



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

RESEARCH PROJECT

**“TASK-BASED LANGUAGE TEACHING IN ENGLISH LEARNING-TEACHING
PROCESS APPLIED IN 10th GRADE STUDENTS AT THE MIGUEL ITURRALDE
MILITARY ACADEMY II”**

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

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I CERTIFY THAT:

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

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The research report entitled “TASK-BASED LANGUAGE TEACHING IN ENGLISH LEARNING-TEACHING PROCESS APPLIED IN 10th GRADE STUDENTS AT THE MIGUEL ITURRALDE MILITARY ACADEMY II”, has been revised, approved and authorized for printing and binding, am before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

We want to thank first to god, who gave us the opportunity of reaching an important goal in our lives. To our families who are always supporting each of our dreams and enriching us as persons who dream day by day. Finally, to our teachers who were important in each of our steps during our academic development, who shared their knowledge and experiences helping us to acquire new points of view.

Allison & Eduardo

DEDICATION

I dedicate this project to my family; Patricia Marcalla, Juan Caiza, Bryan Caiza and Sofia Caiza, for all the unconditionally support during the entire experience of my career. Finally, and specially, I dedicate this project to my grandmother Rosa Pachacama, who with her dedication and essence, inspired me to reach each of the goals I proposed to my daily life.

Allison Caiza.

DEDICATION

I thank god first, who gave me wonderful parents, Eduardo Chicaiza and Maria Diocelina Jacome who always believed in me, giving me lessons of overcoming, humility and sacrifice; teaching me to value all I have. Finally, but not less important, to my siblings who gave me support each day of my career. I hope to count with your support in the future as well.

Eduardo Chicaiza.

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THEME: ‘TASK-BASED LANGUAGE TEACHING IN ENGLISH LEARNING-TEACHING PROCESS APPLIED IN 10th GRADE STUDENTS AT THE MIGUEL ITURRALDE MILITARY ACADEMY II’

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ABSTRACT

The Task-Based Language Teaching approach responds to a learning approach of a language that is based on performing tasks. This approach presents a proposal in which students must perform a series of tasks in a language of interest to learn, so it is also developed the skill of communication. At the Military Academy Miguel Iturralde II, the students of the 10th grade, class "A" present different problems to establish a communication between the classmates and even the teacher; Thus, the application of an approach that helps students develop their communication skills is necessary, in addition to obtaining significant learning. Thus, this research is directed to analyze the influence of the Task-Based Language Teaching approach in the students of the 10th grade class A, during the teaching-learning process. The participants of this project were chosen after a heading of prior observation, as well as the teacher was considered. The mixed approach was used to jointly analyze both qualitative and quantitative data since an understanding of the separate research problem is required, thus obtaining a much more detailed result. The data analysis suggested that the Task-Based Language Teaching approach is a viable approach to the development of a significant teaching-learning process respect to the English language, since it allows a development of communicative skills, as well as a better Interaction between classmates. It can be said that if the approach Task-Based Language Teaching is applied in English classes for a better teaching-learning process it would be beneficial for the group of students since the task solution using the English language is an effective way to expose learners to the foreign language and thus obtaining a significant learning.

Keywords: Education, English, Task-Based Language Teaching, teaching-learning process.

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ
CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS

TÍTULO: “ENSEÑANZA DEL LENGUAJE BASADO EN TAREAS EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE APLICADO EN LOS ESTUDIANTES DE 10mo GRADO DE LA ACADEMIA MILITAR MIGUEL ITURRALDE II”

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RESUMEN

El enfoque Enseñanza del lenguaje basado en tareas responde a un enfoque de aprendizaje de un idioma que está basado en la realización de tareas. Este enfoque presenta una propuesta en la que los alumnos deben realizar una serie de tareas en un idioma de su interés y aprendizaje, es así que se desarrolla de mejor manera la habilidad de la comunicación en dicho idioma de interés. En la Academia Militar Miguel Iturralde II, los estudiantes del 10mo grado, clase “A” presentan diferentes problemas para establecer una comunicación entre los compañeros e incluso el docente; es así que se determina necesaria la aplicación de un enfoque que ayude a los estudiantes a desarrollar sus habilidades de comunicación, además de obtener un aprendizaje significativo. Es así que esta investigación está direccionada a analizar la influencia del enfoque enseñanza del lenguaje basado en tareas en los estudiantes del 10mo grado clase A, durante el proceso de enseñanza-aprendizaje. Los participantes de este proyecto fueron escogidos tras una rúbrica de observación previa, así como también se tomó en cuenta al docente a cargo de este grado. El enfoque mixto fue usado para analizar en conjunto datos tanto cualitativos como cuantitativos puesto que se requiere una comprensión del problema de investigación por separado, obteniendo así un resultado mucho más detallado. El análisis de datos sugirió que el enfoque enseñanza del lenguaje basado en tareas es un enfoque viable para el desarrollo de un proceso de enseñanza-aprendizaje significativo con respecto al idioma inglés, puesto que permite un desarrollo de las habilidades del habla, así como también una mejor interacción entre los estudiantes. Se puede decir que si el enfoque enseñanza del lenguaje basado en tareas es aplicado en las clases de inglés para un mejor proceso de enseñanza-aprendizaje sería beneficioso para el grupo de estudiantes puesto que la solución de tareas usando el idioma inglés resulta una forma efectiva de exponerse a la lengua extranjera y así obtener un aprendizaje significativo.

Palabras clave: Educación, inglés, proceso de enseñanza-aprendizaje, Enseñanza del lenguaje basado en tareas.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme: TASK-BASED LANGUAGE TEACHING IN ENGLISH LEARNING-TEACHING PROCESS APPLIED IN 10th GRADE STUDENTS AT THE MIGUEL ITURRALDE MILITARY ACADEMY II

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Keywords: Task-Based Language Teaching.

2. PROBLEM STATEMENT

Globally, education has been considered an important factor in the development of the human being, the same that as it develops allows man to study according to his interests and purposes, thus taking a specific area. For example, within education, a branch that has had a great impact is the development of languages.

Yesynergy, (2017) Mentions that thanks to Education First and a research made in 44 countries has shown the English level in Latin America and according to this study most of the Latin America countries have a low level of the English language. The vast majority of countries in the region, such as Chile, Brazil, Mexico, Peru and Colombia, among others, speak a 'low' level of English (Español, 2018) and also remains that "knowing a different language from the mother tongue represents as an opportunity to enter to new cultures and interact in a globalized world where the English is constantly present in the global jobs."

In Ecuador, according to Castillo, (2021) Ecuador is one of the two Latin American countries with the worst level of English language proficiency, only a few places above Mexico. The classification that Ecuador receives according to the results is an A1 which is the low level of knowledge making obvious the fact that the Ecuadorian students barely understand basic signals of the language. In other hand according to Miller, (2016) some of the principal factors to take into account when it comes about English teaching-learning process are Motivation that mentions that When students are interested in learning a language and they see meaningful connections to their daily lives, they tend to take risks to produce the language, this helps them to acquire it faster other factor that is necessary to mention is the 'Teaching strategies' that Miller, (2016) describes as the strategies a language teacher presents to students have a big impact on them. Using the correct strategies for teaching-learning process is as important as the content that the teacher is teaching. In this order is known that the traditional strategies and methodologies are still in usage nowadays. Some of the traditional strategies suggest the student's memorization instead of developing the critical thinking.

In the Pichincha province, at the Miguel Iturralde Military Academy II students are still learning the basics of English and the approaches and strategies used still tend to be traditional which means that the students are into the process of memorization and repeating the correct methodology will help them to develop good comprehension and spontaneously development in the teaching-learning process. The students already present problems in the learning of English, as for example: some of

the students present problems in the understanding of the grammar, others in the comprehension of the vocabulary, and others barely interact in classes. This case is intended to present a strategy that helps the teacher and the students to develop the English teaching-learning process. The students are not the only important factor in this process, also the teacher plays an important role because they are considered as transmitters of knowledge, positive behavior, persistence, and constancy in the class. This research will be applied to students of 10th grade at the Miguel Iturralde Military Academy II, which will help to identify the factors that influence the difficulties in the teaching-learning process. By not being able to transmit the information by the application of a correct approach, it is difficult to correctly produce meaningful learning and in consequence, the students are not able to be part of an effective teaching-learning process.

According to these concepts, the problem of the research was formulated as: How does Task-Based Language Teaching influence the teaching-learning process of English in the 10th year students of the Miguel Iturralde Military Academy II?

3. OBJECTIVES

3.1. General Objective

To determine the effectiveness of Task-Based Language Teaching in the Teaching-Learning process in 10th-grade students of the Miguel Iturralde Military Academy II.

3.2. Specific Objectives

- To analyze different sources of bibliographic information for the theoretical foundation on Task-Based Language Teaching in learning English.
- To identify the benefits and difficulties of the English learning-teaching process through the implementation of methods of research for the development of the research.
- To establish the use of Task-Based Language teaching as a viable approach for the development of a meaningful English Teaching-Learning process.

4. ACTIVITIES AND TASK SYSTEM CONCERNING THE OBJECTIVES PROPOSED.

Table 1 Objectives.

Specific Objective	Activities	Verification media.
To analyze different sources of bibliographic information for the theoretical foundation on Task-Based Language Teaching in learning English.	Compilation of theoretical information regarding the Task-Based Language Teaching analyzing the most relevant aspects and considering other authors' research.	The information is outlined on a scientific and technical basis.
To identify the benefits and difficulties of Task-Based Language Teaching in the English teaching-process, through the implementation of methods and instruments for the development of the research.	<p>Analyzing the information obtained by the observation made previously, the survey, and the interview.</p> <p>The survey is carried out during the classes to identify the benefits and difficulties of the English Teaching-Learning process and to identify their perceptions of the approach.</p> <p>The interview is carried out in a meeting with the teacher of the school to determine the factors that influence the correct development of the teaching-learning process with the Task-Based Language Teaching Approach.</p>	Analysis of fundamental factors during the English teaching-learning process through the research instruments as well as data collected by surveys and interviews previously designed.

<p>To establish the use of Task-Based Language Teaching as a viable methodology for the development of a meaningful English Teaching-Learning process.</p>	<p>Through analysis identifying the most relevant aspects of the research and the data obtained and establish the use of the approach as viable for the process of teaching-learning English.</p>	<p>Discussion of the results obtained through the data obtained and to establish conclusions for the project related to the influence of the TBLT in the English teaching-learning process.</p>
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Elaborated by Allison Caiza & Eduardo Chicaiza.

5. JUSTIFICATION

Teaching English as a foreign language is a process that requires the application of appropriate educational strategies and approaches. Wulandari, Ratminingsih, & Ramendra (2020) states that “teacher needs to use appropriate learning strategies, so the students are engaged and motivated in teaching and learning process” (p. 1).

This project focused on analyzing the influence of the Task-Based Language Teaching approach applied in students from 10th year of 'A' during the teaching-learning process. At the Military Academy Miguel Iturralde II, English classes are taught once a week, where the students of 10th grade class' have little motivation and a not very good development of the Communicative Skill among the Classmates.

It is for this reason that it was decided to collect information about the Task-Based Language Teaching approach and its influence on the classrooms. Consequently, the influence of this approach in the teaching-learning process, both students and teachers will be able to develop Communicative Skills in a way that produces Meaningful Learning through the interaction between the Classmates. This approach will have a positive academic impact on the teaching-learning process of the English language, because it will help students run during classes and to better interact by developing adequate Skills Communicative. Therefore, the Task-Based Language Teaching approach will benefit both students and teachers from Military Academy Miguel Iturralde II.

This research was feasible to be carried out because the authorities of the Cotopaxi Technical University gave us their support. As an ethical part, the Military Academy Miguel Iturralde was

requested, the respective permission to carry out the investigation. The practical utility of this project will be the implementation of the Task-Based Language Teaching approach in the English language learning process.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1. Background

A research made by Córdoba (2016) went deeply into the Implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University. The author used a qualitative methodology that was carried out with six first-semester students of English as a foreign language program in a Colombian public university. The author used a qualitative methodology that was carried out with six first-semester students in an English as a foreign language program at a Colombian public university. The objective of the study was to implement task-based language teaching to integrate foreign language skills and help students improve their communicative competencies. The results of this research helped to integrate the four language skills. As well as the tasks were meaningful and combined different exercises in each skill, which improved communication and interaction among students. In other words, task-based language teaching facilitates the integration of language skills.

Another research made by Duan, (2021) where aims to the current application of Task-Based Language Teaching in primary school English teaching and its future development trends. In this research the author pretends to apply the TBLT approach by consulting and analyzing information related to the topic, which can provide knowledge about the current status of the Task-Based Language Teaching. The author mentions that TBLT “can greatly develop students’ sense of subjectivity and cooperation” (Duan, 2021, p. 5) through the interpretive methodology which allows the qualitative approach a better interpretivism to the research. Also, as a conclusion the author answers to the question of the research “TBLT is the need of the development of the times” (Duan, 2021, p. 26) Which refers to the viability the approach presents for a better language skills development. Duan, (2021) mentions “English teachers should find out some ways to help the passive students participate in the tasks” (p. 26). Task-Based Language is a viable approach for helping these students to reach a better development of the English learning.

Task-based language teaching (TBLT) is an approach that has been a very interesting topic of study. For which some previous researches have been obtained referring to it, giving relevance to the independent variable and the dependent variable of the research topic Ana M. Calle Calle, (2016) as it mentions:

Between 2011 and 2012, several public high school English teachers in Cuenca attended a one-year in-service training program (INSET). This program was based on the use of communicative strategies and Task-based language teaching (TBLT) for teaching English as a foreign language. The main objective of this qualitative research study, conducted from 2014 to 2015, was to determine whether the participants applied communicative strategies within TBLT after the training program.) Another important fact to mention from this research from Ana M. Calle Calle, (2016) is:

Classroom observations and semi-structured interviews were administered to twelve out of the twenty-three participants. Although the results of the study showed an increase in the use of communicative strategies by the participants after the training program, only a small number of teachers used the TBLT approach appropriately. Others employed the presentation-practice-production (PPP) approach. Nevertheless, some teachers who used PPP perceived that they were using the TBLT approach. (p.2)

Task-based Language Teaching (TBLT) is a topic of interest to apply and even to study since through this approach, the improvement and the development of the teaching-learning process is viable. Therefore, previous research has already been obtained regarding the same. It has been possible to find certain background investigations referring to the topic to be investigated.

The task-based Language Teaching (TBLT) represents an important factor when it comes about the educational system of the Ecuador because the teachers are also forced to adapt new ways of teaching in an adequate way acquiring a better knowledge and managing the best the aspect of the education, this approach could influence greatly from the planning of the teachers to the development of the class and the classmates as well showing as a result the achievement of a better teaching-learning process, and in addition a meaningful learning. The communicative skills are the most important when learning a new language, for a student, being exposed to the language and being able to solve tasks and have interactions in the language they want to learn is as important as learning the grammar rules, so the Task-Based Language Teaching approach is engaged to seek better development and growth in various areas of each individual student.

6.2. Theoretical Framework

6.2.1. Education

It is well known that education plays an extremely important role in achieving sustainable development within a specific society. Education is a practical and methodological way that allows an individual to embark on development and growth. Education responds to a process in which the necessary tools are delivered to the individual, in addition to being provided with knowledge that in the future will be put into practice during their daily life. “Education is important to the children, to adults and the society. Education gives people knowledge of the world around them and changes it into something better” (Mahapatra, 2016, p. 1) In this order, Education is not only essential for kids but it is also essential for adults and young people that make up a society, education not only helps them to obtain personal development but also to generate development in society, contribute with knowledge and function properly within it. It is also important to mention the main authority figures in the education of every individual because in this learning process the teachers who share and guide knowledge are just as important as the individual who learns. It should be mentioned in the same way that teachers not only fulfill the function of sharing knowledge but also can strongly influence students within academic and personal development.

In modern economies, knowledge has become one of the most important factors of production. The societies that have advanced the most economically and socially are those that have managed to base their progress on knowledge, both that which is transmitted through schooling and that which is generated through research. Economic productivity and competitiveness, as well as much of the social and cultural development of nations, increasingly depend on education, science, and technological innovation.

6.2.2. Language Teaching

People can grant that if a student has studied arithmetic, reading, and writing they have mastered these skills. But, if they have studied a second language, however, people will assume that they don't have learned that target language. In other words, these expectations in language learning are a kind of measure of what students have the knowledge and what needs to be done in their training. As Mackey, (1971) says: “... The purposes of further training would be to assure that the candidate knows the language, knows how it works... He, therefore, needs a great deal of language training, some training in the linguistics of the language and a thorough theoretical, technical and practical

training...” (p. 1) this means that every student needs academic training. In which a department of linguistics and language does the teaching, including written and oral expression, pronunciation, and speech courses; all of them organized on a tutorial basis to guarantee that the teachers ‘level, fluency, correctness, and quality of spoken, written and knowledge about the language such as lingual systems, grammatical structure, studies of vocabulary and cultures of native speakers can be used as a model for the teaching.

6.2.3. English Teaching-Learning process.

As it is known, education has been in constant flux since its inception, and therefore the teaching and learning process has changed with the generation of transformations both inside and outside the classroom in the history of the human being. Despite the changes that have occurred in the educational context, having to understand and know this process has been and is of the utmost importance so that the educator can create and maintain an effective pedagogical action. The teaching-learning process is an integrating part of education, its components are the objectives, contents, ways of organization, means, methods, and evaluation. All these elements are interrelated and influence the optimization of the desired results.

It is public knowledge that today's society is coupled and governed by the competencies of the globalized world, thus becoming a much more accessible society in terms of communication (well, people are in instant contact with any person from another part of the world), but at the same time much more demanding in terms of competitiveness, where each skill that a person can develop will allow him to stand out above the others, among these abilities, of course, it is contemplated to be able to speak more than one language, competence that is essential for communication. The English language is so popular that it has become the universal language in the world, and consequently in the lingua franca to be able to establish relations with people around the globe (where our mother tongue is not spoken), thus giving way to endless new opportunities, experiences, and relationships. For the aforementioned reasons, English has received multiple studies, chained in most cases with the cognitive processes of their learning, highlighting these in children, and it is considered that they have greater ease of learning it by not having such a large dependency on their mother tongue. Also, by FEBRIAN, (2015) is mentioned that “A teacher should be creative to apply teaching method, so students can master the four important basic skills.” (p. 2) So in this statement, the English teaching-learning process depends a lot of the teacher, but also of the student.

In the future, being able to express themselves in two languages people will be able to carry out the communicative act in an ideal way, in addition to giving them greater confidence in themselves, a security that makes them free to express themselves without fear of rejection by others. Another factor to take into account is that an immeasurable amount of information hosted on the net is in the English language, which would be a great advantage when it comes to deploying activities of an academic, labor, and even self-interest nature to power access content from both worlds (and much more, if you are a polyglot)

6.2.4 English Language Teaching Methods

One of the most debated issues in education is the implementation of the "correct" method for teaching certain specific topics, as well as subjects. The implementation of a correct method consists of applying activities and strategies that facilitate the teaching-learning process in the classroom. Language teaching has been a topic in which not only pedagogues were involved to find the best way to teach, but also numerous linguists and psychologists joined the investigation of the correct methodology to facilitate the teaching-learning process, thanks To this effort today a fairly wide mosaic of translation grammar methods are part of a communicative approach that is shared between teachers and applicants for teaching positions to generate knowledge in the English language which is much easier and more effective to access.

“Language teaching was once a matter of memorizing and repeating, a boring and unexciting process for students” (Wordpress, 2015, p. 1) When it comes about the English Language teaching and currently it is a methodology that is still used within educational establishments for teaching English, however, education is a branch that is constantly developing and improving, within the new methodologies that are implemented for teaching English as a second language are the following:

6.2.5 Grammar Translation Method

According to Wordpress, (2015) the traditional way of teaching languages, dating back to the teaching of Latin and Greek; focuses primarily on grammar and translation skills. This method Originally implemented as one of the most important in the teaching of English, it was positioned as one of the easiest methods for the teacher to use, however, the limitation of this methodology was notorious, and sometimes it led to neglecting of the rest of the teaching methods, resources that both teachers and students need during the teaching-learning process. The Grammar-Translation method bases the teaching of English on a detailed analysis of grammatical rules and exceptions of the

language being learned, to then develop the ability to apply the knowledge that has been previously acquired. The teacher is the main protagonist of the teaching-learning process, the highest authority. According to Franco, (2018) “Its function is to provide linguistic knowledge and correct the errors produced by the learners.” (p. 19) However, it is also essential to mention that not only the teacher is essential in the teaching-learning process, but also the student plays a participatory role with different actions, in this case, the student is limited to following the teacher's instructions, memorizing rules, and computer vocabulary in a list, translate and read.

6.2.6 Direct Method

According to Wordpress, (2015) Direct Method was developed by Maximiliano Berlitz and Gouin Francoise in century XIX the first presentation of getting better the method of the grammar-translation method. The direct method pretends to encourage direct connections between the meanings or objects in the student’s native language and English, without a translation. The application of the direct method for teaching English implies, therefore, that this language will be the only one that will be used in the classroom to try to make immersion in the language facilitate its learning in the most organic way possible, just as it learned its mother tongue.

The objective of this language teaching method is for students to learn to think and communicate in the language they are learning. To achieve this, they must be able to associate the signifier and the meaning of the various words and expressions, so the teacher will direct the activities to achieve active participation in class and inductive learning of vocabulary and grammar.

6.2.7 Total Physical response method

Franco, (2018) Defines that the Total Physical response method as a language method that combines the speech with action and proposes to teach the language through physical activity. The conception of learning that underlies responds to behavioral approaches based on the stimulus-response model. Grammar is taught inductively since the method requires that attention is initially focused on meaning. “Total Physical Response has enjoyed some popularity, especially among authors who advocate for the role of comprehension in second language acquisition” (Franco, 2018, p. 16) On the other hand, mentioning that its total effectiveness would be a mistake since the statements proposed within this methodology do not cover the real needs of the students.

6.2.8 Audio-Lingual Method

According to Wordpress, (2015) the Audio-Lingual Method emerged during World War II, as Americans increasingly needed foreign language skills to communicate with allies and enemies. During this period, both a linguistic and psychological base allowed us to show this method that theorizes the acquisition of language, which is produced thanks to an unfounded habit accompanied by repetition. Thus, this method is understood as one that prioritizes and emphasizes oral exercises in addition to the imitation of previously made phrases, as well as the pronunciation of the English language.

Audiolingualism is based on behaviorism, a theory that sees students as passive recipients of information whose behavior is shaped by positive or negative reinforcement (Aicart, 2015). It is in this way that students have the ability and facility to use their cognitive abilities in a completely creative way and thus manage to reduce rules about the new language they are learning.

6.2.9 Teaching Approaches in the English Language

An approach is a systematic guide that establishes a particular way of conceiving education and that, being based on one or more learning theories, guides and determines how teaching practices are organized and carried out. An approach can give rise to a pedagogical model or trend. Approaches characterize their purpose, their foundation, their way of structuring its tools, the roles played by the actors, their way of conceiving teaching and/or the learning and evaluation.

An approach and its application indisputably depend on the characteristics of the students and also on the environment in which they develop, since this allows simply to determine what kind of educational and teaching style is the most appropriate for a specific group of students.

The acquisition of a second language depends on several factors, such as: cultural, social, professional, or personal. This goal is achieved by integrating Content, Practice, and the Student-Language Immersion Relationship. In her article Gooding, (2020) mentions learning a second language is a process similar to the one that children develop when learning their mother tongue. It is also understood that learning tends to be informal and highly natural.

6.2.10 Classification of English Language Teaching Approaches

During the teaching of the English language, the main factor to consider is the student, who is considered the primary object of education, based on context, teachers should choose between the different teaching methods, in this way they also contextualize the approaches that guide a fluid learning of the English language. According Gooding, (2020) “These approaches are the point of view from which it derives in a systematic process of linguistic knowledge for the teaching of English Language” (p. 1) Thus, the approaches are grouped as follows:

6.2.11 Traditional Approach

The traditional approach, according to Gooding, (2020) “presents the initial levels of learning the language, total physical response techniques” (p. 1) in this approach, The role of the teacher is to provide a fully understandable input of knowledge to the students during the learning of the new language. In this way, the teacher becomes the active subject who transmits information, while the student occupies the role of the passive subject without knowledge. The Grammatical Translation method is born from this approach, complementing the teaching of a second language through a detailed analysis of grammatical instructions.

6.2.12 Natural Approach

The Natural Approach according to Gooding, (2020) “is a language teaching proposal that incorporates the naturalistic principles identified in studies on second language acquisition.” (p. 1) Learning is also proposed through the use of the target language in communicative situations where communication and interaction with others are important, and no resorting to the first language or grammatical analysis is needed. This approach gives special importance to the understanding and communication of the meaning of the statements and promotes the creation of an adequate learning environment in the classroom so that the acquisition of a second language can take place satisfactorily.

6.2.13 Structuralist Approach

Structuralism according to Trucos, (2016) is a “theory that seeks to explain the larger subject by looking at its components and how they interact.” (p. 1) This is particularly useful when teaching English to many people to learn English by applying individual elements such as grammar and vocabulary. Taking the structuralist approach for a teaching process of English will help teachers to

develop a methodology that can be applied to any situation inside a classroom. The structural approach to English views of the language has been divided into several components these components interact with each other and form the rules of the language, also the structuralist approach helps students learn through context in a real environment. Theoretically, students learn to piece together the pieces of English, along with a more complete understanding of the language.

6.2.14 Situational Method

The situational Method has an oral approach and is based on real situations (Karla, 2018) within this approach the teacher has the important role of presenting the grammar as well as the new language in a way that leads to a situation where oral communication is presented first, and then a written form. The teacher during the application of this approach first presents the different grammatical topics that are easier for the students and then the topics that are a little more difficult to understand.

6.2.15 Task-Based Learning

Teachers are indispensable within education. Within language teaching, teachers represent more than a guide, because professionals dedicated to language teaching tend to, according to Kawasaki, (2021) want to stay up to date with recent developments in education and also stay competitive when it comes to getting that dream job. As educators a constant evolution is indispensable without setting aside the adaptation of new and innovative ways to teach in a class planning, a methodology and appropriate approaches in students. The task-based learning approach is socialized during teacher training, as it is an approach that allows students to solve tasks that are of their full attention and interest. During task-based learning, students need to use the language they are learning in order to be able to communicate with their peers to solve set tasks. Kawasaki, (2021) mentions that students use authentic language instead of answering grammar or vocabulary questions about the language

According to the article presented by Kawasaki, (2021) is clear when mentions that Task-Based Learning is especially conducive to group learning. Learning a new language not only consists of memorization of grammatical rules but also putting it into practice in the group because it helps effective language retention. Learning in a group helps a clear idea is generated that acquiring the language they learn is essential to collaborate and communicate in a group.

During Task-Based Learning, some steps are necessary to follow, according to Kawasaki, (2021) the following three main steps are important to apply this approach.

6.2.16 The pre-task.

The first stage to take into account when planning a lesson with this approach is the *Pre-task* which is the essential step where Kawasaki, (2021) remains that the teacher introduces the task to the students and gets them motivated to solve it. In this first stage the teacher gives the task to the students and finds the correct words to encourage and motivate the students in order to solve the task and teacher should explain clearly and objectively the result that is expected from the task showed before. Verbal explanations can be supported by an example from the teacher (Kawasaki, 2021) sometimes students are not able to understand a task just by verbal explanations so, another way of explanation is needed in order to make students understand clearly how the task will be developed, sometimes an example made from the teacher is more helpful.

6.2.17 The task.

The second step is as important as the first stage because in this step the students begin with the task formulated by the teacher, usually in this step the students tend to look for partners to solve the task with. This step is developed in the target language so the students can experiment the needed of using the target language in order to find a solution to the task. An important aspect that Kawasaki, (2021) mentions and it is important to remember is that teachers don't usually join in the work process. The teacher is necessary as a guide and as a monitor for the development of the task but is not indispensable for finding a solution to the task, this activity is made in groups and with other classmates.

6.2.18 The review (or post-task)

This is the final stage to complete with the Task-Based Learning Approach but is not the less important because the students complete the task and the review stage starts.

According to Kawasaki, (2021) in this stage, the students evaluate each other's work and only offer a teacher review of frequently-made errors during the task. But the corrections must be given in a way that doesn't demotivate the student to keep learning, for example Kawasaki, (2021) mentions that a good way of correction could be carried out in the form of comments, feedback discussion, or a checklist with additional room for free commentary. Being careful with the way that the students correct other's tasks is an important factor in order to keep with this approach and its correct development.

6.2.19 Task-Based Language Teaching

Task-based language teaching represents an easy way of language acquisition. According to Educación, (2020) the basis of the TBLT approach is to propose to students the realization of a series of tasks in the target language, which is being studied, to promote its capacity for communication in that second language. In this order, the learners have the opportunity of better practicing with the language while performing tasks that require a real environment. Task-based language teaching (TBLT) is an approach that differs from traditional approaches by emphasizing the importance of engaging learners' natural abilities for acquiring language incidentally through the performance of tasks that draw learners' attention to form. Thanks to the multiple points of view, as well as the experience of the authorities within the classroom, there is a definition that facilitates a complete description of TBLT. Split into five parts, the book provides a historical account of the development of TBLT and introduces the key issues facing the area. Several different theoretical perspectives that have informed TBLT are presented, followed by a discussion on key pedagogic aspects – syllabus design, the methodology of a task-based lesson, and task-based assessment. The final parts consider the research that has investigated the effectiveness of TBLT, address critiques, and suggest directions for future research. TBLT is used and recognized by many teachers, and not only helps the students to learn better but also helps teachers to teach better.

The learners tend to communicate with each other in the target language and so on, the students are able to perform an effective way of developing their communication skills. The learners of a second language need to use the language in the real world and in an environment where the real-life activities are essential. Task-based language teaching allows learners not only to acquire language but also practice it. Employing performing tasks with others in the classroom, learners try out communication strategies.

The adoption of this model prepares students for their professional performance and increases motivation levels since the tasks must respond to or be directly related to situations that the student may face in their professional life. The role of the teacher in the classroom becomes that of facilitator and manager of learning. The teacher guides the work and the exchange of ideas, leads cooperation, mobilizes the enthusiasm of the students to promote innovation, creativity, and development of practical skills.

6.2.20 Task-Based Language Teaching Stages

Considering the characteristics that are presented within the study classroom, Jerez Naranjo, (2012) mentions four special stages:

6.2.21 Preparation of the task:

This level is preceded by a selection process of the topic to be dealt with and the objectives to be achieved. Students can be included in this selection depending on the type of course and the topics involved. The teacher must pay special attention to the requirements described for the learning tasks. It is important to ensure that the degree of difficulty of the tasks is not excessively high, it is advisable to start with tasks of a lower degree of complexity and gradually increase it 1, 2. Tasks with various levels of complexity can also be proposed. If students fail to successfully complete assignments this can lead to demotivation.

6.2.22 Orientation stage:

The orientation constitutes the first level of presentation of the task. Its content expresses a clear statement of what is intended and the characteristics of the task, as well as the methods and means proposed to be used in solving the tasks.

6.2.23 Execution stage:

This stage contemplates the actual performance of the task. The students will be divided into small work teams, which helps them to cooperate in the achievement of the solution and in the construction of knowledge, as well as learning to share it. This prepares them for work in multidisciplinary teams.

During the execution stage, several moments of control and support must be established. In this way, the teacher and the student obtain information on the development of the execution of the task and the state of learning. The control allows making the necessary corrections and readjustments to achieve the satisfactory fulfillment of the objectives.

6.2.24 Evaluation stage:

Due to the importance that evaluation has within the teaching-learning process, it has been decided to assign a stage to this process, but it must be clear that evaluation cannot be an isolated moment, but rather it is a continuous process that complements itself. With control actions. Flexibility in

evaluation can contribute to student motivation towards learning 1 after completing the task, the team presents the results obtained to the teacher, who has been assisting the team and carrying out control actions during the execution phase. The individual evaluation of each member, the evaluation of the team and the self-assessment carried out by the students must be taken into account to form a qualitative evaluation of the development of the students.

6.2.25 Benefits and challenges of task-based language teaching

Task-based language teaching provides many benefits to aid foreign language learning. lists these benefits as follows:

- Task-Based Language Teaching is the approach that helps students with ‘natural’ learning within the real environment context.
- Task-Based Language Teaching allows learners a fertile input of the second language.
- It is intrinsically motivating in a real-life context.
- Task-Based Language Teaching is in contact with a learner-focused educational philosophy but also allows the opportunity for teacher input and guidance in the classroom.
- Task-Based Language Teaching helps with the improvement of communicative fluency while not disregarding accuracy in the classroom.
- It can be deployed together with a more traditional approach, not only TBLT can be used as an approach during a class, but it is also necessary to identify the student’ needs.

6.2.26 Meaningful Learning

Meaningful learning is not forgotten and remains in the student's abilities. Of course, students are responsible for their learning, so they play an active and participatory role. However, there are many advantages of introducing this methodology in Primary Education, since meaningful learning, as we said, allows the child to build his learning.

According to Unir, (2021) mentions that a new piece of information ‘connects’ a pre-existing relevant concept, so, in this order new ideas or concepts can be meaningfully learned to the extent that other relevant ideas or concepts are adequately clear and available in the learner's cognitive structure.

6.2.27 Advantages of meaningful Learning:

- The teacher's self-esteem is enhanced and encouraged to see the result of the work done.

- There is a personal realization of teachers and students during learning.
- It is an ideal tool to learn teamwork.
- The relationship between teacher and student improves ostensibly.
- Provide more quality to the educational system.

However, there are many advantages of introducing this methodology in Primary Education, since meaningful learning, as we said, allows the child to build his own learning. In other words, the process is carried out when new knowledge or information is related to the cognitive structure of the learner in a non-arbitrary substantive or non-literal way.

7 METHODOLOGY

7.1 Type of Research

. Research is Non-Experimental, therefore research is based on a diagnostic and descriptive approach because it is based on concepts, variables and in a context where the researchers have no direct intervention in the environment selected. González, (2020) mentions it is the analysis of a series of events with the aim of identifying the factors that promoted the appearance of a phenomenon; since this definition of diagnostic research suits better to the study. “Descriptive research analyzes the characteristics of a population or phenomenon without having to know the relationships between them” (Arias, 2021) According to this definition as well is determined that the type of research is also descriptive since it recollects information of the sample related to their development during English classes. To give a response to the subject established in this research, the data received after a survey is based on the teaching-learning process of the English language, and also has limited study research in the selected educational environment.

In this investigation, the Studio object is the students of the 10th year of the Military Academy Miguel Iturralde II class ‘A’, in the city of Quito, where approximately 30 students have been part of planning and series of activities that allow responding to how influences the Task-Based Language Teaching Approach during the teaching-learning process, and that from this one will be analyzed correspondingly the data obtained. In addition, considering that the teaching-learning process is shaped not only by the student but also by a trained teacher. An interview has been planned in accordance with the teachers of tilt respective at 10th grade that has been taken as a sample.

7.2 Research approach

The methodology of this investigation is defined as mixed methodology which includes both quantitative and qualitative approaches as George, (2021) in his article mentions “Mixed methods can help you gain a more complete picture than a standalone quantitative or qualitative study, as it integrates benefits of both methods” (p. 1) this research presents main basis a set of sequential processes: it is the achievement of compliance with a stage in an orderly and effective manner where each of the necessary steps to determine an effective development have been considered. Since George, (2021) mentions that mixed methods allows to combine aspects of different types of studies to distill the most informative results.

In this case, the approach of this research allowed an application of an interview respectively for the teacher and to know their knowledge and point of view on the subject, while on the part of the students, the application of a survey where they include open and closed questions formulated according to the objective set out in this research. Thus, is qualitative-quantitative research due to the presence of numerical quantities that are analyzed and interpreted thanks to statistical graphs.

7.3 Design of the Investigation

The design in the following investigation, is non-experimental since it was carried out without the need to manipulate or intervene in the study variables so that deep details, or even extensively. During this research, the different drawbacks presented within the context selected to carry out the study were observed and analyzed for considerable results. Taking into account that the following research is a theoretical non-experimental study since it has been cemented in the search and collection of information described in the theoretical framework, which was obtained after a review of the information by carrying out and analyzing previous and existing research without intervening with an experimental investigation. Therefore, during this investigation, a survey was applied to the 10th grade students and an interview with the teacher designed, thus collecting information and different criteria. Thanks to the survey conducted, the students and the teacher were able to provide information that determines what are the main drawbacks presented during the English classes at the Military Academy Miguel Iturralde II and the preference of the students could be evidenced by the Focus Task-Based Language Teaching, which presents activities related to two of the main difficulties in the classroom. In this way, the research was determined is non-experimental transient given that the data has been collected in a single specific time in which the selected sample proceeded to resolve the survey prepared by the researchers, to finally analyze the data obtained and generate conclusions about the Research conducted.

7.4 Population and Sample

For the following investigation, the selected population was discerned among students who make up the 10th year of education at the Military Academy Miguel Iturralde, however, the investigation focuses on the 10th grades that it consists of 91 students distributed as class, A, B, and C, as a study sample class A, made up of 32 students is seized to carry out research. nevertheless, two of the

students belonging to class one 'A' did not have the opportunity to take part in the investigation since they were not in the conditions of attending to the classes, it is so, that the number of the sample comes down to 30 students.

Table 2 Population and sample of the selected.

Students population (10 th grades)	91
Students Sample (10 th grade, class A)	30
Teacher sample	1

sample

Through an organized process it is established that in the non-probabilistic sample, the procedure is not simply mechanical and repetitive, but is based on characteristics that arise through the criterion of both students and the teacher. It is mentioned earlier that the sample used for research carried out is not probabilistic because surveys were applied to students and a teacher interview, respectively. It is also added, that the sample of 30 Students of Basic Education, is composed of boys and girls between 13 and 14 years old aware of their faculties.

8 ANALYSIS AND DISCUSSION OF RESULTS

After having applied an interview with the teacher of the 10th years of basic education of the Military Miguel Iturralde Academy II, it has been possible to obtain an opinion based on the teacher's experience and his years of study and preparation to carry out his profession in the subject of English. Thanks to this interview, different aspects related to learning the English language as well as aspects related to the different factors that affect learning the language are presented. Through the interview the teacher has been clear and very objective in the answers he has given, it has also been quite collaborative and has provided relevant information for research.

In the same way, through a survey conducted to students of 10th year, class "A" to the Military Academy Miguel Iturralde II, it has been possible to collect information on and based on the experience of students, as well as based on their preferences. Through the questions made we manage to determine that the student is able to identify the way she prefers to learn and how she would like classes to develop to improve language learning. Through a survey of questions in which it is believed, it is important not to use technical terms that can make it difficult for the comprehension of the question, specific characteristics of Task-Based Language Teaching were mentioned, in order to assimilate that the aforementioned approach can reach the appropriate one regarding the improvement of the teaching process-learning of the English language. Students belonging to the 10th grade, class 'A' formed by 32 learners of which just 30 students have managed to answer the survey as requested in advance with the help of the respective authorities.

The interview made to the teacher was consisting of 10 questions, each one with a clear target and language, which were trying to answer certain doubts and to answer the hypotheses established at the beginning of this investigation, the following answers were presented.

8.1 Category A: Teacher's Interview

Question:

- 1) Según su experiencia con el 10mo grado, ¿Cuál cree que es la mayor dificultad que presentan durante las clases de inglés?

Researcher's interpretation.

In accordance with the response given by the teacher mentions that the skills of speaking and listening, they are related to the participants during the classes of English. Speaking one of the skills of production is that less developed have the students and consequently the participation of the students during the classes of English they tend to be almost void. Other of the factors that are mentioned in this response are few motivations that the students have during the classes, they prove to be few participants and it is even made them difficult to be able to answer questions that the teacher realizes, this one made tends to make difficult the process of education - learning of the English language.

Question

2) ¿Conoce usted el enfoque Task-Based Language Teaching?

Researcher's interpretation.

The teacher mentions that Task-Based Language Teaching is of the approaches least mentioned in the branch of education and learning. He mentions also that in spite of not having applied the above-mentioned approach, has basic knowledge on what implies this approach. He mentions that it relates it to Task-Based Learning, one of the most used approaches in the process of education - learning of the English language.

Question

3) ¿Cómo cree usted que beneficie la implementación del enfoque Task-Based Language Teaching en sus clases de inglés?

Researcher's interpretation.

The teacher mentions that using the approach mentioned previously would manage to improve the relationship between the partners of the classroom, he would contribute strongly that the students start a conversation and they could share different points of view. Thus, the teacher also mentions that to report entity they themselves would motivate them to mention topics of interest that are related to the topic treated during the classes of English.

Question

- 4) ¿Cree usted que las clases deben ser siempre dinámicas y activas para obtener un aprendizaje significativo?

Researcher's interpretation.

The teacher describes that the classes must always be dynamics, nevertheless, the dynamic activities must be mixed with the activities of the book and turn dynamics this way to motivate the students. He mentions also “If the students do not receive dynamic classes they tend not to pay attention causing that the students do not obtain good learning” It is so the teacher mentions that the need to support the dynamic classes is crucial to obtain meaningful learning.

Question

- 5) ¿Evalúa a sus estudiantes obteniendo resultados satisfactorios dentro de las destrezas que se deben desarrollar adecuadamente en el proceso de enseñanza-aprendizaje?

Researcher's interpretation.

The teacher mentioned that developing some skill always takes as a tied factor presenting disadvantages in the workmanship in those who tend to have less productiveness, not only because it starts the thread of the subject matter, but they lose also the habit of listening to the topics that are essential and that must be learned. Also, he adds “The students are not used to supporting conversations and so, it makes them to him complicated to give good results really” mentions that one of the skills least practiced inside the classroom of classes is the speaking and since a consequence, during the classes, there is no a considerable participation on the part of the students.

Question

- 6) Una vez revisada la actividad a continuación, ¿cómo cree que beneficiaría a su grupo de estudiantes?

Researcher's interpretation

Across the question and the shown graph, it is understood that the process of Task-Based Language Teaching approach would be of benefit to learning of the students, nevertheless,

the interviewed teacher added “It would improve autonomous learning of the students” referring to the presented activities, also he added that thanks to the last stage presented in the image, the students would have great more facility of communicating his ideas. Also, he concluded, “he would benefit Them significantly in the different disadvantages that they present during the classes of English” alluding that the academic achievement would be most benefited.

Question

- 7) ¿Cree usted que presentar tareas que impliquen comunicación entre los estudiantes mejore el rendimiento de los mismos y los motive a aprender el idioma?

Researcher's interpretation

During this question, the teacher was not a target, since he mentions that the students' quantity to those that this class of tasks would benefit, is minimal, owed, precisely, to which the students do not present great motivation to learn the language. He mentions “Sometimes the target of the students is to obtain one more sufficient note not obtaining significant learning” It is so he steadies himself that the absence of motivation is an obstacle in the process of education - learning of the English language. Nevertheless, Teacher mentioned also that, if the activities are applied correctly, it is possible to change made this one and be able to support learning that is significant for the students.

Question

- 8) ¿Cómo cree que debe participar usted durante la realización de tareas de los estudiantes para hacerlos sentirse más cómodos?

Researcher's interpretation

The teacher realizes well his role during the teaching of the classes. It mentions with confidence “The teacher has to be a guide at the time of the student solves the task” alluding to that the teacher must not take control beyond his limits, since it fulfills the function of the transmitter of information, a guide to be able to discern the knowledge that he reaches port to his development. Of equal form, the interviewed teacher shares with happiness “If the teacher is not a guide, the student is not capable of producing the knowledge”

Question

- 9) ¿Cómo cree usted que beneficie a los estudiantes el desarrollar actividades grupales en donde tengan que usar el idioma inglés?

Researcher's interpretation

Once the question was realized, the teacher describes “It benefits them because the students manage to create confidence between” it is so one manages to strengthen a tie between the students and consistently feel comfortable in the classroom of classes to be able to take part without fear of being exhibited opposite to the rest of partners as strangers. Once the relation is improved between the students it is possible that the process of education - learning of the students and the teacher improves, allowing them to interact so that he benefits from this process.

Question

- 10) ¿Recomendaría usted usar el enfoque Task-Based Language Teaching para mejorar la participación y motivación de los estudiantes durante el proceso de enseñanza-aprendizaje del idioma inglés?

Researcher's interpretation

In the case of the students of 10th year class A, the teacher recommends the Task-Based Language Teaching approach and the application of the same one to be able to promote the communication between the students and the teacher. Of the same form, the teacher kindly recommends taking in account the needs that every group presents with the one that is worked or to the one which gives classes, also it stresses that the communication between teacher and student is indispensable since there exists the possibility of presenting to him disadvantages that prevent from carrying out the application of the above-mentioned approach.

8.2 Category B: Students' Survey*Question*

1) *Durante las clases de inglés ¿Le gusta realizar actividades que impliquen moverse y dialogar con sus compañeros?*

Table 3 Question 1, Survey

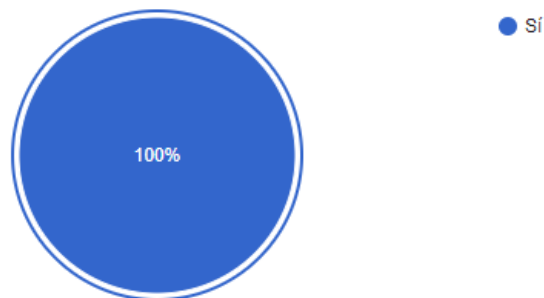
Option	Frequency	%
Yes	10	100%
No	0	0%
Total	10	100%

Graphic 1

Survey Question 1

1) Durante las clases de inglés ¿Le gusta realizar actividades que impliquen moverse y dialogar con sus compañeros?

30 respuestas



ANALYSIS AND DISCUSSION

It is clear that the students prefer a learning with activities, this question was answered by 30 pupils in accordance with the sample established initially. It is understood, likewise the students feel much more comfortable realizing activities in accordance with his interests.

Question

2) *¿Cuál es la parte más difícil de aprender inglés?*

Table 4 Question 2, Survey

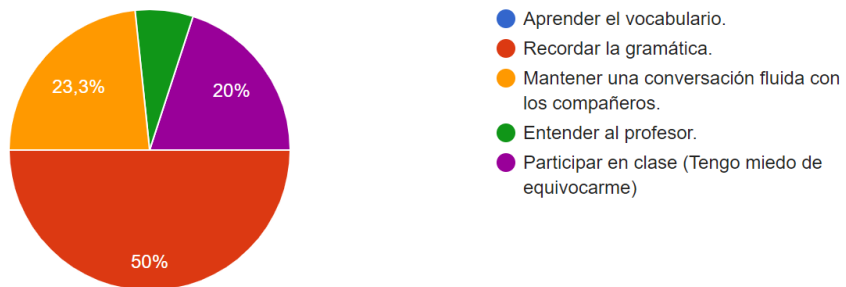
Option	Frequency	%
Learn vocabulary	0	0%
Remembering the Grammatic	15	50%
Keep a fluent conversation with classmates	7	23.3%
Understanding the teacher	2	6.7%
Participating in class (I'm afraid of making mistakes)	6	20%
Total	30	100%

Graphic 2

Survey Question 2

2) *¿Cuál es la parte más difícil de aprender inglés?*

30 respuestas



ANALYSIS AND DISCUSSION

In accordance with the 50 % of the students surveyed mentions that the part most difficult to learn English has to see in spite of remembering the grammar, whereas 23.3 % of the polled ones present that the biggest obstacle that they have is supporting a fluid conversation with the rest of partners of the classroom. Nevertheless, I just behind this one percentage, there shows himself other of 20 % of polled that shows that to take part in classes is a very latent disadvantage during the classes of English. But a percentage much more down 6.7 % mentions that it is difficult to understand the teacher to them.

Question

3) ¿Cuál de las siguientes es su forma preferida de aprender durante las clases de inglés?

Table 5 Question 3, Survey

Option	Frequency	%
Dictations and memorizing of grammar.	2	6.7%
Explanation of the topic on the part of the teacher to then take evaluation on the presented topic.	2	6.7%
Interaction with the teacher rising questions and solving doubts jointly with the rest of partners.	13	43.3%
To realize activities that imply games while they learn a topic in specific and to interact with the teacher and with the rest of students.	13	43.3%
Not to take part in the classes while the teacher explains everything.	0	0%
Total	30	100%

Graphic 3

Survey Question 3

3) ¿Cuál de las siguientes es su forma preferida de aprender durante las clases de inglés?

30 respuestas



ANALYSIS AND DISCUSSION

Through this question, a very different opinion is evidenced but with great weight. With a percentage of 43.3% green, respondents mention that performing activities that involve games while learning a specific issue and interacting with the teacher and the rest of the companions is one of the preferred ways to learn during English classes. A similar percentage of 43.3% yellow in the graph, mentions that a interaction with the teacher asking questions and solving doubts together with the rest of companions is another effective way to learn during English classes, other small percentages of 6.7% both They mention different ways of learning that involve little innovative activities, are the ways to learn that they are preferred among the rest of respondents.

Question

4) *¿Cómo cree que el docente debe explicar las actividades que los estudiantes deben resolver?*

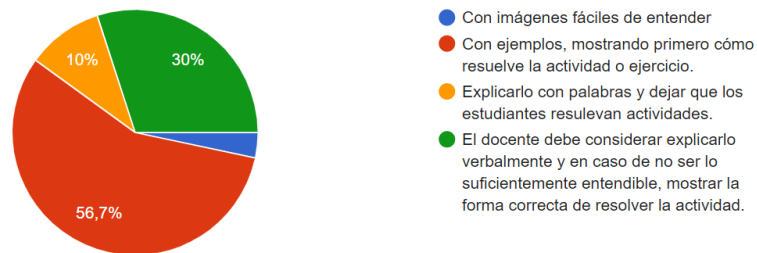
Table 6 Question 4, Survey

Option	Frequency	%
With images easy to understand	1	3.3%
With examples, proving first how to solve the activity or exercise.	17	56.7%
To explain it with words and to leave that students solve activities.	3	10%
The teacher must consider to explain it verbally and in case of not being sufficiently understandable, to show correct way of solving the activity.	9	30%
Total	30	100%

Graphic 4*Survey Question 4*

4) ¿Cómo cree que el docente debe explicar las actividades que los estudiantes deben resolver?

30 respuestas

**ANALYSIS AND DISCUSSION**

The question mentions the role of the teacher as the main factor to understand the activities to be carried out, a postage of 56.7% of the respondents mention that the teacher should show examples and explain how activities to be carried out during English classes. A percentage of 30% surveyed mentions that the teacher should first consider verbally explaining the activity, and in case of not being understood enough, proceed to make an explanation through activities. Another figure of 10%

of students answers that it is better to let the student resolve the activities based on the verbal explanation of the teacher only.

Question

5) *¿Cree usted que tener una participación durante las clases de inglés le ayudarían a aprender mejor el idioma?*

Table 7 Question 5, Survey

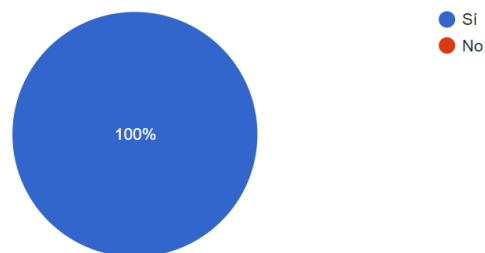
Option	Frequency	%
Yes	10	100%
No	0	0%
Total	10	100%

Graphic 5

Survey Question 5

5 ¿Cree usted que tener una participación durante las clases de inglés le ayudarían a aprender mejor el idioma?

30 respuestas



ANALYSIS AND DISCUSSION

In this question, 100% of students agreed that having a participation during English classes would benefit the language better, showing that the 30 students surveyed are aware of how important participation during English classes is.

Question

6) *¿Cree usted que es indispensable estar motivado durante las clases de inglés?*

Table 8 Question 6, Survey

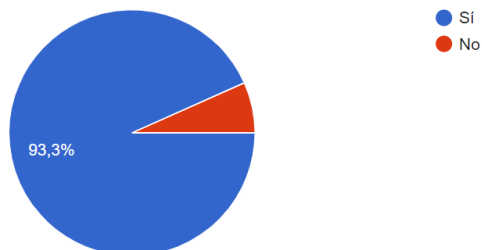
Option	Frequency	%
Yes	28	93.3%
No	2	6.7%
Total	30	100%

Graphic 6

Survey Question 6

6)¿Cree usted que es indispensable estar motivado durante las clases de inglés?

30 respuestas



ANALYSIS AND DISCUSSION

A large majority of students responds that it is essential to be motivated during English classes, showing a figure of 93.3% that responded yes, while 6.7% responds that it is not indispensable to be motivated during foreign language classes.

Question

7) *¿Cuál cree que es el principal problema para mantenerlo atento y motivado durante las clases de inglés?*

Table 9 Question 7, Survey

Option	Frequency	%
I do not like the language.	2	6.7%
The teacher is not explained adequately.	3	10%
Classes are boring and I prefer do something else.	3	10%
The subject is too boring.	0	0%
It's hard to remember the words shown during classes.	22	73.3%
Total	30	100%

Graphic 7

Survey Question 7

7) ¿Cuál cree que es el principal problema para mantenerlo atento y motivado durante las clases de inglés?

30 respuestas



ANALYSIS AND DISCUSSION

This one, being a question that shows multiple options of which students can choose, allows us to note that a figure of 73.3% taking into account 22 students, responds that the main inconvenience to stay attentive and motivated in English classes is due to that it is difficult to remember the plasters shown in classes, that is, understanding the vocabulary during English classes is a problem that the vast majority of students present. While 10% of the students surveyed mention that classes are boring, and even that the teacher does not tend to explain properly. 6.7% of students have a different opinion mentioning that the language simply is not of their liking.

Question

8) *¿Cómo cree usted que el docente debe impartir las clases de inglés?*

Table 10 Question 8, Survey

Option	Frequency	%
Review the grammar and explain it in the board, not takin a long time.	2	6.7%
Explain the topics and evaluate them after having solved doubts (make sure that is understood.)	6	20%

Explain the subject through entertaining activities by creating a much more significant understanding of students.	18	60%
El docente debe guiar y ayudar a los estudiantes a participar y comunicarse con los compañeros de clase para así aprender el idioma.	4	13.3%
Total	30	100%

Graphic 8

Survey Question 8

8) ¿Cómo cree usted que el docente debe impartir las clases de inglés?

30 respuestas



ANALYSIS AND DISCUSSION

A total of 18 students surveyed represent 60% of the total figure, they say that the teacher must explain the issue through entertaining activities that help create a much more significant understanding of students. 20% of students mention that explaining the topics and evaluating them after having resolved any existing doubt is an effective way to impart English classes. While another 13.3% mentions that the teacher should be limited to guiding and helping students participate and

communicate during English classes. By understanding that students require a teacher's participation that benefits them in the best possible way.

Question

9) *¿Comunicarse con el resto de compañeros le parece una tarea difícil?*

Table 11 Question 9, Survey

Option	Frequency	%
Yes	13	44.8%
No	16	55.2%
Total	30	100%

Graphic 9

Survey Question 9



ANALYSIS AND DISCUSSION

During this question, thanks to the statistical graph presented it is easy to interpret the answers as a specific binding between the students. Sometimes, divisions among students are within the classrooms for different groups and keeping them isolated from each other. 13 of the students, who represent 44.8% of the total respond that it is not difficult to communicate with the rest of the

companions, while 16 students representing 55.2% resulting to be the majority respond that they have inconveniences communicating with the rest of the companions.

Question

10) ¿Cómo calificaría usted su interacción con el profesor de inglés?

Table 12 Question 10, Survey

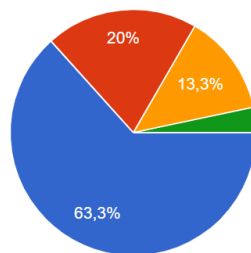
Option	Frequency	%
Excellent, it is very easy to understand and it is easy to rise to him questions.	19	63.3%
Good, it is easy to understand. Not always is opened for questions.	6	20%
Not so good, I do not interact very much with the teacher.	4	13.3%
Bad, I prefer not speaking with the teacher.	1	3.3%
Total	30	100%

Graphic 10

Survey Question 10

10) ¿Cómo calificaría usted su interacción con el profesor de inglés?

30 respuestas



- Excelente, es muy fácil de entender y es fácil hacerle preguntas.
- Buena, es fácil de entender. No siempre está abierto a preguntas.
- Regular, no interactúo mucho con el profesor.
- Mala, prefiero no hablar con el profesor.

ANALYSIS AND DISCUSSION

A percentage of 63.3% answered this question mentioning that the relationship with the teacher does not present setbacks, and it is even easy to address him to ask questions and solve doubts, while 20% of the students mention that it is easy to understand the teacher but it is not always available to ask questions taking into account that it is necessary that students have a space to ask questions, that is, solve doubts when it is the right time. Another percentage of 13.3% responds that the relationship with the teacher is regular because there is no constant interaction with it. Although there is a considerable percentage of students who claim not to have inconveniences to interact with the teacher, a certain percentage still presents difficulties in establishing a fluid relationship with the teacher.

Question

11) *¿Cree usted que realizar tareas en grupo le resultaría beneficioso pues así podría aprender del resto durante las clases de inglés?*

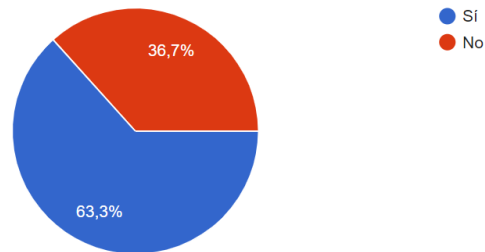
Table 13 Question 11, Survey

Option	Frequency	%
Yes	19	63.3%
No	11	36.7%
Total	30	100%

Graphic 11 Survey Question 11

11) ¿Cree usted que realizar tareas en grupo le resultaría beneficioso pues así podría aprender del resto durante las clases de inglés?

30 respuestas



ANALYSIS AND DISCUSSION

A considerable number of 63.3% represented by 19 students tend to show that performing group tasks would be beneficial since it would learn with the rest of colleagues during English classes. While 36.7% mentions that it is not beneficial to perform group tasks with reference to question 9 where the relationship, they maintain among themselves the 10th grade class A.

Question

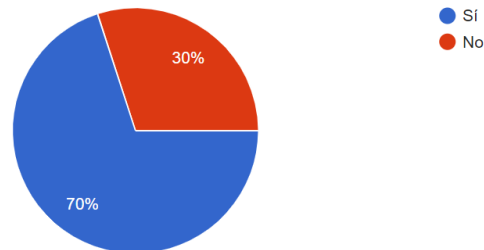
12) ¿Hablar en inglés durante las clases de inglés le resulta difícil?

Table 14 Question 12, Survey

Option	Frequency	%
Yes	21	70%
No	9	30%
Total	30	100%

Graphic 12 Survey Question 12

12) ¿Hablar en inglés durante las clases de inglés le resulta difícil?
30 respuestas



ANALYSIS AND DISCUSSION

Through this question you can verify that students have the inconvenience mentioned by the teacher in the interview held. The skill of Speaking is the least developed, since 70% of the students claim that it is difficult for them to speak in English during the classes of this subject, while just 30% mentions that it is not an inconvenience speaking in English.

Question

13) ¿Cuál de las siguientes cree que sea una de las principales dificultades durante las clases de inglés?

Table 15 Question 13, Survey

Option	Frequency	%
The language is very difficult.	6	20%
I do not manage to remember the vocabulary.	17	56.7%
I am very bored during the classes and I do not pay attention.	4	13.3
It is difficult to communicate with the rest of the classmates	3	10%
Total	30	100%

Graphic 13 Survey Question 13

13) ¿Cuál de las siguientes cree que sea una de las principales dificultades durante las clases de inglés?

30 respuestas



ANALYSIS AND DISCUSSION

One of the difficulties mentioned in the survey and that receives a high figure is to remember the vocabulary. 56.7% of students mention that remembering the appropriate vocabulary is a difficult task, while 6 students, represented by 20% of the total say that the language is very difficult to learn. Another 10% of the students say it is difficult to communicate with the rest of the companions.

Question

14) ¿Cree que las actividades que impliquen moverse y compartir con el resto de sus compañeros le mantendrían motivado durante las clases?

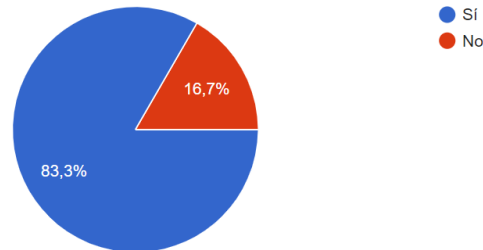
Table 16 Question 14, Survey

Option	Frequency	%
Yes	25	83.3%
No	5	16.7%
Total	30	100%

Graphic 14 Survey Question 14

14) ¿Cree que las actividades que impliquen moverse y compartir con el resto de sus compañeros le mantendrían motivado durante las clases?

30 respuestas



ANALYSIS AND DISCUSSION

In this question, 25 (83.3%) students respond that dynamic activity and sharing with other peers would help them stay motivated, while 16.7% respond not.

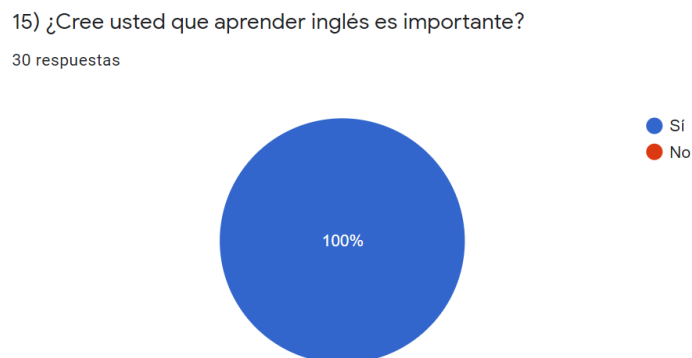
Question

15) *¿Cree usted que aprender inglés es importante?*

Table 17 Question 15, Survey

Option	Frequency	%
Yes	30	100%
No	0	0%
Total	30	100%

Graphic 15 Survey Question 15



ANALYSIS AND DISCUSSION

Finally, of the 30 students surveyed, 100% of them agree with that learning English is important. Getting a clear and homogeneous response from the 10th year class A in this survey.

DISCUSSION

Once the findings are established, the present investigation determines that the hypothesis established at a beginning, which mentions that students have problems participating in classes, present a considerable lack of motivation itself that affects the skill of speaking during the teaching-learning process and does not allow to acquire a significant learning in the students of 10th grade of the Military Academy Miguel Iturralde II, which are related to a previous investigation taken as a fundamental a history in the present study, Zúñiga, (2016) in her study mentions that implement The Task-Based Language Approach to integrate language skills is a significant benefit among students facilitating the integration of the four language skills, as is the English language.

The Task-Based Language Teaching approach, has been raised as a starting point in the present investigation is a relevant approach within the teaching-learning process of the English language, since within the activities that are intended to be resolved during the application of this approach benefits the student's development where the learner is forced to use the foreign language to resolve the tasks implemented; several of the activities require a collective participation among students, helping them to participate and dialogue among them. This study results hints in the majority of students prefer to receive classes dynamically since in this way their motivation increases and

maintained much more participatory during English classes, and favors equally the ability to understand classes and the different topics discussed.

However, in the survey conducted, 44.8% of the students hints that communicating with the rest of classroom classmates is a bit complicated task, giving way to the little interaction that students have with other colleagues. During the learning process not only the teacher is important, but also the student. A healthy relationship between classroom companions can generate an environment in which they feel confident to comment and participate in classes, generating better participation during the teaching-learning process. On the other hand, since the teaching-learning process is carried out by a guide and a learner, the teacher in charge was interviewed in the same way to identify the inconveniences they present during the English classes, and in the same way, on the part of the researcher submit as an alternative solution the application of the Task-Based Language Approach.

During the interview they managed to suggest that the inconveniences presented by students during English classes are due to the lack of motivation they present, sometimes Speaking's ability is one of the most difficult for students and this generates that they have very little Participation during classes and sometimes also causes a little understanding of the topic to be discussed.

During the interview conducted, an example of application of the Task-Based Language Teaching approach was shown, the teacher was able to understand the example and mentioned that performing dynamic activities is essential during the classes for students to obtain significant learning, from the Same form, he added that he recommends the application of the Task-Based Language Teaching approach, because it was an effective alternative to improve both, the relationship between students and the motivation during English classes.

According to the data obtained, there are a large number of students who mention that the activities that require movement or entertaining activities are their preferred when receiving English classes, this is how the Task-Based Language Teaching approach is taken as reference in order to promote dynamic activities that involve activities related to a real context where the student must interact with other colleagues using the English language to be able to resolve the tasks established by the teacher in charge.

Likewise, the teacher was able to provide significant information for this research, such as his opinion on the role of the teacher during the English classes, through the interview, is mentioned that, during the teaching process-learning the teacher it fulfills the role of guidance, because if the teacher tends

to solve all the inconveniences or difficulties presented to learner, then the student will not be able to produce a meaningful learning on their own.

It is concluded then, that the information obtained during this investigation suggests the application of the Task-Based Language Teaching approach to improve Speaking's skills and in the same way improve the participation of students during the teaching-learning process in order to obtain a learning Significant among the students of the 10th grade at the Military Academy Miguel Iturralde II.

9 RESEARCH IMPACTS

Task-Based Language Teaching is an approach “The basis of the TBLT methodology is to propose to students the realization of a series of tasks in the target language, which is being studied, to promote its capacity for communication in the second language” (Unir V. , 2020, p. 1) This approach has been considered as a viable for the development of English teaching-learning process. Therefore, this study will have an educational impact since the research shows important information in order to determine the effectiveness of the approach. The application of Task-Based Language Teaching approach can contribute English teachers as well as students, to an innovative way of developing communicative skills and improvement in the English teaching-learning process. Through the application of Task-Based Language, students can improve their language skills and be exposed to the language obtaining a meaningful learning. Hence, Military Academy Miguel Iturralde II students can acquire new cultural knowledge from other countries as well as Ecuador during the English teaching-learning process. Also, English teachers and students from any country around the world can apply this approach when learning English.

10 CONCLUSIONS

- Based on the first specific objective concerned to Task-Based Language teaching approach is not one of the most used approaches within the teaching of the English language. Education is a branch that is constantly improving and evolving, and equally the techniques for quality learning are constantly improved. According to the information that was gathered, the Task-Based Language Teaching approach is part of the innovative approaches that teachers from all over the world tend to implement in English classes, also, the Task-Based Language Teaching approach aims to improve the acquisition of language allowing students to resolve tasks by relating them in a Real context, that is, it intends that the student needs to use the English language to be able to resolve the tasks established by the teacher. During the teaching-learning process, the student must be able to produce a significant learning and sometimes one of the main drawbacks presented during language classes is the little participation of students for interacting with the teacher. Thus, the relationship between the Task-Based Language Teaching approach during the teaching of English represents a significant benefit because it facilitates improving both teaching and learning of the English language through activities that motivate the student.
- As a hypothesis it was established that one of the most student inconveniences was the lack of motivation and little participation during English classes and was mentioned how this affected the teaching-learning process. Through the surveys conducted to students and the interview with the teacher, it was possible to identify that of the main drawbacks during the teaching-learning process refers to the little interaction between classmates of the 10th grade, students class A, present inconvenience with the skill of Speaking and establishing an unparalleled behavior in response to little unfolding in English language speaking. During the surveys conducted, it can be seen that a large number of students surveyed prefer to receive classes that involve performing dynamic activities and keep them motivated, while the teacher describes by his experience that the dynamic classes are extremely important to obtain a significant learning by understanding themselves and mentioning that the inconveniences presented in the teaching-learning process are problems that can be resolved.
- Thanks to data collection and information review about the Task-Based Language Teaching approach, it is possible to understand that the teaching-learning process needs to be significant

for the student as well as for the teacher. Different problems were identified from the observation of students within their environment in order to identify, through exhaustive research that one of the best options is the Task-Based Language Teaching approach, the teacher of 10th grade also, found that the approach mentioned before was the best option for his students taking into account the needs of the class.

Task-Based Language approach has been determined as a viable approach for the development of a meaningful English Teaching-Learning process because of the main problems that students present in the 10th grade class A, which are the little participation during English classes, as well as the little development they have on Speaking's ability. The Task-Based Language Teaching approach proposes a process that includes activities that motivate students to pay attention during English classes, as well as aiming that students can obtain unifying learning, thanks to which it is required that in order to develop a meaningful learning. So, the student uses the English language to be able to resolve the proposed activities at the Task-Based Language Teaching approach.

These results are subjected to certain limitations: the teacher's experience based on the development of a certain class. Further research can be done in implementing Task-Based Language Teaching approach as a viable approach for the development of a meaningful English Teaching-Learning process.

11 RECOMMENDATIONS

- During the learning of students, it is necessary to take into account the role of the teacher and the role of the student respectively. A teacher can be considered as a guide and a transmitter, however, as soon as the teacher occupies and adequately develops his guide role, student learning can become effective and significant. Students must be an active part of the teaching-learning process of the English language. Learning a new language involves being exposed to this new language and practicing it is constantly the key, taking into account this important factor is possible to obtain the considerable domain of it.
- During the Application Research Methods, it is essential to bear in mind that each of these tools must be elaborated in a way that is adapted to the topic that is being treated in the

investigation, that is, to govern them with a series of considerations neatly related to what It is intended to investigate.

During the application of the surveys with the students, the active participation of each of them is necessary as well as the understanding of each of the developed questions, is so that the research carried out presents a questionnaire applied in the Mother Tongue because Applying it in the English language would represent different conflicts of understanding and sometimes, it would even represent a misinterpretation of the question. In the same way, the questions made contain very technical words for their best understanding and also counted with the researcher's guidance.

- When proposing the Task-Based Language Teaching approach, it is intended to host the so innovative and simple structure that it provides as a focus. The application of the activities to be carried out with the different students depends on 100% of the teacher. Since the teacher must first analyze the problems presented by his group of students, as well as assess whether the approach is adequate according to the needs they present. Indispensable factors such as the age of the students should be taken or if the topic to be treated is appropriate to apply with activities that can be shared in groups. The teacher must be aware of each of these variables to take into account and verify the feasibility of the approach according to the group of students of it.

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13 ANNEXES

Graphic 16 Observation Guide

OBSERVATION GUIDE FOR THE DEVELOPMENT OF THE RESEARCH PROJECT OF THE PEDAGOGY CAREER IN NATIONAL AND FOREIGN LANGUAGES: ENGLISH.			
Teacher: Sergio Gualavisi			
Class: 10 th Grade 'A'			
Fecha: 17/02/2022			
Indicators		Assessment	Observations/proposal for improvements
DESENVOLVIMIENTO DE LOS ESTUDIANTES DURANTE LAS CLASES DE INGLÉS			
1	Students are punctual during English classes	Yes	All students are on time during English classes because are hours established between the course of the morning.
2	They understand the questions made by the teacher.	No	Students present difficulties in answering questions and sometimes, the questions asked by the teacher are not answered.
3	Students perform activities without inconvenience	Yes	Students sometimes need to listen to the order to carry out the activities established by the teacher.
4	Students ask questions to the teacher openly and without problems	Yes	Not many students ask teachers questions, however, they ask each other any concerns. This number of students is minimal.
5	Students are participatory during English classes.	No	Not many of the students are participatory, just two or three students answer the questions or interact with the teacher.
6	Students present themselves motivated and very attentive to English classes.	Yes	The teacher maintains an adequate tone, in addition to not only guided by the English text, but also adds simpler examples using the blackboard or including students to make examples.
7	It is easy to obtain a participation on the part of the students.	No	Only some students access to participate when necessary, not all show a facility to talk during the classes unless it is requested by the teacher.

Elaborated by: Allison Caiza & Eduardo Chicaiza

Graphic 17 Observation Guide

8	Students collaborate with each other actively.	No	Because the classes lack interaction between the student and the teacher, they are very little necessary to establish talks or exchange ideas with the rest of the classmates.
9	The ability of reading is a factor that needs consideration to improve.	No	Students develop adequately depending on their age and level of English regarding the Skill reading.
10	Listening ability is an element that needs consideration to improve.	Yes	Although it is in a small amount, students need to improve listening ability.
11	Speaking ability is an element that needs consideration to improve.	Yes	Students rarely handle Speaking's ability within the classroom, is one of the least practiced skills.
12	Writing skill is an element that needs consideration to improve.	No	Los estudiantes logran desenvolverse adecuadamente en función a su edad y nivel de inglés durante el desarrollo de actividades de writing skill.

Observer's signature

Elaborated by: Allison Caiza & Eduardo Chicaiza

Graphic 18 Teacher's Interview



Entrevista al docente.

- 1) **Según su experiencia con el 10mo grado, ¿Cuál cree que es la mayor dificultad que presentan durante las clases de inglés?**

La mayor dificultad es poner atención, la motivación es el factor que falta. Listening y Speaking son de los skills que menos desarrollan los estudiantes.

- 2) **¿Conoce usted el enfoque Task-Based Language Teaching?**

Task-Based Learning es el más conocido y aplicado.

- 3) **¿Cómo cree usted que beneficie la implementación del enfoque Task-Based Language Teaching en sus clases de inglés?**

Usando el enfoque mejorarían el relacionarse entre ellos, dialogar y compartir entre los compañeros un punto de vista. Conversar entre ellos los motivaría a compartir ideas y mencionar temas de interés.

- 4) **¿Cree usted que las clases deben ser siempre dinámicas y activas para obtener un aprendizaje significativo?**

Siempre deben ser dinámicas, a partir de los libros aplicar actividades que motiven. Si los estudiantes no reciben clases dinámicas tienden a no prestar atención a las clases y a no obtener un buen aprendizaje.

Elaborated by: Allison Caiza & Eduardo Chicaiza.

Graphic 19 Teacher's Interview

- 5) **¿Evalúa a sus estudiantes obteniendo resultados satisfactorios dentro de las destrezas que se deben desarrollar adecuadamente en el proceso de enseñanza-aprendizaje?**

Al desarrollar alguna habilidad, los estudiantes presentan inconvenientes en las destrezas en las que tienen menos productividad, debido a que pierden el hilo y la costumbre de escuchar los temas que se deben aprender. Los estudiantes no están acostumbrados a mantener conversaciones y por ende se les hace complicado rendir efectivamente.

-
- 6) **Una vez revisada la actividad a continuación, ¿cómo cree que beneficiaría a su grupo de estudiantes?**

Mejoraría el aprendizaje autónomo de ellos mismos, mencionando cómo durante el último stage ellos tienen la habilidad de comunicar sus ideas. Les beneficiaría significativamente en los diferentes inconvenientes que presentan durante las clases de inglés y su rendimiento académico, tienen más pasos donde puede desarrollar y completar la tarea.

Elaborated by: Allison Caiza & Eduardo Chicaiza.

Graphic 20 Teacher's Interview

- 7) **¿Cree usted que presentar tareas que impliquen comunicación entre los estudiantes mejore el rendimiento de los mismos y los motive a aprender el idioma?**

La cantidad de estudiantes que beneficia esta clase de tareas es mínima y en ocasiones el objetivo es una nota alta más no el de aprender realmente.

- 8) **¿Cómo cree que debe participar usted durante la realización de tareas de los estudiantes para hacerlos sentirse más cómodos?**

El docente tiene que ser un guía a la hora de resolver la tarea el estudiante, si el docente no es un guía el estudiante no va a poder realizar las actividades. Si usted no es guía, el estudiante no produce el conocimiento.

- 9) **¿Cómo cree usted que beneficie a los estudiantes el desarrollar actividades grupales en donde tengan que usar el idioma inglés?**

Les beneficia en que logran crear confianza entre ellos, crean opiniones personales a partir del compartir entre el grupo y se motivan personalmente generando un pensamiento crítico.

- 10) **¿Recomendaría usted usar el enfoque Task-Based Language Teaching para mejorar la participación y motivación de los estudiantes durante el proceso de enseñanza-aprendizaje del idioma inglés?**

En el caso de los estudiantes de 10mo año, el docente recomienda el enfoque y la aplicación del mismo para poder promover la comunicación entre los estudiantes. Como recomendación, el tomar en cuenta las necesidades que presentan cada grupo, además de comunicarse entre el estudiante y el docente, en caso de que existan inconvenientes que impidan llevar a cabo la aplicación del enfoque.

Elaborated by: Allison Caiza & Eduardo Chicaiza.

Graphic 22 Sample Task-Based Language Teaching

Practice

1. Expressions with numbers: memory challenge game

Tell students to turn their handouts over and put down their pens. Write these numbers on the board:

3, 3.3, 600,000, “3 to 4”

Can they remember the whole phrases that they were in?

Give them one minute to read the text again (no pens and no writing!). After one minute, turn text over. THEN -- ask students to pick up their pens and write down the phrases from memory (should be fun).

Have students check with their partner to see if she/he has the same as them.

Ask volunteers to read the chunks of language that they remembered out loud to the class.

As a class, compare how close students' attempt were to the actual text. Discuss what is missing.

2. Task Repetition

In pairs but with a different partner, ask the class to once again report to each other the same question you began with: What do you think of the current economic situation in Spain? (Tell them that you will call on two volunteers at random to come up in front of the class and report! This should be lively and fun).

Call on a few volunteers at random to tell the class what they know about the Spanish economy at present.

3. Reflect

As a class, reflect on (1) how their ability to report on Spain's economic situation has improved, and (2) new language that they learned.

Source: (Baralt & Morcillo Gomez, 2017)

Graphic 23 Student's survey

Preguntas Respuestas **30** Configuración

TASK-BASED LANGUAGE TEACHING APPROACH

La siguiente encuesta tiene una finalidad educativa. Los siguientes datos contribuyen a la investigación pertinente.

Correo *

Correo válido

Este formulario registra los correos. [Cambiar configuración](#)

1) Durante las clases de inglés ¿Le gusta realizar actividades que impliquen moverse y dialogar * con sus compañeros?

Sí

2) ¿Cuál es la parte más difícil de aprender inglés?

Aprender el vocabulario.

Recordar la gramática.

Mantener una conversación fluida con los compañeros.

Entender al profesor.

Participar en clase (Tengo miedo de equivocarme)

3) ¿Cuál de las siguientes es su forma preferida de aprender durante las clases de inglés?

Dictados y memorización de la gramática.

Explicación del tema por parte del profesor para luego tomar evaluación sobre el tema presentado.

Interacción con el docente haciendo preguntas y resolviendo dudas conjuntamente con el resto de compa...

Realizar actividades que impliquen juegos mientras aprenden un tema en específico e interactuar con el p...

No participar en las clases mientras el profesor explica todo.

Elaborated by: Allison Caiza & Eduardo Chicaiza.

Graphic 24 Student's survey

4) ¿Cómo cree que el docente debe explicar las actividades que los estudiantes deben resolver?

- Con imágenes fáciles de entender
- Con ejemplos, mostrando primero cómo resuelve la actividad o ejercicio.
- Explicarlo con palabras y dejar que los estudiantes resuelvan actividades.
- El docente debe considerar explicarlo verbalmente y en caso de no ser lo suficientemente entendible, mos...

5) ¿Cree usted que tener una participación durante las clases de inglés le ayudarían a aprender mejor el idioma?

- Sí
- No

6) ¿Cree usted que es indispensable estar motivado durante las clases de inglés?

- Sí
- No

7) ¿Cuál cree que es el principal problema para mantenerlo atento y motivado durante las clases de inglés?

- No me gusta el idioma.
- El profesor no se explica adecuadamente.
- Las clases son aburridas y prefiero hacer otra cosa.
- La materia es demasiado aburrida.
- Es difícil recordar las palabras mostradas durante las clases.

Elaborated by: Allison Caiza & Eduardo Chicaiza.