UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

THEME: "TASK-BASED APPROACH IN THE ENGLISH SPEAKING FLUENCY DEVELOPMENT"

Trabajo de investigación, previo a la obtención del grado académico de magíster en La Enseñanza del Idioma Inglés como Lengua Extranjera

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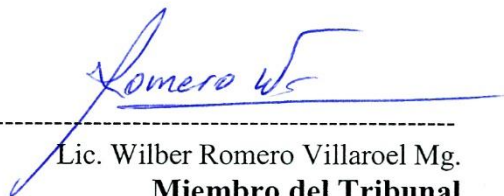**A LA UNIDAD DE TITULACIÓN DE LA UNIVERSIDAD TÉCNICA DE AMBATO**

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AGRADECIMIENTO

DEDICATORIA

Dedico a mis grandes sabios como son mis padres, hermanos, esposo y mi bebe por ser mi apoyo incondicional en el desarrollo profesional y contribuir en la culminación del trabajo investigativo.

Tania Ajitimbay Z

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCION DE POSGRADO
MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

Tema: Aprendizaje basado en tareas para desarrollar la fluidez en el idioma inglés

Autora: Licenciada Tania Fernanda Ajitimbay Zambrano

Director: Lic. Manuel Xavier Sulca Guale. Mg

Fecha: 20 de septiembre de 2019.

RESUMEN EJECUTIVO

El presente trabajo de investigación tuvo como objetivo analizar la incidencia del aprendizaje basado en tareas en el desarrollo de la fluidez del habla en el idioma inglés. Para evidenciar la efectividad de este enfoque de enseñanza, se trabajó con un pretest y un posttest para evaluar habilidades del habla en ingles, tomando en cuenta vocabulario, pronunciación, fluidez al hablar y uso de la gramática. Las pruebas se tomaron de la página web de Cambridge que consistía en una muestra de la prueba para hablar KET (2019) y se aplicó a dos grupos de 30 estudiantes (cada uno) de tercer año de bachillerato en la Unidad Educativa Intercultural Bilingue Batalla de Tiocajas, en la ciudad de Guamote. El primer grupo se denominó grupo control y el segundo grupo fue designado como grupo experimental . Para la comprobación de la hipótesis formulada en la investigación, los resultados de la prueba de habilidades del habla KET de Cambridge (2019) fueron analizados estadísticamente. Como consecuencia, los resultados obtenidos de estas pruebas indicaron que los estudiantes quienes trabajaron con la guia de actividades mejoraron notablemente la fluidez en el habla, comparado con el grupo de control el cual trabajo con las técnicas tradicionales. Por consiguiente, es importante sugerir la implementación de estrategias y técnicas fundamentadas en el aprendizaje basado en tareas, aplicando guía de actividades que promueva un desarrollo de la fluidez y de las habilidades de habla en inglés; esta guía de actividades sirve como instrumento pedagógico de apoyo al docente de EFL, al usarlo como estrategia para desarrollar y mejorar la fluidez en el habla, y permite a los estudiantes ser participantes y protagonistas de su propio aprendizaje.

Palabras claves: fluidez, aprendizaje basado en tareas, enfoque, inglés, gramática, vocabulario, pronunciación, comunicación interactiva, guía de actividades basadas en tareas, enseñanza, estrategia, aprendizaje.

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCION DE POSGRADO
MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

Theme: "**Task-Based Approach in the English Speaking Fluency Development**"

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Date: September 20, 2019.

ABSTRACT

The present study is focused on analyzing the incidence of Task-Based Approach concerning the development of speaking fluency in the English language. With the purpose of verifying the effectiveness on English-speaking skills in terms of vocabulary, pronunciation, oral fluency and grammar use, a pre and post-test was carried out to assess the pre-established criteria. The tests were taken from the Cambridge website which consisted of a sample of the speaking skills test KET (2019) and was applied to two groups of 30 students (each) of students at Unidad Educativa Intercultural Bilingue Batalla de Tiocajas, in the city of Guamote. The first group was called the control group and the second group was designated as an experimental group. To test the hypothesis formulated in the research, the results of the Cambridge KET speaking skills test (2019) were statistically analyzed. As a result, the results obtained from these tests indicated that the students who worked with the activity guide markedly improved fluency speaking, compared to the control group which worked with traditional techniques. Therefore, it is important to suggest the implementation of strategies and techniques based on Task-Based Approach, applying an activity guide that promotes a development of fluency and speaking skills in English; This activity guide serves as a pedagogical instrument to support the EFL teacher, by using it as a strategy to develop and improve fluency speaking, and allows students to be participants and protagonists of their own learning.

Keywords: fluency, Task-based Approach , focus, English, grammar, vocabulary, pronunciation, interactive communication, task-based activity guide, teaching, strategy, learning.

INTRODUCTION

Nowadays, English language teaching is mainly focused on providing students with the appropriate tools that allow them to communicate effectively in real contexts, which necessarily implies having sufficient skills to convey the message and interact effectively with the interlocutors.

Task-based learning is a method that promotes interaction and oral communication, providing the student with a natural context for language use. For that reason, this study has the purpose of analyzing the incidence of task-based learning on speaking fluency development of 3rd year BGU students. This research was carried out at Unidad Educativa Intercultural Bilingüe Batalla de Tiocajas, considering a great percentage of the students had a low school performance in the area of English as a Foreign Language.

This research is divided in the following sections:

In Chapter I, the problem is described and contextualized. The objectives are also determined in this section.

In Chapter II, a general overview of the theories that support this research is presented. The research background is also described as well as the philosophical foundations and the legal basis.

In Chapter III, a description of the methodology used was done, the level or type of research, the population, the operationalization of variables, the method of data collection and analysis.

In Chapter IV, presents the data obtained from the pre-test and post-test that was applied to the students, the data were analyzed and interpreted.

In Chapter V, the conclusions and recommendations were exposed, that are establish according to the principal objectives of this research as well as the research questions.

And finally in Chapter VI, the proposal about a Task-Based Activity Guide was developed, proposal background, justification, objectives, feasibility, analysis, theotrical basis, proposal development, methodology, assessment

CHAPTER I
PROBLEM STATEMENT

1.1 Theme of the problem

Task-Based Approach in the English Speaking Fluency Development

1.2 Problem statement

In the English as a foreign language (EFL) contexts students may have books to read, CDs to listen to, and television programs to watch, but they may not always have English users with whom to practice the speaking. According to Samaranayake (2016) EFL learners have few opportunities to practice English outside of a classroom. The low level of oral production exists in public institutions, where students have an ineffective communication using English as a foreign language. The tasks performed inside the classrooms are inappropriate, learners do not have a communicational purpose or the opportunities for using authentic language are limited.

Lochana & Deb (2006) state that most EFL teachers teach language by lecturing and focusing on grammatical rules instead of language use. It is much more effective to teach language from context and meaning (Ellis, 2003). Teachers often provide insufficient opportunities for learners to practice English speaking skills. As a result, many EFL learners cannot effectively use English in conversation or correspondence with others. According to Yang (2014) EFL learners avoid employing target language and cannot apply it in genuine communication

1.3 Contextualization of the problem

Around the world English has been the most prominent language spoken in different countries; so, in most of educational institutions English language has become one of the principal subjects to study. It has become an essential tool of

communication for humans in different knowledge areas and in the development of professional and economical life. The study of language in the twentieth century has tended to concentrate on spoken language. Communication is a principal element in social interaction among people. We cannot do anything without communication. Many linguists from de Saussure through to Chomsky, for what seemed like good reasons at the time, neglected the written mode in favor of the spoken. This, however, contributed to the fact that writing was for a long time a neglected area in language teaching (Brookes & Grundy, 1998, pp. 1) in this case the linguistic component comprises several dimensions: lexical, grammatical, semantic, phonological, orthographic, and of course fluency understood as the accurate articulation, production, rhythm of a language speaker.

According to UNESCO in its report of studies carried out based on the theme "English in Latin America" in May 2015, it was stated that students from Latin America have managed to develop a level of learning English as a foreign language by 40%. This topic has been considered important since the purpose is that a high percentage of learning the English foreign language can be achieved in Latin countries such as: Argentina, Brazil, Chile, Colombia, Ecuador, Mexico and Peru. In view of this issue, UNESCO has stressed that according to the Foreign Languages Competencies Development Programme, Latin American countries must project the development of English as a foreign language more inclusive based on social parameters manner according to the Ministry of Education in order to achieve excellent proficiency in the language, promoting the use of teaching methods and useful materials by teachers and in this way meet the needs of Latin American students.

English has been chosen as a compulsory subject in schools, high schools, public and private colleges. During several years in Ecuador. English has been taught as a foreign language. The students speaking fluency development has been a big deficit in students due to limited motivational English activities. Students learn this language at public institutions as a compulsory subject, they do not realize the necessity to learn the language for their future studies. Also, it is important to be

able to communicate in English using the language as a tool with people from different countries. On the other hand, in Ecuador there is not knowledge about the teaching-learning process in English in public schools and institutions and it is very difficult to know which the reasons have been why the methodologies, techniques and strategies are not effective. However, in some studies on speaking fluency development have focused on the attention to language and the socio-cognitive processes evident in such interactions. The nature of the speaking process and of the oral message produced have received a little attention in the class.

In our country, problems in teaching and learning English as a Foreign Language relates to both teachers and learners. This problem is partly affected by teaching methods, techniques and activities develop in the classroom. Most EFL teachers teach language focusing on grammatical rules or reading activities instead of language use. Teachers often provide insufficient opportunities for learners to practice English. According to Ruso (2007), learners do not like teachers who spend most of class time lecturing. Lecturing time de-motivates them because they do not like being passive in class. Consequently, learners have limited input to the learning process and face various additional difficulties in learning English. As a result, students face serious problem at the moment of communicating because they are poorly prepared to perform speaking activities or even talk to each other about different topics.

At Unidad Educativa Intercultural Bilingue Batalla de Tiocajas in Guamote City, students are no exception and have difficulty with the English language especially with English speaking fluency. This is reflected in their achievement, evaluations and assessments; their scores are usually very low in all English language skills, especially in speaking. Students in this institution usually hesitate to speak English because they have problems using accurate, fluent and complex language. Lack of enough vocabulary and the ability to utter clear sentences are among the concerns that teachers and learners express for the speaking ability. On the other hand, the tasks performed inside the language classroom are inappropriate and the use of the language in a real context is limited. Most of the tasks that are

developed in the class do not have a communicational purpose, because the focus is on the form of the language and not on the use itself, this situation leads to an inefficient communication between the students.

Teachers practice speaking skills through mechanical activities such as dialogues that students find in their books or dialogues that they have to write according to the topic without interesting materials. Based on this, students feel unmotivated to practice speaking activities in class or outside the class. They find difficult to express themselves orally. It is essential the concurrent application of the present methodologies, such as the implementation of a task-based (TBL) approach, therefore considering the challenge of having an improvement plan and tutorial assistance based on specific topics in order to reinforce students previously acquired knowledge.

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1.4 Critical analysis.

Effects	Low attention to producing oral messages in real context	Limited motivational speaking English activities	Learners have limited input to speaking activities during the learning process	Students' problems in their output speaking skills.
Problem	Deficient of development of speaking fluency			
Causes	EFL teachers teach language focusing on grammatical rules or reading activities instead of language use	Methodologies, techniques and strategies are not effective to develop speaking.	Teachers often provide insufficient opportunities for learners to practice speaking English in a real context	Students have trouble speaking fluently.

Graphic 1. Problem tree
Source: Direct Research
Elaborated by: Ajitimbay, T. (2019)

This analysis presents four critical problems faced by the third-year students of BGU at Unidad Educativa Intercultural Bilingue Batalla de Tiocajas, regarding the lack of development of speaking fluency. EFL teachers teach language by focusing on grammar rules or reading activities instead of the use of language, this means that students pay low attention to producing oral messages in real contexts, which prevents the use of language from a language dynamic and interactive way, because the traditional teaching approach does not make use of dynamic strategies that promote a fluid interaction when using language, therefore speaking does not occur in a fluid and spontaneous way.

The next critical point is that methodologies, techniques and strategies are not effective to develop speaking, therefore, limited motivational speaking English activities are. Consequently, students show a low interest in improving English fluency and their skills are quite limited. EFL teaching contexts must produce environmental learning, that is, the student must be constantly learning English at all times and places. If the methodology applied by the teacher has the purpose of encouraging speaking, its strategies and techniques should be based on the creation of highly motivated activities and without limitation of the learning environment.

On the other hand, teachers often provide insufficient opportunities for learners to practice speaking English in a real context so learners have limited input to speaking activities during the learning process. The contributions of oral expression in the speaking activities carried out by students are limited, as a result, their oral communication had been seen affected by the poor ability to speak, due to the fact that students do not have effective oral practices because they do not do it in a real context.

The last critical point is that students have trouble speaking fluently, as a result students' problems in their output speaking skills. The use of traditional methodologies does not encourage students to use fluent language. The learning process becomes mechanical, students memorize and avoid the ability to analyze, causing problems with their oral expression skills. In order to communicate daily,

speaking is a necessary and basic skill that also helps students become good readers and writers spontaneously. In addition, Ellis (2003) points out that the main objective of a student studying English as a second language (ESL) is to achieve a personal goal to achieve success. Teachers must abandon the traditional teaching approach and replace it with an alternative approach that promotes dynamic learning and adapted to real environments that guarantee speaking fluently.

1.5 Prognosis

If there is no solution for the poor development of fluency speaking of third-year students of BGU, in the Unidad Educativa Intercultural Bilingue Batalla de Tiocajas in the city of Guamote, the negative effects will have a great impact on academic performance of the students. Learners will have limited speaking skills. In addition, they will continue to practice speaking activities with limited motivation, obtaining little competition in language acquisition. On the other hand, if teachers persist in teaching speaking activities based on traditional methodologies, students will maintain a low deficiency in their speaking skills and their fluency will continue to be negatively affected.

Apart from that has been explained above, the traditional methodologies used for teaching the English language have proved to be ineffective in stimulating students towards learning that allows continuous improvement in speaking fluency skills, due to the rigidity shown in the activities that are implemented in the classroom, because are based on rigorous grammatical exercises and schematized readings, which prevent the student from expressing themselves spontaneously and creatively orally, as teaching is not presented in a real environment that leads to interaction and integration between students and the teacher, likewise, does not take into account the expectations and interests of young people today.

If the lack of development of the fluency speaking of third-year students of BGU, in the Unidad Educativa Intercultural Bilingue Batalla de Tiocajas is resolved through the implementation of task-based learning, students and teachers will

obtain many benefits, because this propitiates a spontaneous, creative learning, based on real and updated environments according to the interests and themes of young people; therefore, teachers and designers of the study program will be motivated to resort to the use of the task-based learning approach because a more effective and productive teaching-learning environment will be obtained. Through the implementation of strategies based on task-based learning, students' enthusiasm in oral expression activities will improve. It will solve the problem of speaking fluently, by giving opportunity for students to express themselves more spontaneously and giving freedom to their creativity. In addition, the results of this research can lead to a change in the attitudes of students, during their learning process, in terms of improving English fluency, being involved in activities in a real and updated environment that challenge them to improve their performance in the speaking fluency, and thus be able to communicate effectively in the English language.

1.6 Setting of the problem

What is the incidence of task-based learning on speaking fluency development?

1.7 Research question

- What learning methods do teachers use in an EFL classroom to teach speaking skills?
- What learning level do students have when speaking the English language?
- What are the results that the students obtained when applying the tasks-based on learning?
- What other aspects of speaking, apart from fluency, Task_ Based Approach improves?

1.8 Research delimitation

Delineation

Field: Education

Area: Speaking Technique

Aspect: Learning – Teaching

Spatial delimitation

Institution: Unidad Educativa Intercultural Bilingue Batalla de Tiocajas.

Province: Chimborazo

City: Guamote

Temporary delimitation

This problem was carry out during the academic period March - April 2018

1.9 Justification

The proposed research project has clearly its **relevant** based on the importance of speaking to gain fluency and reach proficiency in English. English teachers are interested in being updated in new topics that could be useful in their classes to avoid unidirectional teacher- student communication.

It is a **priority** for young high school students in Ecuador to learn about the advantages and benefits of learning English. This has gained greater strength in the private education sector, but it has not been the same in the public education sector, where there are deficiencies in the teaching-learning process, with few innovative strategies that allow the student to acquire skills and to improve speaking skills in English. In view of that, the implementation of new strategies to improve English fluency in students has been the subject of many research projects, whose main objective is to improve the different teaching processes of the language in question and ensure students a truly learning effective when communicating, improving fluency, comprehension, intonation and diction among other aspects of English speech. The proposed research project clearly has its relevance in terms of the benefits obtained by improving fluency in speaking and obtaining a greater command in understanding English.

It is **useful** to develop this research because through this was possible to enhance students speaking skill, they were able to communicative in any social context. As young people develop better linguistically, their skills in other areas increase as well. In addition, the present research is interesting for English teachers because it motivates them to change the development of their classes applying new language methodology tendencies and at the same time it facilitated them to learning new strategies to enhance speaking skills with the students.

It is **impact** is educational because this research pretends to solve the problem of the low level of English-speaking fluency that students face during learning process.

The **feasibility** of this research is based on the fact that the Unidad Educativa Intercultural Bilingue Batalla de Tiocajas has the necessary resources for the implementation of this educational research proposal and has the support of principals and teachers in the area of English and students, the latter two being the main beneficiaries in the implementation of this project, having a new highly dynamic educational approach by offering a new environment where students become protagonists of the educational fact and designer of their own learning resources. Apart from the fact that it guarantees a renewal in the methodology applied by the teachers in EFL, it also guarantees the improvement of the ability to speak in the students and therefore a better student performance is obtained.

The student learns skills rather than knowledge and is involved in a constant learning process where to advance in the academic course he must demonstrate his mastery in different areas with his consequent task. It could be said that this learning model is more results oriented, and achieves greater performance in students. In the process, a participatory scenario is generated in which students cease to be simple recipients of information to become active agents and are responsible for their own learning, which generates a strong autonomy in them and fuels their curiosity. These reasons that the implementation of this methodological approach is feasible because it eliminates the unnecessary use of texts based on rigid grammatical teachings that do not grant space to imagination and creativity and offers students the opportunity to create their own teaching resource, such as mind maps, poster design, flash cards, among others. Another important aspect of feasibility is that it generates a desire to learn in students, adding motivational elements to the educational fact.

1.10 Objectives

1.10.1 General objective.

To analyze the incidence of Task- Based Approach on   speaking fluency development.

1.10.2 Specific objectives.

- To identify the teaching methods that teachers use to promote the English-Speaking Fluency Development.
- To determine the level of students speaking profiency in the English language.
- To establish how Task- Based activities improved the speaking fluency.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 Research background.

There are some interesting studies in which the use of task base activities and speaking fluency has been analyzed from different perspectives.

Ramírez and Artunduaga (2018) conducted an investigation to examine the effects of authentic tasks in oral production with a group of tenth graders in a public high school in the south of Colombia. This was a qualitative action research study. Data were collected from different sources and through different instruments such as video recordings, interviews, and field notes. Four different authentic tasks whose individual implementation took approximately three class sessions were designed for the pedagogical intervention. The tasks followed Willis' model: Pre-task, task cycle, and language focus. Pair work, group work, and individual work were used to encourage students to use the language. It was evidenced that the participants established a connection with the tasks since the topics, objectives, and final product were relevant, meaningful, interesting, and useful to them. Students also increased their participation in speaking activities. Considering the conclusions of the study teachers are encouraged to use authentic tasks in the classroom to involve students in meaningful learning to foster oral production.

Shahini & Shahamiriam (2017) studied the roles six factors to improve the fluency in the English of a group of Iranian English language students. These roles were: age, academic level, instructors of English institutions, EFL teachers, vocabulary, and taking of notes. The participants were selected purposefully considering the speaking scale of the CEFRL. The outcomes showed that younger students were more fluent than the elder ones. On the contrary, instructors of English institutions encouraged students to improve their English level. Even though two members left the language institute as it had a poor effect on their speaking skill, but for the rest of the students it was positive. To conclude,

productive approaches were recommended in relation to the use of the dictionary and how to take notes.

Aflah (2017) developed a study to find out the extent to which task-based language teaching is applicable and influenced classroom practices and students performance. The study recorded the implementation of task-based language teaching in order to find the improvement in the teaching learning process, including students" improvement in speaking skills. The data were gathered from classroom observations and interview. The analysis showed how TBLT framework gave an improvement in teaching learning process. It provided exposures, opportunities to use the language, and prudence feedback as well as motivation to help the teacher managing classroom interaction and maximizing opportunities for students to put their limited language to genuine use. It also enabled the students to experience the language; they made noticeable progress in their language learning, gaining the confidence to express themselves more fluently in speaking. In short, this study showed that has TBLT promoted students active participation in the activities with more opportunities to display their thinking through action which in turn increased their positive attitude for language learning.

Elmahdi (2016) carried out a research to investigate the extent to which task-based instruction affected EFL learners' performance. In this study, both the speaking skill and speaking sub-skills were presented as a base for teaching and developing speaking activities. Also, the research reflected on applying task-based activities and the principles and factors that affected the implementation of task-based instruction. Concerning the findings, the researcher recommends that teaching instruction should be given more attention in EFL classes in relation to the use of task-based approach. The researcher also suggests that further research is necessary to explore deeper in the efficiency of task-based programs on EFL learner's performance as well as their fluency.

Yang (2014) developed a study to demonstrate that the lack of speaking fluency practice, sometimes, is not sufficient to maintain a communicative task in EFL class. This research examined previous studies and researches in fluency development to point out the importance of speaking fluency applying the outline of the 4/3/2 method adapted in the EFL class; also, to prove that to implement recovery plan to foster a lasting preparation and to evidence fluency advances in the lessons which are useful daily-life communication.

The 5 aforementioned studies represent a valuable contribution to this research since they allow validating the positive effect of the task-based learning method for the development of oral fluency in the English language. The authors of these investigations sought to demonstrate the importance of the development of oral fluency to communicate properly in the English language, and the way in which they achieved it was through the implementation of task-based activities. The students in these studies improved their oral fluency, so these investigations represent a valid support to this research.

2.2 Philosophical foundation

The main objective of learning a second language or foreign language is communication. The language activity is considered a process by which the individual responding to their needs is related to objects, adopting a certain attitude towards them and communication as a relationship between objects.

The development of the individual is conditioned by the development of all the other individuals with who enters direct or indirect communication. He pointed out that in communication individuals create each other physically and spiritually: communication is the development of people by people, their reciprocal formation as social subjects. (Carissa, 2011, pp. 5-11)

Communication was an indispensable goal to achieve proficiency in English, most of authors aim on the idea that the social relations serve as a bridge for the coming development.

This gives scope in the system of subject-subject relations is formed, developed and manifested, he continues by saying that the fact that he considers the person with whom he communicates as another subject like him, as an object of his influence on her or to achieve its objectives, it is initially determined by the system of social relations present in a society and the position of the subject in that system. (Lomas M. , 1993, p. 25)

However there are some researchers about the four linguistic skills and the message they transmit.

This means that, speaking as listening is a linguistic skill which is productive and interactive. In the productive the speaker has to emit a message by using an accurate system that is to say the lexis and grammar which is interactive, because the message is uttered to be listen by the receptor(s) by direct perception as a via or channel of interaction. (Aliaga, 2007, p. 15)

The goal of pronunciation is not to ask learners to pronounce like native speakers. Instead intelligible pronunciation should be the real purpose of oral communication.

2.3 Legal basis

This research has been supported to achieve speaking fluency improvement through the Task-based learning implementation, so that the student feels the need to speak well, understanding the importance of correct communication from the individual and social point of view. The present project is based on the Constitution of the Republic, in the Organic Law of Intercultural Education and its regulations.

This research was supported in the following article of the Ley Orgánica de Educación Intercultural (LOEI). In relation to the rights of students, it states that:

Las y los estudiantes tienen los siguientes derechos:

a. Ser actores fundamentales en el proceso educativo;

b. Recibir una formación integral y científica, que contribuya al pleno desarrollo de su personalidad, capacidades y potencialidades, respetando sus derechos, libertades fundamentales y promoviendo la igualdad de género, la no discriminación, la valoración de las diversidades, la participación, autonomía y cooperación.

In article 11 literal i, it is conceived:

i. Dar apoyo y seguimiento pedagógico a las y los estudiantes, para superar el rezago y dificultades en los aprendizajes y en el desarrollo de competencias, capacidades, habilidades y destrezas;

Concerning the rights and obligations of students' parents or representatives, in Art.12 literal i, it is mentioned that they must:

i. Apoyar y motivar a sus representados y representadas, especialmente cuando existan dificultades en el proceso de aprendizaje, de manera constructiva y creativa

According to the Acuerdo Ministerial 0052-14 El Ministerio de Educación de Ecuador (2014) indica lo siguiente:

Art.1.- DISPONER que desde el periodo académico 2016-2017 el idioma inglés debe ser enseñado de forma obligatoria en todas las instituciones del país a partir del segundo grado de Educación Básica Elemental hasta el último año del Bachillerato General Unificado.

Art 2.- DISPONER que se utilizarán las horas de Clubes determinada en la malla curricular en la materia de inglés.

Art 3.- DISPONER que los docentes deben tener mínimo una certificación B2 en el idioma inglés para incorporarse a la planta docente de cualquier institución. Y de igual forma que se los estudiantes tengan acceso a las herramientas educativas necesarias para aprender eficientemente la lengua.

Art 4.- DISPONER que se valores anualmente los resultados de los aprendizajes del idioma inglés de todos los estudiantes de todas las instituciones educativas del

país en coordinación con el Viceministro de educación y el Instituto Nacional de Evaluación Educativa.

2.4 Key categories
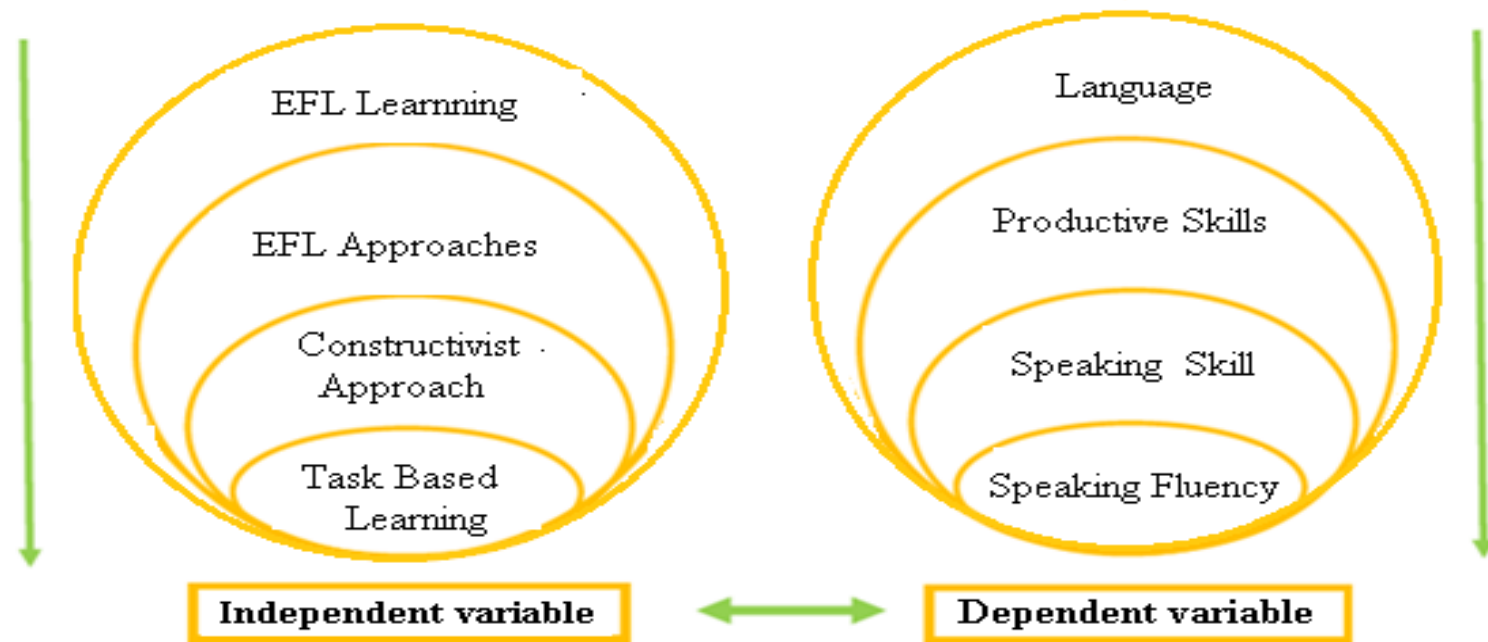
Graphic 2. *Key categories*
Source: Direct Research
Elaborated by: Ajitimbay, T (2019)

2.4.1 Independent variable

Task Based Approach

EFL Learning

English has been considered the most widely used language in the world; so many educational institutions integrate it into the curriculum. When speaking of English as a foreign language, reference is made to learning a language different from that of the mother tongue, and which is also not the one used in the student's daily life and the environment in which the student develops the activities (Mei, 2008).

The process of learning English as a foreign language generally occurs within the classroom, where different controlled activities are carried out. Although this process occurs mostly in the educational field, students can achieve a high degree of English language development. That is, the student has the opportunity to develop English language learning only during their training, when they are in educational institutions, and scarcely in other types of activities, limiting on certain occasions that the student may finally be able to communicate in this language, since the number of times of language practice outside the classroom is reduced (Mei, 2008).

Teacher's role in EFL learning

The professor was long considered the only true owner of knowledge, and whose function was only to transmit this. However, nowadays and given the enormous advances in science and technology that role has changed, it went from being a leading and often imposing role to an accessible role that fulfills the function of guiding and improving the teaching-learning process. English language, using countless strategies aimed at developing the communicative part of the student (Ovando & Combs, 2012).

English language learning requires fully trained teachers in terms of the appropriate methodology to develop a correct teaching process of language

learning, which has the ability to recognize different types of students, their ways of learning, their learning problems, etc. (Ovando & Combs, 2012).

Teaching English as a foreign language (EFL) needs teachers to stay up with the latest with the new propensities in instruction so as to furnish understudies with important learning open doors for them to procure this language effectively.

Student's role in EFL learning

The students represent the most important component in the teaching and learning process of the English language since once this process ends, they will be the ones to verify the learning results; that is, the degree of communicative competence that the student has achieved at the end of the course (Mei, 2008).

The student's role is one of the main changes that have been achieved in language teaching. It is they who play a more active role since they will be responsible for the level of development of language skills and it is they who must give greater initiative within the classroom (Mei, 2008).

For students studying English as a foreign language, one of the most important learning spaces is the classroom, within which their learning process takes place and which will be the appropriate space, in which the necessary conditions will be given so that they can have the opportunity to communicate in the English language (Ovando & Combs, 2012).

Despite having described the role played by both the teacher and the student in the teaching-learning process of the English language, it should be noted that these two components must have a total and correct harmony, they must always work in total respect and with high degree of responsibility, only a correct combination of these two will result in significant achievements in the development of communicative competence in English.

EFL Approaches

As of late, the (EFL) educational curriculum in Ecuador has suffered several changes to better address the different students, schools, and society's needs. Another educational curriculum has emerged to help students to achieve a high level of English proficiency, B1 according to the Common European Framework of Reference (CEFR), based on a new teaching philosophy with the implementation of the communicate approach. Through these new teachings, philosophy and approach have been fostered the dependent thinking of students and the implementation of open information (Lomas M. , 1993).

These new training ways of thinking and approach have carried different difficulties to Ecuadorian instructors to successfully achieve the different objectives, standards, goals and educational models, which are set up in the current (EFL) educational curriculum, since most of the teaching methodology, strategies, and techniques that have been used in (EFL) classrooms over the years are more grammar-based (Lomas M. , 1993).

However, this new curriculum does not take in mind the different society and student's realities in Ecuador. In this sense, Ecuadorian curriculum developers and planners need to analyze the current (EFL) curriculum taking into account the different aspects that influence their implementation (Lomas M. , 1993).

They should focus on students' particular learning goals, special background and experience, and future objectives in order to make an understudy focus educational plan.

Constructivist Approach

Constructivism describes the way that the students can make sense of the material and also how the materials can be taught effectively. With Constructivism as an educational theory in mind, the teachers should consider what students know and allow their students to put their knowledge into practice.

Constructivism is a synthesis of multiple theories diffused in to one form. It is the assimilation of both behaviorialist and cognitive ideas. "The constructivist stance maintains that learning is a process of constructing meaning; it is how people make sense of their experience" (Moshman, 1982, p. 15).

This is the model that a person maintains in different aspects, such as the affective, the social and the cognitive. These daily constructions of knowledge come together as the result of their interaction.

This construction of knowledge also depends on what the person knows previously and the awareness that the person has as meaning develops. For this reason, problem-based learning fits in the constructivist model since all its characteristics and principles lead the student to construct his or her knowledge through the investigation and resolution of the problem (Piaget, 1997).

The communicative approach in language learning

The communicative approach considers language as a means that favors interpersonal communication. Integrates linguistic oral expression skills, written expression, listening comprehension and reading comprehension and seeks authentic language to have an important role and; in addition, it is developed in real contexts. The activities are intended to produce information and promote real communication interactions.

The teaching process is organized with control activities that progressively decrease and consists of three stages:

1. Presentation: in this phase the student understands the meaning of the contents that the teacher presents;

2. Practice: here the student remembers and exercises in what he has just learned; in addition, to receive constant feedback from the teacher.

3. Production: it is the moment where students express their autonomy and use the knowledge acquired in communicative contexts.

Brown (1991) describes the following characteristics of the communicative learning:

- Class objectives should focus on the components of communicative competence: grammar, functions, discourse, sociolinguistics and strategies. In addition, these objectives must link the organizational aspects of the language with the pragmatic.
- Both fluency and accuracy are seen as complementary aspects underlying communication techniques. At certain times, fluency may be more important than accuracy, as it allows students to concentrate much more on the use of language.
- During class students use the language productively and receptively in contexts not yet practiced; for example, react to an unexpected situation, exchange different points of view, express suggestions, etc.
- Oral interaction between students takes place very frequently, in pairs, in small groups or between the whole classes.
- The teacher's main role is as a facilitator and guide, creating communication situations and fostering cooperation among students. In this way, students feel motivated to build meaning through authentic linguistic interaction with their peers.

Task-Based Approach

Definitions of task-based learning have been debated and discussed widely. Skehan (1998) defines: "Task is an activity which gives importance on meaning to communicate in the real world" (p. 16). There is lot of task implemented to communicate in a real situation.

Regarding other ideas related to task-based learning definition, Long (1985) defines: "A task is sometimes quoted as daily routine. The things are normally doing every day with positive objective like painting a fence, filling out a form, buying a pair of shoes, taking a hotel reservation, finding a street destination and helping

someone cross a road and others" (p. 9). The habit of doing a task could be a positive way depending on the student's styles. The teacher should be the source to learn a language crossing the barriers of a different idiom.

A task is a particular activity that is carried out and that requires students to communicate in a practical way to achieve results that can be evaluated to determine if the expected knowledge has been transmitted.

Taking some authors opinions about the pedagogical tasks and the plans learners required in the process of English. Pedagogical tasks involve communicative language use which involves learners in comprehending, manipulating, producing, or interacting in the foreign language while focus their attention on the significance more than in the form. The task should also be comprehensive, and work alone as an original act of communication. (Nunan D. , 2004, p. 21)

To this end, it requires the learners to understand the real importance of meaning in order to use their specific linguistic source.

Stages of the Task Based Approach

The structure of a task-based learning lesson may differ but it mainly consists of the following stages:

- Pre-task

- Task

- Post-task

Pre-task:

The teacher introduces and defines the topic to be discussed, then develops activities that help students remember useful key words and phrases. Homework instructions are formulated and students are assured to understand them. In this phase it is suggested to use audio, video or PowerPoint presentations, which evidences the execution of a similar activity.

Task:

It has three moments: the completion of the task, the preparation of the presentation and the presentation.

The completion of the task: It can be based on a reading, listening to a text, or a PowerPoint presentation. The teacher monitors the activity and stimulates his students. The task is done in pairs or in small groups.

Preparation of the presentation: Students prepare for an exhibition in the classroom, they must explain about the completion of the task, their findings, their decisions, their views, etc. They practice their speech or will prepare a clue sheet as a guide. The instructor observes each group, provides their help and ensures that the exhibits are adequate and clear.

The presentation: The presentation is the conclusion of the task. The students present the reports to their classmates; they can take the form of talks, letters, brochures, audio or video recordings, etc. The teacher acts as facilitator and observer; in this phase, it is suggested that no corrections be made, but the successes are highlighted and a sincere interest is shown in the students' productions. According to the achievements or not of the exhibition, at the end of the activity the necessary feedback will be provided.

Post-task:

This last phase refers to the treatment of language skills.

It includes two moments: analysis and practice.

- Analysis: Students identify and process linguistic structures that have previously been used or needed, express their doubts. The instructor will be in charge of revising each task of analysis, grammar aspects, pronunciation, vocabulary, fluency with students, and some other features that are considered important during the speech.

- Practice: It serves to consolidate what has been learned, the teacher conducts practical activities when necessary so that students feel secure in their ability to communicate. They exercise words, phrases and patterns of the analysis activities, and other structures that appeared during the completion of the task or at the stage of exposure.

Component of the Task Based Learning

Theoretically motivated, Task Based learning has been prompted by proposals describing taxonomies of tasks characteristics that have been claim. Many important contributions to Task Based learning research have appeared to facilitate feature throughout the empirical studies.

> Goal refers to the general purpose of the tasks the teachers of the language plan for the learners, e.g., to enhance the ability to describe objects concisely; to provide an opportunity for the use of communicative language. Some authors find different stages regarding task-based learning activities in order to explain their clear meanings. (Brown, 1991, pp. 1-12)

Tasks provide a context for negotiating and comprehending the meaning of language provided in **Task Input** or used by a partner performing the same task to refer to the verbal or non-verbal information supplied by the task; e.g. pictures; a map; written text.

Conditions refer to the way in which the information is presented, e.g. split vs. shared information, or the way in which it is to be used, e.g. converging vs. diverging.

Procedures refer to the methodological procedures to be followed in performing the task, e.g. group vs. pair work; planning time vs. no planning time.

Outcome refers to the "product" that results from completing the task, e.g. a completed table; a route drawn in on a map; a list of differences between two pictures. The predicted product can be 'open', i.e. allow for several possibilities or 'closed', and i.e. allow for only one 'correct' solution (Ellis, 2003).

Process refers to the linguistic and cognitive processes the task is hypothesized to generate. There is a graphic guideline that indicates of goals, input, activities, teacher role, student role and settings, as shown in the figure.
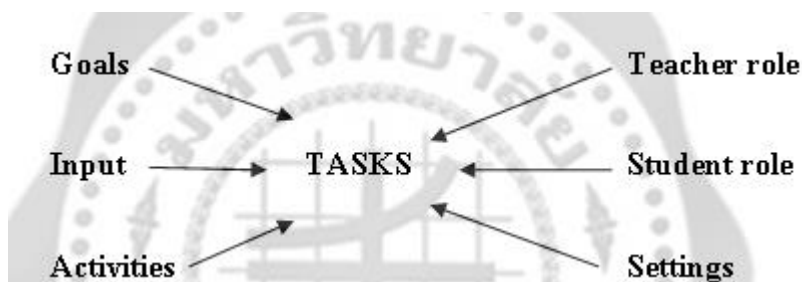
A framework for analyzing task-based learning components by (Nunan D. , 2004)

Goals are the vague, general intentions behind any learning tasks. They provide a link between the task and the broader curriculum. They are more specific then the three macro skills (interpersonal, transactional and aesthetic).

Additionally, there is not always a simple one- to- one relationship between goals and tasks. It should be noted in passing that goals are not value- free. Embracing one set of goals will entail rejecting others. Highlighting cognitive goals over affective ones will give a cast to a curriculum or program. (Housen, 2009, p. 26)

Goals may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behavior. The choices we make will reflect our ideology and beliefs about the nature of language and learning, and the purposes and function of education.

Input is the verbal or non- verbal information supplied by the task, e.g. pictures, a map, and a written text. In early research the main goal was to examine how learners acquired a second language naturally without formal instruction. The

input and interaction have also a wide research in students' tasks by themselves as a way of motivation in a second language acquisition (Ellis, 2003).

Particular researchers find out the tasks that are most likely by the students. This particular must led that it is possible to identify the tasks conditions and procedures that lead learners to be proficient in the language.

When learners have the opportunity to interact with others users of the language as teachers, a native speaker, or another learner they are able to perform functions in the language which they cannot perform by themselves. With time and practice they internalized these functions, learning to perform them independently. (Ellis, 2003)

The free performance the learners do by their own, the use of a wide range of grammatical structures, and the accuracy are some of the techniques they use in a common situation.

Activities are one that merges thinking and learning in students. Resnick & Klopfer (1999) state: "The goal of instructional activities is to stimulate and nourish students' own mental elaborations of knowledge and to help them to grow in their capacity to monitor and guide their own learning and thinking" (p. 9). Requiring the students to evaluate how successful was in obtaining or presenting the desired information in the process of their own thinking.

There are four indispensable conditions before using any activity plans. The teacher and the librarian must have access to essential resources and the necessary training in using a new strategy. Also the students must be trained in the use of a new strategy in order to feel comfortable doing these activities (Ann, 1994)

Essential Resources are fundamental to make any given activity plan work. However these activities also require the students to use resources that are related to the topic they will study. The resources to be used during the implementation of an activity are a clue for the success of the activity, the more resources they have, the more opportunities the will have to succeed (Acosta & Cajas, 2018).

Training this is aiming on the activities plan to show the students how to manage any task they will achieve in a given context. The teacher will explain and show the students how to perform the task. It is important for them because through training they will be able to do the activities in a better way (Acosta & Cajas, 2018).

Teachers Role is the function or position teacher have in an organization of the society or in a relationship. (Harmer, 1997) says: "The teachers are expected to assess their students by correcting them and giving feedback to their development and performance" (p. 237). The effectiveness of learning it is sometimes necessary to act with the students on the same level as a participant, not only will the teacher win an insight about the way students develop, but also give them the chance to interact with someone.

Students Role, students help each other through communication. If any difficulties or any questions come up during the lesson, the students instead of asking the teacher for help or advice, they try to solve the problem themselves. Only after they have tried to get the answer by themselves even in pairs or groups, they can seek the help of the teacher (Frost, 2018) .

In the Communicative Language Teaching Classroom the whole environment is student-centered, and it does not depend on the teachers all the time, waiting for instructions, correction, permits, and words of approval, evaluation and praise. Instead, the students take a fairly positive role. They appreciate the contributions from each other; they all also cooperate and learn from each other in the best way possible. (Ozsevik L. , 2010)

The attention given to the communicative language approach in communication processes, instead of being focused on the language forms and grammatical terms, leads to different learner roles.

Settings are currently implementing Task- Based syllabi as programmes in formal language. There is a need to provide guidelines for tasks classification sequencing and design.

In the classification of these tasks the categorization will offer guidance as how to classify and sequence tasks. Introducing order in the data base of findings about tasks effects on Language Learning and performance. It should be motivated by a theory empirically researchable and operationally feasible. (Robinson, 2005, pp. 1-33)

Didactic principles of the Task Based Learning method

1. **Put the student and his learning at the center of the educational process.**

Education enables students for life in its broadest sense. The purpose of learning is to help people develop their cognitive potential: intellectual, personal and social resources that allow them to participate as active citizens contribute to economic development and prosper as individuals in a diverse and changing society. Doing so expands the vision about learning outcomes and the degree of development of skills that should be promoted in school and it is recognized that the meaningful teaching if it generates true learning.

2. **Take into account the previous knowledge of the student**

The teacher recognizes that the student does not reach the classroom "blank" and that to learn it requires "connecting" the new learning with what he already knows what he has acquired through experience. Teaching processes are anchored in students' prior knowledge recognizing that such knowledge is not necessarily the same for everyone. By this, the teacher promotes the student to express their concepts and proposals as part of the learning process; this is how skills, attitudes and values are known of students to use them as a starting point in class design. Teaching planning is sensitive to the specific needs of each student. Teaching activities are based on new ways of learning to involve students in the learning process through discovery and mastery of existing knowledge and the subsequent creation and use of new knowledge.

3. **Offer accompaniment to learning.**

Effective learning requires the accompaniment of both the teacher and others students, principals, teachers, librarians, parents, guardians, in addition to others involved in the formation of a student, generate didactic activities, provide environments and social spaces and culture conducive to emotional development and student intellectual. Learning activities are organized in various ways, so that all students can access knowledge. Learning barriers are removed and participation due to the diversity of needs and learning styles. Before removing the accompaniment, the teacher ensures the strength of the learnings.

4. Know the interests of the students.

It is essential that the teacher establish a close relationship with the students to from their interests and their particular circumstances. This closeness will allow you to plan better teaching and look for contextualization that invites them to get more involved in their learning. Stimulate the intrinsic motivation of the student. The teacher designs strategies that make knowledge relevant, encourage appreciation of the student for himself and for the relationships established in the classroom. In this way it helps the student to take control of their learning process. It also promotes metacognitive interrogation so that the student knows and reflects on the learning strategies he uses to improve himself.

5. Recognize the social nature of knowledge.

Social interaction is irreplaceable in the construction of knowledge. That's why it is essential to foster collaboration and foster environments for group work. Be central. Collaborative work allows students to debate and exchange ideas and to the most advantageous contribute to the training of their peers. Thus, promote the emotional development necessary to learn to collaborate and to live in community. The student should know that he shares the responsibility of learning with the teacher and with his peers.

6. Promote situated learning.

The teacher wants the student to learn in circumstances that bring him closer to the reality stimulating various forms of learning that originate in everyday life, in the context in which he is immersed, within the framework of his own culture. In addition, this flexibility, curricular contextualization and knowledge allow the diversity of knowledge, interests and abilities of the student. The pedagogical challenge is focused on making the school a social place of knowledge, where the student faces "authentic" circumstances.

Recommendations for designing lessons based on the task-based approach method

Skeham (1996) gives the following recommendations:

Ensure the level of difficulty of the tasks posed to the students; the teacher must make sure that the student has the necessary skills to be able to interact in the target language during the task. Set clear objectives for the completion of the task; the student must be aware that these activities are taken seriously and responsibility. Make sure that students adopt an active role during completion of homework; promote equal participation of all members of the team. Encourage students to take risks; these types of activities are usually challenging for the student, so it is important to create an adequate emotional environment that allows the student to experiment with the language without worry. Make sure that students are focused on language use during the completion of the task. The main purpose of a task is providing a context that allows the student to use the language of communicative way. Provide students with opportunities to focus on the grammatical structures, which can be done especially during the completion of the pre-task. Promote metacognitive reflection by students; to stimulate reflection and identification of areas of difficulty is vital for the student consolidate his learning.

2.4.2 Dependent variable

Speaking Fluency

Language

Language is the semantic code with which we communicate, but we also define and affirm ourselves. It is an audiovisual code. It is a system of symbols and meanings that allows men to live in society**.** It is an instrument, a tool. It is spoken, written, translated, taught and also sung. And most importantly: it allows people to understand each other (Fromkin, Rodman, & Hyams, 2018).

It says who we are, where we are going and where we belong. Intonation, gestures, pronunciation, accent and vocabulary, are the elements that accompany it. Vocabulary, verbs, synonyms and articles are the particles with which it is constructed and created (Fromkin, Rodman, & Hyams, 2018).

The language in this context separates humans from animals, produces heritage and is the very essence of civilization and culture. Name things, define people's actions, express their deepest feelings and also define the tangible and intangible (Yule, 2016).

Productive Skills

There are two groups of skills that are known and studied in the context of educational process represented by teaching and learning and those are productive skills and receptive skills.

The category of receptive skills is also recognized as passive skills. It is demonstrated by reading and listening. Speaking and writing represent the productive skills and they are used by the students to produce language.

Productive skills require the support of receptive ones to exist. Knowledge such as listening and reading symbolizes a facilitator to active implementation of grammar form, and hear a repeat phrases and words in a foreign language. They

need each other to exist, they cannot be separate. (Golkova & Hubackova, 2014, pp. 477-481).

When people are learning a new language, listening and reading are learned first and then they are followed by the practice and application of speaking and writing. If one of them is not learned, the final outcome will be incomplete. Cohen & Olshtain (1981) state: "Learner wishes to master another language they need to become more communicatively competent. Speaking proves to be one of the main goals when learning English or any other language as a foreign language" (pp. 113-134). In the successful teaching and learning process the classroom environment plays an important role, where learners are highly valuators.

Creative teachers are important, people who do not want to let their learners to get bored, work with a wide scope of speaking activities to improve students speaking skills. Continuous chase for more effective activities in order to meet the learners´ needs and even more activate their productive skills should be one of the teacher´s main objectives and motivations. Nowadays, there are less successful students in the area of productive skills, because that is a skill that teacher less practice in the classroom and it is difficult for the students practice it by themselves because they are surrounding of Spanish (Cohen & Olshtain, 1981).

> To promote fluency in the classroom, the teacher needs to play a number of different roles in the classroom to maximize participation in speaking activities. At the age of the Internet there are more innovative and lively ways to practice active skills. TEFL teacher can use it in order to improve fluency, language processing and the transition from structural to functional English. Also throw it teachers can cover the major difficulties students encounter when speaking a foreign language. However, some of them are not used by foreign language teachers, who do not use properly the technology to improve speaking skills. (Gardner, 1989, p. 25)

As a consequence, foreign languages students in our country claim that speaking is a difficult skill to master because they are usually focus on develop grammar and vocabulary in their classes, and speaking activities are not practice.

Speaking Skill

Speaking is considered the most important language skill. Definitely, learners commonly express their frustration since they spend years studying English, but it extremely difficult for them to speak it. Bailey & Savage (1994) states: "Speaking is an activity requiring the integration of many subsystems…all these factors combine to make speaking a second or foreign language a formidable task for language learners…yet for many people, speaking is seen as the central skill" (pp. 6-7). Humans had not been prepared for spontaneous communication and could not cope with all of its simultaneous demands (Lindsay, 2006).

There are some language policies, which provide a way to specify what learners are able to do at certain levels with regard to The Common European Framework of Reference for languages, the Portfolio or inside the Curriculum.

Vigotsky (2008) affirms that oral expression is an exchange of thoughts and emotions, considering that the evolution of the human being occurs in a historical-cultural context, where communication plays a fundamental role related to daily activities since man engage in constant interaction with peers in the community.

Lindsay (2006) considers that within the four linguistic abilities: auditory compression, reading, oral and written expression, and oral expression is the most important, that is why people who know a language are called "speakers" of that language, because the other language skills are included in the oral expression.

Speaking problems

Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language. Nunan (2004) stablishes: "Success is measured in terms of the ability to carry out a conversation in the target language"(p.85). Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning.

On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the

English language classroom a fun and dynamic place to be. general learner motivation and making the English language classroom a fun and dynamic .

Inadequate Vocabulary: Lack of vocabulary was regarded as a main obstacle for spoken communication by Chinese English learners. Inadequate vocabulary was also reported as a prevalent concern among the students. Almost all the student thus agreed with the view that this vocabulary problem was the major reason why they sometimes could not express themselves clearly and appropriately. They also believed that this contributed directly to a lack of fluency in their speech. (Cohen & Olshtain, 1981, p. 51)

During the interviews, they all emphasized a need to further expand their vocabulary.

Grammar as a Stumbling Block: Some students reported that to ensure grammatical accuracy, they would think about the particular grammar item being involved before producing the utterance.

Under such circumstance, their learned grammatical knowledge serves as an 'editor' or 'monitor'. But this strategy did not always work, as in: "In terms of speaking, you will not think too much about what you are going to say. Actually you will have no time to think, and you have to improvise. I thus feel I have a big problem with my grammar" (Krashen, 1982, p. 28). Cathie's remark apparently echoes Krashen's argument that when second language speakers rely on "feel" for correctness without prior planning, they will make grammatical errors

Imperfectly Learned Pronunciation and Intonation: Students had to speak carefully in order to focus on pronouncing. Krashen (1982) pointed: "Certain words (especially those less common words). Some students in this study also appeared to have trouble with words that had both American and British pronunciations and sound clusters accurately". Most of the students admitted that they had not developed a command of the native-like intonation. They thus regarded intonation as one aspect of their English that needed improvement.

Inadequate Opportunities to Speak English in Class: The courses in the BEd (English Language) programme involve mass lectures and tutorials. Harmer (1997) states: "All lectures are characterized by a didactic, transmission style of teaching; not surprisingly, little interaction such as small-group work and in-class questions is expected" (p. 25). This didactic, transmission teaching style, together with an implicit focus of assimilation of disciplinary knowledge, apparently led to some critical comments about the program's effectiveness in terms of developing students' oral communication skills.

Dimensions of Oral Expression in the English language

According to Thornbury (2006) to develop oral expression in the English language, different dimensions that are part of it are considered. Therefore, the student must know the grammatical structures and handle an appropriate range of vocabulary that allows him to communicate in a language. On the other hand, the student must speak with adequate pronunciation and an understandable accent. It is also important that the student knows interactive strategies that allow him to express himself fluently, all this in order to organize a logical, coherent and understandable speech.

Thornbury (2006) mentions that according to the University of Cambridge: CELS (Certificate in English Language Skills) - Speaking test, four dimensions for the evaluation of oral expression are considered:

- Grammar
- Vocabulary
- Pronunciation
- Interactive communication

Each one of them is detailed below.

Grammar:

Grammar is defined as the study of syntax and morphology of the sentences. In other words, it is the way the words are combined to produce correct sentences.

40

According to the Cambridge English Key exam, this dimension refers to the use appropriate and correct grammatical structures and syntactic forms, to manage to convey the intended message. Students require control grammar of the basic structures. This may imply that during the speech the student says incomplete sentences, reformulates ideas, or paraphrases; these aspects are considered normal within oral expression and are not penalized as long as it is possible to transmit the desired message (Thornbury, 2006).

Vocabulary:

The word vocabulary in the English language teaching context is defined as the set of words that form a specific language. However this includes more than individual words. They can be compound words, there are also expressions formed by several words. According to the Cambridge English Key exam, what is sought is this to be appropriate, that it fits into the context of the task. It also considers the range of words that the person has, taking into account the flexibility at the moment of the interaction. The student must handle the appropriate vocabulary to refer to everyday situations (Thornbury, 2006).

Pronunciation:

It is the student's ability to produce understandable sentences, which are based on the individual production of sounds. An adequate connection between words is also important; the pronunciation also implies having a correct accentuation to convey the intended message. In this sense, the Cambridge English Key exam refers to the word stressed, or the stress of phrases; stressed words can be used to indicate important meaning. Pronunciation also includes the sounds of a language, rhythm, intonation and words stressed in a sentence. It is considered that it is not necessary or really useful for students to know the rules of intonation or rhythm at the time of issuing a statement, because it is sufficient with the continuous exposure of native speakers through different types of listening exercises (Thornbury, 2006).

Interactive communication:

It refers to the person's ability to interact with their interlocutors, initiating a conversation or responding appropriately, with the speed and pace that the task requires. Each participant in the conversation is considered to have a role, which is exchanged as the conversation takes place; in a moment of the conversation the speaker becomes a listener and vice versa. Communicating interactively implies, therefore, understanding and producing spoken expressions. According to the Cambridge English Key test, during the development of the interaction, the student must say more than a simple response to a visual stimulus or something that his / her interlocutor has previously said, this implies trying to expand their response and also seeking to involve their interlocutor with any additional suggestions or questions, with the aim of maintaining a fluid and as natural interaction as possible (Thornbury, 2006).

Oral expression

Oral expression is a condition for verbal communication between humans and not a simple tool, technique and mechanism to transmit messages, the expression requires material tools, aids or supports that make it more efficient. It also requires a technical development that humanity has managed to translate into significant advances for the improvement in the use of communication. This discursive act must project the relevance in the communicative and symbolic capacity of the human being through the use of codes that configure an integral, intentional, argumentative and critical discourse based on the interactions of the speakers. (Luoma, 2004).

In other words, oral expression consists in developing a competence that involves mastery of the communicative skills of oral integrated language, it is more than interpreting sounds, not only interpreted and produced in the oral chain and its articulated elements, but also those that appear within the enunciation like the silences, the rhythms, the cadences, the intensity of the voice and the speed of the speech, besides others like the sounds, the laughter, the crying, the sobs, the sighs, the blows, whistles, percussions, clicks, purrs, hums, or other simultaneous acoustic

signs that complement the oral discourse with significant, very expressive rich and full of nuances of human beings and that are reinforced with the kinesics.

The human being is a social individual who, in order to survive, also needs the possibility of communicating and interacting with his social group, in which case oral expression is of great importance for his development in society. Through speech, relationships with others occur and are maintained. In this way speaking is an action that makes people, social beings different from another species (animals); through words we are able to carry out most daily activities. As long as you can talk, you can keep in touch with the world. In this order of ideas it is affirmed that oral expression is the bases of communication, taking into account that all activities, such as professional, religious, cultural and social, are carried out in different communicative interaction contexts (Bailey & Savage, 1994).

Importance of fluency for the development of oral expression

When we hear about speech fluency we imagine that it refers to how quickly we speak in English. According to Thornbury (2006) the guidelines that must be taken into account to develop good speech fluency can be summarized as follows: Pauses can be long, but not very frequently. Pauses occur at significant points; the speaker must rest or think an idea. A person is fluent in speech when he/she can express his/her ideas without fear and naturally.

Importance of oral expression in learning.

Some approaches regarding the importance of oral expression in learning are the following:

Students learn through speech. The appropriation of ideas implies saying them in their own words. Students (and everyone in the learning process) formalize confusing concepts when they can translate and express them in words. This expression of concepts in words facilitates their retention in memory. The labels of the concepts provide handles to be able to handle them fluently (Golkova & Hubackova, 2014).

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Speech supports the clarification of thoughts. Speaking is the main means by which students explore the relationships between what they already know and the new observations or interpretations of reality they face. In fact each of us speaks to himself to explain his thoughts (Golkova & Hubackova, 2014).

Speech helps understanding. Students who talk about a topic understand it better than those who don't. Generally, when you finish reading a good book, you feel the need to comment on it. These comments revive the pleasure produced by a good story and increase their understanding, thanks to the opportunity to express their own ideas and listen to others. Thus, speech improves and deepens understanding (Golkova & Hubackova, 2014).

Students need to talk before writing. Research on writing processes shows that students improve their writing when they previously discuss their content with their teachers or with their peers. Students say to others what they want to say write more effectively than those who begin to write without doing so (Golkova & Hubackova, 2014).

Taking the floor in front of a group develops the student's confidence in himself. The fact of expressing their ideas before a group of classmates interested in listening to it is a powerful means for the student to gradually increase his self-confidence (Golkova & Hubackova, 2014).

Importance of oral expression in the classroom.

Oral expression can be spontaneous, but also the product of a rigorous preparation. In the school the two forms of expression should be promoted, according to the degree to which the students have achieved. We would have to start with the experiences closest to the student, that is, through the dialogues, through work in pairs; then it goes on to plural communications, oral group expression; later the dual ones, so that the student acquires attitudes of respect for the other one who is speaking; and finally introduce the singular communications, the individual oral exhibition Fuente especificada no válida..

As in the case of reading, oral expression tends to be considered as the exclusive competence of the area of Language and Literature, plus the enrichment of linguistic and vocal registers of students in different areas, will allow the development of different strategies when communicating, which will give independence and autonomy in their daily life Fuente especificada no válida..

It is often observed that a student with clear ideas about what he wants or intends to do, he finds difficulties in expressing himself in front of others. The aim is, therefore, that students learn to use language not only to obtain an educational benefit, but to achieve greater self-confidence and a better connection with the environment. By strengthening oral expression, students are expected to communicate to others in an appropriate way not only content, but also emotions and thoughts (Thornbury, How to teach Speaking, 2006).

For this oral communication to be effective, some fundamental factors must be taken into account: The correct articulation of words, pronunciation, proper breathing, noise reduction, body language, posture, gestures, facial expression, volume of the voice, the duration of the sentences, the fluency of the words, the duration of the pauses, the speed, the rhythm, the communicative intention, the linguistic errors and the grammatical mistakes, the correct and opportune use of the language, the documentation on the subject to be treated (Yang, 2014).

In short, that mainly points to three ideas that should guide our teaching practice:

To talk you have to create situations where you talk and do it properly, playfully and constructively. Speaking is learned by speaking in different situations and contexts and in an appropriate manner; hence the importance and relevance of the Bio-classes, since these generate relevant scenarios to achieve the objective. Language class is not the only time for the development of oral expression. (Yang, 2014)

In the area of knowledge of the environment, for example, exhibitions on different cultural, physical or social issues will be essential. In the case of

mathematics, the verbalization of problem solving strategies will help us develop meta-cognition. It will also happen with the rest of the areas. Finally, it is understood that oral comprehension and expression are closely linked and thus must be worked on. There can be no good expression without proper oral comprehension (Bailey & Savage, 1994).

Difficulties of oral expression in class:

Kalan Fuente especificada no válida. Mentioned some difficulties that students usually find to express themselves orally:

     a) Fear of making mistakes.

     b) Fear of the teacher's reaction.

     c) Fear of classmates' reaction.

     d) Fear of speaking in public.

     e) Pronunciation and intonation.

     f) Fluency.

     g) Vocabulary (find or remember the appropriate vocabulary).

     h) Because I think too much about grammar; I don't know how to say something correctly.

     i) Because the student does not know what to say.

     j) Because the student does not know how to react and respond quickly.

     k) Because the topic is very superficial.

     l) Because the topic is too personal.

     m) Because the teacher doesn't allow me enough time to talk.

     n) Because I don't understand what others say

The evaluation of oral expression in the English language

Oral expression in the English language is evaluated by reference to the Common European Framework of Reference for Languages (2001) the levels of: basic user, independent user and competent user are considered. The CEFR establishes competencies and requirements as standards for teaching, learning and evaluation of foreign languages. This is a work proposed by the Council of Europe in the 70s, which is fully valid.

In reference to higher education many institutions such as universities, institutes and military schools also take it as a reference to develop their curricular designs.

The CEFR (2001) proposes a series of principles in the teaching, learning and evaluation of foreign languages. The teacher provides a reflection on the planning of programs and curricula; the student is presented with levels of skills, communicative and linguistic abilities. In summary, the CEFR is a set of cognitive, functional, notional and pragmatic requirements of the language based on a communicative approach.

Correction of oral expression in the English language

Oral correction, unlike the written one, is an activity about which there is very little information. In general, teachers do not yet have as much practice in working with sounds and expression as with letters and prose. Cassany, Luna, Sanz, (1994) argue that the following criteria must be taken into account when correcting students' oral interventions:

• Correct only the most important mistakes: The student cannot learn from all the mistakes he makes in an oral practice. In addition, certain faults may imply a level of grammatical or linguistic knowledge that the student has not yet acquired. For this reason, only the main and similar errors must be corrected (Cassany, Luna, & Sanz, 1994).

• Encourage self-correction and peer collaboration: During an oral expression practice it is very difficult for the teacher to follow all the students and all the

interventions they perform. Therefore, students should adopt an attitude of constant improvement and mutual collaboration (Cassany, Luna, & Sanz, 1994).

• Mention the errors, but not correct them: Teachers have to note the mistakes made, but it is not necessary to correct them, as this can be done by the student. For example, repetition with question intonation allows the student to rectify the error on their own and resume the thread of speech (Cassany, Luna, & Sanz, 1994).

• Measure the degree of correction: We have to be aware that oral correction can cause an intimidating or inhibiting effect on the student. If the student has problems with shyness or insecurity when speaking in public, excessive correction would be harmful and inadequate and would not allow the student to express himself freely (Cassany, Luna, & Sanz, 1994).

Fluency

The term fluency is commonly used in a broad sense, as equivalent to global oral competence. Also, it is used it in a more limited way, to refer to the way of expressing oneself or as a component of language performance (L2). Fluency tends to be holistically evaluated by evaluators of standardized tests and has been characterized in terms of comfort, eloquence, ease and degree of similarity with native speech (Skehan P. , 2009)

However, second language field researchers prefer a more precise definition of fluency and agree that fluency itself is multidimensional. Skehan (2009) distinguishes three dimensions of fluency: speed (speed and density of the linguistic units produced), breakdown of fluency or breakdown fluency, and repair of fluency (false items, formulation errors, self-corrections and repetitions).

Speaking Fluency

The term speaking fluency is commonly used in a broad sense, as equivalent to the global oral competence (Crowther, 2013). Also, it is used in a more limited way, to refer to the way of expressing or "delivery of speech" as a component of language performance (L2) (Housen, 2009). Fluency tends to be holistically

assessed by evaluators of standardized tests and has been characterized in terms of comfort, eloquence, ease or "smoothness" and degree of similarity with native speech or "native-likeness of speech." (Housen, 2009).

However, second language field researchers prefer a more precise definition of speaking fluency and agree that fluency itself is multidimensional (Richards & Rogers, 2005). It distinguishes three dimensions of fluency: speed (speed and density of the linguistic units produced), breakdown of fluency or breakdown fluency (number, length and location of pauses), and repair of fluency (formulation errors, self-corrections and repetitions) (Thornbury, 2006),

Importance of fluency for the development of oral expression

When we hear about speech fluency, we imagine that it refers to how quickly we speak in English. According to Thornbury (2006) the guidelines that must be taken into account to develop good speech fluency can be summarized as follows: Pauses can be long, but not very frequently. Pauses occur at significant points; the speaker must rest or think an idea. A person is fluent in speech when he/she can express his/her ideas without fear and naturally.

2.5 Hypothesis

Ho = Speaking fluency improves through the application of the task-based Approach during instruction.

Hx = Speaking fluency does not improve through the application of the task-based approach during instruction.

2.6 Signaling hypothesis variables

Independent variable: Task based Approach

Dependent variable: Speaking Fluency

CHAPTER III
METHODOLOGY

3.1 Research Approach

Richards (2005), state that this study aimed to research the use of task based. Learning and speaking development. It was also based on the category of quali-quantitative approach. Quantitative data was obtained after the application of instruments such as a pre-test, a post-test and a questionnaire, which showed numerical results, based on the analysis of the study collected data.

On the other hand, qualitative research is defined as a research method that focuses on obtaining data through open-ended and conversational communication. Richards (2005) states: "Besides, the qualitative research methods allow for in-depth and further probing and questioning of respondents based on their responses" (p. 64). Qualitative information in the study was gathered by looking closer to the levels of students before and after the tests. The level of answers in terms of the use or selection of vocabulary for writing, listening and speaking skills, for instance, showed whether the students were able to increase their qualitative aspect.

3. 2 Basic method of research

3.2.1. Quasi-experimental research

This research was based on quasi- experimental way because of the necessity to go deeper the student's different styles. Duff (2000) stated that in this type of research, participants are not randomly selected and the independent variable is manipulated. This research was a "quasi-experimental study since both, experimental and control group were chosen intentionally, that means that there was not randomization of the subjects. The scores gotten in the pre-test and post-test were compared among the non-equivalent control group - by the

teachers- and the experimental group that received the intervention - in charge of the researcher. In this type of research, the independent variable was manipulated; participants are not randomly assigned to condition of conditions. because the independent variable was manipulated before the dependent variable is measured, quasi- experimental research eliminates the directionally problem"

3.2.2. Observational

The current investigation was observational because students' behavior was observed in the place where the study took place. It gave the researcher the opportunity to generate new solutions to the research problem. (Crowther, 2013) states: "Such kind of research will enable a researcher to set a strong foundation for observing his/her ideas, choosing the right research design and finding variables that actually are important for the analysis". (p. 25) Observational research was carried out when a theme needed to be understood in depth, especially if it hadn't been done before.

3.2.3. Bibliographical

This research was bibliographical because it was supported by scientific information and previous studies about both variables: Task- Based Approach and speaking fluency in English. Therefore, to collect, make the selection, classification and assessment of the content the theoretical framework was elaborated based on theories, opinions and approaches from several authors which allowed comparing and contrasting the results and validating the research.

3.3 Level or type of research

3.3.1 Descriptive

Descriptive research allowed investigators to understand characteristics of those variables among participants and to begin examining relationships among those variables. According to some authors that aimed on the idea that this type of research attempts to describe characteristics of a sample and relationships between phenomena, situations, and events observed by better understanding and measuring

how variables are naturally distributed. The result was to provide data about the sample that described basic relationships to increase understanding. (Rubin & Babbie, 2008, p. 25)

In addition there were many reasons to use this method and that why it was called an observational research method because none of the variables that were part of the research study were influenced in any capacity.

3.4 Population and sample

The research was carried out at Unidad Educativa Intercultural Bilingue Batalla de Tiocajas in Guamote City, students who participated in the experimentation and control groups consisted of 30 students each, whose ages ranged from 16 to 18 years old who were taking third year of BGU.

Table 1
Population

	Men	**Women**	**Total**
Control Group	14	16	30
Experimental Group	16	14	30

Source: Registration and records' office

3.5 Operation of variables

3.5.1 Independent variable: Task Based Approach

Table 2: *Operationalization of the independent variable*

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ÍTEMS	TECHNIQUES	INSTRUMENTS
Task based Approach Is a work plan through which learners achieve an outcome by performing different types of tasks related to the **students' interests** focused on solving problems from real life that are developed in **three task-based learning stages** that involve the students in comprehending and interacting in the target language with the **purpose** of improving communication, language production and academic performance, centering mainly on meaning rather than form, it means that students can make use of their own linguistic resource.	1. Students' interests 2. Task-based Approach Stages 3. Target languge purpose	**1.1.Motivation** **1.2.Interesting activities** **2.1.Pre-task** **2.2.Task** **2.3 Post-task** **3.1.Communication** **3.2.Language production** **3.3.Academic performance**	A2 key speakimg test (ket) Do the students speak in English in the class? What do you like doing with your friends? When do you see your friends? ¿Do you prefer go to the movie or at home ? (Why?) What's your favourite r soccer player ? Do you like your friend? What counyry would you like to viist in the future? Why? Which of these holidays or campings do you like best	Pre-test y Pos- test A2 key speaking test (Ket)	Data collection Data analysis

Prepared by: Ajitimbay, T. (2019

3.5.2 Dependent variable: Speaking Fluency

Table 3: Operationalization of the dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ÍTEMS	TECHNIQUES	INSTRUMENTS
Speaking fluency It is a productive communication sub-skill that works together with other **speaking sub-skills** like vocabulary and pronunciation that makes the speech to sound natural and facilitate the **interaction** with one or more people, making the conversation more fluent and focused on **accuracy** for the correct use of grammar structures in order to convey the desired message, considering that this combination, fluency and accuracy allows the speaker to be understand by the listener.	1. Speaking Sub-skills 2. speaking Interaction 3.speaking Accuracy	1.1.Vocabulary 1.2.Pronunciation 2.1.Interactive communication 2.2. Social and cultural context. 3.1.Grammar 3.2. Language production.	A2 key English test (KET) exam speaking part: Do you like these different places to eat? Say why or why not. Do you think beach holidays are fun? Do you think city holidays are interesting? Do you think camping holidays are exiting? Do you think camping in the mountain are boring? Do you prefer to go on holidays with your friends or with your family'	Pre-test y Pos- test A2 key speaking test (Ket	Data collection Data analysis

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CHAPTER IV
ANALYSIS AND INTERPRETATION

4.1 Analysis of results and data Interpretation

4.1.1 Pre-test and Post-test Results

The corresponding analysis was carried out, first statistically and then interpretively in relation to the system of variables, sustaining as objectively as possible, in order to arrive at the weighting of the results in relation to the objectives.

The measurement of the speaking fluency was developed based on the recordings analysis. In order to assesses students in an accurate way, it was taken into consideration the rubrics criteria from the KET examination were four aspects regarding to speaking fluency were evaluated: grammar, vocabulary, pronunciation and interactive communication

Table 4
Pre-test Results Experimental Group

CRITERIA	GRAMMAR (1)	VOCABULARY (1)	PRONUNCIATION (1)	INTERACTIVE COMMUNICATION (1)	TOTAL
1	0,5	0,5	0,4	0,4	1,80
2	0,5	0,5	0,5	0,5	2,00
3	0,3	0,2	0,2	0,2	0,90
4	0,5	0,2	0,5	0,2	1,40
5	0,4	0,4	0,5	0,4	1,70
6	0,4	0,5	0,4	0,5	1,80
7	0,5	0,3	0,4	0,2	1,40
8	0,4	0,5	0,6	0,4	1,90
9	0,4	0,5	0,4	0,5	1,80
10	0,2	0,2	0,4	0,2	1,00
11	0,6	0,4	0,5	0,2	1,70
12	0,5	0,8	0,2	0,2	1,70
13	0,4	0,4	0,2	0,5	1,50
14	0,4	0,2	0,5	0,4	1,50
15	0,6	0,4	0,5	0,5	2,00
16	0,5	0,5	0,4	0,4	1,80
17	0,4	0,3	0,5	0,4	1,60
18	0,2	0,4	0,4	0,5	1,50
19	0,5	0,4	0,2	0,4	1,50
20	0,5	0,5	0,2	0,4	1,60
21	0,4	0,5	0,4	0,5	1,80
22	0,4	0,5	0,5	0,5	1,90
23	0,2	0,4	0,5	0,4	1,50
24	0,5	0,2	0,5	0,2	1,40
25	0,4	0,5	0,2	0,4	1,50
26	0,2	0,4	0,4	0,8	1,80
27	0,5	0,5	0,2	0,5	1,70
28	0,2	0,4	0,3	0,2	1,10
29	0,5	0,4	0,4	0,4	1,70
30	0,4	0,5	0,8	0,6	2,30
X	0,41	0,41	0,40	0,40	1,63

Prepared by: Ajitimbay, T. (2019)

Table 5
Post-test Results Experimental Group

CRITERIA	GRAMMAR (1)	VOCABULARY (1)	PRONUNCIATION (1)	INTERACTIVE COMMUNICATION (1)	TOTAL
1	0,7	1	1	2	4,7
2	1	1	1	2	5
3	1	1	1	2	5
4	0,8	1	1	2	4,8
5	0,9	1	1	2	4,9
6	1	1	1	2	5
7	1	1	1	2	5
8	1	0,8	1	2	4,8
9	1	0,8	1	2	4,8
10	1	1	1	2	5
11	1	1	1	2	5
12	0,8	0,9	1	2	4,7
13	1	1	1	2	5
14	1	1	1	2	5
15	1	1	1	2	5
16	0,7	0,8	0,9	1,5	3,9
17	0,8	1	1	1,5	4,3
18	0,6	1	1	2	4,6
19	1	1	1	2	5
20	1	1	1	2	5
21	1	1	1	2	5
22	1	1	1	2	5
23	1	1	1	2	5
24	0,7	0,8	0,8	1,8	4,1
25	0,8	1	1	2	4,8
26	1	1	1	2	5
27	0,6	0,7	0,7	2	4
28	0,7	0,9	0,8	2	4,4
29	1	1	1	2	5
30	1	1	1	2	5
X	0,90	0,96	0,97	1,96	4,79

Prepared by: Ajitimbay, T. (2019)

Table 6
Pre-test Results Control Group

CRITERIA	GRAMMAR (1)	VOCABULARY (1)	PRONUNCIATION (1)	INTERACTIVE COMMUNICATION (1)	TOTAL
1	0,5	0,5	0,5	0,2	1,7
2	0,5	0,4	0,3	0,4	1,6
3	0,2	0,2	0,4	0,8	1,6
4	0,4	0,4	0,4	0,4	1,6
5	0,8	0,5	0,5	0,2	2
6	0,4	0,5	0,5	0,5	1,9
7	0,2	0,4	0,4	0,5	1,5
8	0,5	0,5	0,5	0,4	1,9
9	0,5	0,3	0,2	0,2	1,2
10	0,4	0,4	0,4	0,4	1,6
11	0,2	0,4	0,5	0,5	1,6
12	0,4	0,5	0,5	0,5	1,9
13	0,5	0,5	0,4	0,4	1,8
14	0,5	0,4	0,2	0,5	1,6
15	0,4	0,5	0,4	0,3	1,6
16	0,5	0,2	0,5	0,4	1,6
17	0,3	0,4	0,4	0,2	1,3
18	0,4	0,5	0,2	0,5	1,6
19	0,2	0,5	0,5	0,5	1,7
20	0,4	0,4	0,5	0,4	1,7
21	0,5	0,2	0,4	0,4	1,5
22	0,5	0,4	0,2	0,5	1,6
23	0,4	0,5	0,5	0,5	1,9
24	0,5	0,5	0,2	0,4	1,6
25	0,2	0,4	0,4	0,5	1,5
26	0,4	0,5	0,5	0,2	1,6
27	0,8	0,3	0,5	0,4	2
28	0,4	0,4	0,4	0,5	1,7
29	0,2	0,2	0,2	0,5	1,1
30	0,4	0,4	0,4	0,4	1,6
X	0,42	0,41	0,40	0,42	1,64

Prepared by: Ajitimbay, T. (2019)

Table 7
Post-test Results Experimental Group

CRITERIA	GRAMMAR (1)	VOCABULARY (1)	PRONUNCIATION (1)	INTERACTIVE COMMUNICATION (1)	TOTAL
1	0,5	0,2	0,4	0,5	1,6
2	0,5	0,5	0,5	0,2	1,7
3	0,5	0,2	0,3	0,4	1,4
4	0,2	0,5	0,5	0,5	1,7
5	0,2	0,4	0,5	0,3	1,4
6	0,5	0,5	0,2	0,5	1,7
7	0,3	0,2	0,5	0,5	1,5
8	0,5	0,4	0,3	0,2	1,4
9	0,5	0,5	0,4	0,4	1,8
10	0,2	0,3	0,4	0,8	1,7
11	0,4	0,5	0,5	0,4	1,8
12	0,8	0,5	0,5	0,2	2
13	0,4	0,2	0,5	0,5	1,6
14	0,2	0,4	0,4	0,5	1,5
15	0,4	0,8	0,2	0,5	1,9
16	0,5	0,4	0,4	0,5	1,8
17	0,3	0,2	0,4	0,4	1,3
18	0,4	0,5	0,8	0,2	1,9
19	0,4	0,5	0,4	0,4	1,7
20	0,5	0,4	0,2	0,4	1,5
21	0,5	0,2	0,5	0,8	2
22	0,5	0,4	0,5	0,4	1,8
23	0,4	0,5	0,4	0,5	1,8
24	0,2	0,5	0,2	0,5	1,4
25	0,4	0,4	0,4	0,5	1,7
26	0,5	0,5	0,5	0,4	1,9
27	0,5	0,3	0,5	0,2	1,5
28	0,4	0,4	0,4	0,4	1,6
29	0,4	0,4	0,4	0,5	1,7
30	0,5	0,5	0,5	0,4	1,9
X	0,42	0,41	0,42	0,43	1,67

Prepared by: Ajitimbay, T. (2019)

GRAMMAR

Table 8
Comparison between pre-test and post-test in the grammar criterion

	GRAMMAR	
Experimental Group	Pre-test	0.41
	Post-test	0.90
Control Group	Pre-test	0.42
	Post-test	0.42

Note. From pre-test and post-test using KET exam.
Prepared by: Ajitimbay, T. (2019)

COMPARISON BETWEEN PRE-TEST AND POST-TEST GRAMMAR
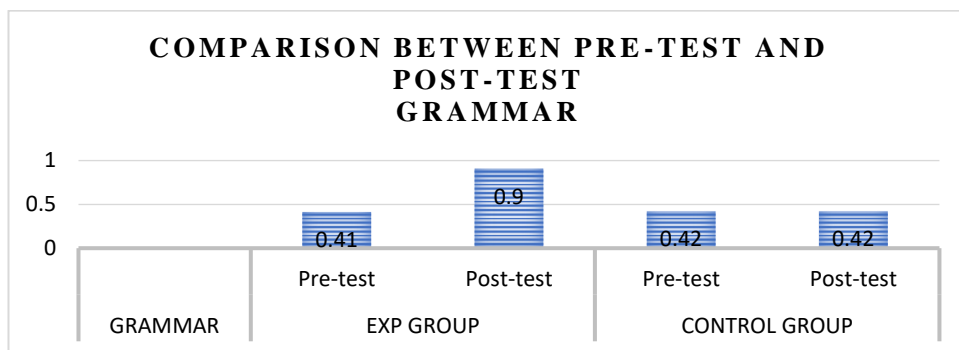
Graphic 3. Comparison between pre-test and post-test grammar criterion.
Prepared by: Ajitimbay, T. (2019)

Analysis and interpretation:

As it is observed in the chart above, the criterion about grammar in the pre-test Experimental Group obtained 0,41 and students from Control group obtained 0,42 out of 1. This result indicates that before the implementation of the proposal the students showed limited control of simple grammatical forms. In contrast, in the post- test students from Experimental Group obtained 0,9 and students from Control group obtained 0,42 out of 1. It evidences that the activities based on the Task based learning method motivated the students to improve their grammar skill. Now, the students' speech is more accurate since they are aware of the correct use of grammar structures. In contrast, it is observed that there was no variation in the results obtained by the control group that did activities using traditional methods.
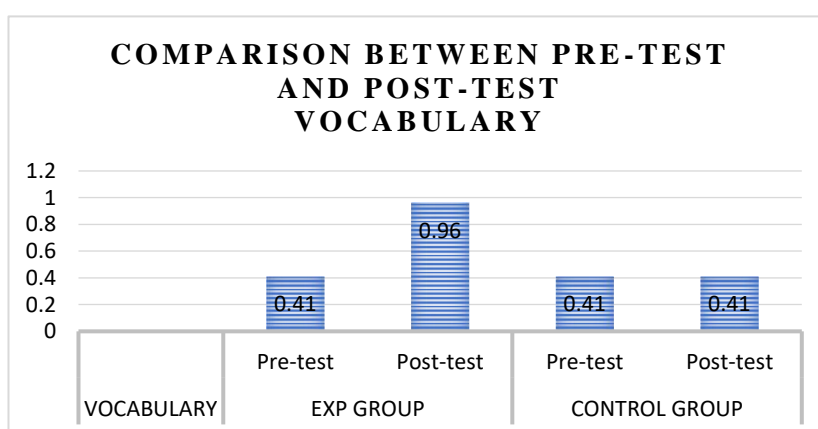
Table 9

Comparison between pre-test and post-test in the vocabulary criterion

	VOCABULARY	
Experimental Group	Pre-test	0.41
	Post-test	0.96
Control Group	Pre-test	0.41
	Post-test	0.41

Note. From pre-test and post-test using KET exam.
Prepared by: Ajitimbay, T. (2019)

COMPARISON BETWEEN PRE-TEST AND POST-TEST VOCABULARY

Graphic 4. Comparison between pre-test and post-test vocabulary criterion.
Prepared by: Ajitimbay, T. (2019)

Analysis and interpretation:

According to the results above, students from the experimental group in the pre-test got a score of 0.41 and students from the control group obtained 0, 41 out of 1. This result indicates that in the control group students were limited to produce adequate responses since they did not have enough vocabulary to express themselves. However, as it is evidenced in the graphic above, during the implementation of the task based learning activities the experimental group showed a significant improvement concerning vocabulary. The answers given during the activities contained enough vocabulary which made the speech more fluent and richer.
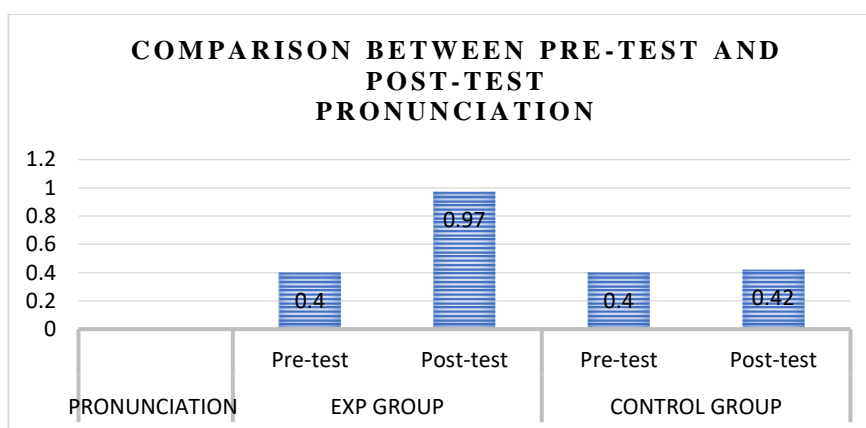
Table 10
Comparison between pre-test and post-test in the pronunciation criterion

	PRONUNCIATION	
Experimental Group	Pre-test	0.41
	Post-test	0.90
Control Group	Pre-test	0.42
	Post-test	0.42

Note. From pre-test and post-test using KET exam.
Prepared by: Ajitimbay, T. (2019)

Graphic 5. Comparison between pre-test and post-test pronunciation criterion.
Prepared by: Ajitimbay, T. (2019)

Analysis and interpretation:

According to the results displayed above, regarding the pronunciation criterion in the pre-test students from experimental group obtained 0,4 and students from control group obtained 0.4 out of 1. On the other hand, in the post- test students from the experimental group obtained 0,97 and students from control group obtained 0,42 out of 1. This result indicates that the task-based activities is a good method to enhance pronunciation, since students from the experimental group became more proficient pronouncing words and phrases, their speech was easier to understand which made the conversations more fluent and accurate. It can be said that the contributions of task based learning through the application of role-plays, oral presentations, group discussions and others were relevant, individual and combined sounds were generally articulated and pronounced clearly.
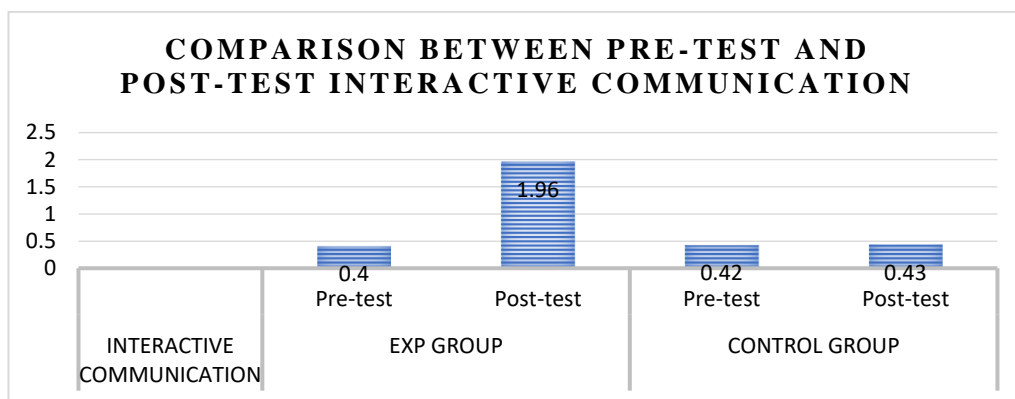
63

Table 11

Comparison between pre-test and post-test in the interactive communication criterion

INTERACTIVE COMMUNICATION		
Experimental Group	Pre-test	0,40
	Post-test	1,96
Control Group	Pre-test	0,42
	Post-test	0,43

Note. From pre-test and post-test using KET exam.
Prepared by: Ajitimbay, T. (2019)

COMPARISON BETWEEN PRE-TEST AND POST-TEST INTERACTIVE COMMUNICATION

Graphic 6. Comparison between pre-test and post-test interactive communication criterion.
Prepared by: Ajitimbay, T. (2019)

Analysis and interpretation:

Focused on the outcomes showed above, concerning the interactive communication criterion, the experimental group got in the pre-test 0,4 and in the same way students from the control group obtained 0.42 out of 2. This result indicates that students were not able to communicate effectively to other people. However, regarding the post-test, students from the experimental group obtained 1,96 and those from the control group obtained 0,43 out of 2. It can be said that the contributions of the Task Based Learning activities improved students' capacity to maintain a conversation with appropriate interaction; students from the experimental group were able to communicate appropriately with other people exchanging ideas with little hesitation, keeping a fluent conversation.

4.2 Hypothesis verification

To determine whether or not task-based learning increase speaking fluency in the students of the Unidad Educativa Intercultural Bilingue Batalla de Tiocajas. The pre-test and post-test were applied to assess students' speaking fluency. The statistical objective is to perform a comparative study between the pre-test and post-test in the control group and experimental group.

4.2.1 Hypothesis Approach

HO: Task Based Appoach does not improve the development of English speaking fluency at Unidad Educativa Intercultural Bilingue Batalla de Tiocajas.

HI: Task Based Appoach improve the development of English speaking fluency at Unidad Educativa Intercultural Bilingue Batalla de Tiocajas

4.2.2 Variables

Independent variable: Task Based Approach

Dependent variable: Speaking Fluency

4.2.3 Description of the population

The population for the development of this research were the 60 A2 students at Unidad Educativa Intercultural Bilingue Batalla de Tiocajas. The research worked with two groups: control and experimental group. The KET pre and post-test were provided from Cambridge English Qualification.

4.2.4   Selection of the hypothesis testing

An important point when carrying out a hypothesis verification is that you know which statistical technique can be used or best fits the characteristics of the available data, for this, it is necessary to know if the data meets the assumption of normality, that is, if the distribution of the population from which the sample was obtained for the dependent variable is adjusted to a normal distribution.

To determine the above and taking into account that the sample is made up of 30 individuals in the control group and 30 individuals in the experimental group, the Shapiro-Wilk test was applied, due to the small sample size. From this test, it is determined that the distribution of the sample must conform to a normal distribution if the value of p≥0.05 is met; otherwise, the data does not fit a normal distribution.

Table 12
Normality test (Shapiro-Wilk)

Dimension	Kind	PrePost	Shapiro-Wilk		
			Estadístico	gl	Sig.
Grammar	Control	Pretest	0,847	30	0,001
		Posttest	0,838	30	0,000
	Experimental	Pretest	0,848	30	0,001
		Posttest	0,700	30	0,000
Vocabulary	Control	Pretest	0,784	30	0,000
		Posttest	0,845	30	0,000
	Experimental	Pretest	0,844	30	0,000
		Posttest	0,563	30	0,000
Pronunciation	Control	Pretest	0,770	30	0,000
		Posttest	0,838	30	0,000
	Experimental	Pretest	0,867	30	0,001
		Posttest	0,416	30	0,000
Interactive Comunication	Control	Pretest	0,828	30	0,000
		Posttest	0,842	30	0,000
	Experimental	Pretest	0,855	30	0,001
		Posttest	0,339	30	0,000
Total	Control	Pretest	0,900	30	0,008
		Posttest	0,952	30	0,192(*)
	Experimental	Pretest	0,950	30	0,166(*)
		Posttest	0,689	30	0,000

Prepared by: Ajitimbay, T. (2019)

The results obtained through the Shapiro-Wilk normality test show that p values for both the experimental group and the control group are mostly less than 0.05 (except two where p values of 0.192 are held and 0.166), which shows that p≤0.05, so it concludes that Graamar, Vocabulary, Pronunciation and Interactive Comunication scores do not conform to a normal distribution. These results allow us to establish the non-use of parametric tests such as Student's t; otherwise, nonparametric means comparison tests will be used, the Wilcoxon test is the most suitable for related samples and the Mann-Whitney test for independent samples.

4.2.5 Estimation of p-value

The results of the comparison tests of non-parametric means between the pretest and posttest for the experimental and control groups are presented below.

Table 13
Estimation of p-values in the comparison between pretest and posttest

Kind		Grammar	Vocabulary	Pronunciation	Interactive Communication	Total
Control	Mann-Whitney	431,500	448,000	419,500	432,000	403,500
	Wilcoxon	896,500	913,000	884,500	897,000	868,500
	Z	-0,288	-0,031	-0,480	-0,282	-0,698
	P	0,773	0,975	0,631	0,778	0,485
Experimental	Mann-Whitney	2,000	3,000	2,000	0,000	0,000
	Wilcoxon	467,000	468,000	467,000	465,000	465,000
	Z	-6,779	-6,853	-6,951	-7,024	-6,740
	P	0,000	0,000	0,000	0,000	0,000

Prepared by: Ajitimbay, T. (2019)

As it can be evidenced in the Table ## the Wilcoxon test for the control group indicated the following results in each dimension: Grammar the value of Z=-0,288 with a p=0,773; Vocabulary the value of Z=-0.031 with a p=0,975; Pronunciation the value of Z= -0,480 with a p=0,631; Interactive Communication the value of Z=-0,282 with a p=0,778; and in the Total score a value of Z=-0,698 with a p=0,485. Taking into consideration that the values of Z are negative but near to zero and the p values obtained are higher than 0,05, it is inferred that the differences between the means obtained in the pretest and posttest are not significant. It means that, in the control group, the increase in scores between the pretest and the posttest is not significant with 95% of confidence.
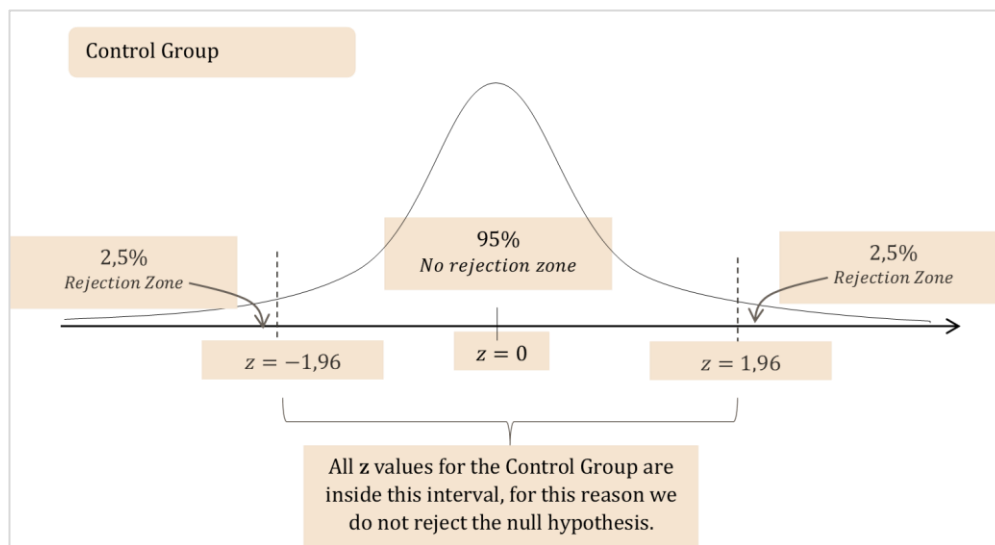
Graphic 7. Gauss bell and rejection zones for comparison between pre and posttest in the control group for all dimensions.
Prepared by: Ajitimbay, T. (2019)

On the other hand, the Wilcoxon test for the experimental group indicated the following results in each dimension: Grammar the value of Z=-6,779 with a p=0,000; Vocabulary the value of Z=-6,853 with a p=0,000; Pronunciation the value of Z= -6,951 with a p=0,000; Interactive Communication the value of Z=-7,024 with a p=0,000; and in the Total score a value of Z=-6,740 with a p=0,000. Taking into account that the values of Z are distant from zero and the p-value obtained for all dimensions and for the total score is less than 0.05, it follows that there are significant differences between the average scores obtained in the pretest and posttest of the experimental group. That is, there is enough statistical evidence to establish that the Task Based Learning applied to the experimental group significantly increases the scores between the pretest and the posttest. And, we can infer with a confidence of the 95% that the Task Based Learning improve the development of English-speaking fluency at Unidad Educativa Intercultural Bilingue Batalla de Tiocajas.

Based on the hypothesis verification, it is clear that the control group to which the approach was not applied Task Based Learning does not present a significant improvement between pretest and posttest scores; and in the case of the

experimental group in all the criteria evaluated as well as in the total score, an increase in the averages is observed, showing significant differences before and after the use of Task Based Learning.

The results obtained allow us to reject the hypothesis: Task Based Learning does not improve the development of English-speaking fluency at Unidad Educativa Intercultural Bilingue Batalla de Tiocajas. This can be seen in the following five figures, where in all of them the value of z is in the rejection zone and for this reason it is possible to affirm that the score in the posttest is greater than the score in the pretest in the Grammar dimensions, Vocabulary, Prununciation, Interactive Communication and Total score.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After analyzing the data obtained from the pre-test and the post-test, the following conclusions should be highlighted:

- The different learning methods that teachers apply in the classroom is that teachers do not perform appropriate oral activities that encourage a fluency use of English speaking in students, as a result the students have problems with their output oral expression. The use of traditional methodologies does not encourage students to use fluent language. The learning process becomes mechanical, students memorize and avoid the ability to analyze, causing problems with their oral expression skills.

- The determination of the student's level when speaking English is low level with the research proposed affecting positively in students of senior Unidad Educativa Intercultural Bilingue Batalla de Tiocajas. The students obtained a higher level of speaking in class after the application of the proposal. These activities give teachers the framework to apply the guide for obtaining higher results in oral speaking skills.

- It is also concluded that the application of the task-based activities to improve the student's oral skills was implemented during six weeks. The increase of students speaking fluency in BGU third Year EFL classroom was notable. The group tested improved significantly the speaking skills compared with the second one that use traditional techniques. This improvement in the groups tested demonstrates that the implementation of the task- based activities had the expected results and improved the oral skills fluency needed.

5.2   Recommendations

Based on the implementation of Task. Based learning the following recommendations are set:

- Teachers should apply Task-based Approach in class because it will help students to enhance their speaking fluency. It is recommended that teachers pay more attention to the oral communicative competence of their students, maintaining an optimal learning and practice process in class and promoting tasks that promote teamwork, sharing real experiences and the practice of oral expression skills. teachers must expend time studying the correct strategies that offer the guide to be applied on each case and according the different styles.

- As a result of the determination of the student's level when speaking English, the research suggests the task- based approach to affect positively in students of senior Unidad Educativa Intercultural Bilingue Batalla de Tiocajas. The students obtained a higher level of speaking in class after the application of the proposal. These activities give teachers the framework to apply the guide for obtaining higher results in oral speaking skills.

- It is recommended the implementation of this guide to improve speech skills, Given the task-based activities application to improve the student's oral skills during six weeks; should prove the increases of speaking fluency in BGU third Year EFL classroom students. The increase of students speaking fluency in BGU third Year EFL classroom was notable using the task-based activities. The group tested improved significantly the speaking skills compared with the second one that use traditional techniques. This improvement in the groups tested demonstrates that the implementation of the task- based activities had excellent results and helps to improve the oral skills fluency needed.

CHAPTER VI
THE PROPOSAL

Topic: Task-Based Approach Activities Guide

6.1 Informative data:

Name of the institution: Unidad Educativa Intercultural Bilingüe Batalla de Tiocajas

Location:, Parroquia La Matriz, Cantón Guamote, Provincia de Chimborazo

Beneficiaries: Third Year Students of BGU and English Teachers

Estimated Time execution: 5 weeks

Beginning: March to April 2018

Person in Charge: Tania Ajitinbay

EStimated Cost: 40$

6.2 Background of the Proposal

The Task-Based Activity Guide showed a highly positive result in the 30 students who participated as an experimental group in the application of the proposal, which was carried out in five weeks, at Unidad Educativa Intercultural Bilingue Batalla de Tiocajas. The participating students presented many inadequacies in the skills and abilities of speaking in the learning in an EFL classroom, in addition to observing low motivation to learn and to participate in the activities planned by the teachers. All aspects of speaking and grammar skills were measured before and after the implementation of the Task Based Activities Guide, by applying a pre and posttest using the Cambridge KET exam. This Task-based Activity Guide actively involved students in the elaboration of tasks and

activities using didactic material through inquiry, proposal proposals, resolution of grammar completion exercises (oral and in writing) applied to the environment. and interests of today's youth, resulting in a growing interest in learning English and therefore the improvement of speaking skills, and language comprehension skills, as well as the improvement of speech fluency.

The proposal is comprised of an activity guide based on 5 tasks. Each activity includes a division of students into groups and designation of roles, determination of the plan, implementation of the task, exchange of results and assessment of Learning.

6.3 Justification

The traditional approaches applied to EFL learning in public educational institutions have been insufficient in terms of improving the skills and abilities of speaking in students, motivated by the fact that it is a cloistered teaching in classrooms with grammar teaching topics repetitive and without involving learners in real environments, where they can reveal what they have learned in classrooms. All this series of statements described are causing low student achievement in what has to do with the sufficiency acquired to speak English in a fluid and consistent manner required by English-speaking universities. So the implementation of new methodological strategies for the teaching of the EFL is of great importance, among these new and innovative methodologies is the task-based Learning, which promotes a different approach to the traditional one, encouraging the active participation of the student through highly significant learning by integrating the topics covered with the culture present in today's youth.

Task-based learning promotes the construction of knowledge through cognitive exploration and discovery strategies by applying interpretation and analysis techniques of the topics treated in a dynamic way and interacting with audiovisual and technological resources, such as video-projections, use of Flash cards, CDs, sheets or posters, among others. The task-based learning activity guide proposed in this research is of great help to the teachers and students of the

institution because it allows to improve the speaking skills and other abilities necessary for effective EFL Learning.

6.4 Objectives

6.4.1. General

To design an Activities Guide focused on task-based learning that increases the speaking fluency in BGU Third Year EFL classroom students.

6.4.2. Specific

• To structure five activities that promote interaction between students and teacher by energizing EFL learning using updated and meaningful topics for students.

• To integrate the EFL class by linking the topics of the subject with the current interests of the students, through pre-designed tasks and dynamic activities

• To incorporate task-based learning strategies to update the methodology used by EFL teachers

6.5 Feasibility Analysis

The low cost of the proposal made it feasible, because the resources required were low cost and many of these resources were made by the same students in the classroom, in addition to the technological and audiovisual resources of the institution, such as computers, video projector, speakers, among others. Similarly, as an innovative and highly interactive approach, both principal, teachers and students expressed a high interest during the execution of the activities contained in the proposal, given that there was a positive increase in student performance in regards in speaking fluency and reading comprehension. Finally, this activity guide is available teachers and third year Students BGU belonging to Unidad Educativa Intercultural Bilingue Batalla de Tiocajas.

6.6 Proposal Fundamentals

Theoretical

The strategies and vocabulary proposed in this project are based on the Student's Book used in the 1st year English class. That is to say, the English Student's Book Level A2.2 (1st BGU) proposed by the Ministry of Education of Ecuador. The general objectives of its 6 units are:

Unit 1: To talk about styles, personality types, preferences and interests.

Unit 2: To talk about your most significant learning experiences in the context of cultural literacy.

Unit 3: To tell stories and reflect on their messages.

Unit 4: To describe, compare and give opinions about travelers and touristic activities.

Unit 5: To report news about general interest topics and major disasters.

Unit 6: To describe tech habits and wishes.

Methodological

The strategies, grammatical and verbal patterns, as well as the colloquial expressions commonly used in English-speaking proposed in this task-based learning activity guide increase the fluency in the development of speaking in students and also promote interaction between the students and the teacher into classroom, also the task-based activities allow the active participation of the students in their learning process. This proposal recommends activities that include: listening and talking about current topics, writing exercises using verbal patterns, describing and giving opinion with fluency speaking and use different current idioms with consistency and adequate intonation and so on.

Psychological

Task-based learning has a holistic approach. Students develop a communicative task using the language they have acquired in previous classes or from other sources. (Bruner, 2011), in his Theory of Significant Learning expresses: "(...) it is only after the cycle of tasks has been completed that the attention of students is directed to specific forms of language." Task-based learning plays an important role in the training of competent professionals in foreign languages. It can be summarized that a learning task is an activity without a linguistic purpose or objective, but in its realization one or more of the language skills are used to specify it; they express the meaning so that the actual use of the language is applied in it. The basic principles of task-based learning posed by Willis (2000) are:

- Students focus first on meaning.
- The task focuses on the use of language for real communication.
- The tasks are based on the needs, interests and objectives of the students.
- Homework encourages students to use all their linguistic resources rather than selected aspects of the language.
- The language that is explored is derived from the needs of the students and these determine the language that will be assumed in the classroom.
- The four language skills are integrated.
- Engaging in the accomplishment of tasks conforms to various learning styles.
- Students develop both fluency and grammatical precision.

6.7 Operating model for proposal

Table 14: Operating model

PHASES	OBJECTIVE S	ACTIVITIES	RESOURCES	RESPONSIBLES	TIME
1.Planning	To introduce the proposal to the Principals and organize an agenda of activities with the teachers involved in the activity	Write a letter requesting permission to apply the Proposal. Hold a meeting with teachers involved to explain the scope and instructions of the proposal.	Written request letter Task-based Learning Activities Guide	School Principal Author of the Proposal	6 hours
2. Socialization	To explain each of the activities included in the guide of the proposal applied to the students to the staff of teachers involved	Explain in detail each activity to be applied in the control group, taking care that the tasks and activities proposed for each activity are fulfilled.	Task-based Learning Activities Guide Didactic Material Computer Projector	English Teachers Author of the proposal	1 week
3. Application	Perform each activity proposed in the proposal, in order to comply with each phase of each task.	Running 2 activities per week during English class hours	Task-based Learning Activities Guide. speakers computers Didactic Material	Author of the proposal English Teachers	3 Weeks
4. Evaluation	To evaluate the proposal made to students to verify its effectiveness	KET posttest application, according to Cambridge criteria to evaluate the effectiveness of the proposed strategy	*Written Tests Samples *Feedback Sheet	Author of the proposal English Teachers	1 Week

Prepared by: Ajitimbay, T. (2019)

6.8 Evaluation

This proposal is based on the application an activity guide based on 5 tasks. Each activity includes a division of students into groups and designation of roles, determination of the plan, implementation of the task, exchange of results and assessment of learning, to measure the effectiveness in improving the skills to develop fluency english speaking. The students will be evaluated according to the criteria proposed and qualified with agreements framed in the regulation of the Ministry of Education.

6.9 Administration of the proposal

The task-based activity guide for learning is aimed at third year BGU students at Unidad Educativa Intercultural Bilingue Batalla de Tiocajas. The proposal will be implemented by the researcher with the support of the classroom teacher during the 5 weeks of the second quarter of the 2017-2018 school year.

The current proposal will be applied during English class, which means 2 days a week (1 hour a day) for 5 weeks, according to the class schedule. Before and after implementation, a pretest and posttest was applied in order to measure all aspects of fluency speaking and grammar skills acquired by students to using the task-based learning guide.

6.9 Proposal Evaluation

Once the Task-Based Activity Guide for Learning in BGU Third Year English classes at Unidad Educativa Intercultural Bilingue Batalla de Tiocajas has been applied, the evaluation of the proposal to determine the influence of the applied resource should be considered in speaking fluency and grammar skills in students.

The evaluation process of this proposal is presented in the following table:

Table 15

Proposal evaluation process:

MAIN QUESTIONS	OBSERVATIONS
What?	The effectiveness of the guide
What for?	To implement the proposal in the future
Why?	To verify feasibility
Who evaluates?	The students
When?	At the end of the implementation
How?	Answering questions
With what?	Questionnaire

Prepared by: Ajitimbay, T. (2019)

Finally, The Task-based Approach Activities Guide of Third year BGU students at Unidad Educativa Intercultural Bilingue Batalla de Tiocajas, consists of the following parts:

Table 16

Parts of the proposal

PARTS	DESCRIPTION
Cover	It contains the title of the proposal
Index	Indicate the location of each activity
Introduction	Brief and precise explanation about the purpose of the activity guide
Strategies	05 activities for the students and including their microcurricular plans for teacher and the last an assessment rubrics
References	List of the consulted sources

Prepared by: Ajitimbay, T. (2019)

The methodology applied in the speaking development and improvement is the task-based approach encourages the active participation of the student through highly meaningful and dynamic learning because it integrates the proposed themes relating them to the current culture of young people.

Activity 1. Lionel Messi Trivia, the task related to speaking is the project of talking in groups about an inspirational person and then each participant express orally about their own goals.

Activity 2. In the same boat, the pre-task related to speaking is number 2. Read and complete the conversations with the correct idiom.

Activity 3. Share your project, the post-task related to speaking is to make an exhibition about a significant learning topic such as the experiences of travel, languages, sports, camps, and hobbies, using useful expressions to make the exhibition in a fluid and coherent way.

Activity 4. You can`t miss it, the post-task related to speaking is about completing the blanks, then the student must speak fluently the address indicated above using the verbs to give directions and the prepositions of place.

Activity 5. Shake a leg, the post-task related to speaking is the Post-task to make short dialogue using the idioms.

At the end of each activity, was applied the Teacher Evaluation Sheet with the KET rubric Cambridge criteria. Speaking test has four criteria for the evaluation: grammar, vocabulary, pronunciation and interactive communication.

Task-based learning has a holistic approach. Students develop a communicative task using the language they have acquired in previous classes or from other sources.

Task-based Approach Activities Guide


BY TANIA AJITINBAY

INDEX

INTRODUCTION

The task-based learning methodology has proven to be a productive and broadly beneficial approach to improve the skills and abilities necessary for student learning in an EFL classroom. The task-based learning method presents a different paradigm to the traditional approach. This part of the previous tasks, to arrive at the main task that is composed of three parts: the preparation, the task itself and the report, and finally the subsequent tasks of analysis and practice of the language. Traditional teaching gives too much importance to the rigid and memorial learning of grammatical structures with little chance of being applied in a real environment, this generates little motivation to learn in students; Faced with this, competency learning focuses on two fundamental pillars: the importance and functionality of learning.

This task-based learning guide consists of 5 activities, each with its respective microcurricular planning class and daily activity describing how it will be applied in the classroom and each activity will be applied with a period of 2 per week, and the time of application will be 5 weeks with their respective evaluations. It is a guide to strategic and dynamic activities that can be used as a pedagogical resource by the institution's EFL teachers. Likewise, this proposal will be of great benefit to students because it is an appropriate learning strategy to improve the speaking fluency through conversations based on real

 environments.

FOR THE STUDENTS

ACTIVITY 1
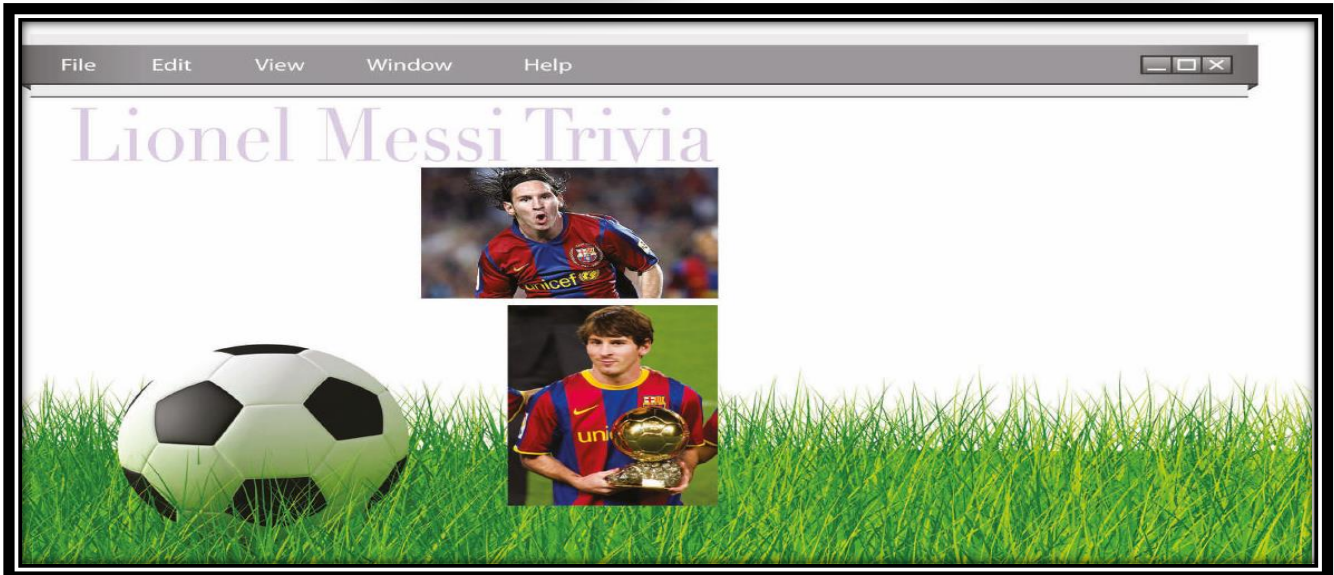
OBJECTIVE: Talk about lifestyles, personality types, preferences and interests, inspiring students to speak spontaneously about the topic. Verb patterns in present, future and past, Verbs related to processes and Time Expressions.

Pre- speaking:

Task1- **Answer the questions and compare with a partner.**

Do You think you know a lot about your favorite soccer star?

1.-Answer these questions.

1. What's Messi's full name?

a. Leonardo Messi

b. Lionel Andres Messi

c. Lionel Nicolas Messi

2. Where was he born?

a. Buenos Aires

b. Mendoza

> **Listening Strategy**
> **Before listening get familiar with the topic**
> **and Type of activity**

c. Rosario

3. How old was Messi when he

began to play professionally?

a. 12

b. 17

c. 16

4. What is Messi's position?

a. defender

b. forward

c. midfielder

Listening Strategy

Listen for specific

Task 2.- Complete the information using the verb patterns enjoy, like, love interested, in + verb in. ing form , in the past, present and future tense.

2.-Reflect on Grammar

1. How old _____ Messi when he began to play professionally?

2. _____you plan to become a pro soccer player when you finish studying?

3. What _____ you going to do after that?

Notice "Who" questions do not have an auxiliary verb, e.g. **Who inspired you?**

Task 3.- Answer these questions with personal information.

a. What do you enjoy doing?

_____

b. Who inspires you?

_____

c. What is your biggest achievement?

_____

d. What do you plan to do in the future?

_____

3.-Unscramble. Then listen, check the questions and tick the correct answers.

a. inspired / who / to become / you / a soccer player?

_____

1. (   )   My father

2. (   )   My mother

3. (   )   My grandmother

b. do / what / in the future / plan / you / to / do ?

_____

1. (   )   Keep playing and traveling around the world.

2. (   )   Keep playing and helping sick children through UNICEF.

3.(   )   Become a soccer coach.

c. an important obstacle / be / what / you / had / to face?

_____

1. (   )   My family was very poor.

2. (   )   I suffered from a hormone deficiency.

3. (   )   I was n

ot fast enough at the beginning.

d. be / your / most / what / achievement / important?

_____

1. (   )   My first goal in the Barcelona soccer club.

2. (   )   Obtaining a gold medal at the Beijing 2008 Olympics.

3. (   )   The Under 20 Soccer World Cup.

PROJECT

Pronunciation

Some sounds are shortened with reductions:

I`m going to / gona / be a pro-soccerplayer.

Some other sounds are shortened with contractions:

I`ll / ail / be a taewondo actress

I`d / aid/ like to become a scientist

3.- Post Task

• In groups, select an inspiration

aspects of his/her life you want to talk about.

E.g. *Who inspired Justin Bieber to…?*

• Write questions about this person and assign

responsibilities to investigate the answers to those

questions:

PROMPT

Justin Bieber is a Canadian singer and songwriter. He was born in 1994 in Stratford, Ontario, Canada, to a single mother, Bieber took second place in a local talent competition at a young age. Bieber's debut album, *My World,* hit stores in November 2009, selling more than 137,000 copies within a week. He has won a Grammy Award and an American Music Award. He has been listed numerous times by Forbes magazine among the "Top Ten Most Powerful Celebrities in the World."

Complete the information about about Justin Bieber:

1. When he was born?...
2. Where is he from?...
3. What is his first musical hit?...
4. What is his latest musical project?...
5. Is he already married?...

Complete Your Profile.

6 Words to describe me

I am:

1-_____   4- _____

2-_____   5- _____

3-_____   6._____

Some personal information about me

I……

(name) _____

(age) _____

89

(place of birth) _____

3 things I like to do in my free time

I like to:

1._____

2.-_____

3._____

The 3 most important things in my life

I care about:

1._____

2._____

3.-_____

My future plans

This year I would like to:

1._____   3._____

2._____   4._____

FOR THE TEACHER

MICROCURRICULAR PLANNING (TASK-BASED ACTIVITIES)

1. INFORMATION DATA:

Teacher:	Lic.Tania Ajitinbay	Area:	Grade /Course	3rd BGU	Class	A

Activity Number	Activity Title:	**OVERALL OBJECTIVE:** Listen and talk about inspirational people: Lionel Trivia. Write identifying principal verbs in verb patterns.				
1	**Lionel Messi Trivia**	**OBJECTIVE:** Talk about lifestyles, personality types, preferences and interests, inspiring students to speak spontaneously about the topic and grammar application written using verbal patterns, expressions of time and adverbs of sequence.				
Activity execution time	**1 Hour.**					

PERIODS: 1 class period	**STARTING WEEK: 11-03-2019**

2.-ACTIVITY PLAN

LIONEL MESSI TRIVIA (Activity 1)

SKILLS AND PERFORMANCE CRITERIA	EVALUATION CRITERIA
Oral Comunication (Listening and Speaking) Listen and talk spontaneously about an inspirational people: Lionel Messi and answer questions about him.using colloquial idioms. **Writing** Reflect on grammar using verb patterns, time expressions, adverbs of sequence.	Fluency in asking questions and answering Use grammatical structure in written Exercises.

METHODOLOGICAL PROCESS	RESOURCES	PERFORMANCE INDICATOR	ACTIVITIES TECHNIQUES / INSTRUMEN
Pre-task: To show a Lionel Messi Poster. Asks key questions about Messi lifestyle. **Task:** Reflect on grammar using the content. **Post-task:** Make a project about an inspirational people	• Poster • Student work sheet	Students can ask and answer fluently. Students solve written Exercises using verb patterns	Activities Work in groups. Oral Exchange Teacher Evaluation Sheet

FOR THE STUDENTS

OBJECTIVE: Narrate about most significant learning experiences in the context of cultural literacy, recommend cultural activities such as reading and trips to museums and stories about travel experiences and anecdotes, applying grammar patterns in perfect present tense in affirmative, negative and interrogative ways, using: since / for - Yes / no questions and wh questions.

Topic: IN THE SAME BOAT

<u>**Pre- task:**</u>

1. Listen and match the idioms with their meaning.

a. To be in the same boat or non-fiction work	( )	**1.** to be a very exciting novel
b. To hit the books or plan	( )	**2.** to postpone an invitation
c. To be a real page Turner	( )	**3.** to study hard
d. To take a rain check	( )	**4.** to be in the same situation

2. Read and complete the conversations with the correct idiom.

Conversation 1

A: What are you doing this afternoon? How about going out to a movie?

B: Sorry, I have _____ **(a).** I have an exam tomorrow.

A: I promise we'll get home early. Have you ever seen

A Brilliant Mind? It has great reviews.

B: Sounds like a good movie but I'd rather

_____**(b)**.

A: Have you read *The Chronicles of Narnia*?

B: No, I haven't. What's it like?

A: It's_____ **(c)**.

It's a fascinating story!

B: Well, I've seen the movie but I haven't read the book.

C: Me too! We're

_____**(d)**.

A: OK! Some other time! No problem!

3. Complete. Then share with your partner.

I have taken a rain check many times. The last time I took a rain

check was _____

I have hit the books _____

Post-Task

Reflect on Values

Never I use my free time adequately   ( )   ( )   ( )

Always   **Sometimes**

I am learning to learn.   ( )   ( )   ( )

I am open to new things.   ( )   ( )   ( )

1. Complete the colloquial expressions w[...]rd. Then, match them with their definition.

a. to be in the same _____   1. To be a very
exciting book

Word Bank

Turner
Rain
Hit
Boat

b. to _____the books   2. To reschedule
an invitation or plan

c. to take _____ a check   3. To study hard

d. to be a real page _____   4. To be in the
same unpleasant situation

2. Circle the correct idiom in each conversation.

Conversation 1

Mom: Stop playing now. It's raining.

Kid: But mom, we are having so much fun.

Mom: Yeah, but don't you have to *take a rain check / hit the books?* **(a)**

Kid: Ok mom, you are right.

Conversation 2

Ann: Why don't we go and see a movie?

Ben: I haven't seen the new Pixar movie. They say it's awesome, but I don't have money.

Ann: I haven't either. *We're in the same boat. / It's a real page turner.* **(b)**

Conversation 3

Ben: Let's go.

Kim: There's a new cafe on Bleeker Street. Let's try it.

Jessie: Yeah, the atmosphere is great.

Alexis: I'd love to go, but not now. *I'll take a rain check. / I'll hit the books.* **(c)**
I'm reading a book and I haven't finished. I have an exam tomorrow.

Jessie: Poor thing! What's it about?

Alexis: Well, it's about the influence of music on our society. Actually, *it's a real page turner. / it's a rain check.* **(d)** I love it.

FOR THE TEACHER

MICROCURRICULAR PLANNING (TASK-BASED ACTIVITIES)

1. INFORMATION DATA:						
Teacher:	Lic.Tania Ajitinbay	**Area:**	**Grade /Course**	3rd BGU	**Class**	**A**
Activity Number	**Activity Title:**	**OVERALL OBJECTIVE:** talk about the most significant learning experiences in the context of cultural literacy.				
2	**In The Same Boat**	**OBJECTIVE:** Narrate about most significant learning experiences in the context of cultural literacy, recommend cultural activities such as reading and trips to museums and stories about travel experiences and anecdotes, applying grammar patterns in perfect present tense in affirmative, negative and interrogative ways, using: since / for - Yes / no questions and wh questions.				
Periods: 1 Class Period		**Starting Week: 14-03-2019**	**Activity Execution Time**		**1 Hour**	

2.-ACTIVITY PLAN			
IN THE SAME BOAT (Activity 2)			
SKILLS AND PERFORMANCE CRITERIA		**EVALUATION CRITERIA**	
Oral Comunication (Listening and Speaking) Look and match the pictures with the idioms. **Writing:** Reflect on grammar: Present Perfect tense in affirmative, negative and interrogative forms • Since / for • Yes/no questions and wh-questions in the Present Perfect Tense		Use idioms and colloquial expressions and proper pronunciation Use gramatical structure in written Exercises.	
Methodological Process	**Resources**	**Performance Indicators**	**Activities Techniques / Instruments**
Pre-task: Show a flash cards and match the corresponding idioms **Task:** Reflect on grammar using the content. **Post-task:** Each group should do an oral reflect on Values	• **Flash cards** • **Student work sheet**	Students use idioms and colloquial expressions Students solve written Exercises using verb patterns	Activities Work in groups. Teacher Evaluation Sheet Oral Exchange

ACTIVITY 3

OBJECTIVE: Make an exhibition about a significant learning topic such as the experiences of travel, languages, sports, camps and hobbies, using useful expressions to make the exhibition in a fluid and coherent way, and promote cultural literacy with activities such as going to museums, attend conferences, learn dances, read books, see art, movies and go to concerts. Using grammar patterns in perfect present tense.

Topic: SHARE YOUR PROJECT.

answer these questions: complete the information about this reading.

a. What's a campaign?..

b. According to the author, why can campaigns make a difference in the world?

…………………………………………………………………………………..

c. In your opinion, what's the most important element in a campaign?.....................

Post-Task   : prompt

In groups of 2 students, select a topic related to cultural activities, defense of a cultural space in the city or promotion of recreational cultural activities. Prepare your posters or video devices and expose the theme to be developed in your own words.

Give your Presentation (Work in pair)

• Describe the objective of your campaign.

• Talk about your motivations to carry it out.

• Present the tips you promoted in your campaign.

• Invite people to read all the reviews you created to recommend interesting learning

Useful Expressions

• To introduce your campaign

We're running a campaign for/against…

We have worked on a campaign...

have created a campaign…

have launched a campaign…

• To express the purpose of the campaign

The purpose of this campaign is…

to create awareness…

to change a habit…

• To engage students into the activity your group is promoting

We have learned... We have talked to...

Invite your parents to...

Consider doing... Start interacting with...

To show the possibilities for learning…

• To give tips

FOR THE TEACHER

MICROCURRICULAR PLANNING (TASK-BASED ACTIVITIES)

1. INFORMATION DATA:						
Teacher:	Lic.Tania Ajitinbay	**Area:**	**Grade /Course**	3rd BGU	**Class**	**A**
Activity Number	**Activity Title:**	**OVERALL OBJECTIVE:** Make a project about the most significant learning experiences in travel, sports, camps and hobbies.				
3	**Share your Project**	**OBJECTIVE:** Make an exhibition about a significant learning topic such as the experiences of travel, languages, sports, camps and hobbies, using useful expressions to make the exhibition in a fluid and coherent way, and promote cultural literacy with activities such as going to museums, attend conferences, learn dances, read books, see art, movies and go to concerts. Using grammar patterns in perfect present tense.				

Periods: 1 class period	**Starting Week:** 18-03-2019	**Activity Execution Time**	**1 1/2 Hour**

2.-ACTIVITY PLAN
SHARE YOUR PROJECT (Activity 3)

SKILLS AND PERFORMANCE CRITERIA	EVALUATION CRITERIA
Writing: Make a Project about meaningful learning experiences: travel, languages, sports, camps and hobbies.	Prepare creative resource according to the topic.
Promoting cultural literacy with activities such as going to museums, attending conferences, learning dances, reading books, seeing art movies and go to concerts	Use properly the resource.
Oral Comunications: (Speaking and Reading) Give an oral presentation in group	Spoken speech managment. (useful expressions)

| Methodological Process	Resources	Performance Indicators	Activities Techniques / Instruments
Pre-task: Listening a reading about campaigns **Task:** Students work in pairs and each team should do posters or video to explain their topic **Post-task:** Give an oral presentation	• Audio Cd • Bond paper sheets • Cardboards, markers, magazine clippings and glue	Students make a creative resource. The student joins the team Student speak using useful expressions. Student talk fluency.	Work in pairs. Teacher Evaluation Sheet Oral Presentation

FOR THE STUDENTS

OBJECTIVE: describe, compare and give opinions on travel and tourism activities, give and ask for directions and information in a respectful manner, as well as agree in a respectful manner and make descriptions and comparisons, applying grammatical patterns as indirect questions, putting emphasis using a lot and very and use of idioms and colloquial expressions.
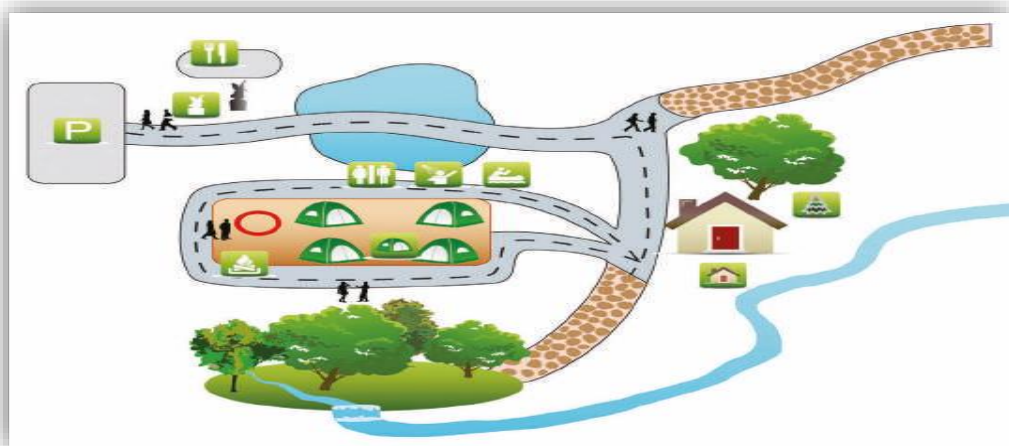
Topic: YOU CAN`T MISS IT !
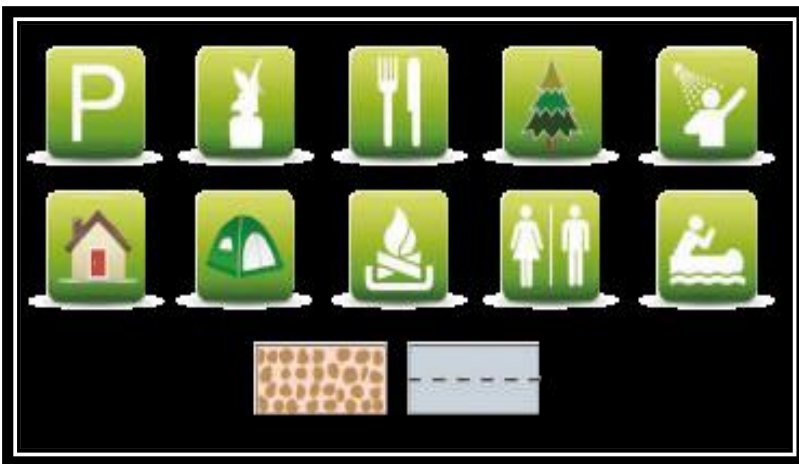
Pre- Task:

1. **Look at the map to number the map legend.**

2. **Use the Word Bank.**

MAP LEGEND

Task.

2. Read, listen and identify where the speakers are located on the map

(A, B, C or D). Then complete the grammar chart below.

Conversation 1   A   B   C   D

Lynn: Excuse me, ma'am. Could you tell me where the hiking trail is?

Guide: Sure, go along the walking path, go over the lake and turn left. You can't miss it.

Lynn: Thanks so much!

Conversation 2   A   B   C   D

Miguel: Excuse me, ma'am. Do you know if we can swim in the lake?

Guide: No, it's forbidden. But you can go kayaking.

Miguel: Can you tell me where the kayak rental is?

Guide: Walk across the campsite. It is in front of the lake, next to the showers. You can't miss it.

Miguel: Thank you.

( ) **B:** I think it's on the other side of the forest.

( ) **A:** That's OK.

( ) **D:** Yes, it's over there, behind the statue.

( ) **D:** It opens at 8:30 a.m.

( ) **C:** Can you tell me what time it opens?

( ) **A:** Excuse me, sir. Do you know if the waterfall is near?

( ) **C:** I see it, yes, thanks.

( ) **C:** Thank you, ma'am.

( ) **D:** But right now, it's closed.

( ) **B:** Sorry, I don't know.

( ) **A:** Do you know how to get there?

( ) **C:** Excuse me, ma'am, do you know if there's a cafeteria around here**?**

Post- Task:

After completing the blanks, each student must speak fluently the address indicated above using the verbs indicated to give directions. Take into account the prepositions of place indicated
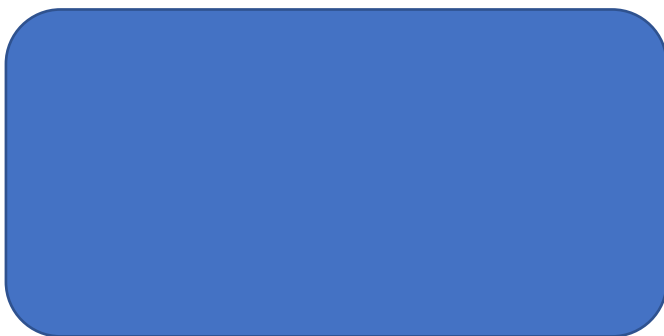
Reflect on Grammar

Giving Directions

Go_____ the walking path,

_____ the lake and

_____left.

Walk _____ the campsite.

Prepositions of Place

The statue is in **front of** the building.

The building is **next to** the statue.

The statue is **between** the building and the tree.

The statue is **behind** the building.

Giving Directions

VERBS

turn left · turn right · go straight ahead · go past ... · cross

PREPOSITIONS OF PLACE

at the corner of ... · next to · opposite · between

Complete the request and match it with an answer.
Use the Word Bank

Word Bank

Where	What time	if (x3)	Why

a. Do you know _____ swimming is forbidden?
b. Do you know _____there is a pool in the camp ground?
c. Could you tell me _____ I can get something to eat?
d. Could you tell me_____ the river is near?
e. Do you have any idea _____ the information office opens?
f. Can you tell me _____ I can rent bikes here?

( ) **1.** No, there isn't.
( ) **2.** Sure you can. The bike rental is next to the cafeteria.
( ) **3.** Actually, it's kind of far. You need to walk for about 45 minutes.
( ) **4.** I think it's because there are some dangerous animals in the river.
( ) **5.** It opens at 7:30.
( ) **6.** There is a vending machineis next to the showers.

MICROCURRICULAR PLANNING (TASK-BASED ACTIVITIES)

1. INFORMATION DATA:						
Teacher:	Lic.Tania Ajitinbay	**Area:**	**Grade /Course**	3rd BGU	**Class**	**A**
ACTIVITY NUMBER	**Activity Title:**	**OVERALL OBJECTIVE:** describe, compare and give opinions about travelers and touristic activities.				
4	**You Can`t Miss It!**	**OBJECTIVE:** describe, compare and give opinions on travel and tourism activities, give and ask for directions and information in a respectful manner, as well as agree in a respectful manner and make descriptions and comparisons, applying grammatical patterns as indirect questions, putting emphasis using a lot and very and use of idioms and colloquial expressions.				
PERIODS: 1 class period		**Starting Week:** **21-03-2019**	**Activity Execution Time**			**1 Hour**

2.-ACTIVITY PLAN	
YOU CAN`T MISS IT (Activity 4)	
SKILLS AND PERFORMANCE CRITERIA	**EVALUATION CRITERIA**
Oral Comunications: (Listening and Speaking) Describe the map on a poster and ask one student in each team to describe it using the map legend. Read, listen and identify where the speakers are located on the map. **Writing:** Reflect on grammar giving directions.	Describe the map according the legend map Listen and Identify palces located on the map Solve written Exercises using giving directions.

Methodological Process	Resources	Performance Indicators	Activities Techniques / Instruments
Pre-task: Showing a map poster and describe it using the legend map **Task:** Each team should read, listen and identify where the speakers are located on the map. **Post-task:** Each team reflect on grammar giving directions taking care of using prepositions of place.	• Audio Cd • Poster with a Map • Student Work sheet	• The student speaks fluently • The student can give directions. • The student describe using the legend map • The student can solve written Exercises using prepositions of place.	Work in groups. Activities: • Written Exercises Listening and Reading • Oral Exchange • Teacher Evaluation Sheet

FOR THE STUDENTS

ACTIVITY 5

OBJECTIVE: Talk using different current idiomatic expressions with an appropriate intonation use that allows a fluid and updated communication to Students.

Topic: SHAKE A LEG !

Pre- speaking

Task1.- Read and use the correct and Listen and read these conversations. Then match each idiom with its meaning

Conversation 1

Liz: Guess what?

Ted: What?

Liz: Ali is going to India next month.

Ted: I know, but don't spill the beans.

Liz: I didn't know I couldn't tell anyone

Conversation 3

Myriam: I'm tired of being home all weekends. We never do anything interesting.

Glen: What do you want to do?

Myriam: Let's just **get out and about**. I'm sure we'll find something to do.

Glen: Ok! Good idea. Joe and his friends are there for sure.

a. to reveal a secret _____

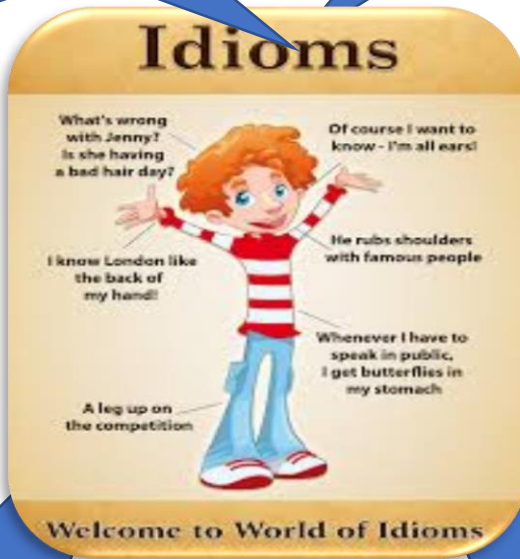**b.** to start a trip _____

c. to hurry _____

d. to go places where you can meet people
_____

Task 2.-

2. Read and use the correct idiom.

I had a terrible trip. As soon as we_____,
I felt sick, so we had stop a few times on the road.

I'm tired of waiting. _____or we'll go without you.

Could you tell me who

_____?

Nobody was supposed to know.

I just prefer to stay home alone, sleeping and that kind of thing. I don't understand people who

3. Make short dialogs using the idioms.

I remember when …spilled the beans about…

That's terrible. We just went out and about…

…hit the road…

…shake a leg...

Idioms

Going green: to care for the environment, changing attitudes and actions.

To spill the beans: to reveal a secret

To shake a leg: to hurry!

To hit the road: to start a trip.

To get out and about: go out to meet people.

You can't miss it: it's easy to find.

Word bank:
- spill the beans
- hit the road
- shake a leg

Read the story, look at the pictures and complete the dialogs. Use the Word Bank.

One day, I almost missed the school bus back home. I had to hurry.

When I got on the bus, I realized that a friend was driving. We started our journey.

_____ (a)
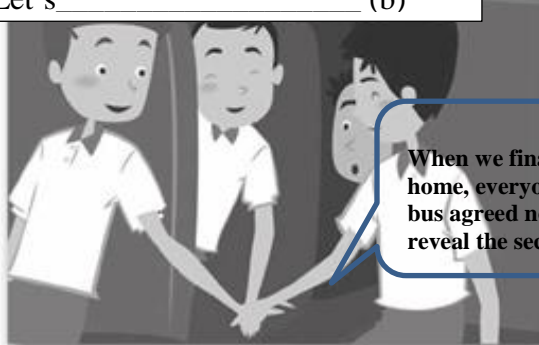
Let`s_____ (b)

But we didn't go home. We went all around the city sightseeing. We were all very excited.

When we finally got home, everyone in the bus agreed not to reveal the secret.

Let`s_____

We won`t _____(d)

FOR THE TEACHER

MICROCURRICULAR PLANNING (TASK-BASED ACTIVITIES)

1. INFORMATION DATA:

Teacher:	Lic.Tania Ajitinbay	Area:	Grade /Course	3rd BGU	Class	A

Activity Number	Activity Title:	OVERALL OBJECTIVE: Use different current idioms with consistency and adequate intonation.				
5	Shake a Leg !	**OBJECTIVE:** Talk using different current idiomatic expressions with an appropriate intonation use that allows a fluid and updated communication to Students.				

PERIODS: 1 class period	Starting Week: 25-03-2019	Activity Execution Time	1 Hour

2.-ACTIVITY PLAN

SHAKE A LEG ! (Activity 5)

SKILLS AND PERFORMANCE CRITERIA	EVALUATION CRITERIA
Oral Comunications (Listening and Reading) Listen and read these conversations. Then match each idiom with its meaning. Then read and use the correct idioms **Writing and Speaking:** Make short dialogs using content idioms`s.	Listen and read conversations Identify each idiom pointed out by the teacher Write short dialogs using idioms Speak with fluency.

Methodological Process	Resources	Performance Indicators	Activities Techniques / Instruments
Pre-task: Divided the class in three teams, each group should listen and performance each conversation, taking care of intonation and a good pronunciatio, .ech team give the meaning of idioms. **Task:** Students work in group and write and complete the idioms written exercise. **Post-task:** Student work in pair and make a short dialogue.	• Audio Cd • Student work sheet	Student use spoken speech managment. Student Use idioms properly Student write short dialogs Student speaks with fluency.	Work in groups Teacher Evaluation Sheet Oral presentation by using dialogs.

Teacher Evaluation Sheet (Only used by the teacher)

Course: _____ Date: _____

CRITERIA	Activity Nº 1 2 3 4 5	Fair 4 - 5	Good 6 -7	Very Good 8 -9	Excellent 10
Use grammatical structure in written exercises					
Use verbal patterns					
Pronunciation					
Fluency in asking questions and answering					
spoken speech management					
Participate with motivation in the activity					
Prepare properly resource					
Prepare creative resource according to the task					
Use Idioms and Colloquial Expressions					
Joined the work team					
Follow instructions					

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ANNEXES 1

School Permission for the Implementation of the research

UNIDAD EDUCATIVA COMUNITARIA INTERCULTURAL BILINGÜE BATALLA DE TIOCAJAS
TIOCAJAS-MATRIZ-GUAMOTE

Tiocajas, Diciembre 15 de 2018.

Licenciada

Tania Fernanda Ajitimbay Zambrano

DOCENTE DE LA UNIDAD EDUCATIVA BATALLA DE TIOCAJAS

De mi consideraciòn:

Con un saludo cordial y por medio de la presente, me permito comunicar que, la Licenciada Tania Fernanda Ajitimbay Zambrano, con cèdula de ciudadania 060411282-1 presentò una solicitud, por medio de la cual solicita el aval para desarrollar la aplicaciòn de la investigaciòn de la tesis de maestria titulada " TASK BASED LEARNING IN ENGLISH SPEAKING FLUENCY DEVELOPMENT" " con los alumnos del Tercer Año de Bachillerato durante el primer quimestre del año lectivo 2018-2019, orientadas a mejorar las destrezas al hablar el idio inglès,al respecto en mi calidad de Rector de la Unidad Educativa Batalla de Tiocajas concedo el aval para su aplicaciòn de su tesis de maestria.

Particular que comunico para los tramiles legales pertinentes.

Atentamente.

Visto Bueno:

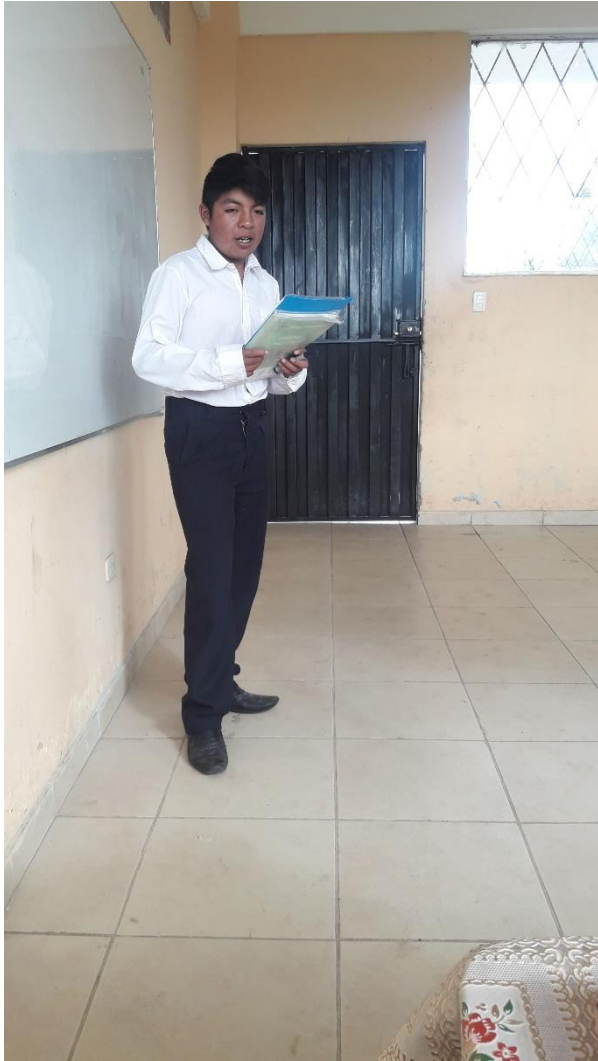Prof. José Miguel Condo Paradi
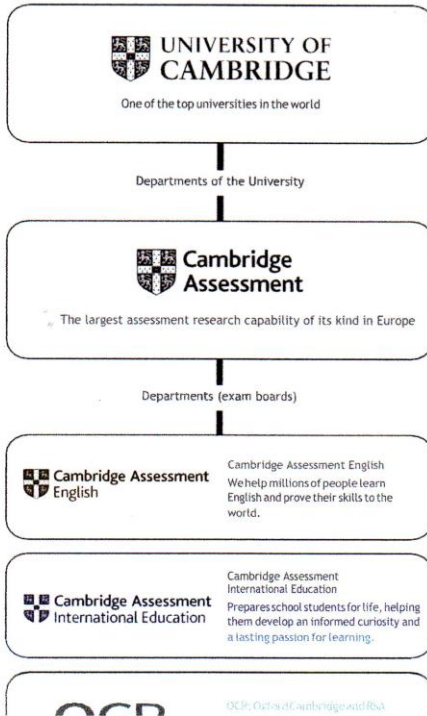**RECTOR**

ANNEXE 2

Implementacion evidence

ANNEXE 3

About Cambridge Assessment English

We are Cambridge Assessment English. Part of the University of Cambridge, we help millions of people learn English and prove their skills to the world.

For us, learning English is more than just exams and grades. It's about having the confidence to communicate and access a lifetime of enriching experiences and opportunities.

We deliver qualifications and tests in over 130 countries to over 5.5 million people every year.

UNIVERSITY OF CAMBRIDGE
One of the top universities in the world

Departments of the University

Cambridge Assessment
The largest assessment research capability of its kind in Europe

Departments (exam boards)

Cambridge Assessment English
Cambridge Assessment English
We help millions of people learn English and prove their skills to the world.

Cambridge Assessment International Education
Cambridge Assessment International Education
Prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning.

OCR   OCR: Oxford Cambridge and RSA

Cambridge English Qualifications

Cambridge English Qualifications are in-depth exams that make learning English enjoyable, effective and rewarding.

Our unique approach encourages continuous progression with a clear path to improving language skills. Each of our qualifications focuses on a level of the Common European Framework of Reference (CEFR), enabling learners to develop and build speaking, writing, reading and listening skills.

Our qualifications are based on research into effective teaching and learning. They motivate people of all ages and abilities to learn English and develop practical skills for the real world.

We have Cambridge English Qualifications for:

- Schools
- General and higher education
- Business

Whether learners are planning to live, work or study in their own country or abroad, our qualifications prove they have the English language skills to succeed.

To find out more about Cambridge English Qualifications and the CEFR, go to cambridgeenglish.org/cefr
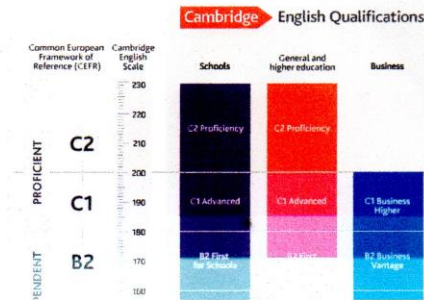
A2 Key Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on the following page.

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 intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	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.*		

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CEFR level	Grammatical resource	Lexical resource	Discourse management	Pronunciation	Interactive communication
	• Maintains control of a wide range of grammatical forms and uses them with flexibility.	• Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	• Produces extended stretches of language with flexibility and ease and very little hesitation. • Contributions are relevant, coherent, varied and detailed. • Makes full and effective use of a wide range of cohesive devices and discourse markers.	• Is intelligible. • Phonological features are used effectively to convey and enhance meaning.	• Interacts with ease by skilfully interweaving his/her contributions into the conversation. • Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
C2	• Maintains control of a wide range of grammatical forms.	• Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics.	• Produces extended stretches of language with ease and with very little hesitation. • Contributions are relevant, coherent and varied. • Uses a wide range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Interacts with ease, linking contributions to those of other speakers. • Widens the scope of the interaction and negotiates towards an outcome.
C1	• Shows a good degree of control of a range of simple and some complex grammatical forms.	• Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organisation of ideas. • Uses a range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
	Grammar and vocabulary				
B2	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.		• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
B1	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.		• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
A2	• 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.
A1	• 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.

8-10 mins

Paper 3:
Speaking tasks

Part	Timing	Interaction	Task type	What do candidates have to do?
1	3-4 minutes	Interlocutor ↓ Candidate	Interlocutor asks questions to each candidate in turn	Respond to questions, giving factual or personal information.
2	5-6 minutes	Candidate ↕ Interlocutor ↓ Candidate Candidate	Discussion task with visual stimulus	Candidates discuss likes, dislikes and give reasons.
Total		25		

Test 1

Part 1 (3-4 minutes)

Phase 1
Interlocutor

To both candidates	Good morning / afternoon / evening.
	Can I have your mark sheets, please?
	Hand over the mark sheets to the Assessor.
	I'm …………, and this is ………… .
To Candidate A	What's your name?
To Candidate B	And what's your name?

		Back-up prompts
	B, do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in … (name of district / town etc.)?
	Thank you.	
	A, do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in … (name of district / town etc.)?
	Thank you.	

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Phase 2
Interlocutor

Now, let's talk about **friends**.

	Back-up prompts
A, how often do you see your friends?	Do you see your friends every day?
What do you like doing with your friends?	Do you like going to the cinema?
B, where do your friends live?	Do your friends live near you?
When do you see your friends?	Do you see your friends at weekends?

Extended Response

	Back-up questions
Now A, please tell me something about one of your friends.	Do you like your friend?
	Where did you meet your friend?
	Did you see your friends last weekend?

Interlocutor

Now, let's talk about **home**.

	Back-up prompts
B, who do you live with?	Do you live with your family?
How many bedrooms are there in your house / flat?	Are there three bedrooms in your house / flat?
A, where do you watch TV at home?	Do you watch TV in the kitchen?
What's your favourite room in the house?	Is your bedroom your favourite room?

Extended Response

	Back-up questions
Now, B, please tell me something about the things you like doing at home, at the weekends.	Do you like cooking at the weekends?
	Do you play computer games at the weekends?
	What did you do at home, last weekend?

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Test 1

Part 2 (5-6 minutes)

Phase 1
Interlocutor
⏱ *3–4 mins*

Now, in this part of the test you are going to talk together.

Place Part 2 booklet, open at Task 2a, in front of candidates.

Here are some pictures that show **different places to eat.**

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates
....
⏱ *Allow a minimum of 1 minute (maximum of 2 minutes) before moving onto the following questions.*

Interlocutor /
Candidates
Use as appropriate. Do you think...
Ask each candidate ....eating on the beach is fun?
at least one ... eating in restaurants is expensive?
question. ....eating at home is boring?
... eating at college/work is cheap?
... eating in the park is nice?

| Optional prompt |
| Why?/Why not? |
| What do **you** think? |

Interlocutor
So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) *Retrieve Part 2 booklet.*

Phase 2

Interlocutor
⏱ *Allow up*
to 2 minutes
Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)
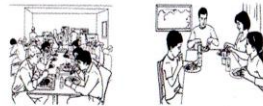
Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

4

Do you like these different places to eat?

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