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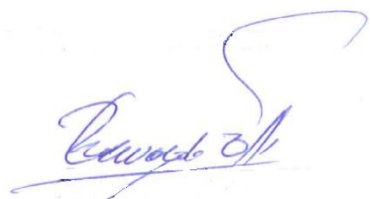
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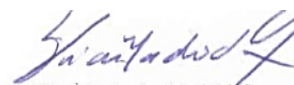CO DIRECTOR: MSc. MADRID, MARICELA

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APPROVAL SHEET

We, Director Dr. Villa Oswaldo and thesis Co-director Msc. Madrid Maricela, duly certify that the thesis under the title: "INCIDENCE OF TASK – BASED LEARNING TO DEVELOP SPEAKING SKILL FOR STUDENTS OF TENTH YEAR AT FRANCISCO DE ORELLANA HIGH SCHOOL, DURING SCHOOL YEAR 2014-2105" developed by Salán Torres Saúl Ismael, who have finished their studies in the Applied Linguistics in English Career, at distance Modality at Universidad de las Fuerzas Armadas ESPE, after being studied and verified in all its chapters, the dissertation is authorized to be sustained in front of the correspondent University authorities.

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RESEARCH STATEMENT

The criteria, results, ideas and exposed doctrines on this research project under the title "INCIDENCE OF TASK – BASED LEARNING TO DEVELOP SPEAKING SKILL FOR STUDENTS OF TENTH YEAR AT FRANCISCO DE ORELLANA HIGH SCHOOL, DURING SCHOOL YEAR 2014-2015", are under exclusive responsibility of the author.

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Salán Torres Saúl Ismael

AUTHORIZATION

I, Salán Torres, Saúl Ismael, authorize to Universidad de las Furezas Armadas ESPE the publishing of my research project under the title "INCIDENCE OF TASK– BASED LEARNING TO DEVELOP SPEAKING SKILL FOR STUDENTS OF TENTH YEAR AT FRANCISCO DE ORELLANA HIGH SCHOOL, DURING SCHOOL YEAR 2014-2015" on the virtual library.

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Salán Torres Saúl Ismael

DEDICATION

I dedicate this research work to my parents due to the fact that they have always been such a great support, demonstrating care and love for me and being such a great support for achieving my goals.

To my brother and relatives, since they have given me all their inconditional help and understanding throughout all my school experiences. You were the ones who motivated me to go ahead and never give up even though distresses suddenly appear.

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ABSTRACT

The study aim was to provide an analysis of the "Incidence of Task – Based Learning to develop speaking skill for students of tenth year at Francisco de Orellana High School, during school year 2014-2015." The research has as general objective to reflect on current tendencies which are predominant at teaching English in the world based on the way how students can be succeed at acquiring a second language and how teachers can use the new tendencies at becoming effective during teaching process according to scientifically, technical and technological changes inside a globalize society. The methodology used for this study was based on data collection of two groups "the control" and "the experiemental". Instruments to collect data were used. Pre-test and Post-test helped to get the results of this project. The instruments measured two main aspects of speaking skill: production and interaction. Spoken production has the aim of verifying comprehension, pronunciation, fluency and accuracy while spoken interaction included the use of gramar and vocabulary, pronunciation, interactive communication, and response. The results expressed that students of the control group did not show any progress meanwhile the experimental group increased the results of speaking skills after the application of the Task-Based Learning activities. Students demonstrated to overcome problems in the speaking skill due to the fact that they felt more comfortable when applying spoken production and interaction exercises. It is important to continue applying the Taks-Based Learning activities for getting even better results and not just with the experimental group but with the control group as well.

KEY WORDS

- **TASK-BASED LEARNING**
- **TASK**
- **SPEAKING SKILL**
- **SPOKEN PRODUCTION**
- **SPOKEN INTERACTION**

PART ONE

THE RESEARCH PROBLEM

1.1 The research problem

"The relationship between Tasks-Based Learning and speaking skill in students of tenth year at Francisco de Orellana High School, during the school year 2014-2015"

Effect 1.1 Inadequate students' scientific knowledge	Effect 2.1 Lack of interest	Effect 3.1 Students can't use English as a means of communication
Effect 1 Unupdated Knowledge	Effect 2 Demotivating students	Effect 3 Low students' development at speaking skill

Low students´ performance at developing their speaking skill

Cause 1 Low teacher´s scientific knowledge performance	Cause 2 Low teacher's knowledge at updated methodology	Cause 3 Low teacher`s performance at speaking skill
Cause 1.1 Lack of researching	Cause 2.1 Application of traditional methodology	Cause 3.1 Lack of preparation and updating

Figure 01: Problem identification

Through time many countries have adopted different ways to measure second language learners proficiency. There are a several of different international examinations that have established the levels of a second or foreign language. In the case of English language, the standards provided by the Common European Framework of References for Languages: Learning, Teaching, and Assessment (CEFR). According to Trim (2011), this document "is the result of developments in language education that date back to the 1970s and beyond, and its publication in 2001 was the direct outcome of several discussions, meetings and consultation processes which had taken place over the previous 10 years." (p. 5) In other words, the author makes reference to the history of the CEFR which started by setting up discussions and consensus. It was created long time ago, which means that since that date there was a clear picture on how to make students' outcomes evident regarding the levels of achievement in foreign languages.

One of the main causes for having low students' performance when developing speaking skills is low teachers' scientific knowledge performance and consequently the lack of researching processes. These two facts have led students to acquire non-updated knowledge and obviously students' scientific knowledge is inadequate. Even thought, CEFR exists since 2001, Ecuadorian teachers and learners of English have demonstrated to struggle with the developing of productive skills such as speaking. Teachers have not helped students enough in the field of research or at least in the process of how to perform autonomous work to improve the language skills.

Another cause for not having students an acceptable performance when speaking in English is teacher's non-updated knowledge regarding the type of methodology used in the class. This has been one of the main problems that have led students to have problems when learning a foreign or second language like English. In the newspaper Comercio (2014), Ortega mentions, "precisely, the lack of teachers training is the real problem that has not been over come" It is crystal clear that English teachers have not been trained in specific areas such

as developing the language skills based on the CEFR. One can be optimistic when quoting Willis, A Framework for Task-Based Learning (2009), who states that "many secondary students who have studied a foreign language leave school unable to communicate in it." (p. 4) This is a fact that not only Ecuadorian students have experienced when learning English. The effect of the application of traditional methodology is that it creates the lack of students' interest when learning English, thus, students feel demotivated.

Low teachers' performance at speaking is another cause of hiving low students' performance in the same skill. Seemingly, teachers are not very well trained on the speaking skill. The lack of opportunities for speaking in English has make this problem even worst since using a language does not only take place inside the classroom, it is developed through the real exposure to it. Therefore, students are not able to use English as a means of communication.

Finally, all of the facts mentioned before have led to the conclusion that there is a low performance at developing speaking skill in students at Francisco de Orellana High School, the same as in other Ecuadorian teachers and learners of English.

1.2 Problem Formulation

What is the incidence of Task-Based Learning when developing the speaking skill of English in students of tenth grade at Francisco de Orellana High School?

1.3 Variable Working Out

Independent variable:

Task-Based Learning

Dependent variable:

Speaking skill

Table 01:

Variables

VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	SUBDIMENSIONS	INSTRUMENTS
Independent **Task-Based Learning**	Task-based learning is an approach that seeks to provide learners with natural context for language use. Learners work to complete a task, having at the time lots of opportunity to interact.	Language Learning Rationale of task-based learning Component of task-based learning Tasks Roles on Task-based learning	How learners learn Conditions for learning Environment Learners styles Theory of language Theory of learning Procedure of Task-based learning Types of tasks. Teacher' roles Students' roles	Rubric
Dependent **Speaking skill**	Speaking is a productive skill that aims to measure two subareas such as spoken interaction and spoken production.	Production Spoken interaction Spoken production Assessing speaking	Use of language Types of spoken interaction activities Types of spoken production activities Comprehension Fluency Accuracy Relatedness	Rubric

1.4 Objectives

1.4.1 General Objective

To determine the incidence of Task-Based Learning on the development of speaking skill in students of tenth grade at Francisco de Orellana High School, during school year 2014-2015.

1.4.2 Specific Objectives

To diagnose the level of English students of tenth grade have through a pre-test based on the Common European Framework of References scales.

To design Task-Based Learning strategies for students to develop the speaking skill

To analyze the use of Task-Based Learning to develop the speaking skill through the application of a post-test based on the Common European Framework of References scales.

1.5 Justification

The research project mainly contributes to a national objective stated in Plan Nacional del BuenVivir. According to the objective number 4, policy 8, and parameter j SENPLADES (2013), wants to promote the learning and teaching of foreign languages in Ecuador. Consequently this project frames national objectives first and then the ones at Francisco de Orellana High School.

Moreover, it is important to promote the development of one of the productive skills such as speaking due to the fact the students are not exposed to a real environment where English is spoken. It is a must to overcome problems when communicating in English in an oral way. Hence, innovations such as Task-Based Learning strategies with a communicative focus are compulsory to change this reality that does not let students communicate accurately and fluently.

This proposal is also feasible due to teachers and students will be provided with all the materials designed for getting results and solving communicative problems when speaking in English. Strategies that involve interaction, transactions, and performance are needed to be applied through the use of Task-Based Learning since those whose autonomous work skills have been developed can gain updated knowledge.

This project will also help students with improving their speaking skills by the use of speaking functions, so that, Task-Based Learning promotes an environment of responsibility, interaction, cooperation, and above all, language outcomes through specific set of steps. It means that students will have a main objective for using the language, which at the end of the day is what really matters.

Task-Based Learning will involve the processes students and teachers need to follow in order to build their knowledge in English. This process of getting

knowledge is constructed individually and collectively by applying clear steps and pedagogical conceptions for developing communication.

One cannot deny that there is not a perfect methodology but the one that suits teachers' and students' needs. That is why it is relevant to promote the use of Task-Based Learning. And it is more important when the aim of its application is to develop a meaningful communication in a foreign language like English. With this in mind, this research is contributing to the objectives established in the project "Fortalecimiento del Idioma Ingles" (Fostering the English Language), which aims to guarantee that High School students reach a B1 level of English Language Competence according to the CEFR.

PART TWO

THEORETICAL FRAMEWORK

2.1 Theoretical and Conceptual Focus

2.1.1 Language Learning

Language learning is a process that every human being experience at early stages of their lives, but also, it is present during the educational process due to scholar curriculums. Many authors have set some theories or statements that can facilitate or give an idea how this phenomenon happen in the humans' brain, one of the theories that has been taken as reference of many others and probably one of the most controversial is the theory of Chomsky who says that humans are provided with a device that is present in our brain since our birth what means that human are predestinated to learn a language, the subject just need the correct conditions to learn it, this device is called "Language Acquisition Device" or LAD; according to Chomsky, this is a scheme that encodes the majority of the language principles and grammar structures which facilitates the work and children just have to learn vocabulary and apply the syntactic structures from the LAD. (Journalist, 2010)

Other theory is the one from Piaget who states that every human has to pass through a four-stage process until getting the maturity in the cognitive capacity. The stages are: Sensorimotor stage which is present since birth to 2 years old where children build an understanding of himself or herself and about the reality just by interacting with the surroundings. Preoperational stage goes since 2 years old until 4 years; children are able to recognize just concrete things. Concrete operations this goes 7 to 11 years, after having recognized the concrete things the person is able to make abstract ideas and conceptions like feelings and emotions. Finally, formal operation stage starts

at 11 until 15 years, people are able to make rational judgments, deductive and hypothetical reasoning, the way of thinking is pretty similar to an adult. (Keller, 2014)

These two authors had established that what really counts is the exposition that human beings have to the environment in order to be able to learn a language, even whether there is a device which is present at the moment of the birth or whether there are stages where the knowledge is acquired in an accumulative way as Piaget presented. People have the capacity to learn a language if they are in contact with everything that surrounds them. Also, the knowledge that everyone acquires depends on the quantity of exposure that one has during early stages of life or during the scholar period.

The two theories that have been cited before can be close to the social theory established by Vygotsky who set the social interaction as the central part of the cognitive development. This social interaction implies, first everything a person sees or learns is on social level, performed by others, but then, this knowledge is applied in a personal level; society plays an important role because it can promote the interaction among people who have experiences in common in order to have as a result a certain kind of knowledge. There is other author who made his research based on experience, this is Kolb who showed his "experimental learning cycle" which combines with experience, perception, behavior and cognition. Kolb's model contains two levels, the first level is a four-stage cycle: 1) Concrete Experience (CE), 2) Reflective Observation (RO), 3) Abstract Conceptualization (AC) and finally, 4) Active Experimentation (AE). These four-type definitions of learning styles are placed in the second level, which are the combination of two styles from the matrix of the four-stage cycle, for this Kolb used the terms: Diverging (CE/RO), Assimilating (AC/RO), Converging (AC/AE), Accommodating (CE/AE). (Keller, 2014)

As a conclusion, it may be said that the process of learning a language has been studied by different scientists and psychologists, the majority of them have something in common which states that a language cannot be learned if there is not much exposure and experience, humans are the only beings capable to communicate in oral or/and written way, so language is an essential tool for the human interaction, development and survival.

2.1.1.1 How learners learn

Students are individual minds and universes, every one of them has different ways to see the world, it does not matter whether the teacher uses just one method, students are going to have the perception of the knowledge in a different way, in these kinds of situations there are many factors that we have to consider like prior experience (that they have in the learning process), the cognitive style (how they get the information) in which way they perceive the things and how they can keep things in their minds, motivation (why they are here), what things they want to achieve here, there are other factors like age, personality and aptitude.

As teachers, we are not just sharing knowledge in one way, students have different methods or way to absorb that knowledge or content in order to put it in practice later, but what it is important is to use the correct strategies to make a class student-centered, because they are the ones who need to be in contact with the new content or data. It is important to keep in mind what Shuell (1986) says *"what the student does is actually more important in determining what is learned than what the teacher does."* (p. 411)

For that reason, it is important that a teacher creates a learner-centered classroom where students are the creators of their own knowledge, rather than passive receivers of information. The learning process is mainly constructing by a series of activities that gives the opportunity to interact with others, in that way the interaction patterns inside the classroom can be teacher – student, students – teacher or student - student or others.

To create a student-center classroom environment it is recommendable to identify three kinds of strategies: metacognitive, cognitive and social.

Metacognitive: organizing one´s learning, monitoring and evaluating one´s speech.

Cognitive: advance preparation for class, using dictionaries, listing, categorizing new words, making comparisons with the other known languages.

Social: asking for help, interacting with others or native speakers.

The teacher should be aware that a good way to know how students learn is by the application of the learning styles, which gives a wide view of the way in which students acquire and storage the knowledge which is provided by professors to them. There are some learning styles like visual, auditory, and kinesthetic. There are some investigations that show that every learning style uses different parts of the brain "By involving more of the brain during learning, we remember more of what we learn. Researchers using brain-imaging technologies have been able to find out the key areas of the brain responsible for each learning style" (learning-styles.com, 2015)

2.1.1.2 Conditions for learning

To learn a language it is important to consider four conditions that may help a lot in the learning process, these are divided into two: the essentials and the desirable. All of these conditions are going to be very stimulating for the learning process, also it would help the teacher to choose tasks that would fit everybody's needs and expectations. The essential conditions are considered exposure, use, and motivation.

Exposure is contemplated as one of main elements to learn or teach a language, this is when students can be as much closer as possible with the target language; it is the way that they actually learn it by reading, listening, speaking and writing. Exposure is also considered as the input that teachers give inside of the classroom, that's why the use of appropriate tasks or the continuous use of those words is essential for learners. "The more frequently language learners are exposed to foreign vocabulary; the more

likely they are to remember it. Studies suggest that most learners need between 5-16 'meetings' with a word in order to retain it." Transparent Language (2015) so, tasks in a class are important. Another aspect in exposure is the listening, this a crucial element in whichever language we want learn, listening allows people to recognize sounds even though they are not able to understand any word, the combinations of sounds are essential for the conception of learning a language, remember that everybody learns to speak their mother tongue through listening to parents or people who were around. This facilitates the whole process because they are getting familiar with the language structures inclusively when people just listen to simple songs or conversations. Another condition that has to be always in mind is that students at early stages are not going to produce as much as a teacher wants because the production of a language is going to be most of the time the 50% in relation to the input that the student receive. That is why tasks should be selected carefully by considering learners' styles, age, level, etc.

The use of language is not more than the application of the input that students receive, the use of language can be considered in a written and spoken way, this condition responds to the purpose of the communication, the use of new vocabulary, grammar structures or expressions to transmit an idea or promote the interaction and communication among students. This condition helps students to practice every element of a language, and experience more with it. This state helps scholars to reach the proficiency of a language because this promotes the principle of a code that is to communicate or share knowledge and experiences with others, the output is going to take a little bit longer for students to achieve in a good level, because it implies the interaction with different audiences, people in different situations or conditions, for that reason a student has to feel comfortable with the knowledge they have acquire. There is other factor that can stop the use of language in a class and this is the afraid of making errors; for that reason, teacher should create an atmosphere where students

do not create conflicts with themselves about making errors in front of others.

Motivation is the most powerful tool in a class, without motivation there is neither learning nor teaching most of the time motivation can be the indicator of the level of satisfaction or success in a class. Into motivation, there are two kinds the intrinsic and extrinsic motivation.

Intrinsic motivation is the one that every student has, this could be the most difficult to achieve for a teacher, and this could be the most powerful tool because it may determine the attitude of students in the class and her or his predisposition to learn, and the external factors change a little or nothing in the students' mind. On the other hand, there is extrinsic motivation which depends on the outside elements like the motivation that teachers put or give in a class, the motivation can be inside of an activity like warm ups, or prizing some actions that students perform in the classroom; this motivation can come from the country situation where a person who speaks two or three languages tent to be more successful that the ones who do not complete with this condition.

Then, it is the desirable condition "instruction", this has to be with the sequence of teacher and if it is the correct condition or not. Sometimes, it can work against the teacher because some students cannot follow the sequence of the grammar structures, while other will find them completely logic, this is a condition that depends mostly on the teachers point of view, or on the curriculum sequence but, how a teacher can say that the sequence is correct many of these studies have been based in observation about how children acquire the language what kind of tenses or structures they say first, so, in based of that book and teacher plan activities that can help students to achieve the objective of the class, but this also helps to create or show the students' differences in the learning process and this can be used as a hint for a teacher to look for more activities or strategies that can help students to feel satisfaction in the learning process.

2.1.1.3 Environment

In the environment, it is good to consider grade or age level appropriateness, the type of classroom activities that will be implementing, and its particular style. For example, consider the various areas of the classroom and design those areas for use in a variety of activities. Rogers (2013). It is good to talk about two types the physical and the social environment.
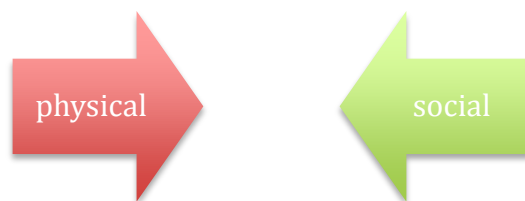
Figure 02: Environment

The physical aspect has to do with "including room arrangement, seating, bulletin boards and black/white board displays and physical climate. Each of these should be carefully considered with both individual students' needs and instructional goals in mind." Rogers (2013). The physical arrangement of the element inside of a classroom can determine a lot of reaction from the students one of those can be the poster that can be in the classroom and how they are arranged. This can cause some problems in the middle of the class since they can distract students consequently students are not going to be concentrated in the class. Another is the sitting arrangement which can be a distractor, too. Many students like to be nest to their friends and they like to distract each other's, or the shape that it is used inside the classroom does not allow students to have a good perception of the board.

Willis (1996), mentions that the other is the social, where the interaction and the rapport take an important part in the learning process, there are many situations that can be presented in the classroom one is that the teacher is the boss of the classroom, everything that the teacher says is correct and nobody can say the opposite other situation is that the teacher is

too kind with students and there are some situations where the teacher cannot control students´ discipline. But this can be observed in the activities that are doing during the classes for example the teacher is the one who designs people for activities or interventions; this has to be also with the body language that a teacher can use in front of a class.

2.1.1.4   Types of learners

In a classroom it is known that a teacher can find three main types of learners that are visual, auditory and kinesthetic learners, they have been categorized by their abilities to adsorb the knowledge inside of the classroom. For a teacher who is in an EFL classroom is necessary to "… be aware of the differences in learning styles of students so that they can incorporate all of these learning styles into the lessons." (Stuff, 2013)

Students who are visuals "are well catered for by having lots of visuals and a wide variety of things to look at. The possibility is to fill the classroom with colorful, attractive posters". (Stuff, 2013) They learn by look so movements or drawings also help them to be in contact and more interested on the language, it is provided for many studies that the majority of people are visual so, it is good to implement all materials with visual aids to complement a lesson.

Auditory learners like "listening to things being explained than read them. Reciting information out loud and having music in the background may be a common study method. Other noises may become a distraction resulting in a need for a relatively quiet place" (Southwell, 2015).

For these students some extra sound can be distractors and they will look for a peaceful place in order to complete with the tasks or work.

Kinesthetic learners like processing the "information best through a "hands-on" experience. Actually doing an activity can be the easiest way for them to learn. Sitting still while studying may be difficult, but writing things down makes it easier to understand". (Southwell, 2015)

For an EFL teacher is important to understand that not all students learn in the same way so for that reason it is great to consider the differences

amount students, and plan activities where these types of learners can be taken into account during the class planning.

2.1.2   Rationale of Task-Based Learning

2.1.2.1   Theory of languages

There are many suppositions about the nature of language that can be close to Task-Based Learning, there are four assumptions that contribute to the theory of language.

First, language is primarily a means of making meaning, which is centered in the meaning of the language in use, ““*meaning is primary… the assessment of the task is in terms of outcome*” and that the task-based instruction is not “*concerned with language display*” (Skehan 1998: 98)” (Richards & Rodges, 2001).

This makes reference to the language as a mean of communication instead of an indicator of superiority; remember that people try to learn other language to be more successful in their occuypational field.

Second, there is the multiple models of language inform task-based learning, there are just three models of language that are: functional, structural and interactional; all of these models are applied mainly by convenience than from any type of ideology. In the structural model what has discussed is the complexity of the tasks, most of the time the syllabus are structures as less-to-more complex and this is considered inside of the scholar curriculums. Then, functional classifications state that every task has two directions that are 1) the educational goals that clearly have didactic purposes and 2) the social goals that are concentrated in the language use and the way in which students are engaged into the activity. Finally, the interactional model that focuses in the differentiation of interactional activities and communicative goals, it is good to know that the communicative goals are achieved through activities with interactional patterns, so it is clear that both are connected but they are not the same. (Richards & Rodges, 2001)

Third, the lexical units are central in language use and language learning, for long time “many linguistics and psycholinguistics have argued

that native languages speech processing is very frequently lexical in nature" (Richards & Rodges, 2001), which implicates that even when a language which learned in a classroom tent too be very structural (focuses on the grammar structures and formulas), it is better to considerate that vocabulary is not just simple words, vocabulary can be considered as the lexical phrases, sentences stems, prefabricated routines, even the collocations. Those language features are the most useful piece of information that can allow the interaction or even the communication among people who are learning a second language.

Fourth, "conversation" is the central focus of learning and the keystone of language acquisition, the language learning goal is to communicate and the TBL set its goals on the language use, to make learners speak with others or trying to communicate or transmit and idea are bases for a second language acquisition, for that reason, the role of "conversation" takes the primordial place in a classroom where students try to learn a language. (Richards & Rodges, 2001)

2.1.2.2   Theory of learning

TBL has three principles for the theory of learning, those are centered on communication, and these three principles are:

Tasks provide both the input and the output processing necessary for language acquisition. Every activity that a book or teacher provided to the learning has these two essential characteristics, it gives input with the information about the language like vocabulary, collocations, and structures also, it presents some examples of the situations where the learner can use that type of vocabulary; the other characteristic is that promotes the output or production of language which is a critical stage in the language learning process, teachers should plan activities that can help achieve those two principles. Most of the "tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are the heart of second language learning" (Richards & Rodges, 2001)

Task activity and achievement are motivational, all the activities have to have a clear objective, most of the time students do not care about objectives and they do the activities automatically, for that reason task should be a little bit more challenge for them and they have to keep their principles that are input and output, this would create an extrinsic motivation where students will proof themselves it they are capable to manage or put in practice all language that they have acquire until that moment. Also because the tasks "require the learners to use authentic language, they well-defined dimensions and closure, they are varied in format and operation, they typically include physical activity, they involve partnership and collaboration, they may call on the learner´s past experience, and they tolerate and encourage a variety of communication styles" (Richards & Rodges, 2001)

Learning difficulty can be negotiated and fine-tuned for particular pedagogical purposes Richards & Rodges (2001), to feel comfortable in a classroom is what learners and teachers want, it is good to have a both-sided participation where problems can be solved by the intervention of the two parties, this helps teacher to look for new techniques that can save the day, and also, this is a benefit for students because this can create an atmosphere where they can feel part of the learning process, this offer an opportunity of communicating everything or every situation that can happen in the classroom about social or academic situations.

2.1.3   Component of TBL

2.1.3.1   Procedure of TBL

Talking about TBL is not talking about the use of tasks after other task as every method; it is mandatory to follow a kind of procedure in order to be able to achieve a goal. Doing tasks students can be experts in completing tasks, and they will be accurate with the language use, but this method looks for accuracy and fluency. This method has three phases: pre-tasks, tasks cycle and language focus.

Pre-task is the introductory part in a class, where teacher presents the new topic or some new words to the learners. (Willis, 1996)

Tasks cycles, these are activities where students can apply all what they know or what they just learn, this is the central part of this method where students can apply their knowledge and have a brief view of the level of language that they manage, this offer a full experience in the use of language. (Willis, 1996)

Finally, the language use, this is a stage where students are able to process the meaning of the language that they have learn, also at the end of this stage the tasks have to complete with the four conditions for learning. (Willis, 1996)

After all this process, learners have to have security and variety in every stage of the process, the activities should be accurate for their level, content, age, etc. this cycle helps learners to become familiar with the language and facilitated the use of it, also, they will associate it with other structures or language forms that can have the same or similar meaning. As a conclusion, it may say that this process has a logic sequence where pre-tasks prepare the path for the cycle tasks; in the same way this prepares the path for the final stage that is the language use.

2.1.3.2 Pre-tasks

The pre-tasks phase is the smaller in the whole process, this can be considered as the starting point of a whole lesson, this can last for 2 to 20 minutes depending on the learners' level, and their knowledge of the language; this stage has many steps that help teacher to use it, they are: advance preparation, introducing the topic, identifying topic language, pre-task language activities, giving task instructions, allowing preparation time. (Willis, 1996)

Advance preparation, this is stage where teacher has to prepare activities and look for ones, for this teachers have a lot of help, sometimes on book they suggest some kind of activities that may fit into the classroom, but if there is not the situation teacher look for activities,, and

those activities have to be suitable for the student, pictures, language, vocabulary, and complexity in that case teacher do most of the job and takes a long time to plan them and considered all the conditions to make it work in the classroom. Once all students get accustom to this class of activities they can start to work independently and this will take out a little bit of pressure from teachers.

Introducing topic, this is a step where teacher has to be really clear in the way how they present the topic, if there is any topic, it is necessary to delimit it like if the lesson is going to be about shopping, it is good to say what kind of items are you going to talk about like clothes, electronic devices or other specific items, with this clarification is easier for learner to concentrate their language use and expression also, this helps to clarify the objective of the lesson, it is important to remember that language has to be learned in context so, culture, customs, tradition are essential, a good way to make students close with the language, it is by comparing or contrasting both cultures the target language culture with the mother tongue language, so the activities should have the same direction contemplating the students' reality.

Identifying topic language is an aspect that teacher should be really concentrated on it, many activities can offer a lot of opportunities to students' interaction but, the most important thing is that students receive the correct input, the correct words and language the phrases that they may need during the whole lesson and words or phrases that can be useful for them in the real situations, different experiences from the students can be determinated the complexity of the lesson, some students can remember things better than others or maybe they already know about something from the lesson, it is good to have an overview of the students' knowledge which helps to focus the content that should be taught to the class and during the lesson. (Willis, 1996)

Pre-task language activities have to be well planned before the lesson starts, many students will find new words while other do not, some students will like to spend more time practicing with the new language, other do not.

Pre-task activities have to provide an average time for students who do not words can understand the meaning or use it at least three times, and for the students who already know the vocabulary the activity has to fun enough to do not let students feel bored, the planning has to find a balance where all students can feel engaged with the lesson and with the activity. (Willis, 1996)

Giving task instructions should be the following step after planning a lesson, it is mandatory that the instructions have to be clear enough for everyone; a teacher should check the students understanding, this makes easier and faster the language acquisition, practice before giving an instruction is good, check if it is understandable this has to be with the tasks that teachers create by their own or with activities that have been adapted from other source, this problem could not appear in the instruction from the book because they are already standardized by a system that can guarantee the understanding of students who are studying or working at that level. Almost all the time students will feel insecure about what they have to do on the task, and this also limits students' language production, as it has been set before an atmosphere where learners can feel free to ask or make question is essential for this framework TBL, so it is useful to explain instructions with and example or using body language which can help some students to understand to activity. (Willis, 1996)

Allowing preparation time, this hast to be with the time that students may need to be ready for the task, most of the time, let students think can result in a beneficial stage because they can pan and think how to use the target language; of course the time does not have to be too long or too short but how a teacher can know the time students need, it is easier when a teacher is aware of her or his students, everything has to be with the familiarity that students have with the topic and the new vocabulary. (Willis, 1996)

Pre-task stage in nit a simple search for activities that can engage students to the new topic, this is a stage that can determine the attitude and effort that students put during the whole lesson, sometimes teachers have to

create their own but many aspect should be taken care before apply them with the learners, teacher is the one who shows the way of using language and then let learner experiment and look for new meaning for the language they just have learned.

2.1.3.3   Task Cycle

In the task cycle, it is easy to find those three elements that are essential to accomplish with the goal of this stage, those are: task, planning and report but, there is one more that is after tasks, all of these components make possible the understanding and the best comprehension of the language in use. (Willis, 1996)

At the task stage, it is the best opportunity for students to play, use and experiment with the language, at this stage they will feel free to do what they want with the language, at this time the intervention of the teacher happen rarely, this is where students can get attached to the tasks by their own, they feel independent from the teacher, if there are activities where students can work in pair or in groups, this is a very useful strategy because this helps students to learn from other and share knowledge, teachers just observe and try to help learners with few tips or small corrections, it is useful to keep in mind that the time has to be set before anyone from the class get bored or start doing other activities that are not related with the task. (Willis, 1996)

After the task, it is as important as the entire task, it is important to recall that tasks are not enough for students production, tasks give students accuracy but not fluency, the after stage help them to care about the fluency and students are able to practice more with the language, at this stage students know the language and how it works, even the students who do not it before are able to manage the same level as the other students. Some learners will be curious if the things that they do or perform the task is correct and if the others students do the same. And they will find that now they are able to manage in an accurate and fluently way the language that they just have learned. (Willis, 1996)

In the planning stage has to be with the way how learners will show their product, teachers should explain how students should proceed, also need to give the objective of the report, explain where is from or who is the audience and the way how learners should talk to them, show the resources the students will use during their repot, set the time and try to divide the responsibilities among the students in order to make it more fair. The main purposes for reports are: "listening, comparing, experience sharing, creative, ordering, sorting and problems solving" Carless (2002), in all of those the students can solve their own doubts by reflecting and comparing their knowledge with the other students. Teachers have just a responsibility that is to correct or oriented some of the mistakes that they may have during their reports. (Willis, 1996)

The report stage, this is the part where students perform or present their report and they have the opportunity to show how they use the language and the new content, professors do not do anything but just listen and watch, after all give a positive answer after checking all the progress that students perform, and the feedback has to be positive. (Willis, 1996)

2.1.3.4 Language Focus

At this stage, it is possible to find four points to analyze the activities that can show the learner-centered way of handle the leaning process, these four points are: from meaning to form, language analysis activities, starting points for analysis activities and language practice activities.

From meaning to form has to be the with one of the principle of this framework that says about the use of enough exposure in order to achieve a production from the students, to show the meaning of some expression help students to transform them into language form that can be used in real situations, this allows students to identify some patterns and form than later will let to memorize and have a deeper understanding on what they are saying.

Language analysis activities, these are all activities which are related with the language use and form, so its analysis help to plan how when, and

for what teacher should use those activities for those language forms or structures, it is an analysis that join everything related with the sources of the learning process like books, teachers' guide, extra materials, web sites, etc. the instructions of those activities are clear for learners those have the vocabulary according to the students level, teachers go around solving and check some troubles that students may experiment with the activities, when teachers do this they should try to avoid give the entire answer or solution for the problem, it is better to keep in mind that students have to do the tasks by their own giving them the opportunity to acquire more language or practice the one they just learn.

The starting points for analysis activities, the starting points are three: "semantic concepts (themes, notions, and functions), words or parts of a word and categories of meaning or use" (Willis, 1996).

Semantic concept are all the aspect which are related with the topics, content words that are used or talked about during the whole lesson, also the functions which are the phrases or pieces of language that will have been use inside or outside of the classroom; words or part of a word has to be with the parts of the speech that will be taught during the lesson, it has to be with the grammar structures like tenses where the verbs have the principal cast in the language use: finally, the other point is the categories of meaning or use which is focused in the use of some words in different context and how this can determine their meaning, that is the case of some verbs and adjectives which change their form to be used in a different context or situation. It is important to mention that phonology is also an important aspect when it talks about language acquisition, for this some books offer script where students and teachers can have an idea of the content that they are going to manage like accent, omission or correct pronunciation of the vowels are graphically presented.

At language practice activities, it has to be with the activities at themselves, all the activities that can be applied into the TBL framework have to promote the language use, for that reason all activates has to be with repetitions and practice where students are in contact with the

language and they can construct their own knowledge of the new language how to use it, or other way to use it, but it has to be with the use that learners make of the language and in what kind of situations the students can use that new knowledge. (Willis, 1996)

2.1.4 Tasks

2.1.4.1 Types of tasks

In this TBL framework are six types of task that can be applied inside of the classroom but first it is essential to set what is a task.

A task is an activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome." Willis (1996), It is all related with the TBL framework, which principal goal is to use the language in every activity that is used or planned for the lesson in the classroom.

A task is an "activity in which: meaning is primary; there us some sort of relationship to the real world; tasks competition has some priority and the assessment of task performance is term of task outcomes". (Skehan, 1998)

A task is "a classroom activity or exercise that has an objective attainable only by the interaction among participants, a mechanism for structuring and sequencing interaction, and a focus on meaning exchange". (Lee, 2000)

A tasks can be "a piece of classroom work that involve learners in comprehending, manipulating, producing, or interacting in the target language while attention is focus on meaning rather than form. The tasks should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end" (Nunan, 2004)

All of these authors conclude that a task is an activity that can be developed inside of the classroom, these have to promote the interaction amount students, also the activities have to have a specific purpose or goal in order to make sense the use of them with the students, those activities

have to simulate some situation that can happen in the real life to make the leaning process something meaningful for learners.

2.1.4.1.1   Listing Tasks

In the listening tasks, students can "hear/read other pairs' lists and consolidate their own to see how many items they get together; vote on the most comprehensive list" Willis (1996), with this kind of tasks students can use all their prior knowledge in order to assimilate the new one, The processes that learners can do for this task are: brainstorming and fact-finding.

Brainstorming enters as a part of the prediction that students have at the beginning of a lesson, this activity help them to construct some prior knowledge. Woods (1994) cited by Heywood (2005) take as principles of brainstorming to "defer criticism and judgment of ideas, to encourage the building on the ideas of others, to express ideas succinctly so that no elaboration is required as to how something might work", what it says is just a futuristic view of the topic, that can open new ideas or perspectives about the content or language that the topic may require students to use during the lesson. As this activity is made when students are in groups or couples they can set good and wide open conceptions for the topic.

There are some rules for brainstorming that were considered for Weisberg (1986) that says:

"Judgments about ideas are withheld until all ideas have been generated; in particular, criticism is not allowed during the idea generation stage"

"Freewheeling" is encouraged; that is members of the group are told that more the idea deviates from existing practice, the better.

Quality of possible solutions is stated as the goal of the idea generation stage

"Combination of ideas already expressed is encourage as well as the extension or modification of others' solutions"

After having apply the rules for brainstorming learner will finally accomplish the goal of that activity.

Other activity is fact-finding which meaning according to Diccionario Reverso is an activity which purpose is to get information about a particular situation, especially for an official group. Where students collect information about the topic, based on evidences that teacher have provided like pictures, phrases or situations.

This helps students to look for information that can help them solve or find new language related to the topic, but they always have to attached their predictions on their fact elements that teacher provides them. Their final outcome most of the time has to be with completing list or mind maps.

2.1.4.1.2 Ordering and sorting tasks

In this kind of activities learners can "publicly justify their priorities to persuade each other" Willis, A Framework for Task-Based Learning, (1996) for that reason there are some processes that learners can do for this task that are: sequencing, ranking, categorizing or classifying. Those are activities where students can get the correct order of stories or events. Those activities like jigsaw, "these tasks involve learners in combining different pieces of information to form a whole" (Nunan, 2004)

Its goal is to set of information ordered and sorted according to specified criteria.

It is good to say that categorizing and classifying skills that has to be with thinking skill. "Categorizing means sorting phenomena (stuff in general) into categories that work in that situation. Categories are specific and personal; they help you impose order" (Pegis, 2015).

This is one of the abilities that kids develop; this is present in humans' brain which helps to storage and orders the information that during the whole life a person acquires.

On the other hand, "classifying involves sorting phenomena (stuff in general) into known, fixed classes" (Pegis, 2015).

This is a skill that can be applied in the reading and this helps learner to choose some specific information about any topic, this helps to discriminate information that cannot be useful at all, for certain activities or purposes. After checking the differences between those kind of words is it considers that students use these two kinds of activities to identify information that can be useful for specific purposes.

Some activities as examples that follow instructions or main goal of these activities are:

Simple Patterns: students follow a sequence in order to complete the task.

Caterpillar Ordering: put in order some numbers or sequences

Sequences Games: those involves shapes, letter or others

Higher and lower: an activity where students can rank some object or scenes with a specific qualification or score.

Other activities can be the ones suggested by Jost (2003) that are: Jigsaw activities, best way to do something

All of these tasks can be applied at any level students, teacher just has to plan and look for the correct language and suitable aids that will be used for these kinds of activities.

2.1.4.1.3   Comparing Tasks

Comparing tasks let students "see how many have done the task the same way, or things in common with the presenter or find out how many agree/disagree with the content of the report and why" Willis (1996) To achieve that outcome it is good to call out the processes that learners can do for these tasks that are: matching, finding similarities, finding differences.

This is considered as a skill in which students have to follow some steps such as:

Examine the attributes of two objects, ideas, entities, concepts, events or other subjects.

List differences between or among subjects being studied.

List similarities.

Summarize similarities and differences.

Reflect upon the thinking process used when performing this skill and examine its effectiveness:

What worked?

What did not work?

How might you do it differently the next time?"

http://media.bethelsd.org/website/resources/static/thinkingSkillsGuide/skills/compare_contrast.htm

These types of activities want that students can improve their own knowledge by using and observing others' work. Its outcome: Could be items appropriately matched or assembled, or the identification of similarities and/or differences.

2.1.4.1.4 Problem solving Tasks

In this kind of task students can "compare (and list) strategies for solving the problem; justify/evaluate solutions, vote on the best/cheapest solution; recommended one solution." (Willis, 1996)

The processes that learners can do for this task is: analyzing real situations, analyzing hypothetical situation, reasoning, and decision making.

For this task is important that students can follow a logic sequences to approach themselves to the problem solving, in this process are four steps to follow first, understanding the problem. Second, students should decide or a strategy or plan. Third, solving the problem and finally, fourth, reflect. (Shapiro, 2000)

In step one, the understanding of the problem is when the students are motivated to read about the problem, they may need more than two times to understand the whole problem, then they will start asking

themselves some questions about the problem and recalling information that they have about it, at this stage they will try to solve any doubt that they have about the language like new vocabulary, synonymous or other alternatives that make it easier to understand the problem, after all of this, a teacher can consider that learners have understood the problem and they know what to look for.

Step 2, students should decide on a strategy or plan, learner have the information and the sources where they can find the possible solutions, but they have to figure out some strategies or ways that they can use to solve that problem, at this stage they make predictions or simple guesses, this allows students to feel free about what they are doing or saying and how all of that can help them to solve the problem. Some materials and strategies help them to make their path clearer to solve the problem like taking notes, mind maps, list, charts and others that help them to make more digestible all the information and characteristics of the issue that they have in their hands.

In step 3, which is to give the solution to that problem, students write or say their ideas in a concrete way, when they are in groups they read and reread all their conclusions or solution more than one to find the coherence and reason in their answer, then, they have the opportunity to present their ideas in the oral or written way, this gives the opportunity to explain some of the reasons why they choose that solutions or strategies to solve that problem.

The final step is the reflect, this process is when students assess their own work, the way they evaluate themselves does not have to do with the score that a professor give to them has to be if they feel comfortable and satisfied with their job and if they think that what they do has logic or makes sense to solve the problem, at this stage students have a better vision of the solution for the problem and they will want to improve their prior work and sometimes change it at all in order to make sense with the objective of the activity. (Shapiro, 2000)

To have some ideas about what kind of activities a teacher can use in the classroom here are some activities that can help this.

Individual Activities

Get Crazy: it is similar to the telephone because this look for the way to open new possibilities.

What if….: look for hypothetical situation and this wake up the students' imagination.

Turn around: make statements from the simple details or object to obtain a great result.

Exaggerate that: this try to make students look for impossible thing or assumptions that can be transforming into ideas that can be real in a future.

Group Activities

What's the problem: provides stimulus to students to look beyond things and fins what is wrong or what the problem is in a setting or situation.

Drawing Room: just look what is around and try to image things to get new ideas from them.

The Name Game: try to do impossible things to be real or possible, all of this with the help of the imagination to make it real.

Brain Purge: just write or say what is on mind to achieve important and relevant ideas. (VanGundy, 2005)

The product is to solve the problem, which can then be assessed.

2.1.4.1.5   Sharing Personal Information Tasks

In this kind of task students can "*note points of interest compare them later; write questions to ask speakers; set questions as a memory challenge; keep a record of main points or themes mentioned for review of classification later; select one experience to summarize or react to in writing.*" (Willis, 1996)

The processes that learners can do for these tasks are: narrating, describing, exploring and explaining attitudes, opinions, and reactions.

Narrating is the process of telling something about anything in a story that can be written or orally.

Describing is the action that gives details about something or someone taking into account all the elements that are important characteristics to distinguish it from others.

For activities of this kind it is important the process that has to be with its creation that are pre, create and post.

Pre activities are the one that has to be with collecting or making new ideas, to create something that has sense, the planning stage where the ideas and language has to be collected to write or say something. Here, it could be considered until the first draft and some correction to make the story real. The creation is self where leaner do thing the final paper to present to others, this is when students show their own creation to have a judgment to others and by themselves, finally, the post creation stage where the judgment has a result an and students emit opinions about their mates job, and they can agree or disagree with others´ work.

For these kind of tasks, it is important to make social bounder with others, they are promoting the interaction and use of language.

2.1.4.1.6 Creative Tasks

In this task learners can "say what they most enjoyed in the other group's work; write a review of another group´s product for them to read" Willis (1996), says that this kind of activities are a collection of process have been described in the tasks before like brainstorming, fact-finding, ordering, comparing, problem solving, narrating and others.

Creativity is an individual feature of each student, two people cannot have the same way of thinking or point of view about certain topic, for that creativity is the first step for the creation of something new, from the imagination humans have discovered and invented new things, every ideas of innovation or solutions come out from someone´s imagination,

those ideas are presented with well-set goals that are implicit in that thought, but in education the creativity should not be managed as an individual characteristic, this should be taken as an advantage to perform a cooperative learning where all the learners can contribute with their ideas to have a better and greater result. To have a creative work it is essential that learners believe that they know the language and how it works, so the teacher is in charge of creating that feeling during the whole lesson.

As this is a task where teachers' and learners' imagination is used to achieve the outcome, it could be said that this is one of the most productive tasks that the TBL framework, both parties of the language process have to put all their effort to complete with these kinds of activities.In the creative tasks, for teacher the scoring is something tough because there is no right or wrong answer at all, and for students these kinds of activities provide an opportunity to prove themselves that they can manage the new content and language, this gives them a free feeling to use the language as they want and choose the words, the pressure for being accurate with the answer disappear at all. This task looks for the creativity of every student and normally the product of this task is all from students so for that reason is the most productive activity that a teacher can use inside the classroom.

2.1.5   Roles on Task- Based Learning

To apply any particular methodology, it is important to determine which roles teachers and students will play since they will establish the activity procedures and the learning outcomes.

2.1.5.1   Teacher's roles

In every class teachers are the subject who share the knowledge with their learners, but this activity requires to have others teachers' roles in the classroom in order to have a class where students can feel in mood to acquire the new language and show predisposition to learn the new

language and content. Some of the roles that a teacher can have inside the TBL classroom are: selecting and sequencing tasks, preparing learners for task, consciousness-raising, monitoring, and evaluating.

Task-Based Learning

Teachers' roles

selecting tasks

sequencing the tasks

preparing learners for the tasks

consciousness-raising

monitoring

evaluating
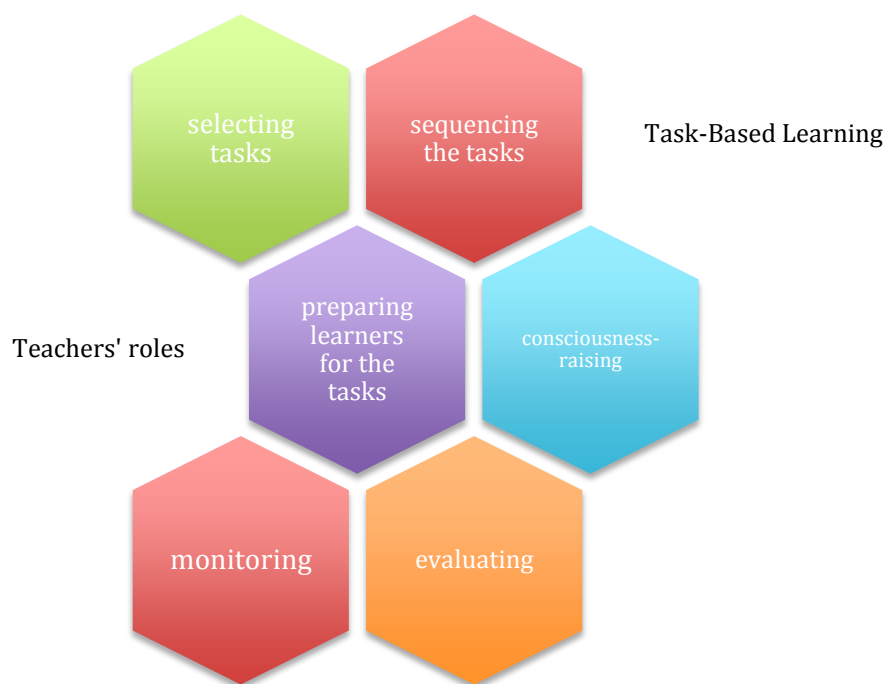
Figure 03: Task-Based Learning Teachers' role

A teacher who selects and sequences the tasks is the crux for making this framework work; he or she is in charge of designing or making the tasks by having some considerations such as language level, age, content, pictures and other things that are in teachers' hands.

A teacher, who is in charge of preparing learners for the task, has to make an introductory process that will facilitate the activity procedures so that the aim for preparing students for the task is that students will feel confident when using the target language.

As the person who keeps the consciousness-raising during the lesson, a teacher has to keep in mind the language that is presented in every activity. It has to be related to the topic and at same time it should be useful for students since it supposed to be used in real situations.With this in mind, Richards & Rodges (2001), state that it does not mean that grammar is

unimportant but the teacher should know what kind of grammar to present and if those structures are reliable for real life situations.

As a monitor the teacher has to check and go around the classroom during tasks development. The teacher looks and tries to correct some of the mistakes that students are making in the task but it does not mean that a teacher gives the answer, teachers just show the error and let student to correct themselves by observation and thinking in the language that they have learn. To sum up a teacher is not the center of the leaning process the teacher is just the facilitator of the knowledge and the one who help students with the doubt about the language that has been taught or provided at the beginning of the lesson.

2.1.5.2 Students' Roles

As this framework is centered in learners they are going to carry the responsibility for their learning, students have the role of group participant, monitor and risk-taken and innovator.

Learner has the role of group participant, this is because most of the tasks are going to be in pairs or groups so want is important here is that leaners can work in a cooperative way, without doubt of their knowledge; so in that way they can have a better level work as everybody know that two are better than one, so they share with their experience and knowledge. (Richards & Rodges, 2001)

The learner as a monitor when they can notice their own errors and correct themselves, check classmates errors, and they just observe and give him or herself to the correct use of language, they try to do it all by themselves once they get familiar with the kinds of tasks that teachers show and given to them. (Richards & Rodges, 2001)

And finally, the learner as a risk-taken and innovator but why a learner can be a risk-taken all of this is because they take the language they learn and apply it as they believe is correct, they do this in the task even if it is wrong they feel encourage to do it because the prior input that teachers give them appear to be enough for develop the activities, of course the activities

are not just attached to the content taught because they require that students callout their critical thinking and experience to put the language in use. And as an innovator the students are in charge to create their own work like in the creative tasks where students apply all their knowledge and they will find that no one can tell them that what they did is right or wrong, also, this is the main role for learner because the outcome of the framework is that students are able to use the language in a real situation and the content or ideas has to come out from them. (Richards & Rodges, 2001)

2.2 Speaking Skill

The use of English Language involves components that lead learners to communicate in an effective way. The components are all embedded in the development of the four skills such as reading, listening, speaking, and writing. The four skills are subdivided into two main groups that have been labeled as Receptive and Productive.

RECEPTIVE PRODUCTIVE

LISTENING WRITING

READING SPEAKING
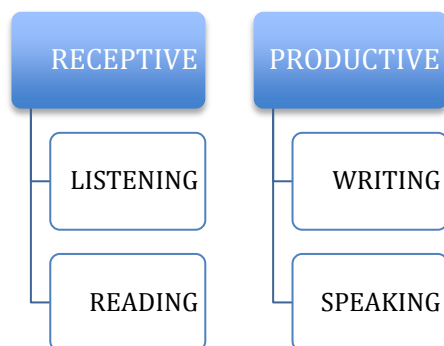
Figure 04: Speaking skill

The graphic shows how the skills have been classified according to the way they are produced. Specifically, speaking skill belongs to the productive group where the language seems to be tangible and real. In the article Developing Classroom Speaking Activities: From Theory to Practice Richards J. , (2012) states that:

The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the

basis of how well they feel they have improved in their spoken language proficiency. (p.1)

Learners may find difficult and sometimes impossible to use a language since they need to have all the grammars in action. In other word, learners may say that they know a language because they talk in that language. That is why speaking is the skill that shows production and communication.

2.2.1 Spoken Production

Every single language has similar and particular characteristics. One of the language characteristic is that it promotes communication and that only human beings have the ability to communicate and promote interaction. This communicative process involves prospects that give learners confidence and fluency. Obviously, it is teachers' responsibility to plan tasks that promote opportunities for speaking in the target language. Based on these facts, Gower, Phillips, & Walters (2005), state that "every opportunity for speaking in the classroom should be taken. It is by trying to communicate that students realize their need for language and by speaking that they increase their fluency and confidence." (p. 99)

Production is the evidence that includes all the abilities developed throughout a period of time during the learning process. It is crystal clear that some students tend to evidence the production of language faster than the others. The results differ a lot from one student to another due to the fact that there are factors that influence in the learning process. Environment, exposure to language, materials, textbooks, teachers' knowledge and experience, and selection of tasks are some of the factors that may influence in the way students develop language production.

Spoken production can be tangible when the learners use the language to transmit ideas that involve whishes, likes, dislikes, topics of their interest, etc. All these elements should be taken into account when developing spoken production since they will motive student to talk or they will block students' performance.

2.2.2   Spoken interaction

According to the Common European Framework speaking skills is divided in two scales spoken interaction and spoken production. Spoken interaction includes its own indicators for guiding the learner and instructor to achieve learning objective and outcomes. Besides, Harmer (2010), "When students suddenly want to talk about something in a lesson and discussion occurs spontaneously, the results are often highly gratifying." (p. 128) Based on this idea, interaction greatly depends on the types of tasks that the teacher plans to put into practice in the class. To promote interaction in the class, it is significant to decide the tasks carefully considering what is convenient for students' production.

2.2.2.1   Types of speaking activities

Regarding types of speaking activities, they are divided into three main groups: controlled, guided, and creative or freer activities.

2.2.2.1.1   Controlled activities

These types of activities are based on the teachers' guidance and they may take place during presentation and practice stages. Gower, Phillips, & Walters (2005), "For example: repetition practice or set sentences prompted by picture or word cues – to improve the accurate use of words, structures and pronunciation, and to foster confidence." (p. 100) The previous example clearly shows that in these type of activities the teacher is in charge of making students work on the language itself (vocabulary, grammar, pronunciation).

2.2.2.1.2   Guided activities

Guided activities involve patterns that are the models for making students communicative. There is still teachers' intervention since they are the ones who make the decisions on what kind of language elements will be used in the learning process. Gower, Phillips, & Walters (2005),

"For example: model dialogues which the students can change to talk about themselves and to communicate their own needs and ideas; tasks which students carry out using language (structure and/or vocabulary) which has been taught beforehand. (p. 101) This example displays the aim of applying guided activities during the learning process and obviously there are certain tasks that help teachers and students to develop the language by using models and patterns.

2.2.2.1.3   Creative or freer communication

According to Gower, Phillips, & Walters (2005), "these activities are usually designed to give either creative practice opportunities for predicted language items, or general fluency practice, where the specific language focus is less relevant." (p.101)   In other words, the teachers' role in these type of activities is completely different from the one in the guided and controlled activities. The teacher is in charged of monitoring students' work and students have a central role in the learning process. Interaction or information gap activities are examples of creative speaking activities.

2.2.3   Assessing speaking

There are aspects that determine the way a learner produces the language. Comprehension, accuracy, fluency, and relatedness become the criteria for evaluating the speaking skill.

2.2.3.1   Grammar and vocabulary

Grammar and vocabulary are key elements when assessing students´spoken interaction due to the fact that both are considered the linguistic features that make students convey meaning. Grammar is defined as a set of rules that shape the way a speaker uses the language. Grammar also encloses other linguistic elements such as vocabulary. Vocabulary is related to the lexis a speaker has which is also crucial when interacting. The appropriate selection of vocabulary helps learners achieve the highest levels

of interaction. It is also important to consider that grammar and vocabulary should be used according to the level of the listener; in other words, it should be ranked according to the situation.

2.2.3.2 Pronunciation

Pronunciation is the musicality of language, which means that students must have the ability to produce comprehensible utterances to fulfill the task requierements. Pronunciation includes segmental and suprasegmental features. Segmental features help learners make big differences when using phonemes that have different characteristics from other languages. For instance, the use of /v/ and /b/ sounds. On the other hand, suprasegmental features group all these segmental ones in order to give rhythm and musicality to the messages and ideas. It consists of rhythm and intonation. Segmental and suprasegmental features are relevant when developing spoken interaction since both make important distinctions between one language to another and also because both make contrast in meaning.

2.2.3.3 Interactive communication

Communcation would not exist without interaction. Interaction can occur in different ways in the English classroom for instance, teacher-students, students-students, and students-teacher-students, among others. Even though, interaction patterns can vary form one activity to the other, the aim of interaction is promoting communication in the class, creating a freer environment where all ideas are valid since they have been expressed by using the language. It means that the learner should have the ability to use the language to achieve meaningful communication. This includes iniating and respnding without undue hesitation, the hability to use interactive strategies to maintain or repair communication, and sensitivity to the norms of turn-taking.

2.2.3.4 Response

Spoken interaction would not take place if the learner would not follow one of the principles of communication that is response. In other words, if the learner is asked to response to five questions, he/she would have to respond minimum to five questions properly. It is significant to consider the quality of response given by the learner since spoken interaction will depend on those responses. For example:

A: How old are you?

B: I am 22 years old. And you?

But spoken interaction would not be developed if student be responds "I am 22 years old". Spoken interaction requires more than correct grammar and vocabulary, it requires the norms of conversation in which the speaker and listener are involved.

2.2.3.5 Accuracy

Regarding accuracy, Gower, Phillips, & Walters (2005), mention that "it involves the correct use of vocabulary, grammar and pronunciation."(p. 99) Taking this idea into account, speaking tasks should be addressed to develop appropriateness of language. Besides, Jones (2007), points out that "accuracy means not making too many mistakes." (p.19) To sum up, the two authors agree that accuracy is synonymously related to correctness of language. Bearing this in mind, teachers' aims need to be stated based on this important aspect that can be measured by applying speaking tasks according to students' needs and desires.

2.2.3.6 Fluency

Fluency is another significant aspect of language production that let the learners sound native-like. According to Gower, Phillips, & Walters (2005), fluency is "the ability to keep going when speaking spontaneously." (p. 100) In other words, it is the way the learner manages rhetoric and discourse elements when talking so that language is produced in a natural

way. Furthermore, Jones (2007), says that "fluency does not mean speaking really fast without hesitating. It is being able to express yourself despite the gaps in your knowledge, despite the mistakes you are making, despite not knowing all the vocabulary you might need." (p.18) Probably, it might seem that it is the opposite of accuracy but it is part of accuracy. To prove that a learner is a competent when using the language, accuracy and fluency are relevant since both show learners' outcomes.

2.2.3.7   Relatedness

Semantic relatedness is a must when speaking since the idea should be transmited providing an accurate meaning that cannot be modified because of incorrect use of grammar or terms. Messages can be modified due to the fact that learners do not use proper grammar strudtures as well as words, which can have different meanings according to the context where they appear. Relatedness is basically the opposite of fluency since it requires a sintactic and semantic analysis that provides learners with accuracy of tha language. Accuracy may be used synonymously as relatedness because the main aim is to make leraners be precise when talking to others. Both fluency and accuracy should be developed when using the target language. Accuracy can be seen in writing and speaking. The learner might have to pay attention to semantic elements such as: word and grammar usage. To these extend students of a foreign language need to develop the ability of selectning carefully the grammar and lexicon that are going to be applied when speaking.

2.3   Hypothesis

2.3.1   Working Hypothesis

The use of Task-Based Learning will improve in the development of speaking skill to the tenth year students at Francisco de Orellana High School, during school year 2014-2015.

2.3.2   Null Hypothesis

The use of Task-Based Learning will not improve in the development of speaking skill to the tenth year students at Francisco de Orellana High School, during school year 2014-2015.

PART THREE

METHODOLOGICAL DESIGN

3.1 Research Type and Design

The project is relatively applied, a quasi-experimental applied project in the field. This is a quasi-experimental and qualitative research work. These characteristics of the project were suited by the data collection from two groups of students: the control and the experimental groups. The quality of data was presented by the administration of two tests: pre-test and post-test. The tests were administered to the two groups in order to compare the results.

3.2 Size and Sample

Two groups of students were the subjects of the study with a total of 63 students involved. They were students of tenth year at Francisco de Orellana High School. There is no sample group since the two groups were considered as the whole population.

Control Group = 35 students

Experimental Group = 28 students.

Total = 63

3.3 Field work

The research project took place at Francisco de Orellana High School, during school year 2014-2015.

3.4 Instruments and data Collection

Two tests were used, adapted from a Key English Test (KET) format since it is based on international standards. The pre-test and post-test were designed considering the real context where students and teachers work. The tests include

topics from the textbook "English" which is provided by the Ministry of Education in Ecuador. Each test was carried out in order to analyze two main aspects of speaking skills: spoken production and spoken interaction. In order to collect reliable results of the speaking skill, two rubrics were adapted for interpreting data. The criteria used in each section of the tests are based on international and national standards due to the fact that students of tenth year should reach an A2 level in Ecuador according to the Common European Framework of References. The following graphic represents the process for data collection and how the instruments were applied.
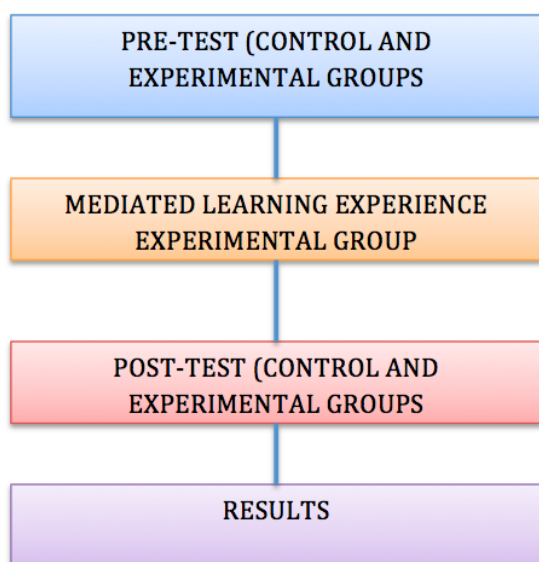
Figure 05: Process of data

3.5   Data processing and analysis

The data that collected during the research process was analyzed and interpreted using tables and figures. The interpretation of results was presented according to the criteria used in the rubrics: spoken interaction and spoken production. Additionally, the results were descriptively analysed by calculating the mean of each group "control and experimental" as well as the percentages and tables of frequency.Finally, the correlation of the variables was statistically analysed by applying standard deviation and the t-test.

PART FOUR

TESTING THE HYPOTHESIS

4.1 Graphical representation of results

Results obtained from the application of the pre-test and post-test are displayed in this section.

PRE-TEST RESULTS AND INTERPRETATION OF SPOKEN PRODUCTION OF CONTROL GROUP

Table 02:

Spoken Production: Comprehension Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	2	6%
GOOD	20	57%
REGULAR	11	31%
NEEDS IMPROVEMENT	2	6%
TOTAL	35	100%
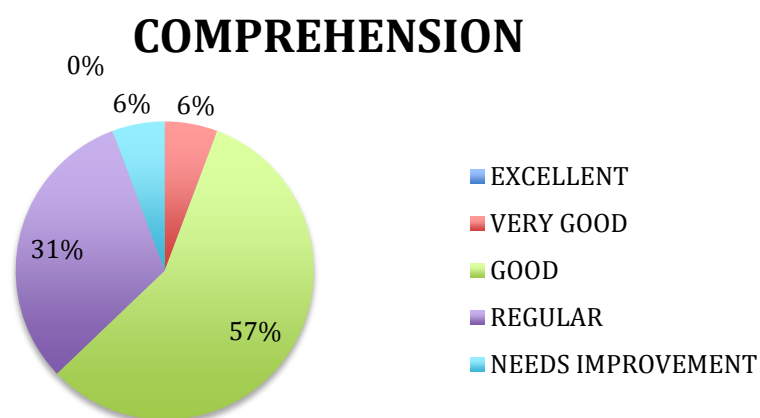
COMPREHENSION

Figure 06: Spoken Production: Comprehension Control Group

As shown above, 20 students indicate that 57% of the control group has reached a good level of speaking, followed by 11 students, that is to say, 31%. It means that 31 students, 88%, have comprehension enough to produce oral communication

Table 03:

Spoken Production: Pronunciation Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	2	6%
GOOD	15	43%
REGULAR	15	43%
NEEDS IMPROVEMENT	3	8%
TOTAL	35	100%
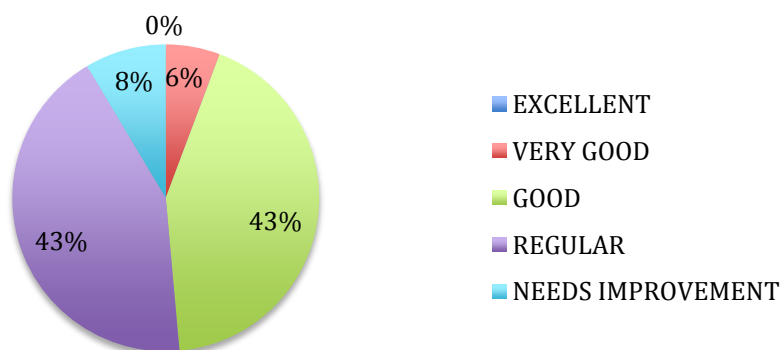
Figure 07: Spoken Production: Pronunciation Control Group

From the figure above, it can be said that from 35 students, only 2 of them, 6%, answer the questions very good but, 15 students, which represent the 43%, responded in a regular way. This means that 30 students which represent 86% need to improve their pronunciation since it is also part of the spoken production.

Table 04:

Spoken Production: Fluency Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	3	9%
GOOD	9	26%
REGULAR	18	51%
NEEDS IMPROVEMENT	5	14%
TOTAL	35	100%
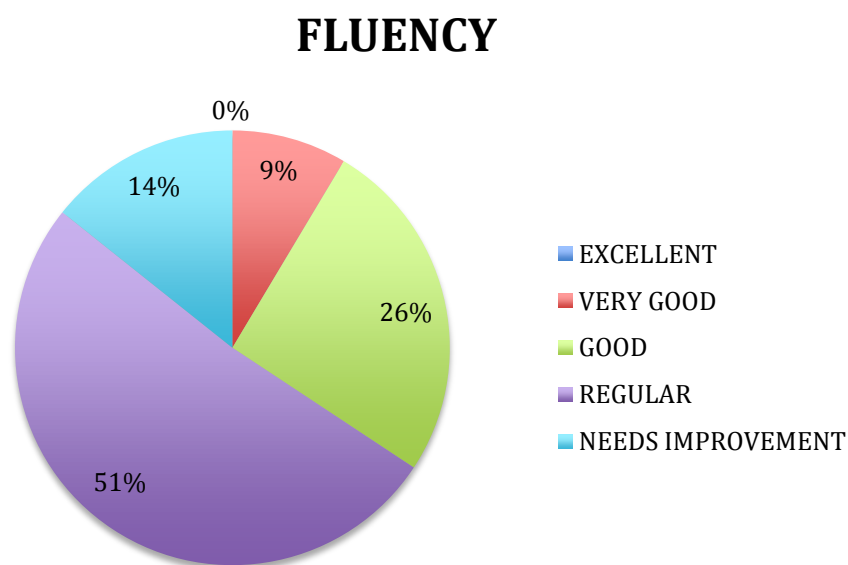
FLUENCY

Figure 08: Spoken Production: Fluency Control Group

Spoken production includes the development of fluency so that the results in this figure show that only 9 students, 26%, can speak in English with a good fluency. On the other hand, 18 students, 51%, of students had fluency in a regular way. This means that 77% of the students can speak English at an acceptable level.

Table 05:

Spoken Production: Accuracy Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	3	9%
GOOD	13	37%
REGULAR	13	37%
NEEDS IMPROVEMENT	6	9%
TOTAL	35	100%
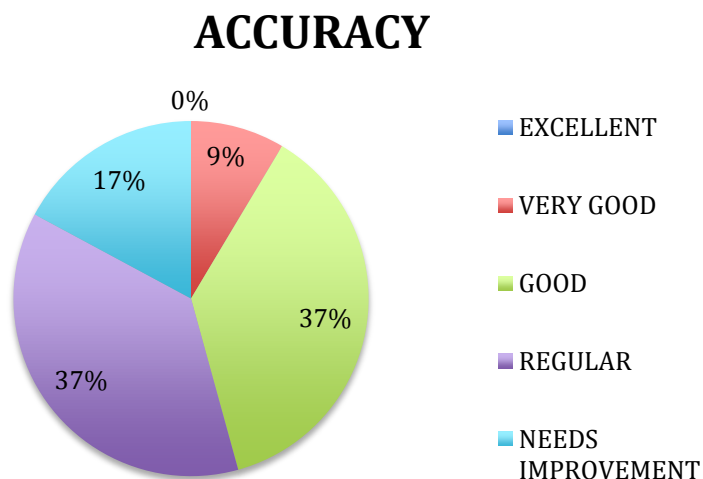
ACCURACY

Figure 09: Spoken Production: Accuracy Control Group

The figure above displays the results of how students develop spoken production with accuracy. The results show that only 9% of the students produce the language accurately, meanwhile 37% of students apply accuracy in a good and regular way. That means 74% of the students can speak English accurately at a satisfactory level.

RESULTS AND INTERPRETATION OF SPOKEN INTERACTION OF STUDENTS FROM THE CONTROL GROUP.

Table 06:

Spoken Interaction: Grammar and Vocabulary Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	2	6%
GOOD	14	40%
REGULAR	16	46%
NEEDS IMPROVEMENT	3	8%
TOTAL	35	100%

GRAMMAR AND VOCABULARY
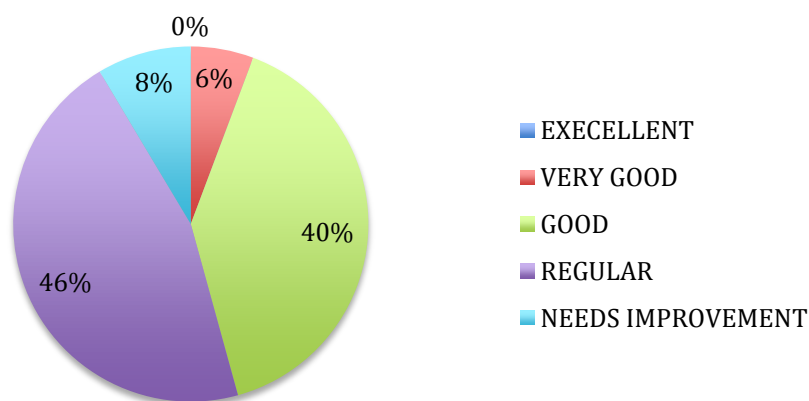
Figure 10: Spoken Interaction: Grammar and Vocabulary Control Group

This figure shows that from a total of 35 students, only 2 students, 6%, used grammar and vocabulary very well, while, 16 students, 46%, performed in a regular manner. So it can be said that 30 students, 86%, of the population from the control group can use grammar and vocabulary in a good and regular way.

Table 07:

Spoken Interaction: Pronunciation Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	3	9%
GOOD	10	29%
REGULAR	17	48%
NEEDS IMPROVEMENT	5	14%
TOTAL	35	100%

PRONUNCIATION
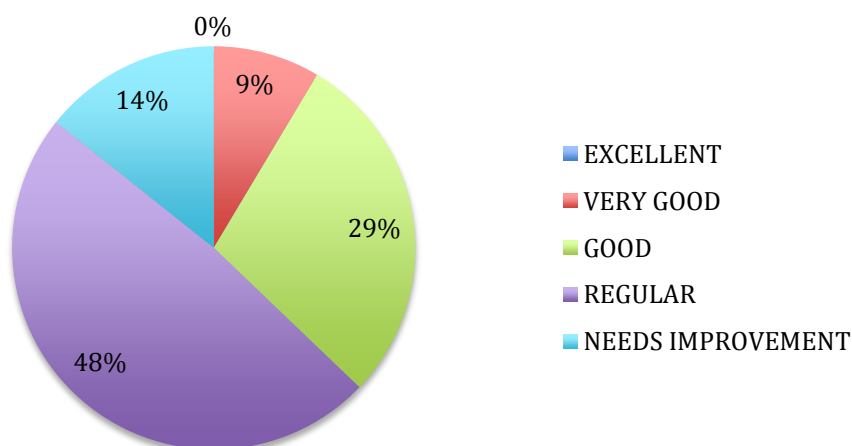
Figure 11: Spoken Interaction: Pronunciation Control Group

This present figure indicates that only 3 students, 9%, can use appropriate pronunciation when interacting with their peers, while 17 students, 48%, performed in a regular way. As shown above 27 students, 77%, have a good and regular pronunciation when they speak English.

Table 08:

Spoken Interaction: Interactive Communication Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	4	12%
GOOD	11	31%
REGULAR	15	43%
NEEDS IMPROVEMENT	5	14%
TOTAL	35	100%

INTERACTIVE COMMUNICATION
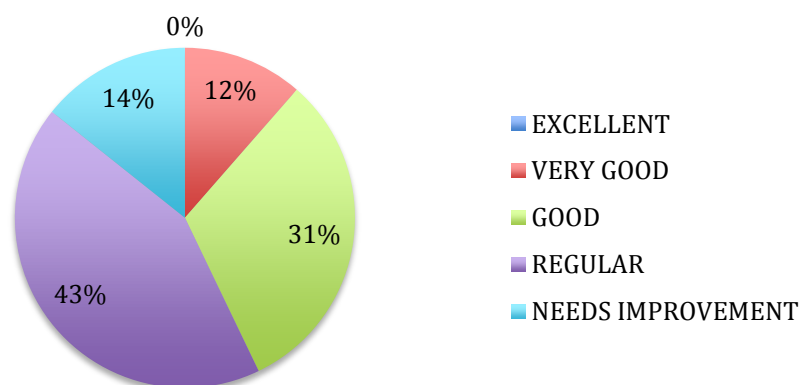
Figure 12: Spoken Interaction: Interactive Communication Control Group

As interactive communication takes place in a conversational setting so that it is one of the factors that was investigated and the results demonstrate that only 4 students, 12%, could apply it in a very good way, meanwhile 43% that is 15 students, performed in a regular way. It can be said that 26 students, 74%, can communicate interactively in English in a good and regular way.

Table 09:

Spoken Interaction: Response Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	3	9%
GOOD	14	40%
REGULAR	17	48%
NEEDS IMPROVEMENT	1	3%
TOTAL	35	100%
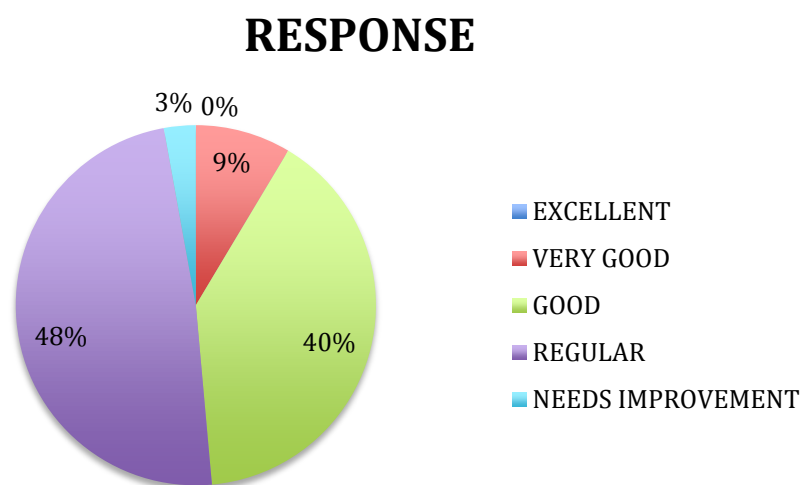
RESPONSE

Figure 13: Spoken Interaction: Response Control Group

Figure 13 presents the results of how students responded to the questions that were part of the spoken interaction. The results indicate that only 3 students, 9%, could respond to questions very good, but 48%, 17 students, performed in a regular way, followed by 14 students, 40%. It means that 31 students, 88%, can respond to questions in a good and regular way.

RESULTS AND INTERPRETATION OF SPOKEN PRODUCTION OF STUDENTS FROM THE EXPERIMENTAL GROUP

Table 10:

Spoken Production: Comprehension Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	0	0%
GOOD	13	46%
REGULAR	10	36%
NEEDS IMPROVEMENT	5	18%
TOTAL	28	100%

COMPREHESION
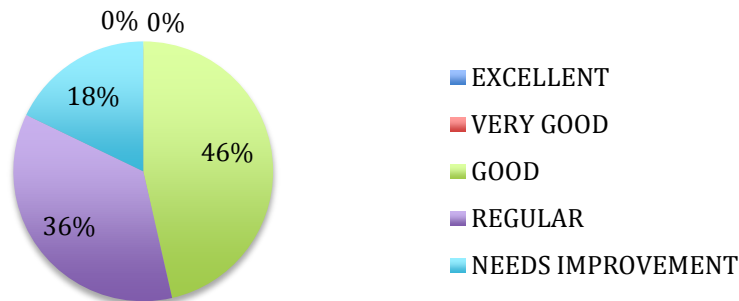
Figure 14: Spoken Production: Comprehension Experimental Group

The figure from above provides the results on the level of comprehension that students have when they produce the language in a spoken way. None of the students demonstrated having a good level of comprehension on the questions administered by the teacher. While 13 students, 46%, perform in a good way, followed by 10 students, 36%, who need to improve the level of comprehension when producing language in a spoken way because they performed in a regular way. This means that 23 students, 82%, can comprehend what they are producing.

Table 11:

Spoken Production: Pronunciation Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	0	0%
GOOD	8	29%
REGULAR	14	50%
NEEDS IMPROVEMENT	6	21%
TOTAL	28	100%

PRONUNCIATION
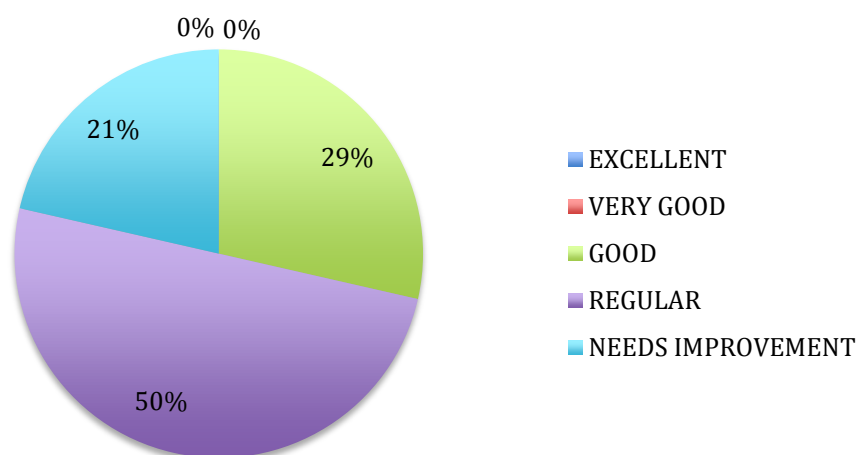
Figure 15: Spoken Production: Pronunciation Experimental Group

This figure displays the results of the use of pronunciation in the spoken production of English language. From a total of 28 students, only 8 students, 29%, could use pronunciation in a good way while producing the language but, 14 students, 50 %, performed in a regular way. It means that 14 students, 50%, of the population can pronounce English in a regular way in this group.

Table 12:

Spoken Production: Fluency Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	0	0%
GOOD	9	32%
REGULAR	12	43%
NEEDS IMPROVEMENT	7	25%
TOTAL	28	100%
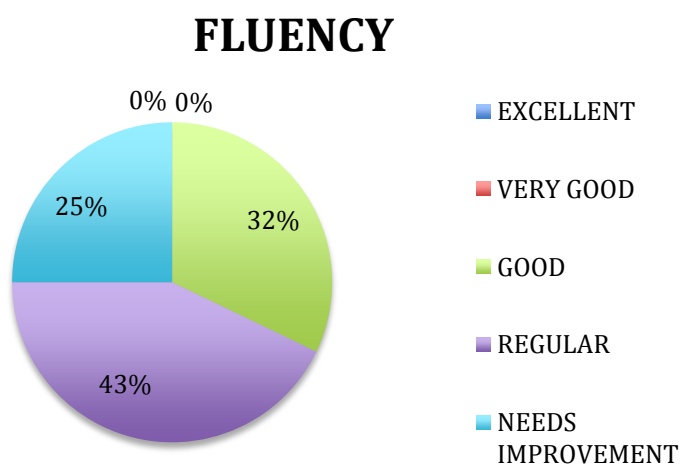
Figure 16: Spoken Production: Fluency Experimental Group

This figure presents the fluency of spoken production. This is a key factor when producing the language since it allows speakers to sound more like native speaker. The figure above shows that 12 students that represent, 43%, demonstrated having fluency when producing the language in a regular way. While none of them indicated having fluency at a very high level. Meanwhile, 9 students, 32%, demonstrated having fluency in a good way. This means that 19 students, 68%, need more practice to achieve a good level in accurancy when they speak English.

Table 13:

Spoken Production: Accuracy Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	0	0%
GOOD	8	29%
REGULAR	16	57%
NEEDS IMPROVEMENT	4	14%
TOTAL	28	100%
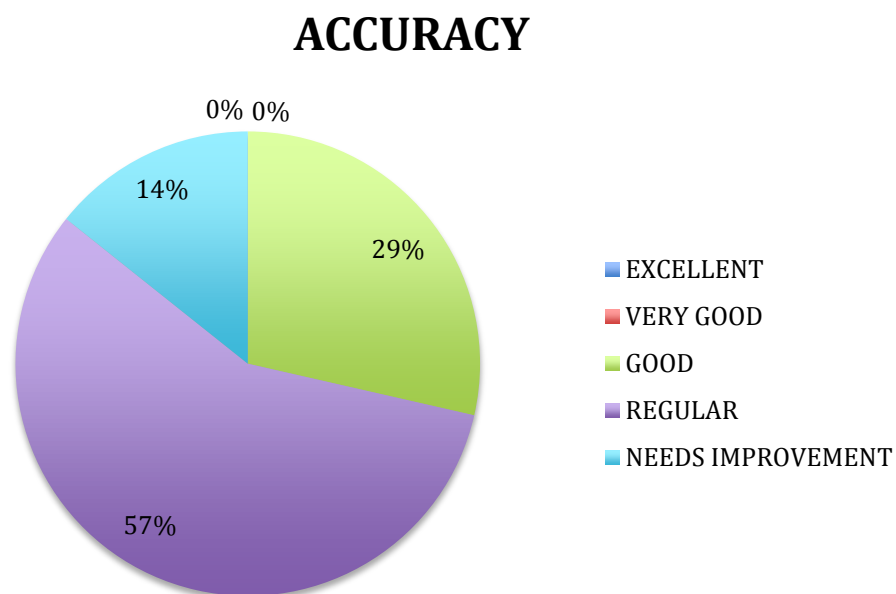
Figure 17: Spoken Production: Accuracy Experimental Group

As indicated above, 16 students, 57%, demonstrated having accuracy when producing the language in a regular way. While 8 students, 29%, indicated that they are good at producing the language accurately. So, 20 students, 61%, need to improve their accuracy when they speak English.

RESULTS AND INTERPRETATION OF SPOKEN INTERACTION OF STUDENTS FROM THE EXPERIMENTAL GROUP

Table 14:

Spoken Interaction: Grammar and Vocabulary Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	0	0%
GOOD	5	18%
REGULAR	15	53%
NEEDS IMPROVEMENT	8	29%
TOTAL	28	100%

GRAMMAR AND VOCABULARY
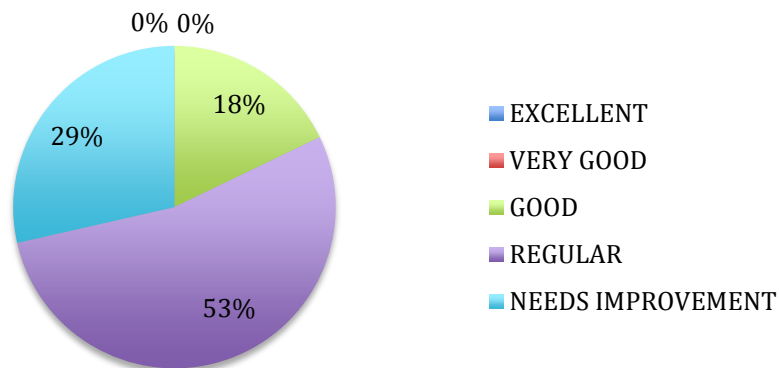
Figure 18: Spoken Interaction: Grammar and Vocabulary Experimental Group

The figure above presents the results of how students use grammar and vocabulary when interacting with their peers. None of them, 0%, performed in an excellent way, while 15 students, 53 %, performed in a regular way; and 8 students, 29%, need to improve when using grammar and vocabulary that take place in a conversation. This means that 23 studentes, 82%, need to improve their use of grammar and vocabulary when they are interacting with their peers.

Table 15:

Spoken Interaction: Pronunciation Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	0	0%
GOOD	8	29%
REGULAR	12	43%
NEEDS IMPROVEMENT	6	28%
TOTAL	28	100%

PRONUNCIATION
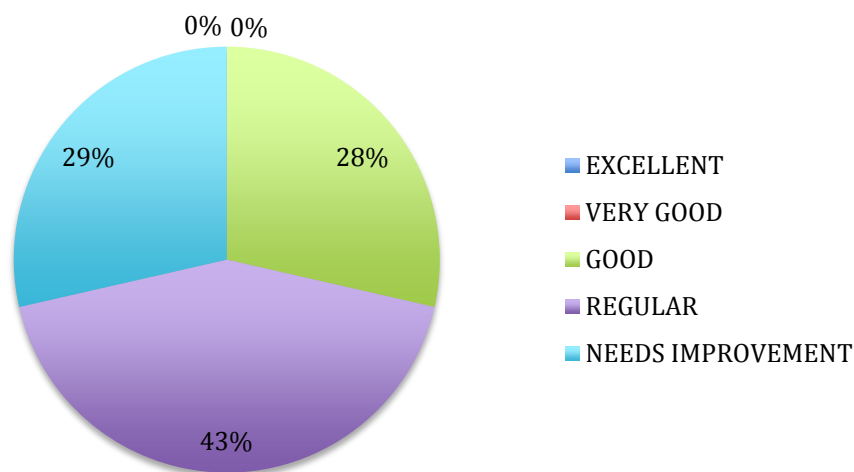
Figure 19: Spoken Interaction: Pronunciation Experimental Group

As demonstrated in the figure above, 12 students, 43%, of the population apply regular pronunciation when they are interacting. Only 8 students, 29%, demonstrated having a good pronunciation. This is followed by 6 students, 28%, who need to improve their pronunciation. It can be said that 20 students, 72%, can pronounce words in English at an acceptable level.

Table 16:

Spoken Interaction: Interactive Communication Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	0	0%
GOOD	3	11%
REGULAR	17	61%
NEEDS IMPROVEMENT	8	28%
TOTAL	28	100%

INTERACTIVE COMMUNICATION
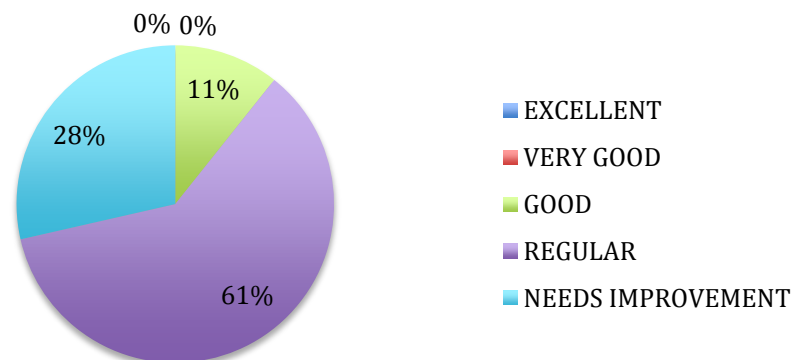
Figure 20: Spoken Interaction: Interactive Communication Experimental Group

This figure shows that 17 students, 61%, can communicate interactively in a regular way, while none of the students perform at a good level, and 8 students, 28%, need improvement when they are interacting. This means that 25 studentes, 89%, should practice more to improve their interactive communication.

Table 17:

Spoken Interaction: Response Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	0	0%
GOOD	6	22%
REGULAR	18	64%
NEEDS IMPROVEMENT	4	14%
TOTAL	28	100%
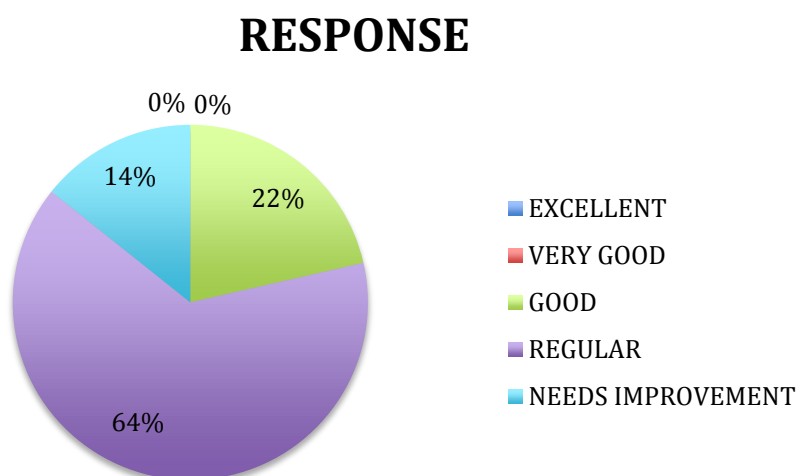
RESPONSE

Figure 21: Spoken Interaction: Response Experimental Group

As shown above, 18 students, 64%, have a regular quality in their responses which is a key to how they are interacting in a spoken way. Six students, 22%, are able to respond to questions in a good way, while 4 students, 14 %, need to improve. It means that 22 students, 78%, need to pay attention to the way that they answered the questions that were provided by the teacher.

STUDENT ANALYSIS PRE-TEST CONTROLGROUP

Table 18:

Analysis pre-test control group

NUMBER	NAMES	SPOKEN PRODUCTION /10	SPOKEN INTERACTION /10	TOTAL /20
1	ABAD SHUCAD ERICK DAVID	4,5	4	8,5
2	ANIS GUILLIN JHON JEFFERSON	6	5	11
3	AREVALO LLERENA STEEVEN DAVID	6	6	12
4	ARGUELLO JARRIN RAUL ALEJRANDRO	6	5,5	11,5
5	BARRERA GARCIA CRISTEL MONSERRATH	8	7	15
6	BARROSO ALDAZ BRAD LUIS	3	2,5	5,5
7	CARRERA DAHUA LESLIE TATIANA	6	6	12
8	CATANI CALAPUCHA MAYUMI	4	4	8
9	CERVANTES ULCUANDO ESTEFANY MASHERLY	4,5	5	9,5
10	COLCHA GUACHAMIN ERICK ESTEBAN	8	8	16
11	DE LA TORRE RIVERA ERICK RAFAEL	4,5	3,5	8
12	ESPINOZA ALVAREZ NARCISA ALEXANDRA	6	5	11
13	FLORES VALLEJO AILE JESSAEL	4,5	4	8,5
14	FREIRE ROBAYO DAVID ALEXANDER	2,5	3,5	6
15	FREIRESARMIENTO GABRIEL JORGE	5	5,5	10,5
16	GALARZA CHIFLA ARIEL MATIAS	5,5	4,5	10
17	GARCIA SANCHEZ CARLOS JHOE	5	5,5	10,5
18	GONZALEZ TACURI CRISTIAN RAUL	3	4	7
19	MEJIA SANCHEZ WUELINGTON ADRIAN	5,5	3,5	9

20	MORAN ASHQUI BRYAN MORAN	4,5	5	9,5
21	NAJANTAI VELASTEGUI VERONICA CONSUELO	3,5	5	8,5
22	POROZO CURIZO SANTIAGO ALEXANDER	3,5	3	6,5
23	PROCEL GARCIA JOSELIN NICOL	7	7,5	14,5
24	QUINATOA GAGLAY JENNIFER MARIBEL	5,5	7,5	13
25	ROJAS COQUE ALEX GABRIEL	4	4	8
26	ROJAS NARVAEZ JAIME ABSALON	3	3,5	6,5
27	SANTILLAN TANDAPILCO NATHALY	4,5	6	10,5
28	SHINGUANGO TAPUY RONALD ARMANDO	4,5	4	8,5
29	SILVA PALACIOS EMERSON OMAR	5,5	4	9,5
30	TELLO RUIZ CRISTIAN MAURICIO	5	3,5	8,5
31	URBINA NUÑEZ EDWIN ALDAIR	5	5,5	10,5
32	VARGAS COAIZA MARCELO	6	6	12
33	VARGAS USHIGUA DANIELA FERNANDO	5	4,5	9,5
34	VELASTEGUI CHANGO KELLY MIREYA	4,5	2,5	7
35	VILEMA BARRERA SEBASTIAN	2	4,5	6,5
	$\bar{X}=$	4,8	4,8	**9,67**

STUDENT ANALYSIS PRE-TESTEXPERIMENTAL GROUP

Table 19:

Analysis pre-test experimental group

NUMBER	NAMES	SPOKEN PRODUCTION /10	SPOKEN INTERACTION /10	TOTAL /20
1	BERMEO GREFA FERNANDA LIZBETH	6	5	11
2	CAÑAR REQUELME KERLY NAYELI	5,5	4	9,5
3	CASCO GAVILANEZ JOEL MOISES	5,5	4	9,5
4	CASTILLO MANYA EVANINSON CARLOS	5	2	7
5	CHIRIGUAYA SIGUENCIA KATIUSCA GEOMARA	4,5	4	8,5
6	DIAZ AYALA PAMELA NICOLE	6	5	11
7	GUEVARA LOPEZ MIGUEL ANGEL	5,5	6	11,5
8	JAVIER ALEXANDER KATAN PICHAN	2	2,5	4,5
9	LICUY HERRERA JOHN JAIME	2	2,5	4,5
10	LINDAO VARGAS IVONNE ALEXANDRA	5,5	6	11,5
11	MONTERO VELOZ BEATRIZ CARMEN	3,5	4	7,5
12	MUÑOZ PACHECO JOCELYN ESTEFANIA	3,5	3	6,5
13	QUINATOA TIPAN WILLIAM JOEL	4,5	3,5	8
14	QUINTANILLA RODRIGUEZ BRAYAN JUNIOR	3	4	7
15	QUIROZ SANTI BRYAN ORLANDO	4	2,5	6,5
16	REA TIBANLOMBO EDWIN EFRAIN	4	4	8
17	RODRIGUEZ IZURIETA JAVIER ALEXANDER	2	2,5	4,5

18	SANABRIC BARRAGAN JOSUE DAVID	2,5	2	4,5
19	SANTI NANGO MARJORIE KATHY	5,5	2,5	8
20	SANTIANA ACOSTA JOSSELYN ISABEL	4	5,5	9.5
21	SANTILLAN TANDAPILCO VANESSA NOHEMI	5	4	9
22	TARCO CAIN BRAYAN MAURICIO	4,5	5	9,5
23	TUÑIGA NARANJO CAROLINA BEATRIZ	4	4,5	8,5
24	UGCIÑIA PADILLA YADIRA ELIZABETH	3,5	3	6,5
25	VANESSA CAJAHUISHCA VANESSA ESTEFANIA	6	5,5	11,5
26	VILLAMARIN HIDALGO OMAR FABRICIO	5,5	4	9,5
27	VILLAROEL CARRILLO MARIA CRISTINA	3,5	4	7.5
28	VITERI BASANTES KEVIN STIB	4	4,5	8,5
	$\bar{X}=$	4.3	3.9	**8,17**

PRE-TEST RESULTS
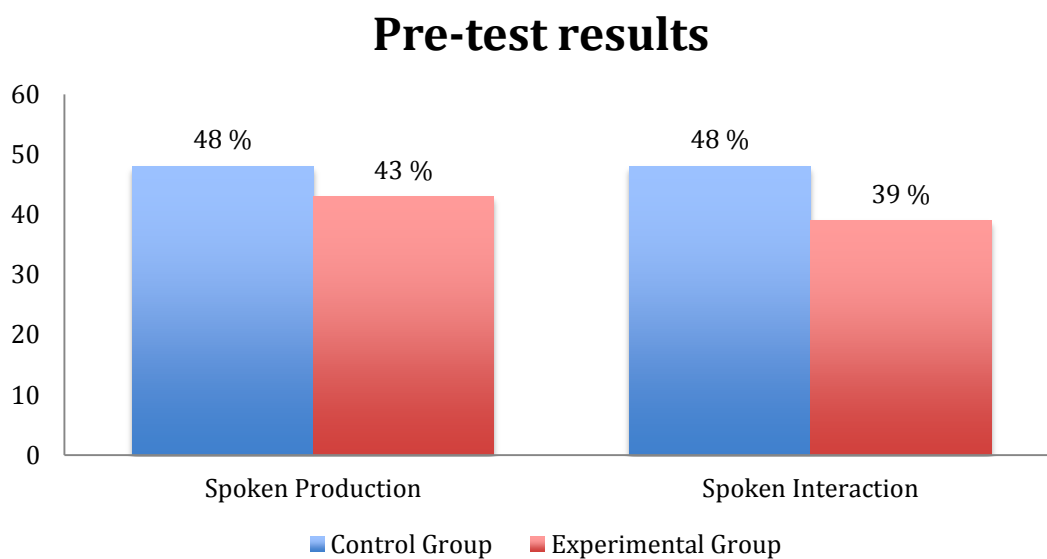
Figure 22: Pre-Test results

The figure above indicates, the results of speaking skill regarding spoken production and spoken interaction. Spoken production is more developed than spoken interaction. The control group presented a diference of 5 % more in the spoken production and 9% more in the spoken interaction.

POST-TEST

RESULTS AND INTERPRETATION OF SPOKEN PRODUCTION OF STUDENTS FROM THE CONTROL GROUP

Table 20:

Spoken Production: Comprehension Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	1	3%
VERY GOOD	1	3%
GOOD	15	44%
REGULAR	9	25%
NEEDS IMPROVEMENT	9	25%
TOTAL	35	100%

COMPREHENSION
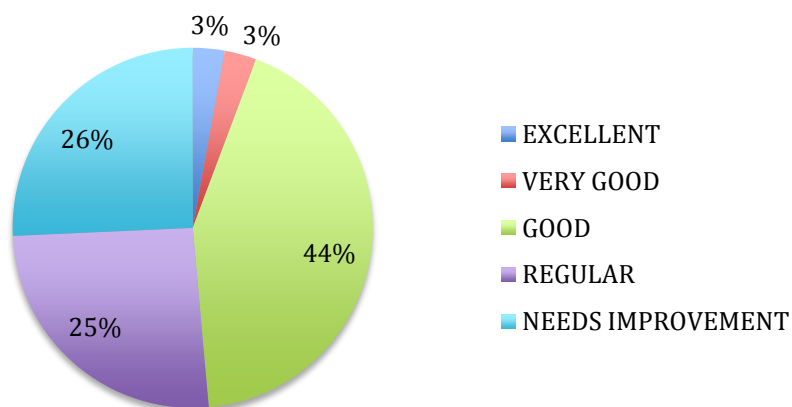
Figure 23: Spoken Production: Comprehension Control Group

The figure above indicates that the comprehension of spoken production of students from the control group is excellent in only one case, 3%, while 15 students, 44%, performed well. This means that students have improved their ability to comprehend when they listen and speak.

Table 21:

Spoken Production: Pronunciation Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	1	3%
VERY GOOD	3	9%
GOOD	8	23%
REGULAR	11	31%
NEEDS IMPROVEMENT	12	34%
TOTAL	35	100%
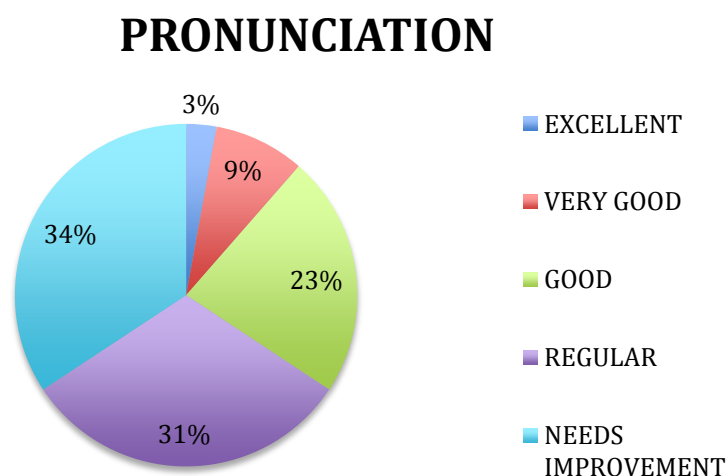
PRONUNCIATION

Figure 24: Spoken Production: Pronunciation Control Group

In the figure it can be seen that only one student, 3%, of the population, was able to do it in an excellent way, meanwhile 12 students, 34%, need improvement in their pronunciation. This means that students need to practice more to achieve a better level of pronunciation.

Table 22:

Spoken Production: Fluency Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	2	6%
GOOD	10	29%
REGULAR	17	48%
NEEDS IMPROVEMENT	6	17%
TOTAL	35	100%
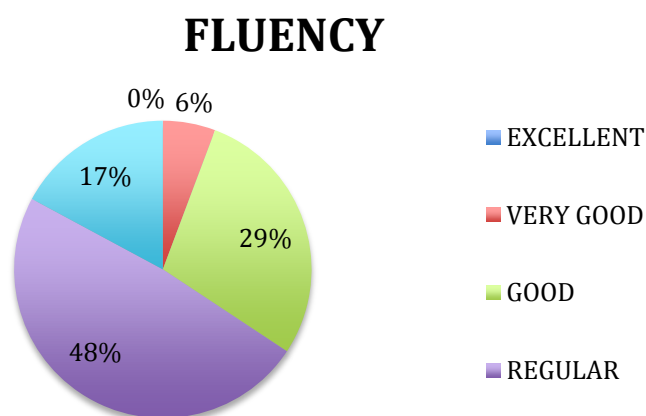
Figure 25: Spoken Production: Fluency Control Group

This figure presents the results obtained relating to the fluency of spoken production. None of the students, 0%, performed in an excellent way, while 6 students, 17%, need improvement. It means that now there is an incremental in the level of the fluency that students manage.

Table 23:

Spoken Production: Accuracy Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	1	3%
VERY GOOD	4	11%
GOOD	10	29%
REGULAR	14	40%
NEEDS IMPROVEMENT	6	17%
TOTAL	35	100%
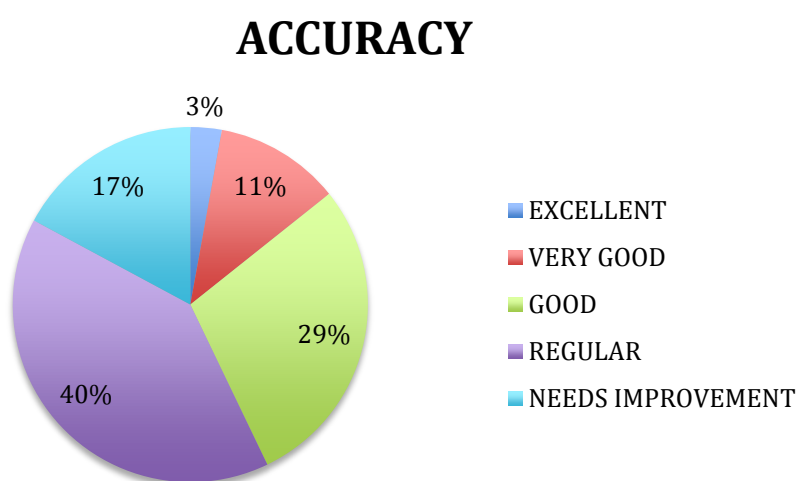
ACCURACY

Figure 26: Spoken Production: Accuracy Control Group

As it is shown in the figure above, 14 students, 40%, of the population had achieved the accuracy in a regular way when they are producing the language, however only one student, 3%, achieved an excellet level in this aspect of speaking and 6 students, 17%, need improvement. This means that 20 students, 57%, of the population that was investigated needs more practice in order to achieve the learning outcomes.

RESULTS AND INTERPRETATION OF SPOKEN INTERACTION OF STUDENTS OFCONTROL GROUP.

Table 24:

Spoken Interaction: Grammar and VocabularyControl Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	3	9%
GOOD	11	31%
REGULAR	13	37%
NEEDS IMPROVEMENT	8	23%
TOTAL	35	100%

GRAMMAR AND VOCABULARY
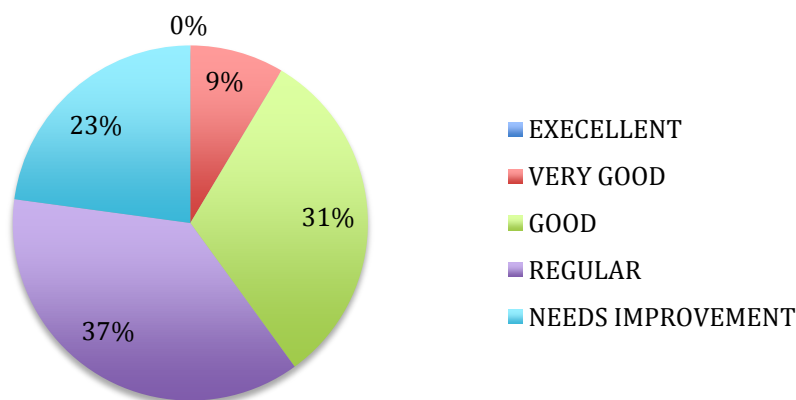
Figure 27: Spoken Interaction: Grammar and Vocabulary Control Group

As indicated above, none of the students, 0%, achieved an excellent level of use of grammar and vocabulary, while 8 students, 23%, need improvement. It means that 21 students, 60%, should be more involved in activities that will improve their use of grammar and vocabulary.

Table 25:

Spoken Interaction: Pronunciation Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	2	6%
VERY GOOD	5	14%
GOOD	11	31%
REGULAR	14	40%
NEEDS IMPROVEMENT	3	9%
TOTAL	35	100%

PRONUNCIATION
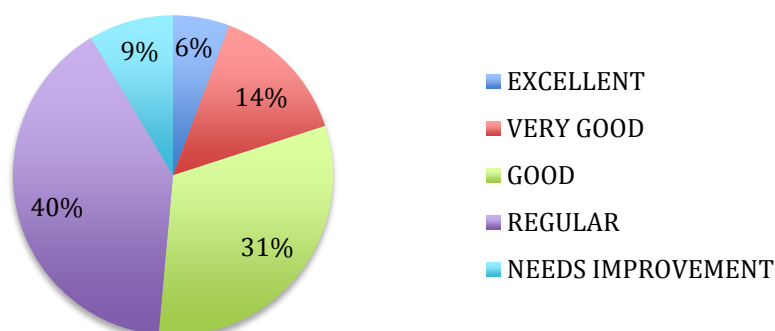
Figure 28: Spoken Interaction: Pronunciation Control Group

In the figure above, 2 students, 6%, of the population could achieve the learning outcome established for this aspect; on the other hand, 14 students, 40%, have produced pronunciation related to spoken interaction in a regular way. It can be said that 17 students, 49%, have to practice more to accomplish an adequate level for this aspect of speaking.

Table 26:

Spoken Interaction: Interactive Communication Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	1	3%
VERY GOOD	4	11%
GOOD	12	32%
REGULAR	13	35%
NEEDS IMPROVEMENT	7	19%
TOTAL	35	100%

INTERACTIVE COMMUNICATION
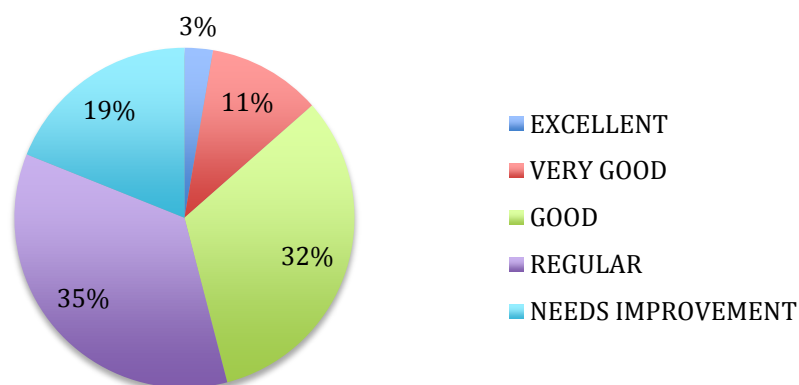
Figure 29: Spoken Interaction: Interactive Communication Control Group

In the figure above, it is indicated that only one student, 3%, of the population achieved the highest level in the interactive communication, while 13 students, 35%, performed in a regular way. Hence, it is a good idea to deliver the activities frequently in order to be able to attain the desired level.

Table 27:

Spoken Interaction: Response Control Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	3	8%
VERY GOOD	2	6%
GOOD	13	37%
REGULAR	15	43%
NEEDS IMPROVEMENT	2	6%
TOTAL	35	100%

RESPONSE
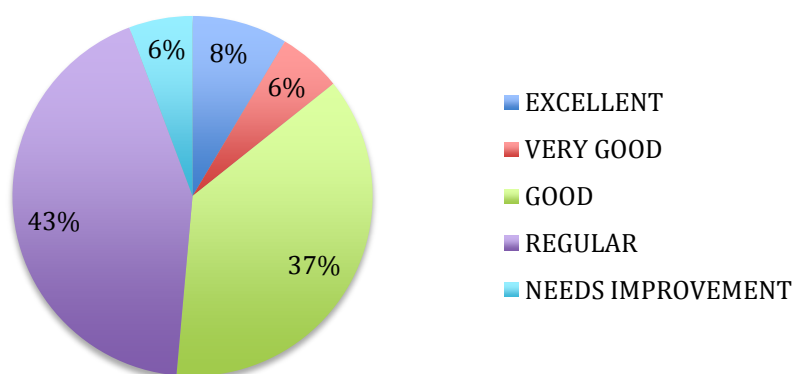
Figure 30: Spoken Interaction: Response Control Group

The figure obove shows that 3 students, 8%, of the population could answer in an excellent way the question posed by the teacher. Meanwhile, 2 students, 6%, need improvement, and 15 students, 43%, performed in a regular way.This indicates that 17 students, 49%, need more interaction with the activities that promote the use and application of these kinds of responses. They need to use activities related to the task based –learning methodology.

POST-TEST

RESULTS OF EXPERIMENTAL GROUP

RESULTS AND INTERPRETATION OF SPOKEN PRODUCTION OF
STUDENTS FROM EXPERIMENTAL GROUP

Table 28:

Spoken Production: Comprehension Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	4	14%
VERY GOOD	4	14%
GOOD	10	36%
REGULAR	10	36%
NEEDS IMPROVEMENT	0	0%
TOTAL	28	100%
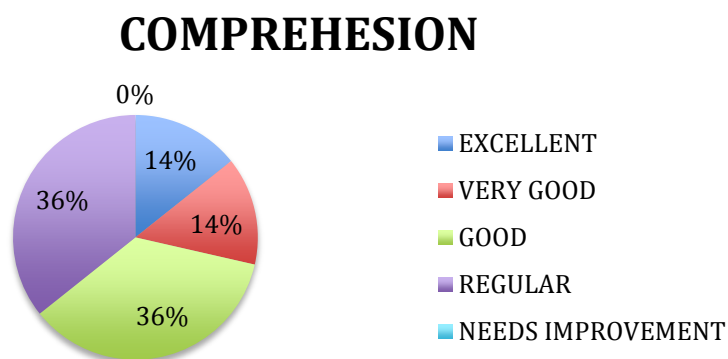
COMPREHESION

Figure 31: Spoken Production: Comprehension Experimental Group

This figure which is of the experimental group, shows that 4 students, 14%, had achieved at an excellent level in the comprehension of the oral production, while 10 students, 36%, performed in regular and good way. It means that 20 students, 72%, of the population needs more practice with these kinds of activities to keep improving their skills.

Table 29:

Spoken Production: Pronunciation Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	7	25%
VERY GOOD	8	29%
GOOD	9	32%
REGULAR	4	14%
NEEDS IMPROVEMENT	0	0%
TOTAL	28	100%
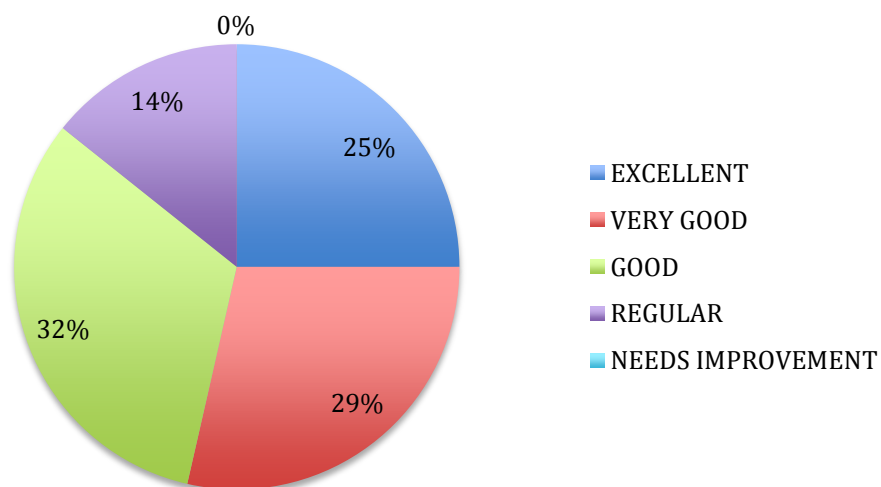
PRONUNCIATION

Figure 32: Spoken Production: Pronunciation Experimental Group

The figure above displays the results related to pronunciation when producing the English language orally. While 7 students, 25%, performed in an excellent way, none of the students, 0%, need improvement.

Table 30:

Spoken Production: Fluency Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	4	14%
VERY GOOD	5	18%
GOOD	11	39%
REGULAR	8	29%
NEEDS IMPROVEMENT	0	0%
TOTAL	28	100%

FLUENCY
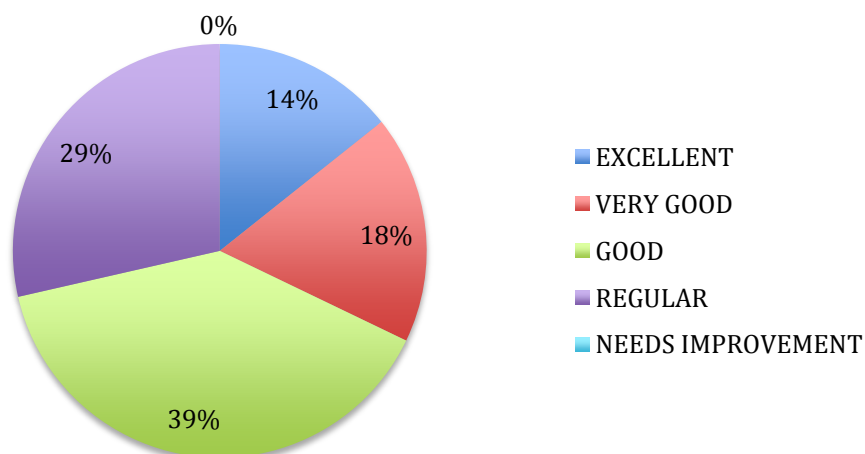
Figure 33: Spoken Production: Fluency Experimental Group

This figure demonstrates that 4 students, 14 %, proved to have developed fluency at an excellent level. While none of the students, 0%, need improvement. This means that 68% of the students need more time to practice and apply the methodology that has been suggested.

Table 31:

Spoken Production: Accuracy Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	3	11%
VERY GOOD	7	25%
GOOD	10	36%
REGULAR	4	14%
NEEDS IMPROVEMENT	4	14%
TOTAL	28	100%

ACCURACY
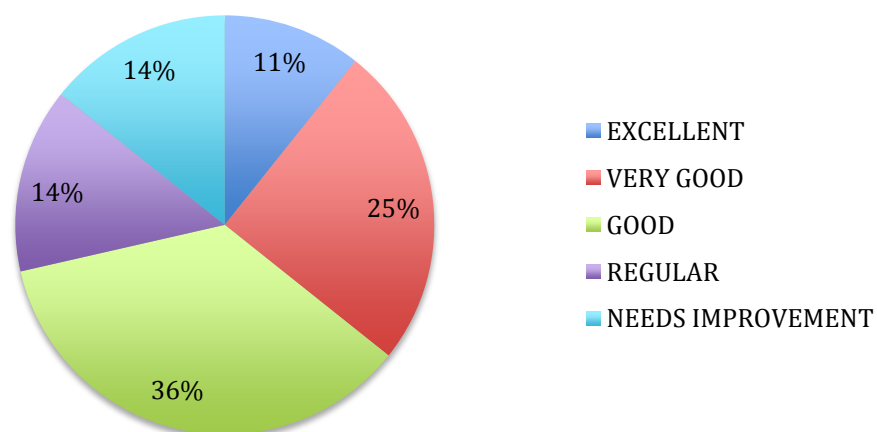
Figure 34: Spoken Production: Accuracy Experimental Group

This figure shows that 3 students, 11%, developed accuracy when producing the English language, 10 students, 36%, performed at a good way and only 4 students, 14%, need improvement. This means that students need more activities that will improve their accuracy to make better oral productions

RESULTS AND INTERPRETATION OF SPOKEN INTERACTION OF STUDENTS FROM EXPERIMENTAL GROUP.

Table 32:

Spoken Interaction: Grammar and Vocabulary Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	4	14%
VERY GOOD	7	25%
GOOD	9	32%
REGULAR	3	11%
NEEDS IMPROVEMENT	5	18%
TOTAL	28	100%

GRAMMAR AND VOCABULARY
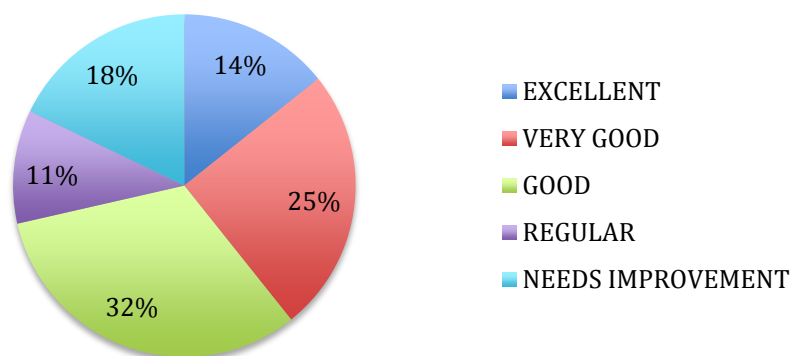
Figure 35: Spoken Interaction: Grammar and Vocabulary Experimental Group

This figure presents the results that students achieved about grammar and vocabulary when interacting in an oral way. Seven students, 25%, performed very well, 9 students, 32%, performed well, and only 18% need improvement. The improvement in the use of grammar and vocabulary has been high in relation to oral production.

Table 33:

Spoken Interaction: Pronunciation Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	7	25%
VERY GOOD	2	7%
GOOD	11	39%
REGULAR	8	29%
NEEDS IMPROVEMENT	0	0%
TOTAL	28	100%
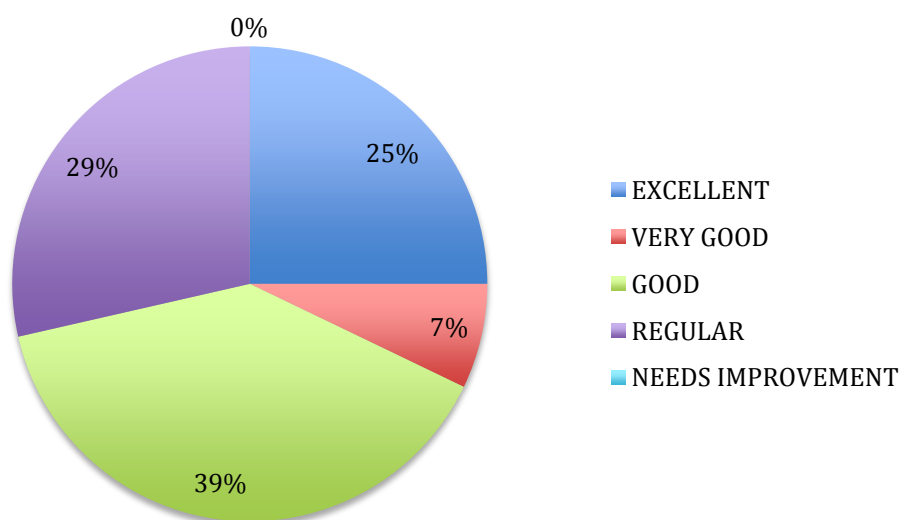
PRONUNCIATION

Figure 36: Spoken Interaction: Pronunciation Experimental Group

As it is shown in this figure, 11 students, 39%, perform at a good level of pronunciation.The 25%, 7 students, demonstrated to have developed pronunciation in an excellent way. This means that the use of more activities based on task-based learning are required to improve the level of it.

Table 34:

Spoken Interaction: Interactive Communication Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	3	11%
VERY GOOD	4	14%
GOOD	19	68%
REGULAR	2	7%
NEEDS IMPROVEMENT	0	0%
TOTAL	28	100%

INTERACTIVE COMMUNICATION
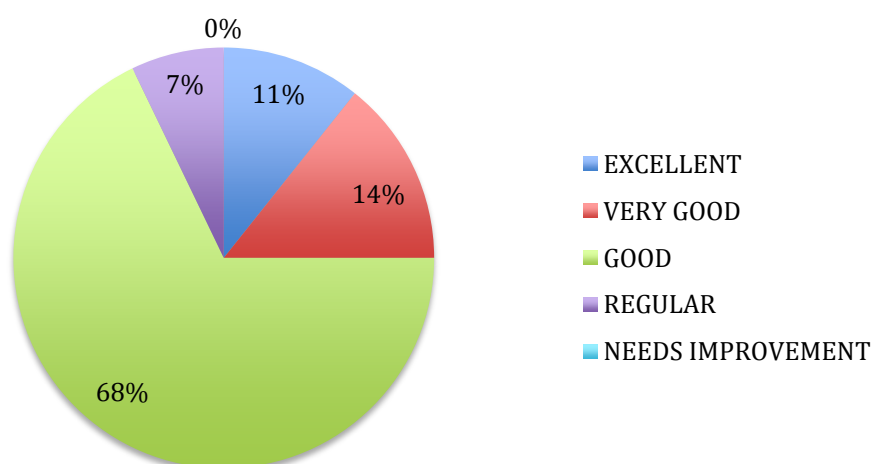
Figure 37: Spoken Interaction: Interactive Communication Experimental Group

In the figure, it is shown that 19 students, 68%, developed interactive communication positively, followed by 3 students, 11%, performed in an excellent way and none of the students, 0%, need improvement. This means that the application of the activities have had a positive result in the development of the communication.

Table 35:

Spoken Interaction: Response Experimental Group

OPTION	FREQUENCY	PERCENTAGE
EXCELLENT	5	18%
VERY GOOD	6	21%
GOOD	8	29%
REGULAR	7	25%
NEEDS IMPROVEMENT	2	7%
TOTAL	28	100%

RESPONSE
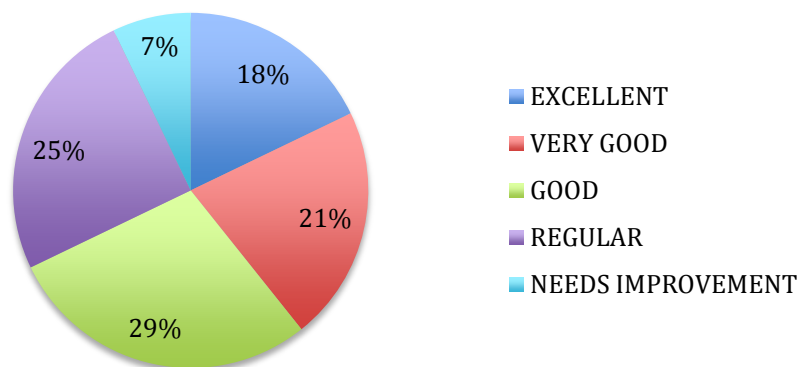
Figure 38: Spoken Interaction: Response Experimental Group

In the figure above 8 students, 29%, have a good level of response to the questions that the teacher asked in the quiz. Five students, 18%, gave precise responses when interacting in an oral way, while 2 students, 7%, need improvement when speaking English. This means that 14 students, 50%, had improved their skills during the process of the application of the task-based learning.

STUDENT ANALYSIS POST-TEST CONTROL GROUP

Table 36:

Post-test control group

NUMBER	NAMES	SPOKEN PRODUCTION /10	SPOKEN INTERACTION /10	TOTAL /20
1	ABAD SHUCAD ERICK DAVID	4,5	4	8,5
2	ANIS GUILLIN JHON JEFFERSON	6	4	10
3	AREVALO LLERENA STEEVEN DAVID	6	6	12
4	ARGUELLO JARRIN RAUL ALEJRANDRO	4	5,5	9,5
5	BARRERA GARCIA CRISTEL MONSERRATH	6	7	13
6	BARROSO ALDAZ BRAD LUIS	3	2,5	5,5
7	CARRERA DAHUA LESLIE TATIANA	4,5	6	10,5
8	CATANI CALAPUCHA MAYUMI	4	5	9
9	CERVANTES ULCUANDO ESTEFANY MASHERLY	4,5	4	8,5
10	COLCHA GUACHAMIN ERICK ESTEBAN	6	8	14
11	DE LA TORRE RIVERA ERICK RAFAEL	3	6	9
12	ESPINOZA ALVAREZ NARCISA ALEXANDRA	6	4	10
13	FLORES VALLEJO AILE JESSAEL	4	4	8
14	FREIRE ROBAYO DAVID ALEXANDER	2,5	3,5	6
15	FREIRESARMIENTO GABRIEL JORGE	5	6	11
16	GALARZA CHIFLA ARIEL MATIAS	5,5	6	11,5

17	**GARCIA SANCHEZ CARLOS JHOE**	**5**	**5,5**	**10,5**
18	GONZALEZ TACURI CRISTIAN RAUL	3	6	9
19	MEJIA SANCHEZ WUELINGTON ADRIAN	5,5	3	8,5
20	MORAN ASHQUI BRYAN MORAN	4,5	5	9,5
21	NAJANTAI VELASTEGUI VERONICA CONSUELO	3,5	5	8,5
22	POROZO CURIZO SANTIAGO ALEXANDER	3,5	3	6,5
23	PROCEL GARCIA JOSELIN NICOL	7	7,5	14,5
24	QUINATOA GAGLAY JENNIFER MARIBEL	5,5	7,5	13
25	ROJAS COQUE ALEX GABRIEL	4	4	8
26	ROJAS NARVAEZ JAIME ABSALON	3	3,5	6,5
27	SANTILLAN TANDAPILCO NATHALY	4,5	6	10,5
28	SHINGUANGO TAPUY RONALD ARMANDO	4,5	4	8,5
29	SILVA PALACIOS EMERSON OMAR	5	4	9
30	TELLO RUIZ CRISTIAN MAURICIO	5	3	8
31	URBINA NUÑEZ EDWIN ALDAIR	4	5,5	9,5
32	VARGAS COAIZA MARCELO	6	7	13
33	VARGAS USHIGUA DANIELA FERNANDO	5	4,5	9,5
34	VELASTEGUI CHANGO KELLY MIREYA	4	2,5	6,5
35	VILEMA BARRERA SEBASTIAN	3	3	6
	$\overline{X}=$	4,5	4,8	**9,45**
	SD =			**2,28**

STUDENT ANALYSIS POST-TEST EXPERIMENTAL GROUP

Table 37:

Post-test experimental group

NUMBER	NAMES	SPOKEN PRODUCTION /10	SPOKEN INTERACTIO /10	TOTAL /20
1	BERMEO GREFA FERNANDA LIZBETH	7	6,5	13,5
2	CAÑAR REQUELME KERLY NAYELI	5,5	8	13,5
3	CASCO GAVILANEZ JOEL MOISES	6	6	12
4	CASTILLO MANYA EVANINSON CARLOS	8	6	14
5	CHIRIGUAYA SIGUENCIA KATIUSCA GEOMARA	7,5	7,5	15
6	DIAZ AYALA PAMELA NICOLE	7,5	5	12,5
7	GUEVARA LOPEZ MIGUEL ANGEL	7	7.5	14,5
8	JAVIER ALEXANDER KATAN PICHAN	6	4	10
9	LICUY HERRERA JOHN JAIME	6,5	5	11,5
10	LINDAO VARGAS IVONNE ALEXANDRA	6,5	8,5	15
11	MONTERO VELOZ BEATRIZ CARMEN	4,5	6,5	11
12	MUÑOZ PACHECO JOCELYN ESTEFANIA	6	8	14
13	QUINATOA TIPAN WILLIAM JOEL	6,5	8,5	15
14	QUINTANILLA RODRIGUEZ BRAYAN JUNIOR	7	6	13
15	QUIROZ SANTI BRYAN ORLANDO	7	5	12
16	REA TIBANLOMBO EDWIN EFRAIN	6,5	6	12,5

17	**RODRIGZ IZURIETA JAVIER ALEXANDER**	**8,5**	**7,5**	**16**
18	SANABRIC BARRAGAN JOSUE DAVID	6,5	5	11,5
19	SANTI NANGO MARJORIE KATHY	6	5	11
20	SANTIANA ACOSTA JOSSELYN ISABEL	6	8,5	14,5
21	SANTILLAN TANDAPILCO VANESSA NOHEMI	8	7,5	15,5
22	TARCO CAIN BRAYAN MAURICIO	8	6.5	14,5
23	TUÑIGA NARANJO CAROLINA BEATRIZ	6	6	12
24	UGCIÑIA PADILLA YADIRA ELIZABETH	8	8	16
25	VANESSA CAJAHUISHCA VANESSA ESTEFANIA	7	8	15
26	VILLAMARIN HIDALGO OMAR FABRICIO	7	7,5	14,5
27	VILLAROEL CARRILLO MARIA CRISTINA	8	7,5	15,5
28	VITERI BASANTES KEVIN STIB	7,5	6	13,5
		6,8	6,6	**13,51**
	$\overline{X}=$			
	SD =			**1,67**

POST-TEST RESULTS
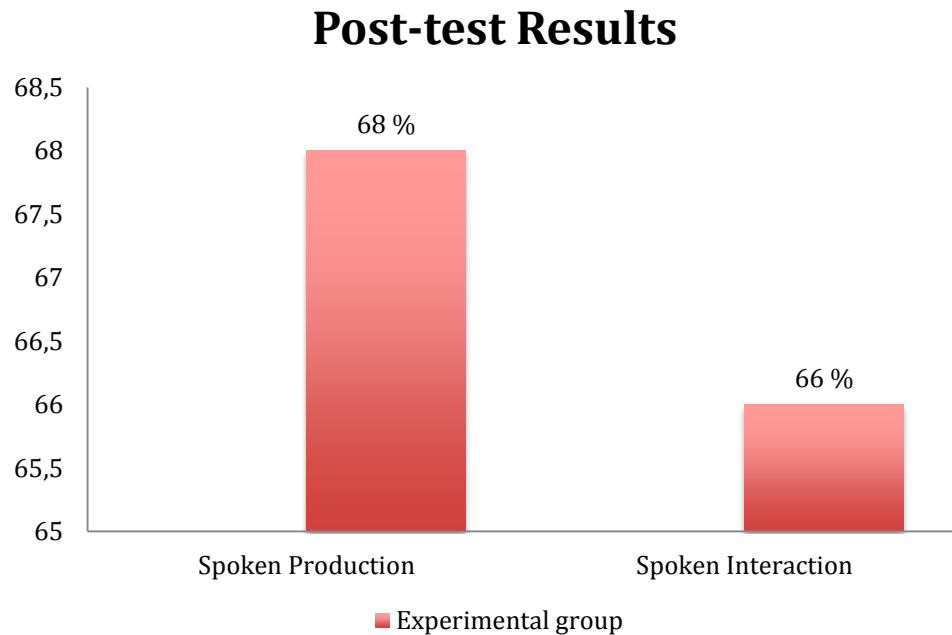
Post-test Results

Figure 39: Post-test Results

Figure 39 presents the results of the post-test obtained by the experimental group. There is a better result in spoken production 68% while there is 66% in spoken interaction. This means that the use of Task-Based Learning helped students to increase the level of spoken production and interaction.

4.2 Descriptive statistics

T of student

$$t = \frac{x_1 - x_2}{\sqrt{\dfrac{s_1^2}{n_1} + \dfrac{s_2^2}{n_2}}}$$

$$t = \frac{9,45 - 13,51}{\sqrt{\dfrac{2,28^2}{35} + \dfrac{1,67^2}{28}}}$$

$$t = \frac{-4,06}{\sqrt{\dfrac{4,56}{35} + \dfrac{3,34}{28}}}$$

$$t = \frac{-4,06}{\sqrt{0,1302 + 0,1192}}$$

$$t = \frac{-4,06}{\sqrt{0,2494}}$$

$$t = \frac{-4,06}{0,4993}$$

$$t = -8,0112$$
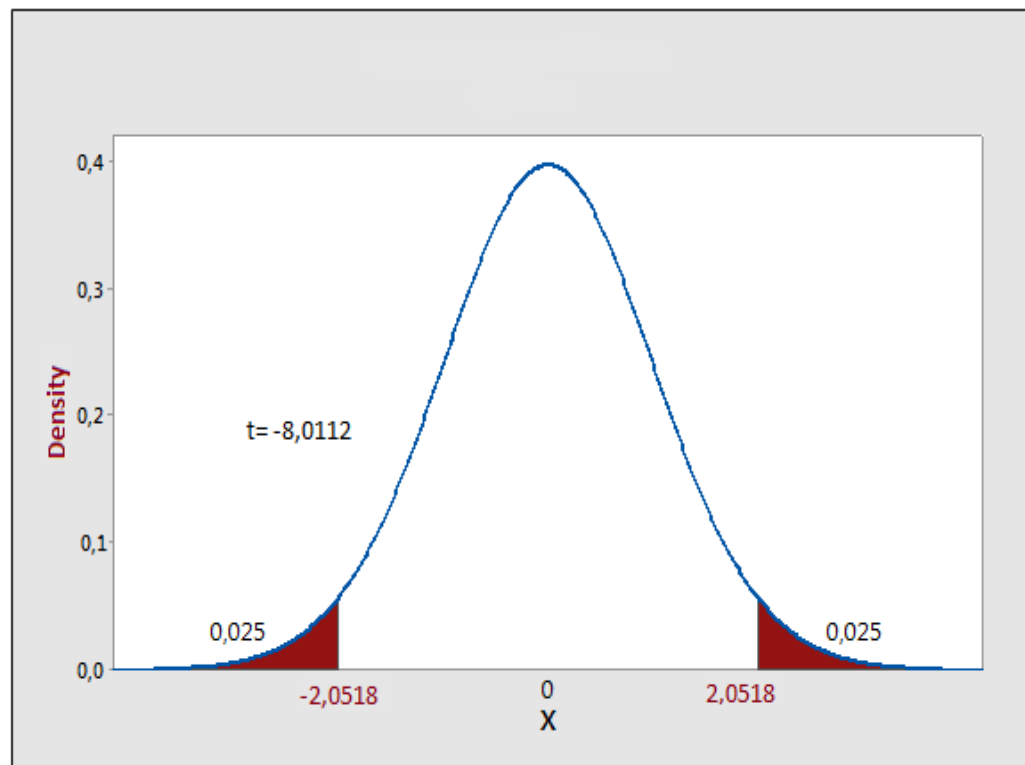
Figure 40: Student T distribution

Decision:

For the comparison of the hypothesis with the results, at a level of significance $\alpha = 0.05$, and 27 gl, due to the fact that the t-students calculated (-8,0112) is higher than the critical value (2,0518), therefore, the null hypothesis is rejected and the working hypothesis is accepted. This means that there is a significant relationship between the application of Task-Based Learning and speaking skill.

4.3 Conclusions

✓ The use of Task-Based Learning influences in the developement of the speaking skill since the null hypothesis was rejected based on the t-stundent = -8,0112 which is higher than -2,0518.

✓ Task-Based Learning provides students with a tool to increase their confidence when developing spoken production and spoken interaction by means of the application of the proposal methodology

- ✓ The Tasks encourage the teacher and the students to tackle in the main aspects of speaking such as comprehension, grammar and vocabulary usage, pronunciation, fluency, and relatedness.

4.4 Recommendations

- ✓ Teachers should use Task-Based Learning as a teaching tool to improve students' speaking performance at all levels at Francisco de Orellana High School.
- ✓ Teachers and students should have indicators for achieving speaking skill such as comprehension, pronunciation, relatedness, fluency, grammar and vocabulary usage.
- ✓ The application should be used for the whole institution due to fact that its importance was demonstrated in the learning process.

PART FIVE

PROPOSAL

5.1 Introduction

The learning of English has become one of the main tools that reflects the economic, educational and political advances of Ecuador. The Ecuadorian government has made some important decisions and changes regarding the education of a foreign country. There are different types of methodology for teaching a foreign language like English and Task-based Learning with a communicative focus will be developed in order to make students express themselves in an oral way. Task-based learning activities are closely related to Communicative Language Teaching since both are applied to activities or tasks whose main purpose is to support student-centered activities. These types of activities lead students to make use of the language by doing a series of tasks whose purpose is to promote communication. When doing task-based learning activities it is necessary to think of the skills that will be developed. In this proposal, the idea is to help students develop the speaking skill.

5.2 Justification

It is relevant to look for different ways to teach and learn a foreign language that is why Task-Based Learning is pertinent since even though is not a knew method, it is the core of Communicative Language Teaching (CLT). CLT is developed based on tasks that promote students' language production. Spoken production and spoken interaction are indicators of speaking skill. This is the reason for activities which encourage students to speak are important to be applied. San Francisco de Orellana High School is a public institution where English is taught as a foreign language so that this proposal is designed as a

pedagogical tool for helping teachers and students improve their speaking skills.

5.3 Objective

To develop the speaking skill of students of Tenth Year at Francisco de Orellana High School through the application of Task-Based Learning Activities.

5.4 Proposal description

Table 38:

Proposal description

UNIT	TOPICS	SUBTOPICS	TASK-BASED LEARNING STRATEGIES	TASK-BASED LEARNING ACTIVITIES	INTERACTION	FOCUS SKILL	TIME
ONE	Everybody's waiting for us	Talk about what's going on now Present continuous	*Listing *Ordering and sorting *Comparing *Creative tasks	*Brainstorming *Memory games *Classifying *Sequencing *Collecting sets	*Solo work *Pair work *Group work	*Spoken production *Spoken Interaction	40 hours
TWO	Do you have any pizza dough?	Talk about food by using count and noncount nouns	*Problem solving tasks	*Identifying *Guessing games *Question tasks			

5.5   Proposal type

This proposal is a set of strategies designed to develop speaking skill by the use of Task-based learning. It is also based on the contents from the coursebook used at San Francisco de Orellana High School that includes two units that are mentioned in the proposal description. Even though the main focus of the proposal is Task-Based Learning, the main objective is to develop the speaking skill that is divided into two main areas: spoken production and spoken interaction. Spoken production and spoken interaction will be developed in the first two units. Additionally, the proposal will be help teachers and students; every unit revision will be done in five hours per week. This is the real time that the teacher can count on for teaching English in the classroom. The strategies to be applied in the English classroom are listing, ordering and sorting, comparing, problem solving, surveys, and text-based tasks. The strategies are aimed at applying task-based learning activities to promote spoken production and interaction.

5.6   Proposal development

NAME OF THE UNIT ONE: Everybody's waiting for us

A BRIEF DESCRIPTION OF THE UNIT: In this unit students will be working on task-based learning activities that are aimed at talking about what is going on now by using the present continuous tense.

OBJECTIVE: Students will be able to talk about things that are happening now by using the present simple tense and by showing respect to individual characteristics.

TASK-BASED LEARNING STRATEGY:

LISTING (Brainstorming and memory games)

ORDERING AND SORTING (Classifying and Sequencing)

TIME: 20 hours

Table 39:

Planning of the learning process of unit one:

TIME	CONTENT	ACTIVITIES	EVALUATION INDICATOR	MATERIAL
20'	Everybody's waiting for us	Words you know *Students look at the picture and say as many words as they can about the actions people are doing. The words should be related to the actions people are doing in the park.	Uses vocabulary related to actions being done at the moment	Picture
40'	Present continuous	* In pairs students classify statements into True and False based on what people are doing in the picture.	Classifies words according to what people are doing in the picture	Table
60'		Classmates' names *Students have to think of four classmates and write their names on the cards. *Students use the cards to write words about what their classmates are doing in the classroom. *Students are given a set of words that they can use to talk about what their classmates are doing.	Talks about what their classmates are doing	Cards

60'	Words from stories		
	*Students read a text about a famous person and what the person is doing by the moment.	Expresses ideas about what his/her famous person is doing at the moment.	Reading text
	*Students have to take out the statements that best describe what the famous person is doing by the moment.		
	*Students use the words from the text to talk about what Prince Royce is doing at the moment.		
50'	Memory games		
	Things to remember from a picture:	Recalls vocabulary related to what people in the class are doing.	Handout
	*Using the picture presented before, students have to remember sentences about what the people in the picture were doing.		
	*Students write the sentences on a card.		
	*Students use the sentences they remember to describe what his or her classmates are doing in the class.		

CONTINUE ➡
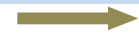
50'	Yes or no games based on pictures or personal facts *Students draw a picture of themselves doing different activities. *In pairs, students ask questions to guess whichactivities the classmate is doing in the picture. *In different pairs, students report what they know about the other student's activities.	Understands questions and responds to them in a short way.	Handout for the drawing
30'	Classifying: sentences * Students look at the sentences and classify them in the chart, simple present vs. present continuous. *Students look at a picture and describe names of people's actions. *Students read the names of people's actions out loud and the others check. *In pairs students use the expressions "I think" "You are right" "You are wrong" to have a dialogue with their classmates	Recognizes simple present and present continuous.	Handout
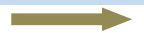
60'	**Family words** *In groups, students are asked to have a picture of them doing different activities and prepare a short presentation about what they are doing.	Talks about events in the Picture class.
120'	**Yes or no games based on pictures or personal facts** *Teacher prepares some pictures from the book and writes a set of questions for the class; or each student creates a question card based on the picture. *Partner A quizzes B; *Partner B answer; *Partner A approves or coaches; *Partners switch roles.	Talks about what they are doing in the class.
60'	**Guessing game** Teacher divides the classroom into two groups. *Each group chooses a leader. *The leader chooses an item from the vocabulary that was taught and writes the word on the board.	Understands questions and responds to them in a brief way.

	*His or her teammates have to tell him or her, words that come to their minds related to the topic and the leader has to write them on the board fast. *The group with most words wins.	
60'	Classifying: sentences *Teacher asks students to be in groups of five. *Teacher gives an imaginary situation. Students have to comprehend what they will be doing in that situation and each group select one student to start talking about it. In turns, students say positive and negative statement about what they are or aren´t doing.	Talks about what they have learnt in the class
60'	Role-play *Students should act out the conversation between two friends (about what are they doing now). You can use the phrases from the book. *Students practice and perform the role-play´	Recognizes simple present and present continuous.

60'	Compare and contrast *In group of three, students are going to look at two pictures in the book and look for words that describe them. *At the end of the session, students should present their pictures and explain the differences and explain what people are doing in each picture.	Talk about personal information
50'	Classifying: sentences *Next students go around the class listening to their classmates' explanations. Then students change roles. * Students talk about which was their favorite poster and why.	Describe and explain situations using present continuous
	Personal information using present continuous.	
60'	*Teacher divides the class into smaller groups of four or five members each group. Ask each person to tell, with conviction, two truths and a lie about the things that they are doing now	Talking about personal information

60'

*Other members of the group have to guess which the truths are and which the lie is. With the whole group, conduct a "Lie Off. Have each of the smaller groups select the most interesting, convincing person to share his or her three items.

60'

Personal information using present continuous.
*Teacher asks students to form pairs.
*Every pair has to think about what they are doing now and they have to make a list of 6 things they are doing, they send them to another pair.

*The pairs read and discuss trying to guess the time of the day when those events happen.

*Then students say the time and the event and the reason why they think it is correct, then the owners of the sentences approve or correct them.

Talking about personal information´

60'	Personal Information. *Teacher asks students to think of facts about their current situations. *Students wander around the room, until teacher calls "pair" *Students pair up with the person closest to them and give "high five". Students who haven´t found a partner raise their hand to find each other. *Students share with their partner the information they have.	Talks about what they learnt in the class
60´	Interview *Teacher provides the questions for the interview that are taken from the book, states the duration of the interview, and provides 'think time" *In pairs, student A interviews student B *Pairs switch roles: students B interview student A *Round Robing: Pairs pair up to form groups of four. Each student, in turn, shares with the team what he/she learned in the interview	Talking about personal information´

UNIT ONE

EVERYBODY'S WAITING FOR US

TASK-BASED LEARNING STRATEGY: LISTING (Brainstorming)

OBJECTIVE: To use vocabulary related to actions being done at the moment.

Task 1

Look at the picture and say words that best describe what the people in the picture are doing.
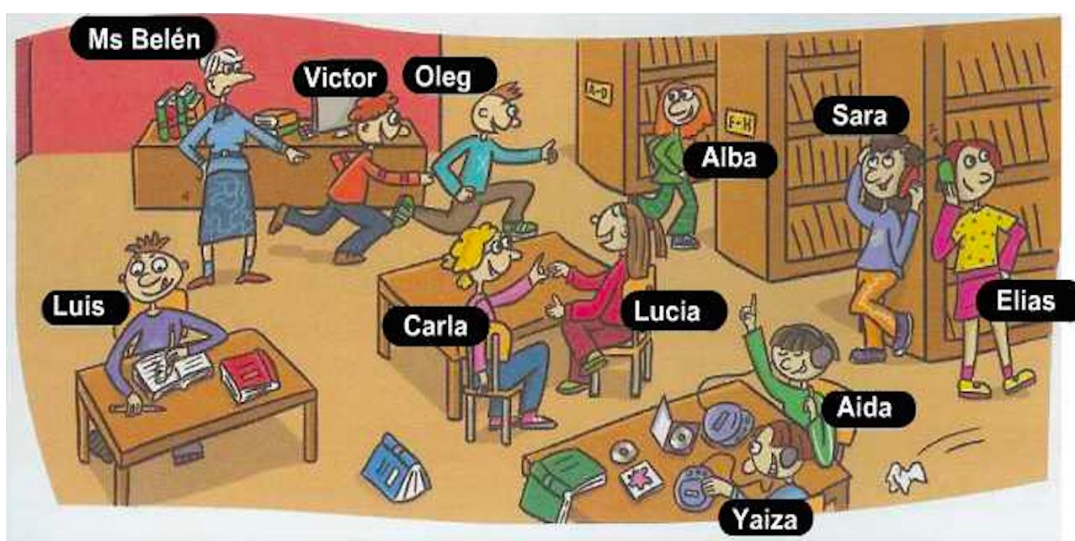
Task 2

Possible words that can be called out by students:

Words	ING forms
Listen to	Listening to
Write	Writing
Walk	Walking
Play	Playing
Run	Running
Talk to/with	Talking to/with
Talk by	Talking by
Point	Pointing

UNIT ONE

EVERYBODY'S WAITING FOR US

TASK-BASED LEARNING STRATEGY: ORDERING AND SORTING (Classifying)

OBJECTIVE: To classify words according to what people are doing in the picture.

Task 1

Look at the statements and classify them according to what the people are doing in the picture.

1. Victor and Oleg are running in the library.
2. Sara is writing on the notebook.
3. Aida is listening to some music.
4. Carla and Lucia are talking by phone.
5. Mis. Belen is talking to Yaiza
6. Alba is walking in the library.

Task 2

Put statements in the boxes below. If true, write the statements in the box on the left. If false, write the statements in the box on the right.

TRUE STATEMENTS	FALSE STATEMENTS
1. Victor and Oleg are running in the library 2. Aida is listening to some music. 3. Alba is walking in the library.	1. Sara is writing on the notebook. 2. Carla and Lucia are talking by phone. 3. Mis. Belen is talking to Yaiza

Task 3

Talk to your partner about what people are doing in the picture.

Example (0)

Aida is listening to some music.

UNIT ONE

EVERYBODY'S WAITING FOR US

TASK-BASED LEARNING STRATEGY: LISTING (Brainstorming)

OBJECTIVE: To talk about what their classmates are doing

Task 1

Think of four of your classmates.

Task 2

Write your friends' names on the cards. Use verbs that describe what they are doing in the class.

Task 3

Possible words that can be used for describing what your classmates are doing.

Task 4

Now talk to your partner about what your friends are doing by using the present continuous.

Example (0)

Mario is sitting on his chair.

UNIT ONE

EVERYBODY'S WAITING FOR US
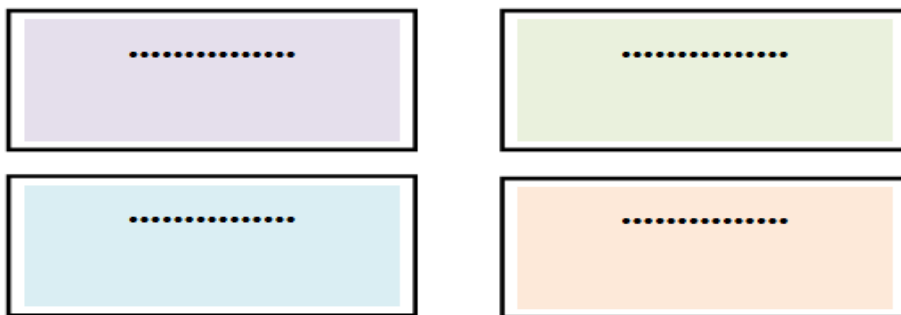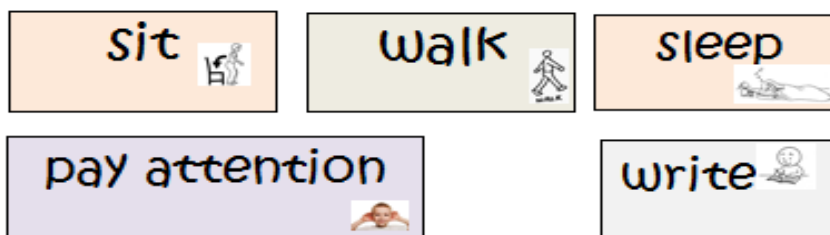
TASK-BASED LEARNING STRATEGY: LISTING (Brainstorming)

OBJECTIVE: To express ideas about what his/her famous person is doing at the moment.

Task 1

Read the text about a famous singer and take out the statements that describe what the person is doing at the moment.

PRINCE ROYCE
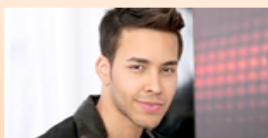
Prince Royce is a very popular singer who is taking French classes. He is also studying Music and Arts. He is a very talented singer who is recording a new album for his fans. He is writing a book of his life.

Task 2

Statements that describe what Prince Royce is doing at the moment.

Statements:

1. ---
2. ---
3. ---
4. ---

Task 3

Now talk to your partner about what Prince Royce is doing at the moment.

Example (0)

Prince Royce is studying Music and Arts.

<div style="text-align:center">

UNIT ONE

EVERYBODY'S WAITING FOR US

</div>

TASK-BASED LEARNING STRATEGY: LISTING (Memory games)

OBJECTIVE: To recall vocabulary related to what people in the class are doing

Task 1

In pairs, from the picture presented in the first day, recall the sentences mentioned to describe what people in the picture are doing. Write the sentences you remember in the box.

Task 2

In groups of three, use the sentences they remember to describe what his or her classmates are doing in the class.

Example (0)

He is sleeping in the class.

Task 3

Your partner has to guess who is the person that you are talking about.

Example (0)

It's Juan

<div align="center">

UNIT ONE

EVERYBODY'S WAITING FOR US
</div>

TASK-BASED LEARNING STRATEGY: LISTING (Memory games)

OBJECTIVE: To understand questions and respond to them in a short way.

Task 1

Draw a picture of yourself doing different activities.

THIS IS ME DOING....!
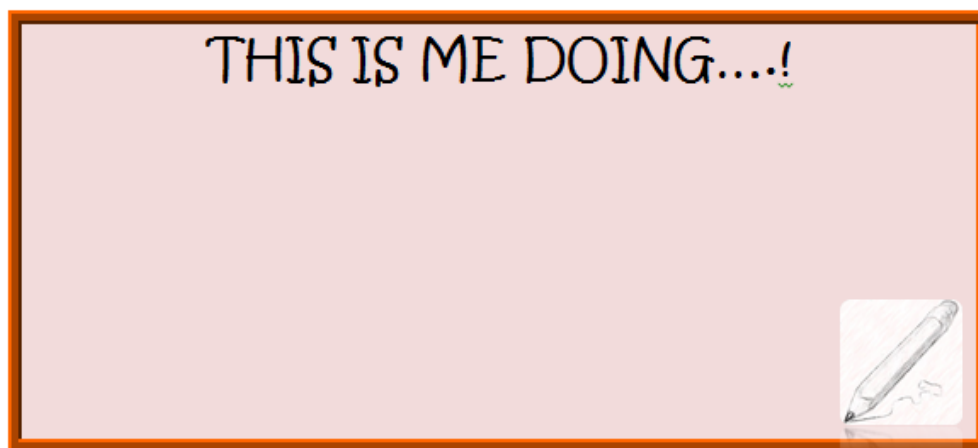
Task 2

In pairs, students ask questions to guess what are the activities that the classmate is doing in the picture.

Example (0)

A: Are you PLAYING football?

B: Yes, I am or   No, I am not.

Task 3

In different pairs, students report about what his/her classmates are doing in the picture.

Example (0)

Alex is playing football.

UNIT ONE

EVERYBODY'S WAITING FOR US

TASK-BASED LEARNING STRATEGY: ORDERING AND SORTING (Classifying)

OBJECTIVE: To recognize simple present and present continuous tense.

Task 1

Look at the sentences and classify them in the chart.

1. I am playing football.
2. I play volleyball everyday.
3. She plays Monopoly on weekends.
4. They are waiting for their friends.
5. My teacher is sitting at her desk.
6. He is wearing jeans.
7. She is studying French.
8. Mark and Elena are riding their bikes right now.

Present simple Example: "I play baseball"	Present continuous Example: "I am playing baseball"

Answers:

Present simple:

2. I play volleyball everyday.

3. She plays Monopoly on weekends.

Present continuous:

1. I am playing football.

4. They are waiting for their friends.

5. My teacher is sitting at her desk.

6. He is wearing jeans.

7. She is studying French.

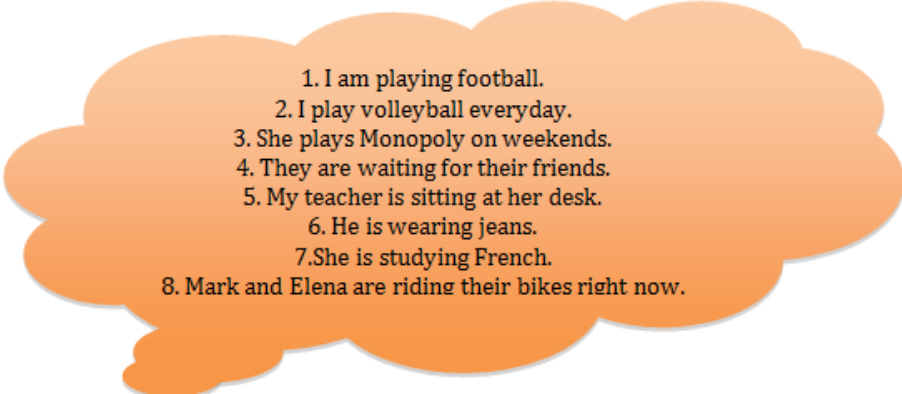8. Mark and Elena are riding their bikes right now

UNIT ONE

EVERYBODY'S WAITING FOR US

TASK-BASED LEARNING STRATEGY: ORDERING AND SORTING (Classifying)

OBJECTIVE: To talk about events in the class.

Task 2

Look at the picture and put names to the actions people are doing.

1. He is ....

2. She is ....

3. She is ....

4. He is....................

5. She is ....

Task 3

Students read the sentences out loud and the others check.

1. He is looking at the sun.

2. She is reading a book

3. She is drawing a picture

4. He is bothering ther students in the class.

5. She is sleeping on her desk.

Task 4

In pairs, use the same picture to use expressions "I think".., "You are right", "You are wrong" to have a dialogue with the person next to you.

Example (0)

A: I think the boy is getting into trouble

B: You are right

NAME OF THE UNIT TWO: Do you have any pizza dough?

A BRIEF DESCRIPTION OF THE UNIT: In this unit students will be working on task-based learning activities that are aimed at talking about food by using countable and uncountable nouns.

OBJECTIVE: Students will be able to talk about food by using countable and uncountable nouns and using expressions for food.

TASK-BASED LEARNING STRATEGY:

ORDERING AND SORTING (Classifying, Sequencing, and Collecting sets)

TIME: 20 hours

Table 40:

Planning of the learning process of unit two:

TIME	CONTENT	ACTIVITIES	EVALUATION INDICATOR	MATERIAL
60'	Food vocabulary	Classifying: International words *Students look at words and classify them in the chart. *Students look at a picture and classify the names of the food. *Students read the names of food out loud and the others check. *In pairs students use the expressions "I like" I dislike" to talk about food.	Expresses likes and dislikes about food	Handout about food

		Classifying: well-known food		
60'	Food vocabulary: singular and plural	*Students put the plural words in the cloud and the singular words in the star.	Asks and answers questions about food	Handout about plural and singular words.
		*In pairs, students use the expression "Do you usuallyeat……? And the other student answers.		
		*Students mingle to find the person in the class who has similar answers.		
		Classifying: Odd word out		
60'	Food vocabulary: countable and uncountable nouns	*Students have to look at some countable and uncountable nouns and circle the odd one out in the group.	Talks about food by using countable and uncountable nouns	Handout on countable and uncountable nouns
		*Students compare the answers with another classmate. *Students will use the even words with expressions about food to present what they have for breakfast, lunch, and dinner.		

| 60' | Food vocabulary: uncountable nouns pronunciation | Sequencing: jumble spelling dictation
*Students are given cards with jumbled letters that form uncountable nouns.

*In pairs, students find out what are the uncountable nouns that can be formed with the jumbled letters in the cards.
*Once students have formed the words, they create more cards and dictate the jumbled words to theirs partner.
Sequencing: what is missing
*Students will be given sentences with one sentence missing.

*Students complete the sentence by | Dictates letters to forms nouns | Cards with jumbled uncountable letters. |
| 60' | | True and false
*Teacher divides the class into smaller groups of four or five members each group. Ask each person to tell, with conviction, two truths and a lie about what they have eaten for their lunch. | Talks about food by using countable and with uncountable nouns | |
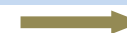
*Other members of the group have to guess which the truths are and which the lie is. With the large group, conduct a "Lie Off. Have each of the smaller groups select the most interesting, convincing person to share his or her three items.

´Food Description
*Teacher asks students to form groups of four.

Talks about food by using countable and uncountable nouns

120'

*Teacher asks studest to look for pictures of food in their books.
*They have to draw those pictures on a piece of paper and then stick it on the wall.

*Each group should choose two of their members to describe what they have on their poster.

*Then the other students go around the class listening to their classmates' explanations. Then students change roles.

	*Then students talk about which was their favorite poster and why.
60'	Description *Teacher divides the classroom into groups of four people and asks them to open the book to the first page of the unit. Teachers write on the board the question "What are they eating?" on the top of it *Each group looks at the picture and startstelling what they think that those people are eating. *Then, the groups pass to the front and show their picture to their classmate and explains what they are eating *The group with most words wins.	Talks about food by using countable and uncountable nouns
120'	´Food story *Teacherasks to see the pictures from the unit on the book (food and people) and choose five of them. *Students form groups of four and they have to create a story with the pictures.	Talks about food by creating a story

*Then, they present their story in front of the class and every student takes part in the story and their classmate say if they agree or disagree with the story

Listing Events and Situations

*Teacher asks to form pairs.

60'   *Every pair has to think about what they Describing   event ate last Saturday or Sunday and they have and talk about food to make a list of 6 meals they ate those days. They send them to the other pair.

*The pairs read and discuss the stories trying to guess the time of the day when those events happened.

*Then students say the time and the event and the reason why they think it is correct. The owners of the sentences approve or correct them.

Identifying
*Teacher asks students to be in groups of Describing   a   bad
four   experience   about
                                                 food

120'

*Teacher selects one student to be the Showdown Captain for the first round.

* The Showdown Captain read the topic "What are you eating?" (About a bad experience) and provides thinking time.

*Working alone, all students, including the Showdown Captain, give their answers, when they are ready. Teammates signal when they´re ready. The captain calls Showdown. Teammates show and discuss their answers.
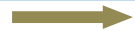
*At the end, they share their favorite experience.

Question Task

60'

*Teacher takes out the questions from the Describe their diet unit in the book for the interview, states and daily food the duration of the interview, and provides thinkimg time.

*In pairs, student A interviews student B.

*Pairs switch roles: student B interviews student A.

*Round Robin: Pairs pair up to form groups of four. Each student, in turn, shares with the team what he/she learned in the interview

Collecting sets

*Teacher asks students to think about the facts of healthy eating habits from the book.

Talk about their healthy habits using countable and uncountable nouns

60'

*Students mingle in the room, until teacher calls "pair"

*Students pair up with the person closest to them and give high five. Students who haven't found a partner raise their hand to find each other.

*Students share with their partner the information they have.

*In group of three, students are going to look for typical food item that represent any part of the world.

Describe food around the world by using the unit

*They look for the information and students should elaborate some materials like porters and so on.

120'	Comparing and contrasting
	*Students should act out the conversation Asks and answers between two friends in a restaurant (talk questions about about food, healthy habits and favorite food dishes). You can use the phrases from the book.
	*Students practice and perform the role-play.

UNIT TWO

DO YOU HAVE ANY PIZZA DOUGH?

TASK-BASED LEARNING STRATEGY: ORDERING AND SORTING (Classifying)

OBJECTIVE: To express likes and dislikes about food.

Task 1

Look at words and classify them in the chart.

bacon   omelet   sausages   syrup
pasta   pie   bread   ham   pancakes
cereal   tea   fruit   soup   cake

International food	National food

Answers:

International food: bacon, omelet, syrup, pasta, pie, pancakes, cereal

National Food: sausages, bread, ham, tea, fruit, soup, cake.

Task 2

Look at the picture and identify the names of the food.
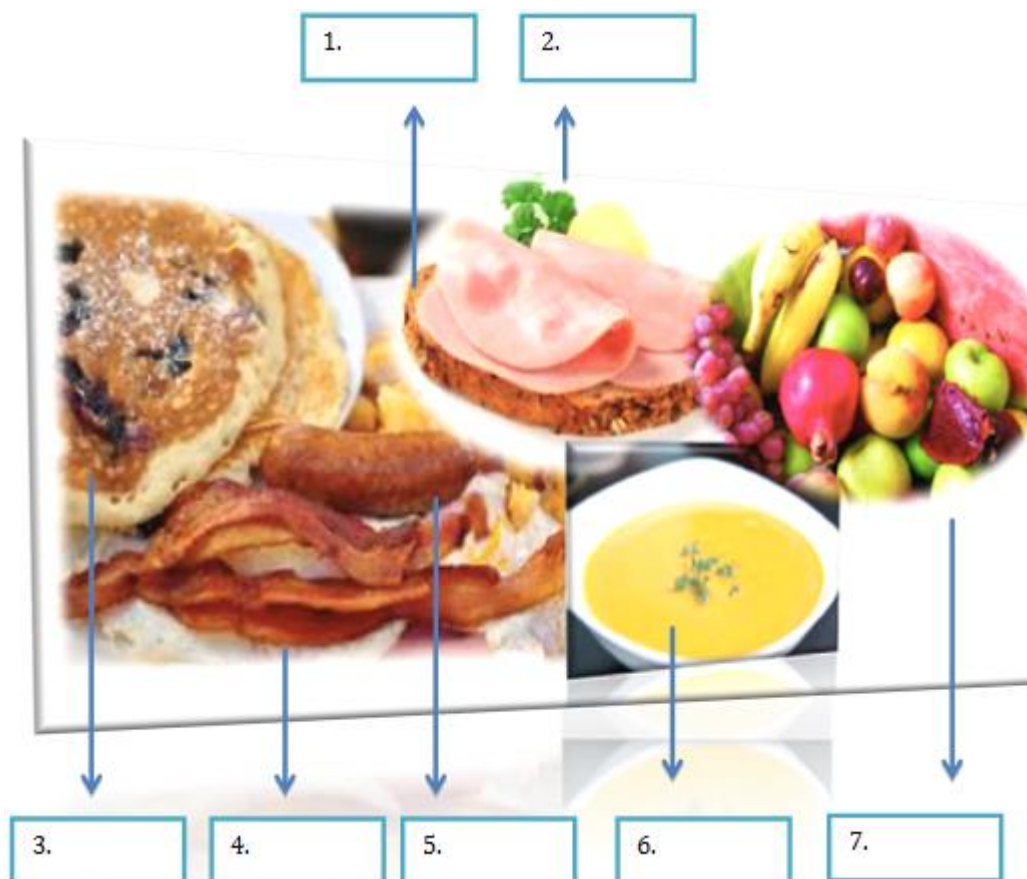
Task 3

Students read the names of food out loud and the others check.

1. Bread, 2. Ham, 3.Pancake, 4.Bacon, 5.Sausages, 6.Soup, 7. Fruit

Task 4

In pairs, use the expressions "I like" I dislike" to talk about food.
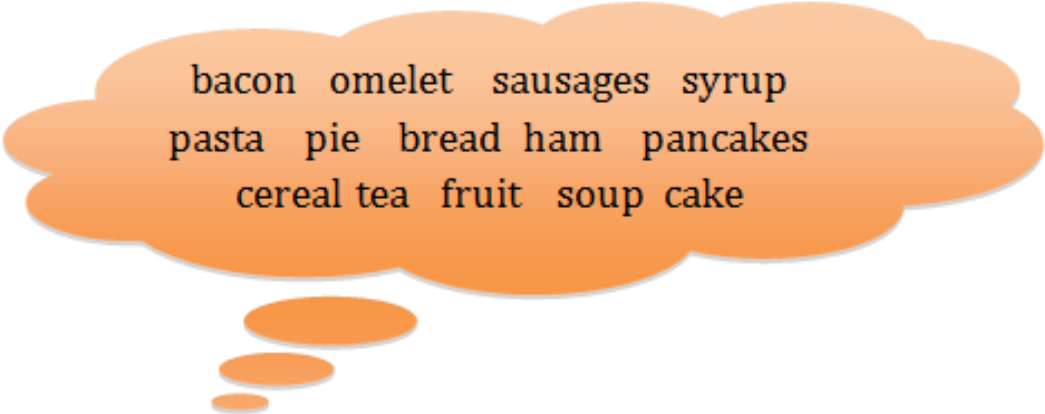
Example (0)

I like bread.

I dislike bacon.

UNIT TWO

DO YOU HAVE ANY PIZZA DOUGH?

TASK-BASED LEARNING STRATEGY: ORDERING AND SORTING (Classifying)

OBJECTIVE: To Asks and answers questions about food.

Task 1

Put the plural words in the cloud and the singular words in the star.

an apple	**two tomatoes**	**a sandwich**
a few apples	**several tomatoes**	**a tomato**
	many sandwiches	

PLURAL

SINGULAR

Answers task 1:

Plural: two tomatoes, a few apples, several tomatoes, many sandwiches

Singular: an apple, a sandwich, a tomato

Task 2

In pairs, use the expression "Do you usually eat……?"and vocabulary from task 1 to talk about food.

Example (0)

A: Do you usually eat **a few apples**?

B: Yes, I do   or No, I don't

Task 3

Now, mingle to find the person in the class who has similar answers.

UNIT TWO

DO YOU HAVE ANY PIZZA DOUGH?

TASK-BASED LEARNING STRATEGY: ORDERING AND SORTING (Classifying)

OBJECTIVE: To talk about food by using countable and uncountable nouns.

Task 1

Look at some nouns and circle the odd one out in the group of uncountable nouns.

NONCOUNT NOUNS

milk	meat	juice
cereal	eggs	coffee
cheese	potatoes	rice
ice cream	banana	apple

Task 2

Compare the answers with another classmate and say why they are uncountable nouns.

Task 3

Use the uncountable nouns with expressions about food to present what you have for breakfast, lunch, and dinner.

Example (0)

I have some milk, bread and juice for breakfast.

I have a lot of cheese, rice, and soup for lunch.

I have fish and water for dinner.

UNIT TWO

DO YOU HAVE ANY PIZZA DOUGH?

TASK-BASED LEARNING STRATEGY: ORDERING AND SORTING (Sequencing)

OBJECTIVE: To dictate letters to forms uncountable nouns.

Task 1

Look at the cards and unscramble the words in pairs. Uncountable nouns.

l t s a	o n e m y	r g u s a
a t p s a	i r e c	e c e e h s
p o u s	e o f e f c	k m i l

Task 2

Now create your own jumbled letters to form uncountable nouns. Dictate the letters to your classmate so that he/she says the uncountable noun you put on the card.

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GLOSSARY

Accuracy. It involves the correct use of vocabulary, grammar and pronunciation.

Fluency. It is the way the learner manages rhetoric and discourse elements when talking so that language is produced in a natural way

Grammar. It is defined as set of rules that shape the way a speaker uses the language. Grammar also encloses other linguistic elements such a vocabulary.

Interactive communication. The candidate's ability to use language to achieve meaningful communication. This includes initiating and responding without undue hesitation, the ability to use interactive strategies to maintain or repair communication, and sensitivity to the norms of turn-taking.

Pronunciation. It refers to the candidate's ability to produce comprehensible utterances to fulfill the task requirements. This includes stress, rhythm and intonation, as well as individual sounds.

Speaking skill. It is the productive skill. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound.

Spoken interaction. It is a social phenomenon in which speakers express themselves and use the language for a particular end. It is speaking or conversing with other people.

Spoken production. It is simply producing words. Spoken production is all about producing language. It's about speaking clearly and correctly. It's your ability to pronounce words, use the correct stress and intonation and select words that are appropriate for your purpose.

Task. In common language, a task is part of a set of actions which accomplish a job, problem or assignment. Task is a synonym for activity although the latter carries a connotation of being possibly longer duration.

Task – based learning. It is a method of instruction in the field of language acquisition. It focuses on the use of authentic language, and to students doing meaningful tasks using the target language; for example, visiting the doctor,

conducting an interview, or calling customer services for help. Assessment is primarily based on task outcome (the appropriate completion of tasks) rather than simply accuracy of language forms. This makes TBLL especially popular for developing target language fluency and student confidence.

Vocabulary. It is related to the lexis a speaker has which is also crucial when interacting. The appropriate selection of vocabulary helps learners achieve the highest levels of interaction.