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TASK-BASED LANGUAGE TEACHING TO DEVELOP PRODUCTIVE SKILLS IN EFL

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

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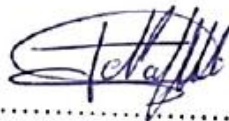Blanca Narcisa Fuertes PhD.

LATACUNGA –ECUADOR

2021

TUTOR'S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled TASK-BASED LANGUAGE TEACHING TO DEVELOP PRODUCTIVE SKILLS IN EFL investigated by Lcda. Amaya Noguera Cecia Judith, 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.

Latacunga, June, 04th, 2021

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COMMITTEE APPROVAL

This research dissertation: Task-Based Language Teaching to Develop Productive Skills in EFL, 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 to my mother Martha Noguera for her constant support, love and effort to become myself in a good person and professional; without her, I wouldn't be where I am today; to my children Esteban, Karen and Andrea who are the best gifts I have ever received from God, and my strength to chase my dreams.

Cecia

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Thanks to God, who is my Lord, to be with me in every step of this way. Thanks to Harmando Quirola, my husband for supporting me, encouraging me, for having patience when it was hard, and for being there for me. Special thanks to PhD Narcisa Fuertes for her guidance to end my Master degree. I am so grateful with all my professors because their inspirational words and acts are like wonderful footprints that etched my mind and heart forever.

Cecia

AUTHORSHIP

I, Amaya Noguera Cecia Judith declare to be the author of the concepts, procedures, and findings in this research dissertation.

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COMMITTEE PRESIDENT'S APPROVAL

I, Raúl Bolivar Cárdenas Quintana Ph.D., declare that this research dissertation: Task-Based Language Teaching to Develop Productive Skills in EFL, has the corrections and comments suggested by the members of the committee in the scientific session.

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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 LANGUAGE TEACHING TO DEVELOP PRODUCTIVE SKILLS IN EFL.

Author: Amaya Noguera Cecia Judith
Tutor: Fuertes Blanca Narcisa PhD.

ABSTRACT

The present research work is focused on the implementation of Task-Based Language Teaching approach to develop productive skills at rural school. The importance of communication in English has increased in different spheres of our society. In our educational system, English has been taught for many years, but the productive skills are not well developed in the students especially at rural schools. Taking into account that speaking and writing are difficult skills to be developed in language acquisition, this research work is designed to develop self-confidence, motivation and creativity according to learners' needs, age, context, and preferences. Proper planning, implementation and monitoring can give learners the opportunity to achieve language proficiency in productive skills. This research work shows the different task-based learning principles and tasks to be used with the purpose of developing and verifying the effectiveness of the strategies and activities of this approach to promote the development of speaking and writing allowing the learners to be the protagonists and creators of their own language learning process.

The objective of this research work is to identify the effectiveness of Task-Based Language Teaching in the development of productive skills in the rural school. The methodology used for this work is qualitative because the information was collected using surveys, polls and questionnaires. The obtained results were positive because

the learners improved the communicative competence in English language through the development of the productive skills using tasks related to real-life situation and context.

KEYWORDS: Task-based language teaching, communicative competence, productive skills, Pre-task, Post-task.

UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCIÓN DE POSGRADO

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

Título: Task-Based Language Teaching to Develop Productive Skills in EFL

Autor: Amaya Noguera Cecia Judith
Tutor: Fuertes Blanca Narcisa PhD.

RESUMEN

El presente trabajo de investigación está enfocado en la implementación de Aprendizaje del idioma basado en tareas para desarrollar las habilidades productivas en la escuela rural. La importancia de la comunicación en inglés se ha incrementado en las diferentes esferas de nuestra sociedad. En nuestro sistema educativo, el idioma inglés ha sido enseñado durante muchos años, pero las habilidades productivas no han sido bien desarrolladas en los estudiantes especialmente en las escuelas rurales. Teniendo en cuenta que hablar y escribir son habilidades difíciles de ser desarrollados en la adquisición del idioma, este trabajo de investigación es diseñado para desarrollar auto confianza, motivación y creatividad de acuerdo a las necesidades, edad, contexto y preferencias de los aprendices. La planificación, implementación y monitoreo adecuados pueden dar a los aprendices la oportunidad de lograr el dominio del idioma en las habilidades productivas. Este trabajo de investigación muestra los diferentes principios del aprendizaje basado en tareas y las tareas a utilizarse con el propósito de desarrollar y verificar la eficacia de las estrategias y actividades de este enfoque para promover el desarrollo de hablar y escribir, permitiendo a los aprendices ser los protagonistas y creadores de su propio proceso de aprendizaje del idioma.

El objetivo de este trabajo de investigación es identificar la eficacia de la enseñanza del idioma basado en tareas en el desarrollo de las habilidades productivas en la escuela rural. La metodología usada en este trabajo es cualitativa porque la información fue

recopilada usando encuestas, sondeos y cuestionarios. Los resultados obtenidos fueron positivos porque los aprendices mejoraron la competencia comunicativa en el idioma inglés a través del desarrollo de las habilidades productivas usando tareas relacionadas a situaciones de la vida real y el contexto.

PALABRAS CLAVES: Enseñanza del idioma basado en tareas, competencia comunicativa, habilidades productivas, Pre-tarea, Post-tarea.

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INTRODUCTION

Background

The Technical University of Cotopaxi focuses on the social development not only for Cotopaxi province but also in the rest of the country, it is motivating to the students to develop some research works about education with the cooperation of the teachers from the university and the students from Master degree program in Applied Linguistics in English Teaching using a researching line on Education and Communication for the human and social development, integrating the Sociolinguistics subline. Communication is essential in the progress of our society; society and communication are linked together within a global environment worldwide. (Gutiérrez, 2009) states that communication is a word which is derived from the Latin "communis"; this term is used to share ideas, thought, information, and feelings with other people. Communication is fundamental in society, especially when we are immersed in a globalized world where people need to communicate with others using technology. People who want to improve their education have the chance to access new knowledge in different areas must know how to use English as a foreign language

because most of the current information is in English; also the most important thing to enhance the fluency, accuracy, and interaction with English is to develop productive skills using the appropriate methodology according to the learners' needs to get communicative competences.

The development of productive skills: speaking and writing can provide a better use of the English language in real life and in the acquisition of the communication process where the teacher can use more meaningful tasks and engage the students with the language. The students have the opportunity to acquire performance in the other language when the teacher allows them to diversify their efforts doing meaningful tasks to develop language skills rather than be forced to plod along to a course that limits them to acquire performance in the foreign language.(Brown, 1994).

The language teachers need to apply Task-based Language Teaching in English classes because this method is connected with the learners' needs which are focused on a specific purpose, and engage students with the language in real-life situations. This approach provides students interactive and meaningful activities which allow students to understand the target language and develop the production of English language following the stages of TBL to perform the communicative competence; the implementation of tasks will develop productive skills to obtain a possible solution for the problem of speaking and writing in English to get an effective language teaching.

For decades the English teachers had been separately teaching the skills, and the learners are not motivated to develop of productive skills. According to the reality in some rural schools in Conocoto, the **problem statement** is the fact that the students in secondary school do not develop the four macro skills, and they do not know how to interact in English despite they are studying English for six years in elementary school and three years in high school especially in eighth, ninth and tenth grade. The students have a very poor level of English, and it is difficult for them to establish a short conversation; the students hesitate in the use of the language within the classroom or out of the classroom; they feel insecure about expressing their ideas, thoughts, feelings, decisions, interacting with others in English as a foreign language (EFL), also the

students have problems using accuracy and fluency in simple and complex language, because the teachers are focused in teaching grammatical rules or principles, writing some sentences or paragraphs. However, it is not enough, the big challenge that an English Teacher has is to develop the productive skills to get a better communicative competence, and some methodologies allow to overcome this problem.

The development of productive skills using Task-Based Language teaching methodology is characterized to get communicative competence in English, using tools, tasks, and strategies to help the speakers effectively. The teachers might consider take into account that language is an important factor in individual and social development because it helps us to express our ideas and transforms our communication into the support of our society. After all, the language can enable the students to acquire a new means of communication with tourists from other places. The English language lets them be closer to knowledge, new information, using technology; it is important to build interaction with other people or cultures around the world.

According to research made by the Ministry of Education; (Machado, 2019) Primicias magazine affirmed that Ecuador has the lowest level of communicative competence in English in Latin America; this problem could have many causes such as the methodology applied by the teachers, the environment of the students, especially if they live in rural areas, the students have to work for helping their families, but in this research, the cause which is studied is the acquisition of the language using some methodologies that develop the productive skills in the learning process, One of the goals of the Ministry of Education according to the interview made to Monserrat Creamer, is that the students get a B1 when they finish high school, it is hard to carry out the goal if the teachers do not apply the appropriate methodology to practice the language as part of their lives, the practice in the school during the English classes is not enough to get accuracy and proficiency in English as a foreign language. (Machado, 2019)

The most important thing to develop productive skills (speaking and writing) is to work those skills in tandem as (Harmer, 2007) cited by (Muñoz, Elizabeth. Riquelme, Ana; Sardinia, Martina, 2011) said:

"In meaningful communication, people have to employ incremental language skill, not in isolation, but in tandem"

In other words, the communicative language is considered by the linguists as a whole because the Language teaching must be taught integrally, to develop the communicative competence naturally, the integration of productive skills brings some advantages in the learning process because the students can awake the interest in English, additionally, they have the opportunity to interact with English speakers in a real-life situation using the vocabulary, the pronunciation, the grammar according to their context, and they have the motivation to use the language.

Based on the previous analysis of the problem statement made in General Marco Aurelio Subía Martínez School in Conocoto, to identify the effectiveness of Task-Based Language Teaching in the development of productive skills in the rural school **the general objective** for this research is mentioned before. Consequently, the specific objectives are:

- To identify the TBL approach and productive language skills.
- To know and select the appropriate activities to develop productive skills in language acquisition using TBL
- To determine and apply different activities based on the TBL approach

Table 1.

Task system in relation with the specific objectives

Objective	Activity (Tasks)
1. Specific objective To identify the TBL approach and productive language skills.	1.1 Research the TBL approach to develop productive skills.

	1.2 Review literature about TBL methodology and tasks.
	1.3 Review literature about the development of productive skills.
2. Specific objective To know and select the appropriate activities to develop productive skills in language acquisition using TBL	2.1 Review literature about different tasks to develop productive skills. 2.2 Analyze the use of specific activities according the context of the students. 2.3 Select the most appropriate activities to be used in the rural school.
3. Specific objective: To determine and apply different activities based on the TBL approach	3.1 To make some polls and quizzes 3.2 Analyze the results about the methodology application 3.3 Analyze the impact of the TBL method in the interaction with the language

Elaborated by: Cecia Amaya, (2020).

The Ministry of Education in Ecuador has the perspective that the students from high school get an acceptable level of English, which means that the students have to speak English with others getting a good performance in the foreign language.

The success of this idea is related to the methodology applied in English classes by the teachers. The **justification** of this research consists in the reality that students from

rural schools can not establish a short and simple conversation in English, for this reason. This research will be focused on applying the TBLT methodology that integrates the development of productive skills and real situations according to the context to improve their abilities to express the ideas, thoughts, share information in English with other people. The reason that leads us to investigate this topic is that our students are not interested in speaking in English. Nevertheless, the methods used in the teaching process constitute an important factor for the development of the skills in English. The use of the appropriate methodology drives the skill development during classes; in this sense, this research will contribute to the enrichment of language acquisition to let our students have a communicative competence that can help them to establish a conversation in English.

As teachers, we can enjoy the benefits that the development of productive linguistic skills can give to the education in eighth, ninth, and tenth courses; also the students can enjoy the learning process naturally. It is essential to enhance the use of the language to get competent speakers and improve the students' language abilities from rural schools because they have the opportunity to talk in English with the tourists who are visiting their communities and give them information in English, they can write short messages or use social networks to meet new friends from other countries and communicate in English as a universal language in an oral or written way.

It is important to work in this research to share the results with other teachers to improve the English level in the schools from rural communities. To prepare this research, it is important to collect the data which will be collected and analyzed after to examine the practical scenario of applying Task-based Learning according to the development of productive skills for young learners in rural schools in Conocoto.

The research methods for this work will be:

- Literature review about the topic of the investigation to get relevant information and data.
- Students questionnaire survey
- Teachers interview.

The development of productive skills in EFL has been very difficult for teachers, for this reason, the task-based learning (TBL) approach has been chosen for this investigation. The purpose of this research work is to implement TBL to enhance the productive skills writing and speaking. TBL might boost creativity and engage the students with the English language, they ought to have the opportunity to develop their speaking and writing skills based on their creativity and reality. The use of the language they know to face the different situations in the real-life situations with the guidance of the teacher during the work and they can exchange some ideas or information which can be very enthusiastic in the learning process of English as a foreign language.

Taking into consideration the learning environment; it is important to notice that the TBL is a good approach to develop productive skills in students, the **methodology** that will be applied in this research proposal is qualitative to collect information using online surveys, online polls, questionnaires to get the results of this research, and according to the obtained results, the teacher will make changes and be unbiased, also, this type of research will be conducted to the students from Gral. Marco Aurelio Subía School in Conocoto to improve the language acquisition. It is fundamental to collect information to establish a difference between the development of productive skills before and after the implementation of the Task-based Language Teaching methodology. The type of research will be non-experimental because it helps us maintain the existing theories and apply them in the research to develop productive skills where students have the challenge to activate the language by themselves and get accuracy and fluency in English as a foreign language using basic vocabulary they learned at school.

CHAPTER I. THEORETICAL FOUNDATION

1.1 Background

Language is the most beautiful way to express emotions, ideas, wishes, and thoughts. When someone starts a communication uses his/her heart and soul. Communication has four skills that are divided into two groups which are: "Productive skills" (speaking and writing) and "receptive skills (listening and reading). To develop this theme some research works from other authors have been read. Some authors are mentioned to recognize their work.

(Mena, 2019) designed a workbook about Task-based Learning in the development process of productive skill, this skill is the oral skill in the acquisition of English language to the teachers the performance of this approach and let them use task cycle to foster the interaction among the students, concluding the following:

Task-Based Learning is a communicative approach that is helpful in the teaching of English as a foreign language for its authentic and natural use adapting meaningful tasks to real life to achieve the development of oral skill.

Interpersonal and group communication are two levels that involve the learners in a conversation completing assignments to exchange personal information. The use of the task-based learning approach generates two levels of communication interpersonal and group communication involve the learners to exchange personal information and help them to firm up their vocabulary and language knowledge.

Writing skills has some essential elements like Grammar, punctuation, and spelling; the appropriate use of these elements makes the text more understandable and shows the level of culture that the writer has. Writing is a difficult skill to be developed with the students, and it is important to notice that teachers must make a big effort to emphasize the development of this skill during the language acquisition process.

It is not enough to teach the writing basis in the classroom because the students need to keep on improving the writing skill outside of the classroom using academic blogs to practice and reinforce this skill.

The best way to help the students express their ideas can be the written way, for this reason, blogs are one of the options the learners of English as a foreign language have to develop writing.

According to (Ajitimbay, 2019), learning based on tasks is useful because it allows the students to interact with others in the language's use to perform the language acquisition by themselves with the teacher's help. Task-based learning is useful to improve productive skills especially oral expression, and the students at Senior Unidad Educativa Intercultural Bilingue Batallas de Tio Cajas implemented the development of fluency. This was possible to obtain higher results in oral skill. The conclusions are very important to take into account in this research: Teachers apply some mechanical activities in the classroom, but they are not appropriate to develop fluency, for this

reason during the language acquisition process the students have problems with oral expression.

Task-based learning has activities that can help students to improve productive skills especially speaking, it developed fluency, and the results affected positively language use. Task-Based Language Teaching is a communicative approach that applies interaction and meaningful activities.

Task-based learning is recommended for teachers to develop communicative competence using activities that are planned by the teacher in the task cycle. The results obtained with the implementation of the task-based learning approach were excellent in the development of oral skill and very notable in comparison with other methodology.

Another research work that is considered very important for the interesting information which is related with this work is about the elaboration and application of didactic guide using the Task-based learning with the students of the fourth level at Language Center from the Health and Science Faculty about the use of TBL at the National University of Chimborazo, the relevant points are that the tasks related with real-life situations can build a better learning process because the students have a meaningful procedure in the English language acquisition as a foreign language, also the TBL principles help the students to be involved in some activities that are very meaningful and communicative. (Fuertes, 2016). The conclusions of this research work are:

The communicative tasks applied to the learners developed the high thinking ability, the progress, and satisfaction in the oral skill was evident with the use of Task-based learning because the students get performance in the use of English as a foreign language.

There was noticeable progress in the assessment of speaking skills which is enhanced with high-order thinking skills. This assessment helps students in the communicative interaction with others. The speakers will be able to produce an outcome in the second language.

The oral evaluation and oral production were evaluated to qualify the improvement of one of the productive skills that are fundamental in language acquisition, and it is the speaking skill.

Likewise, (Motallebzadeh, 2018) in his research work about writing and speaking skills in the students; there is a relationship between 21st-century skills and education, these skills help to create good environments to improve the learning process, another advantage is that the students can be involved in collaborative learning to participate meaningfully in social interactions. Creativity and innovation change the traditional relationship between the students and teachers to provide content for learning and information.

1.2 Epistemological foundation

This research work is based on the Task-based Learning approach as an independent variable; it is important to notice that this approach is within Communicative Language Learning which improves comprehension, manipulation, interaction, and production of the language.

1.2.1 Communicative Language Teaching (CLT)

Communicative Language Teaching appeared as a new model of teaching in 1960 in Great British for the necessity to evolve the understanding during the learning process of a second language to internalize the creation of meaningful and purposeful interaction in a creative way in the learners. The CLT has as an important element like a premise and it is the fact that the learners are involved in meaning-focused communicative tasks. The speakers have a lot of chances to use the language due to activities that are taken from the real life to develop performance and accuracy in the language use. The activities must be very communicative to improve the ability of the students to communicate their thoughts, ideas, feeling, necessities, etc. (Harmer, The Practice of English Language Teaching, 1988).

According to (Brown, 1994) CLT helps the learners how to internalize a second language, also they will be able to achieve communicative goals systematically, with this method, the learners are going to be equipped to generate language performance using tasks in the classroom, facilitating lifelong language learning and proposing a cooperative work in order to reach their maximum potential. The CLT allows the learners to engage the authentic use of the language with real situations using some principles that are related to cooperative learning, interactive teaching, to facilitate language acquisition.

The CLT provides opportunities to connect students' lives and interests which allows them to personalize the learning and develop their learning according to the necessities and context, it is fundamental to take into account the materials used in class, the texts and sources which must be authentic to promote communicative orientation, and develop the language skills taking into account the age of learners, the learner's context, learners' level of English, the learning goals to choose the activities to establish a communicative interaction using meaningful activities to motivate them in the use of the language.

Nowadays, the CLT is a set of principles about language learning and teaching that can be applied in the classroom in different ways to facilitate communication in the foreign language. The most relevant principles are mentioned by (Finocchiaro, 1983) and some of them are:

Language learning is learning to communicate something.

Dialogues are not memorized; the students have to develop them according the reality.

A basic premise is a contextualization in the language use.

The intention to communicate with others is encouraged from the beginning of the life.

The students can use translation if it is necessary.

Communicative competence is a goal.

Effective communication and pronunciation.

From the first day, the learners can start reading and writing in the target language.

The motivation and creativity provided by the teacher allows them to work with the language.

Students expect to interact with others in the target language.

The language that students are going to use is not known by the teacher previously.

Accuracy is judged in context.

 Fluency and acceptable language is the goal in the target language acquisition.

1.2.2 Communicative Competence

The communicative competence is considered the goal of CLT, this term was introduced by the sociolinguist called Dell Hymes in 1972 and according (Brown, 1994), the communicative competence (CC) has a set of components like:

Organizational Competence includes grammatical competence and discourse competence. The teacher must take into account that grammatical competence includes explanations of grammar are part of a lesson, the discourse competence is the ability of the language that is used with coherent and cohesion in the discourse.

Pragmatic Competence is functional and related to the sociolinguistic aspects of the language to use the language properly with different purposes.

Strategic competence is the ability to communicate the wished meaning that the speaker wants to transmit in the conversation.

Psychomotor skills are the pronunciation and intonation in the target language.

Communicative competence is the capacity that the learners have to know how to use the language and create a great variety of sentences according to the context to interact with others. Communicative competence is developed by the sense of appropriateness

in interpersonal relations and it is the capacity that the speaker has to use the language according to a determined purpose, a specific context, a specific person, and in a particular situation; it can be an apology, complaint, order something, make a request, the CC allows to the learners to lead the knowledge of the language functions that are: introducing someone, inviting to someone, refusing something, accepting an invitation, agreeing and disagreeing, etc. (Dave, 2010).

1.2.3 Task-Based Learning

According to (Brown, 1994), task-based learning is not considered a new method because the communicative learning process has been used since many years ago as a set of tasks. The TBL's purpose is to make competent and competitive communicators in the target language. Some characteristics of the TBLT are: the syllabus is based on the learners' needs, the tasks are planned and have sequence between them, the feedback and assessment are important elements. The cycle of task is relevant in the application of this approach.

The TBL is called: Task-based language learning (TBLL), Task-Based Language Teaching (TBLT), or Task-Based Instruction (TBI), and it is focused on the authentic use of the language. This approach allows the learners to do meaningful tasks that can be completed appropriately developing fluency and self-confidence in the target language using real-life situations such as: calling the doctor, asking for food at the restaurant, asking for something in a store, etc. The mistakes are a natural part of the learning process; the conversation is the central point of language acquisition.

Task-Based Learning Principles

Task-based Language teaching has some principles to engage learner's needs with the target language.

An emphasis on learning to communicate with others through interaction in the target language.

The introduction of authentic texts into the learning process.

The opportunities for learners to focus not only on language but also on the learning process itself.

An enhancement of the learner's own experience is important for contributing elements to classroom learning.

The linking of classroom language learning with language use outside the classroom is fundamental. (Nunan, 2004, p. 1).

1.2.4 Seven Principles of Task-Based Learning
The seven principles proposed by David Nunan are like blocks to build an effective instruction to improve language acquisition.

Principle 1. Scaffolding

At the beginning of language learning, it is fundamental that teachers know the needs and experiences of the students, it will be helpful to choose the materials and sources that will be the support in the learning process. As the author said: "If the scaffolding is removed prematurely, the learning process will collapse. If it is maintained too long, the learners will not develop the independence required for autonomous language work" (Nunan, 2004).

Principle 2. Task Dependency

The tasks have to maintain a sequence; each task has to be linked with the other task to build the knowledge. The author explained that "the sequence tells a pedagogical story, as learners are led step by step to the point where they can carry out the final pedagogical task in the sequence" (Nunan, 2004)**.**

Principle 3. Recycling

This principle refers to language learning through recycling the language, the learner has the opportunity to notice the importance of the target language in different contexts and how their function work concerning different content areas. "Recycling language

maximizes opportunities for learning and activates the organic learning principle" (Nunan, 2004)**.**

Principle 4. Active Learning

The key principle is "learning by doing". The active use of the target language allows the learners to build their language according to their needs, the learner has an active role and the teacher has a passive role. The author explains that: "Learners learn best by actively using the language they are learning" (Nunan, 2004).

Principle 5. Integration

This principle is explained by the author like a relationship between three elements: function, form, and meaning. "Learners should be taught in ways that make clear the relationship between linguistic form, communicative function, and semantic meaning" (Nunan, 2004). Around 1980 the grammatical, lexical, and phonological elements were studied and taught independently.

Principle 6. Reproduction to creation

The learners can reproduce the language using the patterns provided by the teacher, the tapes, the texts. It demands creative language used by the learners who are capable to reproduce a similar language creatively according to their needs and experiences. To summarize this, the author says: "Learners should be encouraged to move from reproductive to creative language use" (Nunan, 2004).

Principle 7. Reflection

The author's affirmation in this principle is: "Learners should be given opportunities to reflect on what they have learned and how well they are doing". (Nunan, 2004) The reflection is part of the learner training because the learners add a reflective element to improve their learning and use some strategies to be better learners and communicators, it increases their knowledge in the target language.

1.2.5 What is a Task

The term task has been used many times in education; for many experts, the term task is synonymous with technique because it is a specific activity that the students have to solve in class or outside the classroom. Many concepts of the word "task" have been published through the years. Here are some of them:

> (Long, 2015) " A piece of work undertaken for oneself or others, freely or for some reward. Thus, examples of task include painting a wall, dressing a kid, filling out a form, buying a pair of boots, making an airline reservation, borrowing money, taking a driving test, asking for a menu in a restaurant, typing a letter, making a hotel reservation, writing an e-mail, finding a street destination and helping someone. In other words, "task" is meant the hundred and one things people do in everyday life, at work, at play, at school, and in between. Tasks are the things they will tell you they do if you ask them and they are not applied linguistics". All of the activities a person needs to do using communication are tasks.

The meaning of the task according to this concept is focused on the learner's needs. All the definitions are focused on activities that involve real situations, and the learner of a target language is forced to speak or transmit a message according to the necessity.

On the other hand, many concepts are focused on the educational field, where the author is immersed in the language learning process as the teacher. (Branden, 2006, pág. 4) "A task is an activity in which a person engages to get a goal, and which needs the use of language in an effective way".

According to this author, the task is based on two stages: input which is the understanding of the language, and output which is the language production. Input and output help learners to achieve their goals according to their needs to get performance in the target language.

(Nunan, 2004, pág. 4)"a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge to express meaning, and in which the intentions to convey meaning rather than to manipulate form. The task might also have a completeness sense for being able to stand alone as a communicative act in its own right with a beginning, a middle and an end".

The focus of this concept is the meaning more than the grammatical form, it means that both have an interrelation because the grammar allows the use of the language in communicative competence development.

1.2.6 The role of the teacher

For decades the teachers had been the main actors like orchestral conductors, it is because the students had expected their leadership and direction to transmit knowledge and wisdom. This role has changed these last decades, the teacher's role in TBLT is as a facilitator of the learning process, which means that the teacher has to make the learning easier for students who improve the language with the teacher's guidance, the students will discover the knowledge using the intrinsic motivation because the tasks are fun, enjoyable and interesting.

From the point of view of (Branden k. V., 2006), The teacher is a motivator in the learning process, through the motivation, the learner has to complete the tasks investing the mental energy, the support in the task performance is essential to switch on the processes as a negotiation between meaning and content, taking into account the input and output, focus on form to get an efficient learning language process. The teacher has to prepare activities to engage the learner to do a meaningful action and interact with others in this process.

As (Nunan, 2004) points out, the teachers have some implications in the TBL:

- Help students to discover the best way of learning by themselves.
- The information to be referenced is organized efficiently.
- Encourage the learners to be creative in the use of the language.
- Allow the interaction and active learning to develop language skills.
- Let them use some resources.
- Let learners use patterns of ideas, letters, graphics to improve the language.
- Accept the errors and teach them to live and learn from them.
- Develop the capacity of learners to infer meaning.
- Memorize idioms, phrases, etc.
- Encourage them to develop oral and written production.

1.2.7 The role of the learners

This research work is developed for learners who are 12 to 15 years old; for this reason, the youngers need to learn new things, this characteristic can be beneficial for the learning process because they can become exciting students. In Task-based learning, the learner has an active role. As (Nunan, 2004) states in his book, learners have to implement the following:

- They have to make a collaborative effort with the teacher inside and outside of the classroom.
- Learners have to complete the tasks.
- Learners have to influence the learning outcomes.
- They are the constructors of their learning.
- Learners can plan and monitor their learning.
- Learners begin to reproduce language use.

The Task Cycle

The task cycle is a sequence of steps to direct students to perform a task.

Pre-task. It is an introduction that the teacher makes to the subject and task. This step is important because it engages the students in the topic. This phase creates a good

atmosphere for learning. Any activity is applied to promotes the foreign language. The activities used in this phase are brainstorm activities, video clips, audio texts, a cloze, crosswords. In this phase, the teacher explores the topic with the class. (Harmer, 1988).

The task cycle allows students to use the language; in this stage, the students improve the language with the guidance of the teacher, here the students complete the tasks according to the instructions of the teacher, most of the time in pairs or groups while the teacher is listening to the student's dialogues, the teacher has to correct the mistakes and help them to complete the task when they are developing the dialogues in front of the class. The teacher monitors them from a distance the teacher must encourage the students to use the language and the vocabulary, they plan how to perform the oral and written production (Harmer, 1988).

This phase has three important activities that the teacher has with the students:

1. The completion of the task. This is the moment when the teacher monitors the students, but at the same time the stimulation for the task realization is essential

2. The preparation of the presentation. The students have to explain how they completed the task, their proposals, and justify their decisions.

3. The presentation. The learners present a report, it is time for students' oral production and receives feedback from the teacher.

Post task is the last step in the structural framework of TBLT; here, the teacher has to pay attention to the relevant grammatical aspects of the language. The students use the correct structure and meaning of the words that are used in the communication process. The students have to be able to select, identify and classify the words and phrases according to the functions.

This step is also called Language focus, it has two specific moments, and they are:

1. Analysis. The students have to discuss specific features of the task such as grammatical aspects, pronunciation, fluency, vocabulary, time expressions, syntax elements. It is time to analyze the important aspects of the speech.

2. Practice. The teacher guides practice to consolidate the knowledge and makes the students feel comfortable and secure with the use of the language. (Willis, 1996).

Types of task

Many authors had classified the tasks in different types, this section shares different points of view about the types of tasks according to the authors' definitions.

As stated by (Nunan, 1989) The classroom tasks are classified into two types: real-world tasks that are connected with the real-world use of the language, for example: call to a hotel to confirm a reservation, and pedagogical tasks which require the use of the specific type of language to activate the acquisition process, for example, an information gap. The pedagogical tasks require the behavior of learners differently, especially when the students need to read a text, listen to a tape, decide if the answer of a statement is true or false, these tasks have a relationship with the second language acquisition.

On the other hand, (Ellis, Task-Based Language Teaching, 2009) Ellis classified the tasks into two groups with different terminology: focused tasks and unfocused tasks. Focused tasks are related to an active process, motivating them to develop communicative competence in language use. A common example can be the task given by the teacher with grammatical structures. The unfocused activities are designed with the purpose to use the language in a more general way; ask; the learners use different forms to complete the task, they do not have something specific, for example, the students have to organize a birthday party.

From the point of view (Duff, 1986) Tasks are divided into two types: Convergent tasks use a comprehensive output, it is done using questions, confirmations, turns. these tasks require justified knowledge and contextualization, encourage students to reach a consensus to find a solution. Divergent tasks are more complex because the learners need to use more vocabulary and more output. This type of task requires significant knowledge and enable students to ask questions with many answers

Furthermore, Edward Ellis considered that the most important purpose of the task is the interaction, for this reason, the tasks are classified in: one-way tasks and two-way tasks, it is completed when a person has the information of the task, but the other person has none, there is not an interaction among learners to complete the task. The second type of task is Two-way tasks, and it is when the information can be interchanged among learners, and it is useful to complete the task working in groups.(Willis C. E., 2005).

Evaluating Tasks

In Candling's opinion, the task has been evaluated covering three important aspects and they are: "problematicity", "implementability." and "combinability". The first has to reveal the variation in the abilities and knowledge that the learner shows in the given task. The problematicity can be diagnostic or exploratory and it provides monitoring and feedback that can be used as a basis to plan future actions with the learners. The implementability takes into account the organizational and management complexity of the task, in other words the resource demand of the task given by the teacher in the context and the process, including how adaptable the tasks are. Finally, the combinability, this aspect refers of the extent of the task and the manner how the task can be sequenced with other task, in combinability the integration of the task with others is relevant and required. (Candlin, 1987).

Perspectives of Task-Based Learning

According to (Ali Shehadeh, 2010) Task-Based Language Teaching has some perspectives that can be considered in the facilitation of tasks and language acquisition from different perspectives.

Input Perspective

The comprehension of the second language receives the feedback according to the level of the learner; this comprehension is provided by the interaction; the negotiation in the speech serves to enhance the attention of the learners to the form; the negotiation of meaning which depends on the local context of the s and the modification of input is very necessary for the language learning process. This perspective allows the learners to use the language negotiating meaning (clarify something, rephrase, and be sure about a clear understanding). The negotiation of meaning depends on the local context of the speakers.

Some negotiation of meaning activities to be developed in the classroom can be puzzles, readings, listening, crosswords, information gap activities, find the differences, a video providing an input to overcome problems in conveying their meaning.

The modification of the input means that the discourse can be adaptable or could be simpler for easy comprehension. The input hypothesis establishes that the production of a language is after the reception of it because the learner has many opportunities to listen or read, and then the learners can speak and write. These are part of the first steps in the language acquisition (Nunan, 2004).

Output Perspective

The output perspective helps the learners to move from semantics to syntactic analysis of the L2, this perspective makes the learner conscious about the language production, also the learners can internalize the new linguistic knowledge, here the learners have

the opportunity to modify their output to make the interaction and the use of the language more understandable. The learners have to close the gap between the things they want to express in the target language and the things they can express, this gap must be closer taking into account the capacity that learners have to stretch the gap between the languages. (Ellis, R. 1984)

From the perspective of Ellis; interaction has to come first; it contributes to the language acquisition development because the learner is ready to crack the code, use the discourse and modify the linguistic knowledge when they are producing the language. In the output, the linguistic knowledge that the learner has is internalized and consolidated. It is recommendable that the tasks have to be focused on the chance the learner has to modify the output for making it more comprehensible for the addresses. (Ellis, R. 1984)

Cognitive Perspective

There are three fundamental aspects in the cognitive perspective and they are fluency which refers to the capacity that the learners have to communicate their ideas, thoughts, feeling in real-time, accuracy that is the ability to use the norms of the target language properly, and complexity that is the ability that the learner has to construct complex grammatical structures and forms in the target language. (Ellis, 1984).

Sociocultural Perspective

Since the beginning of society, people have needed to collaborate in constructing language knowledge, for this reason, the language had been part of a sociocultural environment. This perspective is based on the theories of Vygotsky, who was a Russian psychologist, he conceived language as a cognitive and social tool that is used to interact with others and change the world where they live. The collaborative interaction between language learners forces them to complete tasks that provide them new opportunities to use the second language and improve language acquisition. It is possible when one learner has the linguistic knowledge that the other does not have, it

pushes them to build the knowledge inductively. Individuals can interact with others in a community. (Lantolf, 2000).

Research Practice Interface Perspective

In (Branden K. V., 2006) opinion, the researchers and the teachers had used tasks in a different direction of study, the first used the tasks as a research tool because they are focused in collect and analyze data from learners and language, it allows them to have conclusions about the language learning process and how the languages are acquired. On the other hand, the teachers used tasks as a tool in the education process. These groups had worked independently according to their purposes about the tasks, but during the last years, they decided to work collaboratively to make pedagogical decisions for improving the learning process and using the TBL approach.

Student autonomy and student centered instruction perspective.

The TBL approach is focused on two ways of learning: the first way is the students' autonomy to participate actively in the learning process and how they are going to learn by themselves and interacting with other students and with the teacher who is monitoring the class. The second way of learning is student-centered instruction, it differs from traditional teacher-centered instruction. The Task-based learning helps students to know how to achieve their goals in personal life and education, believe in their capacity, develop responsibility and critical thinking. The teacher facilitates the knowledge, gives feedback, and encourages them to have responsibility with the tasks. TBL is standardized in language classrooms around the world and specifies the activities or pedagogical tasks according to students' needs using a set of real-world tasks.

Productive Skills

The language acquisition process is fundamental to develop productive skills as a shred of evidence that the learner produces appropriate language with coherence during the communication with others. Speaking and writing are basic skills that a person needs

in life. Human beings need to ask for food, share ideas, ask for some information, ask and answer questions, interact with family and friends orally, in present days, they require to write an address, a telephone number, take some notes at the school or university, write something for a special occasion, write e-mails, reports, etc. All of these activities are necessary to produce language every day.

Undoubtedly, the development of productive skills helps teachers to measure how much the students have learned. These skills are like a barometer to measure the progress of the learners, and these activities can be applied using real-life context in the classroom.

Developing writing is a basic life skill because everybody writes e-mails, letters, reports, take notes, fill in forms, these activities are part of life. Writing skill shows expertise and confidence in the target language, in our case, English. Writing is one of the different ways to reinforce the acquired knowledge, to practice the grammar structures, recycle new vocabulary, use punctuation rules, and encourage learners 'autonomy, self-confidence, and creativity.

Importance of speaking

Speaking is considered a fundamental skill to be successful in life. Fluency in speaking is vital to measure proficiency in the target language. The difficulty that the teachers have is that the students can translate the sentences in their native language, but they do not have good speaking, they are unable to communicate in the target language. This ability is essential for establishing simple conversations with family, friends, partners; in the professional field is elemental for formal public speaking. Speaking helps us to connect with other cultures, people from different countries and for exploring and understanding the world.

According to (Chastain, 1998), speaking as a productive skill is connected with grammar, vocabulary, pronunciation, and discourse, with other subjects like sociolinguistics, phonology, phonetics, linguistics to construct the language. Many

language learners wish to improve the speaking skill and speak as perfectly as possible, the oral production uses body language, facial expressions, or gestures to be more understandable for the message. Speaking is very common to build interpersonal relations.

Types of Speaking

Interactive speaking is the conversation that speakers have face to face; the conversation takes place when we are at a party, we buy some vegetables or magazines because we have the chance to clarify something, repeat, ask or answer simultaneously. In partially interactive speaking the audience does not speak, just only listens to the speaker; the audience shows comprehension or interacts through facial gestures. Non-interactive speaking is when the speaker leaves a message in recorded audio when the speaker is performing in a play, sings a song, recites a poem, and the hearer does not the option to interact with the speaker.

Develop four Speaking Sub-Skills

English as a foreign language has different skills that the learners need to improve to get an acceptable communicative competence. The common skills that the speakers of English as a second language need to acquire to be a good speaker are Fluency, Grammar, Pronunciation, and Vocabulary.

Fluency. - This skill shows a connection between the speaker and the language, the listener can follow what the speaker says, the ideas the/she has, and the speaker and listener feel confident and comfortable during the speech.

Grammar. - The grammar grows with the tasks that the teacher plan for the students in the classroom, but at the moment that the learner needs to use the language make some grammatical mistakes, grammar can be introduced in different ways, such as grammatical exercises, study language in a text, to develop this skill the learners have to work out for themselves to notice how the language is constructed. It is not necessary

to use perfect grammar to be a good speaker or to transmit a message in the first stage of language acquisition.

Pronunciation. - It is a complex skill because it includes other subskills like intonation, rhythm, production of specific sounds that exist in the mother tongue and some others that do not exist in the L1, this skill makes the speaker competent in listening and speaking when the learners imitate someone who has good pronunciation and imitate as closely as possible.

Vocabulary. - It is hard to communicate if the speaker does not have the precise words to say something, a good speaker increases vocabulary constantly. It is important to know words in context and the appropriate use of the words. There are some activities to increase vocabulary and to read in English, take notes in a vocabulary notebook, make matching words exercises improve our production skills.

The role of the teacher in speaking skill.

Teachers have an important role to develop speaking skills in the students of the English language with the implementation of different speaking activities or tasks.

the role of the teacher is to be the prompter when the students get lost in the oral production. The teacher can help students in the progress of the activity by giving some suggestions and support for the execution of the task. Sometimes the role changes and the teacher is the participant to motivate students to produce language in conversations, role plays, discussions. Also, the teacher is the provider of feedback when the students are speaking, sometimes they misunderstand something and the feedback is necessary for specific situations. (Harmer, 1988).

Activities for developing speaking

TBLT activities are focused on students' needs; the teacher has to present tasks taking into account the language function to develop in a real-life situation, these activities must provide opportunities to use the target language interactively and construct

previous instruction. Teachers have to be careful in speaking class not to overload learners with an extensive vocabulary or grammatical structures, these actions can block the interest and the spontaneity of the learners. (burns& Joyce, 1997)

1.- Information gaps. To complete the task, the students need to talk to each other to find the missing information. These activities are ideal to practice the specific language. It occurs in the classroom and the students practice the language for their own sake to obtain information.

2.- Mingle activities. This activity encourages students to gather information from other students according to the topic class. Mingle students maximize the participation of the students at all levels, provide multiple opportunities to talk and the introverted students are not pressured.

3. Picture stories. - It can be used with students from different levels with literacy skills. They can use a picture sequence to interpret a story. This activity allows working collaboratively in the class and starts with narrative speaking. Pictures stories can be found in newspapers, comic books, and it is an enjoyable task.4. Grouping. - In this activity, the negotiation between teachers and learners is important for the discussion. The teacher has to notice the size of the class, the length of time. This activity is flexible and connects students among them.

5. Surveys and questionnaires. - These are activities that most of the students like, and improve the ability to ask and answer questions. The activity is executed one to one student with the partner, not in the whole group. They can be engaged in interesting conversations.

6. Drama and role-play. - It allows them to discover the language in a variety of manners, they use creativity and imagination, acting to create a character who is different, assuming a role, working together to create a scene, and encourage collaboration and empathy.

7. Discussion activities. - The topics for this activity must awake the interest and curiosity of the students. The learners have the chance to share their ideas, thoughts, opinions during the discussion, learn about the perspective of others.

8. Problem-solving. - Learners work together to find a solution for a specific problem. They can identify the problem, analyze it and sharp the abilities while having fun.

Lesson Plan

- Some aspects must be considered at the moment to elaborate the lesson plan. Teachers need to pose the objectives which help the communication between learners and develop the language skills.

- The selection of the topic is fundamental. The topic must be familiar for the speakers to engage them with the knowledge. It is impossible to speak about a theme the speakers do not know anything.

- The learner's equipment about techniques and strategies to facilitate the speaking is an important aspect to be considered during the development of the class, especially if they have difficulties establishing a conversation.

- Activities for Speaking Classroom.

- The purpose of speaking classroom is to communicate in the target language

Assessment

From the point of view of (Nunan, Task-based Language Teaching, 2004). The assessment is a challenge that the teacher has to face. It reflects what has been taught in classes. The direct assessment is present in Task-based Language Teaching. There is a difference between evaluation and assessment. The first is a general set of procedures that involve the interpretation and information about the things the learners can do or not in the language, it can take place at any time during the learning process. Assessment is a subset of evaluation. It includes a formal way to collect data about learners' performance designing an assessment tool to collect data.

There are two types of assessment. Direct assessment where the learners need to reproduce different kinds of communicative behavior in the real world; it is formative; it involves student's performance. The indirect form of assessment does not provide the real output of the student learning.

Importance of writing.

In the past, people intended to communicate in a written way using drawings and symbols, this type of communication evolved with letters; the people were able to put the appropriate letter in the correct order to form words. In the middle ages, there were sacred texts in Latin. These texts were read by prestigious people. Writing has changed through time, handwriting was used first, but in the present time, much written communication is found electronically using some processing software using emails, e-books, etc. (Harmer, 2007).

The Blackwell encyclopedia of Writing systems has a clear definition of the writing system. they say that it is a set of visible or tactile signs that are used for representing the units of language to transmit messages for people who know the language using a systematic way and rules to be encoded.

Writing is one of the productive skills that is directed to the readers who are separated in time and space. The writer uses some letters or symbols to transmit the ideas, wishes, thoughts, emotions, and information with a coherent word in a paper, or in a text.

Writing is important because the author demonstrates who are as people; the ideas, thoughts, and opinions are visible in a permanent way through time and distance. Writing makes the learners more independent thinkers because it forces them to organize the ideas coherently, writing is essential for academic success when the learners know to write good essays, academic papers increasing creativity and level of confidence.

Types of writing

According to John Collins:

- Expository. The writer has the objective to explain or inform the subject to the reader.

- Persuasive. The writer's opinions or thoughts influence the reader.

- Narrative. The writer creates a story.

- Descriptive. Incorporates specific details.

The role of the teacher

According (Harmer, 2007) the role of the teacher in writing is important during the learning process. This skill can be built as a habit in students' life using a range of activities and creativity. Writing is a normal part of the classroom because the teachers dictate some sentences and the students have to copy them. Also, it helps them to learn vocabulary and keep their ideas in a writing paper. The teacher has to be a motivator, a resource, and a feedback provider for this activity.

Monitor. - In writing tasks, this role is fundamental, the teacher has to be able to increase the motivation in students and create appropriate conditions in the classroom where the ideas and thoughts persuade to continue with the activity; the students have to be able to make a big effort to keep writing sequences, this aspect in writing process could be easy for some students, but hard for others, the teacher has to notice that the students' writing is beneficial and contributes to future classes. Teachers require some strategies and help them in the process of writing; the students need to understand and know how to write effectively, when the teacher is monitoring the class, he has to give clear instructions and explanations to guide the students in this process.

Resource. - When the tasks are very long, the information has to be supplied, the students need to be able for doing this work, the role of the teacher is to offer advice and suggestions in the construction of the writing because the content and the way that the writing is constructed are the focus on this activity. The purpose is that the students have to complete the writing tasks.

Feedback Provider. - One of the responsibilities of a teacher is to give feedback to the students in their writing activities; the content of the writing and the style can be encouraged positively by the teacher and the environment; the correction of mistakes must be provided by the teacher who chooses how and what the students have to be focused on.

Elements of writing skills

There are some elements for writing that must be considered in the development of writing skill; grammar, vocabulary, spelling, and punctuation are going to be explained in this section:

- Grammar is essential for writing because any grammatical error can change the intention of the writer. Grammar connects sentences to form a text, this connection has to be exposed with clarity and cohesion for omitting misunderstanding to the reader. All languages have their grammar structure and meaning system.

- Vocabulary: Words are used to express our ideas and thoughts in writing. Vocabulary is a set of words that are used to construct texts. The knowledge of vocabulary increases the language production and comprehension of the readers.

- Spelling: is an appropriate sequence of letters or words that shows the quality of the writing, it is difficult to write without spelling rules in English because how a word is spelled in English is different from how the word is pronounced, it is elemental that the student learns the spelling of each word in the second language.

- Punctuation: It is essential to use correct punctuation to understand the message accurately, it is similar to the intonation in the speech. Punctuation helps the writer to create sense, clarity, and pauses in the writing. The most common punctuation signs are commas, colon, semicolon, apostrophizes, quotation, exclamation and question marks, brackets, parenthesis.

Process of writing

(Richards, 2001) states that the writing process has five stages, each stage has activities to support the process of writing. The stages are: planning, drafting, revising, editing, publishing, and they are going to be explained

- Planning: it is called pre-writing, this stage encourages students to collect some ideas, choose the topic and select the form to explain the topic. Here, the writer takes notes about the topic, generates knowledge, organizes the ideas. The function of this stage is to stimulate students for writing.

- Drafting: With the ideas and the planning stage completed, the writer can make the draft, it allows him to be focused on writing fluency, the content and the meaning of the writing must be clarified, it doesn't matter the neatness or the grammatical accuracy. It is common to write multiples drafts to improve the previous one.

- Revising: When the writer revises the text, he can feedback on the content, it is necessary to review the text to make few changes to improve the text. The writer can add some words, add some details to the text, rewrite paragraphs in a better way, omit unnecessary information, and order some ideas. This stage is not easy because the writer has to improve the quality of organization, quality of information to transmit a clear message to the readers.

- Editing: They edit the piece of work taking into account the diction, grammar, spelling, punctuation, clarity, and accuracy. It is a process to review the content, organization, and final presentation. The writer has to be sure that the reader will understand and interpret the ideas clearly, and serves to fulfill the purpose and the intention of the writer.

- Publishing: This is the final stage in a piece of writing, the objective of this stage is that the writing will be available for other people. The public has access to it and the writing work can be distributed to everybody and everywhere.

State of Art

The present research work shows different and some publications which are related to the theme of research. These works analyze different theoretical aspects that are fundamental for education and they have contributed to the development of productive skills in English as a foreign language in schools recently.

According to (Hossain Mohammed Iqram, 2015) in his thesis about Teaching Productive Skills to the students, states that English has increased because of the globalization, for this reason, an effective use of English is very important for many academic purposes, this work emphasized the necessity that students have to acquire a communicative competence in English and they are forced to develop performance in English language use.

Speaking and writing are the most common skills to communicate with people from many other countries around the world because English is considered Lingua franca. This research was developed in a school in Bangladesh, and the recommendations of this work were for teachers in some aspects:

- English teachers need to pay serious attention in the teaching process. Proper application of CLT is important.
- Every teacher has to be sure about the participation of the learners in the classroom.
- The learning has to be based on real-life situations and the materials have to be focused on the learner's context.
- It motivates students in the learning process.
- Teacher's training in TBL methodology is important in language acquisition.

The conclusions of this research work are:

Teachers must emphasize the development of speaking skills to promote oral interaction. The necessity of the development of productive skills must be reinforced in the classroom when teachers use methodology and techniques.

Strout Robert in her thesis made in 2018 about "A Task-Based Language Teaching approach to group discussions" in universities from Japan states that the students have English as part of the curriculum since elementary school and they do not have a good level of English because they use the yakudoku method which is based on Grammar translation from Japanese to English, but the students are not developing fluency and accuracy in the language use.

The author of this thesis was focused on Task-Based Language Teaching as a chance in methodology to improve the participation of the students and the interaction between learners. This approach is based on tasks as the core unit of planning lessons and instruction in language teaching.

This work concludes that the use of TBLT showed some improvements in the students, they got a better linguistic performance (fluency, accuracy) within group discussions with students from low levels; the activities were enjoyable and motivational because the topics were focused on real-life situations. Another conclusion is that the implementation of TBLT with low-level students and finally the restriction that the classroom has is the technology implementation to support the communication.

Recalde Carrillo, Jackeline Elizabeth in her thesis about Task-Based Learning in the development of oral skill in 2019, affirmed that the students of Eloy Alfaro Second High School promote the authentic use of language with the development of meaningful tasks which contribute to the development of one of the productive skills.

The conclusions of this research work have a communicative approach to contribute to English Language Teaching. It is focused on the authentic use of the target language using real-life context and meaningful tasks to develop oral skills. Also, the implementation of TBLT needs a logical and sequential process. In the TBLT approach teachers, learners and material have the main role: the teacher promotes the reflection, the learners participate in the language used actively, and the materials strengthen the communication.

Conclusions

- Task-Based language teaching is an approach that provides communicative opportunities for students who want to acquire the English language as a foreign language to improve the communicative competence to interact with other people using the principles of this approach such as: scaffolding, task independency, recycling, active learning, integration, reproduction to creation and reflection in the target language.

- Task-based learning engages the students in whole-class activities to learn new phrases, vocabulary and develop fluency and accuracy during the language acquisition process, also this approach increases motivation and self-confidence in the appropriate use of the language.

- Teachers can encourage the learners to analyze, evaluate and reflect on their performance in the target language correcting mistakes by themselves, and provides a natural language acquisition to become more independent in language use. The speaking and writing skills they develop using Task-based Language Learning should be improved organizing some activities like: workshops, expositions to create interest in the use of the language.

CHAPTER II. PROPOSAL

2.1 Proposal Title

Task-Based Language Teaching framework digital booklet for developing productive skills.

Sugerencia: Digital booklet on Task-Based Learning to enhance productive skills.

General objective: To create a Digital booklet based on TBL to boost productive skills

2.2 Objectives.

1. To select the most appropriate TBL principles, procedures and techniques to create a relevant instruction material to strengthen the speaking and writing skills.

2. To create a booklet about Task-Based Language Teaching activities for students; these activities have to be developed during English class for the implementation of a communicative approach

3. To provide a booklet for students who are lagging for their economic situation and challenge them to find possible solutions for the productive skills development in the English language acquisition.

2.3 Justification.

The current proposal is based on the necessity of the teachers to improve the productive skills in the English language with the students from a rural school in Conocoto who have been studying English for six, seven, and eight years with limited motivation and getting low efficiency in their speaking and writing skills, they cannot show their productive skills performance and minimal competition in English language acquisition. The difficulties that students have with English academic reasons that the students have been focused only on the grades they have to obtain to go to the upper course.

On the other hand, it is very difficult to develop speaking skill when the students have just an academic grade because they are not interested in communication in English as a foreign language, also the students of secondary level of education are not able to develop productive skills because the teachers are focused in grammar teaching, not in communicative teaching, it makes that students only have chunks of communicative language use, but they are not integrated meaningfully in a real-life conversation.

The booklet is useful to adapt appropriate activities for students at rural school using task-based language teaching method which are focused on real-life situations, taking into account the learner's interests to improve speaking and writing skills. The learners will be involved actively in the implementation of the TBL, and the teachers will be conscious about the importance of planning and

execution of the activities to encourage them in language acquisition to enhance their individual performance.

The content of this proposal is focused on the interaction between teacher and learners during the development of speaking skills, and the students have the opportunity to expand their vocabulary with controlled oral work creating dialogues for each level that can be supported by the teacher. The guided oral work used in class will use learners' freedom to express their ideas or thoughts, making mistakes as a natural part of the language acquisition.

The questions for the students were formulated in Spanish as their mother tongue. For the analysis of this research work, the questions are translated into the English language.

Survey directed to students of General Marco Aurelio Subía School which is located in Conocoto.

1. Do you think that the English teacher shows funny activities to develop speaking in class?

Table 1.

Question 1. Funny Activities

Variable	Frequency	Percentage
Always	45	50.6%
Sometimes	39	43.8%
Almost never	5	5.6%
Never	0	0%
Total	89	100%

Elaborated by: Amaya. C

Analysis and Interpretation.

Concerning the question "funny activities" most of students selected the option "always" regarding the frequency that the teacher shows funny activities to develop

the speaking skill in class. This result might evidence that the instructor tries to create a comfortable environment in class which is supported by Nunan 1981who states the importance of conducting amusing activities in class.

2. Do you like to participate actively in English Class?

Table 2.

Question 2. Active Participation.

Variable	Frequency	Percentage
Always	49	55.1%
Sometimes	35	39.3%
Seldom	3	3.4%
Never	2	2.2%
Total	89	100%

Elaborated by Amaya. C

Analysis and Interpretation

Concerning to the question about active participation in class, most of the students selected "always" taking into account the motivation and the creativity of the teacher to make the class more attractive to participate and create a good environment of self-confidence for the students according to Long Mike who states that the active participation needs direct instruction, and maximizes the speaking skills in the pedagogical procedure.

3.- Does your teacher motivate you to speak in English during the class?

Table 3.

Question 3. Motivation

Variable	Frequency	Percentage
Yes	78	87.6%
No	11	12.4%

Total	89	100 %

Elaborated by Amaya. C

Analysis and Interpretation

From this data, the results about motivation to speak are great because the teacher has to increase the motivation in class because when the student's motivation must be increased in Task-Based Language learning because they are forced to produce the language during the class and the students and teachers are free to use the second language and create memorable dialogues, this is affirmed by Long Mike.

4.- Do you consider that speaking is a difficult activity in EFL?

Table 4.

Question 4. Speaking

Variable	Frequency	Percentage
Yes	67	75.3%
No	22	24.7%
Total	89	100%

Elaborated by Amaya. C

Analysis and Interpretation.

According to the present results in this question, the students consider that speaking is a difficult activity because they have other phonemes in their mother tongue. Harmer states that the speakers need to be able to pronounce the phonemes of the target language correctly, also the learners need to use an appropriate stress and intonation patterns to establish a conversation in the second language. Here it is important that the teacher use conversational strategies to get a successful face-to-face interaction in the target language.

5.- Does your teacher give clear guidelines to write paragraphs in English?

Table 5.

Question 5. Guidelines

Variable	Frequency	Percentage

	69	77.5%
Always	69	77.5%
Sometimes	15	16.9%
Occasionally	5	5.6%
Never	0	0%
Total	89	100%

Elaborated by Amaya. C

Analysis and Interpretation

Concerning to this question "give clear guidelines" most of students selected the option "always" regarding the frequency that the teacher gives them clear guidelines to write paragraphs to develop the writing skill in class. This result might evidence that the teacher tries to explain according clarity to precise by they mean by task-based, task-supported and task-oriented which is supported by Long 2015 who states the importance of clarity to improve second language acquisition.

There is evidence about the clarity of the instructions given by the teacher when the students have to write a paragraph. Some students consider that the instructions are not very clear, and according to these results, the teachers have to pay attention to the instructions given in the class.

6.- Do you use formal vocabulary when you are writing a paragraph in English?

Table 6.

Question 6, Formal vocabulary

Variable	Frequency	Percentage
Always	9	10.1%
Sometimes	16	18%
Rarely	8	9%
Never	56	62.9%
Total	89	100%

Elaborated by Amaya, C.

Analysis and Interpretation.

The minority of students use formal vocabulary when they are writing a paragraph.

The result of this question shows that the students are not well-prepared to write formally. Teachers should put more emphasis on writing as a productive skill of the target language applying active and creative activities to teach formal vocabulary. As Harmer, 2007 states that to teach vocabulary needs some previous activities like to explain the meaning, to see the words in context, to explain how the words are used; this is the major part of the teacher art.

7.- Do you use correct punctuation mark when you are writing paragraphs?

Table 7.

Question 7. Punctuation marks.

Variable	Frequency	Percentage
Always	61	68.5%
Sometimes	17	19.1%
Rarely	8	9%
Never	3	3.4%
Total	89	100%

Elaborated by Amaya, C.

Analysis and Interpretation

These results show that the majority of the students use punctuation marks when they write. This data shows positive results, but some students do not use them in the paragraph. The teacher must reinforce the use of punctuation marks in all of the students. Harmer, 2007 says that the differences in punctuation from one language to another is easily seen for the quotation of different speech. Teachers pay attention to the different stages of the piece of writing because they want to obtain a good piece of work in spite of the writing process is very complex.

Survey directed to English Teachers in "General Marco Aurelio Subía" school in Conocoto

The importance of the development of this research work is to know the opinions and experience of other English teachers. The English teacher from these schools are the main actors to develop productive skills because they transmit the knowledge of the English language with the students, for this reason, they can contribute to the teaching and learning process improving productive skills and giving responses to the survey. These answers are going to help students to develop their productive language skills and engage the students with language production. Here are the results gathered from the teachers' survey.

1.- Do you consider that the tasks are related with real-life situation?

Table 1.

Question 1. Tasks

Variable	Frequency	Percentage
Always	2	50%
Frequently	2	50%
Seldom	0	0%
Total	4	100%

Elaborated by Amaya,C.

Analysis and Interpretation

According to the survey made to the teachers, half of the teachers consider that the tasks are related to real-life situations, the other half consider that the tasks from the books are not related to real-life situations. The data help teachers to apply activities related to the context of the students to allow students to develop speaking and writing skills in the classroom. The result shows that the majority of the teachers choose the activities with the concept of task that Long , 2015 states that the task is the unit that goes naturally with learning by doing.

2.- Can tasks help learners to acquire speaking skills easily?

Table 2.

Question 2. Speaking skill.

Variable	Frequency	Percentage
Yes	3	75%
No	1	25%
Total	4	100%

Elaborated by Amaya, C.

Analysis and Interpretation

It is important to mention that several activities should be promoted in the class to develop speaking skills to get students' performance in the target language. Long, 2015 says that the TBL is fundamental to negotiate and initiate opportunities to speak in the target language, the tasks are enjoyable by students, and the speaking production is measurable. The TBLT activities encourage students to produce the speaking skill according their context to improve the performance in the use of the language.

3.- Is Task-Based Language Teaching a communicative approach to develop productive skills in the classroom?

Table 3.

Question 3. Task-Based Language Teaching

Variable	Frequency	Percentage
Yes	4	100%
No	0	0%
Total	4	100%

Elaborated by Amaya, C.

Analysis and Interpretation

The result of this question is that a hundred percent of the teachers consider that TBLT is a communicative approach to develop speaking and writing skills in the classroom. The teacher as the facilitator in the language learning and teaching process is fundamental to develop productive skills. According to Dave, 2010, states that Task-Based Language Teaching is an approach which has the activities focused on problem

solving in nature. For this reason, TBL is a communicative approach to develop the productive skills according to the real-life situations presented in class.

4.- Do you plan some activities to develop writing skill in a formal way?

Table 4.

Question 4. Writing skill.

Variable	Frequency	Percentage
Yes	1	25%
No	3	75%
Total	4	100%

Elaborated by Amaya, C.

Analysis and Interpretation

It is important to notice that TBLT is an approach that is used since many years ago and helps students to connect the language with real-life situations using tasks to develop language skills. Nunan,2004 says that TBL develops personal writing skill negotiating information between each other. The learners are able to exchange information, opinions, ideas, after that they can plan their work with realistic objectives in a written form.

5.- Do you know about Task-Based Language Teaching methodology in English language teaching?

Table 5.

Question 5. TBLT Methodology

Variable	Frequency	Percentage
Yes	2	50%
No	2	50%
Total	4	100%

Elaborated by Amaya, C.

Analysis and Interpretation

Three of the teachers affirm that they have not been trained about methodology during the last two years. It is necessary to know about a methodology to improve English

language skills in the classroom. Some obstacles had been difficult to overcome especially in this pandemic time, but the challenge is to improve the methodology to get good results in English teaching.

6.- Have you receive training about methodology to teach English during last two years?

Table 6.

Question 6. Teachers' training

Variable	Frequency	Percentage
Yes	1	25%
No	3	75%
Total	4	100%

Elaborated by Amaya, C.

Analysis and Interpretation

The result of this question shows that the teachers shows that teachers have not receive training about methodology to teach English during last two years because of the economic situation, the salary is low to pay a training in methodology to teach English and the pandemic time is other important factor for this lack of training.

7.- Would you be willing to be trained in Task-Based Language Teaching to apply it in class?

Table 7.

Question 7. Teachers' training.

Variable	Frequency	Percentage
Yes	4	100%
No	0	0%
Total	4	100%

Elaborated by Amaya, C.

Analysis and Interpretation

The teachers are aware of the necessity to know about a methodology to teach English, they are sure that the problem is the limited time for the preparation and the economic resources they need to have for it, but they are conscious about the important role they have in the learning process, for this reason, they would like to know more about this methodology to be prepared and give the effort to be better teachers in the school.

The questions show the importance of the development of productive skills, also the questions are focused on different aspects of the methodology applied by teachers during the class and some relevant aspects that influence the motivation for speaking and writing in English. This analysis will contribute to identify the problem and design some activities to improve the communicative competence in the foreign language to notice the efficacy in the application of Task-Based Language Teaching for developing productive skills and improve the English learning and teaching process.

2.4 Proposal Development

Communication is the ability of a human being to interact with others in a community. As (Gutiérrez, 2009) mentioned to Comeaux (1996) affirms that communication is an exchange or interaction where the speakers and listeners are mutually engaged in a process in which the participants create meaning. The development of productive skills is fundamental to consider that speaking is the most frequent way of communication, and it is important to socialize with others. This skill is produced in real-time and face to face with others, also it is supported by gestures or body language. On the contrary, writing is another productive skill, but it is more complicated for the graphic representations of speech and it is developed to communicate the ideas, thoughts, points of view separately from the readers in time, space, and personal contact.

2.4.1 Proposal Components

According to (Harmer, 1988) The Task-Based Learning became a popular method of language teaching, it was published by N.S. Prabhu was working in India in a town called Bangalore. Task-Based Language Teaching is a communicative approach which

engages students in active use of the foreign language using real-life and pedagogical task, these elements are focused in learner's context. The purpose of this approach is to involve students in language production with the teacher's help. Students have to be able to interact with other students using the previous knowledge of the language they have. The completion of tasks provides language production according to the level of the students and the planned activities made by the teacher.

This proposal has been designed to facilitate English language learning using the previous knowledge the students have, and plan simple tasks according to the level; the tasks will be flexible to play and learn the target language at the same time; playing is a better and natural way to learn, games are attractive for young learners and have the power to enhance the interpersonal relations inside the class, and enable the natural interaction between learners in the target language; all of these elements stimulate the development of the language skills. (Philips, 2001).

The variety of tasks included in the booklet allows students to use the language in a communicative way providing tasks for their own sake. These tasks allow students to interact with others in the target language and learn more vocabulary, phrases, and idioms from others. The learners will observe a model about how the task given by the teacher is performing, and they have the chance to do it by themselves taking into account the time given by the teacher, it will be enough to plan what they are going to say and how they will complete the tasks.

The proposal is based on a Task-Based Language Teaching framework, it starts with meaning to perform the form establishing a relation between them in the use of the language to develop productive skills. The preparation of this framework involves the exploration of the topic, the selection of the key lexis according to the level of knowledge, highlighting useful vocabulary, phrases, and resources according to the necessities and the context of the learners.

It is fundamental to consider the task cycle proposed by (Willis J., 1996), in the first stage called Pre-task, the teacher explores and introduces the topic to the students to

engage the learners with the topic, then the teacher provides a time to learn or remember new phrases which will be used during the task, the resources recommended for this stage are: videos, audios, PowerPoint presentations, these materials will help them to perform the task by themselves asking them to make a trial performance.

According to (Willis D. W., 2007) This stage allows students to develop communicative competence because the learners have the opportunity to share their knowledge and learn from others, it is important to notice that in this stage the motivation increases, and it is a success for the subsequent stages; students can close language gaps, they can develop speaking more fluently, they can show responsibility to use the language properly, and finally the learners will be convinced of the worth of Task-based Language approach.

The second stage called the task cycle has relevance because the students can perform a task in pairs or groups using a systematic approach to lexis which involves comprehension and performance in the target language. This stage has three specific moments in the class: completion, preparation, and presentation of the task. The moment that is planned to complete the task has some resources like readings, audios, listening to records, PowerPoint presentations, and the teacher motivates and monitors the students to work in pairs or in groups to complete the tasks.

This stage is the preparation of task, the students are going to prepare an exposition or exhibition in front of the class and using the appropriate speech. The teacher is ready to help the students and ensures that the language is understandable and clear. The presentation of the task is the last stage; the students present the report to the class; the role of the teacher is to be the observer and the facilitator to correct some mistakes and analyze the production of the language according to the achievements to give feedback if it is necessary.

The Post-task is the final stage in the cycle task and it is composed of two specific moments when the teacher encourages the learners to reflect and evaluate the task performance correcting the mistakes in the use of the language by themselves and

reflects what the students did during the task cycle. The first moment is the analysis when students recognize the language structures that they are going to use in the presentation, also, the teacher is ready to review grammar, vocabulary, pronunciation, fluency, accuracy during the speech. The second moment is the practice that is useful to consolidate the learning and give security to the learners for their language abilities.

Table 1

Activities to support task performance Where is table 1

Table 2: Activities to support task performance in pre-task and post-task stages.

Objectives	Checking, building & reinforcing background knowledge	
To measure learner knowledge of the task topic	• mind maps • writing lists • categorizing • Venn diagrams	• pre-tests • sorting • prediction strategies • free writing
To introduce meanings that are required during task performance	• flash cards • matching • slideshows	• definitions • dictionaries • picture descriptions
To expose learners to target language without explicit focus on structures	• reading a text • listening to a text • sequencing a dialog	• sequencing a reading text • picture descriptions • picture sequencing
Display questions	These are questions that encourage learners to show what they know. Answers to display questions are right or wrong, and the teacher knows the answer before asking. An example would be showing a picture of a bear and asking learners to identify the animal.	
Referential questions	These questions ask learners to respond based on their own experiences, opinions or imaginations. An example would be showing a picture of a bear and asking learners if they are scared of bears. Referential questions do require learners to demonstrate knowledge, but each learner offers a unique response.	

Resource: https://www.semanticscholar.org/

2.4.2 Proposal explanation

Task-based learning is an approach to be used in the classroom to develop language skills. The tasks are focused on the emotional aspects of the students to foster collaborative work and interexchange of ideas to promote the responsibility of learning between the learners and teacher. The teacher has to create a closed environment to the reality of the students. The teacher has to ensure the level of the difficulty when the

teacher is planning the tasks, setting clear and concise objectives for the completion of the task taking some risks, and promoting the equal participation of the learners to consolidate the knowledge and stimulates the reflection about the context, the language use and the necessity to develop language skills.

UNIT 1	The most common occupations in my town.
Learning Objective	Identify and describe the occupation in an oral and written way.
Language Objective	Describe each occupation using places, vocabulary according to the topic.
Communicative Content	The use of the verb to be Prepositions of place Action verbs.
1	PRE-TASK
1.1	Warming up Guessing game about occupations
1.2	Previous Knowledge Teacher asks students to observe the poster and say what occupations there are using some questions about occupations.
1.3	Presentation of the topic The teacher presents a poster about occupations according the reality of the students. The teacher reads aloud the different occupations, and draw attention to engage the students in the topic using the pictures, letters and colors used in the poster.

	The teacher interacts orally with the students to identify the occupations and introduce simple statements.
2	TASK
2.1	Individual learning.
	The teacher suggests to draw some appropriate tools for each occupation.
	Talk about personal situations.
	Students create a flash card with the occupation, decorate and write something about that occupation (place, activities, tools, etc.)
2.2	Pair learning.
	The students can share with other student their own experience about the occupation and the importance of it in daily life
2.3	Group learning.
	The students form groups of four and discuss about each profession, then they classify them according places and tools they use. The students listen to the video Where do they work? And answer.
3	POST-TASK.
	Students make a chart about occupations using flash cards, explain
	each occupation and make list of action verbs according to the occupation.

3.1	Evaluation.
	The learning assessment will be based on the following aspects:
	Participation in the different activities
	Responsibility at bringing the resources.
	Respect
	Attention
	Autonomy
3.2	Reflection and self-evaluation
	Students will write their progress on the notebook.

Elaborated by: Amaya, C

During the research work, the researcher noticed the deficiency in speaking because the students did not know how to pronounce some simple words because they needed to feel confident with the target language, they were afraid and ashamed to talk in English in front of the class. Task-Based Language teaching helps them to feel more comfortable with the language, strengthen effective relations with their classmates, and developed self-confidence and self-esteem concerning language production.

The proposal provided the learners a lot of opportunities to use the vocabulary they knew previously through the continuous tasks developed during the class. The tasks were founded on the student's needs, context, attitudes, and beliefs because all of these elements make language acquisition more meaningful to develop the language skills in the classroom. The tasks have an important role in the communicative competence for the support given by the teacher and by the students.

Speaking is easy for students because they have a lot of practice during the class using ludic material such as songs, chants, rhymes, which are selected by the teacher according to the purpose of the topic, which allows creating an adequate environment to contextualize the topic.

2.4.3 Premises for the implementation

This research work is viable because access to the field of study is permitted by the authorities. After all, the researcher works in "Gral. Marco Aurelio Subía school" for four years. The analysis of data and the object of study are accessible and it is useful to develop this work in this institution to improve the linguistic abilities of the students of eighth, ninth, and ten grade. The researcher is in contact with students in online classes because of the pandemic time.

At an institutional level, the authority has allowed developing this research work, he has allowed access to some documents, grades, plans, statistics data in English to analyze them and get a huge idea about the topic of the research work. The support, kindness, and cooperation of the Director of the school and the other teachers have been fundamental in the development of this investigation.

The English teacher of this school shows a predisposition to collaborate with this research work. Lesson plans are provided and give some suggestions for the elaboration of this work. As a user of Task-Based Language Teaching, the ideas, suggestions, and opinions are received to reinforce the investigation.

In addition to this, the economic resources are not very necessary in this research work because students have online classes for this pandemic time, and the worksheets or any material for the class are sent through e-mail or WhatsApp. The materials used in class are easy to obtain during the class or previously to the class. The materials are easy to get in the house or in the place where students are during the English class.

The beneficiaries of this proposal are the students but the viability of this proposal has some difficulties because the online classes do not allow to make a continuous tracing because few students are connected in class, but the majority have problems with the connection and the economic resources because they need to be connected in all the classes. The good results can be seen with the learners who are connected all the time,

but there is a language gap in the development of productive skills with the students who have connection problems.

Objective	Analysis before the proposal	Proposal Implementation	Evaluation of the proposal	Responsible
To verify that Task-based Language Teaching activities have developed productive skills in English class with the students from eighth, ninth and tenth course.	To determine the previous knowledge that teachers have about TBLT activities, through surveys, and the effect of this methodology in the language skills production	The implementation is applied in one group of students; it is called experimental group but there is other group of students who have traditional classes, it is called control group.	The rubric from Cambridge is used to evaluate the speaking and writing production to verify the results of TBL application.	Teacher Students

Elaborated by: Amaya, C

This proposal is feasible to be applied in rural schools because it has economic materials and a practical guide where some activities can be developed in the class; the teachers have a chart where the activities for each stage are suggested, and the teachers can use their creativity and experience to follow and improve the proposal and the selection of the activities are flexible according to the context of the students.

The proposal: An Interactive TBL Booklet.

Many methodologies have been applied to develop productive skills, but at the end of the educational instruction, the students are not confident to establish short conversations in English. This problem must be overcome using methodology according to the context and real-life situations of the students. This proposal is designed to engage the students with the target language to develop previous knowledge. The students use funny activities to get a new experience with the language focused on learners' needs and context.

What are TBLT benefits for students?

- TBLT is an approach that promoted the use of the target language according the context and needs of the learners during many years ago.
- It has positive activities to develop creativity and enhances the solving-problems ability.
- The acquisition of new vocabulary improves the communicative competence.
- It is easier to be implemented in second language contexts.
- It emphasizes the learning to pedagogical tasks to real-life tasks.

What does TBLT promote?

The TBLT promotes cooperative learning in the classroom because the learners are communicating and sharing ideas, also the students have the opportunity to negotiate the meaning using the vocabulary they know and the feedback they have mutually is very important to be considered during the tasks because the teachers and learners have the chance to be mentor and coach during the learning process.

How does TBLT work?

TBLT offers different activities to be applied in the classroom in the different stages: pre-task where the learners have to explore the topic and be evolved in the class activities to learn new vocabulary and activities and be more independent when they have natural exposure to the language (input) and have the ability to express their ideas

or thoughts (output) with others. Task cycle where the learners have to perform some activities in pairs or groups with autonomy and flexibility according to their experiences and background and post-task where the teachers have the opportunity to encourage students to reflect and evaluate their language performance, correcting the mistakes and monitoring the development of the tasks. (Willis D. W., 2007)

Exemplification:

Topic: The most common occupations in my town

Objective: To enhance the methodology used by teachers for the development of productive skills at "General Marco Aurelio Subía Martínez" rural school in Conocoto.

Level: A1

Academic school year. Eighth, ninth, tenth.

Age of the students: 12-14 years old

Pre-Task

I SPY with my little eye ...

Resource:

The pre-task is a stage where teachers introduce the topic to the students, and the learners are engaged in whole-class activities. They use the language they know to familiarize themselves with new phrases and words; they observe the model and how the task is performed, also they have enough time to plan how they present the task. The teacher asks students to observe the poster and say what occupations there are using and ask some questions about occupations.

Task cycle

Resource:

On the task cycle the students talk about occupations in their family and create a flashcard with the occupation, they decorate it and write something relevant about that occupation. The students perform the task in pairs or groups using a comprehensive vocabulary and developing a communicative competence with the lexis they have in the other language. The teacher monitors the task.

Post- task

Resource:
https://www.google.com/search?q=worksheets+about+occupations&rlz=1C1CHBD_esEC91
1EC920&tbm=isch&source=iu&ictx=1&fir=po19nhrrSiyK1M%252Cl8jx8LKJZXuwyM%252C_&
vet=1&usg=AI4_-kST3mfZ-
OzfVhD19kevvMv2uO77SA&sa=X&ved=2ahUKEwiZ1J72zdTwAhWVKn0KHTIPB1UQ9QF6BAg
VEAE&biw=1325&bih=618#imgrc=po19nhrrSiyK1M

At this stage the students discuss specific features of a text, they use new vocabulary and the teachers conduct the practice of new words, phrases, or patterns that are exposed in the class. The learning assessment will be based on the participation in the

different activities with responsibility and developing productive skills (speaking and writing).

The resources used in the class are available on the internet, and the lessons must be planned to provide the opportunities to participate actively in the class motivating the students to use the language properly.

María Fernanda and Doménica who are my students are developing speaking skills during the virtual class after the teacher applies Task-Based Language Teaching.
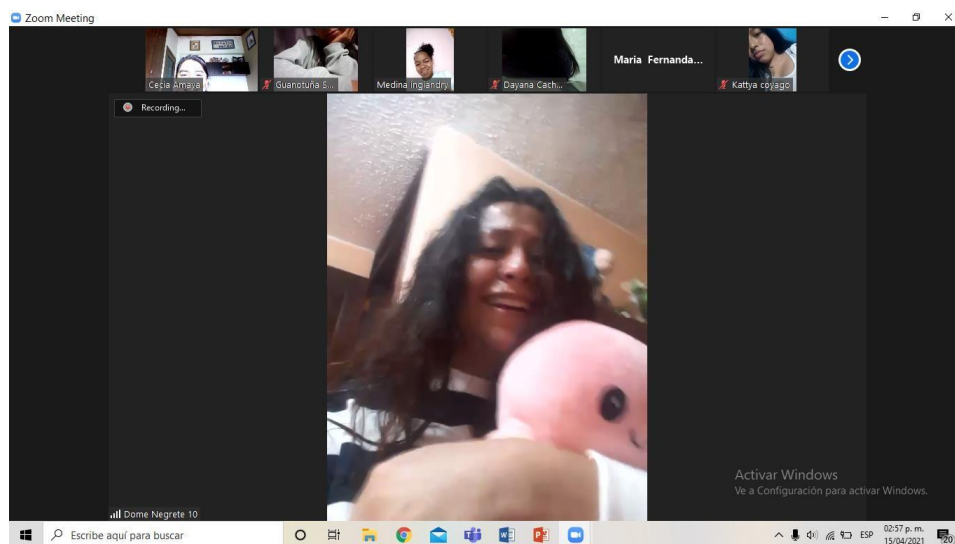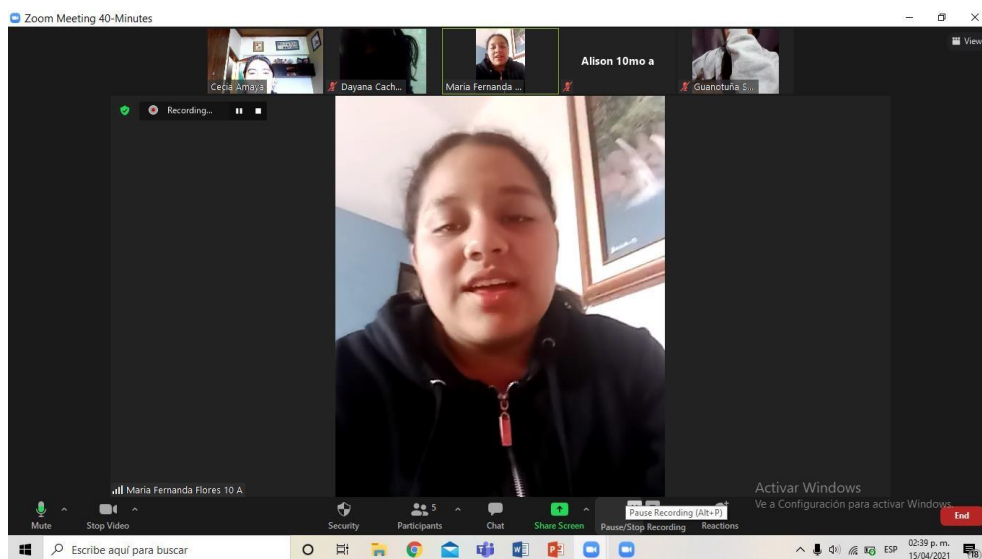
2.5 Conclusions. Chapter II

The proposal helped students to strengthen the development of productive skills: speaking and writing using real-life and pedagogical tasks during the learning process. The awareness about the implications in the use of Task-Based Language Teaching was evidenced during the proposal development.

The proposal allows the teacher to monitor the tasks, be attentive to the execution of them, and assess the quality of the students' performance while they are working on the tasks.

The English teacher has the opportunity to create an appropriate environment to learn according to the level and the context of the students, using vocabulary and topics which are related to their reality; it creates a good atmosphere to teach and learn, also provides the chance to give motivation, adequate resources, and material, and feedback according to the topics and the context of the learners.

CHAPTER III. PROPOSAL

3.1 Experts' evaluation

According to the purpose to obtain the validation of the proposal developed in this research work is important to take into account the opinion of the experts in English Teaching, the proposal has been presented to contribute in the language teaching and learning process to obtain good results in the language acquisition in "Gral. Marco Aurelio Subía" school in Conocoto, this research is focused to improve the productive skills, for this reason, it is fundamental to ask for the analysis and opinion of an expert because they can validate the different items with some parameters to verify the argumentation, structure, and application of the proposal. In this validation, the indicators of evaluation were: excellent, good, terrible. Expertos deben tener título de maestría, mínimo.

One of the experts is Lic. Virginia Enríquez who is an English teacher at Unidad Educativa Agustín Cueva Dávila, the 26 years of experience allows her to validate this proposal and she considers that this proposal is Excellent because the Task-based learning is focused on the student's needs and the real-life situations that

students face in their environment, and one important aspect is that the teacher monitors the student's activities and allows them to use the vocabulary according to their level of knowledge. Also, the proposal helps students to overcome the difficulties they have with the language and provides a meaningful experience using the motivation according to their needs and context.

The second expert to validate this proposal is Lic. Graciela Farinango who is an English teacher at Unidad Educativa Atahualpa for 11 years. She had the opportunity to go abroad as an English teacher in the Go Teacher program organized by the Ecuadorian government. Her wide experience helps to analyze and gives her point of view about the proposal according to the knowledge of teaching methodologies inside and outside the country. She states that this proposal is focused on the students with funny and practical activities; the strength of TBLT methodology is to guide the students in the language production and usage in a real context because the students develop their solving problems skill. The proposal brings students the opportunity to work on an objective that is focused on the real-world experience using their creativity.

3.2 User's evaluation.

The proposal about Task-based language teaching was socialized with an English teacher, his name is Kevin Quevedo, he works 5 years at General Marco Aurelio Subía school, he was analyzing the e-book and the tasks applied with the students of Básica Superior.

He was motivated and pleased to collaborate with this proposal implementation because the activities have some elements that are important in the development of productive skills such as vocabulary, fluency, and accuracy. It allows them to practice the target language. He considers that the activities used by the learners have a communicative goal to achieve the outcome. Another aspect of this proposal is that the students are free to use the language in a natural context based on their needs and experiences and allow the learners to develop language skills. Another

important aspect he notices is that the tasks provide students the necessity to process the input and output of the language.

The authority of the institution MSc. Fausto Toscano is thankful because the application of the proposal improves language production and develops language skills, especially speaking and writing in virtual classes. He noticed that the implementation of this methodology helped students to be more independent with the language, also the success in the evaluation of tasks is the achievement of an outcome using real-life vocabulary, experiences, and context.

3.3 Impact or results evaluation

This study was developed at a rural school and the flaw in the development of productive skills needed to be overcome with the application of a new methodology. At the beginning of this research work, the teachers and students had to fill up the surveys to collect the necessary data required to start with the research. The survey had some questions which were focused on multiple choice answers. The students were divided into two groups: the control group and the experimental group; the first group was formed by 44 students and the second group was formed by 45 students, they had classes using the zoom platform because of the pandemic time.

The experimental group was using the TBLT method and developing the tasks planned by the teacher; the teacher was planning some activities using the methodology mentioned before; the implementation of this methodology was difficult because the virtual classes have some issues in the development of Task-based language teaching method. The results were obtained through videos, voice messages, and paragraphs that were sent through WhatsApp. The teacher was the monitor and encouraged students to develop the tasks in pairs or groups developing implicit knowledge and making an effort to communicate in the target language.

The control group was instructed using the traditional method where the teacher speaks in the target language, and the students do not speak a lot, they use a text which is not focused on real-life situations. This group was focused on teacher-

centered delivery of instruction, and the students just receive information that is not based on their context or needs.

3.4 Proposal Results

The proposal results were determined by the activities according to the Task-based Language Teaching applied in the class, and the productive skills developed using the proposal. To develop the speaking and writing skill have been a challenge during the pandemic time but, at the same time, the virtual classes helped in the development of the proposal using some platforms and materials from the internet. It is important to notice the opinion of the authority and teachers from the school, who express the satisfaction and effectiveness in the use of this methodology. The students have the chance to develop their speaking and writing abilities with the help and motivation of the teacher**.**

COMPARATIVE CHART
Speaking Skill

Pre-test Students' responses obtained from the diagnostic test	Post-test Students' responses after applying TBLT proposal.	Improvement percentage	
Organization The students had difficulty to organize the ideas to speak in the target language.	The students organized the ideas in a better way to communicate and interact with others. They can express main ideas and details during the speaking.	Score pre-test and post-test. They were graded in a range from 1= bad, 2= regular, 3 (good organization)	
		Pre-test	Pos-test
		1) 46.78%	20.08%
		2) 38.18%	51.36%
		3) 15.04%	28.56%
		100%	100%

Lexicon and Grammar The students had a poor vocabulary, and they made mistakes in the use of basic grammar structures.	The students use the appropriate vocabulary according to the level, they make less mistakes in the use of basic grammar structures.	Score pre-test and post-test. They were graded in a range from 1 (bad) 2 (regular) to 3 (good)	
		Pre-test	Post-test
		1) 67.86%	22.38%
		2) 15.04%	27.96
		3) 17.10%	49.66
		100%	100%
Fluency The students had a low ability to use the English language in an effective way.	The students develop the ability to speak fluently.	Score pre-test and post-test. They were graded in a range from 1(less), 2 (regular) to 3(good)	
		Pre-test	Post-test
		1) 48.96%	14.72%
		2) 31.79%	32.47%
		3) 19.25%	52.81%
		100%	100%

Elaborated by: Amaya C.

WRITING SKILL

Pre-test Students' responses obtained from the diagnostic test	Post-test Students' responses after applying TBLT proposal.	Improvement Percentage	
Punctuation and spelling The students had difficulty to use the set of rules and the correct punctuation in a sentence.	The students organized the ideas in a better way to communicate and interact with others. They can express main ideas and details during the speaking.	Score pre-test and post-test. They were graded in a range from 1= bad, 2= regular, 3 (good organization)	
		Pre-test	Post-test
		1) 49.88%	52.14%
		2) 21.79%	20.46%
		3) 28.33%	27.40%
		100%	100%
Engagement The students did not have a self-confidence in the use of writing strategies and in their abilities to write.	The students use the appropriate vocabulary according to the level, they make less mistakes in the use of basic grammar structures.	Score pre-test and post-test. They were graded in a range from 1 (bad) 2 (regular) to 3 (good)	
		Pre-test	Post-test
		1) 66.06%	41.99%
		2) 18.95.04%	32.67%
		3)14.99%	25.34%
		100%	100%
Clarity The students had difficulty to define the purpose and the statement in their writing. Their writing was confused.	The students develop the ability to speak fluently.	Score pre-test and post-test. They were graded in a range from 1(less), 2 (regular) to 3(good)	
		Pre-test	Post-test
		1) 32.85%	59.12%
		2) 39.64%	29.38%
		3) 27.51%	11.50%

		100%	100%

Elaborated by: Amaya C.

Conclusions Chapter III

- The results obtained after the Task-Based learning application with the students let achieve communicative competence in the target language, the motivation of the language use was increasing with meaningful communication and developing productive linguistic skills.

- The implementation of TBLT was a challenge to get interaction between the learners because they needed to establish communication to complete the tasks given by the teacher; the confidence with the language was increasing little by little using real-life tasks.

- The language acquisition allowed the learners to become a language user engaging them with the context, automaticity, experiential learning, maximizing the scope of communication to improve productive skills.

General Conclusions

- English as a foreign language is considered a Lingua Franca around the world; this language is used everywhere. Also the technology and the last discoveries had driven the use of this language; for this reason, is essential that teachers in Ecuador apply communicative methods to achieve expected levels of accuracy, proficiency, fluency, and self-confidence to develop the productive skills speaking and writing for a communicative interaction with other speakers and other audiences.

- The productive skills are complex to be developed consciously; the key to foster the development of the productive skills need constant contact with the language during the English classes and the permanent motivation in the language use. The teacher gives the participation and the support during the learning process allowing students to be more effective in language usage.

- The tasks might be planned carefully according to the level of English, the context, and the needs of the students to engage the students in classroom activities that are useful to develop communicative competence in the English language learning process. The application of TBL requires that students understand that language acquisition is a slow and progressive process which are immersed in many challenges that students and teachers have to face in class.

Recommendations

The activities planned by the teachers should be focused on the authentic use of the target language using meaningful tasks to develop productive skills in a real context, the learners ought to be involved in activities that provide the opportunity to learn by doing tasks that allow them to solve the communicative problems instantaneously, and the tasks must be assessed as outcomes.

The TBLT includes some beneficial effects that might be considered to get the goals of the English language acquisition, and they are the creativity and the motivation that students have when they are developing the task independently or in groups, also experiential learning is important in the learning process because the learners take part of the task and the engagement in considered fundamental to this approach.

The role of the teacher is essential and significant for the task performance, the teachers need to be very creative and innovative to awake the interest and maximize the learning. Every effort made by the teachers is important to promote language learning and acquisition in a spontaneous way inside the classroom and using the knowledge of the students to increase vocabulary and performance in the target language.

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ESCUELA DE EDUCACIÓN BÁSICA "GENERAL MARCO AURELIO SUBÍA MARTÍNEZ"

AUTOPISTA GENERAL RUMIÑAHUI PUENTE N°7
ENTRE JUAN DE DIOS MORALES 559 Y MANUELA CAÑIZARES
CORREO: 17h01699@gmail.com Teléfono: 0995873677

Conocoto, 15 de febrero de 2021

Lic.
Cecia Judith Amaya Noguera
MAESTRANTE UTC-Posgrado
De mis consideraciones. –

Apreciada maestra.

Reciba un cordial saludo, al mismo tiempo el deseo de augurarle éxitos en su preparación académica y desempeño docente.

Para quienes conformamos la I.E "General Marco Aurelio Subía Martínez", es un privilegio que usted nos haya considerado como el lugar en el que se desarrollen sus actividades formativas y de investigación en su rol de estudiante de la Maestría en Lingüística Aplicada a la enseñanza del idioma Inglés, en la prestigiosa Universidad Técnica de Cotopaxi, una vez analizado su tema de investigación, es grato para mí como autoridad de esta institución, autorizar la aplicación de encuestas y observaciones áulicas a estudiantes y docentes que le permitan a usted desarrollar y fortalecer sus prácticas que ayuden a mejorar la enseñanza del idioma Inglés en nuestra Institución.

Esperamos que los resultados y las recomendaciones de este trabajo sean dados a conocer al finalizar el estudio autorizado.

Agradeciendo su apoyo académico a esta institución, ratifico mi apoyo y autorización para este trabajo.

Atentamente.

MSc. Fausto Toscano
DIRECTOR

ENCUESTA A DOCENTES DE INGLÉS

Dear English teachers:

In order to improve the quality of Education and develop the productive skills in English language teaching, I request some few minutes of your time to answer some questions to fill out this survey honestly. The answers are confidential and they will be used in the research work about Task-Based Language Teaching to Develop Productive Skills.

Question 1

Do you consider that the tasks are related to real-life situations?

Always ☐   Frequently ☐   Seldom ☐

Question 2

Can Tasks help learners to acquire speaking skills easily?

Yes ☐   No ☐

Question 3

Is Task-Based Language Teaching a communicative approach to develop productive skills in the classroom?

Yes ☐   No ☐

Question 4

Do you plan some activities to develop writing skill in a formal way?

Yes ☐   No ☐

Question 5

Do you know about Task-Based Language Teaching methodology in English language teaching?

Yes ▢   No ▢

Question 6

Have you received training about methodology to teach English during last two years?

Yes ▢   No ▢

Question 7

Would you be willing to be trained in Task-Based Language Teaching to apply it in class?

Yes ▢   No ▢

ENCUESTA A ALUMNOS

Estimados alumnos,

Con el fin de mejorar la calidad de educación y aportar con soluciones para mejorar el desarrollo de las habilidades productivas en inglés (speaking and writing), solicito me brinden unos minutos de su valioso tiempo para llenar esta encuesta.

Responda con honestidad, la información es confidencial.

Question 1

Do you think that the English teacher shows funny activities to develop speaking in class?

Always ☐   Sometimes ☐   Almost never ☐   Never ☐

Question 2

Do you like to participate actively in English Class?

Always ☐   Sometimes ☐   Almost never ☐   Never ☐

Question 3

Does your teacher motivate you to speak in English during the class?

Yes ☐   No ☐

Question 4

Do you consider that speaking is a difficult activity in EFL

Yes ☐   No ☐

Question 5

Does your teacher give clear guidelines to write paragraphs in English?

Always ☐   Sometimes ☐   Occasionally ☐   Never ☐

Question 6

Do you use formal vocabulary when you are writing a paragraph in English?

Always   Sometimes   Rarely   Never

Question 7

Do you use correct punctuation mark when you are writing paragraphs?

Always   Sometimes   Rarely   Never

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

1. **Research proposal data:**
   Author: Lic. Cecia Judith Amaya Noguera
   Topic: Task-Based Language Teaching to Develop Productive Skills
   Objetive: to identify the effectiveness of Task-Based Language Teaching in the development of productive skills in the rural school "General Marco Aurelio Subía Martínez".

2. **Evaluator's information**

Evaluator's name:	Mercy Elizabeth Noguera Arcos
ID number:	1002673687
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Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		

b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate**.**	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?   This proposal offers a tangible solution to the problem about the development of productive skills that exists in the classrooms, the output profile of students in Ecuador demands more investigation about the appropriate methodology. This proposal has been well researched and easy to be applied in the English classroom.
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?   The content has been well organized and researched to understand the Task-Based Language Teaching application in the classroom. Each stage is easy and clear to explain and contains practical examples.
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?   The content has been well researched and easy to understand for its application. Each stage is explained and contains practical examples.   The TBLT is a good contribution to develop productive skills in EFL/

4. **Impact**. What is the impact of this research? (Place an X on the square)
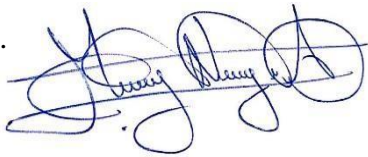
Local	x
Regional	

Nacional	
Internacional	

5. General comments and recommendations for the Author.

Task-Based Language Teaching is a very practical and effective approach to develop the language skills which needs to be shared and applied with other teachers to improve the English language.

TBLT must be applied according to the real-life situation and context of the students to develop the creativity and self-confidence to engage the students with the language.

Evaluator's signature
I.D 1002673687

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

2. **Research proposal data:**
   Author: Lic. Cecia Judith Amaya Noguera
   Topic: Task-Based Language Teaching to Develop Productive Skills
   Objetive: to identify the effectiveness of Task-Based Language Teaching in the development of productive skills in the rural school "General Marco Aurelio Subía Martínez".

3. **Evaluator's information**

Evaluator's name:	Kevin Roberth Quevedo Del Corral
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Senescyt registration number	1022-2021-2292419
Current job:	ENGLISH TEACHER AT "GENERAL MARCO AURELIO SUBÍA "SCHOOL
Phone number:	0984613889
e-mail:	Mh_kevinq@hotmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		

b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate**.**	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

2. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)? The proposal offers a good solution to get a good quality in the language acquisition developing the productive skills in the students of the rural school, the research about TBL engage students with the language and it is very important to develop communicative competence in the classroom using the context and creativity of the students.
3. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers? The content is easy to follow if other teachers want to apply the Task-Based language Teaching, the themes are organized in a good way, and the written language has coherence and cohesion
4. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field? After reading this work, the selection of the themes and the proposal are easy to apply and the activities can be used in the classroom to develop the productive skills and get a good performance in English.

5. Impact. What is the impact of this research? (Place an X on the square)

Local	x
Regional	

6. General comments and recommendations for the Author.

The purpose of education is to make better people in every field, to make independent and critical thinkers, the TBL approach helps to achieve the goals of education. An effective English teaching is good to develop the ability tocommunicate in a foreign language.

TBLT must be applied according to the real-life situation and context of the students to develop the creativity and self-confidence to engage the students with the language. TBL helps students to use their skills in a target language according their level using their vocabulary, context and motivation, also this approach makes students more engaged with the English language.

Evaluator's signature
I.D 1718040668

UNIVERSIDAD TÉCNICA DE COTOPAXI

POSGRADO

MAESTRÍA EN LINGÜÍSTICA A PLICADA AL IDIOMA INGLÉS COMO LENGUA EXTRAJERA

FORMATO VALIDACIÓN DE USUARIOS

1. **Datos de la Propuesta de Investigación:**
   Autor: Cecia Judith Amaya Noguera

   Titulo: Task-Based language Teaching to Develop Productive Skills in EFL.

   Objetivo: to identify the effectiveness of Task-Based Language Teaching in the development of productive skills at "General Marco Aurelio Subía Martínez" rural school.

2. **Identificación del evaluador**

Nombres y Apellidos del evaluador: Fausto Rafael Toscano Ortiz	
Número de cédula o identidad: 1708463680	
Título de Cuarto Nivel: Master Universitario en Formación del Profesorado de Educación Secundaria de Ecuador, Especialidad en Geografía e Historia.	
Institución en la que se encuentra vinculado actualmente (Cargo e Institución): Directo encargado Escuela de Educación Básica "General Marco Aurelio Subía Martínez".	
Teléfonos: 0995873677	
Correo electrónico: fftoscano@hotmail.com	

3. **Evaluación**

   Marque con una X la opción seleccionada.

Criterio	Excelente	Aceptable	Deficiente
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

Los objetivos de la propuesta han sido planteados en base a la realidad de la institución educativa "General Marco Aurelio Subía Martínez" durante este año lectivo se ha desarrollado la aplicación de Task-Based Language Teaching en la clase virtual de Inglés y en mi calidad de Autoridad de la escuela he realizado visitas áulicas para observar la aplicación y los resultados de la propuesta. Con agrado debo manifestar que aquellos estudiantes que se conectaron constantemente han incrementado su desenvolvimiento oral y escrito en la segunda lengua. Por lo tanto considero que este trabajo ha sido fructífero y eficaz en la adquisición de esta lengua.

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?
El contenido de la propuesta ha sido estructurado de manera adecuada y comprensible para docentes y estudiantes de nuestra institución, cabe resaltar que las actividades aplicadas han sido coherentes con la realidad de los estudiantes y su contexto.

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.

Task-Based Language Teaching brinda a los estudiantes la oportunidad de involucrarse y conectarse de manera activa con el idioma Inglés realizando actividades que son prácticas y basadas en situaciones de la vida real

Task-Based Language Teaching permite que los estudiantes realicen actividades y tareas fáciles al inicio; éstas se van haciendo más complejas de acuerdo a la adquisición de nuevo vocabulario y ayudan a los estudiantes a la solución de problemas y toma de decisiones de acuerdo al contexto y tema desarrollado en clase.

Esta metodología provee a los estudiantes tareas significativas que ayudan en el proceso de aprendizaje, fomentan la motivación de usar el segundo idioma y reducen la ansiedad y apatía con el idioma Inglés

La propuesta debe ser llevada a cabo durante un año lectivo consecutivo para poder ver mejores resultados, ya que debido a los problemas de conectividad se han presentado ciertos inconvenientes en el desarrollo de la propuesta.

Firma del evaluador

C.I. 1708463680

UNIVERSIDAD TÉCNICA DE COTOPAXI

POSGRADO

MAESTRÍA EN LINGÜÍSTICA A PLICADA AL IDIOMA INGLÉS COMO LENGUA EXTRAJERA

FORMATO VALIDACIÓN DE USUARIOS

2. Datos de la Propuesta de Investigación:
Autor: Cecia Judith Amaya Noguera

Titulo: Task-Based Language Teaching to Develop Productive Skills in EFL

Objetivo: to identify the effectiveness of Task-Based Language Teaching in the development of productive skills in the rural school "General Marco Aurelio Subía Martínez".

3. Identificación del evaluador

Nombres y Apellidos del evaluador: María Graciela Farinango Patiño	
Número de cédula o identidad: 1002337374	
Título de tercer Nivel: Licenciada en Ciencias de la Educación Especialización Inglés	
Institución en la que se encuentra vinculado actualmente (Cargo e Institución): Unidad Educativa "Atahualpa" Ibarra-Imbabura	
Teléfonos: 0991457047	
Correo electrónico: marygracy78@hotmail.es	

4. Evaluación

Marque con una X la opción seleccionada.

Criterio	Excelente	Aceptable	Deficiente
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		

	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

2. ¿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?

El contenido de la propuesta es muy entendible y tiene una estructura muy organizada que puede ser fácilmente aplicada por otros docentes de Inglés que tengan conocimientos acerca de Task-Based Language Teaching approach o para quienes no posean porque la propuesta es muy fácil de entender y tiene ejemplos prácticos que pueden ser aplicados en clase

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

	X
Local	X
Regional	
Nacional	
Internacional	

4.   Conclusiones y recomendaciones generales para el Autor.

La propuesta debe ser compartida con otros docentes para que puedan aplicarla en las clases, ya que es motivadora, desarrolla la creatividad de los estudiantes y utiliza situaciones de la vida diaria.

Firma del evaluador

C.I. 1002337374