



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**MODALIDAD PRESENCIAL**

**Proyecto de Trabajo de Graduación o Titulación previo obtención del Título de  
Licenciado/a en Pedagogía del Idioma Ingles**

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TOPIC: "TASK-BASED LANGUAGE TEACHING AND THE WRITING SKILL"

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Ambato - Ecuador

2021

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## **Dedication**

To my mommy in heaven.

**Santiago**

## Acknowledgments

To my mom, who taught me never give up, no matter what happened. For being my support all of these years, and she guided me to choose this beautiful profession. Where you are, this degree is for you.

To God, because without him I have never learned anything. "The fear of the Lord is the start of knowledge: but the foolish have no use for wisdom and teaching"  
Proverbs 1:7

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TOPIC: “TASK-BASED LANGUAGE TEACHING AND THE WRITING SKILL”

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**Abstract**

This investigation aimed to determine the effectiveness of using Task-Based Language Teaching approach to develop the writing skill. This was a quasi-experimental study. The sample of this investigation were 39 learners. This research project was developed at Universidad Técnica de Ambato as part of “Pedagogia de los Idiomas Nacionales y Extranjeros” program. The time that this investigation lasted was two weeks with four online sessions via zoom. At the beginning of the experiment, all students took a pre-test to measure their knowledge in writing skill. Then, students were taught by using TBLT. Finally, at the end of the treatment the students took a post-test. To evaluate the students’ writing production a rubric over 15 points was used. The results showed that the implementation of TBLT approach students improved their writing skill.

**Keywords:** Task-Based Language Teaching, approach, writing skill.

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TEMA “TASK-BASED LANGUAGE TEACHING AND THE WRITING SKILL”

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**Resumen**

Esta investigación tuvo como objetivo determinar la efectividad del uso del enfoque de enseñanza del lenguaje basado en tareas para desarrollar la habilidad de escritura. Este fue un estudio cuasi-experimental. La muestra de esta investigación fue de 39 estudiantes. Este proyecto de investigación fue desarrollado en la Universidad Técnica de Ambato como parte del programa “Pedagogía de los Idiomas Nacionales y Extranjeros”. El tiempo que duró esta investigación fue de dos semanas con cuatro sesiones online vía zoom. Al comienzo del experimento, todos los estudiantes tomaron una prueba previa para medir su conocimiento en la habilidad de escritura. Luego, a los estudiantes se les enseñó mediante el uso de TBLT. Finalmente, al finalizar el tratamiento los alumnos realizaron una prueba posterior. Para evaluar la producción escrita de los estudiantes se utilizó una rúbrica de más de 15 puntos. Los resultados mostraron que la implementación del enfoque TBLT de los estudiantes mejoró sus habilidades de escritura.

**Palabras clave:** Enseñanza de idiomas basada en tareas, enfoque, habilidad de escritura

## **CHAPTER I**

### **THEORETICAL FRAMEWORK**

#### **1.1 Investigative backgrounds**

This study investigates the use of Task-Based Language Teaching (TBLT) approach to increase the ability to write in students. This approach focuses in the application of different tasks during the planning. TBLT permits that students practices a foreign language through tasks practiced in groups. TBLT focuses on process rather than product because tasks can provide the input and the output that learners need to acquire a foreign language. Moreover, different type of tasks are designed to engage the learning of particular language use (M. H. Long & Crookes, 1991). Moore (2018) defines TBLT as an approach to language teaching by emphasizing the use of tasks, where communication is characterized as a vehicle of knowledge transference in language learning. This section shows previous studies related to Task-Based Language Teaching and THE writing skill.

Rashid (2017) studied the effectiveness of TBLT in improving the level of students' narrative writing skills. There were two research questions and were aimed to know: How effective was Task-Based Language Teaching in improving narrative writing skills? And What were the learners' perceptions of TBLT in literature? Regarding the methodology, this study was carried out by an experimental research design. The population consisted of 122 students while sample of this research was made of 60 students (male and female). The sample was divided into two groups control and experimental group. The experiment was applied for 20 days using Task-Based Language Teaching, treatment was divided into 12 experimental tasks. The data was collected using following instruments: pre-test, post-test, and questionnaire. The pre-test and post-test were applied to participants at the beginning and the end of the treatment. The data were analyzed using a statistical T-test to know the improvement of both groups. Findings revealed a significant improvement in narrative writing skill level within the experimental group rather than the control group. These results prove that TBLT can be taken as a positive and alternative methodology because it allows students to increase their writing ability

Riyana Sari, Komang Tantra and Hery Santosa (2018) conducted a research study whose main objective was to investigate the effects of communicative approaches with Task-Based Language Teaching on students' writing competency. This investigation was led by experimental design. Population included 232 students and 60 students were selected as a sample. Pre-test, post-test, and writing rubric were the instruments selected to collect data in this study his study. The criteria of the writing rubric included seven elements: diction, grammar, mechanics, development, and arrangement. This study was conducted in two sessions. The collected data was analyzed by using a statistical software called Anova. Results proved that TBLT allowed learners increase their writing skill by using different tasks.

Akil, Jafar and Halim (2018) led an investigation whose main objective was to find students' responses towards the implementation of TBLT to improve their writing performance. This research was conducted by a case study approach. The sample was made of 29 students from Tourism Polytechnic of Makassar. To collect data, the researcher utilized three methods; observation, questionnaire, and documentation. Likert scale was used to analyze the data from the questionnaire and the criteria of this instrument was divided in five components: 1=very disagree, 2=disagree, 3=fair, 4=agree and 5=very agree. Findings showed that students responded appropriately to the implementation of TBLT since they improved their writing performance. Based on these results, the researchers suggested the use of TBLT because it gave some opportunities to improve written production.

Liu (2018) developed an investigation to prove if TBLT improved students' writing level in Taishan Japanese college. The sample of this research was 80 students that were divided into two groups. The two groups were tested applying two different teaching methods. The experimental procedure was divided into three stages; pre-writing stage, writing stage, and modification stage. The experiment lasted one month. After a treatment, all the students were asked to write an essay from CET4 (College English Test). The data collected before and after the treatment was analyzed by applying the statistical T-test student. Findings showed that students' writing skills were consolidated more than reading, speaking and listening skills. Results suggests the use of TBLT because it encourages students' participation and improves students' writing ability by doing a series of tasks.

Derakhshan (2018) studied the effects of summary (SW), picture (PW) and topic writing (TW) tasks on accuracy in EFL learners' writing performance. The sample was taken randomly and made up of 43 students (10 males and 33 females). Then, the participants were divided into three groups according to the writing tasks SW, PW and TW. Topic writing activities required students to write an essay per session allowing them to organize their ideas. Picture writing activities required students to look at some prompts and write an essay according to what they saw. Finally, in the summary writing activities, students had to recreate a text that they have read. This research was developed in six sessions of 60 minutes and participants received the instruction twice a week. The coursebook "Improve your IELTS Skill" was taken as instructional material, whereas Oxford Quick Placement Test (OQPT) developed by Cambridge ESOL and Oxford University Press was taken as an instrument to measure learners' writing ability. Students were then asked to write an argumentative essay (250 words). The statistical ANOVA was used to analyze the data collected. Results showed that students had a better performance on developing writing activities by using the TBLT approach in comparison with conventional approaches. These results support that TBLT is an innovative approach to teach writing because it allows students to increase their writing skills.

Kafipour, Mahmoudi and Khojasteh (2018) conducted a study whose main objective was to examine different effects that TBI produces on learners' writing skill. Two research questions in this investigation helped to researcher to know: if TBLT could improve analytic writing skills rather than traditional methods and if TBLT could improve on students writing competence focusing on content, organization, vocabulary, and language use. This study used a quantitative method with an experimental design. Participants were 69 Iranian students that were selected randomly and divided into a control and experimental group. The participants' ages were 15-20 years old. Students from the experimental group was taught by using TBLT approach while the control group was taught a traditional approach. TBLT techniques while the control group developed writing skills using traditional exercises. To start the experiment, the experimental and the control group were tested with a pre-test. During the treatment the researchers applied three different phases called pre, post-task and the task cycle. All of them are part of TBLT cycle. The researcher presented a topic and students brainstormed some ideas. The task cycle consisted of three stages: task, planning, and report. During the first stage, students worked in pairs and organized their ideas about the topic presented. In the

planning stage, learners checked and rewrote their writing productions. Finally, in report stage, students read their written work in front of the class. After that, in the post-task phase, the researcher taught about writing organization focusing on the cohesive devices. To conduct this investigation 16 sessions were required and each one lasted 90 minutes. The instruments used to conduct this research was a placement test (Oxford Quick Placement Test). Also, the researchers took two writing tests from the TOEFL writing section as pre-test and post-test. To analyze students' writing production, an analytic rubric of over 100 points was used. The content of the rubric was as follows: content (30), organization (20), vocabulary (20), language use (25) and mechanics (5). The collected data was analyzed and codified by statistical software SPSS and to answer the research questions the researchers used descriptive and inferential statistics. Results obtained showed that there were significant improvements in writing competency when learners were exposed TBLT approach. Findings proved that TBLT could engage students on writing competence than learners who practiced writing skills using traditional approaches.

Milarisa (2019) led an investigation in which objective was to know the effectiveness of TBLT on students' writing achievement at STIE. This was a quantitative investigation with an experimental design. The sample consisted of 33 students, including 15 males and 18 females. This sample was divided into two groups that were experimental and control group. The criteria to select this sample was students whose writing skills were low. To examine the learners' writing skill, a pre-test was conducted in which participants were asked to produce a narrative text in 90 minutes. The researcher developed a treatment in two meetings focusing on teaching writing by using TBLT. During the treatment, the investigator taught how to write narrative text by using TBLT. Then, the sample was divided into small groups. Finally, after the experiment the researcher conducted a post-test to measure learners' aptitudes. To analyze data collected the statistical software SPSS was used. Results showed that there was a positive effect on teaching writing narrative text by using TBLT. Therefore, the researcher recommends to use this approach in teaching narrative texts because it encourages students to develop writing skills especially when they write personal texts.

Gonzalez and Pinzon (2019) led an investigation whose main objective was to determine the effect of TBLT using different strategies on learners' writing skills. This study was conducted by using an action research method. This research was applied to 36 students

as a sample, 12 boys and 24 girls whose ages ranged between 12 and 16. Three stages were designed to develop this study diagnostic, action, and evaluation. In the diagnostic stage, students were tested on their writing competency. Then, during the action stage, the researchers developed six workshops based on the TBLT which the aim was the use of tasks. Along six workshops, different writing strategies were used such as: brainstorming, listing, classifying words, and questioning. The instruments used during this investigation were teachers' and students' questionnaires, a pre-test, a journal, and post-test. Based on findings, the researchers reported that TBLT improved learners' writing skills since they were able to increase their confidence at the moment of writing personal texts. Also, students achieved better results in their written performance because they reduced grammar mistakes, increased their vocabulary and improved the syntax of language.

Latifa (2020) conducted a research study whose main objective was to engage students in writing activities by using the Task-Based Learning approach by using a qualitative method. The population was all the students in Senior High schools in Indonesia. The participants of this investigation were 26 students. During the treatment, the class was divided into 4 groups consisting of 4-6 students to develop one task. The task was separated into four activities. There was one material source in the task. First activity resulted in students being asked to write some ideas from the source. In the second activity, students made a brainstorm with different ideas relating to the same source. The third activity incorporated students to make a list of the difficult words that they found in the material and established the meaning in their mother tongue. Finally, in the last activity students had to describe a picture by writing a paragraph. The instruments to administer this investigation were a writing task and an observation sheet. The observation sheet was developed to gather data from students' perceptions about the use of TBT. The data collected from the observation sheet was analyzed by using assessment score with a rating scale. This scale consisted of three categories: less, enough and good. Results showed that Task-based Learning Approach engaged students in writing activities proving that students who are instructed to use this method have a good development on their writing skills.

Yousif (2020) aimed to evaluate the impact of Task-Based Language Teaching on English Foreign Language (EFL) students' writing and reading performance. This investigation was conducted by using qualitative research. The sample of this study was 50 learners from Sudan University. Participants' ages ranged between 18 to 21 years old and they were selected randomly to avoid bias. To collect data two instruments were applied, feedback forms and face-to-face interviews. During the feedback, learners checked out and corrected their mistakes. The face-to-face interviews helped to gather information about students' difficulties in writing paragraphs. During the experiment learners developed some tasks: matching, comparing, sharing experiences, itemizing, and problem-cracking. To analyze the data collected the investigator applied grounded theory. Finally, results of this study revealed that using TBLT had a positive impact on EFL learners' writing and reading tasks. Additionally, findings suggested that teachers should apply this approach by using different strategies because it helped increase students' knowledge.

In another investigation, Ji and Pham (2020) aimed to implement TBLT to teach grammar in English classes. This research deployed mixed-method and it was conducted in English foreign language learning in China. This study targeted to answer two research questions: what were the differences between TBLT and traditional teaching and how TBLT could promote grammar in English classes. The sample of this study was 122 students who were divided into two classes, each one with 61 learners. The treatment was administrated into 3 cycles using TBLT to teach grammar. The instruments used were questionnaires and interviews. Questionnaires were applied to all learners while interviews to 10 learners. Each interview was led after each cycle to explore students' perceptions of learning grammar with TBLT. The statistical T-test student was applied to compare learners' results before and after the treatment. Findings showed that Task-Based Language Teaching had an important effect in students. At the end, findings proved that TBLT could be adapted to different contexts and ages with excellent results.

Pham and Do (2021) conducted a research study whose main objective was to investigate the impact of TBI on learners' grammatical performances in writing and speaking skills. This was quasi-experimental research in which the participants were 59 students from Van Lang University in Ho Chi Minh City. They were divided into two groups 30 to experimental group and 29 to the control group. The age of the participants ranged from 19-20 years old. Both groups were pre-tested and post-tested. The experimental group learned grammar using the Task-Based Instruction approach, while the control group was taught using PPP (presentation-practice-production) instruction. The Cambridge Key English Test was taken as an instrument to conduct this investigation. Also, interviews were used to collect qualitative data after each session. Twenty students, ten for each group were selected for the interviews. They were graded using a rubric that was adapted from the A2 teachers' handbook of Cambridge English Qualifications to collect quantitative data. This study lasted for eight weeks. Findings indicated that Task-Based Instruction had a great impact on learner's writing performance. The researchers recommend applying the TBI model because it creates many opportunities for learners to practice writing skills in foreign language classroom.

In summary, all the studies mentioned before have been arranged chronologically to demonstrated the effectiveness of use Task-Based Language Teaching approach in order to increase the writing skill. It is important to mention that over the years' different materials have been used but communication as the core of this approach has been maintained. In addition, most of these investigations recommend the use of TBLT to develop writing skill students. The majority of these research had the similar population, sample, age and English level to this investigation. However, this research is different from the studies mentioned before, because this research project was applied by using virtual mode due to the pandemic situation COVID-19.

## **Theoretical framework**

### **Teaching**

Teaching is considered as an intimate interaction among teachers and students which affect some changes in the participants. According to Kumar (2012) teaching involves some activities or actions which allow learning on students. In other words, Kumar takes the position in which students play the central role in the classroom whereas teachers' roles are limited to create, organize and select the best situations for learning purposes. Moreover, teaching is an organizational process that consists of four phases: curriculum, planning, instruction, and evaluation (Hough, John Burr and Duncan, 1970).

In addition, teaching is a set of events that are part of social and cultural processes. Good teaching should be planned and it should let people learn something about world issues, as well as human values in order to produce a change in society. Communication plays an important role in teaching because when people interact with each other, they enhance their possibilities to grasp something they cannot understand by themselves.

### **Teaching methods and approaches**

Approaches are systematic guides loaded with ideology, which guide teaching practices, determine their purposes, ideas and activities, establishing generalizations and guidelines that are considered optimal for their proper development. There is not just one approach, but many, since each of them is based on a certain conception of how it should be taught according to the personal characteristics and learning styles that students understand and their ways of interacting with the teacher (Richards & Rodgers, 2002a).

A method is the way of putting the approach into practice. The teaching method makes it possible to develop student learning by integrating principles, practices and forms of assessment. Moreover, the teaching method is directly related to a certain educational style, which is put into practice in a way that is consistent with the approach.

## **Task-Based Language Teaching**

Task-Based Language Teaching is considered part of current communicate approaches because it allows learners to practice the target language using authentic material. Moreover, TBLT is an approach in which the use of tasks is considered as a vehicle of language transportation, planning, and instruction (Richards & Rodgers, 2002b). This approach focuses on process rather than product by allowing students to use authentic language. According to Nunan (1989) TBLT has the following principles and strengths: learning emphasizes communication using the target language, it introduces authentic material based on different learning situations, students focus also on the learning process not only in the use of language. Furthermore, the meaning of task is an important feature of TBLT approach. Tasks according to pedagogical perspectives are activities that students do in a classroom rather than outside. Long (2015) defines tasks in TBLT as real-world activities that people do in their daily routines such as reading a newspaper, brushing their teeth, or responding to e-mail.

### **Theory of language and learning in TBLT**

#### **Theory of language**

To begin, it is important to mention TBLT focuses more on theory of learning, rather than theory of language. However, there are some assumptions about the nature of language of TBLT. The first one expresses that language is used as a vehicle to make meaning. As other communicative approaches, Task-Based Language Teaching focuses its attention in language use. The second belief establishes that lexis is central in language use and language learning. Lexis plays an important role in the development of foreign language learning.

According to Spratt, Pulverness and Williams (2011) lexis or vocabulary refers to a single or ensemble of words with a specific meaning. Vocabulary does not only refer to single words but it also includes collocations, lexical phrases and sentences. Finally, the third premise claims that conversation is the keystone of language acquisition. Conversation practice with others through spoken language enable language learners to incorporate their acquired knowledge to produce oral communication. This is called learning by doing, which is why the majority of tasks in TBLT focus on conversation.

## **Theory of learning**

TBLT shares the same assumptions with Communicative Language Teaching (CLT) about the nature of language learning. However, there are three beliefs which play an important role in this approach. The first one establishes that tasks provide both the input and output necessary for language acquisition. Swain (1985) states that tasks give learners some opportunities to acquire vocabulary which is why they are important in the language learning process. The second one claims that motivation should be achieved through task accomplishment. Motivation is part of our feelings and thoughts that drives us to achieve a certain goal and it is a key factor in the learning process (Spratt et al., 2011).

Furthermore, tasks promote students' learning because learners can use an authentic and inclusive language among them, involving in a real conversation encouraging different communication styles (Richards & Rodgers, 2002b). Finally, the third one states that learning difficulty can be adapted and negotiated for specific pedagogical purposes. Tasks can be modified according to students' needs to enable the use and learning of a foreign language. Long and Crookes (1991) express that in selecting and designing tasks there is a relationship between cognitive processes and focus on form. In other words, if the tasks are too difficult, fluency could be developed at the expense of accuracy which is why cognitively demanding tasks reduce the amount of attention the learner.

## **Objectives**

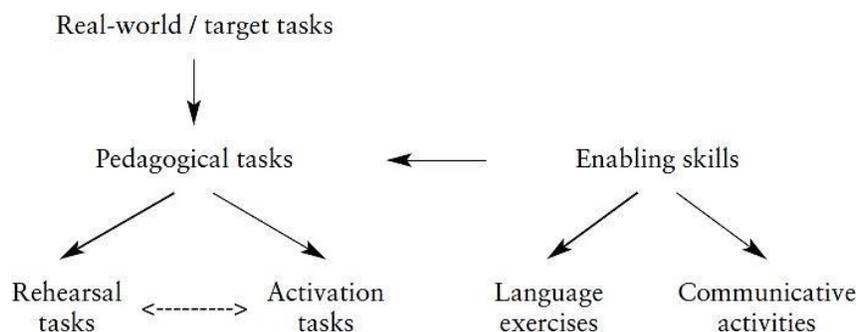
As the same as communicative language teaching approaches, TBLT objectives are determined according to students' needs. To select tasks the teacher must analyze carefully situations, product, stimulus, and cognitive process. This approach also seeks to facilitate language learning by engaging students in different activities that have an established goal. It permits students to develop their confidence through spontaneous interactions.

## **The syllabus**

The Task-Based Language Teaching syllabus is based on two types of tasks: real-world task and pedagogical task (Nunan, 1989). Real-world exercises refer to activities in which students practice tasks that are found important and useful in the real world using actual language for example, "giving directions". Pedagogical tasks are activities which are

carried out as the result of understanding language. In addition, these tasks involve learners in producing the target language focusing their attention on conveying meaning rather than manipulating form.

**Figure 1: Types of task**



*Source: Task-Based Language Teaching*  
*Author: Nunan (1989)*

**Table 1: Tasks types**

<b>Task type</b>	<b>Example</b>
1. <b>Diagrams and formations</b>	Naming parts of a diagram with numbers and letters of the alphabet as instructed.
2. <b>Drawing</b>	Drawing geometrical figures/ formations from sets of verbal instructions
3. <b>Clock faces</b>	Positioning hands on a clock to show a given time
4. <b>Monthly calendar</b>	Calculating duration in days and weeks in the context of travel, leave, and so on
5. <b>Maps</b>	Constructing a floor plan of a house from a description
6. <b>School timetables</b>	Constructing timetables for teachers of particular subjects
7. <b>Programs and itineraries</b>	Constructing timetables for teachers

	of particular subjects
8. <b>Train timetables</b>	Selecting trains appropriate to given needs
9. <b>Age and year of birth</b>	Working out year of birth from age
10. <b>Money</b>	Deciding on quantities to be bought given the money available

*Source: Approaches and Methods in Language Teaching  
Authors: Richards & Rodgers (2002a)*

## Teaching activities

Yuan and Willis (1999) suggest six types of tasks based on the premise of traditional knowledge hierarchies.

1. **Listing:** this activity consists on make a list, places, actions, things and so on.
2. **Ordering and sorting:** these tasks refer to classify items in different ways.
3. **Comparing:** here student compares two similar texts or pictures whit another classmate.
4. **Problem solving:** it is a tasks in which students have to recognize a problem and analyze in order to propose a solution.
5. **Sharing personal experiences:** in this activity students have to recount their personal experiences. This activity gives students the opportunity to speak for longer time.
6. **Creative task:** it refers to whatever activity that facilitate comprehension and change.

On the other hand, Pica, Kanagy and Falodun (2009) classify five tasks according to interaction that occurs in task achievement.

1. **Jigsaw tasks:** these activities require students to depend on each other, learners combine information to form a whole.
2. **Gap information tasks:** in these tasks students require missing information to complete the activity, it increase communicative competency on learners.
3. **Problem-solving tasks:** students recognize the problem, analyze it and to propose a solution.
4. **Decision-making tasks:** here students are given one problem and they have to choose just one solution from the different outcomes.

5. **Opinion exchange tasks:** students exchange their ideas in discussion.

As you can see all of them are activities in which communicative competency is the primary tool to be achieved. These tasks develop students' confidence.

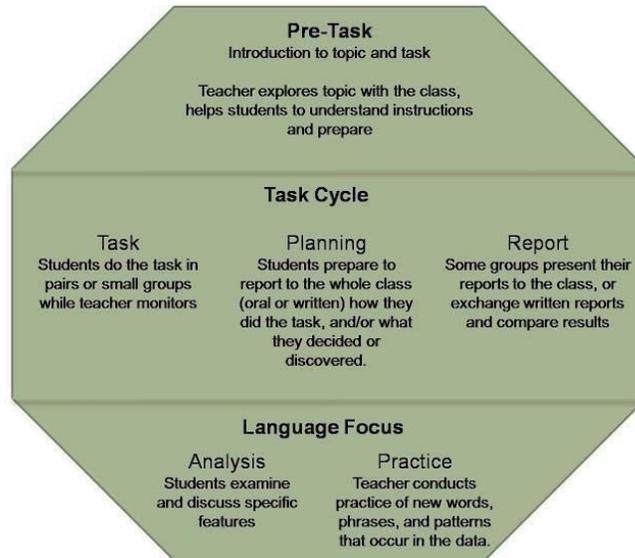
### **Teachers and learners' roles**

The central role of the teacher in TBLT is selector and sequencer of tasks. Teachers have to select, adapt and create tasks by themselves and then forming these into a sequence based on learners' needs, language level and interest. The second role of teachers in TBLT is preparing learners for tasks. Learners should not go into the tasks without any instruction, the teacher has to introduce, clarify, and help student to understand and facilitate the tasks accomplishment.

On the other hand, some of the primary roles of students in TBLT. The first one monitor expresses that in this approach tasks are not use by themselves but as a means to facilitate language learning process. Activities should be designed to give students the opportunity to awareness how to use language in communication which is why learners need to pay attention not only task's message, but also how it is presented. The second one is risk-taker and innovator in which students have to create and interpreter tasks' messages for which they do not have enough linguistic resources and prior experience. The last one is group participant in which students must work in pair or groups. May require an adaptation for students customary to work in whole class

## Procedure

**Figure 2:** TBLT cycle



*Source: A flexible framework for Task-Based Learning.*

*Authors: Yuan and Willis (1999)*

Pre-task: The teacher introduces the topic and task. The teacher gives students an explanation about theme and objectives of the tasks through brainstorming talking about personal experiences or describing a picture.

Task cycle is divided into three stages: task, planning and report.

- **Task:** here the student develops the activity in pair or groups while teacher walks around the class and monitor the development of the task giving a support and answering students' questions.
- **Planning:** preparing for the following stage for when students are asked to report what they have done. The teacher would go around giving suggestions. If the students want to report using written production peer editing is recommendable. This stage focuses on accuracy.
- **Report:** students report what they did to whole class while the rest of the class pays attention and compare their findings.

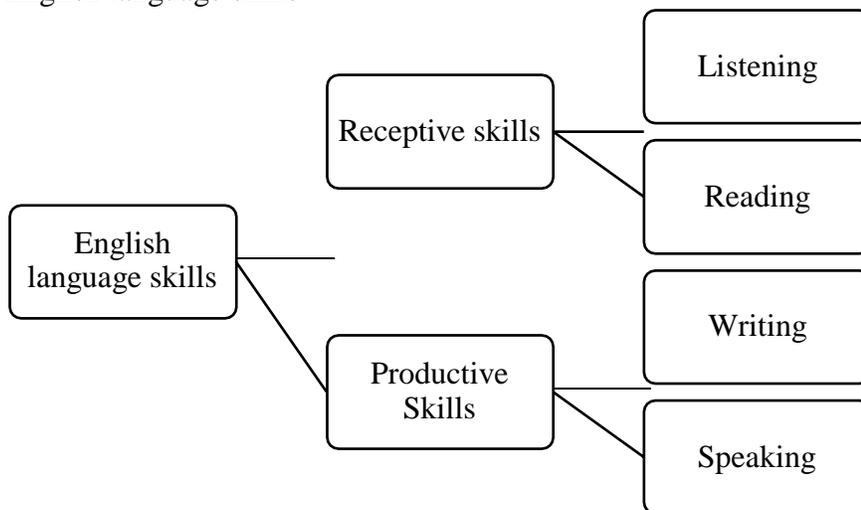
Language focus stage is divided into two stage: analysis and practice

- **Analysis:** students discuss about specific characteristics of the task.
- **Practice:** the teacher manages some practices activities based on the previous language analysis. These activities would be repetition, sentence completion, jumbled, and so on.

### English language skills.

Language is considered as an essential skill because its objective is communication. Language skills also refer to ability to write, speak, read and listen without much difficulty to produce them. Each language skill has the same opportunities to be developed for different purposes such as communication (Teichroew, 1982).

**Figure 3:** English language skills



*Source: Receptive versus productive vocabulary*  
*Author: Teichroew (1982)*

## **Productive skills**

In language teaching it usually talks about the four language skills: reading, listening, writing and speaking. To be a competent speaker we have to consider all of these skills and develop them without lots of mistakes. Previous figure 3 shows that language skills are divided into two parts: productive skill and receptive skills. Receptive skills mean that someone does not have to produce language while productive skills refer to someone who have to produce language spoken or written. Productive skills play an important role because they are used in different areas such as education and work (Spratt et al., 2011). These two skills are writing and speaking.

### **Writing skill**

Writing skill is considered as a productive or active skill that takes place in various environments using different tools to communicate a message by signs. Writing gives more opportunities to think and to organize ideas before to express the message. It is important to mention a distinction between writing-for-learning and writing-for-writing. The first one allows students to practice and work the language previously learned. For example, the teacher would ask students to write five sentences using same structure with different vocabulary. On the other hand, writing-for-writing focuses on increase the ability to write whatever may be the purpose. Activities as e-mail, essays, or letter give learners an opportunity to become better writers (Harmer, 2010).

### **Writing process**

Harmer (2010) mentions that teachers have to involve students in writing process: planning, drafting, reviewing and editing. The first one gives students the chance to organize their ideas and line up the way they present information. The second one helps learners clarify and modify their initial plans. It aids them to organize the content into a better sequence. The third one allows students check what they have written again paying attention on content and organization. Finally, editing involves revise the information emphasizing on coherence and accuracy. Its purpose is give the writer the opportunity that his ideas are presented clearly for the reader. In addition, he claims that these stages should not have a sequential process, because people tend to do all of this process in a chaotic order. For that, it is important that

teachers encourage students to plan, draft, review and edit without taking into account the time. Applying this process will help students to be competent writers in their classes as in their daily life.

### **Types of writing**

There are four different types of writing that a writer can apply which each one has its specific objective. These are: narrative, descriptive, expository and persuasive.

**Narrative:** it focuses on tell a story that would be fictional or real. In this types the author decides the grammatical tense that he/she will use. They would also decide if the story will be developed in chronological order. Another feature of narrative types is that first person is used. Eg: a poem or a novel.

**Descriptive:** its main objective is providing to lecture specific details of an event, a situation or a place. Eg: naturalism texts

**Expository:** in this type of writing the writer's objective is explaining about a theory or hypothesis. The writer does not give his personal opinion. This type of writing has to be well structured in a logical way. for example: journals, history books and so on.

**Persuasive:** the principal feature here is that the writer is trying to convince a reader about their point of view using different arguments. Newspaper opinion columns, review or letter can be part of persuasive writing.

According to Spratt et al (2011) there are different text types that involve some kinds of writing. The text types have different characteristics as: layout which means how a text is organized, register that could be formal or informal based on who we are writing to.

### **Macro and micro skill of writing**

Writing has micro and macro skills. In the micro skills the writer should emphasis on develop specific written forms such as: punctuation, spelling, and typing. On the other hand, in the macro skills learners have to advance in aspects as cover on content and organization. In addition, Brown (2004) arguments that micro skills are related to imitative and intensive types of writing, while macro skills are related to responsive and extensive writing.

**Table 2:** Macro and micro skill of writing

Micro skills	Macro skills
<ul style="list-style-type: none"><li>• Produce grapheme and orthographic patterns of English.</li><li>• Produce writing at an efficient rate of speed to suit the purpose.</li><li>• Produce and acceptable core of words and use appropriate word order patterns.</li><li>• Use acceptable grammatical systems.</li><li>• Express a particular meaning in different grammatical forms.</li><li>• Use cohesive devices in writing discourse.</li></ul>	<ul style="list-style-type: none"><li>• Use the rhetorical forms and conventions of written discourse.</li><li>• Carry our communicative function of written texts.</li><li>• Convent links and connection between events.</li><li>• Distinguish between literal and implied meanings.</li><li>• Carry our culturally specific references in the context of written text.</li><li>• Develop and use of writing strategies</li></ul>

*Source: LANGUAGE ASSESSMENT; Principles and Classroom Practices*  
*Author: Brown (2004)*

### **Criteria to assess writing**

For classroom instruction and evaluation analytic scoring it gives the teacher a holistic view about students' weaknesses and strengths. Analytic scoring is composed for five categories: organization, development of ideas, mechanics, grammar, and style and quality (Brown, 2004).

**Table 3:** A sample of analytic scale for rating composition tasks

	<b>20 – 18</b> <b>Excellent to Good</b>	<b>17 – 15</b> <b>Good to Adequate</b>	<b>14 – 12</b> <b>Adequate to Fair</b>	<b>11 – 6</b> <b>Unacceptable</b> -	<b>5 – 1</b> <b>Not college-level work</b>
<b>I. Organization: Introduction, Body, and Conclusion</b>	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
<b>II. Logical Development of Ideas: Content</b>	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.

<b>III. Grammar</b>	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences.	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
<b>IV. Punctuation, spelling and mechanics</b>	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.
<b>V. Style and quality of expression</b>	Precise vocabulary usage; use of parallel structures; concise; register good.	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.	Some vocabulary misused; lacks awareness of register; may be too wordy.	Poor expression of ideas; problems in vocabulary; lacks variety of structure.	Inappropriate use of vocabulary; no concept of register or sentence variety.

*Source: LANGUAGE ASSESSMENT; Principles and Classroom Practices*  
*Author: Brown (2004)*

## **1.2 Objectives**

### **General objective**

- To investigate the effectiveness of using Task-Based Language Teaching approach to develop the writing skill of students from second semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

### **Specific Objectives**

1. To apply Task-Based Language Teaching approach to improve the writing skill.
2. To examine the level of proficiency students have in English writing.
3. To determine if the use of TBLT activities enhances the writing skill.

## **Chapter II**

### **Methodology**

#### **2.1 Approach**

Quasi-experimental research

Cohen, Manion and Morrison (2007) claim that the main feature of a quasi-experimental research is that the experimental groups are not selected randomly, but established groups. In this case the groups were already selected by the researcher. Hernandez, Collado and Lucio (2013) also expressed that this type of investigation influences in one variable to cause an effect into the another. This investigation focuses on the effect of TBL in writing skill.

#### **2.2 Modality of research**

Field research

Palella and Martins (2010) express that field research consists of collecting data directly from the reality where the events occur, without manipulating or controlling the variables. This investigation was carried out with learners from the second semester of a public university in Ambato.

#### **2.3 Type of research**

Bibliographic or documentary research

Documentary investigation is specified exclusively in the compilation of information in different sources (Palella and Martins, 2010). This research project had information from diverse journals, articles, essays, internet and books that help to support the investigative background. It is important to know about the two variables TBLT and writing skill.

#### **2.4 Procedure**

During the first day of the treatment, the investigator introduced himself. After that, the researcher presented the topic of his study and its objectives. After that, the teacher asked learners to write a brief introduction about themselves using an online tool called Padlet. Finally, the teacher sent a link to enter to Socrative.com to students take a pre-test which lasted 20 minutes.

Link to write a brief learners' introduction in Padlet:

<https://padlet.com/santty9029/trm6cf9u964ri8yq>

Link to take a pre-test in Socrative.com:

<https://b.socrative.com/login/student/>

**Room name:** MOREJON9414

In the second session, the researcher started with an explanation about how to write a good paragraph using Power-Point presentation. This part helped to clarify some terminology such as topic sentence, conjunction, supportive sentence. Then, learners were divided into breakout rooms using zoom. After that, with the groups established students worked on some worksheets. Finally, the investigator with whole class check the answer and clarified any misunderstanding. As a homework students had to watch a video about how to write a letter, an e-mail.

Link Power-Point presentation:

<https://docs.google.com/presentation/d/12lAyxbxzNSxHNGRka0suqqXaaQ32vqys/edit#slide=id.p1>

Links of live worksheets:

<https://es.liveworksheets.com/3-ml167332sy>

<https://es.liveworksheets.com/3-gv167455oh>

<https://es.liveworksheets.com/3-jg274929hp>

<https://es.liveworksheets.com/3-fx167545rf>

Link of video:

[https://www.youtube.com/watch?v=fSHQ-oi3pDc&ab\\_channel=EnglishUnits](https://www.youtube.com/watch?v=fSHQ-oi3pDc&ab_channel=EnglishUnits)

[https://www.youtube.com/watch?v=3CIV82aT2oA&ab\\_channel=AmalMansour](https://www.youtube.com/watch?v=3CIV82aT2oA&ab_channel=AmalMansour)

During the third session the researcher started the class giving feedback about writing a paragraph. This session was similar to the last one. There was one difference, in this session students had to write a letter to a friend telling about their experiences in a restaurant. Finally,

the learners and teacher checked answers from the live worksheets.

Links of live worksheets:

<https://es.liveworksheets.com/3-qg167663jt>

<https://es.liveworksheets.com/3-sc167694vm>

<https://es.liveworksheets.com/3-ep275026bu>

Link to write a letter:

<https://classroom.google.com/c/MzAyNjYxNTQ5Mjk3/a/MzA0NTE0NTgxODQ1/details?hl=es>

In the final session, the teacher and students discussed about previous content learned to clarify any mistake or to solve any doubt. Students took the post-test and it lasted 30 minutes.

Link to take a post-test in Socrative.com:

<https://b.socrative.com/login/student/>

**Room name:** MOREJON9414

## **2.5 Population**

To develop this investigation 39 students were chosen as a sample. They were from a public university in Ambato. Most of them had A1 and A2 English level based on the information from the Common European Framework of Reference. Due to, pandemic situation this investigation was developed in a virtual mode.

## **2.6 Technique**

The survey was one of the techniques used to collect information. This technique is aimed at the qualitative or qualitative method of research. In addition, to collect data the instrument used were pre-test and post-test taken from Preliminary English Test (PET) by Cambridge. It is an international exam targeted at B1 level, so students at this level have a B1 level according to CEFR.

## **2.7 Hypothesis**

H<sub>0</sub>: The application of Task-Based Language Teaching cannot affect in the increase of the writing skill.

H<sub>1</sub>: The application of Task-Based Language Teaching can affect in the increase of the writing skill.

## **2.8 Resources**

### **Instruments**

- A pre-test to examine the level of proficiency, students have in English writing skill. This tool was taken from Cambridge International Assessment. The name of this instrument is Preliminary English (PET). This test allows to measure English language and it is design for people who was B1 level. This instrument was applied to the whole class in the first online session using Socrative platform.
- A post-test to evaluate learners' improvements to compare the results obtained in the pre-test after applying the treatment. In the same way, this instrument was applied using Socrative platform via zoom session.
- Padlet to write a brief introduction about themselves.
- PowerPoint presentation to explain how to write a good paragraph.
- Liveworksheets to improve the writing skill using task group activities.
- A video from You-Tube to explain how to write an email.
- Socrative.com to write the paragraph following all the steps provided by the teacher.
- A rubric over 15 points to grade the students writing productions.
- Zoom to have classes online

## **CHAPTER III**

### **RESULTS AND DISCUSSION**

#### **3.1 Analysis and discussion of the results**

The objective of this chapter is to present the results obtained during the development of this research and the application of the experiment by using TBLT approach. The findings were collected from the pre-test and the post-test. To present the results different tables, figures were created, but also an explanation was written to make the outcomes clearer.

The experiment was carried out with 39 learners from a public university in Ambato. They were taking the subject English 2.

The students' scores on the pre-test and the post-test were analyzed prudently to demonstrate that the experiment using Task-Based Language Teaching approach to produce an effect in the writing skill worked or not.

To evaluate the writing pieces made by learners, a Cambridge rubric over 15 points was taken. This rubric contained the following criteria: content, communicative achievement, organization and language. It is important to mention that to get a score over 10 a rule of 3 was applied.

The scores over 15 and 10 are presented below. Two tables were created, the first one shows the results collected from the pre-test. The second one presents the findings gathered from the post-test using TBLT approach.

**Table 4:** Pre-test results

<b>Researched group</b>	<b>Cambridge score over 15</b>	<b>Score over 10</b>
<b>Learner 1</b>	10.0	6.6
<b>Learner 2</b>	5.0	3.3
<b>Learner 3</b>	9.0	6.0
<b>Learner 4</b>	3.0	2.0
<b>Learner 5</b>	9.0	6.0
<b>Learner 6</b>	9.0	6.0
<b>Learner 7</b>	3.0	2.0
<b>Learner 8</b>	4.0	2.6
<b>Learner 9</b>	9.0	6.0
<b>Learner 10</b>	10.0	6.6
<b>Learner 11</b>	9.0	6.0
<b>Learner 12</b>	5.0	3.3
<b>Learner 13</b>	9.0	6.0
<b>Learner 14</b>	13.0	8.6
<b>Learner 15</b>	11.0	7.3
<b>Learner 16</b>	7.0	4.6
<b>Learner 17</b>	9.0	6.0
<b>Learner 18</b>	14.0	9.3
<b>Learner 19</b>	9.0	6.0
<b>Learner 20</b>	9.0	6.0
<b>Learner 21</b>	10.0	6.6
<b>Learner 22</b>	9.0	6.0
<b>Learner 23</b>	14.0	9.3
<b>Learner 24</b>	14.0	9.3
<b>Learner 25</b>	12.0	8.0
<b>Learner 26</b>	9.0	6.0
<b>Learner 27</b>	10.0	6.6
<b>Learner 28</b>	7.0	4.6
<b>Learner 29</b>	10.0	6.6
<b>Learner 30</b>	10.0	6.6
<b>Learner 31</b>	9.0	6.0
<b>Learner 32</b>	9.0	6.0
<b>Learner 33</b>	13.0	8.6

<b>Learner 34</b>	14.0	9.3
<b>Learner 35</b>	9.0	6.0
<b>Learner 36</b>	10.0	6.6
<b>Learner 37</b>	10.0	6.6
<b>Learner 38</b>	6.0	4.0
<b>Learner 39</b>	5.0	3.3
Average:	<b>9.1</b>	<b>6.0</b>

Source: Pre-test results  
 Author: Morejón, S (2021)

### **Analysis**

Table number 4 shows the results from the application of the pre-test. In addition, the lower average obtained was 2 over 10 points while the highest was 9.3 over 10. The majority of students did some mistakes such as spelling, content and communication. This happened because before applied the treatment they did not know how to write a paragraph and also some of them did not understand the question of the pre-test.

**Table 5:** Post-test results

<b>Researched group</b>	<b>Cambridge score over 15</b>	<b>Score over 10</b>
<b>Learner 1</b>	12.0	8.0
<b>Learner 2</b>	15.0	10.0
<b>Learner 3</b>	13.0	8.6
<b>Learner 4</b>	12.0	8.0
<b>Learner 5</b>	14.0	9.3
<b>Learner 6</b>	13.0	8.6
<b>Learner 7</b>	11.0	7.3
<b>Learner 8</b>	10.0	6.6
<b>Learner 9</b>	14.0	9.3
<b>Learner 10</b>	14.0	9.3
<b>Learner 11</b>	12.0	8.0
<b>Learner 12</b>	11.0	7.3
<b>Learner 13</b>	14.0	9.3
<b>Learner 14</b>	14.0	9.3
<b>Learner 15</b>	13.0	8.6
<b>Learner 16</b>	13.0	8.6
<b>Learner 17</b>	14.0	9.3
<b>Learner 18</b>	13.0	8.6
<b>Learner 19</b>	12.0	8.0
<b>Learner 20</b>	11.0	7.3
<b>Learner 21</b>	10.0	6.6
<b>Learner 22</b>	15.0	10.0
<b>Learner 23</b>	11.0	7.3
<b>Learner 24</b>	10.0	6.6
<b>Learner 25</b>	9.0	6.0
<b>Learner 26</b>	12.0	8.0
<b>Learner 27</b>	9.0	6.0
<b>Learner 28</b>	13.0	8.6
<b>Learner 29</b>	12.0	8.0
<b>Learner 30</b>	12.0	8.0
<b>Learner 31</b>	12.0	8.0
<b>Learner 32</b>	14.0	9.3
<b>Learner 33</b>	12.0	8.0

<b>Learner 34</b>	9.0	6.0
<b>Learner 35</b>	13.0	8.6
<b>Learner 36</b>	10.0	6.6
<b>Learner 37</b>	11.0	7.3
<b>Learner 38</b>	12.0	8.0
<b>Learner 39</b>	12.0	8.0
Average:	<b>12.12</b>	<b>8.0</b>

Source: Post-test results  
 Author: Morejón, S (2021)

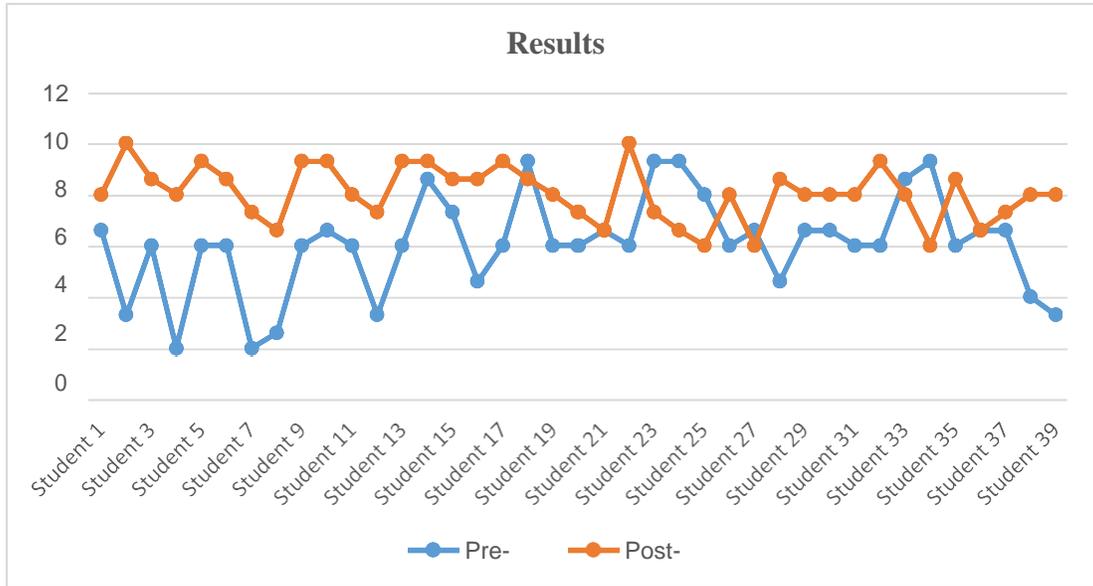
### **Analysis**

Table number 5 shows the result from the application of post-test. The lower average was 6.6 over 10 points while the highest was 10 over 10. After application of the experiment students learned about structure of a paragraph and how to write an e-mail or letter. Also, using different worksheets based on students' needs we can correct mistakes that they did in the pre-test. Finally, these findings prove that the application of TBLT allows increase learners' writing skill emphasizing on communication.

### 3.2 Data interpretation

Pre-test and post-test grades

**Figure 4:** grades pre-test and post test over 10



Source: Pre-test and Post-test results  
Author: Morejón, S (2021)

### Analysis and interpretation

In the figure number 4 as you can see 39 learners participated in the experiment and they took the pre-test and the post-test. There is a clear differentiation between before and after apply the treatment. Both tests were assessed with a rubric over 15 point. To get a score over 10 a rule of 3 was applied. Most of the students achieved a lower grade in the pre-test being one of these 2 over 10. On the contrary, after applied the experiment the majority of students increased their grades being the highest score 10.

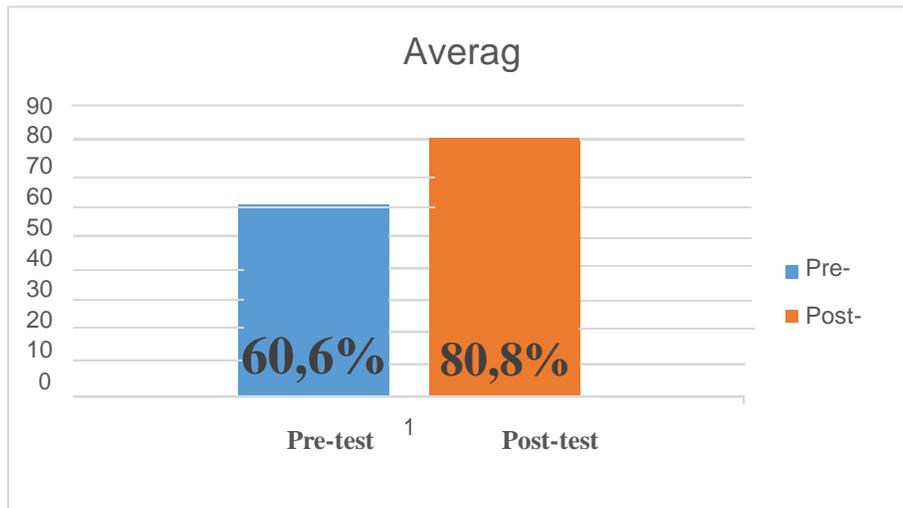
As you can see the majority of learners in the pre-test did not get a good grade. Most of them did not understand the instructions and they do not complete in a quality way the writing test, because they do not know how to write a paragraph. In addition, learners had lots of mistakes in spelling and punctuation. However, after the treatment, the majority of learners managed to achieved a high score in the post-test. The findings indicate that after applied TBLT approach as a part of the experiment, students increased their writing skill

**Table 6:** Pre-test, post-test average

Grades	Pre-test	Post-test	Change
Average	9,1	12,12	3,02

Source: Pre-test and Post-test  
Author: Morejón, S (2021)

**Figure 5:** Average scores pre-test and post-test



Source: Field research  
Author: Morejón, S (2021)

### Analysis and interpretation

In the table number 4 and figure number 5 collected from the application of the pre-test and the post-test, we can realize that there is a differentiation between them. 60.6% represents the average obtained from the pre-test and it is 9.1 over 15. On the other hand, 80,8% represents a score of 12.12 over 15 collected from the post-test. In other words, students managed to increase their total score in 3 points that represents an increment of 20%.

The results prove that the use of Task-Based Language Teaching to improve writing skill is effective.

### 3.3 Hypothesis verification

The findings collected and gotten for this investigation were analyzed by using the T-student statistical test with the SPSS software.

#### Hypothesis statement

##### Null hypothesis (H0)

The application of Task-Based Language Teaching cannot affect in the increase of the writing skill.

##### Alternative hypothesis (H1)

The application of Task-Based Language Teaching can affect in the increase of the writing skill.

#### T-student test - Paired Samples Statistics

**Table 7:** T-student-Paired Samples Statistical

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	12,13	39	1,625	,260
Post-test	9,13	39	2,876	,461

Source: T-student

Author: Morejón, S (2021)

#### Analysis and interpretation

Based on the mean in the table 5 which is 12.13 in the pre-test. On the other hand, the mean in the post-test which is 9.13. We realize that the mean obtained in the post-test is more less than in the pre-test. There is an important difference between these two results.

**Paired Sample Test**

**Table 8:** T-student

Pair	Pre-test Post-test	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the difference		t	gl	Sig. (2 tailed)
					Lower	Upper			
1		3,000	3,509	,562	1,862	4,138	5,339	38	,000

Source: Pre-test and Post-test

Author: Morejón, S (2021)

**Analysis and interpretation**

In the table number we can notice that P-value is ,000. In other words, this value is lower than 0.05. Due to this reason, we reject the null hypothesis ( $H_0$ ) and we accept the alternative hypothesis ( $H_1$ ) which is “The application of Task-Based Language Teaching can affect in the increase of the writing skill”.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

After developed investigation, the following conclusions have been achieved.

- ✓ The effectiveness of using Task-Based Language Teaching has been demonstrated. It had positive effects in learners' writing skill. Using TBLT to teach writing, students were more confidence writing text. In addition, their writing productions were more organized and accurate. It happened because they learnt about how to write a paragraph, an e-mail and a letter through PPT and some videos.
- ✓ The level of proficiency that students achieved before and after the application of TBLT was identified through the application of a pre-test in which students had an average of 6 over 10 points. This average showed that students had some problem to write an e-mail. Some different mistakes were made by them such as lack of vocabulary, organization and spelling. Then, students improved their writing skill and it was identified by a post-test where their average was 8 over 10 points. It is evidenced that learners ameliorated the ability to write.
- ✓ With the application of Task-Based Language Teaching approach students were able to improve their writing skills. They worked in groups in different breakout rooms and they helped each other to complete tasks. As a result, learners gained more confidence
- ✓ The findings concluded that the implementation of TBLT activities enhanced the writing skill. Some of them were gap-fill, spelling, finding the topic of a sentence. All of them were designed based on students' needs after they took the pre-test.

## 4.2 Recommendations

The following recommendations should be taken into account.

- ✓ For determining the effectiveness of TBLT, it is important to pay attention to students' writing texts, in their organization, content, spelling and the correct use of cohesive devices. Learners play an important role in this approach, because they are considered as an actor of development of this knowledge.
- ✓ For identifying learners' weaknesses and strengths in the writing skill, it is recommended to select well-designed tests. It is important to pay attention to the level and age of students.
- ✓ For applying Task-Based Language Teaching approach and having a better development of the writing skill using TBLT, it is recommended to use tasks in which students practice a foreign language in a real context.
- ✓ For using different activities in TBLT, explain the instructions correctly to students. Try to find different tools to organize content. It is important that students practice their English language in groups because in this way they increase their knowledge.

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## ANNEXES

### Annex 1: Approval

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#### FORMATO DE LA CARTA DE COMPROMISO.

### CARTA DE COMPROMISO

Ambato, 03/mayo/2021

Doctor  
Marcelo Núñez  
Presidente  
Unidad de titulación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de Segundo Semestre paralelo "A" de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Task-Based Language Teaching and the Writing skill." propuesto por el estudiante Santiago David Morejón Gonzalez, portador/a de la Cédula de Ciudadanía 180456617-0, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Firma digitalizada por:  
SARAH  
JACQUELINE  
IZA PAZMIÑO

.....  
Mg. Sarah Iza Pazmiño

0501741060

0984060528

[sj.iza@uta.edu.ec](mailto:sj.iza@uta.edu.ec)

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## Annex 2: Lesson plans

### Annex 2.1: Lesson plan 1

Teacher: Santiago Morejón

subject: English 2

Level: 2<sup>nd</sup> semester

Group: 39 students Date: 1-07-2021 Duration 1 hour		
Topic: How's your lunch? Aims: At the end of this class students will be able to - Understand the use of TBLT as a part of the investigation		
Period	Actions	Resources
	Teacher explain how to use some materials during this research.	<b>Zoom</b>
	Students introduce themselves and their favorite food by writing what? on a blog.	<b>Padlet</b> <a href="https://padlet.com/santty9029/trm6cf9u964ri8yq">https://padlet.com/santty9029/trm6cf9u964ri8yq</a>
	Teacher sends the link to zoom chat, asks students to open it, write the name of the SOCRATIVE room and take the pre-test.	<b>Pre-test (PET writing paper)</b> <a href="https://b.socrative.com/login/student/">https://b.socrative.com/login/student/</a> <b>Room name: MOREJON9414</b>

Source: Start up 3

Author: Morejón, S (2021)

Annex 2.2: Lesson plan 2

Teacher: Santiago Morejón

subject: English 2

Level: 2<sup>nd</sup> semester

<p>Group: 39 students                  Date: 02-07-2021                  Duration: 1 hour</p>		
<p>Topic: How's your lunch?                  Aims: At the end of this class students will be able to                  - Know how to write a paragraph</p>		
Period	Actions	Resources
	<p>Teacher explains how to elaborate a paragraph</p>	<p>Zoom communication app                  Power Point Presentation:  <a href="https://docs.google.com/presentation/d/121AyxbxzNSxHNGRka0suqqXaaQ32vqys/edit#slide=id.p1">https://docs.google.com/presentation/d/121AyxbxzNSxHNGRka0suqqXaaQ32vqys/edit#slide=id.p1</a></p>
	<p>Group Task activity:</p> <ol style="list-style-type: none"> <li>1. Students work in different breakout-rooms and complete some worksheets about finding the topic sentence.</li> <li>2. Students choose the best option between Too and Enough</li> <li>3. Students put in order a paragraph.</li> </ol>	<p>Liveworksheets:</p> <ol style="list-style-type: none"> <li>1. <a href="https://es.liveworksheets.com/3-ml167332sy">https://es.liveworksheets.com/3-ml167332sy</a></li> <li>2. <a href="https://es.liveworksheets.com/3-gv167455oh">https://es.liveworksheets.com/3-gv167455oh</a></li> <li>3. <a href="https://es.liveworksheets.com/3-jg274929hp">https://es.liveworksheets.com/3-jg274929hp</a></li> <li>4. <a href="https://es.liveworksheets.com/3-fx167545rf">https://es.liveworksheets.com/3-fx167545rf</a></li> </ol>
	<p>Teacher checks the answers and clarify any misunderstanding.</p>	<p>Zoom communication app</p>

	<b>Homework</b> Watch the videos and take some notes.	<a href="https://www.youtube.com/watch?v=fSHQoi3pDc&amp;ab_channel=EnglishUnits">https://www.youtube.com/watch?v=fSHQoi3pDc&amp;ab_channel=EnglishUnits</a> <a href="https://www.youtube.com/watch?v=3CIV82aT2oA&amp;ab_channel=AmalMan">https://www.youtube.com/watch?v=3CIV82aT2oA&amp;ab_channel=AmalMan</a> <a href="#">sour</a>
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Source: Start up 3

Author: Morejón, S (2021)

Annex 2.3: Lesson plan 3

Teacher: Santiago Morejón

Subject: English 2

Level: 2<sup>nd</sup> semester

<p>Group: 39 students                  Date: 05-07-2021                  Duration: 1 hour</p>		
<p>Aims: At the end of this class students will be able to</p> <ul style="list-style-type: none"> <li>- Complete different tasks by using TBLT</li> </ul>		
Period	Actions	Resources
	<p>Feedback about how to write a paragraph and clarify any misunderstanding</p>	<p>Zoom communication app</p>
	<p>Group Task activity:</p> <ol style="list-style-type: none"> <li>1. Students put punctuation into an unpunctuated sentence.</li> <li>2. Students use linking words to complete a successful paragraph</li> <li>3. Students fill the gaps using the correct form of the verb</li> </ol>	<p><b>Liveworksheets:</b></p> <ol style="list-style-type: none"> <li>1. <a href="https://es.liveworksheets.com/3-qg167663jt">https://es.liveworksheets.com/3-qg167663jt</a></li> <li>2. <a href="https://es.liveworksheets.com/3-sc167694vm">https://es.liveworksheets.com/3-sc167694vm</a></li> <li>3. <a href="https://es.liveworksheets.com/3-ep275026bu">https://es.liveworksheets.com/3-ep275026bu</a></li> </ol>
	<p>Teacher checks the answers.</p>	<p>Zoom communication app</p>

Source: Start up 3

Author: Morejón, S (2021)

Annex 2.4: Lesson plan 4

Teacher: Santiago Morejón

Subject: English 2

Level: 2<sup>nd</sup> semester

Group: 39 students Date: 09-07-2021 Duration: 1 hour		
Aims: At the end of this class students will be able to - Take a post-test		
Period	Actions	Resources
	Discussion about parts of paragraph and how to write an e-mail and a letter.	Zoom communication app
	Teacher sends the link to zoom chat and asks students to open it, write the name of the room and take the pre-test.	<b>Post-test (PET writing paper)</b> <a href="https://b.socrative.com/login/student/">https://b.socrative.com/login/student/</a> <b>Room name: MOREJON9414</b>
	End of the experiment and acknowledgment.	Zoom communication app

Source: Start up

Author: Morejón, S (2021)

## Annex 3: Pre-test

# Preliminary English Test (pre-test)

Align Quiz to Standard

### 1. E-mail writing

#### Instructions

Your friend, Chris, has invited you to a special party which he is organising for your college teacher.

Write an email to Chris. In your email, you should

- Accept the invitation
- Suggest how you could help Chris prepare for the party
- Ask Chris for some ideas for a present for your teacher.

Write 70-100 words on your answer

**Source:** *This test was taken from Preliminary English Test writing paper by Cambridge.*

**Author:** (Paper, n.d.)

## Annex 4: Post-Test

# Preliminary English Test (post-test)

Align Quiz to Standard

### 1. Letter writing

#### Instructions

This is part of a letter you receive from your penfriend.

"I have to give a presentation to my English class about either a successful sportsperson or a musician from your country. Who should I choose? What information could I include?"

- Now write a letter answering your friend's questions.
- Write your letter in about **100-150 words** on your answer.

**Source:** *This test was taken from Preliminary English Test writing paper by Cambridge.*

**Author:** (Paper, n.d.)

## Annex 5: Rubric

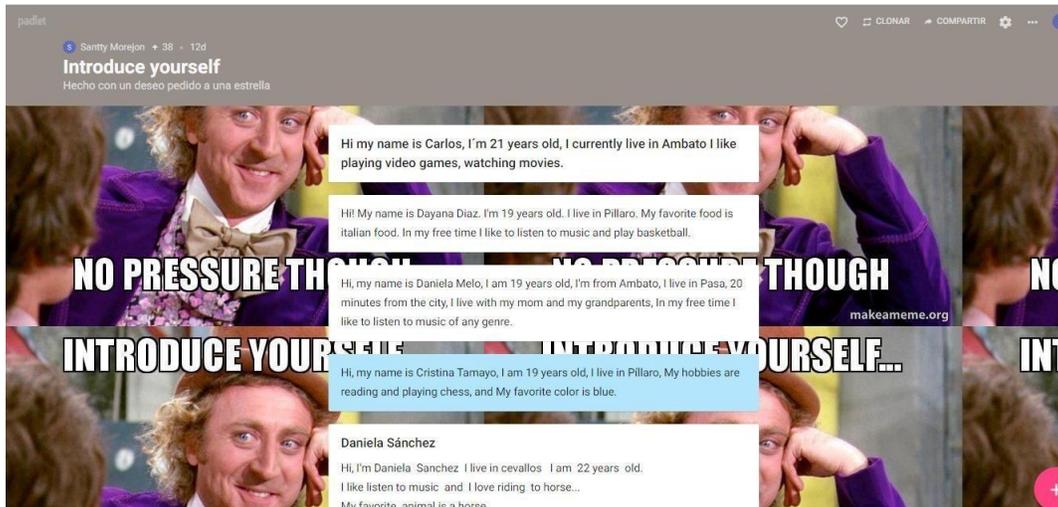
B1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control.

**Source:** *Assessing writing for Cambridge English Qualifications: A guide for teacher* (Cambridge)

**Author:** (Cambridge Assessment, 2020)

## Annex 6: Tools

### Annex 6.1: Padlet

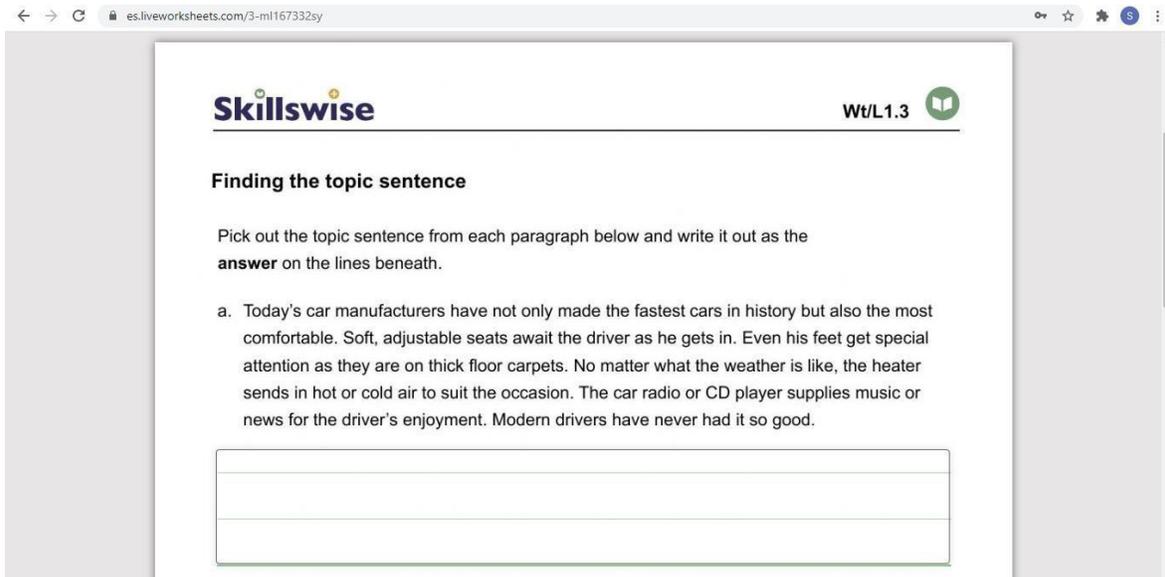


**Source:** Padlet

**Author:** Morejón, S (2021)

**Link:** <https://padlet.com/santty9029/trm6cf9u964ri8yq>

## Annex 6.2: Liveworksheets

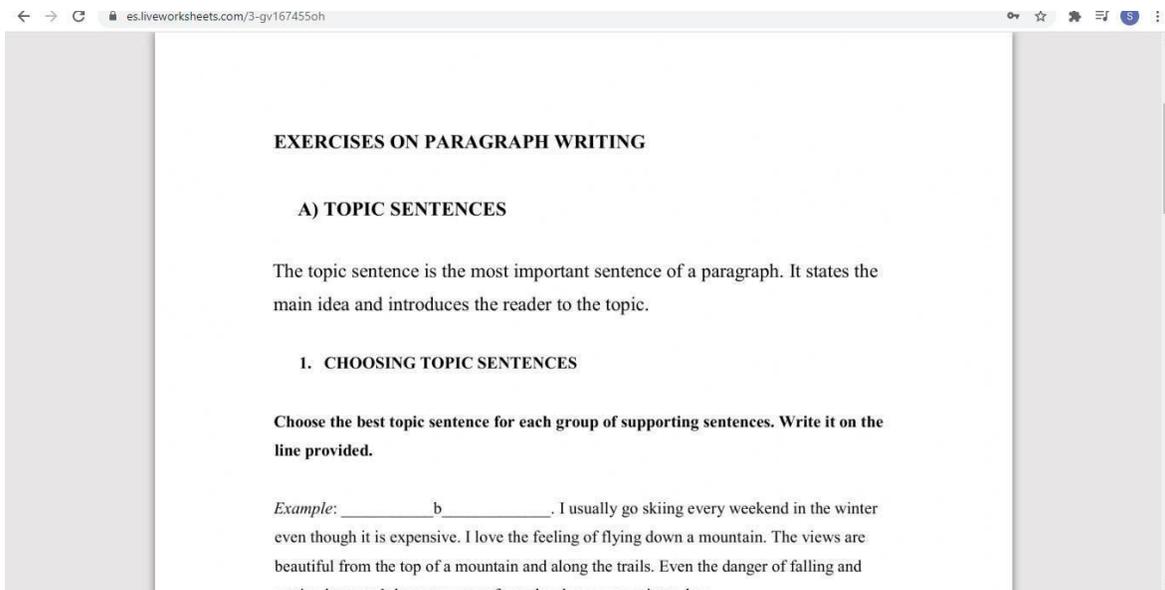


The screenshot shows a web browser window with the URL [es.liveworksheets.com/3-ml167332sy](https://es.liveworksheets.com/3-ml167332sy). The page features the Skillswise logo and a level indicator 'Wt/L1.3'. The main heading is 'Finding the topic sentence'. Below this, the instructions read: 'Pick out the topic sentence from each paragraph below and write it out as the answer on the lines beneath.' A single paragraph is provided as an example: 'a. Today's car manufacturers have not only made the fastest cars in history but also the most comfortable. Soft, adjustable seats await the driver as he gets in. Even his feet get special attention as they are on thick floor carpets. No matter what the weather is like, the heater sends in hot or cold air to suit the occasion. The car radio or CD player supplies music or news for the driver's enjoyment. Modern drivers have never had it so good.' Below the paragraph is a rectangular box with three horizontal lines for writing the answer.

**Source:** Liveworksheets

**Author:** Morejón, S (2021)

**Link:** <https://es.liveworksheets.com/3-ml167332sy>



The screenshot shows a web browser window with the URL [es.liveworksheets.com/3-gv167455oh](https://es.liveworksheets.com/3-gv167455oh). The page is titled 'EXERCISES ON PARAGRAPH WRITING' and has a sub-heading 'A) TOPIC SENTENCES'. The text explains: 'The topic sentence is the most important sentence of a paragraph. It states the main idea and introduces the reader to the topic.' Below this is the section '1. CHOOSING TOPIC SENTENCES' with the instruction: 'Choose the best topic sentence for each group of supporting sentences. Write it on the line provided.' An example is given: 'Example: \_\_\_\_\_ b \_\_\_\_\_. I usually go skiing every weekend in the winter even though it is expensive. I love the feeling of flying down a mountain. The views are beautiful from the top of a mountain and along the trails. Even the danger of falling and getting hurt can't keep me away from the slopes on a winter day.'

**Source:** Liveworksheets

**Author:** Morejón, S (2021)

**Link:** <https://es.liveworksheets.com/3-gv167455oh>

es.liveworksheets.com/3-fx167545rf

**Writing paragraphs**

**Exercise**

**Match the options from the left to right to form a paragraph. Remember that each paragraph should develop a particular theme.**

- As with any common ailment, there are a host of "miracle" cures advertised - but you should first try a few simple steps to see if you can halt the snoring before adopting more drastic measures. Lifestyle changes can be the most effective. If you are overweight, a loss of weight will help to reduce the pressure on your neck. You should also stop smoking and try not to drink alcohol at least four hours before you go to bed.
- It is also important to keep your nasal passage clear and unblocked. Allergies, colds and hay fever can temporarily cause you to snore; nasal decongestants may help, but you are not advised to use such remedies for long periods. Nasal strips, as worn by sportspeople, have been proven to reduce nasal airway resistance by up to 30 per cent, so consider these as a long-term alternative.
- Snoring is caused when the airway at the back of the nose and throat becomes partially obstructed. This is usually

1

2

3

**Source:** Liveworksheets

**Author:** Morejón, S (2021)

**Link:** <https://es.liveworksheets.com/3-fx167545rf>

es.liveworksheets.com/3-qg167663jt

**PUNCTUATION EXERCISE**

This exercise asks you apply your knowledge of punctuation by inserting the appropriate punctuation.

1. Several countries participated in the airlift Italy Belgium France and Luxembourg.
2. There's no room for error , said the engineer, so we have to double check every calculation .
3. Montaigne wrote the following: A wise man never loses anything, if he has himself .
4. When the teacher commented that her spelling was poor, Lynn replied All the members of my family are poor spellers Why not me .

**Source:** Liveworksheets

**Author:** Morejón, S (2021)

**Link:** <https://es.liveworksheets.com/3-qg167663jt>

es.liveworksheets.com/3-sc167694vm

**Using linking words**

Fill in the gaps with appropriate words to link the paragraphs. Remember that the topic of one paragraph should follow logically from the topic of the last paragraph and should lead on to the topic of the next paragraph.

**How pottery is made**

by preparing the clay to make sure its texture is even and that it's free from air bubbles. Air trapped in clay expands when heated in the kiln, causing it to explode.

make the thing you want. There are four basic methods to use. Firstly, pinch pots, made by squeezing clay with your fingers. Secondly, slab pots, made by joining flat sheets of clay. Thirdly, coil pots made with sausages of clay, and finally, pots made on the wheel (thrown pots).

the clay to dry for about a day until it becomes leather hard, like firm cheese. At this stage, you can finish fine details or decorate the clay.

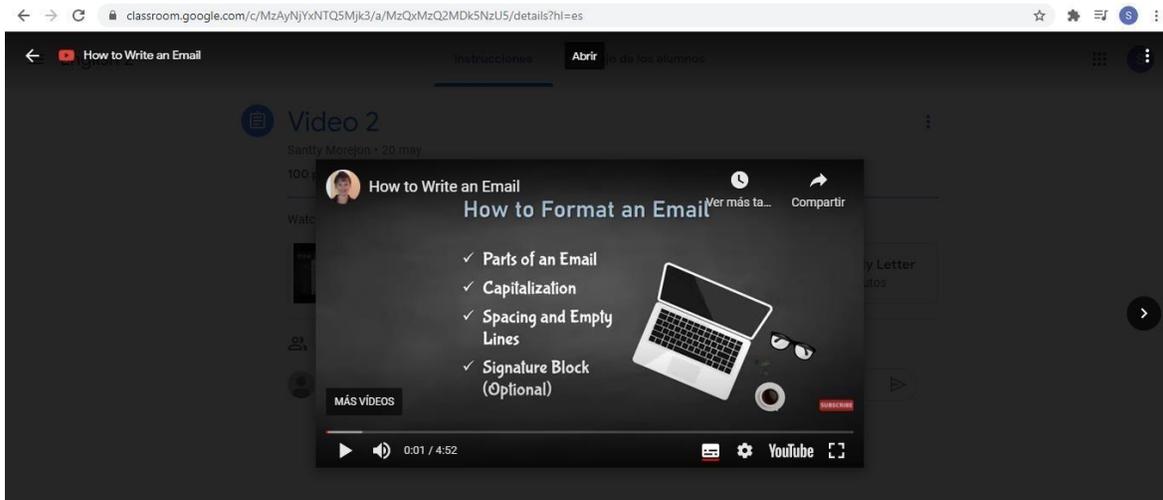
a week or so. When the clay is completely dry, you bake,

**Source:** Liveworksheets

**Author:** Morejón, S (2021)

**Link:** <https://es.liveworksheets.com/3-sc167694vm>

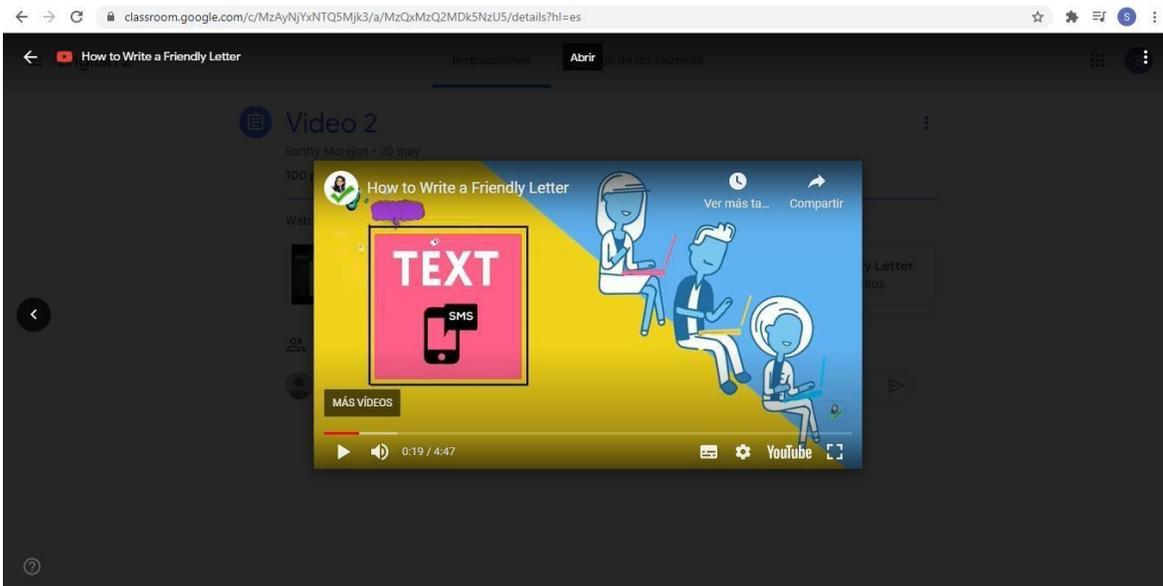
## Annex 6.3: Videos



**Source:** YouTube

**Author:** English, U (2020)

**Link:** <https://youtu.be/fSHQ-oi3pDc>

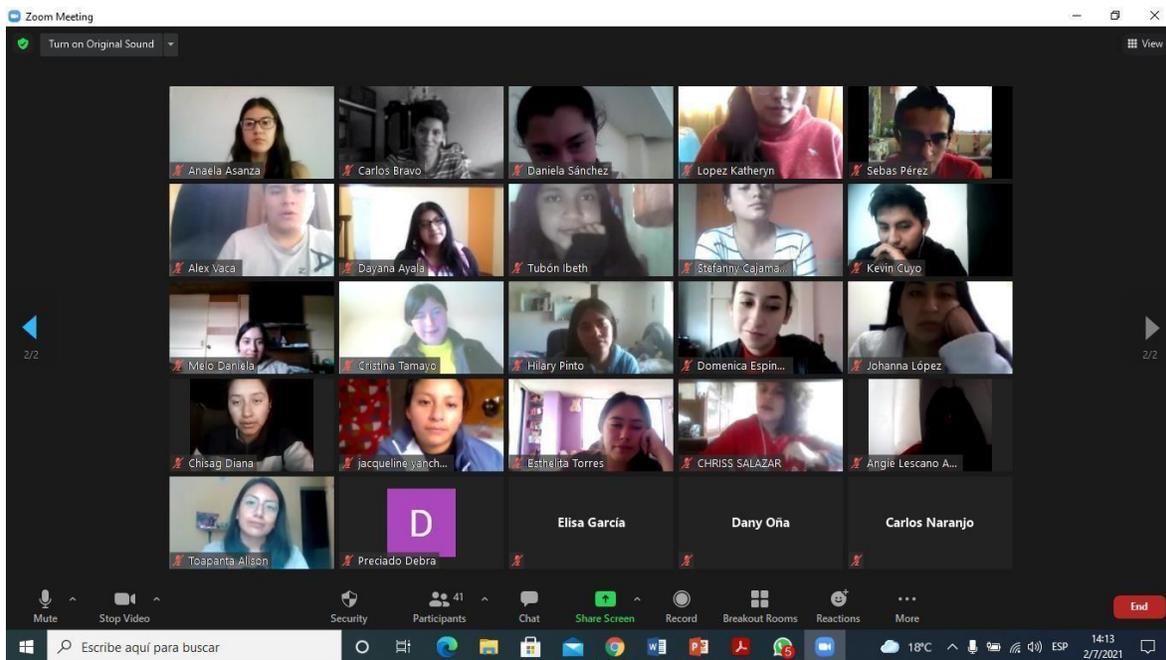
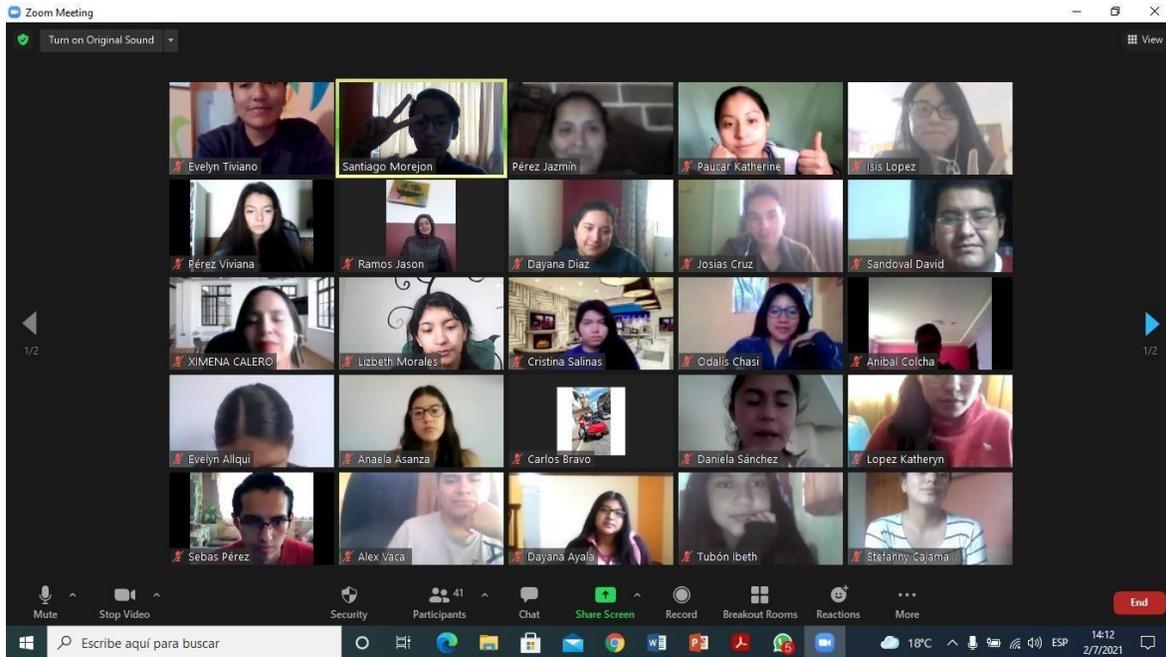


**Source:** YouTube

**Author:** Mansour, A (2020)

**Link:** <https://youtu.be/3CIV82aT2oA>

## Annex 6.4: Zoom



Source: Zoom

Author: Morejón, S (2021)

## Annex 7: Urkund Report



### Urkund Analysis Result

Analysed Document: MOREJON\_SANTIAGO DISSERTATION1.pdf (D110671418)  
Submitted: 7/22/2021 6:32:00 PM  
Submitted By: smorejon6170@uta.edu.ec  
Significance: 8 %

Sources included in the report:



Dra. Mg. Wilma Suárez  
TUTORA TRABAJO DE TITULACIÓN

**Source:** Urkund

**Author:** Suarez, W (2021)