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Theme:

“TASK – BASED LEARNING AND THE LISTENING SKILL”

Author: Soto Aldas Andrea Paola

Tutor: Lcda. Escalante Gamazo Marbella Cumandá Mg.

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SUPERVISOR

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CERTIFY:

I, Lcda.Mg. Marbella Cumandá Escalante Gamazo, holder of the I.D No 1802917250, in my capacity as supervisor of the Research dissertation on the topic: “TASK- BASED LEARNING AND THE LISTENING SKILL” investigated by Miss Andrea Paola Soto Aldas with I.D No 1803412228, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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Lcda. Marbella Cumandá Escalante Gamazo Mg
C.I. 1802917250

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I declare this undergraduate dissertation entitled " TASK- BASED LEARNING AND THE LISTENING SKILL" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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Andrea Paola Soto Aldas
I.D 1803412228
AUTHOR

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I.D: 1803412228
AUTHOR

DEDICATION

To God, creator of everything, for having given me life, intelligence, patience and for being a guide in my student life.

To all my family, for giving me their unconditional love and support, for always being there in the most important moments of my life, for teaching me the path of life, for being the words of comfort when I need it, and for always trusting me.

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RESUMEN

La investigación actual analiza el método de aprendizaje basado en tareas (TBL) y la habilidad de escuchar. Para cumplir con el objetivo de este trabajo, se desarrolló una investigación experimental. La investigación se llevó a cabo en la Universidad Técnica de Ambato con una población de 23 estudiantes, quienes fueron el grupo experimental del estudio. Toda la información necesaria para el puesto de trabajo actual fue recopilada a través de la aplicación de recursos en línea y clases presenciales. Los datos fueron recolectados a través de un Pre-Test, aplicación del método de aprendizaje por Tareas así como sus fases, y finalmente un Post-Test. Los resultados fueron tabulados, analizados y discutidos aplicando una narrativa descriptiva. Se aplicó el Pre-Test y Post-Test del Cambridge PET Listening Paper Test para comparar y contrastar los resultados de una listening después de aplicar el método TBL. Para ello se utilizaron recursos y herramientas en línea como Zoom Meeting Rooms, Educaplay, Kahoot y el desarrollo de sesiones de clase. El aprendizaje basado en tareas es un método que incluye una serie de actividades distribuidas en tres fases: pre-tarea, ciclo de tareas y enfoque lingüístico. Durante cada fase del TBL se pueden aplicar diferentes actividades o tareas como: lluvia de ideas, trabajo en grupo, actividades individuales, flashcards online, foros, práctica de vocabulario, instrucciones, juegos, etc. Cada actividad promueve la independencia de los alumnos y el desarrollo de una determinada área en el proceso de aprendizaje del idioma de una determinada materia, en este caso la capacidad de escuchar en inglés. Finalmente, se aplicó un post-test que consistió en el mismo test de Cambridge (PET) y se pudo comprobar que los estudiantes mejoraron su nivel de comprensión auditiva con el método de Aprendizaje Basado en Tareas.

Palabras clave: Habilidad auditiva, Método, Aprendizaje basado en tareas, Ciclo de tareas y nivel.

ABSTRACT

The current research analyzes the Task-Based Learning (TBL) method and the listening skill . An experimental research was developed to meet the objective of this work,. The research took place in Universidad Técnica de Ambato with a population of 23 students, who were the experimental group of the study. All the information necessary for the current job was collected through the application of online resources and face-to-face classes. The data was collected through a Pre-Test, application of the learning method by Tasks as well as its phases, and finally a Post- Test. The results were tabulated, analyzed and discussed applying a descriptive narrative. The Pre-Test and Post-Test of the Cambridge PET Listening Paper Test were applied to compare and contrast the results of a listening after applying the TBL method. Therefore, online resources and tools such as Zoom Meeting Rooms, Educaplay, Kahoot and the development of class sessions were used. Task-Based learning is a method that includes a series of activities distributed in three phases: pre-task, task cycle and linguistic approach. During each phase of the TBL, different activities or tasks can be applied, such as: brainstorming, group work, individual activities, online flashcards, forums, vocabulary practice, instructions, games, etc. Each activity promotes the independence of the students and the development of a certain area in the language learning process of a certain subject, in this case the ability to listen in English. Finally, a post-test was applied that consisted of the same Cambridge test (PET) and it was possible to prove that the students improved their level of listening with the Task-Based Learning method.

Key words: Listening skill, Method, Task-Based Learning, Task cycle and level.

B.CONTENT

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background.

The research analyzed the two variables. An independent one: Task-Based Learning and the dependent variable: listening skill. This method has been widely used by different researchers during the last years because of the benefits that it provides to English learners. To support the research, different scientific articles, journals, and online books were reviewed. Finally, it is relevant to mention similar topics to this research were selected, which have been carried out by professionals. Furthermore, in this section, previous studies were analyzed to have a clear basis. Studies related to the Task- Based Learning method in the classroom were searched on various websites such as Google Scholar, and Chemedi, then magazines such as Eric, SciELO, and Research Gate were also reviewed, which have served to collect relevant information and academic content that support and establish the relationship between the Task-based Learning method and listening skills.

“Task- based learning is an approach that involves using communicative and meaningful tasks during language learning. The process of using language in communication is more important than simply producing correct language forms. Because of this, task-based learning is seen as a communicative approach that is concerned with real and meaningful communication as the main objective of language learning” (Willis & Willis, 2007).

This study is based on the foreign language (English). In recent years, it offers a more concrete explanation of the use of the language, beginning at the same time it provides the necessary motivation for students to develop their existing linguistic repertoire. Proponents claimed that this use of the language graded students in the acquisition of the second language

(English), "People of all ages learn languages better, inside or outside the classroom, not treating languages as an object of study, but experiencing them as a means of communication." (Long & Robinson, 1998)

Ruso (1999) conducted a study "The influence rooms of Task Based Learning on EFL classroom". This study involved 55 EFL students from two different English classrooms. This study used questionnaires, diaries, and semi-structured interviews. Also, it can be observed that the experienced group had improvements with the application of the TBL method. On the other hand, the implementation that had an approach with TBL method in the classes of English as a foreign language. In addition, it improved in learning, because the TBL tasks encouraged the students from this methodology that was applied contributed and led to significant improvements with respect to their performance in the English language. In this study the students suggested that the lessons implemented by the teacher. Research participants suggest that they do not like teacher-led lessons where they cannot find enough opportunities to express themselves in the English language.

Hawara et al. (2019) developed the study "The effect of Task-Based Learning (TBL) Approach on the Students' Listening Comprehension at the Tenth Grade of SMAN 3 Kota Bengkulu". This research was quasi-experimental and was carried out at SMAN 3 Kota Bengkulu in the academic year 2018- 2019. The study consisted of two groups, one experimental and the other control group from the same institution with a total of 68 students. The instruments used in this research were an essay listening comprehension test and another multiple-choice test consisting of 14 questions. Pre- and post-tests were performed in both the experimental and control classes. As a result of the study, the students in the group that applied TBL outperformed the students in the control group. This had a significant improvement in the listening skill experimental group could be perceived. This study contributed to the present research as it can be concluded that auditory teaching and

learning by using a task-based learning approach has a positive effect on students' listening comprehension.

Zuluagua (2020), pointed out on her study called “Task–Based Learning Approach to Foster EFL Learners’ Listening and Speaking Skills” that aimed to analyze how through the implementation of in the listening steps students improve language comprehension in previous years. The group was made up of 35 students from a public institution. As a result, it was shown that the students improved their listening and speaking skills thanks to the previous activities. However, the main task and TBL focus activities did not contribute to the main objective. Therefore, this study supported the present research because it showed that listening comprehension had increased significantly through the application the TBL to the students of the public institution.

Burdujan (2022), conducted a study about “Implementing TASK-BASED LANGUAGE teaching to improve students’ listening skill” which study aimed to examine the effect of TBL on hearing ability. In the present research it was observe that by developing listening skills, students become independent. Listening is an important part of effective communication and has a very important role when learning a language as it helps to develop correctly. Moreover, this study contributes that the teacher should focus on the development of listening comprehension skills, while the application of listening comprehension strategies and with this achieve an improvement in the learning of the English language.

Ostad, et al. (2018) developed a study entitled “The Effect of Task-Based Listening Activities on the Listening Comprehension: A case of Iranian IELTS Candidates”. The present study aimed to explore TBL improving the listening comprehension of Iran IELTS candidates. This study had a group of 40 students between 21 to 43 years of age who were selected from the Sama IELTS Center in Rasht, Iran. The group was divided into two classes, both groups took the test that consisted of 40 questions as a pre-test and as a post-test. Consequently, the experimental group received treatment and the control group received

the placebo, that is, the traditional practice to be able to answer the questions. In the present study, it was shown that the experimental group outperformed the control group with the TBL method.

Independent Variable

English Language Teaching

English Language Teaching is a meaning – creating communication system that is constantly changing depending on the context in which language used, making it an extensive choice for meaning. There are two main ways to communicate thought listening and writing. Everyone creates media in different ways depending on the interaction the situation involves (Schleppegrell, 2020). As result, the teaching of the English language procedures to interact with people at different times.

According to Banu et al. (2021) investigated new ways to combine group discussion and pair work. The authors assert that English teaching has been seen as a changing discipline where teachers impart knowledge; however, today teachers have become better learning facilitators. It is important to mention that the basic principle of learning is that the instructions are task-specific, but also dynamic, adjusting to different situations and contexts. Therefore, teaching English is not a matter of transmitting learning, but a means of conveying real situations and making good use of the language.

Task- Based Approach

An approach is a way of looking at the relationship between teaching and learning by providing methods to teach something (Makhmadovna, 2021). In addition, classroom activities or techniques play a fundamental role in the learning process. Koukouraki (2018) states that the task-based approach encourages students to use different language sources so that learners can communicate with others. It is important to emphasize that this approach is based on and influenced by learning theories, such as language learning studies or classroom research. In addition, language acquisition is important because the author's research has shown that language is not a linear mode of learning. The learning process is much more complicated as long as vocabulary and grammar are learned.

Task- Based Learning

There are different ways of teaching and learning a language and Task-Based Learning the method is one of them. The Task- Based Learning method helps students to the opportunity to insert into real-world contextual situations. This allows us that students can have a correct listening development. Additionally, Task-Based Learning method has students use their skills at their current level.

According to Nunan (2016), Task-Based Learning give opportunities to analyze the needs identified in the students, assess based on tasks done, and allows for form focused instruction. On the other hand, teachers must select attractive topics that are of interest to students to capture their attention and at the same time encourage them to develop the language efficiently.

More importantly, TBL does not focus on getting pupils to do series of tasks, if that were the case, learners would probably become quite expert at doing activities in their language. Willis (2007) claimed that sometimes when one hears the word task, immediately thinks about exercises, activities, handouts, etc. Obviously, all mentioned are tasks; however, there is a significant difference when one analyzes Task-based learning because it is not only a sequence of activities but also rewarding ones which promotes constant learning and improvement.

Marlena(2021)conducted a thesis about the effectiveness of Task-Based Learning in a quasi-experimetal design with a population of 34 students where its concluded that there is a significant effect of using TBL. Moreover, the researcher mentioned the method and explained how it employed different activities that challenged students to apply the language. In addition, learners were motivated to think freely and strengthen their communication skills because TBL employed authentic language through meaningful activities. As one is able to notice, the methodology is quite different as how people and teachers who have not done research about the topic before, think. On the other hand, an important aspect to mention is the

quality of tasks. Meaningful tasks are important in any situation. During the XXI century the application of traditional methods do not have the same impact in learning comparing to the use of other ones like the Task-based Learning.

One of the primary objectives in learning a new language is to develop the ability to communicate and learners would acquire the language faster and more efficiently when they have the objective of communicating (Patricia, 2018). Therefore, the more meaningful activities, the better learning process. In fact, the use of TBL represented a good tool in acquiring a new language. Task-based learning presents three phases for a good development of the method: pre-task, task cycle and language focus.

The pre-task phase introduces the class to the topic which will be object of learning. In this phase, the task is activated by the application of words or phrases related to the topic (Willis, 2012).

Characteristics of a task

The following are some of the key features of a task, such as: students do their tasks using their linguistic resources, with an outcome that is not solely related to language acquisition, a focus on meaning, and a task that involves more than one student, encouraging students to use communication and interaction strategies.

Type of task

Some ELT textbooks and materials contain a wide range of assignments. According to Nunan (1989), syllabus with two different types of tasks can be usefully identified from TBI perspective as pedagogical and real-world tasks.

Pedagogical Task

Pedagogical tasks are classroom activities that are specifically designed

to require the use of specific interaction tactics, as well as the use of specific forms of language such as skills, grammar, and vocabulary. The pedagogical activities are those in which two students must try to find the number of differences between two comparable photos. The task itself is unlike anything one would find in the real world, and they provide useful information for language development.

Real-World Task

Real-world tasks are like real-world language usage and can be used as a warm-up for real-world tasks. Such a task would be a role-play in which the student simulates a job interview. According to Willis (1996), TBI is based on six different tasks:

- 1. To do List:** For example, students might have to make a list of things they would pack if they went on vacation to the USA.
- 2. Sort and order:** Students work in pairs and make a list of the most important characteristics of an ideal vacation.
- 3. Compare:** Students compare different advertisements.
- 4. Problem Solving:** Students read a letter to an advice columnist and suggest a solution to the writer's problems.
- 5. Sharing personal experiences:** Students discuss their reactions to an ethical or moral dilemma.
- 6. Creative tasks:** Students prepare plans for redecorating a house.

Richard (2006) provides some expert definitions of tasks and the characteristics and types of tasks. It is also important to emphasize how task-based education works and the next task phase shown in the image below.

In addition, there are other different task classifications, depending on

their characteristics. B. Whether the task is one-sided, two-sided, simple, or complex. Many classroom activities lack the quality of the tasks outlined above and are neither tasks nor TBI-recommended classroom activities. Exercises, filling in the blanks, controlled writing activities, and other classic educational strategies are all part of this.

Willis (1996) suggests the following actions in order:

Pre-task Activities

Introduction to Topic and Task

- The teacher helps students to understand the topic and the objectives of the task by discussing ideas with the class, using different didactic material.
- Students can complete a previous task, such as strange word completion activities based on topics given in the classroom.
- You can set a time for students to reason on how to complete the work.
- Students can listen to a recording of a side activity being completed.
- If the task requires reading, students read a part of it.

Task cycle

- The exercises are performed by the students (in groups), allowing them to express themselves and say what they like using a language they already know. This could be a response to what you read or heard.
- The teacher walks around and observes everyone's attempts to communicate in the target language.
- Teachers help students formulate what they want to say, but do not correct formal mistakes.
- In small group isolation, the focus is on voluntary and

exploratory discussions and building trust. Students' motivation is supported by successful achievement of task goals.

Planning

- The planning prepares students for the next phase. During this phase, you will be asked to report to the entire class how the task was completed and the results.
- Students write down and practice what they want to say and write.
- Teachers give students linguistic advice, provide idioms, and help Ss polish and correct their language.
- Once the report is created, teachers can encourage peer editing and the use of dictionaries.
- Focus on clarity, composition, and accuracy as it is suitable for public presentations. Individual students often take this opportunity to ask for specific language items.

Report

- The teacher requests that the selected groups provide a brief report to the whole class so that everyone can compare the results or initiate a survey. Only one or two groups can fully report; others can comment and add extra points. The class can take notes.
- Teachers comment on the content of their reports, revising them.

Language Focus

Analysis

Based on the texts that the students read or the transcriptions of the recordings that they listen to, the teacher assigns certain tasks focused on language. The following are some examples:

- Look for words and phrases that are relevant to the topic or content.
- Find words in the simple past or in the grammatical tense that they are learning.
- In the transcription, underline and classify the words.
- In the transcript underline key words
- The teacher starts with Ss, then the students continue in pairs.
- The teacher helps all students individually.

Practice

TBL's presentation added in its publication the stages that teachers must follow when planning tasks for students to achieve the expected learning results in students.

In summary, the previous steps include a series of exercises that help to define in detail each of the procedures to be followed during the development of the task, as well as allowing students to develop listening skills while doing the work.

1.3 Dependent Variable

English Language Learning

Language is a powerful communication tool as human beings are highly social people, and they need to be able to communicate and interact with each other. From this perspective, English language is one of the most important and used languages in the world for communication, trips, education, and business (Hayati, 2015). The need of using this language is increasing due to different situations, so it is vital to learn it.

To learn the English language is necessary to develop the language skills using different methods and strategies. These skills are classified as productive skills (speaking and writing) and receptive skills (listening and reading) (Spratt., 2011). In the process of language acquisition, listening skills are developed first, before being able to speak, read and write. Therefore, this skill is very important because the key to learning a language is receiving information from the language. Acquisition occurs when the information is sufficiently understandable (Krashen et al., 1984).

Receptive Skill

As far as receptivity is concerned, it is the most common human trait, as with the birth itself; the child starts receiving various impressions through its senses. Traditional notion of listening being a passive activity and speaking as the most active, has become obsolete now, because the decoding of the message calls for an active participation in the communication between the participants. Brown states “Listening ability lies at the very heart of all growth, from birth through the years of formal education the better those learning skills are developed, the more productive our learning efforts”. Sreena and Lankumaran (2018) mention that extensive listening to the ‘real’ as opposed to purpose-written English is very satisfying because it demonstrates that the student’s efforts in the classroom will pay bonuses in life in an English-speaking environment.

Furthermore, the type of auditory comprehension exercise must be taken into account and for this the Authors Córdoba et al. (2005) mention that based on events, essays and experiments carried out it is concluded that

the exercises related to comprehension auditory should base a practice to generate the attention of students, also, they mention

that a general rule for teachers is to prepare students to understand what they will hear in real life. Exercises are more efficient if they are structured around a duty, saying otherwise, students should perform activities in response of what they listened to demonstrate their understanding of the spoken topic.

In the first type of “listening without responding” exercise, students should listen to large amounts of text helped with visual support, graphics about the topic discussed. Some examples that can be cited about the first exercise can be listen 10 following a written text or listen and be helped by visual materials or it can also be listening to songs, stories, movies, and Television programs.

Listening Skill

Listening plays an important role both in people's communication and in the educational context. For the former, Guo and Wills (2005) affirmed that by listening, people educate themselves, interact, obtain information, and understand the world and the problems that surround it. For the latter, students can become aware of how linguistic systems work at various levels through listening, and in this way can lay the foundations to work on the development of productive skills (Peterson, 2001). Another reason why listening is important is that it is good for improving students' pronunciation, in the sense that the more they hear the spoken target language, the more appropriately they will absorb intonation, tone and stress.

Regarding types of listening, there are two types which can be used to develop this skill.

On the one hand, Harmer (2001) mentions that intensive listening aims to involve students understanding the meaning of each word and sentence. A variety of voices and accents can be heard using audio material, giving the opportunity to identify different characters speaking in a "real" environment. On the other hand, the author mentions that extensive listening seeks students to understand general meaning of the content, and this can be done outside the classroom for pleasure. The

material to be used include CDs, audio players, and videos on Internet; in general, the use of these materials should be of student's interest who make them enjoy, without the intervention of the teacher.

Vandergrift and Goh (2012) needed that to promote the development of listening comprehension, it is necessary to make use of different and interesting materials in the classrooms such as technology and authentic materials. The author states that songs, movies, videos, television series make up the authentic materials, while technology has to do with computers, laptops, and the internet. The relationship between technology and authentic materials is very close, because technology is needed, he had to go to tutorials today, but it is in class to handle these authentic materials. Ak (2012) stated that various difficulties have been found when using authentic materials, which can be solved with the use of technology. Thus, research has observed the impact that authentic audio and video have on listening comprehension, and it has been concluded that students who watch videos and listen to audios obtain better scores than students who watch them without subtitles.

According to Ahmadi (2016), there are components of listening comprehension. First, distinguishing language sounds, intonation patterns and voice from authentic sounds with the intention to exposure spoken English. Second, understanding the whole message spoken by speakers, together with main ideas and supporting ideas presented in listening resources. Third, remembering the message along with delivery to use them with productive skills. Finally, it is valuable to keep in mind that listening has a relationship with auditory memory in order to understand the importance of this skill. The importance of lesson plan and its organization is relevant in a listening lesson along with three stages to support pupils in the advancement in listening. According to Houston (2016) there stages are: **Pre-Listening**, a short introduction of the topic, using images, audios, or 22 diagrams, is made with the students about what they are going to listen to. **While-Listening** the teacher provides authentic material to the student and they listen and receive the task to be executed. **Post-Listening**, there is feedback, questions, and correction of mistakes for a correct development of the acquisition and comprehension.

To conclude the background of the research , it was confirmed that the research supports of the Task-Based Learning method for the development of listening skills.

1.2 Objectives:

General Objective:

- To analyze TBL (Task- Based Learning) method in the development of listening skill.

Specific Objectives:

- To diagnose the level of students' listening skill.
- To examine how Task-based learning method helps improve the listening skill.
- To determine the way Task- based learning enhances listening skill.

Description of the fulfillment of objectives

In order to fulfill the main objective of this research project, it was required to do an in-depth investigation about how to apply different activities that involve students in an environment in face-to-face and virtual classes. This was done by searching for previous studies, thesis articles, etc. related to the feedback from the previous studies to learn from the previous procedures and understand how to apply in an environment of face-to-face and virtual classes. In addition, looking for a specific selection of topics for students to develop their listening skill properly, thus, carrying out synchronous and asynchronous activities where students could develop their listening skills and provide adequate guidance to prepare adequate feedback for each class activity.

Second, it was necessary to search for and read bibliographic resources that resembled the task-based learning and listening method. Thus, a personal vision of the researcher was created about the task-based learning method and the listening skill where students must participate and collaborate with their classmates. Next, it was necessary to base the online activities on previous online treatments to apply the task-based learning and the listening skill method.

Therefore, it was more suitable to act as a guide and facilitator during the treatment, giving the students the necessary resources and clear instructions on how to develop the activities and give explanations on the use of the method.

Finally, a pre-test and a post-test were carried out to verify the development of the students' listening skills. For this, a Cambridge PET test (B1) was used to check its performance and compare its evolution throughout the process. This helped to finally compare their scores using statistical software such as SPSS where Wilcoxon normality and signed rank tests were performed.

CHAPTER II

METHODOLOGY

2.1 Resources

For the development of this research study, human, technical and technological resources were used to obtain and analyze the information obtained from this research. Therefore, the participants were 26 students of "PINE" program. All of them were in the sixth semester "B" and were studying Computer Assisted Language Learning (CALL), this subject is part of the program "Pedagogía de los Idiomas Nacionales y Extranjeros" of the "Universidad Técnica de Ambato". Additionally, technological resources such as telephones, computers were used to teach and apply the research. For the first variable, which is "Task - Based Learning", it was planned according to the method. To measure the second variable, which is listening to comprehension, it was applied the B1 Preliminary listening test, parts 3 and 4. Finally, internet, computer, cellphones, slides were considered in order to teach them during the classes.

2.2 Methods

2.2.1 Research Approach

This research work was based on a quantitative and qualitative approach. On the other hand, it is qualitative because it was necessary to use different research and observation techniques on the "Task - Based Learning" method and its contribution when developing the different listening activities. According to Best and Kahn (2006), qualitative because it describes the qualities of a phenomenon to delve into the problem with a holistic view of it.

Then, it is quantitative because it was necessary to use a standardized listening test to be able to collect exact information with which quantifiable results can be obtained to carry out the analysis of real data, to tabulate the results of the investigation. Apuke (2017) says that this type of research is represented by numbers from the manipulation of variables that can be measured and described. In addition, both approaches were used in a single study to obtain a complete and in-depth understanding of the research.

2.3 Research Modality

2.3.1 Field Research

In this way, the research was developed in the sixth semester "A" of the "Pedagogía de los Idiomas Nacionales y Extranjeros" program, interacting virtually with the students to collect data for later analysis.

This research is field because it was carried out at the "Technical University of Ambato". It was possible to observe, interact and understand the facts where the problem develops, and to obtain more information that is related to the topic (Herrera et al., 2010). The research was developed in the sixth semester "C" of the program, interacting in the classroom with the students for the collection of data for later analysis.

2.3.2 Bibliographic Research

According to Santa and Martins (2012), a bibliography based on reviews of all kinds of documentary materials. The purpose is to establish a relationship between two or more variables. When using this type of study, researchers use documents, select information, analyze data, and present logical results. A bibliographic survey to support the relationship between listening and listening through bibliographic sources such as journals, books, and academic papers.

2.3.3 Experimental research

Experimental research manipulates an independent variable to observe the different effects and consequences it causes on the dependent variable (Hernández et al., 2013). For this reason, TBL has been used in physical classrooms to develop students' listening skills. Meanwhile, a group of students underwent a hearing test to determine their level after treatment and finally after a post-test.

2.4 Level or Type of research

2.4.1 Exploratory

Exploratory research, according to Neely and Marki (2021), they have different perspectives and tend to focus on issues that are not clearly expressed. This study is exploratory because it aims to clearly identify the relationship between the two

variables. On the other hand, direct contact during the experiment provided accurate results on the effectiveness of the treatment on the students.

2.4.2 Descriptive

The type of research that was applied in this research project is descriptive because it looks for the different characteristics and most important properties of TBL and how it influences the development of listening skill. According to Hernández et al. (2014), this type of research seeks to determine the properties, situations and characteristics of any phenomenon that can be analyzed.

2.4.3 Correlational

According to Hernandez et al. (2010), “The utility and main purpose of correlational studies is to know how a concept or variable can behave knowing the behavior of other related variables” This type of study measures the two or more variables that are to be known, whether or not they are related to it topic and thus analyze the correlation.

2.5 Population and Sample

The participants for this research, are students of Career of Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) from Universidad Técnica de Ambato, located in Ambato – Ecuador. The total population is composed of 23 students, mostly male as there are thirteen male students and ten female students. The age range of the experimental group is between 18 to 24 years old.

Table 1

Population

Population	Students	Teachers	Total
Male	13		13
Female	10	1	10
			23

Note: This chart was elaborated by P. Soto, 2022. Population selected of the PINE 6th semester from Universidad Técnica de Ambato.

2.6 Techniques and Instruments

The technique that was used in this investigation was observation. The qualitative data technique was collected in the internship that was used with the TBL method and the students improved their listening skills. In addition, as a quantitative data technique, a questionnaire was applied at the end in order to verify that the students develop the ability to listen. Finally, a pre-test and a post-test was applied to a group of students.

The test was taken from Cambridge English Qualifications B1 Preliminary Handbook for teachers for exams from 2020. This test has 4 parts in order to develop the listening skill. In the first part the students had to listen to 7 short listening's, each listening had one question and three images in which they must listen for specific information.

In the second part the students had to listen six dialogues, each listening has one question and those are multiple choice questions. In the third part, the students take notes or sentences because the students complete the information. Finally, in the last part students listen to a long text and answer six multiple choice questions.

2.6.1 Procedure

To increase the reliability of the research, the researcher used several hours of treatment in the sixth semester students and these consisted of the application of Task - Based Learning to improve listening skills. During the sessions attended by the researcher, it was possible to analyze and develop different activities with the method.

Sessions

The sessions were developed for the six interventions.

Session 1:

To start the intervention procedure, it was first necessary to apply the pre-test based on the Cambridge English Pet English Test. The pre-test consisted of four important parts. The pretest assessed students' listening skills based on multiple choice, writing, and choosing the correct word.

Session 2:

In the second-class intervention, it was necessary to immediately explain what the benefits of the Task-Based Learning method were. For this, the researcher proposed to put a video on the application so that the students know it in a better way. Subsequently, the researcher began with some activities using different web sites such as nearpod, educaplay, etc. The second part would deal with a detailed explanation of the listening process. The researcher gave examples and strategies of each stage for students to learn.

Session 3:

In the third class, the researcher began the class with feedback on the listening process. Subsequently, the researcher gave the necessary instructions to start the class. In addition, the researcher explained in detail the strategies to correctly answer the parts of an audio. At the end, the students had a listening website activity about completing a song.

Session 4 :

For the fourth class, it was necessary to do it virtually due to the situation in the country. The topic of the class was about their vacations and the researcher started the class by explaining to the students the vocabulary and grammar that must be used correctly to describe where the students participated voluntarily. The researcher emphasized the use of listening. Subsequently, the students had to complete an activity in educaplay where an audio with the grammar and vocabulary taught in class was used.

Session 5:

For the fifth class, the researcher began the class with comments about unusual activities and asked students' questions about words to describe vacations. In addition, the researcher taught them in detail and with examples from daily life how words should be used correctly. Finally, the researcher explained to the students that they had to use the vocabulary and grammar taught in class when listening to the audio. Students completed activities on google forms.

Session 6:

In the last session, the researcher explained to the students that they would be evaluated again but with a post-test based on the Cambridge English Pet English Test. The post-test consisted of four important parts, for example, the first part choose the image. The second part was about choosing the correct answer, the third part about completing with the correct word and the fourth part about choosing the correct word. The post-test was used to assess the listening skills of the students from an audio. Finally, the researcher was able to obtain satisfactory data from the students.

2.7 Hypothesis

H1: Alternative hypothesis

The use of Task- Based Learning method has a positive impact on development of the listening skill.

H0: Null hypothesis

The use of Task- Based Learning method does not have a positive impact on development of the listening skill.

2.8 Variable Identification

- Task- Based Learning (Independent Variable)
- Listening Skill (Dependent Variable)

CHAPTER III

3. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results.

The current research work is about the analysis of the data that was collected through a pre-test and post-test, the study was carried out with 23 students in the sixth semester of the Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato. The tests provided were taken from the Cambridge Preliminary English Sample Test B1 (PET). The results obtained are analyzed and discussed using tables and figures to facilitate the analysis and interpretation of data.

Each test that was applied has a structure that consists of 2 parts. Part 3 is for sixth-semester students to fill in the blanks with either a word, date, or time. While part 4 requires students to choose the correct answer as it is multiple choice. The students participated in the use of the Task-Based Learning method as a means of developing listening skills. The tables and graphs that were developed show in detail the average result of parts 3 and 4 of the pre-test and the post-test.

Finally, the IBM SPSS software was used to determine the most appropriate inferential statistics for this research project, for which a normality test was applied. Using this software, the normality test was developed, which allowed determining that the results do not follow a normal distribution. The Wilcoxon rank test was applied to determine the verification of the hypothesis if it is rejected or accepted.

Pre-Test Results

Table 1

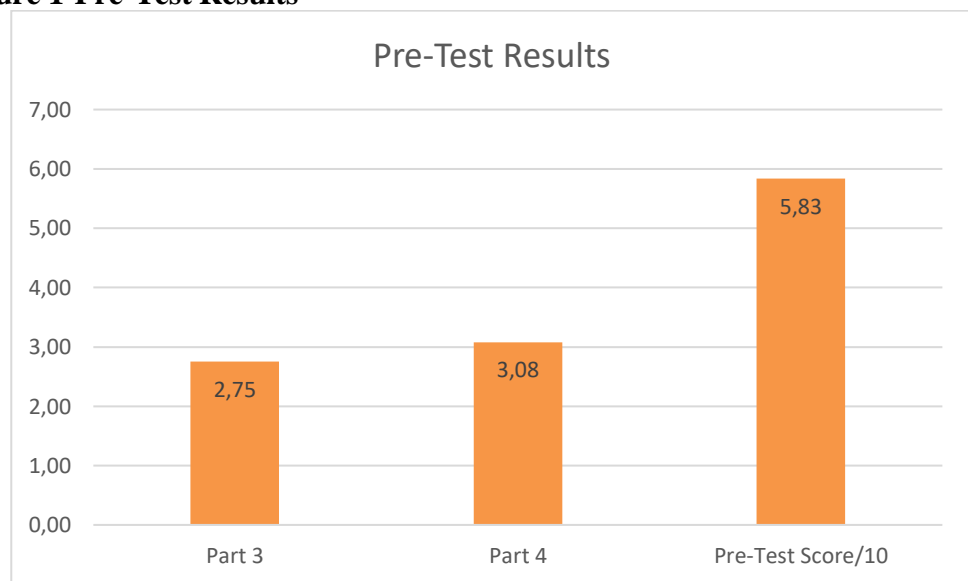
Pre-Test Results

Pre-test Results

	Part 3	Part 4	Pre-Test Score/10
Average	2,75	3,08	5,83

Note: General Average of the listening pre-test results at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Soto (2022).

Figure 1-Pre-Test Results



Note: General Average of the listening pre-test results at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Soto (2022).

Analysis and Interpretation

A table and graph were developed that show the average result of the scores obtained in the Pre-test, the study was carried out with 23 Students in the sixth semester of the Pedagogía de los Idiomas Nacionales y Extranjeros program from Universidad Técnica de Ambato. The test was taken from the Cambridge Preliminary English Sample Test (PET). Where part 3 and part 4 were considered to be evaluated.

The results obtained were analyzed using a table, which shows the average range of the two parts. Part 3 showed an arithmetic mean of 2.75 out of 5 points. While the average in part 4 was 3.08 out of 5 points. The general result in the Pre-Test was 5.83, out of 10 points.

After having analyzed the results of the pretest, certain difficulties were

evident in the students in the listening comprehension part in parts 3 and 4 of the test. To be specific, parts 3 and 4 showed considerably low scores. Part 3 contains spaces where students have to fill in the words using the audio. This can cause problems when writing the response, as students must identify and write specific information from the audio. In addition, listening comprehension difficulties were also observed in part 4, because the questions are multiple-choice, and they had to pay attention to the audio. In this part, the students had a somewhat good more detailed understanding of what was covered in each audio; however, a deficiency can still be detected. The results are remarkable, and it is evident that students have problems receiving auditory information. The general result showed that students barely exceed half of the maximum grade. Therefore, this receptive ability needs to be developed and improved.

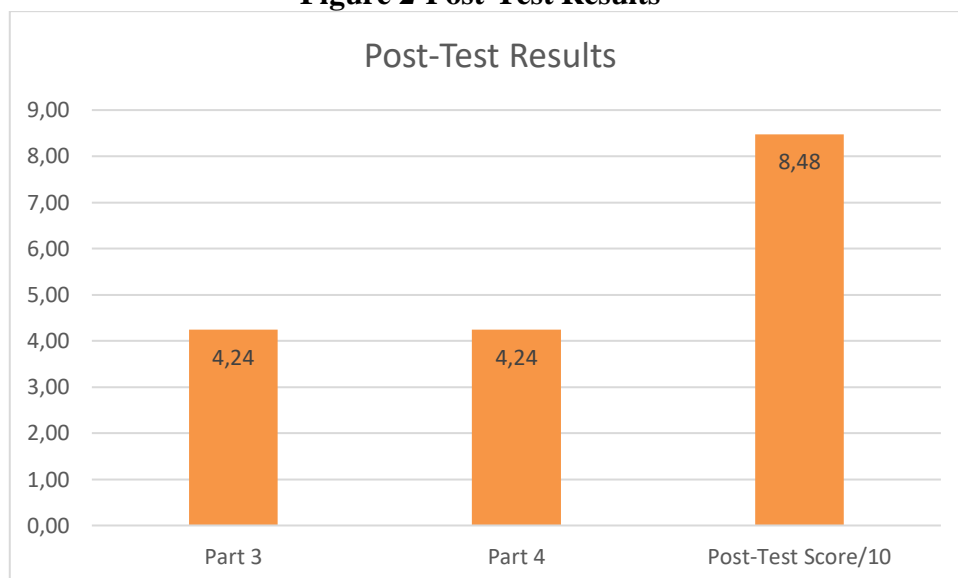
Post-Test Results

Table 2
Post-Test Results

	Part 3	Part 4	Post-Test Score/10
Average	4,24	4,24	8,48

Note: General Average of the listening post-test at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Soto (2022).

Figure 2-Post-Test Results



Note: Post-test results at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Soto (2022).

Analysis and Interpretation

After applying the treatment, a post-test was used to analyze whether there was an improvement in the students' listening ability. The test used was again the Cambridge B1 listening part. Then, the use of Task-Based learning to help develop listening skills had a

positive impact because it was possible to improve and develop the listening skills of the students so that they can understand the audio in English. The scores obtained in each of parts 3 and 4 of the test were analyzed as was done in the pretest, but now we can see the effects produced by the application of the treatment.

The results obtained were analyzed using the table, which shows the average range of the two parts. Part 3 showed an increase in the arithmetic means of 4.24 over 5 points. While the average of part 4 increased to 4.24 out of 5 points. The general result in the Post-Testis 8.48, out of 10 points.

The results obtained in the Post-test increased clearly and noticeably. Therefore, it is inferred that the use of the task-based learning method has a positive impact on the development of listening skills in sixth-semester students. Moreover, learning and practicing English through a method allows students to set their own pace, and to make rapid progress in learning the language.

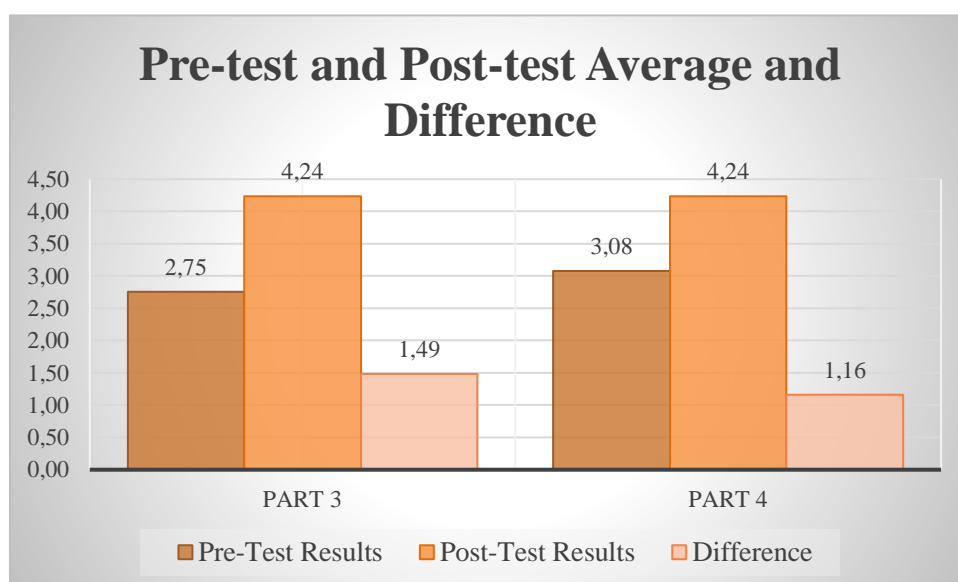
Comparative Results Pre-Test and Post- Test

Table 3-Comparative Results Pre-test and Post-test

Criteria	Pre-Test Results	Post-Test Results	Difference
Part 3	2,75	4,24	1,49
Part 4	3,08	4,24	1,16
Test Scores	5,83	8,48	2,64

Note: General Average and Difference pre-test and post-test at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Soto (2022).

Figure 3- Pre-Test and Post-Test Average and Difference



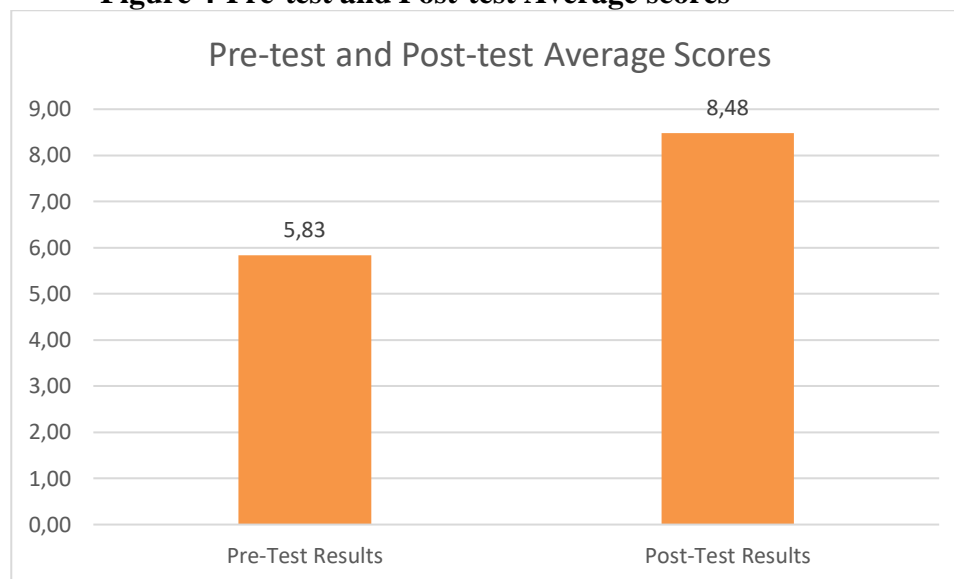
Note: Pre-test and post-test average and difference at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Soto (2022).

Analysis and Interpretation

A table was created to facilitate the understanding of the comparative analysis of the results between pre-test and post-test that show a positive change in the development of listening skills. Specifically, comparing the means of parts 3 and 4 of the test, part 3, showed an average of 2.75 out of 5 points in the pre-test, while this improved in the post-test with an average of 4, 24 out of 5 points, the difference in this part was 1.49 points. In part 4, the average range at the beginning was 3.08 out of 5 points, in this part there was an increase of 1.16 points, which caused the final average to be 4.24 out of 5 points in the post-test. Finally, the general average of the listening test

was 5.83 out of 10 points, however, after the treatment that had to do with the practice and development of listening skill, a score of 8.4 out of 10 was obtained. Finally, A significant increase of 2.65 points can be highlighted, which showed a positive and notable change in the student's scores with the use of the Task-Based Learning method.

Figure 4-Pre-test and Post-test Average scores



Note: Pre-test and post-test Average scores at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Soto (2022).

Analysis and Interpretation

A graph was developed, which contains the results of the applied tests. It is evident that unlike the scores in the pre-test, the results in the post-test increased, so it can be deduced that the listening ability improved in the students. At the beginning of the study, the average range was 5.83 out of 10 points. However, this value changed due to the use of the task-based learning method, and the result is evident, 8.48 points out of 10. There is an increase of 2.65 points, between pre and post-test. Therefore, it is inferred that the use of the task-based learning method has a positive impact on the development of listening skills, in students in the sixth semester of the National and Foreign Languages Pedagogy Career at the Technical University of Ambato.

In summary, the use of the Task-Based Learning method was beneficial for the students because they were able to develop the listening skill to understand the different accents of the speakers.

3.2 Verification of the

hypothesis.

Population

The study was carried out on 23 students in the sixth semester of the Pedagogía de los

Idiomas Nacionales y Extranjeros program from Universidad Técnica de Ambato.

Hypothesis Statement

H1: Alternative hypothesis

The use of Task-Based Learning method has a positive impact on the development of the listening skill.

H0: Null hypothesis

The use of Task-Based Learning method does not have a positive impact on the development of the listening skill.

Test of Normality

Table 5-Test of Normality

	Shapiro-Wilk		
	Stadístic	gl	Sig.
Pre_Test	,911	23	,042
Post_Test	,917	23	,058

Note: Shapiro Wilk Normality test values.

Analysis and Interpretation

In the table about test of normality between the pre-test and post-test. The verification of the study hypothesis, through a normality test. The table shows that the SPSS statistical program yields two tests, (a) Shapiro Wilk. Where the study was considered a sample of fewer than 23 students. Therefore, the Shapiro Wilk test should be considered, so the

sample is less than 30. The level of significance in the pre-test is 0.042. Meanwhile, the level of significance in the post-test is 0.058. Thus, the conclusion is that the results are scattered and do not follow a normal distribution, and a Wilcoxon test must be applied.

Wilcoxon Signed Ranks Test

Table 6- Wilcoxon signed Ranks Test

		N	Mean Rank	Sum of ranks
Post_Test - Pre_Test	Negative Ranks	1 ^a	2,00	2,00
	Positive Ranks	22 ^b	12,45	274,00
	Ties	0 ^c		
	Total	23		

a. Post_Test < Pre_Test

b. Post_Test > Pre_Test

c. Post_Test = Pre_Test

Note: Wilcoxon signed ranks test values

Analysis and Interpretation

The Wilcoxon rank test was performed with the 23 students who participated in the treatment. The range test is developed using the difference between the post-test and the pre-test. The table shows a negative range (a), which means that a student scored lower than the pre-test. Next, there are 22 positive ranges (b). This means that most of the participants improved and raised their scores in the post-test. Finally, no tie is shown (c). Then, of the average ranges two values are displayed, the first of 2.00 and the other of 12.45. The sum of the negative ranges is 2.00, and the sum of the positive ranges is 2,74 .Therefore, the use of Task-Based Learning contributes to the development of the listening skill.

Test Statistics

Table 7-Test Statistics

	Post_Test - Pre_Test
Z	-4,171 ^b
Sig. asintót. (2-Tailed)	,000

a. Wilcoxon signed Ranks Test

b. Based on Negative Rank.

Note: Test Statistics values with asymptotic Significance.

Analysis and Interpretation

Using the Wilcoxon statistical test, the significance value was determined, whose result is 0.000, this value was less than 0.05. Therefore, the null hypothesis is immediately rejected, and the alternative hypothesis is accepted, H1; The use of Task-Based Learning method has a positive impact on the development of the listening skill.

Finally, using the Task-Based Learning method is more effective than the traditional method to improve student's listening comprehension. In addition, Task-Based Learning is a method that can provide motivation, efficiency, and incentive to the teaching-learning process. However, its implementation has some limitations regarding the vocabulary and grammar of the students.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the analysis and interpretation of the results on Task-Based Learning and Listening skill that were obtained after the treatment applied to sixth-semester students of the "Universidad Técnica de Ambato", some conclusions and recommendations can be given.

- It is concluded that the level of listening comprehension of the sixth-semester students of the "Pedagogía de los Idiomas Nacionales y Extranjeros" career was identified through the pre-test (B1 Preliminary Cambridge) in which the average score was 7 about 12 points. They got a score of 5,83 out of 10 points. This showed that the students had problems identifying the information in the audio used in class. The listening skills were not good because they did not have well-developed listening sub-skills and they were not used to listening to audios with a British and American accent.
- The "Task Based Learning" method used to improve students' listening skills had positive effects. Different listening comprehension activities were developed and applied based on the method. The activities that were developed in class were with the use of different technological tools, grammar and vocabulary that were specifically based on the development of the students' auditory sub-skills such as: recognizing words, associating images, and understanding the audio. The use of the TBL method and the activities helped them improve their listening skills, and this can be seen in each of the post-test scores.
- The "Task-Based Learning" method contributes effectively to the development of listening skills and has different benefits for each of the students. However, each student was motivated to participate, practice, and develop the different listening activities with the application of the "Task-Based Learning" method, since this method promotes autonomous learning, with the different applications that

can be used in the classroom. making this learning model more effective, convenient, and entertaining by allowing students to own their knowledge.

There is an effectiveness of the "Task-Based Learning" method in the development of listening skills in sixth-semester students as demonstrated in the analysis and interpretation of the scores obtained in the pre and post-test. It is important to mention that the treatment was applied for a limited time and the classes were taught virtually and in person. The average mark of the pretest out of 10 points was 5.83, while the mark of the post-test was 8,48. We can see that a difference of 2,65 points was obtained, this gives us a clear vision of the auditory improvement of the students with the applied method.

4.2 Recommendations

After having used Task-Based Learning in a real learning environment with students, it is recommended to consider the following commendations.

- To improve the listening skills of the students, different listening comprehension activities must be developed so that the students can identify the key information of the audio and can correctly complete or choose the key information. On the other hand, various types of audio such as interviews, music, and dialogues should be used so that each of the students can develop the sub-skills individually as was done in the experiment, with different accents and speeds so that they can understand the different contexts. For this reason, Task-Based Learning had excellent results since it proved to be a useful and innovative method that can be used in the classroom.
- Use applications for the development of listening skill in this research, such as lyrics training, educaplay, and BBC Learning, among others. These websites can be found a large amount of listening material, from which listening skill activities can be carried out and applied in class. The audios on these websites can be found with a variety of accents and we can also find everyday conversations, news, and interesting interviews that can be of great help to develop the skill.
- Maintain the Task-Based Learning method as it contributes to the development of listening skills. The use of the method should be contributed so that teachers can have a product at the end of the class since in the course of it the students will develop the skill correctly. Among the benefits of this method, it facilitates personalized learning at any time, and place and allows immediate feedback and evaluation.

- It was shown that there is an effect of the Task-Based Learning method in the development of listening skills in sixth-semester students, as verified in the analysis of pre and post-test scores. It must be taken into account that the treatment was applied for a limited time and the classes were taught virtually and in person. The average score of the pretest out of 10 points was 5.83 while in the posttest it was 8.48. So, there is a difference of 3.18 points. This gives a clear view of the improvement in the listening skills of the students with the applied method.

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ANNEXES

ANEXO 3

**Annex 1:
Approva**

FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato /04/2022

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

Yo, Lic, Sarah Jacqueline Iza Pazmiño Mg. en mi calidad de Coordinadora 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 LEARNING AND THE LISTENING SKILL”** propuesto por la estudiante Soto Aldas Andrea Paola, portadora de la Cédula de Ciudadanía 180341222-8, 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.



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Licda. Sara Iza
Pazmiño Mg. CI:
0501741060
Tlf: 0984060528
Correo: sj.iza @uta.edu.ec

Annex 2: Pre-Test

https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0bVmH0Sr32fiA7NH SXNFikQptv_80btUREVCU_1RIU1IIMDFCVVHMDM3Njg0SDIONC4u

PRE-TEST

PRE-TEST
This test is based on Cambridge Preliminary (PET) English Sample Exam.

* Obligatorio

1

Part 1
Questions 1 – 7
For each question, choose the correct answer.

1. What will the boy bring for the barbecue?
* (1 Punto)

1 What will the boy bring for the barbecue?

A B C

A

Source: Taken from the Cambridge PET listening Paper.

Done by: Soto, P. (2022)

Annex 3: Post-Test

https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0bVmH0Sr32fiA7NH SXNFikQptv_80btUREVCU_1RIU1IIMDFCVVHMDM3Njg0SDIONC4u

POST-TEST

POST-TEST
This test is based on Cambridge Preliminary (PET) English Sample Exam.

* Obligatorio

1

Part 1
Questions 1 – 7
For each question, choose the correct answer.

1. What will the boy bring for the barbecue?
* (1 Punto)

1 What will the boy bring for the barbecue?

A B C

Source: Taken from the Cambridge PET listening Paper.

Done by: Soto, P. (2022)

**Annex
4:Lesson
Plan 1**

LESSON PLAN PRE - TEST

**Teacher's
name:** Paola
Soto

Date: 19-
05-2022

LESSON PLANNING				
Teacher: Soto Aldas Andrea Paola		Type of lesson: TBL		
Class: Sixth Semester "B"		WEEK: Week one		
General objective: To analyze TBL (Task- Based Learning) method in the development of listening skill.		Specific Objectives: <ul style="list-style-type: none"> • To diagnose the level of students' listening skill • To examine how Task – Based Learning method helps improve the listening skill • To determine the way Task – Based Learning enhances listening skill. 		
Subject: CALL		Group: 23		
Aim: -To give a brief introduction and instructions to the students. -To assess the level of students' listening skills using a pre-test.				
Materials: Key English Test				
No.	Date	Time	Activities	Material/ Resources

1	19/05/2022	5 minutes	-Teacher introduces herself and explains to students what they will be participating in. -Teacher gives general instructions for the activity.	PET English Test
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		5 minutes	-The teacher delivers the PET B1 level pre-test. -The teacher explains that they have 30-40 minutes to finish the pre-test	
		30 minutes	-The teacher asks students to enter their personal information in google forms of the pre-test. -The students start with the pre-test listening B1 level of PET from Cambridge -The teacher monitors the course so that all students finish the pre-test at the agreedtime.	

Source: Taken from the Cambridge PET listening Paper.

Done by:
Soto,P. (2022)

**Annex
5:Lesson
Plan 2**

LESSON PLAN 2

**Teacher's
name:** Paola
Soto

Date: 16- 06-
2022

LESSON PLANNING	
Teacher: Soto Aldas Andrea Paola	Type of lesson: TBL
Class: Sixth Semester "B"	WEEK: week two
General objective: To analyze TBL (Task- Based Learning) method in the development of listening skill.	Specific Objectives: <ul style="list-style-type: none">• To diagnose the level of students' listening skill• To examine how Task – Based Learning method helps improve the listening skill• To determine the way Task – Based Learning enhances listening skill.
Subject: CALL	Group: 23

Aim:				
-To give a brief introduction and instructions to the students.				
-To assess the level of students' listening skills using a educaplay.				
Materials: Computer, cellphones, ppt, educaplay				
No.	Date	Time	Activities	Material/ Resources
1	16/06/2022	5 minutes	-Teacher explains to students what they will be participating in. -Teacher gives general instructions for each activity.	Educaplay
		10 minutes	- The teacher explains about Educaplay -What is it and how can I use it my classroom? -The teacher explains functions educaplay.	
		30 minutes	-How does it work? - Classroom implications and benefits Assessment: Students complete the listening activity in educaplay wed.	

Source: Taken from the Cambridge PET listening Paper.

Done by: Soto,P. (2022)

**Annex
6:Lesson
Plan 3**

LESSON PLAN 3

**Teacher's
name:** Paola
Soto

Date: 09- 06-
2022

LESSON PLANNING				
Teacher: Soto Aldas Andrea Paola			Type of lesson: TBL	
Class: Sixth Semester "B"			WEEK: Week three	
General objective: To analyze TBL (Task- Based Learning) method in the development of listening skill.			Specific Objectives: <ul style="list-style-type: none"> • To diagnose the level of students' listening skill • To examine how Task – Based Learning method helps improve the listening skill • To determine the way Task – Based Learning enhances listening skill. 	
Subject: CALL			Group: 23	
Aim: -To give a brief introduction and instructions to the students. -To assess the level of students' using a BBC Learning English				
Materials: BBC, PPT, AND AUDIOS				
No.	Date	Time	Activities	Material/ Resources

1	21/06/2022	5 minutes	-Teacher explains to students what they will be participating in. -Teacher gives general instructions for each activity	BBC Learning English
		10 minutes	- The teacher explains about BBC Learning English - The teacher explains characteristics of BBC Learning English -The teacher explains functions BBC Learning English	

		30 minutes	-The students have to complete the song in educaplay . https://www.youtube.com/watch?v=VPRjCe0BqrI	
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Source: Zoom meeting

Done

by:

Soto,P.

(2022)

Annex 7:Lesson Plan 4

Teacher's name: Paola
Soto

Date: 21- 06-2022

LESSON PLAN 4

LESSON PLANNING	
Teacher: Soto Aldas Andrea Paola	Type of lesson: TBL
Class: Sixth Semester "B"	WEEK: Week four
General objective: To analyze TBL (Task- Based Learning) method in the development of listening skill.	Specific Objectives: <ul style="list-style-type: none">• To diagnose the level of students' listening skill• To examine how Task – Based Learning method helps improve the listening skill• To determine the way Task – Based Learning enhances listening skill.
Subject: CALL	Group: 23

Aim:				
-To give a brief introduction and instructions to the students.				
-To assess the level of students' using a BBC Learning English				
Materials: Key English Test				
No.	Date	Time	Activities	Material/ Resources
1	21/06/2022	5 minutes	-Teacher explains to students what they will be participating in. -Teacher gives general instructions for each activity	BBC Learning English
		10 minutes	- The teacher explains about BBC Learning English - The teacher explains characteristics of BBC Learning English -The teacher explains functions BBC Learning English	
		30 minutes	-The students have to complete the song in educaplay . https://www.youtube.com/watch?v=VPRjCe_oBqrl	

Annex 8 :Lesson Plan 5

**LESSON
PLAN 5**

LESSON PLANNING				
Teacher: Soto Aldas Andrea Paola		Type of lesson: TBL		
Class: Sixth Semester “B”		WEEK: Week fifth		
General objective: To analyze TBL (Task- Based Learning) method in the development of listening skill.		Specific Objectives: <ul style="list-style-type: none"> • To diagnose the level of students’ listening skill • To examine how Task – Based Learning method helps improve the listening skill • To determine the way Task – Based Learning enhances listening skill. 		
Subject: CALL		Group: 23		
Aim: Students will be able to use be supposed to ,future continuous and relative clauses.				
Materials: Quizziz, Kahoot, educaplay.				
No.	Date	Time	Activities	Material/ Resources
1	23/06/2022	30 minutes	PROCEDURE:	<ul style="list-style-type: none"> • BBC Learning English • Talk about park rules. • Talk about outdoor activities • Discuss how to help the environment.
		30 minutes	Step1 <ul style="list-style-type: none"> • The teacher asks students if they know some park rules. • Students watch the video about park rules and answer the questions. • The teacher explain vocabulary about 	

			<ul style="list-style-type: none">park rules.The teacher explain grammar about BE SUPPOSED TO and students talk about rules at home, school, or work. Used supposed to.	
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			<p>Example: I was supposed to stay on the trails.</p> <ul style="list-style-type: none"> • Students practice the grammar in kahoot app. https://kahoot.it/ 	
		30 minutes	<ul style="list-style-type: none"> • - The teacher asks students if they know about outdoor activities. • Teacher explain grammar about future continuous. <p>Example: Next week, I will be soaking in a hot spring.</p> <ul style="list-style-type: none"> • Students practice the grammar in quizizz https://quizizz.com/admin/quiz/60b001d05a3dd9001d137716 	

		30 minutes	<ul style="list-style-type: none"> • Listen the audio and answer the question : What does Elena tell Oscar about? • Students listen and complete the conversation. <p>Step 3</p> <ul style="list-style-type: none"> • Discuss how to help the environment. • Teacher explain the vocabulary. • Students complete the sentences with words from vocabulary. • Teacher explain grammar about relative clauses. • Students answer in the google forms . https://forms.office.com/Pages/ResponsePage.aspx?id=1Mylqe0A80uk0bVmH0Sr32fiA7NHSXNFikQptv_80btURVM0RDhDSjdENzIENEZQTThDMIZWRIVBWi4u 	
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			Assessment : Students listening the conversation about the travel activities https://es.educaplay.com/recursos-educativos/12415478-travel.html	

Source: Zoom meeting

Done by: Soto,P. (2022)

Annex 9 :Lesson Plan 6

LESSON PLANNING	
Teacher: Soto Aldas Andrea Paola	Type of lesson: TBL
Class: Sixth Semester “B”	WEEK: Week six
General objective: To analyze TBL (Task- Based Learning) method in the development of listening skill.	Specific Objectives: <ul style="list-style-type: none"> • To diagnose the level of students’ listening skill • To examine how Task – Based Learning method helps improve the listening skill • To determine the way Task – Based Learning enhances listening skill.
Subject: CALL	Group: 23

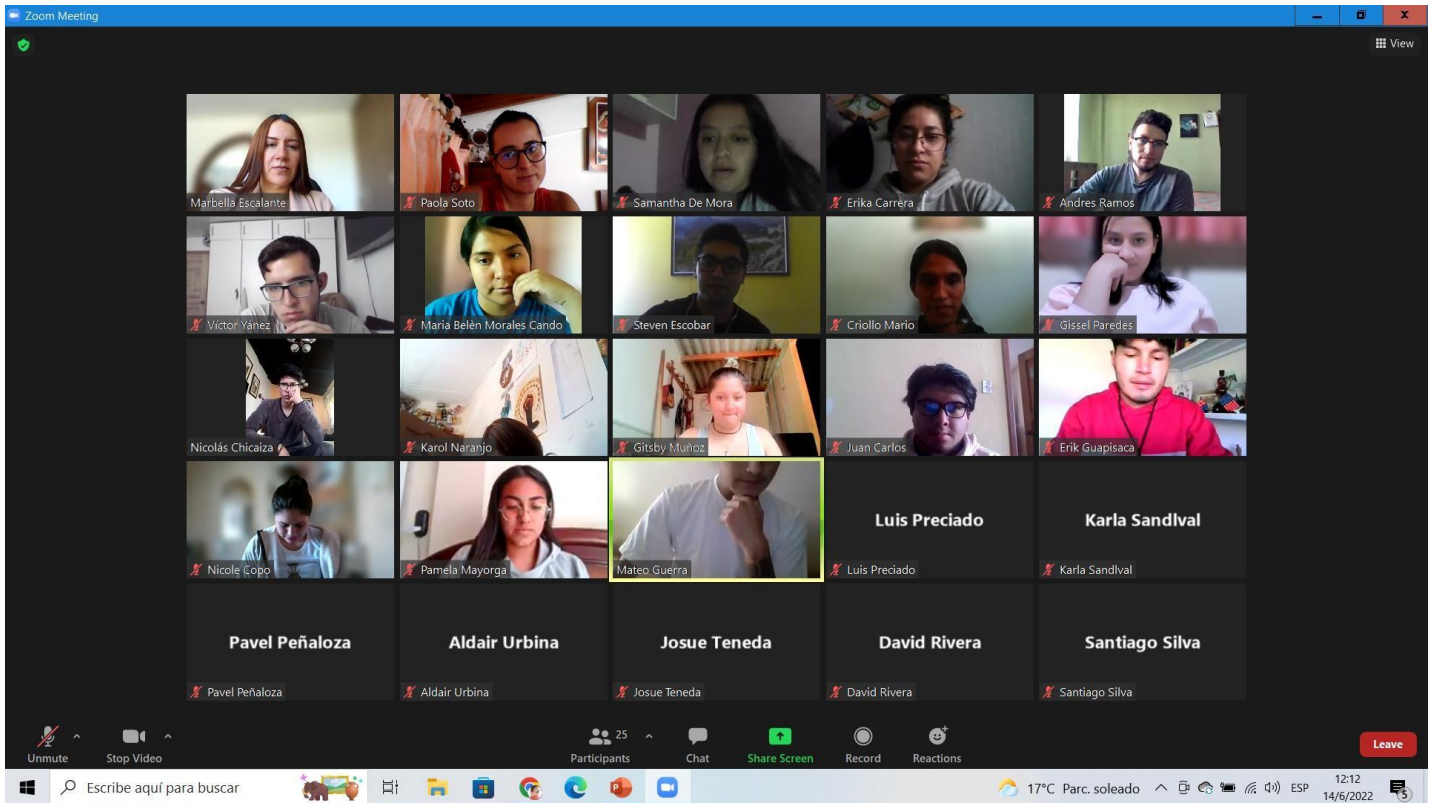
Aim:				
-To give a brief introduction and instructions to the students.				
-To assess the level of students' listening skills using a pre-test.				
Materials: Pet English Test				
No.	Date	Time	Activities	Material/ Resources

1	04/06/2022	5 minutes	-Teacher introduces herself and explains to students what they will be participating in. -Teacher gives general instructions for the activity.	PET English Test
		5 minutes	-The teacher delivers the PET B1 level pre-test. -The teacher explains that they have 30-40 minutes to finish the pre-test	
		30 minutes	-The teacher asks students to enter their personal information in google forms of the pre-test. -The students start with the pre-test listening B1 level of PET from Cambridge -The teacher monitors the course so that all students finish the pre-test at the agreedtime.	

Source: Taken from the Cambridge PET listening Paper.

Done by: Soto,P. (2022)

Annex 10 :Zoom meeting



Source: Zoom meeting

Done by: Soto,P. (2022)

Annex 11 : Class



Source: Class Universidad Técnica de Ambato.

Done by: Soto,P. (2022)




Annex 12: Urkund



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Analysis address	cristinadjordanb.uta@analysis.orkund.com

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Source: Class Universidad Técnica de Ambato.

Done by: Soto,P. (2022)