



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

INPUT AND OUTPUT TASKS AS TASK-BASED LEARNING TECHNIQUES TO IMPROVE LISTENING SKILLS AMONG STUDENTS OF EIGHTH YEAR “A” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTIN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

Thesis as a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Major.

AUTHOR

YOSSELYN ANABEL SÁNCHEZ ROJAS

THESIS ADVISOR

LCDO. JHIMI BOLTER VIVANCO LOAIZA, MG. SC.

LOJA - ECUADOR

2019

CERTIFICATION

LCDO. JHIMI BOLTER VIVANCO LOAIZA, MG. SC., PROFESSOR OF THE
ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD
NACIONAL DE LOJA,

CERTIFIES:

The present research work entitled INPUT AND OUTPUT TASKS AS TASK-BASED LEARNING TECHNIQUES TO IMPROVE LISTENING SKILLS AMONG STUDENTS OF EIGHTH YEAR "A" OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR., under the responsibility of the undergraduate student **YOSSELYN ANABEL SÁNCHEZ ROJAS**, has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of thesis for the pertinent legal aims.

Loja, September 2nd, 2019



Lcdo. Jhimi Bolter Vivanco Loaiza, Mg. Sc.

THESIS ADVISOR

AUTORÍA

Yo, YOSSELYN ANABEL SÁNCHEZ ROJAS, expreso ser la autora del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales, por el contenido de la misma.

Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación de mi tesis en el REPOSITORIO INSTITUCIONAL-BIBLIOTECA VIRTUAL.

Autora: Yosselyn Anabel Sánchez Rojas

Firma:



Número de cédula: 110514690

Fecha: Loja, noviembre 19 de 2019

**CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DEL AUTOR,
PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y
PUBLICACIÓN ELECTRÓNICA DEL TEXTO COMPLETO**

Yo, **Yosselyn Anabel Sánchez Rojas** declaro ser autora de la tesis titulada: **INPUT AND OUTPUT TASKS AS TASK-BASED LEARNING TECHNIQUES TO IMPROVE LISTENING SKILLS AMONG STUDENTS OF EIGHTH YEAR "A" OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTIN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.** como requisito para obtener el grado de: Licenciada en Ciencias de la Educación, mención: Idioma Inglés; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que, con fines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional (RDI):

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los diecinueve días del mes de noviembre del dos mil diecinueve.

Firma: 

Autora: Yosselyn Anabel Sánchez Rojas

Cédula: 1105145690

Dirección: Loja, Cdla. Santa Teresita

Correo electrónico: yanabels@gmail.com

Teléfono: 0990753785

DATOS COMPLEMENTARIOS

Director de tesis:

Lcdo. Jhimi Bolter Vivanco Loaiza, Mg. Sc.

Tribunal de grado:

PRESIDENTE:

Lcda. Rosa Paola Moreno Ordóñez, Mg. Sc.

PRIMER VOCAL:

Dra. Carmen Enith Dávila Vega, Mg. Sc.

SEGUNDO VOCAL:

Dra. Carmen Aurora Ojeda Pardo, Mg. Sc.

ACKNOWLEDGMENTS

I must extend my great acknowledgement to Universidad Nacional de Loja, and to the Facultad de la Educación, el Arte y la Comunicación for giving me the opportunity to grow professionally and be part of its student body. Similarly, my special recognition goes to the hard work of the Coordinator of the English Language Department, Ing. Paola Moreno Ordoñez, Mg. Sc., who always offered students assistance to facilitate the achievement of this thesis work.

Furthermore, I want to state a deep appreciation to the students of eighth year “A”, to Lcdo. Antonio Maldonado, teacher in charge of the English subject, and to the authorities at Manuel Agustín Cabrera Lozano High School for the permission, participation, cooperation, and reliability they granted me to apply this investigation.

Finally, the development of this research work would not be possible without the advice and guidance of my thesis advisor, Lcdo. Jhimi Bolter Vivanco Loaiza, Mg. Sc., and my professors, Lcdo. Orlando Lizalde and Dra. Carmen Dávila. For that reason, I am eager to express my endless gratitude for their dedication and responsibility on directing, advising, and revising this research work throughout its phases.

THE AUTHOR

DEDICATION

This research work and all the efforts made to accomplish it, are dedicated to my beloved father Leodan Aníbal, all his lessons are kept to guide me in all aspects of my life. I dedicate this work and all I do to his memory. I will hold onto him by keeping his presence in all things I will carry out in the future.

Likewise, this investigation is dedicated with sincere love to María Luisa, because behind all great successes there is always a mother who gives everything to support and motivate her children to dream big and achieve even more.

YOSSELYN ANABEL

MATRIZ DE ÁMBITO GEOGRÁFICO

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN											
TIPO DE DOCUMENTO	AUTOR/TÍTULO DE LA TESIS	FUENTE	FECHA/AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	OTRAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIAL	CANTÓN	PARROQUIA	BARRIO O COMUNIDAD		
TESIS	YOSSELYN ANABEL SÁNCHEZ ROJAS INPUT AND OUTPUT TASKS AS TASK-BASED LEARNING TECHNIQUES TO IMPROVE LISTENING SKILLS AMONG STUDENTS OF EIGHTH YEAR "A" OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTIN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.	UNL	2019	ECUADOR	ZONA 7	LOJA	LOJA	PUNZARA	SANTA TERESITA	CD	LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN: IDIOMA INGLÉS

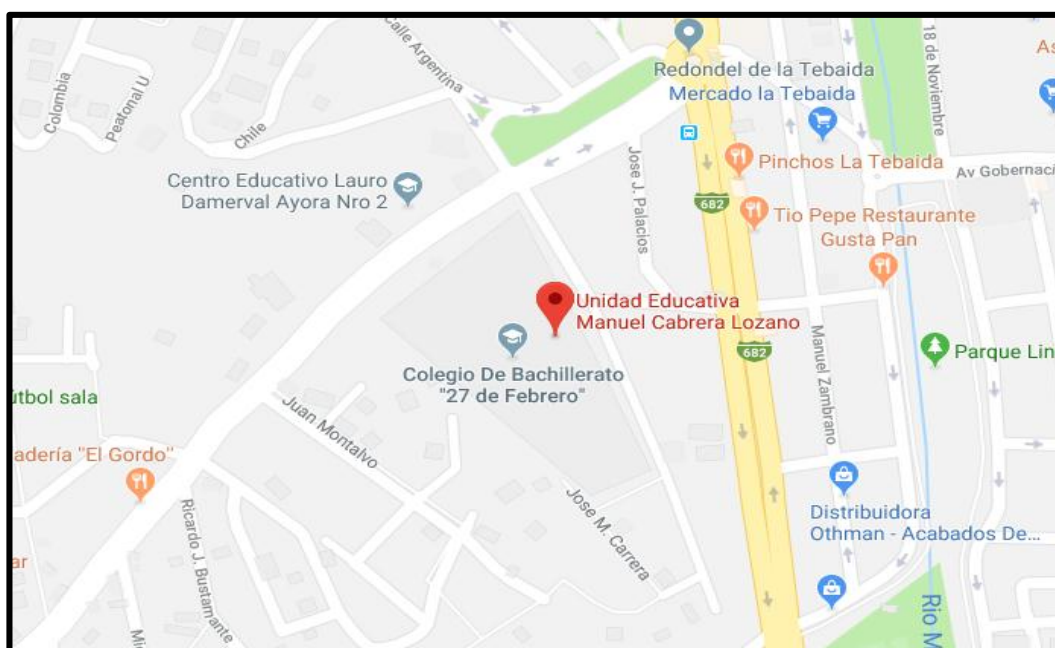
MAPA GEOGRÁFICO Y CROQUIS

UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



CROQUIS DE LA INVESTIGACIÓN UNIDAD EDUCATIVA

DR. MANUEL AGUSTÍN CABRERA LOZANO



THESIS OUTLINE

- i. COVER PAGE
- ii. CERTIFICATION
- iii. AUTORÍA
- iv. CARTA DE AUTORIZACIÓN
- v. ACKNOWLEDGMENTS
- vi. DEDICATION
- vii. MATRIZ DE ÁMBITO GEOGRÁFICO
- viii. MAPA GEOGRÁFICO Y CROQUIS
- ix. THESIS OUTLINE
 - a. TITLE
 - b. RESUMEN
 - ABSTRACT
 - c. INTRODUCTION
 - d. LITERATURE REVIEW
 - e. MATERIALS AND METHODS
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES

a. TITLE

INPUT AND OUTPUT TASKS AS TASK-BASED LEARNING TECHNIQUES
TO IMPROVE LISTENING SKILLS AMONG STUDENTS OF EIGHTH YEAR
“A” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD
EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, IN THE CITY
OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

b. RESUMEN

El presente trabajo de investigación tuvo como objetivo mejorar las destrezas auditivas a través de técnicas del aprendizaje basado en tareas de los estudiantes de octavo año “A” de Educación Básica, sección vespertina de la Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, de la ciudad de Loja durante el año lectivo 2018-2019. Los métodos considerados de utilidad para desarrollar esta investigación fueron: científico, descriptivo, estadístico, y analítico/sintético. Además, instrumentos tales como evaluaciones y cuestionarios fueron aplicados a 24 estudiantes para recolectar datos, y hojas de observación y notas de campo fueron usadas para registrar el avance de los estudiantes. Los resultados indicaron que las tareas de entrada y salida como técnicas del aprendizaje basado en tareas, mejoraron significativamente las habilidades auditivas de los participantes en escuchar y responder, en pronunciación (discriminación de sonidos), y en escuchar y comprender información específica y general. En conclusión, estas técnicas fueron efectivas y mejoraron significativamente las habilidades auditivas de los estudiantes, proporcionando exitosamente un contexto real para el input y motivando positivamente a los estudiantes a escuchar, a participar, a interactuar y a demostrar su comprensión de las tareas.

ABSTRACT

This research work had the objective to improve listening skills through task-based learning techniques among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year. The methods considered useful to develop this research were: scientific, descriptive, statistic, and analytic/synthetic. Furthermore, instruments as tests and questionnaires were applied to 24 students to collect data, and observation sheets and field notes were used to record students’ advance. The results indicated that input and output tasks as TBL techniques enhanced participants’ listening skills significantly in listening for responding, pronunciation (sounds discrimination), listening for details, and general understanding. In conclusion, these techniques were effective and they significantly improved students’ listening skills, successfully provided a real context for the input, and positively motivated them to listen, to participate, to interact, and to demonstrate their comprehension of the tasks.

c. INTRODUCTION

When learning a foreign language, many English learners experience more difficulties in listening and speaking instead of reading and writing. Listening is an indispensable skill because it provides the understanding of input for the learner. Most problems with listening encountered by learners are related to listening comprehension, which is associated with speech, language and syntax, content, and environment. Though, learners' can also face problems related to auditory discrimination, which deals with the ability to identify differences and similarities among sounds.

Observations at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, revealed that students of eighth year "A" faced many complications when learning English, particularly with the development of listening skills. Students were unable to comprehend what the teacher said, as well as to understand and recognize not only the discrimination of sound patterns but also the correct pronunciation of words. However, students were capable of grasping isolated words but failed in making connections between details and the overall understanding of a listening activity.

The difficulties faced by students encouraged the researcher to pursue how the use of input and output tasks as task-based learning techniques improve listening skills among students of eighth year "A" of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

Input and output tasks as task-based learning techniques were selected because they focus on the outcome that the learner achieves, integrate receptive and productive skills in the development of the tasks, engage learners into receptive skills, and the authenticity of material, which is linked to the real world, provides effective opportunities for communicating. Another reason is that, by owing to the means of task-based learning, students are aware of their progress, and each task has a concrete and achievable aim which motivates students to enhance their learning.

To execute and attain the main objective of this research work, it was indispensable to set specific objectives such as: to research the theoretical and methodological references about Input and Output tasks as task-based learning techniques and their application on listening skills; to diagnose the issues that limit to eighth year “A” students of Basic Education at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano in the city of Loja to improve their listening skills; to design an intervention plan based on Input and Output tasks as task-based learning techniques; to apply the most suitable Input and Output tasks as task-based learning techniques in order to develop listening skills; finally, to validate the results attained after the application of Input and Output tasks as task-based learning techniques.

During the application of the intervention plan, it was pertinent to apply the following methods: *the scientific method* which facilitated the study of the techniques and the support to make appropriate predictions about the possible solutions; *the descriptive method* that served to describe and analyze the object of

the investigation, explain the stages of the research work, and explicate the techniques applied; *the statistical method* which helped to make the quantitative and qualitative statistical analysis of the data collected; and *the analytic-synthetic method* that permitted the researcher to analyze and interpret the results obtained from the tests and questionnaires as well as to establish the conclusions.

This research project is structured as follows:

First, the *Abstract* which contains the main objectives of the research, methods, results, and conclusions. Second, the *Introduction* which comprises the contextualization of the core problem, the reason why the techniques were selected, the specific objectives, the methodology, and the content of the thesis. Third, the *Literature Review* which focuses on essential information about the two categories of the research. Fourth, the *Materials and Methods* which comprise the design of the research, materials applied during the intervention, methods, techniques and instruments, and the population who participated in the application of this research work. Afterward, the *Results* attained from the application of the tests and questionnaires which are organized into tables and graphs in order to display clearly and accurately the data. Each result has a reasonable analysis and interpretation. Then, the *Discussion* that includes the major findings of the research, the meanings behind the results, and the reasons why the findings are relevant to future investigations. Subsequently, the *Conclusions* which contain the findings and the growth students had when the intervention plan was completed. Finally, the *Recommendations* which are suggestions given to offer a guide for future research works in this field.

d. LITERATURE REVIEW

INPUT AND OUTPUT TASKS AS TASK-BASED LEARNING TECHNIQUES

According to Larsen-Freman & Anderson (2011), the different types of tasks, classified by Prabhu and Ellis in the task-based learning [TBL] approach, are defined as teaching techniques. Hence, Prabhu's (1987) classification of tasks into: information-gap task, opinion-gap task, and reasoning-gap task; and Ellis' (2009) distinction between focused and unfocused tasks, and input-providing and output-prompting tasks, are considered as techniques of TBL. As a result, in this research work, before reviewing the literature about input-providing tasks and output-prompting tasks as task-based learning techniques, TBL approach and its framework are studied to give a foundation and provide indispensable information required for the correct implementation and application of these tasks in a lesson.

Task-based learning

Task-based learning is an approach which highlights that learners require information about the language and beyond that; they need to build up the capacity to utilize it for communicative purposes. For that reason, students' learning is described in terms of tasks with meaning or purpose (Richards, 2005). Likewise, on the word of Willis (1996) TBL aims to provide learners with opportunities to learn the language through practical experience. That is to say, through the application of tasks.

According to Nunan (2008), the principles of TBL are: *scaffolding* to support the framework; *task dependency* to uphold the link within tasks; *recycling*

language to maximize opportunities for learning; *active learning* to learn the language through its utilization; *integration of form and function* to clearly establish relationships between language aspects; *reproduction to creation* to produce language based on provided models or examples; and *reflection* to increase learner's awareness of their own learning.

TBL main benefits are focused to learner's outcomes because of the reason that it is a student-centered learning approach. Furthermore, the use of authentic language offers variety and meaningful exposure in real contexts, and the amount of exposure is high since learners' communication is genuine and continuous during the application of the framework. Additionally, its holistic framework enables learners to focus on meaning rather than in language forms and allows students to take responsibility for their own learning (Lackman, 2012).

In reference to the information that Richards and Willis provide, the TBL approach emphasizes the use of tasks in order to employ and provide meaning to the language. Equally important after analyzing Nunan, the principles of TBL offer a guide during the planning of tasks in a lesson. Specifically, the principle of scaffolding is widely used in classrooms of elementary level, in which the support of the teacher guides students to become independent learners. Furthermore, Lackman poses essential evidence about how TBL is an approach with several benefits especially concerned to the learner.

Framework of task-based learning

Task-based learning is not the use of task after task, for that reason it is required to follow a framework in order to achieve the communicative goal

(Willis & Willis, 2013). In the teaching process of the task-based learning approach, there are two models. The first model is Willis's (1996) model, which contains three stages: pre-task stage, task cycle, and language focus. And the second is Skehan's (1998) model, which is based on Willis's model and poses three stages: pre-task, during-task, and post-task.

Willis' model

For the application of this project, Willis's (1996) model was selected to plan the lessons and tasks. In Willis' model for TBL the core of the framework is the communication task, which involves students' production of language and the link to meaningful input. Similarly, it integrates productive and receptive skills. In this model, learners begin with a holistic experience of language in use and end with an analysis of the features of the language. Consequently, the framework helps teachers provide the context for grammar teaching. In that way, each stage functions as a platform for the continual development of the framework (Willis, 1996).

1. Pre-task

As described in Willis's (1996) model, the pre-task stage enables learners to get acquainted with the task topic and prepare the necessary lexis for the development of the task. At the same time, it offers learners great exposure to the target language through the teachers' speech. Hence, the pre-task stage has the following functions: to introduce the topic and task, to expose learners to real language, and use input-providing materials (Skehan, 2003).

2. Task cycle

The second stage is comprised of three components: task, planning, and report (Willis, 1996). In the first component, learners perform the task in pairs or small groups, and fluency and meaning negotiation is the primary goal (Rodríguez-Bonces & Rodríguez-Bonces, 2010). During the development of the planning stage, learners consider linguistic forms before reporting the task (Ellis, 1993). Then, in the report stage, learners give an account to the class about the task they have performed (Willis & Willis, 2013).

3. Focus on form

In the last phase, learners have an opportunity to focus on language form through activities such as consciousness-raising in order to develop their linguistic repertoire (Willis, 1996). According to Long (1998), “focus on form refers to how attentional resources are allocated, and involves briefly drawing students’ attention to linguistic elements”.

Flexibility within the framework

The TBL framework does not necessarily mean a whole lesson. The phases can be achieved in one or two lessons. For instance, pre-task or report phases can benefit from extra time when they are assigned as homework. Some listening lessons are better planned with two or three mini-task cycles, each task supplying a different listening goal and having a brief report at the end. Hence, the formal reporting phase is not mandatory in all tasks. That occurs because the subsequent task develops directly out of the first. Finally, depending on the background and needs of learners, the components of the framework can be weighted differently.

With beginners, listen-and-do tasks are recommended since they require recognition of meaning and the teacher is in charge of resuming the report stage (Willis, 1996).

TBL framework contributed in the development of the lessons and the selection of tasks. The stages helped the researcher to effectively connect the tasks in order to maximize students' application of language taking into account students' needs and interests. Moreover, the framework phases are ordered and connected with the purpose of setting a context for grammar instead of teaching grammar as the core aspect to learn a second language.

Characterizing a task

Before classifying tasks, it is required to define the term "task". In this project the definition of task will be aligned with the concepts given by Willis, Skehan, Nielson, Pinckney, and Gómez.

Willis (1996), defines a task as a goal-oriented activity in which to achieve a real outcome learners have to use language. Skehan (1998), states that a task is comparable to a real-world activity in which meaning is central and it is not given, and which is assessed in term of outcomes, for that reason the completion of it has priority. Additionally, as tasks are understood as targeted activities, they can be games, demonstrations, interviews or a combination of several of these (Willis, 1996). Tasks in task-based language learning are mean to teach, to learn, and to assess, and grammar forms are not isolated in order to promote functionality in the language (Nielson, Pinckney, & Gómez, 2017).

Based on the above-mentioned authors, a task is a goal-oriented activity in which learners use the language with a focus on meaning. A task can be a game, an activity, or any demonstration of language domain. The assessment of tasks is developed in terms of goals, due to that task purpose is directly related to the task meaning.

Types of tasks

Tasks can be grouped into different sets to ensure a comprehensive range and variety of experiences for learners. These groupings are called task-types. The most frequently used way of categorizing tasks is according to the four macro-skills: listening, speaking, reading and writing (Scarino & Liddicoat, 2009).

Listening tasks

As well as the stages of task-based learning, these tasks are classified into pre-listening tasks, while-listening tasks, and post-listening tasks (Brown, 2019). Pre-listening tasks, seek to enable learners to listen. On the other hand, while-listening tasks provide the purpose for listening, which could be: to get the main idea, gist, or specific details of the passage, to infer information, or for pleasure, and furthermore, they need to demonstrate learners' comprehension by making minimal responses. Finally, post-listening tasks can be metacognitive activities in which learners report how they listened, or could be speaking activities in which learners are required to use the language in the input (Brown, 2019).

Ellis' Categorization of tasks

In the same way to Scarino and Liddicoat, other authors classify tasks according to different criteria. For instance, Ellis (2009), marks a distinction

between input-providing tasks and output-prompting tasks, this distinction is related to the four main skills. Hence, input-providing tasks are correlated to receptive skills which work as a means to analyze and interpret input. And complementarily, output-prompting tasks develop productive skills in order to give a purpose to the input received.

In task-based learning there are different categorization of tasks. However, in the intervention plan of this research work, Ellis' categorization was taken into account in order to improve listening skills. Hence, input-providing tasks offer to the listening task meaningful input, and they serve as a model to the development of the communicative task. As a result of that, the outcomes of students are measured through the use of output-prompting tasks, which employ short writing and speaking tasks that require to use the previous input. Likewise, the functionality of Scarino and Liddicoat's listening tasks was considered for the selection of pre-listening activities to activate students prior knowledge, and to prepare and motivate students to listen.

Input-providing tasks

Input-providing tasks engage learners in receptive skills: listening or reading. Moreover, input-providing tasks provide not only work with receptive skills but offer an opportunity to introduce new vocabulary (Larsen-Freman & Anderson, 2011).

In practice, input-providing and output-prompting tasks are integrated. Thus, a task can provide opportunities for communicating in any of the four language skills (Ellis, 2009). Seedhouse (1999), perceived a problem with the task-based

approach when assuming that a task is invariably a speaking task. However, input-providing tasks, in this case, provide listening and reading tasks which in combination with output-providing tasks (which deal with productive skills) help the learner attain the communicative competence.

As Lee and Van Patten stated: “a learning task will only be considered communicative if new information is exchanged” (Lee & Van Patten, 2003). Moreover, input provided tasks can be modified to become dependent on form and structure to get meaning (Lee & Van Patten, 2003). And these tasks are defined as structured input tasks. Another example of input-providing tasks are Listen-and-Do tasks which emphasize listening rather than reading as the provider of the input.

1. Structured Input Tasks

Structured input tasks are activities in which the input is manipulated in order to push learners become dependent on form and structures to get meaning (VanPatten, 2004). To develop structured input tasks teacher must present one thing at a time, keep the meaning in focus, move from words to sentences, and from sentences to connected discourse, use two kinds of input (oral and written), and provide a purpose to exchange the input (The University of Texas at Austin, 2011).

Structured input tasks can be classified into referential and affective activities (Nusantara & Nusantara, n. d.).

- **Referential activities** are those that involve only one correct answer.

- **Affective activities** do not have any right or wrong answer; learners have to simply indicate their agreement or opinions about a set of sentences.

Other types of structured input activities include binary options, selecting alternatives, supplying information, survey, matching, and ordering or ranking (The University of Texas at Austin, 2011).

- **Binary options activities** include activities in which students have to select from option such as: true/false, logical/illogical, normal/strange, important/not important, necessary/not necessary, and so on.
- **Selecting alternatives activities** students are given a certain number of possible options to select according to the information given in the listening.
- **Supplying information activities** develop students' ability to get and transfer information.

2. Listen-and-Do tasks

Listen-and-Do tasks focus on giving to the listening task an interactive response. These tasks are useful as warm-ups or lead in activities to engage students to listen (ESL Kid Stuff, 2018). Among the activities that belong to Listen-and-Do tasks there are:

- **Listen-and-Draw** in which the teacher reads or makes up a story or description and as the students listen, they draw what they hear.

- **Adjectives draw** in which after giving the vocabulary related to adjectives students are required to draw adjectives/noun combinations.
- **Blindfold walk** in this task students take roles as a blindfolded student and as a directions giver the aim is to collect an object after the directions are given.
- **Listening with flashcards** in which the teacher distributes flashcards around the room and have the students sit on floor. Then, the teacher makes up a story incorporating the vocabulary. As the words are said students touch the flashcards.
- **Guess what it is** involves students listen to description or sentences about something or someone and then guess what it is.
- **Put in order** in these tasks, students work in teams. They are given cards with the vocabulary. After, they listen to the correct order to organize them.
- **Number / Word bingo** requires students to listen carefully in order to cross out the words or numbers the teacher mentions.

Input-providing tasks motivate and engage students to use their receptive skills. For that reason, they are appropriate tasks to motivate students to listen. Furthermore, input-providing tasks can be modified in order to fulfil students' needs apart from level requirements.

Output-prompting tasks

In output-prompting tasks, students are motivated to speak and write in order to use the input provided in a previous task. Furthermore, the focus is only on meaningful activities, in which students listen to the meaning of both the stimulus and the response, and have opportunities to produce the language (Salimi & Shams, 2016). The types of response that students include activities in which the aim is to compare answers with someone else, take notes, make a list of follow-up questions and interview a partner to get the new information, fill out a grid or chart, respond using any of several scales, and draw or report a result (The University of Texas at Austin, 2011). Output-prompting tasks are developed simultaneously with input-providing tasks due to their complementary relation.

- **Writing tasks** in these tasks, students work in short pieces of written text. Student have to use as model the information attained from the listening in order to create a sample or short writing related to it.
- **Speaking tasks** requires students to produce or report in a spoken way, what is their opinion about the task, or the topic of the listening task. When a listening comprehension task is measured through the usage of speaking the focus must be on the giving or discussion of the information gotten through the input.

Output prompting tasks are helpful to assess the improvement of listening skills. Short writing or speaking tasks are the best way to measure the outcomes of the tasks as well as the usage of input with a communicative goal (Brown, 2019).

LISTENING

What is listening?

Listening in language learning is the basis of students' communicative abilities (Buck, 2001). It can be understood as a language modality (Tyagi, 2013). Also, it is defined as a process in which meaning and making are combined (Brown, 2019). And due to the joint meaning-making, listening is understood as a complex process (Buck, 2001). For that reason, listening is taught as a goal-oriented activity, requiring a lot of mental efforts and strategies (Bekaryan, n.d).

During the learning process, listening plays an essential role because it involves understanding the input, without which learning does not occur (Hamouda, 2013). Inasmuch as listening is the most frequently used language skill, it takes up 40-50% time spent in class, it is important for students in order to achieve their language competence (Buck, 2001; Brown, 2006). And most importantly, it is significant due to its usefulness in daily life, its faster development compared to the other language skills, and because its development makes the development the other language skills easier.

Hearing vs. Listening Comprehension

According to Hasan (2000), hearing and listening comprehension differs. Hasan considered hearing as a process of merely listening to the speech, and it does not involve understanding or responding. In contrast, the process of listening comprehension comprises a complete comprehension and interaction (Gilakjani & Sabouri, 2016).

Listening comprehension is an activity in which by means of hearing, the auditor must attentively listen to get information (Underwood, 1989; Brown, 2006; Bedwell, 2014). Chastain (1971), stated that the comprehension of the language at normal speed in an automatic condition is the main focus of listening comprehension. Listening comprehension is when listeners get the information from the listening source to try to construct meaning (Goss, 1982).

Components of Listening

According to Tyagi, (2013) Listening is comprised of key components such as:

- Discrimination between sounds
- Recognition of words and understanding of their meaning
- Ability to identify grammatical groupings of words
- Ability to identify expressions and sets of utterances that act to create meaning,
- Connection of linguistic cues to non-linguistic/paralinguistic cues
- Use background knowledge to predict and to confirm meaning
- Recall of important words and ideas.

Listening is a complex process of receiving, understanding and responding to input. In listening there are two thinking ways to processes the input: through hearing and through comprehension. Hearing is related to act of listening to sounds and comprehension goes beyond to an analysis of the meaning in order to understand and give an answer to what is heard. Both thinking processes are essential to learn and teach listening. Moreover, it is indispensable to understand key components of listening such as: discrimination, recognition, identification,

connection, usage and recall of words and ideas, to facilitate the development and improvement of listening and, due to its role in the development of the communicative competence, other macro skills.

Types of listening

The fundamentals of all listening sub-types are discriminative listening and comprehensive listening. Discriminative listening involves the understanding of sounds produced but not the meaning of words or phrases. In contrast, comprehensive listening comprises the understanding of the message that is being communicated. Instead, specific listening sub-types are defined by the goal of listening. For instance: Informational listening, in which the purpose is to learn; critical listening, in order to analyze and evaluate; or empathetic listening, of which the aim is to understand feelings and emotions (Skills You Need, 2019).

Types of listening according to listening material

Otherwise listening can be distinguished in terms of listening material. In this case the distinction can be drawn into extensive and intensive listening. Extensive listening relates to promoting overall global understanding, that is to say understand the listening text without the full comprehension of all words in it (McDonough & Shaw, 2012). On the other hand, intensive listening “deals with specific items of language, sound or factual detail within the meaning framework already established” (Kim, 2004, p.99). Based on findings related to reading, extensive and intensive listening can benefit learners in word recognition, speaking product, and motivation to listen, especially with beginner-level learners (Kim, 2004).

Listening process

Listening cycle

Listening components cover five stages of a cycle in which listening is accomplished. The stages are: Hearing, Understanding, Remembering, Evaluating, and Responding. In the hearing stage input is perceived or received, next in the understanding stage, an analysis is developed in order to interpret a meaning of what was heard, after in the remembering stage, the information interpreted is added to the mind's storage bank, then in the evaluating stage, the information attained is judged according to evidence. Finally at the responding stage, the listener completes the cycle through an answer (Tyagi, 2013).

Additionally, the listening process can be linked to a lesson plan. For that reason it is divided into pre-listening, while-listening and post-listening stages (Richards, 2008).

Pre-listening Stage

The pre-listening phase is a contextualizing phase which plays a preparatory role in listening teaching, its aim is to provide the necessary background and the listening goal for learners in order to minimize the difficulties in the listening process (Underwood, 1989; Ni & Jingxia, 2017).

During this stage, occurs the pre-teaching of all-important new vocabulary (Field, 2002). Also in this stage, the teacher can introduce a relevant discussion about the topic with the purpose of activating and raising students' interests and motivation to listen (Field, 2002; Ni & Jingxia, 2017). Besides, the implementation of lead-in tasks also provide opportunities for learners to develop

the confidence to deal with listening problems in a relaxing learning atmosphere (Ni & Jingxia, 2017). Some pre-listening activities involve: brainstorming vocabulary, reviewing areas of grammar, or discussing the topic of the listening (Field, 2002).

While-listening Stage

In this stage occurs the process of receiving and understanding language (Ni & Jingxia, 2017). Students can develop two kinds of listening during this stage: extensive listening, which through general questions establishes a context, or intensive listening, which deals with detailed comprehension, and by using comprehension questions ensures that students listen with a clear purpose (Field, 2002). Brown (2019), suggests that intensive and extensive listening should be joint because of the opportunities they give to learners.

Moreover Brown (2019), emphasizes the importance of making minimal responses during this stage, by keeping speaking, writing and reading to a minimum level, the listening keeps being the center of the activity or task. While listening activities are related directly to the listening text, and can be developed throughout the listening process or straight after it (Solak, 2016). In the while-listening stage, understanding the message is the main aim (Underwood, 1989; Wilson, 2008).

Post-listening Stage

This final stage stimulates the interest of students to use new knowledge and new topics to communicate. At the same time, in this phase, the listening achievement can be consolidated by extending the task, as well as, the speaking,

reading and writing skills can be enhanced (Ni & Jingxia, 2017). To achieve that, the task in the post-listening stage is one that merges all the work performed (Underwood, 1989).

Furthermore, during this stage, students utilize top-down and bottom-up strategies in order to create a link between the classroom activities and the real world (Wilson, 2008). As this process deals with thinking, discussing, reflecting and writing processes it requires more time than the other tasks (Underwood, 1989; Solak, 2016).

Bottom-up and Top-down processing

In the bottom-up processing for spoken discourse, learners make use of prior knowledge of language systems or systemic knowledge. In this instance, comprehension is viewed as a process in which sounds, words, clauses, sentences, and texts are decoded until the listener acquires the meaning (Richards, 2008). In contrast, in top-down processing, to understand the meaning of the spoken message the application of background information is necessary (Bekaryan, n.d.). Hence, bottom-up processing happens from language to the meaning, top-down processing occurs from meaning to language.

While listening to spoken texts, effective listeners have a tendency to integrate both processes (Bekaryan, n.d.). However, according to Vandergrift (2002) listening comprehension is an interactive process where listeners use both prior knowledge and linguistic knowledge but not either top-down or bottom-up processing.

Comprehending the listening cycle and the process of listening is fundamental to planning a listening lesson. Mastering and recognizing the focus of each stage helps the researchers on the selection of the most suitable activities or tasks. Correspondingly, when developing courses, materials, and lessons, it is important to teach both forms of processing (bottom-up and top-down) in order to raise and facilitate students' learning and understanding.

Listening skill and how to improve it

Listening skill is made up by two major operations, decoding and meaning building. Decoding refers to the translation of speech signals into speech sounds, then words and clauses, and finally into literal meaning. This means that the L2 (second language) listener identifies words in order to link them to the world's meaning. However, decoding can go beyond and the listener can trace a grammatical pattern in the words that he or she has assembled. Complementarily, meaning building deals with the addition to the bare meaning provided at the moment of decoding and relating it to what has been said before (Field, 2009).

Meaning building covers two general functions. First, the listener expands on the meaning of what the speaker says, to be exact the listener relates the words with the context and situation, for that reason it operates at both word and sentence levels. Second, the listener adds incoming pieces of information to her overall picture of the talk or conversation. Furthermore, the listener makes decisions about which information is important and which not (Field, 2009).

With the above mentioned to improve listening skills the listener must develop competences related to the acquisition of patterns of listening which approximate

to those of a native listener and the possession of an ability to decode pieces of connected speech, word by word (Field, 2009). Moreover, the competences function as a means to distinguish the different listening sub-skill and the role they have on improving listening skills.

Listening sub-skills

As listening comprehension is a complex, multidimensional process, a great number of theorists have attempted to describe it in terms of taxonomies of sub-skills that are emphasized in the process (Brown, 2019). In communicative approaches, listening skills are described in communicative terms (Buck, 2001). For this taxonomy, the listening sub-skills commonly used in language classrooms are: listening and responding, listening to discriminate, listening for details, listening for specific information, listening for gist or general understanding, listening to infer information, and listening to questioning (Buck, 2001; Solak, 2016).

- **Listening and responding**

This sub skill highlights on providing opportunities for students to become active listeners and enable them to respond.

- **Listening to discriminate**

This sub skill has the main focus on differentiating and identifying sounds produced. It deals with the ability to detect differences or similitudes between sounds. Specifically, it is important in the identification of phonemes in words. With the aid of this sub skill listening learners are able to hear individual sounds in words.

- **Listening for details**

Listening for details refers to the selecting details that have an important meaning or contribute on the general understanding of the listening text, hence details are not random information or isolated pieces of the text. This sub skill is related to intensive listening for scanning. For that reason, learners have to listen closely in order to pay attention to most of the words or details to understand as much information as possible.

- **Listening for specific information**

Listening for specific information is related to random information found in the listening passage. It deals with particular pieces of information such as: dates, names, actions, and so on. In listening for specific information, the focus is on the ability to hear rather than to comprehend the input. This sub-skill is useful to acquire the sound patterns and pronunciation of words or phrases.

- **Listening for gist or general understanding**

It involves generating a global idea about what was heard in the listening text. It also related to with extensive listening for skimming. With the purpose of skimming the listening, learners do not listen and comprehend all word in the text.

- **Listening to infer information**

This sub skill is related to generating new information based on clues or prior information gotten from the listening text.

- **Listening to questioning**

It develops the ability to ask questions that bring out needed information to aid the understanding.

Listening sub-skills promote and strength the understanding and development of listening. In this research work four sub-skills were selected according to the level and the need of students: listening for responding, listening to discriminate, listening for details, and general understanding.

Assessing listening

According to Buck (2001), to assess listening there are three approaches. First, *the discrete-point approach*, which first identifies and isolates the elements of the language to measure them separately. Second, *the integrative approach* and associated techniques, which on the other hand, testes learners' capacity to use many elements of the language in an integrated form. And third, *the communicative approach and associated techniques*, in which the communication purpose is the object to be measured.

Discrete-point approach

Discrete-point testing is based on the statement that the language can be reduced to several discrete components or also named "points" and that these "points" can be assessed. "Points" isolate an aspect of the language from a broader context. Some discrete-point test items include: multiple choice, true/false, fill in the blank, and spelling questions (Educational Research Techniques, 2017).

Integrative approach

Integrative language testing works on the assumption that language is indivisible. Two common integrative language assessments include cloze test and dictation. Dictation is used to assess primarily listening even though all skills are

used simultaneously. Dictation involves writing down what was heard (Educational Research Techniques, 2017).

Communicative approach

In communicative testing, the concern is whether the listener can use the language to communicate effectively rather than the general knowledge about the language. To effectively establish a communicative test, it is required to understand which test items conform it. The test items can be authentic texts, the communicative purpose, and authentic tasks (Buck, 2001).

In order to assess the listening sub-skills these three approaches were considered. That is to say, that the assessment is focused on isolated elements of the language, the capacity to integrate elements of the language, and the communicative ability.

e. MATERIALS AND METHODS

Materials

For the development of this research work three kinds of resources were required: human, material, and technical. Human resources implied the researcher who applied and executed the research work, 24 students of eighth year A of Basic Education, who actively participated in the application of the intervention plan and performed the tasks with good attitude and creativity, and the certified English teacher, who supported the researcher in monitoring the lessons and maintaining students' behavior when it was demanded. Material resources included office supplies as paper to print worksheets, charts, and cards. And technical resources to aid the researcher during the application of the listening lessons, which are computer and internet to type and seek the required information, speakers and a smartphone to play listening tracks.

Design of the research

The development of this action research work followed the guidelines proposed by Hubbard and Power (2003) in which action research in education is related to engaging teachers in a systematic and thoughtful analysis of their own teaching and their students' learning. Furthermore, the authors clarify that research as teaching does not follow neat linear steps. However, a structure for action research is required, which often begins with a teacher's "I wonder" statement in order to lead to an inquiry question; then the data collection, organization and

analysis; after, the establishment and implementation of an action plan; and finally, the report of the results of the intervention and the publication of findings.

Following these guidelines, students of eighth year “A” of Basic Education were observed with the purpose of identifying their challenges when learning English, and as a result, it was found that students faced several problems in interpreting spoken English, as well as that the proposed activities did not engage them to become effective listeners. Second, the data was selected to design and implement an action plan taking into account input and output tasks to teach and assess listening. Finally, the process concluded when the results were examined to demonstrate if an improvement in listening skills occurred and if the techniques used were effective.

Methods

Throughout the execution of the research work four methods were applied. First, *the scientific method* which enabled the researcher to gather knowledge about Input and Output tasks as Task-based learning techniques to improve listening skills. Besides, it guided the researcher in the establishment of the instruments and the intervention plan. Second, *the descriptive method* was beneficial to explain the events detected in the lessons and students’ difficulties and perceptions during the course of the intervention. Additionally, this method was used to descriptively report the results achieved after the application of the pre and post-tests, field notes, observation sheets, and pre and post-questionnaires. Third, *the statistical method* through which the researcher tabulated and represented in figures and tables the qualitative and quantitative information

collected from questionnaires and tests. Forth, *the analytic/synthetic method* which was employed in the process of making accurate and logical interpretation and analysis of the data gathered found through the application of the instruments, and it was utilized to establish exact conclusions for the research work.

Techniques and Instruments

With the purpose of collecting quantitative and qualitative data, tests, questionnaires, observation sheets, and field notes, were designed and applied before, during, and after the course of the intervention plan.

Tests

A pre-test was given at the beginning of the intervention and a post-test was applied at the end of it, in order to estimate students' improvement in listening skills and to establish a comparative analysis between the results. The tests contained four questions, one of which comprised hearing, specifically referred to the pronunciation patterns of the /s/ sound, and three for listening comprehension, which were intended to measure the following sub-skills: listening for responding, listening for details, and general understanding.

Questionnaires

Two kinds of questionnaires, pre-questionnaire and post-questionnaire, were correspondingly given at the commencement and toward the end of the intervention. Both consisted of five multiple-choice questions, which were pertinent to collect qualitative information about students' attitude, perceptions, and feelings concerning to input and output tasks as task-based learning

techniques, as well as the effectiveness of these techniques to improve listening skills.

Observation Sheet

During the intervention, the researcher filled an observation sheet per lesson to record participants' performance in listening skills. Hence, four listening sub-skills were considered: listening for responding, pronunciation, listening for details, and general understanding.

Field Notes

By means of this instrument, each lesson the researcher recorded the relevant events and activities concerning to students' attitude, feelings, and behavior during the application of the input-providing and output-prompting tasks throughout the completion of the intervention plan.

Population

Twenty-four students of eighth year "A" of Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" participated in the development of this action research. Among which, ten were girls and fourteen were boys between eleven and thirteen years old. Moreover, the participation of the certified English teacher and the researcher was required during the development of the lessons.

f. RESULTS

The objectives of this research work were achieved as detailed below:

The first objective was accomplished through the study of information about input and output tasks as task-based learning techniques and how to apply them to improve listening skills. This information was applied to design the instruments and the intervention plan. Furthermore, the references were meaningful to support the interpretation of the results and to give appropriate recommendations about this research work.

The second objective was proved with the pre-test results which demonstrated the challenges that students have in listening skills. These results are detailed in Table 1.

The third objective was verified with the elaboration of an intervention plan based on input and output tasks as task-based learning techniques. The lesson plans consisted on three stages: activation, connection, and affirming, and included the research problem, goal, and learning objectives of the plan.

The fourth objective was demonstrated through the data gathered from the pre and post questionnaire, which contained information about the Task-based language learning techniques to improve listening skills. The results are shown in tables from 2 to 6.

The fifth objective was fulfilled with the post-test results which verified the effectiveness of input and out tasks as tasks-based learning techniques. These results are shown up next in table 7.

Pre-Test Results

Objective two: To diagnose the issues that limit the listening skills in the English language among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

a. Table 1

Pre-Test Scores of the Eighth Year “A” Students in Listening Skills

Students' code	LR	P	LD	GU	SCORE
	/2.50	/2.50	/2.50	/2.50	/10.00
UEDMACL8A01	1.00	0.50	2.00	1.25	5.00
UEDMACL8A02	0.00	0.25	1.00	1.25	2.50
UEDMACL8A03	0.00	0.00	0.50	0.00	0.50
UEDMACL8A04	0.50	0.25	1.50	0.00	2.25
UEDMACL8A05	0.00	1.00	0.00	0.00	1.00
UEDMACL8A06	0.50	0.50	1.50	0.00	2.50
UEDMACL8A07	0.00	0.75	2.00	0.00	2.75
UEDMACL8A08	0.50	1.50	1.50	1.25	4.75
UEDMACL8A09	1.00	0.75	2.50	0.00	4.25
UEDMACL8A10	0.00	0.75	0.50	0.00	1.25
UEDMACL8A11	0.00	0.75	2.50	2.50	5.75
UEDMACL8A12	0.50	1.25	1.00	1.25	4.00
UEDMACL8A13	0.50	0.25	2.00	1.25	4.00
UEDMACL8A14	0.50	0.50	1.00	0.00	2.00
UEDMACL8A15	0.00	0.50	1.50	0.00	2.00
UEDMACL8A16	0.00	1.25	0.00	1.25	2.50
UEDMACL8A17	0.50	0.00	2.00	1.25	3.75
UEDMACL8A18	0.50	0.75	1.50	0.00	2.75
UEDMACL8A19	1.00	1.00	1.50	0.00	3.50
UEDMACL8A20	0.50	0.50	1.50	1.25	3.75
UEDMACL8A21	1.00	1.00	2.50	0.00	4.50
UEDMACL8A22	0.00	0.75	1.50	0.00	2.25
UEDMACL8A23	1.00	0.75	2.50	0.00	4.25
UEDMACL8A24	0.00	0.50	1.50	1.25	3.25
MEAN	0.40	0.67	1.48	0.57	3.12

Note. UEDMACL= Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 01= Students' code, LR= Listening for Responding, P=Pronunciation; LD=Listening for Details, GU=General Understanding.

b. Interpretation and analysis

In relation to the results found in Table 1, students obtained a mean score of 3.12/10, which reflects that the students' performance in listening skills is equivalent to a failing qualitative score range (see grading scale, p. 145). The highest mean score gotten was 1.48/2.5 in the aspect of listening for details, which demonstrates that students were capable of identifying the required details due to the understanding of key words. However, they could not relate the sounds and words to their correct spelling neither because of similarities in spelling between the words used nor due to a wrong assumed pronunciation. On the other hand, the lowest mean score achieved was 0.40/2.5 in the aspect of listening for responding, which displays that students were not able to completely understand the commands given by the teacher and accurately give a written response to them. Participants faced major difficulties related to word meaning comprehension. They could not recognize and perform verbs such as: cross-out, draw and write; they confused prepositions of place like: on, in, around, and between among themselves; and they did not properly associate the vocabulary about places in the city with their corresponding pictures to illustrate them. Hence in listening skills, participants presented limitations related to the comprehension of commands, the recognition and discrimination of sounds, the identification of details and the overall idea of a listening track.

As Field (2009) states that, the competences to be developed in order to improve listening skills are related to the acquisition of patterns of listening which approximate to those of a native listener and the possession of an ability to decode

pieces of connected speech, word by word. Similarly, he explains that the failure or the success of listening learners depends on the ability to understand speech and effectively respond to it. And as in the classroom, most of the listening input is generally presented through the voice of the teacher, learners are required to learn how to respond to the teacher.

Comparison of the Pre and Post Questionnaire Results

Objective four: To apply the most suitable strategies of Task-based language learning in order to improve listening skills among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

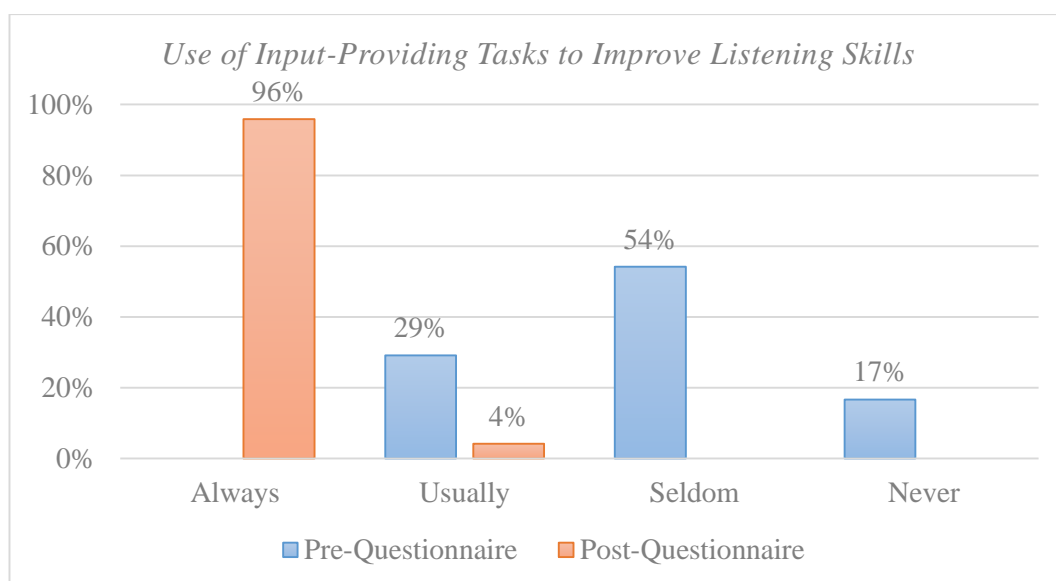
Question 1: How repeatedly does your teacher use input-providing tasks to improve listening skills?

a. Table 2

Use of Input-Providing Tasks to Improve Listening Skills

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	23	96
Usually	07	29	01	04
Seldom	13	54	0	0
Never	04	17	0	0
TOTAL	24	100	24	100

b. Figure 1



c. Interpretation and analysis

The data processed in Table 2, illustrates that 54% of students considered that before the intervention plan, input-providing tasks were seldom used to improve their listening skills. This indicates that students had not been practicing enough listening in the classroom. They have worked on listening activities proposed in the textbook, which were focused on listening to isolated words without a communicative purpose nor a utility to use the input in future tasks. On the other hand, after the intervention plan 96% of students indicated that, they always used input-providing tasks as a means to improve their listening ability, and that the frequency of the employment of these tasks increased their' ability to listen, understand, and develop listening tasks.

According to Khezrlou (2019), the combination of input-providing tasks with procedural repetition enhance the impact of the task itself. In addition, (Larsen-Freman & Anderson, (2011) explicated that as the main aim of using input-

providing tasks is their work in receptive skills as well as the opportunity to introduce new vocabulary, which helps beginner students to get started in learning a language and have resources to produce in the target language. Furthermore, input-providing tasks are suitable to better listening skills, since listening is the first skill to be taught when learning a new language.

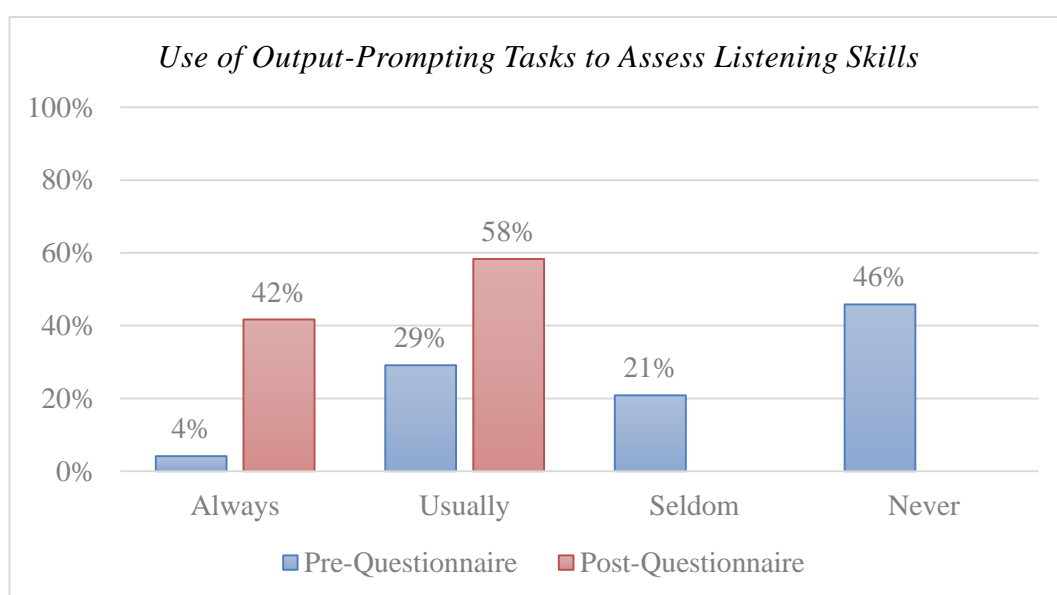
Question 2: How often does your teacher assess your listening skills through the usage of **output-prompting tasks**?

a. Table 3

Use of Output-Prompting Tasks to Assess Listening Skills

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	01	04	10	42
Usually	07	29	14	58
Seldom	05	21	0	0
Never	11	46	0	0
TOTAL	24	100	24	100

b. Figure 2



c. Interpretation and analysis

According to the findings in Table 3, before the intervention plan several students (46%) affirmed that output-prompting tasks were never used to assess their listening skills. This indicates that students' listening skills were assessed without the application of appropriate listening tasks, which led students to fail in understanding the message of what was heard. Alternatively, after the intervention plan more than half of students (58%) specified that during the intervention plan, output-prompting tasks were usually used to assess their listening ability. This demonstrates that the usage of these tasks as medium to assess listening skills, gave students a perception of meaningfulness and usefulness to the input. Likewise, through the use of output-prompting tasks students realized the progress they had achieved.

In reference to above mentioned, Ellis (2009) stated that in practice, input-providing and output-prompting tasks are integrated. Thus, a task can provide opportunities for communicating in any of the four language skills. Furthermore, Brown (2019), explicates that in listening, it is required that learners demonstrate their comprehension and understanding by making minimal responses, which can be short writing or speaking activities, these activities can also be used as listening assessment. Similarly, metacognitive tasks can be used to ensure and consolidate learners listening ability, with focus on the report of answers or a speaking activity linked to the topic of the input in order to work with the language.

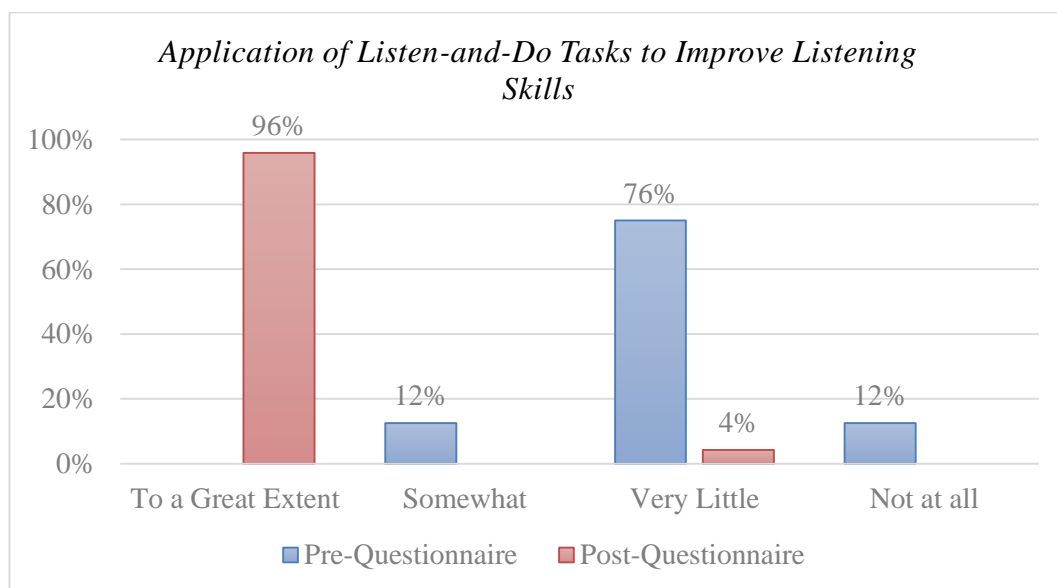
Question 3: To what extent does your teacher apply **Listen-and-Do** tasks to improve listening skills?

a. Table 4

Application of Listen-and-Do Tasks to Improve Listening Skills

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
To a Great Extent	0	0	23	96
Somewhat	03	12	0	0
Very Little	18	76	01	04
Not at all	03	12	0	0
TOTAL	24	100	24	100

b. Figure 3



c. Interpretation and analysis

In reference to the information processed in Table 4, many students (76%) declared that before the intervention plan, they used listen-and-do tasks to improve their listening skills to a very little extent. This indicates students

practiced listening through activities that did not require a response of learners. This way students were not motivated to listen and comprehend what is said. Contrary, almost all students (96%) specified that during the intervention, listen-and-do tasks were used to a great extent in order to improve their listening skills. Students expressed that these kinds of tasks encouraged them to give immediate and accurate responses to what they listened to. Also, these engaging tasks prepared them to exchange information and boosted their student-student and student-teacher interaction.

Accordingly, Willis (1996) affirms that with beginners, listen-and-do tasks are recommended since they require recognition of meaning. Additionally, ESL Kid Stuff (2018) mentions that listen-and-do tasks focus on giving to the listening task an interactive response, and that they are useful as warm-ups or lead in activities to engage students to listen.

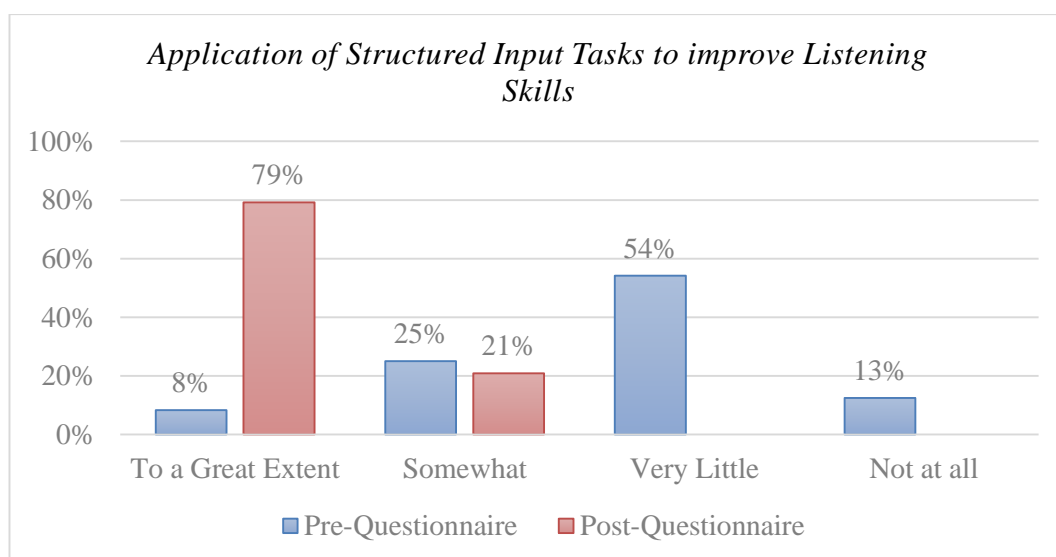
Question 4: To what extent does your teacher improve your listening skills through the application of **structured input tasks**?

a. Table 5

Application of Structured Input Tasks to Improve Listening Skills

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
To a Great Extent	02	08	19	79
Somewhat	06	25	05	21
Very Little	13	54	0	0
Not at all	03	13	0	0
TOTAL	24	100	24	100

b. Figure 4



c. Interpretation and analysis

Based on the results in Table 5, more than half of students (54%) considered that before the intervention plan structured input tasks were used very little to improve listening skills. This demonstrates that most of listening tasks developed during the lessons did not highlight the learning of specific linguistic elements. Otherwise, after the intervention plan 79% of students declared that structured input tasks were applied to a great extent for the betterment of their listening skills. Students also said that the frequent use of input tasks helped them to differentiate and recognize the three sounds patterns for the letter -s in verbs, and equally this application raised their consciousness about the pronunciation variants for the same letter in English.

In concordance with the aforesaid, VanPatten (2004) explains that structured input tasks adapt or adjust the input in order to learn specific grammatical forms of language features. In a research study presented by Takimoto (2007), he

determinates that structured input tasks with and without explicit information contributed on a significant improvement in the listening component, as well as in other components of the language.

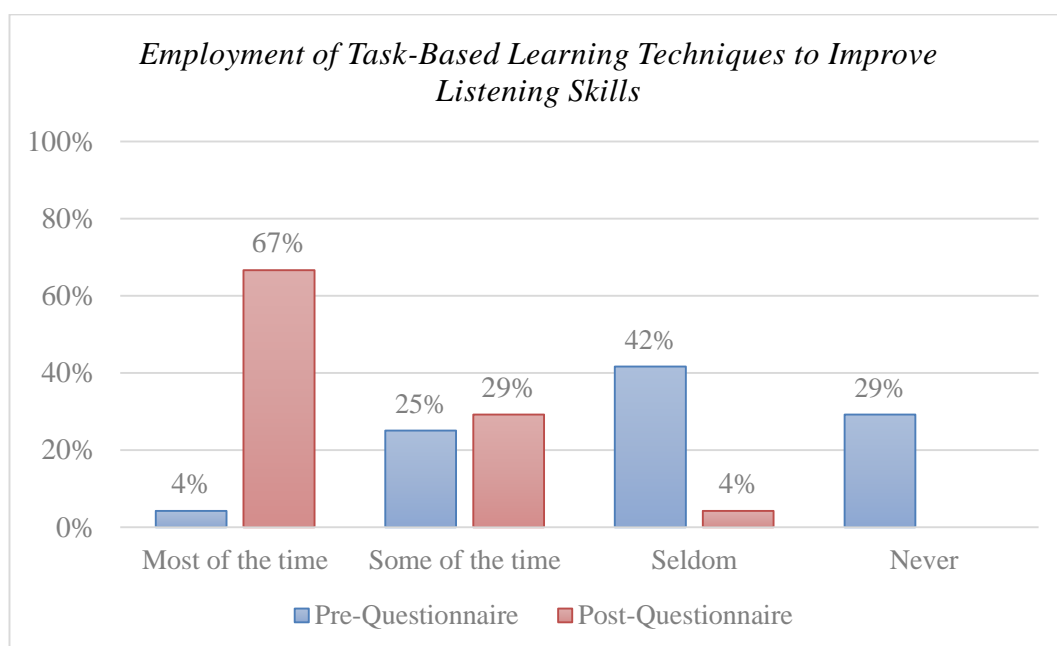
Question 5: How much time does your teacher improve your listening skills through the employment of **task-based learning techniques**?

a. Table 6

Employment of Task-Based Learning Techniques to Improve Listening Skills

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Most of the time	01	04	16	67
Some of the time	06	25	07	29
Seldom	10	42	01	04
Never	07	29	0	0
TOTAL	24	100	24	100

b. Figure 5



c. Interpretation and analysis

The data collected in Table 6, showed that 42% of students said that before the intervention plan, task-based learning techniques were seldom used to improve their listening skills. This means that the techniques applied in the classroom were proposed following the guidelines and strategies of the textbook, in which listening activities provided only few opportunities to listen to meaningful input. Notwithstanding, after the intervention plan, 67% of students expressed that task-based learning techniques were used most of the time to improve their listening skills. This shows that these techniques facilitated the development of listening tasks and changed participants' perception of activities from difficult to easy, and reduced students' limitations when developing their listening skills.

Larsen-Freman & Anderson (2011) define the different types of tasks as TBL techniques. Hence, each task type is considered as a TBL technique. In foreign language learning TBL techniques act as an important medium of input enhancement for improving listening ability because they specifically compensate learning deficits, solve specific problems, and help learners perform tasks (Chou, 2017).

Post-Test results

Objective five: To validate the results obtained after the application of task-based strategies to improve listening skills among students of eighth year "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

a. Table 7

Post-Test Scores of the Eighth Year “A” Students in Listening Skills

Students' code	LR	P	LD	GU	SCORE
	/2.50	/2.50	/2.50	/2.50	/10.00
UEDMACL8A01	2.50	1.25	2.00	1.25	7.00
UEDMACL8A02	1.50	1.00	2.00	1.25	5.75
UEDMACL8A03	2.00	0.75	2.00	1.25	6.00
UEDMACL8A04	1.50	0.50	2.00	1.25	5.25
UEDMACL8A05	1.50	2.00	2.50	1.25	7.25
UEDMACL8A06	2.00	0.75	2.00	1.25	6.00
UEDMACL8A07	1.00	0.50	2.50	1.25	5.25
UEDMACL8A08	2.00	1.00	2.00	2.50	7.50
UEDMACL8A09	2.50	1.50	2.50	2.50	9.00
UEDMACL8A10	1.00	0.25	2.00	2.50	5.75
UEDMACL8A11	2.00	1.25	1.50	1.25	6.00
UEDMACL8A12	2.50	1.00	1.00	0.00	4.50
UEDMACL8A13	2.50	2.25	2.50	2.50	9.75
UEDMACL8A14	1.00	0.25	1.50	2.50	5.25
UEDMACL8A15	2.50	1.75	2.00	1.25	7.50
UEDMACL8A16	2.00	1.75	2.50	0.00	6.25
UEDMACL8A17	2.00	1.75	2.50	2.50	8.75
UEDMACL8A18	1.00	0.75	2.00	1.25	5.00
UEDMACL8A19	1.50	1.00	1.00	2.50	6.00
UEDMACL8A20	2.50	0.75	2.50	2.50	8.25
UEDMACL8A21	1.00	1.00	2.00	0.00	4.00
UEDMACL8A22	2.00	0.25	0.50	2.50	5.25
UEDMACL8A23	2.50	1.50	2.50	2.50	9.00
UEDMACL8A24	2.50	1.75	2.00	2.50	8.75
MEAN	1.88	1.10	1.98	1.67	6.63

NOTE. UEDMACL= Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 01= Students' code, LR= Listening for Responding, LD=Listening for Details, P=Pronunciation, GU=General Understanding.

b. Interpretation and analysis

According to the findings in Table 7, the mean score obtained by students was 6.63/10 which corresponds to a below the average qualitative score range in listening skills (see grading scale, p. 145). The highest mean score achieved was

1.98/2.5 in the listening for details aspect, which signifies that students were able to listen and detect specific information about tourist places at a word level. In contrast, the lowest score reached was 1.10/2.5 in pronunciation, this score indicates that students were able to identify the sound patterns when listening to verbs in present simple for the third person singular. They also successfully recognized the /iz/ sound at the end of verbs like: watch, wash, and practice. However, participants presented difficulties at differentiating the /s/ sound from the /z/ sound due to the rapidity of the pronunciation of the phonemes. Henceforth, participants presented a significant improvement in word meaning comprehension. They could identify details and the general idea of a passage. As well, they demonstrated improvements in giving precise written demonstrations to spoken commands. Moreover, participants were capable of differentiating the three sound patterns for the letter -s- in spite of their difficulties in clearly discriminating them, due to the speed of the speaker and the number of repetitions.

Aligned with the aforementioned, Richard (2011) asserts, input-providing and output-prompting tasks promote the development of receptive skills, in this case listening, and productive skills, speaking and writing, which are used as means to assess listening because of the nature of listening, which can only be tested indirectly. As well, Field (2009) states that to enhance listening skills two competences are needed. These are the acquisition of patterns of listening and the possession of an ability to decode pieces of connected speech.

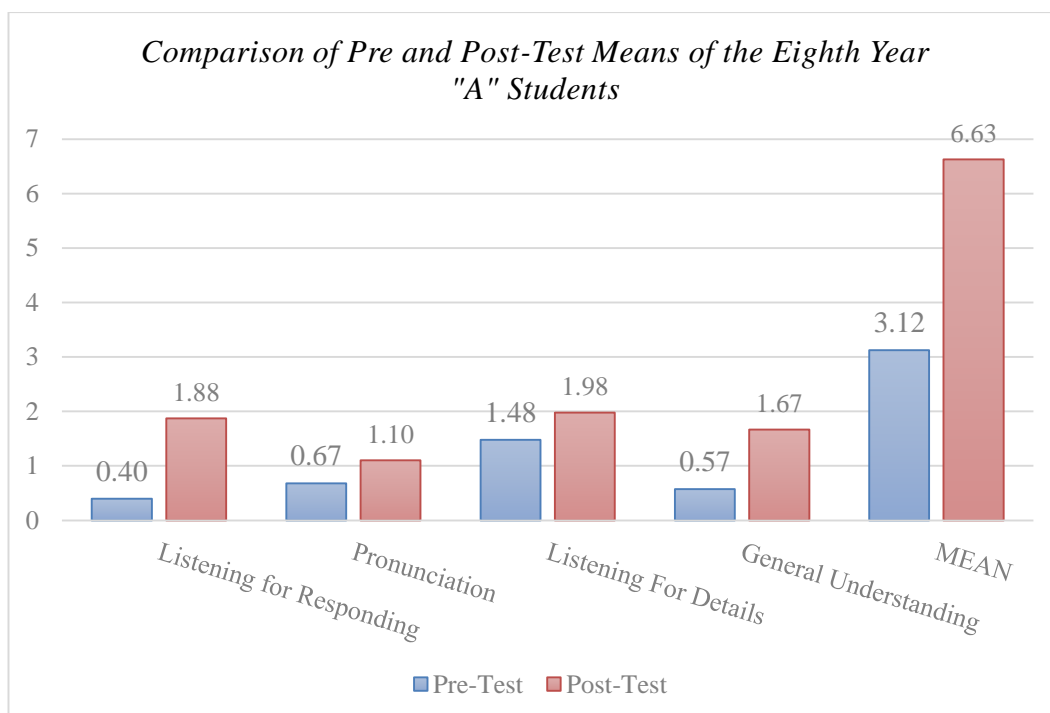
Comparing pre and post-test means

a. Table 8

Comparison of Pre and Post-Tests Means of the Eighth Year "A" Students.

Listening Aspects	Pre-Test	Post-Test
Listening for Responding	0.40	1.88
Pronunciation	0.67	1.10
Listening for Details	1.48	1.98
General Understanding	0.57	1.67
MEAN	3.12	6.63

b. Figure 6



c. Interpretation and analysis

The findings in Table 8, indicate that the difficulties of students of eighth year "A" were overcome. At the beginning, students obtained a total mean score of 3.12/10, with a breakdown at each indicator: 0.40/2.5 in listening for responding; 0.67/2.5 in pronunciation; 1.48/2.5 in listening for details; and 0.57/2.5 in general

understanding. However, after the application of the intervention plan, it can clearly be noted a significant improvement of the participants' listening skills. They achieved a post-test mean score of 6.63/10. This means that the implementation of input and output tasks as task-based learning techniques was successful and helped students to overcome their difficulties in listening skills. The highest improvement made was in listening for responding, aspect in which students increased from 0.40 points to 1.88. This significant increase demonstrates that students were able to listen and give an acutely response to commands, and that input-providing tasks effectively promoted the interaction among students and the teacher. In accordance with the aspect of pronunciation there was a rise in the mean score from 0.68 to 1.10, in the case of the listening for details aspect, the improvement made was from 1.48 to 1.98, and in general understanding, students' mean score heighten from 0.57 to 1.67. These improvements are substantial as they prove how students listening skills can be enhanced and developed through the application of input and output tasks as TBL techniques.

g. DISCUSSION

This research work investigates how input and output tasks as task-based learning techniques improve listening skills among eighth year “A” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano in the city of Loja during the 2018-2019 school year. The findings of the pre and post-test shown that input and output tasks were suitable techniques to progressively enhance students’ listening skills and have a positive effect on developing the auditory ability of students. This improvement is corroborated with the increment of the total mean score, which was from 3.12/10 in the pre-test to 6.63/10 in the post-test. This is aligned with Ellis’ research (2018), which states that “as a beginner learner cannot be expected to use the language productively, task-based learning must initially be input-driven which means that students have to processing the oral or written information provided and give a demonstration of their understanding of it”.

The four aspects that were established to demonstrate students’ listening skills are: *listening for responding*, *pronunciation*, *listening for details*, and *general understanding*. For these aspects, the pre-test results helped to identify the following limitations: In *listening for responding*, the comprehension of word meaning restricted participants from understanding and giving a precise and direct response to what is required or said by the speaker. In *pronunciation*, they failure in recognizing the phonetic patterns and in discriminating them in words. This limited students in learning the pronunciation of verbs with the -s- sound at the end. In *listening for details*, the difficulty faced by students was the confusion

between similar spelling of words, which led them to assume that words with little or non-existent relation to the listening were the ones pronounced in the listening task. Finally, in the aspect of *general understanding*, students presented limitations due to the fact that they could not infer the meaning of new words found in the audio and follow the speed of the speaker. They also listen to isolated words and could not connect these words together to create ideas that would be reflected in a global understanding of the passage. However, after the intervention the post-test results indicated that the problems previously mentioned were significantly reduced. Students listened to commands and responded appropriately to them, they differentiated sound patterns, identified specific and general ideas from a listening task. Subsequently, the improvement of students was considered significant, and through the mean score gotten in the post-test it is verified that the use of input and output tasks as task-based learning techniques facilitated the enhancement of the auditory ability of the participants, and helped them to develop the listening tasks more easily and accurately as well as motivated them to listen.

For this research work, three stages were recognized: before, during, and after the intervention plan. Before the intervention plan, students' attitude towards input and output tasks was reserved and the application of tasks was complicated for them due to the change of methodology. They used to develop two or three book activities, in which, most of listening activities were left aside. During the intervention plan, students showed special good attitude towards the different tasks, with time and practice they developed them easily and faster within each

class. As well, their interest was noticeable. They were eager to participate and they were competitive to demonstrate their understanding of the listening tasks. Likewise, when they were solving short productive tasks as formal or informal assessment, the combination of input-providing and output-prompting tasks motivated them to listen but also share their ideas, which they did with shyness at the beginning, but gaining confidence and losing the fear of interacting among themselves and with the teacher after every lesson. After the intervention plan, students were more confident and required little supervision when developing listening tasks. They also worked quickly and felt cheerful and happy when the results were positive.

The teaching-learning process does not depend only on the methodology, there were also some factors that facilitated and diffculted it. Among the strengths found during the application of the intervention plan were: the positive and active participation and collaboration of students, and their interest in learning English, as well, students' interest in listening to English outside the classroom. Likewise, the number of students was suitable to promote group activities and cooperation in the development of the tasks. Among the difficulties found were the lack of electricity, which did not allow to use supporting material like the projector to watch videos or present transcripts, however printed material was used and designed to overcome this limitation. Another was that the acoustic of the classroom was bad and produced echo, which distracted and confused students when the sound was amplified, or when the noise from nearby classrooms or from the outside fields or halls interrupted the lessons. Similarly, the absence of some

students diffculted the process since they lost the link between tasks. Also, beside the number of periods of class were suitable, some periods were after the break or at the last hours and students were overexcited or tired, or existed extracurricular activities programmed by the institution that reduced the time of practice.

The use of input-providing and output-prompting activities motivated students to listen and develop their listening skills, and through the use of tasks, students practiced with meaningful input and were aware that each task was connected and that in spite of working with a different objective for each task, all of them contributed to improve their listening skills. Similarly, the application of these tasks as teaching techniques helped to achieve the researcher's general objective, which was to improve listening skills through input and output tasks as task-based learning techniques among students of eighth year "A" at at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano.

h. CONCLUSIONS

Based on the findings, the following conclusions were drawn:

The issues that restricted the improvement of listening skills in eighth year “A” students were the lack of listening practice and the proposed activities which focused only on one aspect of listening (listening to specific information). Students of eighth year “A” had major complications in decoding, comprehension, and meaning construction. They faced difficulties in responding to what is said, identifying and discerning pronunciation patterns, listening to specific information to complete details, and in grasping the general idea of the audio.

The implementation of input and output tasks as TBL techniques reduced students’ limitations significantly. They were able to understand what they listen and respond immediately and accurately to commands; they could differentiate the three sound patterns for the letter -s-; and they managed to locate details and determine the overall idea of an audio. These techniques facilitated the listening learning process, encouraged them to listen actively, and facilitated an easy and effective development of listening tasks.

The use of input and output tasks as TBL techniques to increase listening skills was effective. These techniques offered usefulness to the input, focused on learning diverse aspects of listening, immersed students in tasks that simulated real contexts, and significantly improved students’ auditory abilities. Also, these tasks increased students’ motivation and attitude towards listening tasks, making them eager to participate, interact, and demonstrate their listening understanding.

i. RECOMMENDATIONS

In agreement with the conclusions previously drawn, the resulting suggestions were established:

Educators should continually assess students' listening skills taking into account the different sub skills of it, in order to identify participants' limitations and plan tasks that solve these issues. The diagnose should be focused on offering a purpose to the input, motivating learners to interact, and produce the language. Moreover, the assessment should integrate the other language skills, considering them as means to make listening evaluation more effective and precise.

In the classroom, the application of input-providing and output-prompting tasks are integrated and provide opportunities to communicate and achieve the communicative competence. This is one of the reasons why educators should use them to integrate the language skills and exchange information instead of approaching the language learning by teaching one skill at the time. By merging both types of tasks, students pay attention to the input and purposefully use it in future tasks, as well, they cooperate one another when interacting to solve a task.

Educators should plan, and apply input and output tasks as teaching techniques to teach and asses listening. Due to their effectiveness to enhance participants' awareness of the learning process and expand their abilities to solve real world tasks. Furthermore, these tasks benefit students in developing challenging tasks that motivate them to learn progressively, identifying their strengths, limitations, and the progress they make when learning a language.

j. BIBLIOGRAPHY

- Bekaryan, L. (n.d.). *Developing Learners ' Top-Down Processing Skills in Listening*, 74–82.
- Bedwell, C. (2014). Then and now: A Review of Teaching Listening by Mary Underwood, 6(December), 1–5.
- Brown, S. (2006). *Teaching listening* (Vol. 5, No. 1, pp. 36-39). New York: Cambridge University Press.
- Brown, S. (2019). *Task-Based Listening. What Every ESL Teacher Needs to know*. United States of America: University of Michigan Press.
- Buck, G. (2001). Assessing Listening. *The Cambridge Language Assessment Series*, 57(2), 143. <https://doi.org/10.1093/elt/57.2.198-a>
- Chastain, K. (1971). *The Development of Modern Language Skills: Theory to Practice*. Philadelphia: Center for Curriculum Development.
- Chou, M. H. (2017). A task-based language teaching approach to developing metacognitive strategies for listening comprehension. *International Journal of Listening*, 31(1), 51-70.
- Educational Research Techniques. (2017, March 10). *Educational Research Techniques*. Retrieved from Discrete-Point and Integrative Language Testing Methods: <https://educationalresearchtechniques.com/2017/03/10/discrete-point-and-integrative-language-testing-methods/>
- Ellis, R. (1993). The methodology of TBLT.

- Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221–246. <https://doi.org/10.1111/j.1473-4192.2009.00231.x>
- ESL Kid Stuff. (2018, Julio 31). *ESL Kid Stuff*. Retrieved from ESLKidStuff.com: <https://www.eslkidstuff.com/blog/top-10-lists/top-10-listening-activities-without-a-cd>
- Field, J. (2002). The Changing Face of Listening. In J. C. Richards, & W. A. Renandya, *Methodology in Language Teaching. An anthology of Current Practice* (pp. 242-247). United States: Cambridge University Press.
- Field, J. (2009). The cognitive validity of the lecture-based question in the IELTS listening paper. *IELTS Research Reports*, 9, 17-65.
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123-133.
- Goss, B. (1982). Listening as information processing. *Communication Quarterly* 30, 304-307.
- Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*, 2(2), 113–155.
- Hasan, A. S. (2000). *Learners' perceptions of listening comprehension problems. Language Culture and Curriculum*.

- Hubbard, R. S., & Power, B. M. (2003). *The Art of Classroom Inquiry: A Handbook for Teacher-Researchers*.
- Khezrlou, S. (2019). Task Repetition and Corrective Feedback: The Role of Feedback Types and Structure Saliency. *English Teaching & Learning*, 43(2), 213-233.
- Kim, J.-H. (2004). Intensive or Extensive Listening for L2 Beginners? Retrieved from http://kate.bada.cc/wp-content/uploads/2015/02/kate_59_3_5.pdf
- Lackman, K. (2012). Introduction to Task-based Learning The Willis model and variations.
- Larsen-Freman, D., & Anderson, M. (2011). *Techniques & Principles in Language Teaching*. China: Oxford university Press.
- Lee, J. F., & Van Patten, B. (2003). *Making Communicative Language Happen*. New York: McGraw Hill.
- Long, M. (1998). Focus on form in task-based language teaching. *Working Papers Tu ESI*, 16(2), 35–39.
- McDonough, J., & Shaw, C. (2012). *Materials and Methods in ELT* (Third ed.). John Wiley & Sons.
- Ni, Z., & Jingxia, L. (2017). An Empirical Study on Task-based Listening Teaching Mode in Junior High School of China. *Advances in Language and Literary Studies*, 8(2), 202. <https://doi.org/10.7575/aiac.alls.v.8n.2p.202>
- Nielson, G.-L., Pinckney, ; M., & Gómez, J. (2017). Task-based language teaching online: A guide for teachers. *Language Learning & Technology*, 21(3),

<http://ilt.msu.edu/issues/october2017/baraltmorcillogomez.pdf>

Nusantara, S., & Nusantara, K. (n. d.). *Mastery, Using Structured Input Activities for Communicative Grammar Teaching to Enhance Students' Grammar*.

Nunan, D. (2004). Task-Based Language Teaching. *University of Hong Kong*, 82(3), 903–913. <https://doi.org/10.1253/circj.CJ-17-0585>

Nunan, D. (2008). Task-based language teaching: From theory to classroom practice. *The English Centre -University of Hong Kong*. Retrieved from <http://www.nunan.info/%5Cnhttps://cdn.auckland.ac.nz/assets/education/about/centres/lipis/docs/readings/plenary05-nunan-slides.pdf>

Prabhu, N. . S. (1987). *Second Language Pedagogy*.

Richards, J. C. (2008). *Teaching listening and speaking*. Cambridge, England: Cambridge university press.

Richards, J. C., & Farrell, T. S. (2011). *Practice teaching: A reflective approach*. Cambridge University Press.

Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.

Rodríguez-Bonces, M., & Rodríguez-Bonces, J. (2010). Task-based language learning: old approach, new style. A new lesson to learn. *Profile Issues in TeachersProfessional Development*, 165-178.

Ruth, H., & Brenda, P. (2003). *The Art of Classroom Inquiry: A handbook for Teacher-Researchers*. Heinemann.

Salimi, A., & Shams, K. (2016). The Effect of Input-based and Output-based

- Instruction on EFL Learners ' Autonomy in Writing, 6(3), 525–533.
- Scarino, A., & Liddicoat, A. J. (2009). Teaching and Learning Languages: A Guide, 1–116. <https://doi.org/10.4324/9780203082423>
- Seedhouse, P. (1999). Task-based interaction. *ELT Journal*, 149–156.
- Skehan, P. (1998). A cognitive approach to language learning, 16(1), 79–80.
- Skehan, P. (2003). Review article Task-based instruction, 1–14.
- Skills You Need. (2019, 05 27). *Skills you need*. Retrieved from Types of Listening: <https://www.skillsyouneed.com/ips/listening-types.html>
- Solak, E. (2016). Teaching Language Skills For Prospective English Teachers, (April).
- Takimoto, M. (2007). The effects of referential oriented activity in the structured input task on the development of learners' pragmatic proficiency. *New Zealand Studies in Applied Linguistics*, 13(2), 46.
- The University of Texas at Austin. (2011). *Foreign Language Teaching Methods*. Retrieved from <https://coerll.utexas.edu/methods/>: <https://coerll.utexas.edu/methods/modules/vocabulary/04/input.php>
- Tyagi, B. (2013). Listening : An Important Skill and Its Various Aspects, (12), 1–8.
- Underwood, M. (1989). *Teaching listening. Longman handbooks for language teachers*. Longman.
- Vandergrift, L. (2002). *Listening: theory and practice in modern foreign language competence*. Retrieved from ILLAS centre for languages, linguistics & area studies: <https://www.llas.ac.uk/resources/gpg/67>

- VanPatten, B. (2004). *Input processing in second language acquisition. Processing instruction: Theory, research, and commentary*. Mahwah, NJ: Lawrence Erlbaum.
- Willis, J. (1996). *A Framework for Task-Based Learning*. England: Longman.
- Wilson, J. J. (2008). *How to teach listening*. Essex: Pearson Education.
- Willis, J., & Willis, D. (2013). *Doing Task-Based Teaching-Oxford Handbooks for Language Teachers*. Oxford: Oxford University Press.

k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

INPUT AND OUTPUT TASKS AS TASK-BASED LEARNING TECHNIQUES TO IMPROVE LISTENING SKILLS AMONG STUDENTS OF EIGHTH YEAR “A” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTIN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

Thesis Project as a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Major.

AUTHOR

YOSSELYN ANABEL SÁNCHEZ ROJAS

LOJA - ECUADOR

2019

a. THEME

INPUT AND OUTPUT TASKS AS TASK-BASED LEARNING TECHNIQUES
TO IMPROVE LISTENING SKILLS AMONG STUDENTS OF EIGHTH YEAR
“A” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD
EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, IN THE CITY
OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The present research will be carried out at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the academic year 2018-2019. This significant and traditional high school was founded by a resolution of the University Consul of Universidad Nacional de Loja on September 28th, 1971. It was a university experimental high school annex to the then Facultad de Filosofía, Letras y Ciencias de la Educación. On July 20th, 2011, a ministerial agreement is signed and the institution changes its name to Unidad Educativa Dr. Manuel Agustín Cabrera Lozano. Currently, the institution offers formation in five levels: Inicial 2, Básica Elemental, Media, and Superior, and Bachillerato, in the afternoon session.

The current location of the institution is at Santa Teresita neighborhood in the city of Loja. It occupies the infrastructure of Colegio de Bachillerato “27 de Febrero” at Pablo Palacio street. The institution is directed by Mg. Sc. Ángel Hurtado in the rectory and Mgs. Miguel Chávez in the vice rectorate. The mission of the institution is to teach children and adolescents with a holistic, and intercultural approach. Moreover, thought a social, scientific, and humanist formation of quality and warmth, promote the complete development of student’s capacities and potential. They will allow students to have an active role in society. Likewise, the vision is to become a prestigious educative institution. It has an educative holistic, social, and humanist proposal, where democracy and respect to cultural identity are developed. Furthermore their aim to be an

institution with a solid academic formation, delivering to the social creative men and women, who will face society challenges with courage.

The institution offers education to 878 students, 472 boys, and 406 girls. Additionally, its teaching staff is integrated by a total of 41 teachers, from who 24 are ladies and 17 are men. The area of English as a foreign language is directed by teacher Jenny Viteri and counts with a qualified staff to teach English following the parameters of the Ministry of Education, as well as, the Common European Framework of Reference for Languages (CEFR).

Current situation of the research problem

Events that shape the balance of power among nations become languages into important means (Gelderen, 2014). Hence, “language of a powerful nation will acquire importance as a direct reflection of political, economic, technological, and military strength” (Gelderen, 2014, p.3). The history and influence of Spanish, English, German and French people in modern times has converted these languages into important systems of communication. Consequently, the study of them outside their own countries is wide and broader (Gelderen, 2014). English has developed as the most widespread language in the world, utilized by more people, and for a greater number of purposes than any other language on Earth (Algeo & Butcher, 2013). Around one-quarter of the world’s population domains English (Crystal, 2012). As a result, it is termed as a *Lingua Franca* (House, 1999; Seidlhofer, 2001), an international language (Jenkins, 2000), a global language (Crystal, 2012; Gnutzmann, 1999), a world language (Mair, 2003), and World English (Brutt-Griffler, 2002).

At present tend Latin American countries have established national strategies, programs, and investments to expand access to English learning opportunities (Cronquist & Fiszbein, 2017). However, according to information collected by the EF English Proficiency Index [EF EPI] (2018), since 2017, the only region in the world to experience a decline in the average adult English skills is Latin America, going from 53.60 to 50.33 in the average score. In the previous decades, Latin America made vast progress in ensuring that all children have access to education. Unfortunately, the high levels of economic inequality, fragile democracies, and unacceptable levels of violence resulted in a decrease of the development of a skilled workforce (EF Education First, 2017).

In Ecuador, the English language is a mandatory subject by law, and its teaching is regulated through a National Plan which supports the aforementioned learning. According to the standards for learning, despite the implementation of teaching supports, including curricula and programs of study, it is not sufficient to indicate progress. Furthermore, the proficiency assessment indicator of progress, in students' qualification as well as teachers' qualifications, is not adequate to be successfully addressed (Cronquist & Fiszbein, 2017). Therefore, the results in the EF EPI (2018), Ecuador has an average score of 48.52 and occupies the 65th position out of 88 countries in the World, and the 13th position out of 17 in Latin America. This means that the level of English is still low, in spite of the slight progress made in 2017, Ecuador score decreased by 0.9 points.

The proficiency in the Andean region of Ecuador is of 48.35 and it is slightly higher in relation to the Amazon region (47.95), but it is less than the

Coast region (49.08). Among the participant cities, Loja has the lowest level of proficiency in Ecuador (46.95). The information denotes that Loja has an average level of English equivalent to an A2 level of the Common European Framework of Reference for Languages (EF Education First, 2017). According to the results by the EF EPI (2017) taken from students of 15 years old. The skills that cause more challenge were listening and reading. Ecuador got a rough score of 38 out of 100 in Listening.

In connection with listening skills, the current Ecuadorian curriculum for English as a foreign language for Educación Básica Superior aligns to CEFR standards with the purpose of developing effective listeners and speakers. In order to achieve such effectiveness, listening occurs in real-life, face-to-face interactions, that is to say, natural listening situations comparable to those that they are expected to face in real-life. However, due to the fact that English is not a compulsory subject for the levels of Educación Básica Elemental and Educación Básica Media, the possibility of having learners who had no exposure to or instruction in English exists. Henceforth, the starting level for students entering 8th year is an A1.1. and it continues until it reaches the B1 level at the last year of Bachillerato (Ministerio de Educacion, 2016).

The abovementioned difficulties in listening were demonstrated during the non-participant observation of eighth year “A” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, most of students came from a background with little or no exposure to English. Therefore, students had problems related to the four skills. However, listening was the most challenging for them, since this skill

was the one with less practice in the classroom. Even though, the level to reach is an A1.1. Students had problems to understand the natural listening that is proposed in order to make them effective listeners. Some specific challenges which students face with listening were related to inferring, general understanding, listening to details, pronunciation, and Listening and Responding. During the observations, it was evidenced that listening was poorly developed, and it did not emphasize on a complete understanding, nor facilitate or increase the oral production. The main focus of the listening activities was to listen for details, which help them to listen isolated words but no to relate them to a context. This lack of listening comprehension, made students have problems even in listening to teacher's commands, instructions, and greetings.

As a response to the problem that was evidenced, this research project proposes to investigate numerous possibilities in order to help students to develop their listening skills, which will allow them to get more English exposure. Following the requirements of the Ecuadorian curriculum of English as a foreign language, the CEFR, and the Institution Guidelines, the researcher will consider effective strategies based on task-based language learning [TBL] because of its focus on the outcome that the learner achieves, the task which integrates receptive and productive skills, and the authenticity of material and its link to the real world (Nunan, 2004; Willis, 1997). By means of TBL, students will be able to be aware of their progress, and each task will have a concrete and achievable aim. Aim that at the end becomes an accomplishment which demonstrates students that learning

English can be attained. Additionally the task and the clear process and goal motivates them to continue learning (Willis, 1997).

Research Problem

HOW DOES THE USE OF INPUT AND OUTPUT TASKS AS TASK-BASED LEARNING TECHNIQUES IMPROVE LISTENING SKILLS AMONG STUDENTS OF EIGHTH YEAR “A” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR?

Delimitation of the research

Timing

This research will be developed during the school year 2018-2019

Location

The present project will be applied at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano which is a public institution located in the city of Loja at Pablo Palacio street and John Fitzgerald Kennedy street.

Participants

The participants of this research work are twenty-four students of eighth-year “A” at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano and the teacher candidate of this study.

Sub-problems

- What theoretical and methodological references about input and output tasks as task-based learning techniques are adequate to

improve listening skills among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?

- What are the issues that limit the improvement of listening skills among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?
- What are the phases of the intervention plan that help to improve listening skills among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?
- Which input and output tasks as task-based learning techniques are used to improve listening skills among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?
- How effective is the application of input and output tasks as task-based learning techniques in improving listening skills among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?

c. JUSTIFICATION

The aim of this research work is to improve listening skills through input and output tasks as task-based learning techniques among eighth-year “A” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the 2018-2019 school year. In use, language skills are frequently integrated. Nevertheless, in fact, English learners have slight exposure to natural spoken English. Hence, listening is commonly stated as a “neglected” skill (Funk & Funk, 1989). However, Listening is vital to develop communicative competence. As well, listening offers the necessary input to be the foundations to develop speaking. As (Nunan, 1999) explains: “... listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively”. Likewise, Listening can implicate more than just listening.

Most problems with listening encountered by learners are related to listening comprehension (Cherry, 1957). These difficulties are also named as “uncertainties”, which are associated with speech, language, and syntax, content, and environment. As evidenced at Manuel Agustín Cabrera Lozano High School, students’ difficulties in listening are linked to the aspects previously mentioned. Additionally, students struggle with listening due to the authenticity and the level of exposure to the language. As Avci and Doghonadze (2017) affirm:

While learning to a foreign language, students spend, probably, 20-30% of the time listening to each other, the teacher and the recordings. As only recordings offer them authentic language, their experience of authentic

listening in class is only about an hour or two a week, which is nothing, compared to L1 and ESL student. So, obviously, learning to listen efficiently in a foreign language is the most difficult task. (p.2)

Based on the aforementioned, to develop learners' listening ability is required a great deal of exposure to spoken language and ample practice in various listening situations. Moreover, along with exposure and practice, it is necessary for the listener to become engaged in the listening process and cultivate a desire to understand. The engagement and desire to listen is not something that exposure and practice alone can generate. For that reason one effective method to improve listening skills taking into account its importance into communication, is the Task-based language learning, which principles according to Richards (2005) are: following a needs-based approach to select the content, an emphasis on learning to be able to communicate, this means using interaction to learn a language, the application of authentic materials in the learning-teaching process, provide with opportunities for learners, focusing on language as well as the learning process, enhance learner's personal experiences as a tool to improve learning, and establishing a link between the language used in the classroom and the language used outside the classroom (Nunan, 2004, p. 1).

Input and output tasks as task-based learning techniques serve as a tool to achieve the development of listening skills. Additionally, they are compatible with the methodology applied by the institution and suggested by the Ministry of Education of Ecuador. This research project will highlight the importance of

Listening in the process of learning English and enhance its role as a fundamental skill to develop communicative competence (Nunan, 2004).

In addition, the development of this research will benefit the teacher candidate to gain teaching experience related to teaching methodologies, learners' needs, and the development of English skills. In the sphere of listening skills, this research work denotes an attempt to improve listening skills through the employment of communication-oriented methods such as: task-based language learning and to establish some guidelines for future research in concordance with the use of task-based approach and listening skills. Furthermore, the present research work is a requirement to attain a Bachelor's Degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

General

- To improve listening skills through task-based learning techniques among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

Specific

- To research the theoretical and methodological references about input and output tasks as task-based learning techniques and their application on listening skills.
- To diagnose the issues that limit the listening skills in the English language among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.
- To elaborate an intervention plan based on input and output tasks as task-based learning techniques in order to improve listening skills among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

- To apply the most suitable strategies of Task-based language learning in order to improve listening skills among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.
- To validate the results obtained after the application of task-based strategies to improve listening skills among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

e. THEORETICAL FRAMEWORK

INPUT AND OUTPUT TASKS AS TASK-BASED LEARNING TECHNIQUES

Language learning

As stated by the Commonwealth of Australia, (2009) theories that have been created to represent second language learning are firmly identified with General learning propositions. In learning, there are two broad branches: first, behaviorism which deals with what can be seen happening, and second, constructivism, which deals with knowledge and understanding are constructed by individual learners (Pritchard, 2009). The focus of a second language learning behaviorist approach is on imitation, practice, encouragement and habit formation (Commonwealth of Australia, 2009).

On the other hand, Chomsky (1957) developed a theory of first language learning in which is proposed that language learning is an innate capacity. Alternatively, Vygotsky (1978) offers a sociocultural perspective on second language learning, which highlights that all learning, including language learning, is based on social interaction. Through the concept of the zone of proximal development, emphasizes that language learning is developmental (Lantolf & Thorne, 2002).

To facilitate learning teachers work with these preconceptions. Moreover, to learn is fundamental to be aware of how we learn (metacognition). Because by reflecting continuously students construct a strong link between learning and

identity (who they are, and how they *can/should/would like to be*) in the language and culture they are learning (Commonwealth of Australia, 2009).

How do learners learn?

According to Pritchard (2009) people learn through a preferred learning style what is to say a learning style, and it is different for each individual. By determining how students learn, teachers can actively engage students to be aware of their own learning process. Likewise, it can improve students' self-esteem and motivation. Inset, learning styles can lead to improving the learning outcomes (Pritchard, 2009). Being a student-centered approach, task-based language learning "acknowledges that motivation, attitudes to learning, students' beliefs, language anxiety, and preferred learning styles, have more effect on learning than materials or methods" (Izadpanah, 2010). Teacher in task-based language learning focuses on stimulating a need and desire to learn, based on respect and trust among teacher and students, with the intention of having a way learning which is enjoyable and facilitative (Izadpanah, 2010).

Shuell (1986) affirmed: "what the student does is actually more important in determining what is learned than what the teacher does." Thus, learner-centered enables learners to produce knowledge, instead of receiving data and learning becomes a progression of collaborations or discussions among educator and student, and between one student and others. In addition, teachers require to establish learning strategies or techniques according to students' needs to develop collaborations or interactions (UNSW, 2018).

Task-Based Language Learning

Concerning to communicative language teaching, during the 1980s emerged one of the major improvements in language teaching and learning, task-based language teaching and learning. It was an important approach that featured that learners do not just need information about a language yet additionally need to build up the capacity to really utilize it to accomplish communicative purposes. Accordingly, students' learning was described in terms of tasks with meaning or purpose (Richards, 2005).

Long (1985), Prabhu (1987), Nunan (1999), Willis (1996), and Skehan (2003) agree the interaction between language teaching and language learning, creates a real use of the language, and that by doing task students can attain language proficiency. The task-based approach is not the use of task after another task, it is mandatory to follow a specific procedure in order to be able to achieve the goal (Willis & Willis, 2013). The focus of TBL is on the meaning and it engages learners in “comprehending, manipulating, producing and interacting in the target language” (Oura, 2001). The principal way of promoting language is through the use of language and its use is the central purpose to employ communicative tasks (Long, 1985); (Prabhu, 1987); (Brandl, 2009).

Procedure of Task-Based Language Learning

From Willis (1996) the task-based approach aims to provide learners with opportunities to learn language through practical experience, that is, throughout the application of tasks. About components of the task, (Nunan, 2008) provides a framework to examine the task components: goals, input, activities, teacher's role,

student's role, settings, and the task itself. Therefore, task-based approach predominantly bases on behavior rather than a linguistic organization (Ni & Jingxia, 2017). In the task-based approach process, learners are motivated to participate in tasks to learn the language. In the teaching process of the task-based approach, there are two models. The first is Willis's model (1996), which contains three stages: pre-task stage, task cycle, and language focus. And the second is Skehan's model (1998), which based on Willis's model, poses a model which also involves three stages: pre-task, during-task, and post-task. In the pre-task stage are comprised: teaching, consciousness raising, and planning activities. The during-task stage comprises two aspects: manipulations and pedagogical decision. Finally, the post-task stage encompasses learners' reflection about the learning process and the elicitation of their own methods to cope with different learning purposes (Ni & Jingxia, 2017).

Phases of Task-Based Language Learning

As stated in Willis's model (1996) the pre-task stage allows learners to acquaint with the task topic and prepare the necessary lexis for the development of the task at the same time it offers learners a great exposure to the target language through teachers' talk. Hence, the pre-task stage has the following functions: to introduce the topic and task, to expose learners to real language, and use input-providing materials (Skehan, 2003). The second stage, task cycle, comprises three components: task, planning, and report (Willis, 1996). In the first component, learners perform the task in pairs or small groups, and fluency and meaning negotiation is the primary goal (Rodríguez-Bonces & Rodríguez-Bonces, 2010).

During the development of the planning stage, learners are given some space to consider linguistic forms before reporting the task to the public (Ellis, 1993). Then, in the report stage, learners report to the class the task they have performed, using the language they have prepared in the planning stage. This stage encourages learners to attend to both accuracy and fluency (Willis & Willis, 2013). In the last phase, focus on form, learners have an opportunity to focus on language form through activities such as consciousness-raising in order to develop their linguistic repertoire (Willis, 1996). According to Long “focus on form refers to how attentional resources are allocated, and involves briefly drawing students’ attention to linguistic elements” such as: words, colloquial expressions, grammatical structures, pronunciation, and so on (Long, 1998).

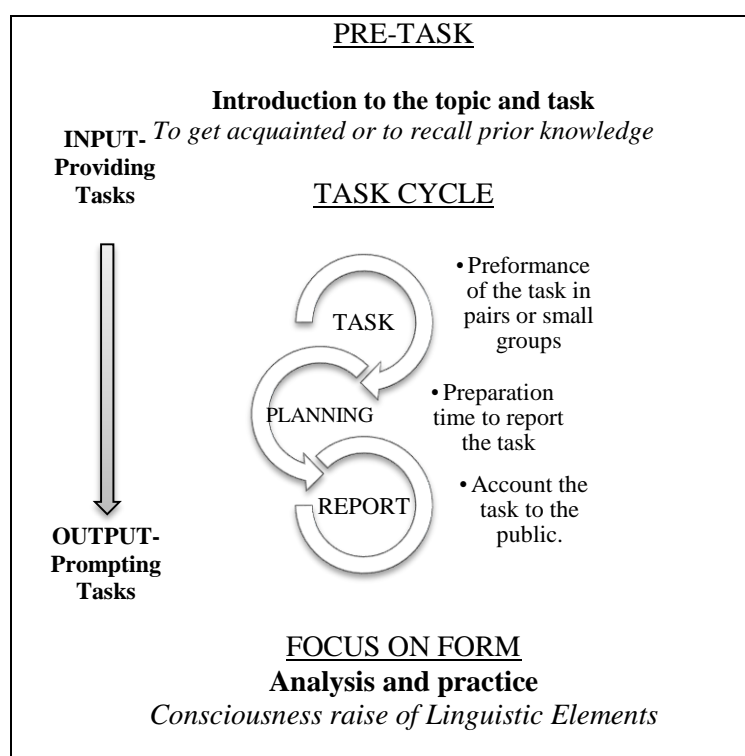


Figure 1. Phases of Task-Based Learning. Adapted from: A framework for task-Based Learning (Willis, 1996).

Roles in task-based language learning

In Task-based learning, the role of the teacher has received limited attention (Van Den Branden, 2016). Notwithstanding of task-based language learning being student-centered approach, the role of the teacher is fundamental to the development of the approach. The role of the teacher is to analyze and select tasks, as well as, sequence them in order to make a continuous progress on learning. In addition, the teacher acts as a counselor and consultant for learner and must be able to support students at all phases of methodology (Ellis, 2003); (Willis, 1996).

In contrast, students' role in task-based language learning is the main focus and students are described as active agents who, through the performance of tasks, are able to develop implicit and explicit second language knowledge and gradually become more proficient in comprehending and producing the target language for meaningful purposes (Van Den Branden, 2016).

Tasks

On the words of Scarino & Liddicoat (2009), regarding the purposes of language learning and teaching, there has been a broad discussion on what comprises a task. Long (1985) establishes a target task as “a piece of work undertaken for oneself or for the others, freely or for some reward” (p.89). Willis (1996) defines a task as a goal-oriented activity in which to achieve a real outcome learners have to use language. Skehan (1998) states that a task is comparable to a real-world activity in which meaning is central and it is not given, and which is assessed in term of outcomes, for that reason the completion of it has

priority. Bygate, Skehan, and Swain (2001) define an all-purpose definition: “A task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective” (p.11).

Richards, Platt, Weber, Inman, and Inman (1986) defined a pedagogical task as “an activity or action which is carried out as the result of processing or understanding language” (p.289). Alternatively, to define a task Nunan (2004) uses the scope of the task and draws a distinction between a target task, which goes beyond the classroom and a pedagogical task, which occurs in the classroom. As a result, a few differences have been established, for instance, between tasks and exercises, or between 'pedagogic' tasks and 'target' tasks (Scarino & Liddicoat, 2009).

A task can also be conceived in terms of thinking skills, higher-order thinking tasks or rich tasks, are tasks that permit learners to develop accuracy and fluency, and in which complexity depends on students' level (Commonwealth of Australia, 2009). About complexity, Skehan (1998) indicates that when developing tasks there is a need to considering how each task builds on or extends previous learning and the contribution it makes to continuous and cumulative learning.

Tasks can have a different starting point, for instance, they may well be based on written, recorded or visual data, and/or they may draw on learners' own input, based on personal experience or prior knowledge. As task are understood as aimed activities, they can be games, demonstrations, interviews or a combination of several of these (Willis, 1996). Tasks in task-based language learning and

teaching are mean to teach, to learn, and to assess, grammar forms are not isolated in order to promote functionality in the language (Nielson et al., 2017).

Tasks can be described as purposeful and contextualized cases of language use. They include a purpose which underlines objective beyond the display of language knowledge for undertaking the task and a context which can be thematic, situational, and interactive circumstances in which the task is assumed. Besides, the context may be real, simulated or imaginary (Clark, Scarino, & Brownell, 1994). By knowing where and when the task is being developed, who are involved on it, what previous experiences they share and what relationships they have, the context is being considered (Clark et al., 1994). The fundamental core while developing a task, is meaning. Learners are meaning what they say. They are using language to exchange meanings for real purposes. They are free to use the language as they want. The games they play, the problems they solve, the experiences they share may not be tasks they do in real life, but the use of language is real and purposeful. For that reason, a task does not include activities which involve the practice or display of language as the main outcome (Willis, 1996). Based on Ellis (2009) point of view and Richards' definition, most tasks encompass language and the main focus is on eliciting language use, as well as on meaning.

Types of tasks

Tasks can be grouped in different sets to ensure a comprehensive range and variety of experiences for learners. These groupings are called task-types. The most frequently used way of categorizing tasks is according to the four macro-

skills: listening, speaking, reading and writing (Scarino & Liddicoat, 2009). Listening tasks, as well as the stages of task-based learning, are classified into pre-listening tasks, while-listening tasks, and post-listening tasks (Brown, 2019). Pre-listening tasks enable learners to listen; while-listening tasks need to have a purpose for listening, which could be: to get the main idea, gist, or specific details of the passage, to infer information, or for pleasure, and furthermore, they need to demonstrate learners' comprehension by making minimal responses; post-listening tasks can be metacognitive activities in which learners report how they listened, or could be speaking activities in which learners are required to use the language in the input (Brown, 2019).

Similarly in the Australian Language Levels Guidelines were developed six activity-types of Scarino, Vale, McKay, and Clark, (1988). These include: interacting and discussing, interacting and deciding or transacting, obtaining information and using it, giving information, personal response, and personal expression. Another classification of task-types focuses on higher-order thinking skills: enquiring, interpreting, presenting, and problem-solving, performing, creating, designing, composing, and judging, evaluating, responding (Scarino & Liddicoat, 2009). Both task types' categories seek for ensuring that students engage with a range of learning experiences, participating in a great number of language use in wide-ranging contexts and, by means of this, learn increasingly to cope with contexts' changeability (Scarino & Liddicoat, 2009).

Regarding to Willis (1996) tasks can be categorized into listing tasks, ordering and sorting tasks, comparing tasks, problem solving tasks, sharing personal

experiences tasks, and projects and creative tasks. Along with Willis, Jost (2003) groups tasks into listing, ordering and sorting, comparing, problem solving, discovery, and debating tasks, and according to how the learner's performance will be evaluated, the tasks can be closed tasks or open tasks.

On the other hand, Ellis (2009) marks a distinction between input-providing tasks and output-prompting tasks, this distinction is related to the four main skills. Hence, input-providing tasks are correlated to receptive skills which work as a mean to analyze and interpret input. Complementarily, output-prompting tasks develop productive skills in order to give a purpose to the input received.

Likewise, Ellis (2009) divides tasks into focused and unfocused, focused tasks provide opportunities for communicating using some specific linguistic feature or grammatical structure (Larsen-Freman & Anderson, 2011). Nevertheless, focused tasks must still fulfill the criteria of a task (Ellis, 2003). For this reason, the language feature to be used is not explicit, it is hidden (Ellis, 2003). Contrarily, unfocused tasks provide learners with opportunities to apply language to communicate in general terms (Larsen-Freman & Anderson, 2011). Furthermore, according to Ellis (2003), unfocused tasks promote general samples of learner language. Also, unfocused tasks focus on meaning and language at the same time, they are not designed with the use of a specific form in mind. Although, they can predispose learners to choose from a different form in order to respond to a need of expression (Ellis, 2003).

Instead, Prabhu (1987) identifies three types of tasks: information-gap tasks, opinion-gap tasks, and reasoning-gap tasks. Information-gap tasks ask learners to

differentiate between individually held pictures, to order sentences into stories, or to restore portions of incomplete maps and charts (Brumfit & Johnson, 1979). As they carry out information-gap tasks, learners participate in functional, meaning-focused second language use and gain access to input for learning (Pica & Sauro, 2006). Opinion-gap tasks require students to express their personal preferences, feelings, or attitudes in order to complete the task (Larsen-Freman & Anderson, 2011). Reasoning-gap tasks involve that learners based on information given and through the use of inference, deduction, practical reasoning, or perception of relationships or patterns processes, derive new information (Nunan, 2004); (Larsen-Freman & Anderson, 2011). Therefore, reasoning-gap activities are communicative and meaning-centered or in Willis's words (1996) "uses language in order to learn it" (p.189). Consequently, it could be concluded that reasoning-gap tasks provide a natural context for language use and abundant opportunities for students to interact (Geraldine, Gatot, & Yuliana, n.d.). The interaction facilitates language acquisition as students have to work to understand each other and to express their own meaning (Ellis, 2003).

In order to successfully increase difficulty, select, and grade tasks it is important to consider the use of tasks as a unit of analysis in which, different factors have a direct influence.

The essential problem to be solved, then, is how to achieve a rational articulation in selecting, sequencing and integrating tasks so that the curriculum is more than an untidy 'rag-bag' of tasks which, while

theoretically motivated in psycholinguistic terms, are unrelated to each other and disconnected from the learner. (Nunan, 1993, p. 56)

In this research project, with the aim of selecting the most accurate and suitable tasks to develop communication but with an emphasis on listening skills the following criteria was used:

Table 1. *Criteria for task selection according to researchers*

Researcher	Criteria for task selection
Brindley (1987) Factors contributing to difficulty	<ul style="list-style-type: none"> • Relevance to the learner • Task complexity • Amount of context • World knowledge • Language demands • Scaffolding • Level of accuracy • Time available
Candlin and Nunan (1987) The cognitive operations required of the learner, as a factor of difficulty	<ul style="list-style-type: none"> • Input recognition • Analyzing input • Processing information • Transferring knowledge • Generalizing what is learned
Anderson and Lynch (1987) Factors determining the difficulty and sequencing tasks	<ul style="list-style-type: none"> • Sequence of the information • Familiarity of the listener with the topic • Explicitness of the information • Type of input • Type and scope of the task • Support provided to the listener
Nunan (1989) Analysis of factors	<ul style="list-style-type: none"> • The grammatical complexity of the listening text • The length of the listening text • The amount of information contained in the input • The vocabulary used • The speed of listening texts and the number of speaker involved

Adapted from the Appendix A-33: Methods of analyzing tasks for selection in the task-based syllabi. Retrieved from: <http://www.finchpark.com/afe/tbs23.html>

Input-providing Tasks

Input-providing tasks engage learners in receptive skills: listening or reading. Moreover, input-providing tasks provide not only work with receptive skills but

offer an opportunity to introduce new vocabulary (Larsen-Freman & Anderson, 2011). In practice, input-providing and output-prompting tasks are integrated. Thus, a task can provide opportunities for communicating in any of the four language skills (Ellis, 2009). Seedhouse (1999), perceived a problem with task-based approach when assuming that a task is invariably a speaking task. However, input-providing tasks, in this case, provide listening and reading tasks which in combination with output-providing tasks (which deal with productive skills) help the learner attain the communicative competence, as Lee and Van Patten stated: “a learning task will only be considered communicative if new information is exchanged.” (Lee & Van Patten, 2003). Moreover, input provided tasks can be modified to become dependent on form and structure to get meaning (Lee & Van Patten, 2003). And these tasks are defined as structured input tasks. Another example of input-providing tasks are Listen-and-Do tasks which emphasize on listening rather than reading are providers of the input.

Structured input tasks

Structured input are activities in which the input is manipulated in order to push learners become dependent on form and structures to get meaning (VanPatten, 2004). To develop structured input tasks teacher must present one thing at a time, keep the meaning in focus, move from word to sentences, and from sentences to connected discourse, use two kinds of input (oral and written), and provide a purpose to exchange the input (The University of Texas at Austin, 2011).

Structured input tasks can be classified into referential and affective activities (Nusantara & Nusantara, n. d.). Referential activities are those that involve only one correct answer. While, affective activities do not have any right or wrong answer; learners have to simply indicate their agreement or opinions about a set of sentences (Nusantara & Nusantara, n. d.). Other types of structured input activities include binary options, selecting alternatives, supplying information, survey, matching, and ordering or ranking (The University of Texas at Austin, 2011).

Binary options activities include activities in which students have to select from option such as: true/false, logical/illogical, normal/strange, important/not important, necessary/not necessary, and so on.

Selecting alternatives activities students are given a certain number of possible options to select according to the information given in the listening.

Supplying information activities develop students' ability to get and transfer information.

Listen-and-Do tasks

Listen-and-Do tasks focus on giving to the listening an interactive response. This kind of tasks are useful as warm-up or lead in activities to engage students to listen (ESL Kid Stuff, 2018). Among the activities that belong to Listen-and-Do tasks there are:

Listen and draw. The teacher reads or makes up a story or description and as the students listen they draw what they hear.

Adjectives draw. After giving the vocabulary related to adjectives students are required to draw adjectives/noun combinations.

Blindfold walk. Students take roles as a blindfolded student and as a directions giver the aim is to collect an object after the directions are given.

Listening with flashcards. In this task teacher has to distribute a lot of flashcards that students have already learned around the room and have the students sit on floor. Then the teacher makes up a story and incorporate all of the flashcard pictures. As the vocabulary is being used in the story students have to touch it if it is close to them as they hear.

Guess what it is. Students listen to description or sentences about something or someone. Individually or in team they have to guess what it is.

Put in order. Students work in teams. They are given cards with the vocabulary, when they listen to the correct order they cannot order. When all items are named they have to work in group to order the cards.

Number / Word bingo. Playing bingo requires students to listen carefully in order to cross out the words or numbers the teacher mentions.

Output-prompting Tasks

In output-prompting tasks students are motivated to speak and write in order to use the input provided in a previous task. Furthermore, The focus is only on meaningful activities, in which students attend to the meaning of both the stimulus and the response, and have opportunities to produce the language (Salimi & Shams, 2016). The types of response that students include activities in which the aim is to compare answers with someone else, take notes, make a list of follow-up questions and interview a partner to get the new information, fill out a grid or chart, respond using any of several scales, and draw or report a result (The

University of Texas at Austin, 2011). Output-prompting tasks are developed simultaneously as input-providing tasks due to its complementary relation.

LISTENING SKILLS

Definition of Listening

Listening in language learning is the basis of students' communicative abilities (Buck, 2001). It can be understood as a language modality (Tyagi, 2013). Also, it is defined as a process in which meaning and making are combined (Brown, 2019). Due to the joint meaning-making, listening is understood as a complex process (Buck, 2001). For that reason, listening is taught as a goal-oriented activity, requiring a lot of mental efforts and strategies (Bekaryan, n.d.); (Thornbury, 2006). Which during the process of English learning, plays an essential role (Abbas Pourhossein Gilakjani & Ahmadi, 2011). Listening is very important in acquiring understandable input, and without input, learning does not occur (Hamouda, 2013). Thus, listening skills are important for students to improve their language competence (Buck, 2001); (Nunan, 2002); (Brown, 2006).

According to Hasan (2000), listening and listening comprehension differs. Hasan considered listening as a process of merely listening to the speech, and it did not involve understanding or responding. In contrast, the process of listening comprehension comprises a complete comprehension and interaction (Abbas Pourhosein Gilakjani & Sabouri, 2016). Listening comprehension is an activity in which by means of hearing, the auditor must attentively listen to get information (Underwood, 1989); (Brown, 2006); (Bedwell, 2014). Chastain (1971) stated that the comprehension of the language at normal speed in an automatic condition is

the main focus of listening comprehension. In listening comprehension when listeners get the information from the listening source, they try to construct meaning (Goss, 1982). When concerning to teach listening, the features involving listening comprehension require teachers to apply methods to raise students' interest and to guide students' learning (Ni & Jingxia, 2017).

Listening is the most frequently used language skill, as it takes up 40-50 % time spent on communication (Wilt, 1950); (Bird, 1953); (Rivers, 1966); (Gilman & Moody, 1984); (Vandergrift, 2002). According to Abbas Pourhossein Gilakjani and Ahmadi (2011), out of the four main areas of communication skills, listening is the most important of all. In accordance with Morley (2001), listening is the most important skill for language learning due to its usefulness in daily life, its faster development compared to the other language skills, and its development makes easier to the develop the other language skills.

Components and Aspects of Listening

According to Tyagi, (2013) Listening comprises key components such as:

- The discrimination between sounds
- The recognition of words and understanding of their meaning
- The ability to identify grammatical groupings of words
- The ability to identify expressions and sets of utterances that act to create meaning,
- The connection of linguistic cues to non-linguistic and paralinguistic cues
- The use background knowledge to predict and to confirm meaning

- The recall of important words and ideas.

Listening components cover five stages of a cycle in which listening is accomplished. The stages are: Hearing, Understanding, Remembering, Evaluating, and Responding. In the hearing stage input is perceived or received, next in the understanding stage, an analysis is developed in order to interpret a meaning of what was heard, after in the remembering stage, the information interpreted is added to the mind's storage bank, then in the evaluating stage, the information attained is judged according to evidence, finally at the responding stage, the listener completes the cycle through an answer (Tyagi, 2013).

Listening process

The listening process can link to a lesson plan. For that reason it is divided into pre-listening, while-listening and post-listening stages (Richards, 2008).

Pre-listening Stage

The pre-listening phase is a contextualizing phase which plays a preparatory role in listening teaching, its aim is to provide the necessary background and the listening goal for learners in order to minimize the difficulties in the listening process (Underwood, 1989); (Ni & Jingxia, 2017). During this stage, occurs the pre-teaching of all important new vocabulary (Field, 2002). For that is necessary to establish critical words, that are the words which understanding is essential for the understanding of the listening (Field, 2002); (Brown, 2006). Also in this stage, the teacher can introduce a relevant discussion about the topic with the purpose of activating and raising students' interest and motivation to listen (Field, 2002); (Ni & Jingxia, 2017). Besides, the implementation of lead-in tasks also provide

opportunities for learners to develop the confidence to deal with listening problems in a relaxing learning atmosphere (Ni & Jingxia, 2017). Some pre-listening activities involve: brainstorming vocabulary, reviewing areas of grammar, or discussing the topic of the listening (Field, 2002).

While-listening Stage

In this stage occurs the process of receiving and understanding of language (Ni & Jingxia, 2017). Students can develop two kinds of listening during this stage: extensive listening, which through general questions establishes a context, this context can help students to establish a process of normalization to help them with the comprehension of the listening, or intensive listening, which deals with detailed comprehension, and by using comprehension questions ensures that students listen with a clear purpose (Field, 2002). Brown (2019), suggests that intensive and extensive listening should be joint because of the opportunities they give to learners. Moreover, Brown emphasizes on the importance of making minimal responses during this stage, by keeping speaking, writing and reading to a minimum level, the listening keeps being the central of the activity or task (Brown, 2019). While listening activities are related directly to the listening text, and can be developed throughout the listening process or straightaway after it (Solak, 2016). In the while-listening stage, understanding the message is the main aim (Underwood, 1989); (Wilson, 2008).

Post-listening Stage

This final stage simulates the interest of students to use new knowledge and new topics to communicate. At the same time, in this phase, the listening

achievement can be consolidated by extending the task, as well as, the speaking, reading and writing skills can be enhanced (Ni & Jingxia, 2017). To achieve that, the task in the post-listening stage is one that merges all the work performed (Underwood, 1989). Furthermore, during this stage, students utilize top-down and bottom-up strategies in order to create a link between the classroom activities and the real world (Wilson, 2008). As this process deals with thinking, discussing, reflecting and writing processes it requires more time than the other tasks (Underwood, 1989); (Solak, 2016).

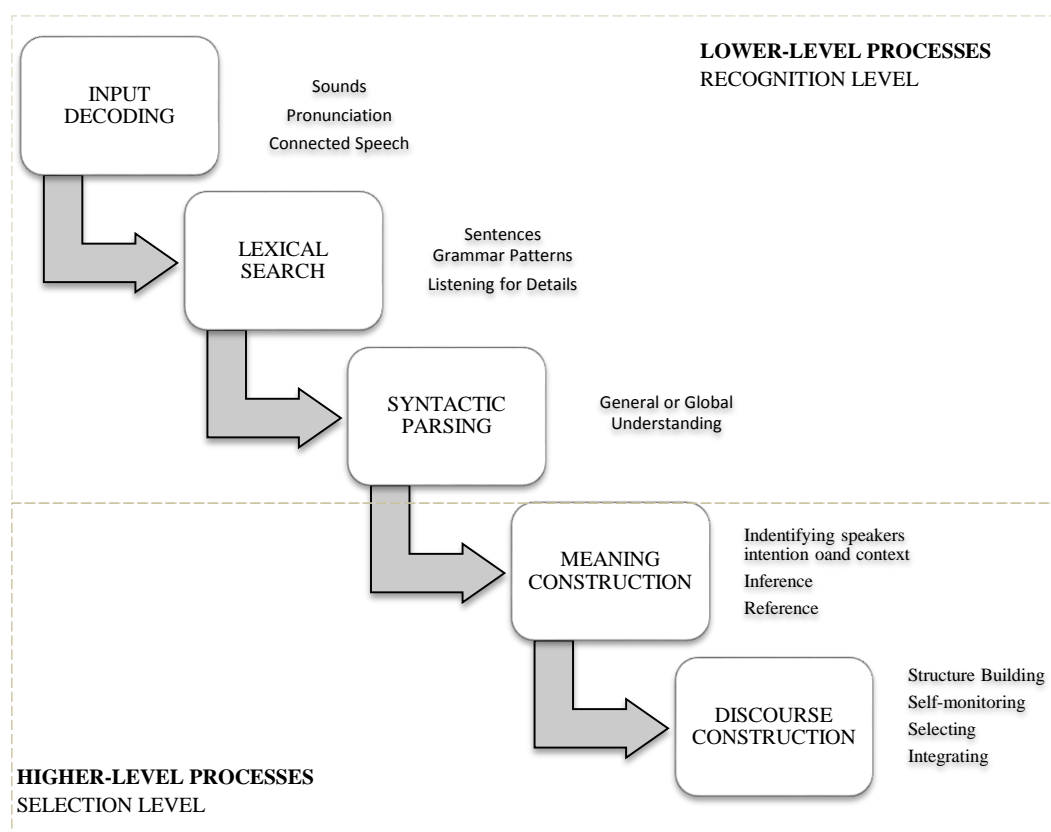


Figure 2. Field's cognitive processing framework for Listening related to Bloom's Taxonomy. Adapted from: Field (2013); Geranpayeh and Taylor (2013); Rukthong (2016).

Bottom-up and Top-down Processes in Listening

Before being adopted by the field of linguistics, computer science originated the ideas about bottom-up and top-down processing. In computer science, bottom-up means “data-driven” and top-down means “knowledge-driven” (Field, 1999). To process spoken discourse, Richards (2008) recognizes two processes: bottom-up and top-down. In the bottom-up processing for spoken discourse, learners make use of prior knowledge of language systems or systemic knowledge. In this instance, comprehension is viewed as a process in which sounds, words, clauses, sentences, and texts are decoded until the listener acquires the meaning (Richards, 2008). In contrast, to understand the meaning of the spoken message in top-down processing it is necessary the application of background information (Bekaryan, n.d.). Hence, bottom-up processing happens from language to the meaning, top-down processing occurs from meaning to language. While listening to spoken texts, effective listeners have a tendency to integrate both processes (Bekaryan, n.d.). However, according to Vandergrift (2002) listening comprehension is an interactive process where listeners use both prior knowledge and linguistic knowledge but not either top-down or bottom-up processing.

Top-down listening strategies are listener-oriented and implicate the listener’s prior knowledge or background information (Hedge, 2001). When developing courses, materials, and lessons, it is important to teach both forms of processing skills (Nunan, 2002). There exist a great number of different types of listening, but, they can be categorized according to the following variables: the purpose for listening, the role of the listener, and the type of text being listened to. For these

variables, there are many configurations, each of which necessitates a particular strategy on the part of the listener (Nunan, 2002).

In top-down processing, there are three types of schemata used, content schemata, formal schemata, and script (Hedge, 2001). According to Hedge (2001), the content schemata deals with general knowledge of the world, socio-cultural knowledge, or knowledge of the topic. Formal schemata refer to the knowledge people share about the general or overall structure of speech events. And scripts are defined as interactions where the speech follows a set pattern (Hedge, 2001).

Extensive and Intensive Listening

Listening as well as reading are categorized as receptive skills. For that reason they share similarities on processing (Kim, 2004). Reading and listening to reach full comprehension of a text, require decoding, vocabulary, and sentence and paragraph comprehension (Kim, 2004). However, Cauldwell (2000) establishes a distinction between reading and listening. In listening words are not available for inspections. Hence, to have a complete understanding is fundamental to develop the skill of perceiving sound and holding them long enough to take their meaning (Cauldwell, 2000; Kim, 2004).

Extensive listening relates to promoting overall global understanding, that is to say understand the listening text without the full comprehension of all words on it (McDonough & Shaw, 2012). On the other hand, intensive listening “deals with specific items of language, sound or factual detail within the meaning framework already established” (Kim, 2004, p.99). Based on finding on reading, extensive

and intensive listening benefits learners in word recognition, speaking product, and motivation to listen, especially with beginner-level learners (Kim, 2004).

Listening sub-skills. Common taxonomies of skills used in listening.

As listening comprehension is a complex, multidimensional process, a great number of theorists have attempted to describe it in terms of taxonomies of sub-skills that emphasize in the process (Brown, 2019).

The two-stage view is the taxonomy in which listening is divided into a two-stage process (Brown, 2019). According to River (1966), the first stage which works as a recognition level extracts basic linguistic information. The second stage or selection level which applies the information for the communicative purpose.

Valette (1977), in (Brown, 2019) establishes a taxonomy of five levels which does not attempt to describe the processing of listening intrinsically but describes a series of progressively complex cognitive skills that can be used to demonstrate listening comprehension facility. These cognitive skills are:

- *Mechanical skills.* Instead of by understanding the listening is performed by memorization.
- *Knowledge of the language.* It is demonstrated by listeners' display of knowledge about facts, rules, and so on.
- *Transfer.* The knowledge acquired is exerted in a new situation.
- *Communication.* The language is used as a natural agent for communication.

- *Criticism.* The language or pieces of language are analyzed or evaluated in terms of their effectiveness, appropriateness, style, tone, etc.

In communicative approaches, listening skills are also attempted to be described in communicative terms (Buck, 2001). For this taxonomy the listening sub-skills commonly used in language classrooms are: listening for-gist, which involves: listening to respond, listening to discriminate, listening for details, general understanding; listening for specific information, listening to infer information, listening to questioning, and listening for gist (Buck, 2001); (Solak, 2016).

Listening and Responding

Listening and responding highlighting is placed on providing opportunities for students to become active listeners and enabling them to respond.

Listening to Discriminate

When students listen to discriminate it means that the main focus will be on differentiating and identifying sounds produced.

Listening for Details

It refers to the type of listening in which details listened have an important role on the development and completion of the task, details are not random information, they usually work to have an overall and clear understanding.

General Understanding

It involves listening to have a global idea about what was said. It can be supported with details in order to be accurate.

Major Difficulties with Listening

According to Abbas, Pourhosein, Gilakjani, and Sabouri (2016), Avci, and Doghonadze (2017), during the development of the listening comprehension processes, there are a great number of difficulties that learners may encounter. Some of these problems are as follows:

Quality of Recorded Materials

The quality of the sound system can have a negative impact on the comprehending of the listening (Bingol, Celik, Yildiz, & Mart, 2014).

Cultural Differences

When learners are not acquainted with the cultural knowledge of the language, learners' understanding of the listening may be affected since the comprehension cannot be supported by students' prior knowledge (Bingol et al., 2014).

Accent

According to Goh (1999), one of the main factors affecting listening comprehension is the accent. In the same way, too many accented speech can lead to an important reduction in comprehension (Munro & Derwing, 1999). Furthermore, listening to unfamiliar accents causes serious difficulties in listening comprehension, on the other hand listening to familiar accents helps learners' listening comprehension (Buck, 2001).

Unfamiliar Vocabulary

According to (Bingol et al., 2014), when listening texts which contain known words, students are positively motivated, and their interest on the task arises. Contrary, having a broad number of unknown words can have created confusion.

Length and Speed of Listening

Length and speed of listening go along with students' level. Difficulties are created when lower level students are required to listen more than three minutes long and complete the listening tasks (Bingol et al., 2014). Not extensive listening passages improve the listening comprehension process and additionally reduce learners' tiredness (Abbas Pourhosein Gilakjani & Sabouri, 2016). Speed can make a listening passage difficult (Underwood, 1989). When the speakers speak too fast students may present problems to understand new words. As in this situation, listeners are not able to control the speed of speakers, this can create critical problems with listening comprehension (Underwood, 1989).

Approaches to Assess Listening

According to Buck (2001), to assess listening there are three approaches. First, the discrete-point approach, which first identifies and isolates the elements of the language to measure them separately. Second, The integrative approach and associated techniques, on the other hand, testes learners' capacity to use many elements of the language in an integrated form. And third, the communicative approach and associated techniques, in which the communication purpose is the object to be measured.

In the communicative testing, the concern is whether the listener can use the language to communicate effectively rather than the general knowledge about the language. To effectively establish a communicative test, is required to understand which test items conform it. The test items can be authentic texts, the communicative purpose, and authentic tasks (Buck, 2001).

Listening Construct

To evaluate listening skills and listening comprehension is required to know what we are measuring. According to Gary Buck (2001), what is going to be measured is called **a construct**. To define a construct is necessary to follow a two-stage process. First, the construct needs to be defined in theoretical or conceptual terms. Then, it is operationalized through the text and tasks selected for our listeners (Buck, 2001).

It is important to get the construct right, both theoretically and operationally, because the construct is what our test is measuring, and this determines what our scores mean. This in turn determines whether the decisions we make based on those test scores will be valid and fair. (Buck, 2001, p.95)

f. METHODOLOGY

Design of the research

Action research is well-defined by several authors. According to Reason and Bradbury (2005), action research seeks to bring together action a reflection, theory, and practice, in participation with others, in the pursuit of a practical solution to issues of pressing concern to people. In education, action research is defined by Hubbard and Power (1999) as teachers engaging in a systematic and thoughtful analysis of their teaching and students. This kind of research or inquiry often begins with a classroom teacher's "I wonder" statement which leads to an inquiry question.

This action research has the aim of improving listening skills through the use of input and output tasks as task-based learning techniques. The Action Research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of input and output tasks as task-based learning techniques to improve listening skills in the English Foreign Language amongst eighth-year A students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the academic period 2018-2019.

Action Research assists the teacher candidate, who is the researcher conducting this investigation, to find an accurate solution to the issue of listening skills in which the students have shown difficulties, which do not allow students to become compete and effective listeners due to the lack of a methodology with

greater exposure to language and with meaning on their tasks as task-based language learning approach.

Methods, Techniques and Instruments

Methods

During the development of this research work, different methods were used. The following general methods were applied along the descriptive research:

The Scientific Method will facilitate the study of input and output tasks as task-based learning techniques to improve listening skills in English Foreign Language. It will help the researcher to develop the observations before and during the intervention. This method will also contribute when predicting a possible solution; it will assist during the data collection stage in which the gathered information is analyzed to make an accurate prediction. Furthermore, it will assist during the following analysis of the prediction.

The Descriptive Method will enable to describe the different stages of the study and the kind of resources that the researcher will use. Moreover, it will serve to explicate and analyze the object of the investigation.

The Statistical Method through which the researcher will collect and analyze all the data to be represented in graphics in order to indicate the percentages and results got in the questionnaires, checklist, and tests applied to students. Additionally, it will work as a tool to provide quantitative and qualitative analysis and interpretation taking into account the theoretical references. Finally, it will help the researcher to frame the respective conclusions of the research work.

The Analytic/Synthetic Method will help the researcher to analyze all the information found through of the observation checklist, questionnaires, and the pre and post-test, and then to make an accurate and logical interpretation and analysis of the data. Also as well as the statistical method it will assist in the establishment of the conclusions.

Techniques and Instruments

Data Collection

Since this work is action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words and action. Qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. The researcher will gather the necessary information from the test which represents the quantitative data, and qualitative data instruments will come from questionnaires, field notes, and observations sheets.

Tests: The test will allow students to perform cognitive tasks in relation to basic vocabulary. Therefore, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre and post-test result.

Pre-test / Post-test: will be given at the beginning and at the end of the intervention plan; the pre-test will be given at the beginning in order to measure the performance of listening skills that students have; and, at the end to measure the performance of the listening skills achieved by the students after the implementation of input and output tasks as task-based learning techniques in intervention plan designed in this research project. In order to make a pre-test post-test comparison of

the cognitive dimension of the performance of listening skills of the participants (eighth-year “A” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano) being treated.

Questionnaires: will be given to the participants to answer questions related to their attitudes and feelings toward input and output tasks as task-based learning techniques to improve listening skills. A pre and post questionnaire will be given to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results and will represent the qualitative aspect.

Observation: it will let the researcher know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by the eighth-year “A” students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during their classes.

Non-participant Observation: in the non-participant observation, the researcher is not involved in the situation being observed. The researcher observes and records behaviors but does not interact or participate in the setting under study. According to Gay and Mills (2016), the aim of the non-participant observation is to identify the issue, which justifies the develop action research project, which will be supported through the participant observation. The instrument for the nonparticipant observation is the observation sheet.

Observation Sheet: During the non-participant observation, the researcher will require an observation sheet as an instrument, which will serve to record the

participants' behaviors shown on the performance of the listening skills. This observation sheet is a self-developed instrument that describes accurately and comprehensively all the relevant indicators of the dependent variable.

Participant observation: In the participant observation, the researcher will become a participant in the situation being observed. The researcher will participate intentionally in the problematic situation by means of input and output tasks as task-based learning techniques in order to improve listening skills among the eighth-year "A" students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during the academic period 2018-2019. The instrument of this participant observation is the field note sheet

Field Notes: The researcher will record a description of the events, activities, and people during the development of the intervention plan. Moreover, the researcher will record the participants' behaviors, attitudes and feelings toward the treatment to improve the listening skills (the issue), that is the input and output tasks as task-based learning techniques.

Population sample

The students of eighth-year "A" will participate in the development of this action research. The participants of the research are twenty-four students between ten girls and fourteen boys who are all about between eleven and thirteen years old.

Intervention Plan

The intervention plan is designed based on lesson plan model that contains three stages: Activation (before), connecting (during), and affirmation (after)

(Holmes & Kavimandan, 2012). These lesson plans will cover 40 hours of instruction in 8 consecutive weeks of treatment.



UNIVERSIDAD NACIONAL DE LOJA

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

INTERVENTION AND OBSERVATION PLAN WEEK N° 1

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”

Teacher: Lic. Antonio Maldonado

Teacher Candidate: Yosselyn Anabel Sánchez Rojas

Participants: 8th EGB

School Year: 2018-2019

Topic: Exploring the city

RESEARCH PROBLEM: How does the use of input and output tasks as task-based learning techniques develop listening skills among students of eighth year “A” of basic education afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano in the city of Loja during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to develop their listening skill using input and output tasks as task-based learning techniques focused in the following aspects: Listening and Responding, Pronunciation, Listening for Details, and General Understanding.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To comprehend spoken commands related to directions to get to a place and develop them accurately. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Structures Imperatives. Prepositions of place. Key Words Under, in, on, behind, above, next to, crawl, jump, circle, write, whistle, touch, turn, cross, walk, clap, sit, kneel, bend, jog, march, tiptoe, stretch, crouch, lean, squat, 	ACTIVATION - activate prior knowledge <ul style="list-style-type: none"> The teacher designs a pre-task related to listening skills or the content to be studied. In order to catch students’ attention and to present the vocabulary that is going to be used in the following tasks, the teacher uses <i>sound box game</i>, <i>sound hunt</i>, and <i>design your own country worksheet</i>. In the <i>sound box game</i> and <i>sound hunt</i>, students will be aware of their listening skills. With the worksheet <i>design your own country</i>, they will review and learn new vocabulary related to cities. 	<ul style="list-style-type: none"> Listening Tracks Box Sounds Listen-and-Do template My Binary Map template Which is the correct Alternative sheet I understand worksheet Loja’s Zoo Map

<p>follow, open, keep, breath, box, shells, coins, bell, keys, rice, cars, people, laughs, motor, teacher, students, steps, alarms, music, phones, door, screams, library, church, school, hospital, grocery store, museum, park, house, building, market, gas station, stores, mall, public pool, library, university, cemetery, restaurant, café, children, police, women, men, actors, teacher, sports, athletes, cook, tree, white, blue, red, brown, black.</p>	<p>CONNECTION</p> <ul style="list-style-type: none"> • The teacher has students to work in a pre-task related to spoken commands in which they are going to review and learn the verbs of movement. Then, students will write a pamphlet to give instructions about what to do when an earthquake occurs during classes by using input-proving tasks which gives them the information to be taken into account in the pamphlet. • The teacher has students to prepare a map of Loja's Zoo. Students will listen to the location of each animals' section in the zoo and they have to locate them correctly in order to give directions to foreigners who arrive to visit the Zoo. • Students' task is to draw descriptions of places for an ad to sell the places. They have to listen to the commands in which are contained descriptions of the color, name, and size of the place. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students are required to demonstrate commands through the use of <i>listen and draw</i>, <i>listen and color</i>, and <i>listen and do</i> tasks. Furthermore, they are going to self-evaluate their work and report them when necessary in spoken forms or by acting out instructions to evidence their comprehension of the information from the audios. 	<ul style="list-style-type: none"> • Boards • Cards • Rubric • Speakers • Computer
<p>MONITORING PLAN: Data Source 1: Pre Test and Pre Questionnaire. Data Source 2: Worksheets, Listening' Reports. Data Source 3: Field Notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 6th to May 10th, 2019</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). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”

Teacher: Lic. Antonio Maldonado

Teacher Candidate: Yosselyn Anabel Sánchez Rojas

Participants: 8th EGB

School Year: 2018-2019

Topic: How can I get to ...?

<p>RESEARCH PROBLEM: How does the use of input and output tasks as task-based learning techniques develop listening skills among students of eighth year “A” of basic education afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano in the city of Loja during the 2018- 2019 school year?</p>		
<p>GOAL: By the end of the intervention plan students will be able to develop their listening skill using input and output tasks as task-based learning techniques focused in the following aspects: Listening and Responding, Pronunciation, Listening for Details, and General Understanding.</p>		
<p>LEARNING OBJECTIVES: At the end of this lesson students will be able:</p> <ul style="list-style-type: none"> To develop commands to explore the city. To detect and choose specific information associated to touristic cities. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Structures <p>Imperatives. Prepositions of place.</p> <ul style="list-style-type: none"> Key Words <p>Under, in, on, behind, above, next to, library, church, school, hospital, grocery store, museum, park,</p>	<p>ACTIVATION - activate prior knowledge</p> <ul style="list-style-type: none"> Teacher develops warm-up activities in which students listen to commands and act them out. To have students remembering the previous vocabulary and identifying new words, the teacher will use a twister variation, brain breaks cards, and a listen and Find: word search task. 	<ul style="list-style-type: none"> Listening Tracks Twister cards Brain Break Cards Short Story Listen-and-Do template My Binary Map template Which is the correct Alternative sheet I understand worksheet Map of the Classroom

house, building, market, gas station, stores, mall, public pool, library, university, cemetery, restaurant, café, children, police, women, men, actors, teacher, sports, athletes, cook, tree, white, blue, red, brown, black, left, right, around, blocks.	<p>CONNECTION</p> <ul style="list-style-type: none"> Students have to create a map of China town in the city of Toronto to travel around it. They have to locate, color and label each place according to the listening. Furthermore, they give instructions to get to different places. The teacher has students to go to a treasure hunt. To find the treasure students have to listen to riddles and solve them in groups. After, they have to read the map and give directions to their classmate. Students have to guess where a thief is hiding. They use the map of China town to listen to a description of the place and find out which place is being described. <p>AFFIRMING</p> <ul style="list-style-type: none"> Students using maps and classroom objects as a resource, and they have to develop commands or instructions to move around the city or to recognize objects in the classroom. Students listen to a description of a country and by using a yes/no flowchart. Select the details given and follow the path to get the name of the country. 	<ul style="list-style-type: none"> Map-China town-Toronto Rubric Speakers Computer
<p>MONITORING PLAN: Data Source 1: Worksheets, Listening' Reports. Data Source 2: Field Notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 13th to May 17th , 2019</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). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 3

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”

Teacher: Lic. Antonio Maldonado

Teacher Candidate: Yosselyn Anabel Sánchez Rojas

Participants: 8th EGB

School Year: 2018-2019

Topic: The Future City

RESEARCH PROBLEM: How does the use of input and output tasks as task-based learning techniques develop listening skills among students of eighth year “A” of basic education afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan students will be able to develop their listening skill using input and output tasks as task-based learning techniques focused in the following aspects: Listening and Responding, Pronunciation, Listening for Details, and General Understanding.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To identify specific information related to future cities and apply it to complete an information sheet.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Key Words Huge, big, small, attractive, dangerous, safe, tall, natural, artificial, new, modern, old, stone made, iron, steel, luxurious, expensive, eco-friendly, near, far, warm, cold, hot, Paris, Italy, Egypt, Europe, America, Asia, Oceania, Africa, USA, Ecuador, Colombia, Peru, Mexico, canyon, river, mountains, valley, meadows. 	<p>ACTIVATION - activate prior knowledge</p> <ul style="list-style-type: none"> • The teacher will introduce adjectives to describe a future city. To explain new vocabulary teacher will use the following warm-up tasks: Design your own landmark, in which the will learn vocabulary about landmarks and places around the world; a song related to New Orleans and Jazz; and finally people connections, in which they will establish links to different places. 	<ul style="list-style-type: none"> • Songs • Listening Tracks • Worksheet: Bingo Checklist • Bingo Cards • Listen-and-Do template • My Binary Map template • Which is the correct Alternative sheet • I understand worksheet • Rubric • Projector • Speakers

	<p>CONNECTION</p> <ul style="list-style-type: none"> Students' task is to role play as if they were part of the show: Who wants to be a millionaire. Students work in groups to first fill up the information-gap sheet about a place. Then they are asked questions related to specific details about the city. Students have to build an "Amazing facts" book Firstly, they work individually listening for details and completing one fact per students. Then, they work in groups to create the "Amazing Facts" book. Students are going to play a variation of the bingo game. The objective is to form a line to win a prize. Students have to listen to specific details corresponding to different places around the city. If a place in their pictures has these details they have to cover the space. <p>AFFIRMING</p> <ul style="list-style-type: none"> Students are required to identify specific information from audio about places for holidays, Ecuador's Facts and Niagara Falls as a Natural Wonder of the World and apply it to complete an information sheet. 	<ul style="list-style-type: none"> Computer
<p>MONITORING PLAN: Data Source 1: Worksheets, Listening' Reports. Data Source 2: Field Notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 20th to May 24th , 2019</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). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 4

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”

Teacher: Lic. Antonio Maldonado

Teacher Candidate: Yosselyn Anabel Sánchez Rojas

Participants: 8th EGB

School Year: 2018-2019

Topic: Wonders of the World

<p>RESEARCH PROBLEM: How does the use of input and output tasks as task-based learning techniques develop listening skills among students of eighth year “A” of basic education afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano in the city of Loja during the 2018- 2019 school year?</p>		
<p>GOAL: By the end of the intervention plan students will be able to develop their listening skill using input and output tasks as task-based learning techniques focused in the following aspects: Listening and Responding, Pronunciation, Listening for Details, and General Understanding.</p>		
<p>LEARNING OBJECTIVES: At the end of this lesson students will be able:</p> <ul style="list-style-type: none"> To examine information and determine the most suitable heading to summarize a listening. To listen and take note of missing details about touristic places in the world. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Colloquial Expressions Play the game Key Words Make, made, see, seen, all, try, disconnect, feel, need, easy, escape, share, visit, enjoy, do, done, nothing, sing, sang, say, love, know, known, meant, be, live, 	<p>ACTIVATION - activate prior knowledge</p> <ul style="list-style-type: none"> In order to present the vocabulary related to the wonders of the world. The teacher will use videos about Ecuador tourism advertising and a short description of the Seven Natural Wonders of the World. Moreover, to motive students to keep listening. The teacher will use the game: What’s that sound and students must guess the sound produced. 	<ul style="list-style-type: none"> All you need is Ecuador-video Sounds Natural Wonders-Video Listening Tracks Listen-and-Do template My Binary Map template Which is the correct Alternative sheet I understand worksheet Rubric

<p>nowhere, close, waterfall, river, lake, lagoon, desert, wonders, mountains, hiking, swimming, valley, volcano, coast, Andean, coastline, beach, sea, travel, nomadic, skyscraper, tower.</p>	<p>CONNECTION</p> <ul style="list-style-type: none"> • The teacher has students to create and send five postcards. Students listen to different descriptions of the Seven Wonders of the World. After that, students have to think in a creative heading for each postcard, it must be related to the general idea given in the listening. • Students have to prepare a world tour. Students work in groups, and each group listens for a description of some places which worth visiting. Students have to listen and note down all the specific information that they consider is important to be taken into account to plan the trip, such as: the number of days they will stay and what they are going to do. • Students are going to design an ad for travelers. The objective is to listen to a description of a city. And collect information and details about it. Then, students have to draw them in an ad, and after, choose a heading for the poster that can hook readers' attention. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students have to select an appropriate heading for an adventurous trip announcement and an information sheet about Machu Picchu. They have to take into account which is the general idea or information that the speaker is transmitting. • Students fill in the gaps in a worksheet related to how to plan your first trip to a touristic city. They have to use the details or information given in the audio to successfully complete the plan. 	<ul style="list-style-type: none"> • Projector • Speakers • Computer
<p>MONITORING PLAN: Data Source 1: Worksheets, Listening' Reports. Data Source 2: Field Notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 27th to May 31st, 2019</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). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 5

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”

Teacher: Lic. Antonio Maldonado

Teacher Candidate: Yosselyn Anabel Sánchez Rojas

Participants: 8th EGB

School Year: 2018-2019

Topic: A Regular Day

RESEARCH PROBLEM: How does the use of input and output tasks as task-based learning techniques develop listening skills among students of eighth year “A” of basic education afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano in the city of Loja during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to develop their listening skill using input and output tasks as task-based learning techniques focused in the following aspects: Listening and Responding, Pronunciation, Listening for Details, and General Understanding.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To comprehend information and link the general idea to a word cloud or a heading. To identify and categorize the sounds produced for the letter -s in verbs conjugated in present simple for the third person singular. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Colloquial Expressions Play the game Key Words Make, get up, close, take, have, breakfast, dinner, study, bush, comb, prepare, eat, bus, car, do, homework, work, parents, mother, father, sister, brother, siblings, baby, 	ACTIVATION - activate prior knowledge <ul style="list-style-type: none"> The teacher employs video and warm-up activities as a resource to get students’ attention and to present the new topic and vocabulary related to daily routines. The video: Journey to school will help students to have a general understanding of the topic and the task. The verbs chain will help them to remember the verbs they already know. 	<ul style="list-style-type: none"> Journey to School-video Verbs chart Grammar chart Words wall Information Cards Listening Tracks Listen-and-Do template My Binary Map template Which is the correct Alternative sheet

<p>travel, actor, actress, engineer, architect, soldier, military, police, seller, accountant, singer, rose, businessman, busy, calm, relaxed, melancholic, baobabs, rose, thorns, sweep, volcanoes, protect, water.</p>	<p>CONNECTION</p> <ul style="list-style-type: none"> • Students have to draw a storyboard. Students listen to some routines found in Harry Potter and the Sorcerer’s Stone audiobook. Students have to analyze each routine, write down details about them and select a word that describes that routine or lifestyle. • Students have to pass a message to their classmates. Firstly, they practice the correct pronunciation of the verbs, communicating only isolated verbs added the -s or -es sound. Then they transmit sentences and complete messages. • Students are going to perform a role play as storytellers. Students work in groups. Each group listens to a short story, and they have to order the pictures to give the correct sequence to the story. Then, students scramble a heading for it. Finally, they retell the event of the story. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students prove their general understanding by selecting a word cloud that best describes the routine of the businessman in the listening about the XIII chapter of the little prince audiobook. Additionally, by associating the best heading for a book. • Students listen to a list of verbs which are conjugated for the third person singular in the present simple tense. Then, students select which sound: /S/, /Z/, or /IZ/ the letter “s” produces at the end of the verbs. 	<ul style="list-style-type: none"> • I understand worksheet • Verbs list • Unscrambled letters • Rubric • Projector • Speakers • Computer
<p>MONITORING PLAN: Data Source 1: Worksheets, Listening’ Reports. Data Source 2: Field Notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 3rd to June 7th, 2019</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). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 6

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”

Teacher: Lic. Antonio Maldonado

Teacher Candidate: Yosselyn Anabel Sánchez Rojas

Participants: 8th EGB

School Year: 2018-2019

Topic: Lifestyles

<p>RESEARCH PROBLEM: How does the use of input and output tasks as task-based learning techniques improve listening skills among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018- 2019 school year?</p> <p>GOAL: By the end of the intervention plan students will be able to develop their listening skill using input and output tasks as task-based learning techniques focused in the following aspects: Listening and Responding, Pronunciation, Listening for Details, and General Understanding.</p> <p>LEARNING OBJECTIVES: At the end of this lesson students will be able:</p> <ul style="list-style-type: none"> To recognize and correctly classify the different sounds of the letter “s” and “es” when pronouncing verbs in present simple for the third person singular. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Grammar Structure Present Simple Key Words Make, get up, close, take, have, breakfast, work, study, catch, bring, become, get, hold, carry, lift, go, bring, catch, write, sleep, dream, call, lose, warn, remember, 	<p>ACTIVATION - activate prior knowledge</p> <ul style="list-style-type: none"> The teacher will activate students’ knowledge through the employment of Voscreen videos, in which the grammar of present simple is applied and the correct pronunciation of the -s and -es at the end of verbs is produced. Additionally, the teacher will use two games: Listen and Do, and Hot seat variation, to recall verbs and vocabulary related to routines. 	<ul style="list-style-type: none"> Voscreen videos Bugs Bunny square dance in Hillbilly Hare - Video Headphones Music Listening Tracks Listen-and-Do template My Binary Map template Which is the correct Alternative sheet

<p>forget, forgive, give, steal, erase, find, plan, put, come, visit, wait, want, recall, gain, win, act, identify, read, talk, speak, hear, listen, motivate, drink, eat, pray, understand, pick, mold, count, sing, buy, sell, rise, drive, plant, draw, paint, decorate, believe, sweep, protect, water, sit, cross, wash, watch, see, play, read, jump, illustrate, create, search, seek, follow, do, open, close, clean, throw, hit, help, heal, try, measure.</p>	<p>CONNECTION</p> <ul style="list-style-type: none"> Students are required to develop a dictation task. Students listen to twenty verbs to use with routines. The first time they listen verbs pronounced in their infinitive form. The second time, conjugated verbs. Finally, they listen to a comparison between the infinitive form and the conjugated form of the verbs. Students have to guess what sound is being produced. Students are going to complete a series of challenges to have all verbs completed the students who develop the task with fewer mistakes are the ones who win. Each stage challenges students to pay attention to and identify the sounds produced when the -s or -es is added to verbs. Students are going to report what his or her friend does. First students have to listen to the model of the report, in which a student says what her friend does. Then with a classmate, they are going to write down the details about his or her friend's routine. And then report the routines to the class. <p>AFFIRMING</p> <ul style="list-style-type: none"> To confirm students ability to classify verbs according to their ending sound of -s or -es. Students listen to conjugated verbs and categorize them according to the sound /s/ produces. Furthermore, by using sound cards, students listen and lift the sound card according to the sound they have identified. 	<ul style="list-style-type: none"> I understand worksheet Verbs list Sound Cards Rubric Computer Speakers Projector
<p>MONITORING PLAN: Data Source 1: Worksheets, Listening' Reports. Data Source 2: Field Notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 10th to June 14th, 2019</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). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”

Teacher: Lic. Antonio Maldonado

Teacher Candidate: Yosselyn Anabel Sánchez Rojas

Participants: 8th EGB

School Year: 2018-2019

Topic: A Hairy Routine

RESEARCH PROBLEM: How does the use of input and output tasks as task-based learning techniques improve listening skills among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan students will be able to develop their listening skill using input and output tasks as task-based learning techniques focused in the following aspects: Listening and Responding, Pronunciation, Listening for Details, and General Understanding.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To match the -s sound on verbs in present simple for the third person singular according to their pronunciation.
- To construe specific details in an audio and infer the emotions and lifestyle of the speaker.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Grammar Structure Present Simple • Key Words Make, get up, close, take, have, breakfast, work, study, catch, bring, become, get, hold, carry, lift, go, bring, catch, write, sleep, dream, call, lose, warn, remember, forget, forgive, give, steal, erase, find, plan, 	<p>ACTIVATION - activate prior knowledge</p> <ul style="list-style-type: none"> • The teacher applies the following activities to motivate and prepare students to develop the listening task. <i>Which one is the correct one</i>, in which students hear the three sounds of -s in verbs, and select the most natural? <i>Silence game</i>, to make students conscious of sound around them. And <i>Exploring with ears</i>, in which students explore the classroom by using their hearing sense. <p>CONNECTION</p>	<ul style="list-style-type: none"> • Listening Tracks • Listen-and-Do template • My Binary Map template • Which is the correct Alternative sheet • I understand worksheet • Stick • Fabric • Verbs chart • Emotions chart • Advice cards

<p>put, come, win, act, identify, read, talk, speak, hear, listen, understand, pick, mold, count, sing, buy, sell, rise, drive, plant, draw, paint, decorate, believe, sweep, protect, water, sit, cross, wash, watch, see, play, read, jump, illustrate, create, search, seek, follow, do, open, close, clean, throw, hit, help, heal, try, measure, happy, sad, fearless, fearful, disgusted, angry, mad, bored, interested, ecstatic, indifferent.</p>	<ul style="list-style-type: none"> • The teacher requires students to solve the mystery of the mazes. Students have three pronunciation mazes to solve. One for each of the three pronunciations of the letter -s. • The teacher gives them the task to complete a field note about friends who searched for their advice. First, Students have to listen to a description of a situation and then they have to write down details that can help them to infer how that person feels. • Students work in pairs in an investigation task. They have to find out what the person is feeling using the micro-expressions. First students have to listen to a description of each emotion and the micro-expressions that are made by people when feeling that emotion. Then, students role play three roles: the liars, the detectives, and the interviewers. The detective infers the true emotions of the liars. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students listen to the pronunciation of conjugated verbs for the third person singular for the present simple and match them according to the sound /s/ produces at the end. • Students listen to short descriptions of complicated situations or videos. Then, students write one word to describe each speaker's emotions at the moment of speaking. They have to write down the supporting details heard in order to infer the emotions felt. 	<ul style="list-style-type: none"> • Micro expression Cards • Question Cards • Rubric • Speakers • Computer
<p>MONITORING PLAN: Data Source 1: Worksheets, Listening' Reports Data Source 2: Field Notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 17th to June 21st, 2019</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). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA

Institution: Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”

Teacher: Lic. Antonio Maldonado

Teacher Candidate: Yosselyn Anabel Sánchez Rojas

Participants: 8th EGB

School Year: 2018-2019

Topic: Do you sleep like a log?

RESEARCH PROBLEM: How does the use of input and output tasks as task-based learning techniques improve listening skills among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan students will be able to develop their listening skill using input and output tasks as task-based learning techniques focused in the following aspects: Listening and Responding, Pronunciation, Listening for Details, and General Understanding.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To interpret supporting details and to deduce the emotional state or the type of lifestyle a person has.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Grammar Structure Present Simple • Key Words Busy, calm, nomadic, active, inactive, normal, fancy, relaxed, full, work, study, sleep, outside, myself, leisure activities, enjoy, music, free time, reading, listening, traveling, car, bus, taxi, bicycle, train, big, small, house, servants, maids, 	<p>ACTIVATION - activate prior knowledge</p> <ul style="list-style-type: none"> • Students review vocabulary and activate their inference skills through the use of the following pre-tasks: Guess the song, in which by using the prior knowledge on music they guess popular songs. Freeze Dance, for which they have to be attentively to what they hear. And to end with, the think, pair, and share activity, to motivate them to share and guess information. <p>CONNECTION</p>	<ul style="list-style-type: none"> • List of songs • Pop Music • Poster • Listening Tracks • Listen-and-Do template • My Binary Map template • Which is the correct Alternative sheet • I understand worksheet • Comparison Chart • Guess-who Board • Inside Out-Movie

workers, garden, bedroom, music, sing, prepare, run, walk, cook, wash, happy, junk, food, fast, healthy, unhealthy, happy, sad, fearless, fearful, disgusted, angry, mad, boring.	<ul style="list-style-type: none"> • The teacher requires students to prepare a comparison chart about the lifestyles (relaxed or busy) of famous people. Students to listen to short descriptions of the routine and activities that famous people develop. Students have to firstly identify the name of the speaker and write at least three details to illustrate their lifestyles. Students find out the most appropriate word to describe the speaker's lifestyle. • Students guess who had certain lifestyle (healthy or unhealthy). Students have to listen for a description of lifestyle. While they listen they complete the details in their profile cards. Then, they listen again to short sentences that say one detail per person. Using the profiles, students guess who is the person being described. • Students listen to an audio book and parts of a movie. They discover what emotion is driving the life of Riley at that specific moment. They complete the gaps in the book section by listening for the details given in the audio book. Then, students watch the video and select one emotion as the responsible for that moment in Riley's life. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students listen to speakers talking about their routines. Students have to select which details belong to each speaker and then led to a conclusion about their lifestyles. Students have to infer the most suitable word to describe the speaker's emotion. 	<ul style="list-style-type: none"> • Driven by emotions-Book • Rubric • Speakers • Computer
MONITORING PLAN: Data Source 1: Worksheets, Listening' Reports Data Source 2: Field Notes		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: June 24 th to June 28 th , 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). Syakur. (2007). The Components of Speaking Ability

g. TIMELINE

[illegible]

h. BUDGET AND FINANCING

Organization and management of the research

Resources

Human

- The researcher
- The eighth year students
- The teacher
- The thesis advisor

Material

- Scripts
- Paper
- Wallcharts
- Cards
- Visual Aids

Technical

- Computer
- Speakers
- Printer
- Internet

EXPENSES	COST
Internet connection	\$150
Print of reports	\$70
Print of the project	\$50
Print of the final report and thesis	\$200
Unexpected expenses	\$200
Total	\$670

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

i. BIBLIOGRAPHY

- Avci, R., & Doghonadze, N. (2017). The Challenges of Teaching EFL Listening in Iraqi (Kurdistan Region) Universities. *Universal Journal of Educational Research*, 5(11), 1995–2004. <https://doi.org/10.13189/ujer.2017.051116>
- Bedwell, C. (2014). Then and now: A Review of Teaching Listening by Mary Underwood, 6(December), 1–5.
- Bekaryan, L. (n.d.). Developing Learners ' Top-Down Processing Skills in Listening, 74–82.
- Benati, A. (2017). The role of input and output tasks in grammar instruction: Theoretical, empirical and pedagogical considerations. *Studies in Second Language Learning and Teaching*, 7(3), 377–396.
- Bingol, M. A., Celik, B., Yildiz, N., & Mart, C. T. (2014). Listening Comprehension Difficulties Encountered by students in Second Language Learning Class, (November), 25–30.
- Brandl, K. (2009). Implementational Demands in Task-Based Teaching: The Teachers ' Perspective, 6(2), 117–125.
- Brown, S. (2006). Teaching listening.
- Buck, G. (2001). Assessing Listening. *The Cambridge Language Assessment Series*, 57(2), 143. <https://doi.org/10.1093/elt/57.2.198-a>
- Bygate, M., Skehan, P., & Swain, M. (2001). Researching Pedagogic Tasks.
- Cauldwell, R. T. (2000). Grasping the nettle: The importance of perception work in listening comprehension, (November), 1–11. Retrieved from http://kate.bada.cc/wp-content/uploads/2015/02/kate_59_3_5.pdf

- Chomsky, N. (1957). Syntactic Structures.
- Clark, J. L., Scarino, & Brownell. (1994). *Improving the quality of learning A framework for target-oriented curriculum renewal*.
- Commonwealth of Australia. (2009). Understanding language learning, (1957), 30–32.
- Cronquist, K., & Fiszbein, A. (2017). English Language Learning in Latin America, (September). Retrieved from <https://www.thedialogue.org/wp-content/uploads/2017/09/English-Language-Learning-in-Latin-America-Final.pdf>
- EF Education First. (2017). Ef Epi 2017. Retrieved from www.ef.com/epi
- Ellis, R. (1993). The methodology of TBLT.
- Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221–246. <https://doi.org/10.1111/j.1473-4192.2009.00231.x>
- Field, J. (1999). Key concepts in ELT, 53(October).
- Gelderen, E. van. (2014). *A History of the English Language: Revised edition*. Retrieved from <https://books.google.com/books?id=68EjAwAAQBAJ&pgis=1>
- Geraldine, M., Gatot, Y., & Yuliana, S. (n.d.). The Effectiveness of Reasoning-gap Activity to improve the Student's Argument Writing, 1–12.
- Gilakjani, Abbas Pourhosein, & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123.

<https://doi.org/10.5539/elt.v9n6p123>

- Gilakjani, Abbas Pourhossein, & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research*, 2(5), 977–988. <https://doi.org/10.1002/app.24373>
- Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*, 2(2), 113–155.
- Hedge, T. (2001). Teaching and Learning in the Language Classroom, 2–24.
- Holmes, M. A., & Kavimandan, S. K. (2012). Bringing Theory to Life : Strategies that Make Culturally Responsive Pedagogy a Reality in Diverse Secondary Classrooms, 14(3), 1–19.
- Kim, J.-H. (2004). Intensive or Extensive Listening for L2 Beginners? Retrieved from http://kate.bada.cc/wp-content/uploads/2015/02/kate_59_3_5.pdf
- Lackman, K. (2012). Introduction to Task-based Learning The Willis model and variations.
- Lantolf, J. P., & Thorne, S. L. (2002). Second Language Learning, 197–221.
- Long, M. (1998). Focus on form in task-based language teaching. *Working Papers Tu ESI*, 16(2), 35–39.
- Ministerio de Educacion, E. (2016). English as a foreign language.
- Ni, Z., & Jingxia, L. (2017). An Empirical Study on Task-based Listening Teaching Mode in Junior High School of China. *Advances in Language and*

- Literary Studies*, 8(2), 202. <https://doi.org/10.7575/aiac.all.v.8n.2p.202>
- Nielson, G.-L., Pinckney, M., & Gómez, J. (2017). Task-based language teaching online: A guide for teachers. *Language Learning & Technology*, 21(3), 28–43. Retrieved from <http://llt.msu.edu/issues/october2017/baraltmorcillogomez.pdf>
- Nunan, D. (2004). Task-Based Language Teaching. *University of Hong Kong*, 82(3), 903–913. <https://doi.org/10.1253/circj.CJ-17-0585>
- Nunan, D. (2008). Task-based language teaching: From theory to classroom practice. *The English Centre -University of Hong Kong*. Retrieved from <http://www.nunan.info/%5Cnhttps://cdn.auckland.ac.nz/assets/education/about/centres/lipis/docs/readings/plenary05-nunan-slides.pdf>
- Oura, G. K. (2001). Authentic Task Based Materials : Bringing the Real World Into the Classroom, 65–84.
- Pica, T., & Sauro, S. (2006). Information-Gap Tasks: Their Multiple Roles and Contributions to Interaction Research Methodology, 28(2), 301–338.
- Prabhu, N. . S. (1987). Second Language Pedagogy.
- Richards, J. C. (2005). Communicative Language Teaching Today, 22–26.
- Richards, J. C. (2008). *Teaching Listening and Speaking From Theory to Practice*.
- Rivers, W. M. (1966). Listening Comprehension. *The Modern Language Journal*, (1).
- Salimi, A., & Shams, K. (2016). The Effect of Input-based and Output-based Instruction on EFL Learners ' Autonomy in Writing, 6(3), 525–533.

- Scarino, A., & Liddicoat, A. J. (2009). Teaching and Learning Languages: A Guide, 1–116. <https://doi.org/10.4324/9780203082423>
- Scarino, A., Vale, D., McKay, P., & Clark, J. (1988). Syllabus Development and Programming. Australian Language Levels Guidelines. Book 2.
- Skehan, P. (1998). A cognitive approach to language learning, *16*(1), 79–80.
- Skehan, P. (2003). Review article Task-based instruction, 1–14.
- Solak, E. (2016). Teaching Language Skills For Prospective English Teachers, (April).
- Tyagi, B. (2013). Listening : An Important Skill and Its Various Aspects, (12), 1–8.
- Van Den Branden, K. (2016). The Role of Teachers in Task-Based Language Education. *Annual Review of Applied Linguistics*, *36*(2016), 164–181. <https://doi.org/10.1017/S0267190515000070>
- Willis, J. (1996). A flexible framework for task-based learning. An overview of a task-based framework for language teaching. *Challenge and Change in Language Teaching*, (Prabhu 1987), 52–62.

ANNEXES

Annex 1: Observation sheet



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

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: Yosselyn Anabel Sánchez Rojas

OBSERVATION SHEET					
Observation #: Topic: Objective of the session:	Date/Time: Participants: Students of Eighth-year “A” & The researcher				Role of the researcher: Nonparticipant observer Duration of the observation:
Things to be observed	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Listening and Responding					
Pronunciation					
General Understanding					
Listening for Details					

Annex 2: Field notes



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

DATA COLLECTION SOURCE: FIELD NOTES

Researcher: Yosselyn Anabel Sánchez Rojas

FIELD NOTES		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: Students of Sixth year “A” & The researcher	Role of the researcher: Participant observer Duration of the observation:
Description of the event		Reflective Notes

Annex 3: Pre and Post-test & Scoring Guide (Rubric)



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

DATA COLLECTION SOURCE: PRE/POST TEST

Researcher: Yosselyn Anabel Sánchez Rojas

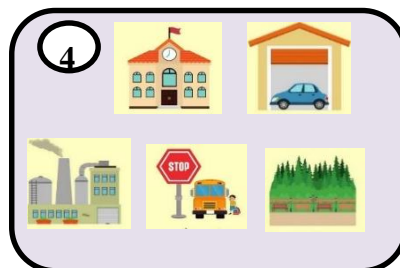
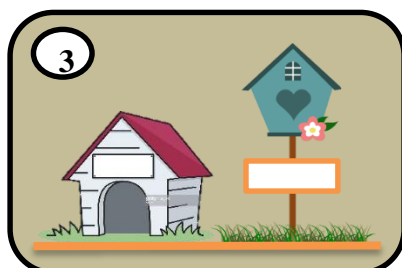
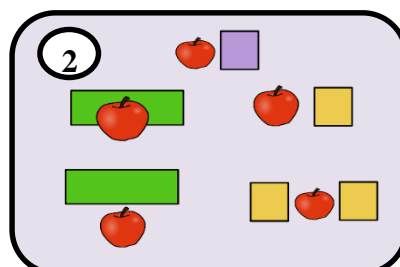
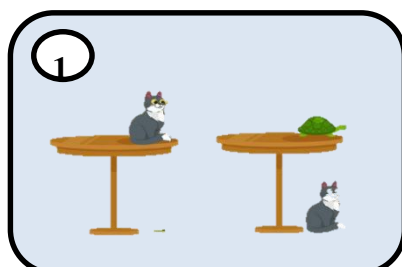
Year: 8th “A” of Basic Education

Date:

Code:

Read carefully the following questions. Then Listen and answer correctly.

1. Listen to five commands and develop the action. (Listening and Responding) 2.5p.



2. Listen to the pronunciation of the /s/ at the end of ten verbs. Then put an X below the sound that you hear: /Z/, /S/, or /IZ/. (Pronunciation)
2.5 pts.

VERBS	/Z/	/S/	/IZ/
<i>Example: works</i>		X	
a. Practices			
b. Does			
c. Watches			
d. Plays			
e. Walks			
f. Takes			
g. Sees			
h. Washes			
i. Drinks			
j. Goes			

3. Listen to a description about the Grand Canyon. Select the correct words said by the speaker to fill the gaps. (Listening for Details)
2.5p.

The Grand Canyon



This is the grand canyon. One of the world's _____ wonders.
 (a.) natural b. artificial c. human-made

- The grand canyon is in _____. The south west of the United States.
 a. Arabia b. Atlanta c. Arizona
- Turists also visit the _____ buildings along the South Rim.
 a. modern b. historic c. histerical
- Afterwards, they go to the Grand Canyon visior center. Here they can learn all about the canyons history, _____ and wildlife.
 a. Geography b. Maths c. Literature
- There are _____, interactive displays and games for children.
 a. Rooms b. animals c. maps
- People like _____ at the canyon, but very few visitors travel into the canyon.
 a. looking b. playing c. eating

4. Listen to two descriptions of the Wonders of the World. Then select the best heading for them. (General Understanding)
2.5p.

Listening 3.1

- a. Machu Picchu and the Alpacas.
- b. The Peruvian city of Machu Picchu.
- c. Machu Picchu a new Empire.
- d. Machu Picchu and its Construction.

Listening 3.2

- a. The sand city of Petra
- b. The stone city of Petra
- c. Petra the capital of Jordan
- d. Amman, Aqaba, and Petra



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

PRE AND POST TEST SCORING GUIDE

QUESTION 1. LISTENING AND RESPONDING

COMMANDS	ANSWER	SCORE
Command 1	Circle the cat on the chair.	0.5
Command 2	Cross out the apple between the boxes.	0.5
Command 3	Write "Toby" in the house of the dog.	0.5
Command 4	Draw a square around the school.	0.5
Command 5	Match the hospital with the drugstore.	0.5

QUESTION 2. PRONUNCIATION

LITERAL	ANSWER	SCORE
a	/Iz/	0.25
b	/Z/	0.25
c	/Iz/	0.25
d	/Z/	0.25
e	/S/	0.25
f	/S/	0.25
g	/Z/	0.25
h	/Iz/	0.25
i	/S/	0.25
j	/Z/	0.25

QUESTION 3. LISTENING FOR DETAILS

NUMBER	ANSWER	SCORE
1	C	0.5
2	B	0.5
3	A	0.5
4	C	0.5
5	A	0.5

QUESTION 4. GENERAL UNDERSTANDING

AUDIO	ANSWER	SCORE
Listening 3.1	D	1.25
Listening 3.2	B	1.25



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

RUBRIC

Researcher: Yosselyn Anabel Sánchez Rojas

Year:

Date:

Code:

INDICATOR 1: LISTENING AND RESPONDING

QUESTION 1: Listen to the commands and develop the action they ask.

INDICATOR	EXCELLENT 2.5pt	GOOD 2 pts	MEET THE REQUIREMENTS 1.5 pts	NEEDS WORK 1 pt	AREA OF CONCERN 0.5 pts	NO RESPONSE 0pts
<i>Response</i>	The responses were accurate and related to the 5 commands given.	The student completed four commands without mistakes.	The student completed three commands without mistakes.	The student completed two commands without mistakes.	The student completed one command without mistakes.	The student did not respond.
TOTAL						/ 2.5

INDICATOR 2: PRONUNCIATION

QUESTION 2: Listen to the pronunciation of the /s/ at the end of ten verbs. Then put an X below the final sound that you hear: /Z/; /S/; or /IZ/.

INDICATOR	EXCELLENT 2.5 pts	GOOD 1.875 pts	NEEDS WORK 1.25 pts	AREA OF CONCERN 0.625 pts	NO RESPONSE 0pts
<i>Pronunciation</i>	The student was able to listen fully to the ten words given and identified correctly the final sound of the letter "s" on them.	The student listened mostly of the words given and was able to identify the final sound of the letter "s" for eight words.	The student found it difficult to listen to the words given, but he/she was able to identify the final sound of the letter "s" for five words.	The student found it difficult to listen to the words given, and was able to identify the final sound of the letter "s" for two words.	The student was not able to listen to the words given, and was not able to identify the final sound of the letter "s" on them.
TOTAL					/ 2.5

INDICATOR 3: LISTENING FOR DETAILS

QUESTION 3: Listen to a description about the Grand Canyon. Select the correct word or words said by the speaker to fill the gaps.

INDICATOR	EXCELLENT 2.5 pts	GOOD 2 pts	MEET THE REQUIREMENTS 1.5 pts	NEEDS WORK 1 pt.	AREA OF CONCERN 0.5 pts	NO RESPONSE 0pts
<i>Listening for details</i>	The student listened and selected correctly in his/her answers all the specific information and details.	The student was able to listen and select four specific details in his/her answers.	The student was able to listen and select three specific details in his/her answers.	Although the student showed a limited ability to listen for details, two answers were correctly selected.	The student showed a limited ability to listen for details, as a result, one specific detail was included in his/her answers.	Student was unable to grasp specific details when listening, and did not include them in the answers.
TOTAL	/ 2.5					

INDICATOR 4: GENERAL UNDERSTANDING

QUESTION 4: Listen to two descriptions of the Wonders of the World. Then select the best heading for them.

INDICATOR	EXCELLENT 2.5 pts	GOOD 1.25 pts	NO RESPONSE 0pts
<i>General understanding</i>	The student showed a very good general understanding of all vocabulary and information, properly selecting the two headings for each listening.	While the student did not understand a lot of the vocabulary and information, he/she was able to select properly one heading for one listening.	Student did not understand enough vocabulary or information to answer the question.
TOTAL	/ 2.5		

FINAL SCORING TABLE.

	SCORE
INDICATOR 1 - QUESTION 1	/ 2.5
INDICATOR 2 - QUESTION 2	/ 2.5
INDICATOR 3 - QUESTION 3	/ 2.5
INDICATOR 4 - QUESTION 4	/ 2.5
TOTAL:	/ 10



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACION
ENGLISH LANGUAGE DEPARTMENT

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:

Instruction: Mark with a "X" the answer that best reflects your personal opinion.

1. How repeatedly does your teacher use input-providing tasks to improve listening skills?

Always ()

Usually ()

Seldom ()

Never ()

2. How often does your teacher assess your listening skills through the usage of output-prompting tasks?

Always ()

Usually ()

Seldom ()

Never ()

3. To what extent does your teacher apply Listen-and-Do tasks to improve listening skills?

To a Great Extent ()

Somewhat ()

Very little ()

Not at all ()

4. To what extent does your teacher improve your listening skills through the application of structured input tasks?

- | | |
|-------------------|-----|
| To a Great Extent | () |
| Somewhat | () |
| Very little | () |
| Not at all | () |

5. How much time does your teacher improve your listening skills through the employment of task-based learning techniques?

- | | |
|------------------|-----|
| Most of the time | () |
| Some of the time | () |
| Seldom | () |
| Never | () |

THANKS FOR YOUR COLLABORATION

Annex 5: Research Matrix

THEME: INPUT AND OUTPUT TASKS AS TASK-BASED LEARNING TECHNIQUES TO IMPROVE LISTENING SKILLS AMONG STUDENTS OF EIGHTH YEAR “A” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

Problem	Objectives	Theoretical Frame	Methodological design (Action Research)	Techniques and instruments
<p>General How does the input and output tasks as task-based learning techniques improve listening skills among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about input and output tasks as task-based learning techniques are adequate for 	<p>General To improve listening skills through input and output tasks as task-based learning techniques among students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.</p> <p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about input and output tasks as task-based learning techniques and their application on 	<p>Independent Variable Input and Output tasks as Task-based Learning Techniques</p> <ul style="list-style-type: none"> • Language Learning • How do learners learn? • Task-based language learning • Procedure of Task-Based Language Learning • Phases of Task-Based Language Learning • Roles in Task-Based Language Learning • Tasks 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for research • Designing an intervention plan <p>Intervention and observation</p> <ul style="list-style-type: none"> • Administering tests and questionnaires 	<ul style="list-style-type: none"> • Observation sheet • Field notes • Pre and post test • Pre and post questionnaire • Rubric

<p>improving listening skills amongst students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the improvement of listening skills amongst students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year? • What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on improving listening skills amongst 	<p>listening skills.</p> <ul style="list-style-type: none"> • To diagnose the issues that limit the listening skills in the English language amongst students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year. • To elaborate an intervention plan based on task-based learning strategies in order to improve listening skills amongst students of eighth year “A” of basic 	<ul style="list-style-type: none"> • Types of tasks • Input-providing Tasks • Output-prompting Tasks <p>Dependent variable</p> <p>Listening Skills</p> <ul style="list-style-type: none"> • Definition of Listening • Components and Aspects of Listening • Listening Process • Bottom-up and Top-down processes in Listening • Listening sub-skills. Common taxonomies of skills used in listening • Major Difficulties with listening • Approaches to Assess Listening 	<ul style="list-style-type: none"> • Observing and monitoring students’ performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report 	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • Which input and output tasks as task-based learning techniques are implemented to improve listening skills amongst students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year? • How effective was the application of input and output tasks as task-based learning techniques to develop listening skills amongst 	<p>education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To apply the most suitable input and output tasks as task-based learning techniques in order to improve listening skills amongst students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year. • To validate the results obtained after the application of input and output tasks as task-based learning techniques to develop listening skills amongst students of eighth year “A” 	<ul style="list-style-type: none"> • Listening Construct 		
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------	--	--

students of eighth year “A” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018- 2019 school year?	of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.			
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Annex 6. Grading Scales

Listening Skills

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
5-6	Below average
1 – 4	Failing

Input and Output Tasks as Task-based learning techniques

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of input and output tasks as task-based learning techniques to improve listening skills
61-80	Expected level of effectiveness of input and output tasks as task-based learning techniques to improve listening skills
41-60	Moderate level of effectiveness of input and output tasks as task-based learning techniques to improve listening skills
21-40	Unexpected level of effectiveness of input and output tasks as task-based learning techniques to improve listening skills
01-20	Low level of effectiveness of input and output tasks as task-based learning techniques to improve listening skills

INDEX

COVERPAGE.....	i
CERTIFICATION	ii
AUTORÍA.....	iii
CARTA DE AUTORIZACIÓN.....	iv
ACKNOWLEDGMENTS	v
DEDICATION	vi
MATRIZ DE ÁMBITO GEOGRÁFICO	vii
MAPA GEOGRÁFICO Y CROQUIS	viii
CROQUIS DE LA INVESTIGACIÓN	viii
THESIS OUTLINE.....	ix
a. TITLE.....	1
b. RESUMEN.....	2
ABSTRACT.....	3
c. INTRODUCTION.....	4
d. LITERATURE REVIEW.....	7
INPUT AND OUTPUT TASKS AS TBL TECHNIQUES	7
Task-based learning	7
Framework of task-based learning	8
Characterizing a task	11
Types of tasks.....	12
Input-providing tasks	13

Output-prompting tasks.....	17
LISTENING.....	18
What is listening?.....	18
Types of listening.....	20
Listening process.....	21
Listening skill and how to improve it	24
Listening sub-skills	25
Assessing listening.....	27
e. MATERIALS AND METHODS	29
f. RESULTS	33
g. DISCUSSION	49
h. CONCLUSIONS.....	53
i. RECOMMENDATIONS	54
j. BIBLIOGRAPHY	55
k. ANNEXES	61
a. THEME	62
b. PROBLEM STATEMENT	63
c. JUSTIFICATION.....	70
d. OBJECTIVES	73
e. THEORETICAL FRAMEWORK	75
f. METHODOLOGY	102
g. TIMELINE.....	124
h. BUDGET AND FINANCING.....	125

i. BIBLIOGRAPHY	126
INDEX	146