



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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

**Informe final del trabajo de Integración Curricular previo a la obtención del
Título de Licenciado en Pedagogía del Idioma Inglés**

TASK-BASED LEARNING TO DEVELOP THE PRODUCTIVE SKILLS

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Ambato – Ecuador

2023

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I, Mg. Dorys Maribel Cumbe Coraizaca, holder of the I.D No. 1803694569, in my capacity as supervisor of the Research dissertation on the topic: **“TASK-BASED LEARNING TO DEVELOP THE PRODUCTIVE SKILLS”** investigated by Miss Evelyn Valeria Pico Pachacama with I.D No. 1850689702, 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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I declare this undergraduate dissertation entitled “**TASK-BASED LEARNING TO DEVELOP THE PRODUCTIVE SKILLS**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



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DEDICATION

*To God, for all the strengths that he has given me to carry on.
Thanks to my family for supporting me in
the process of my studies and my life and
my father for the best wishes and for
helping me.*

ACKNOWLEDGEMENTS

To my aunt for all support and patience that show me during my life and
for all the advice.

To my cousins for helping when I needed them

To my teachers for sharing their knowledge and the patient
that they had for me

Valeria

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TOPIC: “TASK-BASED LEARNING TO DEVELOP THE PRODUCTIVE SKILLS”

AUTHOR: Evelyn Valeria Pico Pachacama

TUTOR: Lcda. Mg. Dorys Maribel Cumbe Coraizaca.

ABSTRACT

The use of modern approaches in the English education area has been avoided due to different aspects such as time and knowledge. However, some educators agree with the idea of using modern approaches to improve English language skills and teach the language. The present study has the purpose to determine the influence of using Task-Based learning in the development of students' productive skills using a pre-experimental method of research. The population considered for this research was 19 students, 12 females and 7 males with an age range between 8 to 9 years old from fifth grade at Unidad Educativa “Glenn Doman”. The research lasted four weeks during which ten interventions were carried out, two interventions for the pre-test and post-test applications, and eight interventions for each lesson plan based on the Task-Based learning approach. Nevertheless, the work modality was face-to-face classes for developing the tasks to improve writing and speaking skills. After the four-week interventions, the quantitative data was gathered and analyzed using the SPSS program comparing the scores from the pre-test and post-test with an average improvement of 2.8 to 4.2. Finally, for the verification of the hypotheses, the author used the T-Student test concluding that the Task-Based learning approach has a positive impact on the development of learners' productive skills.

Keywords: Task-Based learning, productive skills, approaches, writing, and speaking skills, English language.

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RESUMEN

El uso de enfoques modernos en el área de la educación en inglés se ha evitado debido a diferentes aspectos como el tiempo y el conocimiento. Sin embargo, algunos educadores están de acuerdo con la idea de utilizar enfoques modernos para mejorar las habilidades del idioma inglés y enseñar un segundo idioma. El presente estudio tiene como propósito determinar la influencia del uso del Aprendizaje Basado en Tareas en el desarrollo de las habilidades productivas de los estudiantes utilizando un método de investigación pre-experimental. La población considerada para esta investigación fueron 19 estudiantes, 12 mujeres y 7 hombres con un rango de edad entre 8 a 9 años de quinto grado de la Unidad Educativa “Glenn Doman”. La investigación tuvo una duración de cuatro semanas durante las cuales se realizaron diez intervenciones, dos intervenciones para las aplicaciones de pre-test y post-test, y ocho intervenciones para cada plan de lección basado en el enfoque de aprendizaje basado en tareas. No obstante, la modalidad de trabajo fueron clases presenciales para el desarrollo de las tareas de mejora de la escritura y expresión oral. Después de las intervenciones de cuatro semanas, los datos cuantitativos se recopilaron y se analizaron utilizando el programa SPSS, comparando los puntajes de la prueba previa y posterior con una mejora en el promedio de 2.8 a 4.2. Para la verificación de las hipótesis, el autor utilizó la prueba T-test concluyendo que el enfoque de aprendizaje basado en tareas tiene un impacto positivo en el desarrollo de las habilidades productivas de los aprendices.

Palabras clave: aprendizaje basado en tareas, habilidades productivas, enfoques, habilidades de escritura y habla, Idioma en inglés.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

Task-based Learning in the development of productive skills has been the main reason for extensive research in these last years. This data was gathered from previous investigations, including journals that were taken from the Scopus research and the thesis that were stored in institutional repositories. The important studies in this area were examined from many viewpoints which are shown in the following section.

Suárez and Rodríguez (2018) worked in a research project that had the objective of promoting collaborative tasks, and the interaction between students and teachers. To carry out this research, the authors used the instruments of video recording, written, oral, visual, and manual products from the student's tasks in the classroom. Besides, the analysis of classroom interaction was done with a series of steps of conversational analysis. Additionally, the researcher mentioned that this study allowed the description of the unexpected pattern of interactions between teachers and students, which showed changes inside the classroom. Furthermore, the research approach used in this study was a qualitative paradigm, with the purpose to understand the way people are in the social world. Moreover, a group of 39 students in 4th grade participated in this study, which took nine-months. During this time the authors designed didactic units based on students' interests and based on the syllabus of the institution. In addition, a total of 8 sessions were carried out in this study and the TBLT approach was useful to state the importance of collaborative learning with new learning experiences in the English classes. Finally, the authors followed seven subcategories of analysis emerging patterns of interaction, which are, Students' verbal interaction, students' non-verbal, students' hidden interaction, students' use of background knowledge, context interaction, collaborative tasks in the classroom, and students' self-confidence increases and strengthens the use of the target language. And the results found were that the participants established interaction with each other and improved their communication with the teacher.

Benzi et al. (2019) led another project that considered the most important component of language, which is the ability to communicate. Nevertheless, the lack of practice and exposure to the language cause learners not to develop their speaking skills. So, the aim of this article is to discover the potential use of integrating Instagram and TBL activities to develop speaking skills. Moreover, the methods used to collect data were observation, and semi-structured oral interviews. The observation was referred to as descriptive observation, which involves direct observation supported by videos and photos. Besides, the semi-structured interview marked the process to emphasize the content and the verbal stimuli. The population was eight pupils from an urban preschool in Selangor. And, the research was carried out over 14 weeks, which was divided into two equal cycles of 7 weeks. In fact, with the use of task-based learning activities, which were role-played, jazz chants, and social expressions that reflect on daily conversation and the use of Instagram, students developed their speaking skill. In the process, learners had to read, view the scripted lines, and practice in pairs or groups. These activities were recorded a few times. Finally, the videos were uploaded to a private account on Instagram, and the videos were sent to friends and parents, who gave positive feedback. And, the findings indicated that Instagram motivates and increases the interest of students to practice English speaking, at the same time, improve their speaking skills.

Buitrago (2016) developed an action-research project focused on communication competence through the use of a task-based learning approach. The participants were 34 students in tenth grade at a public school in Medellin. Besides, the instruments used for data collection were surveys and interviews. Additionally, to achieve the validity of the results, the author made a triangulation, looking for patterns and recurrent categories, aiming for corroborating findings and verifying their consistency. In that way, the researcher transcribed the interview, to analyze, read and coded the data for preliminary categories through open coding, which showed data broader. Also, the researcher used a tabulation, where she tabulated the quality of responses and established some of the surveys into percentages. Finally, the findings found that students activate their prior knowledge, and they were able to construct well-structured sentences. Moreover, they improved their communicative competence through the

implementation of different tasks proposed by Willis, which are listing, sorting, comparing, and sharing personal experiences.

Celik (2017) argued that teaching English through tasks is considered useful and necessary because the teachers can employ it in the language classroom and it is a better way for students to learn the target language. The purpose of this paper was to show why task-based learning takes an important place in foreign language learning. In particular, whether the use of task-based learning in the language contributes to communicative language teaching was an issue the paper of Celik deals with. Additionally, the approach used in this study was the analysis of literature. So, the researcher explained that task-based learning gives learners a chance to use the target language and to improve the language under teacher guidance. Moreover, with the use of this approach the learners are put in a situation where oral communication is necessary to perform the task. Finally, the author concluded that an important feature of tasks is that students can interact with others and they can improve their communication skills. Furthermore, TBL increases the language development in the learners because this approach allows them to practice, to experiment with the second language for communicative purposes.

Sholeh et al. (2020) stated that Task-Based learning is a modern method, which offers students the opportunity to use authentic target language through tasks. Besides, Task-based learning drives all the skills, it engages students in the learning process and it also motivates students to perform their tasks and use their imagination. To reach this study, the authors used the analysis of literature approach, and the pages used to obtain the necessary information were ERIC, Research gate, Semantic Scholar, and Academia. In fact, all papers, studies, and the documents published will be reviewed to provide some suggestions that English teachers can implement and they can take into account. Moreover, the analysis of this paper was only focused on task-based learning and how it relates to EFL learners. In addition, the authors mentioned the benefits of Task-Based Learning has: students are free to use the target language and they are free to express themselves, the student would be more exposed to TBL terminology, they can use a natural context according to their experiences and lexical sentences, collocations, patterns, and language forms are exposed to them. Finally, the researchers exposed that TBL is successful in language instruction.

Pham Vu and Do (2021) conducted a project with the purpose of employing Task-based instruction to improve students' speaking or writing skills and grammar knowledge. The current investigation had quasi-experimental research, to investigate the impact of two instructional methods: Presentation, practice, production (PPP), and Task-based instructions (TBI). Moreover, to check if there is any difference between both instructional methods in improving students' productive skills. The population was two groups, one group was trained to learn grammar with PPP, and the other group was trained with the TBI method. Additionally, the researcher conducted eight weeks of treatment and information was collected from the pre-test and post-test and the interviews. Finally, the results found were that with the TBI model, the group had an average score of 2.82 to 3.73. It had a positive impact on students' grammatical performance in productive skills. While it was not the same result with the PPP method with an average of 3.03 to 3.74. However, the TBI model is recommended to language teachers because it created many opportunities for students to practice the language and they were motivated to get involved in different classroom activities.

Bahari and Salimi (2019) presented in their study, the need to learn about a wide range of emerging education technology to develop receptive and productive skills in the second language. The aim of this review article was to bridge the gap of a study informing second language teachers and researchers about reported challenges and affordances of developing L2 skills. And, the main contribution was to inform teachers and researchers. Moreover, the authors included in their study, one hundred thirty-two peer-reviewed articles and different study designs from experimental to meta-analysis. Finally, based on the reported findings, it is necessary to consider a variety of factors that originate from the learners' differences before utilizing reported affordances.

The research project carried out by Khatib and Dehghankar (2018), stated that English for specific purposes and Task-Based Language Teaching has been the principal reason for recent studies in English as a Foreign Language. The main aim was to investigate the impact of TBLT on ESP students' productive skills and explore ESP students' and teachers' attitudes toward a nature program. Moreover, this research was carried out with seventy students of two different classes at Allameh Tabataba'i University and 10 teachers. Besides, the instruments for this project were a

questionnaire and semi-structured interviews. The participants underwent a 16-week instruction phase. Therefore, one group received a one-semester-long instruction based on TBLT, while the other 30 learners were taught with the content of the textbook development. Finally, the results indicated that the experimental group had a significant difference of 1.2 to 7.66 in acquiring speaking and writing skills. On the other hand, the Control group had 1.3 to 1.88, and the participants in the control non-TBLT group did not significantly improve their productive skills.

Zahron (2020) led another study, the literacy review of some theories and studies based on the integration of higher-order thinking skills to increase learners' English language production skills. This study explored what higher-order thinking skills are, why higher-order thinking skills can increase the productive skills of students, and how to implement higher-order to develop the writing and speaking skills of learners. In conclusion, the author mentioned some studies and theories that could be conducted that the implementation of higher-order thinking skills in classroom activities can play an important role in the English language classroom and it has a lot of benefits for teachers and students. Finally, teachers need to know the importance of teaching higher-order thinking skills which can assist the students to strengthen their productive English skills. Thus, future teachers not only have to be proficient in English level, but they also need to have a mastery of English skills and classroom activities based on higher-order thinking skills. In that way, they encourage students to enhance their productive skills.

Luh et al. (2017) investigated the effect of Project-Based Learning on students and how activities influence the teaching-learning process. The research applied an embedded mixed-method design using quantitative and qualitative approaches. Thus, the quantitative data were collected through the use of the test, to evaluate the speaking and writing skills. Meanwhile, the instruments used for qualitative data were the interview guide, observation checklist, open-ended questionnaires, and field notes. Moreover, to obtain the quantitative results, the authors used a paired-sample t-test to analyze the difference in students' English productive skills before and after being taught using Project-based Learning. On the other hand, qualitative data were analyzed descriptively. Finally, the general result of the analysis was a positive effect of PBL on learners, PBL was found to improve the enthusiasm, confidence, creativity, self-

directed learning, and collaborative learning skills of the students. In addition, PBL improves students' ability to speak and write in EFL.

All the studies mentioned above contributed in the development of this research, the authors mentioned different activities that are useful to enhance learners' speaking and writing skills. Those activities can be implemented in a motivational and engaging way for students can achieve their learning outcomes and promote student interaction. Moreover, they mentioned important aspects that teacher must take into account when planning a class with Task-based learning approach.

Theoretical Framework

Independent Variable

English Language Teaching

English Language Teaching is a meaning-creating communication system that explores English components and structures. Gultom (2015) argued that Linguistics is necessary to teach the English language because it helps teachers explain the English components and structures. In addition, every language has a system or group of linguistic rules that can be learned in terms of phonology and morphology, syntax, and semantics. Moreover, ELT must be incorporated with other fields, such as psychology, cognitive science, anthropology, sociology, and education. Around the world, adults and children learn English as a second language (L2) or foreign language (EFL). For that reason, it is advantageous to interact and communicate.

Serif (2022) mentioned the importance of English language learning worldwide for students to advance their proficiency in the target language. Besides, language acquisition requires significant time and practice commitment, as well as the participation of students in the learning activities to improve their skills. However, the teachers have limited classroom time, and the opportunities for people to practice language skills are unfortunately low.

English teachers have adopted digital teaching and learning methods to improve English language teaching. Thus, technology facilitates interaction which engages in conversation. When teachers use platforms for English language teaching, this increases many opportunities for all students. For instance, when the teacher creates an activity using a website to practice English, learners can use the language and communicate with their peers by completing the task. For a long time, teaching the English language has been believed as a dynamic field in which teachers primarily impart knowledge, such as information or facts” (Banu et al., 2021)

Teaching learning process

Teaching is the application of knowledge, concepts, and processes. Thus, teaching consists of involving students in the active construction of knowledge. During the teaching process, teachers need to know how their students learn and how to transform them into active learners. The teaching is not only to transmit information, but also to transform students from passive to active constructors. According to Soria (2019), teaching is a group of actions that professors design to support students' learning. Moreover, the learning process is developing new skills and understanding of new concepts.

Rodríguez et al. (2018) mentioned that the instructional method is a deliberate, planned, and outcomes-oriented pedagogical approach; which is structured to facilitate student learning success. Engaging students in the learning process helps to connect their real-life situations and activate their interest. In addition, active learning in the teaching-learning process promotes students to develop their thinking skills, such as the application of knowledge, analysis, and synthesis.

The teaching-learning process through technological innovations is used in order to deliver significant improvement in education. Lawrence and Tar (2018) stated that technology is being incorporated into our daily lives and the education system. Besides, the use of mobile telephony, projection technology, digital recording equipment, software applications, the internet, and other technologies are opportunities that give a positive change in the teaching-learning process. The advantages of technology in the teaching-learning process are to support student-

centered and self-directed learning; promote problem-solving and develop critical high-order thinking skills, improve communications skills, motivate and engage learners, create a collaborative and cooperative learning process, and produce a creative learning environment.

Gulton (2015) explained the different theories that involve language teaching and learning. The author mentioned that each theory has strengths and weaknesses, and the learning theories are behaviorism, cognitivism, and constructionism.

Cognitivism learning theory focuses on the idea that students process the information received. Lozada (2021) pointed out that the learning process occurs when students acquire and reorganize new information, find new explanations or adapt old ones. The role of teachers in this learning theory is to understand the position of the students, who have different experiences that influence their learning outcome and the acquisition of the learning. In addition, teachers search for an adequate manner to organize new and old information and provide feedback.

The learning process in cognitivism is that learners consider a new situation as a problem. Thus, learners analyze the problem and try to identify the elements of the situation. Then, they start to compare with previous situations using a mental system to find a strategy or a plan to deal with the new situation (Gulton, 2015).

What learning theory is developed in the Task-based learning approach? According to Soria (2019) mentioned, the constructivist theory of learning arises from several approaches and methods and one of them is in TBL. This describes that the knowledge is actively constructed by the students and knowledge is in constant change and movement. These changes cause the students to become active learners, conscious actors, and responsible for their learning.

Teaching methodology

The teaching methodology is defined as the study of practices and procedures used in teaching. Nunan (2000) mentioned that methodology is the study of natural language skills, the study preparation of lesson plans, materials, and books, and the evaluation and understanding of teaching methods.

Students must create mechanisms for the development of collaborative and interdisciplinary skills, which are increasingly needed both inside and outside of the classroom. This includes the development of key research approaches and skills (Mahony and Pierazzo, 2012). This emphasizes that the teaching methodology should be a collaborative method and reflective practice. Thus, students will know what they need to become successful learners.

The methodology of teaching foreign languages, according to Djuraevna (2022) is a pedagogical scientific discipline, where humans develop and explore the humanitarian sphere of human life. The objective of teaching methodology is to develop human interest, motivation, need, and capabilities. As a foreign language, the main goal of training is to develop students' personalities and train the formation of practical skills of speech. Moreover, teaching methodologies in how teachers explain or teach lessons to students, teachers can include the use of lectures, groups, or small group discussion activities.

The teaching strategy is a teacher's pedagogical ability to design and carry out a successful, ideal, and appropriate teaching and learning process for kids while fostering their interest in learning (Sibagariang, 2021).

According to Celce-Murcia (2001), some time ago the language teaching methodology just has two types of approaches, one type of approach focused on using a language (speaking and understanding), and the other type of approach focused on analyzing a language (learning and grammar rules).

Richards and Rogers (2014) described that approach as a set of beliefs and principles that can be used by the teacher as the bases for teaching language. The authors described different approaches, which are, Communicative Language teaching (CLT), Content-based instructions, Cooperative learning, Multiple intelligences, The natural approach, Neurolinguistics programming, Task-based language learning, and Whole language.

Task-based learning

Some English language textbooks and materials contain a wide range of activities and assignments. According to Nunan (2000), there are two different types of tasks from a Task-Based learning perspective; pedagogical and real-world tasks.

Pedagogical Task

Pedagogical tasks are activities in the class that is developed specifically to use particular interaction strategies as well as the employment of particular language forms like skills, grammar, and vocabulary. The pedagogical exercises require two pupils to determine how many differences there are between two similar photographs. They offer helpful information for language development and the assignment itself is unlike anything one would encounter in a real-world task.

Real-world tasks can be used as a warm-up for real-world tasks because they are similar to real-world language usage. An example of an assignment like this would be having the student act out a job interview. Willis (2012) asserts that TBI is based on six distinct tasks:

- 1. To-do List:** In this task, learners have to make a list of things dependent on the topic that they are learning. For example, they might have to make a list of things they would like to do on vacation.
- 2. Sort and order:** Here students work in pairs and order the things they should do first on their vacations.
- 3. Compare:** The objective of this task is to compare reports or advertisements.
- 4. Problem-Solving:** The teacher presents a problem, where students have to read, analyze the problem and give solutions or advice to that problem
- 5. Sharing personal experiences:** Students discuss their reactions to an ethical or moral dilemma.
- 6. Creative tasks:** Students prepare plans for redecorating a house, or the school. Or they prepare a creative letter.

Willis (2012) suggested the following actions in order

Pre-task

In the pre-task, the teachers will explain what will be required of the pupils throughout the task phase. In other words, this is the topic and task introduction. Using images, personal stories, or teacher experiences, the class will brainstorm ideas to help students understand the task's topic and objectives. In courses that use task-based learning, students are in charge of choosing the proper language to provide context for themselves. This first stage provides helpful exposure to comprehending pertinent words and phrases and identifying new ones.

Task Phase or Task Cycle

According to Willis (2012) in his book, “A flexible framework for task-based learning”, the task phase or Task Cycle has three phases, which are Task, Planning, and Report

Task

Students work in pairs or small groups to complete the task during the task phase, depending on the sort of activity the teacher chooses. The groups' accomplishment of the assignment's objectives is the outcome of their efforts. Additionally, teachers' responsibilities include remotely supervising the class.

Planning

Students prepare their oral or written report to present to the class, outlining how they completed the assignment and any conclusions or discoveries they made. The teacher's job is to support students and be available for any questions they might have. In conclusion, the focus of this stage is on organization, accuracy, and explanation as necessary for a public presentation.

Report

Some groups present their reports in class or another option is to exchange written reports and compare their results.

Language focus

Analysis

The students have to take notes while they analyze and discuss specific aspects of the text in this section. The language form that students may include is the student's problem.

Practice

Finally, the teacher's conclusion may be used to cover the material mentioned in the analysis stage. Students practice activities to develop their confidence and it is an opportunity for the teacher to emphasize key language.

Roles of Learners

Task work implies the following primary roles:

1. Participants in groups: many tasks will be completed in pairs or small groups.
2. Monitor: in TBL, activities are used to facilitate learning rather than for their purposes. Students must be allowed to observe how language is utilized in communication through class activities.
3. A risk-taker and innovator

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

Roles of Teachers

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

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

Dependent Variable

English Language

Praveen and Patel (2008) mentioned that English is spoken worldwide and is full of knowledge and information. The English language is used to connect people having different tongues. English has considered an “International Language” it means that the English language is a global of communication in numerous dialects, and also the movement toward an international standard for the language.

The English language is the mother tongue of nearly 340 million people and another 250 million people use it as a second language. Many people consider English useful to establish international relations for communication purposes and the exchange of views with different countries of the world.

International English according to Praveen and Patrel (2008) refers to English is being used and developed in the world, as a language owned not just by native speakers, but by all those who come to use it. It especially means English words and phrases generally understood throughout the English-speaking world as opposed to localisms.

English language learning

Tomlinson (2008), mentioned that the acquisition of a second and foreign language learning needs to be contextualized and comprehensible. Also, the students need to be motivated, relaxed, positive, and engaged. Thus, the learners need to be exposed to the authentic use of English

English language learning is a process that humans develop to comprehend, perceive, and produce a second language. It is important to know the skills of language,

which are listening, speaking, reading, and writing. Therefore, when children, teenagers, and adults start this process of English language learning, they start with the easiest part of learning a language to the most difficult one. During the process, learners accomplish several learning objectives. As result, pupils can produce language properly (Brown, 2006).

The benefits of English language learning vary depending on the age of exposure. So, there is a relationship between language learning and exposure to the language during this process. For that reason, while students learn a new language, the exposure to the language needs to be intense and regular. In other words, the use of authentic English allows learners to have more interaction with the English language (University College London, 2019).

English Skills

The four skills are essential for good communication and it has been classified as receptive and productive skills otherwise called active and passive skills (Sreena and Iankumaran, 2018).

Acquiring a foreign language is a challenge, especially if the main objective is communication. Learning the English language specifically requires mastery and development of the four linguistic skills such as: listening, reading, speaking, and writing. In addition, it should be noted that these four skills are linked to each other. In other words, you cannot read without writing or listen without knowing how to speak. It is for this reason that students need to have adequate practice to acquire a second language. Students should set themselves the goal of reaching high communicative competence and for this, they must train and improve their language skills.

Language is a means of communication, but if the definition of a language is used in the study of language. It means that we must involve other means of communication that are not categorized as a language. Moreover, language is formed by sounds and a language must have characteristics that do not belong to the other means of communication.

Productive Skills

The productive skills are those that produce the language “speaking and writing because pupils need them to produce the language. They are also known as active skills. They can be compared with the receptive skills of listening and reading” (Council, 2006).

Writing

Writing is defined as “the activity or skill of writing, a sequence of letters, words, or symbols marked on a Surface, or handwriting” (Oxford, 2014)

There are a lot of materials didactic to teach or increase the writing level, so the teacher needs materials and the tools to develop English learning in the students. Writing can be considered one of the most difficult skills to improve; this is because it is an accumulation or collection of grammar and vocabulary. But this “is the most suitable ability that exists within the learning of the English language to check the effectiveness of the learning of the other skills”. (Canale, 1983).

Speaking

“The action of conveying information or expressing feelings in speech and It is the activity of delivering speeches” (Oxford, 2014).

Speaking is the best way to communicate or express ideas and teachers must use different methods to help learners to learn with time. Teachers and students have materials that allow them to improve their speaking and writing, such as:

Didactic material to develop speaking and writing

Use of real material (Realia)

For classroom oral expression practice, the real content must be used with real material. Realia is essential for teaching since those objects enable students to practice at all times, focus, and learn while using the content. These resources make it possible to create a variety of engaging exercises and games that also encourage students to use their imaginations and be creative.

Flash-cards

Flash cards are simple to make, so they can be made by teachers and students or included in printed didactic guides. It enables the teacher to manage the class. The flashcard shows a dialogue-starting drawing that will encourage the student to develop conclusions about this figure's worth (Armestar, 2012).

Posters

It is well established that posters are an effective teaching tool. It might be regarded as a useful tool for inspiring students to learn. They are used by the teachers to turn in dialogue and cartoons. Teachers will discover visual representations, pictures, and text discussing several topics in this resource. In addition to being essential for the classroom, posters can spark discussion, highlight similarities or contrasts, and allow us to employ various forms of communication. (Armestar, 2012)

Discussion Forums

To be able to perform discussion forums, students have to use online-connected computers. Refers to sending written thoughts according to the activity's topic, and with the help of this instructional material, the pupils' level of proficiency increases. The class makes an effort to ask any doubts so that everyone can hear the doubt, speak freely, and participate in class. Students might discover more helpful facts or questions about English than they may recall asking their peers and getting a response to.

English Laboratory

The English laboratories are the most suitable for the English teaching language; these places are equipped with computers on a network connected to the Internet, audio-visual media, and multimedia resources to develop teaching and learning skills. The combination of different sources (texts, images, audio, video, recording, and Internet) brings a diversity of activities necessary for the students' learning.

Students haven't had adequate English language proficiency for decades. For that reason, the learning process of a task-based approach is an aid in the growth of the

English language skills of students. Instead of answering straightforward questions about grammar and vocabulary, students have the option to tackle exercises that require the real-world application of the language in TBL.

In addition, task-based learning is a modern approach that teachers can use to improve or develop the learners' productive skills. The type of tasks that compose TBL such as comparing, sharing personal experiences, sorting and ordering, and creative tasks, are useful to enhance learners' speaking and writing skills. Those activities can be implemented in a motivational and engaging way for students to achieve their learning outcomes and promote student interaction.

1.2 Objectives

1.2.1 General Objective

- To determine the influence of Task-based learning in the development of productive skills in fifth-grade students at Unidad Educativa "Glenn Doman" from the city of Ambato.

1.3.2. Specific Objective

- To describe the Task-based Learning approach in the development of productive skills
- To identify the level of productive English language skills in the students of "Glenn Doman" high school.
- To analyze the effectiveness of Task-based learning in the development of productive skills.

1.3.3. Description of the fulfillment of the objectives

- The present research work aims to determine the influence of Task-based learning in the development of productive skills. To fulfill this objective, three objectives were established as steps that help to probe the effects of the independent variable in the dependent one.
- To achieve the first specific objective, several books, scientific articles, and academic papers related to task-based learning and productive skills were reviewed. The purpose of this objective was to describe Task-based learning in

the development of writing and speaking skills, in which the researcher found that to carry out a task-based learning approach, the teacher must follow an order, which is: Pres-task, task cycle, or task phase (task, planning, and report) and language focus. Moreover, the teacher must apply different activities from a task-based learning perspective: to-do list, sort, and order compare, problem-solving, sharing personal experiences, and creative tasks.

- To achieve the second specific objective is to identify the student's level of productive skills. The students took a pre-test and a post-test, based on the speaking and writing part of the A2 Flyers exam of Cambridge English Young Learner. In which the level of productive skills of the students was evidenced, and after the interventions, it was possible to verify if the Task-based learning approach influenced their productive skills.
- Finally, to achieve the third objective, Task-based learning activities and resources were implemented in the classroom to develop the productive skills of the students. Moreover, the SPSS program allowed the researcher to analyze and verify the effectiveness of this approach in the development of speaking and writing skills.

CHAPTER II

METHODOLOGY

2.1. Materials

To carry out this investigation different types of resources were taken into account, which are human resources, institutional resources, and materials. The human resources were 19 students of the fifth level at Unidad Educativa “Glenn Doman”. Moreover, the institutional resources were Universidad Técnica de Ambato and Unidad Educativa “Glenn Doman”. Finally, the materials resources used were books, a laptop, a board, pens, pencils, pencil colors, and printers.

2.1.1 Population

The research was carried out at Unidad Educativa “Glenn Doman”. The participants were 12 females and 7 males, a total of 19 students belonging to the fifth-level basic. The age of students was between 8 to 9 years old. The population involved in the development of this project was selected randomly because just one class of 5th year was designated for this research project.

Table 1. Population

Population	Number of students	Percentage
Female	12	63%
Male	7	37%
Total	19	100%

Note: Information taken from of 5th year at Unidad Educativa “Glenn Doman”
elaborated by Pico, V. (2022)

2.1.2 Instruments

To gather and analyze the information a pre-test and post-test were applied to evaluate students’ level of productive skills before and after the interventions. The instrument was a standardized test called the A2 Flyers exam of Cambridge English Young Learner. The test contains information about familiar topics and it focuses on

the skills needed to communicate effectively. The A2 Flyers exam of Cambridge has 3 parts, which are the listening part, the reading and writing part, and the speaking part.

It is important to mention that for the purpose of this research it was taken two parts of the A2 Flyers test. The writing and speaking part, the writing part consists in write a short story based on three pictures. And, the speaking part was about telling a story “The brave Teacher” and they had to describe the 5 pictures.

Both parts were selected in order to identify the level of productive skills that students have. The pre-test and post-test have 2 questions in total and a length of 25 minutes to complete the test (See annex 3). Moreover, to evaluate the speaking and writing part the researcher used two standardized rubrics from Cambridge, the writing rubric assessed content, organization, and language. While the speaking rubric assessed the use of grammar and vocabulary, the correct pronunciation of the words, and interactive communication.

The test was over 10 points and the grades were presented in two ways, the speaking and writing rubric was distributed from 0 to 5 for each criterion. With 0 as the lowest and 5 as the highest score. The same rubrics were used for the post-test, to compare the improvement of students’ productive skills after the interventions.

2.1.3. Data collection procedure

First of all, the researcher introduced herself and the research topic. After, the investigator presented a pre-test taken from Cambridge English. Specifically, the writing and speaking parts of the Flyers test, this test was taken in two days. The first day was the writing part about 12 minutes, and the speaking part was taken on the second day in 40 minutes, in this part of the pre-test, the students worked in pairs, and for evaluating each one the researcher recorded the voice of each student. Each pair had a time of three to four minutes to develop their understanding and describe pictures.

After the pre-test, the researcher applied 8 interventions, it started with teaching lessons focused on tasks such as to-do lists, sorting and ordering, comparing, problem-solving, sharing personal experiences, and creative tasks. Every single lesson plan followed the Task-based learning order: Pre-task, task phase (Task, planning, report), language focus (analysis and practice) focused on writing and speaking skills.

In each intervention, as the first step students had to participate in class, giving opinions or ideas, and answering questions. Then, students had to complete a task like a small worksheet or perform the task. In the planning part, students planned their oral or written report to the whole class explaining how they did the task, and what they decided or discovered. Finally, for the report part, the researcher chose two or three groups to present their work in class.

The duration of these interventions was at least 4 weeks, with three classes per week, in total 10 applications were made including pre-test and post-test. At the end of this investigation, the researcher used SPSS software to analyze the statistics and obtained the results of Task-based learning in the development of productive skills.

2.3.Methods

2.3.1. Research approach

According to Kumar and Singh (2015), quantitative analysis is necessary to collect information about numerical data or a specific phenomenon. In the quantitative approach is essential to use statistical techniques to know specific information about how many people do or think something. Moreover, quantitative data typically is in numerical forms such as averages, ratios, or ranges.

This investigation was focused on a quantitative approach so the data was collected through the pre-test and post-test and its rubrics with the purpose to determine the influence of Tas-based learning in the development of productive skills.

2.3.2. Pre-experimental design

According to Thyer (2012), this research design analyzed only one variable. There is no manipulation of the independent variable. Thus, just a single group of students receive the treatment.

This research was pre-experimental because the researcher used the design of pre-test and post-test with a single group, which helped the researcher obtain the necessary information to identify and measure the effectiveness of TBL in the development of writing and speaking skills.

2.3.3. Research modality

Field research

This method is carried out through interaction directly natural setting (Van de Ven and Poole 2017). Therefore, the current research was developed in the fifth year at Unidad Educativa “Glenn Doman” where participants of the research provided accurate information related to both variables.

Bibliographic and documentary

The research was based on the use of bibliographic research, the information was taken from e-books, articles, newspapers, websites, online magazines, and other internet documents that contained previous research related to different aspects of both variables to get scientific sustenance that help the researcher to have a clear idea about the study (Allen, 2017).

2.3.4. Level or type of research

Exploratory: The study was exploratory because this research intended to determine what is the problem and determine how task-based learning influences the development of productive skills. Moreover, this level of research helped to describe the characteristics of the problem because this topic is not very well defined in the effectiveness of Task-based learning in the development of productive skills. Finally, this research provided initial insights for future investigations.

2.4. Hypothesis

H0: The use of Task-based learning **does not have a positive impact** on the development of productive skills in the students of the 5th level at Unidad Educativa “Glenn Doman” from the city of Ambato.

H1: The use of Task-based learning **has a positive impact** on the development of productive skills in the students of the 5th level at Unidad Educativa “Glenn Doman” from the city of Ambato.

CHAPTER III

RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

In the following chapter, the results of the data gathered during a five-week experiment are shown. The analysis of Task-Based learning to develop productive skills is presented by comparing both the pre-test and post-test results which were administered to 19 students from fifth grade “D” at Unidad Educativa “Glenn Doman”. Both tests were designed based on the standardized Cambridge English Young Learner Flyers exam. The test contained familiar, hobbies, food, and adventure topics and the parts taken into account for this study were the Writing part and speaking parts.

3.1.1. Pre-test Results

Table 2. Pre-test Results

	Writing Part 1	Speaking Part 2	Score over 10
AVERAGE	2,97	2,62	2,8

Note: Information taken from the pre-test of students in 5th year at Unidad “Educativa Glenn Doman” elaborated by Pico. V. (2022)

Analysis and Interpretation

This study is of a pre-experimental type. Table 2 shows the average results that the students obtained in the written and speaking part, as well as the final average of the test. Once the researcher finished with the application of the initial test, she proceeded with the analysis of the collected data, where it can be seen that the average in the written part was 2.97 out of 10 points, also in the oral part the average reached was 2.62 out of 10 points. As a final result, the average of this test was 2.8 points out of 10.

Finally, with the results of the pre-test. It is inferred that the students present a deficit in the knowledge of the English language, this is evident both in the written and speaking part since the average does not exceed even half of the maximum grade. At

this point, it is recommended that students receive treatment to improve their writing ability and oral ability.

3.1.2. Post-test Results

Table 3. Post-test Results

	Writing Part 1	Speaking Part 2	Score over 10
AVERAGE	4,27	4,16	4,2

Note: Information taken from the post-test of students in 5th year at Unidad "Educativa Glenn Doman" elaborated by Pico. V. (2022)

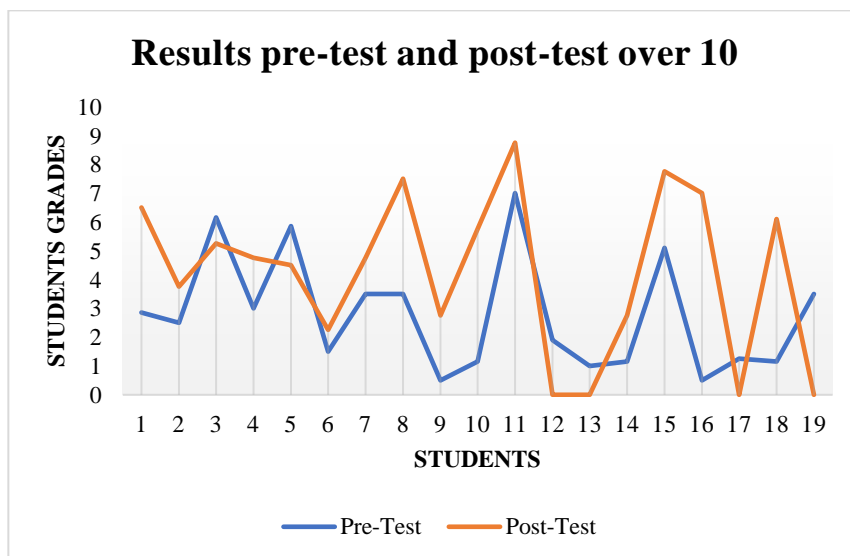
Analysis and Interpretation

After analyzing the results obtained in the pre-test. The researcher proceeded with the eight interventions of Task-based learning to improve the writing and speaking skills of the fifth-grade students of the "Glenn Doman" Educational Unit.

Then, the researcher applied a second test where the results had a positive change. Table 3 shows the average that the students obtained in the post-test, where it can be observed that the average in the written part increased to 4.27 out of 10 points, while in the speaking part the average was 4, 16 out of 10 points. As a final result, the average of this test was 4.20 points out of 10.

In conclusion, with the results of the final test, it can be deduced that the application of Task-based learning had a positive impact on the students, the use of this approach is a very useful method to apply to primary school children, therefore, it is recommended the use of this approach for learning, as it allows the development of writing and speaking skills.

3.1.3. Pre-test and post-test individual grades



Graphic 1: Results pre-test and post-test over 10

Note: Information taken from the pre-test and post-test of students in 5th year at Unidad “Educativa Glenn Doman” elaborated by Pico. V. (2022)

Analysis

Graphic 1 shows the differences in the scores of the 19 students who participated in this study, where it is evident that the results are highly varied since most of the students have improved their scores, while other students decreased their scores after the post-test application.

3.1.4. Comparative Results Pre-Test and Post-Test

Table 4. Pre-Test and Post-Test Average and Difference.

Criteria	Pre-Test Average	Post-Test Average	Difference
Part 1 Writing	2,97	4,27	1,30
Part 2 Speaking	2,62	4,16	1,54
Test Scores	2,8	4,2	1,42

Note: Comparative results of pre-test and post-test of students of 5th year at Unidad “Educativa Glenn Doman” elaborated by Pico. V. (2022)

Analysis and Interpretation

In table 4, a comparison was made between the results of the pre-test and post-test. It is observed that in the written part of the pre-test the average was 2.97 points, while this value increased to 4.27 points in the post-test with a difference of 1.30 points. In part 2 referring to the speaking part, the initial average was 2.62 points, while the final average was 4.16, with a growth of 1.54 points. With these values, the final result in the pre-test is 2.80, which increased to 4.20 in the post-test, with a difference of 1.42 points.

After analyzing the results, it is evident that the use of Task-based learning worked in the learning process of students since it allowed the study group to increase their scores. Therefore, it is recommended the use this approach for learning, since it allows the development of writing and speaking skills.

3.2. Verification of Hypothesis

For the verification of the hypothesis, the researcher used a T-Student test, using the SPSS statistical software, this type of test was chosen, because it is the most recommended due to the number of students chosen to carry out this study.

Null Hypothesis

H0: The use of task-based learning does not have a positive impact on the development of productive skills (speaking and writing) in fifth-grade students at Unidad Educativa "Glenn Doman" in the city of Ambato.

Alternative Hypothesis

H1: The use of task-based learning has a positive impact on the development of productive skills (speaking and writing) in fifth-grade students at Unidad Educativa "Glenn Doman" in the city of Ambato.

3.2.1. T-Student- test – Paired samples statistics

Table 5. T-Student- test – Paired samples statistics

Related Samples Statistics					
		Mean	N°	Std. Deviation	Std. Error mean
Par 1	Pre-Test	2,80	19	1,99925	,45866
	Post-Test	4,20	19	2,82745	,64866

Note: Table 5 T-Students – test – Paired samples statistics from post-test of students of 5th year at Unidad “Educativa Glenn Doman” elaborated by Pico. V. (2022)

Analysis and Interpretation

The T-Student test was applied to verify the hypothesis. Table 5 shows the mean range of the pre-test at 2.80, with a standard deviation of 1.999 and a mean error of 0.45866, while the mean range of the post-test was 4.20, with a standard deviation of 2.827 and a mean error of 0.64866. There is a clear difference in values between the two tests (pre-test and post-test). Therefore, it can be deduced that these values changed from the use of task-based learning as a method to develop the speaking and writing skills of the fifth-grade children at Unidad Educativa the "Glenn Doman".

3.2.2. Paired Samples Test

Table 6. Paired Samples Test

		Related differences					T	gl	Sig. (2-Tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval for the difference				
					Lower	Upper			
Par 1	Pre-test-Post-Test	-1,42368	2,62717	,60272	-2,68994	-,15743	-2,362	19	,030

Note: Table 6. Paired Samples test taken from post-test of students of 5th year at Unidad "Educativa Glenn Doman" elaborated by Pico. V. (2022)

Analysis and Interpretation

Table 6 shows the results of the t-student study. In which the test values were used to verify the hypothesis, the author can notice that the level of significance that this test produced is 0.030, which is less than 0,05. Therefore, it is concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. The use of task-based learning does infer the development of productive skills (speaking and writing) in fifth-grade students at Unidad Educativa "Glenn Doman" of Ambato.

Data analysis was carried out with the SPSS program. According to the results shown in table 4, the differences between the pre-test and post-test have a significant average. As a result, the author can say that the mean of the pre-test results is different

from the mean of the post-test results. In conclusion, there is enough statistical evidence that the Task-Based learning approach has a positive impact on the development of speaking and writing skills, in other words, the alternative hypothesis was accepted, and the null hypothesis was rejected.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

After the development of the research, the following conclusions were reached:

- The process the Task-Based learning contributed to the development of productive skills due to students working on the pre-task and task cycle suggested by Willis, in which the pre-task students and teacher worked on brainstorming ideas, and objectives of the task, using flashcards, mimics, and personal experiences. Then, the task cycle has the first stage, “task” which consisted of students performing their tasks dependent on the type of activity that the teacher did. The next stage “planning”, where students made an oral or written report about what they discovered and how they made the tasks. Finally, in “report”, pupils presented their reports or compare their work with the class. In that way, the TBL helped and contributed to the development of the writing and speaking skills of students.
- Thanks to the standardized English Young Learner Flyers exam. The researcher could identify the students’ level of productive English language skills. At the beginning of the study, it is shown that students did not have good development in their writing and speaking skills, with the implementation of the pre-test they had an average of 2.8 points out of 10. Therefore, interventions were carried out that allowed the level of productive skills to improve significantly since the post-test was a mean of 4.2 points out of 10.
- After checking and comparing the results obtained in the pre-test and post-test, Task-Based learning was confirmed as effective for students’ productive skills. The task cycle phase and the different tasks of Task-Based learning proposed by Willis helped in the learning process of students. In addition, it is important

to mention and concluded that students also increase their confidence in expressing their ideas and opinions.

4.2. Recommendations

In case teachers agree with using the Task-Based learning approach in their lesson plans, some recommendations must be considered:

- From the result obtained at the end of the experiment with Task-Based learning to develop productive skills, most teachers must implement this modern approach during their classes. This approach not only is for writing and speaking skills, but TBL also develops and improves the four skills of the English language. Moreover, there are different tasks that teachers can use according to student's needs, and it is an option to implement in the curriculum of the lesson in English classes.
- Develop and improve continuous speaking and writing skills with Task-Based learning, it is a way to motivate students and they can build their learning during the process. It is recommended that teachers use this approach 2 times per week. Thus, they promote skills improvement, and self-confidence in students when participating in class.
- Teachers must use their English classes' modern approaches with appropriate time, and appropriate material to avoid students' boredom, create a good and dynamic atmosphere, and improve the interaction between teacher and students. Finally, students increase their self-learning while they do their tasks.

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Annexes

Annex 1. Approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 06 de octubre del 2022

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

María Gabriela Camino en mi calidad de Rectora de la Unidad Educativa "Glenn Doman", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Task-based learning to develop the Productive Skills." propuesto por la estudiante Pico Pachacama Evelyn Valeria, portadora de la Cédula de Ciudadanía 1850689702, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y 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,


Ing. María Gabriela Cepeda
CI: 18252581-4
0983574885
secretaria@glennoman.edu.ec



Annex 2. Lesson plans

Universidad Técnica de Ambato

Carrera de Pedagogía de los idiomas Nacionales y Extranjeros

“TASK-BASED LEARNING TO DEVELOP THE PRODUCTIVE SKILLS”

Lesson Plan 1

Pico Pachacama Evelyn Valeria

LESSON PLANNING N°1	
Teachers: Evelyn Valeria Pico Pachacama	Type of lesson: TBL
Class: Fifth "D"	WEEK:
Topic: Art	GRAMMAR: Why and because
General objective: Students will be able to discuss likes and dislikes, and giving reasons	Specific Objectives: <ul style="list-style-type: none"> To present a conversation about which painting they like, dislike and give their reasons.
Anticipated problems: Students will be afraid the instructions are not clear enough.	
Possible solutions: Repeat the instructions through examples.	
Aim: Teach students to give reasons about the things that they like or dislikes.	
Materials: Markers, flash cards, board, computer, colors	
<p>PRE-TASK</p> <ul style="list-style-type: none"> Teacher presents an exhibition about paintings, sculptures, portraits, landscapes, paintings, drawings and artists to introduce the topic <p>Key Vocabulary: artist, artwork, brush, clay, colored, pencil, drawing, exhibition, landscape, painting, portrait, sculpture, shape</p>	<p>TIME: 10 minutes</p>
<p>TASK PHASE</p> <p>Task</p> <ul style="list-style-type: none"> In pairs students are going to list and draw two things that they like or dislikes. (Listing Activity) <p>Planning</p> <ul style="list-style-type: none"> Students are going to choose one item from the list that they like and dislike. They must write on the worksheet that teacher gave them 	<p>30 minutes</p>

<ul style="list-style-type: none"> - With their partner, the students are going to give one reason because they chose those things using “because”. For example: I choose exhibition, BECAUSE people present their paintings. - After, teacher present a conversation model, where students have to practice <p>Conversation model</p> <p>A: Why do you like _____?</p> <p>B: I like _____ BECAUSE it is _____</p> <p>A: Why do you dislike _____?</p> <p>B: I dislike _____ BECAUSE it is _____</p> <p><u>Report</u></p> <ul style="list-style-type: none"> - Teacher will choose two or three groups to present the conversation about the things that they like and dislike giving reasons. 	
<p><u>TOTAL OF HOURS</u></p>	<p>1 HOUR</p>
<p><u>Homework/Further work:</u> -</p>	

EXPRESSING LIKE AND DISLIKE

NAME: _____ DATE: _____ GRADE: _____



LIKE

DISLIKE



Developed by: Pico, V (2022)

FLASHCARDS/EXHIBITION



ARTIST

VICENT VAN GOGH



ARTWORK

"STARRY NIGHT" BY VICENT VAN GOGH

Note: Vicent Van Gogh and his painting called "Starry Night"

Source: <https://shotkit.com/famous-portraits/>



PAINTING

"MONA LISA" BY LEONARDO DA VINCI



PORTRAIT

"GIRL WITH A PEARL EARRING" BY JOHANNES VERMER

Note: Portrait "Girl with a pearl earring" and painting "Mona Lisa"

Source: <https://shotkit.com/famous-portraits/>



SCULPTURE

"THE THINKER" BY AGUSTE RODIN



SHAPE

"THE SCREAM" BY EDVARD MUNCH

Note: Sculpture "The Thinker" and shape "The Scream"

Source: <https://shotkit.com/famous-portraits/>



DRAWING

"THE JOCKEY" BY HENRI DE TOULOUSE-LAUTREC



LANDSCAPE

"LOOKING DOWN TOSEMITE VALLEY" BY ALBERT

Note: Drawing "The Jockey" and landscape "Looking down Tosemite"

Source: <https://shotkit.com/famous-portraits/>



EXHIBITION

"IMMERSIVE VAN GOGH"

Note: Exhibition "Immersive Van Gogh"

Source: <https://shotkit.com/famous-portraits/>

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“TASK-BASED LEARNING TO DEVELOP THE PRODUCTIVE SKILLS”

Lesson Plan 2

Pico Pachacama Evelyn Valeria

LESSON PLANNING N°2	
Teachers: Evelyn Valeria Pico Pachacama	Type of lesson: TBL
Class: Fifth "G"	
Topic: WH Questions	
General objective: Students will be able to build interrogative questions	Specific Objectives: • To apply WH-question in an interview
Anticipated problems: Students will be afraid the instructions are not clear enough.	
Possible solutions: Repeat the instructions through examples.	
Aim: Teach students the use of WH-question	
Materials: Markers, flash cards, board, computer, colors	
<p>PRE-TASK</p> <ul style="list-style-type: none"> - Teacher presents a Creative Exhibition Flyer Template. Students have to answer orally the following questions according to the template. <p>Where is the exhibition?</p> <p>What time start the exhibition?</p> <p>When is the exhibition?</p> <p>Who organizes the exhibition?</p> <p>How do you describe the template? Interesting or boring</p>	<p>TIME: 11 minutes</p>
<p>TASK PHASE</p> <p>Task</p> <ul style="list-style-type: none"> - Teacher are going to reinforce the use of WH questions. - In pairs students are going to answer the worksheet about WH questions. (fact-finding Activity) <p>Planning</p>	<p>30 minutes</p>

<ul style="list-style-type: none"> - Students are going to prepare an interview using the answers of their worksheet. - After, teacher present an interview model, where students have to practice <p>Interview model</p> <p>A: What is your name? B: My name is _____</p> <p>A: How old are you? B: I am _____ years old</p> <p>A: Where do you live? B: I live in _____</p> <p>A: When is your birthday? B: My birthday is on _____</p> <p>A: Who is your English Teacher? B: My English teacher is _____</p> <p>Report</p> <ul style="list-style-type: none"> - Teacher will choose two or three groups to present the interview. 	
TOTAL OF HOURS	1 HOUR
Homework/Further work: -	



Note: Geometric Exhibition

Source: https://pikbest.com/templates/pngtree-geometric-art-exhibition-publicity-poster_6054204.html

How	To explain ways/means of doing things
Where	To identify places
What	To identify animals/objects
Why	To explain a reason
When	To indicate time
Who	To identify people

Note: WH questions

Source: <https://www.rajclassroom.com/2021/08/teaching-wh-questions-lesson-plan-and.html>

WH QUESTIONS

1. What is your name?

2. How old are you?

3. Where do you live?

4. When is your birthday?



Developed by: Pico, V (2022)

Universidad Técnica de Ambato

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“TASK-BASED LEARNING TO DEVELOP THE PRODUCTIVE SKILLS”

Lesson Plan 3

Pico Pachacama Evelyn Valeria

LESSON PLANNING N°3	
Teachers: Evelyn Valeria Pico Pachacama	Type of lesson: TBL
Class: Fifth "G"	
Topic: Hobbies	Grammar: Present continuous
General objective: Students will be able to practice the use of present continuous tense	Specific Objectives: <ul style="list-style-type: none"> To order different hobbies that students can do in their free time. To make a report describing their hobbies using present continuous tense.
Anticipated problems: Students will be afraid the instructions are not clear enough.	
Possible solutions: Repeat the instructions through examples.	
Aim: Teach students the use of present continuous tense	
Materials: Markers, worksheets, board, computer, colors	
PRE-TASK <ul style="list-style-type: none"> Teacher are going to present a brainstorming in the board about Hobbies Students have to tell what hobbies they know or they do. (drawing, playing with toys, swimming, watching tv, playing football, singing, listening to music) 	TIME: 12 minutes
TASK PHASE <p>Task</p> <ul style="list-style-type: none"> Teacher are going to reinforce the use of present continues. Teacher are going to hand out 2 worksheets, first worksheet is about students have to complete the worksheet about "Hobbies" (Listing and ordering task). Then, second worksheet students are going to draw her favorite hobby according to the previous worksheet. Finally, in the same worksheet they have to write a paragraph about "My favorite hobby" using present continuous tense. <p>Planning</p> <ul style="list-style-type: none"> Students are going to read and present "My favorite hobby". <p>Report</p>	30 minutes

- Teacher will choose two or three students to present the paragraph about "My favorite hobby".	
TOTAL OF HOURS	1 HOUR
<u>Homework/Further work:</u> -	

HOBBIES

NAME: _____

A B C D E F G H I J K M N O P Q R S T U V W X Y Z

List the different hobbies in alphabetical order



Draw



Sing



Watch TV



Swim



Play with toys



Play football



Listen to music



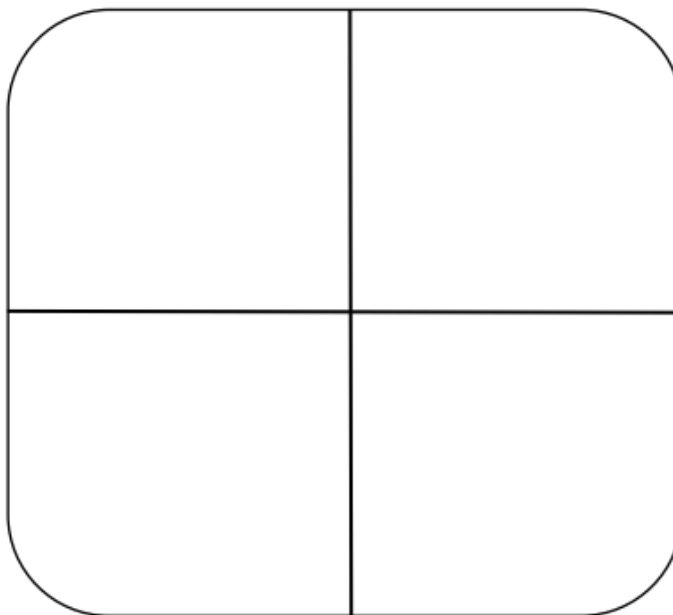
Paint

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

Developed by: Pico, V (2022)

My favorite hobby

1. Draw yourself your favorite hobbies



Describe what are you doing in each picture, use the present continuous.

Picture 1: _____

Picture 2: _____

Picture 3: _____

Picture 4: _____

Developed by: Pico, V (2022)

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“TASK-BASED LEARNING TO DEVELOP THE PRODUCTIVE SKILLS”

Lesson Plan 4

Pico Pachacama Evelyn Valeria

LESSON PLANNING N° 4	
Teachers: Evelyn Valeria Pico Pachacama	Type of lesson: TBL
Class: Fifth "G"	
Topic: There is, there are	
General objective: Students will be able to practice sentences using there is/are	Specific Objectives: <ul style="list-style-type: none"> • To introduce the new vocabulary • To present a role-play of a farmer and a buyer
Anticipated problems: Students will be afraid the instructions are not clear enough.	
Possible solutions: Repeat the instructions through examples.	
Aim: Teach students the use of there is/are	
Materials: Markers, flash cards, board, computer, colors	
<p>PRE-TASK</p> <ul style="list-style-type: none"> - Teacher is going to present a picture of a farmer cartoon, where students have to recognize the different animals like: horse, pig, cow, goat, sheep, rooster, hen, chick, dog, duck, goose, cat, rabbit, farmer, barn, egg, truck, tractor, milk, vegetables, and hay. And they have to say orally. - Then, teacher is going to write the vocabulary on the board using there is and there are to introduce the grammar "There is /are" <p>For example: There are 5 chickens</p>	TIME: 13 minutes
<p>TASK PHASE</p> <p>Task</p> <p>Step 1:</p> <ul style="list-style-type: none"> - Teacher will hand out a worksheet, where students have to read the sentences and match with the correct picture <p>Link: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/There_is_-_there_are/Reading_-_There_is_%E2%80%98%28There_are_%28with_farm_animals%29_am187969vr</p>	30 minutes

<p>Step 2:</p> <ul style="list-style-type: none"> - In the left side of the worksheet there are two exercise students have to read and complete it <p>Planning</p> <ul style="list-style-type: none"> - Students are going to prepare a conversation based on the grammar and the vocabulary learned - They are going to imagine that they are on a farm and they want to buy some animals for their farm - They are going to following this conversation model: A: Nice to meet you _____ (Name of the student) B: Nice to meet you too!! A: I need to ask something. B: Yes of course tell me. What do you need? A: Do you have one _____ (Name of an animal) B: Yes, there are 2 _____ (Name of the same animal) A: Okay!! I need to buy that animal B: Not problem, here you have!! A: Thanks! <p>Report</p> <ul style="list-style-type: none"> - Teacher will choose two or three groups to present the conversation. 	
TOTAL OF HOURS	1 HOUR
Homework/Further work: -	



Note: Farmer Cartoon

Source: https://www.freepik.es/vector-premium/animales-granja-ambientados-ilustracion-dibujos-animados-fondo-agricola_24053220.htm

There is & There are

Read the sentences and match:

1. There **are** three horses. ●
2. There's **a** goat. ●
3. There's **a** cow. ●
4. There **are** six chickens. ●
5. There **are** two farmers. ●
6. There **are** nine ducks. ●
7. There **are** seven sheep. ●
8. There's **a** bee. ●
9. There **are** four pigs. ●
10. There's **a** duck. ●



Note: There is, there are activities

Source:

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/There_is_-_there_are/Reading_-_There_is_%E2%80%98C2%B7_There_are_\(with_farm_animals\)_am187969vr](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/There_is_-_there_are/Reading_-_There_is_%E2%80%98C2%B7_There_are_(with_farm_animals)_am187969vr)

THERE IS / THERE ARE

COMPLETE THE SENTENCE WITH THE CORRECT FORM:

1. There _____ many animals in the zoo.
2. There _____ a snake in the window.
3. There _____ a duck in the lake.
4. There _____ hens in the farm.
5. There _____ two lambs.
7. There _____ many whales in the sea.
8. There _____ an elephant in the zoo.
9. There _____ cows eating in the farm.



HOW MANY?

- 1) How many birds are there? _____
- 2) How many rabbits are there? _____
- 3) How many cats are there? _____
- 4) Is there a dog? _____
- 5) Is there a sheep? _____



Note: There is/are and how many activities

Source: <https://www.pinterest.com/pin/810296157937959533/>

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“TASK-BASED LEARNING TO DEVELOP THE PRODUCTIVE SKILLS”

Lesson Plan 5

Pico Pachacama Evelyn Valeria

LESSON PLANNING N°5	
Teachers: Evelyn Valeria Pico Pachacama	Type of lesson: TBL
Class: Fifth "G"	
Topic: There isn't, there aren't	
General objective:	Specific Objectives:
Students will be able to develop their speaking skill through a presentation using there isn't/aren't.	<ul style="list-style-type: none"> • To practice the use of there isn't/aren't • To make a presentation using the flashcards and the grammar
Anticipated problems: Students will be afraid the instructions are not clear enough.	
Possible solutions: Repeat the instructions through examples.	
Aim: Teach students the use of there isn't/aren't	
Materials: Markers, flash cards, board, computer, colors	
<p>PRE-TASK</p> <ul style="list-style-type: none"> - Teacher will project a picture of a farmer cartoon, where teacher is going to write some questions on the board, and students have to look at the picture and say the correct answer <p>For example:</p> <p>Teacher: Are there 5 horses?</p> <p>Students: There aren't 5 horses.</p>	TIME: 14 minutes
<p>TASK PHASE</p> <p>Task</p> <p>Step 1</p> <ul style="list-style-type: none"> - Students are going to work in pairs - The teacher will hand out a worksheet, where students have to complete the sentences using there isn't or there aren't. <p>Step 2</p>	30 minutes

<ul style="list-style-type: none"> - On the other side of the worksheet, students are going to look at a picture and write 3 sentences using there aren't and 3 sentences using there isn't according to the picture <p>For example:</p> <p>There aren't 2 goats on the farm</p> <p>There isn't one dog on the farm</p> <p>Planning (ideas)</p> <ul style="list-style-type: none"> - The teacher will hand out flash cards about a farm, a park, and a house - Students are going to create a presentation with one flash card using the vocabulary and grammar learned, including there isn't and there aren't. <p>Report</p> <ul style="list-style-type: none"> - The teacher will choose two or three groups to present the presentation. 	
TOTAL OF HOURS	1 HOUR
Homework/Further work: -	



Note: Cartoon Farmer

Source: <http://gemaclass.blogspot.com/2021/02/unit-4-day-at-farm.html>

THERE ISN'T – THERE AREN'T

Complete the sentences with there isn't or there aren't

1. _____ two cows
next to the tractor.



2. _____ one dog
under the table.



3. _____ one duck in
the lagoon.



4. _____ five horses
next to the hay.



Developed by: Pico, V (2022)

Look at the picture and write 3 sentences using there aren't and 3 sentences using there isn't



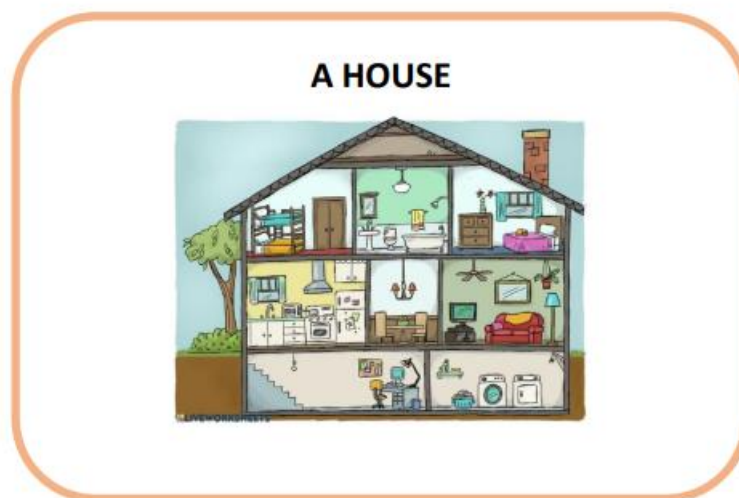
There aren't

1. _____
2. _____
3. _____

There isn't

1. _____
2. _____
3. _____

Developed by: Pico, V (2022)



Developed by: Pico, V (2022)

Universidad Técnica de Ambato

Carrera de Pedagogía de los idiomas Nacionales y Extranjeros

“TASK-BASED LEARNING TO DEVELOP THE PRODUCTIVE SKILLS”

Lesson Plan 6

Pico Pachacama Evelyn Valeria

LESSON PLANNING N°6	
Teachers: Evelyn Valeria Pico Pachacama	Type of lesson: TBL
Class: Fifth "G"	
Topic: Pollution	
General objective:	Specific Objectives:
Students will be able to analyze possible solution to prevent environmental pollution	<ul style="list-style-type: none"> To invent ways to reduce air pollution
Anticipated problems: Students will be afraid the instructions are not clear enough.	
Possible solutions: Repeat the instructions through examples.	
Aim: Teach possible solutions to prevent environmental pollution	
Materials: Markers, flash cards, board, computer, colors	
<p>PRE-TASK</p> <ul style="list-style-type: none"> Teacher is going to present a video about pollution <p>Link of the video: https://www.youtube.com/watch?v=6xlNyWPpB8</p> <ul style="list-style-type: none"> Then, teacher will make a brainstorming about possible solutions to prevent pollution, like electric cars, pick up the trash, electric motorcycles, flying cars, recycle bottles, do not garbage in the river, use the garbage, sewage plant, reuse bags, plant trees, clean up trash, and ecological garbage. 	<p>TIME: 15 minutes</p>



TASK PHASE (Creative task)

Task

- Teacher is going to hand out sheets to each student.
- In pairs students are going to draw on the sheets an invention or solution to reduce the pollution in the environment.

Planning

30 minutes

<ul style="list-style-type: none"> - Students are going to plan about what they are going to say about their solution or invention What is the name of the invention? What are the characteristics of the invention? What is the invention for? <p>Report</p> <ul style="list-style-type: none"> - Teacher will choose two or three groups to present their inventions to reduce pollution in the environment. 	
TOTAL OF HOURS	1 HOUR
Homework/Further work: -	



What really happens to the plastic you throw away - Emma Bryce

Note: What really happens to the plastic

Source: <https://www.youtube.com/watch?v=6xlNyWPpB8>

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Carrera de Pedagogía de los idiomas Nacionales y Extranjeros

“TASK-BASED LEARNING TO DEVELOP THE PRODUCTIVE SKILLS”

Lesson Plan 7

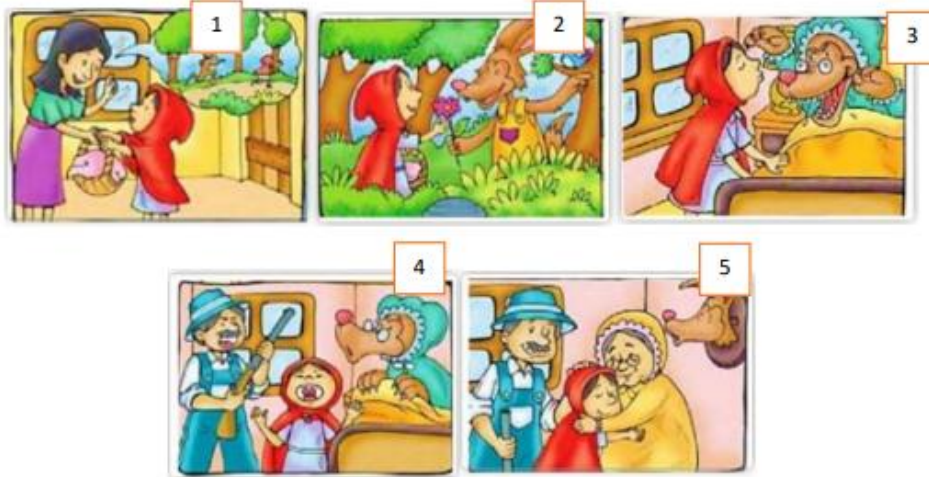
Pico Pachacama Evelyn Valeria

LESSON PLANNING N°7	
Teachers: Evelyn Valeria Pico Pachacama	Type of lesson: TBL
Class: Fifth "G"	
Topic: Tales	
General objective: Students will be able to present their tale about Little Red Riding Hood.	Specific Objectives: <ul style="list-style-type: none"> • To plan a story using previously grammar learned.
Anticipated problems: Students will be afraid the instructions are not clear enough. Possible solutions: Repeat the instructions through examples.	
Materials: Markers, flash cards, board, computer, colors	
PRE-TASK <ul style="list-style-type: none"> - Teacher is going to do a brainstorming about types of fairy tales. What kind of fairy tales do you know? 	TIME: 16 minutes

	<p style="text-align: center;">List Types of Tales</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;">Fairy Tales</td> <td style="text-align: center; width: 50%;">Tall Tales/Fables</td> </tr> <tr> <td> <ul style="list-style-type: none"> ● Cinderella ● Snow White ● Rumpelstiltskin ● Sleeping Beauty ● Beauty & the Beast ● Jack & the Beanstalk ● Peter Pan ● Rapunzel </td> <td> <ul style="list-style-type: none"> ● Paul Bunyan ● Casey Jones ● Johnny Apple Seed ● Pecos Bill ● Tortoise and the Hare ● Little Red Hen ● Three Little Pigs ● Boy Who Cried Wolf </td> </tr> </table>	Fairy Tales	Tall Tales/Fables	<ul style="list-style-type: none"> ● Cinderella ● Snow White ● Rumpelstiltskin ● Sleeping Beauty ● Beauty & the Beast ● Jack & the Beanstalk ● Peter Pan ● Rapunzel 	<ul style="list-style-type: none"> ● Paul Bunyan ● Casey Jones ● Johnny Apple Seed ● Pecos Bill ● Tortoise and the Hare ● Little Red Hen ● Three Little Pigs ● Boy Who Cried Wolf 		
Fairy Tales	Tall Tales/Fables						
<ul style="list-style-type: none"> ● Cinderella ● Snow White ● Rumpelstiltskin ● Sleeping Beauty ● Beauty & the Beast ● Jack & the Beanstalk ● Peter Pan ● Rapunzel 	<ul style="list-style-type: none"> ● Paul Bunyan ● Casey Jones ● Johnny Apple Seed ● Pecos Bill ● Tortoise and the Hare ● Little Red Hen ● Three Little Pigs ● Boy Who Cried Wolf 						
<p>TASK PHASE (Creative task)</p> <p>Task</p> <ul style="list-style-type: none"> - Teacher is going to hand out a worksheet where students are going to look at each picture and write a short story according to the pictures. <p>Planning</p> <ul style="list-style-type: none"> - Students are going to plan their story. - They are going to read and present what did they write about the pictures? <p>Report</p> <ul style="list-style-type: none"> - Teacher will choose two or three students to present their story 			30 minutes				
TOTAL OF HOURS			1 HOUR				
Homework/Further work: -							

Little Red Riding Hood

Look at the pictures and write a short story of 15 to 20 words.



Developed by: Pico, V (2022)

Source:

https://es.liveworksheets.com/worksheets/es/Educaci%C3%B3n_Infantil/L%C3%B3gica-matem%C3%A1ticas/Ordenar_Secuencia_Caperucita_Roja_ch101276ki


Universidad Técnica de Ambato

Carrera de Pedagogía de los idiomas Nacionales y Extranjeros

“TASK-BASED LEARNING TO DEVELOP THE PRODUCTIVE SKILLS”

Lesson Plan 8

Pico Pachacama Evelyn Valeria

LESSON PLANNING N°8	
Teachers: Evelyn Valeria Pico Pachacama	Type of lesson: TBL
Class: Fifth "G"	
Topic: Christmas	
General objective: Students will be able to define the elements of Christmas.	Specific Objectives: <ul style="list-style-type: none"> • To prepare a Christmas card • To present the Christmas card.
Anticipated problems: Students will be afraid the instructions are not clear enough.	
Possible solutions: Repeat the instructions through examples.	
Aim: Teach vocabulary of Christmas	
Materials: Markers, board, computer, colors, scissors, and glue	
<p>PRE-TASK</p> <ul style="list-style-type: none"> - Teacher will present a christmas game <p>Link: https://learnenglishkids.britishcouncil.org/word-games/christmas-1</p> <ul style="list-style-type: none"> - Students are going to choose the correct answer and listen the correct pronunciation of the word. 	<p>TIME: 17 minutes</p>
	30 minutes

<p>TASK PHASE (Creative task)</p> <p>Task</p> <ul style="list-style-type: none"> - The teacher is going to hand out a worksheet where students are going to cut out each piece and glue it on a cardboard <p>Planning</p> <ul style="list-style-type: none"> - Students are going to decorate their Christmas card - They have to write a dedication using the vocabulary and grammar learned in the previous classes. <p>Report</p> <ul style="list-style-type: none"> - The teacher will choose two or three students to present their Christmas cards. 	
TOTAL OF HOURS	1 HOUR
Homework/Further work: -	



Note: Santa Claus

Source: <https://www.pinterest.es/pin/448671181628902187/>

Annexe 3. Evidences



Note: Application of the first lesson plan



Note: Students of fifth level at Glenn Doman High School

Annexe 4. Urkund Analysis



Document Information

Analyzed document	Pico Valeria - Chapter 1,2,3,4.docx (D154829762)	
Submitted	2023-01-03 17:12:00	
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CHAPTER I
THEORETICAL FRAMEWORK
1.1 Research Background Task-based Learning in the development of productive skills has been the main reason for extensive research in these last years. This data was gathered from previous investigations, including journals that were taken from the Scopus research and the thesis that were stored in institutional repositories. The important studies in this area were examined from many viewpoints which are shown in the following section.