



# **UNIVERSIDAD NACIONAL DE LOJA**

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

## **TITLE**

**TASK-BASED LEARNING ACTIVITIES TO ENHANCE  
SPEAKING SKILLS AMONG STUDENTS IN THIRD YEAR  
OF BACHILLERATO "A" AFTERNOON SESSION AT  
UNIDAD EDUCATIVA DEL MILENIO BERNARDO  
VALDIVIESO OF THE CITY OF LOJA, 2018-2019  
ACADEMIC YEAR.**

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DE LOJA

### **C E R T I F I E S :**

The present research work entitled TASK-BASED LEARNING ACTIVITIES TO  
ENHANCE SPEAKING SKILLS AMONG STUDENTS IN THIRD YEAR OF  
BACHILLERATO “A” AFTERNOON SESSION AT UNIDAD EDUCATIVA  
DEL MILENIO BERNARDO VALDIVIESO OF THE CITY OF LOJA, 2018-  
2019 SCHOOL YEAR, under the responsibility of the undergraduate student:  
**MANUEL ALEJANDRO POMA TACURI**, has been thoroughly revised and  
fully analysed; therefore, I authorize the presentation of the thesis for the pertinent  
legal aims.

Loja, March 18th, 2019.



Dr. Carmen Enith Dávila Vega, Mg. Sc.  
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## **THE AUTHOR**

## **DEDICATION**

First of all, I wish to dedicate this work to my mother, Janeth Tacuri, for the unconditional support she has provided me during my entire life. To my siblings, Cristian and Gabriela, who have motivated me to keep improving every single day, and to the rest of my family for their wise counsel.

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## **THESIS OUTLINE**

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**a. TITLE**

TASK-BASED LEARNING ACTIVITIES TO ENHANCE SPEAKING SKILLS  
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## **b. RESUMEN**

El objetivo de esta investigación fue mejorar las destrezas del habla de los estudiantes del tercer año de bachillerato “A”, sección vespertina en la Unidad Educativa del Milenio Bernardo Valdivieso, año académico 2018-2019. Los métodos usados fueron: el método científico, el método descriptivo, el método estadístico, y el método analítico-sintético lo cuales sirvieron para obtener la información principal, explicar y describir las fases de la investigación, tabular la información, presentarla en tablas, y establecer conclusiones y recomendaciones. Los instrumentos utilizados para recolectar la información fueron pruebas y cuestionarios aplicados a 36 estudiantes. Además, se utilizaron fichas de observación y notas de campo para registrar el progreso de los estudiantes. Los resultados demostraron que el mejoramiento de las destrezas del habla de los estudiantes fue leve. En conclusión, las actividades de aprendizaje basado en la tarea ayudaron a los estudiantes a sentirse más seguros, colaborar e interactuar entre ellos, y a estructurar el lenguaje hablado apropiadamente.

## **ABSTRACT**

The objective of this research was to enhance speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018-2019 school year. The methods used were: the scientific method, the descriptive method, the statistical method, and the analytic-synthetic method which were useful to provide of main information, explain and describe the phases of the study, tabulate and present it in tables, and to draw conclusions and recommendations. The instruments used to collect data were a pre and post-test and, pre and post-questionnaire applied to 36 students. Moreover, observation sheets and field notes were useful to record students’ progress. The results gathered demonstrated that students speaking skills enhancement was slight. In conclusion, Task-Based Learning activities helped students to feel more confident, collaborate and interact with one another and, structuring spoken language appropriately.

### **c. INTRODUCTION**

English Learning is based on four main skills, which are listening, reading, speaking, and writing. Speaking is the leading mean to communicate by expressing ideas, feelings, and thoughts in an interactive way. The incorrect use of verbal tenses makes students hesitate and be misunderstood. Moreover, unfamiliar grammatical structures do not enable students to organize their ideas when they communicate. Speaking skills, for many students, are considered the most difficult when producing spoken language.

Similarly, according to observations carried out at Unidad Educativa del Milenio Bernardo Valdivieso, it was noticed that students in third year of bachillerato struggled in articulating and producing the English language. This is, in recognizing and applying sentences patterns, sentence structure, connected speech, and vocabulary. Therefore, it was necessary to formulate the following question: how do task-based learning activities enhance speaking skills among students of third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?

To solve these students’ issues, task-based learning activities were chosen due to three main reasons. First, these activities allow students to interact one another by sharing real contexts and information. Second, they engage students to be the main actors in teaching-learning process. Third, these activities are focused on productive skills rather than receptive skills.

The specific objectives stated in relation to the general problem are to investigate theoretical and methodological references about task-based learning activities for enhancing speaking, to detect the issues which interfere the enhancing of speaking skills, to design an intervention plan based on task-based learning method to enhance speaking skills, to apply the task-based learning activities to improve speaking skills, and to validate the obtained results after the application of task-based learning activities to enhance speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year.

During the research four different methods were applied: the first one was the scientific method which was useful to gather the appropriate information in order to support the theoretical references about task-based learning activities and speaking skills, to then apply in an empirical way. The descriptive method played an important role when describing students’ issues, how theoretical references were applied, reasons of the research, and the respective conclusions and recommendations.

The statistical method helped to present the averages and findings from the tests and questionnaires in graphics and figures. Finally, the analytic-synthetic method was useful to analyze and interpret the quantitative data obtained from tests, and the qualitative data gathered from questionnaires, observation sheets, and field notes.

This research work contains the following parts: first, the Abstract that has the general objective, methods and instruments, results and conclusions. Second, the Introduction which includes an overview of the research work, the contextualization of the research issue, the specific objectives, and a description of the methods implemented during the development of the research. Third, the Literature Review which involves all theoretical references about task-based learning activities and speaking skills. Then the Materials and Methods section that contains the different techniques, population, methods, and instruments that were implemented during the intervention.

The Results section incorporates the analysis and findings of the data collected by the instruments organized in tables and figures. Then the Discussion section involves the general analysis about the obtained results. Finally, the Conclusions and Recommendations section contains the respective achievements based on the specific objectives and results, and some suggestions for future research works.

## **d. LITERATURE REVIEW**

### **Task-Based Learning**

Nunan (2004) affirms that Task-Based Learning (TBL), also known as Task-Based Instruction (TBI), uses practical tasks to activate students' language learning (p. 14). Similarly, Ahmadian & García (2017) states that it focuses on the two following main points: instructions based on process, and, sequenced tasks and activities according to their difficulty and learners' level (p. 7). This method helps students to enhance their performance in class through solving problems. It also informs teachers about new techniques of designing tasks, enriches their experience, and encourages them to use task based activities for developing productive skills in real contexts. Task-Based Learning is a method that includes classroom tasks that constitute the main focus of the teaching-learning process.

Taking into account Ecuadorian Curriculum Development (2014) the role of Task-Based Learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful activities (p. 9). Moreover, Task-Based Learning (TBL) is almost entirely centred on the students from beginning to end of the lesson. Finally, it is important to highlight that teachers are just simple guides in the application of this method.

The importance of this method lies in the educator, who should arrange different teaching activities in order to make students practice and produce the language that they learned in foreign language teaching on the most suitable way. Therefore, a



good foreign language teacher has to prepare the specific activities, know how and when they use those activities because the more often teachers use these during the course, the better students get into the lesson. In addition, students are the main actors into task development, practice and evaluation.

To sum up, task-based learning is a method which involves students' task development, focusing on instructions and process, sequenced tasks and activities, and learners' language level. Similarly, it allows the teacher to improve their teaching strategies and students to use their own knowledge to enhance their skills (Ahmadian & García, 2017, p. 10).

It is important to clarify that the purpose of tasks has to be the same as exercises. The main difference is in the means of achievement of this. Participants act either as language users when doing a task or as learners when doing an exercise. In speaking, a task helps to develop these skills through its development while exercise helps to just practice speaking.

In order to understand the Task-Based Language method better, it is necessary to analyse the meaning of task. Oxford (2016) defines task as a piece of work undertaken for oneself or for others, freely or for some reward (pp. 94-96). Nunan (2005) points out that a task is a piece of classroom work which involves learners in comprehending, producing and interacting in the target language while their attention is principally focused on meaning, rather than form of the task (p. 20). Moreover, Ahmadian & García (2017) note that a task is a goal-oriented activity in which learners use language to achieve a real outcome. In a nutshell, a task is a

(limitative) assigned classroom work which involves students in their own learning by using the target language to convey the meaning (pp. 50-55).

In conclusion, a task is a set of activities in which learners use language in a real context placing emphases on meaning to attain a specific objective. In addition, a task helps students to improve their all skills through the development of multifaceted activities and exercise.

### **Features of Task-Based Learning**

Ellis (2017) distinguishes six criterial features of Task-Based Learning (TBL):

- In TBL, a task is considered as a workplan for learner activity, which is based either on teaching materials or impromptu activities. The intention of the plan can differ at the end of an activity.
- Task-Based Learning is primarily focused on meaning and develops language proficiency through communicative tasks. In this case a task includes a gap which motivates learners to complete it while communicating. The content is clear but the actual language in a task is not mentioned.
- This method contains real-world communication activities, for instance, completing a form or dealing with misunderstandings.
- It involves all the language skills. The workplan includes reading, listening and understanding of a text as well as speaking and writing. In this respect, there is no difference between tasks and exercises.

- TBL employs cognitive processes such as reasoning, selecting, ordering, classifying or evaluating information. In this task the choice of the linguistic forms is possible.
- Finally, this method also offers a clear communicative outcome for participants after completing a task (pp. 7-15).

All of these features above are essential when designing activities which should be focused on students' class participation. In addition, the activities' instructions must be clear depending on learners' level and needs.

### **Task-Based Learning phases**

There are three principal phases which reflected the chronology of a Task-Based lesson: the first phase is pre-task and concerns to the various activities that teachers and students can undertake before they start the task; such as whether students are given time to plan the performance of the task. The second phase, the task phase keeps students focused on the task itself and affords the use of the language in a free way. The final, post-task phase involves procedures for following up on the task performance (Nunan, 2004, pp. 19-24; Dörnyei & Ryan 2015, pp. 41-52; Thomas & Reinders 2015, pp. 102-115).

#### **Pre-task phase**

The main goal of the activity in this stage is to prepare students to do tasks so that they can optimally acquire language acquisition. This phase therefore, has to present appropriate tasks that motivate students to learn further (Thomas &

Reinders, 2015, pp. 87-93). Some possible alternative procedures below can be selected to suit the acceptable tasks at the beginning of the lessons:

- Encouraging students to do tasks at pre-task stage are equally important at the stage of during the task phase.
- Asking students to observe a model to maximize how to accomplish tasks well.
- Encouraging students to relate activities, which connect to *non-task activities* in order to prepare them to optimize their tasks.
- Planning strategic plan to do core-tasks and activities (Dörnyei & Ushioda, 2009, pp. 19-28).

In this stage, reviewing texts that had been studied before and discussing new words related to the texts being discussed as part of the prediction process can be beneficial for making students aware of special tasks, especially, when learning uncertainty in life and learning how to guess creatively and inventively. The next step is the observing process where students are usually given the practices of listening or reading as the inputs of learning with the final objective being to achieve students' ideal performance to accomplish tasks.

Observation process for individual and group activities are useful to enhance cognitive ability of student. Then, students are required to focus on how to identify and analyse the models and framework (Ellis, 2003, p.7). During this step, language and strategic aspects are involved in that the teachers should help students provide guidance to focus on the content and the models that they have to finish for their tasks. This kind of awareness is actually relevant to the idea of Ellis (2003) stating

that all learners should always be promoted to explicitly aware of their attention especially on fluency, complexities, and accuracy (p.8).

### **Task phase**

There are two common steps, “which turn out in this stage that is how the tasks can be performed and the process to accomplish the tasks above all on the engagement of students...” (Salzmann, 2013, p. 6). The two processes of activities are done commonly in group work projects in that each group has to do activities suitable with the entailed requirements and then the members have to think and discuss what questions to be delivered and how to answer them correctly (this is actually to provide information gap among learners).

An example of the discussion activity is described below:

- Student A is the interviewer (a reporter). Student B is the person who is addicted as a heavy smoker and now is getting a cancer disease. Student C is the tobacco company who has thousands of workers (Dörnyei & Ushioda, 2009, pp. 164-169). To do the activity some possible considerations are provided; the time allotment is strictly given, and students are allowed to have access of data from any resources that are needed to deliver the tasks.
- The teacher has a responsibility to guarantee that the students can finish tasks suitably within their abilities and give limitations to promote their fluency in learning English. Chiefly for the low-level learners, we have to provide adequate resources to push their participation in the discussion process in order that they can enjoyably join and engage in the tasks freely in the classroom. The

success of task accomplishment depends heavily on how the teacher maximally orients learners about their responsibility so that they can take their maximal roles for the given tasks (Dörnyei & Ushioda, 2009, pp. 164-169).

### **Post-task phase**

There are choices to do post-task activities which can be summarized into the activities below:

- To give opportunities to repeat the task performance.
- To encourage and to have a reflection strategy of how to achieve the task.
- To encourage the students' attention in learning especially on how to cover learning problems during the task activities.

It can be seen from the real activities that the repetition of the task performance is actually to give opportunities for students to increase the language production especially when asking them to repeat the activities in an open class. Of course, this gives communication pressure to students to show their best performance so that their abilities are developed well (Ahmadian & García, 2017, pp. 30-42).

In reviewing session activity students are given questionnaires to see their personal process of self-evaluation while doing and finishing the task so that they can find out their goals and the advantages of the task individually. After that, a reflection process is given, in which students are guided to develop their knowledge by their own, asking during the task performance. This can contribute to develop learning interactional strategies (Ellis, 2003, pp. 37-41).

## **Task-Based Learning activities**

Tasks are language activities that focus on meaning. “Tasks are pieces of classroom work in which learners attempt to comprehend, manipulate, produce, and interact in the target language.” (Nunan, 2004, p. 40). Similarly, tasks should have a sense of completeness and should be able to stand on their own as a form of communication and learning (Ellis, 2003, p. 142).

Tasks are composed of different activities and parts, and can come in different variations. There are goals, input, procedures, roles of the participants and the setting. An instructor should plan the various task components in order to follow a successful and productive task-based learning environment. According to Nunan (2004), there are five elements of task-based learning which are “goals, input, procedures, roles and settings. Goals are the general intentions behind a learning task.” (pp. 42-46). They are the connections between the task and the larger curriculum. To develop students’ confidence in speaking and to improve their speaking skills are examples of goals. The learners must achieve any teaching task or course goals. Procedures, on the other hand, stated by Nunan (2004), It is specify what learners will actually do with the input that forms the point of departure for the learning task (p. 50).

## **Effective learning activities**

There are a wide range of activities used both inside and outside the classroom that promote active learning. While each discipline has traditional ways of teaching certain subject matter, and activities used in seminars and large lectures may vary,

the concept of "active learning" applies in every discipline, in every class size (Dörnyei & Ryan, 2015, p. 111).

Some more complex forms of active learning include service learning, problem-based learning, collaborative learning (team based) and simulations. These can all be very effective, especially in upper level undergraduate and graduate courses where holistic learning is emphasized and students are encouraged to think about solving problems in real world situations and learning skills relevant to their field (Oxford, 2015, p. 136).

However, there are many low risk, high benefit activities that you can use that require less time, and can also be very effective, as demonstrated in the list below. Some are individual in nature, some involve groups, some might progress from individual activity to group activity.

## **Dig Deeper**

Effective questioning: something as simple as asking good questions can be as effective as any other method of facilitating active learning if the teacher follows some simple guidelines. Pause after asking any question and wait for a response. Ask only one question at a time. Perhaps let students write their response for a minute or two before sharing. Gather a few responses before leaping to the answer – let other students respond or build on the student response.

Case studies: using case studies can be a very effective way to explore complex topics and can be completed in one class session or a part of one, depending on the case and goals. Educators can do this in small groups and/or as a whole class. A



teacher can either develop his own cases, or often find ready to use case studies online. Current events can also be a source of material for teaching with this method (Ellis, 2003, p. 143).

### **Collaborative learning**

During this activity the teacher asks students at some point during class to form small groups for discussion and asks some or all groups to report back to the larger group (Thomas & Reinders, 2015, p. 88). Using Think Pair Share at some point in the lecture, the educator can ask students a key question – having them first sit quietly and write down some notes on their own, then then teacher pairs them up to discuss the question with another student (Ahmadian & García, 2017, pp. 34-37).

### **Debates**

Well-structured debates can raise a large number of issues for discussion, and help students learn not only about the material, but critical thinking and presentation skills among others (Ahmadian & García, 2017, pp. 98-106). Simulations involve students in demonstrating a concept by using situations that either you or they create. (Oxford, 2016, pp. 134-137).

### **Reflection**

Through this activity the teacher asks students to develop a reflection paper based on readings or an out of classroom assignment can help them to understand their own learning process better (Salzmann, 2013, p. 66). The teacher can also ask

a student or small group of students to read and synthesize material to teach their peers in class (Nunan, 2005, pp. 31-49).

## **Reviewing sessions**

Students create the review questions. Each student should ask at least one question related to the material or class they do not understand, and to try to answer a question raised by another student (Nunan, 2004, pp. 21-49). Sometimes asking students to generate an exam question can help them review material and practice for the exam, and it can also be an indicator of points that must be reviewed (Thomas & Reinders, 2015, p. 97).

## **Speaking Skills**

Speaking is one of four components of language ability beside listening, reading, and writing. Speaking is an important tool to express the idea that composed an improving based on the need of the spoken interaction. Through speaking people can communicate ideas or arguments effectively. Spoken language should comprehend meaning of the all things which are communicated (Belajar, 2015)

Grueon, Hubbard, Smith , & Dawe (2012) state that “speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information through specific sounds.” (p. 53). In speaking people express their opinion, feeling, and ideas correctly in order to every single person can understand the message (Palmer, 2014, p. 75).

Speaking requires that learner knows how to produce specific points of language such as grammar, pronunciation, vocabulary, fluency and accuracy (language competence). As Palmer (2014) says, spoken communication is the most important way and tool to share ideas, thoughts and feeling with others. It takes place where there is speech, without this humans cannot interact one another. As a result, speaking skills are deeply important in the learners language development (p. 88).

## **Types of Speaking**

According to Nunan (2005) generally there are two types of spoken language, as follows:

### **Monologue**

Monologue is a type of speaking where one speaker uses the language for any length of time, such as in speeches, lectures, reading, news broadcasts, and the like, then the listener have to process the information without interruption and speech will go on whether or not the listener comprehends what the speaker means.

### **Dialogue**

It is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker says. It is essential to make a difference between speaking, that is planned (such as a lecture or speech) and speaking that is unplanned, such as a conversation that takes place spontaneously (pp. 78-84).

## **Speaking as a skill**

First of all, it is important to understand that knowledge and skill are not the same. By giving a learner speaking practice it is recognized that there is a difference between knowledge about a language, and skill in using it. Learner does not merely know how to assemble sentences in the abstract: students have to produce them and adapt them to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting the conversation as unexpected problems appear in their path (Bygate, 2003, pp. 3-9).

Taking into account the first language of learners, it is obvious that they spend most of their time using sentences, and very little of their time reviewing their knowledge or trying to compose perfect sentences. It is most difficult to describe and explain all the decisions people make when speaking. Therefore, Knowledge is not only a part of the affair, people also need skill. A fundamental difference between knowledge and skill is that while both can be understood and memorized, only skill can be imitated and practiced (Bygate, 2003, p. 86).

Speaking skill is the ability to produce the spoken language in a spoken way, which is demonstrated through the production of auditory signals designed to produce differential verbal responses in a listener. "It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances" (Bygate, 2003, pp. 14-20). Speaking skill also involves other skills in order to be considered as a skill, which are motor-perspective skills and interaction skills.

Motor-perspective skills involve perceiving, recalling and articulating in the correct order sounds and structures of the language. This lets learners manipulate each part of speech. Moreover, oral expression involves not only the use of the right sound in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning. On the other hand, interaction skills involve making decisions about communication, such as: what to say, how to say it, and whether to develop it, in accordance with one's intentions, while maintaining the desired relations with others. Note that students' notions of what is right or wrong depend on such things as what they have decided to say, how successful they have been so far, whether it is useful to continue the point, what their intentions are, and what sorts of relations they intend to establish or maintain with interlocutors (Bygate, 2003, p. 93).

### **Speaking skills sub-indicators**

According to Ecuadorian Curriculum guidelines (2014), the spoken production of EFL focuses on the principle of fluency and accuracy. Students will learn the sounds of English through motivating and engaging tasks aimed to increase their confidence levels in regards to the language. The focus on fluency and accuracy will also increase learners' self-confidence and motivation and, in turn, lower the affective filter, thus leading to motivation to continue learning and producing foreign language (pp. 12-16).

As it is mentioned above, the Ecuadorian Curriculum gets learners focused on learning these two main sub-indicators which allow to have approach regarding speaking skill:

### **Accuracy**

Accuracy refers to the quality of being precise. In linguistics, Schroeder (2013) defines accuracy as the ability to be free from errors while using English to communicate. Even though that accuracy is important at the moment learners communicate with other people, it is not included at all in the context of learning and teaching a foreign language (p. 55).

The model of intercultural linguistic competence proposed in 2007 to show the integration of six competences into this field: strategic, discourse, formulaic, socio-cultural, interactional, and linguistic competence. According to this model, those competences are all interconnected and essential to be acquired in the process of foreign language learning. Consequently, linguistic accuracy is, among others, one of the principal factors in the process of becoming proficient in a foreign language. However, since it is no longer the main focus of foreign language teaching, it is important too find the right balance (Schroeder, 2013, pp. 56-60).

To summarize, it is true that accuracy generally represents a point at issue and should not be foregrounded in teaching English as a foreign language. However, even though linguistic accuracy it not the main focus in foreign language teaching and learning, it is still an integral part of it and must be highly considered in the foreign language classroom.

## **Accuracy components**

- Grammar: refers to the way words are used, classified, and structured together to form coherent written or spoken communication. Sentence patterns, which also contains verbal tenses that allows students to clarify their spoken message, and sentences structure are the principal point, at the moment to speak. Both, patterns and structure make an idea or thought makes sense. Moreover, grammar is not only referred about those. Grammar helps students to identify each part of speech, when and how to use each part when speaking in a fluent and accurate way (Barcroft, 2016, p. 86).
- Vocabulary: Barcroft (2016) defines vocabulary as a list or set of words employed by a language, group, individual, or work or in a field of knowledge, and which have a certain connotation depending on the context in which is used (p. 88). Lack of vocabulary might create misunderstandings. “Vocabulary must not be taken as part of grammar, furthermore, it has two subcategories which are idioms and phrasal verbs...” (Barcroft, 2016, p. 90).

## **Fluency**

As it is already known, fluency is at least partly dependent on L2 proficiency. Crible (2018) states that “...fluency refers to the natural effortless and unhesitating flow of spoken language, which is challenging to personalize...” (p. 50). In other terms fluency refers to “...speak smoothly, appropriately, correctly, with ease and effortlessness...” (Schroeder, 2013, p. 72). In fact, fluency also refers to the

cognitive level of language processing. In addition, factors related with accuracy and complexity must be taken into account in the fluency field.

Fluency represents conveying messages with ease (Cribble, 2018, p. 51). The objective in teaching fluency is conveying a message, communicating and receiving the content. In contrast to accuracy, fluency stresses expressing and understanding messages. Palmer (2014) calls it message-oriented communication where a target language is not used as a goal but as a means of communication (p. 93).

There will certainly be emphasis on fluency when teaching all language skills, i.e. speaking, writing, listening and reading, and its development brings along lowering emphases on accuracy. According to Bygate (2003) “perfectly explicit communication is not only generally unattainable; it is generally unnecessary.” (p. 96).

The principal aim of the Ecuadorian Curriculum, about fluency, is that learners participate in a variety of spoken contexts, from informal expression such as talking with friends, to more formal levels of expression such as presentations and speeches, in order to assure that they are experiencing diverse communication situations in which to apply the various communication strategies (Bygate, 2003, p. 96).

## **Fluency components**

Connected speech: speech is the faculty to connect the ideas on a written or spoken way, it means to connect sentences correctly, as Behrman states (2018) the body of an idea or thought has two main points: firstly, the principal way each



sentence is organized, and secondly, the way each sentence is connected to another (p. 112). To make a spoken message more understandable it is indispensable the correct use of connectors is indispensable. In addition, connected speech deals with speaking without hesitating. Similarly, connectors not only help to connect ideas correctly, they also establish a sequence which must be followed when speaking.

In essence, processing conditions are an important influence. The ability to keep processing conditions of speech enables learners (speakers) to deal fluently with a given topic while being listened to. This kind of ability thus covers the basic communicative speaking skill of producing speech at a normal speed.

### **Teaching speaking skills**

As Bahrani & Soltani (2012) states, some communication situations are associated with a predictable set of spoken exchanges which are called script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. Consequently, doing the transactional exchanges involved in activities such as obtaining information and making a purchase. The relationship between a speaker's turn and the one that follows can often be anticipated (pp. 81-87).

Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Educators can also give students strategies and phrases to use for clarification and comprehension check. By

encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom (Bahrani & Soltani, 2012, p. 114).

Many languages learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. In the same line, instructors are required to help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable pronunciation (Palmer, 2014, pp. 130-144).

### **Speaking activities**

Communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding. To create classroom speaking activities that will develop communicative

competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression (Bahrani & Soltani, 2012, p. 132).

Two common kinds of structured output activities are information gap and jigsaw activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication (Gruegon, Hubbard, Smith , & Dawe, 2012, pp. 89-110).

These activities may be set up so that the partners must practice more than just grammatical and lexical features. Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture; whereas, with information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need (Bygate, 2003, pp. 76-83).

There is also, another type of speaking activity known as communicative output activities. These kinds of activities involve role plays and discussions. In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role

relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters. Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first (Behrman, 2018, pp. 359-366).

Language learners can also benefit a lot from discussions held in the classrooms when the instructor prepares the language learners first, and then gets out of the way. Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

## **e. MATERIALS AND METHODS**

### **Design of the research**

The present research work was considered an action research due to that, even though it was carried out in a descriptive way based on facts, it also involved the application of the theory through different tools, methods, strategies and techniques to provide empirical results which help the researcher to draw conclusions and recommendations.

### **Methods, techniques and instruments**

#### **Methods**

The scientific method was important and useful for selecting, and collecting the appropriate information according to the issues, and the specific objectives. Moreover, it helped to clarify the current situation based on general and specific facts.

The descriptive method, which was concerned with the comprehension, interpretation, and demonstration through the analysis of the information, facts, references and the viewpoint from the researcher. It was suitable to describe the main and different points in the research. In addition, this method helped to explain the implementation of the TBL activities, and their results.

The statistical method was applied to analyse the quantitative data obtained from the pre and post-tests results, and the qualitative results from the pre and post

questionnaires. It helped to tabulate the information in tables and figures using the respective formulas to get the media.

Finally, the analytic-synthetic method was useful when analysing the information found through the observation checklists, pre and post questionnaires, and pre and post-tests. Similarly, it helped to make the interpretation of the data to draw specific conclusions and recommendations.

### **Techniques and instruments**

To check students' speaking level a pre-test with 5 questions was designed. It contained 5 multiple choice questions. It is important to highlight that each question was focused on a specific sub-indicator. The test was applied at the beginning and the end of the interpretation plan to verify the students' improvement.

A questionnaire with 5 multiple choice questions was also applied to the students with the purpose of knowing, understanding, analysing and interpreting the learners' attitude in task-based learning activities. Moreover, a daily checklists and observations sheet were used to record progress of students' speaking during the implementation of the intervention plan.

### **Population**

The students of third year of bachillerato and the teacher of the subject participated in the development of the intervention plan. The participants of the study were thirty-six students: seventeen girls and nineteen boys. They were between sixteen and eighteen years old. Finally, the intervention plan was

implemented through 10 lesson plans during the months of November, December 2018 and January 2019, three hours a week, with a total of 30 hours.

## f. RESULTS

### Pre-test results

**Objective two:** To detect de issues which interfere the enhancing of speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year.

**Table 1:**

*Pre-test Scores of the Students in Third Year of Bachillerato in Speaking Skills*

Students' Code	SP /2	I /2	SS /2	C /2	PV /2	Total /10
UEMBV 001	1.60	0.80	2.00	0.40	1.50	4.30
UEMBV 002	0.00	0.00	0.00	0.00	0.00	0.00
UEMBV 003	1.40	0.00	1.00	0.80	1.50	4.70
UEMBV 004	1.60	0.00	1.00	0.00	1.00	3.60
UEMBV 005	2.00	0.00	0.00	0.40	0.50	2.90
UEMBV 006	1.60	0.80	0.00	0.40	1.00	3.80
UEMBV 007	1.60	0.00	0.00	0.80	0.50	2.90
UEMBV 008	0.00	0.00	1.00	0.40	1.50	2.90
UEMBV 009	1.60	0.00	1.50	0.40	1.00	4.50
UEMBV 010	1.00	1.20	0.00	1.20	0.50	3.90
UEMBV 011	1.80	0.00	0.00	0.40	2.00	4.20
UEMBV 012	1.40	0.80	0.50	0.40	0.50	3.60
UEMBV 013	1.40	0.40	0.50	0.80	1.50	4.60
UEMBV 014	1.80	0.40	0.00	0.80	0.50	3.50
UEMBV 015	1.80	0.00	0.00	0.40	1.00	3.20
UEMBV 016	1.80	0.80	0.00	0.00	0.50	3.10
UEMBV 017	1.40	0.80	0.00	0.80	0.50	3.50
UEMBV 018	1.00	0.00	1.50	1.60	0.50	4.60
UEMBV 019	0.00	0.00	1.00	0.00	0.50	1.50
UEMBV 020	1.40	0.00	1.00	0.80	1.50	4.70
UEMBV 021	1.20	0.40	0.50	0.80	1.50	4.60
UEMBV 022	1.60	0.40	0.00	0.00	0.50	2.50
UEMBV 023	1.60	0.40	1.00	1.60	1.50	6.10
UEMBV 024	1.80	0.00	0.00	1.20	1.00	4.00
UEMBV 025	1.80	0.40	0.50	0.80	1.00	4.50
UEMBV 026	0.00	0.00	1.50	0.80	1.50	3.80
UEMBV 027	0.00	0.00	0.00	0.00	0.50	0.50
UEMBV 028	1.40	0.00	0.50	0.40	1.00	3.30
UEMBV 029	1.40	0.00	1.00	0.00	0.50	2.90
UEMBV 030	1.60	0.00	0.50	0.00	1.00	3.10
UEMBV 031	1.80	0.80	0.50	0.00	1.00	4.10
UEMBV 032	1.40	0.40	0.50	0.40	0.50	3.20
UEMBV 033	1.80	0.00	0.50	0.00	0.00	2.30
UEMBV 034	1.00	0.40	0.50	0.80	0.50	3.20
UEMBV 035	1.80	0.00	0.00	0.00	1.00	2.80
UEMBV 036	2.00	0.00	0.00	0.80	1.50	4.30
Mean	1.26	0.26	0.51	0.51	0.90	3.44

Note. **UEMBV** = Unidad Educativa del Milenio Bernardo Valdivieso; **N° 001** = Students' Code; **SP** = Sentences Patterns; **I** = Idioms; **SS** = Sentence structure; **C** = Connectors; **PV** = Phrasal Verbs.



## **b. Interpretation and analysis**

According to the results shown in Table 1, students got the total score mean of 3.44/10 in speaking skills, which corresponds to a failing qualitative score range (see grading scale in page 1415). The highest mean gathered was 1.26/2 in sentence patterns which indicates that students are not totally familiarized with sentence patterns. They just paid attention to simple ones rather than the most complex. They are not able to structure composed sentence patterns such as modal and auxiliary verbs plus verb.

On the other hand, the lowest mean was 0.26/2 in idioms, which can evidence that students are not able to understand the meaning of each idiom and the context in which each one is used. Moreover, they just try to translate each word literally, due to this fact, it can be appreciated that the students' knowledge about idioms is deficient.

As a result, students cannot express themselves, due to the fact that they are not able to use the appropriate sentence patterns when structuring sentences. Similarly, they do not understand the use and meaning of idioms, and this is the principal reason why they translate everything literally. Moreover, they are not able to use the appropriate phrasal verbs and connectors to express and connect their ideas.

As Nunan (2005) states, speaking is "...the capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings..." (p. 45). It is the primary communicative means and covers different skills that are vital when using the oral language fluently and accurately. Task-Based Learning activities provide

students a wide range of opportunities where students can manipulate, produce and interact one another through the use of oral language (Nunan 2004, p. 40).

## Interpretation of the Pre and Post Questionnaire Results

**Objective Four:** To apply Task-Based Learning activities to enhance speaking skills among students in the third year of Bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018-2019 school year.

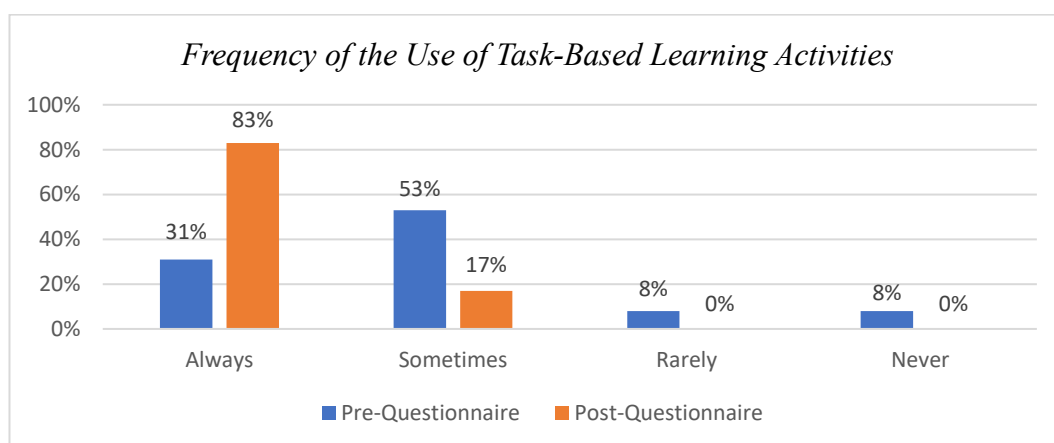
**Question 1:** How often does your teacher use task-based learning activities to enhance speaking skills?

### a. Table 2

*Frequency of the Use of Task-Based Learning Activities.*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	11	31	30	83
Sometimes	19	53	6	17
Rarely	3	8	0	0
Never	3	8	0	0
Total	36	100	36	100

### b. Figure 1



### **c. Analysis and Interpretation**

The results from Table 2 show that more than half of students (53%) answered that Task-Based Learning activities are applied sometimes. This means that students were not properly guided to focus on different activities. This did not allow them to produce spoken language. Nevertheless, after the intervention plan implementation, almost all students (83%) claimed that Task-Based Learning activities were always applied. These activities improved their knowledge in grammar structures, sentence patterns and idioms. This mean their speaking skills are enhanced considerably. As Willis (2013) affirms that Task-Based Learning (TBL), also known as Task-Based Instruction (TBI), uses practical tasks to activate students' language learning, and these activities also stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful activities (pp. 07-13). Moreover, the importance of this method lies on the educator who should arrange different teaching activities in order to make students practice and produce the language as much as possible.

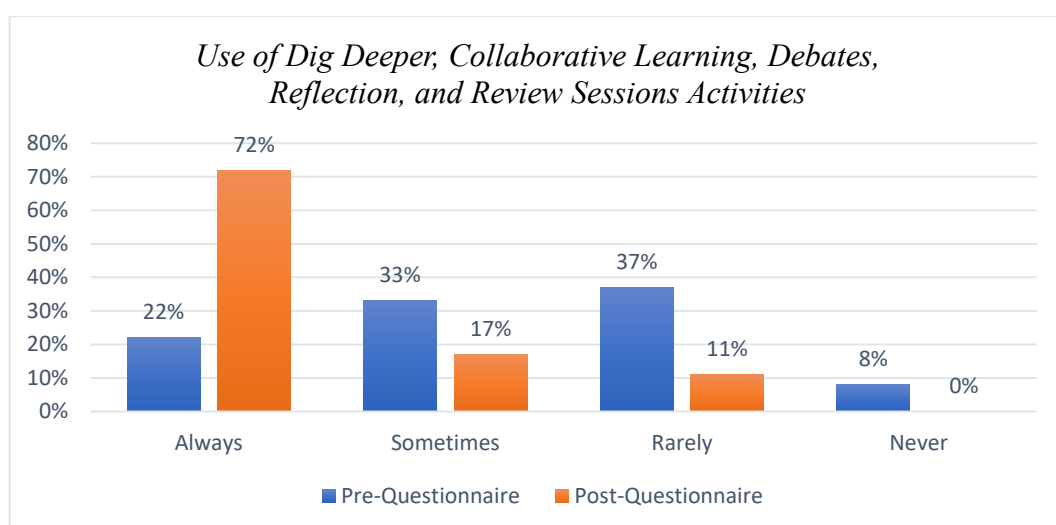
**Question 2:** Are dig deeper, collaborative learning, debates, reflection and, review sessions activities used to enhance speaking skills?

**a. Table 3**

*Use of Dig Deeper, Collaborative Learning, Debates, Reflection, and, Review Sessions Activities*

Option	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	8	22	26	72
Sometimes	12	33	6	17
Rarely	13	37	4	11
Never	3	8	0	0
Total	36	100	36	100

**a. Figure 2**



## **b. Analysis and Interpretation**

According to the results in Table 3, some students (37%) affirmed that dig deeper, collaborative learning, debates, reflection, and review sessions activities are rarely used. Meaning that students did not have enough time to express their

thoughts orally and as freely as they should; furthermore, the spoken language was not applied appropriately taken into account grammar structure, sentence patterns, idioms, connectors and phrasal verbs. However, at the end of intervention plan, many students (72%) said that all of these activities were always used during the learning teaching process, creating spaces and opportunities where students could express themselves orally, and establishing a satisfactory enhancement in students' speaking skills. As Oxford (2015) says, "these kinds of activities are very effective, especially in upper level undergraduate and graduate courses where holistic learning is emphasized and students are encouraged to think about solving problems in real world situations and learning skills relevant to their field." (pp. 132-144). Similarly, these activities are individual in nature, some involve groups, some might progress from individual activity to group activity.

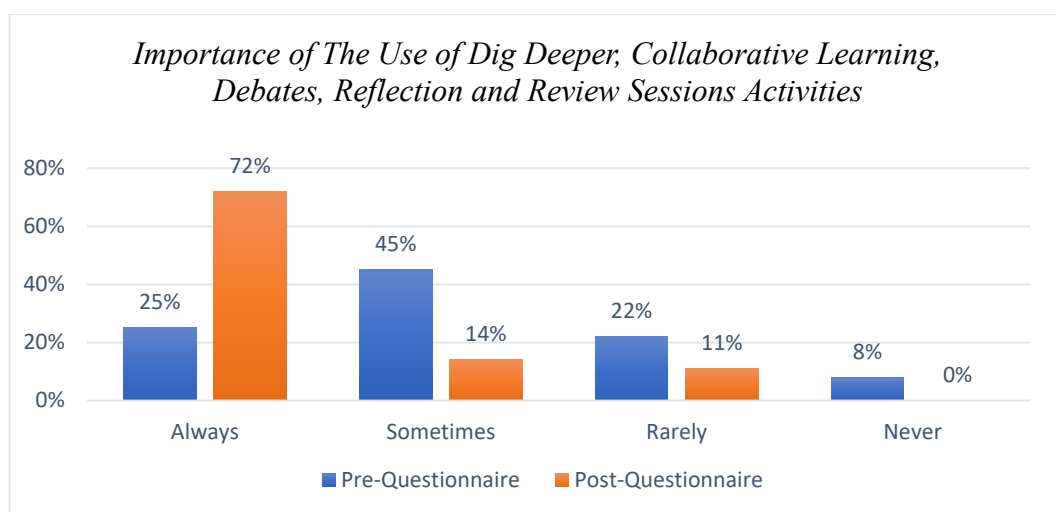
**Question 3:** How frequent is important the use of dig deeper, collaborative learning, debates, reflection, and review sessions activities?

**a. Table 4**

*Importance of the Use of Dig Deeper, Collaborative Learning, Debates, Reflection, and Review Sessions Activities*

Option	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	9	25	26	72
Sometimes	16	45	6	17
Rarely	8	22	4	11
Never	3	8	0	0
Total	36	100	36	100

**b. Figure 3**



**c. Analysis and Interpretation**

According to the results displayed in the table 4, several students (45%) agreed the use of dig deeper, collaborative learning, debates, reflection, and review sessions activities is sometimes important. Meaning that students did not take advantage when these activities were carried out. They did not apply and practice the correct sentence patterns, connectors and grammatical structure when interacting one another. In contrast, after the intervention plan, many students (72%) agreed that these activities always had a vital importance to the enhancement of speaking skills. Throughout these activities, students could enhance their spoken interaction while the use of sentence patterns and connectors were improving in the grammatical structure. Ellis (2003) states that the importance of Task-Based Learning activities is focused on meaning rather than process, allowing students using their way as a form of communication and learning (p. 36).

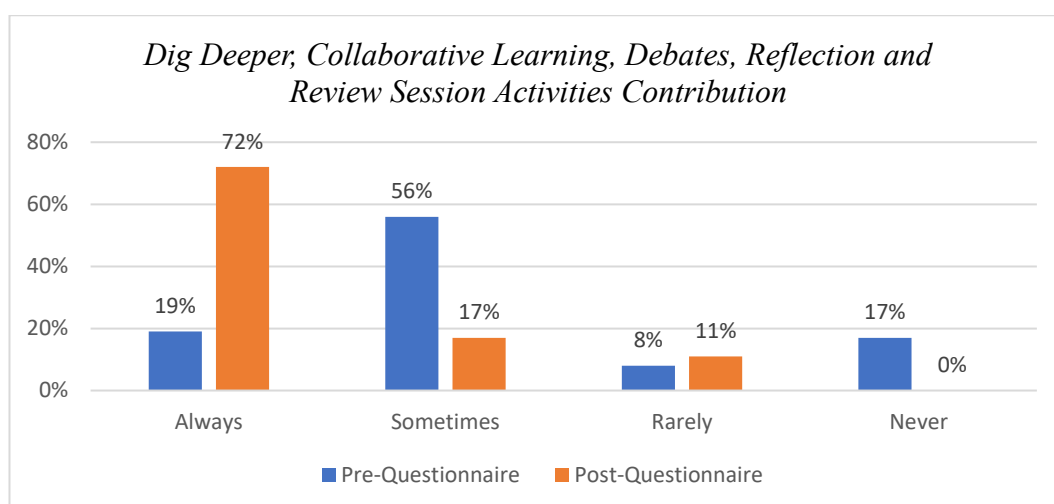
**Question 4:** Do dig deeper, collaborative learning, debates, reflection and review session activities contribute developing your speaking skills?

**a. Table 5**

*Dig Deeper, Collaborative Learning, Debates, Reflection and Review Session Activities Contribution.*

Option	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	7	19	26	72
Sometimes	20	56	6	17
Rarely	3	8	4	11
Never	6	17	0	0
Total	36	100	36	100

**b. Figure 4**



**c. Analysis and Interpretation**

As can it be appreciated in Table 5, more than half of the students (56%) affirmed that dig deeper, collaborative learning, debates, reflection and review session activities sometimes contribute to the improvement of speaking skills. It implied that students speaking enhancement was not progressive enough with regard to the

fluent and accurate use, and application of language's oral use. However, after the implementation of the intervention plan, many students (72%) answered that these activities always contributed to enhance their oral language interaction, and consequently, their confidence when producing their own ideas when communicating one another. Ahmadian & García (2017) highlight that these activities are primarily focused on meaning and developing language proficiency through communicative tasks, which motivates learners to complete them while communicating. Task-Based Learning activities employ cognitive processes such as reasoning, selecting, ordering, classifying or evaluating information. In this task, the choice of the linguistic forms is possible (pp. 112-121).

**Question 5:** Do you learn to speak through dig deeper, collaborative learning, debates, reflection and review session activities?

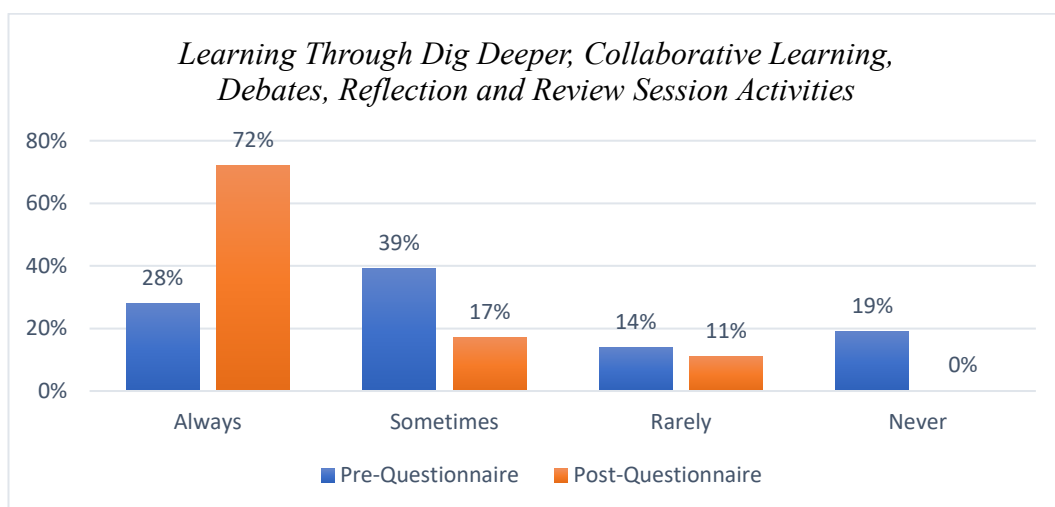
**a. Table 6**

*Learning Through Dig Deeper, Collaborative Learning, Debates, Reflection and Review Session Activities*

Option	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	10	28	26	72
Sometimes	14	39	6	17
Rarely	5	14	4	11
Never	7	19	0	0
Total	36	100	36	100



**b. Figure 5**



**c. Analysis of the interpretation**

According to the results in Table 6, several students (39%) sometimes learnt through dig deeper, collaborative learning, debates, reflection and review session activities. Meaning that students' comprehension, receptive and producing skills struggle when interacting with others. Students were not able to structure and connect spoken language in an appropriate way, which interfered with the activities' development. On contrary, after the application of the intervention plan, many students (72%) said that they always learned through dig deeper, collaborative learning, debates, reflection and review session activities. They had a gradual enhancement in their comprehension, receptive and producing skills struggle when speaking with others, which means they were able to structure and connect their ideas understanding and being implied with others. All of Task-Based Learning activities give opportunities for students to increase the language production especially when asking them to repeat the activities in an open class. Of course, this

gives communication pressure students to show their best performance so that their abilities are developed well (Ahmadian & García, 2017, pp. 135-140).

## Post-test results

**Objective five:** To validate the obtained results after the application of Task-Based Learning activities to enhance speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso, 2018 – 2019 school year.

### a. Table 7:

*Post-test Scores of the Students in Third Year of Bachillerato in Speaking Skills*

Students' Code	SP /2	I /2	SS /2	C /2	PV /2	Total /10
UEMBV 001	1.40	0.80	2.00	0.80	1.50	6.50
UEMBV 002	1.60	0.80	0.50	0.00	0.50	3.40
UEMBV 003	1.60	0.80	2.00	0.80	1.00	6.20
UEMBV 004	1.80	0.80	2.00	0.80	1.00	6.40
UEMBV 005	1.80	0.80	0.50	0.00	0.50	3.60
UEMBV 006	1.80	0.80	1.00	1.20	2.00	5.80
UEMBV 007	1.60	0.80	1.00	1.20	1.50	6.10
UEMBV 008	1.00	0.80	0.50	0.40	1.00	3.80
UEMBV 009	2.00	0.80	2.00	1.20	1.50	7.50
UEMBV 010	1.60	0.80	1.00	1.20	1.50	6.10
UEMBV 011	1.80	0.80	1.50	0.40	2.00	6.50
UEMBV 012	1.40	0.80	0.00	0.80	1.50	4.50
UEMBV 013	1.40	0.80	0.50	0.80	1.50	6.00
UEMBV 014	1.80	1.20	1.50	0.80	1.50	6.80
UEMBV 015	1.60	0.80	0.50	0.40	1.00	4.30
UEMBV 016	1.40	0.40	0.00	0.40	1.00	3.20
UEMBV 017	0.80	0.40	0.00	1.20	1.00	3.40
UEMBV 018	0.80	0.80	1.50	0.40	1.00	4.50
UEMBV 019	1.80	0.40	1.50	0.40	0.50	4.60
UEMBV 020	2.00	1.60	1.50	1.60	1.00	7.10
UEMBV 021	1.60	0.80	0.50	1.20	1.50	5.60
UEMBV 022	2.00	0.80	0.50	0.00	1.00	3.30
UEMBV 023	1.20	0.40	0.50	0.00	2.00	4.10
UEMBV 024	1.60	0.80	1.00	1.20	1.00	5.60
UEMBV 025	1.60	0.80	1.00	1.20	1.50	6.10
UEMBV 026	1.60	0.80	0.50	1.60	1.50	5.80
UEMBV 027	1.40	0.80	1.00	0.40	1.00	4.60
UEMBV 028	1.80	1.20	2.00	0.80	1.50	7.30
UEMBV 029	1.60	0.80	1.50	0.80	1.00	5.70
UEMBV 030	1.80	0.40	1.00	0.80	1.00	5.00
UEMBV 031	1.80	0.40	0.50	0.00	1.50	4.20
UEMBV 032	1.60	0.80	0.50	0.00	1.00	3.90
UEMBV 033	1.80	0.80	1.00	0.80	0.50	4.90
UEMBV 034	1.00	0.40	1.00	0.80	0.50	3.70
UEMBV 035	1.60	0.40	1.00	1.60	0.50	4.80
UEMBV 036	1.40	0.80	1.00	0.80	1.50	5.50
Mean	1.56	0.93	0.96	0.74	1.21	5.42

Note. **UEMBV** = Unidad Educativa del Milenio Bernardo Valdivieso; **N° 001** = Students' Code; **SP** = Sentences Patterns; **I** = Idioms; **SS** = Sentence structure; **C** = Connectors; **PV** = Phrasal Verbs.

## **b. Interpretation and analysis**

According to the results shown in Table 7, students got the total score mean of 5.42/10 in speaking skills, which corresponds to the below average score range (see grading scale in page 141). The highest mean gathered was 1.56/2 in sentence patterns which indicates that students can identify and use simple grammar structures; however, they continue struggling with more complex ones.

On the other hand, the lowest mean gathered was 0.74/2 in the use of connectors. Meaning that students still fail to link ideas and thoughts when expressing themselves. Many students cannot use the correct connector to contrast ideas, add more information, or simply give examples. Despite this fact they are able to use simple connectors such as: and, while, and moreover. In conclusion, the application of task Task-Based Learning activities allowed students achieve a slight progress in speaking skills. It is demonstrated in the student oral interaction. Even though they are not able to speak as fluently and accurately, they can communicate and give opinions throughout simple grammar structures, idioms, and applying common phrasal verbs and connectors.

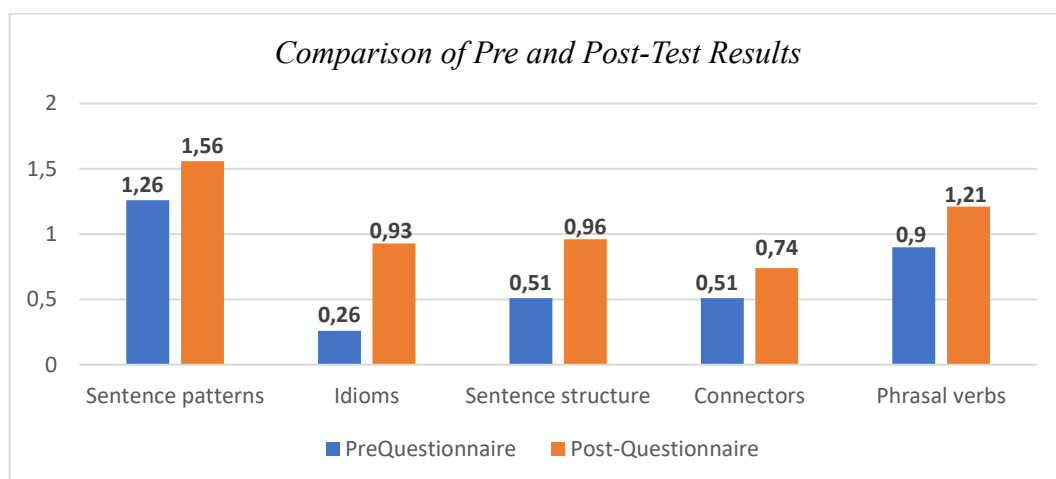
## **Comparing Pre and Post-Test Means**

### **a. Table 8**

*Comparison of the Pre and Post-Test Results*

<b>Indicators</b>	<b>Pre-test</b>	<b>Post-test</b>
Sentence patterns	1.26	1.56
Idioms	0.26	0.93
Sentence structure	0.51	0.96
Connectors	0.51	0.74
Phrasal verbs	0.90	1.21
<b>Total</b>	<b>3.44</b>	<b>5.42</b>

**b. Figure 6**



**c. Interpretation and analysis**

The results from Table 8 show a satisfactory enhancement of speaking skills among students in third year of bachillerato at Unidad Educativa del Milenio before and during the intervention plan. They obtained a slight increase according to their speaking skills as it is evidenced in the total mean score 5.42/10. The remarkable increment that students gathered was completely verified by scores gotten in each indicator; in sentence patterns from 1.26 to 1.56, in idioms from 0.26 to 0.93, in sentence structure from 0.51 to 0.96, in connectors from 0.51 to 0.74, in phrasal verbs from 0.9 to 1.21. Task-Based Learning activities implementation was effective to help students achieve confidence and oral competence when speaking. These activities also motivated them to learn new vocabulary and grammatical structures in order to express themselves.

## **g. DISCUSSION**

The theme of this research work was Task-Based Learning activities to enhance speaking skills among students in third year of bachillerato “A” at Unidad Educativa del Milenio Bernardo Valdivieso 2018 – 2019, school year. Task-Based Learning activities gradually helped students to enhance students’ speaking skills. Even though students’ pre-test mean score was 3.44/10, after the intervention plan implementation it increased noticeably. They obtained the mean score of 5.42/10 as it was displayed statistically. Nunan (2004) affirms that Task-Based Learning helps students to enhance their fluency and accuracy in class through spoken language application. Similarly, these kinds of activities enable students to use language in a real context (p. 17).

During the application of the intervention plan specific aspects were evaluated: sentence structure, sentence patterns, idioms, connectors and phrasal verbs. The pre-test results evidenced that the majority of students struggled when recognizing some sentences pattern such as modal verbs, auxiliary verbs and prepositions; meaning they could not use the correct word order, auxiliary verb and modal verb to show tense and formulate sentences. Similarly, students could not interpret and use idioms to express themselves, nor they could understand and contextualize their meaning. The grammatical structure used by students before the intervention plan was totally inappropriate, meaning they could not order the sentence patterns correctly when expressing their ideas. Moreover, students demonstrated that their

knowledge about connectors is limited. This implies that they could not connect their thoughts, ideas and feeling correctly. Finally, students got confused about the appropriate prepositions to form different phrasal verbs and the meaning these have.

At the end of the intervention plan, students could structure sentences appropriately when speaking. They could contextualize idioms in order to interpret and understand any message while interacting orally. Furthermore, they could use most the common and simple connectors to link their thoughts and ideas. Finally, students were able to hold a conversation using a simple vocabulary.

The attitude demonstrated by the students at the beginning of the intervention was totally disinterested. They felt nervous and uncomfortable, due to the new activities and methodology implemented. As it was the first time they get into these activities, they did not feel self-confident enough to express their ideas. Moreover, students could not understand the purpose of the application of Task-Based Learning activities, and that is why they did not pay attention to what they were doing. During the intervention plan, students lost their fear when speaking face to face or with others. Students stopped seeing the activities as an obligation and tried to become part of them. Students also began assessing themselves and using peer correction. At the end of the lesson plan, many students felt completely self-confident when expressing their ideas and thoughts, even though they made some mistakes. They could enjoy sharing their ideas one another, and they also showed interest in what their classmates said.

In addition, the strengths reached while the intervention plan took place were that students felt more motivated to speak with the implementation of Task-Based Learning activities. They were also more willing to participate in class by expressing themselves. However, the limitations identified in class were the following: some students did not care about the subject, and others got nervous when speaking with their classmates. Moreover, the large number of students and, the constant teacher's interruption were negative factors that affected directly the implementation of Task-Based Learning activities. Due to this fact, the time was not enough for everyone to participate, and it also affected the class environment.

Task-Based Learning activities contributed to enhancing students' speaking skills. Students were provided with several activities that allowed them to interact while speaking. In conclusion, it is important to emphasize the role of these kind of activities were totally new for them. The use of these activities was partially successful as it was demonstrated in the results obtained from the post test.



## **h. CONCLUSIONS**

The results of this research indicated the issues detected among students third year of bachillerato were the interference of the mother tongue in structuring sentences and the literal translation of idioms from English to Spanish. They could not identify each sentence pattern and how each one works. Additionally, learners used the incorrect linking word to connect their ideas. The way in which they practiced speaking was limited to reading short texts and repetitions.

The use of Task-Based Learning (TBL) activities such as dig deeper, collaborative learning, debates, reflection and review session helped to overcome limitations like linking ideas, the incorrect sentence structure and wrong translations. TBL activities promoted cooperation and good relationship among students, and kept them interested in the topic. They also felt confident when expressing themselves and interacting one another while practicing language orally.

The application of Task-Based Learning activities enhanced students' speaking skills successfully. The variation of the scores from the pre and post-test is the evidence that demonstrates the significant impact that dig deeper, collaborative learning, debates, reflection and review session activities had in the improvement of students' speaking skills. These activities motivated to speak freely by exchanging ideas, thoughts and feelings with their partners.

## **i. RECOMMENDATIONS**

Teachers should assess students' knowledge more frequently in order to detect their strengths and weaknesses and be focused on an appropriate use of Task-Based Learning activities to enhance students' speaking skills. The frequent use of these activities enables the students to interact one another applying oral language interaction, and inspire the students to learn and participate actively in class, creating a comfortable environment in which they can improve their speaking skills effectively.

Teachers should use Task-Based Learning activities in a simple way. This allows students to enjoy expressing themselves while becoming interested in the tasks. TBL activities such as dig deeper, collaborative learning, debates, reflection and review session should be applied more frequently to keep students engaged in the teaching learning process, providing chances to participate and increasing their confidence when expressing ideas, thoughts and feelings. Moreover, these activities create a cooperative environment where students support and interact one another.

Teachers should be aware of the importance of using different Task-Based Learning activities, and take advantage of the benefits these activities offer in students' oral interaction. TBL activities are effective to enhance the students speaking skills. The essential role of these activities cannot be ignored since they help students practice the spoken language while feeling more comfortable when communicating.

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**k. ANNEXES**



**UNIVERSIDAD NACIONAL DE LOJA**

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT**

**THEME**

**TASK-BASED LEARNING ACTIVITIES TO ENHANCE  
SPEAKING SKILLS AMONG STUDENTS IN THIRD YEAR  
OF BACHILLERATO "A" AFTERNOON SESSION AT  
UNIDAD EDUCATIVA DEL MILENIO BERNARDO  
VALDIVIESO OF THE CITY OF LOJA, 2018–2019  
ACADEMIC YEAR**

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**1859**

**LOJA–ECUADOR**

**2018**

**a. THEME**

**TASK-BASED LEARNING ACTIVITIES TO ENHANCE  
SPEAKING SKILL AMONG STUDENTS IN THIRD YEAR OF  
BACHILLERATO “A” AFTERNOON SESSION AT UNIDAD  
EDUCATIVA DEL MILENIO BERNARDO VALDIVIESO OF  
THE CITY OF LOJA, 2018 – 2019 SCHOOL YEAR.**

## **b. PROBLEM STATEMENT**

### **Background**

The present research will be carried out at Unidad Educativa del Milenio Bernardo Valdivieso during the academic period 2018-2019. Bernardo Valdivieso high school was founded in October 1826 with the name of San Bernardo. It is in Loja, Ecuador; it begun with the first course which was called Modern Philosophy.

The official creation of Bernardo Valdivieso high school was on October 22nd, 1826. After that, Simon Bolivar solved the problems that it had, and they elaborated the first internal regulation to control its working. At the beginning of the 20th century San Bernardo took the name of Bernardo Valdivieso national high school through the decree No. 098 on July 6<sup>th</sup>, 1967. Since then, Bernardo Valdivieso high school has had as its fundamental missions the education of youth from Loja and its province.

At the beginning of the year 1991, the high school was categorized as experimental and started the educative evaluation alternative project, which has been applied to the four major specialties: Social-Sciences, Physics-Mathematics, Chemical-Biological and Computing with the installation of a new laboratory for this specialty.

Currently, Bernardo Valdivieso high school has been categorized as Unidad Educativa del Milenio. Since 2016 this institution has had three sessions in the morning, one in the afternoon, and another in the evening. The first one has 1075 students from 8th to 10th grades of basic education, and 964 students in the high

school. The afternoon session has 544 students from 8th to 10th grades of basic education and 343 students in the high school; and, in the night section in the present school year has 146 students from 8th to 10th years of basic education and 221 students in high school. Therefore, Bernardo Valdivieso high school has a total of 3. 293 students in the three sessions.

The vision of this Unidad Educativa is to be an institution of humanist and academic prestige with scientific-technical basis; that is based on the values of justice equity, solidarity, and citizen respect that promotes research and human development, for the people of Loja.

The mission of the Unidad Educativa del Milenio Bernardo Valdivieso is to educate the children and youth of the public sectors of Loja and the regional context, as an answer to the social demands and necessities. At the present time the Mg. Marcia Criollo, the director of this institution, is the person who is in charge to make both mission and vision accomplished properly.

### **Current situation of the research problem**

The way in which educators teach English as a foreign language is essential. The methods, strategies and techniques that teachers use in classes every single day are reflected in how much students learn about the English Language.

The Task-Based Learning activities, which are ones of the most useful in the teaching learning process, are concerned with learning through the development of specific tasks. It is deeply focused on productive skills rather than receptive English skills. In the same way, these offer an alternative for the usage of language in a real



context through exposure to the target language. In task-based learning activities, the main roll is played by the students, who use their own language knowledge, while the teacher is limited to be a monitor.

In Ecuador, according to the Ministry of Education, it is expected that students, about their graduation in third year of Bachillerato, reach at least the level B1 according to Common European Framework of Reference or CEFR. On the other hand, it is important to clarify that students, according to National Curriculum Guidelines, must be able to use the English language in a real context, and on a fluent way. However, this has not turned out as expected.

Through non-participant observation it has been detected that students in third year of Bachillerato “A” from Unidad Educativa del Milenio are not able to use English language for communicating appropriately in a real context; which also affects their academic development. Furthermore, the students lack fluency and accuracy which are effects of the methodology teachers use in this field. It is clear that activities developed during the teaching-learning process are not appropriate enough to enhance students’ speaking skills. As is mentioned above, through TBL activities it will carry out the properly use of the language, focused obviously into a real context and application. In addition, students do not feel comfortable during English classes due to not being taken as the principal roll in teaching-learning process.

In response to students' speaking issues, this research project will be focused on the application of Task Based Learning activities in the classroom of third year of bachillerato to enhance fluent and accurate speaking skills.

## **Research problem**

Considering the aforementioned elements, it is essential to research the following problem:

HOW DO TASK-BASED LEARNING ACTIVITIES ENHANCE SPEAKING SKILL AMONG STUDENTS OF THIRD YEAR OF BACHILLERATO “A” AFTERNOON SESSION AT UNIDAD EDUCATIVA DEL MILENIO BERNARDO VALDIVIESO OF THE CITY OF LOJA, 2018 – 2019 SCHOOL YEAR?

## **Delimitation of the research**

### **Timing**

The present research will be carried out during the academic year 2018 -2019.

### **Location**

The present research project will be applied at the Unidad Educativa del Milenio Bernardo Valdivieso which is a public educative institution located in the city of Loja at Catamayo, between Eduardo Kingman and Alisos streets, in San Sebastián parish.

### **Participants**

The participants of this research work will be the students of third-year of bachillerato “A” at Unidad Educativa del Milenio Bernardo Valdivieso afternoon session, who are all about sixteen to eighteen years old. There are thirty-six

students, seventeen girls and nineteen boys, the teacher of the subject, and, finally, the researcher of this study will take part in the intervention plan.

### **Sub problems**

- What theoretical and methodological references about Task-Based Learning activities are considered for enhancing speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?
- Which are the issues that difficult the enhancing of speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?
- What are the phases of the intervention plan that contribute for enhancing speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?
- Which Task-Based Learning activities are applied to enhance speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?
- How effective were the application of Task-Based Learning activities to enhance speaking skill among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?

### **c. JUSTIFICATION**

As is well-known, speaking is one of the most difficult skills at the moment of communicating and oral interaction. The present project, which will be carried out at Unidad Educativa del Milenio Bernardo Valdivieso in the third year of bachillerato “A” afternoon session, will solve the students’ issues that difficult speaking skills development through Task-Based Learning activities that are fundamental to enhance speaking skill. The issues presented for students at the moment of producing spoken English are consequence of the use of activities that are not suitable for students’ level and knowledge, and, that makes students get stressed and feel uncomfortable in most cases. On the other hand, methodology used by the teacher does not give to the students the role they must have; in other words, the main actor in the class is the teacher instead of students.

The type of activities involved in Task-Based Learning have different steps such as pre-task, task, and post-task, and all of these are also involved in a natural context, which is developed from the students' experiences, related to the language, that is personalised and relevant to them. Moreover, the language explored in TBL activities arises from the students' needs. Therefore, these needs dictate what will be covered in the lesson rather than a decision made by the teacher or the coursebook.

As a result, through the application of the present project, it is expected to increase the interaction of students in speaking skills, which will be concerned with producing English fluently and accurately. Finally, this action research is a requirement for students of the English Language Department under studies for

getting the Bachelors' Degree in Sciences of Education, English Language specialization. It will also enable the researcher to get accreditation for the signature of social research design.

## **d. OBJECTIVES**

### **General**

To enhance the speaking skills through the Task-Based Learning activities among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year.

### **Specific**

- To investigate theoretical and methodological references about Task-Based Learning activities for enhancing speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year.
- To detect the issues which difficult the enhancing of speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year.
- To design an intervention plan based on Task-Based Learning method to enhance speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year.
- To apply the Task-Based Learning activities to enhance speaking skills among students in third year of bachillerato “A” afternoon session at Unidad

Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year.

- To validate the obtained results after the application of Task-Based Learning activities to enhance speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year.



## **e. THEORETICAL FRAMEWORK**

### **Task-Based Learning**

Currently, Task Based Learning is a method which has been used for educators to teach English as a second/foreign language. This method includes classroom tasks that constitute the main focus of the teaching-learning process. The importance of this lies in educator who should arrange different teaching activities in order to make students practice and produce the language that they learned in foreign language teaching on the most suitable way. Therefore, a good foreign language teacher has to prepare the specific activities, which enhance speaking skill, educators will use while they prepare their lesson plan. Moreover, educators have to know how and when they use those activities because the more teachers use these during the course, the better students get into the lesson. As a result, students are the main actors into task development, practice and evaluation.

Nunan (2004) affirms that Task Based Learning (TBL) also known as Task Based Instruction (TBI) method uses practical tasks to activate students' language learning. In the same way, "it focuses on the two following main points: instructions based on process; and, sequenced tasks and activities according to their difficulty and learners' level" (Ahmadian & García, 2017). This learning method helps students to enhance their performance in class through solving problems; it also informs teachers about new techniques of designing tasks, enriches their existing experience, and encourages them to use task based activities for developing productive skills in real contexts. Taking into account Ecuadorian Curriculum Development (2014) the role of Task-Based Learning is to stimulate a natural desire

in learners to improve their language competence by challenging them to complete meaningful activities. Moreover, Task-Based Learning (TBL) is almost entirely centred on the students from beginning to end of the lesson. Finally, it is important to highlight that teachers are just simple guides into this method application.

As it is mentioned above, communication and meaning-focused language use is an essential concept in creating tasks in TBL. On the other hand, focus on form and grammar is also important with respect to effective communication and learning.

## **Task**

It is important to clarify that the purpose of tasks has to be the same as exercises. The main difference is in the means of achievement from this purpose. Participants act either as language users when doing a task or as learners when doing an exercise. In contrast, in speaking, a task helps to develop this skill through development while exercise helps to just practice speaking.

In order to understand better the Task-Based Language method better, it is necessary to analyse the meaning of task. Oxford (2016) defines task as a piece of work undertaken for oneself or for others, freely or for some reward. Nunan (2004) points out that a task is a piece of classroom work which involves learners in comprehending, producing and interacting in the target language while their attention is principally focused on meaning rather than form. Moreover, Ahmadian & García (2017) note that task is a goal-oriented activity in which learners use language to achieve a real outcome. In a nutshell, a task is a (limitative) assigned

classroom work which involves students in their own learning by using the target language to convey the meaning.

In a nutshell, a task is an activity which requires learners to use language in a real context, with the emphasis on meaning, to attain an objective, and which is chosen so that it is most likely to provide information for learners, meanwhile, teachers help them in their own learning. Even though these definitions of task are various by nature, they have a common point such as the task is an activity for developing a particular goal, and it is containing communicative language use in the process.

### **Features of a Task**

Ahmadian & García (2017) distinguish between six criterial features of a task:

First of all, a task is considered as a workplan for learner activity, which is based either on teaching materials or on impromptu activities. The intention of the plan can differ at the end of an activity. Secondly, a task is primarily focused on meaning and develops language proficiency through communicative tasks. In this case a task includes a gap which motivates learners to complete it while communicating. The content is clear but the actual language in a task is not mentioned. Thirdly, a task contains a real-world communication activity such as completing a form or dealing with misunderstandings. Fourthly, a task involves all the language skills. The workplan includes reading, listening and understanding of a text as well as speaking and writing. In this respect, there is no difference between tasks and exercises. Fifthly, a task employs cognitive processes such as reasoning, selecting, ordering, classifying or evaluating information. In this task the choice of the linguistic forms

is possible. Finally, a task also offers a clear communicative outcome for participants after completing a task.

All of these features above are essential at the moment of designing activities which should be focused on students' class participation. In addition, the activities' instructions must be clear depending on learners' level and students' necessity. Finally, for applying these activities the context, which students are involved, plays a significant role.

## **Task Types**

According to Nunan (2004) classroom tasks are divided into two broad categories:

Real-world tasks and pedagogic tasks. Real-world tasks require similar behaviour of learners as life requires outside the classroom, as for example listening to a weather forecast and estimating the temperature. In contrast, pedagogic tasks require totally different behaviour of learners in comparison with their natural behaviour outside the classroom. An example of such a pedagogic task could be listening to a text with answering questions and deciding on true or false statements. While real-world tasks need to be analysed, pedagogic tasks are selected in relation to second language acquisition theory. Pedagogic tasks are in a way connected with real-world tasks because involvement in pedagogic tasks provides learners with skills needed for real-world tasks in order to conclude difficult tasks in advance. To sum up, pedagogic activities practice interaction skills, discourse, fluency as well as comprehension of grammar and phonology.

On the other hand, Ellis (2003) compares two general types of tasks: unfocused and focused tasks. By unfocused tasks learners select from various forms but they are not created with a concrete form in mind. Moreover, focused tasks learners are activated through a receptive and productive process such as a grammatical structure. Furthermore, focused tasks involve two aims: “one is to stimulate communicative language use (as with unfocused tasks), the other is to target the use of a particular, predetermined target feature” (Ellis, 2003). Ellis (2003) finishes his theory of task types by defining two ways of designing a focused task. The first method involves creating a task only with a certain linguistic feature, also known as a grammatical task (Ellis, 2003). Concerning the second method, the content of a task is created by language itself, whereas the topics are acquired from real life (Ellis, 2003).

As a conclusion, the interaction of learner/s during the task is essential, that is why the type of task must be focused on the learners’ interaction. In the same way, these tasks should promote agreement and discussions for enhancing speaking skill.

### **Task-Based Learning phases**

Nunan (2004), Dörnyei & Ryan (2015), and Thomas & Reinders (2015) agree on the three principal phases which reflected the chronology of a Task-Based lesson. Thus, the first phase is pre-task and concerns to the various activities that teachers and students can undertake before they start the task; such as whether students are given time to plan the performance of the task. The second phase, the task phase, which centres on the task itself and affords various instructional options,

including whether students are required to operate under time pressure. The final post-task phase involves procedures for following up on the task performance.

Dörnyei & Ushioda (2009) suggest that the way in which task activities are designed into an instructional bloc can be seen from the following procedure:

### **The Pre-task phase**

The main goal of the activity in this stage is to prepare students to do tasks so that they can optimally acquire language acquisition. This phase therefore has to present appropriate tasks that motivate students to learn further (Thomas & Reinders, 2015). Some possible alternative procedures below can be selected to suit the acceptable tasks at the beginning of the lessons:

- Encouraging students to do tasks at pre-task stage are equally important at the stage of during the task phase.
- Asking students to observe a model to maximize how to accomplish tasks well.
- Encouraging students to relate activities, which connect to *non-task activities* in order to prepare them to optimize their tasks.
- Planning strategic plan to do core-tasks and activities.

In this stage, reviewing texts that had been studied before and discussing new words related to the texts being discussed as part of the prediction process can be beneficial for making students aware of special tasks especially on learning uncertainty in life and learning how to guess creatively and inventively. The next step is observing process that students are usually given the practices of listening or reading as the inputs of learning with the final objective is to achieve students'

ideal performance to accomplish tasks. By doing these activities, students are encouraged to have familiarity of practicing tasks as Ellis (2003) has stated that observation process for individual and group activities is useful to enhance cognitive ability of student. Then, students are required to focus on how to identify and analyse the models and frameworks to help solve communication problems. At this step, students are to plan of accomplishing task performances, which involve language and strategic aspects in that the teachers should help students provide guidance to focus on the content and the models that they have to finish for their tasks. This kind of awareness is actually relevant to the idea of Ellis (2003) stating that all learners should always be promoted to explicitly aware of their attention especially on fluency, complexities, and accuracy.

### **Task-phase**

There are two common steps, “which turn out in this stage that is how the tasks can be performed and the process to accomplish the tasks above all on the engagement of students” (Salzmann, 2013). The two processes of activities are done commonly in group work projects in that each group has to do activities suitable with the entailed requirements and then the members have to think and discuss of what questions to be delivered and how to answer them correctly (this is actually to provide information gap among learners). The examples of the activities are described below:

- Group A is the interviewer (a reporter). Group B is the person who is addicted as a heavy smoker and now is getting a cancer disease. Group C is the tobacco company who has thousands of workers (Dörnyei & Ushioda, 2009). To do the

activity some possible considerations are provided; the time allotment is strictly given, and students are allowed to have access of data from any resources that are needed to deliver the tasks.

- The teacher has a responsibility to guarantee that the students can finish tasks suitably with their ability and give limitation to promote their fluency in learning English. Chiefly for the low learners, we have to provide adequate resources to push their participation in the discussion process in order that they can enjoyably join and engage the tasks freely in the classroom. The success of task accomplishment depends heavily on how teacher maximally orients learners about their responsibility so that they can take their maximal roles for the given tasks.

### **Post-task phase**

There are choices to do post-task activities which can be summarized into the activities below:

- To give opportunities to repeat the task performance.
- To encourage and to have a reflection strategy of how to achieve the task.
- To encourage the students' attention in learning especially on how to cover learning problems during the task activities.

It can be seen from the real activities that the repetition of the task performance is actually to give opportunities for students to increase the language production especially when asking them to repeat the activities in an open class. Of course, this



gives communication pressure to students to show their best performance so that their abilities are developed well (Ahmadian & García, 2017).

The next activity is to give students a questionnaire to see their personal process of self-evaluation while doing and finishing the task so that they can mean the awareness to find out goals and the advantages of the task individually. After that, reflection process is given to the class activity in which students are guided to develop their spirit to always improve and increase their learning attention during the task performance so that this can contribute to develop learning strategy and finally the students can own personal imaginations or their different and unique learning strategies (Ellis, 2003)

### **Task-Based Learning activities**

Tasks are language activities that focus on meaning (Ellis, 2003), whereas Nunan (2004) affirms that “tasks are pieces of classroom work in which learners attempt to comprehend, manipulate, produce, and interact in the target language.” Moreover, tasks should have a sense of completeness and should be able to stand on their own as a form of communication and learning.

Tasks are composed of different parts and can come in different variations. There are goals, input, procedures, roles of the participants and the setting. An instructor should plan the various task components in order to follow a successful and productive task-based learning environment. According to Nunan (2004), there are five elements of task-based learning which are “goals, input, procedures, roles and settings. Goals are the general intentions behind a learning task” (Nunan, 2004).

They are the connections between the task and the larger curriculum. To develop students' confidence in speaking and to improve their speaking skill are among the examples of goals. The learners must achieve any teaching task or course goals. Procedures, on the other hand, as states by Nunan (2004), specify what learners will actually do with the input that forms the point of departure for the learning task.

### **Activity**

First of all, it is important to clarify that an activity is not a task. As Salzmann states (2013) "an activity is a situational space, where this is carried out by somebody with a specific purpose and which contains a particular process." Into learning-teaching process these are used to activity previous and new knowledge through different tasks, which must be a challenge for students and teacher as well.

Interaction during activities is important and therefore activity tasks are divided further into one-way or two-way information flow which leads to five specific types of tasks: information gaps, jigsaw tasks, problem-solving, decision-making and opinion exchange tasks (Salzmann, 2013). Ellis (2003) defines one-way task as "an information-gap task where one person holds all the information to be communicated and the other participant(s) hold none", while two-way task is described "an information-gap task where the information to be exchanged is split between two or more participants". To resume, distinguishing task types is essential because it helps teachers to create the most effective teaching-learning activities.

## Activities design

Active learning is not a new concept. It "derives from two basic assumptions: that learning is by nature an active endeavour and that different people learn in different ways" (Salzmann, 2013). When we discuss active learning in the classroom, it is with the understanding that lecture is still important – the foundational knowledge required for students to be able to engage in higher level thinking is essential. However, for the sake of maintaining student interest, and facilitating meaningful, and eventually self-directed learning, it can be very helpful to vary the teaching and learning activities you employ in the classroom (Ellis, 2003). It is likely that you are already using teaching and learning techniques that help students to engage actively with the concepts you are teaching, and there are still more ways to expand the learning experiences you create – some very low risk, some more complex, but all can be effective, especially if you establish this pattern of interaction from the first day of your course.

According to Ellis (2003), focused activities require concentration on a specific linguistic feature and are divided into three major types: “structure-based production tasks, comprehension tasks and consciousness-raising tasks”.

Structure-based production tasks are characterized by three structure-to-task relationships, namely naturalness, utility and essentialness. Ellis (2003) finds that while task-naturalness involves natural rise of the target structure when performing the task, task-utility does not necessarily require the targeted structure although it is very useful. Salzmann (2013) adds that task-essentialness is the most difficult and demanding criterion when completing a task because a particular structure is

needed here. Nevertheless, tasks should be designed in particular in order to meet this last criterion.

In comparison to structure-based production tasks, comprehension tasks draw more attention to a targeted feature because learners have to deal with them (Oxford R. , *Task-Based Learning Teaching and Learning*, 2016). Ellis (2003) states that comprehension tasks are based on the assumption that acquisition occurs as a result of input-processing. Input-processing change the processing strategies and help learners to reach better form-meaning connection instead of relying on their own devices. In addition, it includes three basic components: form-meaning relationship, processing strategies and structure-input activities. However, “input-processing tasks sometimes require presentation stage as well as practice stage and therefore could be similar to production-based tasks” (Ellis, 2003). Apart from input-processing, comprehension tasks involve input enrichment too which includes designing tasks with the frequent and highlighted targeted feature. Ellis (2003) further explains that enriched input has many forms and consists of oral but mostly written texts, where the targeted structure is somehow highlighted, for example through underlying, capitalizing or boldfacing.

Concerning, consciousness-raising (C-R) tasks, Ellis (2003) finds that they are designed to provide mainly explicit learning and establish knowledge of understanding rather than knowledge of noticing. In other words, C-R tasks are very effective because learners use their own linguistic features in order to reach an outcome to the task while communicating. C-R tasks are characterized by four main aspects which are

“...an isolation of a concrete 11 linguistic feature for focused attention; learners providing data or explicit rule and illustrating or describing the targeted feature; learners using intellectual effort in order to understand the targeted feature; learners verbalizing a rule which describes the grammatical structure.”  
(Nunan D. , 2004)

Nevertheless, consciousness-raising is not an alternative to communication activities, but a supplement.

The model of task-based learning activities has three main models that is pre-task (this is commonly called a preparatory activity), task cycle (this is meaning focused activity or interactive process action), and post task (this is an activity for attending to form). The design of the task-based learning activities includes steps and learning components, which have a set of tasks to be mainly achieved. In general, task-based language teaching and learning covers three main principles, which reflect the implementation of the method chronologically:

Pre-task. this relates to teacher and student's activity done before starting classroom teaching and learning.

Whilst-task. it is a cantered process of teaching and learning in the main classroom activities, which are supported by variety of instructional strategies.

Post-task: which involves procedures to follow up learning performances, which optimize learning tasks.

## **Steps when planning speaking activities**

Speaking as skill has different needs from the other skills, that is the main reason for which teacher when planning activities must focused in the following points:

- Awareness-raising: learners are encouraged to raise their awareness of certain language expressions in oral interaction in order to speak more.
- Pre-communicative: this stage allows learners to practise repeatedly a particular sub-skill in order to speak effectively, such as language structure or intonation pattern.
- Communicative: learners practise their speaking skills with or without control of the vocabulary or structures while communicating.
- Feedback: in this final stage the teacher or classmates give learners convenient feedback.

To sum up, a study by Nunan (2005) finds that successful oral communication helps to improve in particular the ability to articulate intelligibly and fluently, conversational listening skills, proficiency of intonation and stress, skills in taking turns and negotiation meaning and using relevant conversational pattern.

## **Effective learning activities**

There are a wide range of activities used both inside and outside the classroom that promote active learning. While each discipline has traditional ways of teaching certain subject matter, and activities used in seminars and large lectures may vary, the concept of "active learning" applies in every discipline, in every class size

(Dörnyei & Ryan, 2015). The types of activities you choose to use, however, might be more applicable in some types of courses than others.

“Some more complex forms of active learning include service learning, problem-based learning, collaborative learning (team based) and simulations. These can all be very effective, especially in upper level undergraduate and graduate courses where holistic learning is emphasized and students are encouraged to think about solving problems in real world situations and learning skills relevant to their field” (Oxford, 2016).

However, there are many low risk, high benefit activities that you can use that require less time, and can also be very effective, as demonstrated in the list below. Some are individual in nature, some involve groups, some might progress from individual activity to group activity.

## **Dig Deeper**

Effective questioning: something as simple as asking good questions can be as effective as any other method of facilitating active learning if you follow some simple guidelines. Pause after asking any question and wait for a response. Ask only one question at a time. Perhaps let students write their response for a minute or two before sharing. Gather a few responses before leaping into the answer – let other students respond or build on the student response.

Case studies: using case studies can be a very effective way to explore complex topics and can be completed in one class session or a part of one, depending on the case and your goals. You can do this in small groups and/or as a whole class. You

can either develop your own cases, or often find ready to use case studies online. Current events can also be a source of material for teaching with this method.

### **Collaborative learning**

Simply, teacher asks students at some point during class to form small groups for discussion and asks some or all groups to report back to the larger group (Thomas & Reinders, 2015). Think Pair Share at some point in the lecture, educator asks students a key question – having them first sit quietly and write down some notes on their own, then teacher pairs them up to discuss the question with another student. Lastly, have a few groups or all groups, depending on the class size, share their thoughts with the larger group (Ahmadian & García, 2017).

### **Debates**

Well-structured debates can raise a large number of issues for discussion, and help students learn not only about the material, but critical thinking and presentation skills among others (Ahmadian & García, 2017). Simulations involve students in demonstrating a concept by using situations that either you or they create. (Oxford, 2016).

### **Reflection**

Through this activity teacher asks students to develop a reflection paper based on readings or an out of classroom assignment can help them to understand their own learning process better (Salzmann, 2013). Teacher can also ask a student or small group of students to read and synthesize material to teach their peers in class (Nunan, 2004).



## **Reviewing sessions**

Students create the review questions. Each student should ask at least one question related to the material he or she doesn't understand, and to try to answer a question raised by another student (Nunan, 2004). Sometimes asking students to generate an exam question can help them review material and practice for the exam and can also be an indicator to you of points you might need to review (Thomas & Reinders, 2015).

## **Speaking skills**

“Speaking is one of four components of language ability beside listening, reading, and writing. Speaking is an important tool to express the idea that composed an improving based on the need of the spoken. Speaking is communicated effectively to express idea or arguments efftely. The spoken should comprehend him meaning of the all thing that is communicated” (Belajar, 2015).

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information through specific sounds (Grugeon, Hubbard, Smith , & Dawe, 2012). It means that in speaking people have to express our opinion; feeling and ideas correctly in order to every single person can understand the massage. In addition, speaking as one of the most important skills has to be used directly when there are some persons meet the others. So, speaking involves responding to what has been heard (Palmer, 2014).

Speaking requires that learner needs only knows how to produce specific point of language such grammar, pronunciation, or vocabulary (language competence), but also the other different rates speaking.

## **Types of Speaking**

According to Nunan (2005) who says that generally there are two types of spoken language, as follows:

### **Monologue**

Monologue is the speaking where one speaker uses the language for any length of time, such as in speeches, lectures, reading, news broadcasts, and the like, then the listener have to process the information without interruption and speech will go on whether or not the listener comprehends what the speaker means.

### **Dialogue**

It is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker says. It is essential to make a difference between speaking, that is planned (such as lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

### **Speaking as a skill**

First of all, it is important to understand that knowledge and skill are not the same. By giving learner speaking practice it is recognized that there is a difference between knowledge about a language, and skill in using it. Learner do not merely

know how to assemble sentences in the abstract: students have to produce them and adapt them to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting the conversation as unexpected problems appear in their path (Bygate, 2003).

Taking into account the first language of learners, it is obvious that they spend most of their time using sentences, and very little of their time reviewing their knowledge or trying to compose perfect sentences. It is most difficult to describe and explain all the decisions people make at the moment of speaking. So, Knowledge is not only a part of the affair, people also need skill. A fundamental difference between knowledge and skill is that while both can be understood and memorized, only skill can be imitated and practiced (Bygate, 2003).

Speaking skill is the ability to produce the language in a spoken way, which is demonstrated through the production of auditory signals designed to produce differential verbal responses in a listener. "It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances" (Bygate, 2003). Speaking skill also involves other skills in order to be considered as a skill, which are motor-perspective skills and interaction skills.

Motor-perspective skills involve perceiving, recalling and articulating in the correct order sounds and structures of the language. This lets learners manipulate each part of the speech. Moreover, oral expression involves not only the use of the right sound in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning. On the other hand,

interaction skills involve making decisions about communication, such as: what to say, how to say it, and whether to develop it, in accordance with one's intentions, while maintaining the desired relations with others. Note that students' notions of what is right or wrong no depend on such things as what they have decided to say, how successful they have been so far, whether it is useful to continue the point, what their intentions are, and what sorts of relations they intend to establish or maintain with interlocutors (Bygate, 2003).

In a nutshell, processing conditions are an important influence. The ability to keep processing conditions of speech enables learners (speakers) to deal fluently with a given topic while being listened to. This kind of ability thus covers the basic communicative speaking skill of producing speech at a normal speed.

### **Speaking skills sub-indicators**

According to Ecuadorian Curriculum guidelines (2014), the spoken production EFL focuses on the principle of fluency and accuracy. Students will learn the sounds of English through motivating and engaging tasks aimed to increase their confidence levels in regards to the language. The focus on fluency and accuracy will also increase learners' self-confidence and motivation and, in turn, lower the affective filter, thus leading to motivation to continue learning and producing foreign language.

As it is mentioned above, Ecuadorian Curriculum gets learners focused in learning these two main sub-indicators which allow to have approach regarding speaking skill:

## **Accuracy**

Accuracy refers to the quality to be precise. In linguistics, Schroeder (2013) defines accuracy as the ability to be free from errors while using English to communicate. Even though, that accuracy is important at the moment learners communicate with other people, it is not included at all in the context of learning and teaching a foreign language.

The model of intercultural linguistic competence proposes in 2007 to show the integration of six competences into this field: strategic, discourse, formulaic, socio-cultural, interactional, and linguistic competence. According to this model, those competences are all interconnected and essential to be acquired in the process of foreign language learning. Consequently, linguistic accuracy is, among others, one of the principal factors in the process of becoming proficient in a foreign language. However, since it is no longer the main focus of foreign language teaching, it is important too find the right balance (Schroeder, 2013).

To put it in a nutshell, it is true that accuracy generally represents a point at issue and should not be foregrounded in teaching English as a foreign language. However, even though linguistic accuracy is not the main focus on foreign language teaching and learning, it is still an integral part of it and must be highly considered in the foreign language classroom.

## **Fluency**

As it is already known, fluency is at least partly dependent on L2 proficiency. Cribble (2018) states that “fluency refers to the natural effortless and unhesitating

flow of spoken language, which is challenging to personalize.” On the other terms fluency refers to “speak smoothly, appropriately, correctly, with ease and effortlessness” (Schroeder, 2013). In fact, fluency also refers to the cognitive level of language processing. In addition, factors related with accuracy and complexity must be taken into account in the fluency field.

Fluency represents conveying messages with ease (Cribble, 2018). The objective in teaching fluency is conveying a message, communicating and receiving the content. In contrast to accuracy, fluency stresses expressing and understanding messages. Palmer (2014) calls it message-oriented communication where a target language is not used as a goal but as means of communication.

There will be certainly emphases on fluency when teaching all language skills, i.e. speaking, writing, listening and reading, and its development brings along lowering emphases on accuracy. According to Bygate (2003) “perfectly explicit communication is not only generally unattainable, it is generally unnecessary.”

The principal aim of Ecuadorian Curriculum, about fluency, is that learners participate in a variety of spoken contexts, from informal expression such as talking with friends, to more formal levels of expression such as presentations and speeches, in order to assure that they are experiencing diverse communication situations in which to apply the various communication strategies.

### **Fluency and accuracy components**

Fluency and accuracy are completely related one another, due to this, they contain 3 components which are the following:

## **Grammar**

Grammar refers to the way words are used, classified, and structured together to form coherent written or spoken communication. Sentence patterns, which also contains verbal tenses that allows students to clarify their spoken message, and sentences structure are the principal point, at the moment to speak. Both, patterns and structure make an idea or thought makes sense. Moreover, grammar is not only referred about those. Grammar helps students to identify each part of speech, when and how to use each part when speaking on a fluent and accurate way.

## **Vocabulary**

Barcroft (2016) defines vocabulary as list or set of words employed by a language, group, individual, or work or in a field of knowledge, and which have a certain connotation depending on the context in which is used. Lack of vocabulary might create misunderstanding, due to the meaning each word has by its own, and followed and presided by another one. "Vocabulary must not be taken as part of grammar, furthermore, it has two subcategories which are idioms and phrasal verbs" (Barcroft, 2016).

## **Connected speech**

Speech is the faculty to connect the ideas on a written or spoken way, it means to connect sentences correctly, as Behrman states (2018). The body of an idea or thought has two main points: firstly, the principal way each sentence is organized, and secondly, the way each sentence is connected to another. To make a spoken message more understandable it is indispensable the correct use of connectors. In

the same way, connector not only helps to connect ideas correctly, they also establish a sequence which must be followed when speaking.



## **f. METHODOLOGY**

### **Design of the research**

Action research in education is a fundamental base of the present research problem, which involves the application of the theory through different tool and methods to provide results empirically as it is mentioned by Townsend (2013). In other words, it generally involves inquiring into one's own practice through a self-motinoring process that includes entering a cycle of planning, acting, observing and reflecting on an issue in order to improve practice (Thomas, 2015). The principal role of this research is to show better results from the actual and observed actions of students brom third year of bachillerato at Unidad Educativa del Milenio Bernardo Valdivieso.

This action research has the aim of enhancing speaking skill through application of Task Based Learning method (TBL) which includes activities for helping learners, in order to produce the language orally in an appropriate way.

The action research process is concerned with specific social-education issues, which in order to be solve must follow a planning stablished previously by the researcher. Based on this design the researcher will be able to act on the problem which students face in a certain period of time.

## **Methods, techniques and instruments**

### **Methods**

To carry out the present research work it is important to consider the most appropriate methods, which will guide the researcher to use and apply them through the different action research steps. They are following:

#### **The scientific method**

Phillips (2016) states that “scientific method is a process that has enable humans to shape the world with a continuing scientific and technological evolution.” Thus, people have the capacity to learn the nature of each situation by a controlled experimentation. In addition, it is remarkable that scientific method is used to approach the truth, and it does not ever claim to reach conclusions that are beyond doubt.

This method will be applied to provide the principal information. In addition, this information will be useful at the moment to design the data collection instruments, plans, and to interpret the results.

#### **The descriptive method**

The descriptive method is concerned about the comprehension, interpretation and demonstration through deep analysis. It will be suitable to describe the different phases of study (before, during and after), it will also help to explain and analyse how the implementation of Task-Based Learning activities enhances the speaking skill. In the same way, it will be used to describe the results between tables and

figures with the purpose to describe the object of the investigation as accurately as possible.

### **The statistical method**

It will be applied to make possible the quantitative statistical analysis of the results obtained from the pre and post-tests, and the qualitative results from the pre and post questionnaires, observations sheets and all the notes will be taken during the intervention plan. It also helped to tabulate the information into tables and figures applied the formula to obtain the media for then, presenting it.

### **The analytic-synthetic method**

The analytic-synthetic method will help to analyse all the information gathered through the observation sheets, notes, pre and post questionnaires and, pre and post-tests, and then to make the interpretation by logical analysis of the data, and to draw the conclusions and recommendations, which will help to the researcher to reflect on the effectiveness of the project applied.

### **Techniques and instruments**

#### **Data collection**

To collect the data, tests and questionnaires, will be designed and applied at the beginning to test students' knowledge, and at the end of the intervention plan to know how effective it was. Finally, a diary observation sheet and notes will be used during the same to record students' progress.

## **Tests**

The tests will refer a numerical score by which the researcher will calculate the mean to compare the pre and post-test results.

### **Pre – test / post-test**

They will be applied at the beginning and at the end of the intervention plan; at the beginning it will be applied a pre-test which will contain five questions that will be given to students in order to measure development of speaking skill at the beginning of the intervention plan, and at the end the measure the performance of the same pre-test will be used as a post-test to verify if the students will have enhances in the speaking skill, after the intervention plan the researcher will make a systematic analysis of the results, with the finality to make a pre-test and post-test comparison of the enhancing of speaking skill at Unidad Educativa del Milenio Bernardo Valdivieso 3rd year of bachillerato “A” in the academic period 2018 – 2019.

## **Questionnaires**

A questionnaire and test with multiple choices questions will be applied at the beginning of the intervention to obtain information from students about the use Task-based learning method. The same questionnaire will be used as a post-questionnaire, which was applied to collect students’ positive or negative changes after the application of the intervention plan.

## **Observation**

Through the observation sheet, the researcher will observe students' performance during the application of lessons plan. It will be also used to determine what will happen in the class, and then analyse and reflect by the time the intervention plan will have finished.

### **Nonparticipant observation**

At the moment of collecting data about learners' progress without interrupting and affecting teaching-learning progress, a non-participant observation will be applied which help students to determine the principal students' strengths and weaknesses for applying them to the intervention plan.

### **Participant observation**

During the application of intervention plan the researcher will monitor the learners' enhancing through observation process, which in the same way will be based on the lesson pan objectives. In addition, the researcher will collect the required data following the activities planned previously.

### **Field notes**

The researcher will use a dairy to record what will happen in each lesson. It will help to write up the findings during the intervention, relevant events during the observation or a particular situation that will happen.

## **Population**

The students of 3<sup>rd</sup> year of bachillerato will be who participate in the development of the intervention plan. The participants of the study are thirty-six students: seventeen girls and nineteen boys. They are between sixteen and eighteen years old. The students have five hours of English per week with a teacher certificate.

## **Intervention plan description**

The intervention plan is a two- month program that will prepare students of 3<sup>rd</sup> year of bachillerato, to enhance speaking skills through the use of Task-Based Learning activities.

The goal of the intervention plan is to offer students a dynamic way of learning the English-speaking skills through the development of Task-Based Learning activities. It also includes eight lessons with a set of interesting activities, which are based on the topic students are studying. Each activity will be developed by completing tasks that will reflect the student's knowledge.

Each lesson is developed considering three steps:

## **Activation**

This is the point in a teaching sequence, where the teacher will try to arise the students' interest, thus involve their notions, emotions and perspectives. It will be developed through the presentation of different activities in which students will use the language freely and communicatively as they can, with the finality of keeping students interested.

## **Connection**

In this step will be involved activities in which students will be asked to focus on speaking skill rather than other skills. This point will be developed through the presentation of tasks with the new knowledge, students' collaborative participation, and asking questions about the topic to activate prior knowledge and connect to the new knowledge.

## **Affirming**

This step involves activities in which students are going to reassure their knowledge and it will be developed through the use of tasks about the presented topic, and mainly focused in the development of speaking skills.

This intervention plan will be implemented through 8 lesson plans during the months of November, December and January, 2018 – 2019 academic period, three hours a week, with a total of 30 hours.



**UNIVERSIDAD NACIONAL DE LOJA**  
**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK N° 1**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa del Milenio Bernardo Valdivieso.

**TEACHER:** Lic. Lida Maruja Ordóñez Íñiguez.

**TEACHER CANDIDATE:** Manuel Alejandro Poma Tacuri.

**PARTICIPANTS:** 3<sup>rd</sup> year of bachillerato “A”.

**SCHOOL YEAR:** 2018 – 2019.

**TOPIC:** It was terrifying.

**RESEARCH PROBLEM:** How do Task Based Learning activities enhance speaking skills among students of third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?

**GOAL:** By the end of the intervention plan students will be able to enhance speaking skills through emphasising in the main aspects such as: sentence patterns, sentence structure, idioms, phrasal verbs and connectors.

**LEARNING OBJECTIVES:**

By the end of lesson learners will be able to:

- To make a description about movies genre.
- To make inferences about pictures.
- To identify some expressions referring to movies.



CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>Simple present tense, past progressive tense, present and past perfect tense.</li> </ul> <p><b>KEY WORDS:</b></p> <ul style="list-style-type: none"> <li>Nouns, adjectives and movies genre.</li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>Warm up activity: teacher introduces himself.</li> <li>Teacher introduces the new topic (It was terrifying) by some flash cards, and then he asks students what those flash cards are about.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher asks students to identify the nouns, adjective and colloquial expressions referred to the movies.</li> <li>Teacher invites students to read and complete the paragraph with the missing words. After that, teacher engages students to read this paragraph loudly for checking accuracy, fluency and pronunciation.</li> <li>Teacher makes students practice by writing some ideas about their favourite movie genre, after that teacher makes students present it orally.</li> <li>Then teacher explains the use of some expressions and meanings of words, and he also corrects some errors by using peer correction.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>Students look at the flash cards, and then they make some predictions.</li> <li>Students identify the different nouns, adjectives and words related to movies.</li> </ul>	<ul style="list-style-type: none"> <li>English book level B.1.2</li> <li>Flash cards.</li> <li>Note book.</li> <li>Teacher's book</li> </ul>

	<ul style="list-style-type: none"> <li>• Students write about their favourite movie, using the vocabulary already seen, and then they present it orally.</li> <li>• Students correct their work in pairs by peer correction, and they also give feedback for their classmates.</li> </ul>	
<b>MONITORING PLAN:</b> Data source 1: Pre-test, pre-questioner Data source 2: oral and written practice samples.		
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor		
<b>DATE /TIME:</b> November 05 <sup>th</sup> to November 9 <sup>th</sup> , 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Kansas, Kansas: University Press. Schroeder, J. (2013). Student's Accuracy in Written English Under the Pressure of the "G8" System. Hamburg: Bachelor Master Publishing.



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**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK N° 2**

**INFORMATION DATA:**

**INSTITUTION:** Unidad Educativa del Milenio Bernardo Valdivieso.

**TEACHER:** Lic. Lida Maruja Ordóñez Íñiguez.

**TEACHER CANDIDATE:** Manuel Alejandro Poma Tacuri.

**PARTICIPANTS:** 3<sup>rd</sup> year of bachillerato “A”.

**SCHOOL YEAR:** 2018 – 2019.

**TOPIC:** By the time.

**RESEARCH PROBLEM:** How do Task Based Learning activities enhance speaking skills among students of third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?

**GOAL:** By the end of the intervention plan students will be able to enhance speaking skills through emphasising in the main aspects such as: sentence patterns, sentence structure, idioms, phrasal verbs and connectors.

**LEARNING OBJECTIVES:**

By the end of lesson plan learners will be able to:

- To talk about people who are involved in movies production.
- To understand mini biographies.
- To using time expressions correctly.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Simple present tense, past progressive tense, present and past perfect tense.</li> <li>• Time expressions.</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• People involved in movie production.</li> <li>• Nationalities.</li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• Warm up: Students use the expression “<i>Never have I ever...</i>” or “<i>I have never...</i>”.</li> <li>• Teacher makes a refresh of last class, and he presents the lesson using a video about Johnny Deep’s biography.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher asks to students about nationalities. Then, teacher writes some actors’ name and makes students guess their nationalities.</li> <li>• Teacher presents the video about Johnny Deep’s biography again, and he also asks for taking some notes.</li> <li>• Teacher asks students to give details from the video and corrects pronunciation.</li> <li>• Teachers explains new words about people involved in movie production.</li> <li>• Teacher explain the use of some time expressions.</li> <li>• Teacher ask students to write a short biography about themselves, supposing they are famous actors.</li> <li>• Teacher asks students to complete the activities from the text book.</li> </ul>	<ul style="list-style-type: none"> <li>• English book level B.1.2</li> <li>• Johnny Deep’s biography (video)</li> <li>• Projector</li> <li>• Teacher’s book</li> <li>• Work-book</li> </ul>

	<p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Students practice grammar: present perfect tense through warm-up activity.</li> <li>• Students participate saying some nationalities and guessing the nationalities of some actors.</li> <li>• Students watch a video and take notes.</li> <li>• Students asks the teacher question saying “<i>I would like to be a..., because....</i>”.</li> <li>• Students use time expressions already taught on a spoken way.</li> <li>• Students write a draft about themselves as if they were famous actor, and finally present it on a spoken way in front the class.</li> </ul>	
<p><b>MONITORING PLAN:</b>  Data source 1: Students’ oral participation  Data source 2: Students’ written report</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> November 12<sup>th</sup> to November 16<sup>th</sup>, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Kansas, Kansas: University Press. Schroeder, J. (2013). Student's Accuracy in Written English Under the Pressure of the "G8" System. Hamburg: Bachelor Master Publishing.



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**ENGLISH LANGUAGE DEPARTMENT**

**INTERVATION AND OBSERVATION PLAN WEEK N° 3**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa del Milenio Bernardo Valdivieso.

**TEACHER:** Lic. Lida Maruja Ordóñez Íñiguez.

**TEACHER CANDIDATE:** Manuel Alejandro Poma Tacuri.

**PARTICIPANTS:** 3<sup>rd</sup> year of bachillerato “A”.

**SCHOOL YEAR:** 2018 – 2019.

**TOPIC:** Reading between the lines.

**RESEARCH PROBLEM:** How do Task Based Learning activities enhance speaking skills among students of third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?

**GOAL:** By the end of the intervention plan students will be able to enhance speaking skills through emphasising in the main aspects such as: sentence patterns, sentence structure, idioms, phrasal verbs and connectors.

**LEARNING OBJECTIVES:**

By the end of lesson plan learners will be able to:

- To understand movie reviews and express their thoughts about it fluently.
- To make inferences based on their own background.
- To prepare a movie review and present it on orally way.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>Simple present tense, past progressive tense, present and past perfect tense.</li> </ul> <p><b>KEY WORDS:</b></p> <ul style="list-style-type: none"> <li>Adjectives related with films.</li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>Warm up: Teacher presents some flash cards which just contain some signs, then teacher makes students guess what each sign is about.</li> <li>Teacher introduces the new topic by writing some sentences like “<i>Javier’s best friend has not come to school since last week</i>”. Then teacher asks students what they assume about <i>Javier’s best friend</i>.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher asks students what they can infer about the reading from page 14 in the text book.</li> <li>Teacher engages students to read the presented movie review. After that, teacher makes groups for students exchange ideas about what they inferred about it, and what actually it is about.</li> <li>Teacher makes students complete the book.</li> <li>Teacher explains the meanings of new words from the reading, then teacher explains students how to use these words accurately.</li> <li>Teacher makes a refresh about tenses already known, and then engage students to write some statements for other classmates infer them about.</li> </ul>	<ul style="list-style-type: none"> <li>English book level B.1.2</li> <li>Flash cards.</li> <li>Note book</li> <li>Sheets of paper</li> </ul>

	<b>AFFIRMING</b> <ul style="list-style-type: none"> <li>• Students give other examples of signs without words which has a specific meaning.</li> <li>• Students make inferences about the statements written by the teacher.</li> <li>• Students read the paragraph from page 14 and develop the exercises from the same page.</li> <li>• Students underline the words they do not know and ask their meaning to the teacher.</li> <li>• Students write some statements for other classmates infer about.</li> <li>• Students develop the page 15 from the text book.</li> <li>• As homework students should what “The pianist movie” and write a movie review about it.</li> </ul>	
<b>MONITORING PLAN:</b> Data source 1: Students’ reading and comprehension. Data source 2: Students’ accuracy. Data source 3 : Students’ fluency		
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor		
<b>DATE /TIME:</b> November 19 <sup>th</sup> to November 23 <sup>rd</sup> , 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Kansas, Kansas: University Press. Schroeder, J. (2013). Student's Accuracy in Written English Under the Pressure of the "G8" System. Hamburg: Bachelor Master Publishing.





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**INTERVENTION AND OBSERVATION PLAN WEEK N° 4**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa del Milenio Bernardo Valdivieso.

**TEACHER:** Lic. Lida Maruja Ordóñez Íñiguez.

**TEACHER CANDIDATE:** Manuel Alejandro Poma Tacuri.

**PARTICIPANTS:** 3rd year of bachillerato “A”.

**SCHOOL YEAR:** 2018 – 2019.

**TOPIC:** In a nutshell.

**RESEARCH PROBLEM:** How do Task Based Learning activities enhance speaking skills among students of third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?

**GOAL:** By the end of the intervention plan students will be able to enhance speaking skills through emphasising in the main aspects such as: sentence patterns, sentence structure, idioms, phrasal verbs and connectors.

**LEARNING OBJECTIVES:**

By the end of lesson plan learners will be able to:

- To use idioms to talk about movies or any topic refer to it.
- To uses context clues to infer about idioms meaning.
- To identify the context in which they are going to talk.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>Simple present tense, past progressive tense, present and past perfect tense.</li> </ul> <p><b>KEY WORDS:</b></p> <ul style="list-style-type: none"> <li>Idioms.</li> <li>Connectors.</li> </ul>	<p><b>ACTICATION</b></p> <ul style="list-style-type: none"> <li>Warm up: Teacher presents the topic through some pictures, and he engages students guess what those are about.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher makes students listen an audio and engages students to write the words they do not know for then explaining those words.</li> <li>Teacher explains the words which students do not know, by saying some sentences and using body language</li> <li>Teacher makes students complete the text book.</li> <li>Teacher asks students to write some sentences using the idioms already known, and then sharing with the class orally. Teacher corrects pronunciation mistakes.</li> <li>Teacher explains what the unit project from page 17 is about, and he helps them to write a report about it.</li> <li>Teacher prepares students for making an oral presentation about their project by correcting grammar, accurate, and pronunciation mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>English book level B.1.2</li> <li>Flash cards.</li> <li>CD from the English book level B.1.2</li> <li>Workbook</li> <li>Teacher's book</li> </ul>

	<b>AFFIRMING</b> <ul style="list-style-type: none"> <li>• Students listen the audio, write the words they do not know, for them ask to the teacher their meaning.</li> <li>• Students complete the activities from the text book.</li> <li>• Students write sentences using new vocabulary and share their ideas with a partner.</li> <li>• Students develop de unit project with teacher's help.</li> <li>• Students prepare themselves for present their project orally.</li> </ul>	
<b>MONITORING PLAN:</b> Data source 1: Students' class participation: written and spoken ideas. Data source 2: Students' unit project.		
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor		
<b>DATE /TIME:</b> November 26 <sup>th</sup> to November 30 <sup>th</sup> , 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Kansas, Kansas: University Press. Schroeder, J. (2013). Student's Accuracy in Written English Under the Pressure of the "G8" System. Hamburg: Bachelor Master Publishing.



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**INTERVENTION AND OBSERVATION PLAN WEEK 5**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa del Milenio Bernardo Valdivieso.

**TEACHER:** Lic. Lida Maruja Ordóñez Íñiguez.

**TEACHER CANDIDATE:** Manuel Alejandro Poma Tacuri.

**PARTICIPANTS:** 3rd year of bachillerato “A”.

**SCHOOL YEAR:** 2018 – 2019.

**TOPIC:** Personality types.

**RESEARCH PROBLEM:** How do Task Based Learning activities enhance speaking skills among students of third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?

**GOAL:** By the end of the intervention plan students will be able to enhance speaking skills through emphasising in the main aspects such as: sentence patterns, sentence structure, idioms, phrasal verbs and connectors.

**LEARNING OBJECTIVES:**

By the end of lesson plan learners will be able to:

- To describe their partners personalities and themselves.
- To talk about suitable professions based on people’s personality type.
- To know and identify some professional fields.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>• Adjectives and nouns related with professional field.</li> <li>• Verbs followed by gerund and infinitives.</li> </ul> <p><b>KEY WORDS:</b></p> <ul style="list-style-type: none"> <li>• Professions, personality, synonyms.</li> <li>• Expressions: <i>To suit, to be at the right place.</i></li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• Warm up: Teacher presents the new topic through some flash cards and a collage of famous people.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students to read the dialogue from page 22, and he makes students underline the adjectives found in it.</li> <li>• Teacher writes some examples using some adjectives.</li> <li>• Teacher asks students to complete the text book, he helps them clarifying doubts.</li> <li>• Teacher writes some verbs on the board (<i>want, hope, suggest, enjoy, like, love</i>), and asks students to write sentences using these verbs, but adding another one to these. E.g., <i>He wants <u>to study</u> medicine.</i></li> <li>• Teacher explains verbs followed by imperatives and gerunds.</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards.</li> <li>• Students' text book</li> <li>• Workbook</li> <li>• Teacher's book</li> <li>• Collage</li> </ul>

	<b>AFFIRMING</b> <ul style="list-style-type: none"> <li>• Students give more adjectives related to professions.</li> <li>• Students identify which adjective belongs each profession to, then they make a short dialogue about what they would like to be.</li> <li>• Students develop the tasks from the text book.</li> <li>• Students make their own examples about verbs followed by imperatives and gerunds. After that. they exchange their ideas and make a role play for practicing, while teacher corrects their pronunciation, fluency and accuracy.</li> </ul>	
<b>MONITORING PLAN:</b> Data source 1: Workbook task development. Data source 2: Students' dialogue Data source 2: Student's role play.		
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor		
<b>DATE /TIME:</b> December 03 <sup>rd</sup> to December 07 <sup>th</sup> , 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Kansas, Kansas: University Press. Schroeder, J. (2013). Student's Accuracy in Written English Under the Pressure of the "G8" System. Hamburg: Bachelor Master Publishing.



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**INTERVENTION AND OBSERVATION PLAN WEEK 6**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa del Milenio Bernardo Valdivieso.

**TEACHER:** Lic. Lida Maruja Ordóñez Íñiguez.

**TEACHER CANDIDATE:** Manuel Alejandro Poma Tacuri.

**PARTICIPANTS:** 3rd year of bachillerato “A”.

**SCHOOL YEAR:** 2018 – 2019.

**TOPIC:** I’m interested in...

**RESEARCH PROBLEM:** How do Task Based Learning activities enhance speaking skills among students of third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?

**GOAL:** By the end of the intervention plan students will be able to enhance speaking skills through emphasising in the main aspects such as: sentence patterns, sentence structure, idioms, phrasal verbs and connectors.

**LEARNING OBJECTIVES:**

By the end of lesson plan learners will be able to:

- To know and identify some professions.
- To talk about what university careers they are interested in and why.
- To express their opinion about the achievements they have.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Prefixes and suffixes.</li> <li>• Verbs and adjectives followed by prepositions.</li> <li>• Connectors.</li> </ul> <p><b>KEY WORDS:</b></p> <ul style="list-style-type: none"> <li>• Professions and careers.</li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• Warm up: teacher make students interpret some professions (using body language), for the rest guesses it.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher gives some examples of prefixes and suffixes.</li> <li>• Teacher asks students to give the name of the professions they like, while teacher corrects their pronunciation mistakes.</li> <li>• Teacher shows students a video about professions, then he divides the class in groups and asks each group to prepare a short video talking about their favorite profession.</li> <li>• Teacher plays an audio of people talking about what the careers they want to study.</li> <li>• Teacher asks students to complete activities from the workbook.</li> <li>• Teacher explains the correct use of prepositions after a verb and an adjective by drawing a chart in the board.</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards.</li> <li>• Text book CD</li> <li>• Students' text book</li> <li>• Projector</li> <li>• Teacher's book</li> <li>• Workbook</li> </ul>



	<ul style="list-style-type: none"> <li>Teacher asks students for some examples of verbs and adjectives followed by certain prepositions.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>Students add suffixes to some words in order to form professions.</li> <li>Students watch the video, after that, they discuss what was the video about, and finally, they answer teacher's questions.</li> <li>Students prepare a short video talking about their favorite professions as homework.</li> <li>Students give their own examples of verbs and adjectives followed by certain prepositions, they also give feedback one another.</li> </ul>	
<p><b>MONITORING PLAN:</b>  Data source 1: Students' discussion.  Data source 2: Students' comprehension.</p>		
<p><b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor</p>		
<p><b>DATE /TIME:</b> December 10<sup>th</sup> to December 14<sup>th</sup>, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Kansas, Kansas: University Press. Schroeder, J. (2013). Student's Accuracy in Written English Under the Pressure of the "G8" System. Hamburg: Bachelor Master Publishing.



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**INTERVENTION AND OBSERVATION PLAN WEEK 7**

**INFORMATION DATA:**

**INSTITUTION:** Unidad Educativa del Milenio Bernardo Valdivieso.

**TEACHER:** Lic. Lida Maruja Ordóñez Íñiguez.

**TEACHER CANDIDATE:** Manuel Alejandro Poma Tacuri.

**PARTICIPANTS:** 3rd year of bachillerato “A”.

**SCHOOL YEAR:** 2018 – 2019.

**TOPIC:** On the other hand!

**RESEARCH PROBLEM:** How do Task Based Learning activities enhance speaking skills among students of third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?

**GOAL:** By the end of the intervention plan students will be able to enhance speaking skills through emphasising in the main aspects such as: sentence patterns, sentence structure, idioms, phrasal verbs and connectors.

**LEARNING OBJECTIVES:**

By the end of lesson plan learners will be able to:

- To understand an article about professions differences.
- To use connectors to show contrasting ideas and make comparisons.
- To express agreement or disagreement about any topic accurately and fluently.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Words related to personality and types of professions.</li> <li>• Connectors for contrasting.</li> <li>• Simple present tense.</li> </ul> <p><b>KEY WORDS:</b></p> <ul style="list-style-type: none"> <li>• contrasting, expression: <i>go on</i>, professions, personality.</li> </ul>	<p><b>Activation</b></p> <ul style="list-style-type: none"> <li>• Warm up: teacher asks students to recall the first two lessons of the unit and elicit information about the link between professions and personality types.</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• Teacher writes on the board a list of some professions and asks students which one do they prefer? And why?</li> <li>• Teacher asks students to read the paragraphs the text book, then he encourages students to underline the connectors and try to understand them according to the context.</li> <li>• Teacher shows students some flashcards with connectors to clarify doubts.</li> <li>• Teacher explains the connectors use and when/where each connector could be placed.</li> <li>• Teacher divides the class in groups and asks each group to write a short paragraph using the connectors already known; for then making a presentation in front the class for the next class.</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards.</li> <li>• Students' text book</li> <li>• Workbook</li> <li>• Teacher's book</li> <li>• Pictures</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher makes students practice by writing some sentences using connectors for making contrast.</li> <li>• Teacher encourage students to read their examples while he corrects mistakes.</li> </ul> <p><b>Affirming</b></p> <ul style="list-style-type: none"> <li>• Students underline the words they do not really know, and they try to understand them.</li> <li>• Students try to understand how each connector works through the flash cards.</li> <li>• Students practice their comprehension about connector use by giving some written and oral examples.</li> <li>• Students write a paragraph about any topic, using connectors, they also must present it orally.</li> </ul>	
<b>MONITORING PLAN:</b> Data source 1: Students' written oral examples. Data source 2: Students' paragraph and presentation.		
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor		
<b>DATE /TIME:</b> December 17 <sup>th</sup> to December 21 <sup>st</sup> , 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Kansas, Kansas: University Press. Schroeder, J. (2013). Student's Accuracy in Written English Under the Pressure of the "G8" System. Hamburg: Bachelor Master Publishing.



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**INTERVENTION AND OBSERVATION PLAN WEEK 8**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa del Milenio Bernardo Valdivieso.

**TEACHER:** Lic. Lida Maruja Ordóñez Íñiguez.

**TEACHER CANDIDATE:** Manuel Alejandro Poma Tacuri.

**PARTICIPANTS:** 3rd year of bachillerato “A”.

**SCHOOL YEAR:** 2018 – 2019.

**TOPIC:** I passed with flying colours.

**RESEARCH PROBLEM:** How do Task Based Learning activities enhance speaking skills among students of third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?

**GOAL:** By the end of the intervention plan students will be able to enhance speaking skills through emphasising in the main aspects such as: sentence patterns, sentence structure, idioms, phrasal verbs and connectors.

**LEARNING OBJECTIVES:**

By the end of lesson plan learners will be able:

- To use idioms to talk about personality types, professions and university careers.
- To use idioms to talk about themselves and what professions they are interested in.
- To communicate their thought and feeling about professional field.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Simple present, simple past, present perfect.</li> </ul> <p><b>KEY WORDS:</b></p> <ul style="list-style-type: none"> <li>Ideas, idioms, thoughts.</li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>Warm up: Two truths and a lie, each student should say two statements according to themselves which are truth, and a statement which is a lie.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Teacher makes students listen an audio and asks students to identify new words and some idioms by listening.</li> <li>Teacher engages students to say the new vocabulary they already listened, while he writes those words down on the board for explaining them later, and correcting pronunciation mistakes.</li> <li>Teacher asks students some questions about what they think, while students try to use new vocabulary correctly and fluently.</li> <li>Teacher makes a refresh about tenses already seen through a short roleplay.</li> <li>Teacher explains what the unit project will be about, he also helps students to develop the project.</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards.</li> <li>Students' text book</li> <li>Workbook</li> <li>Teacher's book</li> <li>Speakers</li> </ul>

	<b>AFFIRMING</b> <ul style="list-style-type: none"> <li>• Students listen an audio and pay attention to the new vocabulary (words and idioms).</li> <li>• Students give ideas about the meaning of each word/idiom. They also practice pronunciation. Then, students look for the meaning of new vocabulary in word bank.</li> <li>• Students practice their comprehension about new vocabulary by practicing it through role-play.</li> <li>• Students develop unit project,</li> </ul>	
<b>MONITORING PLAN:</b>		
Data source 1: Students' unit project and students' oral reports.		
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor		
<b>DATE /TIME:</b> December 31 <sup>st</sup> to January 04 <sup>th</sup> , 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Kansas, Kansas: University Press. Schroeder, J. (2013). Student's Accuracy in Written English Under the Pressure of the "G8" System. Hamburg: Master Publishing.



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**INTERVENTION AND OBSERVATION PLAN WEEK N° 9**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa del Milenio Bernardo Valdivieso.

**TEACHER:** Lic. Lida Maruja Ordóñez Íñiguez.

**TEACHER CANDIDATE:** Manuel Alejandro Poma Tacuri.

**PARTICIPANTS:** 3<sup>rd</sup> year of bachillerato “A”.

**SCHOOL YEAR:** 2018 – 2019.

**TOPIC:** Renewable Energy.

**RESEARCH PROBLEM:** How do Task Based Learning activities enhance speaking skills among students of third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?

**GOAL:** By the end of the intervention plan students will be able to enhance speaking skills through emphasising in the main aspects such as: sentence patterns, sentence structure, idioms, phrasal verbs and connectors.

**LEARNING OBJECTIVES:**

By the end of lesson learners will be able to:

- To talk about environmental issues.
- To use passive voice.
- To identify and create new words by adding prefixes and suffixes



CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>• Passive Voice in Simple Present, Present Progressive and Simple Past.</li> <li>• Collocations.</li> <li>• Prefixes and suffixes.</li> <li>• Idiom: being green.</li> </ul> <p><b>KEY WORDS:</b> Irrigation, rays, resources, solar panels, windmills, endangered species, global warming, greenhouse gases, renewable energy, sustainable, development, consumption, conversion, force.</p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• Warm up activity: teacher asks students about environment and makes a brainstorm.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher engages students to make sentences with the ideas from the brain storm.</li> <li>• Teacher candidates presents some flash cards related to the topic, and then he introduces new vocabulary.</li> <li>• Teacher makes students practice by writing some ideas about how to be environmentally friendly.</li> <li>• Then teacher explains the use of some expressions and meanings of words, and he also corrects some errors by using peer correction.</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Students look at the flash cards, and then they make some predictions.</li> <li>• Students identify the different nouns, adjectives and words related to movies.</li> <li>• Students write about their favourite movie, using the vocabulary already seen, and then they present it orally.</li> <li>• Students correct their works in pairs by pair correction, and they also give feedback for their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• English book level B.1.2</li> <li>• Flash cards.</li> <li>• Note book.</li> <li>• Teacher's book</li> </ul>

<b>MONITORING PLAN:</b> Data source 1: Students participation. Data source 2: oral and written practice samples.		
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor		
<b>DATE /TIME:</b> January 07 <sup>th</sup> to January 11 <sup>th</sup> , 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Kansas, Kansas: University Press. Schroeder, J. (2013). Student's Accuracy in Written English Under the Pressure of the "G8" System. Hamburg: Bachelor Master Publishing.



**UNIVERSIDAD NACIONAL DE LOJA**  
**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK N° 10**

**INFORMATION DATA**

**INSTITUTION:** Unidad Educativa del Milenio Bernardo Valdivieso.

**TEACHER:** Lic. Lida Maruja Ordóñez Íñiguez.

**TEACHER CANDIDATE:** Manuel Alejandro Poma Tacuri.

**PARTICIPANTS:** 3<sup>rd</sup> year of bachillerato “A”.

**SCHOOL YEAR:** 2018 – 2019.

**TOPIC:** Conserving the Environment.

**RESEARCH PROBLEM:** How do Task Based Learning activities enhance speaking skills among students of third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?

**GOAL:** By the end of the intervention plan students will be able to enhance speaking skills through emphasising in the main aspects such as: sentence patterns, sentence structure, idioms, phrasal verbs and connectors.

**LEARNING OBJECTIVES:**

By the end of lesson learners will be able to:

- To use passive voice to talk about environmental issues and how conserve the environment.
- To complete the post test and post questioner successfully.



	<ul style="list-style-type: none"> <li>• Students write about their own ideas about how to conserve the environment, using the vocabulary already and grammar already seen. Finally, they present a written and oral report about this topic.</li> <li>• Students take the post-test and post questioner.</li> </ul>	
<b>MONITORING PLAN:</b> Data source 1: Post-test, post-questioner Data source 2: Oral and written practice samples.		
<b>SUPPORT:</b> Coaching and guidance from Thesis Project Advisor		
<b>DATE /TIME:</b> January 14 <sup>th</sup> to January 18 <sup>th</sup> , 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Kansas, Kansas: University Press. Schroeder, J. (2013). Student's Accuracy in Written English Under the Pressure of the "G8" System. Hamburg: Bachelor Master Publishing.

## **ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

### **Resources**

#### **Human**

- The teacher candidate
- The 3<sup>rd</sup> year of bachillerato "A" of Unidad Educativa del Milenio "Bernardo Valdivieso"
- The thesis advisor

#### **Material**

- Flash cards
- Book
- Sheet of paper
- Mp3 player
- Charts
- Notebook

#### **Technical**

- Computer
- Projector
- Printer
- Internet

## g.TIMELINE

ACTIVITIES	2018																2019																																		
	MONTHS																																																		
	OCT				NOV				DEC				JAN				FEB				MAR				APRIL				MAY				JUN				JULY				AUG				SEP				OCT		
PHASE I: PROJECT	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4							
Presentation of the Project	X	X																																																	
Designation of the Project Advisor			X	X																																															
Project revision and Approval					X	X	X																																												
Designation of Thesis Advisor								X	X																																										
PHASE II: ACTION PLAN																																																			
Application of instruments									X	X																																									
Act and observe									X	X	X	X	X	X	X	X	X																																		
PHASE III: THESIS PROCESS																																																			
Tabulation and elaboration of tables and Graphs																X	X																																		
a. Theme		X																X																																	
b. Introduction																	X	X																																	
c. Summary																	X	X																																	
d. Review of Literature			X	X	X												X	X																																	
e. Material and methods																		X																																	
f. Results (interpretation and analysis)																X	X	X	X																																
g. Discussion																		X	X																																
h. Conclusions																			X																																
i. Recommendations																			X																																
j. Bibliography and Annexes																		X	X	X																															
PHASE III: REVISION AND APPROVAL																																																			
Thesis revision																																																			
Thesis presentation																																																			
Thesis approval																																																			
PHASE IV: PHASE OF																																																			
Presentation of documents																																																			
Private review																																																			
Corrections																																																			
Public sustentation and incorporation																																																			

## **h. BUDGET AND FINANCING**

<b>RESOURCES</b>	<b>COST</b>
<b>Internet connection</b>	80 \$
<b>Print of reports</b>	60\$
<b>Print of the project</b>	80\$
<b>Print of the final report and thesis</b>	40\$
<b>Unexpected expenses</b>	100\$
<b>Total</b>	360\$

The financing of the expenses derived from the present research work will be assumed by the researcher author. All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.



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## ANNEXES

### Annex 1: Observation sheet



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ENGLISH LANGUAGE DEPARMENT**

### DATA COLLECTION SOURCE : OBSERVATION SHEET

<b>OBSERVATION SHEET</b>					
<b>Observation #:</b>  <b>Topic:</b>  <b>Objective of the session:</b>	<b>Date/Time:</b>  <b>Participants:</b> Third year of bachillerato students and the researcher.			<b>Role of the researcher:</b> Nonparticipant observer  <b>Duration of the observation:</b>	
<b>Things to be observed</b>	<b>Levels of Acceptability</b>				<b>Remarks</b>
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Grammar: sentences patterns					
Vocabulary: idioms					
Grammar: sentence structure					
Connected speech: connectors					
Vocabulary: phrasal verbs					

## Annex 2: Field notes



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**DATA COLLECTION SOURCE : FIELD NOTES**

<b>FIELD NOTES</b>		
<b>Observation #:</b>  <b>Topic:</b>  <b>Objective of the session:</b>	<b>Date/Time:</b>  <b>Class size:</b>  <b>Participants:</b> Third year of bachillerato students and the researcher.	<b>Role of the researcher:</b> Participant observer  <b>Duration of the observation:</b>
<b>Description of the event</b>		<b>Reflective Notes</b>

### Annex 3: Pre and post-test, & scoring guide (Rubric)



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ENGLISH LANGUAGE DEPARMENT**

**DATA COLLECTION SOURCE: PRE-TEST/POST-TEST**

**Student's code:**

**Date:**

**1. Circle the correct tenses. (2 marks)**

Since I was / have been 5 years old / young I have lived here, that / those is why I have had / had had the opportunity to know more about these / this wonderful country. Ecuador / educador is an astonishing place which has a lot of biodiversity. In 1997 some organizations selected it as one of the most multicultural countries around / above the world. My / Mine country is awesome; I would not / wul not change it for anything, and best thing it is that I have grown in this.

**2. Match each idiom with its corresponding meaning. (2 marks)**

on cloud nine	how are you?
go nuts	very happy
how are you doing?	crazy
hold your horses	good luck
break a leg	be patient

**3. Order the following sentences and write them correctly. (2 marks)**

go / now / home / will / I

\_\_\_\_\_.

was / last week / he / in hospital

\_\_\_\_\_.

tonight / want / to the cinema / to go / we

\_\_\_\_\_.

I / lived / here / have / last year / since

---

**4. Cross out the correct connector. (2 marks)**

Vin Diesel was only 7 when he started acting in theatre. Throughout his primary and secondary education, he acted in various theatre shows. (a. *After / Since / Already*) high school, Diesel went to college, but (b. *by the time / until / while*) he was studying, he realized that his dream was to become a Hollywood actor. (c. *By the time / Already / Until*) he was 28, he had managed to write and produce his first short film called *Multi-Facial*. It was accepted for the 1995 Cannes Film Festival. But it wasn't (d. *since / until / while*) Steven Spielberg cast him in his blockbuster movie, *Saving Private Ryan*, in 1998, that Diesel started to become well known. (e. *Already / While / Since*) then, Diesel has acted in other very famous action movies including *The Fast and The Furious* and *A Man Apart*.

**5. Underline the correct preposition for each phrasal verb.**

- a. My project will carry \_\_\_\_\_ successfully.  
about  
out
- b. Let's move \_\_\_\_\_ to the next page.  
at  
on
- c. Mary can't go to the party. She has to look \_\_\_\_\_ her little sister.  
before  
after
- d. I spent my life looking \_\_\_\_\_ the truth.  
for  
from

**Pre and post-test rubric**

<b>Speaking Skill</b>	<b>Question</b>	<b>Score</b>
Grammar: sentences patterns	First question	2 points
Vocabulary: idioms	Second question	2 points
Grammar: sentence structure	Third question	2 points
Connected speech: connectors	Fourth question	2 points
Vocabulary: phrasal verbs	Fifth question	2 points
Total		10 points



#### Annex 4 : Pre and post-questionnaire



#### UNIVERSIDAD NACIONAL DE LOJA

#### DATA COLLECTION SOURCE : PRE / POST QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

**Student's code:** .....

**Date:** .....

**1. How often does your teacher use task-based learning activities to enhance speaking skill?**

Always ( )

Sometimes ( )

Rarely ( )

Never ( )

**2. Are dig dipper, collaborative learning, debates, reflection, and reviewing sessions activities used to enhance speaking skill?**

Always ( )

Sometimes ( )

Rarely ( )

Never ( )

**3. How frequent is important the use of dig dipper, collaborative learning, debates, reflection, and reviewing sessions activities to enhance speaking?**

Always ( )

Sometimes ( )

Rarely ( )

Never ( )

**4. Do dig dipper, collaborative learning, debates, reflection, and reviewing sessions activities contribute developing your speaking skill?**

Always ( )

Sometimes ( )

Rarely ( )

Never ( )

**5. Do you learn to speak through dig dipper, collaborative learning, debates, reflection, and reviewing sessions activities?**

Always ( )

Sometimes ( )

Rarely ( )

Never ( )

**THANKS FOR YOUR COLLABORATION**

## Annex 5: Research Matrix

**THEME:** TASK BASED LEARNING METHOD TO ENHANCE SPEAKING SKILL AMONG STUDENTS IN THIRD YEAR OF BACHILLERATO “A”, AFTERNOON SESSION AT UNIDAD EDUCATIVA BERNARDO VALDIVIESO OF THE CITY OF LOJA, 2018 – 2019 SCHOOL YEAR.

PROBLEM	OBJECTIVES	THEORETICAL FRAME	METHODOLOGICAL DESIGN (ACTION RESEARCH)	TECHNIQUES AND INSTRUMENTS
<p><b>GENERAL</b></p> <p>How do Task-Based learning activities enhance speaking skills among students of third year of bachillerato “a” afternoon session at unidad educativa del milenio bernardo valdivieso of the city of loja, 2018 – 2019 school year?</p> <p><b>SPECIFIC</b></p> <ul style="list-style-type: none"> <li>• What theoretical and methodological references about Task-Based Learning</li> </ul>	<p><b>GENERAL</b></p> <p>To enhance the speaking skills through the Task-Based Learning activities among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year.</p> <p><b>SPECIFIC</b></p> <ul style="list-style-type: none"> <li>• To investigate theoretical and methodological references about Task-Based Learning activities</li> </ul>	<p><b>INDEPENDENT VARIABLE</b> <b>Task Based Learning Method</b></p> <ul style="list-style-type: none"> <li>• Task Based Learning</li> <li>• Task <ul style="list-style-type: none"> <li>- Features of a task</li> <li>- Task types</li> </ul> </li> <li>• Task-Based Learning phases <ul style="list-style-type: none"> <li>* Pre-task phase</li> <li>* The task phase</li> <li>* Post- task phase</li> </ul> </li> <li>• Task-Based Learning activities <ul style="list-style-type: none"> <li>- Activity</li> </ul> </li> </ul>	<p><b>PRELIMINARY INVESTIGATION</b></p> <ul style="list-style-type: none"> <li>• Observing the English classes</li> <li>• Interviewing teacher and students</li> <li>• Reviewing literature</li> <li>• Stating background of the research problem</li> <li>• Describing the current situation</li> <li>• Locating and reviewing the literature</li> <li>• Design a methodological framework for the research</li> <li>• Designing an intervention plan</li> </ul>	<ul style="list-style-type: none"> <li>• Observation sheet</li> <li>• Observation checklist</li> <li>• Pre and Post test</li> <li>• Pre and Post questionnaire</li> <li>• Field Notes</li> </ul>

<p>activities are considered for enhancing speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?</p> <ul style="list-style-type: none"> <li>• Which are the issues that difficult the enhancing of speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?</li> <li>• What are the phases of the intervention plan that contribute for enhancing speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo</li> </ul>	<p>for enhancing speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year.</p> <ul style="list-style-type: none"> <li>• To detect the issues which difficult the enhancing of speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year.</li> <li>• To design an intervention plan based on Task-Based Learning activities to enhance speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio “Bernardo Valdivieso” of the city of Loja, 2018 – 2019 school year.</li> </ul>	<ul style="list-style-type: none"> <li>- Activities design</li> <li>- Effective learning activities</li> </ul> <p><b>DEPENDENT VARIABLE</b> <b>Speaking Skills</b></p> <ul style="list-style-type: none"> <li>• Types of speaking <ul style="list-style-type: none"> <li>- Monologue</li> <li>- Dialogue</li> </ul> </li> <li>• Speaking as a skill</li> <li>• Speaking skills Sub-indicators <ul style="list-style-type: none"> <li>- Accuracy</li> <li>- Fluency</li> <li>- Fluency and accuracy components</li> </ul> </li> </ul>	<p><b>INTERVENTION AND OBSERVATION</b></p> <ul style="list-style-type: none"> <li>• Design and administering test and questionnaires</li> <li>• Observing, monitoring and analysing student’s performance according to the intervention plan.</li> <li>• Interpreting data.</li> <li>• Presentation of the research findings</li> <li>• Reflecting, analysing and answering the proposed inquires.</li> <li>• Organizing the final report.</li> </ul>	
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<p>Valdivieso of the city of Loja, 2018 – 2019 school year?</p> <ul style="list-style-type: none"> <li>• Which Task-Based Learning activities are applied to enhance speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio “Bernardo Valdivieso” of the city of Loja, 2018 – 2019 school year?</li> <li>• How effective was the application of Task Based Learning activities to enhance speaking skill among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year?</li> </ul>	<ul style="list-style-type: none"> <li>• To apply the Task-Based Learning activities to enhance speaking skills among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year.</li> <li>• To validate the obtained results after the application of Task-Based Learning activities to enhance speaking skill among students in third year of bachillerato “A” afternoon session at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja, 2018 – 2019 school year.</li> </ul>			
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## **Annex 6. Grading Scales**

### **Speaking skill**

<b>Quantitative score range</b>	<b>Qualitative score range</b>
10	Superior
9	Excellent
7-8	Average
5-6	Below average
1-4	Failing

### **Task-Basaed Learning**

<b>Quantitative score range</b>	<b>Qualitative score range</b>
81-100	High level of task-based learning acceptance
61-80	Expected level of task-based learning acceptance
41-60	Moderate level of task-based learning acceptance
21-40	Unexpected level of task-based learning acceptance
01-20	Low level of task-based learning acceptance

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