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DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

MODALITY: RESEARCH REPORT

**“ENGLISH TEACHER’S PERCEPTIONS ABOUT TASK-BASED LEARNING IN
EFL TEACHING”**

Research report before obtaining the bachelor degree in National and Foreign Language Pedagogy, English Major.

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**PUJILÍ-ECUADOR
AUGUST 2023**

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “English Teacher’s perceptions about Task-Based Learning in EFL teaching”, and researched by Rafael Higinio Fiallos Villegas, ID number 1804719670, and Maria del Carmen Remache Remache, ID number 0503327629, for obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, August, 2023



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COMMITTEE APPROVAL

The research report entitled “English Teacher’s perceptions about Task-Based Learning in EFL teaching”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.


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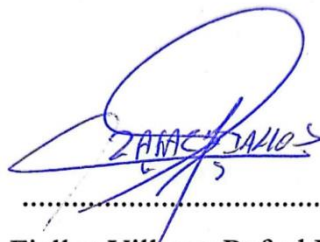
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GRATEFULNESS

First of all, we want to thank God for giving us health and life. For having given us the strength and wisdom to face the challenges that have presented themselves throughout our professional training and the resilience to overcome the bad moments. In addition, we want to thank our families and close friends for having trusted us and for being the support and motivation in this long journey that has allowed us to achieve an important goal in our lives. Finally, a thousand thanks to the Technical University of Cotopaxi for opening its doors to get our dreams, and to the teachers, administrative, and service staff for their warmth and kindness during this long process full of adventures and incredible experiences that go hand in hand with a series of knowledge, experiences and valuable advice that instilled in us to be better every day. A special thanks to our tutor Fanny Mercedes Abata Checa without her virtues, patience, and perseverance to successfully achieve the development of this project.

Rafael & Maria del Carmen

DEDICATION

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Rafael

DEDICATION

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Maria del Carmen

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PUJILÍ EXTENSION
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THEME: ENGLISH TEACHER'S PERCEPTIONS ABOUT TASK-BASED LEARNING IN EFL TEACHING.

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ABSTRACT

Learning a new language is essential to break the barriers of communication in a globalized world. Hence, it is necessary for students to develop English language skills for effective communication, so, the implementation of task-based language teaching (TBLT) appears as an alternative to traditional teaching methods. However, the limited number of studies related to this topic in the Ecuadorian educational context makes it difficult to know the benefits and challenges of applying (TBLT). Thus, the main objective of this study is to determine an English teacher's perceptions of Task-Based Learning in English as a Foreign Language (EFL) teaching in relation to the benefits and challenges in classroom implementation. A qualitative approach and a descriptive method were used to hold this study. A semi-structured interview guide with 20 open-ended questions was applied to collect data based on perceptions about the use of (TBLT). The participant was a female English teacher who was selected through a purposive sampling technique, and the collected data was analyzed following the thematic analysis procedure. The main results of the study show that the participant had positive and challenging perceptions toward the implementation of (TBLT). Her positive aspects refer to the use of significant tasks, which helped the development of reading comprehension, as well as communicative skills, and even cognitive skills. Nevertheless, she stressed that the lack of knowledge makes it difficult to correctly apply the (TBLT), hindering knowledge convey and classroom management. In conclusion, it is possible to implement (TBLT) to achieve academic success in EFL teaching and start using the post methods the EFL national curriculum suggests, but for successful implementation, teacher training is necessary.

Keywords: EFL, language skills, task-based language teaching, teacher's perceptions.

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ
PROGRAMA DE PREGRADO
DEPARTAMENTO DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS INGLÉS

TEMA: PERCEPCIONES DE UN PROFESOR DE INGLÉS SOBRE EL APRENDIZAJE BASADO EN TAREAS EN LA ENSEÑANZA DE EFL.

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RESUMEN

Aprender un nuevo idioma es fundamental para romper las barreras de la comunicación en un mundo globalizado. Por lo tanto, es necesario que los estudiantes desarrollen habilidades en el idioma inglés para una comunicación efectiva, por lo que la implementación de la enseñanza de idiomas basada en tareas (TBLT) aparece como una alternativa a los métodos tradicionales de enseñanza. Sin embargo, el limitado número de estudios relacionados con este tema en el contexto educativo ecuatoriano dificulta conocer los beneficios y desafíos de aplicar (TBLT). Por lo tanto, el objetivo principal de este estudio es determinar las percepciones de un profesor de inglés sobre el aprendizaje basado en tareas en la enseñanza de inglés como Lengua Extranjera (EFL) en relación con los beneficios y desafíos de su implementación en el aula. Para la realización de este estudio se utilizó un enfoque cualitativo y un método descriptivo. Se aplicó una guía de entrevista semiestructurada con 20 preguntas abiertas para recolectar datos con base en las percepciones sobre el uso de (TBLT). La participante fue una profesora de inglés que fue seleccionada a través de una técnica de muestreo intencional, y los datos recolectados fueron analizados siguiendo el procedimiento de análisis temático. Los principales resultados del estudio muestran que el participante tuvo percepciones positivas y desafiantes hacia la implementación de (TBLT). Sus aspectos positivos se refieren al uso de tareas significativas, que ayudaron al desarrollo de la comprensión lectora, así como de las habilidades comunicativas, e incluso cognitivas. Sin embargo, resaltó que la falta de conocimientos dificulta la correcta aplicación del (TBLT), dificultando la transmisión de conocimientos y la gestión en el aula. En conclusión, es posible implementar (TBLT) para lograr el éxito académico en la enseñanza de (EFL) y comenzar a utilizar los métodos posteriores que sugiere el currículo nacional de (EFL), pero para una implementación exitosa, es necesaria la capacitación de los docentes. **Palabras clave:** EFL, competencias lingüísticas, enseñanza de idiomas basada en tareas, percepciones de los profesores.

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1. GENERAL INFORMATION

Theme: English Teacher's perceptions about Task-Based Learning in EFL teaching.

Starting Date: April 2023

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Place of Research:

Instituto Superior Universitario "Sucre".

Sponsoring Faculty: Pujilí Campus

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Macro project of the career: Formative process in the teaching and learning of English as a foreign language in educational institutions in the Cotopaxi province.

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Knowledge area: Education

Research line: Education and communication for human and social development

Research line of the career (if applicable):

Innovation in teaching and learning the English Language as a foreign language.

2. PROBLEM STATEMENT

Traditional education limits the motivation and interest to learn English in Ecuadorian students. Historically, in Ecuador, teaching English as a foreign language (EFL) has represented one of the biggest challenges in the field of education. In this sense, it has been evidenced that students do not have the required level of proficiency in the English language when they start with superior education at universities. The reasons for low development of English skills among students include inappropriate application of teaching methods and strategies, teachers' low proficiency in the English language, students' psychological and sociocultural factors, students' inadequate linguistic resources and behavior, L1 interference, and large class size (Islam & Stapa, 2021).

In this way, the teachers have seen the necessity to search frequently for new teaching methodologies to allow them to improve the teaching-learning process, and promote the development of the English language skills and the proficiency of the English language in Ecuadorian students. So, this search has led them to realize that one of the best ways to teach English as a foreign language is relying on the Task-Based Language Teaching (TBLT) method since it is useful to learn the language in a meaningful way and develop communicative skills (Celik, 2017). However, this methodology is unknown in a big part of educational institutions of the Ecuadorian educational system since, in fiscal education, the teachers work especially with traditional teaching methods such as grammar translation and the ERCA (Experience, Reflection, Conceptualization, Application) framework according to the Ministry of Education dispositions which don't allow effective implementation of (TBLT) similarly to the Taiwanese educational context (Lin & Wu, 2012).

(TBLT) is not a traditional teaching method. Hence, it is not possible to know an English teacher's perceptions of (TBLT) in teaching EFL, which does not allow us to have a clear idea of the results that the application of (TBLT) in English skills development. Hence, ignorance of the application of this teaching method, could diminish the development of English skills in the students, or it could motivate the teachers to appeal to use traditional teaching methods becoming the lessons something boring and monotonous. Moreover, it makes not possible to get a clear understanding of the benefits and challenges of applying a methodology based on meaningful learning in Ecuadorian students.

So, the lack of knowledge about the use of (TBLT) as a teaching method could be presented due to several causes, one of them being the limited information or studies related to the use of (TBLT) as a teaching method in the current education which does not make possible to know the optimal strategies of application of this innovative methodology in Ecuadorian students. Likewise, another cause could be that (TBLT) is not a common teaching EFL methodology, it does not allow the teachers to be aware of the benefits as a result of the application of (TBLT) methodology which is based on meaningful learning. In the same way, this problem could be caused due to the lack of support and collaboration of the education authorities with the teachers regarding the implementation of the (TBLT) methodology to teach EFL because they are focused on the Education ministry curriculum. Therefore, this does not stimulate her to innovate her classes with new methodologies that are more attractive to students.

It has been considered necessary to carry out the following research in order to show the benefits of implementing (TBLT) in EFL to enhance the teaching-learning process and in base of experiences to the teacher who participate in this study there is an intention to encourage English teachers to put aside the use of traditional teaching methods due to its success in achieving the desired learning outcomes depend on the methods used by the teacher.

Once the different causes of ignorance of the benefits provided by the use of (TBLT) as a teaching method have been analyzed, it is possible to mention that the present study is aimed at answering the following research question: What is the English teacher's perceptions of Task-Based Learning in EFL teaching in relation to the benefits and challenges in classroom implementation?

3. OBJECTIVES

3.1. General Objective

To determine an English teacher's perceptions of Task-Based Learning in EFL teaching in relation to the benefits and challenges in classroom implementation.

3.2 Specific Objectives

To establish theoretical foundations about the use of (TBLT) methodology.

To analyze the perceptions of the English teachers regarding the use of (TBLT).

To report the results of the English teacher perception regarding the use of (TBLT) in an academic paper.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Table 1: Activities and task system about the objectives proposed.

Specific objective	Activities	Verification Means
To establish theoretical foundations about the use of (TBLT) methodology.	<ul style="list-style-type: none"> - Research information - Write relevant information to the theoretical framework. 	- Theoretical Framework.
To analyze the perceptions of the English teachers regarding the use of (TBLT).	<ul style="list-style-type: none"> - Validate the interview instrument. - Apply and analyze the instrument. 	- Analyze and discuss.
To report the results of the English teachers perceptions regarding the use of (TBLT).	- Defined conclusions and recommendations.	- Conclusions and recommendations

Note. Note. Activities related to each specific objective are detailed in this table

5. JUSTIFICATION

The activities held by human beings evolve according to the requirements of the globalized world. In this sense, education must evolve along with globalization. Thus, traditional teaching methods have been left behind with the emergence of new teaching methods, strategies, and approaches. For this reason, in the teaching of English EFL, teachers have sought to innovate with methodologies that focus on effective communication and the meaningful use of the target language, leaving aside grammatical and lexical rules, since it is considered that the student must learn them. autonomously and inductively (Zakime, 2018).

This research project aims to explore the perceptions of EFL teachers regarding the application of the (TBLT) approach in EFL English language teaching, specifically focusing on the challenges a teacher faces when implementing this methodology, as well as the benefits and results that can be obtained through its application.

The present study is of great importance because (TBLT) promotes educational innovation in English language teaching, moving away from the traditional grammar approach and promoting the effective acquisition of communication skills. Exploring the challenges and benefits of applying (TBLT), it will provide a foundation for future improvements in curriculum design and pedagogical practices that seek to improve the quality of teaching. In this sense, the results obtained will make it possible to demonstrate the development of linguistic competence in a holistic way in students after the application of the (TBLT), as well as to determine the feasibility and relevance of its implementation in different educational contexts. Furthermore, this project contributes to the existing knowledge regarding teachers' perspectives on the (TBLT) approach in the field of language teaching.

In this way, with the implementation of (TBLT), the teachers become facilitators of information allowing the students to build their own knowledge through the development of meaningful tasks based on real-world contexts, which will let the students improve their proficiency in the use of the English language effectively with a greater understanding of (TBLT), informed decisions can be made about its implementation, which will benefit teachers and students in learning the English language.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1. Background

Lin & Wu (2012) held the research project “Teachers’ Perceptions of Task-Based Language Teaching in English Classrooms in Taiwanese Junior High Schools”. This study was addressed to explore perceptions of Taiwanese English teachers’ about (TBLT) implementation in junior high school and the extent to which they think it is implemented in their classrooms. For this study, a mix method approach was used. A survey with 136 respondents from 30 junior high schools in four counties in central Taiwan and a semi structured interview with four teachers was employed. Questions were selected according the main aspects of teaching learning process such as the teacher’s knowledge of (TBLT), teachers’ experiences of (TBLT), and the way that they implement (TBLT) in their teaching practice. The results of the research show that a vast majority of English teachers were positive towards the implementation of (TBLT) in the classroom and are aware that (TBLT) is a good method that can provide a relaxed environment that promotes the use of the target language. In addition to being an effective approach that encourages the development of students' language skills with a specific focus on meaningful communication. On the other hand, many teachers agreed that (TBLT) could not be easily implemented in Taiwanese education due to the lack of teacher training in (TBLT), inflexible syllabus, time of class time, class size, and the structure of the education system. Therefore, many of the participants believe that the grammar-translation method (GTM) is more suitable than (TBLT) in their classrooms as it is the main approach used in EFL teaching and they occasionally resort to the learned-center approach and real-life-based group work. In conclusion, most of the English teachers agreed that the use of (TBLT) is very beneficial for the educational process and mentioned that they would like to see training programs promoted by the Ministry of Education in order to gain confidence and ability in its use of (TBLT) but, they believe that it could not be effectively implemented in Taiwanese junior high school classrooms as it depends on a change in the educational system.

Pohan, Andhini, Nopitasari & Levana (2016) In their research, Teachers’ Perception of Task-Based Language Teaching in English Classroom, mentions that their objective is to find out what knowledge the teachers of state junior, senior, and vocational high schools in Tanjungpinang, Riau Archipelago Province have about task-based English teaching, the study

was focused on the perceptions of understandings and implementation of (TBLT), as well as the reasons to apply or avoid to apply (TBLT) their English classes. For this, a qualitative descriptive approach was used. The participants filled out questionnaires and the data was tabulated to be analyzed to check the knowledge of the teachers of the principles of (TBLT) and their opinions on the application of (TBLT). The results show that in the Indonesian context, studies of (TBLT) implementation are still limited since the teachers do not have a reference for how to practice the target language in their classes. So, they have doubts about the use of (TBLT) despite their thinking that it facilitates the development of the teacher's and learners' communication skills. In conclusion, the findings of the study revealed that most of the teachers have a good understanding of the task and (TBLT) concepts and a positive attitude towards applying it in their classes but some of them consider that large class size is an obstacle to using task-based methods.

Sarman (2022) conducted research on Turkish EFL Teachers' Perceptions and Implementations of Task-Based Language Teaching in The Context of a Preparatory School, the main objective is to explore teachers' perceptions of (TBLT) and its effectiveness in terms of encouraging learner participation and boost the language learning process. A mixed-methods was used to held this research. To collect data, a questionnaire, and interviews were applied to 102 teachers of different levels of teaching (secondary school, high school, and universities) as participants of the investigation. The results show that the majority of the teachers participating in the study had positive views about task-based language education and applied it in their classrooms. According to the other information obtained as a result of the analysis, it was understood that the most common factors preventing the implementation of task-based language education in classrooms were the large number of students in the classrooms and the inadequate classroom management, or materials for (TBLT) education.

Mateus Liu, Freda & Chambers (2018) held a study, EFL teachers' perceptions of (TBLT) in Chinese higher education. The objective of this study was to explore the perceptions of EFL teachers and to test the implementation of (TBLT) in the colleges of China. For this study, they applied a mixed method approach, for data collection interviews and surveys questionnaires were applied to the EFL teachers for non-English majors in Chinese universities. The participants were selected for both random sampling and snowball sampling which allowed them to employ and distribute the questionnaires. In total, 66 valid responses were obtained

from the online and printed-out questionnaires. The results show that there is potential for the positive implementation of (TBLT) in the Chinese context by the survey teachers since they report a high frequency of using (TBLT). However, this study also reveals that there is not a clear understanding of (TBLT) because of the lack of training or the public examination system that impede the proper application of (TBLT). The article concludes that it's not possible to generalize on the basis of this small-scale study. However, this study has the intention to encourage researchers and curriculum designers to explore more about (TBLT) to gain confidence which is the key to successful classroom implementation.

Prianty, Ngadiso & Wijayanto (2020) with their research *Indpseian EFL Teachers' perception of the task-based language teaching approach* focuses on exploring teachers' perceptions of task-based language teaching in secondary school in Indonesia, where a qualitative-descriptive method was used using data that were collected through questionnaires. This research found that the majority of EFL teachers and middle and high school students demonstrated positive attitudes to (TBLT) even though their knowledge of this method was not extensive, however, many will continue to use (TBLT) in their classes and for this, they will continue to adopt the practice in a good way. Finally, one of the teachers commented that (TBLT) makes the students enjoy the learning process.

6.2. Theoretical framework

6.2.1. English teachers' perceptions

Perception refers to the different appreciations or points of view that people have about a certain event, or phenomenon through a process of selection, organization, and interpretation of the information perceived by the senses to provide meaning about reality from their insight (Qiong, 2017). In this sense, people could share similar experiences but differ in their interpretation of reality, so, the understanding of information about their environment depends on each person. Hence, reality is not an absolute truth (Welaty, 2021). Thus, perception can be modified depending on sociocultural factors or the background of the people, which implies each individual creates a particular point of view according to their understanding of reality (McDonald, 2011).

In this way, the perceptions of EFL English teachers have concordance with their understanding of the teaching-learning process of English based on their experiences. That is, how they internalize the knowledge they impart in the classroom. Then the teacher must have a clear idea about the information that they are going to share with their students to achieve the learning outcomes desired, which allows them to reflect on the situations that occur in their professional practice (Qiong, 2017). The previous knowledge is essential since it allows them to give their opinion on a certain topic related to their educational field and let the people know their experiences which can modify the way that the people appreciate the reality related to their knowledge area (De Lange et al., 2018).

6.2.2. Teaching English as a foreign language (TEFL)

Globalization is a phenomenon that forces human beings to find a universal method to communicate with each other. Hence, it is a big reason to learn foreign languages such as the English language, due to it allows us to communicate, exchange culture, and improve the economic situation (Öztabak, 2022). In this sense, English teaching has allowed us to overcome the physical limitations of the countries. Thus, English teaching leads the students to an understanding of the target language. Hence, it is necessary to keep in mind that it is important to provide an environment where the learners have the same opportunities to participate in the activities and promote interaction using the target language, which helps them to gain confidence to acquire the language, so, the teacher and students have to work together dynamically (Weixuan, 2014).

In this way, both in public and private educational institutions, the authorities have been concerned about the importance of learning the English language. However, they are aware that most students will not learn English as a second language (ESL) because they will not use it to communicate as native speakers. Instead, they will learn the English language as a foreign language (EFL) and use it for academic purposes, so the target language is not an essential requirement for communication (Si, 2019). In this sense, EFL is related to the study of English by people who live in areas where English is not their mother tongue (Larasaty et al. 2021). For this reason, teaching English EFL has been a great challenge in education because learning English requires a lot of discipline and effort. Furthermore, the teacher is who guides the

learning for which the use of suitable teaching methods and strategies will help to develop a meaningful learning process (Munna & Kalam, 2021).

6.2.3. English skills

Skills can be understood as the set of knowledge, abilities, and competence that people have to carry out any activity easily and adequately. Skills allow one to gain expertise in a specific area of life and they can be developed with practice or proper training (Herrity, 2022). Any language plays a big role that allows communication. So, to there is effective communication it is necessary to develop the four linguistic macro-skills listening, speaking, writing, and reading (Sadiku, 2015). These skills are essential in English language learning since it allows fluid interaction in the educational context. It is worth mentioning that these skills are related to each other with an inseparable bond (Widia & Astawa, 2014).

In this sense, teachers should work to create the necessary conditions for their students to learn adequately and to reach the desired outcomes. Hence, the integration of four skills in an effective way helps the students to meet high standards and develop communicative competence gradually, becoming them into good listeners, speakers, readers and writers being able to communicate effectively using the language to exchange real information and thus develop their abilities and self-confidence. These skills are used for different purposes and work together in real-life situations. So, listening and speaking are used for oral communication whereas reading and writing are tools for written communication (Sadiku, 2015). It is important to emphasize that English skills, despite being integrated with each other, are classified into productive skills and receptive skills

Productive skills

The productive or active English skills are speaking and writing since these are evidenced when people produce the language.

Speaking skill

Speaking skill is the ability to use language to produce sounds that make it possible the communication in an oral way. Speaking is a special ability since the words read, written ideas, and thoughts heard, can be expressed with the ability to speak, which depends on the context in which the individual interacts. Therefore, to be a good speaker, it is necessary to have proper pronunciation, intonation, and diction, as well as to build a good lexicon avoiding dragging, muting sounds, or projecting them weakly, since the listener can lose the message (Soria, 2019).

Writing skill

The writing skill is the ability to express feelings, ideas, and messages through words and symbols in written form. A person with good writing skills can clearly express their ideas. The ability to write is evidenced when the person can compose a text correctly using grammar or punctuation marks. Furthermore, writing skill is a process that begins with pre-writing, the writing of the first draft, the revision, and the final text that is presented to the reader with the polished details and the necessary corrections so that the text is optimally readable (Sadiku, 2015).

Receptive skill

The receptive or passive skills are reading and listening and occur when the person receives the message whether spoken or written.

Reading skill

The skill of reading is an important passive action to obtain information from texts. It is closely related to writing skills. Reading is a fun way to acquire, process, and comprehend the message written. Reading brings wisdom. Through reading, it is possible to get a large amount of knowledge, so reading is a skill worth highlighting. For a long time, reading became a popular leisure activity and many people developed the habit of reading. However, with the evolution of technology, it can be seen that people have lost their ability and passion for reading, which

is a shame since reading is a very useful tool since it allows you to expand your vocabulary, and therefore improve your language (Sadiku, 2015).

Listening skill

Listening is another language requirement and is the first skill that the people develop in their mother tongue (Soria, 2019). The more the Listening skill is developed, the greater the chance of successful communication. Listening is not simply hearing, listening involves the reception and analysis of information, which facilitates the understanding of the message heard, allows sound to be translated into words, and provides contextual meaning giving the listener an active participation in the communication process (Sadiku, 2015).

6.2.4. Teaching methods to develop English skills

The English language has been considered a universal language. For this reason, historically several teaching methods have been used to teach EFL and develop linguistic skills. Thus, the methods of teaching the English language can be highlighted. Grammar-translation method is focused on the grammatical rules allowing the learner acquires de language following the structure of sentences (Jeya, 2012). The direct method is inspired in the way that the children acquire the mother tongue, so, it emphasizes oral communication (Larsen-Freeman & Anderson, 2011). On the other hand, in the audio-lingual method, the students use the language for real conversations creating an atmosphere where the students can interact orally using the target language. (Jeya, 2012). Likewise, the suggestopedia method promotes the production of the target language through the use of songs, games, and physical activities in a relaxed environment (Kharismawati, 2014).

6.2.5. Task-based learning approach

Task-based language teaching in class is an effective way to promote communication, understanding, and interaction using the target language. In this way, students are able to express their ideas in a clear and fluent way since communication is prioritized, then grammatical rules are learned inductively (Nunan, 2006). In this sense, the (TBLT) method can be defined as the development of meaningful tasks. Hence, the (TBLT) approach has gained

relevance in the field of language teaching based on the learner-centered approach, which uses language as a communicative tool (Zakime, 2018).

The task-based approach originates from communicative language teaching which is a communicative approach. For this reason, many EFL teachers have applied this approach in their professional field because of (TBLT) and the fact that the completion of tasks based on real-life situations of the students allows the target language to be used for effective communication. This approach derives from the Task-based approach (TBA) for which teachers have been focusing learning based on the performance of tasks based on daily activities (Sánchez, 2014; Elsheikh, 2016). In the last decades, language teaching has been constantly changing, so teachers have been experimenting with different teaching approaches trying to achieve optimal results, being (TBLT) an excellent alternative since carrying out useful tasks favors production. of linguistic functions so that grammatical information goes to the background. Then, the teacher can ask their students to tell stories, solve problems, carry out instructions, or communicate using the target language either orally or in writing (Rozati, 2014).

6.2.6. Task-based learning methodology

The task-based learning (TBL) is a method that originated from the communicative language teaching methodology and constructivist theory of learning. Task-based learning is a methodology that follows a specific structure that qualifies sequence activities in a teaching lesson. According to Puspitasari (2018), Task-based learning bid advantages in the development of language skills according the student's level thought fulfill meaningful activities. Besides, TBLT makes collaborative work possible, builds confidence with the use of language and social situations in the development of meaningful tasks, and it is the way that shows how a person actually learns a language (Weller, 2019).

In the same way, (TBLT) emerges as a method to fulfill the main conditions where learning happens (Daga, 2022). This method helps to satisfy the need to learn English as a second language. For this reason, it is important that the activities applied with this methodology are based on daily life situations that allow students to get involved in natural contexts and thus achieve that they are able to produce a target language and a meaningful learning (Büyükkarci, 2009; Celik, 2017).

6.2.7. Steps of Task-based learning

(TBLT) is one of the most modern EFL teaching methods which is focused on setting goals for the students to achieve progressively them through the development of meaningful learning (Kawasaki, 2021). So, follow a structural process of three fundamental stages.

Pre-task

This is the first stage in which the topics are introduced and the new vocabulary is introduced to the class by using flashcards, pictures, songs, and so on. At this stage, the teacher has the chance to clearly explain the instructions that the students have to follow to perform the activity (Soria, 2019).

Task

In this stage, students carry out the activities proposed by the teacher. the task can be done individually, in pairs, or in groups through activities such as role-plays, discussions, or interviews. In this sense, the teacher acts as a guide or learning monitor and helps the students by clearing up any doubts that may arise during the development of the task (Anwar & Arifani, 2016).

Post-task

This is the final stage which is also known as language focus. In this stage, the assessment of the tasks developed by the students in the task stage is carried out, for which the teacher must analyze the performance of the students and provides feedback about possible errors in the fulfillment of the task (Cervantes and Gómez, 2017).

In this way, the (TBLT) helps to reinforce and enrich communicative skills. Therefore, the teacher must measure the progress in the development of linguistic skills and provide adequate feedback after completing the task. In this way, following an appropriate procedure, this methodology allows students to be engaged and motivated with the use of the target language by carrying out various tasks associated with real life (Cervantes and Gómez, 2017).

6.2.8. Task

According to Long (1985), a task is an activity that is carried out to achieve one's own benefit or that of others, either voluntarily or for some remuneration. So, a task is an assigned activity based on the real world, such as painting a fence, or academic, such as writing a report. Then tasks are the activities that people perform either in daily life, at work, or in the educational context. In this way, tasks can be defined as real-life situations that have a pedagogical objective, so tasks are activities that can be carried out in the real world but they are also activities that are carried out for pedagogical purposes (Zakime, 2018). The tasks carried out in class are directed so that students can share important information, and have clear and useful results, in addition to being connected with real-life activities (Ellis, 2017).

The task is the main axis of learning since it can be used to provoke an interesting interaction and in turn provide multiple practical experiences (Lara, 2018). Tasks are class activities aimed at understanding the target language in real contexts rather than learning grammar (Nunan, 2004). Thus, the tasks must be consecutive, interesting and facilitate the use of language Sánchez (2004).

Types of tasks

There are different types of tasks that are used for a specific purpose or to develop a particular skill. However, the teacher can make use of some activities to integrate various language skills simultaneously. Therefore, the teacher must place their students in situations that allow them to develop linguistic skills in all language areas, that is, design daily activities that relate to listening, speaking, reading, and writing, giving learners opportunities to develop each skill. In this sense, according to each skill, it is possible to highlight some activities; for listening is possible to use songs or a pair activity; for speaking is suggestible a pronunciation practice, greetings, dialogues, recitation, or role play; for reading it is possible to use instructions, cards for playing games, flashcards and for writing exercises such as fill-in-the-blank sheets, sentences that describe a feeling, sight or experience or a journal entry (Sadiku, 2015).

Real-world tasks

These types of tasks are those that focus on meaningful learning since they are designed based on the real world of the students, so the tasks can involve role-playing games, solving a problem, sharing information, or recounting experiences. In addition, if the activities favor argumentation, negotiation, or agreements that help to solve the task, it can be considered a good (TBL) activity. Hence, students use the target language to meet the stated objectives. Furthermore, it is important that the teacher monitors the progress of the development of language skills through language focus and feedback according to class planning. therefore, lesson planning with the TBLT method should be focused on enriching language skills through the fulfillment of real-life tasks developed in class (Nolen & Kim, 2019). Additionally, (TBLT) approaches focus on the development of meaningful tasks designed for the authentic use of language for communicative purposes, (Zakime, 2018).

Classroom tasks

(Ellis, 2017) states (TBLT) takes a leading role in language pedagogy. In this way, the classroom tasks are those that may or may not require the use of the target language to be developed, since if a task such as a role-play inspired by a newscast is carried out, it implies that the students interact using the target language. on the other hand, if the task is based on activities such as coloring pictures, it does not require the use of language at all (Ellis, 2017). On the other hand, classroom tasks need language since the primary objective is communication. Therefore, these activities are focused on transmitting the message in an authentic way through the use of the language and can develop communication skills, for which it is essential that the student adopt the role of language user (Soria, 2019).

So, using the language in an authentic way makes the tasks represent a significant and real value for students. To guide you an idea, an authentic task is one that empowers the use of language to carry out activities related to daily life such as going to the store to buy a candy or inviting a friend to have an ice cream. On the other hand, there are academic tasks such as telling a story, describing a picture, and telling a gossip, the same ones that require the use of language since these types of tasks will be evaluated and they will obtain a grade. In any case, these types of tasks involve the use of linguistic skills either to obtain information or to produce the language

(Ellis, 2017). Moreover, (TBLT) facilitates the production of a cognitive process since the learner receives, manipulates, comprehends the information, produces, and interacts through the use of the target language (Soria, 2019).

6.2.9. Teachers' and students' role

(TBLT) is a methodology that by nature promotes collaborative work and interaction between teachers and students which contributes to the educational process. However, each party plays a different role (Ellis, 2017).

Teacher's role

(TBLT) is a teaching method that derives from constructivism. Hence, the role of the teacher is that of a facilitator of language knowledge. The teacher is in charge of designing or choosing activities based on a real context that is consistent with the interests and needs of the students achieving it is meaningful. (Büyükkarci, 2009), Furthermore, the teacher is the one who must provide a context of the task through the explanation or introduction of the topic to help students acquire a useful vocabulary that provides an overview of the process to follow to successfully develop the task (Hismanoglu, 2011).

The teacher plays a passive role since his/her main role is guiding the learning process, which means that the teacher should try to get involved as little as possible while carrying out the tasks. (González Humanez & Arias, 2009). This means that the teacher is a mediator and facilitator of the knowledge to the students (Van den Branden, 2016). Similarly, the teacher is responsible for choosing, planning, and sequencing the activities, as well as he/she is one who must prepare students so that they can use the target language (Richards & Rogers, 2001). Moreover, he must motivate them to reflect on their performance in the presentation of the task (González Humanez & Arias, 2009). Finally, the teacher is the one who provides feedback on the topic studied in class. (Richards & Rogers, 2001).

Student's role

(TBLT) relies on the learner-center approach. Hence, the student is the protagonist of learning since he is in charge of building his own knowledge by carrying out tasks either individually, in pairs, or in groups. In this way, the TBLT methodology provides autonomy to the student so that he can negotiate the linguistic contents, as well as the way in which he will carry out the task and how it will be evaluated. In this way, the teacher suggests a series of topics, then the student can negotiate and choose which of all the options seems most attractive to be developed (Hismanoglu & Hismanoglu, 2011).

In this way, students play an active role since they are the ones who produce the language and develop the linguistic skills for which innovation is necessary, and they take certain risks to build theories that enable them to understand the functioning of the target language for what Grammar is learned implicitly. thus, they can discover their own knowledge (Nolen & Kim, 2019). For this reason, the student becomes the center of the teaching-learning process since the tasks are designed so that it is the student who performs them, providing them with their own meaning, which facilitates the development of linguistic skills and that students can use the language. target language for interaction based on real-life situations (Van den Branden, 2016).

6.2.10. Principles of Task-Based Learning

Nunan (2004) suggests seven principles that strengthen the application of (TBLT) methodology. The first principle is scaffolding in which the teacher must provide support frameworks at the beginning of the educational process so that the student can acquire the necessary knowledge to produce the target language. Furthermore, the teacher must know when to remove the scaffolding so that students are able to produce language independently. The second principle refers to the dependency of tasks that are applied sequentially. The third one is the recycling of language, which allows students to identify how the language elements works in different real-life contexts.

The fourth principle is active learning, where the teacher creates opportunities for students use the target language effectively. The fifth one establishes the importance associate the

grammatical, lexical, and phonological components in language teaching. The sixth principle refers to reproduction to creation, where the students carry out the task using the language creatively and reproducing the model provided by the teacher. The last principle emphasizes the importance of reflection in the educational process, so the teacher should encourage the students to reflect about what and how they have learned (Nunan, 2004).

6.2.11. Characteristics of TBLT

The (TBLT) methodology has a series of characteristics to highlight which motivate its application in the classroom for language teaching (Hismanoglu, 2011). Thus, among the most relevant characteristics is that the focus of this methodology is completely focused on the student. Therefore, students are in charge of building their knowledge and producing the target language naturally (Büyükkarci, 2009). In addition, the activities are planned for the development of communicative activities since these are related to activities of daily life. Therefore, these tasks focus mostly on meaning rather than form, so grammar is implicitly learned. The teacher can add linguistic content and provide meaningful information in favor of the acquisition of a foreign language, boosting attention to formal characteristics during interaction (Rozati, 2014).

6.2.12. Advantages and Drawbacks of TBLT

Advantages of TBLT

(TBLT) is one of the most useful teaching methods used for teaching EFL (Seedhouse & Almutairi, 2009). In this way, TBLT methodology fits to the needs of the students, so it can be applied at any level since it allows the student to have greater exposure to the target language, facilitating the development of communication skills. Moreover, since it is not focused on grammar, it makes it easier to catch the attention of the students and arouse their interest in completing the activities, which keeps them motivated to learn (Rodríguez & Rodríguez, 2010). In addition, It promotes interaction and collaborative work, which motivates students to use the vocabulary acquired based on social demands, so they are able to produce the target language to convey their ideas clearly and understandably, thus achieving meaningful communication. (Bren, 1987).

Among the most outstanding benefits offered by the (TBLT) application are that it favors interaction between students when they work collaboratively to complete a certain task. This makes understanding the language meaningful and relatively easy as it is used based on real-life situations. Furthermore, it promotes participation and motivation to solve the tasks with which students can improve faster their English language skills (Hismanoglum, 2011).

Drawbacks of TBLT

On the other hand, this methodology is not exempt from some aspects that limit or can affect a successful application in the classroom as it presents a series of drawbacks. In this way, for a student to be motivated to carry out the task, they have to be significant, which requires a high level of creativity. Therefore, it is necessary for teachers to be trained to apply TBLT in the classroom (Lin & Wu, 2012). Besides, by focusing on the communicative part, students can use the target language fluently but at the same time leave precision aside (Seedhouse & Almutairi, 2009). Likewise, the number of students makes it difficult for tasks to be completed within the established time, so it is not recommended for large groups (Pohan, Andhini, Nopitasari & Levana, 2016). Furthermore, the use of textbooks is not enough since this methodology departs from traditional teaching approaches, therefore, the selection or design of teaching materials can become a challenge for teachers (Ellis, 2017).

In this regard, Skehan (1996) affirms that TBLT can represent some risks if it is not applied properly, which can end up progressing the growth and change of the interlanguage of language learners, giving way to a process of fossilization. then, this can obstruct the academic progress of students and create barriers thus making it difficult to acquire new knowledge. In addition, when working with a large class, it is not possible to guarantee that the motivation is the same for all students.

7. METHODOLOGY

The present study was conducted through a qualitative approach with a descriptive method because this research methodology allows collecting and describing data based on qualities or characteristics, opinions, beliefs, or experiences about a teacher experience with the

implementation of TBLT in her professional practice. For this reason, this methodology supports the study of English Teacher's perceptions of Task-Based Learning in EFL teaching in a public educational institution in Quito City.

7.1. Population and Sample

The present study was carried out with the participation of a female English teacher who was selected following the principles of a purposive sample technique due to the experience that she has gained implementing (TBLT) in her professional practice. Hence, it was considered important her participation in the development of this study. It can be highlight that she obtained her degree in EFL English language teaching at the Central University of Ecuador. The participant has around 10 years of experience in EFL teaching. She has worked in important educational institutions from Quito such as the Instituto Universitario Vida Nueva, Academia Mayor Pedro Traversari, and currently works as an English teacher and coordinator of the language center at the Instituto Tecnológico Superior Universitario Sucre.

On the other hand, the informative data of the participant was encoded with the intention to protect her identity and keep it anonymous. Hence, the code serves to identify the participant through the research process (See Table 2).

Table 2: Participants codes

Degree	Code	Genre	Age
Mag.	T17T	Female	38

Note. In this table is represented the respective code of the participant

7.2. Data collection and procedures

Regarding the data collection tools used in the present research, it is worth mentioning that a semi-structured interview with 20 open-ended questions was applied in a meeting carried out via Zoom in order to collect data regarding the teacher's perception of (TBLT) implementation in EFL teaching to develop English skills. It is important to highlight that the semi-structured interview guide was an adaptation of the interview guides used by the different authors' studies about TBLT included in the research background. In this sense, the questions were classified and adapted according the purposes of this study.

It is important to mention that prior to the application of the semi-structured interview guide, informed consent was provided to the participant in which the reasons and purposes of this study were explained, as well as the importance of their participation as the main source of information. In this way, the informed consent was extended to the participant of this study in a written way and the document was sent via email to conduct the research ethically. Moreover, it was clearly explained here that the participant voluntarily agrees to enter the study and the information provided is used solely for research purposes and their participation is anonymous. Once the participant consented to participate in the study it was possible to apply the interview guide in a meeting via Zoom in order to continue with the research process.

7.3. Data analysis method

The present study used thematic analysis technique in order to identify, classify and analyze the data collected through the interview using the semi-structured questions and got the main information to get into conclusions about the topic. As a first step, the researcher transcribes all the information from the semi-structured interview guide in a Word document avoiding omitting any detail mentioned in the interview with the intention to familiarize and get a general overview of the data. Next, the researcher coded the main opinions taking into account the most interesting data and linking them according to the main opinions and similar meanings. (See annex 3). Then, the themes were generated through the recognition of patterns that allowed the grouping of several codes in a specific category. Later, the researcher reviewed the themes to discard irrelevant information. After that, the potential themes were listed and defined according to their meaning. Finally, the writing-up step was carried out in order to analyze the data classified into specific categories and subcategories with the purpose to achieve the objective of this research and draw a clear conclusion.

In this sense, using the different questions of the semi structure interview and to analyze each one of the subcategories in the positive perceptions, also the questions 1 and 2 are not included in because it is personal information:

- Subcategory methodology question number 12.
- Subcategory Task the questions numbers 3, 4.
- Linguistic skills the questions numbers 6, 9, 11, 14.
- Educational resources the questions numbers 8, 10, 20.
- Students and teacher role's the questions numbers 5, 7, 13, 15.

To analyze the challenges categories each one of the subcategories was used the following questions:

- Classroom management the questions numbers 16, 18.
- Planning the questions numbers 8, 17, 19.
- Educational system the question number 20.

8. ANALYSIS AND DISCUSSION OF RESULTS

The results got in this research pretends to answer the question: What is the English teacher's perceptions of Task-Based Learning in EFL teaching in relation to the benefits and challenges in classroom implementation? The results of the study have shown that the participant has positive perceptions and challenges in teaching English using Task-based-learning so, from her perception, (TBLT) it is a new methodology that allows the student to use the target language based on activities of daily life, which facilitates the development of linguistic skills, communicative skills and even the cognitive skills such as analysis, synthesis, and reflection. On the other hand, challenges were detected as the management of the class as well as the planning and design of the teaching resources. They influenced the correct application of the (TBLT) method. Moreover, the teacher must maintain a constant training due to lack of knowledge on TBL method Many teachers tend to confuse (TBLT) with traditional methods. In this sense, based on the results obtained from the interview guide and following the steps of thematic analysis the most interesting and relevant data collected has been organized in categories and subcategories in order to analyze in a better way (see table 3).

Themes (categories)	Subcategories
Positive perceptions	Methodology
	Tasks
	Linguistics skills
	Educational resources
	Teachers' and student's role
Challenges perceptions	Classroom management
	Planning
	Educational system

8.1. Category: Positive perceptions

8.1.1. Subcategory: Methodology

El TBLT se desprende del “communicative approach”, que se caracteriza por buscar que los estudiantes desarrollen la parte comunicativa. No es un método tradicional donde el estudiante solo se sienta y sentado a veces hasta se nos duerme, Es una metodología nueva, hace que el estudiante actúe, se desenvuelva, comparta conocimientos y adquiera conocimientos, porque uno aprende solamente del profesor si no también del contexto donde nos estamos desarrollando. [TBLT stems from the communicative approach, which is characterized by seeking students to develop the communicative part. It is not a traditional method where the student just sits and sits sometimes until we fall asleep. It is a new methodology, it makes the student act, develop, share knowledge, and acquire knowledge, because one learns only from the teacher if not also from the context. Where we are developing] (T17T).

In this sense, it can be understood that TBLT, derived from the communicative approach, does not follow the principles of traditional teaching but rather facilitates interaction and communication with which the student shares and acquires knowledge in the context in which it develops. Thus, TBLT emerges as a method to fulfill the main conditions where learning happens (Daga, 2022). Likewise, TBLT makes it possible for collaborative work, builds confidence with the use of target language and social situations in the development of meaningful tasks, and it is the way that shows how a person actually learns a language from real-life contexts (Weller, 2019).

El task-based learning tiene tres pasos, en estos tres pasos el primero es el pre-task que es donde se introduce la tarea con los estudiantes ... en mi investigación utilice las estrategias de la lectura, una de ellas memory challenge. El task en cambio está dividida en el task, el planning, el report. El task es donde ellos desarrollan la actividad ... el planning, ellos ahí argumentan todo lo que pueden, luego presentan a los compañeros, al profesor, hasta ahí hemos seguido aparentemente dos pasos, pero en realidad son cuatro que están ahí, entonces y el último paso viene a ser el Language focus. [Task-based learning has three steps, in these three steps the first is the pre-task which is where the task is introduced to the students... in my research, I used to read strategies, one of them memory challenge. The task, on the other hand,

is divided into the task, the planning, and the report. The task is where they carry out the activity... the planning, they argue everything they can there, then they present to their classmates, the teacher, we've had it up to that point. apparently followed two steps, but in reality, there are four that are there, then, and the last step is the language focus] (T17T).

It is possible to show that although three steps that form the structure of TBLT are mentioned, this methodology can consider sub-processes in its stages. However, there are three main stages, which are the introduction, development, and production of the task following the TBLT stages. In this regard, the authors reinforce the idea that in the pre-task stage, the teacher explains the task and introduces the vocabulary that will be used in class (Soria, 2019). In the task stage, students' complete tasks based on the real world proposed by the teacher either individually or in groups (Anwar & Arifani, 2016). The third stage known as port tasks or language focus in which the student's unemployment is analyzed and evaluated in the presentation of the task. However, it is necessary to provide adequate feedback in order to correct possible errors detected in carrying out the task in order to reinforce and enrich the development of language skills (Cervantes and Gómez, 2017).

8.1.2. Subcategory: Task

“Una tarea está compuesta de varias actividades o de varios pasos, entonces en el momento en que el estudiante se siente motivado a alcanzar la meta que es completar esta actividad él va a buscar la manera de llegar allá... él trabaja de manera cooperativa él va a utilizar el target language ...desde ese punto de vista...lo ven como un reto que se les da a ellos. Dependiendo del nivel la tarea va a tornarse significativa o no para este curso”. [A task is made up of several activities or several steps, so when the student feels motivated to reach the goal of completing this activity, he will look for a way to get there... he works cooperatively, will use the target language...from that point of view...they see it as a challenge that is given to them. Depending on the level, the task will become significant or not for this course] (T17T).

Dependiendo también de la tarea, nosotros como docentes tenemos que saber eh escoger estas actividades de acuerdo a la habilidad y de acuerdo a la profundidad del tema, de acuerdo a la edad de los estudiantes, también debemos saber nosotros escoger la tarea correcta para este grupo de estudiantes. [Also depending on the task, we as teachers have to know how to choose

these activities according to the ability and according to the depth of the subject, according to the age of the students, we must also know how to choose the correct task for this group from students] (T17T).

In this way, for the correct choice of the activities that the student is going to carry out to complete the task, it is important to take into account certain factors such as the topic, level, the ability or the characteristics of the group of students with whom they are going to work. For this reason, it is important that the activities applied with this methodology are based on daily life situations that allow students to get involved in natural contexts and thus achieve that they are able to produce a target language and meaningful learning (Büyükkarci, 2009; Celik, 2017). If the activities favor argumentation, negotiation, or agreements that help to solve the task, it can be considered a good (TBL) activity. Hence, students use the target language to meet the stated objectives (Nolen & Kim, 2019). Additionally, (TBLT) approaches focus on the development of meaningful tasks designed for the authentic use of language for communicative purposes, (Zakime, 2018).

8.1.3. Subcategory: Linguistic skills

“Cuando la tarea es significativa esta va a contribuir, el desarrollo de las destrezas lingüísticas de los estudiantes. TBLT yo me enfoque en lo que tiene que ver con la lectura, entonces... mientras nosotros direccionemos, las tareas, o estén enfocadas las habilidades lingüísticas específicas vamos a lograr que esa habilidad lingüística se desarrolle, es decir, si yo pretendo que mis estudiantes ... desarrollen la habilidad de comprensión lectora, voy a tener que buscar tareas que hagan propicio el desarrollo de esta habilidad con los estudiantes, de igual manera para speaking. para writing ... para listening, si es que no hay ese enfoque no hay ese direccionamiento de la tarea oh no tenemos el objetivo claro de que es lo que yo quiero hacer con esta tarea, pues ahí la tarea sencillamente se quedaría en un papel”. “When a task is meaningful, it will contribute to the development of students' language skills. TBLT I focus on what has to do with reading, so... as long as we direct, the tasks, or the specific linguistic skills are focused, we are going to develop that linguistic ability, that is, if I want my students... develop reading comprehension skills, I'm going to have to look for tasks that encourage the development of this skill with students, in the same way for speaking... for writing... for listening, if there isn't that approach, there isn't that direction of the task oh we don't have the

clear objective of what I want to do with this task, because then the task would simply remain on paper](T17).

El reading aplique de manera académica siguiendo un modelo de proyecto, el speaking lo eh hecho más a mi manera, aplicando las estrategias que veo con TBLT... tiene el enfoque comunicativo entonces speaking es otra ... habilidad que nosotros podríamos potencializar ... y yo le veo más cercano inclusive, sin embargo, no se descarta también el desarrollar las otras habilidades que es listening y writing utilizando TBLT. [I apply reading in an academic way following a project model, speaking I have done more in my own way, applying the strategies that I see with TBLT... it has a communicative approach so speaking is another... skill that we could potentiate... and I see it even closer, however, it is not ruled out also developing the other skills that are listening and writing using TBLT] (T17T).

In this sense, it can be evidenced that the participant focused on the development of the reading comprehension skill, however, she is aware of the possibility of developing the other three language skills through interaction since the TBLT methodology prioritizes the part communicative. However, Sadiku (2015) affirms that although there are different types of tasks designed for specific purposes or skills, it is possible to use some activities to integrate several linguistic activities simultaneously. Therefore, the teacher must place their students in situations that allow them to develop linguistic skills in all language areas. Therefore, lesson planning with the TBLT method should be focused on enriching language skills through the fulfillment of real-life tasks developed in class (Nolen & Kim, 2019) These skills are essential in English language learning because it allows fluid interaction in the educational context. It is worth mentioning that these skills are related to each other with an inseparable bond (Widia & Astawa, 2014).

8.1.4. Subcategory: Educational resources

“Básicamente eh trabajado con Jamboard, Google drive, trabaje también con ... presentaciones en power point para poderlas llevar al estudiante las instrucciones. En línea nosotros tenemos una infinidad de recursos con lo que podemos integrar la tecnología en la educación. En mi proyecto diseñe diez planes de lección... en función a los contenidos que nosotros trabajamos acá, nosotros trabajamos con... la editorial Pio XII el touch note los

contenidos”, [Basically I worked with Jamboard, Google drive, I also worked with ... Power point presentations to be able to take the instructions to the student. Online we have an infinity of resources with which we can integrate technology in education. In my project I designed ten lesson plans... based on the contents that we work with here, we work with... the Pio XII publishing house, touch note the contents] (T17T).

“Se hace una lluvia de ideas, es, utilizamos gráficos, en mi caso, en mi investigación utilice las estrategias de la lectura, una de ellas memory challenge, en esta estrategia los estudiantes se les muestra un texto, este texto no tiene que ser muy extenso, tiene que ser apropiado, ellos tienen que leer, luego se oculta este texto y eh ellos tienen que tratar de describir lo que vieron, que es lo que leyeron que es lo que entendieron, palabras, frases, oraciones, lo que ellos puedan de este texto”. [In my case, in my research I used reading strategies, one of them is the memory challenge, in this strategy the students are shown a text, this text does not have to be very long, it has to be appropriate, they have to read, then this text is hidden and then they have to try to describe what they saw, what they read, what they understood, words, phrases, sentences, whatever they can from this text] (T17T).

Se puede mencionar que existe gran variedad de recursos educativos asociados a la tecnología los cuales facilitan la interacción en la clase. sin embargo, en la educación presencial la preparación del material didáctico puede ser más compleja. De este modo, para que el aprendizaje sea significativo, el docente debe escoger las actividades y recursos educativos que se ajusten a las necesidades del estudiante y faciliten el desarrollo de la habilidad lingüística a la que está enfocada la tarea. al respecto Ellis (2017) State that the use of textbooks is not enough since this methodology departs from traditional teaching approaches, therefore, the selection or design of teaching materials can become a challenge for teachers.

8.1.5. Subcategory: Teachers’ and students’ role

(TBLT) is a methodology that by nature promotes collaborative work and interaction between teachers and students which contributes to the educational process. However, each party plays a different role (Ellis, 2017).

Regarding the role of the teacher (T17T) mentions that *“el rol del profesor en el Task Based Learning es de monitor... nosotros somos facilitadores del aprendizaje... entonces nosotros le damos las herramientas, nosotros les guiamos su proceso sin embargo no les damos haciendo”*. [The role of the teacher in TBLT is that of a monitor... we are facilitators of learning... so we give them the tools, and we guide their process, however, we do not give them doing]. In this sense, it can be said that the teacher plays a passive role in the TBLT process, which makes him the guide or monitor since he is in charge of facilitating or providing students with the necessary resources to complete the tasks. In agreement, González Humanéz & Arias (2009), affirm that the teacher plays a passive role since his/her main role is guiding the learning process. For this reason, the teacher should try to get involved as little as possible while carrying out the tasks. (TBLT) is a teaching method that derives from constructivism. So, the teacher is in charge of designing or choosing activities based on a real context that is consistent with the interests and needs of the students achieving it is meaningful (Buyukkarci, 2009).

Otra característica del TBLT que es un método student center... es el estudiante quien ...a base de su propia experiencia produce un nuevo aprendizaje, es el líder de su propio aprendizaje. El protagonista en el desarrollo del aprendizaje es el estudiante... el mismo estudiante utiliza su background, utiliza los conocimientos previos que tiene del tema. [Another characteristic of the TBLT is that it is a student center method... it is the student who, based on his own experience, produces new learning, and is the leader of his own learning. The protagonist in the development of learning is the student... the same student uses his background, uses the previous knowledge that he has of the topic] (T17T). In this way, the student acquires an active role in the TBLT methodology since he is the builder of his own knowledge making a scaffolding of his prior knowledge. Hence, the student becomes the central part of learning. So, Hismanoglu & Hismanoglu (2011). Establish that (TBLT) relies on the learner-center approach. Therefore, the student is the protagonist of learning since he is in charge to carry out tasks either individually, in pairs, or in groups. Likewise, the students take certain risks to build theories that enable them to understand the functioning of the target language for what grammar is learned implicitly (Nolen & Kim, 2019).

8.2. Category: Challenges perceptions

8.2.1. Subcategory: Classroom management

“Yo aplique mi proyecto en un ambiente virtual, yo creaba las salas de Zoom e ingresaba a cada una de las salas de Zoom para monitorear el trabajo del estudiante y había chicos que se les fue el internet... entonces ese era de los limitantes que yo tenía durante el desarrollo. Yo apliqué de manera en línea, si hubiese sido de manera presencial sabe que ahí hay un control de la asistencia del estudiante, esa ha sido una de la dificultad que yo tuve por el ambiente virtual por la conectividad. Yo tuve que aplicarlo con los chicos del A2 que fueron los chicos que fueron seleccionados para mí. La distribución del estudiante ya tendría que verse dependiendo de la institución a la que se trabaja y en función al grupo de estudiantes con los que tengamos tenemos que ir desarrollando la metodología apropiada a este curso”. [I applied my project in a virtual environment, I created the Zoom rooms and entered each of the Zoom rooms to monitor the student's work and there were guys who lost the internet... so that was from the limitations that I had during development. I applied online, if it had been in person, you know that there is a control of student attendance, that has been one of the difficulties I had due to the virtual environment due to connectivity. I had to apply it with the A2 boys who were the boys that were selected for me. The distribution of the student would already have to be seen depending on the institution with which one works and depending on the group of students with whom we have to develop the appropriate methodology for this course] (T17T).

It can be understood that one of the biggest difficulties mentioned by the participant is that when applying it in a virtual environment, connectivity is essential for the task to be carried out optimally, otherwise the teacher may lose control of the class. In addition, it had a specific group of students, with which it is not possible to know if the implementation of the TBLT was successful since the participant added that in the face-to-face environment, the class could be better managed but that everything will depend on the institution or the course for the TBLT application to be successful. On the other hand, this methodology is not exempt from some aspects that limit or can affect a successful application in the classroom as it presents a series of drawbacks. In this sense, several authors agree that the number of students makes it difficult for tasks to be completed within the established time, so it is not recommended for large groups

(Pohan, Andhini, Nopitasari & Levana, 2016). In addition, when working with a large class, it is not possible to guarantee that the motivation is the same for all students (Skehan, 1996).

8.2.2. Subcategory: Planning

“Toda planificación nos toma mucho tiempo investigar, nos toca entender primero el método para saber lo que yo voy aplicar porque si yo no sé bien cómo funciona el Task-based learning no lo voy a poder aplicar apropiadamente. recuerden también que el aprendizaje no se improvisa, cuando nosotros vamos al aula, por más sencilla que sea nuestra clase... debemos utilizar un método, entonces planificar te lleva tiempo, no podríamos decir que el TBLT es mucho más complejo planificar que cualquier otro método, yo creo que dependiendo del enfoque de las actividades que se van a desarrollar tendría tal vez una durabilidad promedio entre todos los métodos”. [All planning takes us a lot of time to investigate, we have to first understand the method to know what I am going to apply because if I do not know how task-based learning works, I will not be able to apply it properly. also remember that learning is not improvised, when we go to the classroom, no matter how simple our class is... we must use a method, so planning takes time, we could not say that the TBLT is much more complex to plan than any other method, I think that depending on the focus of the activities that are going to be developed, it might have average durability among all the methods] (T17T).

“Este método que tiene sus estrategias o sus pasos establecidos el enseñar o transmitir conocimientos de manera más efectiva y a los estudiantes les agrada ver la metodología dentro de las aulas, una clase que no..., que no está planificada, que no está siguiendo un método se vuelve monótona para el estudiante porque ahí el profesor empieza a improvisar la clase y el estudiante lo nota entonces, el llevar una metodología como para el desarrollo de habilidades lingüísticas va hacer que el estudiante también se sienta motivado a seguir aprendiendo”. [This method has its established strategies or steps.... teaching or transmitting knowledge more effectively and students like to see the methodology in the classroom, a class that is not..., that is not planned, that is not following a method becomes monotonous for the student because there, the teacher begins to improvise the class and the student notices it. Then, using a methodology such as for the development of linguistic skills will also make the student feel motivated to continue learning] (T17T).

So, it can be mentioned that planning, not only in the (TBLT) but in any teaching method, is important, depending on the level of preparation of the activities that will be used in class, the results obtained will be good or bad, therefore, there is no set time in the class planning, everything will depend on the difficulty of the activities. Planning is the first step in any process, in addition, it is a detailed description of the steps to follow in a class which allows one to achieve a particular class objective. Therefore, planning ahead allows you to achieve goals and objectives efficiently (Xaydarova Nigina Ganiyevna, 2022). In this way, the teacher is responsible for choosing, planning, and sequencing the activities, as well as he/she is one who must prepare students so that they can use the target language (Richards & Rogers, 2001). then, the teacher must choose meaningful tasks with a high level of creativity that motivate students to complete them. Therefore, it is necessary for teachers to be trained to apply TBLT in the classroom (Lin & Wu, 2012).

“El nivel de inglés no podría decir que influye porque yo aplique con los chicos del nivel A2 que son chicos que tienen un dominio apropiado del idioma, pero si lo aplicara con un nivel A1 o un pre A1 ahí igual las actividades las... en mi caso las lecturas tendrían que estar enfocadas a ese nivel de conocimiento”. [The level of English could not say that it influences because I applied with the A2 level boys who are boys who have an appropriate command of the language, but if I applied it with an A1 or a pre-A1 level there the same activities... in my case readings would have to be focused on that level of knowledge] (T17T). It can be understood that the level of English does not influence the implementation of TBLT since it is very flexible so the teacher can plan the activities according to the level of English that their students have. According to this criterion Seedhouse & Almutairi (2009) TBLT methodology that fits the needs of students, Puspitasari (2018), Task-based learning has the advantage of getting students to use their skills at their current level and developing language through developing tasks based on the daily life activities.

8.2.3. Subcategory: Educational system

“Tengo entendido que el currículo nacional de todos los planes del currículo nacional nuevo, eh la última versión por decirlo del 2017 fue desarrollada por expertos metodológicos de la enseñanza del idioma inglés y ellos en este documento plasman las estrategias, el método el communicative approach, ahí se habla también del Task-based learning en este en este... en

este currículo entonces vemos que el material es el apropiado. [I understand that the national curriculum of all the plans of the new national curriculum, er, the latest version of 2017, were developed by methodological experts in the teaching of the English language and they in this document reflect the strategies, the communicative approach method, there is also talk of task-based learning in this in this... in this curriculum so we see that the material is appropriate.] (T17T)

“De pronto por falta de desconocimiento o porque algunos docentes hemos dejado ... sentado el que ya soy profesor y ya me sé todo no nos seguimos preparando, el Task-based learning es una metodología nueva, entonces si le preguntamos a un profesor nos va hablar del Communicative Language teaching, del physical responses en la enseñanza del idioma inglés. Pero esos son ya, no son métodos tradicionales, pero ya son métodos antiguos... y ahora el Task-based learning es una nueva versión que está siendo tomada en cuenta en instituciones grandes de la enseñanza del idioma inglés. Hay que seguir indagando en cual sería la mejor estrategia, no digo que el Task-based learning lo sea”. [Just in case, due to lack of ignorance or because some teachers have left it established that I am already a teacher and I already know everything we do not continue preparing ourselves, task-based learning is a new methodology, so if we ask a teacher, they will tell us about Communicative language teaching, from physical responses in the teaching of the English language. But those are now, they are not traditional methods but they are already old methods... and now task-based learning is a new version that is being taken into account in large English language teaching institutions. We must continue investigating what would be the best strategy, I am not saying that task-based learning is.] (T17T)

It can be understood that the TBLT is a relatively new methodology in the teaching of EFL and due to the benefits that the implementation of this methodology in the classroom means, it has been taken into account in the national curriculum of the educational system in Ecuador. Therefore, the strategies and activities have been designed by methodological experts in EFL teaching. However, due to ignorance or lack of training, some teachers do not know the meaning of task-based teaching and associate it with traditional teaching methods such as CLT or TPR. In this sense, the methodology applied in this curriculum shares the characteristics of learner-centered approaches, text-based learning, and task-based learning due to the need to use activities that encourage the use of the foreign language in different situations, the necessity to

use different types of activities to encourage foreign language use for different purposes, promoting interaction in the classroom. Therefore, this proposal is focused on the development of communication skills and enhancing the skills that students already have through participation in real or simulated communication situations in L2 (Educacion.gob.ec, 2016). Based on the information provided by the study subject, it can be concluded that the application (TBLT) for teaching EFL is completely feasible because, with proper use, this methodology will allow the development of language and communication skills, encouraging students. students to produce the target language as long as the tasks that are applied are meaningful and in accordance with the ability to be developed at the different levels of education. (TBLT) is a very flexible methodology that adapts to the needs of students. This has allowed the student to build their own knowledge of it as described in (Educacion.gob.ec, 2016). (TBLT) shares characteristics with the Learner center approach. It is for this reason that this method has been considered in the national curriculum of the Ecuadorian educational system. Finally, from the perception of the participant, successful implementation of the (TBLT) requires planning. So, it is important that the teacher is trained to guide learning using the (TBLT) methodology.

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9. RESEARCH IMPACTS (TECHNICAL, SOCIAL, ENVIRONMENTAL, EDUCATION OR ECONOMIC)

This project impacts positively in the teaching of EFL, because it motivates the application of the task-based methodology, in order to achieve in a meaning learning, so it encourages to

leaving aside the traditional teaching methods. Therefore, it's recommended by using this task-based methodology it makes possible to give the opportunity to teachers and students to have a better teaching-learning process because it will make known the perspectives that we have on this methodology. In addition, this study has an impact on the social environment since education contributes to society by providing a quality and warmth education.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1. Conclusions

In conclusion (TBLT) is an innovative method in EFL teaching, which is used to improve communicative skills by performing meaningful tasks focused on real-life based aspects. Thus, the student uses the language meaningfully by relating classroom activities to the real context. Thus, this method consists of a series of steps that will achieve the desired learning outcomes. Therefore, the teacher adopts the role of facilitator of learning, since he/she is the one who must plan or creatively choose the activities that the student must perform to complete the task satisfactorily. Then, the student is in charge of constructing his own knowledge either individually or by working collaboratively. Therefore, it can be said that (TBLT) is a learner-center approach which promotes a meaningful learning.

Based on the information obtained by the study, it can be concluded that the application (TBLT) for teaching (EFL) has positive aspects and it is completely feasible because with proper use, this methodology allowed the development of language and communicative skills, such as reading comprehension due to (TBLT) makes it possible to select a great variety of teaching resources in order to motivate the students build their own knowledge. This method encouraged students to produce the target language by using meaningful tasks according the needs of students. In the same way, it promotes the collaborative learning which is essential to develop communicative skills where the student is the protagonist of educational process being able to learn through the interaction with the context. In the other hand, there were some challenges since TBL is a new methodology many teachers confuse with traditional methods. Besides, (TBLT) requires a great level of knowledge to planning due to learning it is not an improvised class. So, it is important the train teachers in the appropriate implementation of different methodologies to achieve desired learning outcomes.

10.2. Recommendations

It can be recommended that more studies be carried out regarding the implementation of (TBLT) in the educational system of Ecuador due to the benefits provided by carrying out significant activities in real contexts since the use of this methodology in the curriculum has been proposed for the Teaching EFL many teachers are unaware of its use or confuse it with other teaching approaches that share similar characteristics such as CLIL or CLT.

So, through the present study, it's recommended that teachers use the (TBLT) methodology because its implementation significantly benefits the development of communicative skills, additionally (EFL) teaching teachers are encouraged to leave their comfort zone, to investigate and train so that they can implement the (TBLT) methodology with which they can develop communication skills and optimize the teaching-learning process.

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12. ANNEX

Annex 1: Data collection instrument

English Teacher Interview Guideline

English Teacher Interview Guide

Good morning, our names are Rafael Higinio Fiallos Villegas and María del Carmen Remache Remache. We thank you in advance for your willingness to participate in this study. We would like to mention that this interview is part of a research project and the objective of the same is to collect data for research purposes only through labor practice. The reason why you have been selected is because you are considered a reliable source of information due to your work as a teacher. The information collected through the interview is confidential and therefore your participation will be anonymous. In addition, I would like to comment that your honesty in answering the questions would be highly valued and you are free to decline to answer any question that is uncomfortable for you. Once the importance of your participation has been explained to you, I would like to request your permission to record our conversation in order to gather accurate and reliable information. To maintain your privacy and the privacy of others, data such as names, school, school district or location will be encrypted. You may stop the interview at any time you deem appropriate. If you have any questions let me know? May I have permission to begin recording?"

Informative data

Interviewers: Rafael Higinio Fiallos Villegas and Maria del Carmen Remache Remache

Interviewee: Lcda. Viviana Alejandra Nagua Andrango

Date: Saturday, 8 de July del 2023

Location: Via Zoom

Objective

To determine English teachers' perceptions of task-based learning in EFL teaching.

The Interview is divided into blocks

General Information Block

Personal Information

12.1.1.1.1.1.1. Could you mention your informative data such as your name, age, place of residence?

Specific information block

Teaching experience

12.1.1.1.1.1.2. Could you tell me about your professional life as an EFL English teacher?

Specific information

Teachers' understanding of TBLT concepts

3. Do you believe that homework motivates students to be immersed in English language learning? Why?
4. Do you think that through the use of homework, students can develop English language production?
5. From your perspective, what do you see as the roles of the teacher and learners in TBLT task-based language learning?
6. Do you consider that TBLT focuses on grammar development rather than communication? Why?

Teachers' perceptions about implementing TBLT

7. In what ways does TBLT activate learners' needs and interest in using the target language?
8. Do you find that TBLT requires a significant amount of preparation time for activities compared to other learning approaches? Why?
9. What TBLT-based activities do you usually use to enhance the development of the four English language skills reading, writing, listening, and speaking in the classroom?

10. How have you perceived the emotional state of your students with the use of TBLT methodology?

Teachers' Perceptions of the Positive Aspects of TBLT

11. What have been the positive aspects of implementing TBLT in your English classes?
12. Do you feel that TBLT can provide a relaxed environment that promotes the use of English in the classroom? Why?
13. Do you feel that TBLT promotes creativity and problem-solving skills in your students?
14. Do you feel that TBLT has allowed you to improve academic progress, interaction skills, and encouraged intrinsic motivation in your students?
15. Do you feel that TBLT is appropriate for working with small groups of students and creates a collaborative environment during English classes?

Teachers' Perceptions of the Problems with Implementing TBLT

16. What challenges have arisen in the application of TBLT in your English classes?
17. Do you consider that the English level of the students influences the application of TBLT? Why?
18. Do you consider that the number of students and the distribution of the class affects the development of group work? Why?
19. Have you had difficulties with the evaluation of your students' performance when applying TBLT? explain your experience.
20. Have the materials you have used with TBLT been meaningful, useful and based on real-world contexts?
21. Do you consider that the current educational system in Ecuador favors an efficient application of TBLT? Why?

This interview guide is an adaptation of the guide used according to each of the authors included in the research background.

Annex 2: Informed consent

Informed Consent

Title of Research: English Teacher's perceptions about Task-Based Learning in EFL teaching.

Researchers, Affiliation and Contact Information:

Researchers

Mr. Fiallos Villegas Rafael Higinio,

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Affiliation: Technical University of Cotopaxi - Pujilí Extension

Introduction and Purpose of the Study

You have been invited to participate in the research project entitled "English Teacher's perceptions about Task-Based Learning in EFL teaching", who's responsible are Mr. Rafael Higinio Fiallos Villegas and Ms. María del Carmen Remache Remache, students of the Pedagogy of National and Foreign English Languages Career of the Technical University of Cotopaxi. This study aims to determine the perception of an English teacher about task-based learning in EFL teaching.

Confidentiality

All data you may provide in this study will be handled under confidentiality rules and for research purposes. Therefore, when the results are presented, you will be identified with a number and not with your name or surname, thus guaranteeing that the analysis of the information will be carried out in a scientific manner.

Potential Risks/Compensation:

Being a participant in this study exposes you to a minimal percentage of risk, since you will not be exposed to situations that threaten your integrity as an individual. It is also clarified that you will not receive any financial compensation nor will you have to pay any fees.

Voluntary Participation/Withdrawal:

Participation in this study is voluntary in nature, you may choose to participate or not. Similarly, if you feel the need to withdraw from the study, you may do so at any time.

Contact information:

In case there is any doubt, comment or complaint, you can contact those responsible for the research, Mr. Rafael Higinio Fiallos Villegas at rafael.fiallos9670@utc.edu.ec or Ms. María del Carmen Remache Remache at maria.remache7629@utc.edu.ec students of the Technical University of Cotopaxi.

Thank you in advance for your collaboration, and I greet you cordially.

Annex 3: Data collection procedure

Table 3: Questions extracts and codes of categories

Questions	Extract	(categories)
¿Podría mencionar sus datos informativos como su nombre, edad, lugar de residencia?		Informative data
¿Podría hablarme de su vida profesional como docente de inglés EFL?	título de profesora de inglés EFL en la Universidad Central del Ecuador. Alrededor de 10 años de experiencia en la enseñanza de EFL. He trabajado en importantes instituciones educativas de Quito como el Instituto Universitario Vida Nueva, Academia Mayor Pedro Traversari, y actualmente me desempeño como profesora de inglés y coordinadora del centro de idiomas del Instituto Tecnológico Superior Universitario Sucre.	Educational context
¿Considera usted que una tarea motiva a los estudiantes a estar inmersos en el aprendizaje del idioma inglés ? ¿Por qué?	tenemos que saber escoger estas actividades de acuerdo a la habilidad, a la profundidad del tema y la edad de los estudiantes Cuando la tarea es significativa esta va a contribuir, el desarrollo de las destrezas lingüísticas de los estudiantes	Task Languages skills Meaningful Learning
¿Considera que mediante el uso de tareas los estudiantes pueden desarrollar la producción del idioma inglés ?	Mientras nosotros direccionemos, las tareas, o estén enfocadas las tareas en las habilidades lingüísticas específicas vamos a lograr que esa habilidad lingüística se desarrolle	Languages skills
¿Desde su perspectiva, Cuáles considera que son los roles del profesor y los alumnos en un aprendizaje de idiomas basado en tareas TBLT?	el rol del profesor en el Task Based Learning es de monitor ... nosotros somos facilitadores del aprendizaje el protagonista eh en el desarrollo del aprendizaje es el estudiante En este caso se convierte en la parte central, esto es otra característica del task based learning que es un método student center	Teacher and student role student center approach

<p>¿ Considera que el TBLT se enfoca en el desarrollo de la gramática más que en comunicación? ¿Por qué?</p>	<p>El task based learning se desprende del communicative approach, que se caracteriza por buscar que los estudiantes desarrollen la parte comunicativa</p>	<p>communicative approach,</p>
<p>¿De qué manera el TBLT activó las necesidades e interés de los estudiantes para usar el idioma de destino?</p>	<p>El momento en que el estudiante se siente motivado a alcanzar la meta que es eh completar esta actividad el va a buscar la manera de llegar allá entonces va a trabajar la manera cooperativa</p>	<p>Student need and interest motivación</p>
<p>¿Considera que TBLT requiere una cantidad significativa de tiempo de preparación de las actividades en comparación con otros enfoques de aprendizaje? ¿Por qué?</p>	<p>Toda planificación nos toma me mucho tiempo investigar, nos toca entender primero el método para saber lo que yo voy aplicar porque si yo no sé bien cómo funciona el task based learning no lo voy a poder aplicar apropiadamente.</p> <p>la tarea con los estudiantes, se presenta, se hace una lluvia de ideas, utilizamos gráficos</p> <p>Planificar no solo en task based learning si no en los otros métodos también les va a llevar un poco de tiempo, recuerden también que el aprendizaje no se improvisa</p>	<p>Time management</p> <p>Educative Resources</p> <p>Planinng</p> <p>TBLT procedure</p> <p>memory challenge</p>
<p>¿Qué actividades basadas en TBLT suele utilizar para potenciar el desarrollo de las cuatro habilidades lingüísticas del idioma ingles reading, writing, listening, and speaking en el aula?.</p>	<p>el speaking, en speaking también, reading y speaking si pero obviamente el Reading aplique de manera académica siguiendo un modelo de proyecto</p> <p>es decir, si yo voy a a, si yo lo que pretendo es que mis estudiantes desayo desarrollen lectura o desarrollen la habilidad de eh comprensión lectora de igual manera para speaking de igual manera para writing de igual manera para listening,</p>	<p>Languages skills</p> <p>Educative Resources</p>
<p>¿Cómo ha percibido el estado emocional de sus estudiantes con el uso de la metodología TBLT?</p>	<p>Se sienten motivados al momento que usted les da un reto por cumplir</p> <p>Estos dos grupos van a tratar de cumplir con su objetivo que es armar ese rompecabezas.</p> <p>Motiva el aprendizaje a través de una tarea significativa</p>	<p>Emotional fellings</p> <p>Motivación</p> <p>Educative Resources</p>

<p>¿Cuáles han sido los aspectos positivos de la implementación de TBLT en sus clases de inglés?</p>	<p>Uno de ellos que el estudiante usa el idioma para desenvolverse</p> <p>mis estudiantes con el task based learning es que ellos aplican sus conocimientos en un contexto real, segundo que ellos trabajan de manera cooperativa</p> <p>habilidades cognitivas como es el análisis, la síntesis, la reflexión, entonces todo eso abarca el desarrollo de un estudiante de manera integral.</p>	<p>Positive Aspects</p> <p>Advantages</p>
<p>¿Considera usted que el TBLT puede proveer un ambiente relajado que promueva el uso del idioma inglés en el aula? ¿Por qué?</p>	<p>porque es una metodología nueva, no es tradicional</p> <p>transmita eh, comparta conocimientos y así mismo adquiera conocimientos, porque uno aprende no solamente del profesor si no también del contexto donde estamos,</p> <p>Es un modelo de aprendizaje activo.</p> <p>obliguen al estudiante solo a memorizar textos a sentar si no a moverse de ahí,</p>	<p>Classroom Management</p> <p>Classroom Enviroment</p> <p>Methodolgy</p>
<p>¿Considera que el TBLT promueve la creatividad y la habilidad de resolver problemas en sus estudiantes?</p>	<p>al momento que ellos intentan llegar a concluir con la actividad o al o al buscar la solución a ese problema que se les plantea ellos buscan la manera, el mecanismo de llegar a eso, a resolver ese problema, entonces si promueve esto estas habilidades del estudiante en el estudiante.</p>	<p>Self-preparation</p>
<p>¿Considera que el TBLT le ha permitido mejorar el progreso académico, las habilidades de interacción, y ha animado la motivación intrínseca en sus alumnos?</p>	<p>no es un método tradicional donde el estudiante solo se sienta y sentado a veces hasta se nos duerme.... aprendemos no solamente del profesor sino también de las personas que están a nuestro alrededor</p>	<p>Learning Process</p> <p>Meaningfull Learning</p>
<p>¿Considera que TBLT es apropiado para trabajar con grupos pequeños de estudiantes y crea un ambiente colaborativo durante las clases de inglés?</p>	<p>El estudiante interaccione con varias personas porque no siempre se genera el mismo grupo, trabajaremos con otros compañeros, eso va hacer ampliar nuestro, nuestra... nuestra perspectiva de la realidad</p>	<p>Colaborative Learning</p>

<p>¿Cuáles han sido los desafíos que han surgido en la aplicación del TBLT en sus clases de inglés?</p>	<p>yo aplique mi proyecto en un ambiente virtual, yo trabaje en Zoom con mis estudiantes porque estábamos en pandemia, entonces tiene implicaciones en el sentido de que eh o mejor dicho tiene afectaciones en el sentido de la conectividad, ese fue uno de los limitantes que yo tuve no</p>	<p>Challenges</p>
<p>¿Considera que el nivel de inglés de los estudiantes influye en la aplicación del TBLT? ¿Por qué?</p>	<p>depende, es que depende, no podría decir que influye porque yo aplique con los chicos del nivel A2 que son chicos que tienen un dominio apropiado del idioma, pero si lo aplicara con un nivel A1 o un pre A1 ahí igual las actividades las... en mi caso las lecturas tendrían que estar enfocadas a ese nivel de conocimiento</p>	<p>English Level</p>
<p>¿Considera que el número de estudiantes y la distribución de la clase afecta al desarrollo del trabajo en grupos? ¿Por qué?</p>	<p>los chicos del A2 eran chicos asignados a mi persona</p> <p>distribución del estudiante ya tendría que verse dependiendo de la institución a la que se trabaja.</p>	<p>Classroom Management</p>
<p>¿Los materiales que ha utilizado con TBLT han sido significativos, útiles y basados en contextos del mundo real?</p>	<p>básicamente eh trabajado con Jamboard, Google drive, trabaje también con lo que tiene que ver en presentaciones en Power point para poderlas llevar al estudiante las instrucciones</p> <p>en línea nosotros tenemos una infinidad de recursos con lo que podemos integrar la tecnología en la educación</p> <p>diez planes de lección, diez planes de lección y estas las diseñe en función a los contenidos que nosotros trabajamos acá, nosotros trabajamos con, en aquel entonces nosotros trabajábamos con la editorial Pio XII el touch note,</p>	<p>Didactic Resources</p> <p>TBLT procedures</p>

<p>¿Considera que el sistema educativo actual en el Ecuador favorece a una eficiente aplicación del TBLT? ¿Por qué?</p>	<p>el material es el apropiado hoy en día cuanto al currículo nacional es el apropiado</p> <p>por falta de desconocimiento o porque algunos docentes hemos dejado el el... o dimos por sentado el que ya soy profesor</p> <p>Task based learning es una nueva versión que está siendo tomada en cuenta en instituciones grandes de la enseñanza del idioma inglés como es el English friv, English first en convenio con Cambridge manejan también del desarrollo de las destrezas y eh ellos se enfocan también en la metodología task based learning</p>	<p>Educative System</p> <p>National Curriculum</p>
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Note: in this table was made the codes of categories of data collected which allows the analysis of information