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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA: "**TASK-BASED LEARNING APPROACH IN THE DEVELOPMENT OF THE SPEAKING SKILL**"

Trabajo de Investigación Previo a la Obtención del Grado Académico de Magister en la Enseñanza del Idioma Inglés Como Lengua Extranjera

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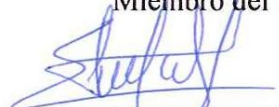
Ambato – Ecuador

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A LA UNIDAD DE TITULACIÓN DE LA UNIVERSIDAD TÉCNICA DE AMBATO

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AGRADECIMIENTO

DEDICATORIA

I dedicate the present work, to my
dearest family who supported and guided
me for accomplishing my goals.

With love

Byron Soria

RESUMEN EJECUTIVO

El presente trabajo investigativo tuvo como objetivo principal el determinar el impacto del enfoque de aprendizaje basado en tareas ayuda a mejorar la habilidad de hablar de los estudiantes del Primer nivel del Centro de Idiomas de la Universidad Nacional de Chimborazo. Para determinar la efectividad de este enfoque, se aplicó un pre-test y un post-test de producción oral el cual está basado en el examen de Cambridge KET, a los estudiantes Primer nivel de los paralelos 1K4 y 1E4 del Centro de Idiomas de la Universidad Nacional de Chimborazo durante el período Octubre 2018 – Marzo 2019. Se diseñó una guía para el docente la cual fue utilizada durante el tratamiento dentro del aula. Los análisis de datos se realizaron antes y después del trabajo en el aula. El diseño de la guía para el docente se realizó en base a las tres etapas del proceso de una tarea: pre-tarea, tarea misma y post-tarea con la utilización de varios tipos de tareas tales como individuales, grupales, abiertas, cerradas, y de información, tomando en cuenta la motivación y el reto que cada tarea implica en el mejoramiento de la producción oral de los estudiantes. Después de concluir el tratamiento con la implementación de la propuesta, se procedió al procesamiento de los datos obtenidos del pre-test y el post-test mediante la prueba matemática T de Student. Los resultados demuestran que efectivamente el enfoque de aprendizaje basado en tareas tuvo un impacto positivo en el desarrollo de la producción oral de los estudiantes quienes mejoraron su habilidad para hablar. Por lo tanto, se recomienda que los docentes apliquen

esta propuesta con el enfoque de aprendizaje basado en tareas para mejorar el desenvolvimiento oral de los estudiantes.

Descriptores: Aprendizaje – enfoque – habilidad – hablar – motivación   – reto - tratamiento - pre-tarea – tarea – post-tarea

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THEME:

"**TASK-BASED LEARNING APPROACH IN THE DEVELOPMENT OF THE SPEAKING SKILL**"

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ABSTRACT

The main objective of the present research work was to determine the impact of the Task-based Learning Approach helps to enhance the speaking students' ability from the Languages Center of the Universidad Nacional de Chimborazo level 1. To determine the effectiveness of this approach, a pre-test and post-test based on the Cambridge KET exam – speaking part, were given to the students of First level at the Language Center of the Universidad Nacional de Chimborazo, classes 1K4 and 1E4 during the period October 2018 - March 2019. A guide for the teacher was designed which was used during the treatment in the classroom. The data analysis was done before and after the work in the classroom. The guide design for the teacher was made based on the three stages of the process of a task: pre-task, task itself and post-task with the use of various types of tasks such as individual, group, open, closed, and information gap tasks, taking into consideration the motivation and the challenge that each task implies in the improvement of learners' speaking skill. After concluding the treatment with the implementation of the proposal, the data analysis obtained from the pre-test and post-test were analyzed through the use of the T-student test. The results show that effectively the Task-based Learning Approach had a positive impact on the development of the students' oral production who improved their ability to speak. Therefore, it is recommended that teachers apply this proposal with the Task-based Learning Approach to enhance the oral performance of students.

INTRODUCTION

Language is used by members of a social group or culture either in spoken, manual, or written ways to express ideas, thoughts, and feelings for communication purposes Language as part of any culture is transmitted from generation to generation to convey meaning. That is the reason why, teaching languages is emphasized in this globalized era. In the present, English is the language for global communication, science, business, fashion; and technology among other fields. It has also become a "lingua franca" among language users that do not come from the same culture (Crystal, 2003). Being a global language, English is needed to learn by Ecuadorian people; therefore, it is demanding to create proposals that help in the teaching and learning process. Students must acquire the B2 level at the end of the university studies (CES, 2013) and they need instructors' support and commitment to accomplish this goal.

In this context, a proposal focused on Task-based Learning Approach was developed to help in the improvement of speaking skill. It was designed taking into consideration the process of task with pre-task activities, task activities, and post-tasks activities with the ultimate goal of challenge, motivate, and scaffold students in the construction of fluency, accuracy, and good pronunciation of the target language. The current research was applied in the classroom and was arranged into six chapters:

CHAPTER I presents the problem and its contextualization. Additionally, the critical analysis, prognosis, and establishment of the problem, research questions, and delimitation of the study, justification, and objectives are presented.

CHAPTER II displays the research background, philosophical foundation, and legal foundation. Furthermore, the key categories, the theoretical foundation and hypotheses are introduced.

CHAPTER III details the methodology for this research the method of research, type of research, and population. In addition, the operationalization of variables, the method of data collection and analysis are displayed.

CHAPTER IV presents the obtained data analysis and interpretation. Besides, hypothesis verification by applying T student mathematical test is detailed.

CHAPTER V displays conclusions and recommendations that come up after finishing the current study.

CHAPTER VI introduces a proposal based on the Task-based Learning Approach to enhance speaking skill.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the Problem

Task-Based Learning Approach in the Development of the Speaking Skill

1.2. Problem Statement

1.2. Contextualization of the problem

English language has become one of the main subject matters in the majority of educational institutions around the world because it is considered as a global language (Crystal, 2003). It is an important way of communication for people who come from different language and knowledge backgrounds as well as in their professional and economic development. Furthermore, communication as a key part of language development is crucial in social interaction. People can perform it through negotiation of meaning in order to achieve an aim. In the present times a big necessity to be able to interact with others is needed no matter the place people are. People from all over the world need to use English as a means of communication; however, the teaching and learning process has its main problem in the low level English speaking skill. This is the reason why it is necessary to review this problem through macro, meso and micro level (Education First, 2018).

There is a low level of skills in Latin America due to the low quality of education (Latin American Economic Outlook , 2017). It is stated that young people in Latin America do not perform well in reading mathematics and science (OECD, 2105 a cited in Latin American Economic Outlook 2017). This is a great barrier to develop more specific skills such as speaking and innovation. Consequently, Latin American Countries can hardly develop knowledge-based economies because citizens should innovate. Furthermore, Latin American Countries are considered to have the lowest rates in English proficiency (McHugh, 2016). The author claims learning English is not a luxury but a need. Therefore, the English standards should be improved for global communication purposes through accurate evaluation tools in real world language requirements according to students' needs (Tudball, 2017).

In Ecuador, there is also a low rate of English proficiency. People from Ecuador is aware that they have problems in productive skills such as speaking and writing rather that reading and listening. People state they have problems in speaking skills because they do not use in

in daily life and speaking is harder than other skills (British Council, 2015). Ecuadorian students emphasize they struggle in speaking skills because they face pronunciation problems and fear of making mistakes. Therefore, it is necessary to enhance speaking skills through pronunciation drills (Gonzales, et al., 2015). Further, there is a poor quality in English education due to poor teaching skills which do not allow achieving education goals (Quezada, Benítez, Vargas, & Zúñiga, 2017); therefore, new methodological processes are needed such as Task-based learning for improving Ecuadorian students' English proficiency.

Particularly, at Universidad Nacional de Chimborazo, there is also a low level of students' speaking performance. During diagnostic tests, the researcher has found that students do not orally communicate their ideas. Most of them show a minimum of speaking performance. They say they do not speak because they have not had the opportunity to do it in class.

To sum up, there are low rates of speaking performance in Latin America, Ecuador, and at UNACH, therefore would be good to implement other teaching approaches to solve this important issue.

1.2.2. Critical analysis

Figure 1. Tree of problem
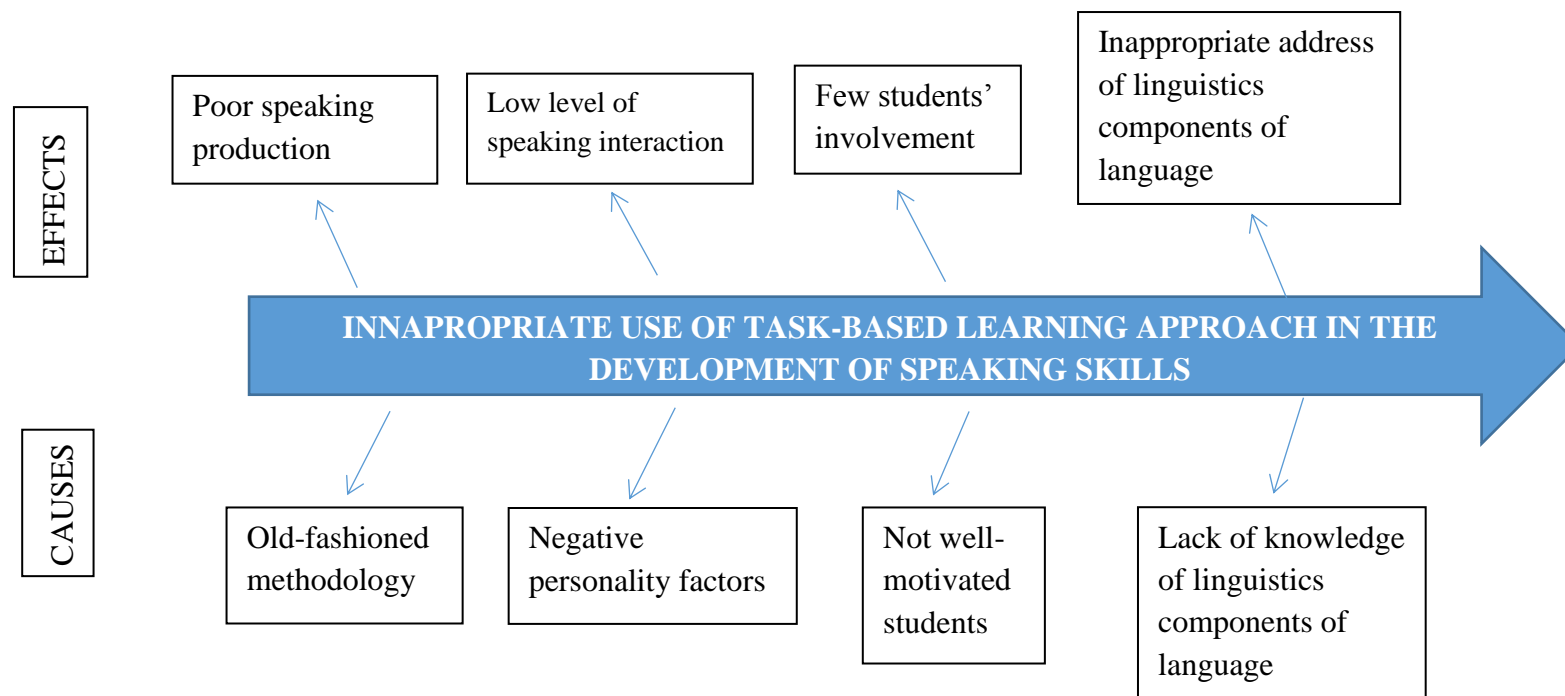
Source: Direct research

Author: Soria, B (2018)

Being an important skill of English language; speaking needs to be enhanced by learners in order to have an effective language learning and communication. For that reason, this study is centered in the inappropriate use of Task-based learning approach in the development of speaking skills of students at Universidad Nacional de Chimborazo. This problem has its causes and their effects.

Even though years have passed through the time teachers continue applying old-fashioned methodology. Teacher centered approach rather than modern (Belias, Sdrolias, Kakkos, Koutiva, & Koustelios, 2013) ones such as CLIL or communicative approaches is the current method in classes at UNACH. For this cause, there is a poor speaking production. Students listen to the teacher and he or she disserts something especially about grammar patterns without any interaction moments or tasks. Therefore, the transmission of knowledge has been developed with useless lectures.

Another cause for the problem of this study is the negative personality factors such as anxiety, stress and shyness which end in low level of speaking interaction (Haidara, 2016). Even though, students have studied English for a long period of time their speaking performance is adversely influenced. Students have a good management of grammar and vocabulary but they do not speak at all. They evidence fear of mistakes, stress, shyness, indecision, and low rates of self-confidence. Learners do not interact among them and they do not produce English language independently because they also have fearful criticism (Leong & Ahmadi, 2016).

Moreover, students are not well motivated and there is a few students involvement as consequence (Leong & Ahmadi, 2016). Motivation can be very influential for it integrates people who learn (Merisuo-Storm, 2007 as cited in Leong and Ahmadi, 2016). Apprentices who are well motivated are more sensitive to pronunciation and they improve their speaking performance. Further, if teachers do not build a motivational classroom environment and language learning process, students will not evidence any important improvement in English language learning. Besides, a positive attitude can improve students' speaking performance.

Besides, Inappropriate address of linguistics components of language causes that students lack of those important components of the language. Learners are not aware about phonology, syntax, semantics, and vocabulary because teachers do not address them in English speaking skills activities. Phonology is the branch of linguistics that studies the sounds systems of the language (Crystal, 2008); therefore, it deals with pronunciation issues. It is well-known that pronunciation and spelling of English words are different hence it can cause many problems at the time of speaking practice (Leong & Ahmadi, 2016)

1.2.3. Prognoses

The improvement of speaking skills is important at UNACH in order to ensure good results in students' oral production and interaction. English is a global language (Crystal, English as a Global Language, 2003); therefore, speaking skills is relevant for communicative purposes and needed for producing a good oral interaction and production. However, if the present study were not applied, the speaking skills of students at UNACH would remain in the low level.

In contrast, if the current study is developed, there will be many benefits for students especially in speaking skill. In fact, the use of new technologies and updated educational methodology help to grow of knowledge. Challenging tasks for students in the learning process can change the nature and purpose of it. In consequence, task-based approach can have important and positive effects in the educational system. Learners can improve their understanding and their improvement can be significant. Being aware of the necessity of adopting new methodologies is a good improvement for both teachers and students (Messier, 2005).

To face negative personality factors, teachers must promote a safe and healthy classroom environment. If negative personality factors such as shyness, stress, fear of mistakes, and lack of self-confidence are not confronted, students will not have a good performance in their speaking skills. Nevertheless, if they are faced, students can experience elf-confidence at the time of orally presenting something in front of the class and at the moment of interacting among them (Haidara, 2016). They will also be engaged and motivated to continue learning and improving their speaking skills performance.

Last but not least, teachers must engage their students in meaningful tasks. They are the ones in charge of making the right decisions on the curriculum to be addressed in the classroom. For that reason, getting them to know about the importance of the speaking practice in the classroom can be one of the goals for bringing real benefits for students.

1.2.4. Problem formulation

How does Task-based approach enhance English speaking skill?

1.2.5. Research questions

- What is the initial state of students' oral production?
- Which are the components of the process for implementing task-based approach to enhance English speaking skill?
- Which tasks are helpful for enhancing speaking skill?
- What is the correlation of the Task-Based Approach in the development of the Speaking Skill in the English language?

1.2.6. Delimitation of the research problem

Content delimitation

Task-based approach enhance English speaking skill

Field: Education

Area: EFL teaching.

Aspect: Speaking

1.2.6.1 Temporal Delimitation

October – March 2019 academic period

1.2.6.2 Spatial Delimitation

This investigation took place at the Language Center at Universidad Nacional de Chimborazo

1.3 Justification

This research project was born from the necessity of fostering oral communication in students who present difficulties in speaking skill. The current research is based on two variables, Task-based approach and speaking skills, which are linked to enhance students' oral communication at Universidad Nacional de Chimborazo; for that reason it is interesting, important, original, and feasible and has high impact on its beneficiaries.

The current study is **interesting** for two reasons. First, listening and speaking skills are vital parts of learning process. The development of these skills helps students to receive and produce language in a different way; it means through the application of Task-based approach in classroom setting. Second, based on previous students' observation in English class, learners did not feel confident enough to practice and to explore it. It made students limit their own participation during the English classes and at the same way their own learning process. Therefore, the use of new ways of teaching is interesting and engaging.

Moreover, this study is **important**. Researcher found that one of the main skills that students want to learn is speaking skill and it has a relevant importance in this project because students recognized that they did not develop it in their previous English classes. Besides, speaking is one of the bases to communicate; therefore, it represents, for most of the learners, a huge step in their process of learning.

Further, it is also **original**. The purpose of using Task-Based Approach is to introduce a new alternative in English classes that allow students to learn English in a way that they did not know before this project. Task-Based Approach has been implemented using different strategies that promote students' participation and speaking techniques with the purpose to work with activities that in base of dynamic strategies that allow students to speak in English.

Lastly, this study is **feasible** for two reasons. First, the researcher has noticed the necessity of applying updated methodologies in class. Task-based approach is suitable for English classes because students have shown their motivation in learning with it. Furthermore, it is applicable because it has the authorities' support at UNACH. Therefore, it has a high **impact** in the development of students' speaking skill through the application of Task-based approach.

1.4 Objectives

To determine the impact of Task-Based Approach to enhance English speaking skill in the Language Center at Universidad Nacional de Chimborazo

1.4.2 Specific Objectives

- To identify the initial state of students' oral production.
- To analyze the components of the process for implementing task-based approach to enhance English speaking skill
- To explore the useful tasks which enhance the speaking skill through the use of the task-based approach
- To assess the effectiveness of the task-based approach for the development of the speaking skill in the English language.

CHAPTER II

THEORETICAL FRAMEWORK

2. 1 Research Background

Megan Calvert Montgomery from College, Silver Spring-USA and Younghee Sheen from The American University Washington- USA in the year 2014, presented a research named Task-based language learning and teaching: An action-research study, it was an ethnographic study which was focused on a teacher experience in a refugees camp. It has as the main objective to report on one teacher's experience of developing, implementing, critically reflecting on, and modifying a language learning task to enhance the needs of her students in an adult English program, the results highlighted ways in which teachers can make tasks more accessible and enjoyable for students. Tasks can serve as a means of incorporating enjoyable, beneficial, and communicative activities in the L2 classroom.

Bariş Kasapin his thesis work for getting the degree of Master of Arts in the department of teaching English as a foreign language from the Bilkent University in Ankara in the year 2005 with the title the "Effectiveness of task-based instruction in the improvement of learners' speaking skills", A quasi-experimental approach was implemented therefore a control and experimental groups were chosen for data collection. It was gathered through questionnaires, interviews and oral tests. Oral pre- and post-tests were administered to both classes comprising 45 students total. The study demonstrated, however that students' general perceptions of task-based instruction were positive, and the interview with the study teacher also yielded a positive result. The questionnaire results demonstrated that students had neutral or partially positive reactions to the treatment tasks but found these helpful in developing their oral skills. According to the researchers the findings of this study may inspire teachers teaching speaking to adapt some of the activities in the usual course book according to a more task-based approach, so that students can participate in oral practice of language actively and in turn help them improve their speaking abilities.

Mireya Peña and Amparo Onatra from Francisco de Paula Santander School, Colombia in their study entitled Promoting Oral Production through the Task-Based Learning Approach:

A Study in a Public Secondary School in Colombia in the year 2009 aimed at analyzing the different demands of transactional and interactional activities among novice EFL speakers. The methodology implemented consisted on a set of activities as part of an action research plan that provided researchers with a clearer picture of their students' oral skill performance through time when working with the task-based approach. The study concluded that getting learners to speak in the EFL classroom is both rewarding and demanding because there are many elements to be considered when dealing with oral skills. In order to see confident speakers in a task, teachers cannot take for granted the use of vocabulary, the practice of intonation patterns and other language aspects.

Gabriela Magdalena Naranjo in the year 2015 in her thesis work for achieving the degree in language teaching at Universidad Técnica de Ambato with the research entitled "The use of the methodology based on tasks (TBL -task-based learning) in the development of skill and oral production (speaking) of the English language at second year students from Ambato High School, reached as conclusion that the main causes affecting the oral production are: the use of outdated methods that rarely emphasize in the students' oral fluency. It is essential to promote teacher training in methodologies that encourage the students' desire to learn and more than that, speak the language at every opportunity. The tasks then, are innovative alternatives that unified with the active and entertaining language teaching never neglects the participants' cognitive development. The method is proposed as an alternative solution with all application and development patterns.

Fuelantala (2016) focused on the description and analysis of the processes of fostering oral abilities with the implementation of Task-Based Learning using speaking techniques in interactive method with a story as a tool in eight graders students in a public school in Bogota. Thirteen students participated in the project for more than two months. Among the main sources to obtain data, questionnaires, researcher observations, students' portfolios and students recording transcription were used. Through the data analysis it was revealed that students during this pedagogical implementation faced different aspects to enhance their English level in class; to do it were used strategies and three techniques implemented in relation with activities such as: minimal responses, talk about English, picture activity-game, guessing activity-game and story activity-game.

2.2 Philosophical Foundations

Human beings are characterized by several specific features, among them their ability to reflect on problems they have to deal with to live, work and learn (Byrnes, 1984). Human Beings share different instincts and several skills as the animals, but inside the educational field, they have the capacity to learn and acquire knowledge as a specific human characteristic (Brown, Waring & Donkaewbua, 2008). For these reasons, people are taught; animals are trained. Learning skills human beings acquire and developed are carried out systematically, whereas others through planned processes, yet inside the regular educational system (Calvert &Sheen, 2015). When students, after getting a degree in the different social roles they are assigned, these have to be done, looking for scientific basis, on paradigms or science models, technology and updated human behavior, and in permanent and continuous performance.

In this case, it can be discussed that their learning has to be emphasized into a technique-human concept in education and a systematic, holistic and synergy learning conception. Academic reading and writing are complex social literacy practices developed by professors and students at the university. They take form of the institutional culture in which they are expressed, of the discursive culture of the scientific and or professional community of the disciplines or subjects and of the activities of production and comprehension of texts required to learn in the university (Carlino, 2009).

The task-based approach emerges from the constructivist theory of learning. it describes that knowledge is actively built by the student, the knowledge being in movement and in constant change is incorporated by means of study instruments and theoretical-practical assimilation, which causes the student to become an active, conscious actor and responsible for their own learning. In its formative evolution the task of the student will be of an almost total implication, the results will come to be knowledge that learners could have been getting. To achieve all this, learners are supervised by the teacher (Barrel, 1999).

According to Swain (2000), learner output plays an important role in the acquisition process because it forces learners to move from semantic to more syntactic analysis of the target language, also, it enables them to test hypotheses about the target language, and it helps them consciously to reflect on the language they are producing. All of which makes it possible for

learners to notice a gap between what they want to say in the L2 and what they can say, which prompts them to stretch their current interlanguage capacity in order to fill the gap. This represents "the internalization of new linguistic knowledge or the consolidation of existing knowledge" (Swain &Lapkin, 1995, p. 374). In other words, output presents learners with unique opportunities for active deployment of their cognitive resources (Feyten, 1991). Learner output is not just a sign of acquired knowledge, but also a sign of learning at work (Swain, 2000).

2.3 Legal basis

Ecuadorian Legal Framework sets up several guidelines to the educational system and mainly to the development of language learning in all the level of the system. It considers Education as one of the fundamental services provided to the people. The Ecuadorian Political Constitution, Chapter 2, Article 6, Section J: Guarantees digital alphabetization and use of ITC's during the educational process, and promote teaching process under social and productive activities.
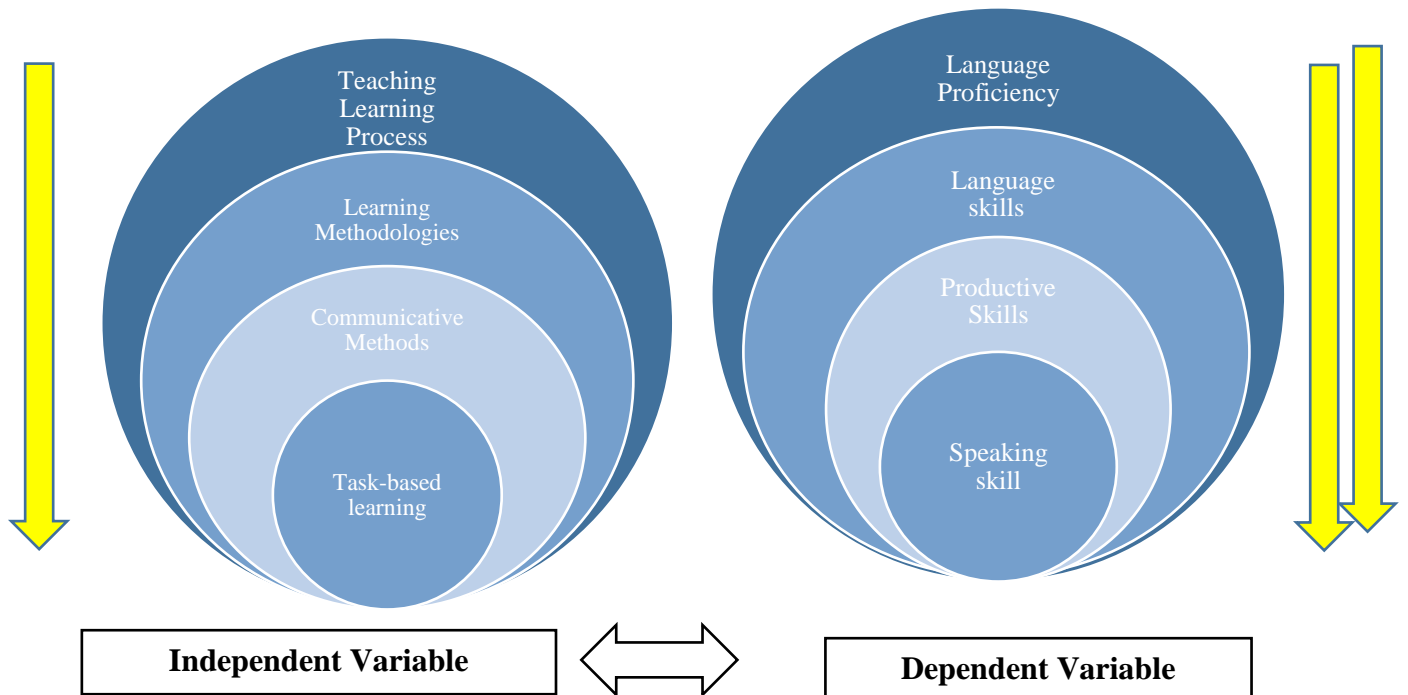
In Ecuador, the public system introduced for the first time a specific timetable for the foreign language, from second to seventh grade of General Basic Education, in the elementary and middle levels. It is established by an agreement of the Ministry of Education, which supports the curricular reform of February 17 of this year 2017.

Statuto de Régimen Académico, approved by the Council of Educación Superior (CES) on 2013, establishes that the Higher Level Institutions (IES), are destined to the teaching and learning of a foreign language. They will guarantee the level of proficiency in the language to meet the requirement of graduation at the third level careers, and must be organized or approved from the beginning of the studies. The sufficiency of the foreign language must be evaluated once the student has completed and approved 60% of the subjects of the course; such proof will be enabled for the continuation of their studies.

Finally, it worths to be mentioned that developing a research paper is a mandatory requirement to get the Master's degree. Those research papers must be carried out independently or as a result of an "End of the Program Seminar".

2.4 Conceptual foundation

Figure 2. Key categories

Independent Variable

Dependent Variable

Teaching Learning Process

Learning Methodologies

Communicative Methods

Task-based learning

Language Proficiency

Language skills

Productive Skills

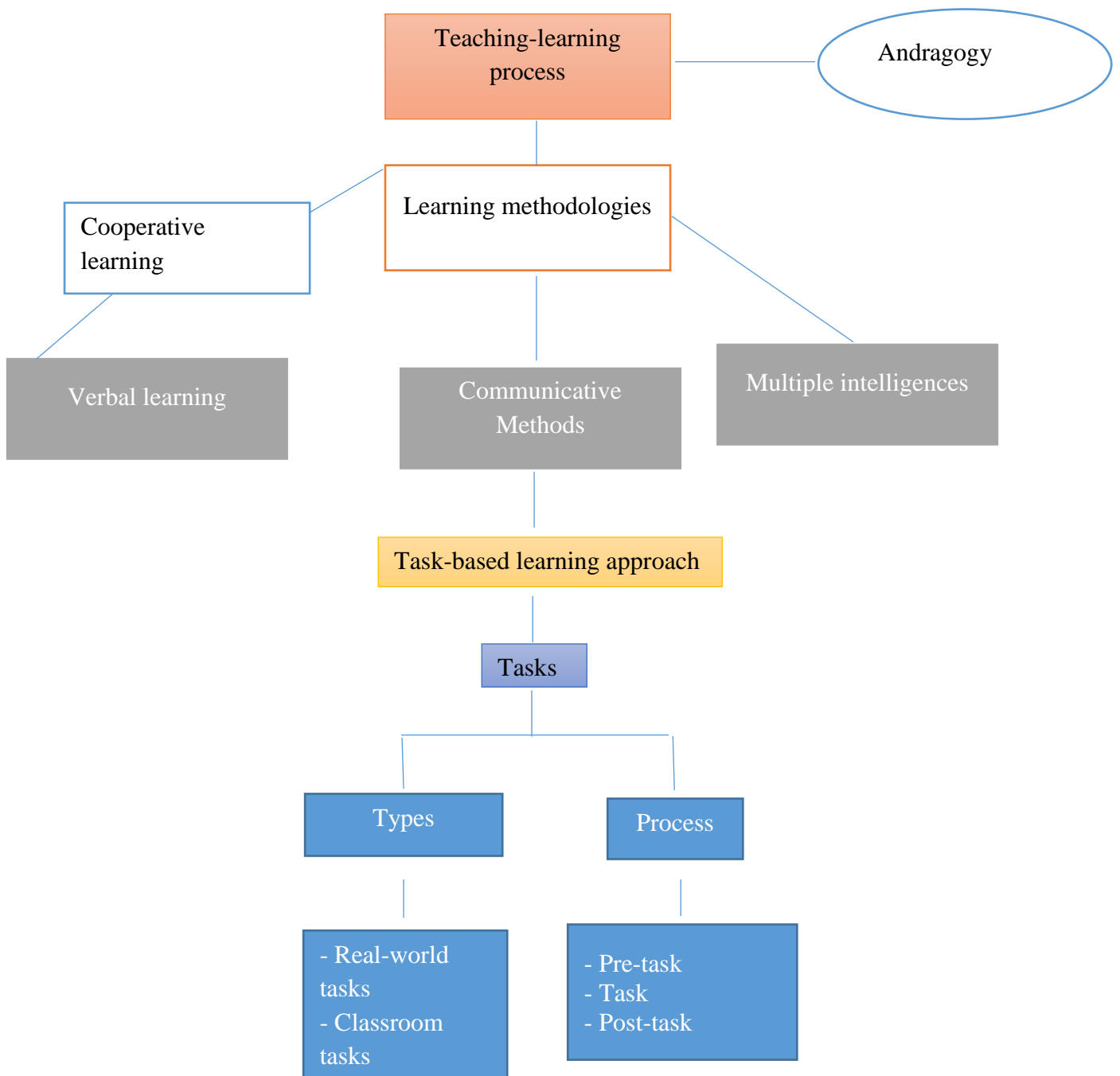Speaking skill

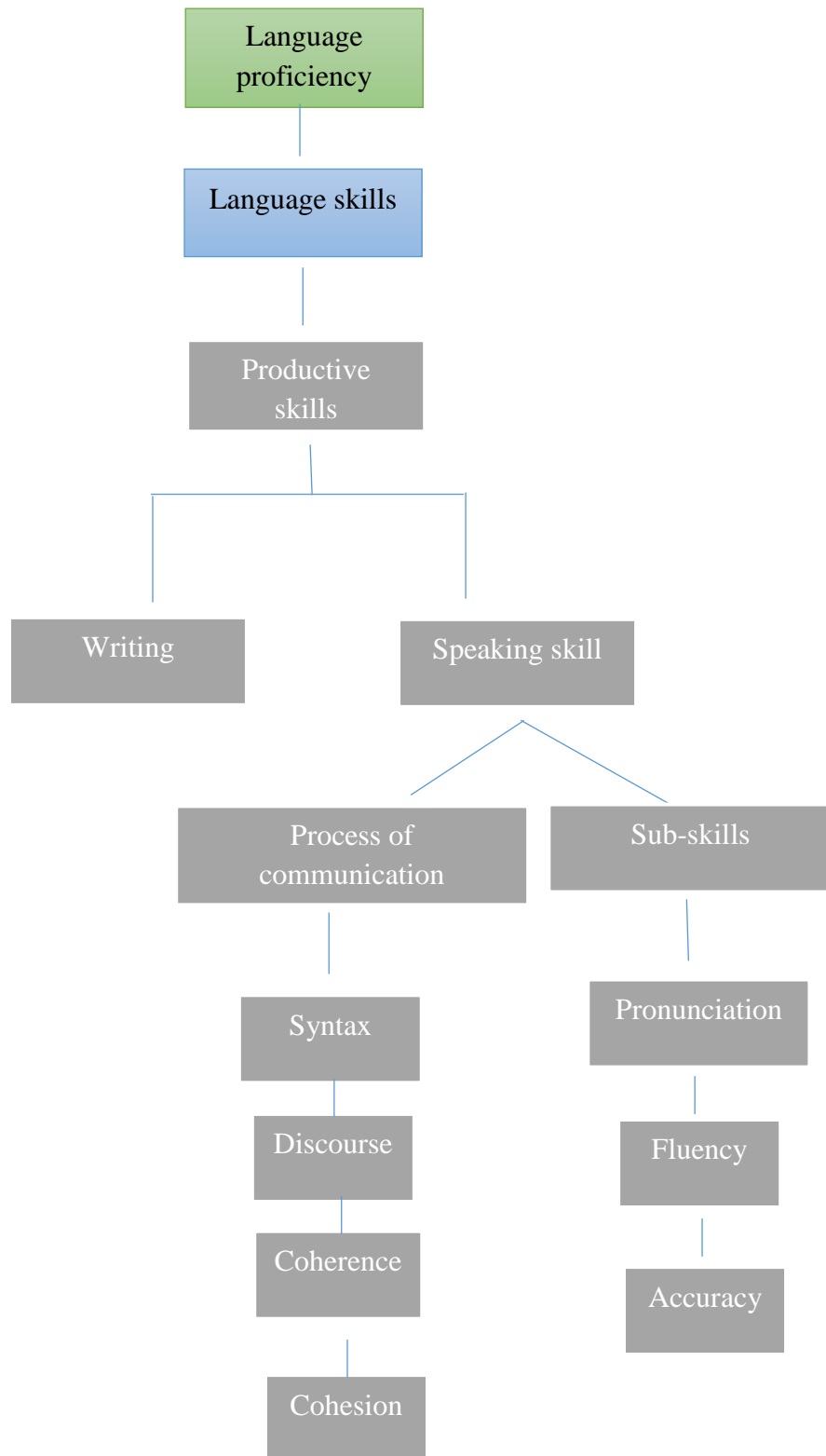**Source:** Direct Research

Author: Soria, B. (2018)

2.4.1. Interrelated graphics. Independent variable
Figure 3. Interrelated graphics. Independent variable

Author: Soria, B. (2018)

2.4.2. Interrelated graphics. Independent variable
Figure 4. Interrelated graphics. Dependent variable

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                    ┌─────────────────┐
                    │    Language     │
                    │   proficiency   │
                    └─────────────────┘
                             │
                    ┌─────────────────┐
                    │ Language skills │
                    └─────────────────┘
                             │
                    ┌─────────────────┐
                    │   Productive    │
                    │     skills      │
                    └─────────────────┘
                      ┌──────┴──────────┐
                ┌───────────┐      ┌───────────────┐
                │  Writing  │      │ Speaking skill │
                └───────────┘      └───────────────┘
                                  ┌────────┴────────┐
                         ┌──────────────┐    ┌───────────┐
                         │  Process of  │    │ Sub-skills │
                         │communication │    └───────────┘
                         └──────────────┘         │
                                │          ┌──────────────┐
                         ┌──────────┐      │Pronunciation │
                         │  Syntax  │      └──────────────┘
                         └──────────┘             │
                         ┌──────────┐      ┌──────────┐
                         │Discourse │      │ Fluency  │
                         └──────────┘      └──────────┘
                         ┌──────────┐             │
                         │Coherence │      ┌──────────┐
                         └──────────┘      │ Accuracy │
                                │          └──────────┘
                         ┌──────────┐
                         │ Cohesion │
                         └──────────┘
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Author: Soria, B. (2018)

2.4.3 Independent Variable Conceptualization

Teaching-learning Process

Sequerira (2012) claims teaching is the group of actions that are designed to support students' learning. In the current times, teachers have the role of increasing their students' learning based on their background knowledge. On the other hand, learning is conceptualized as the change that students experience when they develop new skills, understand a new concept, or change their attitude. In other words, learning is the action of intentionally change.

Harmer (2008) argues that learning depends on different characteristics of students namely age, attitudes, intelligence, personality and style. On the other hand, teaching is the process of leading groups by playing roles such as actor, orchestral conductor, or even gardeners. Teachers have the role of conducting groups and enhance their capacities and relationships among learners in processes like decision making and direction-finding.

According to Richards and Rogers (1986) the teaching and learning process in communicative language process obeys to the use of tasks which are related to information gaps activities and information transfer. This means that students work in the same task but they need different information to complete the same task. Educators also use games to encourage students to interact among them. The teacher should create an active and participatory class environment. In the current times there is a change from a teacher-centered model to a learner-centered approach that focuses on processes (Northern Ireland Curriculum, 2007).

As the current research is focused on adult learners, Andragogy is an important support for it. Elbillo (2013) states Andragogy is the art and science of helping adults in their learning process. The author also states the teaching process is an active process with which the people share information with others to make them to change their behavior. On the other hand, learning is the complementation process which promotes the assimilation of information with behavioral change. As it has been previously mentioned, this research is centered on young adults; therefore, they tend to become independent learners. Furthermore, they use their background knowledge to connect with the new knowledge in favor of their needs. They also connect their learning process to real life situations and the material learned

is considered as useful to put into practice. That is the reason why, teachers should material that seem interesting to them because they tend to develop resistance for learning. Furthermore, they are self-motivated and in constant learning through solving problem projects. Besides, feedback is important and effective because it helps in the retention of information.

Kaur (2012) claims as educational researcher, she is aware about teaching and learning process does not deal with classroom context only but a cultural context. The author emphasizes the idea of Vygotsky (1962) who stated the nature of learning that occurs within a classroom setting is highly different from that taking place as a part of students' everyday lives in a given cultural context.

Learning methodologies

Verbal learning

Verbal learning is the ability that learners have to memorize new information through activities such as creating mental pictures, and associations. In this context, learners have the support of "Serial learning" which is the memorization of words in certain order. This typical way of learning indicates that students are able to easily memorize lists of words at the beginning and at the end of the list; however, they have problems to memorize words in the middle of the list. Furthermore, "paired-associated learning" is part of verbal learning. It refers to the stimulus and response that learners put to words in order to remember them; for example, jar – fork and container frame. Those words in the example have similar meaning. Other examples can be sun-day and night-moon which are words that have relationship to each other (Gray, 2018).

Multiple intelligences

Multiple intelligences theory is about the different abilities that people have to understand and learn things. Gardner (2003) states human minds and human brains are two different entities. He proposes that humans do not have only one single mind or single intelligence or ability. In fact, he proposes that mind/brain consists of many intelligence kinds that operate according to their own rules and autonomy. Those abilities were called as "multiple intelligences" or learning styles namely the visual or spatial learning style, the aural or auditory or musical, the verbal or linguistic, the physical or kinesthetic, the logical or

mathematical the social or interpersonal learning and the solitary or intrapersonal learning style (Smith, 2018).

Cooperative learning

Cooperative learning refers to the capacity that learner have to work in cooperation with others based on theories of anthropology, sociology, economics and other social sciences. They work together and learn by supporting to each other and develop social interdependence (Johnson, Johnson, & Stanne, 2000).

Kagan (2018) claims cooperative learning has some advantages. First, cooperative learning helps students to achieve learning goals while building relationship and mutual understanding among them. It is being said that cooperative learning encourages students to enhance their self-esteem, empathy, and social relations while increasing their thinking skills. Learners also contribute to increase individual accountability as well as participation in class. However, there are some disadvantage if cooperative learning is not addressed in a good way; for instance, some students that do not have good social skills, do not cooperate in the accomplishment of goals and can cause conflicts in the group; furthermore, sometimes, there is only one student who works and the rest waits for the final grade that is assigned to the whole group; so the students depend on one of them.

Firestone (2018) states Cooperative learning is a teaching method used by the teachers to provide their students who have mixed abilities the opportunity to take part of a group and assess them according to the performance of the group. Cooperative learning has some elements such as face to face interaction which promotes students to discuss and explain assigned tasks to each other; students evidence positive interdependence that is related to the cooperation among the members of the group to succeed as a whole body; another element of Cooperative learning is "individual accountability" which refers to each member of the group is accountable for his or her own contribution to the group.

Furthermore, teachers should clearly state learning goals in order to ensure that each learner exactly knows what she or he is responsible for and what the group must achieve. In the present research, students would work in groups or pairs; therefore, it is extremely important to establish clear lesson objectives for students to be accomplished.

The reason why students suceed in some classes is that students become engaged, they respect to each other, take turns, while some members of the group are hesitated, the rest of the group wait patiently, they also encourage and support to each other to learn both content and language (Kagan & High, 2002)

Communicative methods

According to the British Council (2019) the communicative approach refers to the concept that communication for real meaning must be used in learning a language. Therefore, learners must be involved in real communication because in that way, they enhance their natural strategies to learn or acquire a new language. Among the contemporary communicative methods, there are the integrated contend based method, the sheltered instruction method.

Herrera (2011) suggests that the Content-based method includes the language teaching through the content of academic subject matters. In this method, teachers develop thematic units and emphasize learning goals on contents and language learning. On the other hand, the sheltered instruction method is also based on curriculum according to the learners' level. The teacher links the curriculum with the language learning and provides scaffolding to his or her students. In this method, there are some strategies such as hand-on activities, social interaction, cooperative learning, guarded vocabulary and visual support.

Furthermore, Richards (2006) argue that the Communicative language method has been implemented since the 1990s. This method describes the notion of communicative competence to be achieved in second and foreign language teaching. This method is put into practice through a communicative syllabus. This method also uses a number of sources that can be applied in different ways according to the teaching and learning contexts, the learners' ages, their cultural background, their background knowledge, and students' learning goals, among others. Besides, the author (2006) states ten core assumptions of Communicative language teaching. First, L2 learning permits learners to engage in meaningful interaction and communication. Second, effective learning tasks and activities give opportunities for negotiating meaning, as well as expanding their language resources. It also lets students know how language is used and participate in meaningful language share. Thirdly, students' processing of content is the result of meaningful communication which is relevant, purposeful, interesting, and engaging. Furthermore, communication is seen as a holistic

process that includes language skills usage. Besides, language learning is achieved when the student has been involved in inductive or discovery learning of subjacent language rules with activities based on organization, analysis, and reflection. In addition, trial and errors are part of the gradual process of language learning that involves creative use of language. Even though, errors are considered as normal, the main objective of Communicative language learning is to use the language accurately and fluently. Moreover, learners design their own route for language learning according to their level, needs, and motivations. Additionally, effective learning and communication strategies are used in order to succeed in language learning. Further, the teacher is considered as the facilitator who is in charge of the creation of the classroom climate which conducts to language learning and its use. Finally, the communicative classroom is a community which lets the students collaborate and share.

Task-Based learning approach

Zakime (2018) states that Task-based learning or TBL approach includes the accomplishment of meaningful tasks. This fact includes the use of authentic use of language for real communication purposes. Teachers and textbooks use a variety of approaches; those are divided into two groups first Direct: turn taking, topic managing, questioning strategies. Indirect: oral interaction through work group and task work. In that order Sanchez (2004) said that Task based learning approach belongs to the second group. The emergence of the TBA is connected to what became known as the 'Bangalore Project'. This project initiated in 1979 and completed in 1984 but this approach has been taken as branch of the communicative language approach. (p. 41)

Nunan (2006) offers a definition focused also on the language classroom: A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language; while their attention is principally focused on meaning rather than form. Following this point of view Willis (1996) presents her own definition, TBLA consists of the pre-task, the task cycle (task, planning and report) and the language focus.

Richards and Rogers (1986) argue that task-based teaching materials include games, roleplays, simulations, and task-based communication which are based on communicative language teaching classes. All of these involve the use of exercise handbooks, cue cards, card for activities, pair work activity cards, and interaction booklets; for instance, pair work

activity cards include "information gap" activities, jigsaws, interview; in the same way classes are designed for students to interact by playing the roles or interviewer and interviewee. Furthermore, realia and authentic materials can be widely used in task-based learning. Realia includes magazines, signs, advertisements, newspapers, maps, pictures.

Tasks

The Oxford Dictionary (2018) defines tasks as pieces of work to be done or undertaken. Furthermore, Zakime (2018) defines tasks as real life situations which have a pedagogical objective. The tasks should accomplish specific goals such as providing opportunities to share meaningful information without any pattern; have clear goals because learners should know what the intended objective is; have outcomes that serve to other people; and, be connected with real world activities. The tasks also include activities namely YouTube videos, problem-solution, and real on-line communication.

Types of tasks

Real-world tasks

Bower (2007) conceptualizes tasks as real life activities that focus on meaning. Tasks can include playing games, solving a problem, sharing information, and talking about own experience. According to the author, if role play activities do not include a problem-solving characteristic could not be considered as good TBL task. However, if the role play activity includes argumentation, negotiation, and coming to agreements to find solutions can be considered as a good TBL activity. In this manner, students would have a goal in the use of language. Furthermore, teachers should pay attention to language skills development for language acquisition through feedback and language focus on class planning; therefore, TBL lesson planning should enrich students' abilities with real life tasks developed in class. Additionally, Zakime (2018) affirms that TBL approach as the completion of meaningful task which are focused on the authentic use of language with communication purposes.

Classroom tasks

Ellis (2003) states TBL has a central place in language pedagogy. Classroom tasks require language use and sometimes language is not required; for instance when students perform simulations such as airline reservations, they must use language for a purpose; on the other hand, when they paint something, they do not use language at all. Richards, Plat, and Weber

(1985, as cited in Ellis, 2003) defend the idea that classroom tasks necessarily need the language because the ultimate goal is to elicit language use from the students. The author also conceptualizes classroom tasks as the learners' activities which are focused on message transmission or showing what they know about the language and classroom exercises which primary goal is communication. Additionally, classroom tasks need the learner to play the role of "language users". Classroom tasks should convey some features namely authenticity, language skill, cognitive processes, and outcomes.

According to Ellis (2003) authenticity deals with those features of tasks that make them meaningful and real for students. For instance, students develop authentic tasks such as borrowing a book in the library, booking a flight, writing a "cheque", requesting information on the school campus, painting a fence, filling official forms, and dressing a child; all of the activities mentioned before elicit students' authentic use of language. However, there are other tasks that the students perform in class like telling a story, describing a picture, and telling directions that need some sort of language use in real life because learners need to negotiate meaning and ask for clarification. All of the tasks which exemplified above should be supported by language skills namely listening and reading to obtain information and speaking and writing to produce information. TBL also helps the learners to produce a cognitive process because they manipulate information, comprehend, produce, and interact through the use of the target language. Finally, TBL engages learners to come up with successful and clear outcomes.

Language functions

Yule (2010) claims language is a crucial means of communication which is used to share thoughts. In this context, Wiśniewski (2007) argues that language plays some roles that can be studied and analyzed as "functions of the language". Those functions are divided into two main categories namely micro functions and macro functions. They have been separately studied; however they are widely linked to each other (Enfield, 2005).

Micro functions

Wiśniewski (2007) states micro functions deal with specific individual uses of language and are divided into physiological, phatic, recording identifiying, reasoning, communicating, and pleasure functions.

According to Hassan (2018) Physiological function is the act of liberating phisics and nervous energy; for example, it happens when people are fans of sports and watch a game on TV or in campus, people express their feelings, thoughts, and emotions thorugh cheers or curse words; then, they feel better or disappointed. Moreover, the Phatic function is used for socialization. This micro function of the language is used when people speak with others just for the pealsure to do it; for example when people say "nice day today", there is not any relevant information but they establish communication (Tribus, 2017).

Furthermore, Wiśniewski (2007) argues that the recording function shows the language use for remebering after long periods of time that need to be reminded. Writing is the most common language skill that is used for the recording function of the language because it shows evidence of past events. Another micro function of the language is the identifying function. It is related to the use of the language for recognizing objects and event in the environment. That is the reason why every thing around the world has its own name from the ancient times to the current ones. In addition, the reasoning function is considered as an instrumento of thought . People use this micro function of the language in order to think, process and analyze thought before speaking. Besides, communication function is widely used by human beings to inform, request, apologize, order, promise, refuse, among other reasons for expressing. Finally, the pleasure micro function of the laguage provides pleasure to both speakers and listeners depending on what they are discusing about (Hébert, 2018).

Macro functions

According to Wiśniewski (2007) **macro functions** are those functions of the language that serve to set more general objectives in the language use. Among the macro functions of the language use are ideational, interpersonal, poetic, and textual functions.

Jacobson (1960) as cited in Hébert (2018) stated that the ideational function helps to the language users to conceptualize the mental processes or activities that are happening in the environment. While the interpersonal function deals with the idea that language is for socialization with others. On the contrary, poetic macro function of the language refers to the skill that people have to manipulate language in a creative way. While textual function is about the ability to long written productions with coherence and cohesion. This function is unique to the human beings because animals cannot write (Tribus, 2017).

Task-based approach process

The process of task-based learning approach refers to the completion of a central task through three main stages: pre-task activities, task cycle: task, planning and reporting; and, post-task: language focus and feedback (British Council, 2018).

Pre- task

The pre-task activities refer to the actions that teachers perform to introduce topic and the task itself (Bowen, 2007). Furthermore, the pre-task activity helps to the teacher to provide clear explanations and models to the students about what to do and what the intended objective is. In this stage, students take notes, ask questions, and prepare the materials for the task (British Council, 2019). Zakime (2018) states this stage is also helpful because teachers engage their students to perform the task and support them in context and language issues. This is also the phase of general knowledge activation and being aware about the objectives of the task.

Task

According to the British Council (2007) students may accomplish task either individually or in groups while the teachers monitors their performance and provide enough feedback and support. Furthermore, there is a task cycle that is formed by the task itself, planning, and report (Bowen, 2007). Zakime (2018) argues that this stage is used by the learners to perform the task that can be developed in groups or pairs. They also should use the language for analyzing, describing, negotiating meaning, and so forth. The teacher, on the other hand, is not supposed to correct students but monitor, support, and provide feedback. After finishing the task, students need to organize about how they would report the results to the rest of the class. They plan an oral or written report while practicing language and report to the whole class (British Council, 2019). In the consecution of the task the teacher should provide support for improving learners' fluency while they interact to each other, and accuracy with the correct feedback (Bowen, 2007).

Post-task

Zakime (2018) claims post-task is the final stage which is valuable to assess students' performance, in this way the teacher becomes a monitor of TBL. British Council (2018)

argues that teachers should analyze and highlight the most important parts from the studied text in the task and select language areas to practice based on the needs that emerged from the final part of the task or report.

Instructional tasks for enhancing speaking skill

Fattah (2006) Argues that Task-based learning approach centers on some kinds of taks namely pair/group, closed/open, information gap, opinion/reasoning gap, ordering, comparing, problem/solving tasks, and social interactive tasks.

Pair/group tasks

These kind of taks have to different focuses. First, the studetns interact face to face which includes students' work one to each other in class. Second, group work encourages students to cooperatively work with more than two partners (Fattah, 2006).

Closed/open tasks

Closed tasks have their own structure and very specific goals. They are also based on having one single correct answer. Nevertherless, opened tasks are more general for example to talk about any personal experience (Fattah, 2006).

Information gap tasks

Information gap tasks are used when one students has not complete information about any topic; therefore a "gap" is needed in order to establish communication; for example two students have different pieces of reading text and they complete their information. These kind of tasks are considered very effective to develop speaking skills because they encourage students to communicate and look for information through negotiation of meaning (Fattah, 2006).

Opinion gap/reasoning gap tasks

These tasks are good to motive students to produce utterances for giving their opinions and personal preferences as well as their feelings and attitudes. These tasks also help to express about to formulate arguments and justify opinions through evidence. They also help to produce new information based on previous knowledge through inference or deduction.

Ordering tasks

British Council (2018) states ordering tasks include three types such as sequencing, ranking, and classifying. Sequencing tasks include the logically presentation of events in a chronological order; ranking means the categorization of items in groups or headings which were previously given; and, classifying means to sort the items in groups that are not given (Fattah, 2006).

Comparing tasks

Similarities and differences are established with comparing tasks and need students to establish communication and express opinions (Fattah, 2006).

Problem solving tasks

British Council (2018) argues that this type of tasks is centered in common problems such as global warming, relationships, pollution, bullying, traffic problems etc. The students must come up with ideas to solve the problem while developing interaction. These tasks are considered as authentic tasks because they refer to real life situations. Students who are developing this type of tasks are always arguing, accepting others' ideas, guessing, rejecting, and giving reasons (Fattah, 2006).

Social interactive tasks

Social interaction tasks are those that promote sociability among members of the classroom. As main examples of this kind of tasks are role play, debate, storytelling, and interview (Fattah, 2006). Furthermore, the students share their personal experiences and have the opportunity to use the language in real life (British Council, 2018). Besides, role plays help the learners to imagine situations, create dialogs, and act out them by using their critical thinking and problem solving abilities. Moreover, the interviews encourage students to share their personal information for different purpose such as anecdotes, reminiscences, attitudes, opinions, and feelings (Fattah, 2006).

2.4.4 Dependent Variable

Language proficiency

Language proficiency is the ability to use the language in real life (University of Wisconsin, 2018).The Common European Framework of Reference (2001) determines the levels of proficiency which correspond two main groups: Basic user (A), Independent user (B), and proficient user (C). Each group is divided into two sub-groups: A1, A2, B1, B2, C1, and C2.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: Common European Framework of Reference (2001)

Furthermore, the language proficiency refers to how skillful is a person in a language. This means that a language user must prove fluency and accuracy in the target language and it is defined or measured by standardized exams. Those exams have their own language

proficiency scales; for instance ACTFL (American Council on the Teaching of Foreign Languages scale) that has five proficiency levels: novice, intermediate, advanced, superior, and distinguished. Another important proficiency test is TOEFL (Test of English as a foreign language) which uses seven levels of scoring (Lyons, 2018).

Language skills

Morehouse (2017) states language skills are a group of four language capacities which permit the language users to understand and produce language for effectively communicating with others. Those abilities are: listening, reading, speaking, and writing. Based upon the learning acquisition the skills of the language occur in a process. First, the person listens, then, he or she speaks; finally, the person writes and reads. Richards and Rogers (1986) claims language skills are taught in the ordered previously mentioned and listening is in the first place because it is part of aural discrimination of basic sound patterns and language is totally oraly at the beginning of human life. Furthermore, language skills are widely approached and enhance through communicative language teaching issues.

Listening is the first language skill that a person acquires in mother tongue. It is also known as a receptive or passive skill. People need to use their ears and brains to understand others' utterances. According to Harmer (1988) listening needs to be taught first, because students need to be familiarized with different accents rather than the voice of their teacher who has his or her own accent and idiosyncrasy.

Moreover, reading is the language skill that is learned in third place. It is also a receptive or passive skill which uses the eyes and brains to understand written texts (Morehouse, 2017). According to Schoenbah, Greenleaf, Cziko, and Hurwitz (1999) reading is a complex process of solving problem where the reader uses his or her abilities to understand from a written text. Although reading seems to be pasive, it is very active because it is populated of a number of ideas and thoughts that come from the authors and from the background knowledge of the reader (Schoenbah, Greenleaf, Cziko, & Hurwitz, 1999).

Productive skills

Coulmas (2002) states "writing" is a set of visible or tactile marks that are recorded systematically which come up with a result called as text. Schoenbah, Greenleaf, Cziko, and

Hurwitz (1999) argues that wiriting is an active and artificial skill because it requires language users to use their hands and brains to produce written symbols which represent oral language.

Hosain (2015) claims productive skills namely speaking and writing are very important because they let students practice real life activities in the classroom. Both, speaking and writing can be used as assessment tools in order to check students' performance. Besides, learners who speak fluently demonstrate they are able to develop communication at all levels with strong confidence; on the contrary, writing is very useful for academic purposes. Teaching productive skills is crucial because they are basic life abilities such as taking notes, fill forms, write letters, report, stories. They also may need some confidence that only productive skills can provide. Proficient performance in writing and speaking can enhance the opportunities for employment.

Therefore, being an important issue for comunication, speaking has been emphasized in this study in order to provide both English language proficiency and self-confidence during communication.

Speaking skill

According to Schoenbah, Greenleaf, Cziko, and Hurwitz (1999) speaking is the skill that is learned in second place after listening. It is also a productive and active skill because it requires the operation of the vocal tract and the brain to produce the sounds of the language. Speaking is the activity of giving speeches and talks. Speaking is an act of making vocal sounds. It can be said that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address. Speaking skills are the skills that give humans the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking skills also help to assure that a person will not be misunderstood by those who are listening. Speaking is the productive skill in the oral mode. As the other skills, it is more complicated than it seems at first and involves more than just pronouncing words. Furthermore, speaking is the way of communication in order to accomplish goals such as express opinions, intentions, feelings and so on.

Process of communication

Syntax

Crystal (2008) states syntax is the term traditionally used to study the rules for the combination of words to form sentences. In other words, syntax is deals with the relationship between the elements of a sentence and the rules that govern the arrangement of the sentences in sequences. Furthermore, syntax studies the structure and order of components within a sentence (Yule, 2010). The sentences are studied through "tree diagrams" with symbols such as NP (noun phrase); Art (article); N (Noun); VP (verb phrase); V (verb).
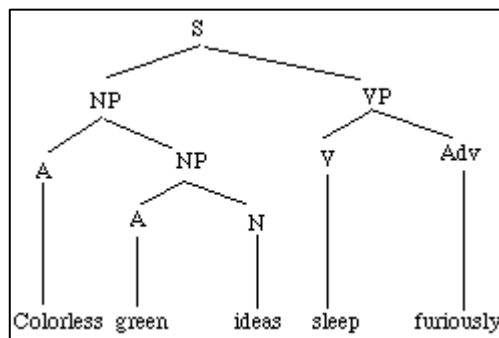
Source: Retrieved from:

http://www.people.fas.harvard.edu/~ctjhuang/lecture_notes/lecch3.html

Discourse

Crystal (2018) states discourse is the term which is used in linguistics to describe spoken utterances beyond the sentence; for instance, a joke, a conversation, a sermon, and interview and so on. Within this context, discourse is studied in terms of discourse analysis.

Discourse analysis

Discourse analysis refers to the way speakers develop communication in order to be understood. Furthermore, it deals with the way listeners understand the speakers who communicate things beyond their utterances and how conversation is developed. In other words, discourse analysis is "language beyond the sentence". Coherence and cohesion are two important aspects of discourse analysis (Yule, 2010).

Coherence

Oxford Dictionary (2018) state coherence is the quality of being logical and consistent in language use. Furthermore, coherence is conceptualized as the application of the rules of discourse analysis which refers to the main rule of organization in spoken and written language. It is also related to the abilities that language users have to infer and make assumptions by using their knowledge of the world. Coherence is also mediated in the use of speech acts (Crystal, 2008). Besides, Yule (2010) claims coherence is "everything together well". In this context, coherence does not exist in words but in people; it means, that coherence is the ability that people have to make sense on their oral or written productions. Coherence deals with how people make interpretations on what they read or listen.

Cohesion

According to Crystal (2008) cohesion is the property of the word which is analyzed as a grammatical unit that will be used in larger utterances or texts. In other terms, cohesion is the semantic or syntactic connectivity of linguistic forms at a surface-structure level of analysis. Besides, Yule (2010) argues that cohesion is the set of ties and connections that are present within a text. Furthermore, cohesion is the fact that people form a united whole (Oxford Dictionay, 2018).

Sociocultural components

Language users produce oral or written utterances according to geographical areas they live; however, it is stated people do not utter in the same way even though they share the same geographical area because of their economic and educational situations, social groups or speech communities (Yule, 2010). In this context, the study of pragmatics is important because it deals with the study of the relationship between linguistic forms and the users of them. Furthermore, pragmatics studies the connections between the language usage to express an idea and the social function of that idea; such as in apologies, requests, invitations, and so on (Hinkel, 2017). Sociocultural issues deal with the appropriate ways that people use in determined places and situations; for instance, booking a flight, asking for directions, developing and interview, etc. It also depends on the grade of politeness that people use in certain situations (Hinkel, 2017).

The Common European Framework of Reference (2001) refers to sociolinguistic competences to sociocultural conditions of language use. It means that people use social

conventions that are the rules of politeness, norms of governing relations between people from different ages, sex, classes, social groups, rituals, and linguistic codifications. All of those previously mentioned directly affect all language communication among people.

Speaking sub-skills

British Council (2018) state sub-skills are specific behaviors that language users do in order to be effective in each of the skills; for example, in listening they need the ability to recognize and understand connected speech and understanding gist; as well as in reading, language users need to use scanning and skimming; in writing people must organize and edit ideas; and in speaking people need sub-skills like pronunciation, fluency and accuracy.

Pronunciation

Oxford Dictionary (2018) defines pronunciation as the way in which a word is uttered. Harmer (1988) states there are three areas that need to be strengthened in pronunciation of English language namely sounds, stress and pitch, and intonation. **Sounds** (phonemes) are units of the language that are gathered together in order to produce words. Those units of the language are also known as sounds of the language which are produced in the vocal tract. They are presented between phonetic symbols like slashes, brackets, or parentheses. Furthermore, the sounds of the language are divided into consonants and vowels which are produced in different places of the vocal tract and in different ways as well. That is the reason why they adopt different names according to their manner of articulation and places of articulation (László, 2014).

Source: http://www.bbc.co.uk/learningenglish/english/features/pronunciation/introduction

Pronunciation also deals with "**stress**" which refers to the force of the voice that is placed while uttering words and sentences. Each word contains a stressed syllable, and each sentence contains a stressed word. They are stressed because the speaker increases the volume or changes the pitch of his or her voice during utterances. Further, **pitch** can be defined as high and low; the high pitch is used when the speaker is excited and low pitch can be used when speakers are bored, for example. On the other hand, **intonation** is conceptualized as the music of the speech. It musicalizes the moments when people change their pitch to utter messages; for instance, the word "yes" can mean "I agree: or "It is true" according with the intonation that that speaker uses.

Fluency

The Common European Framework of Reference (2009) emphasizes that a language user that shows fluency can express by him or herself spontaneously at length with a natural flow avoiding difficulties smoothly so the interlocutor does not realize on them. In this context, Lackman (2010) states learners should practice speaking with a logical flow without planning or practicing. On the other hand, teachers must plan activities that focus on meaning and communication without concerning on accuracy because errors can be corrected thereafter.

Accuracy

Accuracy is the ability to establish communication with grammatical control of complex language even though the speaker is focusing on interlocutors' reactions and responses (Common European Framework of Reference, 2001). Students must practice their accuracy by using words, structures, and pronunciation in an accurate way. Teachers, otherwise, must plan controlled class activities in order to engage students in pronunciation practices with correct structures for understanding goals (Lackman, 2010).

2.5 Variable statement
Independent variable

Task-based learning approach

Dependent variable

Speaking skill

2.6. Hypothesis

Alternative Hypothesis: Task-Based learning approach enhances students' speaking skill

Null Hypothesis: Task-Based learning approach does not enhance students' speaking skill

CHAPTER III

METHODOLOGY

3.1. Approach

The present study was designed to research the use of task based activities and the speaking skill. It would be based on the category of quasi-experimental research thus it allowed including a variety of devices, such as tabular displays and graphs, to manage and present qualitative data. Comparative research was used to separate patterns that are more general and isolate regularities from the context laden environment (Ellis, 2003). The research applied this type of research because it aimed to compare two groups to research the impact of using task based activities.

Moreover, quasi-experimental research was used because it is a qualitative methodology widely used in social science. Thus, systematic and rigorous analysis techniques that consistently produce objective and reliable findings need to be identified (Miles &Huberman 1984, 1994).Consequently, quasi-experimental study proceeds of analysis of a person or group, especially of a social phenomenon**.**

3.2. Basic Method of Research

Based on Samuda, (2001) qualitative research through comparative strategies is a methodological soft option than quantitative analysis. In the current study, qualitative research had five major methods for data collection: observation, interviewing, ethnographic fieldwork, discourse analysis, and textual analysis. Meanwhile, Zacharias (2012) defines that qualitative research wants to provide a rich description of the learners involved in the study and it is used in order to understand what happened in one particular classroom or what the experiences of specific language learners and teachers were.

The current study was carried out to research the effectivenes of using task-based activities for enhancing the speaking skill. That is why it is based on qualitative data which were the most appropriate method to research (Bernal, 2010).Qualitative techniques were employed to collect, analyze data and compare the expected results.

3.3. Type of Research

3.3.1. Quasi-experimental

This research developed a quasi-experimental type of research because a pre-test, a post-test have been applied to obtain data.

3.4 Population and Sample

The participants of this research were students from the language Center at Universidad Nacional de Chimborazo. They were in level 1; their ages were around 18-22 all of them Ecuadorian people. This study had a period of one term 2 hours weekly during October 2018 – February 2019 and was divided into two groups who had not been chosen randomly. The control and the experimental groups were formed by 60 students who were distributed as the table below shows.

Table 1. Population

Groups of Students	Number of students	%
Control	30	50%
Experimental	30	50%

Author: Soria, B. (2018)

3.5 Operation of variables

Table 2. Independent variable characterization

Independent Variable:	Dimensions	Indicators	Item Tec.
Task based learning The use of authentic language to do meaningful tasks in classroom setting divided into real world and classroom tasks; besides it is concentrated on language functions: micro and macro which are developed in a class process partitioned into pre-tasks activities, task activities, and post-task activities.	Tasks	Real-world tasks Classroom tasks	SPEAKING PART 1, and 2, **Key English Test (KET)**
	Language functions	Microfunctions Macrofunctions	
	Process	Pre-task activities Task cycle : Task – Planning-Report Post-task: Language Focus and Feedback	
	Kinds of tasks	Pair/group tasks Open/close tasks Information gap tasks Opinion gap/ reasoning gap tasks	

Author: Soria, B. (2018)

Dependent Variable

Table 3. Dependent variable characterization

Dependent Variable:	Dimensions	Indicators	Item – Tec.
Speaking skills Interactive process for communication which is compounded of syntax, discourse, and socio-cultural components for producing the target language through words, phrases, and sentences that respect language elements such as pronunciation, fluency, and accuracy.	Interactive process	Syntax Discourse Sociocultural components	SPEAKING PART 1, and 2, **Key English Test**
	Sub-skills	Pronunciation Fluency Acccuracy	

Source: Direct Research

Author: Soria, B. (2018)

3.6 Data Collection of information

The focus groups were carried out by 60 participants of two classes from the level 1 at Universidad Nacional de Chimborazo. Moreover, the instruments in this study are pre- test and post- test that have been directed to both control and experimental groups of students. This type of data collection is a valuable tool which can help to answer questions (Vromen, 2010), this research tool is to determine how task-based learning could be used to enhance learners speaking skill and their learning of English.

Table 4. Data collection plan

Purpose:	To achieve the aims for the present study
Place:	Language Center at Universidad Nacional de Chimborazo
Target group:	Students of first level. Classes 1K4 and 1E4
Theme:	Task-based learning approach in the development in the speaking skill
Researcher:	Soria Byron
Time for the collection of information:	September 2018- February 2019
Techniques:	Testing and classroom intervention
Instruments:	KET Exam Speaking part Kinds of tasks

Author: Soria, B. (2018)

3.7 Method of data collection and analysis

For collecting quantitative data, any random sampling technique was implemented, instead two groups of similar level and language proficiency have been chosen intentionally, and in such a way, that each group had a chance of being selected (Peña & Onatra, 2009). A pre-test and a post-test have been implemented with group A, Control Group, as well as with Group B, Experimental Group. The test has been assessed focusing on students' speaking skills

proficiency the beginning and at the end of the intervention process. The instrument was a validated test from Cambridge which part is focused on speaking skills. This test was Key English Test, Speaking part.

Observation

As the current study was focused on the application of task-based learning in order to enhance speaking skills, it was necessary to develop classroom observations. Classroom observations were carried about during the whole process of speaking. Therefore, the teacher was monitoring the pre-task activities, task activities, and post task activities. Furthermore, the researcher used a checklist in order to keep a record of the students' behavior and advancement.

Questionnaires

The questionnaires which were implemented in the current research were focused on the pre and post-tests. Furthermore, during the application of the proposal, the students took different questionnaires as guides for their oral presentations.

Pre-test

The pre-test was taken by the students to obtain data referring to the students' level before the teacher's intervention through the KET exam. It consisted on 22 questions about familiar topics for the students that had to answer individually. The second question consisted in reading a small picture which contains information about a book store and asks and answer questions with the teacher.

Post-test

After the implementation of the proposal, the researcher applied the Post-test which belongs to the KET exam with similar characteristics to the Pre-test.

Rubric

A rubric which was retrieved from Cambridge home page (2018) was used along the whole process of the proposal implementation (Annex 2). This rubric contained three major criteria namely the use of grammar and vocabulary, pronunciation, and interactive communication. The

first criterion assesses how efficiently the language learner shows a good level of control in simple grammatical forms as well as the appropriate use of vocabulary during students' utterances related to everyday situations. The second criterion was pronunciation. It deals with the intelligible control of phonological features in production of sounds and word levels. And the third criterion was interactive communication. It assessed the students' ability to maintain simple conversations that require little prompting and support. That rubric also had 5 bands from 0 which is the lowest to 5 which is the highest level of speaking performance.

Process and Analysis Plan

For the accomplishment of the goals, this research used descriptive and inferential statistics**.**

Descriptive statistics

Williams (2018) conceptualizes to descriptive statistics as the tool to summarize data. The current research aimed to measure the students' speaking performance before and after the treatment in the classroom. 60 students were assessed through three criteria on a scale from 0 to 15. The ratings were collected and analyzed in order to produce the correspondent summary of the findings. It was developed through Spss statistical software to measure the central tendency (mean, media, and moda), variability and dispersion.

Inferential statistics

Bundly (2018) says that inferential statistics provide effective data for description and prediction. It is the branch of statistics that deals with the generation of insights from statistical data. With this kind of statistics, the researcher proved the alternative hypothesis and rejected the null hypothesis. It was also helpful to draw conclusions from the data which was obtained from the intended population tests.

CHAPTER IV

ANALYSIS AND INTERPRETATION

The data of this study were collected from 60 students of Language Center at Universidad Nacional de Chimborazo. The objective of this research was to determine the impact of Task-Based Approach to enhance English speaking skill in the Language Center at Universidad Nacional de Chimborazo. The data were gathered by two different means, which are Pre and post-test. Finally, descriptive and inferential statistic methods were used for analyzing and presenting the results.

4.1. Pre and post-tests results Key English Test: Speaking

Based upon the information presented before, two groups of students took part of this study, the control group and the experimental one. The first group had a population of 30 learners and the second group was formed by 30 students. Besides, two tests were taken for the students before (pre-test) and after (post-test) the teachers' treatment in the classroom setting to both the control and the experimental groups. Thereupon, the data obtained were presented and detailed below:

General results

Table 5. General results

Task-based learning approach in the development of speaking skill				
GROUPS				
	CONTROL		**EXPERIMENTAL**	
	PRE-TEST	**POST-TEST**	**PRE-TEST**	**POST-TEST**
Student 1	5	6	4	10
Student 2	8	9	5	11
Student 3	5	6	7	12
Student 4	4	8	6	13
Student 5	4	9	4	12
Student 6	5	9	5	11
Student 7	7	7	5	11
Student 8	5	5	7	12
Student 9	4	5	4	11

Student 10	4	6	4	11
Student 11	5	6	7	12
Student 12	4	7	5	11
Student 13	5	7	6	11
Student 14	5	7	9	13
Student 15	4	6	8	13
Student 16	4	6	5	11
Student 17	5	5	5	11
Student 18	4	4	5	11
Student 19	3	4	7	12
Student 20	5	7	5	11
Student 21	4	8	4	11
Student 22	5	8	5	12
Student 23	5	7	4	8
Student 24	4	7	4	7
Student 25	7	9	5	7
Student 26	6	6	6	10
Student 27	4	5	5	12
Student 28	4	5	4	10
Student 29	7	8	2	8
Student 30	7	6	7	10
AVERAGE	4,9	6,6	5,3	10,8

Author: Soria, B. (2018)

4.1.1. General statistics

Statistics

		Control group Pre test	Control group Post-test	Experimental group pre-test	Experimental group post-test
N	Valid	30	30	30	30
	Lost	30	30	30	30
Mean		4,93	6,60	5,30	10,83
Median		5,00	6,50	5,00	11,00
Mode		4	6	5	11

Author: Soria, B. (2018)

Analysis and Interpretation

With 60 valid cases which belong to the control and experimental group of this study, the mean, median, and mode have been calculated. First, the mean or average was calculated by making the sum of the general results and dividing it with the total number of the population in each group of study. Therefore, the mean in the pre-test of the control group was 4,93 and the mean in the post-test was 6,60; on the other hand, the mean of the experimental group in the pre-test was 5, 30 while in the post-test the result is 10,83. It is clearly stated the big difference in the results of the experimental group where the researcher implemented the proposal.

The median is the middle value in the general table of results. The median was calculated by first listing the obtained data in numerical order. After that, the value in the middle of that list was identified. Thus, the median in the pre-test of the control group was 5 and in the post-test was 6,50; while in the experimental group the results are different. In the pre-test the median is 5 and in the post-test, the median is 11.

Afterwards, the mode was calculated which is the number that most frequently appears in the general table of results. The mode in the pre-test of the control group was 4 and in the post-test was 6. On the other hand, the mode of the experimental group in the pre-test was 5; while in the post-test was 11.

4.1.2. Normal distribution test

In order to verify the effectiveness of Task-based learning approach on students' speaking skill, two hypotheses were established.

Alternative Hypothesis: Task-based learning approach improves students' speaking skill

Null Hypothesis: Task-based learning approach does not improve students' speaking skill

First, it is needed to apply the Normality test with the error level of the Alpha 0,05 with a level of confidence of 95%.

Table 6. Normal distribution test

	Kolmogorov-Smirnov[a]			
	Statistics	gl	Sig.	Stistics
Control group Pre test	,278	30	,000	,832
Control group Post-test	,160	30	,048	,937
Experimental group pre-test	,248	30	,000	,915
Experimental group post-test	,275	30	,000	,854

Author: Soria, B. (2018)

Figure 5. Normal distribution test. Control group. Pre-test

Normal Q-Q Control group Pre test Graphic
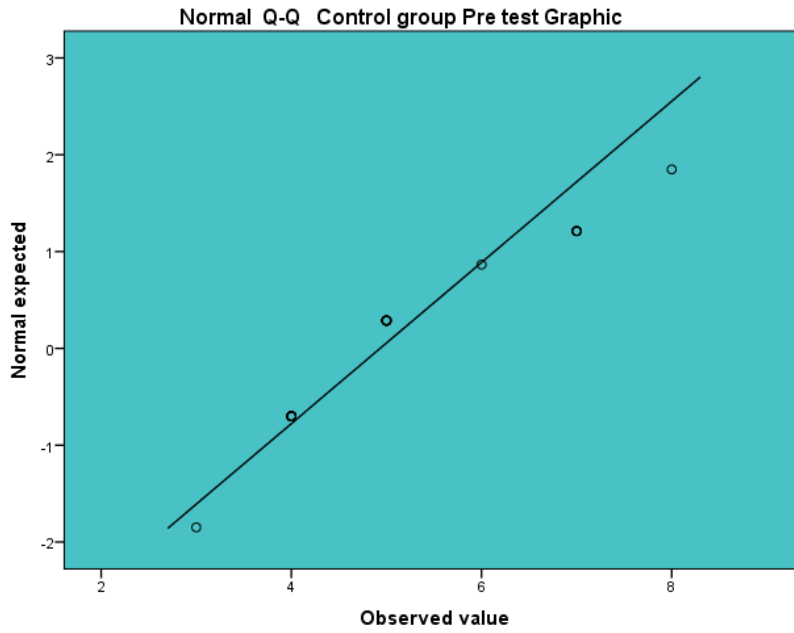
Author: Soria, B. (2018)

Figure 6. Normal distribution test. Control group. Post-test
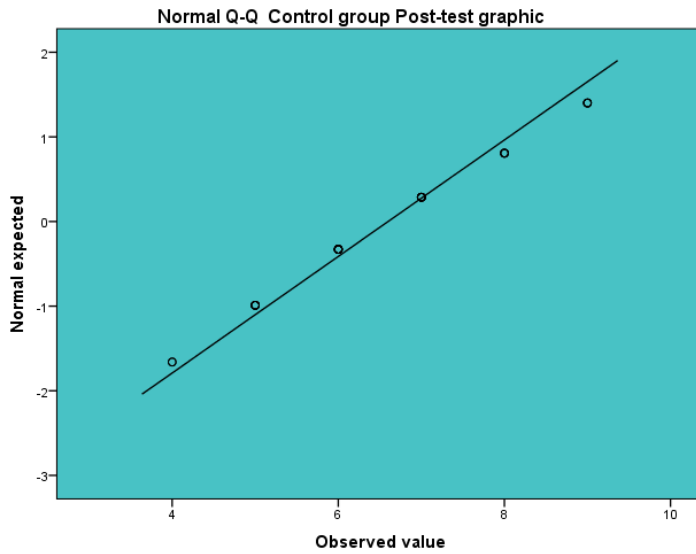
Author: Soria, B. (2018)

Figure 7. Normality test. Experimental group. Pre-test
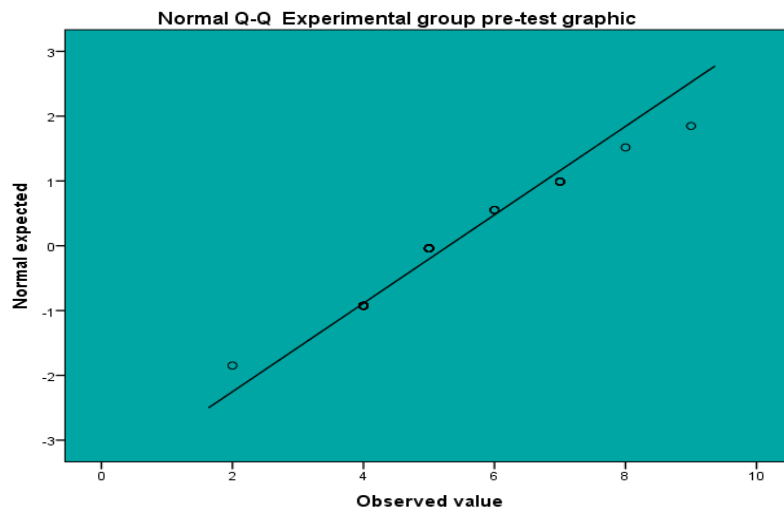
Author: Soria, B. (2018)

Figure 8. Normal distribution test. Experimental group. Post-test

Normal Q-Q Experimental group post-test graphic
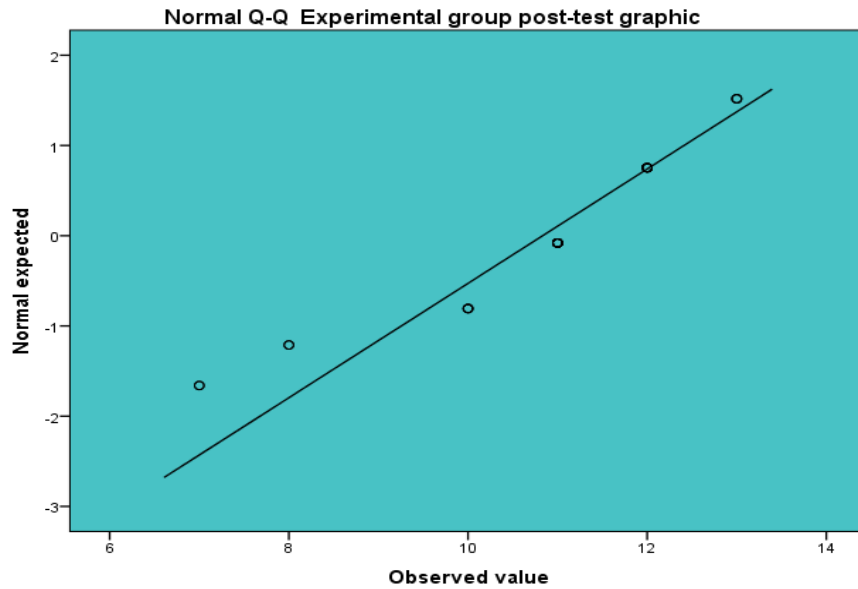
Author: Soria, B. (2018)

Analysis and interpretation

Based upon the data displayed above, the level of significance of the control group in the pre-test is 0.832 and in the post-test is 0.937; additionally, the level of significance of the experimental group in the pre-test is 0.915 and in the post-test is 0.854 which are > 0.05; therefore the data come from a normal distribution, or have a normal behavior, for both the control group and the experimental one in their two tests, pre and post-tests. From now, the process of data analysis can be continued.

4.1.3. T- Student test

Statistics of paired samples

Table 7. Statistics of paired samples

Statistics of paired samples

		Mean	N	Standard deviation	Standard error mean
Pair 1	Control group Pre test	4,93	30	1,202	,219
	Control group Post-test	6,60	30	1,453	,265
Pair 2	Experimental group pre-test	5,30	30	1,466	,268
	Experimental group post-test	10,83	30	1,577	,288

Author: Soria, B. (2018)

Figure 9. Histogram: Experimental group: Pre-test

Mean: 5,3
Standard deviation: 1,466
N= 30
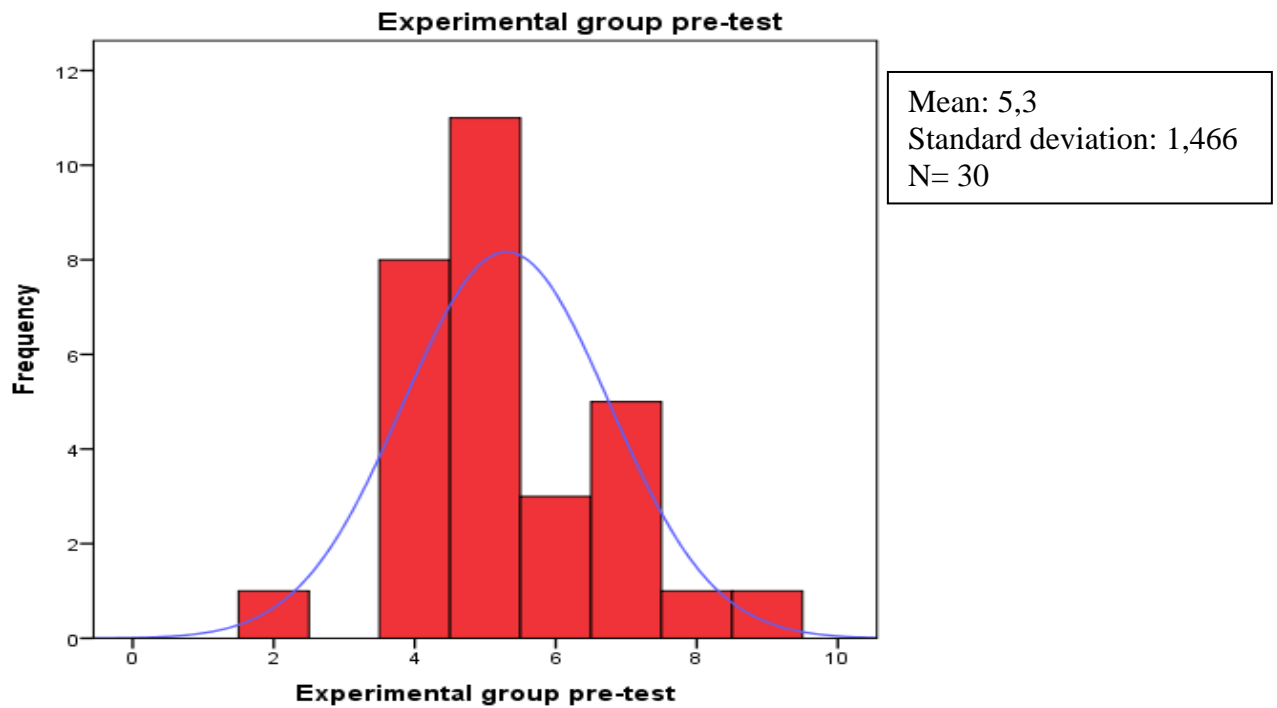
Author: Soria, B. (2018)

Figure 10. Histogram: Experimental group: Post-test

Author: Soria, B. (2018)

Analysis and interpretation

Based upon the date displayed above, it is stated there is a slight difference between the means in the control group. It happens because the researcher did not develop the treatment with the control group. On the contrast, the means of the experimental group have a big difference between the means of the pre-test and the mean of the post-test. Indeed, this phenomenon happens because the researcher applied the Task-based approach learning in order to enhance speaking skill.

Table 8. Significance level

Paired samples test

					95% difference interval of confidence				Sig. (bilateral)
					Paired differences				
		Mean	Standard deviation	Standard error mean	Inferior	Superior	t	gl	
Pair 1	Control group Pre test - Control group Post-test	-1,667	1,422	,260	-2,198	-1,136	-6,418	29	,000
Pair 2	Experimental group pre-test - Experimental group post-test	-5,533	1,383	,252	-6,050	-5,017	-21,914	29	,000

Analysis and interpretation

Hence there is a significance value of 0,000 which is < 0, 05 (the Alpha value), it is concluded that the alternative hypothesis is accepted and the null hypothesis is rejected. It means that the treatment which was developed by the researcher with students had a good impact. Therefore, the Task-based learning approach had a big significance for improving students' speaking skill. In fact, students belonging to the experimental group increased their average from 5,30 in the pre-test to 10,83 in the post-test.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Based upon the results obtained during the whole process of the current research some conclusions have been determined.

- First, the impact of Task-Based learning approach has been determined in terms of enhancement of English speaking skill in the Language Center at Universidad Nacional de Chimborazo. The results from the before and after the teacher's treatment showed that it was a positive impact in students. In fact, the speaking skill was highly improved through the application of the proposal.

- The initial state of the oral production of the students was established from the diagnostic exam at the beginning of the semester which was very helpful for the establishment of the problem of research; and, with the pre-test results before the researcher's intervention.

- The components of the process of Task-based approach to enhance English speaking skill were analyzed through the implementation. In this process, pre-task activities, task activities and post-task activities were applied in the proposal in order to help students to achieve their learning goals.

- Useful tasks such as pair/group, open/close, information gap, opinion gap tasks; for example, role play, debates, questioning, and simulations were explored which were very helpful to enhance learners' speaking skills through the use of Task-based approach. All of the tasks were developed in a motivational and engaging way in order to promote students' oral interaction.

- The effectiveness of the task-based approach for the development of the speaking skill in the English language was assessed. Since, the treatment was carried out in order to obtain data which was analyzed and interpreted. The data assessment was performed before and after the implementation of the proposal which demonstrated that the proposal was effective for the improvement of learners' speaking skill.

5.2. Recommendations

After the classroom treatment based on Task-based approach and data analysis some recommendations must be shared:

- It is recommended to use the Task-based approach in English at Universidad Nacional the Chimborazo as well as other educational institutions in order to enhance speaking skill because it has valuable features that promote engaging interaction among students. It would be beneficial for increasing students' oral abilities.

- It is also advised that teachers identify the initial state of students' oral performance in order to design teaching and learning objectives and routes for helping students in the achievement of learning goals. It would help to accomplish objectives in an easy and meaningful way.

- It is suggested that instructor analyze the components of the process for implementing task-based approach to enhance English speaking skill. Tasks are challenging and engaging in the classroom environment; therefore, teachers should promote the accomplishment of tasks for learning and improving English speaking skill.

- It is also encouraged that teachers explore useful tasks which enhance the speaking skill through the use of the task-based approach such as debate, questioning, role-paly, classroom conversations among others in order to promote students' interaction and communication.

- Once, the Task-based approach was implemented in the classroom, it is advised that teachers should assess the effectiveness of this approach for the development of the speaking skill in the English language because it always important to measure the advancement or the failures in order to plan again or continue with this process for the students sake.

CHAPTER VI

THE PROPOSAL

Topic: Task-based learning approach in the development of speaking skill – Teacher's handbook.

6.1 Informative data

Name of the institution: Language Center at Universidad Nacional de Chimborazo

Location: Riobamba

Beneficiaries: 60 students of first level. Classes 1K4 and 1E4

Estimated time: 8 weeks

Beginning: September 2018 – November 2018

Researcher: Soria Byron

6.2 Background of the proposal

The "Task-based learning approach in the development of speaking skill – Teacher's handbook" is a proposal based on the issues related to Task-based learning approach and with the main goal of improving leaners' speaking skill. A series of tasks were conducted by students of first level belonging to Language Center at Universidad Nacional de Chimborazo. It was developed during eight weeks during the months September, October, and November 2018. The KET (Key English Test) speaking part was applied to gather information about the level of students in the pre-test before the treatment. Thereafter, the post-test based on the same parameters was taken by the students after the teacher's treatment.

6.2. Justification

The "Task-based learning approach in the development of speaking skill – Teacher's handbook" proposal is justified because it is innovative, and beneficial.

The aim of this proposal is to contribute with the enhancement of speaking skill of students at Universidad Nacional de Chimborazo through the application of Task-based learning approach. Since speaking skill is important for communication and interaction it would be beneficial for learners. This proposal is beneficial because it contributes with great value to the teaching and

learning processes with ideas that can be applied not only at the Language Center but also in other places worldwide.

This proposal is also innovative because there is no evidence of researching in this field at Universidad Nacional de Chimborazo; therefore, it introduces new ideas that can be implementing in class for enhancing students' speaking skill. Furthermore, it provides a clear guide to be applied in class for teachers who would have better results in the future.

6.4 Objectives

6.4.1 General

To outline a handbook of Task-based learning approach to develop the speaking skill

6.4.2 Specific objectives

- To select the most appropriate activities to put in to action the three stages to develop the speaking skill.
- To establish the methodological procedure to develop speaking skill activities.
- To design class planning with emphasis on Task-based learning approach to perform a better speaking skill performance.
- To promote a meaningful and engaging classroom environment through ask-based learning approach.

6.5. Feasibility analysis

This research proposal is feasible because the researcher has the support of the authorities, English teachers and students.

At the beginning, the corresponding permission was asked from the authorities and it was accepted. Therefore, it has the enough support for its application. Furthermore, other English teachers at the Language Center of Universidad Nacional de Chimborazo were motivated to provide their help if necessary. Last but not least, the students of level 1 were eager and motivated to enhance their speaking skill; they also showed their commitment for this purpose. Finally, money or financial expenses are not necessary because all of them would be afforded by the researcher.

6.6. Proposal foundation

Theoretical

Task- based learning approach

The Council of Europe and the European Commission (1998) state the Task- based learning is a learner-centered where students look for their own success as their reward. This approach emphasizes the task as the main action in the core of the language learning lessons. Teachers challenge their students to solve problems, through the use of the target language, and to complete tasks either individually and/or in collaboration with others. The learners are supplied with the needed language to motivate the successful production of the task. The students are actively engaged to learn and practice in order to strengthen their language skills by practicing it to accomplish learning goals. This approach helps teachers to challenge their students to take risks and responsibility with their learning process.

Task

According to the Oxford Dictionary (2018) tasks are pieces of work to be performed or undertaken by an individual or a group of individuals. Tasks are studied in terms of real world tasks and classroom tasks. **Real word tasks** are those which are used in 'real-life'. They are those tasks that involve the use of language in the real-world. On the other hand, **Classroom tasks** are classroom issues which are focused on the integrated use of language in the classroom setting in order to develop students' high order thinking. Tasks are different from "exercises" which are conceptualized as activities that are focused on the development of aspects of the form of the target language (Scarino & Liddicoat, 2009).

Language functions

The Common European Framework of Reference (2001) states language functions are concerned with the use of spoken discourse and written texts in the communication process for concrete purposes. Language users take part in social interaction and promote the conversation with responses or move it further on according to their own purposes. In this context, macro-functions and micro-functions of the language appear.

Microfunctions

The microfunctions of the language are categories for the functional use of individuals' short utterances which are performed in oral interaction. They are categorized as: a) imparting and seeking for factual information: identifying, reporting, correcting, asking, and answering; b) expressing and finding out attitudes: factual utterances or agreement and/or disagreement, remembering, forgetting, probability, certainty; c) modality (obligations, necessity, ability, and permission), volition (wants, desires, intentions, preference), feelings (pleasure/displeasure, likes/dislikes, satisfaction, interest, surprise, hope, disappointment, fear, worry, gratitude); c) moral functions (apologies, approval, regret, sympathy); suasion: suggestions, requests, warnings, advice, encouragement, asking help, invitations, offers; d) socializing: attracting attention, addressing, greetings, introductions, toasting, leave-taking; e) structuring discourse: (microfunctions, opening, turn-taking, closing, etc.); and f) communication repair (Common European Framework of Reference, 2001)

Macrofunctions

According to the Common European Framework of Reference (2001) macrofunctions of the language are categories for the functional use of oral or written ways of human communication. They consist of a group of sequenced utterances which end in: description, narration, commentary, exposition, exegesis, explanation, demonstration, instruction, argumentation, and persuasion.

Process

Ellis (2009) the Task-based learning approach lessons have in common three main stages which are defined as pre-task, task, and post-task.

Pre-task

According to Ellis (2009), the "pre-task" is the group of activities which are performed before starting the task. The teacher must fame the activity through the establishment of the desired outcome of the task. Furthermore, the time for each activity is also planned and previous activities for students to be familiarized with the intended task. The pre-task is the organization that the teacher performs in advance to frame the task in order to motivate the learners about the

importance of the task. This phase includes showing similar examples of the intended task, modeling on how to perform the task, simulating non-task activities to be ready, and, preparing for the main task performance.

Task

During the tasks performance, teachers are advised to let the student enough time for the task because the nature of the language students' production can be influenced by the time limits (Elis, 2009). After preparing the students for the task, teachers give guidelines for the successful realization of the task. Learners display, record, video-tape, work in collaboration to make posters, perform a role-play, debate, make a leaflet, and/or give a presentation (Scarino & Liddicoat, 2009).

Post-task

According to Scarino and Liddicoat (2009) language focus and feedback are provided by the teacher to enhance the students' production. Participants discuss about how their final product might be better in terms of vocabulary, collaborative work, reactions about the topic, language leaning, things they liked and did not like, among others. This part of the process enlightens teachers to plan other sessions in different ways.

Kinds of tasks

Scarino and Liddicoat (2009) argue the value of tasks is in that they represent worthwide, integrative, purposeful and contextualized pieces of work. Taking into consideration this important value, teachers should promote a series of tasks to provide the students the opportunity to enhance their language skills in a meaningful way. There are some kinds of tasks that can be put into practice in the classroom such as listening, speaking, reading and writing to emphasize the macro-skills building. Other kinds of classroom tasks include interacting and discussing, deciding/transacting, obtaining information and giving information through personal response or personal expression. Tasks-types which are focused on high order thinking skills are enquiring, interpreting, problem-solving, performing, creating, designing, composing, judging,

evaluating, and responding (Clark, Scarino & Brownell, 1994 as cited in Scarino & Liddicoat, 2009). There are some kinds of tasks which can be performed in class setting such as pair/group tasks, open/close tasks, information gap tasks, opinion gap/reasoning gap tasks.

Speaking skill

Speaking is the act of saying something in order to convey information, express views or positions and/or to express a feeling (Oxford Dictionary, 2018). People make oral utterances to have a conversation.

Interactive process

Speaking is considered as an interactive process which involves the use of language in terms of syntax, discourse, and has sociocultural components.

Syntax

Crystal (2008) defines Syntax as the study of the rules that direct the way words are combined to make sentences in a language. It contains the rules for the creation of **syntactic structures** (e.g. phrase-structure rules, transformational rules); for example, the four categories of verb, noun, adjective and preposition.

Discourse

Discourse is the continuous period of spoken language which is larger than a sentence (Crystal, 2008). Nordquist (2018) states discourse is the use of spoken and/or written language in social environment and it refers to the use of language to convey meaning in society. Discourse is used by people under certain conditions and is understood by who is using it (Henry & Tator, 2002 as cited in Nordquist, 2018). There are some kinds of discourse depending on the context; for example, political discourse (used with politicians), media discourse (language used in mass media), environmental discourse (the language used by environmentalists). Furthermore, discourse involves context, background knowledge, and links understanding between the speaker and the hearer.

Sociocultural components

According to Cheremisina Harrer, Kachalov, Borodin, and Kachalova (2014) dialogue is the most important essence of human kind and mutual understanding. On the other hand, culture is the compilation of social, beliefs, moral, among other meanings in human existence. Culture is understood when there is a dialogue among people of two cultures. Language is part of culture and people understand their culture when they communicate. Besides, people learn a language by understanding a culture. That is the reason why, teachers should share information about a culture and traditions (holidays, birthdays, food, touristic places) in order to teach a language in a better way.

Sub-skills

Speaking sub-skills refer to specific actions that language users perform in order to be effectively understood by others. Speaking sub-skills are studied in terms of pronunciation, fluency, and accuracy (British Council, 2019).

Pronunciation

Phonological competence in any language deals with pronunciation (Common European Framework of Reference, 2001). Language users that have built a good pronunciation level can vary intonation and place sentence stress in a correct way. Furthermore, a correct pronunciation and intonation are clear and natural and it can be clearly intelligible even though the language user has a foreign accent.

Fluency

Fluency is an important speaking sub-skill which is the act of using the target language with flow without planning or practicing. To build a good fluency in speaking, teachers should let their students speak with focus on meaning in communication. Afterwards, teachers should provide feedback to correct errors without stopping their students' speaking practice (Lackman, 2010). Furthermore, fluency is the ability to articulate words and phrases in order to be understood in any way (Common European Framework of Reference, 2001).

Acccuracy

Accuracy is practiced by students in order to enhance their speaking skills. Students practice with words at the beginning; afterwards, they use structures and pronunciation to be understood. Teachers should use controlled practice activities to build spoken accuracy (Lackman, 2010).

6.7 Proposal development

The present proposal is centered on Task-based approach to enhance students' speaking skills with 10 class plans. It follows the steps of the realization of tasks namely pre-task activities, task activities, and post-task activities. All of them are widely connected with the purpose of speaking skills improvement. This is an interesting alternative of classroom planning for teachers who want to support their students to achieve the enhancement goal. Finally, this proposal is different from others because it is based on the students' needs and preferences.

Task-based learning approach in the development of the speaking skill

With lots of passion for a better teaching process!

Teacher's planning handbook

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TASK 1

"Getting acquainted"

Objective: SWABT	Type of task
- Provide personal information - introduce to each other	Pair-group tasks

Pre-task :

- Watch the video on

 https://www.youtube.com/watch?v=cpRA8rjtass

- Share the information with a partner

- Complete the information on worksheet 1.1

- Ask and answer questions on 1.2 in pairs

- The teacher monitors and provides feedback.

Task:

- Watch the video again

- Use the questions on the video to meet two more friends

- Interview your friends with questions on worksheet 1-3.

- Take notes on 1.3

- Read your notes

Report to the rest of the class and introduce to two of your new friends.

Post-task

- Teacher provides feedback for the interview plan and students prepare the final draft.

Getting Acquainted

1. **Watch the video and take notes about one of the people on it**

Name:

Last name:

Nationality:

Phone number:

2. **Complete the information with your own information.**

My first name is ……………………………………………….

My last name is ………………………………………………..

My father's name is ……………………………………….

My mother's first name is …………………………………

My teacher's name is ………………………………………

I am from ………………………………………………….

My phone number is ………………………………………

3. **Use the questions below and interview to two more partners. Take notes**

What's your name?	*Where are you from?*
What is your last name?	*What do you do?*
Can you spell that please?	*What is your phone number?*
How old are you?	

My notes

Partner 1	**Partner 2**
First name:	First name:
Last name:	Last name:
Age:	Age:
Nationality:	Nationality:
Occupation:	Occupation:
Phone number:	Phone number:

4. **Introduce your new friends to the rest of the class.**

   Ex**.** *They are my new friends. This is Paola Ríos. She is 18 years old. She is from Colombia. She is a university student and her phone number is 0995562621. This is my other friend, Carlos Delgado. He is from Venezuela. He is 19 years old. He is a university student and his phone number is 0998899889.*

TASK 2

"Going out"

Objective: SWABT	Type of task
- Accept and decline invitations - Give directions - Talk about plans and music preferences	Open tasks

Pre-task :

- Watch the video on

https://www.youtube.com/watch?v=UPB0ms02W3A

- Read the information on worksheet 2.1

- Comment with your teacher

- The teacher monitors and provides feedback.

Task:

- Read the information on worksheet 2.2

- Choose one festival and use the questions on 2.3 to invite one of

your friends. Take turns to accept or decline the invitation

- Take notes on 2.4

Post-task

- Make a phone call and invite a friend to go out for a concert.

Task 2

Going out

1. **Watch the video and comment it with your teacher.**

2. **Look the pictures and read the information on them.**

Source: http://www.getcakedroc.com/2015/08/festival-of-food-2015/

3. **Read the phrases below. Choose one of the festivals above and accept or decline your partner's invitation.**

    HOW TO INVITE
    - "Do you want to ..../ drink a cup of coffe?"
    - "Do you want to go for a movie one day?"
    - "Do you want to meet to .... one day?" "When are you usually free?
    - "We should go out of this class some time."
    HOW TO ACCEPT AN INVITATION
    - Thanks! I'd love to go to …………..
    - When is ……….?
    - Where is …………?
    HOW TO DECLINE AN INVITATION
    - I'm sorry but I'm going to …………
    - I'm afraid I can't
    - Thanks, maybe another time

4. **Make a phone call to another partner of your class and develop a dialog inviting and accepting or declining that invitation.**

TASK 3

"Extended families"

Objective: SWABT	Type of task
- Describe extended families - Make comparisons among family members	Information gap tasks

Pre-task :

- Read the information on worksheet 3.1

- Share the information with your teacher

- Look for a partner and ask and answer questions on 1.2

- The teacher monitors and provides feedback.

Task:

- Describe the perfect family. Student one describes and the student

2 draws. Then, switch the roles (information gap task).

Post-task

- Show your drawing to the rest of the class.
- Describe what your partner said about his or her perfect family.

TASK 3

"Extended families"

1. **Read the information below and share ideas with your teacher**

What an extended Family is?

Source: Pinterest.com

In 1996, 21% of all people were living as a part of an extended family. An extended family is two or more adults from different generations of a family, who share a household. It consists of more than parents and children; it may be a family that includes parents, children, cousins, aunts, uncles, grandparents, foster children etc. The extended family may live together for many reasons, help raise children, support for an ill relative, or help with financial problems. Sometimes children are raised by their grandparents when their biological parents have died or no longer can take care of them. Many grandparents take some primary responsibility for child care, particularly when both parents work. Extended families can be found all over the world in different communities and countries. The number of these families has increased by 40 percent in the past ten years.

There are three types of extended families; they are one generation, two generation and three generation families. Forty eight percent of all extended families live in a two generation family. Most Canadian seniors live in an extended family, often with a son or a daughter. It is more likely for a nuclear family to become an extended family than any other family type

Source: http://www.edu.pe.ca/southernkings/familyextended.htm

2. In pairs, ask and answer about your family

Are you married?
Are you the oldest among your brothers and sisters?
Do you have any children? If yes, what are their names and ages?
Do you live with your grandparents?
Do you live with your parents?
How big is your family?
How many cousins do you have?
How many aunts and uncles do you have?
How many brothers and sisters do you have?
What's the best thing about your mom?
What is the best thing about your brother/sister?

3. Take turns to describe the perfect family. Student 1 describes and student 2 draws. Then, switch the roles.

My friend's perfect family
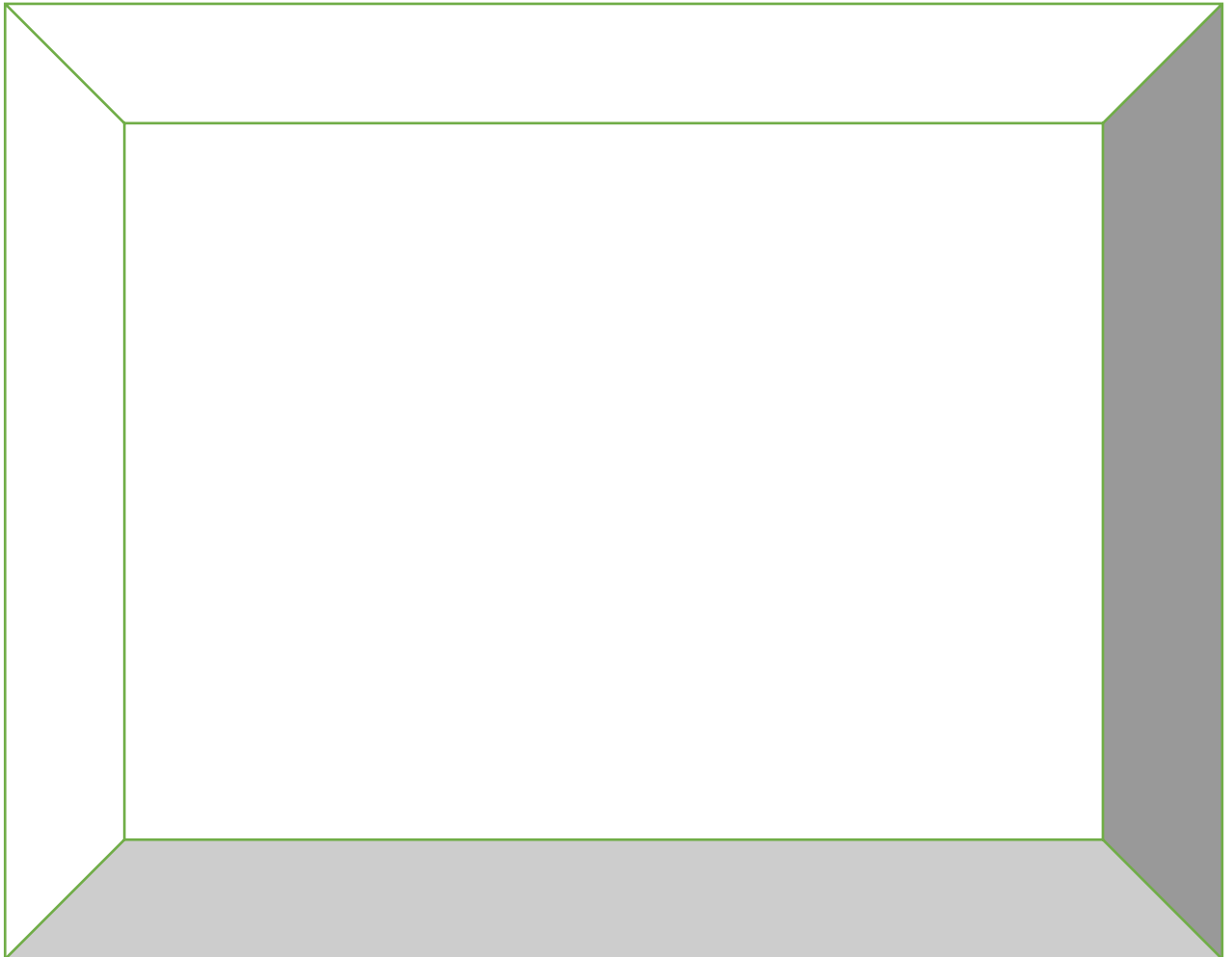
"Food and restaurants"

Objective: SWABT	Type of task
- Talk about possible menus - Describe food preferences	Opinion - reasoning tasks

Pre-task :

- Talk about special food from different countries

- Look and read the information on worksheet 4.1

- Study special offers in both restaurants

- The teacher monitors and provides feedback about vocabulary related to food.

Task:

- Express food preferences (likes and dislikes)

- Decide where to go eating

- Order your meal in the restaurant

- Make comparisons, negotiate, make decisions, communicate your ideas

Post-task

-   Role play a scene in the restaurant in pairs

TASK 4

"Food and restaurants"

1. **Read the menus in the restaurants**

Source: thehustle.com

Source: dineries.com

2. **Write about your preferences. Complete the sentences. Discuss your ideas with your partner**

I like ……. because …………………………………………….……….

I don't like ……………. because …………………………………….

I love …………………………………………………………………..

I hate ……………………………………………………………………

3. **Read the information in the restaurant menus and act out a scene ordering food. Take notes (the waiter take notes and reports it to the cook)**

TASK 5

"On vacation"

Objective: SWABT	Type of task
- Talk about vacations activities - Describe vacation preferences - Describe good and bad holidays	Ordering-classifying tasks

Pre-task :
- Think about the question "Where would you like to go in your vacations?
- Share the information with a partner
- Watch the video on
https://www.youtube.com/watch?v=Nry1SO45RT4
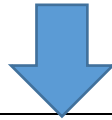
Task:
- Watch the video and take notes about some places to visit in Ecuador
- Decide where to go on next vacation from the 10th place to the first place.
- Take notes on worksheet.

Post-task
- Plan your next vacation and share it to the rest of the class. Include, itinerary, place, date, costs, and food.

TASK 6

"Stay healthy"

Objective: SWABT	Type of task
- Talk about healthy and unhealthy habits - Describe good and bad healthy habits	Problem-solving tasks

Pre-task :
- Put students into groups of four.
- Have students to talk about the questions in exercise 1.
- Have the students look at the material in exercise 2 and comment it.

Task:
- Create a chart to explain what is good food and bad food.
- Give advice to people in order to stay in shape or good appearance.

Post-task
    Have students explain the reason why they design their good and bad food chart and their advice.

HEALTHY HABITS

1. **In groups of four discuss the following questions.**

   - What habits can make people obese?

   - What habits can make people very thin?

   - What do people do to have muscles?

   - What would happen if people did not exercise?

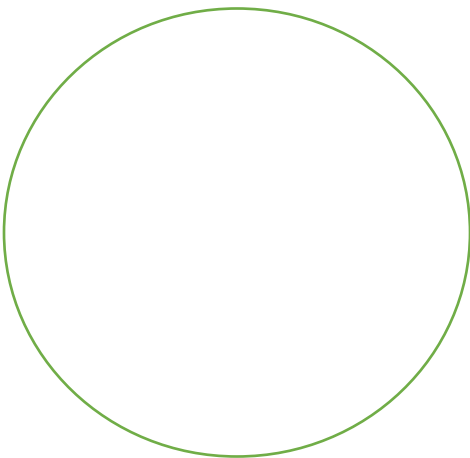2. **Look at the picture and comment them in your group.**

   Source: Wilkingson (2016)

3. **Design a diagram. What is good food and bad food?**

   Good food   **Bad food**
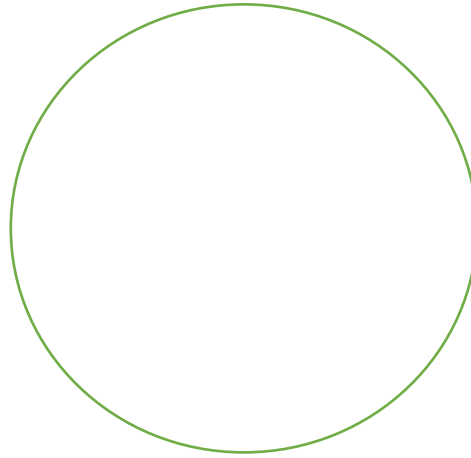
4. **Give advice to your classmates to stay in a healthy appearance.**

TASK 7

"My own survey"

Objective: SWABT	Type of task
- Talk about healthy and unhealthy habits	Interpreting tasks

Pre-task :
- Students think about a bad healthy habits.

Task:
- Students create a battery of questions to develop a survey.
- They ask their classmates to answer the survey.
- Students tabulate the results and interpret them.
- Students design graphs with the results.

Post-task
     Students show their graphs and explain to the rest of the class

TASK 7

1. **Think about a topic to research your classmates' responses.**

2. **Read the following survey and answer it.**

1. How would you classify your general health as it relates to your eating habits?

○ My eating habits are pretty poor and my health needs work

○ My eating habits are good - I'm healthy

2. Select the option that best describes your breakfast/morning eating habits.

○ I eat/make breakfast regularly and aim to eat healthy, unprocessed food

○ I regularly skip breakfast

3. Select the option that best describes your lunch/mid-day eating habits.

○ I make my lunch and aim to eat healthy, unprocessed food

○ I regularly skip lunch

4. Select the option that best describes your dinner/evening eating habits.

○ I usually make dinner and focus on healthy, unprocessed food

○ I regularly skip dinner

5. Select the option that best describes your snacking habits.

◉ I snack regularly/throughout the day and focus on healthy, unprocessed snack foods

○ I do not snack between meals

6. Select the option that best describes your late night eating habits.

○ I typically eat late at night (within 2 hours of going to bed)

○ I count my calories

◉ **3. Design your own survey and ask to 20 partners.**

4. **Tabulate and interpret the results**

5. **Create a graphic to show the results to the rest of the class.**

TASK 8

"Healthy recipe"

Objective: SWABT	Type of task
- Create a healthy recipe	Creating

Pre-task :
- Students brainstorm words about bad and good food habits.
- Think about the properties and benefits of carrots: they provide vitamins, minerals, protein, iron, and fiber.
- Think about what can we do with carrots and rice, in salad, in their pasta, mix them with other vegetables or eat them separately.

Task:
- Create their own recipe using carrots.
- Decide on each group and collect the ingredients.
- Agree about the form and the taste of the dish.
- Cook
- Video tape the process

Post-task
- Wash the utensils
- Clean the cooking area and transform it into an eating area.

Task 8

HEALTHY RECIPE

1. **In groups of four, talk about the statements below:**
   Look at the picture and brainstorm ideas about bad and good food habits.
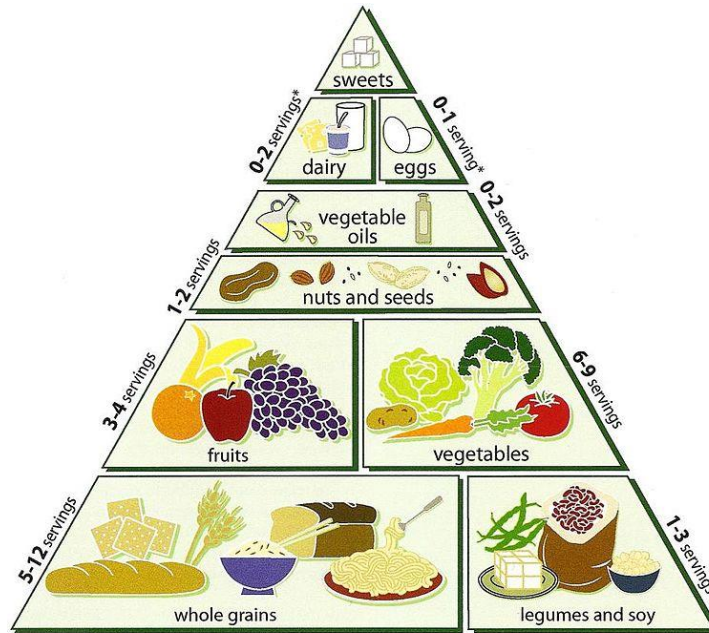
Source:
https://commons.wikimedia.org/wiki/File:Loma_Linda_University_Vegetarian_Food_
Pyramid.jpg

Think about the properties and benefits of carrots: how much you know about carrots. Do they provide vitamins, minerals, protein, iron, and fiber?

Source: https://www.highmowingseeds.com/organic-non-gmo-danvers-126-carrot.html

Think about what you can do with carrots: with rice, in salad, in pasta, mix them with other vegetables or eat them separately. Write down your ideas.

HOW TO EAT CARROTS		

2. **Based upon the ideas of the previous tasks, create your own recipe using carrots in it. Video tape the process starting from the collecting of ingredients to the final product.**

3. **Prepare to eat.**
   Wash the utensils and transform the cooking area into an eating area.

Source: https://kidspicturedictionary.com/english-through-pictures/place-english-through-pictures/kitchen-area/

TASK 9

"FASHION SHOW"

Objective: SWABT	Type of task
- To develop a "fashion show"	Performing

Pre-task :
- Review some vocabulary related to
  Clothes
  Sizes
  Colors

Task:
- Create a "fashion show"
- Assign roles and interchange those roles: first models, then narrators
- Present your fashion show to the rest of the class.
- Add music if necessary.
- Assign prices to each cloth

Post-task
- Imaginary, sell and buy 5 clothes you liked the most.

Task 9

FASHION SHOW

1. **Brainstorm ideas about clothes**
- What are they wearing?
- What combination of colors would you applied to each one of the people in the picture?
- What would happened with the sizes if the models were fat?

2. **Create your own fashion show**
- Talk in your group and decide about roles and interchange those roles: first models, then narrators
- Present your fashion show to the rest of the class.
- Add music if necessary.
- Assign prices to each cloth
3. **Organize a fashion store**
- Ask for some prices of the clothes you liked the most and try to buy them.
- Interchange the roles and try to sell your fashion collections.

TASK 10

"Making reservations"

Objective: SWABT	Type of task
- Book a flight and a hotel room	Evaluating

Pre-task :
- In pairs, ask and answer some questions to evaluate your last trip experience.
- Predict before listening to a telephone booking conversation.
- What are the most frequent vocabulary people use when booking a flight or hotel services?
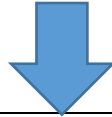
Task:
- Listen and confirm your predictions in:
https://www.teachingenglish.org.uk/article/hotel-booking
- Create your own conversation: Imagine you are a transport agent or a hotel booking assistant and your partner is the customer.

Post-task
- Listen to dialogues and decide where to go on the next vacations.

Task 10

BOOKING

1. **In pairs, discuss the following questions:**
- Where did you go on the last vacation?
- How well was the hotel you stayed in?
- How well was the transportation service?
- Would you use their service again? Why? Or Why not?
- Make predictions about what you are going to listen to, and what are the most common phrases that people use to book flights or hotel services?

2. **Listen and confirm your previous ideas.**
   Listen to the following link https://www.teachingenglish.org.uk/article/hotel-booking twice.
   Decide if the following statements are TRUE OR FALSE

- The name of the hotel is Family Hotel   TRUE ☐   FALSE ☐
- The reservation is needed for July.   TRUE ☐   FALSE ☐
- The starting date is on the 6th of July.   TRUE ☐   FALSE ☐
- The leaning date is on Monday the 15th.   TRUE ☐   FALSE ☐
- The family includes four people   TRUE ☐   FALSE ☐
- The reservation includes two rooms.   TRUE ☐   FALSE ☐
- The hotel has a large balcony.   TRUE ☐   FALSE ☐

3. **Based on the information above, create your own booking dialog and perform it to the rest of the class.**
4. **Listen to your classmates telephone conversation and decide where to go on your next vacations.**

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ANNEX 1

PRE-TEST

OBJETIVE: to determine the initial level of 1st level students at Universidad Nacional de Chimborazo

PRE-TEST: KET exam

Part 1: A short personal information questions and answers exchanged between you and the examiner.

Questions

1. What is your name?
   What's you sir name? (family name)
   How do you spell your sir name?
2. How old are you?
3. What nationality are you?
4. Where do you live?
5. Are you a student?
6. Are you married? Have you got a boyfriend/girlfriend?
7. Can you spell your family name?
8. Do you enjoy studying English? Why? Why not?
9. Do you think that English will be useful for you in the future?
10. Have you got any brothers or sisters?
11. Have you got any children?
12. How do you get to school?
13. How long does it take to come to school?
14. Tell me about your day at school.
15. Tell me about your family.
16. What are your favorite foods?
17. What are your hobbies?
18. What are your plans after school?
19. What did you do yesterday/ last weekend?
20. What do you do in your spare time?
21. What do you study? What are your favorite subjects?
22. What's your job? What do you do?

Speaking part 2: You will be given some cards with images/ideas or information on them: a card with some ideas for questions. After you will have to talk with the other candidate and ask or answer questions.

KET Speaking Task 2

Try to answer the questions on the left in complete sentences

Ninja Books	Bookstore
113 Main St.	What is the address?
Best bookstore in the country!	Is it big/small?
Get your Exam Books here	Is it close/ Sunday?
Mon-Fri 9:00am - 5:00pm	Do they sell travel books?
Sat -Sun 11:00am -4:00pm	
Tel: 56342	What is the telephone phone?

Annex 2

RUBRIC FOR SPEAKING

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Maintains simple exchanges. • Requires very little prompting and support.
4	*Performance shares features of Bands 3 and 5.*		
3	• Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	• Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.
0	*Performance below Band 1.*		

Source: https://www.cambridgeenglish.org/images/168617-assessing-speaking-performance-at-level-a2.pdf

Riobamba, 10 de septiembre de 2018

Máster.

Mónica Guerra

Delegada de Centro de Idiomas en la Facultad de Ciencias Políticas de la

UNACH

Presente

De mi consideración:

Reciba un cordial y atento saludo deseándole muchos éxitos en sus funciones diarias. El motivo de la presente es para solicitar de la manera más comedida se digne conceder la autorización para la aplicación mi trabajo de Investigación con el tema: "TASK-BASED LEARNING APPROACH IN THE DEVELOPMENT OF SPEAKING SKILL" previo a la obtención de grado de Magíster en la Universidad Técnica de Ambato. El trabajo de investigación será aplicado con los estudiantes del 1E4 y 1K4.

Por la atención que se digne dar a la presente, anticipo mis agradecimientos

Atentamente,

APROBACIÓN COORDINACIÓN DEL CENTRO DE IDIOMAS

Byron Soria G.