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**MASTER'S DEGREE IN APPLIED LINGUISTICS TO**

**TEACHING ENGLISH AS A FOREIGN LANGUAGE**

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**THEME:**

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TASK-BASED LEARNING APPROACH TO DEVELOP THE ORAL COMMUNICATIVE COMPETENCE IN FIRST BACCALAUREATE STUDENTS AT MONSEÑOR LEONIDAS PROAÑO HIGH SCHOOL.

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Research dissertation before obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language

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In my capacity as a Supervisor of the Research dissertation titled TASK-BASED LEARNING APPROACH TO DEVELOP THE ORAL COMMUNICATIVE COMPETENCE IN FIRST BACCALAUREATE STUDENTS AT MONSEÑOR LEONIDAS PROAÑO HIGH SCHOOL investigated by Gavilanes Guagchinga Fabiola Elizabeth, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

### **I CERTIFY THAT:**

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

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This research dissertation: TASK-BASED LEARNING APPROACH TO DEVELOP THE ORAL COMMUNICATIVE COMPETENCE IN FIRST BACCALAUREATE STUDENTS AT MONSEÑOR LEONIDAS PROAÑO HIGH SCHOOL, has been revised, approved and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.

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## DEDICATION

*I dedicate this research work with all my love to my children Sarahí and Alejandro for being my great motivation and inspiration to improve myself every day.*

*To my beloved husband Nelson, for his sacrifice and unconditional support provided during the fulfillment of my studies and the development of this research work.*

*To my family, for their moral support during this process of academic and personal improvement.*

*Fabiola*

## ACKNOWLEDGEMENT

*Through these short paragraphs, I want to express my sincere gratitude first of all to God for all the blessings received and for allowing me to climb one more step in my life. I want to thank my husband Nelson for his motivation, concern, and constant support. Thank you to all the people who with their scientific and humanistic contributions have collaborated in the crystallization of this research work. To my parents, and my sisters for their unconditional help to achieve my stated goal. To my tutor, Magister Marcia Chiluisa, who correctly guided me and trusted in my abilities to develop this research dissertation.*

*Fabiola Elizabeth Gavilanes Guagchinga*

## **AUTHORSHIP**

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**TECHNICAL UNIVERSITY OF COTOPAXI**  
**GRADUATE DEPARTMENT**  
**MASTER'S DEGREE IN APPLIED LINGUISTICS TO**  
**TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**THEME:** Task-Based Learning Approach To Develop The Oral Communicative Competence In First Baccalaureate Students At Monseñor Leonidas Proaño High School.

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**ABSTRACT**

The present research work aimed to analyze the influence of the Task-based learning approach in the development of oral communicative competence of the English language. This research used a quali-quantitative approach. A mixed study was carried out. The research level was bibliographic, descriptive and, explanatory. The population consisted of 40 First-year high school students from the Monseñor Leonidas Proaño-CPL Cotopaxi High School. The instruments used for this research were a survey addressed to students to verify the use of this approach. In addition, a pre-test and an oral post-test were applied to two groups of students, the experimental group and the control group, which were applied to evaluate the effectiveness of the implementation of the Task-Based Learning approach to develop the oral communicative competence of the English language. The first-year high school students were named as the experimental group and the second and third-year high school group as the control group. With the surveys, the need to use an innovative approach to develop English language skills is determined and with the pre and post-test, it is concluded that the students significantly improved their oral communicative competence after the intervention of a brochure based on the Based Learning approach. in Tasks. The evaluation instrument to evaluate the performance of an oral intervention used was a standardized Cambridge rubric corresponding to level A2 according to the Common European Framework, which shows a significant development in understanding, interaction, fluency, and pronunciation. Finally, it was proposed a booklet with eight tasks based on the Task-Based Learning approach to developing oral communicative competence of English language.

**KEYWORD:** Task-Based Learning, oral dexterity, oral competence, innovative approach, task cycle.

**UNIVERSIDAD TÉCNICA DE COTOPAXI**  
**DIRECCIÓN DE POSGRADO**

**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL  
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

**Título:** Aprendizaje Basado en Tareas para desarrollar la competencia comunicativa oral en estudiante de primer año de Bachillerato de la Unidad Educativa Monseñor Leonidas Proaño.

**Author:** Gavilanes Guagchinga Fabiola Elizabeth

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**RESUMEN**

El presente trabajo de investigación tuvo como objetivo analizar la influencia del enfoque de aprendizaje basado en tareas en el desarrollo de la competencia comunicativa oral del idioma Inglés. Esta investigación utilizó un enfoque cuali-cuantitativo. Se llevó a cabo un estudio mixto. El nivel de investigación fue bibliográfico, descriptivo y explicativo. La población consistió en 40 estudiantes de Primer año de bachillerato de la Unidad Educativa Monseñor Leonidas Proaño-CPL Cotopaxi. Los instrumentos utilizados para esta investigación fueron una encuesta dirigida a los estudiantes con el propósito de verificar la utilización de este enfoque. Además, se aplicó una prueba previa y una prueba posterior oral a dos grupos de estudiantes, al grupo experimental y al grupo de control, las cuales se aplicaron para evaluar la efectividad de la implementación del enfoque Aprendizaje Basado en Tareas para desarrollar la competencia comunicativa oral del idioma Inglés. Se denominó a los estudiantes de Primer año de Bachillerato como grupo experimental, y al grupo de Segundo y Tercer año de Bachillerato como el grupo de control. Con las encuestas se determina la necesidad de utilizar un enfoque innovador para desarrollar las habilidades de idioma Inglés y con la prueba previa y posterior se concluye que los estudiantes mejoraron significativamente la competencia comunicativa oral después de la intervención de un folleto basado en el enfoque Aprendizaje Basado en Tareas. El instrumento de evaluación para evaluar la ejecución de una intervención oral utilizada fue una rúbrica estandarizada de Cambridge y correspondiente al nivel A2 según el Marco Común Europeo, el cual muestran un desarrollo significativo en la comprensión, interacción, fluidez, y pronunciación. Finalmente, se propuso un folleto con ocho tareas basado en el enfoque Aprendizaje Basado en Tareas para desarrollar la competencia comunicativa oral del Inglés.

**PALABRAS CLAVE:** Aprendizaje Basado en Tareas, destreza oral, competencia oral, enfoque innovador, ciclo de tareas.

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## INTRODUCTION

Task-Based Learning was introduced to education in 1996 by Willis. TBL helps contribute to education especially for students to have a meaningful experience with the language. It can be easily related to students' real-life language needs, what is more, it helps for developing oral communicative competence. The following section explains in general terms the current research.

Some research backgrounds focus on lines of research, which are linked to each other. Task-Based Learning Approach to improve oral communicative competence has a relationship with the mainline of this research: Education and communication for human and social development because this topic is based on the teaching-learning process and the influence of TBL in communication development. Furthermore, this line has a connection with the sub-line of educational proposals related to the language, the author provides a functional platform focused on TBL which is an innovative tool for English language learning.

The Ecuadorian Constitution (2008), Article 26 determines that all people have the right to education, in article 343 points out that learners have to be the center of education, thus, the Constitution suggests teachers use a contemporary education. In the same article, the National Education System focuses on incorporating an intercultural vision to guarantee and respect the education for all communities and nationalities taking into account their geographical, cultural, and linguistic reality.

In article 3, The Ley Orgánica de Educación Intercultural (2013) argues that education in Ecuador has to develop the students' capacity to analyze and critical thinking. To achieve this aim teachers have to modify their teaching process to include socially active people capable of transforming reality.

Besides, article 9 of the same Law approves educational authorities to design and apply a Flexible National Curriculum in all kinds of educational institutions and all levels, such as primary, secondary, tertiary education. The Curriculum has always considered a plurinational and intercultural vision. All of this also accomplishes

some objectives of the Plan de Desarrollo that involves values and principles for Buen Vivir.

Based on the article 10 of the Reglamento de la Ley Orgánica de la Educación Intercultural, the educational institutions can make innovative proposals to improve the education quality. As a consequence, teachers can adapt the National Curriculum taking into consideration students' needs and context. A characteristic of the curriculum is to be flexible and teachers can develop any other active strategies centered on the new contemporary methods and approaches.

On the other hand, the English teaching process according to the National Curriculum has to consider the levels of linguistic competence of the CEFR. In secondary education, teachers have to make students develop three levels which are: A1, A2, and B1.

There are some causes and consequences in the speaking development that the author has realized for ages in English teaching. Within the **problem statement**, traditional education has increased in English classrooms. Traditional teachers tend to use the Grammar-Translation method as a way of improving fluency, this assumption is out of context because English is learned through interaction.

Learning a new language involves skills such as: Listening, speaking, reading, and writing. Khamkhiem (2010) points out that oral communication is the most relevant skill in learning any language, Speaking offers chances of correctness when learners practice English. Through speaking, the level of fluency can be shown during the English Learning Process. In our country, English teachers have centered on writing skills, the main activity during the English classes has been writing an infinitive number of sentences using the tense taught by teachers. This reality has not changed in the last years. The problem is related to the old-fashion activities applied by teachers.

Traditional education is still present at schools. And as a consequence, students learn English by memorizing grammar structure and feeling disinterested. Although, today, is it necessary to develop and improve speaking skills, emphasizing on, speaking English gives people many professional opportunities. Furthermore, this skill is the first one that children develop. Teachers continue using

the same passive methodology. Andell (2017) states that when children start learning a language, they use oral communication without limits, they do not focus on the grammar structure or spelling, the most important fact is to communicate their ideas naturally.

To develop speaking, students need to learn English with innovative methods and spontaneously. Nowadays, Task-Based Learning is used as an approach for teachers because students are more competent in English, they interact with each other in order to fulfill a task at the same time they gain general knowledge in any subject.

After taking the diagnostic test, the research has proved that students have not developed oral communicative competence. Their English teachers have used traditional methodology always during classes. So, **the problem formulation** was established: How to improve oral communicative competence avoiding the traditional methods in English Learners?

The **general objective** of this research was to develop Oral Communicative Competence through a Task-Based Learning Approach. The researchers posed it as the main objective due to it is necessary to make students more communicative, but avoiding traditional education.

To achieve the general objective it was important to establish **specific objectives** that were observed and verified during the research, so for the first one, it was indispensable to determine the main characteristics and stages of the Task-Based Learning Approach to enhance oral communication. It involved all the theoretical background to support the research. Another specific objective was to design a pedagogical proposal based on the stages of the TBL approach. Through this pedagogical proposal, students can apply the stages of Task-Based Learning and develop communicative competence using the cycle task planned by the teacher. The last specific objective was to measure the impact of the application of the pedagogical proposal in oral communicative competence. For doing the measurement students had to take a post-test, only in that way it was possible to verify the impact of TBL to develop oral competence.



*Table 1. Tasks for achieving the specific objectives*

Objective	Activities (Tasks)
<p><b>1. Specific Objective 1:</b></p> <p>To determine the main characteristics and stages of the Task-Based Learning Approach to enhance oral communication.</p>	<p>It will be done a literature review about the main characteristics and stages of the TBL approach.</p> <p>It will be chosen the most relevant research works that connect to the topic.</p>
<p><b>2. Specific Objective 2:</b></p> <p>To design a pedagogical proposal based on the stages of the TBL approach.</p>	<p>It will be applied a survey to the school's authorities and teachers and analyzing the data collection.</p> <p>It will be done a literature review of the TBL approach in virtual environments.</p> <p>It will be created a pedagogical proposal based on the research topic.</p>
<p><b>3. Specific Objective 3:</b></p> <p>To measure the impact of the application of the pedagogical proposal in oral communicative competence.</p>	<p>It will be applied a rubric before and after the application of the pedagogical proposal.</p> <p>It will be taught English with the pedagogical proposal in students of the first baccalaureate.</p> <p>It will be analyzed the impact of the Task-Based Learning Approach to improve oral communicative competence.</p>

*Elaborated by: Gavilanes, F. (2020)*

*Table 2. Research Problem Stages*

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<b>Stage</b>	<b>Description</b>
<b>Stage 1</b> <b>Teacher-centered</b> <b>approaches</b>	The development of language teaching has increased during the time. In the beginning, the language was seen as a system of grammatical units. From 1800 to 1900, the Grammar-translation method was used to teach English at schools. It was focused on the application of grammar structures and translation from the learned language to the native language and vice versa. From 1890 to 1930 the Direct Method was used to learn English directly without translation. From 1950 to 1970 the Audio-lingual method was used to learn a new language through the use of stimulus. Using any of these methods, class activities, group activities, discussions, or learning games were rarely used. Finally, these traditional methods and approaches were based on developing passive skills, and the center of the Teaching-learning process was the teacher.

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**Stage 2**  
**Student-centered approaches**

In 1970 a new approach appeared. The Language was seen from a functional view. It emphasized the communicative function rather than the grammatical structures. This communicative approach was applied to develop communicative competence in learners of a second language. It focuses on learners as the center of the Teaching-learning process. Learners adopt an active role during classes and teachers use strategies that allow the interaction between students and teachers.

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**Stage 3**  
**Task-Based Learning Approach**

Prabhu initiated the “Bangalore Project” in 1987 intending to use Task-Based Learning to help learners to improve speaking skills and develop communication naturally. Willis (1996), states that TBL focuses on task performance which allows students to use language authentically. They both determine to apply a task cycle to follow a process where teachers and students accomplish their roles.

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*Elaborated by: Gavilanes, F. (2020)*

This research was done in order to analyze how Task-Based Learning enhanced communicative competence. The **justification** is based on traditional education, for ages, there were a lot of teachers talking in the English class, which impeded that students can speak fluently. The impact of this research focused on the importance of TBL in English classes. If teachers usually apply TBL in the classroom, they might gain self-confidence immediately, which contributes to students’ interaction, after some time of TBL application the students’ critical thinking is enhanced, and they might solve problems and tasks easily. On the other hand, if TBL is applied for much time students might gain vocabulary and they will learn grammar in

context. What is more, they become more fluent and the communicative competence will be enhanced.

Nowadays, secondary education requires the application of student-centered approaches. There are many benefits with the application of the TBL approach; learners can learn the language when needed, they can engage in oral communication, and the context for communication is fairly natural, which contributes to first baccalaureate students who belong to Monseñor Leonidas Proaño High School so, the greatest beneficiaries of this research are learners.

Besides, developing communicative competence through Task-Based Learning has been an interesting topic because students need to have a tangible outcome. TBL helps them to connect to the real world, integrating different content knowledge and skills. Moreover, students use the language for authentic purposes creating collaborative learning and strong friendship. Finally, this research work can be used not only with secondary students, but TBL can also apply for tertiary education, thus this research as well as the pedagogical proposal is easy to manipulate and teachers find this useful for English language teaching.

Also, TBL has increased worldwide. In Europe, English is taught as a compulsory subject at schools, and high schools. And, which is standardized by the Common European Framework (CEFR), besides, learners have the necessity of learning this foreign language because their border countries speak English and if they have to communicate, they use the English Language. Although learners do not have the expected results in oral production, they have the opportunity to improve this skill through interaction with English native speakers.

In Latin America, language teaching is substandard, in fact, according to the research developed in Latin America Nations countries such as Ecuador, Guatemala, and Peru have a low level of English. It is because governments do not invest in education, especially in EFL development. Furthermore, most teachers continue working with teacher-centered methods and approaches, which harm English learning from a communicative perspective. (Cronquist & Fiszbein, 2017).

On the other hand, in Ecuador, English is learned at primary and secondary schools as part of the curriculum, and in the last years, this subject also has been

standardized by the CEFR, and, despite the curriculum suggest some active strategies, teachers continue using traditional methods to teach English, Thus, the results are not effective especially in the oral production. Proficiency Index (2017).

Many types of research have been developed to improve oral communicative competence. Thus, Prabhu in 1987 started the “Bangalore project” in India to develop communicative competence in the student of the secondary school, through the use of the TBL method. And Willis in his book “A Framework for Task-Based Learning” (1996) perfected the Task-Based Learning application for improving oral communication. In Latin América academic articles related to the use of TBL have been published in important journals such as Researchgate, Redalyc, La Revista. And Tesol. Finally, in Ecuador, many graduated students have published some masters’ dissertations in different universities as Universidad Central Del Ecuador, Pontificia Universidad Católica del Ecuador, and Universidad Técnica de Ambato, all of them related to the TBL Approach for developing speaking skills.

There were some limitations between the theory and put the proposal into practice. First, Task-Based Learning requires a good basis of English level. Also, large classes, language styles, and gender are some factors that impede obtaining good results after applying TBL in English classrooms.

Unfortunately, the student's English level at the Monseñor Leonidas Proaño High School is low, because students attend English classes just two days per week and the time is very short. Most of the students learn English as a third language, the L1 is kichwa, L2 Spanish, which creates confusion in pronunciation and grammar comprehension.

The **research methodology** included both quantitative and qualitative approaches. This mixed approach helped to collect and analyze data to understand the research problem and give meaningful solutions to the problems based on the numerical results of surveys, which were applied to authorities and teachers, so it was possible to verify the hypothesis and conclude with a positive educational impact of the research.

A bibliographical – documentary research was applied, due to, it was necessary to do a literature review with a strong theoretical basis of the dependent and

independent variables taking into account the concepts and definitions of many authors. Thus, many books, academic journals, articles, and research projects were read to understand the research work.

Moreover, the researcher used descriptive and explanatory research. Descriptive because it was important to define the main characteristics of the Task-Based Learning Approach and its stages; to describe the difference between skill and competence. It is explanatory for explaining how to use the TBL Approach to improve oral communicative competence.

Besides, this research used some tools such as surveys, rubrics, tests for eighty students, and surveys for three teachers. The researcher collected data before and after the pedagogical proposal application. Finally, this data was analyzed and transformed into qualitative and quantitative results.

## **CHAPTER I. - THEORETICAL FRAMEWORK.**

### **1.1. RESEARCH BACKGROUND**

This section shows some researches which were carried out in Ecuador, they are uploaded in the repositories of Latin American and Ecuadorian Universities and emphasized the independent and dependent variables of the research topic.

Lara (2018) focuses on Task-based learning and the English speaking skill in students at Universidad Nacional de Chimborazo. The main objective was to analyze the relationship between Task-Based Learning and English speaking skill; this research applied a qualitative-quantitative approach and a field-experimental research study due to the fact the implementation was developed in each English class. Finally, it was concluded:

There is a relationship between Task-Based Learning and English speaking skill since TBL enhances it positively. Some TBL components such as objectives, teacher, and student roles were vitally important in the TBL application.

The TBL stages such as pre-task, task cycle, and language focus contributed to enhancing the English speaking skill because they are linked to each other.

The speaking sub-skills: grammar and vocabulary, discourse management, pronunciation, and interactive communication had a significant improvement after the implementation of TBL.

Another research by Soria (2019) went deeply into the TBL approach in the development of the speaking skill; this study expected to determine the impact of the Task-based Learning Approach helps to enhance the speaking students' ability from the Languages Center of the Universidad Nacional de Chimborazo level. The

author used. A quasi-experimental approach was implemented therefore control and experimental groups were chosen for data collection. The author concluded that:

TBL approach enhanced the speaking skill after the proposal application in the Language Center at Universidad Nacional de Chimborazo, the speaking skill was highly improved.

There were useful tasks such as teamwork, open/close, information gap, opinion gap tasks also, role play, debates, questioning, and simulations were explored; they motivated students' interaction.

In the research carried out by Yaucan and Vallejo (2017), the researchers studied Task-Based Language learning: Using debates to enhance speaking abilities of intermediate high school students in the EFL classroom, this study used a quantitative study based on a quasi-experimental design. This dissertation revealed that:

The use of debates along with task-based methodology can enhance high school students' speaking skills; it showed a considerable improvement from the pre-test to the post-test on parameters such as task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control.

After the application of the proposal, some important features about task completion skills could relate to learners' autonomy. Also, there was an improvement in the production of natural speech and inquiry. However, there was no significant achievement regarding vocabulary.

There was a development in the speaking skill during the last stage of the methodology, namely the post-task stage. The researcher could apply feedback activities to highlight language reflection and error correction during the ten debates.

Finally, Salán (2015) in his master's dissertation analyzed the incidence of Task-based learning to develop the speaking skill for the students of the tenth year at San Francisco de Orellana High School during the school year 2014-2015; this research proposed to reflect on current tendencies which are predominant at teaching English in the world. This research applied qualitative-quantitative methodology and the



research design was quasi-experimental with two groups: the control and the experimental one. The author concluded that:

There were significant improvements in students' speaking skills with the application of the TBL methodology they got more confident when speaking and their fluency was developed.

Students overcame some problems that they faced during the speaking activities; consequently, they felt more comfortable when applying spoken interaction and interaction exercises.

The application of post and pre-tasks encourage students and teachers to tackle the main components of the speaking sub-skills usage, pronunciation, fluency, and relatedness.

Task-based Learning is a different way to teach English because it uses real-life situations. It encourages students toward achieving a goal where language becomes a tool. Most of the researchers point out that Task-Based Learning enhances speaking skills. Besides, students develop interaction when they communicate to complete a lesson.

## **1.2. EPISTEMOLOGICAL FOUNDATION**

### **INDEPENDENT VARIABLES**

#### **EDUCATION**

Education is a process that improves the economic and social situation of a country. It gives students the opportunity of acquiring skills to improve their life quality. (Idris et al., 2012) On the other hand, Education is analyzed as a teaching system where the transmitted knowledge depends on the adult people's individual needs. (Mohamad & AbRashid, 2018). The transmission of thoughts, ideas, knowledge, or experiences helps people to develop their minds, skills, abilities through an academic process which can differ for each educative institution because of their missions and visions and their conception of education.

For, Del Campo (2012) the traditional education has kept going for many years, and nowadays some teachers continue using it, because this kind of education shows students the level of teachers training, and it evidences that teachers are masters in their areas of knowledge that they impart to their students. Liu and Long (2014) state that traditional education focuses on the teacher's role, and it stops the students' creativity to solve problems by themselves, so teachers do not develop the students' independence. The process of Education has changed by many factors: the students' attitude, the social context, the national reality, and, all of this has changed the teachers' perspective of how to teach their knowledge.

Traditional education gives students a passive role, they have to copy a huge amount of notes, without understanding the teachers' explanation, and students cannot interact among them. These kinds of masterclasses were common a hundred years ago (Weichhart et al., 2018). Contrary, Mohamed (2018) affirms that modern education provides students an active role, so students can pay attention to their teaching classes. Students can interact with their classmates freely to share their experiences, in this way, knowledge is more practical and meaningful. The big differences among both kinds of educations bring out the evolution of education in all aspects.

### **The teaching-learning process (TLP)**

Muhamad (2016) points out that Teaching-Learning Process is a shared process that answers to the education standards of a country. These standards are related to the content of teaching, competence development, classroom management, and process evaluation. Febrian (2015) claims that the TLP needs some components: objectives and the process. These objectives and processes are planned and performed by teachers. The teaching process performed by the teacher facilitates the student learning process. Without teaching is not possible the learning, how students learn is influenced directly by how teachers teach.

Muhamad (2016) expresses that learning can be passive or active, considering facts as the curriculum, teachers' role, students' role, objectives, classroom procedure, and evaluation. But, based on its research, MacDonald (2016) emphasizes that the learning process has to be passive and then active. Nowadays,

how students acquired knowledge is the result of the applied theories made by teachers and learners. Ecuadorian students enjoy using active strategies and teachers' roles are still passive. Some teachers argue that passive learning is more effective than active. Others claim that active learning motivates and draws students' attention, so it is easy for them to learn everything.

According to MacDonald (2016) passive learning increase the effectiveness of the active input, because learners can explore actively how to perform the task, the instructors have total control of the learning environment and the learning space is secure. For Xingcui (2011) passive learning has some disadvantages; teachers have the whole control of the class, and they make decisions for the learners, so, they are not critical beings, classes look bored and tired and learners are not motivated to acquire new information, and the data that they receive after teachers' lectures are effective only for success test. Passive learning has pros and cons and its use depends on the learning environment carried by the teachers.

Active learning shows some disadvantages in costs and efforts, teachers have to use new materials that represent economic costs and develop strategies that demand physical energy and its effectiveness is possible only when teachers apply passive learning before (MacDonal & Frank, 2016). The use of active learning lets teachers use active methods that allow the students' interaction, and knowledge is linked with real-life problems, students do not only absorb knowledge, they learn how to face the world with that knowledge. (Paulson & Faust, 2019). Nowadays, teachers have the opportunity of using any kind of method, also they can mix both of them and get positive results during the teaching-learning process.

## **METHODOLOGY IN THE TEACHING ENGLISH AS A FOREIGN LANGUAGE**

Rodgers ( 2001) argues that methodology is defined as the process that joins the theory with the practice, into the language teaching methodology, teachers have to know what a language is and how to learn a language. Nunan (1991) points out that methodology is focused on the class activities, how to achieve them, and the principles to evaluate them. The methodology can be defined as the set of processes used to achieve any objective, a teacher can use many strategies which

are part of a method to teach any language, so the teacher practices with the theory that they have learned during their academic training.

In his issue paper, Rodgers (2001) indicates that English Teaching Methodology has suffered many changes, teachers began using the Grammar-Translation method and in the last years, they have applied Communicative Language Teaching. Taralunga (2006) states that a new methodology has appeared during the 20<sup>th</sup> century and teachers are more competent in teaching English. Nowadays, there is an overcoming beyond the mere learning of grammar and vocabulary, opening the range to the culture of other countries. The promotion of autonomy and self-evaluation, as well as the development of critical thinking, has permitted to enhance the methodology in TEFL.

Richards & Rodgers (2001) explain that Language Teaching-Learning depends on the learners' needs, the implementation of new curriculums, and the creation of illustrated books, the research, and the application of the new methodology by teachers, the real-life situation, the language evolution, and so on. For Taralunga (2006) the love of teaching makes teachers create the best methods for students to learn a new language. As a result, during the 19<sup>th</sup> and 20<sup>th</sup> centuries, the teaching and learning methodology of English as a foreign language have changed notably and due to many reasons, but mainly to the teachers' passion and students' needs.

### **The Methods throughout history**

Richards & Rodgers(1986) in their book, *Approaches, and Methods in Language Teaching* explain that during the nineteenth century, some approaches have appeared as a consequence that in the schools of Europe some “modern languages” were taught. Martínez & Martínez (1992), state that to improve the second language acquisition teachers begin using methods that focus on the mother language to teach the second one. The use of methods and approaches for teaching a foreign language has changed markedly since the 19<sup>th</sup> century and it continues changing with the unique objective of improving the teaching process.

Teachers have criticized the use of the 19<sup>th</sup>-century methods because students have not achieved the expected output. (Ugwu, 2015). During the 20<sup>th</sup>

century, the teaching-learning process has become more communicative, which is why teachers have left structuralism during classes. (Martínez & Martínez, 1992). The methods used to teach the English language during the 20th century have been characterized by being more interactive. Enhancing communicative competence instead of grammar rules has been one of the greatest challenges for teachers during this century.

Martínez & Martínez (1992) assume that in the 21st century, teachers and students will face a different educational reality, which involves the use of new technologies that facilitate the process of teaching and learning a second language. Lopes and Ruíz (2018) say that new teaching and learning methods and approaches have been developed in response to the students' needs to solve problems that happen in the social context. The student has become the center of TLP. Teachers of the 21st century seek to improve the teaching-learning process through the use of new trends and methods that develop the critical thinking of students.

In the following chart, it is summarized the most relevant methods throughout history:

*Table 3. The most relevant methods throughout History.*

Methods	Characteristics
Grammar- Translation 19 <sup>th</sup> century	<ul style="list-style-type: none"> <li>• The grammar system of L1 (First language) is the basis to learn L2 (Second language).</li> <li>• It focuses on developing reading and writing skills</li> <li>• The vocabulary of L2 has to be memorized like a list of bilingual dictionaries.</li> <li>• To learn L2 easier teachers translate sentences of L1 to L2.</li> <li>• Readings have to be attached with the learned grammar.</li> <li>• Students have to achieve high performance in translation.</li> <li>• Little interest in pronunciation.</li> </ul>
Direct Method	<ul style="list-style-type: none"> <li>• It focuses on the target language.</li> </ul>

19 <sup>th</sup> century	<ul style="list-style-type: none"> <li>• Translation was avoided</li> <li>• Teachers emphasize pronunciation instead of grammar rules</li> <li>• It develops speaking and listening skills.</li> <li>• Use of non-verbal communication(gestures) in order to students get the meaning of the new vocabulary.</li> <li>• Grammar was learned by induction.</li> <li>• Teachers correct students' errors during classes.</li> </ul>
Audio-lingual Method 20 <sup>th</sup> century	<ul style="list-style-type: none"> <li>• Oral skills are developed by memorization.</li> <li>• It focuses on spoken language as the effect of speaking habits. as.</li> <li>• Vocabulary is learned in context.</li> <li>• Use of visual material.</li> <li>• It encourages reading and speaking skills throughout the behavior.</li> <li>• Oral competence is measure by the correct use of grammar and pronunciation,</li> </ul>
Total Physical Response 20 <sup>th</sup> century	<ul style="list-style-type: none"> <li>• It focuses on the target language comprehension.</li> <li>• Teachers use physical actions to make students learning easier.</li> <li>• The classroom environment has to be free to get the best results.</li> <li>• The right brain has to be active with movements to learn a second language.</li> </ul>
Silent Way 20 <sup>th</sup> century	<ul style="list-style-type: none"> <li>• It is a student-centered method.</li> <li>• Teachers speak less as possible.</li> <li>• Students create their input.</li> <li>• Learning is focused on problem-solving.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Learning vocabulary is essential during the teaching process.</li> <li>• Teachers emphasize pronunciation.</li> <li>• Teachers use non-verbal communication.</li> </ul>
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Natural Approach	<ul style="list-style-type: none"> <li>• Teachers do not use the L1 during classes</li> </ul>
20 <sup>th</sup> century	<ul style="list-style-type: none"> <li>• It encourages oral communicative competence.</li> <li>• Grammar mistakes are accepted.</li> <li>• Students start speaking slowly and naturally.</li> <li>• It is based on the experiences of Tracy Terrell</li> <li>• Students can use L1 or L2 to answer questions.</li> <li>• Teachers can adapt some strategies which are part of other methods to solve the students' needs.</li> </ul>

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Suggestopedia	<ul style="list-style-type: none"> <li>• It focuses on the classroom arrangement.</li> </ul>
20 <sup>th</sup> century	<ul style="list-style-type: none"> <li>• Classrooms have to be decorated with extra implements as furniture, posters, music.</li> <li>• Teachers have to implement meaningful reading activities.</li> <li>• It uses text with colorful illustrations.</li> </ul> <p>It develops speaking production skills after the process of memorization.</p>

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Communicative Language Teaching	<ul style="list-style-type: none"> <li>• It emphasizes communicative competence.</li> <li>• Teachers create interactive situations during the teaching process.</li> </ul>
20 <sup>th</sup> century	<ul style="list-style-type: none"> <li>• The use of realia is part of the class.</li> <li>• Oral production and practice is necessary</li> <li>• Teachers take into account the students' needs to plan the class.</li> <li>• It develops fluency.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Pronunciation errors are acceptable when the communication is comprehensive.</li> </ul>
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Content and Language Integrated Learning (CLIL)	<ul style="list-style-type: none"> <li>• Teaching subjects in the second language, to strengthen the target language</li> <li>• The language is learned in context.</li> <li>• Integrate content and language at the same time</li> <li>• Students develop high cognitive abilities</li> </ul>
21 <sup>st</sup> century	<ul style="list-style-type: none"> <li>• Students set up their learning</li> <li>• Teachers must be trained to teach the second language and content subjects using the second language.</li> </ul>

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Task-Based Learning	<ul style="list-style-type: none"> <li>• It is focused on performing tasks</li> <li>• It applies the cycle task during classes.</li> </ul>
21 <sup>st</sup> century	<ul style="list-style-type: none"> <li>• Language is learned in context.</li> <li>• It uses real-life situations to develop critical thinking.</li> <li>• Teachers motivate students all the time.</li> </ul>

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*Elaborated by: Gavilanes, F. (2021)*

*Source: Richards, J. & Rodgers, T. (2014); Lopes, A. & Ruíz, R., (2018)*

## **COMMUNICATIVE APPROACH**

Richards & Rodgers (2014) define the approach as a set of theoretical procedures that describe the nature of language and how professors teach a second or a foreign language. Murcia (2001) expresses that an approach can be defined as a paradigm that involves the use of different methods, techniques, and strategies. The approach to teaching any language allows the teachers to determine the principles or characteristics that their methods and techniques should have. As such, it is the broadest part of the teaching-learning process of the second language.

The approach to be used during the teaching-learning process depends on the situation in which the educational process takes place. (Xiaochun, 2015). The approaches and methodology are chosen after clarifying the educational objectives



that the teacher has (Bakhtiyor, 2020). Before choosing the approach to use in the TLP, the teacher must establish the skills that he or she needs to develop in his or her students, since, not all approaches are adapted to the development of all skills. But the teacher can complement one approach with another in order to achieve better results on the Teaching-Learning Process.

Berns (1983) states that the communicative approaches are focused on the development of oral communicative competence and speaking skills. Tomlin (1990) says that the communicative approach is vitally important when it comes to understanding a language in context. So, they differ from formal approaches. Throughout the 21st century, the communicative approach has gained a place within the teaching-learning process, as the teacher teaches a second or foreign language, focusing on language' functions, mainly on communication. For this reason, the communicative approach is closely related to language functions.

### **Communicative Approach Characteristics**

Brumfit and Finocchiaro (1983) establish some characteristics of the communicative approach which differs from the traditional ones as structuralism. While, VanPatten and Williams (2015) claim some principles of the Communicative Approach, which are:

- The most important characteristic inside the teaching-learning process is that students can communicate ideas or opinions focusing on the meaning of the message rather than the grammatical structure.
- All clauses have substance and form, the substance is the meaning of the clause and the form is the grammatical structure of the clause.
- It is a student-centered approach that uses activities, which promote the students' interaction in class.
- It answers the students' needs. They need to develop fluency and effectiveness when they are the target language.

### **TASK-BASED LEARNING**

According to Willis (1996), a task is an activity that students develop to solve a need or face a problem. These activities are performed using the target

language as the resource. Soria (2019) defines tasks as activities that seek to achieve specific objects through the communication carried out by the executors of the task. Tasks in education are actions that students perform to achieve objectives or planned results by both the teacher and the students during the TLP, these tasks assigned to the students will depend on their cultural and situational context.

Lara (2018) states that TBL is a method that uses tasks as the main feature of this method, but such tasks should promote the use of meaningful and authentic language. Porras (2015) claims that the TBL is an approach whose curriculum is based on the tasks' development, the student works on relevant content and they use the target language as a resource to develop the tasks through a set of processes. It is evident that the TBL approach is a communicative approach that prompts the student to learn a foreign language in a more useful and effective way by developing tasks with interesting content for the student.

### **Principles and Characteristics of TBL.**

Freeman & Anderson (2011) defend some principles of the TBL approach, drawing on the experience of Prabhu (1980), who implemented the Bangalore Project to teach English through tasks. These principles are:

- The teacher's instructions for tasks should be clear.
- A sample of pre-assignment must be completed before students can work individually or in groups on their assignment.
- The student must know the purpose of the task to fully participate in its completion.
- Errors are part of learning; the teacher can correct them without devaluing the students' responses.
- Grammar is learned in context, so the teacher must execute the target language in the best possible way.
- The task should focus on the meaning rather than the form.
- Feedback and grading of assignments are an important part of post-task.
- To work the accuracy, students need to perform a public presentation of the assignment.

## Types of Tasks

Prabhu (1988), classifies the tasks that he used in Project Bangalore as: “information-gap, opinion-gap, and reasoning-gap tasks”

*Table 4. Types of Tasks*

TYPES OF TASKS	MAIN CHARACTERISTIC
1. Information-gap task	It is used to exchange some information to fulfill the task.  E.g.: reading a text to answer some questions.
2. Opinion-gap task	It is used to exchanges students’ opinions or thoughts to complete the task.  E.g.: answering about favorite sports to do a poster
3. Reasoning-gap task	It is used to develop critical thinking to solve problems.  E.g.: making an interview to collect data about woman violence

*Elaborated by: Gavilanes, F. (2021)*

*Resource: Freeman, D. & Anderson M., (2011), Techniques & Principles in Language Teaching (pg. 203)*

Willis (1996) states that using a Task-Based Learning approach during the Teaching-Learning Process has a lot of advantages for oral communication to learners since it transfers the new knowledge into a new communicative context. Thus, TBL approach has some strength for developing the oral skill which is:

- Task-based learning helps learners to interact spontaneously
- Automaticity
- Task-based learning allows language learners to learn vocabulary.

- It provides essential conditions for language learning.
- It maximizes the scope for communication
- Experiential learning.

### **Task-Based Learning Cycle**

Task-Based Learning is an approach that many experts as Prabhu (1987), Willis (1996), and Nunan (2004) have used since 1980, establishing stages or phases of TBL during the teaching-learning process (Ellis, 2018). Ajitimbay (2019) summarizes the proposals of the aforementioned authors about the TBL cycle in three stages: pre-task, task, and post-task (see table 5). All linguists who study Second Language Acquisition, argue that there are three stages of TBL, and they have developed activities for each stage, although they call these activities in different ways the essence of using tasks to teach a language remains the same.

*Table 5. Task-Based Learning Cycle*

<b>Stages</b>	<b>Moments</b>	<b>Description</b>
<b>Pre-task</b>	Instruction	The teacher introduces the main task  The teacher explains the form and the vocabulary that students should use during the “Task stage”.
	Exemplify	The teacher gives clear instructions about the task, he/she can perform a public task (in the whole class) to simplify the individual or group task.
<b>Task</b>	Planning	Students organize ideas to perform the task and plan how to develop it, so they can use brainstorming.
	Performance	Students interact among them to develop the task.

	They do the task and prepare the materials.
	The teacher guides the students' task
Reporting	Students present the task to the rest of the students (public presentation).
Post-task	Teacher grade the students' activity.
	Analysis Students can advise and evaluate their classmates to improve the tasks.
	Feedback The teacher does feedback to clarifies the students' doubts.

*Elaborated by: Gavilanes, F. (2021)*

*Resource: Ajitimbay, T. (2019), Task-based Approach in the English Speaking Fluency Development.*

### **TBL advantages for developing oral communicative competence**

TBL Approach can develop students' "fluency" but they are not proficient in "accuracy" (Skehan, 2002). Using TBL Approach, learners can use vocabulary and the grammatical structure that they know without limits to communicate naturally during their interaction, so they feel more comfortable during the TEACHING-LEARNING PROCESS. (Ajitimbay, 2019). During classes, students may use many sources as glossaries which help to add words to the students' vocabulary and the teacher can encourage grammar if it is necessary. As result, the teacher and students can prioritize their goals.

Zhao (2015) points out that TBL exposes students to activities that promote the use of real-life context and motivation, notably improving the development of oral communication. Willis (2016) states that improving oral proficiency in the target language depends on the language use and how the teacher exposes to it during the TLP. The TBL framework must be focused on the students' needs. Teachers have to plan the class with tasks that draw students' attention and

encourage interaction so, students can find the meaning of the language, without forgetting other elements as motivation and feedback.

## **DEPENDENT VARIABLE**

### **LANGUAGE**

Yule (2016) points out that human language makes people different from animals because it provides culture. Fromkin et al. (2018) say that human language allows identifying the infinity of ideas, information, and emotions. Consequently, language is a social construction that does not stop evolving. Society establishes the guidelines on the norms and common uses of language, in its oral and written versions. Human language has changed together with civilization, so, people have used different signs during all their life to communicate.

Chomsky et al. (2019) pointed out that language is a system of signs, oral, written, or gestural, to encode and decode information. It refers to the cognitive faculty that enables humans to learn and use complex communication systems. Communication requires this system of signs to reach the goal of common understanding. On the other hand, according to Davison (2021) Language is an expression only when it is applied to be understood as an immediate and naturally necessary manifestation of the expression of objectified meaning. Some immediate expressions, purely exclamatory reactions, can have sense, but no meaning. All in all, language is a set of signals or signs that are used to communicate something, it has sense when there is an objective idea.

### **Language And Communication**

Communication involves the transmission of verbal and non-verbal messages. elements such as a sender, a receiver, and a channel of communication, and during the process the clarity of the message may be interfered with or distorted, which is known as barriers (Munodawafa, 2008). Effective communication requires paying attention to an entire process, not just the content of the message. The transmission of the message from sender to recipient can be affected by a huge range of external factors such as emotions, the cultural situation, location, audience,

body language, attitude, and so on (Pract, 2017). The process of message emission takes an important role in this process of communication. Many factors impede to get an effective communication.

Many factors come into play when communication is done through language, for example, functions such as intelligence and linguistic memory. Language, on the other hand, constitutes one of the main characteristics that separate mankind from animals (Chomsky et al, 2019). However, communication has two important elements: sender and receiver. Both transmit a message that can be verbal (written or spoken) or non-verbal (gestures or body communication) (Pract, 2017). Language and communication work together, they depend on the intelligence quotient, only the human being can manage the language skills as well as nonverbal and language body components.

### **Second Language Acquisition**

The acquisition of language is often cited as an example of the "critical period" a learning process that is limited by time or factors such as hormones that are out of the learning process itself. Studies suggest that neural engagement with a learned structure can interfere with the processing of information. (Kuhl, 2000). A student of L2 is different from a child who acquires L1. First, L1 is usually learned at an early age, L2 students also have cognitive maturity and metalinguistic awareness that helps them learn a language. Second, when, L2 students are exposed to a nurturing and non-threatening environment they are more likely to be successful (Mohamad & AbRashid, 2018). If any of these elements have problems during language acquisition, the communication will not be effective. Also, external and internal factors can contribute to the development of L2 learning for older children and adults.

### **COMMUNICATION FUNCTIONS OF LANGUAGE**

Freeman (2018) emphasizes the following communication functions to achieve effective communication such as information that refers to transmit customs, traditions, abilities. Affective-evaluative is the emotion that senders transfer to receivers. Regulatory: senders' goal is to control receivers' behavior.

Motivational: senders' objective is to motivate people to continue doing something. And cooperation: problem solving, senders and receivers look for solutions. According to Jakobson (1995) Phatic function is used for sociability, it means expressing solidarity and empathy with others. Metalinguistic one is used to clarifying misunderstandings. Poetics focuses on the beauty of the language itself. There are many functions it depends on the user, finally, there no agreement about what the functionality of language involves.

## **ENGLISH LANGUAGE LEARNING SKILLS**

Soria et al. (2020) claim that skill is a learned power of doing something competently. Or a developed aptitude or ability. Freeman & Anderson (2011) divide the skills hard skills and soft skills. Whereas a hard skill is a technical and quantifiable skill that a professional may demonstrate through their specific qualifications and professional experiences (i.e. computer programming or proficiency in a foreign language); a soft skill is a non-technical skill that is less rooted in specific vocations (i.e. time management or verbal communication). Skills are the specific learned abilities that you need to perform a given job well. Examples, depending on the specific role, ranging from handling accounts and coding to welding or writing tenders.

Learning English involves four skills that play an important role in Language teaching and learning. They are fundamental to convey and understand English; these are the pinnacles of language (Ajitimbay, 2019). Listening, reading, speaking, and writing allow people to create effective communication that can be written or spoken (Harmer, 2015). The four skills Language allow a person to understand, produce and use language operative communication. When people are children the first skill that they develop is listening, after they produce speaking and in their academic life, they learn to write and read. So, when the students are learning a second or foreign language the order development of these skills can differ.

Furthermore, skills are classified according to their transmission (oral and written) and the role they play in communication (productive and receptive). Thus, it has been established in four competencies: reading comprehension, listening



comprehension, oral expression, and written expression (Sadiku, 2015). The four skills enable a person to understand and produce spoken and written language. The process of learning is first listening, then speaking, reading, and writing (Harmer, 2015). They are separate yet bound together with an inseparable bond. The teacher cannot develop productive skills without enhancing receptive skills.

### **Productive Skills**

Febrian (2015) states that there are two kinds of skills developed during the Teaching-Learning Process of English as a Foreign Language, these are Proactive and Active skills. Proactive skills are listening and reading, these skills are related to students' input; on the other hand, active skills are writing and speaking, and they are related to learners' output. The applications of all of these skills show how much people understand a language. According to Broughton et al. (2003) teachers have to associate active and passive or proactive skills to create reliable communication.

Brown (2005) mentions that Speaking and Writing Skills involves micro-skills, some examples of them are:

- **Speaking micro-skills:** intonation, stress, pauses, redundancy, reduced words, phonemes, allophones, proper registration, dialects, and also non-verbal communication.
- **Writing micro-skills:** cohesive and cohesion devices, grammar level, literal or implicit meaning, the purpose of writing, rhetorical or convention forms.

### **ORAL COMMUNICATIVE COMPETENCE**

Lara (2018) says that Competencies, on the other hand, are the person's knowledge and behaviors that lead them to be successful in a job. Examples of competencies, then, include the improvement of business processes, strategic planning, and data-based decisions. (Ellis, 2018) Competencies effectively explain how an individual's behaviors bring about the desired results in their role. As with skills, there are various types of competencies—including core competencies, which are those that any successful employee requires to rise through an organization.

Mayo & Barrioluengo (2017) express that communicative competence involves two aspects; language knowledge and the use of language by humans beings. According to Savignon (2017), Communicative competence acquisition hangs on the needs, motivation, action, and social experience. People have to know how, when, where, and why to communicate something effectively. Thus, the development of communicative competence, one of the challenges that second or foreign language teachers want to achieve in their students, is linked to the communicative approaches.

By developing oral communicative competence, people can interact with each other effectively. Oral communicative competence is more than the ability to speak or use a language in an oral way. It is also related to the context or real-life situation to understand what is the sender's intention (Barrioluengo & Mayo, 2017). So, it is vitally important to comprehend that oral communicative competence involves getting hard and soft speaking skills and setting communicative skills. (Bakar et al., 2019). Oral communicative competence is the consequence of integrating speaking and listening skills to perform the communication action most accurately.

### **1.3. FOUNDATION OF THE STATE OF THE ART**

Task-based learning (TBL) has gained power in English language learning in recent years. Within this section, the literature review of high-impact articles on the subject is explored to analyze the results obtained in the academic articles.

Córdoba (2016) developed a research work for implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University in 2016 who achieved some results.

This article presents the results of qualitative research carried out with six first-semester students from an English as a foreign language teaching program at a Colombian university. The study aimed to implement Task-based language teaching as a way to integrate foreign language skills and help students improve their communication skills (Córdoba, 2016).

The data revealed that students improved their communicative competence through the implementation of tasks of listing, ordering and classifying, comparing, and sharing personal experiences. students were able to speak and write in English with a purpose despite the inaccuracy of the language. However, the researcher found that students used grammatical structures and vocabulary previously learned in class to communicate meaning orally. They could use the grammatical structures and vocabulary with the purpose of expressing their musical preferences to their classmates. Thus the task contributed to the development of communicative students' competence (Córdoba, 2016).

Another important academic article by Albino (2017) focuses on Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga in 2016, who accomplished some results.

This study focused on evaluating how students of English as a foreign language improved their speaking fluency using Task-Based Language Teaching (TBLT) applied with ninth-grade students at PUNIV-Cazenga, a secondary school in Luanda. Applying a case study design that used image description tasks, students' speeches were audio-recorded before and after teaching, in which they will be used in recasts as feedback tools for 8 weeks (Albino, 2017).

In the design of a case study, once students described a picture before and after class and expressed their point of view on teaching with the TBL approach. there was an improvement in the production of speech and grammatical accuracy. The students not only improved their rapid speech production, but they also improved their comprehension of the language. Students are enhanced in the speed of speech production. In addition, they could be more fluent when speaking in real-life interactions outside of the classroom. The results indicate that, when they participate in tasks, students developed fluency in speech, maximizing their speed of speech production, improving interaction. These findings suggest that if students are supported with the TBL approach, they could develop fluency in the future (Albino, 2017).

Another investigation by Buitrago (2017) *Improving 10th Graders' English Communicative Competence Through the Implementation of the Task-Based Learning Approach in 2015*, this research shows some useful results.

This article presents the results of an action research project that focused on improving English students' communicative competence by focusing on Task-based learning. This study was conducted in a public school in Medellin city with thirty-four students. The actions implemented embrace the development of a series of tasks and defining four thematic units according to the curriculum and the students' interests and needs (Buitrago, 2017).

According to the student's performance, the research showed gradual improvements in terms of pronunciation, fluency and they were able to spontaneously construct short but very well-structured sentences and there were improvements in the oral interaction by using TBL in a large group as a gradual process. Also, a benefit of repeating tasks is that students gained more fluency in terms of pause and speed. In the last focus groups, students showed improvements in their pronunciation and vocabulary thanks to the pre-task activities where they pronounced different words and their pronunciation (Buitrago, 2017).

#### **1.4. CHAPTER I CONCLUSIONS**

Based on the literature review, it was possible to conclude that the application of procedures and stages of TBL in students of a foreign language can develop their oral communicative competence, which is the aim of the research.

Some authors point out that the students' and teachers' role inside the TBL Approach is different of their roles in traditional approaches. Some teachers' characteristics during the Teaching-Learning Process are: being a facilitator, a guide or a motivator, flexible, creative, innovative, and soon, and students are more active during the TLP, they perform most of the activities during the TLP.

The findings carried out for other researchers related to the correct use of the TBL Approach show that it can develop extra abilities in students, they can develop critical thinking, solving problems skills, cultural awareness, all of these are features of better citizens, adjusting to the demands of the social context.

## **CHAPTER II PROPOSAL**

### **2.1. THEME**

Task-Based Learning Approach for developing oral communication competence.

### **2.2. OBJECTIVE**

- To develop oral communicative competence through the application of a booklet based on the TBL Approach in the students of the First year of the Baccalaureate at Monseñor Leonidas Proaño-CPL Cotopaxi.

### **2.3. JUSTIFICATION.**

Based on the result of the Pre-test, it is evident that the English teaching process has some flaws, especially in oral production. Students have not developed oral communication, so, the pronunciation of words, speaking fluency, comprehension, the use of vocabulary are poor. Besides, English teachers continue using traditional strategies (i.e. memorizing, teacher's lectures focused on grammar structures) to teach them this language. As a result, students do not reach the required level of English and they are not motivated to take English classes because they feel bored during the TLP.

Undoubtedly, a booklet based on the TBL Approach helps students to improve their oral communication and avoids the traditional methodology which is based on the teacher-centred approach. The Task-Based Learning Approach encourages the development of oral communication through its principles and its cycle. These principles motivate students to interact among them, following the task cycle (pre-task, task, and post-task) and develop their critical thinking to solve real-life problems. As result, they feel comfortable expressing their ideas or opinions to

perform the task and then doing a public presentation of it. This process improves the students' oral communicative competence.

## **2.4. PROPOSAL DEVELOPMENT**

Developing oral communicative competence in English learners is a challenge that teachers are facing nowadays. That is why is developed a proposal that applies TBL Approach to develop oral communication.

### **2.4.1. Proposal components**

The proposal is composed of theoretical fundament and a booklet with eight tasks, each task has different activities, the activities are structured with a theme, objective, strategy description, cycle task instructions, and two rubrics at the end of the booklet.

#### **Theoretical fundamentation**

**Task-Based Learning Approach:** It is a communicative approach that develops productive skills in students of Foreign Language Acquisition, through the performance of tasks. It was used initially by Prabhu in 1987 with the objective that students fulfill the main task using interaction to develop the oral communication, the tasks must be meaningful for that reason they are related to a real-life situation (Soria, 2019). This approach avoids all kinds of traditional methodology, motivating teachers to be more innovative during classes.

**Task:** It is an activity that is executed by students to communicate practically with the aim of reaching the required level of oral proficiency.

**Task-Cycle:** it is the stages of the TBL Approach:

#### **a. Pre-task**

Bowen (2007, as cited in Soria, 2019) argues that during the Pre-task, the teacher provides a clear explanation about the main task and the objective. Students take notes, clarify their doubts about the main task, and organize their resources to perform it.

#### **b. Task**

Zakime (2018, as cited in Soria, 2019) defends that during this stage, students comply with their tasks, so the teacher can divide the class into groups. After that, students have to report the main task in a public presentation.

**c. Post-task**

The post-task is the final stage that the teacher uses to evaluate the students' task performance. During this stage teacher also do feedback to encourage the student's oral communicative competence. (Zakime, 2018, as cited in Soria, 2019)

**Oral communicative competence:** It is the ability to know how, when, where to use the language orally.

**Booklet:** It is a summarized and “concise version” of a book. This summarizes relevant information, characteristics, and advantages of something. (Oxford, 2021)

**Topic:** It is the name of the subject that is going o be studied or talking about. (Cambridge, 2021)

**Objective:** it is an aim that students have to achieve after applying the Task Cycle.

**Description of the Main Task:** it is the description of the principal task, which has to be developed during the Task-Cycle.

**Strategy description:** It describes the main strategy that students use to report the task.

**Task Cycle:** They are the stages to fulfill the main task through a pre-task, task, and post-task.

**Time:** It is about the minutes that teacher and students have to use to develop each activity. It can change considering the number of students or any other situation.

**Rubric:** it is a tool that joins a set of criteria that teachers use to assess their students. It scores the students learning and the main task performance. (Chowdhury, 2019)

**2.4.2. Proposal explanation**

The tasks that are part of the pedagogical proposal are detailed below:

**Task 1: Introducing people**

The objective of this task is to describe people's likes or dislikes using the brainstorming strategy. The main task is going to be evaluated with an oral interview rubric which is part of the Classroom Assessment Suggestions of the Ministerio de Educacion.

**Task 2: Amazing people and inventions**

The objective of this task is to talk about inventors and their inventions using the mimic strategy. The main task is going to be evaluated with an oral description rubric which is part of the Classroom Assessment Suggestions of the Ministerio de Educacion.

**Task 3: Health vs. beauty**

The objective of this task is to give opinions about health and beauty, using the case study strategy. The main task is going to be evaluated with an oral interview rubric which is part of the Classroom Assessment Suggestions of the Ministerio de Educacion.

**Task 4: The most strange sports in the world**

The objective of this task is to talk about strange sports, using the picture description strategy. The main task is going to be evaluated with an oral description rubric which is part of the Classroom Assessment Suggestions of the Ministerio de Educacion.

**Task 5: At the restaurant**

The objective of this task is to use the English language in common situations, using a role-play strategy. The main task is going to be evaluated with an oral interview



rubric which is part of the Classroom Assessment Suggestions of the Ministerio de Educacion.

#### **Task 6: My culture**

The objective of this task is to use provide information about students' culture, using the jigsaw strategy. The main task is going to be evaluated with an oral interview rubric which is part of the Classroom Assessment Suggestions of the Ministerio de Educacion.

#### **Task 7: Religious Education Should Be a Part of the School Curriculum?**

The objective of this task is to give opinions about controversial topics, using the debate strategy. The main task is going to be evaluated with an oral interview rubric which is part of the Classroom Assessment Suggestions of the Ministerio de Educacion.

#### **Task 8: Beliefs around the world**

The objective of this task is to talk about people's beliefs, using the picture description strategy. The main task is going to be evaluated with an oral description rubric which is part of the Classroom Assessment Suggestions of the Ministerio de Educacion.

#### **2.4.3. Premises for the implementation**

After identifying that students have a poor level of oral communication competence, and asking for permission from the High School authority. It was decided to apply an innovative approach that differs from the traditional methodology. So, TBL Approach was used to develop oral communicative competence in students. This approach offers the use of simple but effective strategies that can be performed by the students with the help and guide of the teacher. Besides, the cost of the resources was really low, then the teacher can afford it without any problem.

To implement the premises for the proposal it was necessary to work with the next schedule.

*Table 6. Premises schedule*

<i>The objective of the implementation</i>	<i>Implementation of the booklet based on the TBL approach for developing the oral communicative competence</i>	<i>Evaluation of the results and the proposal impact</i>	<i>Time</i>	<i>Responsible</i>
<i>To prove the proposal effectiveness</i>	<i>Ask for the authority's permission.</i>		<i>One week January 15<sup>th</sup>, 2021</i>	<i>Researcher</i>
		<i>Pre-test application and analysis</i>	<i>1 week</i>	<i>Researcher</i>
	<i>Booklet application based on TBL Approach to develop the oral communicative competence</i>		<i>15 weeks 1h/w</i>	<i>Researcher and students</i>
	<i>Activities monitories through the rubrics for assessment</i>		<i>At the end of each task of the proposal application  15 weeks</i>	<i>Researcher</i>
		<i>Post-test application and analysis</i>	<i>1 week</i>	<i>Researcher</i>

*Elaborated by:Gavilanes, F. (2021)*

**2021**

Booklet:

Task-Based Learning  
Activities for developing  
oral communicative  
competence

By: Fabiola Gavilanes



## **LIST OF CONTENT**

Task 1: Introducing people

Task 2: Amazing people and inventions

Task 3: Health vs. beauty

Task 4: The most strange sports in the world

Task 5: At the restaurant

Task 6: My culture

Task 7: Religious Education Should Be a Part of the School Curriculum?

Task 8: Beliefs around the world

Rubric for oral description performance

Rubric for oral interview performance

## TASK 1

**Topic**

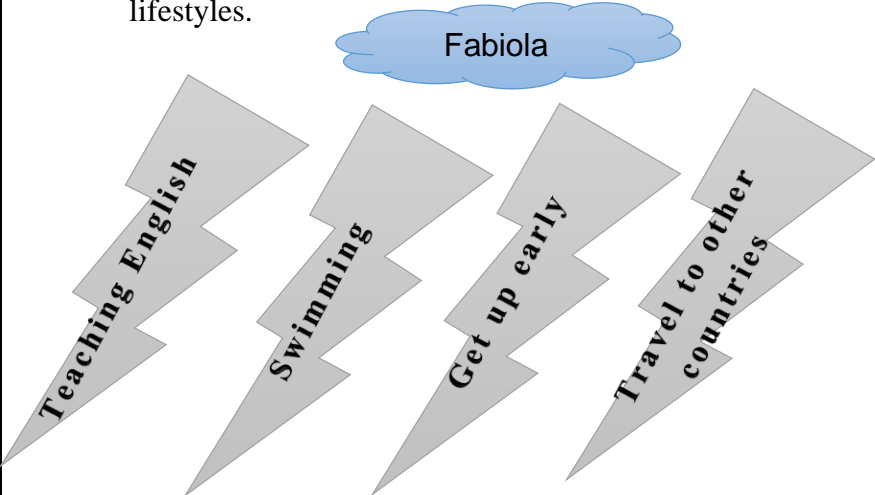
Introducing People

**Objective**

To describe people's habits, interests, likes, dislikes, lifestyles, and so on.

**Strategy description:** Brainstorming

This strategy is used to collect important data from the students. Students write the main idea in the center of the graphical organizer and around it, they write facts or secondary ideas. This promotes a relaxed environment during classes.

Task cycle	Time
<p><b>1. Pre task</b></p> <ul style="list-style-type: none"> <li>The teacher writes on the corner of the board the words likes, dislikes, interests, lifestyles and asks students if they know their meaning. If students do not know about the new words teacher explains them.</li> <li>The teacher draws a brainstorming graphical organizer on the board and completes it with his/her interests, likes, dislikes, lifestyles.</li> </ul> 	<p>3'</p> <p>5'</p>
<b>2. Task</b>	

<ul style="list-style-type: none"> <li>• The teacher divides the class into pairs. (students A and student B)</li> <li>• Each student has to draw a brainstorming graphical organizer.</li> <li>• Student A has to talk about their likes, dislikes, interest, or lifestyles and student B has to complete the brainstorming with the information that he is listening to, and vice-versa.</li> <li>• The teacher monitors the activities and helps students if they require them.</li> <li>• Report your activity in a public presentation.</li> </ul>	<p>2'</p> <p>2'</p> <p>8'</p> <p>15'</p>
<p><b>3. Post-task</b></p> <ul style="list-style-type: none"> <li>• Chose a member of your family, do a brainstorming a tell your partners about the person you have chosen</li> </ul>	<p>5'</p>

**Rubric**

- Rubric for oral interview performance

## TASK 2

### Topic

Amazing People and Inventions

### Objective

To be able to talk about interesting people who have made any research to improve peoples' life.

### Strategy description: Mimic

This strategy is used to express ideas, feelings, thoughts, and so on using body movement, without using oral expression.

Task cycle	Time
<b>1. Pre task</b> <ul style="list-style-type: none"><li>• The teacher asks students about the last inventions that students know.</li><li>• The teacher writes the new vocabulary on the board</li></ul>	3'
<b>2. Task</b> <ul style="list-style-type: none"><li>• The teacher provides each student with one picture of different inventions including the names of their inventors. (Resource 1)</li><li>• Each student goes to the front of the class and performs a mimic action.</li><li>• The rest of the students have to guess what is the invention and who has the name of the inventor has an extra point.</li><li>• Teacher monitors the activity all the time and helps student if they need.</li><li>• At the end of the mimic activity, students have to report what were their inventions in order to clarify the inventors.</li></ul>	2'  20'  10'
<b>3. Post-task</b>	

<ul style="list-style-type: none"><li>• Chose any invention that they can see in the classroom or school and talk about it in class</li></ul>	5'
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**Rubric**

- Rubric for oral description performance



Resource 1.

## INVENTORS AND THEIR INVENTIONS-2

<b>SAFETY RAZOR BLADE</b> <small>Invented in : 1901 Inventor : King Camp Gillette</small>	<b>VACUUM CLEANER</b> <small>Invented in : 1901 Inventor : Hubert Cecil Booth</small>	<b>AIR-CONDITIONING</b> <small>Invented in : 1902 Inventor : Willis H. Carrier</small>	<b>AEROPLANE</b> <small>Invented in : 1903 Inventors : Orville and Wilbur Wright</small>
			
<b>ELECTROCARDIOGRAPH (ECG)</b> <small>Invented in : 1903 Inventor : Willem Einthoven</small>	<b>ZIP-FASTENER</b> <small>Invented in : 1914 Inventors : Whitcomb L. Judson, Gideon Sundback</small>	<b>TELEVISION</b> <small>Invented in : 1926 Inventor : John Logie Baird</small>	<b>LIQUID-FUELLED ROCKET</b> <small>Invented in : 1926 Inventor : Robert H. Goddard</small>
			
<b>BREAD-SLICING MACHINE</b> <small>Invented in : 1928 Inventor : Otto Frederick Rohwedder</small>	<b>JET ENGINE</b> <small>Invented in : 1931 Inventor : Frank Whittle</small>	<b>RADAR</b> <small>Invented in : 1935 Inventor : Robert Alexander Watson-Watt</small>	<b>ELECTROSTATIC PHOTOCOPIER</b> <small>Invented in : 1938 Inventor : Chester F. Carlson</small>
			
<b>HELICOPTER</b> <small>Invented in : 1907 Inventor : Igor Sikorsky</small>	<b>NON-STICK FRYING PAN</b> <small>Invented in : 1941 Inventor : Dr. Roy Plunkett</small>	<b>MICROWAVE OVEN</b> <small>Invented in : 1946 Inventor : Percy LeBaron Spencer</small>	<b>DISPOSABLE NAPPY</b> <small>Invented in : 1951 Inventor : Marion Donovan</small>
			
<b>HOVERCRAFT</b> <small>Invented in : 1955 Inventor : Sir Christopher Cockerell</small>	<b>FLIGHT DATA RECORDER</b> <small>Invented in : 1957 Inventor : Dr. David Warren</small>	<b>MICROCHIP</b> <small>Invented in : 1958 Inventors : Jack Kilby and Robert Noyce</small>	<b>LAVA-LAMP</b> <small>Invented in : 1960 Inventor : Edward Craven Walker</small>
			
<b>LASER</b> <small>Invented in : 1960 Inventor : Theodore Maiman</small>	<b>CT SCANNER</b> <small>Invented in : 1972 Inventor : Sir Godfrey Hounsfield</small>	<b>CELL PHONE</b> <small>Invented in : 1973 Inventor : Dr. Martin Cooper</small>	<b>RUBIK'S CUBE</b> <small>Invented in : 1980 Inventor : Erno Rubik</small>
			

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

## TASK 3

### Topic


Health vs. beauty

### Objective

To give opinions based on facts about health vs. beauty.

### Strategy description: Case studies

This strategy is used to analyze specific cases about people or situations so, students can share their ideas, opinions, feelings, or thoughts. With this strategy, students can develop critical thinking.

Task cycle	Time
<p><b>1. Pre task</b></p> <ul style="list-style-type: none"><li>The teacher presents a poster of Lady Gaga</li></ul>  <p><a href="https://images.app.goo.gl/zWzJ3UXF6fuVriPLA">https://images.app.goo.gl/zWzJ3UXF6fuVriPLA</a></p> <ul style="list-style-type: none"><li>Students tell ideas about the famous singer.</li><li>The teacher provides information about the health problems of Lady Gaga</li></ul>	<p>3'</p> <p>5'</p>
<p><b>2. Task</b></p>	<p>2'</p>

<ul style="list-style-type: none"> <li>• The teacher divides the class into small groups</li> <li>• The teacher gives students a new case about Alejandra Guzmán's life. (Resource 2)</li> <li>• Students read the case</li> <li>• Students discuss the importance of health vs. beauty.</li> <li>• The teacher monitors the activity during the interaction.</li> <li>• Students think about a conclusion about the topic based on the facts.</li> <li>• Students report the conclusion in a public presentation.</li> </ul>	<p>3'</p> <p>7'</p> <p>5'</p> <p>10'</p>
<p><b>3. Post-task</b></p> <ul style="list-style-type: none"> <li>• Students write the conclusion about the topic correcting the mistakes, with the help of the teacher feedback</li> </ul>	<p>5'</p>

**Rubric**

- Rubric for oral interview assessment

**Resource 2.**

<p style="text-align: center;"><b>Lady Gaga</b></p>  <p><a href="https://images.app.goo.gl/zWzJ3UXF6fuVriPLA">https://images.app.goo.gl/zWzJ3UXF6fuVriPLA</a></p>	<p>When speaking at an event in 2012, Lady Gaga opened up about her struggles with eating disorders. “I used to throw up all the time in high school. So I’m not that confident,” she said. “I wanted to be a skinny little ballerina but I was a voluptuous little Italian girl whose dad had meatballs on the table every night.” At one point, her bulimia started to affect her singing. “It made my voice bad, so I had to stop.”</p> <p>Resource: <a href="https://www.prevention.com/health/health-conditions/g30996694/celebrities-with-eating-disorders/">https://www.prevention.com/health/health-conditions/g30996694/celebrities-with-eating-disorders/</a></p>
<p style="text-align: center;"><b>Alejandra Guzmán</b></p>  <p><a href="https://images.app.goo.gl/Ej6uLHSThN3JZoBC6">https://images.app.goo.gl/Ej6uLHSThN3JZoBC6</a></p>	<p>Gabriela Alejandra Guzmán Pinal (born February 9, 1968), known professionally as Alejandra Guzmán, is a Mexican musician, singer, composer, and actress. With more than 20 million albums sold throughout her career, and winner of a Latin Grammy, she is one of the most successful Mexican female singers</p> <p>In 2007 she was diagnosed with breast cancer and was able to survive due to early detection. In 2009 Alejandra almost died a few months after she had butt enhancement injections from unlicensed estheticians. She was injected with pollimers which caused infections and for several years she has had over 30 surgical procedures to remove them from her body.</p> <p>Resource: <a href="https://en.wikipedia.org/wiki/Alejandra_Guzm%C3%A1n">https://en.wikipedia.org/wiki/Alejandra_Guzm%C3%A1n</a></p>

## TASK 4

### Topic

The most strange sport in the world.

### Objective

To talk about strange sports that are played in different countries.

**Strategy description:** Picture description

This strategy is used to describe any picture or photo. Students describe the scene, the details, the characters, and any other important information. It naturally develops oral production.

Task cycle	Time
<p><b>1. Pre task</b></p> <ul style="list-style-type: none"><li>The teacher presents the vocabulary on the board and asks students what is the topic about?</li></ul> <div data-bbox="584 1093 1070 1413" style="border: 1px solid black; background-color: #e0e0e0; padding: 5px;"><ul style="list-style-type: none"><li>➤ Sets</li><li>➤ Rules</li><li>➤ Players</li><li>➤ Country</li><li>➤ Place of origin</li><li>➤ Equipment</li><li>➤ Team members</li><li>➤ Type</li></ul></div> <ul style="list-style-type: none"><li>Students read the vocabulary to infer the topic and practice with it.</li><li>The teacher asks about strange sports that are played in different countries and takes notes on the board.</li></ul>	<p>5'</p> <p>5'</p>



<https://images.app.goo.gl/SE32DrF8jigr7fhk7>

<p><b>2. Task</b></p> <ul style="list-style-type: none"> <li>• The teacher divides the class into small groups</li> <li>• Students must work with only one picture provided by the teacher. (Resource 3)</li> <li>• In the group, read the keywords and form complete utterances to describe each sport, such as:           <div data-bbox="434 929 1093 1377" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>➤ <b>Capiruteco</b> is the one of most stange sport in the world.</li> <li>➤ It is a <b>team sport</b></li> <li>➤ It is payed in <b>Ecuador</b></li> <li>➤ the equipment <b>equipment</b> required is only human body.</li> <li>➤ It can be played with many <b>players.</b></li> <li>➤ It does not have <b>sets.</b></li> </ul> </div> </li> <li>• The teacher monitors the activity and provides feedback.</li> <li>• Students prepare a little public presentation to describe the strange sport.</li> <li>• Students report their sport.</li> </ul>	<p>5'</p> <p>10'</p> <p>2'</p> <p>10'</p>
<p><b>3. Post-task</b></p> <ul style="list-style-type: none"> <li>• In the whole class, create any game or sport: include information about the rules, sets, players, equipment, type of sport.</li> </ul>	<p>3'</p>

**Rubric**

- Rubric for oral description performance

### Resource 3.



Tailandia, Cambodia, Malaysia, Laos, Indonesia.  
Head and feet  
3 players  
Ball: synthetic rubber  
2 sets: 21 points  
Rest: 2 minutes

### SEPAK TAKRAW

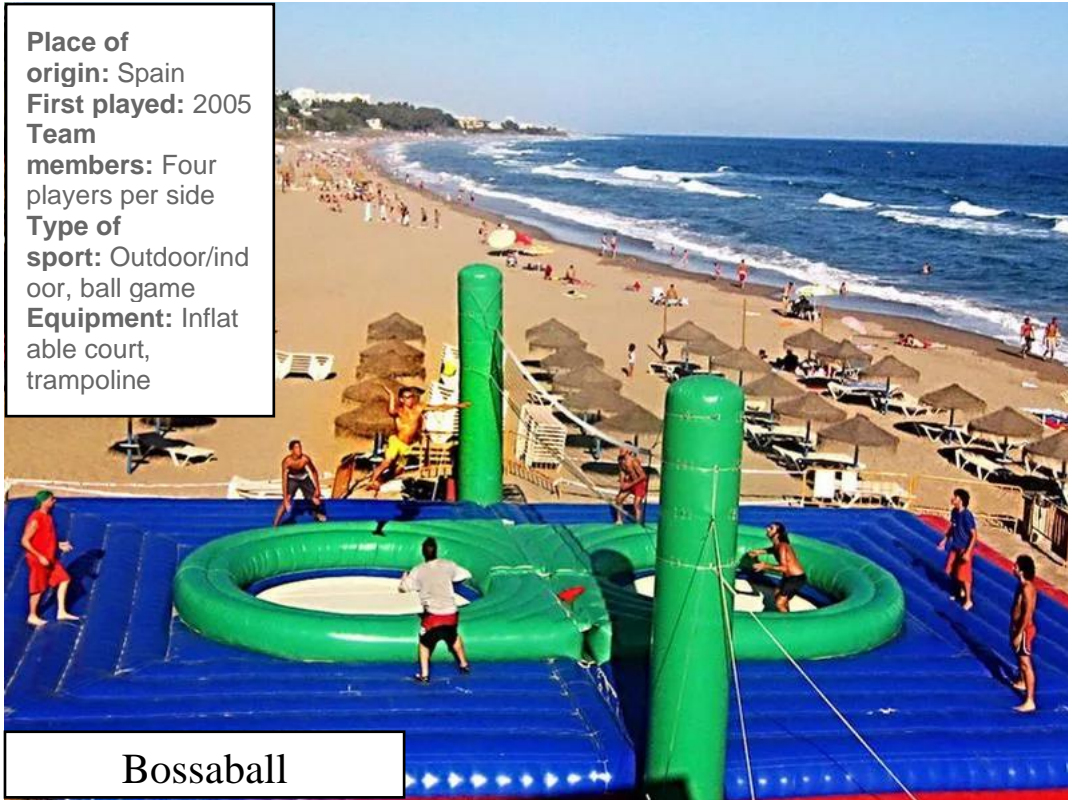
<https://images.app.goo.gl/KzvMyqTYbKf64vFe8>



### Bog Snorkelling

Place of origin: Llanwrtyd Wells, Wales  
First played: 1976  
Team members: Single competitor  
Type of sport: Outdoor, aquatic  
120 yards  
Equipment: Snorkel, flippers

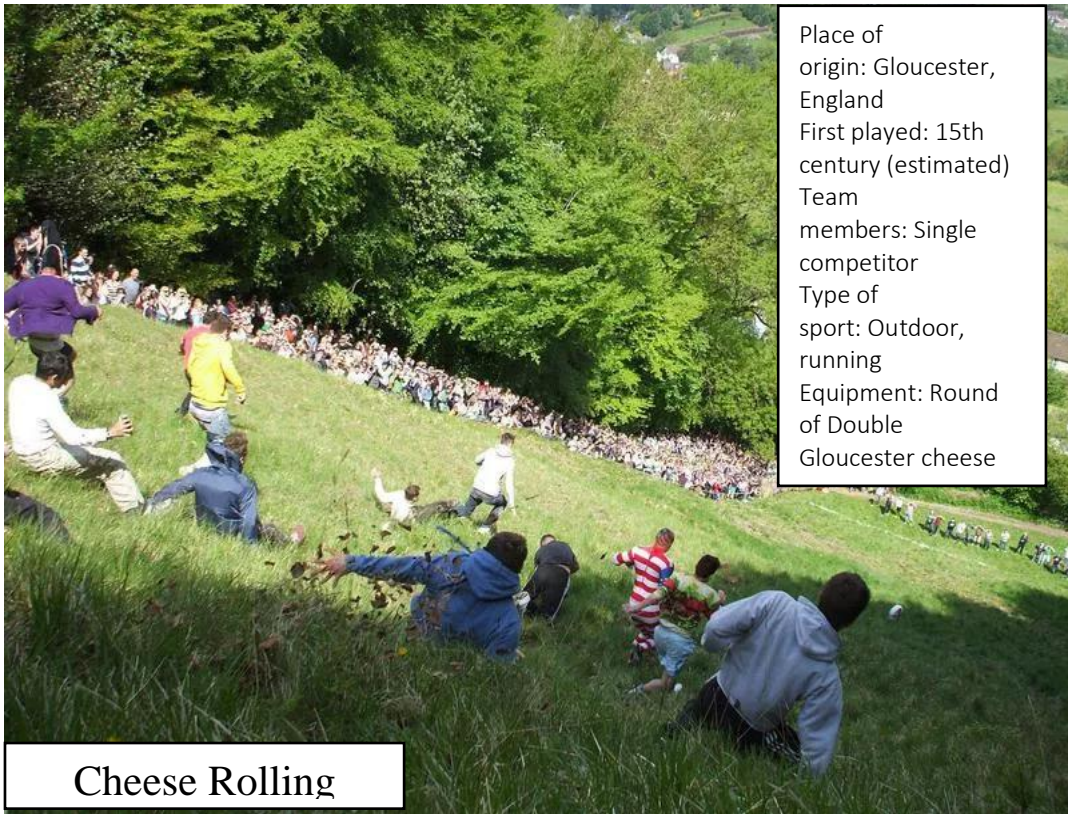
<https://images.app.goo.gl/7Rw2nPnwVGqmBcyC7>



**Place of origin:** Spain  
**First played:** 2005  
**Team members:** Four players per side  
**Type of sport:** Outdoor/indoor, ball game  
**Equipment:** Inflatable court, trampoline

**Bossaball**

<https://images.app.goo.gl/VNKftrtobR2MhkSq57>



**Place of origin:** Gloucester, England  
**First played:** 15th century (estimated)  
**Team members:** Single competitor  
**Type of sport:** Outdoor, running  
**Equipment:** Round of Double Gloucester cheese

**Cheese Rolling**

<https://images.app.goo.gl/LZcQzvV5jN1LtuZDA>





<https://images.app.goo.gl/HnApM8Gfvn9xNvja9>



<https://images.app.goo.gl/a2Ddux6HMHENjUHe9>

## TASK 5

### Topic


At the restaurant.


### Objective

To be able of using the English language when students are in the restaurant.

### Strategy description: Roleplay

This strategy is used to simulate different roles in real-life situations given by the teachers. This can be performed in groups or individually considering the situation.

Task cycle	Time
<p><b>1. Pre task</b></p> <ul style="list-style-type: none"><li>Students watch the video:</li></ul>  <p><a href="https://www.youtube.com/watch?v=bgfdqVmVjfk">https://www.youtube.com/watch?v=bgfdqVmVjfk</a></p> <ul style="list-style-type: none"><li>Students watch the video again and get all the most common phrases used at the restaurant.</li></ul>	<p>5'</p> <p>3'</p>
<p><b>2. Task</b></p> <ul style="list-style-type: none"><li>The teacher divides the class into small groups</li><li>Students prepare a role play with the most common expressions used in the restaurant.</li></ul>	<p>2'</p> <p>10'</p>

 <p data-bbox="432 613 1075 647"><a href="https://images.app.goo.gl/6QVrNjDJTeTzeTzMA">https://images.app.goo.gl/6QVrNjDJTeTzeTzMA</a></p> <ul data-bbox="384 669 1118 763" style="list-style-type: none"> <li>• The teacher monitors the activity and gives feedback.</li> <li>• Students report the activity in a public presentation.</li> </ul>	15'
<p data-bbox="344 786 523 819"><b>3. Post-task</b></p> <ul data-bbox="392 842 1230 983" style="list-style-type: none"> <li>• Plan to go to a restaurant with your family and use any common expression. Talk to your partner about your feelings when you are in the restaurant.</li> </ul>	5'

**Rubric**

- Rubric for the oral interview performance

## TASK 6

### Topic

My culture

### Objective

To provide information about students' culture.

### Strategy description: Jigsaw strategy

This strategy consists on create groups with the same number of participants. The teacher gives groups different topics to discuss them. After students form new groups with one member of each previous group. and share their ideas or opinions about the topic that was discussed initially.

Task cycle	Time
<p><b>1. Pre task</b></p> <ul style="list-style-type: none"> <li>The teacher draws a wheel graphical organizer on the board to talk about her/his culture. For example:</li> </ul> <div data-bbox="568 1173 1066 1715" data-label="Diagram"> <pre> graph TD     Latacunga((Latacunga)) --&gt; music((music))     Latacunga --&gt; festivals((festivals))     Latacunga --&gt; turistic_place((turistic place))     Latacunga --&gt; traditions((traditions))     Latacunga --&gt; location((location))   </pre> </div> <ul style="list-style-type: none"> <li>The teacher asks questions to the students to complete the wheel.</li> </ul>	<p>3'</p> <p>7'</p>
<p><b>2. Task</b></p> <ul style="list-style-type: none"> <li>The teacher divides the class into small groups</li> </ul>	15'

<ul style="list-style-type: none"> <li>• Students choose a city and draw a similar wheel on their sheet of paper.</li> <li>• Students discuss their city and complete the wheel graphical organizer.</li> <li>• The teacher monitors the activity and gives feedback.</li> <li>• The teacher applies the jigsaw activity, so, students can report their cultural information to their partners.</li> </ul>	10'
<p><b>3. Post-task</b></p> <ul style="list-style-type: none"> <li>• Students tell about the culture of one city that draws their attention in a public presentation.</li> </ul>	5'

**Rubric**

- Rubric for oral interview performance

## TASK 7

**Topic**

Religious Education Should Be a Part of the School Curriculum?


**Objective**

To give opinions or ideas related to any controversial topic.

**Strategy description:** Debate

This strategy consists of giving opinions or points of view about one specific topic. So, students have to defend their ideas and refuse contrary opinions.

Task cycle	Time										
<p><b>1. Pre task</b></p> <ul style="list-style-type: none"> <li>The teacher presents the topic and writes it on the board.</li> </ul> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Religious Education Should Be a Part of the School Curriculum?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%; border-right: 1px solid black;">Positive ideas</td> <td style="text-align: center; width: 50%;">Negative ideas</td> </tr> <tr> <td style="border-right: 1px solid black;">&gt;</td> <td>&gt;</td> </tr> <tr> <td style="border-right: 1px solid black;">&gt;</td> <td>&gt;</td> </tr> <tr> <td style="border-right: 1px solid black;">&gt;</td> <td>&gt;</td> </tr> <tr> <td style="border-right: 1px solid black;">&gt;</td> <td>&gt;</td> </tr> </table> </div> <ul style="list-style-type: none"> <li>The teacher asks students about the positive and negative aspects of teaching religion during classes, in a general way and takes notes of them on the board.</li> </ul>	Positive ideas	Negative ideas	>	>	>	>	>	>	>	>	<p>3'</p>       <p>7'</p>
Positive ideas	Negative ideas										
>	>										
>	>										
>	>										
>	>										
<p><b>2. Task</b></p> <ul style="list-style-type: none"> <li>The teacher divides the class into 2 big groups</li> <li>Group 1 finds positive aspects to defend that Religious Education Should Be a Part of the School Curriculum.</li> <li>Group 2 finds negative aspects to defend that Religious Education Should Not Be a Part of the School Curriculum.</li> </ul>	<p>15'</p>										

<ul style="list-style-type: none"> <li>• Make a poster about the aspects that you are defending.</li> <li>• Perform a debate to defend your points of view using your poster.</li> </ul>  <p><a href="https://images.app.goo.gl/77Zatkm1JRshxHRe9">https://images.app.goo.gl/77Zatkm1JRshxHRe9</a></p>	10'
<p><b>3. Post-task</b></p> <ul style="list-style-type: none"> <li>• Tell school authorities about the last conclusion related to the topic.</li> </ul>	5'

**Rubric**

- Rubric for oral interview performance.

## TASK 8

### Topic

Beliefs around the world

### Objective

To talk about people's beliefs.

**Strategy description:** Picture description

This strategy is used to describe any picture or photo. Students describe the scene, the details, the characters, and any other important information. It develops oral production naturally.

Task cycle	Time
<p><b>1. Pre task</b></p> <ul style="list-style-type: none"><li>The teacher asks students about the Day of the Dead in Ecuador.</li><li>The teacher lists some actions that people do in the Day of the Dead in Ecuador on the board.</li></ul> <pre>graph TD; A((The day of the Dead)) --&gt; B((go to the play land park)); A --&gt; C((eat bread and Colada Morada)); A --&gt; D((visit deceased people)); A --&gt; E((go to the artesanal fair)); A --&gt; F((leave food in the cemeteries)); A --&gt; G((eat guinea-pig));</pre>	<p>3'</p> <p>7'</p>
<p><b>2. Task</b></p> <ul style="list-style-type: none"><li>Divide the class into groups of five people</li></ul>	<p>15'</p>



<ul style="list-style-type: none"> <li>• Four students have a picture. They have to describe it.</li> <li>• The student without the picture has to write the description that he listens but he cannot see. (Resource 4)</li> <li>• The student with the graphical organizer compares the information with their classmates' pictures.</li> <li>• Report their cultural beliefs about The day of the Dead in different cultures in a public presentation.</li> </ul>	10'
<p><b>3. Post-task</b></p> <ul style="list-style-type: none"> <li>• Choose one recipe that draws your attention to be prepared at home.</li> </ul>	5'

**Rubric**

- Rubric for oral description performance

Resource 4.

## Brazil



<https://images.app.goo.gl/VGoqt8j69bA1iXkfn9>



CHURRASCO

<https://images.app.goo.gl/Urwwc1EZjkBP8TU9>



<https://images.app.goo.gl/sJaL3qD5kPdWAqjd6>



<https://images.app.goo.gl/x14Gaft5V3sWar8LA>

## Mexico



<https://images.app.goo.gl/o4GJi1yeo3Jj4qFw5>



PAPER MACHÉ SKELETONS AND SKULLS

<https://images.app.goo.gl/KmKGmSu4XqJRqc24A>



ALTAR

<https://images.app.goo.gl/rivpH3QJDhGBDGf98>



PAN DE MUERTO

<https://images.app.goo.gl/EpMdaWgcNsTDnZdz5>

## SPAIN



SAINT'S BONE

<https://images.app.goo.gl/AP5HYeDHKAsJFbyE6>



MASS IN CHURCHES

<https://images.app.goo.gl/EjHrof4cVijhpbVRA>



<https://images.app.goo.gl/7ptWVWUtvad2Gba09>



<https://images.app.goo.gl/5FxFoc8Y3G5PB7W7>

## GUATEMALA



<https://images.app.goo.gl/iL7oKeWpmKV0XBqV7>



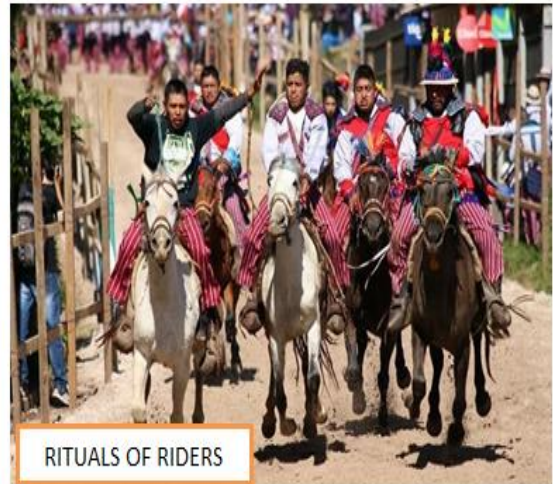
BARRILETE

<https://images.app.goo.gl/b59X8xLmitbwV34Q7>



FIAMBRE

<https://images.app.goo.gl/YBtpswijwRf4K8Z9>



RITUALS OF RIDERS

<https://images.app.goo.gl/TobkfsyzaXWwKYPi7>

## CHINA (APRIL, 5<sup>TH</sup>, QINGMING)



GOLDEN CANDLES

<https://images.app.goo.gl/3ixQiMM7VsgJZKjK8>



<https://images.app.goo.gl/eSmnZfbjv7oyg6Qr9>



GHOST MONEY

<https://images.app.goo.gl/CpdfS4C44uT6fwU7>



SWEET GREEN RICE BALL

<https://images.app.goo.gl/kdVkMxrprVv2MWug9>

## ECUADOR



<https://images.app.goo.gl/nbN4Wg13gjfcan46>



<https://images.app.goo.gl/jnTpCaEBVwCZzXpw5>



<https://images.app.goo.gl/QuvrVJEZKajkfTW6>



<https://images.app.goo.gl/PiMKd9uerQTol97A7>

## RUBRIC FOR ORAL DESCRIPTION PERFORMANCE

NAME: \_\_\_\_\_

	<b>Poor 1-2</b>	<b>Fair 3-4</b>	<b>Good 5-6</b>	<b>Very good 7-8</b>	<b>Excellent 9-10</b>
<b>Fluency</b> Speed, Naturalness, lack of hesitation	Unnatural and labored speech, extremely hesitant on even high-frequency vocabulary, words, phrases, and structures.	Hesitant speech; very limited Range of language available.	Quite hesitant speech; limited Range of vocabulary and Structures.	A little hesitant; has to search for Words only sometimes.	Speaks fluently without hesitation or searching for words.
<b>Accuracy</b> Grammar syntax, And general structures	Lacks firm understanding of Structures from the studied unit (s)/course to complete The task*** or is too limited for Effective communication	Uncomfortable with structures From the studied unit (s)/course when completing the task; formulates only rudimentary sentences.	Firm understanding of some Structures from the studied unit (s)/course to complete the task, But fails to elaborate****.	At ease with producing expected structures to complete the task; elaborates a little.	Demonstrates full knowledge of structures from the studied unit(s)/course to complete the task; elaborates well.
<b>Vocabulary</b> Grammar syntax, And general structures	Lacks firm understanding of Vocabulary from the studied unit (s)/course to complete The task*** or is too limited for Effective communication	Uncomfortable with vocabulary From the studied unit (s)/course When completing the task; Formulates only rudimentary sentences.	Firm understanding of some vocabulary from the studied unit (s)/course to complete the task, But fails to elaborate****.	At ease with expected Vocabulary for completing the task; elaborates a Little.	Demonstrates full knowledge of vocabulary from the studied unit(s)/course to complete the task; elaborates well.
<b>Pronunciation</b> Stress, rhythm, Intonation patterns	Lots of errors; articulation and Intonation are unclear; almost unintelligible speech.	Very frequent errors; difficulty In making meaning clear.	Frequent errors; not always clear enough to understand.	Generally clear; reasonable control of stress and intonation.	Very clear; stress and intonation help to make meaning clear.
<b>Content</b> Precision and length In describing the Subject matter and Picture elements	Description that is not detailed, Complete; no responses are Given	Description that is only partially Relevant ; only isolated phrases Are mostly provided.	Some of the subject matter and/or elements seen in the photograph/ sequence are described, and at least two complete sentences that describe the place, people, activities and objects are uttered.	Most of the subject matter and/or elements seen in the photograph/ sequence are described, and at least four complete sentences that describe the place, people, activities and objects are uttered.	Detail description of the subject matter And/or elements seen in the Photograph/ sequence are described, and at least five complete sentences that describe the place, people, activities and objects are uttered.

*Resource: Ministerio de Educacion; Classroom assessment Suggestions (2014)*

## RUBRIC FOR ORAL INTERVIEW PERFORMANCE

NAME: \_\_\_\_\_

	<b>Poor 1-2</b>	<b>Fair 3-4</b>	<b>Good 5-6</b>	<b>Very good 7-8</b>	<b>Excellent 9-10</b>
<b>Comprehension</b> Ability to make her/himself understood	Unnatural to make her/himself understood while performing the task*, even when the listener asks for repetition or clarification	Unable to make her/himself understood while performing most of the task; listener frequently asks for repetition and clarification.	Makes her/himself understood while performing at least half the task; the listener sometimes asks for repetition or clarification.	Makes her/himself understood while performing most of the task; the listener seldom asks for repetition or clarification.	Makes her/himself understood while performing most of the task; the listener rarely asks for repetition or clarification
<b>Interaction</b> Ability to listen and interact with a partner	Unable to listen attentively or respond appropriately while	Unable to listen attentively or respond appropriately while performing most of the task; interacts poorly with a partner.	While performing at least half of the task, listens to another person, and response reasonably well; interacts adequately with a partner.	While performing most of the task listens attentively to another person and responds appropriately; interacts well with a partner	While performing the task, listens attentively to another person and responds appropriately; interacts very well with a partner.
<b>Accuracy</b> Grammar syntax, And general structures	Uncontrolled grammar and syntax, lacks knowledge of general structures.	Very frequent errors; difficulty in making meaning clear.	Frequent errors; meaning is not always clear.	Quite accurate; some errors, but meaning is clear.	Grammatical and lexical accuracy is high.
<b>Fluency</b> Vocabulary, speed, naturalness, lack of hesitation	Unnatural and labored speech, extremely hesitant on even high-frequency vocabulary, words, phrases, and structures.	Hesitant; very limited range of language available.	Quite hesitant; limited range of vocabulary and structures.	Some hesitation and sometimes has to search for words.	Speaks fluently without hesitation or searching for words.
<b>Pronunciation</b> Stress, rhythm, Intonation patterns	Lots of errors; unclear articulation and Intonation; which makes speech almost unintelligible.	Very frequent errors; often very difficult to understand.	Frequent errors; not always clear enough to understand.	Generally clear; reasonable control of stress and intonation.	Very clear; stress and intonation help to make meaning clear.

*Resource: Ministerio de Educacion; Classroom assessment Suggestions (2014)*

## **2.5. CHAPTER II CONCLUSIONS**

- The design of a booklet with tasks based on the TBL Approach and active strategies for students has as the main objective, to develop the learners' oral communicative competence. So, teachers avoid using the traditional methodology during the TLP of English as a foreign language.
- The use of meaningful tasks during the proposal application has developed the students' oral communicative competence. Students feel more comfortable talking during English classes and feel free of using this foreign language without fear of being wrong.
- The test and the rubrics to assess learners' task performance help teachers to have a clear idea about the significance of the TBL Approach to develop oral communicative competence.



## **CHAPTER III.- APPLICATION AND/OR VALIDATION OF THE PROPOSAL**

### **3.1. EXPERTS' EVALUATION**

To get the validation of the proposal which is part of chapter II, It was necessary to take into account the participation of education experts whose expertise is the reference to validate the proposal of this report. A validation instrument has been used with determinative criteria that evaluate the contribution to the English teaching, the originality, the research process, the internal structure, the argumentation based on the content, the harmony between the objectives and the results, and the impact of the proposal. Besides, the evaluation indicators to evaluate these criteria were: Excellent, good, and terrible. Finally, the experts who validate the proposal were:

The magister in Linguistics and Didactics of Foreign Language Teaching, Rosales Pijal Veronica Alexandra who works at ESPE, in Latacunga and with the expertise of 12 years teaching English in High Schools and Universities, evaluates the proposal with Excellent. She considers that the structure and the organization of the proposal are appropriate and fulfill the parameters that are evaluated. So, the content helps the teaching-learning process of English with the use of an innovative approach. Also, she emphasizes the evaluation instruments that are used at the end of each activity are standardized and provide a real result of the impact of the TBL in oral communication development.

In the same way, the Master in Education with a mention in Innovation and Educational Leadership Diana Karina Taïpe Vergara who works in the Cotopaxi Technical University and who has the expertise of 10 years Teaching English in

Public and Private Schools and Universities, evaluates the proposal with Excellent. She establishes that the proposal provides an important contribution to the education field based on the strong literature review which argues the necessity of new pedagogical trends and innovations to teach English as a Foreign Language. On the other hand, she suggests socializing the proposal with the teacher colleagues of the Monseñor Leonidas Proaño High school, so, the English Teaching Process will be strengthened in the educative institution.

Finally, the magister in Teaching English as Foreign Language, Veronica Paulina Carrera Martinez, who has 13 years of expertise in Public and Private High Schools and nowadays is working at Pichincha High School, evaluates the proposal with excellent and indicates that the proposal provides a coherent and cohesive epistemological fundamentalism, moreover the proposal is well structure and understandable for teachers and also for students. it is relevant to mention that she considers that the topics of the tasks can be adapted. so, teachers can use the topics provided by the National Curriculum without difficulties following the Task Cycle. Lastly, the rubric management of the rubric is easy for teachers because it is part of the Classroom Assessment Suggestions for the Ministerio de Education.

### **3.2. USER'S EVALUATION**

The proposed booklet is an alternative solution to develop oral communicative competence through the use of the TBL Approach, so, the process of TBL, the description of the main strategy, and the instruction for the teacher and students let apply the booklet correctly and achieve the main goal, which is to develop the oral communicative competence.

To do the feasibility of the study, about the TBL Approach to develop the oral communicative competence, it was chosen three users, who are English Teachers, taking into account their academic preparation, their roles at the High School, and their qualities as teachers. To validate the proposal it was elaborated a survey for the users with seven items and three questions related to their personal opinion

about the proposal, the indicators to evaluate these criteria were: Excellent, good, and terrible.

This team is highly knowledgeable about the English educational process and it is made up of the following people:

The English Teacher Lidia Marleni Vasquez Rocha with the I.D. 0501810550, currently, is the English Coordinator area in the Monseñor Leonidas Proaño-CPL Cotopaxi. And she has 6 years of expertise. She evaluates the proposal with excellent and says that the proposal is practical, dynamic, and useful and it can be understood easily and she suggests adding some readings to the proposal.

The English teacher Christiam Agustin Zamora Miranda with the I.D. 1803370616, works as an English Teacher Anibal Salgado Ruiz High School, and has 10 years of expertise teaching English to teenagers and adult people, he evaluates the proposal with excellent and suggests to socialize this proposal with English teachers who want to develop the oral production in English learners.

Finally, the teacher Juan Carlos Palomo Astudillo with the I.D. 0503435232 who also works in Monseñor Leonidas Proaño and has 6 years of expertise, evaluates the proposal with excellent and suggests socializing the Approach and the process to use with their students.

### **3.3. IMPACT OR RESULTS EVALUATION**

The total high school population was divided into 2 groups: the experimental group and the control group. A pre-test was applied to assess communicative competence in both groups. To later apply the tasks proposed in the booklet with the students of the First year of Baccalaureate of the Monseñor Leonida Proaño-CPL Cotopaxi High School as the experimental group, the application of the TBL Approach generated in their motivation and enthusiasm to work during English classes. At the same time, the researcher worked with the second and third years of the Baccalaureate as the control group with the traditional methodology to contrast both

groups. At the end of the application of the proposal, a post-test was applied to the experimental and control groups in which the influence of the TBL approach to developing oral communicative competence is evidenced through a rubric to assess the oral interview performance.

Then a validation instrument was applied to the teachers of the Educational Unit to give their evaluative point of view to what was performed in this research. In addition, they were invited to adapt this proposal in each of their classes to obtain favorable results in students who still have difficulties with the development of oral communicative competence.

The proposal presented in the present research achieved the desired results since the proposed objective was fulfilled and it can be evidenced in the percentage results before and after the application of the proposal, being these at the beginning poor or fair and, at the end, the percentage increase was notable because it reached levels such as good and very good, leaving as an axiom that the proposal used to develop oral communicative competence through the TBL Approach was successful and that its impact is feasible, it should be noted that students continue working with the TBL Approach to achieve the level of excellence typical of the A2 level according to Common European framework.

#### **3.4. PROPOSAL RESULTS**

It was designed a booklet based on the Task-based Learning Approach to develop oral communicative competence as the proposal of this research. The proposal was applied for four months with students of First Year of High School at Monseñor Leonidas Proaño-CPL Cotopaxi. To get the results it was applied a test to evaluate oral communicative competence and was used a standardized rubric to score it. The results obtained before and after the application of the proposal with the controlled and the experimental group were the following:

*Table 7. Results of the proposal application with the Experimental Group*

Results before the application of the proposal											
Criteria		Poor		Fair		Good		Very good		Excellent	
		Bef.	Aft.	Bef.	Aft.	Bef.	Aft.	Bef.	Aft.	Bef.	Aft.
Experimental group	Comprehension	15%	0%	80%	0%	5%	5%	0%	90%	0%	5%
	Interaction	90%	0%	5%	0%	5%	0%	0%	10%	0%	90%
	Accuracy	48%	0%	45%	0%	10%	55%	0%	40%	0%	5%
	Fluency	48%	0%	50%	0%	5%	20%	0%	75%	0%	5%
	Pronunciation	65%	0%	30%	0%	5%	15%	0%	75%	0%	10%

*Elaborated by: Gavilanes, F. (2021)*

*Table 8. Results of the proposal application with the Controlled Group*

Results before the application of the proposal											
Criteria		Poor		Fair		Good		Very good		Excellent	
		Bef.	Aft.	Bef.	Aft.	Bef.	Aft.	Bef.	Aft.	Bef.	Aft.
Controlled group	Comprehension	15%	0,0%	80%	30%	5%	60%	0%	10%	0%	0%
	Interaction	90%	0,0%	5%	70%	5%	30%	0%	0%	0%	0%
	Accuracy	45%	0,0%	45%	50%	10%	50%	0%	0%	0%	0%
	Fluency	45%	0,0%	50%	65%	5%	35%	0%	0%	0%	0%
	Pronunciation	65%	0,0%	30%	45%	5%	45%	0%	10%	0%	0%

*Elaborated by: Gavilanes, F. (2021)*

These results show that there was a significant change in the development of oral communicative competence of the students, because after the application of the proposal it is possible to increase the indicators, as is shown in table 7. The results prove a contribution in the development of oral communicative competence and a significant role of the application of the TBL Approach in the development of said competence.

### **3.5. CHAPTER III CONCLUSIONS**

- The validation of the proposal by specialists and users was feasible, as there is a tendency to consider the proposal as excellent, which gives it adequate argumentation and applicability in practice.
- The application of the proposal based on the TBL Approach with a scholarly group shows results that signify a contribution to developing oral communicative competence in students.

## **GENERAL CONCLUSIONS**

- The determination of the theoretical foundations related to the use of the TBL Approach to develop oral communicative competence of English as a foreign language was of great significance for the development of the proposal and its application in pursuit of the transformation of TLP.
- The diagnosis of the development of oral communicative competence through traditional methodology, in the students of the First year of the Baccalaureate, allowed confirming the existence of the problem and working towards its solution based on the design of the proposal.
- The development of a booklet with a set of tasks based on the TBL Approach to strengthen the development of oral communicative competence during the teaching-learning process of English as a foreign language was feasible based on the criteria of specialists and users and the results obtained in the practice issued to corroborate their effectiveness in the problem-solving.

## **RECOMMENDATIONS**

The theoretical study carried out, as well as the application of the proposal, allows the author to recommend the following:

- To continue deepening the study of the TBL Approach to testing its effectiveness in the development of oral communicative competence in students of all academic levels.
- To continue with the application of tasks based on the TBL Approach to develop oral and written communication skills in the First year of the Baccalaureate students to extend the results in later years.
- To carry out other investigations that allow demonstrating other alternatives to improve the Teaching-learning process of English as a foreign language.



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## ANNEXES

### ANNEX I. AUTHORIZATION FOR CARRYING OUT THE RESEARCH



UNIDAD EDUCATIVA P.C.E.I.  
"Monseñor Leonidas Proaño"  
CAT CPL COTOPAXI N° 1  
Tel. 033700633 - mail: latacungacrsv@gmail.com



#### AUTORIZACIÓN PARA APLICACION DEL TRABAJO DE INVESTIGACIÓN

Latacunga, 15 de enero de 2021

Dr. Juan Francisco Ulloa Aguilera  
**RECTOR DE LA U.E. "MONSEÑOR LEONIDAS PROAÑO" PCEI**  
Presente,

Reciba un cordial saludo y a la vez deseándole éxitos en las funciones que usted desempeña muy acertadamente en importante institución.

Yo, Fabiola Elizabeth Gavilanes Guagchinga con C.I. 0503401929, a través de la presente le solicito de la manera más comedida, me autorice la aplicación de mi trabajo de investigación con el tema: "TASK-BASED LEARNING APPROACH TO DEVELOP THE ORAL COMMUNICATIVE COMPETENCE IN FIRST BACCALAUREATE STUDENTS AT MONSEÑOR LEONIDAS PROAÑO HIGH SCHOOL", con sus respectivos instrumentos (encuestas, pre-test y post-test) con los estudiantes de Primer año de Bachillerato de la etapa de Etapa Las Cumbres.

Por la gentil atención que se digna dar a la presente, anticipo mi más sincero agradecimiento.

Atentamente,

  
Lic. Fabiola Elizabeth Gavilanes Guagchinga  
C.I. 003401929  
Docente de Inglés de la U.E. "MLP"

  
15-01-2021

## **ANNEX II. SURVEY FOR STUDENTS**

**OBJECTIVE:** To analyze the influence of the Task-Based Learning Approach in the speaking skill development in students of the First year of the Baccalaureate at Monseñor Leónidas Proaño-CPL Cotopaxi.

**INSTRUCTIONS:** This is not a test, so there is no right or wrong answer. Please choose only one answer.

Name: \_\_\_\_\_

### **TASK-BASED LEARNING**

**1. Do you perform tasks in your English classes related to your social context?**

Always  
Sometimes  
Never

**2. Are the task or activities provided by the teacher traditional (i.e.: Writing sentences, memorizing vocabulary, reading texts, and translate them)?**

Always  
Sometimes  
Never

**3. Are the tasks or activities provided by the teacher innovated (roleplays, debates, group discussion, jigsaw activities)?**

Always  
Sometimes  
Never

**4. Does the teacher provide clear instructions to perform the activities or tasks during classes?**

Always  
Sometimes  
Never

**5. Does the teacher provide feedback (information) that helps you to perform your tasks?**

Always  
Sometimes  
Never

### **MOTIVATION**

**6. Does the teacher stimulate you to fulfill the tasks/activities by yourself?**

Always  
Sometimes

Never

**7. When you work in groups, does the teacher motivate you to share your ideas in English?**

Always

Sometimes

Never

**ASSESSMENT**

**8. Are the tasks provided by the teacher evaluated during classes (self-assessment, peer-assessment, group assessment, anyone else)?**

Always

Sometimes

Never

**SPEAKING**

**9. When you perform the tasks in groups, do you respect your turn-taking?**

Always

Sometimes

Never

**10. When you finish any task, how often does the teacher give you feedback highlighting your weakness and strengths?**

Always

Sometimes

Never

**11. Does the activities or tasks allow you to interact with your classmates?**

Always

Sometimes

Never

**12. When you speak English do you find it difficult to speak easily and quickly without having to stop and pause a lot (Speaking the language fluently)?**

Always

Sometimes

Never

Thank you for your collaboration!



## ANNEX III. SPEAKING TEST

### Test 1

#### Part 1 (3-4 minutes)

<i>Phase 1</i>	
<b>Interlocutor</b>	
<i>To both candidates</i>	Good morning / afternoon / evening. Can I have your mark sheets, please?  <i>Hand over the mark sheets to the Assessor.</i>  I'm ....., and this is .....
<i>To Candidate A</i>	What's your name?
<i>To Candidate B</i>	And what's your name?

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

**Phase 2**

**Interlocutor**

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

**A**, how often do you see your friends?

What do you like doing with your friends?

**B**, where do your friends live?

When do you see your friends?

**Extended Response**

Now **A**, please tell me something about one of your friends.

**Back-up prompts**

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

**Back-up questions**

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

**Interlocutor**

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

**B**, who do you live with?

How many bedrooms are there in your house / flat?

**A**, where do you watch TV at home?

What's your favourite room in the house?

**Extended Response**

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

**Back-up prompts**

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

**Back-up questions**

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

**Resource:** <https://www.cambridgeenglish.org/exams-and-tests/key/preparation/>

## ANNEX IV. RUBRIC FOR THE ORAL INTERVIEW PERFORMANCE

NAME:

	<b>Poor 1-2</b>	<b>Fair 3-4</b>	<b>Good 5-6</b>	<b>Very good 7-8</b>	<b>Excellent 9-10</b>
<b>Comprehension</b> Ability to make her/himself understood	Unnatural to make her/himself understood while performing the task*, even when the listener asks for repetition or clarification	Unable to make her/himself understood while performing most of the task; listener frequently asks for repetition and clarification.	Makes her/himself understood while performing at least half the task; the listener sometimes asks for repetition or clarification.	Makes her/himself understood while performing most of the task; the listener seldom asks for repetition or clarification.	Makes her/himself understood while performing most of the task; the listener rarely asks for repetition or clarification
<b>Interaction</b> Ability to listen and interact with a partner	Unable to listen attentively or respond appropriately while	Unable to listen attentively or respond appropriately while performing most of the task; interacts poorly with a partner.	While performing at least half of the task, listens to another person, and response reasonably well; interacts adequately with a partner.	While performing most of the task listens attentively to another person and responds appropriately; interacts well with a partner	While performing the task, listens attentively to another person and responds appropriately; interacts very well with a partner.
<b>Accuracy</b> Grammar syntax, And general structures	Uncontrolled grammar and syntax, lacks knowledge of general structures.	Very frequent errors; difficulty in making meaning clear.	Frequent errors; meaning is not always clear.	Quite accurate; some errors, but meaning is clear.	Grammatical and lexical accuracy is high.
<b>Fluency</b> Vocabulary, speed, naturalness, lack of hesitation	Unnatural and labored speech, extremely hesitant on even high-frequency vocabulary, words, phrases, and structures.	Hesitant; very limited range of language available.	Quite hesitant; limited range of vocabulary and structures.	Some hesitation and sometimes has to search for words.	Speaks fluently without hesitation or searching for words.
<b>Pronunciation</b> Stress, rhythm, Intonation patterns	Lots of errors; unclear articulation and Intonation; which makes speech almost unintelligible.	Very frequent errors; often very difficult to understand.	Frequent errors; not always clear enough to understand.	Generally clear; reasonable control of stress and intonation.	Very clear; stress and intonation help to make meaning clear.

*Resource: Ministerio de Educacion; Classroom assessment Suggestions (2014)*

## ANNEX V. EXPERT'S EVALUATION 1

**UNIVERSIDAD TÉCNICA DE COTOPAXI**  
**POSGRADO**  
**MAESTRÍA EN LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS**  
**COMO LENGUA EXTRAJERA**  
**VALIDACIÓN DE LA PROPUESTA**

### 1. Datos de la Propuesta de Investigación:

**Autor:** Gavilanes Guagchinga Fabiola Elizabeth

**Título:** Enfoque Aprendizaje Basado en Tareas para desarrollar la competencia comunicativa oral.

**Objetivo:** Desarrollar la competencia comunicativa oral a través de la aplicación de un folleto basado en el Enfoque Aprendizaje Basado en Tareas en los estudiantes de Primer año de Bachillerato en Colegio Monseñor Leónidas Proaño-CPL Cotopaxi.

### 2. Identificación del evaluador

Nombres y Apellidos del evaluador:	Rosales Pijal Verónica Alexandra
Número de cédula o identidad:	1003106984
Título de cuarto Nivel o posgrado:	Magister en Lingüística y Didáctica de la Enseñanza de Idiomas Extranjeros
Institucional en la que se encuentra vinculado actualmente (Cargo e Institución):	ESPE-LATACUNGA Docente de Ingles
Teléfonos:	+593 99 529 2011
Correo electrónico:	veronica.rosales@utc.edu.ec

### 3. Evaluación

Marque con una X la opción seleccionada.

<b>Criterio</b>	<b>Excel ente</b>	<b>Acept able</b>	<b>Defici ente</b>
<b>a)</b> El material constituye un aporte válido, vigente y relevante para el área de conocimiento en la cual se inscribe.	X		
<b>b)</b> El material didáctico es resultado de un proceso maduro de investigación, su contenido es producto de un desarrollo conceptual completo y del contraste crítico con otras investigaciones afines.	X		
<b>c)</b> Está debidamente estructurado y argumentado (planteamiento del problema, metodología y resultados) en relación con las prácticas de la disciplina a la que pertenece.	X		
<b>d)</b> La originalidad de los aportes y reflexiones del autor le confieren un valor agregado al material.	X		

e) Las referencias bibliográficas cumplen con la pertinencia y actualidad requeridas.	X		
f) Es adecuado el título de la investigación .	X		
g) La escritura presenta las calidades esperadas para el nivel de formación (apropiada redacción, léxico, ortografía, claridad conceptual, etc.)	X		
h) El material gráfico que acompaña los textos (imágenes de toda índole y tablas) es relevante, clarifica y añade valor.	X		
i) El texto presenta una introducción clara y precisa sobre los objetivos y problemas que se abordan en el documento.	X		
j) La extensión del texto es adecuada en función de la complejidad del tema, los objetivos y el público lector.	X		
k) El texto brinda aportes en cuanto a aplicaciones, propuestas metodológicas, enfoque, y conceptualización..	X		
l) Los objetivos planteados por el autor en la introducción se cumplen cabalmente, es decir, hay armonía entre los objetivos propuestos y los resultados obtenidos.	X		

**Por favor emita un comentario**

<p><b>1. TEMPORALIDAD:</b> ¿La propuesta es resultado de un proceso maduro de investigación, lo cual significa, que evidencia una estructura metodológica (problema, metodología y aplicación)?</p> <p>La propuesta sin duda es el resultado de una amplia investigación y dominio del tema, lo cual la hace viable para una aplicación mas extensa</p>
<p><b>2. NORMALIDAD DE CONTENIDO</b> ¿El contenido de la propuesta se estructura y se escribe en forma adecuada para ser entendida y discutida por la comunidad educativa, e investigadores en el tema?</p> <p>El lenguaje utilizado en la propuesta es apropiado y comprensible para la dirección correcta de docentes y estudiantes</p>
<p><b>3. SELECTIVIDAD:</b> ¿La propuesta se puede considerar un aporte válido y significativo al conocimiento del área en cuestión?</p> <p>La propuesta nace de una necesidad educativa y por ende cumple con los parámetros para aportar significativamente al desarrollo de habilidades orales por parte de los estudiantes.</p>

**4. Impacto.** ¿Cuál considera que es el ámbito de su impacto? (Seleccione con una X)

Local	X
Regional	
Nacional	
Internacional	

### **5. Comentarios y recomendaciones generales para el Autor**

Las evaluaciones utilizadas al final del folleto son estandarizadas por lo que provee de un resultado más real del impacto del Enfoque de Aprendizaje Basado en Tareas en el desarrollo de la producción oral



**Firma del evaluador**

**C.I. 1003106984**

## ANNEX VI. EXPERT'S EVALUATION 2

**UNIVERSIDAD TÉCNICA DE COTOPAXI**  
**POSGRADO**  
**MAESTRÍA EN LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS**  
**COMO LENGUA EXTRAJERA**  
**VALIDACIÓN DE LA PROPUESTA**

### 1. Datos de la Propuesta de Investigación:

**Autor:** Gavilanes Guagchinga Fabiola Elizabeth

**Título:** Enfoque Aprendizaje Basado en Tareas para desarrollar la competencia comunicativa oral.

**Objetivo:** Desarrollar la competencia comunicativa oral a través de la aplicación de un folleto basado en el Enfoque Aprendizaje Basado en Tareas en los estudiantes de Primer año de Bachillerato en Colegio Monseñor Leónidas Proaño-CPL Cotopaxi.

### 2. Identificación del evaluador

Nombres y Apellidos del evaluador:	Taipe Vergara Diana Karina
Número de cédula o identidad:	1720080934
Título de cuarto Nivel o posgrado:	Magister en Educación Mención en Innovación y Liderazgo Educativo
Institucional en la que se encuentra vinculado actualmente (Cargo e Institución):	Universidad Técnica de Cotopaxi Directora de Inglés del Centro de Idiomas
Teléfonos:	
Correo electrónico:	diana.taipe@utc.edu.ec

### 3. Evaluación

Marque con una X la opción seleccionada.

Criterio	Exce nte	Acepta ble	Deficien te
a) El material constituye un aporte válido, vigente y relevante para el área de conocimiento en la cual se inscribe.	X		
b) El material didáctico es resultado de un proceso maduro de investigación, su contenido es producto de un desarrollo conceptual completo y del contraste crítico con otras investigaciones afines.	X		
c) Está debidamente estructurado y argumentado (planteamiento del problema, metodología y resultados) en relación con las prácticas de la disciplina a la que pertenece.	X		
d) La originalidad de los aportes y reflexiones del autor le confieren un valor agregado al material.	X		

e) Las referencias bibliográficas cumplen con la pertinencia y actualidad requeridas.	X		
f) Es adecuado el título de la investigación .	X		
g) La escritura presenta las calidades esperadas para el nivel de formación (apropiada redacción, léxico, ortografía, claridad conceptual, etc.)	X		
h) El material gráfico que acompaña los textos (imágenes de toda índole y tablas) es relevante, clarifica y añade valor.	X		
i) El texto presenta una introducción clara y precisa sobre los objetivos y problemas que se abordan en el documento.	X		
j) La extensión del texto es adecuada en función de la complejidad del tema, los objetivos y el público lector.	X		
k) El texto brinda aportes en cuanto a aplicaciones, propuestas metodológicas, enfoque, y conceptualización..	X		
l) Los objetivos planteados por el autor en la introducción se cumplen cabalmente, es decir, hay armonía entre los objetivos propuestos y los resultados obtenidos.	X		

**Por favor emita un comentario**

<p><b>1. TEMPORALIDAD:</b> ¿La propuesta es resultado de un proceso maduro de investigación, lo cual significa, que evidencia una estructura metodológica (problema, metodología y aplicación)?</p> <p>La fuerte revisión literaria argumenta la necesidad de nuevas tendencias e innovaciones para enseñar el idioma Ingles como lengua extranjera</p>
<p><b>2. NORMALIDAD DE CONTENIDO</b> ¿El contenido de la propuesta se estructura y se escribe en forma adecuada para ser entendida y discutida por la comunidad educativa, e investigadores en el tema?</p> <p>El contenido de la propuesta esta estructurado adecuadamente por lo que lo hace entendible para toda la comunidad educative</p>
<p><b>3. SELECTIVIDAD:</b> ¿La propuesta se puede considerar un aporte válido y significativo al conocimiento del área en cuestión?</p> <p>La propuesta aporta sin duda al campo educativo, específicamente al desarrollo de habilidades orales del idioma a aprender.</p>



**4. Impacto.** ¿Cuál considera que es el ámbito de su impacto? (Seleccione con una X)

Local	X
Regional	
Nacional	
Internacional	

**5. Comentarios y recomendaciones generales para el Autor**

Sugiero que se socialice la propuesta con los docentes que imparte clases en la Unidad Educativa Monseñor Leónidas Proaño a fin de que se fortalezca la enseñanza del idioma Ingles



**Firma del evaluador**

**C.I. 1720080934**

## ANNEX VII. EXPERT'S EVALUATION 3

### UNIVERSIDAD TÉCNICA DE COTOPAXI POSGRADO MAESTRÍA EN LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS COMO LENGUA EXTRAJERA VALIDACIÓN DE LA PROPUESTA

#### 1. Datos de la Propuesta de Investigación:

**Autor:** Gavilanes Guagchinga Fabiola Elizabeth

**Título:** Enfoque Aprendizaje Basado en Tareas para desarrollar la competencia comunicativa oral.

**Objetivo:** Desarrollar la competencia comunicativa oral a través de la aplicación de un folleto basado en el Enfoque Aprendizaje Basado en Tareas en los estudiantes de Primer año de Bachillerato en Colegio Monseñor Leónidas Proaño-CPL Cotopaxi.

#### 2. Identificación del evaluador

Nombres y Apellidos del evaluador:	Carrera Martínez Verónica Paulina
Número de cédula o identidad:	1803890571
Título de cuarto Nivel o posgrado:	Magister en la Enseñanza del Idioma Inglés como Lengua Extranjera
Institucional en la que se encuentra vinculado actualmente (Cargo e Institución):	Unidad Educativa Pichincha Docente de Ingles
Teléfonos:	
Correo electrónico:	veronica.carreram@educacion.gob.ec

#### 3. Evaluación

Marque con una X la opción seleccionada.

Criterio	Exce nte	Acepta ble	Deficien te
a) El material constituye un aporte válido, vigente y relevante para el área de conocimiento en la cual se inscribe.	x		
b) El material didáctico es resultado de un proceso maduro de investigación, su contenido es producto de un desarrollo conceptual completo y del contraste crítico con otras investigaciones afines.	x		
c) Está debidamente estructurado y argumentado (planteamiento del problema, metodología y resultados) en relación con las prácticas de la disciplina a la que pertenece.	x		
d) La originalidad de los aportes y reflexiones del autor le confieren un valor agregado al material.	x		

e) Las referencias bibliográficas cumplen con la pertinencia y actualidad requeridas.	x		
f) Es adecuado el título de la investigación	x		
g) La escritura presenta las calidades esperadas para el nivel de formación (apropiada redacción, léxico, ortografía, claridad conceptual, etc.)	x		
h) El material gráfico que acompaña los textos (imágenes de toda índole y tablas) es relevante, clarifica y añade valor.	x		
i) El texto presenta una introducción clara y precisa sobre los objetivos y problemas que se abordan en el documento.	x		
j) La extensión del texto es adecuada en función de la complejidad del tema, los objetivos y el público lector.	x		
k) El texto brinda aportes en cuanto a aplicaciones, propuestas metodológicas, enfoque, y conceptualización.	x		
l) Los objetivos planteados por el autor en la introducción se cumplen cabalmente, es decir, hay armonía entre los objetivos propuestos y los resultados obtenidos.	x		

**Por favor emita un comentario**

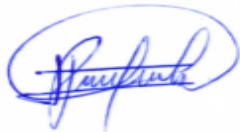
1. TEMPORALIDAD: ¿La propuesta es resultado de un proceso maduro de investigación, lo cual significa, que evidencia una estructura metodológica (problema, metodología y aplicación)?
La propuesta provee una fundamentación epistemológica coherente y cohesiva, resultado de una investigación profunda del tema desarrollado.
2. NORMALIDAD DE CONTENIDO ¿El contenido de la propuesta se estructura y se escribe en forma adecuada para ser entendida y discutida por la comunidad educativa, e investigadores en el tema?
La estructura del contenido de la propuesta está muy bien organizada y es entendible para docentes y estudiantes.
3. SELECTIVIDAD: ¿La propuesta se puede considerar un aporte válido y significativo al conocimiento del área en cuestión?
El aporte de la propuesta para la enseñanza del idioma Inglés es válido y significativo.

4. **Impacto.** ¿Cuál considera que es el ámbito de su impacto? (Seleccione con una X)

Local	X
Regional	
Nacional	
Internacional	

**5. Comentarios y recomendaciones generales para el Autor**

Considero que los temas propuestos en el folleto pueden ser adaptados con temas que son planificados en el Currículo Nacional del Ministerio de Educación, aplicando el ciclo de las tareas.



**Firma del evaluador**  
C.I. 1803890571

## ANNEX VIII. USERS ' EVALUATION 1

### UNIVERSIDAD TÉCNICA DE COTOPAXI POSGRADO MAESTRÍA EN LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS COMO LENGUA EXTRAJERA FORMATO VALIDACIÓN DE USUARIOS

#### 1. Datos de la Propuesta de Investigación:

**Autor:** Gavilanes Guagchinga Fabiola Elizabeth

**Título:** Enfoque Aprendizaje Basado en Tareas para desarrollar la competencia comunicativa oral.

**Objetivo:** Desarrollar la competencia comunicativa oral a través de la aplicación de un folleto basado en el Enfoque Aprendizaje Basado en Tareas en los estudiantes de Primer año de Bachillerato en Colegio Monseñor Leónidas Proaño-CPL Cotopaxi.

#### 2. Identificación del evaluador

Nombres y Apellidos del evaluador:	Vásquez Rocha Lidia Marleni
Número de cédula o identidad:	0501810550
Título de tercer Nivel:	Licenciada En Ciencias De La Educacion Mencion Ingles
Institución en la que se encuentra vinculado actualmente (Cargo e Institución):	Unidad Educativa PCEI Monseñor Leónidas Proaño
Teléfonos:	0998471129
Correo electrónico:	lidivasquezz@hotmail.com

#### 3. Evaluación

Marque con una X la opción seleccionada.

Criterio	Exce nte	Acepta ble	Deficien te
a) El material constituye un aporte válido, vigente y relevante para el área de conocimiento.	X		
b) El material es resultado de un proceso maduro de investigación, su contenido es producto de un desarrollo conceptual completo y del contraste crítico con otras investigaciones afines.	X		
c) La originalidad de los aportes y reflexiones del autor le confieren un valor agregado al material.	X		
d) La escritura presenta las calidades esperadas para el nivel de formación (apropiada redacción, léxico, ortografía, claridad conceptual, etc.).	X		

e) El material gráfico que acompaña los textos (imágenes de toda índole y tablas) es relevante, clarifica y añade valor.	X		
f) Los objetivos planteados por el autor se cumplen cabalmente, es decir, hay armonía entre los objetivos propuestos y los resultados obtenidos.	X		
g) La propuesta es concreta con reflexiones e ideas bien estructuradas.		X	

**Por favor emita un comentario**

**1. ¿El contenido de la propuesta se estructura y se escribe en forma adecuada para ser entendida y aplicada por la comunidad educativa, e investigadores en el tema?**

La propuesta de investigación esta presentada de una forma práctica, dinámica y útil para desarrollar las habilidades para pensar y aplicar en la construcción de Conocimientos.

**2. ¿Cuál considera que es el ámbito de su impacto? (Seleccione con una X)**

Local	X
Regional	
Nacional	
Internacional	

**3. Conclusiones y recomendaciones generales para el Autor.**

Este folleto fomenta un sentido de curiosidad y enriquece los contenidos dentro del proceso de enseñanza aprendizaje, como recomendación agregar pequeños textos acorde al tema



**Firma del evaluador**  
**C.I. 0501810550**

## ANNEX IX. USERS ' EVALUATION 2

**UNIVERSIDAD TÉCNICA DE COTOPAXI**  
**POSGRADO**  
**MAESTRÍA EN LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS**  
**COMO LENGUA EXTRAJERA**  
**FORMATO VALIDACIÓN DE USUARIOS**

### 1. Datos de la Propuesta de Investigación:

**Autor:** Gavilanes Guagchinga Fabiola Elizabeth

**Título:** Enfoque Aprendizaje Basado en Tareas para desarrollar la competencia comunicativa oral.

**Objetivo:** Desarrollar la competencia comunicativa oral a través de la aplicación de un folleto basado en el Enfoque Aprendizaje Basado en Tareas en los estudiantes de Primer año de Bachillerato en Colegio Monseñor Leónidas Proaño-CPL Cotopaxi.

### 2. Identificación del evaluador

Nombres y Apellidos del evaluador:	Christiam Agustin Zamora Miranda
Número de cédula o identidad:	1803370616
Título de tercer Nivel:	Lic. Ciencias de la Educación mención Ingles
Institución en la que se encuentra vinculado actualmente (Cargo e Institución):	Unidad Educativa Anibal Salgado Ruiz Docente de Ingles
Teléfonos:	0995254603
Correo electrónico:	christiam.zamora@educacion.edu.ec

### 3. Evaluación

Marque con una X la opción seleccionada.

Criterio	Exce nte	Acepta ble	Deficie nte
a) El material constituye un aporte válido, vigente y relevante para el área de conocimiento.	X		
b) El material es resultado de un proceso maduro de investigación, su contenido es producto de un desarrollo conceptual completo y del contraste crítico con otras investigaciones afines.	X		
c) La originalidad de los aportes y reflexiones del autor le confieren un valor agregado al material.	X		
d) La escritura presenta las calidades esperadas para el nivel de formación (apropiada redacción, léxico, ortografía, claridad conceptual, etc.).	X		

e) El material gráfico que acompaña los textos (imágenes de toda índole y tablas) es relevante, clarifica y añade valor.	X		
f) Los objetivos planteados por el autor se cumplen cabalmente, es decir, hay armonía entre los objetivos propuestos y los resultados obtenidos.	X		
g) La propuesta es concreta con reflexiones e ideas bien estructuradas.	X		

**Por favor emita un comentario**

**4. ¿El contenido de la propuesta se estructura y se escribe en forma adecuada para ser entendida y aplicada por la comunidad educativa, e investigadores en el tema?**

Todo el contenido está perfectamente consolidado y redacto para su correcta evaluación.

**5. ¿Cuál considera que es el ámbito de su impacto? (Seleccione con una X)**

Local	
Regional	
Nacional	X
Internacional	

**6. Conclusiones y recomendaciones generales para el Autor.**

En conclusión, la propuesta es adecuada para desarrollar la habilidad del lenguaje oral del idioma Ingles.

Se recomienda crear un espacio para la capacitación de nuevos docentes enfocados en el desarrollo de la comunicación oral del idioma Ingles



**Firma del evaluador**

**C.I. 1803370616**



## ANNEX X. USERS ' EVALUATION 3

### UNIVERSIDAD TÉCNICA DE COTOPAXI POSGRADO MAESTRÍA EN LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS COMO LENGUA EXTRAJERA FORMATO VALIDACIÓN DE USUARIOS

#### 1. Datos de la Propuesta de Investigación:

**Autor:** Gavilanes Guagchinga Fabiola Elizabeth

**Título:** Enfoque Aprendizaje Basado en Tareas para desarrollar la competencia comunicativa oral.

**Objetivo:** Desarrollar la competencia comunicativa oral a través de la aplicación de un folleto basado en el Enfoque Aprendizaje Basado en Tareas en los estudiantes de Primer año de Bachillerato en Colegio Monseñor Leónidas Proaño-CPL Cotopaxi.

#### 2. Identificación del evaluador

Nombres y Apellidos del evaluador:	Juan carlos Palomo Astudillo
Número de cédula o identidad:	0503435232
Título de tercer Nivel:	Licenciado en Ciencias de la Educación mención Ingles
Institución en la que se encuentra vinculado actualmente (Cargo e Institución):	Unidad Educativa Monseñor Leonidas Proaño-CPL Cotopaxi Docente de Ingles
Teléfonos:	0995115503
Correo electrónico:	Juan.palomo77@yahoo.es

#### 3. Evaluación

Marque con una X la opción seleccionada.

Criterio	Exce nte	Acepta ble	Deficie nte
a) El material constituye un aporte válido, vigente y relevante para el área de conocimiento.	X		
b) El material es resultado de un proceso maduro de investigación, su contenido es producto de un desarrollo conceptual completo y del contraste crítico con otras investigaciones afines.	X		
c) La originalidad de los aportes y reflexiones del autor le confieren un valor agregado al material.	X		
d) La escritura presenta las calidades esperadas para el nivel de formación (apropiada redacción, léxico, ortografía, claridad conceptual, etc.).	X		

e) El material gráfico que acompaña los textos (imágenes de toda índole y tablas) es relevante, clarifica y añade valor.	X		
f) Los objetivos planteados por el autor se cumplen cabalmente, es decir, hay armonía entre los objetivos propuestos y los resultados obtenidos.	X		
g) La propuesta es concreta con reflexiones e ideas bien estructuradas.	X		

**Por favor emita un comentario**

**7. ¿El contenido de la propuesta se estructura y se escribe en forma adecuada para ser entendida y aplicada por la comunidad educativa, e investigadores en el tema?**

Si, debido a que tiene logica con los contenidos que argumenta.

**8. ¿Cuál considera que es el ámbito de su impacto? (Seleccione con una X)**

Local	
Regional	
Nacional	X
Internacional	

**9. Conclusiones y recomendaciones generales para el Autor.**

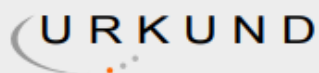
En conclusión, puedo decir que la investigacion tiene un efoque progresisvo para el desarrollo de la competencia comunicativa oral del Ingles.

Se recomienda socializar el enfoque y su proceso para usarlo con el resto de estudiantes de la Unidad Educativa.



**Firma del evaluador**  
C.I. 0503435232

## ANNEX XI. URKUND REPORT



### Urkund Analysis Result

**Analysed Document:** Fabiola Gavilanes-trabajo de titulacion.docx (D108320791)  
**Submitted:** 6/9/2021 4:52:00 AM  
**Submitted By:** nelson.guagchinga5@utc.edu.ec  
**Significance:** 4 %

#### Sources included in the report:

ARTICULO C-008.docx (D107969994)  
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[https://www.researchgate.net/publication/316639901\\_Improving\\_Speaking\\_Fluency\\_in\\_a\\_Task-Based\\_Language\\_Teaching\\_Approach\\_The\\_Case\\_of\\_EFL\\_Learners\\_at\\_PUNIV-Cazenga](https://www.researchgate.net/publication/316639901_Improving_Speaking_Fluency_in_a_Task-Based_Language_Teaching_Approach_The_Case_of_EFL_Learners_at_PUNIV-Cazenga)

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