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TEMA: “TASK-BASED LEARNING (TBL) AND THE ENGLISH WRITING SKILL”

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DEDICATORY

I dedicate this work to God, my grandfather and stepfather who from heaven guide me in all decisions of my life. In addition, this work is dedicated to my family and friends especially to my mother, sister, niece grandmother who are an important part of my life and have helped me to overcome any difficult situation. Finally, I dedicate this research to myself because this is the result of my abilities, perseverance and knowledge.

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TEMA:

“Task-Based Learning (TBL) And the English Writing Skill”

AUTOR: Licenciado Cristhian David Sánchez Pomboza

DIRECTOR: Licenciado Manuel Xavier Sulca Guale, Magister

LÍNEA DE INVESTIGACIÓN: Métodos y medios para la enseñanza.

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RESUMEN EJECUTIVO

La presente investigación analiza el Aprendizaje Basado en Tareas (TBL) y el desarrollo de la destreza de escritura del idioma inglés. Para cumplir con el objetivo del presente estudio, una investigación experimental fue desarrollada. La investigación tuvo lugar en la Unidad Educativa Hispano América de la ciudad de Ambato-Ecuador con una población de 42 estudiantes del 3er año de BGU, quienes fueron el grupo experimental del estudio. La información fue recogida a través de un Pre-Test, aplicación de la metodología del Aprendizaje Basado en Tareas y finalmente un Post-Test. Los resultados fueron tabulados, analizados y discutidos aplicando una narrativa descriptiva. El Pre-Test y Post-Test fueron tomados de las evaluaciones KEY de Cambridge para comparar y diferenciar los resultados de una pieza de escritura después de la aplicación de metodología TBL. Es importante resaltar que las actividades fueron desarrolladas en línea debido a la pandemia producida por el Covid 19, por lo tanto, algunos recursos y herramientas tales como salas de reuniones de Zoom, Liveworksheets y WhatsApp fueron utilizadas para el desarrollo de las sesiones de clases. El Aprendizaje Basado en Tareas es un método de enseñanza que incluye diversas actividades distribuidas en 3 fases: Pre-task (actividad previa al desarrollo de la tarea), task cycle (desarrollo o ciclo de tarea) y language focus (enfoque en el lenguaje o interacción). Durante cada fase del TBL, diferentes actividades o tareas pueden ser realizadas tales como: lluvia de ideas, trabajos grupales, actividades individuales, tarjetas en línea, foros, práctica de vocabulario, juegos, etc. Cada actividad promueve la independencia de los estudiantes y el desarrollo de ciertas áreas en el proceso de aprendizaje del idioma en determinado tema como en este caso la destreza de escritura del inglés. Finalmente, para una precisa verificación de la hipótesis, un resultado estadístico aplicando el Software SPSS permitió descubrir la relación entre las variables. Los resultados demostraron que el desarrollo del Aprendizaje Basado en Tareas influye y mejora la destreza de escritura del idioma inglés en los estudiantes del grupo experimental de la investigación.

Descriptor: Aprendizaje Basado en Tareas, Destreza de escritura del inglés, Fases del Aprendizaje Basado en Tareas, actividades, desarrollo, test.

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THEME:

“Task-Based Learning (TBL) And the English Writing Skill”

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ABSTRACT

The current research analyzes the Task-based learning (TBL) method and the development of the English writing skill. To meet the objective of this work, an experimental research was developed. The research took place in Unidad Educativa Hispano América of Ambato-Ecuador with a population of 42 students from 3rd BGU, who were the experimental group of the study. All necessary information for the current work was picked up by applying online resources due to the Covid Pandemic in the country. The data was collected through a Pre-Test, application of the Task-based learning method as well as its phases, and finally a Post-Test. The results were tabulated, analyzed and discussed applying a descriptive narrative. The Pre-Test and Post-Test from KEY Paper Tests of Cambridge were applied in order to compare and contrast the results of a piece of writing after applying the TBL method. It is important to highlight that the activities and classes were developed online because of the Pandemic of Covid 19; therefore, online resources and tools like Zoom Meeting Rooms, Liveworksheets, Kahoot and WhatsApp were used for the development of the classes' sessions. Task-based Learning is a method which includes a series of activities distributed in three phases: Pre-task, task cycle and language focus. During each phase of the TBL different activities or tasks can be applied such as: brainstorming, group works, individual activities, online flashcards, forums, vocabulary practice, prompts, games, etc. Each activity promotes independence of learners and the development of a certain area in the language learning process of a determine topic in this case the English Writing Skill. The development of the current research was organized in 4 weeks with 2 different sessions of 40 minutes per week. Finally, for an accurate verification of the hypothesis, a statistic result applying SPSS software helped to discover the relationship among the variables. The results demonstrated that the development of Task-Based Learning influences and improves the English Writing Skill in the students of the experimental group of the research

Key words: Task-Bases learning, English Writing Skill, Task-Based learning phases, activities, development, test.

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

The current research studies the Task-based learning (TBL) and the development of English writing skill of adult students of Unidad Educativa Hispano América from Ambato-Ecuador. In order to analyze TBL and the writing skill, an experimental study was developed with two different groups: an experimental and a control group. A direct research was also conducted where the three phases of Task-based learning were applied in the experimental group whereas the control one did not have any application of the method. Consequently, at the end of the current research significant results were obtained when comparing the both groups' results. Another important fact to highlight, is the research background because it contributed with all necessary academic data that supported the two variables with educational works from a variety of international authors expert on TBL and writing skill. Finally, a statistics result applying the SPSS software helped to discover the relationship between the variables and the effect of each one. Thus, one was able to write conclusions about the theme and recommend ideas for teaching and future researches.

The structure of this research includes five chapters; each one contains information related to the research topic and it is presented as follows:

CHAPTER I: This chapter focuses mainly on the introduction, justification, and objectives of this research. It explains the topic and the aspects related to the research.

CHAPTER II: This chapter describes the facts related with both variables through the compilation of scientific articles in order to support the topic of study. It is the literature review which provides the theoretical part of the study.

CHAPTER III: This chapter explains the methodological framework of the research and contains the location, materials and equipment, type of research, hypothesis validation, population and sample, data collection, processing and analysis, and

response variables or results. It encompasses all the information in order to get the final results.

CHAPTER IV: This chapter evidences the statistical results obtained in the methodological framework and covers the analysis and discussions of them through figures and data.

CHAPTER V: This chapter involves the conclusions of the results, the recommendation considered for future researchers and the references and annexes of this research.

1.2 Justification

Nowadays, understanding English is one of the most essential knowledge areas around the world. The lack of good language skills may produce difficulties and problems in communication (Lin et al., 2021). Therefore, it is necessary to work on the development of different skills such as listening, speaking, reading and writing. This research focuses on the study of one of these four skills: writing and how TBL (Task-based learning) method plays a role in the development of the skill.

The current research was conducted at Unidad Educativa “Hispano América” which is one of the most remarkable high schools in Ambato. An important aspect to consider is the fact that the target students for the development of the research belong to a specific area from a program offered by the Ministry of Education. This program is called “Programa Todos ABC – Monseñor Leonidas Proaño” which works with people who have not finished their studies in a regular program (MINEDUC-2019-00057); to put it another way, the great majority of students are from 18 years old and up. Thus, there are different aspects to justify the current research.

First of all, the purpose of this research is to examine the relationship between TBL and the writing because of the lack of production of it. There is little communication in writing ways even though the years of study of it. It is relevant to mention that the current research is **important** because the current work falls on the TBL method and how it impacts the writing process of adult students. Most people focus their attention and activities on children; thus, adults are not a theme of analysis. However, it is relevant to consider that there are still adults who want to study and learn English.

In addition, the research will have a social-educational **impact** on the learning process focusing on the writing because of the communication that it represents. It is expected to serve as an example for future researches and in this way improve the EFL learning process in all different ages.

Moreover, the **feasibility** of the current research is accepted by authorities, teachers, and especially by students from the institution who want to learn English for different reasons like: education overcoming, help in their children's assignment, or even business. There is also time, human, economic and material resources to develop good research. It is important to mention that the activities need to be done online due to the Pandemic produced since 2020 in Ecuador due to Covid-19.

Finally, the **beneficiaries** will be students, the institution and the university itself especially the English language area because it will help to notice from scientific research the relationship between TBL and writing skill. Thus, authorities and professors would be able to focus their attention on the method and the impact it has in the learning process focused on the skill.

1.3 Objectives

1.3.1 General

To analyze how the Task-Based Learning (TBL) influences the English writing skill.

1.3.2 Specific

- To diagnose the proficiency level of students in writing skills.
- To examine how the phases of TBL help improve the writing skills.
- To determine the way Task-based Learning enhances writing skills.

CHAPTER II

RESEARCH BACKGROUND

The current research analyzed the two variables. An independent one: Task-Based Learning and the dependent variable: writing Skill. In order to support the research, a variety of scientific articles, journals, papers and online books were reviewed through the internet by using google scholar, google books, university repositories among other online academic sources.

2.1 Independent Variable

First of all, the analysis of the English Language Teaching and the Task-based Approach is important in order to facilitate the comprehension of the independent variable.

2.1.1 English Language Teaching

English language teaching is a meaning-creating communication system which constantly changes depending on the context that the language is used, making an extensive option for meaning. There are two main ways to communicate through speaking and writing. Everyone creates means of communication in different forms depending on the interaction that the situation involves (Schleppegrell, 2020). As a result, English language teaching produce procedures to interact with people in different circumstances.

Besides that, Banu et al. (2021) studied the new ways to combine group discussion and pair work. The authors claimed that the English language teaching has been considered as a variable discipline where teachers transfer knowledge; however, nowadays teachers have become better learning instructors. It is important to mention that the main principle of teaching is guiding not only isolated in specific tasks, but also in a dynamic form adapting situations and context. Therefore, English language teaching is not a matter of transmit learning, instead a way to convey real situations and make a good use of the language.

2.1.2 Task-Based Approach

An approach is a way to examine the relationship among teaching and learning by providing methods in order to teach something (Makhmadovna, 2021). Additionally, classrooms activities or techniques play a fundamental role in the learning process. Koukouraki (2018) claimed that Task-based Approach stimulated students to make use of different language resources so that the learners are able to communicate with others. It is important to highlight that the approach is based on and influenced by learning theories for example language learning studies or classroom researches. Furthermore, language acquisition, is important because the author's research had manifested that language is not a linear way of learning. The procedure of learning is much more complex as long as vocabulary and grammar are studied.

Finally, the Task-based Approach represents an important paradigm shift because the focus on content has shifted to skills and competencies (Akramovna, 2021). The researcher established that the approach constitutes an important model because the skills changed into competencies. Another essential point for the it is the fact that teachers play a significant role because they must understand the necessities and expectations of the students. In this way, teachers would be able to design lessons that were helpful for the learners' success.

2.1.3 Task-based Learning (TBL)

Task- based learning is defined as a method that permits students to apply language for communication in order to achieve the objective of a certain piece of work (Chooma & Chattiwat, 2020). Additionally, the authors explained six types of work: 1) Listing, 2) Ordering and Sorting, 3) Comparing, 4) Problem Solving, 5) Sharing personal experience and 6) Matching

More importantly, TBL does not focus on getting pupils to do series of tasks, if that were the case, learners would probably become quite expert at doing activities in their language. Willis (2007) claimed that sometimes when one hears the word task, immediately thinks about exercises, activities, handouts, etc. Obviously, all mentioned are tasks; however, there is a significant difference when one analyzes Task-based learning because it is not only a sequence of activities but also rewarding ones which promotes constant learning and improvement.

Marlena (2021) conducted a thesis about the effectiveness of Task-based learning in a quasi-experimental design with a population of 34 students where she concluded that there is a significant effect of using TBL. Moreover, the researcher mentioned the method and explained how it employed different activities that challenged students to apply the language. In addition, learners were motivated to think freely and strengthen their communication skills because TBL employed authentic language through meaningful activities. As one is able to notice, the methodology is quite different as how people and teachers who have not done research about the topic before, think. On the other hand, an important aspect to mention is the quality of tasks. Meaningful tasks are important in any situation. During the XXI century the application of traditional methods do not have the same impact in learning comparing to the use of other ones like the Task-based Learning.

Similarly, Patricia (2018) studied the Task-based learning application in students of fifth semester of Sanata Dharma University, Yogyakarta, Indonesia. The researcher applied an Educational Research and Development (R & D) finding that learners achieved their goals and objectives from the course more effectively by the use of TBL in their activities. Besides, the author claimed that tasks were usually developed in pairs or groups which helped to acquire the target language because the activities provided essential exposure and opportunities to apply it.

One of the primary objectives in learning a new language is to develop the ability to communicate and learners would acquire the language faster and more efficiently when they have the objective of communicating (Patricia, 2018). Therefore, the more meaningful activities, the better learning process. In fact, the use of TBL represented a good tool in acquiring a new language. Task-based learning presents three phases for a good development of the method: pre-task, task cycle and language focus.

The pre-task phase introduces the class to the topic which will be object of learning. In this phase, the task is activated by the application of words or phrases related to the topic (Willis, 2012). Nowadays, one has noticed how young English teachers make a lot of effort in their classes by implementing warmups, ice-breakers or just a simple but entertaining activities at the beginning of classes. In fact, the majority of teachers do this no matter the age; the idea is to introduce the topic at the beginning of a class and the pre-task phase is responsible to develop this.

There are five different aspects to consider during the pre-task phase (Marlena, 2021). During this phase, a teacher first introduces the method and explains students about TBL and the activities that must be completed at the end of the task. Personally, one as teacher considers that it is always important to mention what the class is going to be and the purpose of it. Second, a teacher explains the topic to the class. In this section, the topic is already presented. The present topic might be a very common one or a really unusual, the main idea is to introduce the new topic for the class.

Thirdly, the teacher focuses his attention on employing useful words and phrases. There are different activities that might be developed in order to make a list of words or phrases related to a certain topic. Lastly, the teacher presents the task instruction and made students understand the activities that need to be done. It is crucial to give correct feedback when explaining an activity; in this aspect the instructions need to be clear and deeply understandable. Finally, the learners might hear the teacher or in some cases read the instructions in order to develop the activity which guided to the next phase of the TBL method: task cycle.

According to Patricia (2018), students were able to achieve their goals more efficiently by applying TBL in their activities. Additionally, the researcher confirmed that the task cycle phase was the moment where students start working, this might be done in small groups or in pairs in order to achieve the goals established on the task. One important aspect of the phase was the role of the teacher who worked as a facilitator by providing all necessary data. Moreover, the teacher should encourage learners to work in an independent way and keep quite distance in order to avoid interfering with the learning process of the students.

Similarly, Marlena (2021) found great effects of the use of Task-based learning in the teaching process. The analysis was done with 34 students in a quasi-experimental study. The author established three different aspects during the task cycle phase in her research: task, planning, report and reading. First of all, pointing out “the task” was imperative in the development of the TBL. As it was mention, learners did the task in small groups or pairs while the teacher only needed to monitor from a determine distance. In addition, the educator did not correct communicating efforts but rather encouraged all attempts of it. As a result, learners felt free to do the activity without the fear of making mistakes.

Next, “planning” played a significant role during the task cycle. In this part, the students did all the necessary in order to report the whole class in a speaking or writing way. Learners explained how they developed the task and what they decided or discovered at the end of the activities. The last aspect during this task was “report and reading”. As long as, planning was developed previously; reporting and reading was necessary so that TBL might be achieved. In this last aspect, the students presented their reports to the class and then they compared the results while the teacher wrote on the board or any other visible place. Finally, the teachers provided a descriptive text and with the students, identified the group or pair that had more similarities.

Finally, learners require security and variety in order to learn, therefore the phases involved good conditions for the learning process and the development of the language (Willis, 2012). It can be argued that the last phase of the TBL included analysis and practice components. These components carried out the conditions for learning. Language learners required diversity and security. The total process of the method included an extensive range of topics, tasks types, activities, and texts which promoted variety. Additionally, TBL within his three phases, motivated security in students. Therefore, the language learning process was developed in learners.

Marlena (2021) found that Task-based learning produced excellent results in the learning process of 34 students after a quasi-experimental study. Moreover, in this last phase, the author pointed out only two characteristics: analysis and practice. In the analysis, learners reviewed and discussed specific aspects of the text. These specific aspects focused on new words, phrases and patterns. On the contrary, during practice the teacher had an active role by conducting the practice of the aspects mentioned. Moreover, it was important to clarify that the practice might be developed after or before the analysis. As a consequence, the phases of TBL are achieved.

Based on the ideas of Subekti (2020), the researcher claimed that the method offered possibilities to facilitate language learning by permitting students to acquire the language by applying it in communication rather than considering it as an object of study. It is important to highlight that the researcher worked with a group of 32 adolescences in order to analyze the application of Task-based learning finding the effectiveness of it. In one’s opinion communication is always one of the objectives in

learning a new language considering that there are two skills to produce the language and communicate (speaking and writing), TBL achieves its goal. In addition, the instruction of Task-based learning was an alternative to provide and promote security along learners by creating a supportive language environment where students had more opportunities to make use of the language and communicate among them in cooperative and meaningful activities thus the learning process became significant.

Due to TBL the social interaction of students improved in the two aspects: confidence because of the use of the language at the moment of avoiding constants corrections, and interaction with the context of the activity as well as among other learners (Suárez & Rodríguez, 2018). The authors aimed to research interaction by action research based on tasks in a group of fourth grade of a private school in Bogotá, Colombia. The researches applied a quasi-experimental method finding that the social interaction of the learners was developed after the application of specific tasks. Moreover, the authors found that the application of collaborative tasks encouraged the learning process because the students noticed the need to achieve the same goal, in fact all learners participated actively during the development of the tasks. Consequently, the participants became more participative.

Based on the findings of Giguashvili (2017), TBL produced an efficient learning process after the application of it in teaching vocabulary in a group of school students. It can be argued that that it was important to consider learners' level of knowledge in order to set the complexity of the material provided during the learning process when applying Task-based learning. It is significant to mention complexity because the target people during the current research are adults. Puebla and García (2021) concluded that older learners may easily feel frustration and incompetence, and this produce a negative impact in other adults' attitudes. Thus, the motivation in learning a new language decrease.

Nevertheless, if TBL is conducted in a meaningful way, the results would surprise. For instance, Varangis et al. (2020) conducted a research about tasks and connectivity in aging analyzed adults from 20 to 80 years old performance in developing vocabulary, speed, fluency and memory. The authors followed an experimental method and found that a series of activities are connected to cognitive task development in the four aspects mentioned above. Therefore, with the correct application of different tasks in a variety of activities promoted the development of

the language learning process and motivation as well.

Another important point to analyze is motivation. Teaching by applying TBL produced a change in the learners' attitudes from negative to positive (Nashruddin et al., 2018). It can be seen that, the correct use of Task-based learning does not only helps in developing communication, but also in generating a better environment in the class. Additionally, Nashruddin et al. (2018) aimed to study how TBL increases motivation in a group of 24 students. After a Classroom Action Research (CAR) found that Task-based learning promotes intrinsic motivation. Finally, Maharani et al. (2020) applied a quantitative research method with a group of 37 students. In their journal found that learners improved their skills after the application of the method. Moreover, focusing on writing, the authors suggested that teachers need to provide enough supporting materials to students so that they can be able to fulfill the activities during the tasks. As a result, the learning process would be more meaningful.

To sum up, it may be that Task-based learning is important and significant in the language learning process. Moreover, learners feel more confident during the progress of the activities of the method. In spite of other methods for teaching a language, TBL is demonstrating to have a considerable influence in learning. In fact, Chitra (2020) found that this methodology produced effective results especially in communication. In addition, the researcher pointed out that TBL among other methods and approaches like CALL, CLIL and CLT in classrooms may be the required skills for the present century. Therefore, the implement of Task-based learning represented a good advance in language learning.

2.2 Dependent Variable

Once analyzed the first variable of the current research, it is the moment to focus on the second one: English writing skill. Nevertheless, the analysis of the English Language Skills and the Productive skills is relevant before discussing the skill itself.

2.2.1 English Language Skills

English language skills are the abilities to do something well, in this case it comes naturally under psychomotor domain (Husain, 2015). The skills are imperative elements in the progress of domaining a target language. Reza (2018) developed an

academic journal studying the function of new technologies in the development of language skills in a group of 42 students. The researcher found significant points to the use of technology in developing English skills. These skills are: listening, speaking, reading and writing; once a person achieved a level of proficiency, communication appeared. Finally, it is important for teachers to expand their knowledge on computer technology, as a result, a better quality of education is processed.

Equally important, English language became a significant part in society, therefore; the skills needed to be studied deeply in order to create a positive linguistic process (Salama & Attary, 2019). The authors conducted a quasi-experimental study with a population of 40 learners which aimed to analyze the effect of electronic games in the development of the English language skills. Subsequently, the researchers found significant differences in the skills between controlled groups demonstrating the development of the different skills in English.

Based on the ideas of Mutsotso and Nabukonde (2019), the skills could not be taught isolated therefore the study of the four of them is essential in the development of the learning process. In their academic journal, the authors applied a cross-sectional survey in order to analyze the learners' understanding of English language skills in a group of 20 students from 6 different schools. In addition, the researchers explained that the skills are effective and essential elements in teaching and learning. Finally, the English language has receptive skills (listening and reading) and productive skills (speaking and writing).

2.2.2 English Productive Skills

Productive skills are the abilities to produce the language in a spoken or written way. In addition, these skills demonstrated a correct domain of the language (Zarate, 2021). The author followed a quantitative-qualitative analysis in a group of thirty students and aimed to determine the progress of writing of the learners. The researcher found that productive skills were different depending on the knowledge of certain topics and subjects. The better development of speaking and writing, the more appropriate language produced. Oral and written communication are fundamental skills in all languages, then the study of these skills is vital for the

learning process.

In the same way, productive skills play a significant role in learners' language output. A good exposure to input is not adequate when there are not opportunities to activate knowledge, therefore as long as students produce language in any situation, the learners apply the information from the input received leading to a good output production (Anca & Romania, 2021). The authors explained the productive skills in a learning scenario. The researches claimed that productive skills were part of the language output generated by students. Thus, a good exposure to knowledge or input is fundamental to create excellent sources of information to be applied in the language production in an oral or written form. Additionally, opportunities are imperative in order to activate learners' knowledge. Therefore, correct input along with opportunities create a perfect environment to develop the learning process.

Finally, Basim and Abdulmohsin (2021) aimed to explain the development of students in the educational context. After an experimental method, the authors found that productive skills progressed significantly once applied activities which involved interpretation, analysis, problem solving and inference. Besides that, the researches stated that productive skills are a way to communicate and express thought or feelings in an oral or written form.

2.2.3 English Writing Skill

The English writing skill is defined as the construction of graphics or letters in order to communicate not only in a matter of producing words or sentences; but also, in a form that the skill follows a specific criterion. In other words, there must be coherence at the moment of producing the language, in this case writing (Yahya & Abdulmohsin, 2021).

According to Ratminingsih et al. (2018), the authors aimed to study the effect of self-assessment in the development of writing skills finding that students achieved writing skills after applying techniques that developed organization and ideas organization. Additionally, the researches claimed that writing was one of the four significant language skills that EFL students needed to acquire. It is important to mention that there are four different language skills: listening, speaking, reading and writing. Writing is a productive skill, as well as speaking, and it plays an important

role because one is able to create own pieces of writing of different genre. It is essential so that learners can reinforce vocabulary, grammar structure due to the fact that students make a process of discovering, assembling, delivering, reshaping and revising ideas on paper.

In the same way, writing skill was necessary for EFL students because this skill played an active role by transferring the learners' ideas, desires or feelings in a written manner (Putri & Aminatun, 2021). Putri and Aminatun (2021) worked with a population of 20 students applying qualitative research that aimed to expose the use of Facebook in the development of writing skills. The researchers found that learners gave positive results in the progress of writing. As the research was focused on the use of Facebook to practice this productive ability, the authors also found that the social network provided good opportunities to practice writing. The participants posted, comment and write their pieces of writing which were replied by other members of the research. Thus, interaction appeared in an active participating process where the students at the moment of write their posts did not only practice their writing abilities, but also grammar, punctuation and vocabulary producing in this way an improvement in the learning language process in writing thanks to the social media and the productive skill.

Writing is essential in communication and there must be good tools to promote it; as it was mentioned before, social media helps a lot in the improvement of different skills, in this case writing. In addition, Sakkir et al. (2021), aimed to provide knowledge of lectures to promote the writing learning process, after study a group of 141 students in a quantitative and qualitative method. The researchers found that different aspects such as: interaction, content, support, social media, authenticity, environment, evaluations and visual aids played crucial roles in order to facilitate writing abilities. Moreover, it is important to select good materials for writing focusing on learners' background and interest. Additionally, vocabulary, reading texts, grammar and basic writing skills need to be studied from a beginning level. Therefore, students would face writing as a normal activity and motivation may appear once they have all the necessary information that facilitates the production of the language.

Another essential point is discussed by Sathish and Nagalakshmi (2021) in their article that aimed to analyze the ways to improve students' writing skills. The

researchers found that the skill needed to have a communication purpose. In addition, the authors stated that in order to achieve good writing skills and levels, a writing process is essential. The writing process is divided in four main stages: prewriting, drafting, revising and editing. Prewriting is the first action to be done during the writing process; it is the moment to come up with ideas and in order to have them one may do brainstorming, outlining, or free writing. All these strategies may lead to a pleasing product of writing. The next stage is drafting that can be considered as the beginning of writing. It is crucial to have thesis statements for the different paragraphs that the writing may have. Moreover, all ideas need to be connected and investigation is highly important for good pieces of writing. Due to the ideas or notes generated in the prewriting, the drafting may be developed in a satisfactory way.

The next step is revising where one is able to notice two different types of revision: global and local. Global revision focusses on looking for problems related to cohesion and the progression of the complete piece of writing, to put it another way the connections among paragraphs. Any writing needs to include slightly transitions in order to be understandable for readers. On the other hand, local revision focuses on the clarity of sentences by analyzing the cohesion among ideas of a determine paragraph. Finally, the last stage editing requires a general review of the complete piece of writing. In this last step, one should pay attention to grammar, spelling and punctuation issues that might not notice previously. Thus, a writing product is developed.

Another fact to consider in writing is the correct use of vocabulary and grammar. Students applied the new vocabulary in their writings as well as grammar progress in order to establish cleared sentences, analyzing mistakes and spelling improvement (Alakrash et al., 2020). The authors found that abilities increased depending on the level of confidence from students after the quantitative research analysis of 200 students and 30 teachers from 15 different schools. Moreover, the researchers highlighted an important aspect: reading. Reading to write helped in the development of writing skills, therefore, reading activities served to strengthen writing abilities. Additionally, teachers found out that learners used new vocabulary in their works with a mixture of techniques variating from formal to casual. Although, students kept analyzing reading during the revising stage in order to find final mistakes and then conclude with the writing activity.

Once analyzed writing from different authors, it is important to examine the subskills that writing presents. There are five main subskills: content, organization, discourse, syntax, vocabulary and mechanics (Ibrahim, 2020). The author aimed to raise 25 EFL students' writing abilities after a one-group pre-post-test design found an improvement in the different skills of writing. Additionally, the researcher highlighted how learners felt more motivated and encouraged to develop writing activities after analyzed the subskills and applied them in active classroom participations by using Google Docs where all participants may edit, comment and evaluate others writing products.

The first subskill is content. This subskill can be seen as a descriptive text that present the properties of something which may be inanimate objects, plants, animals, or even humans. To put it other way, content has to be with the descriptive text that links the topic (Purnamasari et al., 2021). The authors analyzed descriptive text the application of writing skills and found some difficulties because of the lack of knowledge. It is important to mention that the research conducted a descriptive quantitative design with a group of 180 students. Moreover, a well detailed topic is important to develop a good descriptive text. Thus, it is necessary for the writer to pay attention to the topic when writing a descriptive text. Otherwise, there might not appear any link between topic and text in this subskill.

More importantly, Purnamasari et al. (2021) in their article also explained another subskill: organization. This subskill had to be with the good arrangement of the descriptive text explained above. There is a generic structure when writing descriptive texts that is made up by two parts: identification and description. Identification is vital in writing because it helps to recognize or identify a particular part in a paragraph in this case the subject that will be described in the writing text; the subject is the part of the paragraph which involves the introduction of the subject. On the other hand, description focus on a detailed explanation of the described subject. The subject is well detailed presenting aspects like characteristics, qualities and parts. Thus, the student needs to describe and provide all the information related to the topic. Consequently, the writing become organized with all the ideas in the correct place.

The following subskill is discourse. According to Brown (2002), the use of language is focused on the communicative meaning of it. Thus, discourse is outlined as the

transference of information from a person to another with meaningful and communicative language. Discourse involves the correct use of words and sentences according to the context and the purpose; this subskill is presented in an oral or written forms. Whereas oral discourse focus on transmitting information in a spoken way, the written discourse obviously has to be with the written word. In order to success in transferring writing information, the writer has to be able to write as well as the reader to read. The written discourse present great characteristics which are: word choice, precise communication, complex sentences, attention to meaning and record information. Even though the discourse has positive aspect, there are a few issues for example the pace of communication, the lack of information from the audience and individuality or lack of interaction. Consequently, the writing discourse needs to be well conducted depending on the target audience.

Another subskill to be analyze is syntax. It is related to the grammatical rules and to the formation or arrangement of sentences, clauses and phrases (Beyler et al., 2016). It is also important to mention how comprehension may improve when syntax skills were developed by presenting how sentences work analyzing structure, word order and punctuation. As it was mentioned previously, reading is important in developing certain skills and generating good syntax skills is not the exception because reading comprehension is related to syntax. Moreover, Beyler et al. 2016 established that a good understanding of certain grammatical elements for example: pronouns, lexis and connections may permit learners to follow ideas in a sentence, as a result, the meaning of the sentence is understood.

Vocabulary is another subskill of writing. Dehkordi and Salehi (2016) aimed to analyze the study of explicit vocabulary in the progress of writing skills. The authors conducted a research in a group of 100 participants finding a series of suggestions to improve the skill. Moreover, the researches stated that vocabulary in a spoken or written form includes a grammatical function, collocational behavior, frequency, register, conceptual meaning and relationship with other words. Nevertheless, the deep study of vocabulary is not simple. Vocabulary played a significant role in the development of language proficiency, in fact, learners who did not present an extended knowledge of vocabulary, might have problems in the learning process.

Purnamasari (2021) followed a descriptive quantitative design with a group of 180 learners. The author studied the descriptive text in the application of writing skills

and found obstacles because of the lack of knowledge. Additionally, they pointed out that vocabulary is highly important part in a descriptive text. The reader may easily understand the main point of a piece of writing based on the vocabulary applied in the text. As a matter of fact, the vocabulary applied may have an efficient choice to serve as the subject in a writing element. Therefore, learners need to pay especial attention in choosing the adequate words according to the context.

Finally, the last subskill is mechanics. Nordquist (2020) defined mechanics as the rules of the technical aspects of writing like spelling, capitalization, abbreviations and capitalization. Spelling is the correct organization of letters in order to make up words. Another aspect is capitalization. It is the use of capital letters in writing. Proper nouns, beginning of sentences, the subject pronoun "I" are mainly capitalize. Moreover, abbreviations are another aspect in mechanics. An abbreviation is a shorten style of a phrase or word. Finally, the last aspect in mechanics is punctuation is related to the set of marks which are applied to handle text and clarify meanings; these marks are commonly separated by linking words, clauses or phrases

To conclude, the English writing skill presents six different subskills. In addition, this productive skill needs to follow four different stages in order to develop a precise piece of writing. When all stages and subskills are well applied, the writing product is ready to hang out.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location

The current research was carried out at Unidad Educativa Hispano América that is a public institution located in an urban area of Ambato in Tungurahua province. Unidad Educativa Hispano América hosts students from all different levels of education; within these levels there is an exclusive program for adults “Programa Todos ABC – Monseñor Leonidas Proaño”. This program focuses on the learning process of people who have not finished school in a regular program. In other words, the target audience is adults from 15 years for Basic Education and from 18 and up for high school. This is important to mention because the current research focused on the adult students of high school from this program.

3.2 Materials and Equipment

At first instance, it was planned to work inside the institution facing all students; however, due to the fact of the pandemic produced by Covid-19, all plans changed. Consequently, the use of internet and technological tools like Zoom Platform, Liveworksheets, Kahoot or even WhatsApp played an important role in the development of this research.

Moreover, the use of a Pre-test and a Post-test as well as rubric of evaluations were important during the research in order to measure both variables and to identify if a change appeared after the application of TBL in writing. Therefore, a sample KEY Paper Test of Cambridge Tests (Annex 1) was applied in the research work. This test aims the use of English to communicate in simple situations. It is important to mention that this KEY sample test is made up by seven different sections and each section measures a specific language skill. Even though, there are seven sections; this current research played especial attention to the writing section (part 7) in order to collect all the necessary data.

Another important aspect to highlight is the fact that there are two groups in the

current research: The experimental and the control groups. According to Dimitrov and Phillips (2003), the authors analyzed pretest and posttest in experimental and control groups finding that the pretest influenced the results of posttests. Moreover, the researches claimed that these two methods are commonly used in order to analyze information in groups of participants; one experimental group is exposed to the appliance of certain method or strategy and then it is compared with another group that did not have any exposure to anyone.

Considering the pandemic Covid-19 in the country, the management of digital tools was essential in the development of online classes. Therefore, the pre-test and the post-test were done by using the online website Liveworksheets during synchronic meetings through Zoom rooms. One considered the use of Liveworksheets because it is a webpage easily to be manipulated by learners. Moreover, during the development of the application of TBL in developing writing skills two more digital tools were applied: Kahoot and WhatsApp. These two tools were applied in order to check students' progress when analyzing the topic that will be object of writing. Finally, a writing rubric of evaluation (Annex) for the pre and post-tests were elaborated in order to find similarities or differences among the results. The rubric was based on the Cambridge handbook for teachers for A2 KEY exams (Annex 2) measuring four aspects: communication, content, organization and vocabulary. The rubric ranges from 0 to 2,5 marks each parameter generating a final score over 10.

3.3 Research Method

The current research is experimental due to the fact the activities are developed, controlled and conducted by the teacher and there is a manipulation of the dependent variable based on the activities developed in writing. According to Maheshwari (2017), the experimental research is a method where researches are able to manipulate one variable in order to control the rest variables; in addition, the conclusion is observable in these types of researches. Additionally, the participants were analyzed and compared during the development of the investigation and the application of the method in the process of the skill. During the research there were two groups of students: the Experimental group and the Control group. The first one is the group where the method of the research is applied while the other group are

just students who follow regular activities without applying any method (Dimitrov & Phillips, 2003). Thus, at the end of the research a good analysis of the application of the method was done. Moreover, a qualitative-quantitative approach to analyze the effect of Task-Based Learning in the English writing skill was applied during the development of the current research. According to Aspers and Corte (2019), qualitative refers to the study of a certain topic in a natural scenario in order to interpret a determine phenomenon whereas quantitative has to be with the measurement of something. Therefore, the research is qualitative because of the descriptive data collected about the results of the tests during the sessions. On the other hand, it is quantitative because of the different measurements reached during the process of the research: numerical data, statistics, and tables. Finally, the current research followed a bibliographic procedure in order to support from academic works the information and data described in the different chapters of the research.

3.4 Hypothesis - Research Question- Idea to Defend

Null hypothesis (H0)

The application of Task-based Learning (TBL) does not improve the development of the English writing skill among adult learners.

Alternative hypothesis (H1)

The application of Task-based Learning (TBL) improves the development of the English writing skill among adult learners.

.Research Question:

How does Task-based Learning (TBL) improve the development of the English writing skill among adult learners?

3.5 Population or Sample

There were a total number of 42 participants in the development of the research distributed in 23 men and 19 women aged from 18 to 50 years old. They were students from 3 BGU (Bachillerato General Unificado). It is important to mention that students had the feasibility of internet connection and were available to connect

throughout Zoom meetings. All participants study at Unidad Educativa Hispano América but they live in different neighborhoods of Huachi Loreto (a specific area in Ambato). They decided to study to achieve their goal of graduating from high school. The course is deeply heterogeneous with different types of students because of the participants' age. Nevertheless, the majority of learners felt embarrassed, shy or even scared of English because the majority of them have not face the language in many years. In spite of the weaknesses, after applying the different activities they became more confident, thus this supports the development of the research and the analysis of results to find out the conclusions.

3.6 Data Collection

Unfortunately, due to the pandemic generated by Covid-19 in Ecuador, the research had to be done through digital media. At first instance, the investigation took a total of 4 weeks distributed in 2 sessions of 40 minutes per week. Each session was developed by Zoom rooms in order to develop the activities. The students from the course of BGU demonstrated interested from the first session because the teaching methodology was different from what they were accustomed to follow. The research was distributed in 4 stages: pre-test, application of TBL, post-test, analysis of results or feedback. It is important to highlight that the research was applied with experimental group whereas the control group had normal activities.

In the first week, an appropriate writing test was selected. This test was a KEY Paper Test Flyers of Cambridge Tests (Annex 1) where students need to write a small paragraph of at least 20 words telling a story based on pictures. Here, it is relevant to mention that the KEY test has seven different parts where listening, reading, speaking and writing are evaluated. Nevertheless, the current research focused on the writing skill that was only the part seven of the test. Another important fact is the used of the webpage Liveworksheets that was handed in order to apply the pre-test due to the facility of collecting and checking activities. Once the pre-test finished, the strengths and weaknesses in writing of the students were able to be identified. These facts were significant in order to plan the activities for the following sessions applying Task-based learning.

The following two weeks, TBL was applied in the development of the activities. All

these activities applied the three phases of TBL: pre-task, task cycle and language focus. It is important to mention that another digital tool, which is Kahoot, was also applied during these sessions in order to generate meaningful learning. During the pre-task phase at the second week a few warmups were applied by using Kahoot where students were able to recognize vocabulary. Additionally, brainstorming was fundamental during this phase in order to activate knowledge and engage learners in the topic. Finally, the teacher presented the topic for the development of the following classes. The topic was focused on the writing skills, where learners were going to write a story by using prompts.

The next phase is the task cycle where it was the moment for students to start working. For the development of this phase, it was necessary to work in groups of 4 students. Fortunately, Zoom meeting allows to create breakout rooms which helped to promote the independence of students while learning. According to Patricia (2018), it is important to remember that during the TBL phases, teachers are only facilitators and play passive roles contrasting to learners who have active roles. The teacher provided all information necessary in order to create a story: parts of a story, vocabulary, connectors and coherence. Then, the task was settled: based on the following pictures, create a story. Next, the students started to plan and organize their stories. The learners had one complete session to plan and write their stories whereas the teacher was monitoring and guiding from breakout room to another.

During the third week, the students reported and read their stories to the rest of the class. In addition, learners provided a peer evaluation to their classmates where everybody were able to notice the correct use of connectors, vocabulary, parts of a story or coherence. Finally, the next phase: language focus was implemented. At this moment, there was a general analysis of the different stories finding strengths and weaknesses; thus, the teacher could provide feedback and a final practice based on the information analyzed.

Finally, the four and last week was the moment for a post-test, this test was measured by using the same rubric applied in the pre-test in order to find out the results of the research. The last session was time for feedback were students noticed their changes comparing to the pre-test evaluated previously.

3.7 Data Processing and Analysis

The process of TBL was implemented in the second and third weeks. The stages allowed students worked collaboratively through specific tasks. After that, a pre-test and a post-test analysis were compared in order to measure the variables. Finally, there was an analysis of the results from the test applied in the last session. Finally, once everything was developed, it was highly important to collect all quantitative data and at the moment it was acquired, it was also analyzed through a statistic software “SPSS” in order to obtain reliable results of the data. To support the hypothesis set, the rubric from the post-test played a significant role because of the scores and criteria used.

3.8 Response Variables or Results

At this point, it is important to mention that the independent variable: Task-based learning (TBL) was not measured because it is an established method that does not depend on the other variable. On the other hand, the dependent variable: the English writing skill was analyzed and measured applying the pre and post-tests. During the pre-test, learners had to write a paragraph without almost no information or previous tasks about it. Contrasting to it, during the post-test the learners carried out a series of activities related to the writing topic that guided students to an analysis and writing process. Finally, the writing rubric demonstrated the changes that students presented in the English writing skill after applying TBL in the sessions.

CHAPTER IV

RESULTS AND DISCUSSION

The results obtained in the current research are presented in a comparative analysis between the pretest and posttest as well as the control and experimental groups. All the data collected permits to discuss the development of the research and finally find out results to be discussed.

It is important to highlight that the results of the tests are measured in a quantitative and qualitative scales. The quantitative one is done throughout the evaluation rubric (Annex 2) over 10. On the other hand, the qualitative one is organized through scales where one is able to notice the concerned one according to the scores. (Table 1). It is important to highlight that this qualitative scale is adapted from the Ministry of Education of Ecuador for public schools (MINEDUC, 2013).

TABLE 1. QUALITATIVE SCALE

QUALITATIVE SCALE		
Master the required learning	Master	9.0 - 10
Reach the required learning	Reach	7.0 - 8.99
In process of achieving the required learning	In process	4.0 -6.99
Does not reach the required learning	No reach	<= 4

Source: Direct research

Prepared by: Sánchez (2021)

4.1 Experimental Group

The performance of the 42 students from the experimental group in pre-test and post-test was tabulated and analyzed. The following chart describes the participants as well as the results of students over 10 based on the rubric of evaluation and a qualitative scale.

TABLE 2 EXPERIMENTAL GROUP RESULTS

EXPERIMENTAL GROUP		PRE-TEST		POST-TEST	
N°		QUANTITATIVE SCALE	QUALITATIVE SCALE	QUANTITATIVE SCALE	QUALITATIVE SCALE
1	SUBJECT 1	4	No reach	5,5	In process
2	SUBJECT 2	6	In process	7	Reach
3	SUBJECT 3	5,5	In process	6,5	In process
4	SUBJECT 4	7	Reach	7	Reach
5	SUBJECT 5	6	In process	8	Reach
6	SUBJECT 6	7,5	Reach	8,5	Reach
7	SUBJECT 7	4	No reach	4	No reach
8	SUBJECT 8	8,5	Reach	9	Master
9	SUBJECT 9	7	Reach	8,5	Reach
10	SUBJECT 10	5	In process	6,5	In process
11	SUBJECT 11	6,5	In process	7,5	Reach
12	SUBJECT 12	5	In process	7	Reach
13	SUBJECT 13	7,5	Reach	8,5	Reach
14	SUBJECT 14	5	In process	6	In process
15	SUBJECT 15	4	No reach	6,5	In process
16	SUBJECT 16	6,5	In process	6	In process
17	SUBJECT 17	5	In process	8	Reach
18	SUBJECT 18	7	Reach	6,5	In process
19	SUBJECT 19	6,5	In process	8	Reach
20	SUBJECT 20	4	No reach	5,5	In process
21	SUBJECT 21	8,5	Reach	9	Reach
22	SUBJECT 22	4	No reach	4	No reach
23	SUBJECT 23	5,5	In process	8,5	In process
24	SUBJECT 24	7	Reach	8,5	Reach
25	SUBJECT 25	6,5	In process	6	In process
26	SUBJECT 26	8	Reach	8,5	Reach
27	SUBJECT 27	4	No reach	4	No reach
28	SUBJECT 28	6,5	In process	7	Reach
29	SUBJECT 29	5,5	In process	6,5	In process
30	SUBJECT 30	8	Reach	9	Master
31	SUBJECT 31	7,5	Reach	8,5	Reach
32	SUBJECT 32	4	No reach	5,5	In process
33	SUBJECT 33	6	In process	7	Reach
34	SUBJECT 34	7	Reach	7	Reach
35	SUBJECT 35	4,5	In process	6,5	In process

36	SUBJECT 36	8	Reach	9	Master
37	SUBJECT 37	5,5	In process	6,5	In process
38	SUBJECT 38	4	No reach	5	In process
39	SUBJECT 39	7,5	Reach	6,5	In process
40	SUBJECT 40	4,5	In process	4	No reach
41	SUBJECT 41	5,5	In process	6	In process
42	SUBJECT 42	8	Reach	7,5	Reach

Source: Direct research

Prepared by: Sánchez (2021)

4.1.1 Pre-test

The following graph explains the results of the participants from the experimental group during the pre-test according to the quantitative and qualitative scales (Table 2).

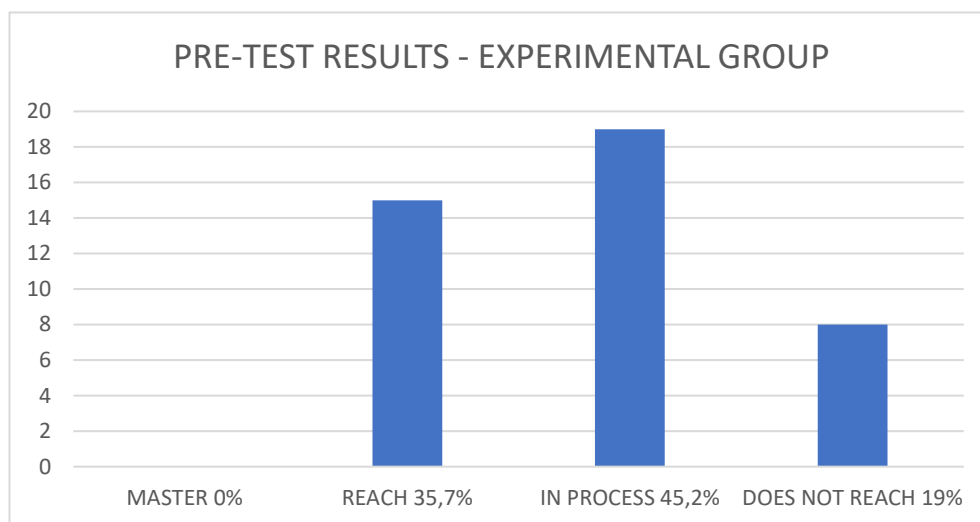


Figure 1. Results of The Pre-Test- Experimental Group

Source: Direct research

Prepared by: Sánchez (2021)

Based on the results of Table 2, Figure 1 represents the results of the students of the pre-test according to the qualitative scale where 15 students that represents the 35,7% reached the require learning, 19 that represents the 45,2% were in progress and 8 that represents the 19% did not reach the require learning.

4.1.2 Post-test

The following graph describes the results of the participants from the experimental

group during the post-test according to the qualitative scale (Table 2) after the application of TBL.

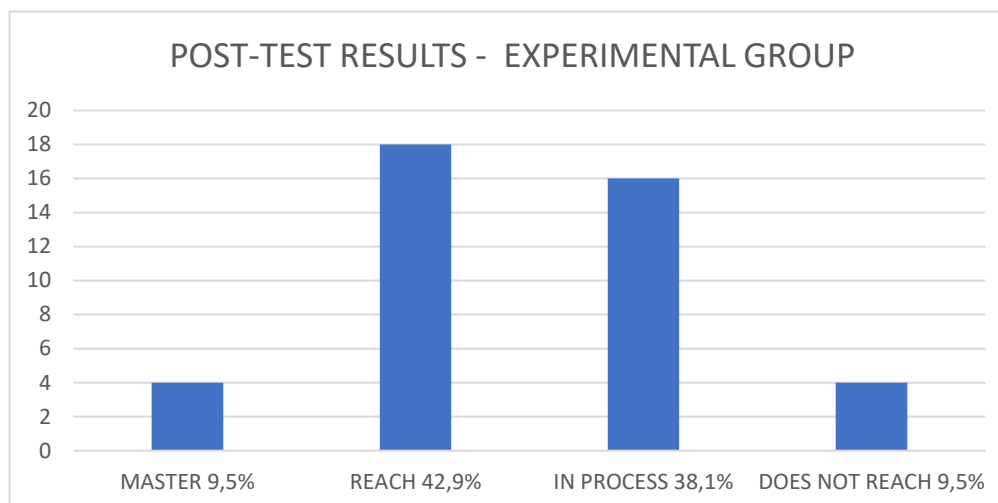


Figure 2: Results of the Post-test – Experimental group

Source: Direct research

Prepared by: Sánchez (2021)

Based on Table 2, Figure 2 represents the results of the students once taking the post-test after applying Task-Based learning methodology where 4 students that represents the 9,5% of the participants mastered the require learning, 15 that represents the 35,7% reached the require learning, 19 that represents the 45,2% were in progress and 8 students that represents the 19% did not reach the require learning.

4.2 Control Group

The performance of the 40 students from the control group in pre-test and post-test was tabulated and analyzed. The following chart describes the participants as well as the results of students over 10 based on the rubric of evaluation and a qualitative scale.

TABLE 3 CONTROL GROUP RESULTS

CONTROL GROUP		PRE-TEST		POST-TEST	
N°		QUANTITATIVE SCALE	QUALITATIVE SCALE	QUANTITATIVE SCALE	QUALITATIVE SCALE
1	SUBJECT 1	5,5	In process	5	In process
2	SUBJECT 2	6,5	In process	5,5	In process

3	SUBJECT 3	4	No reach	5	In process
4	SUBJECT 4	8,5	Reach	8	Reach
5	SUBJECT 5	7,5	Reach	8	Reach
6	SUBJECT 6	5,5	In process	6,5	In process
7	SUBJECT 7	6	In process	5,5	In process
8	SUBJECT 8	4	No reach	5	In process
9	SUBJECT 9	7,5	Reach	7,5	Reach
10	SUBJECT 10	4	No reach	4	No reach
11	SUBJECT 11	6	In process	5,5	In process
12	SUBJECT 12	5,5	In process	5	In process
13	SUBJECT 13	7	Reach	7,5	Reach
14	SUBJECT 14	5	In process	5,5	In process
15	SUBJECT 15	4,5	In process	4	No reach
16	SUBJECT 16	6,5	In process	7	Reach
17	SUBJECT 17	7	Reach	7,5	Reach
18	SUBJECT 18	6,5	In process	7	Reach
19	SUBJECT 19	4	No reach	4	No reach
20	SUBJECT 20	5,5	In process	5	In process
21	SUBJECT 21	5,5	In process	6	In process
22	SUBJECT 22	6	In process	5	In process
23	SUBJECT 23	4	No reach	5,5	In process
24	SUBJECT 24	4,5	In process	5	In process
25	SUBJECT 25	7	Reach	6,5	In process
26	SUBJECT 26	8,5	Reach	8	Reach
27	SUBJECT 27	6	In process	7	Reach
28	SUBJECT 28	5,5	In process	4,5	In process
29	SUBJECT 29	4	No reach	5	In process
30	SUBJECT 30	4	No reach	4	No reach
31	SUBJECT 31	5,5	In process	6	In process
32	SUBJECT 32	5	In process	5,5	In process
33	SUBJECT 33	5	In process	4	No reach
34	SUBJECT 34	5	In process	5	In process
35	SUBJECT 35	6,5	In process	7,5	Reach
36	SUBJECT 36	7	Reach	8	Reach
37	SUBJECT 37	7,5	Reach	7	Reach
38	SUBJECT 38	4	No reach	5,5	In process
39	SUBJECT 39	6	In process	4	No reach
40	SUBJECT 40	5,5	In process	6	In process

Source: Direct research

Prepared by: Sánchez (2021)

4.2.1 Pre-test

The following graph explains the results of the participants from the control group

during the pre-test according to the quantitative and qualitative scales (Table 3).

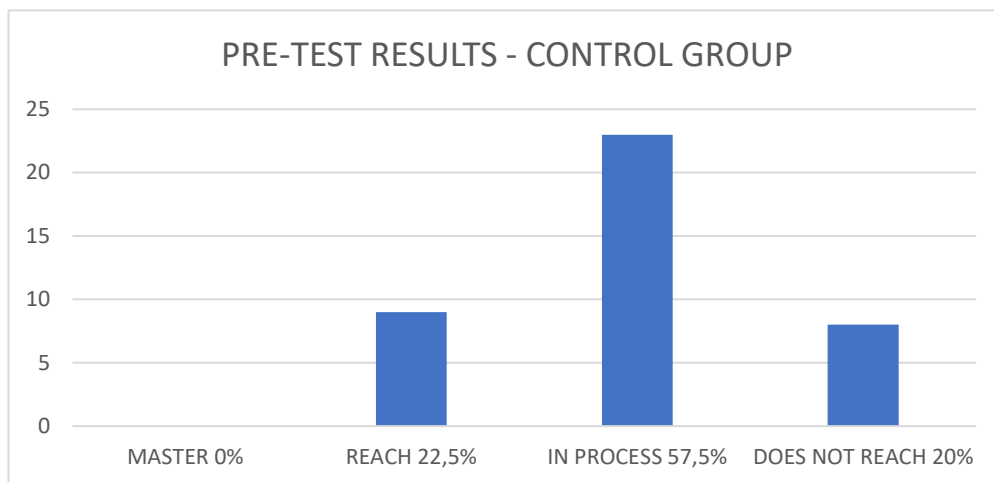


Figure 3: Results of the Pre-test – Control group

Source: Direct research

Prepared by: Sánchez (2021)

Based on Table 3, Figure 3 represents the results of the students of the pre-test according to the qualitative scale where 9 students that represents the 22,5% of the population reached the require learning, 23 students the 57,5% were in progress and 8 that represents the 20% did not reach the require learning.

4.2.2 Post-test

The following graph describes the results of the participants from the control group during the post-test according to the qualitative scale (Table 3) after the development of activities without applying TBL.

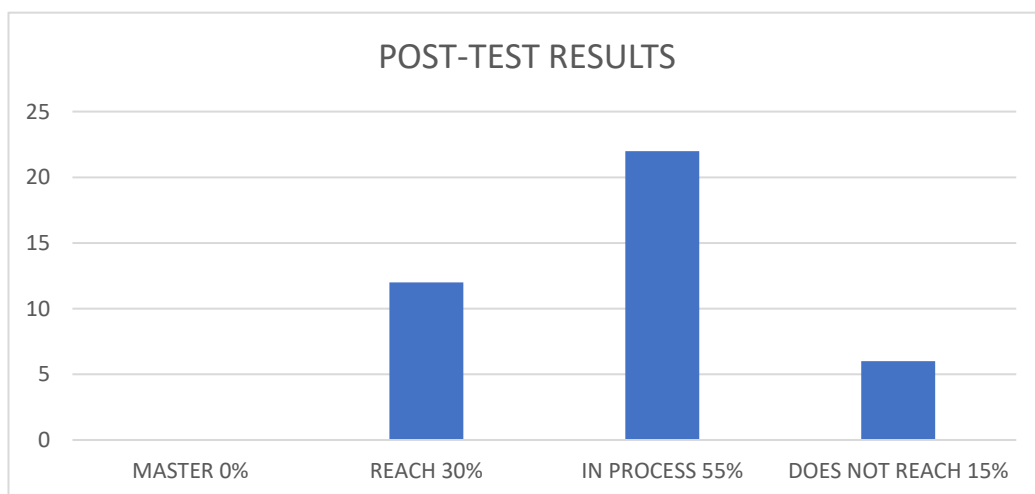


Figure 4: Results of the Post-test – Control group

Source: Direct research

Prepared by: Sánchez (2021)

Based on Table 3, Figure 4 represents the results of the students once taking the post-test without applying Task-Based learning methodology where 12 students that represents the 30% of the participants reached the require learning, 22 that represents 55% were in progress and 6 students that represents the 15% of the population did not reach the require learning.

4.3 Statistics

4.3.1 Experimental Group Statistics

Hypothesis

Ho Task-based Learning helps to improve the English writing skill.

H1 Task-based Learning does not help to improve the English writing skill.

TABLE 4 PAIR SAMPLE STATISTICS - EXPERIMENTAL GROUP

	Mean	N	Standard Deviation	Standard Error Mean
Par 1 PRE	6,0238	42	1,44388	,22280
POST	6,9048	42	1,46187	,22557

Source: Direct research

Prepared by: Sánchez (2021)

TABLE 5 PAIR SAMPLE CORRELATION – EXPERIMENTAL GROUP

	N	Correlation	Sig.
Par 1 PRE & POST	42	,793	,000

Source: Direct research

Prepared by: Sánchez (2021)

TABLE 6 PAIR SAMPLE TEST – EXPERIMENTAL GROUP

	Paired Differences					t	gl	Sig. (2-tailed)
	Mean	Standard Deviation	Standard Error Mean	95% Confidence Interval of the difference				
				Lower	Upper			
Par 1 PRE - POST	-,88095	,93580	,14440	-1,17257	-,58934	-6,101	41	,000

Source: Direct research

Prepared by: Sánchez (2021)

Significance Level: 5% = 0.05

Taken Decision: $p < 0,05$

Interpretation:

With the statics results of the reach the alternative hypothesis is rejected, consequently the null hypothesis is accepted due to the fact that the value of o in this case is 0.000 and it is lower than 0.05. As a conclusion, Task-based learning helps to improve the writing skill.

4.3.2 Control Group Statistics

Hypothesis

Ho Task-based Learning helps to improve the English writing skill.

H1 Task-based Learning does not help to improve the English writing skill.

TABLE 7 PAIR SAMPLE STATISTICS – CONTROL GROUP

	Mean	N	Standard Deviation	Standard Error Mean
Par 1 PRE	5,7125	40	1,27545	,20167
POST	5,8250	40	1,29372	,20456

Source: Direct research

Prepared by: Sánchez (2021)

TABLE 8 PAIR SAMPLE CORRELATIONS – CONTROL GROUP

	N	Correlation	Sig.
Par 1 PRE & POST	40	,812	,000

Source: Direct research

Prepared by: Sánchez (2021)

TABLE 9: PAIR SAMPLE TEST - CONTROL GROUP

	Paired Differences					T	gl	Sig. (2-tailed)
	Mean	Standard Deviation	Standard Error Mean	95% Confidence Interval of the difference				
				Lower	Upper			
Par 1 PRE - POST	-,11250	,78844	,12466	-,36465	,13965	-,902	39	,372

Source: Direct research

Prepared by: Sánchez (2021)

Significance Level: 5% = 0.05

Taken Decision: $p < 0,05$

Interpretation:

With the statics results of the reach the null hypothesis is rejected, consequently the alternative hypothesis is accepted due to the fact that the value of o in this case is 0.372 and it is upper than 0.05. As a conclusion, Task-based learning does not help to improve the writing skill.

4.4 Discussion

The research work was designed to analyze the efficiency of Task-based learning in the performance of writing of an experimental group of 42 students from 3rd BGU of Hispano América High School. The findings reveal how TBL and his stages helped to improve the students' writing skills. The performance of the 42 students according

to the pre-test and post-test was analyzed and tabulated in the following graph.

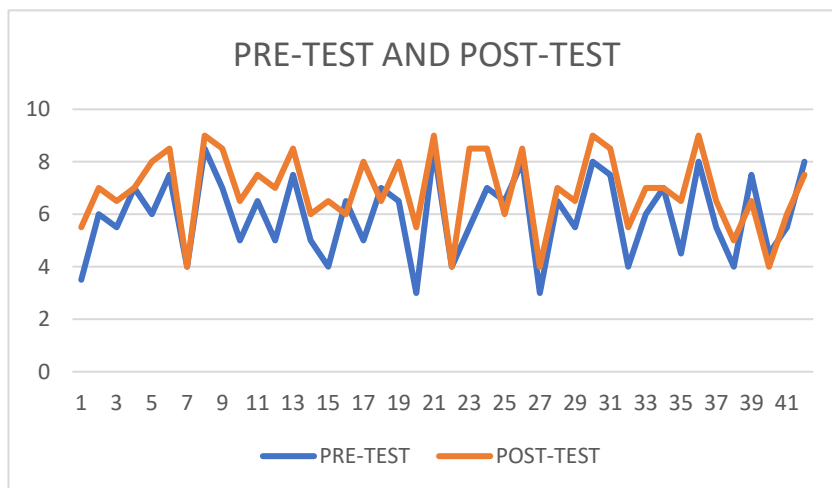


Figure 5: Experimental Group Performance

Source: Direct research

Prepared by: Sánchez (2021)

The blue line in Figure 5 represents the performance of the 42 students in the Pre-Test, whereas the orange line represents the performance in the Post-Test. When the Pre-Test was applied the participants did not have clear ideas of how they had to develop the writing activity as a consequence the results did not reach the expectation of a good job. However, after applying the stages of the Task-based learning and providing all necessary data for writing in this case a story, which was the activity selected in the test, the performance improved in the Post-Test. Figure 5 shows that in the Pre-Test the highest score was 8,50 over 10,00 while the lowest one was 3,00. On the other hand, in the Post-Test the highest score was 9,50 and the lowest one was 4,00. In conclusion there were a significant improvement of the majority of participants while in a few cases there was a light improvement.

In order to contrast the data collected from the experimental group, it is important to highlight the results from the control group that was another course of 3rd BGU from the High School. The 40 participants of this group were not exposed to any application of the method, as a consequence the graph below represents the performance of these participants in the Pre-Test and Post-Test.

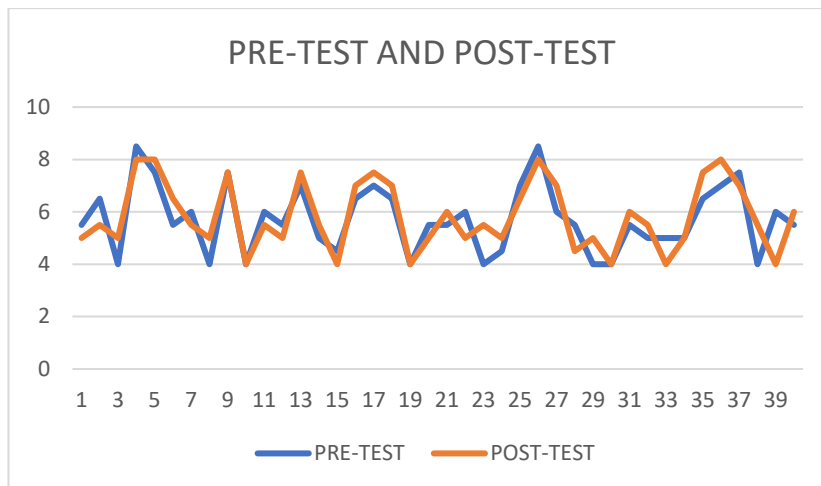


Figure 6: Control Group Performance

Source: Direct research

Prepared by: Sánchez (2021)

The blue line in Figure 6 represents the performance of the 40 students in the Pre-Test, whereas the orange line represents the performance in the Post-Test. When the Pre-Test was applied the participants did not have clear ideas of how they had to develop the writing activity as a consequence the results did not reach the expectation of a good job. After the application of the Pre-Test, the classes continued in a normal way. There was not an application to the TBL method. Consequently, when the Post-Test was applied there was not a significant improvement. Figure 6 shows that in the Pre-Test the highest score was 8,50 over 10,00 while the lowest one was 4,00. On the other hand, in the Post-Test the highest score was 8,00 and the lowest one was 4,00. In conclusion there were not changes in the writing product and even the highest score decreased.

To sum up, the implementation of activities following the TBL method helped to develop the production of a writing story during the Post-Test. Moreover, Figure 5 and Figure 6 showed how in the experimental group the improvement was proved while in the control group the writing skill did not have any advance. As a conclusion, the application of Task-based learning and its stages significantly helped to enhance the writing skill.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, REFERENCES AND ANNEXES

5.1 Conclusions

- The participants presented a proficiency level in writing skills according to the Qualitative Scale applied in the research (Table 1). Based on the Figure 1, the experimental group showed that the 45,2% of the students are in process of reaching the required learning. Similar to the control group where the 57,5% of students are in process. Therefore, the majority of the participants are in a process because there was not an application of any method. Nevertheless, after applying the TBL method in the experimental group the percentages changed proving the results according to the Figure 2 whereas in the control group there was not any significant change based on the Figure 4.
- The phases of Task-based learning: pre-task, task cycle and language focus significantly helped improve the writing skills of the participants of the experimental group. These phases included a variety of activities which started to activate the previous knowledge of a topic, make students participated and work actively in groups. Finally, the participants were able to analyze, discuss and write a piece of writing during the Post-Test better than in the Pre-Test (Figure 5) demonstrating an improvement in their performance. While the control group did not present any advance due to the fact that the participants did not have exposure to the TBL method.
- Task-based learning provided a series of activities during the development of classes which enhanced the writing skills of the participants. The activities included brainstorming, group works, individual activities, online flashcards, forums, vocabulary practice, prompts and games. A significant evidence of this falls on the results of the Post-Test Performance (Figure 5) where the majority of students improved their writing skills in writing a story. As a conclusion, TBL proved to be an effective method in order to develop and enhance the writing skills.

5.2 Recommendations

- First of all, it is important to include the Task-based learning method in the development of the English classes in order to improve the proficiency level of students in writing skills. The participants proficiency level could be developed throughout the application of TBL because it provides to learners the opportunity to practice and increase their abilities in writing due to the tasks applied in the method. Moreover, teachers need to consider that this productive skill needs to be develop so that learners are able to have another way for communication.
- Second, it is imperative to follow the phases of the TBL in order starting from the pre-task, then the task cycle and ending in the language focus. In addition, the development of each phase is essential for the final product or objective of the class after applying the Task-based learning method. Teachers should also encourage independence in students; therefore, the teacher has to provide all necessary staff to students. Thus, the teacher becomes a guide playing a passive role in students' learning while learners are highly active in the development of the phases of TBL.
- Third, there should be a variety of activities during the application of the Task-based learning. Facing the writing skills activities such as: brainstorming, group works, individual activities, online flashcards, forums, vocabulary practice, prompts or games help to break the monotony of traditional activities to develop writing. In addition, the activities should have a clear and real context according to the condition or students' situations. Thus, the learning process become interesting and meaningful for learners.
- Finally, Task-based learning is an excellent method that can be applied not only with adult students, which was handed in the current work, but also in all different ages. However, an important aspect to highlight is the duration in the application of the method because TBL demands extensive time for the development of a certain topic. Consequently, it is not recommendable to be applied in every single topic. Although, Task-based learning runs perfectly in activities like writing a story that was developed in the research.

5.3 References

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5.4 Annexes

5.4.1 Sample Cambridge Writing test for Flyers (pre and post-test)



UNIDAD EDUCATIVA "HISPANO AMÉRICA"
Av. Bolivariana s/n y Av. del Rey Teléfono 032 520-245



AREA DE LENGUA EXTRANJERA

WRITING TEST

OBJECTIVE:

- To evaluate students' skills on writing
- To write a story paragraph based on pictures.

TIME: 20-25 minutes

CEF: A2 Test

LEVEL: 3rd BGU

AVERAGE AGE: 18+

WRITING PART

Look at the three pictures. Write about this story. Write 20 or more words.



5.4.2 Evaluation Rubric for the Writing Test

	0 point	1 point	2 points	2,5 points
Communication	There is not any communication of ideas.	The story is little communicated.	The story is kid of communicated.	The story is fully communicated
Content	The writing does not have any relationship with the parts presented.	Two parts of the story are not mentioned or difficult to understand.	One part of the story is not mentioned or difficult to understand.	All parts of the story are completed mentioned in a clear way.
Organization	There is no organization in the piece of writing.	The organization allows readers very little understanding of the story.	The organization allows readers some understanding of the story.	The organization allows readers a completed understanding of the story.
Vocabulary	There is not any word related to the topic.	The language allows readers very little understanding of the story.	The language allows readers some understanding of the story.	The language allows readers a completed understanding of the story.
TOTAL				

5.4.3 Pre-Test - Liveworksheets

UNIDAD EDUCATIVA "HISPANO AMÉRICA"
 Av. Bellavista s/n y Av. del Rey Teléfono 032 520-245
 AREA DE LENGUA EXTRANJERA
 WRITING FLUENCY TEST

OBJECTIVE:

- To evaluate students' skills on writing
- To write a story paragraph based on pictures.

TIME: 20-25 minutes CEF: A2 Test LEVEL: 3rd BCU AVERAGE AGE: 10+

WRITING PART

Look at the three pictures. Write about this story. Write 20 or more words.



LIVEWORKSHEET!

Hi astronaut come land
 Are you hungry
 Thanks
 Tranks the meal

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 Av. Bellavista s/n y Av. del Rey Teléfono 032 520-245
 AREA DE LENGUA EXTRANJERA
 WRITING FLUENCY TEST

OBJECTIVE:

- To evaluate students' skills on writing
- To write a story paragraph based on pictures.

TIME: 20-25 minutes CEF: A2 Test LEVEL: 3rd BCU AVERAGE AGE: 10+

WRITING PART

Look at the three pictures. Write about this story. Write 20 or more words.



LIVEWORKSHEETS

The alien welcome your friend and he asks if he is hungry, they go eat what the family

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 Av. Bellavista s/n y Av. del Rey Teléfono 032 520-245
 AREA DE LENGUA EXTRANJERA
 WRITING FLUENCY TEST

OBJECTIVE:

- To evaluate students' skills on writing
- To write a story paragraph based on pictures.

TIME: 20-25 minutes CEF: A2 Test LEVEL: 3rd BCU AVERAGE AGE: 10+

WRITING PART

Look at the three pictures. Write about this story. Write 20 or more words.



LIVEWORKSHEETS

Alient invited a other people
 Alient and man want eat breakfast
 The family alien breakfast with a man

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 AREA DE LENGUA EXTRANJERA
 WRITING FLUENCY TEST

OBJECTIVE:

- To evaluate students' skills on writing
- To write a story paragraph based on pictures.

TIME: 20-25 minutes CEF: A2 Test LEVEL: 3rd BCU AVERAGE AGE: 10+

WRITING PART

Look at the three pictures. Write about this story. Write 20 or more words.



LIVEWORKSHEETS

The alien welcome your friend and he asks if he is hungry, they go eat what the family

5.4.3 Application of TBL

The image displays three sequential screenshots of a Zoom meeting, each showing a different PowerPoint slide. The meeting interface includes a sidebar with participant video thumbnails and a main content area for the slide.

Slide 1: PARTS OF A STORY
This slide is titled "PARTS OF A STORY" and is set against a dark background with a decorative white border. It lists three main sections:

- 1. INTRODUCTION**
 - introduce the situation
 - introduce the characters
 - introduce the setting (where?)
- 2. MAIN EVENT**
 - present main events
 - present a problem
- 3. RESOLUTION**
 - conclude the story
 - solve the problem

Illustrations include a person on a phone, a hand holding a smartphone, and two children playing.

Slide 2: Story by pictures
This slide is titled "Story by pictures" and features a collection of images: a woman's face, a fruit stand, a person in a hoodie, a woman's face, a person in a yellow jacket, a police officer, a bag, and another woman's face. A text box at the top says "Participants can now see your screen".

Slide 3: Discussing different kinds of stories
This slide has a corkboard background. It features two text boxes: a blue one that says "Discussing different kinds of stories" and a white one that says "Writing a story." with a red underline.

5.4.3 Post- Test results – Liveworksheets

UNIDAD EDUCATIVA "HISPANO AMÉRICA"
 Av. Bellavista s/n y Av. del Rey Teléfono 032 520-245
 ÁREA DE LENGUA EXTRANJERA
 WRITING FLUENCY TEST

OBJECTIVE:

- To evaluate students' skills on writing
- To write a story paragraph based on pictures.

TIME: 20-25 minutes CERI: A2 Test LEVEL: 3rd ECU AVERAGE AGE: 10+

WRITING PART

Look at the three pictures. Write about this story. Write 20 or more words.



LIVEWORKSHEETS

Once upon a time there was an astronaut who came to mars to meet his alien friend but he arrived very hungry and the alien friend invited him to eat with his family and they had a great time

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 ÁREA DE LENGUA EXTRANJERA
 WRITING FLUENCY TEST

OBJECTIVE:

- To evaluate students' skills on writing
- To write a story paragraph based on pictures.

TIME: 20-25 minutes CERI: A2 Test LEVEL: 3rd ECU AVERAGE AGE: 10+

WRITING PART

Look at the three pictures. Write about this story. Write 20 or more words.



LIVEWORKSHEETS

An astronaut made a forced trip and lands on a small planet called NAPA. At the moment that the astronaut met an alien, they instantly became friends, the astronaut was hungry and the alien invited him to eat at his house, sharing the table with all the alien's family. Food unites all people regardless of what race you were.

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 ÁREA DE LENGUA EXTRANJERA
 WRITING FLUENCY TEST

OBJECTIVE:

- To evaluate students' skills on writing
- To write a story paragraph based on pictures.

TIME: 20-25 minutes CERI: A2 Test LEVEL: 3rd ECU AVERAGE AGE: 10+

WRITING PART

Look at the three pictures. Write about this story. Write 20 or more words.



LIVEWORKSHEET!

There was an astronaut greeting a Martian on a planet and the astronaut was hungry and offered him food, a sandwich and a drink and they became friends on the planet.

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 Av. Bellavista s/n y Av. del Rey Teléfono 032 520-245
 ÁREA DE LENGUA EXTRANJERA
 WRITING FLUENCY TEST

OBJECTIVE:

- To evaluate students' skills on writing
- To write a story paragraph based on pictures.

TIME: 20-25 minutes CERI: A2 Test LEVEL: 3rd ECU AVERAGE AGE: 10+

WRITING PART

Look at the three pictures. Write about this story. Write 20 or more words.



LIVEWORKSHEET

Once upon a time there was an astronaut who came to mars to meet his alien friend but he arrived very hungry and the alien friend invited him to eat with his family and they had a great time

5.4.4 Validity of the evaluation instrument



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río **Pavón**, Ambato - Ecuador


FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “WRITING TEST” PERTENECIENTE A LA INVESTIGACIÓN:
“TASK-BASED LEARNING (TBL) AND THE ENGLISH WRITING SKILL”

AUTOR/A: Lcdo. Cristhian David Sánchez Pomboza

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PARAMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
WRITING PART Evaluation Criteria: Write appropriately according to the instruction and visual prompts Instructions: - Look at the three pictures. Write about this story. Write 20 or more words.																

 <p>Assessment: This writing part test comprehends the appropriately writing of a story and it is evaluated applying the following rubric:</p> <table border="1" style="font-size: small;"> <thead> <tr> <th>Criteria</th> <th>1D</th> <th>2R</th> <th>3B</th> <th>4O</th> </tr> </thead> <tbody> <tr> <td>Content</td> <td>Does not address the topic</td> <td>Addresses the topic in a general way</td> <td>Addresses the topic in a specific way</td> <td>Addresses the topic in a detailed way</td> </tr> <tr> <td>Organization</td> <td>Does not follow a logical order</td> <td>Follows a logical order</td> <td>Follows a logical order with some details</td> <td>Follows a logical order with many details</td> </tr> <tr> <td>Language</td> <td>Uses simple language</td> <td>Uses simple language with some details</td> <td>Uses simple language with many details</td> <td>Uses simple language with many details and some variety</td> </tr> <tr> <td>Grammar</td> <td>Does not use correct grammar</td> <td>Uses correct grammar</td> <td>Uses correct grammar with some details</td> <td>Uses correct grammar with many details</td> </tr> <tr> <td>Spelling</td> <td>Does not use correct spelling</td> <td>Uses correct spelling</td> <td>Uses correct spelling with some details</td> <td>Uses correct spelling with many details</td> </tr> </tbody> </table>	Criteria	1D	2R	3B	4O	Content	Does not address the topic	Addresses the topic in a general way	Addresses the topic in a specific way	Addresses the topic in a detailed way	Organization	Does not follow a logical order	Follows a logical order	Follows a logical order with some details	Follows a logical order with many details	Language	Uses simple language	Uses simple language with some details	Uses simple language with many details	Uses simple language with many details and some variety	Grammar	Does not use correct grammar	Uses correct grammar	Uses correct grammar with some details	Uses correct grammar with many details	Spelling	Does not use correct spelling	Uses correct spelling	Uses correct spelling with some details	Uses correct spelling with many details																
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COMMUNICATION Evaluation Criteria: Communicate ideas throughout writing a story in 20 words or more. Instructions: - Look at the three pictures. Write about this story. Write 20 or more words. Assessment: <ul style="list-style-type: none"> 0 point: There is not any communication of ideas. 																																														

<ul style="list-style-type: none"> • 1 point: The story is little communicated. • 2 points: The story is kid of communicated. • 2,5 points: The story is fully communicated 																				
CONTENT Evaluation Criteria: Write a story including content and mentioning all parts of it according to the context of the pictures. Instructions: - Look at the three pictures. Write about this story. Write 20 or more words. Assessment: <ul style="list-style-type: none"> • 0 point: The writing does not have any relationship with the parts presented. • 1 point: Two parts of the story are not mentioned or difficult to understand. • 2 points: One part of the story is not mentioned or difficult to understand. • 2,5 points: All parts of the story are completed mentioned in a clear way. 																				
ORGANIZATION Evaluation Criteria: The story is well organized showing good understanding for the reader																				

Instructions: - Look at the three pictures. Write about this story. Write 20 or more words. Assessment: <ul style="list-style-type: none"> • 0 point: There is no organization in the piece of writing. • 1 point: The organization allows readers very little understanding of the story. • 2 points: The organization allows readers some understanding of the story. • 2,5 points: The organization allows readers a completed understanding of the story. 																				
OCABULARY Evaluation Criteria: The story has good vocabulary and language related to the context of the story. Instructions: - Look at the three pictures. Write about this story. Write 20 or more words. Assessment: <ul style="list-style-type: none"> • 0 point: There is not any word related to the topic. • 1 point: <u>The language</u> allows readers very little understanding of the story. 																				

<ul style="list-style-type: none"> • 2 points: The language allows readers some understanding of the story. • 2,5 points: The language allows readers a completed understanding of the story. 																				
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Observaciones:



Realizado por:
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Validado por:
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5.4.5 Urkund Analysis



Document Information

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Sources included in the report

5.4.6 carta de Compromiso

CARTA DE COMPROMISO

Ambato, 15 de mayo 2020

Doctor

Víctor Hernández del Salto

PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO

Presente.-

Yo, Mg. Franklin Flores en mi calidad de Rector de la Unidad Educativa Hispano América, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el tema: "TASK-BASED LEARNING (TBL) AN THE ENGLISH WRITING SKILL" propuesto por el estudiante Cristhian David Sánchez Pomboza, portador de la Cédula de Ciudadanía N° 180462856-6, de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, de la 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 en apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Mg. Franklin Flores

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