grammatical contents involved in the different blocks of contents. In this way, the contents are not but the expression of interest that the foreign language has generated in the members of that group (Liddicoat & Jansen, 1998). The sequence of contents of the schedules by tasks takes into account two criteria:

- The work order is performed according to the tasks.
- The contents are recycled in every teaching unit when necessary.

Think of a group of students who have just met in the Spanish language course of the Liverpool Language Institute and who work with the objective of reaching the Threshold Level. Students and teacher will choose (in their native language, if necessary) both the subject of work and the way to carry it out.

- The theme of the chosen task has been The General Elections of 1993. What are the linguistic uses that will need to dominate the subject?
- Oral description of parties and their programs.
- Reading of electoral propaganda.
- General understanding of the information on the subject appears in a newscast.
- Expression and argumentation, for and against, of the programs of each party.
- Others

What contents of the framed in the threshold level will give the student the ability to obtain the desired information about the proposed topic? Functions (for example: to express, to interrupt an opinion) specific vocabulary of the subject, grammatical structures (for example: the future), etc.

The progressive appearance of the contents in the didactic units throughout the course is determining a programming. These, instead of having been worked linearly, have been approached as they were needed in the communicative tasks that make up each unit. The contents, moreover, are not worked as consecutive blocks but reappear cyclically in the didactic units (Farrell, 2002).

A point of a lesson is not a block of content. FI theme, the project or the specific activity usually generate a dynamic of decisions that makes the unit is formed around specific tasks that are the ones that generate the contents to be used.

Learning a language is learning to speak, read, write and understand that language. But in what situations and in relation to what uses of the language? To learn a foreign language is to equip itself with an instrument to participate communicatively in the situations of our life that demand its proper use (Liddicoat & Jansen, 1998).

The participation of the students in the management of the course not only affects the learning outcomes. Students thus begin a process of learning to learn that involves thinking about their own resources and problems in the course and taking responsibility for their work in the classroom.

2.4.2 DEPENDENT VARIABLE THEORETICAL SUPPORT

2.4.2.1 Language

Murillo & Sandoval (2003) assert that the importance of language is vital for the human being since it allows him to establish communication with other living beings and thus live in community. If the human being does not have a language system then he could not put together projects in common with other individuals, which is precisely the essence of life in society or as a whole. Those cases of human beings who did not need language throughout their life are those very unique cases in which a child grew up in the jungle or in natural environments and never learned any kind of language.

Language is an inseparable part of the culture of each community and country, Noam Chomsky, one of the most well-known linguists in the world, holds that all languages are dialects of human language. He assures that although they are apparently very different, in reality they are very similar, however, each culture has a specific way of using its language and differences that cannot be underestimated (Miranda, 2006).

The communication style also varies depending on the region of the world. In Western culture, for example, personal expression is valued, being direct and saying what you think. In contrast, some Asian cultures prefer an indirect style in which words like maybe and perhaps are more frequent than yes or no. Knowing more than one language sensitizes us to cultural differences and helps us appreciate diversity. In addition, the correct development of strong language skills is a great asset that will allow us to develop effective communication skills (Cesteros, 2004).

The approval of the Common European Framework of Reference for languages: Learning, teaching, assessment (CEFR) in 2001 by the Council of Europe It supposed a before and after in the didactics of modern languages when assuming a focus clearly oriented to action. In this document, the task passes to become one more element that should be integrated into work schemes more broad. An idea that should be clear is that a task is not a method and only responds to a focus: the one who understands that

talking is to build together the meaning of the texts and not just decoding and coding a message.

At present, studies about teaching and learning of a language emphasize the importance of considering the particularities of the context in which the language is taught and the various characteristics of the learners and, accordingly, take the most appropriate methodological options within existing knowledge (Brown, 2007; Kumaravadivelu in Brown, 2007; Jacobs and Farrell in Richards, 2006). According to the Communicative Approach, language is no longer considered as a list of grammatical contents to be taught.

It becomes a means to communicate meanings and in an interaction tool, in which the message and the use of language are relevant and the themes are meaningful and interesting to students. Likewise, the development of the four English language skills is emphasized so that students can communicate effectively and meaningfully, in different situations and with different communicative purposes (Cesteros, 2004).

2.4.2.2 Language Skill

The learning of English involves the knowledge of 4 skills, which are fundamental to speak and understand this language. According to Cesteros (2004) the mastery of these skills that are: oral, written, listening and reading, will help to improve the knowledge of this language. The development of four English language skills (listening, reading comprehension, speaking and writing) is the most important aspect of language learning.

Currently, English teaching considers a vision of language that promotes the interrelationship between the four skills. Using language involves interacting, receiving and sending messages, and a language skill will reinforce and promote the use of another. This vision of integration, in addition to being aligned with the communicative approach, presents the language in a more natural, closer to reality and more motivating.

Although there is no universally accepted definition of what should being understood by language, almost all the attempts that have been made to define it coincide in admitting that language is an arbitrary system of verbal signs that allow all members of a given community to communicate with each other. They do not stop being right, nevertheless, those that think, like Voltaire & Goldsmith (1985) that for which really the language serves is to hide our thoughts It treats, therefore, of a own faculty of the human beings, based in the activity of the articulation organs that produce articulated sounds that carry meaning.

Farrell (2002) states that communication skills are those that comprise a set of actions dominated by the individual, which allow him to conduct himself in communication situations. From this approach it can be said that when the subject develops communication skills and puts them into practice in the most diverse communicative contexts, he achieves a communicative competence.

The development of communication skills, as a component of the communication process, has been fairly addressed, reference is made to several researches carried out in the pedagogical sciences, which includes communication skills as a vital element of the teaching-learning process. The main researches consulted they have been carried out in different careers or specific subjects, predominantly those carried out in foreign language courses, where different methodological and didactic solutions have been proposed for the solution to the presented problems (Anijovich & Mora, 2010).

Hechavarría, M. (2006) recognizes the importance of communicative pedagogical skills and declares them as those actions and procedures that the teacher or coach demonstrates when applying their pedagogical knowledge in the direction and control of the teaching process while demonstrating the nature of the relationships that the teacher establishes with the students and in the case of the coach with the pupils. They allow to execute what has been planned and organized.

2.4.2.3 Productive Skills

Productive skills can be conceived as the forms of expression. They can be the written expression and the oral expression. Written expression is to expose, by means of conventional signs and in an orderly manner, any thought or idea. Oral expression involves understanding the specific information of oral messages relating to habitual communication situations, as well as the global information of oral texts referring to situations or known contents emitted directly by speakers and media (Ur, 2013).

Based on these successes researchers belief (Miquel, 1995; Woodward, 1996; Cano, 2009) that there are four types of skills, which play an indispensable role, and even more so when it comes to learning a new language since people can communicate orally and in writing and in the same way they understand. Listening comprehension is the first skill that occurs in the learning of the mother tongue. Oral expression is the skill that follows it, but not immediately. Only after a more or less long period of being exposed to the language can the child begin to use the language orally in an appropriate way. The features that characterize this skill are:

a) It is the most important skill for many apprentices of an L2;
b) It has a practical utility, even in the case that the skills that they are primarily of interest to others;
c) The opportunities to practice it depends on many external factors to the learner;
d) Achieving a good mastery of this skill is not easy, as it implies being able to use a considerable number of micro-skills, way of interaction and performance (Martín, 1996) and which are practically the same as for oral comprehension.

During productive skills development (written and oral expression) learners have to plan, organize, construct and express the message under conditions of temporary pressure. Learning to express oneself in a foreign language, either in written form or orally, means being able to communicate to a specific speaker what one thinks. It is a slow, analytical process and requires a lot of concentration. In addition, in all this

there are also the vices of language that sometimes they move from one language to another, and which lead to express themselves in a wrong way (Early et al, 2006.)

These can be for example: Archaisms which are phrases or way of saying them antiquated; Foreignisms, which is a voice, phrase or spin of a foreign language used in the language in which you are writing; Impropriety, which is the lack of ownership in the use of words. Use of words with meaning different meaning from what they have (false friends); Neologisms which is the abuse of words, meanings or new twists; Pleonasms which is the use of unnecessary words; Redundancy, which is the unnecessary repetition of words or concepts; and Solecism which is the lack of syntax; error committed against the accuracy or purity of a language (Gonzalez, 1997).

2.4.2.4 Speaking

Satisfactory communication in a foreign language goes through the development of the skill of the oral expression and of the oral interaction called in simple words speaking. The development of this skill implies the development of sub-skills or micro-skills. The micro-level and the macro level where pronunciation and speaking are combined. The micro-level focuses on the production of specific elements of the pronunciation: the segmentary and suprasegmental elements of the phonetic-phonological system of the foreign language. The macro-level, on the other hand, includes more general elements of oral expression, seeking the synthesis of most of the components of oral communication.

Speaking is a complex act with many different elements interacting to produce effective communication. In order to evaluate this skill accurately, it is needed to identify and isolate each of these elements. It develops frameworks to evaluate them. Below is a list of the things that speakers need to be able to do in order to communicate effectively. Set of techniques to communicate orally effectively, in other words, express what you think without barriers. The main purpose of the spontaneous oral expression is to favor the rapid exchange of ideas between people, but may have others. The speaker is the center of the colloquial speech, directed to a 'you' that listens. In turn, the 'you' becomes 'me' when you answer (Ecured, 2015).

Speakers need to be able to produce the phonological features of speech well enough to be understood, and understand them when they hear them. These features include:

- Individual sounds – consonants, vowels, diphthongs such as in day and triphthongs such as in here.
- The stressed and weak sounds in words; for example, the second syllable of 'banana' is stressed and the first and third are weak.
- The stressed and weak words in speech; for example, in the order "Go to bed!" 'Go' and 'bed' are stressed and 'to' is not.
- The rhythm of speech in general. English is stress-timed, meaning that in general stressed syllables have an equal amount of time between them.
- The intonation patterns in speech, falling, rising, flat, etcetera
- The features of connected speech, i.e. things that happen when speakers connect sounds together. For example, connected speech produces contractions such as doesn't, linking sounds such as the /j/ in 'I am', lost sounds such as the /t/ in 'I don't know'.

2.4.2.4.1 Speaking Subskills

Grammar

While there were some theorists Mohan (1986); Littlewood (1992); Hornby (1997) who promoted the strong version of the Communicative Approach, in which no attention was paid to the form, this radical position received innumerable criticisms and now a balance has been reached. The position of the Communicative Approach is not so radical and after paying attention to the meaning and function, is committed to perform an analysis of the grammatical form.

The student is encouraged to work and discuss the structures with the teacher as a guide and not as a transmitter of knowledge. By postponing the focus on the grammar and, subsequently, allowing the students to discuss and reflect explicitly on it, the process of acquiring new knowledge is initiated. The same student, and, therefore, is

more relevant, easy to remember and significant. The current theory is in favor of communicative teaching attention to the study of grammatical forms, which encourage students to form their own hypotheses about the language so that they themselves are able to develop their interlanguage (Littlewood, 1992).

Grammar refers to the compendium of rules, regularities and exceptions that govern a specific language. Its importance lies in the fact that it serves as a reference text to questions regarding the use of language, to establish correct ways of expressing oneself or to analyze this language. The grammars above all have a descriptive or prescriptive nature, that is, they focus on unraveling the way in which a specific language is used, or focus on establishing how it should be used (Harmer, 2009), accounting for the most widespread uses in a community speaker. Grammars are usually very specific texts, of limited use.

In the light of the communicative approach, previous approaches to language teaching did not contemplate an adequate use of meaning in terms of grammatical structures. Of the two levels of meaning: grammatical use (usage) and functional use (use), only one of them was taken into account, while the other was ignored (functional use). Regarding these two levels of meaning the use and usage of grammar, Widdowson (1995) raises the need on the part of the language teacher to transmit or get the student to both levels taking as a premise that knowledge of a language includes, on the one hand, knowing the significance of sentences as examples of grammatical use (usage), and on the other hand, the value they acquire as an example of functional use (use).

Scarino & Liddicoat (2009) have made it known that this distinction between grammatical use and functional use has little relevance for the teaching of foreign languages since the value of most of the statements transcends the limits of a language, and that only problems related to this aspect will arise. in specific cases and very small, taking into account that different cultures differ in their behavior and these differences are reflected in the language.

Fluency

According to Miren & Horche (S/F) fluency is the ability to articulate a speech rhythmically and without interruption, using the strategies necessary to maintain the discourse in front of the obstacles that can be presented to the speaker. Fillmore (1979) in Pradas Macías (2004) defines fluency as the ability to fill time with speech and that a person who is fluent in this sense does not have to stop many times to think about what is next, what is wanted to be said or how to be said.

Language learners often set themselves the goal of becoming fluent in a language. Job adverts often specify "fluent in English or Spanish" as a requirement. But what does being fluent in a language actually mean. Be fluent means that someone is able to speak a language very well. Fluent speech or writing is described as smooth and confident, with no mistakes. In general, fluency is most often associated with spoken language.

Fluency activities depend on several features to achieve their goal. These features can appear in a variety of techniques over the whole range of language skills. By looking at these features teachers can judge whether an activity will develop fluency in an efficient way and they can devise other activities that will. Let us look first at a well-researched activity. The 4/3/2 technique was devised by Maurice (1983). In this technique, learners work in pairs with one acting as the speaker and the other as listener. The speaker talks for four minutes on a topic while her partner listens. Then the pairs change with each speaker giving the same information to a new partner in three minutes, followed by a further change and a two-minute talk. There is considerable evidence to show that fluency activities result in language learning gains as well as skill gains. The study by Elley and Mangubhai (1981) is a good example of this.

Towell, Hawkins, and Bazergui (1996), based on the production model linguistics of Levelt (1989) and in the studies on fluency in second languages of Möhle and Raupach (1987), do research on the development of fluency. The study aims to analyze the elements that favor fluency, making a comparison between oral language production

before and after as a time in a context of immersion. From their studies, they conclude that the reduction of pauses and the increase in the speed of speech are the main reasons for the evident improvement in fluency. The only element that causes fluidity to increase significantly is the duration and complexity of the linguistic units that occur between breaks.

Vocabulary

Vocabulary is a main part in any language, and therefore it is in one of the most spoken languages in the world. English is an extended language throughout the world, which is used in all international fields, be it economic, social, political, and scientific, etc.

Vocabulary learning and teaching have been for years the most neglected in any foreign language class. It was mistakenly considered that a purely grammatical approach was a necessary priority, when today it is known that a greater depth in the knowledge of the vocabulary facilitates the grammatical learning process and helps the student to identify structures more easily, that the students gain confidence when writing or read when they have more vocabulary, than when there is a greater richness of vocabulary, it facilitates the understanding of the different discourses to which the student is exposed (Broadfoot, 2005).

The structure and the norm were above the communication that is, in short, the crucial and basic end of a language. This communicative approach locates the student in real contexts and favors the memory in the memory after having studied a second language during several courses. When linguists talk about communication, they do not only want to ignore the factors that mark the relationship between the sender and the receiver or listener, but other aspects such as the sociolinguistic and cultural aspects of the L2 enter fully into our considerations.

The vocabulary is used to include lexical phrases, article of the sentence, routines, and not just words as meaningful units of linguistic lexical analysis and pedagogical language. Thus, the vocabulary has begun to play with the time a more important role than he used to have years ago. According to Nation (1990), teachers can find a series

of characteristics that must be fulfilled a method to improve the learning of vocabulary in a foreign language.

Pérez (2010) states that the acquisition of vocabulary is an aid for the rest of linguistic activities in learning a new language, such as writing, pronunciation, reading, etc. When teachers say that learners have acquired a new term in their vocabulary, learners should know that it is part of them at all levels, learners must know how to pronounce it correctly, in whatever language it is.

Pronunciation

In the communicative approach and in the more recent focus for tasks, in theory, the same importance is given to oral skills as to written ones. However, despite the improvements implied by the application of this approach and the good results obtained in the long term, in many cases, after a long or intensive stay in the country of the language studied, it is possible that it is necessary to introduce some changes regarding the role of the written language. For example, in the communicative approach, written language is still used as a support in the teaching of oral language and pronunciation (Broadfoot, 2005).

Pronunciation is important when learners learn English because it helps us avoid communication problems. One must speak and pronounce the words correctly since a badly pronounced vowel or consonant can lead to confusions. It also gives us confidence to talk and helps us better understand the natives. One of the most useful tools for learning a language whose phonetics are different from the mother tongue is to record the accents of the students in order to improve their diction and pronunciation.

The majority of language researchers (Brown, 1992, Encina, 1995, Dieling & Hirschfeld, 2000) pronunciation is not only the production but also the perception of speech sounds. Some authors like Seidlhofer (2001) extend this definition and affirm that pronunciation is the production and perception of sounds, accent and intonation. Thus, also, Cantero (2003) calls pronunciation to production and speech perception.

For Dalton and Seidlhofer (1994) pronunciation is the production of meaningful sound in two senses.

The pronunciation in English is completely different to Spanish; therefore, recordings can be useful when learning to speak English. From the beginning without a doubt. The best books begin to teach pronunciation from the basic level. There is a misconception about instructors who should wait until the middle to teach pronunciation. This is simply because they take away the importance of phonetics and then do not know why many do not understand audio.

Also the symbology of phonetics in English is not learned from overnight. It is a process and if teachers start at the basic level they will make life easier for their students. But at the end it depends on oneself. How many times the teacher has leaf the task of pronunciation and the students themselves leave it for the end and do not give it that importance that it really has because there is no exhortation from other colleagues (Crichton, 2007). The pronunciation is more than seeing how words are pronounced individually. It is seeing the word stress, the intonation and mainly what is called the word linking. Some criteria that are considered under pronunciation are, stress and intonation.

Stress

If the sound of the word is not pronounced correctly it could cause confusion and misunderstandings since the receiver would understand incorrectly. Many misunderstandings are due to poor pronunciation or poor intonation. To give just one example, if someone pronounces the words six / sick, eyes / ice, or else fog / fox, with little or no sound difference between them then there may be communication errors. The word can be considered as a pattern constituted by the qualitative and quantitative elements of its phonemes. Furthermore, in the case of polysyllabic words, the form of the word is also determined by the relationships established between its parts (Cope & Kalantzis, 2000).

Lightbown & Spada (1999) belief that the stress pattern in English is fixed when dealing with isolated words: the main accent always falls on a certain syllable, but free: the main accent is not linked to any particular situation in the chain. This prominence is formed by the accent (stress), the tone (pitch), the quality and the quantity of the segmental phonemes. Stress is observable when a sound is accentuated if a large amount of effort of expiration and muscular energy is put into play in its articulation.

Intonation

Although the communicative approach has among its objectives to enhance oral communication, the results that would be expected are not produced because teachers do not know how to integrate pronunciation in the communicative class. So that the pronunciation is not enough to avoid, as Cantero (1999) points out, the use of behavioral methods and resources that have already been overcome in other areas of education. In addition, and although there is an interest in the pronunciation of the segments, their integration into speech is not taken into account. The intonation is the first phonic phenomenon with which the listener is and not taking it into account supposes a great contradiction with the communicative objectives of education (Cantero, 1994).

It is only necessary to remember that the importance of pronunciation is relative once the objective of effective communication has been achieved. Pronunciation ceases to be a priority when its only manifestation is the speaker's foreign accent; a native may perceive that his interlocutor has an accent but this feature is meaningless if it does not impede fluid communication.

2.4.2.4.2 Speaking Assessment Criteria

Spoken communication involves many things, as it can be seen from the lists above, and communicative success depends on the speaker's ability to use them. Therefore, evaluation of a learner's spoken English must involve looking at these different tools.

Some of the elements of speech can be evaluated, and others cannot - or should not (Hakuta, 1986).

Speakers need to be able to produce the phonological features of speech well enough to be understood, so it is fundamental that these are included in evaluation in some way. Things such as the individual sounds, stressed and weak sounds in words and speech, rhythm and intonation patterns are easy to elicit and identify. Learners can then measure them against a standard based on whether they can understand them or not, or perhaps more accurately, whether a typical listener could (O'Malley & Valdez, 1992).

Speakers need to be able to understand and obey the rules of structure, lexis and discourse when they speak. Again, this is easy to evaluate through observation, although teachers need to start thinking now about providing the speaker with suitable tasks and a suitable context, e.g. in interaction with other speakers. Observing the speaker, instructors can ask questions such as:

- Is the speaker choosing the right vocabulary? Does it make sense? Is it formal enough? Does it collocate with other words correctly?
- Is the speaker following rules about grammatical structure?
- Is the speaker connecting together what they say and connecting this with what other speakers say effectively? In other words, is it coherent and cohesive?

Logically the road to these results must be carefully planned. An evaluation focused only on contents or general skills may distract us from the specific objectives of the course. On the contrary, an evaluation of the uses of language in the activities and of the didactic plan that guides them allows to approach, step by step to the linguistic needs of the students. The evaluation focuses on what students do in Spanish, French or English, how and with what content. It also evaluates the decisions that day by day organize the classes: the tasks, the pronunciation of our students, the materials they produce . That is, the evaluation brings together a set of information during the classes that allow to periodically improve the learning process.

Evaluating speaking might seem a subjective task. It is often difficult and even problematic; it has been raising the reflection of different specialists in the field of second language assessment. Regarding the oral expression tests that are part of standardized exams, it is appropriate to ask what kind, how many, in what order and with what duration should apply.

Preliminary English Test PET

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare qualifications to other international exams. A Cambridge English: Preliminary (PET) qualification shows that a learner has mastered the basics of English and possess practical language skills for everyday use (Richmond, 2017).

Tests and assessments have long been used in education as efficient tools of reform because they can be externally mandated. A minimum standard of English proficiency as a graduation requirement has largely been implemented in many educational systems overseas (British Council, 2015). Those standards are represented by different indicators, which include achievement in an external, formal test of English, such as the PET, achievement in an internal test held on the educational institution, and even achievement in classroom assessment during a language course (Cambridge Examinations, 2012). The situation described above clearly demonstrates that English language testing and assessment, including both exams given externally and formally, and assessment in the classroom, play a very important role in EFL education. In addition, since students and teachers are immediate, important stakeholders in testing and assessment, it is desirable to give them a voice when learners attempt to understand issues related to current English language testing and assessment practices (Fulbright Commission, 2015).

Speaking is assessed in different forms and formats. This research is focused on the preliminary English Test (PET). This standardized examination has four parts in its listening section.

- In the first part the examiner asks the candidate 'getting to know you' type questions.
- In the second part, candidates talk to each other about a situation.
- In the third part, the candidate has to speak for an extended amount of time about a picture.
- In the fourth part, the candidates interact with each other again, discussing themes from Part 3 of the test. As part of a project on the impact of the PET, the present study aimed to survey students and teachers in order to determine their general attitudes towards and views on English language testing and assessment in both formal and classroom situations.

Cambridge ESOL (2012) provides some advices for test takers. In the speaking section these are:

- Practice your English, in and out of the classroom, as much as you can.
- Listen carefully to the examiner's questions.
- Ask the examiner if you do not understand what you have to do.
- Speak clearly so that both examiners and your partner can hear you.

In Part 1
- Talk to the examiner, not your partner.
- Make sure that you can spell your name aloud.
- Try to give more than one-word answers.

In Parts 2 and 4
- Talk to your partner, not the examiner.
- Ask your partner questions.

- Listen to your partner's answers and look at them to show that you are interested in what they are saying.
- Give your partner a chance to speak too.

In Part 3
- Talk about everything you can see in the photograph – for example, colors, clothes, time of day, weather.
- If you don't know a word, try to explain what you mean using other words.

In this exam section, other linguistic aspects direct related to the speaking skill are assessed too.

Grammar and Vocabulary

First in Grammar, this component of the exam, assess the level of accuracy of previously studied structures. Students' grades should not be affected by lack of control of currently studied structures since such structures are not yet internalized. Features to keep in mind: form, word order, verb tense, subject-verb agreement, subject omission, etc.

In terms of Vocabulary, the exam measures the extent to which the student uses vocabulary accurately, reflecting sufficient variety and appropriateness for the level and appropriateness to the context and interlocutor. Students should be able to incorporate vocabulary from previous levels. Features to keep in mind: rich vs. sparse, word choice, specific terminology, target-like phrasing.

Discourse Management

This aspect observes if the test taker has accomplished the assigned task. A task is completed when students:

- Develop ideas with sufficient elaboration and detail (important information is not missing)
- Stick to the requirements (or steps) of the assigned task

Pronunciation

In this aspect, the exam detects the ability to recognize and produce distinctive meaningful sounds, including consonants, vowels, tone patterns, intonation patterns, rhythm patterns, stress patterns, and any other suprasegmental features that carry meaning. Accent should not be penalized unless it interferes with communication. Features to keep in mind:

- Articulation (consonants, vowels/word endings, mumbling).
- Prosodics (rhythm, intonation).

Interactive Communication

During the exam, the interactive communication, provide information about how students deliver a message (smooth flow of speech). It also measures students' ability to use strategies to compensate for communication breakdowns and to initiate and maintain speech going.

Features to keep in mind:

- Pausing/Hesitation (too long, unfilled pauses, chopped language);
- strategies such as circumlocution, self-correction, rephrasing, mimic, clarification, eliciting further information, comprehension checks, confirmation checks.

2.5 HYPOTHESIS

Null Hypothesis

Task-Based Learning does not enhance the English speaking skill in students at Universidad Nacional de Chimborazo.

Alternative Hypothesis

Task-Based Learning enhances the English speaking skill in students at Universidad Nacional de Chimborazo.

2.6 SIGNALING HYPOTHESIS VARIABLES

Independent Variable: Task – Based Learning
Dependent Variable: English speaking skill

CHAPTER III

METHODOLOGY

3.1 BASIC METHOD OF RESEARCH

3.1.1 Quali-quantitative Approach

This research applied the quali-quantitative approach because it was developed a library research about Task- Based Learning and the English speaking skill in order to understand the underlying reasons why the problem happens to provide insights about it to generate the hypothesis. Moreover, it was necessary to gather information of the group of study so then it was possible to make generalizations of results from the sample after quantifying
the problem by generating numerical data which was transformed into statistics.

3.2 RESEARCH MODALITY

3.2.1 Bibliographical –Documentary Research

Because it was necessary to look for information regarding Task- Based Learning and the English speaking skill in order to collect, select, classify and evaluate the content of the material and have a theoretical basis to support them. By doing this bibliographical review, it was possible to get a deep understanding about what TBL focuses on and how each one of the stages contributes to develop the oral production.

3.2.2 Field Research

It was a field research since the researcher went to the classroom to collect data specifically to the A2 students at Language Center – Administrative and Political Science Faculty -Universidad Nacional de Chimborazo.

3.2.3 Experimental Research

It was performed a study of the variables by observing and analyzing Task – Based Learning and the English speaking skill. There were observed two groups, the experimental and the control group. It was applied Task – Based Learning in the experimental group .In order to evaluate there were used a pre and post -test.

3.3 LEVEL OR TYPE OF RESEARCH

3.3.1 Descriptive Research

The research was descriptive because in the Theoretical Framework it was described the characteristics of the dependent and independent variable both causes and consequences. To provide the statistics of this research there were used the Kolmogorov-Smirnov Test and the Wilcoxon Test.

3.3.2 Correlational Research

This research was correlational because it was determined the relationship between Task- Based Learning and the English speaking skill after the implementation of TBL in order to see the degree or relationship between the variables.

3.3.3 Explicative Research

This research was aimed at responding to the causes of the physical or social events and its focus was on explaining why and under what conditions a phenomenon occurs, or why Task- Based Learning and the English speaking skill are related.

3.4 POPULATION

3.4.1 Population

The population for the development of this research were the A2 students of the Language Center who belong to the Administrative and Political Science Faculty at Universidad Nacional de Chimborazo.

Population	Frequency
A2 students Language Center – Administrative and Political Science Faculty -Universidad Nacional de Chimborazo (Experimental Group)	140
-Students Language Center – Administrative and Political Science Faculty -Universidad Nacional de Chimborazo (Control Group)	147
Total	287

Table 1: Population
Source: Population
Author: Lara, A (2017)

3.5 OPERATIONALIZATION OF VARIABLES

INDEPENDENT VARIABLE Task - Based learning	DIMENSIONS	INDICATORS	ITEM	TECHNIQUES	INSTRUMENT
Task-Based Learning is a student – centered approach that includes several **components** such goals, aims and roles which involve working with different **type**s of meaningful tasks closed and open related to the reality and interests of students that are developed in three **stages** with the purpose of enhancing communication and facilitating language production.	Components	Goals/ Aims Roles	Communicative Learner – role Teacher – role	Pre – test Post - test	Validated Questionnaire
	Task types	Closed tasks Open tasks	Sort and classify Matching Project Listing Comparing Troubleshooting Sharing personal experiences		
	Stages	Pre – task Task cycle Language focus	Task Planning Report		

Table 2: Independent Variable
Source: Operacionalization of variables
 Author: Lara, A (2017)

DEPENDENT VARIABLE ENGLISH SPEAKING SKILL	DIMENSIONS	INDICATORS	ITEM	TECHNIQUES	INSTRUMENT
Speaking is a productive communication skill that involves an interactive process of constructing meaning. Its main objective is to develop the ability to communicate and interact with others by making use of **sub-skills** that are evaluated under a specific **assessment criteria.**	Sub- skills	Grammar Fluency Vocabulary Pronunciation	Grammatical forms. Discourse Maintenance Context Stress Intonation	Pre – test Post - test	Validated Questionnaire
	Assessment criteria	Grammar and vocabulary Discourse management Interactive Communication Pronunciation	Will you use English in the future? Talk together about the things you have to do at home and the things you like doing at home. A young man is going to visit a city for the weekend. Talk together about the different things he could do.		

Table 3: Dependent Variable
Source: Operacionalization of variables

Author: Lara, A (2017)

3.6 METHOD OF DATA COLLECTION

To collect the data it was necessary to apply a validated pre- test and a post – test taken from the Cambridge web page that consisted of a sample of the PET test for speaking. It was used a rubric based on Cambridge parameters in order to assess the oral production. It was conducted to one – hundred forty A2 students who belong to the Language Center of Administrative and Political Science Faculty at Universidad Nacional de Chimborazo. Task- Based Learning was implemented for two months.

Basic Questions	Rationale
What for?	To achieve the main objectives of this research.
Which will be the Unit of Analysis?	Population
What aspects will be about?	Task- Based Learning – English speaking skill
Who will develop?	Researcher
When?	April - August 2017
Where?	Language Center – Administrative and Political Science Faculty - Universidad Nacional de Chimborazo
How many times?	April - August 2017
Which data collection technique will be used?	Pre and post tests
Which instrument will be used?	Questionnaire
In what situation?	English lessons

Table 4: Method of Data Collection
Source: Data Collection
Author: Lara, A (2017)

3.7 Data collection and analysis

Once the instruments will be applied it was necessary to:

- Tabulate the collected data
- Analyze and interpret the results

CHAPTER IV
ANALYSIS AND INTERPRETATION

4.1 ANALYSIS OF RESULTS

Pre-test and Post-test Results Experimental Group

Based on the recordings analysis, the measurement of the speaking skill was developed taking into consideration the rubrics criteria from the PET examination in order to provide an accurate way of assessing students. Four sub-skills were evaluated Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication.

4.2 DATA INTERPRETATION

Grammar and Vocabulary

Table 5 Grammar and Vocabulary

Pre- test	2.01
Post – test	3.81
Expected average	5

Source: Pre and Post test scores - Experimental Group
Author: Lara, A. (2017)

Figure 4 Grammar and Vocabulary
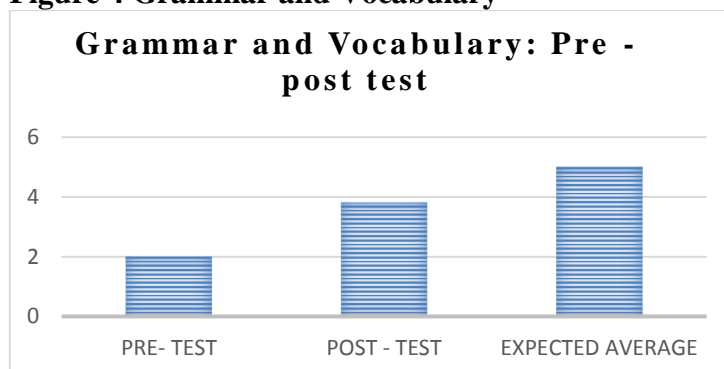
Source: Pre and Post test scores - Experimental Group
Author: Lara, A. (2017)

Analysis and Interpretation:

As it is shown in table 5 the average of the pre – test was 2.01 and there was an increase after the application of Task - Based Learning and the final average was 3.81. Considering that Grammar and Vocabulary are one of the sub-skills that were evaluated in the speaking test, it is evident that there was an improvement in the performance of students by showing a good degree of control of grammatical forms and vocabulary due to the application of Task - Based Learning.

Discourse Management

Table 6 Discourse Management

Pre- test	2.1
Post – test	3.91
Expected average	5

Source: Pre and Post test scores - Experimental Group
Author: Lara, A. (2017)

Figure 5 Discourse Management
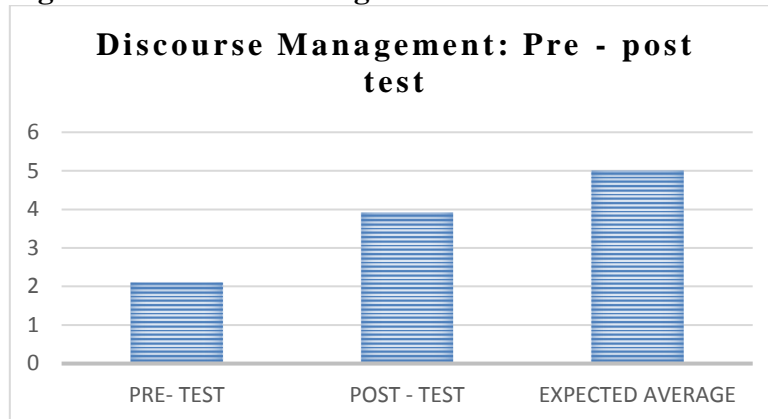
Source: Pre and Post test scores - Experimental Group
Author: Lara, A. (2017)

Analysis and Interpretation:

Table 6 shows that in the pre – test students got an average of 2.1 while after the application of the post – test the results demonstrate there was an increment obtaining as a final result 3.91.

Discourse Management is one of the speaking sub-skills. It refers to the ability students have to keep a coherent flow of language. The capacity to develop ideas with sufficient elaboration and details. Therefore, as it was shown there was progress in students' performance because of the tasks that were carried out based on TBL. The students improvement showed extended responses and consequently their contributions were relevant. Moreover, they used a wide range of cohesive devices.

Pronunciation

Table 7 Pronunciation

Pre- test	1.91
Post – test	3.74
Expected average	5

Source: Pre and Post test scores - Experimental Group
Author: Lara, A. (2017)

Figure 6 Pronunciation
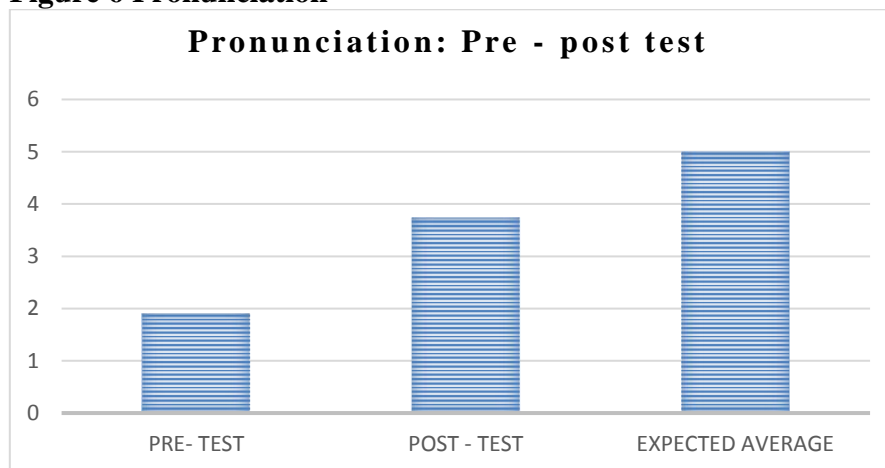
Source: Pre and Post test scores - Experimental Group
Author: Lara, A. (2017)

Analysis and Interpretation:

As table 7 demonstrates the score in the pre – test was 1.91 whereas the results of the obtained from the post-tests shows the final score was 3.74. As it could be seen, there was an increase between the two scores.

Pronunciation is another sub-skill that was assessed in the speaking performance due to the fact it is an important aspect to consider in oral production. Furthermore, pronunciation helps avoid communication problems when speaking. For this reason, there were applied tasks such role-plays, oral presentations, group discussions and others in order to help students improve their oral skill. As it was previously demonstrated, students' intonation was intelligible and appropriate. The stress was generally accurate. Hence, contributions were relevant and individual sounds were generally articulated clearly.

Interactive Communication

Table 8 Interactive Communication

Pre- test	2.09
Post - test	4
Expected average	5

Source: Pre and Post test scores - Experimental Group
Author: Lara, A. (2017)

Figure 7 Interactive Communication
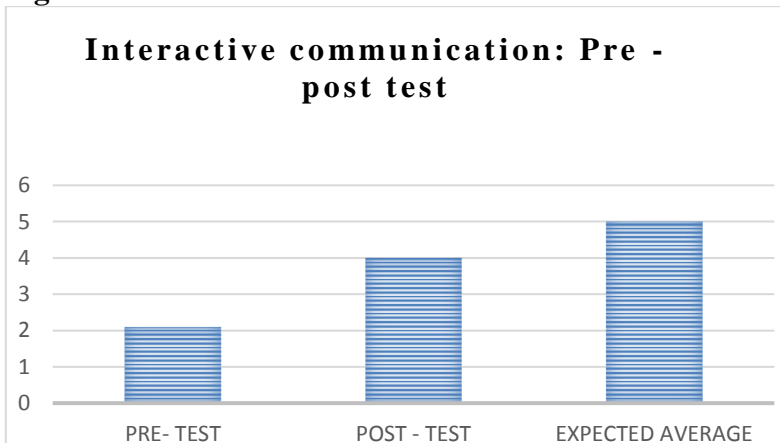
Source: Pre and Post test scores - Experimental Group
Author: Lara, A. (2017)

Analysis and Interpretation:

As it is shown in table 8 the score of the pre- test in Pronunciation was 2.09 while in the post-test students improve it and got 4 which demonstrates an increment among the final scores.

Interactive communication is the capacity students have to maintain a conversation that is why it is one of the criteria considered for assessing speaking. As the results show there was a significant improvement in speaking performance because of the tasks implemented to help students boost their oral skill. Students responded appropriately. They maintained and developed interaction and negotiated meaning toward an outcome with very little support.

Speaking sub -skills *Pre* – Post Test Test Experimental Group

Table 9   Speaking sub-skills Pre - post test

Subskill	Pre - test	Post - test
Grammar and Vocabulary	2.01	3.81
Discourse Management	2.11	3.91
Pronunciation	1.91	3.74
Interactive Communication	2.09	4.00

Source: Pre - post test scores - Experimental Group
Author: Lara**, A. (2017)**

Figure 8 Speaking sub-skills Pre - post test
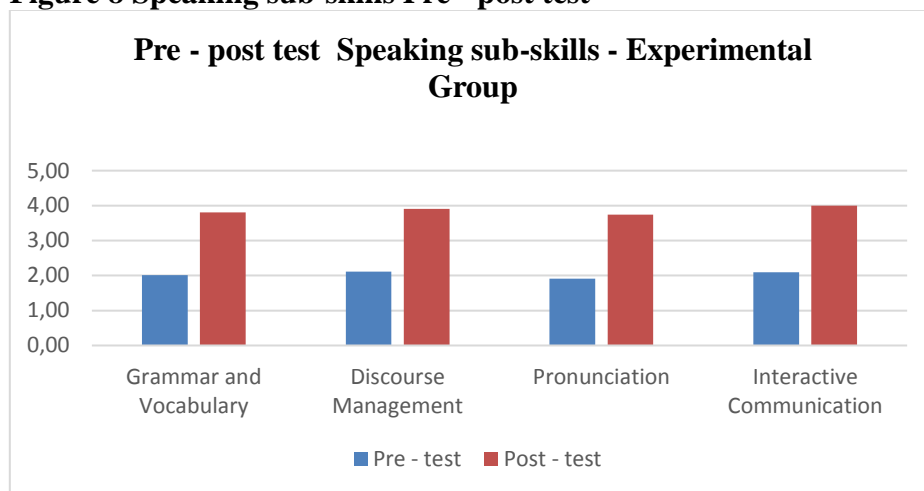
Source: Pre - post test scores - Experimental Group
Author: Lara, A. (2017)

Analysis and Interpretation:

Table 9 shows the results obtained in the four speaking sub-skills according to the rubric criteria. It is seen that in Grammar and Vocabulary there was an increment in the final scores from 2.01 to 3.81. In Discourse management the increment varied from 2.1 to 3.91. Similarly, in Pronunciation the raise was from 1.91 to 3.74. Finally, the same happened with Interactive communication that shows a significant increase in their final average from 2.09 to 4.

Based on the previous data, the four speaking sub -skills notably improved. This happened due to the implementation of Task -Based Learning to boost the oral skill. During its application students had to develop several tasks that let them use the language for communicative purposes.

Speaking final scores Pre – Post Test Experimental Group

Table 10 Speaking final scores Pre - post test

Pre- Test	8.11
Post – Test	15.47
Expected Average	20

Source: Pre - post test scores – Experimental Group
Author: Lara, A. (2017)

Figure 9 Speaking final scores Pre - post test
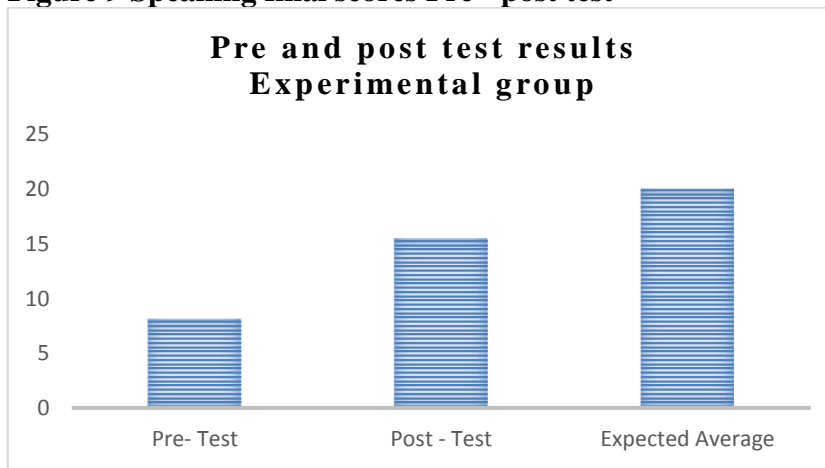
Source: Pre - post test scores – Experimental Group
Author: Lara, A. (2017)

Analysis and Interpretation:

The results from table 10 shows there was a significant increase in the final scores of the speaking skills obtained by the students. In the pre-test students got a score of 8.11 while after the post-test was conducted the final score varied to 15.74.

The main purpose of this research was to enhance the English speaking skill that is why the comparison of the pre-test and post-test shows that after the application of Task - Based Learning students' performance improved due to the tasks that were taken into consideration in each class helped them to speak better. Their

Pre-test and Post-test Results Control Group

Based on the recordings analysis, the measurement of the speaking skill was developed taking into consideration the rubrics criteria from the PET examination.

Grammar and Vocabulary

Table 11 Grammar and Vocabulary

Pre- test	1,93
Post – test	2,67
Expected average	5

Source: Pre and Post test scores - Control Group
Author: Lara, A. (2017)

Figure 10 Grammar and Vocabulary
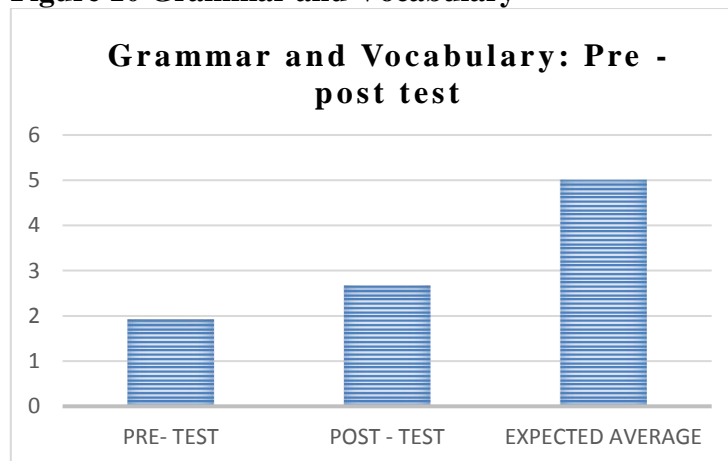
Source: Pre and Post test scores - Control Group
Author: Lara, A. (2017)

Analysis and Interpretation:

As it is shown in table 11 the score of the pre – test was 1.93 whereas after the application of the post – test the score was 2.67.

Grammar and Vocabulary were considered as sub-skills of speaking and as it could be observed the variation in the results shown was not big due to the fact Task - Based Learning was not applied in this group. Students showed a limited control of simple grammatical forms and vocabulary.

Discourse Management

Table 12 Discourse Management

Pre- test	2,12
Post – test	2,24
Expected average	5

Source: Pre and Post test scores - Control Group
Author: Lara, A. (2017)

Figure 11 Discourse Management
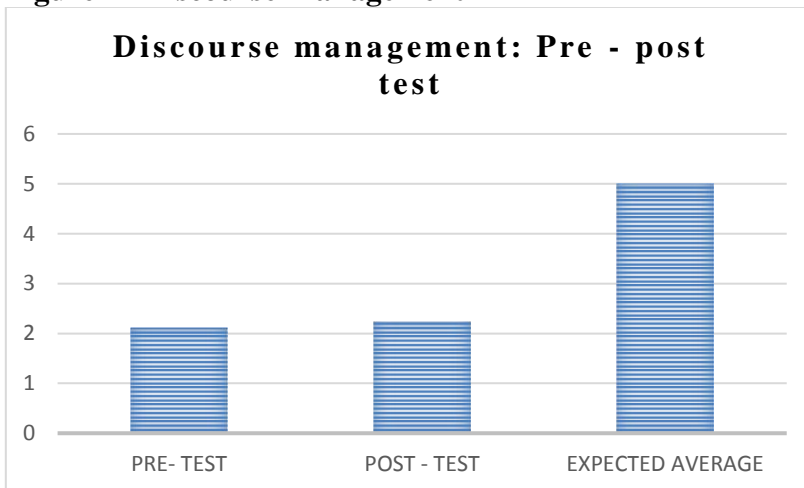
Source: Pre and Post test scores - Control Group
Author: Lara, A. (2017)

Analysis and Interpretation:

The results from table 12 show that in the pre –test, the students got a score of 2.12 in the pre-test, while in the post – test they obtained 2.24.

One of the criteria that was evaluated in speaking was Discourse Management with the purpose of assessing the capacity to produce responses adequately using cohesive devices. However, as the results show this criteria does not show a significant improvement. The responses produced were characterized by short phrases and frequent hesitation. Students' answers were most of the time repeated and there was a limited use of vocabulary.

Pronunciation

Table 13 Pronunciation

Pre- test	1,94
Post – test	2,21
Expected average	5

Source: Pre and Post test scores - Control Group
Author: Lara, A. (2017)

Figure 12 Pronunciation
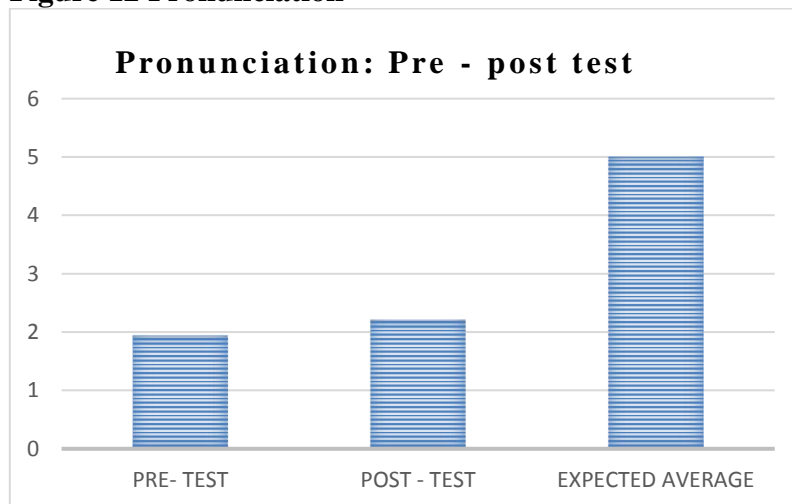
Source: Pre and Post test scores - Control Group
Author: Lara, A. (2017)

Analysis and Interpretation:

As table 13 demonstrates the final score in pronunciation during the pre-test was 1.94 while after the application of the post – test it increased to 2.21. There is a limited improvement.

Pronunciation is one of the main factors considered as important in speaking assessing due to the fact it helps to produce intelligible intonation. The results show there was a minimum improvement in students' performance. Students' production was mostly intelligible and had limited control of phonological features. Hence, it is necessary to help students improve their way of speaking in order to be understood by everyone.

Interactive Communication

Table 14 Interactive Communication

Pre- test	2,02
Post – test	2,1
Expected average	5

Source: Pre and Post test scores - Control Group
Author: Lara, A. (2017)

Figure 13 Interactive Communication
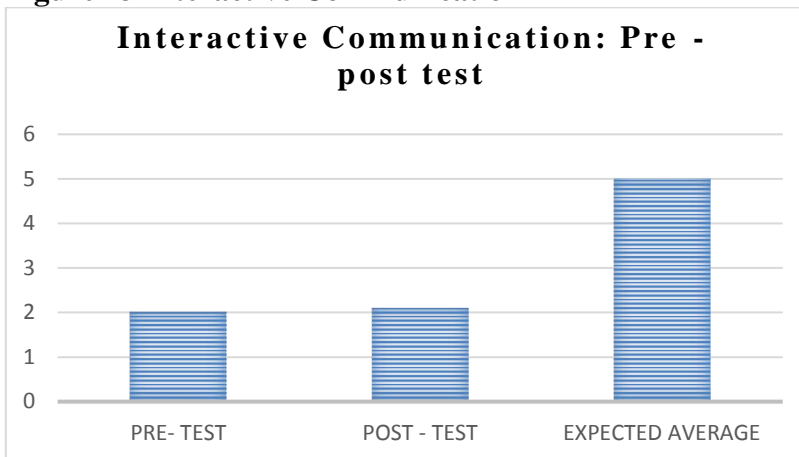
Source: Pre and Post test scores - Control Group
Author: Lara, A. (2017)

Analysis and Interpretation:

According to the data of table 14, the final score in Interactive Communication was 2.02 corresponding to the pre-test and in the post – test the average was 2.10.

As it is shown, there was not a significant variation in these results. Interactive Communication did not improve at all in this stage owing to its limited practice. This issue is relevant to be evaluated since students need to have the capacity interact in English appropriately. Students maintained simple exchanges with some difficulty that required support and prompting.

Speaking sub -skills Pre – Post Test Test Experimental Group

Table 15 Speaking sub-skills Pre - post test

Subskill	Pre - test	Post - test
Grammar and Vocabulary	1,93	2,67
Discourse Management	2,12	2,24
Pronunciation	1,94	2,21
Interactive Communication	2,02	2,10

Source: Pre and Post test scores - Control Group
Author: Lara, A. (2017)

Figure 14 Speaking sub-skills Pre - post test
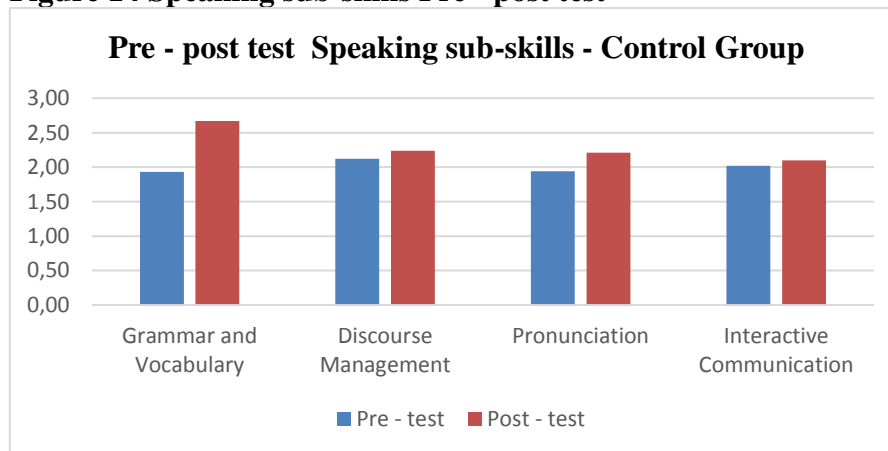
Source: Pre and Post test scores - Control Group
Author: Lara, A. (2017)

Analysis and Interpretation:

Table 14 shows the data obtained from the scores of the pre and post test of the control group in speaking skill. As it is observed there was an improvement in Grammar and Vocabulary in the final scores from 1.93 to 2.67. In Discourse Management, there was a minimum increasing in the final average from 2.12 to 2.24. Similarly in Pronunciation the variation of the final scores were 1.94 to 2.21. Finally, in Interactive Communication there was a limited improvement from 2,02 to 2.10.

Based on the previous data, the improvement in these sub-skills that were taken into consideration in the assessing criteria show a little increment in the final scores in each one of them. Therefore, it is important to look for methods, activities, strategies to help students improve their oral production.

Speaking final scores Pre – Post Test Control Group

Table 16 Speaking final scores Pre - post test

Pre- Test	8
Post – Test	9,22
Expected Average	20

Source: Pre and Post test scores - Control Group
Author: Lara, A. (2017)

Figure 15 Speaking final scores Pre - post test
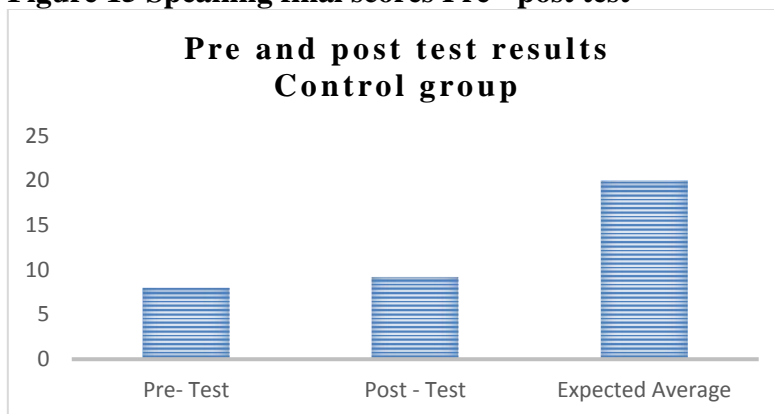
Source: Pre and Post test scores - Control Group
Author: Lara, A. (2017)

Analysis and Interpretation:

The results obtained from the final average in speaking demonstrate that students got 8 out of 20 in the pre – test whereas in the post – test their final score was 9.22.
As it is observed the scores in both pre and post test are low. The increment between them was only 1.22.

The purpose of this research study was to enhance the English speaking skill through the implementation. However, this group of students did not work with this approach that is why there is not a major improvement. Hence, It is advisable to use activities that boost their oral production and their ability to communicate.

Speaking sub -skills Pre – Post Test Test - Comparison Experimental and Control Group

Table 17 Speaking sub-skills – Experimental and Control Group

Speaking - subskills	Experimental Group		Controled group	
	Pre - test	Post - test	Pre - test	Post - test
Grammar and Vocabulary	2.01	3.81	1.93	2.67
Discourse Management	2.11	3.91	2.12	2.24
Pronunciation	1.91	3.74	1.94	2.21
Interactive Communication	2.09	4.00	2.02	2.10

Source: Pre and Post test scores – Experimental and Control Group
Author: Lara, A. (2017)

Figure 16 Speaking sub-skills – Experimental and Control Group
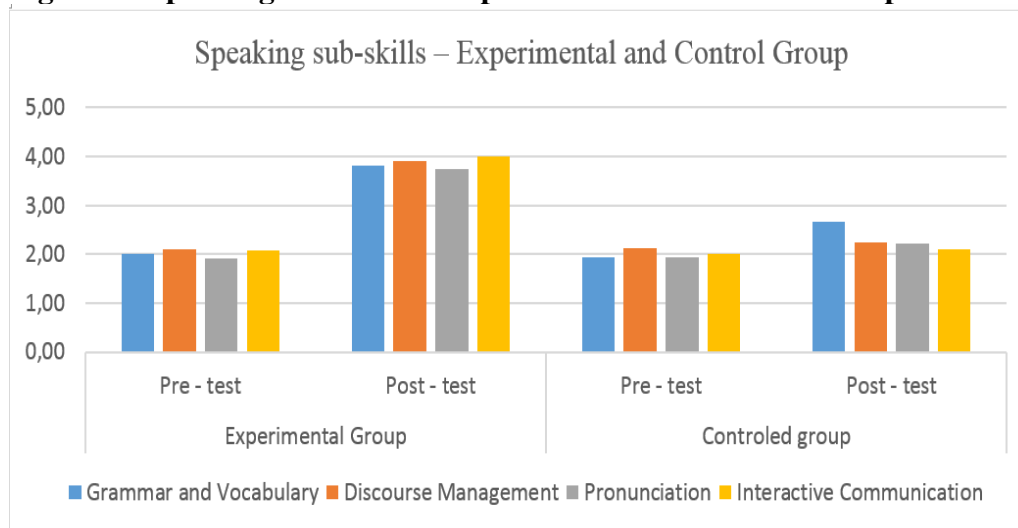
Source: Pre and Post test scores – Experimental and Control Group
Author: Lara, A. (2017)

Analysis and Interpretation:

The scores of the experimental group varies in each one of the criteria considered in speaking assessment. Grammar and Vocabulary from 2.01 to 3.81, Discourse Management from 2.11 to 3.91, Pronunciation from 1.91 to 3.74 and Interactive Communication from 2.09 to 4. The Control group was also assessed under the same criteria, however their improvement is limited. In Gramar and Vocabulary the score varied from 1.93 to 2.67. Whereas in Discourse Managemente from 2.12 to 2.24. Similarly in Pronunciation from 1.94 to 2.21. Interactive Communcation from 2.02 to 2.10.

According to this data, it is notably seen that there is a significant improvement in the comparison of the final scores of the pre and post tests in the Experimental Group after the application of Task – Based Learning in order to enhance the speaking skill. While, the results were not as satisfactory as expected in the Control Group due to the fact students need to improve their oral production.

Speaking final scores Pre – Post Test - Comparison Experimental and Control Group

Table 18 Speaking final scores Pre - post test – Experimental and Control Group

Test	Control group	Experimental group
Pre – test	8	8,11
Post- test	9,22	15,47

Source: Pre and Post test scores – Experimental and Control Group
Author: Lara, A. (2017)

Figure 17 Speaking final scores Pre - post test -– Experimental and Control Group
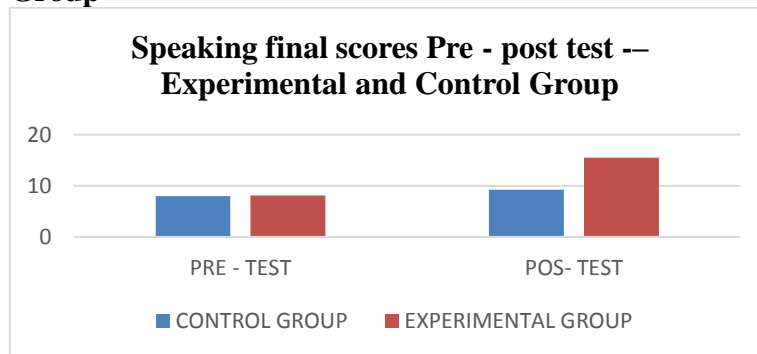
Source: Pre and Post test scores – Experimental and Control Group
Author: Lara, A. (2017)

Analysis and Interpretation:

Data was analyzed comparing the results of the pre-test and post- test in both Control and Experimental Groups in order to determine the improvement of the students. In the control group the final score in the pre-test was 8 while in the post – test was 8.11. The averages of the Experimental group in the pre- test was 9.22 while in the post-test was 15.47.

It is quite evident that the improvement of the Experimental group was significant due to the fact the final score in the last test was higher than in the previous one. The participants developed in a better way their ability to communicate in English. This happened because in every class they worked on activities based on Task- Based Learning that focus on oral production. On the contrary, the data obtained from the control group shows the speaking skill improvement was limited.

4.3 HYPOTHESIS VERIFICATION

Pre- test

		Frequency	Percentage	Validated Percentage	Cumulative Percentage
	4	47	33,6	33,6	33,6
	6	15	10,7	10,7	44,3
	8	29	20,7	20,7	65
	10	8	5,7	5,7	70,7
Validated	12	33	23,6	23,6	94,3
	14	1	0,7	0,7	95
	18	2	1,4	1,4	96,4
	20	5	3,6	3,6	100
	Total	140	100	100	

Table 19: Pre-test hypothesis
Source: Hypothesis verification
Author: Lara, A (2017)

Post -test

		Frequency	Percentage	Validated Percentage	Cumulative Percentage
	10	4	2,9	2,9	2,9
	12	39	27,9	27,9	30,7
	14	15	10,7	10,7	41,4
Validated	16	37	26,4	26,4	67,9
	18	22	15,7	15,7	83,6
	20	23	16,4	16,4	100
	Total	140	100	100	

Table 20: Post-test hypothesis
Source: Hypothesis verification
 Author: Lara, A (2017)

Difference

	Frequency	Percentage	Validated Percentage	Cumulative Percentage
Validated -2,00	2	1,4	1,4	1,4
,00	3	2,1	2,1	3,6
2,00	4	2,9	2,9	6,4
4,00	20	14,3	14,3	20,7
6,00	30	21,4	21,4	42,1
8,00	46	32,9	32,9	75,0
10,00	17	12,1	12,1	87,1
12,00	14	10,0	10,0	97,1
14,00	2	1,4	1,4	98,6
16,00	2	1,4	1,4	100,0
Total	140	100,0	100,0	

Table 21: Difference
Source: Hypothesis verification
Author: Lara, A (2017)

Wilcoxon Signed Rank Test
Ranks

		N	Ranks average	Ranks Sume
Pos-test – pre-test	Negative Ranks	2[a]	3,50	7,00
	Positive Ranks	135[b]	69,97	9446,00
	Ties	3[c]		
	Total	140		

Table 22: Wilcoxon Signed Rank Test
Source: Hypothesis verfication
Author: Lara, A (2017)

a. post-test < pre-test

b. post-test > pre-test

c. post-test = pre-test

Testᵃ Statistics

	Post-test - Pre-test
Z	-10,209[b]
Sig. Asymptotic (bilateral)	0

Table 23: Test a Statistics
Source: Hypothesis verification
Author: Lara, A (2017)

a. Wilcoxon Wilcoxon Signed Rank Test

b. It is based in negative ranks.

One- Sample Kolmogorov-Smirnov Test

		Difference
N		140
Normal Parameters[a,b]	Mean	-7,3571
	Standard deviation	3,18511
Most Extreme differences	Absolute	,170
	Positive	,159
	Negative	-,170
Test Statistic		,170
Asymptotic Sig (2-tailed)		,000[c]

Table 24 :One- Sample Kolmogorov-Smirnov Test
Source: Hypothesis verification
Author: Lara, A (2017)

a. Test distribution is Normal.

b. Calculated from data.
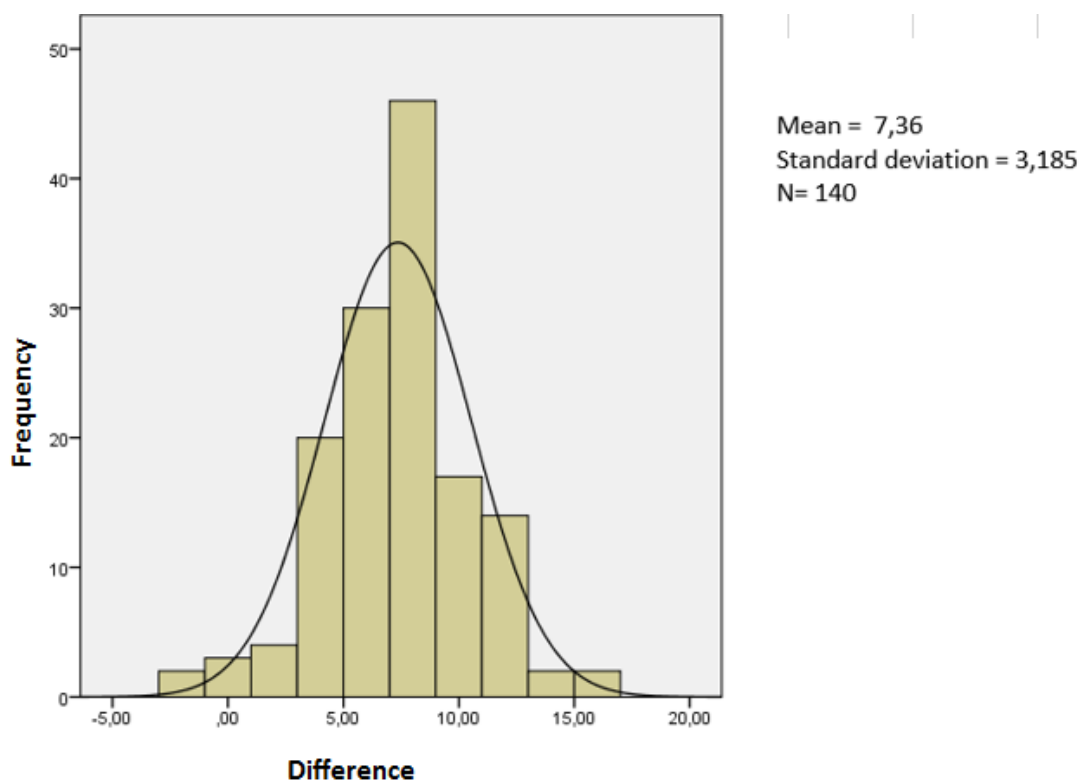
Figure 18: Difference test
Source: Hypothesis verification
Author: Lara, A. (2017)

Contrast Hypothesis Summary

	Null Hypothesis	Test	Sig.	Decision
1	The student categories are produced with equality probabilities	Chi-Square Test for 1 sample	1,000 [1]	Keep the null hypothesis
2	The Pre-test distribution is normal with the mean 8,11 and the standard deviation 4,091.	One- Sample Kolmogorov-Smirnov Test	,000 [1]	Null hipothesis rejected
3	The Post-test distribution is normal with the mean 15,47 and the standard deviation 2,993.	One- Sample Kolmogorov-Smirnov Test	,000 [1]	Null hipothesis rejected
4	The distribution of difference is normal with the mean -7,36 and the standard deviation 3,185.	One- Sample Kolmogorov-Smirnov Test	,000 [1]	Null hipothesis rejected

Table 25: Contrast Hypothesis Summary
Source: Hypothesis verification
Author: Lara, A (2017)

The asymptotic significances are shown. The significance level is 0,5.
[1] Corrected Lillefors

4.4 DECISION

Because it was a experimental research it was used the Kolmogorov-Smirnov Test due to the fact it was applied Task – Based Learning. Therefore, it was necessary to take a pre-test before the implementation and a post-test after its implementation with the purpose of determining if the experiment was successful or not. This test was used because the sample is greater than 50 and it is used the Normality Probabilistic to determine what is the distribution and symmetry.

Once the normality test was carried out, it was used the Wilcoxon Signed Rank Test in order to know if Task – Based Learning enhances the English speaking skill and to validate the hypothesis, it. Therefore, as the Gauss bell shows, it is symmetric that means that Task – Based Learning contributes to enhance the English speaking skill. Furthermore, the level of significance is 0,5 therefore the Null hypothesis is rejected whereas the alternative hypothesis is accepted. In other words, Task-based learning enhances the English speaking skill in students at Universidad Nacional de Chimborazo.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This research project aimed to provide evidence to what extent Task – Based learning enhances the English speaking skill. The application of the intervention reached the objectives set at the beginning of the project and the following conclusions are drawn:

- There is a relationship between Task – Based learning and the English speaking skill since TBL enhances it positively. It was evident because the Alternative hypothesis was accepted with a level of significance of 0.5. while the Null hypothesis was rejected.

- Task – based learning components such as goals, teacher and student roles are essential in this learning process due to the fact each one of them accomplishes a specific function. Therefore, they should be considered as an important element in planning, development and the assessment of a class.

- Each stage of Task – Based Learning such as pre –task, task cycle and language focus contribute to enhance the English speaking skill because each one focuses on allowing students develop their capacities to communicate appropriately by working on tasks that look for improving it.

- The tasks that Task – Based Learning proposes closed and open are useful to develop the English speaking skill due to the fact each one of them focused on developing the oral production.

- The speaking sub-skills: grammar and vocabulary, discourse management, pronunciation and interactive communication that were assessed in the pre and post – test according to the criteria of the rubric got a significant improvement after the implementation of TBL.

5.2 Recommendations

After the implementation of Task – based learning, the following recommendations are set:

- To apply Task-based learning in class because it will help students to enhance their speaking skill.

- To consider the roles of Task – based learning components in planning due to the fact it is a learner-centered approach.

- English teachers should consider the TBL stages in the lesson plans as an alternative to help students enhance their oral production.

- To use Task – based learning tasks closed and open depending on the activity you are working on because it will help students learn meaningfully and foster their oral production.

- To assess students' oral production by dividing it into sub-skills because it will provide a more detailed evaluation.

CHAPTER VI
PROPOSAL

6.1 INFORMATIVE DATA

Proposal

Lesson plans based on Task – Based Learning Activitites to enhance the English speaking skill.

Topic: "Task-Based Learning and the English speaking skill in students at Universidad Nacional De Chimborazo"

Executing Institution: Universidad Nacional De Chimborazo

Beneficiaries: Students and teachers at Universidad Nacional De Chimborazo
Project Responsible: Adriana Lara Velarde; Lcda. Ruth Infante, Mg.

6.2 PROPOSAL BACKGROUND

This research study was planned considering the difficulties that A2 students of the Language Center who belong to the Administrative and Political Science Faculty at Universidad Nacional de Chimborazo faced while they were communicating in English.

It was evident to notice that there were problems with pronunciation, accuracy, fluency and discourse management and in consequence their oral production was limited.

Therefore, it was considered the Task – Based Learning Approach as a possible solution to this problem. It was previously done a bibliography study in order to understand deeply how TBL could enhance students' English speaking skill. Then, there were developed lesson plans that were focused on TBL tasks that fosters oral production.

6.3 JUSTIFICATION

This proposal was developed with the purpose of helping students improve their oral production. It was based on Task – Based Learning Approach due to the fact it is a useful approach which aims students to perform a task and at the same time develop English skills in this case speaking. It mainly focuses on learners using the language in a natural way while they are completing a task. They also get involved during this process since they are the ones who work most in every stage. The teaches becomes the facilitator whereas learners work in their groups. This proposal benefited the A2 students of the Language Center who belong to the Administrative and Political Science Faculty at Universidad Nacional de Chimborazo because there were planned tasks that improved their oral production.

6.4 OBJETIVES

6.4.1 General Objective

- To propose a compilation of lesson plans to be adapted to the classroom needs that are focused on Task – Based Learning to enhance the English speaking skill in A2 students of the Language Center who belong to the Administrative and Political Science Faculty at Universidad Nacional de Chimborazo to enhance their English speaking skill.

6.4.2 Specific Objectives

- To choose tasks that develop the English speaking skill
- To assess the effectiveness of TBL implementation through a pre – and post test evaluation.

6.5 FEASIBILITY ANALYSIS

This proposal is considered as feasible due to the fact the university principals, teachers and students agree on its implementation. They are aware the results obtained will be beneficial for the institution and mainly for the students who will improve their oral production.

6.6 THEORETICAL BASIS

This proposal was developed based on the principles of Task – Based learning proposed by Willis. TBL is considered as a learner – centered approach that uses meaningful tasks which main emphasis is to communicate by interacting in the target language. A variety of tasks are used with the purpose of developing oral production and in order to make language learning become more communicative (Nunan, 2004).

According to Willis (1996), tasks play an in important role in this learning process due to that fact they provide learners with enough opportunities to practice the language by developing them. Moreover, tasks fosters the use of the target language in this case English, because learners are required to accomplish a task for a communicative purpose with the objective of achieving an outcome. This motivates learners to communicate and to develop their speaking skill (Willis, 2000). Similarly, Ellis (2003) supports the idea that doing a task to achieve an outcome help learners to process the language pragmatically.

Furthermore, tasks are not only activities that involve learners planning, organizing and preparing certain issues to achieve the final outcome. It goes beyond that, because tasks are communicative they involve interaction in which the main focus is on meaning rather than form (Nunan, 2004). In reference to interaction, learners can develop their speaking skill by communicating with their classmates. TBL tasks can be performed individually, in pairs, groups, or even by the whole class, which promotes cooperative work resulting in communication (Ellis, 2003).

The effectiveness of these tasks and the improvement in communication is related with the planning of the lesson. Therefore, it is important to choose tasks that will require learners to communicate for achieving the final outcome. Learners will interact freely with their classmates in each stage of the lesson planning. Whereas the teacher will monitor their work and facilitate the situations for learners to use the language authentically.

6.6.1 PROPOSAL DEVELOPMENT

TBL PLANNING MANUAL FOR IMPROVING THE SPEAKING SKILL

Task – based Learning is a learner-centered approach which main focus is to help students improve their language learning while they are working on a task. These lesson plans were developed based on the principles, components, tasks and stages of TBL. This planning could be adapted to your real context and students necessities. Each class was planned with the objective of helping learners improve their speaking skill. The aim of these lesson plans is to exemplify the flexibility of Task- based learning. They cover several tasks which main purpose is to develop oral production. They are suitable for learners at different levels and stages in a textbook. The timings given are approximate. They can be adapted depending on the circumstances. It is also included the rubric for assessment that was taken from Cambridge web page. Here you will find a brief overview of them.

No. of lesson plan	Topic	Aim	Time	Materials	Teacher's role	Student's roles
1	Living in Cyberspace	To introduce the topic of living in cyberspace and to give the class exposure to language related to it. To highlight words and phrases.	2 hours	Audio track	Guide / Facilitator	Learner centered
2	Troubleshooting a computer problem	To introduce the topic of troubleshooting a computer problem and to give the class exposure to language related to it.	2 hours	Audio track		
3	Internet use	To determine how people use the Internet and to provide students the opportunity to discuss about it.	2 hours	Audio track / Worksheet	Guide / Facilitator	

						Learner centered
4	The impact of Internet	To discuss the impact of the Internet and to summarize how it has changed over the time.	2 hours	Reading / Worksheet		
5	Tourist activities	To recommend some touristic activities that can be done in Ecuador.	2 hours	Video / Worksheet		
6	Greeting a visitor in your country	To greet a visitor to our country.	2 hours	Audio track		
7	Moral Dilemma	To discuss moral dilemmas and to give the class exposure to language related to it.	2 hours	Audio track		
8	Personal values	To express personal values and compare what may people think in Ecuador and other countries.	2 hours	Audio track		
9	Acts of kindness and honesty	To discuss acts of kindness and honesty about your life.	2 hours	Reading		
10	Obligations and responsiblities	To talk about obligations and responsibilities in different settings.	2 hours	Audio track		
11	Staying in shape	To discuss activities that are done to stay in shape and to give the class exposure to language related to it.	2 hours	Audio track / Worksheet		
12	Eating habits	To discuss fitness and eating habits	2 hours	Audio track		

Table 26:Tbl Planning Manual for improving speaking skill
Source: Lesson plans Task- Based Learning
Author: Lara, A (2017)

UNIVERSIDAD NACIONAL DE CHIMBORAZO

LESSON PLAN No. 1

Topic: Living in Cyberspace

Class and course background: Intermediate learners, mixed level, mixed abilities.
Two – hours lessons.

Starting lesson: Announce new topic. Relate this to textbook unit.

Preparation and materials

Audio track (Top Notch 2- Unit 9 -p.99)

Pre-task (20 min)

Aim: To introduce the topic of living in cyberspace and to give the class exposure to language related to it. To highlight words and phrases.

- Show students a picture of people using social network and ask them to describe in pairs what they see.
- Brainstorm on the board ideas about types of social networks, the services that each one of them offers.
- Ask students to look at the picture on their books and tell what it represents. Then, students will discuss questions related to social networks: Do you use social networks ? Which one do you use most? How often do you use them? What do you post most?
- Introduce the listening of two people in an office talking about computer problems and social networks.
- Students will match some phrases they hear along the conversation with the ones that have a similar meaning: For example: Just looking around.
- Tell them that they are going to design a survey of five questions to find out: how people in the class use social networks; what are social networks used for, frequency of social networks use.

Task (40 min)

- Students do the task in groups of four and decide what information they need to get from the survey.
- They prepare the questions they are going to use.
- Students apply the survey to their classmates.

Planning (15min)

- Each group starts working on their findings and analyzing the information they got from the survey that were previously applied.
- Students prepare the oral report.
- Teacher walks around, helps them if they need it and notes down any language points to be highlighted later.

Report (25 min)

- Class listens to the reports, the task is to take notes about the information that surprised them.
- Teacher gives feedback on the content and quickly reviews what was presented.

Language Focus (20min)

- Teacher writes on the board some of the mistakes that students committed along their presentations.
- In groups students read the sentences and analyze why they think they are wrong and start the discussion.
- Teacher provides a brief explanation about each of the sentences.
- Then, teacher makes a feedback on the phrases that were previously matched with their synonyms to help students understand the meaning of them.
- Students write in their own words their meaning and share their ideas with a partner.

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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LESSON PLAN No. 2

Topic: Troubleshooting a computer problem.

Class and course background: Intermediate learners, mixed level, mixed abilities. Two – hours lessons.

Starting lesson: Announce new topic. Relate this to textbook unit.

Preparation and materials

Audio track (Top Notch 2- Unit 9 -p.100)

Pre-task (25 min)

Aim: To introduce the topic of troubleshooting a computer problem and to give the class exposure to language related to it. To highlight words and phrases.

- Show students a picture of people arguing in front of a broken computer. Ask them to describe what they see on it. What problem they may have, how it can be solved.
- Draw a chart on the board: PROBLEM SOLUTION. Ask students to make a list of computer problems and possible solutions.
- Show students a picture of a computer screen; ask them to describe what they see and which commands are used.
- Students will listen to a conversation about people requiring to use a specific computer command. They will check the command each person needs.
- Students will listen to a new conversation about people troubleshooting a computer problem. Ask them to write down the problems that these people are having.
- Tell them that they are going to record a conversation about troubleshooting a computer problem in pairs.

Task (30 min)

- Students create a conversation in which one of them asks for help with a computer problem. They will use the computer vocabulary and the problems and solutions they already listed.

Planning (20 min)

- Each pair starts practicing the conversation before recording it.
- Then, they record the conversation and the explanation of how they did the task, why they decided to talk about a specific computer problem.

Report (25 min)

- Class listens to the recordings, their task is to choose one of them and then ask questions about what else can be done to solve the problem.
- Teacher takes notes about students' mistakes along the recording.

Language Focus (20min)

- Teacher writes on the board some of the mistakes that students committed along their recordings.
- In groups, students read the sentences and analyze why they think they are wrong.
- Teacher provides a brief explanation about each of the sentences.
- Then, teacher makes a feedback on the computer vocabulary and commands and ask them to write down which one they use most and why.
- Students share their information with their classmates.

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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LESSON PLAN No. 3

Topic: Internet use

Class and course background: Intermediate learners, mixed level, mixed abilities. Two – hours lessons.

Starting lesson: Announce new topic. Relate this to textbook unit.

Preparation and materials

Audio track (Top Notch 2- Unit 9 -p.104)

Pre-task (20min)

Aim: To determine how people use the Internet and to provide students the opportunity to discuss about it.

- Students will listen to a conversation of people describing how they use the Internet.
- They will select activities from the chart and choose what each one of them does.
- Teacher will introduce new vocabulary about *Internet Activities*, student will write how often they do those activities.
- Then, students will complete a survey about their own Internet use.
- Tell them that they are going to ask their classmates about their Internet use and report to the class.

Task (30 min)

- Students interview their classmates to complete an information gap activity and take notes about their classmates' answers.

Planning (20 min)

- Each student prepares their report using the information they got from the survey.
- Teacher provides students a worksheet that contains a chart for them to take notes of their classmates report about who are: *Internet experts / Internet addicts / Isn't comfortable using the Internet / Uses internet to meet people / Uses internet to avoid people.*

Report (35 min)

- Class listens to their classmates reports and complete their worksheet.
- Teacher takes notes about students' mistakes along the recording.

Language Focus (15 min)

- Teacher writes on the board some of the mistakes that students committed along their reports.
- In groups students read the sentences and analyze why they think they are wrong and start the discussion.
- Teacher provides a brief explanation about each of the sentences.
- Then, teacher makes a feedback on the vocabulary about Internet Activities and ask students to define them in their own words.
- Students share their information with a partner.

UNIVERSIDAD NACIONAL DE CHIMBORAZO
INFORMATION GAP ACTIVITY

Find someone who……

	Name	Extra Information
can create web pages		
can fix an internet problem		
spends on Internet more than 10 hours a day		
always is chatting or using social networks		
rarely uses internet		
thinks Internet is not so useful		
uses Internet to meet people		
has a lot of friends in his/her social network		
uses Internet one hour a day		
prefers not to use Internet		

Chart 3: Information Gap Activity
Source: Top Notch 2
Author: Lara, A (2017)

Now, write your report.

_____
_____
_____
_____
_____
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_____
_____

Listen to your classmates report and complete the following chart with the names of the ones who:

Are Internet experts	Internet addicts	Isn't comfortable using the Internet	Uses Internet to meet people	Uses Internet to avoid people

Chart 4: Report
Source: Top Notch 2
Author: Lara, A (2017)

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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LESSON PLAN No. 4

Topic: The impact of Internet

Class and course background: Intermediate learners, mixed level, mixed abilities. Two – hours lessons.

Starting lesson: Announce new topic. Relate this to textbook unit.

Preparation and materials

Reading (Top Notch 2- Unit 9 -p.106)

Pre-task (20min)

Aim: To discuss the impact of the Internet and to summarize how it has changed over the time.

- Brainstorm ideas about what problems students have had while using Internet and which ones have they heard on the news.
- Students will read a text about some common problems that Internet has caused and how it has changed by the time.
- Students will match some vocabulary from the reading to the corresponding definition.
- Students will talk in pairs about if they ever worry when using Internet.
- Tell them, that they are going to compare how internet has changed by the time and what good and bad changes had made in people's lives. Students will prepare a chart about it, and then report to the class.

Task (30 min)

- Students will discuss with a partner about how Internet has changed in the following aspects: the way people find the information, work in offices, shop and communicate. They will take notes about good and bad changes.
- They will prepare the chart that compares each one of the aspects mentioned before.

- Teacher will monitor students work and help if necessary

Planning (20 min)

- Teacher asks students to use their notes to complete an activity that will help them summarize the main information for their presentations.
- Each student prepares their report using the information they wrote on their books and the posters.

Report (35 min)

- Class listens to their classmates' presentations.
- Teacher takes notes about students' mistakes along the recording.

Language Focus (15 min)

- Teacher writes on the board some of the mistakes that students committed along their presentations.
- In groups students read the sentences and decide why they think they are wrong and start the discussion.
- Teacher provides a brief explanation about each of the sentences.
- Then, teacher makes a feedback on the vocabulary about common problems and ask students to define them in their own words.
- Students share their information with a partner.

THE IMPACT OF INTERNET

In the following chart summarize how Internet has changed.

The way people find information		The way people work in offices	
Good changes	**Bad changes**	**Good changes**	**Bad changes**
The way people shop		The way people communicate	
Good changes	**Bad changes**	**Good changes**	**Bad changes**

Chart 5: Impact of Internet
Source: Top Notch 2
Author: Lara, A (2017)

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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UNIVERSIDAD NACIONAL DE CHIMBORAZO

LESSON PLAN No. 5

Topic: Tourist Activities

Class and course background: Intermediate learners, mixed level, mixed abilities. Two – hours lessons.

Starting lesson: Announce new topic. Relate this to textbook unit.

Preparation and materials

Video (https://www.youtube.com/watch?v=Nry1SO45RT4)

Pre-task (20min)

Aim: To recommend some touristic activities that can be done in Ecuador.

- Brainstorm ideas about what activities a person can do in Ecuador. Students will write down some of them and teacher will write on the board.
- Students will watch a video about Top 10 things to do in Ecuador. (https://www.youtube.com/watch?v=Nry1SO45RT4)
- They will take notes about some of the activities that were mentioned on the video and teacher will write some of them on the board.
- Teacher will provide students a worksheet that contains vocabulary about tourist activities. They will match the name of the activity with the corresponding picture and description.
- In pairs, students will talk about what they do when they travel.
- Tell them, that they are going to recommend 10 tourist activities that can be done in Ecuador.

Task (30 min)

- Students will work in groups of four and decide which tourist activities they consider are the best to try in Ecuador.
- Student will make a poster with pictures of tourist activities and important places in Ecuador.

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Planning (20 min)

- Students decide in their groups which information is relevant to mention in their presentations about tourist activities and places.
- Teacher monitors students' work and helps if necessary.

Report (35 min)

- Class listens to their classmates' presentations and takes notes about the tourist activities they liked the most.
- Teacher takes notes about students' mistakes along the presentations.

Language Focus (15 min)

- Teacher writes on the board some of the mistakes that students committed along their reports.
- In groups students read the sentences and analyze why they think they are wrong.
- Teacher provides a brief explanation about each of the sentences.
- Then, teacher asks students to use their notes about the tourist activities they liked the most and share their information with a partner.

UNIVERSIDAD NACIONAL DE CHIMBORAZO
TOURIST ACTIVITIES

Name:

1.- Think about the place you live and write at least eight tourist activities you can do there.

_____

_____

_____

_____

_____

_____

2.- Match the activity with the corresponding description.

Go hiking	To go for a long walk in a natural setting.
Go sighteeing	To ride a moving wave.
Kayaking	To swim in the deep of an ocean.
Surfing	To visit amazing places.
Scuba diving	To cross a long distance from one place to another in the air.
Visit the museums	Moving across the river on a boat.
Canopy	To go for a place where you can find things that represent the history of a place.

3.- Ask these questions to your classmate and write his/her responses:

a) What activities do you do when you travel?

b) What activities do you enjoy the most?

c) Is Ecuador a good place for tourism?

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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UNIVERSIDAD NACIONAL DE CHIMBORAZO

LESSON PLAN No. 6

Topic: Greeting a visitor to your country

Class and course background: Intermediate learners, mixed level, mixed abilities.
Two – hours lessons.

Starting lesson: Announce new topic. Relate this to textbook unit.

Preparation and materials

Audio track (Top Notch 2- Unit 1 -p.6)

Pre-task (20min)

Aim: To greet a visitor to our country.

- Brainstorm ideas about what activities a person can do in Ecuador.
- Show students pictures about some activities a tourist can do around the world.
- Students will talk about which of the activities they have done.
- Students will listen to a conversation about someone greeting a visitor.
- Teacher will ask students to remember how the person asked if the tourist has done an activity before. Then, students will write them on the board.
- Students will use the prompts to ask questions to their classmates.
- Tell them, they will to record a conversation in which they greet a visitor in Ecuador.

Task (30 min)

- Teacher will ask students to list five activities for a tourist in our city and their corresponding description.
- Students will use the activities they wrote and start writing the conversation to greet a visitor in Ecuador.

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Planning (20 min)

- Students will decide who is going to be the visitors and the hosts.
- They practice the conversation and record it.
- Teacher monitors students' work and helps if necessary.

Report (35 min)

- Class listens to their classmates recordings and takes notes about the one they liked the most.
- Teacher takes notes about students' mistakes along the recording.

Language Focus (15 min)

- Teacher writes on the board some of the mistakes that students committed along their recordings.
- In groups students read the sentences and analyze why they think they are wrong and start the discussion.
- Teacher provides a brief explanation about each of the sentences.
- Teacher asks students to write down the tourist activities they remember from the previous tasks and number according to their level of preference.

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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UNIVERSIDAD NACIONAL DE CHIMBORAZO

LESSON PLAN No. 7

Topic: Moral Dilemma

Class and course background: Intermediate learners, mixed level, mixed abilities. Two – hours lessons.

Starting lesson: Announce new topic. Relate this to textbook unit.

Preparation and materials

Audio track (Top Notch 2- Unit 10 -p.111)

Pre-task (20min)

Aim: To discuss moral dilemmas and to give the class exposure to language related to it.

- Teacher will write on the board Moral Dilemma and explain that a dilemma is a problem. Students will infer the meaning of the class topic.
- Show students some pictures that represent common Moral Dilemmas, ask them to describe what they see on the picture.
- Teacher will ask students to discuss in pairs what they think people should do.
- In groups of three, students will discuss if any of them have ever faced with a moral dilemma similar to the ones in the pictures.
- Teacher write on the board two more questions related to moral dilemmas and students will discuss in their groups and then report their answers.
- Students will listen to and read a conversation about a moral dilemma. Then, they will match the highlighted idioms from the conversation with the corresponding meaning.
- Ask the class what is the moral dilemma that is mentioned in the conversation.

- Tell students, that they are going to prepare a presentation in order to explain what a moral dilemma and provide real examples of it.

Task (30 min)

- Students will discuss in their groups and decide what is the correct definition of a moral dilemma. Then, they will write examples of seven moral dilemmas and say what would they do.
- Teacher will monitor students work and help if necessary.

Planning (20 min)

- Teacher asks students to use their notes and prepare a poster with the main information about moral dilemmas.
- Each student prepares their report using the information their notes.

Report (35 min)

- Class listens to their classmates presentations and take notes of what common dilemmas they have faced.
- Teacher takes notes about students' mistakes along the presentations.

Language Focus (15 min)

- Teacher writes on the board some of the mistakes that students committed along their reports.
- In groups students read the sentences and analyze why they think they are wrong and start the discussion.
- Teacher provides a brief explanation about each of the sentences.
- Then, teacher asks students to use their notes about the previous presentations and discuss with a partner which moral dilemmas they have faced.

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Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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LESSON PLAN No. 8

Topic: Personal values

Class and course background: Intermediate learners, mixed level, mixed abilities. Two – hours lessons.

Starting lesson: Announce new topic. Relate this to textbook unit.

Preparation and materials

Audio track (Top Notch 2- Unit 10 -p.116)

Pre-task (20min)

Aim: To express personal values and compare what may people think in Ecuador and other countries.

- Show students a picture of a tattoo, piercing, and a dye hair with a wild color.
- Ask students if that actions would be OK or not for their grandparents, parents, or teenaged child?
- Students will listen to a conversation and circle the correct word or phrase to complete each statement.
- Then, students will read some quotations from the conversations of the listening and choose the meaning of each underlined phrase.
- In pairs students will complete a chart with an example of what they consider is: old- fashioned; a double standard, sexist, modesty.
- Student will discuss if they would make a tattoo, piercing, or dye the hair with a wild color, and explain why.
- Tell students that they are going to choose one country and find out what people think about getting a tattoo, piercing, or dying the hair with a wild color.

Task (30 min)

- Students will work in groups and decide which country they are going to find out.
- They will prepare a summary with the main information they got from the Internet.
- Students will design a poster or slides to summarize their information.

Planning (20 min)

- Students decide in their groups which information is relevant to mention in their presentations.
- Teacher monitors students' work and helps if necessary.

Report (35 min)

- Class listens to their classmates presentations and take notes about each country.
- Teacher takes notes about students' mistakes along the presentations.

Language Focus (15 min)

- Teacher writes on the board some of the mistakes that students committed along their reports.
- In groups students read the sentences and analyze why they think they are wrong and start the discussion.
- Teacher provides a brief explanation about each of the sentences.
- Then, teacher review the vocabulary related to actions that would be OK. Students will define them in their own words.

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Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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LESSON PLAN No. 9

Topic: Acts of kindness and honesty

Class and course background: Intermediate learners, mixed level, mixed abilities.

Two – hours lessons.

Starting lesson: Announce new topic. Relate this to textbook unit.

Preparation and materials

Reading (Top Notch 2- Unit 10 -p.118)

Pre-task (20min)

Aim: To discuss acts of kindness and honesty about your life.

- Brainstorm ideas about examples of real acts of kindness and honesty.
- Show students pictures about some acts of kindness.
- Students will describe them and say which kind of act is each one of them.
- Before reading, students will read the headlines of the stories and they will talk about in what way they think the stories will be similar.
- Students will read an article about Acts of kindness and honesty.
- After reading, they will answer to some comprehension questions.
- Students will choose the story that they like the most and explain why.
- Then, they will talk with a partner about a story they know of someone who has helped a person in need or if they have helped. They share their stories.
- Tell students that they are going to work in groups and each group will have a situation that requires an act of kindness. They have to role-play the situation and then explain what they could do.

Task (30 min)

- Teacher will assign each group a different situation.
- Students will analyze and describe the picture first in order to have an idea of how they will perform the role-play.

- Students start writing the dialogue and answering the questions: What could they do? / What should they do? / What would they do? / What would most people do?

Planning (20 min)

- Students assign roles for the role-play and start practicing.
- Teacher monitors students' work and helps if necessary.

Report (35 min)

- Students listen and pay attention to their classmates role-plays.
- Teacher takes notes about students' mistakes.

Language Focus (15 min)

- Teacher writes on the board some of the mistakes that students committed along their reports.
- In groups students read the sentences and analyze why they think they are wrong.
- Teacher provides a brief explanation about each of the sentences.
- Teacher asks students to individually think again about what they would do in each one of the situations they already reviewed. They, they share their ideas with a partner.

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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UNIVERSIDAD NACIONAL DE CHIMBORAZO

LESSON PLAN No. 10

Topic: Obligations and responsibilities

Class and course background: Intermediate learners, mixed level, mixed abilities.
Two – hours lessons.

Starting lesson: Announce new topic. Relate this to textbook unit.

Preparation and materials

Audio track (Top Notch 1- Unit 6 -p.65)

Pre-task (20min)

Aim: To talk about obligations and responsibilities in different settings.

- Show students a picture of people doing several activities in different places.
- Students will describe what they see and if they do those activities.
- Teacher will write on the board obligations and responsibilities and ask students to write some examples for each word.
- Students will listen to a conversation about someone planning an activity and saying he can't because of the obligations he has.
- Students will answer to some questions based on that audio.
- Ask students to talk about what responsibilities they have at home, university, work, etc.
- Tell students they are going to choose a place and describe which are their obligations in different settings.

Task (30 min)

- Students will work in groups and analyze what are their obligations and responsibilities in different settings.
- Teacher will monitors students' work.

Planning (20 min)

- Students will prepare a graphic organizer to summarize the responsibilities and obligations they have in different settings.
- Teacher monitors students' work and helps if necessary.

Report (35 min)

- Students listen to their classmates presentations.
- Teacher takes notes about students' mistakes along the presentations.

Language Focus (15 min)

- Teacher writes on the board some of the mistakes that students committed along their reports.
- In groups students read the sentences and analyze why they think they are wrong.
- Teacher provides a brief explanation about each of the sentences.
- Then, teacher asks students to discuss with a partner why is it important to have obligations and responsibilities.

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Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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UNIVERSIDAD NACIONAL DE CHIMBORAZO

LESSON PLAN No. 11

Topic: Staying in shape

Class and course background: Intermediate learners, mixed level, mixed abilities. Two – hours lessons.

Starting lesson: Announce new topic. Relate this to textbook unit.

Preparation and materials

Audio track (Top Notch 1- Unit 6 -p.62)

Pre-task (20min)

Aim: To discuss activities that are done to stay in shape and to give the class exposure to language related to it.

- Teacher will write on the board "Staying in shape" and students will brainstorm ideas about what activities a person can do.
- Students will use the ideas from the board and discuss which ones they have done.
- Students will look at the picture of physical activities and the amount of calories they burn. They will discuss to each other about what surprised them.
- Students will ask students questions about what activities they do to stay in shape in order to complete an information gap activity. Then, they will compare their answers with a partner.
- Students will listen to a conversation about someone who is playing tennis. They will complete an activity that contains some expressions from the listening and they will choose the meaning of the correct answer for each questions.
- Students will complete a chart about what activities they do every day, weekend, once a week, almost never and never. Compare answers.

- Tell students, that they are going to make a weekly exercise plan in order to buy calories.

Task (30 min)

- Students will discuss in their groups and decide which activities are good for their weekly exercise plan.
- Teacher will monitor students work and help if necessary.

Planning (20 min)

- Teacher will ask students to use their notes and prepare a chart that summarizes the weekly exercise plan and the number of calories each activity burns.
- Each student will prepare their report using the information their notes.

Report (35 min)

- Class will listen to their classmates presentations and takes notes of what activities they consider are beneficial to try.
- Teacher takes notes about students' mistakes along the presentations.

Language Focus (15 min)

- Teacher writes on the board some of the mistakes that students committed along their reports.
- In groups students read the sentences and analyze why they think they are wrong.
- Teacher provides a brief explanation about each of the sentences.
- Then, teacher will ask students to write down the physical activities that were already reviewed in the previous tasks and categorize according to the level of importance in people's lives.

INFORMATION GAP ACTIVITY
HOW MANY CALORIES CAN YOU BURN IN ONE HOUR?

	Name	Answer	How often?
Play basketball?			
Go running?			
Go swimming?			
Play soccer?			
Go bike riding?			
Do aerobics?			
Play golf?			
Go dancing?			
Go walking?			
Take a shower?			
Lift weights?			
Cook dinner?			
Clean the house?			
Go shopping?			
Study English?			
Go shopping?			
Talk on the phone?			
Watch TV?			

Chart 6: Information Gap Activity
Source: Top Notch 2
Author: Lara, A (2017)

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Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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UNIVERSIDAD NACIONAL DE CHIMBORAZO

LESSON PLAN No. 12

Topic: Eating habits

Class and course background: Intermediate learners, mixed level, mixed abilities. Two – hours lessons.

Starting lesson: Announce new topic. Relate this to textbook unit.

Preparation and materials

Audio track (Top Notch 1- Unit 6 -p.68)

Pre-task (20min)

Aim: To discuss fitness and eating habits

- Brainstorm ideas about examples fitness and eating habits.
- Students will talk in pairs if it is important to stay in shape and what people can do to stay in shape.
- They will listen to people talking about their fitness and eating habits. Students will choose the one who exercises regularly.
- Students will listen to the conversation again and check what eating habits each person has.
- Ask students to discuss in pairs which of the three people have good eating and fitness habits and compare with theirs.
- Students will complete a health survey and compare answers with a partner.
- Tell students that they are going to work in groups and each group will have to prepare a presentation to talk about what can people do to stay healthy.

Task (30 min)

- Students will work in groups and look for information that is related with fitness and eating habits.
- Students will design a poster with the relevant information for their presentations.

Planning (20 min)

- Students decide what information each member of the group will explain.
- Teacher monitors students' work and helps if necessary.

Report (35 min)

- Class listens to their classmates presentations and categorize their classmates habits into: VERY HEALTHY / NOT SO HEALTHY / NOT HEALTHY
- Teacher takes notes about students' mistakes along the presentations.

Language Focus (15 min)

- Teacher writes on the board some of the mistakes that students committed along their presentations.
- In groups, students read the sentences and analyze why they think they are wrong.
- Teacher provides a brief explanation about each of the sentences.
- Teacher asks students to make a list of fitness and eating habits. Then, they will share with a classmate.

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

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6.7 METHODOLOGY – (Operational Model)

Phase	Objectives	Activities	Resources	Resposible	Time
Socialization	Review the bibliographical material of the books that students use in class.	Meeting with the thesis tutor in order to check the material	Computer Projector Student's and Teacher's Book	Adriana Lara Velarde	One week
Planning	Determine the tasks that promote speaking and adapt them according to the content of the book	Lesson planning for each class based on Task - Based Learning	Computer Projector Student's and Teacher's Book	Adriana Lara Velarde	One month
Proposal Implementing	To implement TBL in each class	Work on tasks that enhance oral production	Computer Projector Student's and Teacher's Book	Adriana Lara Velarde	Two months
Evaluation	To assess the effectiveness of TBL implementing	Pre - post test	Computer Projector Student's and Teacher's Book	Adriana Lara Velarde	One week

Chart 7: Methodology
Source: Researcher
Author: Lara, A (2017)

6.8 ADMINISTRATION

This proposal was conducted by the author of this research project, who implemented the tasks based on TBL. The application was directed to A2 students at the Language Center – Administrative and Political Science Faculty -Universidad Nacional de Chimborazo. It lasted two months, six hours per week. The planning was developed based on the lesson plan schema proposed by Willis and by adapting the activities of the book Top Notch by Pearson. There were considered the stages of Task – Based learning.

Institution	Responsibles	Actitivities	BUDGET /ESTIMATED	FINANCING
Language Center – Administrative and Political Science Faculty - Universidad Nacional de Chimborazo	Adriana Lara	Individual and group tasks	$300	Researcher

Chart 8: Administration
Source: Researcher
Author: Lara, A (2017)

6.9 ASSESSMENT

Before the implementation of Task-based learning, there was applied a pre-test in order to know what the level of the students was and to decide which tasks were appropriate in order to enhance the English speaking skill. It was also applied a post- test in order to see the results after the implementation. This test was taken from the Cambridge webpage based on the PET test by using a sample. Moreover, to assess students performance, it was used a rubric that was also taken from Cambridge web page which established a specific criteria for its evaluation in the following parameters, Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication.

Basic Questions	EXPLANATION
1.- What to evaluate?	Proposal significance
2.- Why to evaluate?	To check the accomplishment of the objectives
3.- What to evaluate for?	To determine if it is necessary to make modifications .
4.- Which criteria is used to evaluate?	Effectiveness
5.- Indicator	Quantitative: Students grades Qualitative: Students' performance
6.- Who is the evaluator?	The researcher
7.- When to evaluate?	Before and after the implementation of the proposal
8.- How to evaluate?	Oral test
9.- Information sources	Pet Test
10.-What instruments are used to evaluate?	Rubric according to Pet test by Cambridge

Chart 9: Assessment
Source: Researcher
Author: Lara, A (2017)

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ANNEXES

ANNEX 1: CERTIFICATE OF APPROVAL

Riobamba, 30 de mayo de 2017
Ofi. N.255 -CDII-2017

Licenciada
Adriana Lara
DOCENTE DEL CENTRO DE IDIOMAS DE LA UNACH
Presente

De mi consideración:

Luego de expresarle un atento y cordial saludo, le comunico la autorización para la aplicación de su proyecto de investigación previo la obtención del grado académico de su Maestría.

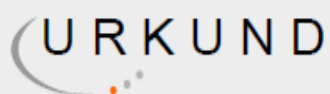Particular que comunico para los fines pertinente.

Atentamente,

Dra. Magdalena Ullauri, PhD.
**COORDINADORA INSTITUCIONAL DEL CENTRO DE IDIOMAS
DE LA UNIVERSIDAD NACIONAL DE CHIMBORAZO**
Elab. Cecilia SM

Riobamba, 30 de mayo de 2017

CENTRO DE IDIOMAS | Campus "La Dolorosa"
Avda. Eloy Alfaro y 10 de Agosto
Teléfonos (592-3) 27 30 910 · ext. 1269 · 1419 · 1518

ANNEX 2: URKUND CERTIFICATE

URKUND

Urkund Analysis Result

Analysed Document: TESIS ADRIANA FINAL 2.docx (D33306252)
Submitted: 12/4/2017 9:21:00 PM
Submitted By: adrylarav@gmail.com
Significance: 1 %

Sources included in the report:

tesis evelyn faubla.docx (D16956961)
Tesis Toda.docx (D11808771)
http://www.icaltefl.com/task-based-language-learning
http://www.sciepub.com/reference/136461
http://e-journal.stkipsiliwangi.ac.id/index.php/p2m/article/view/471/0
https://bourgoinpierre.files.wordpress.com/2012/01/pierre-bourgoin-2011-a-principles-approach-to-task-based-teaching.pdf
https://core.ac.uk/display/46162745
http://www.auburn.edu/~nunnath/engl6240/fonf.html
https://sonyavanschaijik.com/2016/06/29/defining-task-based-language-teaching/

Instances where selected sources appear:

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ANNEX 3: PET EXAM SPEAKING SAMPLE – CAMBRIDGE
UNIVERTSITY PRESS

**Preliminary English Test
Speaking Test**

Part 1 (2-3 minutes)

Phase 1
Interlocutor

A/B   Good morning / afternoon / evening.
          Can I have your mark sheets, please?

          (Hand over the mark sheets to the Assessor.)

A/B   I'm ………… and this is …………. .
          He / she is just going to listen to us.

A   Now, what's your name?
          Thank you.

B   And what's your name?
          Thank you.

Back-up prompts

B   Candidate B, what's your surname? | How do you write your family
        How do you spell it? | / second name?

        Thank you.

A   And, Candidate A, what's your surname? | How do you write your family
        How do you spell it? | / second name?

        Thank you.

(Ask the following questions. Use candidates' names throughout. Ask Candidate A first.)

Where do you live / come from? | Do you live in …?

Adult students
Do you work or are you a student in …? | Have you got a job?
What do you do / study? | What job do you do? / What
                                           | subject(s) do you study?

School-age students
Do you study English at school? | Do you have English
Do you like it? | lessons?

Thank you.

(Repeat for Candidate B.)

Source: PET Exam. CUP (2017)

Phase 2
Interlocutor

(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

Back-up prompts

Do you enjoy studying English? Why (not)?   Do you like studying English?

Do you think that English will be useful for you in the future?   Will you use English in the future?

What did you do yesterday evening / last weekend?   Did you do anything yesterday evening / last weekend? What?

What do you enjoy doing in your free time?   What do you like to do in your free time?

Thank you.

Source: PET Exam. CUP (2017)

Examiner
Say to both candidates:

I'm going to describe a situation to you.

A young man is going to visit a **city** for the **weekend**, but he **doesn't** enjoy **sightseeing**. Talk together about the different things he could do in the city and say which would be most **fun** for him.

Here is a picture with some ideas to help you.

Ask both candidates to look at picture * on page * of the Student's Book and repeat the frame.
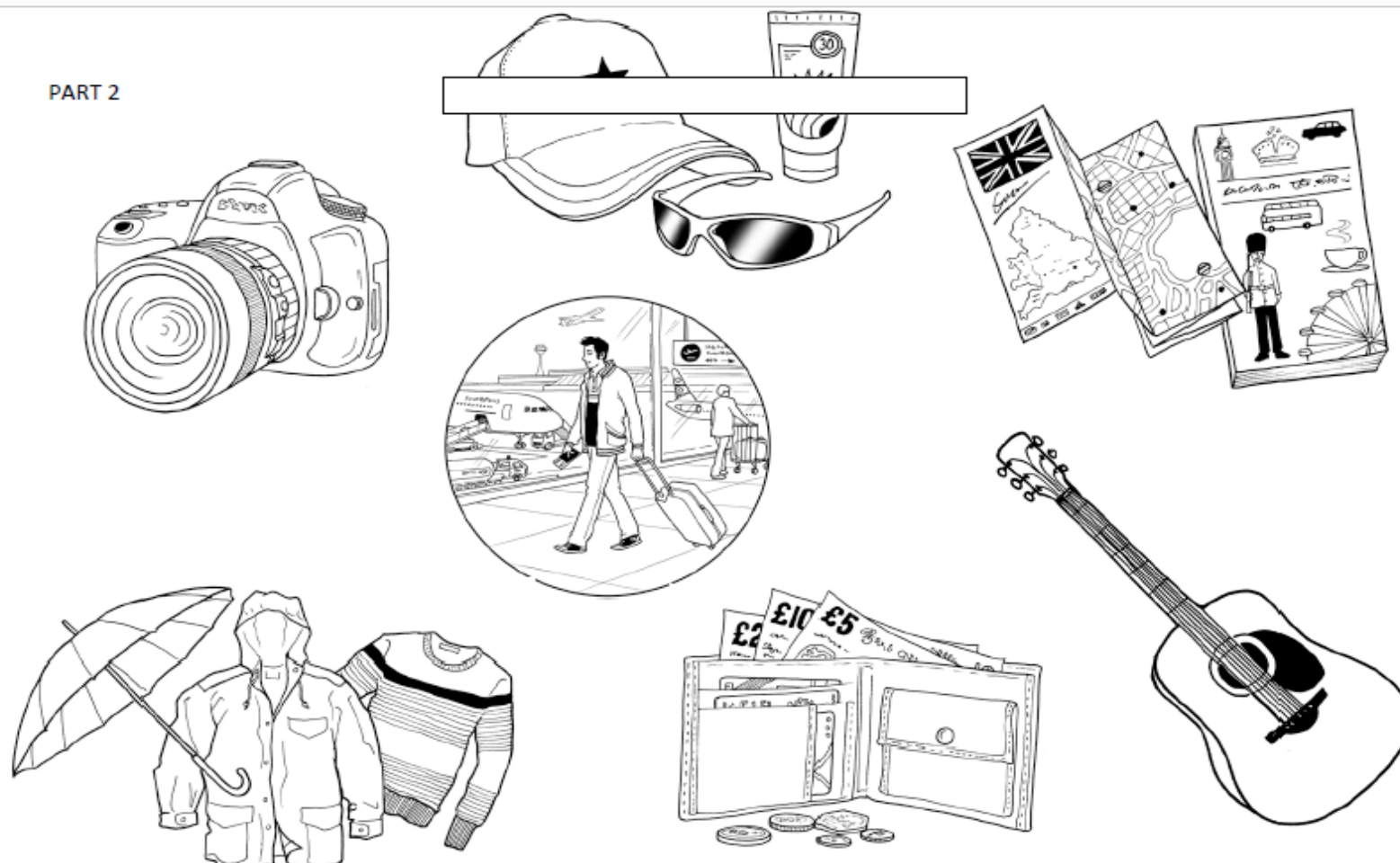
I'll say that again.

A young man is going to visit a **city** for the **weekend**, but he **doesn't** enjoy **sightseeing**. Talk together about the different things he could do in the city and say which would be most **fun** for him.

All right? Talk together.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

Source: PET Exam. CUP (2017)

PART 2

Source: PET Exam. CUP (2017)

Speaking Test (Doing things at home)

Part 3 (3 minutes)

Examiner
Say to both candidates:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of **people doing things at home**.

Candidate A, here is your photograph. *(Ask Candidate A to look at photo *B on page * of the Student's Book.)* Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

Candidate A, please tell us what you can see in the photograph.

(Candidate A)

Approximately one minute

If there is a need to intervene, prompts rather than direct questions should be used.

Ask Candidate A to close his / her book.

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate A.

Examiner

Now, Candidate B, here is your photograph. It also shows **people doing things at home**. *(Ask Candidate B to look at photo *C on page * of the Student's Book.)* Please show it to Candidate A and tell us what you can see in the photograph.

(Candidate B)

Approximately one minute

Ask the candidates to close their books before moving to Part 4.

Part 4 (3 minutes)

Examiner
Say to both candidates:

Your photographs showed **people doing things at home**. Now I'd like you to talk together about the things **you have to** do at home and the things you **like** doing at home.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

Thank you. That's the end of the test.

Back-up Prompts

1. Talk about the things **you have to** do at home.
2. Talk about the things you **like** doing at home.
3. Talk about **your favourite room** in your home.
4. Talk about **inviting friends** to your home .

Source: PET Exam. CUP (2017)

155

A

B

Source: PET Exam. CUP (2017)

ASSESSING SPEAKING PERFORMANCE -RUBRIC – CAMBRIDGE UNIVERTSITY PRESS 2012

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	Performance shares features of Bands 1 and 3.			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	Performance below Band 1.			

As you look through the scales, it may help to highlight words which make one band different from another.

For example, under Grammar and Vocabulary, the basic wording of the first half of the descriptor at Band 3 has the same focus as at Band 1; control of simple grammatical forms. However, at band 3 'a good degree of control' replaces 'sufficient control'– *Shows a good degree of control of simple grammatical forms.* Band 5 has an additional element relating to the range of forms used: … *and attempts some complex grammatical forms.*

Don't worry if a lot of the terms used in the scales are new to you – in the Handbook for Teachers you will find a Glossary of Terms for Speaking.

Although all four analytical criteria are assessed across the whole test, Part 3 (the long turn) is the main opportunity for examiners to assess Discourse Management in extended speech, and Part 2 and Part 4 allow a focus on a range of elements covered by Interactive Communication.

How can I use the Assessment Scales with students?

You could:

1. Refer to the scales as you observe students carrying out a *Cambridge English: Preliminary* speaking task.
2. Note down examples of performance in terms of the listed criteria.
3. Give students feedback on their strengths and weaknesses.
4. Think about whether your students are ready for the exam and how they could improve.

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English

Assessing Speaking Performance – Level B1

Cambridge English: Preliminary (LEVEL B1) SPEAKING
GRAMMAR & VOCABULARY

Name of student

Does the speaker use simple grammatical forms with control?

Good	Not so good

Does the speaker attempt to use complex grammatical forms?

Good	Not so good

Does the speaker use a range of appropriate vocabulary to talk about familiar topics?

Good	Not so good

Comments

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Page 5 of 10

Cambridge English

Assessing Speaking Performance – Level B1

Name of student

Are the answers of an appropriate length for the task? Is there much hesitation?

Good	Not so good

Are the contributions relevant? Is there much repetition of ideas?

Good	Not so good

Does the speaker organise their contributions and use cohesive devices? Is there a range?

Good	Not so good

Comments

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English

Assessing Speaking Performance – Level B1

Cambridge English: Preliminary (LEVEL B1) SPEAKING
PRONUNCIATION

Name of student

Are the answers clear? Can the speaker be generally understood?	
Good	Not so good

Is the speaker's intonation generally appropriate?	
Good	Not so good

Does the speaker use sentence stress generally correctly? Is word stress correct?	
Good	Not so good

Are individual sounds generally clear? Are they correctly produced?	
Good	Not so good

Comments

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English

Assessing Speaking Performance – Level B1

Cambridge English: Preliminary (LEVEL B1) SPEAKING
INTERACTIVE COMMUNICATION

Name of student

Does the speaker start discussions? Does the speaker introduce new ideas?

Good	Not so good

Does the speaker react appropriately to what the interlocutor or other candidate says?

Good	Not so good

Does the speaker keep the interaction going? Does the speaker say more than the minimum? Does the speaker involve the other candidate?

Good	Not so good

Does the speaker try to move the interaction in an appropriate direction? ('develop the interaction and negotiate towards an outcome') Does the speaker need support?

Good	Not so good

Comments

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

ANNEX 4: TASK-BASED LEARNING LESSON PLAN OUTLINE

A FRAMEWORK FOR TASK-BASED LEARNING

Outline 2
A sea journey

> The aim of this lesson outline is to illustrate the first lesson in a series based on a new topic. The pre-task phase will therefore be longer than usual, introducing topic lexis by various means including teacher anecdote and the use of a recording (see Chapters 2 and 3).

Class and course background

Intermediate/upper intermediate multi-lingual learners, mixed level, mixed ability, ages from 16 upwards. Part-time class, two two-hour lessons a week. They are beginning a textbook unit on sea journeys, which contains around five tasks, leading into a short story.

Starting lesson

Announce new topic. Relate this to textbook unit.
Give overview of work for next two weeks, e.g. *By the end of this you'll have talked and written about different aspects of journeys by boat, and read a short story about a sea journey.* Ask them to bring to class anything they like that is linked to the theme. Remind them main language features will be summarised at the end of each week.

This lesson they'll be hearing a recording about a sea journey, then doing a similar task – sharing their experiences of sea travel or boats. Language focus: studying useful phrases and features of spontaneous English and comparing these with planned English.

Pre-task
(15–20 min)

Aim: To introduce topic of sea journeys, and give class exposure to topic-related talk, to activate and highlight useful words and phrases.
Starting points: three pictures of ships – big and small on rough and calm seas; teacher's personal experience.

1 Talk about pictures one by one while putting them up on wall. Ask questions to assess class experience of topic, e.g. *Have any of you travelled by boat?/seen any TV programmes, films about sea travel?* Let class indicate their experience very briefly. (I'd tell them about my first experience in a small boat when the sea got really rough.)

2 Brainstorm with class on words and phrases. Organise on board as a mind map words about sea, boats, people, feelings, attitudes to sea journeys/being in boats.
Bring theme round to *Are you a good traveller?* (and what this means, i.e. *Do you get travel-sick on buses, in cars? or sea-sick?*). Add other vital topic words that will come in the recording (see transcript below).

3 Announce recording of Rachel telling Chris about a sea journey. (Ss know her already from earlier recordings.) Write up alternatives to help them listen: *alone or with family? big or small boat? calm or rough sea? pleasant or unpleasant experience?*
Play recording two or three times – 1) for gist (select words from board), 2) for words and phrases they notice (add to board if useful), 3) if they want to hear it again.

Chris: *Are you a good sailor? Have you ever been seasick?*
Rachel: *Yeah I have been seasick, once. But I haven't sailed very much. Except in a–*

(Willis, 1996: 159)

	Chris: *Was that on a long journey?*
	Rachel: *Yeah. In fact I'm quite a good traveller normally. But this was erm – er – not on a long journey, no. It was about twenty miles. And erm, coming – on the way back, it was a very small boat, and it was very hot, and me and the rest of my family were on this very – in the inside of the boat. And it was just like being in a – on a cork, carried by the water. And my brother started first, and then it just sort of spread like the plague.*
	Chris: *Oh terrible.*
	Rachel: *It was ghastly.*

Collins Cobuild English Course Level 3, Unit 20, p. 138T

4 Let them read task instructions from textbook. Give them two minutes' thinking time.

Task cycle	**Task (3–4 min)**
	Ss do task in twos, then combine with another pair to re-tell their stories and compare their experiences. What did their stories have in common? Were any like Rachel's? Any groups that finish quickly can write down points they had in common.
	Planning (5–10 min)
	Each group of four selects two stories to present to the class.
	Divide into pairs to rehearse them. Go round, helping if needed, and nominate spokespersons. Note down language points for highlighting later, such as any useful phrases that ss use.
Language focus (15–20 min)	1 Dictate/write on board five good phrases from stories ss told in task cycle. Write up five corrected phrases/sentences with a word that caused problems missing for ss to discuss their meaning and complete them.
	2 Based on transcript of Rachel's story. Ss read and circle useful words and phrases. Discuss which of these are typical of spoken language, and which of planned, or written language (see page 32 for typical spoken phrases).
	3 Hand out version of planned story. Ask ss to discuss how this differs from the spoken transcript. Then they can underline all past tense verb forms. Rachel: *I'm quite a good sailor normally. But this time, I was with my family and we were on a very small boat and it was like being on a cork on the water. We were all sitting inside the cabin and it was really hot. My brother started being seasick first and then it just spread like the plague. It was ghastly*
	4 Ss write down other language features from lesson that they want to remember.

(Willis, 1996: 160)

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