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“THE TASK-BASED LEARNING METHOD AND THE ORAL SKILL”

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2021

DECLARATION PAGE

I declare this undergraduate dissertation entitled “THE TASK-BASED LEARNING METHOD AND THE ORAL SKILL” is the result of the author’s investigation, and has reached the conclusions and recommendations described in the present study.

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



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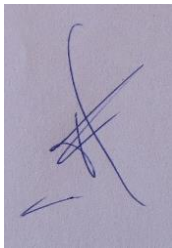
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DEDICATION

To God the creator of everything and everyone, for having given me life, intelligence, patience, and for being a guide in my life.

To the Baque Zambrano family, for having given me their friendship, love, and unconditional support in life, for always being in the most important moments of my life, for teaching me the way of life, for being the words of comfort when I need them, thank you for always trusting me.

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**UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS
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Topic: “THE TASK-BASED LEARNING METHOD AND THE ORAL SKILL”

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ABSTRACT

The development of oral communication skills is one of the fundamental objectives of language teaching. It is of vital importance for the interactive insertion of man in today's world. Through different studies, it has been shown that students have several deficiencies when it comes to developing their oral skills in the English language. That is why this research work aims to demonstrate the Task-based learning method effectiveness in developing oral skills in developing oral skills in English classes. To achieve this objective, a bibliographic investigation was carried out in order to collect information that supports this investigation. A pre-experimental type investigation was also used in which a group of thirty students was taken to apply the treatment and thus check the hypothesis raised in this research work. In the study, a preliminary test showed that the students have deficiencies in their oral skills, especially in the area of interactive communication.

After applying several lessons focused on activities of the TBL method such as comparing, conversation interaction, sharing personal experiences, problem-solving, and creative tasks, they develop that ability. Then, a post-test was conducted which determined the success of using TBL activities to improve oral skills. Finally, the data was processed, concluding that the students improve their oral ability using the activities focused on the TBL method.

Key words: Task-based learning, communication, development, English language.

B. CONTENT

CHAPTER I THEORETICAL FRAMEWORK

1.1 Investigative background

The research purpose is to give an intensive analysis of the two variables which are, the Task-based learning method and oral skill. Besides, it is relevant to mention that similar topics to this research were selected, which have been carried out by professionals from different areas and at the same time freely accessible.

The first research was carried out by Adiantika and Purnomo (2018) titled “*The implementation of Task-based instruction in EFL teaching speaking skill*”. The authors pointed out as the main objective, to examine the implementation of Task-based instruction in order to identify the strengths and weaknesses faced by students and teachers. A qualitative approach and a case study design were used for this study. This study was conducted on tenth-grade students. The information was collected through interviews and questionnaires. As result, it was found that Task-based instruction allows students to improve their oral skills and be more active in the teaching-learning process. Additionally, deficiencies in the study were also identified concerning teacher capacity, time availability, and the level of competence of each student. Therefore, the authors suggested applying the TBL method for a prolonged period and effectively taking into account the capacity of the different students within the classroom.

This research is valuable for this study because it warns of some deficiencies that the TBI method could present. To face these deficiencies, teachers must have an appropriate way to teach and the know-how to handle the method. In addition, it is required that teachers take into account the time to develop this method since the longer it is applied, the better results are obtained. Another important point is that teachers need to be focused on students' competency since these help students to take advantage of and develop what they know, how they think, and what they can do.

Alternatively, Munir, Muhammad, and Jumani (2019), in the study “*The Effect of Task-Based Language Learning (TBLL) on Developing Speaking Skills of Secondary School Learners in Pakistan*” pointed out as the main aim, to investigate the effect Task-based language learning on developing speaking skills. Two groups were randomly taken one experimental group which participated 33 students and one control group which participated 35 students from 13-14 years old. Both groups were evaluated before and after the treatment through a speaking skill test created by the teacher to determine the difference in their mean scores. The treatment was applied to the experimental group, while the control group was treated for 45 days. It is important to mention that the same post-speaking test was used in this study. A two-tailed t-test was applied at 0.05 levels. The results in this study showed statistically significant differences between the mean scores between the experimental and control group because in the post-test the experimental group achieved higher scores than the control group.

After analyzing the data, the author concluded that using the TBL method can develop speaking skills. There was an improvement in the students’ achievement in the pre-test and post-test. The experimental group improved from 13.52 to 17.58, while the control group improved from 13.43 to 14.89. Also, after the application of the TBL, it showed that students improved their confidence while speaking. A relevant aspect of the research since it focuses not only on the educational context. The research is focused not only on the educational context but on the motivational development to speak English. For that reason, this study is a contribution to the development of all students’ communicative skills.

According to what the authors concluded in this study, TBL improves students’ confidence because, through activities based on this method, students lose their fear of speaking and feel comfortable practicing the language with their classmates using topics of interest for them in real contexts or situations. For example, personal information, likes free time, sports, movies, etc.

It is evident that by applying the mentioned process, students can enhance their oral skills and acquired enough knowledge at the time of speaking

Equally important, Hilma, Zainal & Dewanti (2020) in their work titled *“Improving Students’ Speaking Skills through Task-Based Learning”* delimited with a general objective to improve students' speaking skills at the Department of English. Interviews were used to obtain initial data on the oral ability of the students. Fifteen students in the third semester participated in this study in South Tangerang, Indonesia. The data consist of quantitative and qualitative data. The quantitative data was taken from the results of the pre-test to the post-test. The data were analyzed using SPSS into descriptive statistics. The qualitative data were a semi-structured interview to obtain students' comments on the implementation of TBL at the end of learning.

The findings reveal that the use of task-based learning helps the students improve their speaking skills of three indicators assessed: accuracy, vocabulary, and comprehension. The students participated for 12 weeks in the application of the TBL method and the oral skill. Based on the results, it showed that the students had problems in speaking due to inadequate language knowledge and lack of confidence.

The results of the pre-test showed that students' speaking skills are considered insufficient. Each indicator is in the range of 51-55. The accuracy is the lowest compared to other scales. During cycle one, the speaking skill scales showed a slight improvement in the mean score in pre-test results. The mean score of vocabulary was 60.06. And the comprehension area had 59.86. Meanwhile, the accuracy is still the lowest mean score of 55.33.

According to what the authors mentioned, it is indispensable to emphasize that students have speaking difficulties due to their lack of adequate knowledge of the language and lack of confidence. Even though most people have studied the English

language for years both in school and college and even in universities, they cannot reach the required level. Moreover, it is essential to know the students and their backgrounds focusing on those who are not becoming the goal expected to receive special attention. And thus, be able to apply methods that permit students to reach the oral skill levels expected.

Finally, Parana and Shashikala (2018) in their research titled “*Exploring Task-Based Approach to Teaching Oral Communication Skills in English to Sri Lankan Undergraduate Students*” indicated that the main objective of this research was to examine the effects of TBLT on the development of oral communication skills and how this approach is perceived by Sri Lankan university students. In fact, this study had an experimental pre-test and post-test research design. It is important to mention that this study contains both qualitative and quantitative data for their respective data collection and analysis. The investigation was carried out with the participation of Randomly selected second-year college students of Sri Jayewardenepura whose level of English was elementary. For the validity and reliability of the data, two groups (30 + 30) were taken.

In order to collect data to answer the first part of the research question, tests and scores were used. The instrument used here consisted of a series of task-based lessons. The practice was carried out in three stages for both groups: the previous stage, the main stage, and the post-task stage. Additionally, students were asked to work in groups and these homework cycles included quiz sets in which they were asked to construct “Wh” questions to obtain information from others. The post-task stage included a Production Practice activity designed to assess participants' speech after the implementation of the TBLT method. After this process, a comparison was made between the pre-task and post-task scores to determine if there is a significant difference between the scores achieved by the students at the two task stages. Another important point is that through a survey it was found that this method helped students learn and such statements clearly show that they all agree that learning speaking skills in English through tasks has taken a positive phase in the whole L2 learning process.

Similarly, this study reveals that integration of tasks which are communicative to teaching such skills has produced an effective outcome.

After the aforementioned, it is concluded that for the application of this method there are three vital stages such as the previous stage, the main stage, and the post-task stage. These stages allow students to construct, practice, and evaluate their learning progress. On the other hand, it is vital to include tasks in the English language class since they help student's oral communication, promote meaningful activities within a cooperative learning environment, strengthening self-esteem, and improving social relationships.

In this way, it can be concluded that the TBL method helps to effectively develop and improve speech since students feel more confident to speak with their peers. In addition, it improves your grammar, fluency, and pronunciation when speaking. In addition, with the application of the TBL method students feel more confident working together on tasks that attract their attention to improve their speaking skills by acquiring the necessary vocabulary and improving pronunciation.

In conclusion, several previous studies have been carried out applying the task-based learning method. These studies contribute to this research since with them a deeper vision and analysis is obtained on the application of this learning method and its influence on oral skill. Besides, according to the authors of these studies through the TBL method students feel more confident working together on tasks that attract their attention to improve their oral skill by acquiring the necessary vocabulary and improving pronunciation.

1.2 Theoretical Framework

1.2.1 Independent variable

□ Teaching and learning theories

According to Stevens, Teacherofsci (2019) affirm that there are several learning theories in education, but there are specifically three from which all these are derived: Behaviorism, Cognitivism and Constructivism.

Behaviorism is based on the idea of conditioning. Conditioning occurs through interaction with the environment. Behaviorists believe that our responses to environmental stimuli shape our actions (Cherry, 2019).

Cognitivism focuses on the idea that students process the information they receive. Furthermore, learning occurs when the student reorganizes information, either finding new explanations or adapting old ones (Stevens and Teacherofsci, 2019).

“**Constructivism** is based on acquiring and learning new ideas based on our own previous knowledge and experiences. Learning is clearly autonomous. Students adapt their models of understanding by reflecting on previous theories or solving misconstructions” (Stevens and Teacherofsci, 2019).

Learning Styles

Learning: it can be defined as changes that are permanent and that come out as a result. In addition, learning takes place in various environments but those who are in charge of its breadth and depth are the different educational institutions. (Selçuk, 2016).

As it is generally known, not all people learn in the same way. Each of them has a different way of learning. According to Pritchard (2009), a learning style is the particular way for an individual to process information, think and solve problems using strategies and individual characteristics of cognitive processing that are unique to each individual.

Some learning styles that Pritchard mentioned were:

Visual learners

Visual learners generally have a good memory and retain information through diagrams, maps, graphs. Also, students have a tendency to remember objects or movements and look up to remember information.

Auditory learners

Auditory learners have good auditory memory and choose to learn by listening, for example to teach discussions, lectures, interviews, listening to stories and audiotapes. When they remember they tend to tilt their head and use level movements of their eyes.

Kinesthetic learners

Kinesthetic learners prefer to learn by doing, they are good at remembering events and associating feelings or physical experiences with memory. Moreover, these types of learners prefer outdoor activities. In addition, they seek to manipulate objects and usually cannot be still without doing something.

Extrovert learners

Extroverted students like to talk to get new information and ideas; work in groups. Also, they like to try something first and think about it later. Outgoing students choose to look at the results of a project and see examples of how other people are doing the work.

Introvert learners

Introverted students usually work and study alone. They like to listen to others but think and analyze individually and take their time to complete assigned tasks.

Sensing learners

Sensing learners like clear goals; are careful and pay attention to details; like taking one step at a time; have a good memory for facts and they pay more attention to practical tasks and ideas.

Intuitive learners

Intuitive learners prefer reading and listening. They like problems that require the use of imagination and creativity they are frequently more interested in big ideas than in little details and they like starting on new projects.

Thinking learners

Thinking learners are students who want to be treated fairly. These types of learners seek a sense of accomplishment and ability and use critical thinking and logic to solve problems.

Feeling learners

Sentiment learners like to have a friendly relationship with teachers. Also they learn by helping others. They generally seek to get along with other people and prefer to work collaboratively.

Judging learners

Judging students love having a plan and sticking with it. These types of apprentices work in an organized and constant way. They take responsibility for school and love to carry out projects, they always give the best of themselves.

Perceiving learners

They are students who are open to new learning experiences and like to make decisions. They are flexible and have fun when working as they like to discover new information.

Teaching approach

Different definitions have been established by various authors about teaching approach. According to Richards and Renandya (2002), “An approach is a dynamic composite of energies within a teacher that changes with continued experience in learning and teaching” (p.35).

Rodgers and Richards (2001) describe an approach as a set of beliefs and principles that can be used as the basis for teaching a language. The following are examples of approaches that have been described by Rodgers and Richards:

Communicative language teaching

Competency based language teaching

Content based instruction

Cooperative learning

Multiple intelligences

The natural approach
Neurolinguistic programming
Task based language teaching
Whole language

Richards and Renandya (2002) affirm that the interaction between one's approach and classroom practice is the key to dynamic teaching. The best teachers are able to take risks in the classroom: as new student needs are perceived, innovative pedagogical techniques are attempted, and the follow-up assessment yields an observed judgment on their effectiveness.

Teaching methods

“Methodology refers to the detailed study of methods, including their assumptions, properties, sensitivities, and justifications for use” (Bergner , Gray, and Lang, 2018).

“A method refers to a specific instructional design or system based on a particular theory of language and of language learning. It contains detailed specifications of content, roles of teachers and learners, and teaching procedures and techniques” (Rodgers and Richards, 2001).

According to Rodgers and Richards (2001), the teacher’s role is to follow the method and apply it precisely according to the rules. The following are examples of methods in this sense:

- Audiolingualism
- Counseling-Learning
- Situational Language Teaching
- The Silent Way
- Suggestopedia
- Total Physical Response

To acquire a second language, it is important that teachers know teaching-learning methods. In this way it would be possible for students to learn the English language in an interactive, interesting and meaningful way. Moreover, teachers who have knowledge of these methods will know which method to choose according to the context that the student requires.

Task based learning method

The research is based on previous research related to the main topic, such as a thesis with a similar theme, specialized works in electronic media, and books.

There are different ways to teach a language and the task-based learning method is one of them. TBL method provides students with opportunities to insert themselves into real-world contextual situations. These situations enable students to have oral communication while performing a precise task. Also, the TBL method makes students use their skills at their current level.

TBL is a method that offers students material that they have to actively engage in the processing to achieve a goal or complete a task. (Hashemi and Darvish, 2012).
Defining tasks

A task is not just various activities including practice activities or grammar exercises. According to Willis (1996) states that tasks are always activities where the target language is used by the learner for a communicative goal in order to achieve an outcome.

Task provides opportunities for free and meaningful use of the target language, and thus fulfill one of the key conditions of learning.

According to Nunan (2016), Task-Based method to Language give opportunities to:

- Analyze the needs identified in the students
- Assess based on tasks done
- Allows for form focused instruction

In other words, teachers must select attractive topics of interest to students in order to capture their attention and at the same time encourage them to develop the language efficiently.

According to Lackman these are some advantages of TBL

- Authentic language
- Fluency to accuracy: meaning first, form after
- Link to the real world
- Students negotiate to mean
- Report stage gives students the chance to improve their language
- Language analysis
- Students can choose the language to focus on
- Language learned organically
- The target language is dealt with more analytically than mechanically
- Descriptive
- Student centered-interpersonal communication
- Task encourages student participation

Components of the TBL framework according to Willis:

Pres task

Introduction to topic and task

Teacher introduces the topic and task to the class.

Teacher highlights useful words or phrases.

Teacher gives clear instructions about the task and prepare.

Task cycle

- Task

Students do the task.

Ss. work in pairs or groups.

The teacher monitors the task.

- Planning

Students prepare a report to the whole class, what they discovered.

- Report

Students give an orally or written report about how they developed the task.

Language focus

- Analysis

Students analyze and examine specific features of the task context

- Practice

Teacher carries out the practice about words or phrases before or after the analysis.

Task and skills practice

Teachers following a task-cycle naturally foster combinations of skills depending upon the task. The skills form an integral part of the process of achieving the task goals; they are not being practiced singly, in a vacuum. Teachers should try to select or adapt tasks to reinforce students' skills.

TBL Activities

According to Willis (1996) mentions that there are six main types of tasks that could be adapted for use with almost any topic.

1. Listing

Listing may seem unimaginative, but in practice, listing tasks tend to generate a lot of talk as learners explain their ideas.

The process involved are:

- Brainstorming: learners draw on their own knowledge and experience either in pairs or groups.
 - Fact-finding: by themselves
- 2. Ordering and sorting**

These tasks involve:

- Sequencing items according to personal values or specified criteria
- Categorizing items
- Classifying items in different ways.

3. Comparing

- It consists of comparing similar information but obtained from different resources and then finding the points of similarity between them. The process involves:
 - Matching
 - Finding similarities
 - Finding differences

4. Problem solving

Tasks make demands upon people's intellectual and reasoning powers and the time varies depending on the type complexity of the problem.

- Puzzles
- Real life problems
- Describing experiences

5. Sharing personal experiences

This activity encourages students to express themselves spontaneously and share experiences with others.

- Conversation interaction.

6. Creative tasks

It involves projects and pairs or groups of learners in some kind of freer creative work. It could involve combination of tasks such as:

- Listening
- ordering
- Sorting
- Comparing
- Problem solving

Teacher roles in the framework

In TBL lessons, the teacher is generally a facilitator, always keeping the key conditions for learning in mind. The TBL method is focused on students doing almost all the things in pairs or groups. Students try to use the language all time during the task activity and they are guided by the teacher. The teacher monitors each group or pair making sure that the students carry out the task effectively or to clarify doubts that have arisen during it. The teacher has overall control and the power to stop everything if necessary. During each component the teacher can change roles according to her objective. Finally, the teacher plays a guide role.

1.2.2 Dependent variable

English language

English today has become a universal language. According to **Nishanthi (2018)** “Learning English requires patience and constant practice. The kind of feeling that triumphs among students are that it is not possible to achieve fluency or proficiency in the English language. This type of trend prevents students from learning English” (p.6).

Today English is an important and necessary factor to emerge in life. According to **Nishanthi (2018)** English is the main window of the modern world. In other words, advanced countries give more openness to highly qualified professionals who have a primary command of the English language for any job position.

As one of the foreign languages, English is learned by thousands of people around the world. English, being one of the most widely spoken languages, has spread to non-English speaking countries. “English has become the main foreign language

in countries such as Indonesia, the Philippines, Thailand, South Korea, Japan, Vietnam and China, and has gained its own status in Asia.”. (Rintaningrum and Aldous, 2018)

It is evident that learning a foreign language is not easy because it requires a lot of effort and dedication. That is why teaching-learning plays a fundamental role in achieving full command of the language.

Language skills

Language is a mean of communication, but if the definition of a language is used in the study of language.

It means that we must involve the other means of communication that are not categorized as a language. Moreover, language is formed by sounds and a language must have characteristics that do not belong to the other means of communication. (Fatchul, 2019, p. 8)

“For a good communication, the communication skills are essential. Listening, speaking, reading and writing are called four core skills or language skills”. (Sreena and Ilankumaran, 2018)

The four skills are essential for a good communication, which have been classified in receptive and productive skills otherwise called as active and passive skills (Sreena and Ilankumaran, 2018).

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

communicative competence and for this it is necessary that they train and improve their language skills.

Productive skills

According to Sreena and Iankumaran (2018) productive skills are speaking and writing. These abilities are also known as active abilities. Students who possess these skills are capable of producing something. Students are required to forge language to communicate their opinions either in voice or text.

The ability to speak is evident in society in various styles such as formal, informal, normal, loud, etc. These styles are situation based and it is important that the speakers have the correct thoughts (Sreena and Iankumaran, 2018).

Teachers and students agree that there are several difficulties to learn a foreign language, especially in the production skills area. According to Iqram (2015) different approaches, methods, and techniques have been created to make it easier for teachers and learners to master the teaching process of production skills.

It is evident that learning the English language is a challenge for various students since it requires dedication, effort and the development of both productive and receptive skills. The development of these skills allows the student to communicate effectively understand and produce information as a result. It is important to mention that the use of the four linguistic skills allows the development of sub-skills related to the cognitive area such as analysis, comprehension, interpretation and others that strengthen the command of the language.

The oral skill

Communication is an ongoing process. In order to be successful, people must share meaning effectively, but this goal is not always possible. It means that one person must understand the intention of another person to use language. (Sue and Travis, 2012).

In the process of foreign language learning, oral skills are essential because it can promote learners' communication skills. Spoken language ability is one of the most important skills for direct communication. Besides, this is the ability for learners to use the language in the correct way to convey and understand opinions, feelings and thoughts.

Assessing oral language

It is important that the teacher reflects on the characteristics of the task to be evaluated, in order to establish the criteria or categories of evaluation that are most relevant. In other words, the type of task will determine what needs to be evaluated. Thus, in an interview, you will have to take into account the interaction capacity of the student. While in a presentation it will be necessary to assess the originality, creativity or interest in the student, on the subject that will be presented. It is also essential to make clear what is expected of the students.

Oral language is the support of language learning and academic learning for young learners. Similarly, it is also a basic tool for classroom teaching and assessment, because it allows students to clarify their ideas. In addition, students can try hypotheses about language, get feedback and form new hypotheses (Mckay, 2006).

Mckay (2006) pointed out that the oral language interaction between students and teachers can enable students to obtain suggestions on language use, obtain feedback and form new suggestions. Oral language class is considered to be a technique that helps to enhance students' abilities. It not only promotes oral learning, but also lets teachers know the level, interest and expectations of students.

Assessing pronunciation

Assessing pronunciation, since words will change according to the context of the sentence, teachers must pay attention to how students pronounce it. Another point of the assessment is to convey meaning in speech, which takes into account intonation, stress and rhythm. In addition, students must show clarity; this means that each student must be understood by others in the class. (Mckay, 2006).

Assessing vocabulary

In the early stages of learning, language development is crucial. The vocabulary can be assessed through reading and writing tasks and oral language. As learners' language skills improve, teachers will verify that children have mastered the necessary vocabulary. This will enable learners to understand and use language in different situations and events. They must verify that learners have mastered the vocabulary used to describe things and related to the situation, used vocabulary and phrases, vocabulary to help them attach ideas and vocabulary to adapt to the way things are expressed (Mckay, 2006).

Assessing grammar

By analyzing the use of children's spoken language in different activities, the students' spoken language level can be assessed. To assess oral skills that focus on grammar, it is necessary to use a check list. The watch list allows the teacher to check the required grammar and language features. In addition, it must be reminded that the evaluation of young learners must be carried out carefully and take into account the learners' language ability improvement (Mckay, 2006).

Oral language at school

Students learn the best foreign languages mainly through oral English practice. Effective language acquisition begins at an early stage, providing students with opportunities to practice language routines and patterns. Therefore, young learners are

gradually entering narrative, report, and dialogue through oral language learning (Mckay, 2006).

Selecting oral language assessment tasks

Mckay (2006) pointed out that for the oral assessment of young learners, teachers must consider different aspects.

- **Motivation**

It emphasized the participation of students, and teachers created different resources to keep students' interest and attention. These resources can be funny pictures, puppets and games to promote one-on-one interaction with another person.

- **Determining the appropriateness and usefulness of oral language assessment task**

These tasks provide students opportunities to participate in English language production. In addition, when the teacher provides real information and dialogue support, students will be confident about it. Similarly, teachers must create an introductory section to help them evaluate activities (Mackay, 2006).

- **Other dimensions of oral language tasks that influence performance, and therefore the selection of tasks**

The dimension of dialogue interaction involves students' performance and contributes to their cognitive development. Mckay, (2006) claimed that the verbal interaction task has other aspects:

- The topic of the interaction
- The level of formality (informal consultative, formal)
- The number of participants
- The relative status of the participants (high/low; low/high and equal)

- The familiarity of the participants with each other (stranger, acquaintance, friend)
- The gender of the participants

Types of oral language assessment tasks

There are different activities to evaluate students orally. It makes emphasis on oral interaction. If the teachers desire the activities can be summative.

Mckay (2006) suggests the following tasks to assess students' spoken language.

- News telling

It allows students to communicate their recent experiences with classmates; this task can also assess students' abilities. For example, you can invite selected children to tell the whole class any new. Also, teachers have the opportunity to focus on the student's skills. In addition, a recording is used to complete the activity and finally, oral skills are analyzed.

- Picture talks

Pictures are a resource that can be used in the classroom to improve students' four language skills. It is applied from the initial stage to the advanced stage. Usually in this activity, the teacher will choose pictures related to the learning topic. Then the teacher described the picture and modeled the activity. After that, the teacher shared the pictures with the students. Therefore, the children looked at the picture, and then they verbally described the characteristics of the picture. This activity can be carried out in the whole class or in small classes.

- Categorization tasks

Classification is an activity, and learners must enter different words in the category. It enhances grammar or vocabulary. Likewise, this task assesses the descriptive

language and its comparative ability. For example, when the teacher asks students to say the names of land and sea animals. The principal students must classify the different animals they know and tell the teacher verbally.

- Oral presentation

In this task, students talk about their own experiences, or they can introduce previously developed projects. To get a better presentation effect, students can use objects related to their presentation. It will help learners make oral presentations, and adult help can make things easier. This kind of speech may bring pressure to students, but proper preparation and use of resources can inspire student success.

- Other speaking-only genres

Students can develop oral skills through different tasks. Depending on the proficiency level and age, learners ask to talk in different situations, such as debates, anecdotes, procedures for something, and descriptions of people or places. Besides, teachers can create or add context to oral tasks.

Themselves

In the learning process of English language, oral skills are essential because they can promote the learner's communication skills. Moreover, speaking skill is one of the most important parts of English learning. Students effectively express their ideas. Language skills can also help learners practice the language in real situations. For example, learners can obtain vocabulary by using these words when they repeat their speech. Different oral skills tasks are part of the development, such as news storytelling, storytelling, picture conversation, classification tasks, and oral presentations. These are helpful for cooperative interaction and the development of the English language.

1.3 Objectives

1.3.1 General Objective

- To analyze the influence of the Task-based Learning method on the development of oral skills.

1.3.2 Specific objectives

- To identify the Task-based learning activities for the improvement of oral skill.
- To evaluate the student's oral skill development.
- To determine the effectiveness of Task-based learning method in the development of oral skill.

Description of the fulfillment of objectives

To realize the importance of using Task-based learning as a method to develop oral skills. It happened because the researcher read some important academic articles on the same topic, which mention that using TBL activities was essential to develop student's oral skills. Moreover, through TBL activities, students could exposure to language and feel free to use whatever vocabulary and grammar they know.

The researcher applied a pre-test to evaluate the students' oral skill level to assess student's previous knowledge before the treatment. The researcher applied a pre-test Key English Test (PET) B1 level from Cambridge University. It contains four parts, frequently questions, use pictures, photographs, or other visuals as a stimulus for interaction. All of this helped evaluate student's oral skills.

To determine the effectiveness of the Task-based learning method in oral skill development, the researcher explained the procedure to carry out the TBL activities to expose students to the language in an easy way. Furthermore, the researcher used different activities such as listing, ordering, problem-solving, sharing personal experience, and creative tasks, for example, debates, creating stories, and conversations that allowed students interaction.

CHAPTER II

METHODOLOGY.

2.1 Materials

The materials used in the present research are books, articles, and virtual libraries to find different information that support this study. Also, technical resources such as computers, mobile phones, online platforms (Zoom, WhatsApp, Google Forms, Rubrics and Mind mapping tools, etc.) to help the development of research. Finally, students, teachers and researchers from Ambato University participated in the study.

2.2 Methods

Approach.

According to Hernández, Fernández and Baptista (2014) there are several standards of thought to seek knowledge, but in various cases it is possible to focus only on two, the quantitative and qualitative approach. The quantitative approach follows a rigorous search to prove something, and the qualitative approach describes the situation and reality of a problem.

Qualitative

Qualitative because it was investigated in-depth the variables to know more about its aspects and characteristics of the task-based learning method which helped with an important contribution in the investigation. And also, it was qualitative to search for information that supports the Task-based learning method and recognizes its foundations, elements, benefits, and procedures which contributed to the development of this project.

Quantitative

It was quantitative because it helped to measure the oral skill variable through a Cambridge certified test that determines whether the experiment was successful and also to identify other characteristics that explained some situations more technically and objectively.

Research Modality

According to Herrera, Medina and Naranjo (2004) the basic modalities are of field, bibliographic-documentary and experimental. The field modality is a systematic study that takes place on the scene. The bibliographic-documentary modality allows the researcher with direct contact with reality. In addition, it allows to detect, expand and excavation different theories, conceptualizations and criteria related to research from primary and secondary bibliographic resources. Finally, it is experimental research because it involves the manipulation of both variables to determine cause and effect.

According to the aforementioned, the research modalities for this work were bibliographic-documentary, field, and experimental. It was bibliographic-documentary because this research required bibliographic sources on the first and second variables, which are the task-based learning method and oral skill. These sources provided theories, approaches, and conclusions about studies developed before and similar to this research.

Additionally, it was a field investigation because it took place at the Technical University of Ambato. There, the researcher had direct contact with the subjects, and the problem identified to gather information for the study with the third-semester students of the PINE major.

Level or type of research

Descriptive

According to Hernández, Fernández, and Baptista (2014), a quantitative study can have four research levels. They are exploratory, descriptive, correlational, and explanatory. It is exploratory when the objective is to examine a topic without a profound study. Descriptive studies refer to the description of phenomena, situations, contexts, and events. The correlational studies measure the relationship between variables. Finally, explanatory research provides information in detail about the analysis of both.

It was descriptive because this research described situations, characteristics, behaviors, and other conditions in the classroom in a profound way. Furthermore, the observation was possible to know more about the needs of the learning process to investigate the influence between the Task-based learning method and oral skill.

The present investigation was pre-experimental since a method (Task-based learning) was applied to one group of students of the Carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato to verify its effectiveness in the oral skill.

To achieve this, several activities were created and planned in pairs and groups related to real context situations with topics of interest to students such as holidays, planning a birthday party, stories, social problems, work and relaxation, learning a language, studies, and personal information with a duration of 60 minutes for each class. After the application of the activities, the last activity related to the theme of social problems was carried out to identify the ability to speak reached by the students.

At the end of these activities, a PET test was applied to determine with greater precision the development of the students' oral skills.

After, applying the Task-based learning method the results were compared using the same PET test in order to determine the level of progress achieved by the students. The initial and final PET test results led to comparative analysis to establish the effectiveness of the strategy.

Procedure

Initially, to achieve this objective the first step was to ask for permission to apply TBL method in students from the third semester “A” (see Annex 7). Then, a pretest was applied to know the oral skill of the students. It is necessary to mention that there was only one experimental group for the development of this study. Then, the treatment was applied using lesson plans (see Annex 4) with activities such as conversation interaction, comparing, sharing personal experiences, problem solving, and creative task that were created and based on the task-based learning method with topics such as personal information, holidays, planning a birthday party, stories and social problems.

Once the application of the method was carried out, it was necessary to take a post-test which was the same that was applied initially in order to analyze and compare the progress of the students in terms of oral skill.

At the end of all the classes, the students were evaluated using the scales of the speaking test (see Annex 1). Besides, both the pretest and posttest results were carefully analyzed using the t-student statistic to confirm whether or not the method helped to improve the student's oral skills.

Population and sample

For this study, thirty students from the third semester of the Pedagogía de Los Idiomas Nacionales y Extranjeros major of the Universidad Técnica de Ambato participated. The selection of this group was for convenience due to the accessibility provided by the authorities of the institution.

Data collection technique and instruments

As an instrument for data collection, a Cambridge-validated PET test was used to assess the oral skill from the third semester “A” of the PINE major. It is essential to mention that this instrument was used as a pre-test and post-test to later make a comparison and analyze the progress of the students in their ability to speak. Moreover, it is important to note that the Pet test focuses only on oral skill and it contains four parts that were evaluated (see Annex 2).

- Part 1: consist of general questions
- Part 2A: Learning a language
2B: At a party
- Part 3 and 4: work and relaxation

CHAPTER III

RESULTS AND DISCUSSION

In the next chapter, you will observe the data obtained in the pre-test. It is important to note that the four criteria evaluated in each scale are over 5 points.

3.1 Analysis and discussion of the results.

3.1.1 Pretest results

Table 1

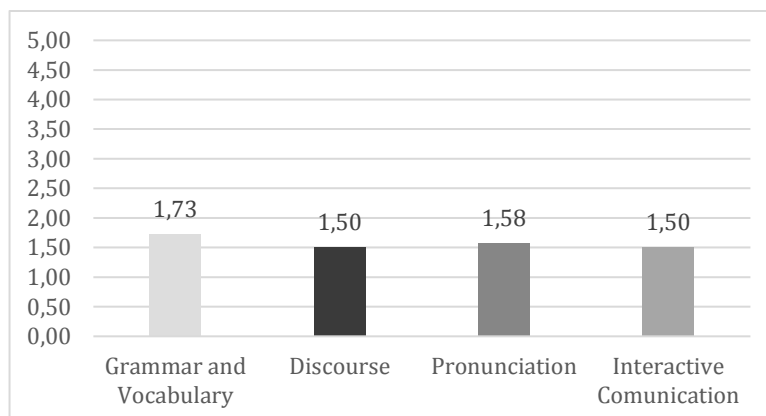
Pre-test

Criteria Average	
Grammar and Vocabulary	1,73
Discourse management	1,50
Pronunciation	1,58
Interactive Communication	1,50
General	1,58

Note: This table was elaborated by T. Lozada (2020). Pre-test results

Figure 1

Pre-test



Note: This figure shows the pre-test results about students' oral skills. Source: PET. Developed by: T, Lozada (2020)

Analysis and Interpretation of results:

The criteria evaluated in the Pretest was: grammar and vocabulary, discourse management, pronunciation, and interactive communication with a scale of 0 to 5 points. Moreover, it is important to mention this test was applied to the 30 students of the third semester of the Technical University of Ambato (See Annex 1).

Subsequently, the results obtained were averaged for each criterion. These results determined that students' oral skill is low because the general average is 1.58 denoting that there are several deficiencies in English language knowledge (see Annex 3).

The results of the Pretest highlight that there are several deficiencies. For example, at the level of grammar and vocabulary, students use simple grammatical forms and limited vocabulary to refer to personal information, learning a language, a party, and also to refer to work and relaxation. During the discourse management, students repeated words, short phrases, hesitation, and doubts. Furthermore, the lack of phonological characteristics is very noticeable in students' pronunciation. However, it can be intelligible. Finally, for interactive communication, the students required indications and support because sometimes they did not understand the required in the question.

3.1.2 Post-test results

In this section, the improvement in terms of post-test results is clear. Also, it helps to confirm that the TBL method helps improve students' speaking skills.

Table 2

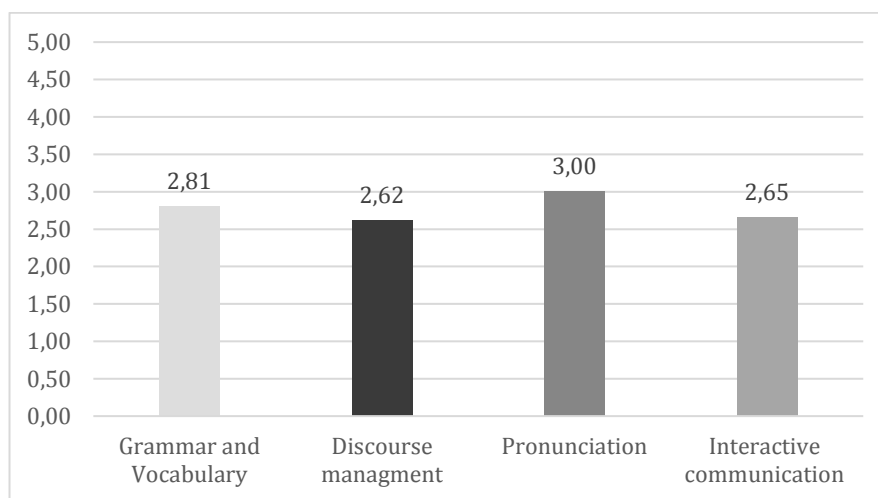
Post-test results

Criteria Average	
Grammar and vocabulary	2,81
Discourse management	2,62
Pronunciation	3
Interactive communication	2,65
General	2,77

Note: This table was elaborated by T. Lozada (2020). Post test results

Figure 2

Post-test results



Note: This figure shows the post-test results about students' oral skills. Source: PET. Developed by: T, Lozada (2020)

Analysis and interpretation of results:

For this interpretation of results, it is essential to mention that the PET test applied was the same one taken at the beginning of the treatment. These results showed evident advances showing better control of grammar, vocabulary, pronunciation, and interactive communication in the English language.

In figure 2 results can be seen, where it is observed that in grammar an average of 2.8 was obtained, in speech management an average of 2.62, in pronunciation an average of 3 was obtained, and finally in interactive communication an average of 2.65 was obtained. At a general level, an average of 2.77 was obtained, which shows that students have improved their English oral skills.

With this explanation, it can be concluded that the activities created and based on the learning method contributed significantly to the improvement of oral productive skills. A greater emphasis on the grammar and vocabulary section was evidenced because students showed greater control of grammar and more extended knowledge of vocabulary. In the same way, an advance in pronunciation was observed since, despite several doubts aroused, it was understood what the students wanted to say. Finally, with little support, better communicative interaction, and discourse management were observed since the answers to the questions were answered more correctly.

3.1.3 Comparative results

In this section, you will find a comparative chart between the initial and final average that clearly shows students' oral skills progress.

Table 3

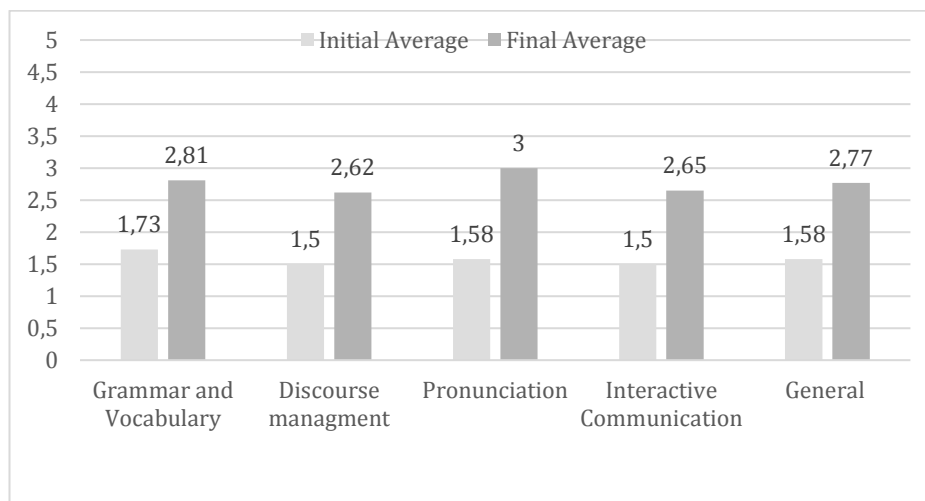
Comparative results

Criteria	Initial Average	Final Average
Grammar and Vocabulary	1,73	2,81
Discourse management	1,5	2,62
Pronunciation	1,58	3
Interactive Communication	1,5	2,65
General	1,58	2,77

Note: This table was elaborated by T. Lozada (2020). Pre and Post-test

Figure 3

Comparative results



Note: This figure shows a comparative chart between the pre- and post-test results about students' oral skills. Source: PET. Developed by: T, Lozada (2020)

Analysis and interpretation of results:

It was necessary to perform a comparative analysis of the results obtained in the pre-test and post-test, where the progress in each of the scales of the oral test can be observed.

Thus, in the area of grammar and vocabulary, an average of 1.73 out of 5 points was obtained at the beginning, but the final result showed a considerable score of 2.77, which represents a total advance of (2.25). Additionally, in the area of discourse management, an initial mean of 1.50 was obtained, and at the end, 2.62 was obtained, giving a total of (2.06). On the other hand, at the level of pronunciation, an initial mean of 1.58 and a final grade of 3 was obtained, thus showing an advance of (2.29). Finally, in the area of interactive communication, an initial mean of 1.50 was obtained and ended with 2.65 giving a total of (2.07).

It is important to mention that the area where the students showed the most weakness was in the interactive communication. Likewise, in the end, it was analyzed that the students obtained a significant advance in pronunciation with a score of 3 out of 5.

To sum up, the initial result showed that the students had several deficiencies in the Language, showing an overall score of 1.58. However, after the application of the task-based learning method, a significant advance was observed in the grammar and vocabulary, discourse management, pronunciation, and interactive communication sections, giving an overall score of 2.77 (see Annex 3 and 5).

3.1.4 Verification of hypothesis

Null Hypothesis

The Task Based Learning method does not influence in the oral skill of students of the third level at the “Universidad Técnica de Ambato”.

Alternative Hypothesis

The Task Based Learning method does influence the oral skill.

For this research proposal, the t-student statistic was used for the respective hypothesis verification to compare the results of the pre-test and post-test and establish if there is a difference in the average.

- **Margin of error (α)**

$\alpha = 0.05$ (For research projects).

Sample evidence

Table 4 shows the results obtained both in the pre-test and post-test to demonstrate the hypothesis.

Table 4 Results (Pretest- Post-test)

CRITERIA	DATA	
	PRE-TEST	POST-TEST
Grammar and vocabulary	1,73	2,81
Discourse management	1,50	2,62
Pronunciation	1,58	3
Interactive communication	1,50	2,65
Arithmetic average	1,58	2,77

Note: This table was elaborated by T, Lozada (2020). Data taken from PET (Pre-test and Post-test)

X: Pre-test results.

\bar{X} : Arithmetic mean of X.

Y: Post-test results.

\bar{Y} : Arithmetic mean of Y.

Calculation of the standard deviation of X

Figure 4

Standard deviation of Pre-test results

MEDIDAS DE VARIABILIDAD	
Varianza	$s^2 = \frac{\sum(x_i - \bar{x})^2}{n}$ $s^2 = 0,01$
Desviación Estándar	$s = \sqrt{s^2}$ $s = 0,09$

Note: This figure shows the standard deviation of x (pre-test results)
Source: excel. Developed by: T, Lozada (2020)

Calculation of the standard deviation of Post-test results

Figure 5 Standard deviation of Y

MEDIDAS DE VARIABILIDAD	
Varianza	$s^2 = \frac{\sum(x_i - \bar{x})^2}{n}$ $s^2 = 0,02$
Desviación Estándar	$s = \sqrt{s^2}$ $s = 0,15$

Note: This figure shows the standard deviation of y (post-test results)
Source: excel. Developed by: T, Lozada (2020)

Application of the t-Student distribution to obtain the value of the statistic calculated employing the equation.

$$t_c = \frac{\underline{X} - \underline{Y}}{\sqrt{\frac{(n-1)S_x^2 + (m-1)S_y^2}{n+m-2}} \sqrt{\frac{1}{n} + \frac{1}{m}}}$$

Where:

t_c : Calculated statistic value.

$$t_c = \frac{1,58 - 2,77}{\sqrt{\frac{(4-1)0,01 + (4-1)0,02}{4+4-2}} \sqrt{\frac{1}{4} + \frac{1}{4}}}$$

$$t_c = -13,74$$

The decision rule is: accept H_0 if, $t_c < t_\alpha$

Where:

t_α : The critical value obtained in the t-student table, shown in figure 4.

- Degrees of freedom

To calculate the degrees of freedom, the equation:

$$gl = n + m - 2$$

Where:

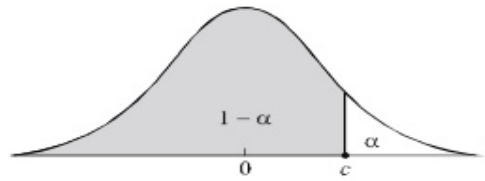
gl : Degrees of freedom:

$$gl = 4 + 4 - 2$$

$$gl = 6$$

- Critical value obtained from the t-students table

Figure 6 Students t-distribution



	1 - α							
r	0.75	0.80	0.85	0.90	0.95	0.975	0.99	0.995
1	1.000	1.376	1.963	3.078	6.314	12.706	31.821	63.657
2	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925
3	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841
4	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604
5	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032
6	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707
7	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499
8	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355

Note: This figure shows the value obtained from the t-students table. Source: T- distribution with n degrees. Developed by: Lozada, T (2020)

$$t_{\alpha} = 1.943$$

- Result:

$$t_c < t_{\alpha}$$

$$-13.74 < 1.943$$

When verifying that t_c is less than t_{α} , the null hypothesis is rejected and the alternative hypothesis is accepted so that it is verified that the Task-based learning method helps improve oral skill.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS.

4.1 Conclusions:

- The TBL method positively influences the student's oral skills because it allows students to work cooperatively through language use for communication.
- The TBL activities such as comparing, conversation interaction, sharing personal experiences, problem-solving, and creative tasks improved the students' oral skills. Through all these task activities students had the opportunity to develop the language in real-life situations which allowed them to reinforce their oral skills.
- On the pretest results, students from the third level obtained a score of 1.58 out of 5. This showed that there were deficiencies in the oral skill of the students before applying the TBL method. However, the average after the application of the lessons was 2.77 which reflected a significant advance of the students' oral skill. It demonstrated that the TBL method helped to improve students' oral skills significantly.
- This research study determined that the Task-based learning method strengthened students' oral skills in the third semester of the "Pedagogía de los Idiomas Nacionales y Extranjeros" major. Since after the comparison of initial and final results there was a significant advance of 0.43.

4.2 Recommendations:

- It recommends applying the TBL method frequently to have better results in students' oral production skills. It helps to develop students' use of speaking subskills. Additionally, through the TBL method, students can share their ideas and reinforce the English language.
- English teachers should use innovative learning methods to enhance the English language learning, especially the TBL method. It gives students a new and interesting way to learn the English language. At the same time, this method allows students to practice the language in real contexts.
- Teachers must pay special attention to the students' oral skills and conduct periodic evaluations. The evaluation can help students develop this fundamental skill since it is an essential axis for mastering the language. It will facilitate the students' language acquisition. Besides, it will strengthen main areas such as grammar and vocabulary in which there are deficiencies.
- It recommends teachers focusing on the TBL method components such as pre-task, task cycle, and language focus. Following the components step by step, teachers will obtain a successful result in the students learning process.

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ANNEXES.

Annex N°1. Scales of assessment

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a Good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and Word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5</i>			
3	<ul style="list-style-type: none"> Shows a Good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topic. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keep the interaction going with very little prompting and support
2	<i>Performance shares features of Bands 1 and 3</i>			
1	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics 	<ul style="list-style-type: none"> Produces responses which are characterized by short phrases and frequent hesitation. Repeats information or digresses from the topic. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1</i>			

Source: Cambridge (PET)

Developed by: Lozada, T (2020)

Annex N° 2. Cambridge Speaking Test (Pre-test and Post-test)

Contents	
<p>Part 1 General questions</p> <p>Part 2</p> <p>1A Learning a language 1B At a party</p>	<p>Parts 3 and 4</p> <p>1 Work and relaxation</p>

Source: Cambridge (PET)

Developed by: Lozada, T (2020)

**B1: Preliminary
Speaking Test**

Part 1 (2–3 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? Where do you live/come from?
Thank you.

To Candidate B And what's your name? Where do you live/come from?
Thank you.

	Back-up prompts
B , do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	
And A , do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	

Source: Cambridge (PET)
Developed by: Lozada, T (2020)

1A Learning a language

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people learning a language**.

Place **Part 2** booklet, open at **Task 1A**, in front of candidate.

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A

⌚ approx. 1 minute

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

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

1B At a party

Interlocutor **B**, here is your photograph. It shows **people at a party**.

Place **Part 2** booklet, open at **Task 1B**, in front of candidate.

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B

⌚ approx. 1 minute

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

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

Source: Cambridge (PET)

Developed by: Lozada, T (2020)

1A



1B



Source: Cambridge (PET)
Developed by: Lozada, T (2020)

Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Place Part 3 booklet, open at Task 1, in front of the candidates.

A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

Talk together about the different activities he could do, and say which would be most relaxing.

All right? Now, talk together.

Candidates

approx. 2-3 minutes

Interlocutor Thank you. (Can I have the booklet please?) Retrieve Part 3 booklet.

Part 4

Interlocutor Use the following questions, as appropriate:

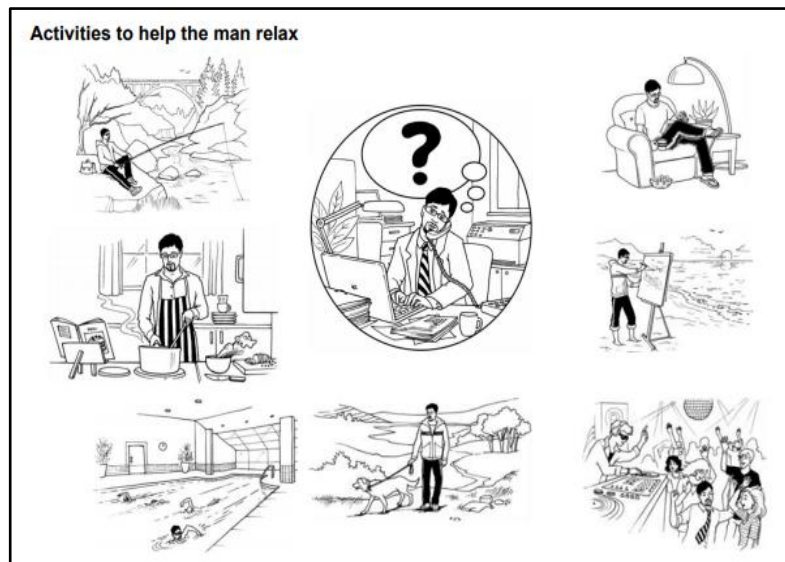
- What do you do when you want to relax? (Why?)
- Do you prefer to relax with friends or alone? (Why?)
- Is it important to do exercise in your free time? (Why?/Why not?)
- Is it useful to learn new skills in your free time? (Why?/Why not?)
- Do you think people spend too much time working/studying these days? (Why?/Why not?)

Select any of the following prompts, as appropriate:

- How/what about you?
- Do you agree?
- What do you think?

Thank you. That is the end of the test.

Source: Cambridge (PET)
Developed by: Lozada, T (2020)



Source: Cambridge (PET)
Developed by: Lozada, T (2020)

Annex N° 3. Initial scores pre-test

Pre-test	Grammar and Discourse	Pronunciation Interactive Co	Total
Student 1	1,00	1,00	1,00
Student 2	2,00	2,00	2,00
Student 3	3,00	4,00	3,00
Student 4	2,00	1,00	2,00
Student 5	3,00	2,00	1,00
Student 6	1,00	2,00	1,00
Student 7	1,00	2,00	2,00
Student 8	2,00	1,00	1,00
Student 9	2,00	2,00	1,00
Student 10	2,00	1,00	1,00
Student 11	2,00	1,00	1,00
Student 12	1,00	1,00	1,00
Student 13	2,00	2,00	2,00
Student 14	2,00	2,00	2,00
Student 15	2,00	1,00	1,00
Student 16	1,00	1,00	2,00
Student 17	2,00	2,00	1,00
Student 18	2,00	2,00	2,00
Student 19	1,00	1,00	1,00
Student 20	2,00	1,00	2,00
Student 21	1,00	1,00	2,00
Student 22	2,00	2,00	2,00
Student 23	2,00	1,00	1,00
Student 24	1,00	1,00	2,00
Student 25	1,00	1,00	1,00
student 26	2,00	1,00	2,00
Average	1,73	1,50	1,58

Source: Excel

Developed by: Lozada, T (2020)

Annex N°4. Lessons

Lesson N° 1

Topic: Holidays

Time: 60 minutes

Level: High intermediate

Grade: Third semester "A"

Task sequence: Task-based speaking

This is an oral lesson on the theme of creating a conversation. Students, in pairs, will create and plan a conversation.

Pre-task (10m)

Aim: To introduce the topic about holidays and to give students exposure to language related to it.

Priming: Teacher asks some questions before introduce the topic. What did you do last holiday? Did you do something special?

Teacher presents a video about different holidays around the world.

(https://www.youtube.com/watch?v=3-uh_HSM2xj)

Task (5)

- Ss work in pairs randomly
- Ss. create a conversation about "Your last holiday"
- Ss will have 2-3 minutes to develop de conversation.
- Ss. use the words and phrases provided by the teacher in the conversation
- Ss. can add new vocabulary words and phrases.
- Ss. Need to be creatives use a suitable tone of voice
- Ss. look for the correct pronunciation of words.

Example:

A: Hi Annie! Tell me how was your last holiday

B: Oh! This was the best holiday

A: That's great. Where did you go?

B: I went to the Bahamas. It's such an amazing place.

A: Really? Did you go with your parents?

A: Yes, I went with my parents.

B: Did you take any pictures?

A: Oh yes. I uploaded them to Facebook. You can check them out.

B: That'd be great.

Planning (15)

Ss. in pairs plan the conversation

Ss. need to take some notes and not read the conversation.

Ss prepare to report

Source: Rodriguez, J (2010)

Developed by: Lozada, T (2020)

T. provides feedback to each one of the groups.

LANGUAGE FOCUS (30m)

Report

Each pair presents the conversation and the rest of the class just listen very carefully.

T. gives feedback on the content and quickly comments.

Analysis

T. highlights language you want to address.

Ss. review phrases in context and take notes of the language they need.

Practice

At home Ss. practice the conversation again with the correct pronunciation and correcting mistakes that they made in class to reinforce their language.

Source: Rodriguez, J (2010)

Developed by: Lozada, T (2020)

HOLIDAY-VOCABULARY

Words

- celebrate
- entity
- general holiday
- holiday
- independence
- national holiday
- federal holiday
- religious holiday
- tradition

Phrases

It was great / fantastic / wonderful / lovely / thanks.
Really relaxing / Just what I needed.
We saw the in-laws / some of the family.
We got away for a couple of days.
We had a quiet one at home.

Holidays in Ecuador



New Year's Day



Carnival



All Souls' Day



Christmas Day



Holy Week

Retrieved from: <https://www.rcampus.com/rubricshowr.cfm?code=E2XB572&sp=yes>
<https://pixabay.com/es/>

Source: Rodriguez, J (2010)
Developed by: Lozada, T (2020)

Lesson N° 2

Topic: Planning a birthday Party

Time: 60 minutes

Level: High intermediate

Grade: Third semester "A"

Task sequence: Task-based speaking

This is an oral lesson on the theme of planning a birthday party.

Pre-task (10m)

Introduction to topic and task

Aim: To introduce the topic of a birthday party and to give the class exposure to language related to the topic. It is important to highlight new words and phrases.

Priming: Teacher makes a brainstorming with the hold class to write words related to a birthday party.

Teacher discuss with students about when their birthdays are, what presents they would like, what good birthday parties they have been to, and what they like to eat and drink at birthday parties.

Task (5)

In groups of 5 Ss. Plan a Birthday party

Ss. Choose food and drinks for the party

Ss. Create their own birthday party plan (place, how many people, hour, Description of materials, kind of music, etc.

Ss. will have 3 minutes to present the information about their birthday parties' plan

Planning (15)

Ss. in groups plan a birthday party

Ss. write the information as they want to.

Ss prepare to report

T. provides feedback to each one of the groups.

LANGUAGE FOCUS (30m)

Report

Each group presents their birthday plans and the rest of the class listen very carefully.

Students decide which of the birthday parties is the best and then they discuss why.

T. gives feedback on the content and quickly comments.

Source: Rodriguez, J (2010)

Developed by: Lozada, T (2020)

Analysis

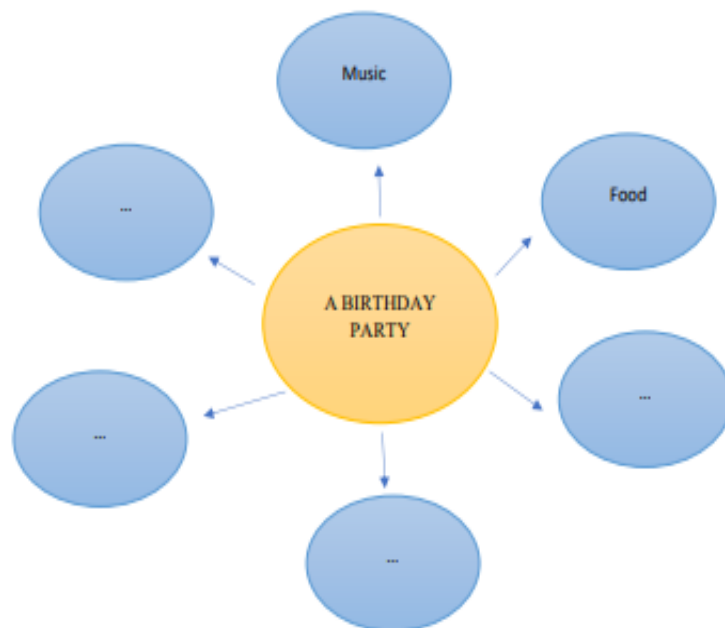
T. highlights language you want to address if it is necessary.

Ss. review phrases in context and take notes of the language they need.

Practice

Ss. take notes unknown words that they listened and then ss practice at home the pronunciation and meaning of words. Then, students write one sentence with each unknown word.

Brainstorming:



Source: Rodriguez, J (2010)

Developed by: Lozada, T (2020)

FOOD



Drinks Vocabulary



www.englishstudyhere.com

Source: Rodriguez, J (2010)

Developed by: Lozada, T (2020)

Lesson N° 3

Topic: Stories

Time: 60 minutes

Level: High intermediate

Grade: Third semester "A"

Task sequence: Task-based speaking

This is an oral lesson on the theme of creating an interesting story.

Pre-task (10m)

Aim: To introduce the topic about stories and to give students exposure to language related to it.

Priming: Teacher asks some questions. Do you like stories?

Can you tell me an example of horror story?

Have you ever read a story in English?

What kind of stories do you like? Why?

Task (15)

- Ss work in groups randomly
- Ss. create a story using the picture assigned by the teacher.
- Ss. use the words and phrases provided by the teacher
- Ss. can add new vocabulary words.
- Ss. Need to be very creatives.
- Ss. look for the correct pronunciation of words.
- Ss will have 5 minutes to tell their stories.

Example: <https://images.app.goo.gl/adryjkol8cnyz6Bt5>

Chocolate's Adventure

by

In a forest far away there lived a porcupine named Chocolate. He was not the only animal that lived in the forest. There were chipmunks, squirrels, rabbits, and foxes. The forest was an exciting place to live. However, Chocolate was not invited to play with the other animals. They did not like him because sometimes he accidentally shot his prickles at them. So Prickles tried to take his prickles off his back, but that did not work. Then he tried to put mud on his back to cover them up, but that did not work either. Then he put a shoe on his head to hide them, but that did not work. So he went home and pouted. Suddenly he heard a loud coyote howling -HowlHowlHowww!!! He sprinted out of his house and found the coyote. He shot his prickles at the coyote and the coyote ran away. Prickles was a hero!

Source: Rodriguez, J (2010)

Developed by: Lozada, T (2020)

Planning (15)

Ss. in groups create a story

Ss. need to write the story in a word document.

Ss prepare to report

T. provides feedback to each one of the groups.

LANGUAGE FOCUS (20m)

Report

Each group presents the stories and the rest of the class just listen very carefully.

T. gives feedback on the content and quickly comments.

Analysis

T. highlights language you want to address.

Ss. review phrases in context and take notes of the language they need.

Practice

Ss. discuss what was the best story and they give some reasons.

Source: Rodriguez, J (2010)

Developed by: Lozada, T (2020)

To start a story:

Once upon a time...

It was a dark and stormy night...

Just the other day...

Last week...

Continuing the story:

As soon as

During

Then,

After that,

Next,

As soon as

...but then

Immediately,

Finally

Expressions:

Suddenly,

Unexpectedly,

Source: Rodriguez, J (2010)

Developed by: Lozada, T (2020)



Source: Rodriguez, J (2010)

Developed by: Lozada, T (2020)

Group
1

<https://images.app.goo.gl/rdWRVpixek1UJPcT9>



Source: Rodriguez, J (2010)

Developed by: Lozada, T (2020)

Lesson N° 4

Topic: Discussions-Social Problems

Time: 60 minutes

Level: High intermediate

Grade: Third semester "A"

Task sequence: Task-based speaking

This is an oral lesson on the theme of problem-solving discussion. Students, in groups, will discuss some topics.

Pre-task (10m)

Aim: To introduce the topic about social problems and to give students exposure to language related to it.

Priming: Teacher presents a video about social problem meaning and characteristics. (<https://www.youtube.com/watch?v=QMukeq6iBg4>)

Teacher asks students: What social problems do you know?

Teacher assigns 5 social problem topics (Abortion, Poverty, Discrimination, Suicides and Environmental pollution).

Teacher explains students the task.

Task (5)

- Ss work in groups of 5 people randomly
- Ss. Investigate the topic assigned by the teacher.
- Ss will have 2-3 minutes to discuss about the topic.
- Ss. use the words and phrases provided by the teacher in the conversation
- Ss. create questions to discuss the topic
- Ss. look for the correct pronunciation of words.
- Ss. Present some possible solutions to the problem.

Planning (15)

Ss. in groups discuss the topic and think some possible solutions.

Ss. need to write the possible solutions to the problem.

Ss prepare to report

T. provides feedback to each one of the groups.

LANGUAGE FOCUS (30m)

Report

Each group presents important points that they discussed about the topic and give their possible solutions or a conclusion.

Source: Rodriguez, J (2010)

Developed by: Lozada, T (2020)

T. gives feedback on the content and quickly comments.

Analysis

T. highlights language you want to address.

Ss. review phrases in context and take notes of the language they need.

Practice

At home Ss. give a personal opinion about social problems.

TOPICS:

1. Abortion
2. Poverty
3. Discrimination
4. Suicides
5. Environmental pollution.
6. Virtual classes

USFUL PHRASES

Introduction

Let's discuss...
We should discuss... ..
If we talk about it seems necessary to discuss... ..
and decide which is the most and the least....

Let me start with...
Let's begin with...
Let's discuss ... first.

Asking for opinion

Do you agree?
Do you share my point of view?

Agreeing

I strongly agree with you.
I couldn't agree more.
I share your point of view.
I can see your point, but...

Disagreeing

I don't agree with you.
I'm of a different opinion.
I'm sorry, but I have to disagree with you.

Expressing opinions

From my point of view,...
To my mind,...
In fact,...
To the best of my knowledge,...
The way I see it,...
If you ask me, ...
I think...
I'm not sure if...
It is said/believed/known that...
It is obvious that...
It seems (to me) that ...

Balancing arguments

On the one hand,... and on the other hand....
Some people say that..., others believe that...
It is said that.... However,....

Summing up

To sum up,...
To conclude,...
To summarize,...
Taking everything into consideration,...

I can suggest the following order, ...Do you agree?
I believe the most (important) is ... and the least

Source: Rodriguez, J (2010)
Developed by: Lozada, T (2020)

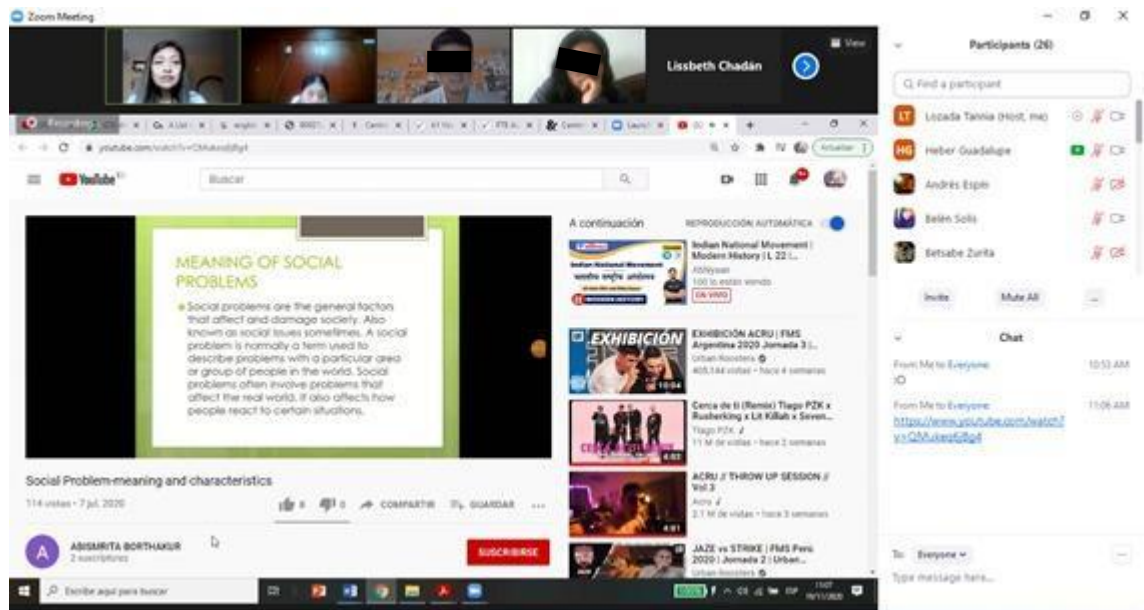
Annex N° 5. Final scores Post-test

Post-test	Grammar and Discourse mar	Pronunciation	Interactive co	Total	
Student 1	2,00	2,00	3,00	2,00	2,25
Student 2	4,00	3,00	3,00	3,00	3,25
Student 3	4,00	3,00	4,00	4,00	3,75
Student 4	4,00	4,00	4,00	3,00	3,75
Student 5	3,00	2,00	3,00	2,00	2,50
Student 6	3,00	2,00	3,00	2,00	2,50
Student 7	2,00	2,00	3,00	2,00	2,25
Student 8	2,00	2,00	2,00	2,00	2,00
Student 9	2,00	3,00	3,00	2,00	2,50
Student 10	3,00	3,00	4,00	4,00	3,50
Student 11	2,00	2,00	3,00	2,00	2,25
Student 12	3,00	3,00	3,00	3,00	3,00
Student 13	4,00	4,00	4,00	4,00	4,00
Student 14	2,00	3,00	3,00	2,00	2,50
Student 15	3,00	3,00	3,00	3,00	3,00
Student 16	4,00	3,00	4,00	4,00	3,75
Student 17	2,00	2,00	3,00	2,00	2,25
Student 18	2,00	2,00	3,00	2,00	2,25
Student 19	3,00	3,00	2,00	2,00	2,50
Student 20	3,00	2,00	3,00	3,00	2,75
Student 21	3,00	3,00	3,00	3,00	3,00
Student 22	2,00	2,00	3,00	3,00	2,50
Student 23	3,00	3,00	2,00	2,00	2,50
Student 24	3,00	3,00	2,00	3,00	2,75
Student 25	3,00	2,00	3,00	3,00	2,75
Student 26	2,00	2,00	2,00	2,00	2,00
Average	2,81	2,62	3,00	2,65	2,77

Source: Excel

Developed by: Lozada, T (2020)

Annex N° 6. Photos



Source: Lessons
Developed by: Lozada, T (2020)



Source: Lessons
Developed by: Lozada, T (2020)



Source: Lessons
 Developed by: Lozada, T (2020)



Source: Lessons
 Developed by: Lozada, T (2020)

Annex N° 7. Engagement letter

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 03/10/2020

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

Yo Mg. Sarah Iza en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "THE TASK-BASED LEARNING METHOD AND THE ORAL SKILL" propuesto por la estudiante Tannia Lissette Lozada Pérez, portador/a de la Cédula de Ciudadanía 1804916771, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Mg. Sarah Iza Pazmiño
CI: 0501741060
Telf. 0984060528
sj.iza@uta.edu.ec

Source: Universidad Técnica de Ambato
Developed by: Lozada, T (2020)

Annex N° 8. Students' Authorization

Ambato, 12 Octubre del 2020

Sres.
ESTUDIANTES DE TERCER SEMESTRE "A" CARRERA DE PINE
Presente.

De mi consideración:

Yo, Tannia Lissette Lozada Pérez, con C.I. # 180491677-1, estudiante de Noveno Semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, solicito muy comedidamente a los estudiantes del TERCER SEMESTRE "A" PINE, me concedan la autorización para realizar la Aplicación del Trabajo de Titulación: "THE TASK BASED LEARNING METHOD AND THE ORAL SKILL", y en conjunto solicito el permiso para realizar grabaciones de las clases.

Segura de contar con la aprobación a mi petición, quedo muy agradecida.

Atentamente.



Tannia Lissette Lozada Pérez
C.I. # 180491677-1
ESTUDIANTE DE NOVENO SEMESTRE
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Source: Third Semester "A"

Developed by: Lozada, T (2020)








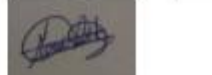

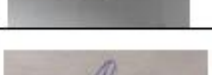

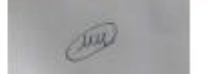

ESTUDIANTES DE TERCER SEMESTRE "A" CARRERA DE PINE

Autorización de los estudiantes: Firmas escaneadas como imagen.





N°	APELLIDOS Y NOMBRES	FIRMA
1.	ACOSTA ACOSTA ERIKA LUCIA	
2.	Acosta Calderón Adrián Sebastián	
3.	Brenda del Rocío Alvarado Salinas	
4.	Carrera Sánchez Ricardo Sebastián	
5.	Carvajal Álvarez Dayana Estefanía	
6.	CEVALLOS OÑATE LEONARDO DANIEL	
7.	Chadan Tuza Lissbeth Cecilia	
8.	CHIMBA RONQUILLO CRISTIAN XAVIER	
9.	COPO RAMOS EVELYN NICOLE	
10.	Espín Guevara Kevin Andrés	
11.	Espinosa Herrera Verónica Alejandra	
12.	Guadalupe Lozano Heber Jaaziel	
13.	GUAMANQUISPE VALENCIA DOMENICA VALERIA	

Source: Third Semester "A"

Developed by: Lozada, T (2020)

14.	Guevara Solis Jonathan Fabricio	
15.	Méndez Arévalo Jhoffre Alexander	
16.	Machaquiza Tubon Gissela Abigail	
17.	Moreta Pachacama Evelyn Tatiana	
18.	Masaquiza Serrano Viviana Jacqueline	
19.	Mullo Aimacaña Dayana Lisseth	
20.	Naranjo Chimborazo Joselyn Belén	
21.	Ortega Vela Marcos Enrique	
22.	Mora Garcés Solange de los Ángeles	
23.	Landázuri Oñate José Gabriel	
24.	Labre Caiza Paola Stephanie	
25.	Guanga Guevara Michelle Estefanía	
26.	Guanoluisa Toapanta Carina Marisol	

Source: Third Semester “A”
Developed by: Lozada, T (2020)

27.	Hurtado Yanez Christian Daniel	
28.	Manotoa Pasochoa Maria Cristina	
29.	Villacís Portero Mercy Aracelly	
30.	Zurita Tustón Shirley Betsabe	

Source: Third Semester “A”
Developed by: Lozada, T (2020)


Annex N° 9. Urkund Analysis



Document Information

Analyzed document TESIS FINAL_TANNIA LOZADA.docx (D91191571)
Submitted 1/7/2021 4:58:00 AM
Submitted by
Submitter email tlozada6771@uta.edu.ec
Similarity 4%
Analysis address ve.chicaiza.uta@analysis.orkund.com

Sources included in the report

SA	UNIVERSIDAD TECNICA DE AMBATO / Pilco_Diana_Final.docx Document Pilco_Diana_Final.docx (D63076811) Submitted by: pilcodiany@hotmail.com Receiver: ve.chicaiza.uta@analysis.orkund.com	 2
W	URL: https://repositorio.uta.edu.ec/bitstream/123456789/30463/1/Guamani%20Ana.pdf Fetched: 12/27/2020 4:31:11 AM	 1
W	URL: https://repositorio.uta.edu.ec/jspui/bitstream/123456789/27519/1/Mena%20Mayorga%20... Fetched: 8/5/2020 3:35:23 AM	 1
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