

**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**



**“THE TASK-BASED METHOD TO TEACH BASIC
ENGLISH VOCABULARY TO TENTH-GRADE
STUDENTS AT UNIDAD EDUCATIVA “UPSE”,
SCHOOL YEAR 2021-2022”**

RESEARCH PAPER

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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La Libertad – Ecuador

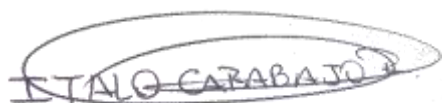
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **“THE TASK-BASED METHOD TO TEACH BASIC ENGLISH VOCABULARY TO TENTH-GRADE STUDENTS AT UNIDAD EDUCATIVA “UPSE”, SCHOOL YEAR 2021-2022”** prepared by **VERA PEÑA JULEXI JULISSA** undergraduate student of the pedagogy of national and foreign languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

A handwritten signature in blue ink that reads "ITALO CARABAJOS". The signature is enclosed within a hand-drawn oval border.

Carabajo Romero Italo Rigoberto, Msc.

Tutor

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A handwritten signature in black ink, appearing to read "Julexi Vera P." with a stylized flourish at the end.

VERA PEÑA JULEXI JULISSA

AUTHOR

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I would like to take the opportunity to thank two important people that have guided and supported me along the way of my career and the elaboration of this project. Firstly, I want to mention my Professor, MSc. Elena Niola San Martin, who has demonstrated significant assistance and knowledge. She has accompanied me through difficult times always having a kind word of advice to help me keep going through my years in this respected University.

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Finally, I would like to thank every person that was there for me in the academic field, I cannot name them all, but I sure remember every warm gesture and encouragement given when I need it the most.

DEDICATION

I want to dedicate this work to my lovely family, specially to my parents because they stayed with me during my university way.

They have been my inspiration to finish my career and for supporting me in each step of my life.

With love

Julexi



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ABSTRACT

This project was developed to teach English vocabulary to fifty tenth-grade students at Unidad Educativa “UPSE”, school year 2021-2022. The main goal of this study was to create a Didactic Guide based on the Task-Based method through which students could learn new English words. To achieve this objective, during this study, different tools were applied. With the qualitative method, interview, and class observation, took place to obtain data about the students’ learning process. With the quantitative method, questionnaires, and surveys applied to the pupils, it was possible to establish that the students had a poor knowledge of vocabulary. With all this information in hand, a proposal was designed to cover the students’ needs, and with the benefit of the Task-Based method activities, it was possible to build a custom Didactic Guide for the 10th grade students, always having in mind their most liked activities to perform during English lessons. This guide will become a very useful tool for the teacher to provide the students with a differently interesting method that can include every one of them during the development of each lesson while practicing and improving all the four language skills required to obtain the English proficiency.

Keywords: Task-Based method, English vocabulary, new words, didactic guide.

DECLARACIÓN

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES MI RESPONSABILIDAD, LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.



Julexi Julissa Vera Peña

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;
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INTRODUCTION

Communication is an essential element for all lifeforms in the world. Animals have a certain way of communicating among themselves, but language is a gift for humans. It goes further than just helping us to communicate. Language is an intrinsic part of the culture and society.

There lies the importance of understanding the cultural background to learn a foreign language. There are several excellent reasons to learn English, but the most valuable one is that knowing English will make learners stand out from the crowd, that is, they will get more opportunities, not only in the professional field but also in their social activities.

Ecuadorian students have limited access to practice speaking or listening to English, learners also face a lot of pressure. When they need to start using the foreign language to communicate either with their teachers or their classmates; and usually get frustrated, when they notice that all the skills developed and learned inside the classroom, are not good enough to allow them to have proper communication.

Students have a deficit of vocabulary knowledge, making it more difficult to attempt to start using English during class. Many scholars have used many methods or approaches to teach English. It is proven that traditional methods offer a large amount of grammar and structure, knowledge of English, but modern approaches like the Task-Based Method (TBM), has proven that the teaching-learning process can be faster and easier. Students get engaged with this method. They have improved their vocabulary and speaking abilities; learners have found themselves practicing the four skills of the foreign language at the same time which means that when they use TBM, these abilities become more natural.

This research project is divided into four chapters:

Chapter I – The Problem: This chapter states the problem of which the students have a low English vocabulary knowledge. It also describes the main reasons why the students have issues related to the vocabulary learning.

Chapter II - Theoretical Framework: This is the backbone information for the project. Here, the different theories and bases for the Tasked-Based method application is detailed.

Chapter III – Methodological Framework: This part allows the researcher to collect all the needed information through different tools and methods to state the problem and to review the data to propose a solution.

Chapter IV - Proposal: This section contains the possible solution to the problem. In this case, a didactic guide to teach English vocabulary with different custom-made tasks and activities have been formed.

CHAPTER I

THE PROBLEM

Research Topic

The Task-based method to teach Basic English vocabulary to Tenth-Grade students at Unidad Educativa “UPSE”, school year 2021-2022.

Problem Statement

The English language ranks as one of the most spoken languages around the world. There lies the importance of learning and understanding the language to establish an effective communicative process. The English language teaching implies analyzing the characteristics of the learners; these features could be related to the level of knowledge or their social background, which means realizing if the language is considered a second language or a foreign language in students' context.

Cifuentes et al, (2019) stated that in Ecuador, English teaching became a formal requirement in every institution in 1950, but the lack of teachers was a big problem. At that time, English teachers were chosen because of their time accessibility rather than their knowledge for this purpose; it means that a primary education teacher could impart English classes no matter if they had an adequate language proficiency. It brought a significant problem for students because teachers were not trained for this teaching process.

The Ecuadorian government has been implementing several programs to allow teachers in service to improve their teaching methodology. These programs are aimed to strengthen language teaching and enhance the teachers' and students' English levels.

According to the Curriculum Guidelines, English as a foreign language, from Ministry of Education, students from tenth grade, must have A2 English level, meaning that they should be

able to produce simple expressions in English to satisfy their needs, talk about daily routines, answer questions regarding school or home information, understand more complex texts like biographies and be able to have short conversations (Educacion, 2014).

The latest report given by Education First, (EF) about the world's largest ranking according to English proficiency in 2020 showed Ecuador has one of the lowest levels, being the 93rd out of 100 states. Moreover, it is the lowest level in Latin America, signifying the last one in the list of 19 countries (EF,2020).

The Education Minister in 2019 Monserrat Creamer, said that out of 9624 English teachers in Ecuador, only five have the C1 proficiency level and 2715 reached the B2 level required to teach English in public schools (Primicias, 2019).

With these data, there is no doubt that many elements in the foreign language teaching-learning process in Ecuador must improve. Teachers face a tremendous challenge. They have the responsibility to find better modern ways to engage students in the learning process. Teachers themselves have to study the language competences in all four skills, to be ready to assist the learners with efficacy and efficiency.

Due to the pandemic, children were forced to change the education method to virtual learning. According to an UNICEF article, "Half of the parents said that online education was ineffective, because of the lack of resources (computers, tablets, cell phones) and limited access to the internet" (Chaiban, 2021, p. 1).

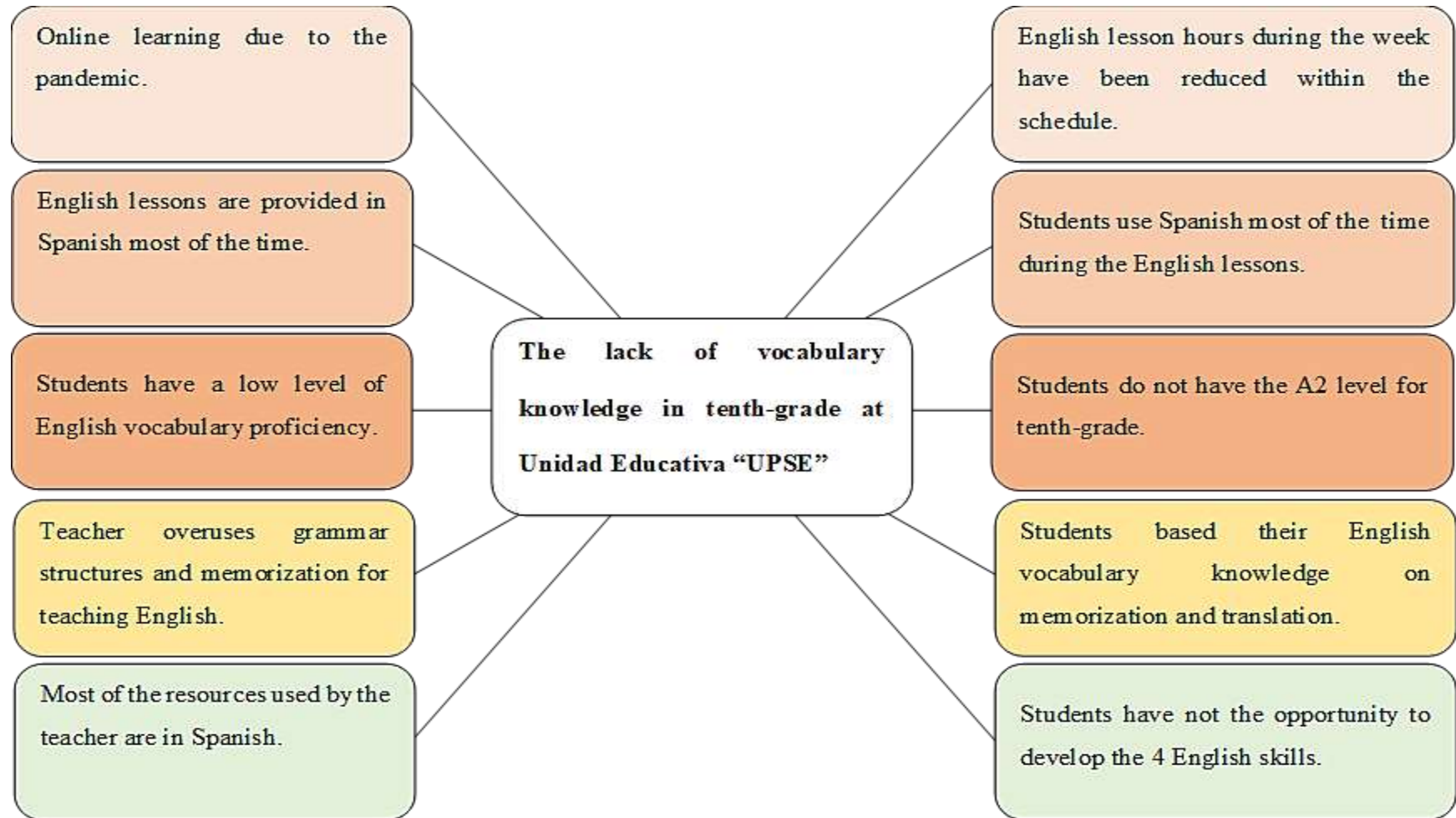
This digital gap, especially in Ecuadorian rural areas, has led to a decrease in the quality of the children education. This fact directly affects the results in the foreign language learning process.

Many public schools in La Libertad city such as the “Unidad Educativa UPSE” are concerned about the students English learning process. This educational institution is still struggling to find an adequate methodology for effective language learning. Because of low awareness and strategies, some students can not satisfy their English learning needs to fulfil the communicative process. Students need to acquaint themselves with the vocabulary to establish a clear interaction. In this context, teachers have to explore their approaches to search for adequate strategies and activities that help students to increase their vocabulary.

Problem Tree

Figure 1

Problem tree



Problem Formulation

How does the Task-based method help students to learn Basic English vocabulary to Tenth-grade students at Unidad Educativa “UPSE”, school year 2021-2022?

Specific Research Questions

1. To what extent the Task-based method helps for teaching English vocabulary?
2. Which are the most effective Task-Based activities for teaching Basic English vocabulary?
3. What effect do Task-based activities have on the Basic-English-vocabulary learning process on Tenth-Grade students at Unidad Educativa “UPSE”?

Objectives

General Objective

To teach Basic English vocabulary through the Task-based method to Tenth-Grade students at Unidad Educativa “UPSE”, school year 2021-2022.

Specific Objectives

1. To describe how the Task-Based method is suitable for teaching English vocabulary.
2. To establish the Task-Based activities for teaching Basic English vocabulary to Tenth-Grade students at Unidad Educativa “UPSE”, school year 2021-2022.
3. To create a didactic guide including suggested Task-based activities for Tenth-Grade students at Unidad Educativa “UPSE”, school year 2021-2022.

Justification

Scope

Learning a new language could be a complicated process because of its implications: grammar rules, vocabulary knowledge, developing skills, among others. Therefore, it is relevant to analyze the teaching process, including how language is delivered by teachers and acquired by students to have a better understanding of how to improve the students' language skills.

This research project is noteworthy because it can provide support for all the members involved in the educational area in the Ecuadorian public schools, due to the insufficient English vocabulary learning techniques.

This project offers teachers and educators, an efficient alternative that allows students to start developing language skills by doing a task. Task Based Method has demonstrated that the learning process has a tremendous improvement when applied for all age students. In the Ecuadorian curriculum context, modern methods like this one are not yet fully introduced. It represents a challenge that could change the concept of learning a foreign language for the better.

Through this Task-Based approach, students and teachers will experience a new opportunity to acquire new vocabulary. Moreover, they will find that learning a foreign language can be enjoyable. Also that they can actually use the language to communicate among their mates, having a better comprehension of academic, scientific, and regular content.

It is a feasible study which means that it can become a very important tool for teachers to have their learners engaged and willing to learn more and more every day.

Delimitation

This research will be carried out in Santa Elena province, La Libertad city. It is focused on Tenth-Grade students at Unidad Educativa “UPSE”, during the school year 2021-2022. There are ninety-nine Tenth-Grade students divided into two courses. Those courses are compounded by fifty students and forty-nine students respectively, and one English teacher.

Field: Education

Area: English language

Aspect: Teaching-Learning process

Title: Teaching English vocabulary and the Task-based method

Time delimitation: School year 2021-2022

Spatial delimitation: Unidad Educativa “UPSE”

Social delimitation: Tenth-Grade students

Limitations

Back in March 2020, the president of Ecuador had to shut the schools down because of the pandemic. Since then, online education has been applied for all students from pre-school to university (Creamer, 2020), limiting access to develop research projects. Nevertheless, this study will take place despite the fact that quantitative information will not be provided.

The technological resources represent a challenge in this study. Libraries are closed and most of online libraries, charge an annual fee to get access to books. Internet articles are the same. Some web pages just show a small part of the study. This study cannot be applied at this time because distance education is still current, but the methodological information will be a useful tool for teachers and students.

CHAPTER II

THEORETICAL FRAMEWORK

Background

Task-Based Language Teaching and English for Academic Purposes: An Investigation into Instructor Perceptions and Practice in the Canadian Context

Task-Based Language Teaching is also perceived as useful in English Academic Purpose instruction, as 13% of responses mentioned it as a perceived advantage of TBLT. Participants reported that some students felt a sense of achievement and improvement and a sense of success regardless of their level. They also mentioned that Task-Based activities were more effective than other methods of teaching. The participants thought that having a learner-centered classroom was appropriate, and activities were more student-centered; therefore, the teacher was a facilitator helping students to communicate with each other (Douglas & Marcia, 2015).

The Impact of Task-based Approach on Vocabulary Learning in English for a Specific Purpose Courses

Students who have been taught vocabulary through task-based language teaching outperformed those learners who have been taught vocabulary through traditional approach. So, the traditional approach, in this context, is proved to be unsuccessful. It shows that learner-learner interaction while performing tasks provided opportunities for the learners to talk about vocabularies and monitor the language they used. In traditional method, the focus is on translation and memorization of new vocabularies and students are not concerned with the context in which these technical vocabularies are used. The task-based approach allows language use and language learning e simultaneously (Sarani & Farzaneh).

The Effect of Task-Based Language Teaching on Motivation and Grammatical Achievement of EFL Junior High School Students

Regarding the use of TBLT which is a suitable technique for language learning, the results of this study support Nemat Tabrizi (2011) who found the positive effects of task-based techniques on speaking proficiency development of EFL learners. Also, the findings of Zhang and Hung (2012) that concluded using task-based instruction in big-sized class in China for college students' learning attainments, motivation and attitudes and their oral English performance leads to learning development are consistent with the findings of this research which both confirm the positive effect of TBLT on grammar development. The results of this study are also congruent to the study of Rezaeyan (2014); he researched the impact of task-based language teaching on the academic achievement of Iranian EFL female learners in Yasuj high school. Finding drawn from the analysis of data revealed that implementation of task-based teaching can significantly affect the learners' academic achievement in high school (Pazhakh et al, 2017).

Pedagogical Basis

Teachers need to be extremely effective for essential education, through the knowledge of philosophy in education. Teachers can understand the nature of their students, having a better understanding of how they adapt themselves in the classroom, and how learners behave during examinations. Based on this information, teachers must find a suitable way to meet the students' needs.

Deeksha S. shares an interesting point of view about education in her article "Jean Piaget's Theories and Practices in Education." She declares that the main purpose of education is

to guide the pupil towards higher levels of learning, recalling that Piaget says that the learning environment motivates the learner to pamper into some explicit or undercover activity.

Sometimes education mostly focuses on the tool or teaching technique, not paying much attention to providing effective support to teachers. Dr Hood mentioned in her article “learning from things schools gets wrong” that teachers have a direct influence on students’ learning. She expressed, tools or techniques themselves do not create significant benefits, moreover teachers’ pedagogy determines the impact of a tool or technique in the learning process success or failure (Hood, 2021).

In an excerpt of the book “Teaching strategies for all teachers”, by (Johnson, 2015), he says that teaching is a science, a craft, and an art. A science because teachers must use investigation to enlighten their procedure, just like doctors do, also teachers should be like scientists experimenting new strategies or techniques to see if their students are learning in their best way.

Every teacher has a different method, a personal teaching style, that is, teaching is similar to art, what works for one teacher might not work for another. Teachers, sometimes have to find a custom strategy that would meet specific teaching situations. They must obtain their own distinctive abilities for their students’ benefit.

Finally, he describes teaching as a craft that is learnt by experience, as in any other profession. A person cannot expect to leave college and master a career. It takes years of experience outside the classroom and the academics to become a well experienced professional.

Theoretical Basis

English has adopted the denomination of Lingua Franca because it has become the systematic language for the people who do not share a native language. English language is related to the Indo-European family of languages. English is included in the most predominant West Germanic languages among Dutch and German. It was spoken in Great Britain 1400 years ago and it is the dominant language of the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, several countries of the Caribbean Sea, and the Pacific Ocean. It is also the official language of India, Philippines, Singapore, and South Africa.

English is the leading language in the world with most speakers due to the colonial influence of the British Empire, but later to the spread of American culture. English has more non-native speakers, so it can be found in far more countries, particularly in Africa. English is spoken in 146 countries (Eberhard et al, 2021).

English language has become a crucial tool that helps people around the world to achieve better opportunities in personal, professional, and business matters. Globalization has played a significant role in the way we communicate which means that more than 50% of the information found online is written in English. Most of the biggest companies have their headquarters in English speaking nations. Therefore, the importance of learning this language, especially at an early age, will guarantee a favorable outcome in any profession chosen by the current elementary and high school students.

Richards and Rodgers (2001) stated that “language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies” (p, 1). Learning a new language is a complex process

in which learners must acquire a lot of new words, grammatical structures, accents, phonetic sounds, etc.

Numerous studies have proven that learning a foreign language helps the brain to develop certain skills, that it will decrease the aging process, increase memory, improve communication abilities, also will help to perform better in a professional field, or just give us the opportunity to know people around the globe.

Regarding learning a foreign language, we could say “the sooner, the better.” Learning another language at an early age will aid the learning process in adult life. Children learn their mother language with extraordinarily little effort. When they are introduced to a foreign language at a youthful age, the process becomes natural and eases the ability to verbal communication. In other words, children do not learn the structure of a language but its meaning and are able to interpret and interact with their surroundings in two or more languages at the same time. The process of learning a foreign language boosts cerebral and rational abilities. It is not an easy task; it requires lots of brain exercise.

The Task-Based Method

Along with history there have been various methods, techniques, or approaches involved in foreign language teaching. There is a debate among different authors on which method has proven to be more effective. The challenge no matter what technique or approach the teacher chooses to apply for the lesson, is to put it on practice in the real educational environment.

All these techniques or strategies were developed from social, educational, economical, and even political conditions but mainly stated in a theoretical system. Moreover, modern theories and perspectives assure that virtual experiences and practical activities

combined with traditional methods lead to a better approach for teaching English. “There is a long history of proposals that attempt to characterize how humans manage the effort of communication and understanding” (Human, 1949, p. 3).

There are methods that support the effective English language teaching process and enhance the students’ learning. Those methods are Communicative Language Teaching (CLT), Natural Approach, Cooperative Language Learning (CLL), Content-Based Instruction (CBI), Task-Based Language Teaching (TBLT), among others.

The Task-Based Language Teaching is an approach aimed to complete tasks effectively as the main goal of the planning and language instruction. This method is based on the constructivist theory of learning and communicative language teaching. The first Task Based Language Teaching performed was carried out by N.S. Prabhu in 1982 through his Bangalore research project (Bhandari, 2020).

The learning process is found on perception and observation, being an active participant of any activity will lead to experience and acquire new skills of knowledge (Heath, 1980). In this matter, sensory experiences develop a better comprehension of the world. TBM focuses on the development of linguistic skills or international competence (Ellis & Shintani, 2015). An English lesson classroom is the perfect scenario to practice new ideas, to teach and to learn facilitating many opportunities for its participants (Veigas & Wilson, 2021).

Over the last decades, this method has been attracting for both, teachers, and researchers because of its significance in the educational field. It is a student-centered approach. It provides learners the opportunity to interact and communicate with others using the target language to

develop their communicative skills through tasks and activities (Hismanoglu & Hismanoglu, 2011).

Richards and Rodgers, (2001) stated TBM is mainly motivated and focused on a theory of learning than a theory of language acquisition. Some learning principles are relevant in TBM such as tasks to supply input and output processing for language acquisition. The Tasked-Based Method goal is to stimulate students to fully use their communication skills by achieving daily task activities inside the classroom, it gives them the opportunity to experience firsthand L2 by listening, reading, speaking, and writing.

With this approach, learners are in a way, forced to put in practice all the L2 background learned in the past years, and it challenges the teacher to keep improving the lessons according to the knowledge the students achieve every day. Also, TBM brings out real communication, so the students experience firsthand problem-solving to apply their own creative skills.

In the opinion of (Willis J. , 1996), when students are taking part in diverse types of tasks, they are all working goal-oriented to obtain a result or specific outcome. By doing these activities, learners improve communication in L2. They rehearsal all the skills needed to achieve the goal of L2 proficiency. TBM has become very well accepted lately since it allows teachers to improve real communication skills basing their methodology in meanings instead of forms. When TBM occurs, English learning becomes more natural and lessens the anxiety that students might experience while employing other learning techniques.

Using TBM in the classroom means that students must develop a specific activity in the foreign language to achieve a predetermined outcome. Teachers are aware of students' requirements and concerns' teachers' goal is to ease the learning process to the learners.

A study made in a university of Florencia, Colombia, about implementing TBM to integrate language skills, suggested that this method is indeed an impressive approach due to the outcome mentioned by the students involved in this study. They said that they could finally put all the four skills to work. For instance, one of them pointed out that this method helps her to comprehend written text, understand verbal language, learn how to write, and communicate her thoughts. Another student said that TBM helped him to work on his weakness with reading, writing, and listening, that this method was encouraging him to develop tasks without even noticing that he was forced to communicate in English (Córdoba, 2016).

The Task-Based Method Stages

In her work, Willis J. included three phases of TBM namely, pre-task, task-cycle, and post-task. They must follow a sequence in a unit of study.

Pre-task is when the teacher introduces a certain topic to students through clear explanations about what they will do in the next stage; for example, playing an audio or video about modelling the final activity or brainstorming ideas about the topic.

The task cycle is the step in which students have to complete a task individually, in pairs or in groups. It can be subdivided into task stage, planning stage, and report stage. Here is where students mostly use the foreign language to accomplish the task requirements to achieve the task goal. At these time, teachers must support any linguistic issue and assist students with materials, to solve their problems or difficulties.

Finally, post-task is when teachers based on what the students have accomplished in previous phases help them gain linguistic skills and focus on language accuracy. In this section, it is

commendable to allow students to evaluate each other`s work, reflect on what they have done and think about how they can improve it (Frost, s.f.).

Types of task The Task-Based Method

According to the English Cambridge dictionary, a task is a piece of work to be done. For this research, we must focus on the classroom task, knowing that real tasks are eligible for pedagogical purposes. It means that teachers must find a way to make a real-life task fit the purpose of teaching by adapting it to the student`s needs. In general, tasks for learning a foreign language are those that involve communication and the usage of the language. In TBM, language use while performing a task is a requirement. Not every task involves interaction or communication among people. If teachers want to apply TBM, they face the challenge of developing custom tasks for the learners, that include language skills.

The complexity of the task must be elaborated according to the knowledge of the students, having a syllabus design beforehand to start gradually introducing more vocabulary. We should remember the process in which children learn a language. They first learn simple phonetics. After this, they continue creating more complex phonological sounds, words, phrases, and simple sentences.

According to Willis J., there are different types of tasks, that teachers must use as resources for the planning for their English lessons.

1. Listing task: Despite what most teachers believe, a listening task involves a great amount of speaking, while one student is explaining a topic, the others are listening. For instance, a listening task could be performed as an interview. Students asking each other

questions, or just practicing brainstorming. Possible outcomes could be an article, an interview, or even a short story.

2. Ordering task: Ordering task, engage learners with many approaches, students are asked to rank items, actions, or events in chronological order. Then, they classified them into categories or groups.

3. Problem solving task: There is a task that students demand the most; it is “problem-solving.” Learners quickly get engaged with this task even though it could be quite challenging students have shown great satisfaction after finishing a problem-solving task. Teachers have unlimited sources of finding this type of task. For example, they can confront the learners with a real-world situation, so the students might work in groups and find different outcomes for the same issue.

4. Comparing and Contrasting task: When students are asked to compare any given information, they are working on the Comparing and Contrasting task. Generally, learners find common grounds about the topic they are studying. Also, it becomes very interesting when they point out the differences, then we have a contrast in the same group of students.

5. Story telling task: The task that encourages students to speak aloud, sharing either their own or other people’s experiences, it is called “Story Telling.” It could also be a fiction story, leading to the usage of learners’ imagination, this task is perfect for improving vocabulary.

6. Creative Task: When students face a Creative Task (Project), commonly they are asked to work in groups, this task could also be developed outside the classroom. As the

name of this task says, imaginative resources are unlimited. It could be a musical play, writing an article, a science project, etc. This type of task has proven to be a total success among teachers and students.

The Task-Based Method and Vocabulary

Zandmoghadam said that in the past years, teaching English was mainly based on grammatical structure rather than on phonological structure. Vocabulary, then, was quite simple; novel words were only introduced when an exercise was made. The belief was that once students learned the grammatical structure, vocabulary would take care of itself.

Nowadays, we are aware of the need to enrich vocabulary to improve students' communicative competence. Limitations with the vocabulary knowledge, the fact that students tend to use their mother tongue while attending an English lesson, represent a great challenge for teachers who need to have excellent communication skills to approach learners with an immense amount of novelty words and have students engage in the learning process. Vocabulary is the heart of language communication, and it is the platform for learners to speak, listen read and write (Richards & Renandya, 2002).

Another research carried out by Nellia Nychkalo and the National Academy of Pedagogical Sciences of Ukraine, concluded that, when using TBM, students related to skills of interest, economics, technical studies, social studies. Learners proved to show enhanced learning, including not only 50% increase in vocabulary as well as comprehension. It proves that task-based learning should be incorporated in the process of learning a foreign language. Other forms of this task-based method developed not only a greater understanding of vocabulary and context,

but also engaged student's curiosity in the subject matter. TBM enables the student and teacher to both be immersed in the learning process (Nychkalo et al, 2020).

Finally, in the research "The Impact of Task-based Approach on Vocabulary Learning in ESP Courses", Sarani concludes, that students who have been studying vocabulary with the TBM, outperformed the ones using a traditional method. One of the main reasons for this outperformance, is that language use and language learning were used by learners at the same time (Sarani & Farzaneh).

Legal Basis

The Ecuadorian constitution, Art. 26 and 27 establish that education is a right of people throughout their lives and an undeniable and inexcusable duty of the State, constituting a priority area of public policy, guarantee of equality and social inclusion and indispensable condition for good living. "The Ministry of Education will encourage the development of teaching support materials to develop the curriculum and will issue provisions to guide its work" (Ministerio de Educación , 2019, p. 19).

"Each educational institution may increase or decrease the workload of the instrumental areas (Language and Literature, Mathematics and Foreign Language) according to the needs they present" (Ministerio de Educación , 2019, p. 32).

The General Regulations to the Organic Law on Intercultural Education says in the article 275 that to become a public-school teacher, filling a position in the foreign language specialty, applicants must take an international standardized test that certifies that the candidate possesses, as a minimum level, B2 of the Framework according to the European Common Framework of Reference for languages or their equivalent.

Hypothesis

The Task-Based Method approach improves the English vocabulary learning process in the tenth-grade students at Unidad Educativa “UPSE”, school year 2021-2022.

Variables of The Study***Dependent Variable***

The English vocabulary learning process in the tenth-grade students at Unidad Educativa “UPSE”, school year 2021-2022.

Independent Variable

Task-Based- Method.

CHAPTER III

METHODOLOGICAL FRAMEWORK

The methodological framework for the study about the Task-Based method to teach basic English vocabulary to tenth-grade students at Unidad Educativa “UPSE”, school year 2021–2022 will determine how to collect, order, and analyze the data obtained. The choice of the research methodology is crucial for the conclusions that can be drawn about a study since it affects not only what we can say about the causes, but also the factors that influence the occurrence. It is relevant as well, that with a structured methodology, the performing of this study will be accurate, and its information will help to propose a plan of action to teach English vocabulary by applying the Task-Based method.

Methods

This research project is very interesting because in order to collect the needed data, two different methods will take place; the quantitative and the qualitative method. Through these methods, and techniques, the researcher will be able to recognize the different factors that are involved in the teaching-learning process for the teacher and the tenth-grade students at Unidad Educativa “UPSE”.

Qualitative Method

This is a scientific method that generally is applied for social sciences like anthropology or in this case, education. This method through interviews, conversations, and observations, permits the researcher to collect valuable information that after being analyzed, it would lead to a better comprehension of the English vocabulary knowledge of the tenth-grade students at Unidad Educativa “UPSE”, also it can determine the common approaches used by the English teacher

and what is the students' interest and participation during their English class. Using this method, the researcher will be able to interpret the data for future recommendations.

Quantitative Method

Statistics and Math are the principal tools of this method. In this study, those tools will help to obtain accurate information about the students' preferences when learning English, their level of English vocabulary. It will also gather data about the English teacher lessons performance. With all these materials in hand, it will be easier for the researcher to design and plan and activities to engage the tenth-grade students at Unidad Educativa "UPSE" into a more active participation when acquiring English vocabulary.

Level and Type of Research

This project will have two research levels: an exploratory level and a descriptive level because they allow the researcher to describe the problem, and its causes and effects. In this study, the exploratory level is aimed to explore and examine the origins of the problem through the observation and the analysis of the context. The descriptive level will be applied because it will describe the population sample and the association between the research proposed variables.

This study is based on experimental design; it will collect data directly from the participants which means that it is a field research. When different instruments are applied, the researcher will have a very important source of data to interpret, and to organize always focusing on the benefit of the tenth-grade students and their English teacher.

Instruments

Questionnaire

A questionnaire can be defined as a research tool consisting of a set of questions or other types of values that aim to collect information from a respondent. It is a classic procedure in the social sciences for the data collection and recording. In this study, the questionnaire was compounded by ten (10) questions in order to measure student's vocabulary.

Techniques

Observation

Observation as an instrument must have three main characteristics; it must have a purpose, it must be systematic and it must have a structure; the object to be observed in this case, the English lessons of the tenth-grade teacher at Unidad Educativa "UPSE", can determine the relationships between students and the learning environmental elements. This tool will give the researcher a better understanding of the classroom management and will also determine if the students' needs are fulfilled by the teacher.

Interview

The purpose of the interview is to gather verbal data from the interviewee. For this research, the structured interview was applied, the objectives for which the proposed questions were drawn up were aimed at diagnosing the current situation of the English vocabulary teaching procedures for the tenth-grade students at Unidad Educativa "UPSE".

Survey

The survey has become an essential tool for research projects. The survey has proven to be useful in a wide variety of fields and applications. For instance, universities and academic

research centers. This study employs this technique as an indispensable instrument to know the behavior preferences and thoughts of the tenth-grade students at Unidad Educativa “UPSE”.

Population and Sample

Population

The population for this study is the tenth-grade students and the English teachers at Unidad Educativa “UPSE”, school year 2021 – 2022.

Table 1

Population Details

Population Details		
Category	Frequency	Percentage
English teachers	3	3%
Tenth-grade students	99	97%
Total	102	100 %

Source: Unidad Educativa “UPSE”

Author: Vera, Julexi

Sample Group

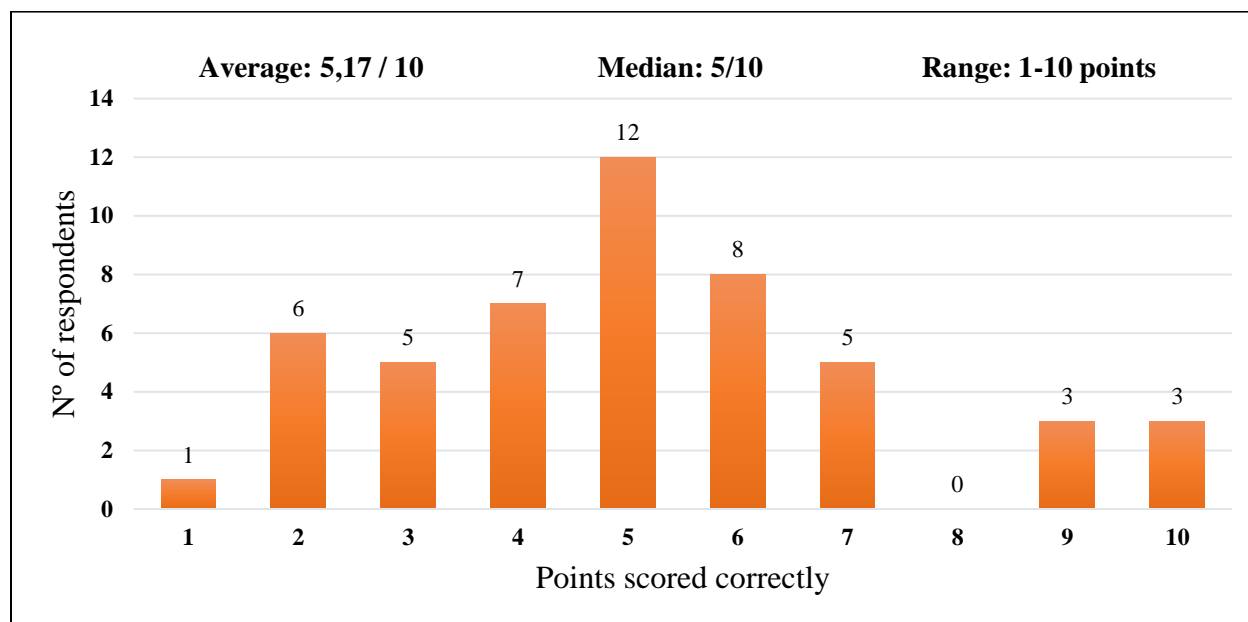
The sample group is compounded by the tenth-grade teacher and fifty tenth-grade students, parallel “A” at Unidad Educativa “UPSE”, school year 2021-2022.

Analysis of Data

Diagnostic Test Results

Figure 2

Diagnostic Test Results



Source: Unidad Educativa “UPSE”

Author: Vera, Julexi

Interpretation of The Vocabulary Diagnostic Test Results.

The principal objective of this diagnostic test is to establish the level of prior English vocabulary knowledge presented by the tenth-grade students at Unidad Educativa “UPSE”; particularly to know how they base the understanding and comprehension of new words. It is clear then that the purpose of this type of evaluation is to identify the reality of the students, comparing it with the reality intended in the learning objectives and the didactic sequences that this research will develop.

Fifty (50) students of the tenth grade took this test; the full diagnostic test consisted of ten (10) questions, each question is multiple choice with four possible answers; there is only one correct possible solution on each question. The average test score is the sum of all the scores on an evaluation divided by the number of test-takers (50). In this case, the score is 5, which means that the English vocabulary knowledge in the students, is below average. It represents a great challenge for the researcher because it is mandatory now that this study creates and designs a powerful tool based on the Task-based method, to ease the teaching-process.

The importance of students acquiring new words is well known; therefore, they will be introduced to a new learning technique or approach that will help the teacher and the students during the learning procedure, emphasizing the use of the learned words in activities that will help the students to communicate using a foreign language during their lessons. Inside the classroom and in a bright future, they could also start practicing these words in a different environment like their home or their friends, leading to the goal of learning English as a second language.

Observation Results**OBSERVATION SHEET # 1****RESEARCHER:** Vera Peña Julexi**TEACHER'S NAME:** Ing. Tania Reyes**SCHOOL:** "UPSE"**1. The teacher encourages and supports students learning.** The Teacher links students' prior knowledge, life experience, and interests with learning objectives. The teacher facilitates learning experiences through a virtual environment that promotes autonomy, interaction, and choice. The teacher helps with problem solving, critical thinking and skills through meaningful learning activities.**2. The teacher creates and supports an effective environment for students.** The teacher employs classroom management procedures and routines that support learning. The teacher maintains a positive fair and tolerant class environment. The teacher promotes a positive virtual environment (cameras, participation, encourages students, etc.)**3. The teacher makes the subject understandable for all students.** The teacher organizes the curriculum to support the understanding of the subject. The teacher develops the understanding of the subject through appropriate instructional strategies for all students. The teacher uses materials, resources, and technologies to make the topic accessible and motivating.**4. Instructional planning and learning design experiences.** The teacher establishes and articulates appropriate learning objectives. The teacher develops sequences and modifies educational activities and materials. The teacher effectively uses instructional time (time management).**5. Students' learning evaluation.** The teacher sets appropriate learning goals for students. The teacher engages and guides students in assessing their own learning. The teacher asks for students' feedback at the end of every class.

OBSERVATION SHEET # 2

RESEARCHER: Vera Peña Julexi

TEACHER'S NAME: Ing. Tania Reyes

SCHOOL: "UPSE"

1. The teacher encourages and supports students learning.

The teacher links students' prior knowledge, life experience, and interests with learning objectives.

The teacher facilitates learning experiences through a virtual environment that promotes autonomy, interaction, and choice.

The teacher helps with problem solving, critical thinking and skills through meaningful learning activities.

2. The teacher creates and supports an effective environment for students.

The teacher employs classroom management procedures and routines that support learning.

The teacher maintains a positive fair and tolerant class environment.

The teacher promotes a positive virtual environment (cameras, participation, encourages students, etc.)

3. The teacher makes the subject understandable for all students.

The teacher organizes the curriculum to support the understanding of the subject.

The teacher develops the understanding of the subject through appropriate instructional strategies for all students.

The teacher uses materials, resources, and technologies to make the topic accessible and motivating.

4. Instructional planning and learning design experiences.

The teacher establishes and articulates appropriate learning objectives.

The teacher develops sequences and modifies educational activities and materials.

The teacher effectively uses instructional time (time management).

5. Students' learning evaluation.

The teacher sets appropriate learning goals for students.

The teacher engages and guides students in assessing their own learning.

The teacher asks for students' feedback at the end of every class.

Interpretation of The Observation

The classroom observation records teacher and student activities and the materials that are being used in the classroom, during the lesson. In this case, the English teacher, Ms. Tania Reyes showed support towards her students, especially the ones that had some difficulties understanding or developing an exercise. There were several learning activities that the students had to complete. The teacher helped the students in this particular process, but the instructions and the main progress of these activities were held in Spanish most of the time.

Regarding time management, the teacher covered all the steps described to be achieved to finish the lesson. The virtual environment was decent. Most of the students had their cameras on and were responsive when the teacher asked them questions. There were some materials that the teacher used in her lessons. She used a webpage. Unfortunately, the information in the page was in Spanish.

In general, students were not fully engaged during the lessons, plus some mistakes made by the teacher when pronouncing some words in English, were very noticeable. Also, the teacher tended to overuse Spanish when giving instructions, also when helping students with topics they could not totally comprehend. At the end of the lessons, there was no feedback from the teacher, so it was not possible to know if the students needed to reinforce the lesson or not.

Interview to The Tenth-Grade English Teacher at Unidad Educativa “UPSE”.

1. Please, describe what are the most important skills or qualities needed to be and English teacher at Unidad Educativa “UPSE”

She said that an English teacher should be very emphatic, dynamic, and most importantly, it is to adapt to the students’ needs because each student has a different personality and different needs. But most of all, she mentioned that patience and a positive attitude would reassure a positive outcome for the teacher and the students.

2. How do you engage the student’s attention? Which strategies do you use?

She said the method that has worked for her into getting students attention was applying activities that include music. For instance, singing songs while reading the lyrics, that little kids have really enjoyed this kind of strategy. She also mentioned that older students liked role play activities. She gave an example of one of her students who wanted to become an architect. She said that in order to achieve that career the student should learn English. In summary, these strategies and student-oriented activities made her pupils motivated.

3. Do you consider that technology/ technological tools have helped you to improve the teaching process? Why?

She said that there was a variety of English learning online tools for the students and teacher’s disposal, but she liked one application the most called Kahoot. She said that this particular resource has helped her with different types of materials like, crosswords, puzzles, and that all those activities are very engaging for her students as well. She said that when she had to teach target vocabulary, these online resources have worked extremely well for her and her students.

4. Please, give me an example of a didactic tool that you have applied during your lessons.

The teacher said that during the lessons she used a lot the gamification tool, and flip learning. That along all the time she has been able to apply these tools, her students have significantly improved their will to learn and participate during her English lessons.

5. How do you ensure your students understand your English lessons?

She said that she applied feedback at the end of the lesson. She mentioned that with the help of the Kahoot application at the very end of every lesson a brief test or quiz was placed. For instance, if she was teaching grammar, and she wanted to know if the lesson was understood, then she used the Kahoot application as feedback and it has always been very helpful.

6. Do your students speak English when they are in classes, or are they allowed to talk in Spanish as well? Why?

She said that with the virtual education, there was not enough time during the English lessons to let the students speak, that mainly their activities were based on writing and reading skills, but when they had the opportunity to ask questions, she encouraged them to use English.

7. In a scale from 1 to 5 how important do you think English vocabulary knowledge for the students' learning is? Why?

She said that English vocabulary is the key to learn any other language. In this case, she considered that the vocabulary was the main structure to articulate a foreign language. That was the reason why her students had a vocabulary oriented designed lesson prepared once a week, just to encourage the development of this skill.

8. Do you apply new methodologies to your English lessons? If yes, which ones? Please mention some of them.

She said that nowadays, they used two methods: the co-construction method and the illustrative explanatory method, the first one was the traditional method, based on the teacher explaining the subject and the student paying attention. In the second method, after the teacher has taught the subject, the student must reproduce what he or she has learned.

9. For students with vocabulary problems, what activities do you think could help them to ease their learning process?

She said that as she has mentioned before, the teacher must know his or her students very well; for example, if a student did not like to read, then the teacher should switch to another activity like something that had music involved in the lesson. In other words, vocabulary learning had to be based on the students' preferences, not trying to force them with activities they disliked.

10. According to your experience, what method do you consider is the most effective when introducing new vocabulary for the students?

She considered that there were two methods that were effective for vocabulary learning; the co-construction method, and the illustrative explanatory method, that combining these two strategies in her lessons was a very smart strategy. She explained of how using the traditional method has helped her for teaching grammar, and the illustrative method has allowed the students to be directly involved in her lessons.

Students Survey

1. What language skill do you like the most about your English lessons?

Table 2

What Language Skill Do You Like the Most About Your English Lessons?

Options	Frequency	Percentage %
Reading	8	16,0
Speaking	21	42,0
Writing	11	22,0
Listening	7	14,0
Total	50	100

Author: Vera, Julexi

Interpretation: Most of the tenth-grade students at Unidad Educativa “UPSE” said that they preferred the speaking skills, 22% said that they prefer writing activities, and only 14% said the that they liked the listening skill. This is a very important information that will help students learning more vocabulary through speaking and writing exercises.

2. How often do you use English language during the lessons?

Table 3

How often do you use English during the lessons?

Options	Frequency	Percentage %
Always	1	2,0
Sometimes	20	40,0
Rarely	27	54,0
Never	2	4,0
Total	50	100

Author: Vera, Julexi

Interpretation: 54% of the students of tenth-grade at Unidad Educativa “UPSE”, rarely use English during their lessons. The teacher should design a plan to increase the use of L2 during the English lessons through different activities which involves students.

3. How often does your teacher use English during the lessons?

Table 4

How Often Does Your Teacher Use English During the Lessons?

Options	Frequency	Percentage %
Always	9	18,9
Sometimes	40	80,0
Rarely	1	2,0
Never	0	0
Total	50	100

Author: Vera, Julexi

Interpretation: The English teacher sometimes uses English during her lessons, only 18% of the students say she always speaks in English, considering that they are learning English the teacher must be using it at least 90% of the lesson time.

4. What do you do when you find a word you do not understand?

Table 5

What Do You Do When You Find a Word You Do Not Understand?

Options	Frequency	Percentage %
Ask a classmate	18	36,0
Ask the teacher	15	30,0
Look it up in the dictionary	12	24,0
Don't ask or look it up	5	10,0
Total	50	100

Author: Vera, Julexi

Interpretation: 36% of the tenth-grade classroom at Unidad Educativa “UPSE”, ask a classmate when they do not understand a new word, 30% ask the teacher, the use of the dictionary should be incremented; it is a fantastic tool that is always at the students’ disposal.

5. What activities would you like to have in your English lessons?

Table 6

What Activities Would You Like to Have in Your English Lessons?

Options	Frequency	Percentage %
Performances	22	44,0
Games	20	40,0
Watching videos	8	16,0
Total	50	100

Author: Vera, Julexi

Interpretation: 40% of the students would like to have games activities during their lessons, and only 16% would like to watch movies. Most of the class prefer performances during the lessons, this means that students want to be actively participating through their English learning process.

6. How do you feel when you speak English in class?

Table 7

How Do You Feel When You Speak English in Class?

Options	Frequency	Percentage %
Excited	15	30,0
Comfortable	13	26,0
Uncomfortable	11	22,0
Afraid	11	22,0
Total	50	100

Author: Vera, Julexi

Interpretation: More than half of the students feel comfortable and excited when speaking English during their lessons, speaking skill will definitely have to be improved for the students so eventually all of them will be thrilled when exposed to L2.

7. How often are your English lessons interesting?

Table 8

How Often Are Your English Lessons Interesting?

Options	Frequency	Percentage %
Always	11	22,0
Sometimes	31	62,0
Rarely	8	16,0
Never	0	0
Total	50	100

Author: Vera, Julexi

Interpretation: 62% of the students think that their English lessons sometimes are interesting and only 16% think that their lessons are rarely interesting. So, this means that some students are not engaged during the English lessons.

8. Do you think English language will help you to communicate with other people?

Table 9

Do You Think English Language Will Help You to Communicate with Other People?

Options	Frequency	Percentage %
Yes	22	44,0
No	4	8,0
Maybe	24	48,0
Total	50	100

Author: Vera, Julexi

Interpretation: In the tenth-grade classroom at Unidad Educativa “UPSE,” 48% of the students think that maybe English would help them to communicate with other people, 44% say that English language will help them to communicate with other people. So, it is important for students to develop communicative skills by using the English language.

9. Do you think vocabulary should be memorized or learned by its use?

Table 10

Do You Think Vocabulary Should Be Memorized or Learned by Its Use?

Options	Frequency	Percentage %
Memorized	16	32,0
Learnt by its use	34	68,0
Total	50	100

Author: Vera, Julexi.

Interpretation: In the tenth-grade at Unidad Educativa “UPSE”, most of the students think that vocabulary should be acquired by its use in context. It allows the researcher determine that vocabulary is important for students and make them active participants of the lessons.

10. Do you take notes of all the new words you learn in your English class?

Table 11

Do You Take Notes of All the New Words You Learn in Your English Class?

Options	Frequency	Percentage %
Yes	21	42,0
No	7	14,0
Sometimes	22	44,0
Total	50	100

Author: Vera, Julexi

Interpretation: 47% of the students, regularly take notes of the new words learned during the English lessons, and 50% of them only do it sometimes. In reality, students must take notes all the time, especially, when they get introduced to new vocabulary.

CHAPTER IV

THE PROPOSAL

Name of the Proposal

DIDACTIC GUIDE ACCORDING TO THE TASK-BASED METHOD FOR
TEACHING BASIC ENGLISH VOCABULARY TO TENTH-GRADE STUDENTS AT
UNIDAD EDUCATIVA “UPSE”, SCHOOL YEAR 2021 – 2022.

Information Data

Institution: Unidad Educativa “UPSE”

Country: Ecuador

Province: Santa Elena

City: La Libertad

Beneficiaries: Tenth-grade students

Author: Julexi Julissa Vera Peña

Advisor: MScs. Italo Carabajo

Proposal Background

The data obtained after developing this research project shows that the tenth-grade students at Unidad Educativa “UPSE”, have a deficit regarding English vocabulary learning. Due to this information, the proposal of this work is to provide specific custom Task-based activities included in a didactic guide that can improve the teaching-learning process.

Many inputs have been taken in consideration for the creation of this this didactic guide, but the most important one is that this guide will help students to achieve the vocabulary learning

goals. Nevertheless, while learning novel words, students will be reinforcing the four English skills, leading to a win-win situation for all parties involved in the process.

Also, teachers and students can take great advantage of the technological resources, including them as a useful tool for the learning process, hand to hand with the teacher's direction. They will find unlimited opportunities to practice the different task-based activities and acquire English vocabulary knowledge while developing a specific task. When applying this didactic guide during the lesson, students will discover a new way of learning, which is fun and enjoyable, waking up the students' consciousness.

The students will be driven into a new English classroom environment that throughout the development of the different proposed tasks in this guide. They will learn and increase their vocabulary level at the same time. They will be gaining more expertise in the other four language skills.

Significance

This proposal has been custom designed for the tenth-grade students at Unidad Educativa "UPSE," considering the importance of the English vocabulary learning during their academic year. These activities will engage them into an enjoyable learning process that will encourage them to practice the learned words, and to actually use them in sentences, that eventually will produce a better verbal and oral communication among the classmates and the teacher as well.

Objectives

General Objective

To teach Basic English vocabulary to Tenth-grade students at Unidad Educativa “UPSE” by using activities through the Task-based Method

Specific Objectives

- To ease the English vocabulary learning process for the tenth- grade students while developing and completing tasks.
- To develop English vocabulary learning habits during the academic year.
- To create active students that can keenly participate in every given task.

Design and Development of the Proposal

DIDACTIC GUIDE
BASIC ENGLISH VOCABULARY
TASK-BASED METHOD



10th
GRADE

Author:
Julexi Julissa Vera Peña, 2021

DIDACTIC GUIDE

This didactic guide brings numerous of possibilities to teach basic English vocabulary through the Task-Based method. Every activity has an explicit description of how to perform it. This guide has been developed thinking about the tenth-grade students at Unidad Educativa “UPSE,” and how to get them engaged in the vocabulary learning process. All the proposed activities are designed to get the students interest of learning novel words and practicing learned skills.

Each activity contains the following:

Title: The name of the activity, it could be the topic.

Goal: It presents the purpose of the activity.

Vocabulary: It refers to the lexical elements that students are going to learn or practice.

Main Skill: It shows special focus on targeted skills developed during the activity.

Materials: In this part, there are descriptions about the characteristics of the materials.

Procedure: Steps to be followed to execute the activity.

TASK

1

TECHNOLOGY AND INVENTIONS ERIC YUAN, THE FOUNDER AND CEO OF ZOOM

OBJECTIVE

To learn vocabulary related to technology.

SKILLS

Reading, listening, and writing.

MATERIALS

Worksheet, laptop and dictionary

TIME APROX.

40 min.

PRE-TASK

- **TEACHER TELLS STUDENTS TO WORK IN PAIRS**
The teacher asks the students to read an article about Eric Yuan.

TASK

STAGE ONE

Students must write down the new words on the worksheet, and search for their meaning

STAGE TWO

One student should dictate the new words to the partner, the other student must write down those words.

STAGE THREE

Students and teacher check for spelling accuracy.

POST-TASK

Students check if they spelled the new words correctly, and then teacher can randomly ask students to spell a word aloud.

FEEDBACK

- The teacher places a brief test about the lesson.

Eric Yuan, the founder, and CEO of Zoom

Eric Yuan — the Founder and CEO of Zoom — was born in China (Tai'An City, Shandong Province) and lived in China until he was 27 years old. Yuan immigrated to the U.S. from China in 1997 while he was living and working in Beijing. His visa applications were denied 8 times in a row over a 1.5-year period, but he kept persisting. On his 9th attempt, he was successful.

In 1997, Yuan landed his first job in Silicon Valley as one of the first software engineers at a young company called WebEx. In 2006, Eric completed an MBA from Stanford Business School. Yuan went on to become Vice President of Engineering in the WebEx business. In June 2011, after being with WebEx for 14 years, Yuan left WebEx to start his own competitor business. His company,

Zoom Video Communications was a platform for video/audio/web conferencing which is also available on mobile and desktop devices. It enables all users to communicate in a faster way. By 2015, his company had hosted over 20 billion annualized meetings minutes and reached 90% of the top 200 U.S. universities. Yuan always knew that it was a hard thing, but he never gave up and established a cloud-



Source: Medium.com



Source: Medium.com

based unique company which he titled Zoom Video Communications.

As per The Financial Times, his company is now worth \$35 billion and has over 30,000 corporate clients.

His net worth will also step-up with the growth of his company. Matter of fact, he listed his name on Forbes for the first time on its annual list of billionaires in 2020.

Moreover, his company could be seen to have an explosive growth than its past few week growths. On this fact, Yuan also mentioned:

“Our service was built to serve business and enterprise customers. However, due to this COVID-19 crisis, we moved too fast”

Before his company’s trading began, his company valued at just over \$9 billion. However, his business has touched the sky now. Recently, Eric sold his Spencer Street apartment for \$361,000. At present, he is leading a lavish life with his family and three children.

Stone, Brett:

2020,

A Biography of Eric Yuan, Founder and CEO of Zoom.

WORKSHEET DICTATION AND CHECK

New words	Student Spelling	Correct Spelling
CEO: Chief Executive Officer		
Worth		
Capital		
Touched the sky		
Lavish		
Growth		
Enterprise		
Beijing		
Times in a row		
Attempt		
Landed		
Enables		
Hosted		
Annualized		
Company's trading		

TEST**Circle the synonyms.****1. Lavish**

- a. Exuberant b. extravagant c. poor

2. Attempt

- a. Try b. shot c. aggression

3. Worth

- a. Price b. value c. cost

4. Enterprise

- a. Business b. company c. ship

5. Chief

- a. Cook b. director c. Capitan

6. Officer

- a. Guest b. agent c. deputy

7. Annualized

- a. Tax b. money c. annual rate

TASK

2

TECHNOLOGY AND INVENTIONS, ELON MUSK

OBJECTIVE

To learn specific language about technological advances.

SKILLS

Reading, listening, and writing.

MATERIALS

Listening file
Students' worksheet
Test, dictionary and speakers.

TIME APROX.

40 min.

PRE-TASK

The teacher asks the students to carefully listen to the audio.

TASK

STAGE ONE - Fill in the blanks

While listening to the audio, students must fill in the blanks of their worksheet, the missing words.

POST-TASK

Students read aloud the correct answer to each exercise. Then, students have to compare their answers and correct it if they have mistaken.

FEDBACK

While students are completing the transcript, they find new words or expressions, they need to add these words to their vocabulary worksheet.

DIALOGUE

Web-site to get the audio file:

<https://drive.google.com/file/d/1WKGP1LylcLUpYVOOgCCR4WWFn-h7PMSq/view?usp=sharing>

Transcript:

Mike: I didn't know that Elon Musk was born in South Africa, I thought he was from Canada.

Shirley: Really, that is very interesting I always believed that he was from the United States.

Mike: I heard that he has become the richest man on earth.

Shirley: I don't doubt it, especially with all the success he had had with the Tesla electric cars.

Mike: Tesla company has also developed affordable solar panels to decrease the cost of electric power in the United States.

Shirley: Not to mention his new SpaceX project. It offers commercial flights to both earth and lunar orbit.

Mike: I wonder how much does it cost to be on one of those flights?

Shirley: I do not have a clue, but I bet it must be pretty expensive.

Mike: I wish I could afford it; it has to be amazing to be on the earth's orbit.

Shirley: I read the other day that by the year 2040 every new car sold globally will be electric.

Mike: Although electric cars are not that popular in Ecuador yet, but I think in a few years that situation will change.

Shirley: I am really surprised how fast the technology has evolved in the past five years. I still remember when I was a little kid, there were not cell phones or computers available at all.

TASK

FILL IN THE BLANKS WITH THE CORRECT WORDS

Mike: I _____ that Elon Musk was born in South Africa, I thought he was from Canada.

Shirley: Really, that is very interesting I always _____ that he was from the United States.

Mike: I heard that he has become _____ man on earth.

Shirley: I don't doubt it, especially with all the success he had had with the _____.

Mike: _____ company has also developed _____ to decrease the cost of _____ in the United States.

Shirley: Not to mention his _____. It offers commercial flights to both earth and lunar orbit.

Mike: I wonder how much does it cost to be on one of _____?

Shirley: I do not have a clue, but I bet it must be _____.

Mike: I wish I could afford it; it has to be _____ to be on the _____.

Shirley: I read the other day that by the _____ every new car sold _____ will be _____.

Mike: Although electric _____ are not that _____ in Ecuador yet, but I think in a few years that situation will change.

Shirley: I am really surprised how fast the _____ has evolved in the past five years. I still remember when I was a little kid, there were not _____ or _____ available at all.

TEST**CHOOSE THE CORRECT ANSWER**

1. Where is Elon Musk from?

- a. Canada b. India c. South Africa

2. Tesla company had also developed _____.

- a. Oil cars b. Electric panels c. Solar panels

3. Solar panels _____ the cost of electric power.

- a. Reduce b. Increase c. Afford

4. In 2040 _____ of the new sold cars will be electric.

- a. 80% b. 100% c. 50%

5. Space X project offers flight to_____.

- a. Mars orbit b. Sun orbit c. Earth and Lunar orbit

6. Did Elon Musk travel to the lunar orbit?

- a. Yes b. No c. No information

7. Are electric cars very popular in Ecuador?

- a. Yes b. No

TASK

3

HOLIDAYS TRAVEL AND VACATION POPULAR DESTINATIONS IN USA

OBJECTIVE

To describe places

SKILLS

Reading, speaking,
listening, and writing.

MATERIALS

Worksheet, laptop,
internet, dictionary.

TIME APROX.

60 min.

PRE-TASK

TEACHER RANDOMLY DIVIDES THE STUDENTS INTO GROUPS OF 3

The teacher asks the students to watch a video about best places for visiting in the USA.

They need to pick a destination and do more research about facts and features about this place.

TASK

STAGE ONE- POSTERS CAMPAING

The students design their own posters campaigns, complete with words and images that represent the most attractive facts about the destination.

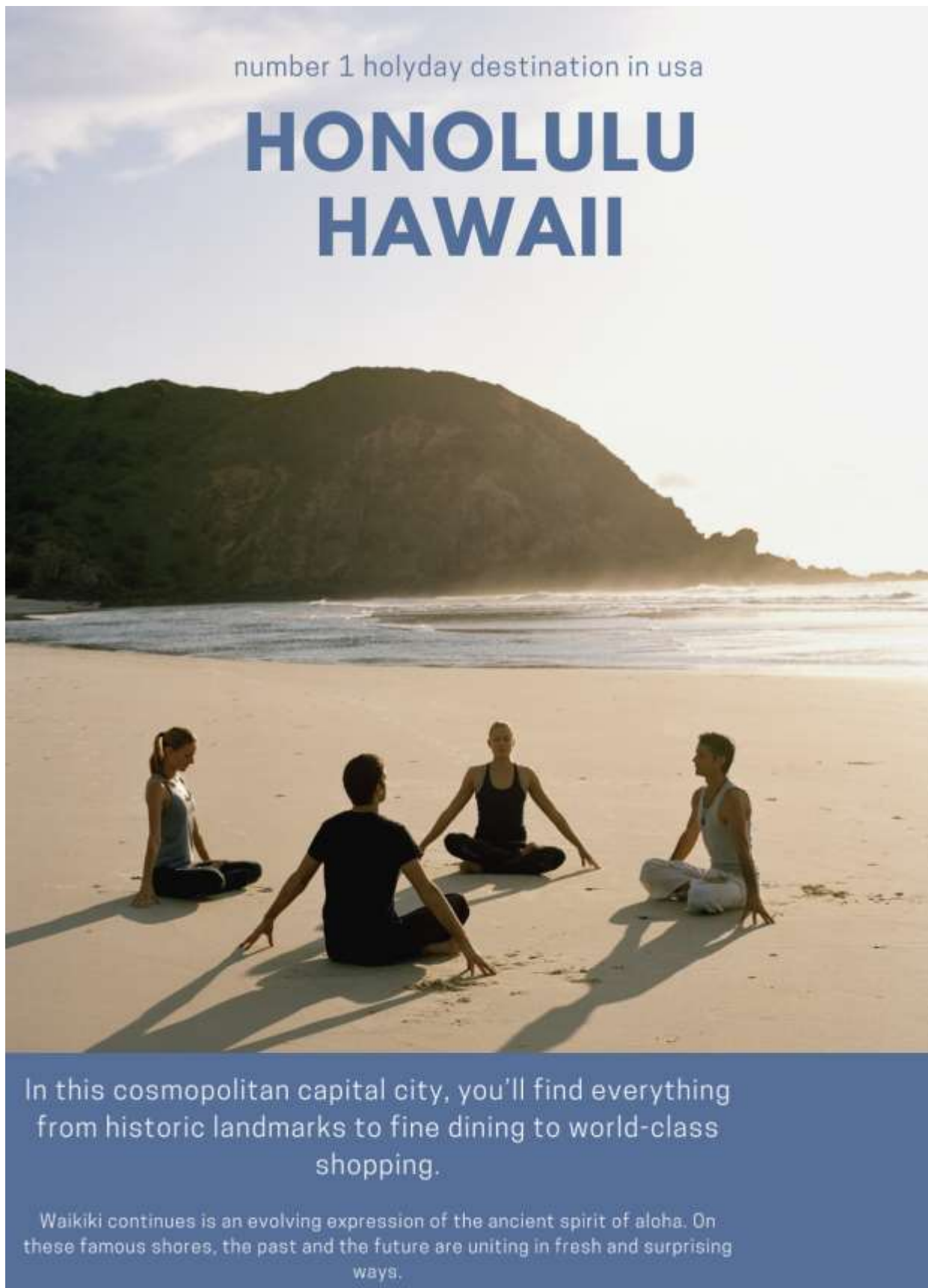
STAGE TWO PRESENTATION AND VOTE

They then show the poster to the class and present to their classmates as part of a tourism initiative.

Finally, all the students vote to choose which poster campaign is the best.

POST-TASK

While students are doing their research, they find new words or expressions, they need to add these words to their vocabulary worksheet.

POSTER CAMPAIGN EXAMPLE

number 1 holiday destination in usa

HONOLULU HAWAII

In this cosmopolitan capital city, you'll find everything from historic landmarks to fine dining to world-class shopping.

Waikiki continues is an evolving expression of the ancient spirit of aloha. On these famous shores, the past and the future are uniting in fresh and surprising ways.

SPELLING TEST**CIRCLE THE MIS-WRITTEN WORDS****THE MOST BEAUTIFUL CITIES IN THE U.S. TO VISIT**

“From coast to coast, there are many great destination proving that this country truly is America the Betiful. The endless list of exciting things to do in the U.S. includes natural wonders, amazing restarants and impressive bildings. Whether you`re a history buff drawn to a city`s unique arquitechatural charms, an urban trend-seker looking to check out next-gen coffee and record shops, or someone in need of a first-class getaway paked with cool adventures and sweet places to stay, consider the most beautiful cities in the U.S.

Why are these cities the best ones to visit in the U.S.? Heavy-hitters like New York and Los Angeles are obvious: a melting pot of cultures, unিকে architecture, world-renowned restaurants, top museums and cutting edge style. Colorful Las Vegas and Miami stimulate the senses with glitz, glamur, world-class restaurants and extreme experiences. In New Orleans, every day is a celebration of culture and music (and the architecture is fantastic). Other cities like Nashville and Charleton may not be on your list, but they offer history, entertiament, dining and more, all in a pretty package”.

**Peters, Jenny & Diamond Krista
2021**

The most beautiful cities in the U.S. to visit

TASK

4

HOLIDAYS TRAVEL AND VACATION THE STATUE OF LIBERTY

OBJECTIVE

To talk about touristic destinations.

SKILLS

Reading, speaking, listening, writing

MATERIALS

Worksheet, laptop, internet, test.

TIME APPROX.

40 min.

PRE-TASK

TEACHER RANDOMLY DIVIDES THE STUDENTS INTO GROUPS OF 3

The teacher gives the students a short introduction about a famous landmark destination in USA.

TASK

STAGE ONE – READING

Students read about the Statue of liberty in New York, its facts, and interesting features.

STAGE TWO

Students describe to their classmates with their own words the facts and features about the statue of liberty.

POST-TASK

Teacher asks random questions about the facts of the statue and each student should write on their own the correct answers.

FEEDBACK

The teacher applies a brief test to evaluate their vocabulary comprehension.

STATUE OF LIBERTY: FACTS



Source: Google image

Statue of liberty Facts.	
•	It is one of the most famous landmarks in the world.
•	It is French, the French gifted America the statue in 1886, as a celebration of the union's victory in the American abolition of slavery.
•	It is the largest statue in the world.
•	It is a universal symbol of freedom.
•	It is in New York city.
•	To reach to the top you must climb up 354-step twisting staircase.
•	It is modelled on Libertas, a Roman Greek Goddess who personifies freedom.
•	It has a crown

TEST**CHOOSE THE CORRECT ANSWER**

1. Where is the statue located?

- a. New York b. Washington c. England

2. The statue of Liberty was a gift from_____.

- a. The English b. Benjamin Franklin c. The French

3. It is a universal symbol of_____.

- a. Freedom b. Slavery c. Americans

4. How many steps there are to climb to the top?

- a. 256 b. 354 c. 587

5. It has _____ influence.

- a. Latin b. Roman c. French

**WRITE ON YOUR OWN RELEVANT FACTS THAT YOU REMEMBER ABOUT THE
STATUE OF LIBERTY**

TASK

5

HOBBIES AND LEISURE ACTIVITIES

OBJECTIVE

To research and find words through its meaning.

SKILLS

Reading, speaking, listening.

MATERIALS

Worksheets.

TIME APPROX.

40 min.

PRE-TASK

TEACHER RANDOMLY DIVIDES THE STUDENTS INTO GROUPS OF 3

The teacher asks the students about their hobbies and how they enjoy their free time.

TASK

STAGE ONE – READING

Students read and analyze a worksheet related to vocabulary about hobbies and leisure activities.

STAGE TWO – COMPLETING

Students find the correct words to fill the crossword with the vocabulary checked before.












POST-TASK

Students share their answers with the other groups and correct if they have mistaken.

FEEDBACK

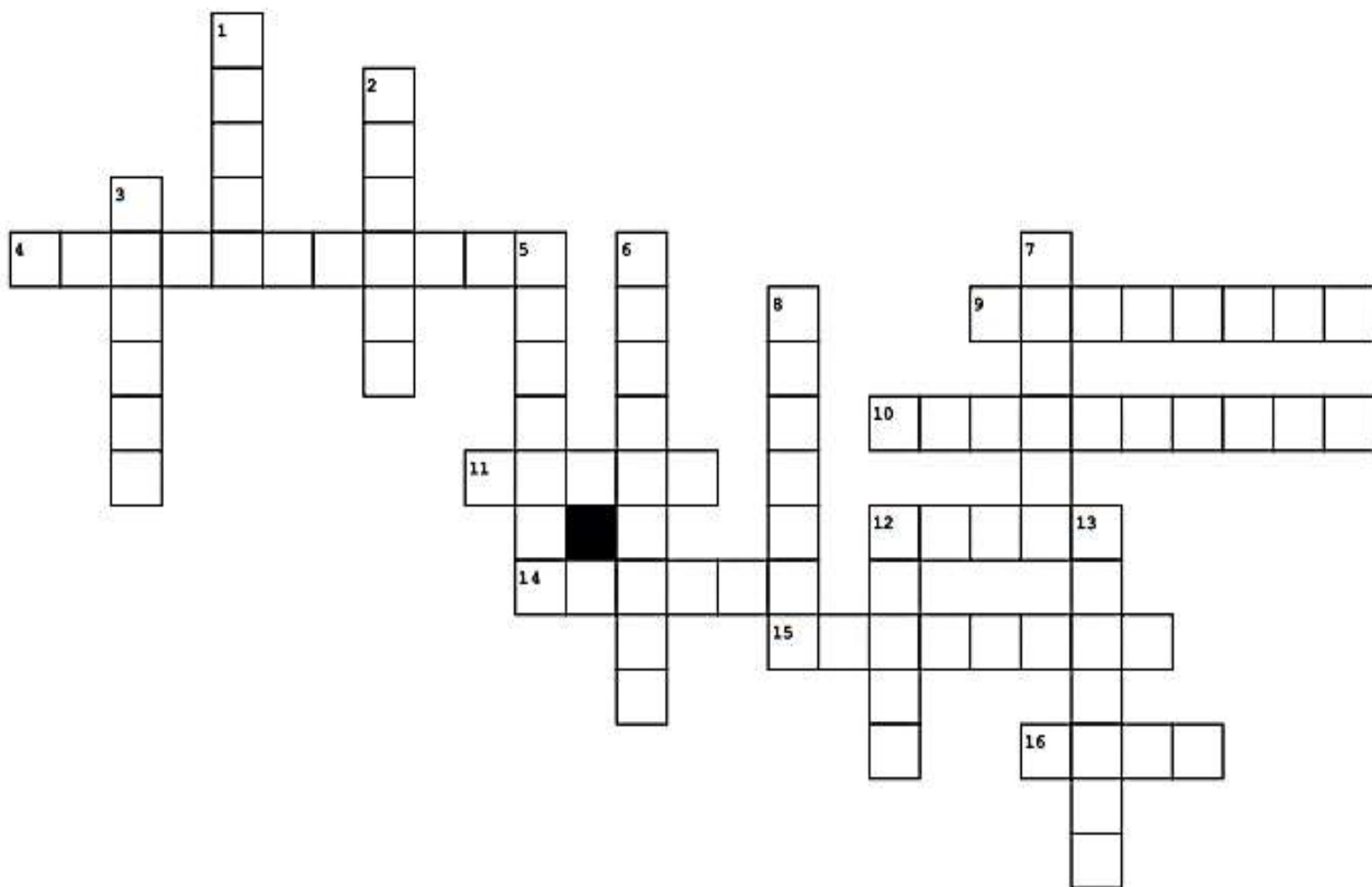
The teacher provides a brief reminder about the vocabulary acquired during the lesson.

VOCABULARY

<p>Chess: a game played on a chessboard by two people who maneuver sixteen pieces each</p>	
<p>Sandcastle: a small castle like structure made of wet sand, as by children at a beach.</p>	
<p>Guitar: a stringed musical instrument with a long, fretted neck, a flat, somewhat violinlike body</p>	
<p>Park: an area of land, usually in a largely natural state, for the enjoyment of the public</p>	
<p>Coins: a piece of metal stamped and issued by the authority of a government for use as money.</p>	
<p>Swimming: the act of a person or thing that swims.</p>	
<p>Gardening: the act of cultivating or tending a garden.</p>	
<p>Volleyball: a game for two teams in which the object is to keep a large ball in motion.</p>	
<p>Shells: a hard outer covering of an animal, as the hard case of a mollusk.</p>	
<p>Winter: the cold season between autumn and spring in northern latitudes</p>	
<p>Indoors: in or into a house or building</p>	
<p>Sunday: the first day of the week</p>	

Source: Google images

HOBBIES PUZZLE



Across

4. We can build _____ on the beach during the summer.
9. I usually go _____ with my mom.
10. I like playing basketball and _____.
11. Bob enjoys playing _____ games.
12. My grandpa enjoys playing _____.
14. My brother likes playing the _____.
15. I usually go _____ in the summer.
16. My friend likes walking in the _____.

Down

1. We all love listening to _____.
2. I like making a snowman in _____.
3. Watching TV is an _____ activity.
5. Bob likes _____ the internet.
6. Mary is always working in the garden. She loves _____.
7. She likes collecting sea _____ at the seaside.
8. My mother is into planting _____.
12. I like collecting _____.
13. I always play soccer on _____.

TASK

6

HOBBIES AND LEISURE ACTIVITIES BREAKFAST IN SAN DIEGO CALIFORNIA

OBJECTIVE

To teach authentic language use and adverbs of frequency.

SKILLS

Speaking, listening.

MATERIALS

Worksheet, laptop, internet, dictionary, camera, food ingredients.

TIME APPROX.

60 min.

PRE-TASK

TEACHER RANDOMLY DIVIDES THE STUDENTS INTO GROUPS OF 3,

The teacher asks the students the following questions:

- What food items are you going to need?
- What utensils will you be using?
- What are you going to do first?
- What will you do next?
- How long will each step take?
- What do you have to do finally?

TASK

STAGE ONE - COOKING

Each group must prepare the given recipe and record it on a 5-minutes video.

STAGE TWO - WATCHING VIDEO

The videos are shown to all the classroom; the teacher asks questions about what the most difficult part was of completing this task.

POST-TASK

Teacher asks random questions about the new vocabulary learned during this task, also students have to write down the novel words acquired in this task.



Easy beef burrito

INGREDIENTS

- 2 tbsp sunflower oil
- 1 onion, finely chopped
- 4 garlic cloves, very finely chopped
- 1 tbsp ground cumin
- 1 tbsp ground coriander
- small pinch of cayenne pepper
- 1 tsp dried oregano
- 500g beef mince
- pinch of golden caster sugar
- 1 tbsp wine vinegar or cider vinegar
- 400g can chopped tomatoes
- 400g can black beans or kidney beans, with the can water
- 8 flour or corn tortillas
- 500g cooked rice, or our Mexican tomato rice (see recipe below right)
- a selection of sliced avocado or guacamole, chopped tomatoes, soured cream, shredded lettuce, sliced red onion, grated cheddar, sliced red chilli and lime halves, to serve

PROCEDURE

- Preheat oven to 350° F. Spray 9 x 13-inch baking dish with cooking spray and set aside.
- Cook beef with taco seasoning mix, according to seasoning package instructions.
- To prepare 1 burrito: spread ¼ cup beans down center of tortillas; top with ½ cup rice, beef, 2 tablespoons corn, and ¼ cup cheese.
- Fold in opposite sides of each tortilla, then roll up, burrito style. Place, seam-sides down, in prepared dish. Repeat with remaining ingredients to prepare 6 total burritos.
- Cover with foil and bake for 25 minutes (until heated through). If you are baking the burritos from the refrigerator while they're still cold, it will take about 30-35 minutes for them to heat through.
-

Source: Canva.com

TASK

7

AMAZING FACTS AROUND THE WORLD COUNTRIES

OBJECTIVE

To talk about landmarks and interesting facts.

SKILLS

Reading, speaking, listening.

MATERIALS

Worksheet, laptop, internet, dictionary, camera, food ingredients.

TIME APROX.

40 min.

PRE-TASK

TEACHER ASKS THE STUDENTS TO READ AN ARTICLE ABOUT GEOGRAPHIC LANDMARKS

Students must search online where these landmarks are located (country), and the country flag.

TASK

STAGE ONE MATCHING

Students will be provided with a stack of cards with pictures of the landmark and other cards with the country name and flag. They have to match each landmark with its country.

POST-TASK

Teacher takes a brief test about the new vocabulary learned during this task, also student have to write down the new words acquired in this task.

INTERESTING GEOGRAPHIC FACTS



Farthest from the Center of the Earth

Due to the bulge of the earth at the Equator, the peak of Ecuador's Mount Chimborazo (20,700 feet or 6,310 meters) is the point farthest from the center of the Earth. Thus, the mountain claims the title of being the "highest point on Earth" (although Mt. Everest is still the highest point above sea level). Mt. Chimborazo is an extinct volcano and is about one-degree south of the Equator.



Production and Exportation of the Most Rice

Rice is a food staple worldwide and China is the world's leading rice-producing country, producing just over one-third (33.9%) of the world's rice supply.

Thailand is the world's leading rice exporter, however, and it is exporting 28.3% of the world's rice export. India is the world's second largest producer and exporter.



Amazon River

The Amazon River rises in Peru, passes through Colombia and flows into the Atlantic coast of Brazil. It is the world's largest river with regards to its width and volume reaching almost 30 miles in some areas when it rains. The river is a home to a wide variety of fish species, trees, plants, and animals. It has a length of approximately 6,992 kilometers. The Amazon River rises in Peru, passes through Colombia and flows into the Atlantic coast of Brazil. It is the world's largest river with regards to its width and volume.



Biggest Pyramid

Egypt is famous for its beautiful pyramids, but you will be surprised to know that Mexico has the most giant pyramid. This pyramid is known as Cholula, and it is covered in green grass.



Do not fly over Taj Mahal

It is completely forbidden to fly over the Taj Mahal. There is no official no-fly region on this ivory mausoleum. Planes cannot fly over the Taj Mahal for security reasons and risks to white marble and risks to white marble.



No rivers in Saudi Arabia

Saudi Arabia does not have lakes, rivers, and areas abundant with natural vegetation because of no rainfall. People of Saudi Arabia use desalination plants and oases to get sufficient water.

Source: Google Images

MATCHING CARDS



Source: Google images

TASK

8

AROUND THE WORLD COUNTRIES AND CAPITALS SPELLING BEE

OBJECTIVE

To practice pronunciation and spelling.

SKILLS

Reading, speaking, listening.

MATERIALS

Worksheet, laptop, internet, dictionary, camera, food ingredients.

TIME APROX.

40 min.

PRE-TASK

TEACHER GIVES THE STUDENTS A LIST OF EUROPEAN COUNTRIES AND THEIR CAPITALS

- Students work in pairs to read and study the countries and capitals.
- Students must practice pronunciation and spelling those words.

TASK

STAGE ONE

The teacher asks every student to participate, then the teacher gives the students words to spell.

Students must spell the word independently, without help from others, the student that does not make any mistake will be the winner.

POST-TASK


Working in pairs, students ask each other the capitals of each European country

FEEDBACK

Teacher takes a brief test about the new vocabulary learned during this task, also student have to write down the new words acquired in this task

EUROPEAN COUNTRIES AND CAPITALS

Country	Capital	Country	Capital
Austria	Vienna	Belarus	Minsk
Belgium	Brussels	Bulgaria	Sofia
Croatia	Zagreb	Czech Republic	Prague
Denmark	Copenhagen	Finland	Helsinki
France	Paris	Germany	Berlin
Greece	Athens	Hungary	Budapest
Ireland	Dublin	Italy	Rome
Monaco	Monaco	Netherlands	Amsterdam
Norway	Oslo	Portugal	Lisbon
Russia	Moscow	Spain	Madrid
Sweden	Stockholm	United Kingdom	London



RULES FOR THE SPELLING BEE

In competition, after the pronouncer gives the speller a word, the speller should:

- 1) Say the word before spelling it, to make sure they understand the word.
- 2) Spell the word slowly and carefully
- 3) Repeat the word again after spelling it.

Source: Pinteres.com

TEST**SELECT THE CORRECT ANSWER.****1. The capital of France is:**

- a. London b. Paris c. Vatican

2. The capital of Germany is:

- a. Oslo b. Rome c. Berlin

3. The capital of Russia is:

- a. Moscow b. Monaco c. Dublin

4. The capital of Greece is:

- a. Brussels b. Vienna c. Athens

5. The capital of Portugal is:

- a. London b. Rome c. Lisbon

6. The capital of Netherlands is:

- a. Budapest b. Amsterdam c. Sofia

TASK 9

JOBS AND OCCUPATION JOBS OF THE FUTURE

OBJECTIVE

To talk about careers and different jobs.

SKILLS

Reading, writing, listening.

MATERIALS

Worksheet, worksheet, dictionary.

TIME APROX.

40 min.

PRE-TASK

TEACHER PLAYS AN AUDIO ABOUT AN ARTICLE DESCRIBING THE JOBS OF THE FUTURE

Students can listen the audio up to three times.

TASK

STAGE ONE FINDING WORDS

Students must find the new vocabulary on the chart, then add those words to their vocabulary worksheet.

STAGE TWO DESCRIBING

Each student will describe which activities are part of their favorite job.

POST-TASK

Teacher takes a brief feedback about the new words from this task and the most important aspects about the topic.

LIST OF FEW JOBS THAT ARE LIKELY TO BE IN DEMAND OVER THE NEXT 15 YEARS

Web-site to get the audio file:

https://drive.google.com/file/d/1mM7D03xTsL1ztb_WIGOc5xWwe88p5Ydr/view?usp=sharing

1. Cyber security expert
No-one wants to fall victim to cyber-based crime which is why the government is trying to stop the issue by providing apprenticeships to encourage young people to choose this growing sector.
2. Robotics engineer
All types of engineers are in demand but those who are highly skilled in coding and software are needed in areas such as biomedical engineering, warehousing and logistics.
3. Nurse
The government of the UK has announced nearly 4,000 extra university places for nurses as hospitals continue to experience shortages.
4. Software developer
Computer programming skills are the most sought-after area of expertise in the UK – they're needed everywhere! From cloud computing to artificial intelligence to business intelligence to gaming – and other possibilities yet to be imagined.
5. Data analyst
Data analysts can help us to make sense of situations and scenarios by presenting complex data in a clear way.
6. Coach
Competitive online gaming is getting more and more popular. With some big prizes to be won, players need to make sure they have that competitive edge. An e-sports coach can help with strategy, motivation and fair play.
7. Care worker
By 2039 the number of people aged 75+ will have doubled (1) meaning a huge demand for people to work in care.
8. Epidemiologist
Epidemiologists research the causes and effects of viruses and diseases in an increasingly global society - following the recent Covid-19 pandemic are needed more than ever.
9. Agronomist
Agronomists are experts in the science of soil management and aim to improve the growing of crops.
10. Accountant
Businesses and individuals need accountants to keep on top of the financial running of their business.
11. Teacher
Education is a vital for accessing a wide range of career opportunities and that's why we need teachers!

WORD SEARCH**FIND THE WORDS IN THE PUZZLE**

h	w	n	e	y	r	v	z	c	n	l	w	r	l	a	l	d
e	t	s	i	m	o	n	o	r	g	a	i	a	a	j	w	s
n	w	p	t	f	b	h	r	p	q	c	t	r	s	n	e	o
e	v	c	e	y	o	a	c	b	n	c	h	e	n	c	p	n
r	j	g	o	h	t	v	y	u	j	o	f	k	u	o	i	d
g	q	z	h	a	i	o	r	x	l	u	x	r	z	n	d	v
y	j	m	f	r	c	s	x	u	y	n	i	o	g	e	e	u
t	o	p	t	r	e	h	c	a	e	t	k	w	l	r	m	a
e	g	w	i	g	n	r	z	w	y	a	u	e	h	d	i	x
c	t	a	s	b	g	k	v	e	s	n	c	r	r	w	o	g
h	d	v	j	s	i	l	x	r	n	t	s	a	o	r	l	w
n	k	y	y	q	n	p	u	h	r	k	f	c	u	g	o	z
i	g	z	x	r	e	n	g	i	s	e	d	c	q	s	g	b
c	g	d	w	r	e	l	c	w	d	b	f	p	e	o	i	b
i	d	u	t	c	r	i	g	t	s	z	d	s	a	n	s	f
a	s	d	a	t	a	a	n	a	l	y	s	t	x	l	t	g
n	e	h	n	n	u	m	i	o	o	o	a	x	g	r	r	u

Source: Puzzle Maker

Accountant	Coach	Nurse	Security Expert	Care Worker
Agronomist	Data Analyst	Teacher	Energy Technician	
Electrician	Epidemiologist	Designer	Robotic Engineer	

TASK 10

JOBS AND OCCUPATION JOBS OF THE FUTURE

OBJECTIVE

To talk about careers and different occupations.

SKILLS

Reading, writing, listening, speaking

MATERIALS

Worksheet, worksheet, dictionary.

TIME APROX.

40 min.

PRE-TASK

TEACHER PLAYS A VIDEO ABOUT JOBS OF THE FUTURE THAT ROBOTS CAN NOT DO

Students can watch the video up to three times.

TASK

STAGE ONE – DISCUSSION

Students will discuss and share their thoughts about the video. Students will write a short paragraph about the jobs presented in the video.

STAGE TWO – EXPLANATION

The teacher shows them a list of new vocabulary and explains the meanings.

STAGE THREE – ORDERING

Students must order the given letters to form a word from the video.

POST-TASK

Students will write on their own new words and their meaning and they should include an example.

VOCABULARY

Eyesight: the power or faculty of seeing.

Behavior: the way a person acts or reacts.

Pattern recognition: the ability to detect arrangements of characteristics or data that produce information.

Blue collar jobs: it refers to workers who engage in hard manual labor like agriculture, manufacturing, construction.

White collar jobs: company management, lawyers, accountants, financial and insurance jobs, consultants, and computer programmers.

To Wipe out: (phrasal verb), to destroy completely

To Thrive: (verb), grow or develop well or vigorously.

Teller: (noun), a person employed to deal with customers' transactions in a bank

Bookkeeper: (noun), a person whose job is to keep records of the financial affairs of a business.

Leadership: (noun), the action of leading a group of people or an organization.

Script: (noun), the written text of a play, movie, or broadcast.

Commodity: (noun), a useful or valuable thing, such as water or time.

Middlemen: (noun), a person who arranges business or political deals between other people.

To Obliterate: (verb), to destroy, to wipe out.

To Derive: (verb), obtain something from (a specified source).

Revenue: (noun), income generated from normal business operations.

WORKSHEET

ORDER THE LETTERS TO FORM WORDS:

	CORRECT WORD	MEANING – SENTENCE
delaisphre		
YOCMITOMD		
PITSRC		
UERENVE		
ROLLCA ITHWE		
EITVHR		
TUO IEWP		

CONCLUSIONS

1. Knowing the significance that many other studies have proven when the Task-Based method is applied to teach English as a foreign language, this research is a useful technique to endorse vocabulary learning into the tenth-grade students.
2. Students' preferences must be accountable when designing tasks or activities intended to teach basic English vocabulary, as the pupils can be directly implicated in the development and completion of these learning techniques.
3. It is fairly important to elaborate an interactive task-based didactic guide, to support and ease the English vocabulary teaching method, that will aid and provide students with helpful tools to make the learning development fun and enjoyable.

RECOMMENDATIONS

1. It is recommended that with the help of Task-based activities, exercises, and assignments, the students get more exposed to English language to enhance their vocabulary knowledge.
2. It is suggested that the students get directly involved in the planification and progress of English lessons through tasks and projects that they can do in the classroom.
3. It is recommended to apply the Task-Based didactic guide to teach English vocabulary, as it is an important useful tool designed to help students with their learning development.

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ANNEXES

1. DIAGNOSTIC TEST

Name: _____

Date: _____

1. Could you please tell me how to _____ to the bus station?
 - a. go
 - b. get
 - c. find
 - d. reach

2. Please _____ your cigarette, you cannot smoke here.
 - a. put up with
 - b. put out
 - c. put down
 - d. put away

3. I have a terrible _____, I need an aspirin.
 - a. headouch
 - b. headache
 - c. headhurt
 - d. headpain

4. Which is the _____ building in Salinas?
 - a. gretest
 - b. highest
 - c. fattest
 - d. tallest

5. I am not _____ in anything he says, he is so _____.
 - a. bored, interested
 - b. boring, interested
 - c. bored, interesting
 - d. boring, interesting

6. **John and I study Physics at university. We are _____.**
- a. students
 - b. professors
 - c. pupils
 - d. studiers
7. **He's a firefighter, so he must wear a _____ at work.**
- a. uniform
 - b. police suit
 - c. dress
 - d. clothes
8. **Tall is the _____ of short.**
- a. opposite
 - b. opposed
 - c. oppositive
 - d. oppose
9. **Your mother's sister's daughter is your _____.**
- a. cousina
 - b. niece
 - c. sister
 - d. cousin
10. **What time is it? It's 8.15 - a _____ past eight.**
- a. quarter
 - b. fifteen
 - c. fourth
 - d. half

2. INTERVIEW

1. Please, describe what are the most important skills or qualities needed to be an English teacher at Unidad Educativa “UPSE”.
2. How do you engage the student’s attention? Which strategies do you use?
3. Do you consider that technology/ technological tools have helped you to improve the teaching process? Why?
4. Please, give me an example of a didactic tool that you have applied during your lessons.
5. How do you ensure your students understand your English lessons?
6. Do your students speak English when they are in classes, or are they allowed to talk in Spanish as well? Why?
7. In a scale from 1 to 5 how important do you think English vocabulary knowledge for the students’ learning is? Why?
8. Do you apply new methodologies to your English lessons? If yes, which ones? Please mention some of them.
9. For students with vocabulary deficit, what activities do you think could help them to ease their learning process?
10. According to your experience, what method do you consider is the most effective when introducing new vocabulary to the students?

3. SURVEY

1. What language skill do you like the most about your English lessons?

- a. Reading
- b. Speaking
- c. Writing
- d. Listening

2. How often do you use the English language during your lessons?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

3. How often does your teacher use the English language during your lessons?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

4. When you do not understand a new word, what do you do?

- a. Ask a classmate
- b. Ask the teacher
- c. Look it up in the dictionary
- d. Don't ask or look it up

- 5. What activities would you like to have in your English lessons?**
- a. Experiments
 - b. Games
 - c. Watching movies
- 6. How do you feel when speaking English during your lessons?**
- a. Excited
 - b. Comfortable
 - c. Uncomfortable
 - d. Afraid
- 7. How often are your English lessons interesting?**
- a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
- 8. Do you think English language will help you to communicate with other people?**
- a. Yes
 - b. No
- 9. Do you think vocabulary should be memorized or learned by its use?**
- a. Memorized
 - b. Learned by its use
- 10. Do you take notes of all the new words you learn in your English class?**
- a. Yes
 - b. No

4. OBSERVATION SHEET # _____

RESEARCHER: Vera Peña Julexi

SCHOOL: "UPSE"

DATE: _____

TOPIC: _____

1. The teacher encourages and supports students learning.

___ The Teacher links students' prior knowledge, life experience, and interests with learning objectives.

___ The teacher facilitates learning experiences through a virtual environment that promotes autonomy, interaction, and choice.

___ The teacher helps with problem solving, critical thinking and skills through meaningful learning activities.

2. The teacher creates and supports an effective environment for students.

___ The teacher employs classroom management procedures and routines that support learning.

___ The teacher maintains a positive fair and tolerant class environment.

___ The teacher promotes a positive virtual environment (cameras, participation, encourages students, etc.)

3. The teacher makes the subject understandable for all students.

___ The teacher organizes the curriculum to support the understanding of the subject.

___ The teacher develops the understanding of the subject through appropriate instructional strategies for all students.

___ The teacher uses materials, resources, and technologies to make the topic accessible and motivating.

4. Instructional planning and learning design experiences.

___ The teacher establishes and articulates appropriate learning objectives.

___ The teacher develops sequences and modifies educational activities and materials.

___ The teacher effectively uses instructional time (time management).

5. Students' learning evaluation.

___ The teacher sets appropriate learning goals for students.

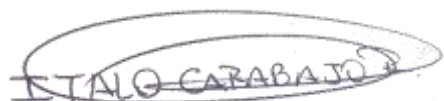
___ The teacher engages and guides students in assessing their own learning.

___ The teacher asks for students' feedback at the end of every class.

5. CERTIFICADO SISTEMA ANTIPLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado **“THE TASK-BASED METHOD TO TEACH BASIC ENGLISH VOCABULARY TO TENTH-GRADE STUDENTS AT UNIDAD EDUCATIVA “UPSE”, SCHOOL YEAR 2021-2022”** elaborado por **VERA PEÑA JULEXI JULISSA**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo se investigación se encuentra con **5%** de la valoración permitida; por consiguiente se procede a emitir el informe.

Atentamente,

A handwritten signature in blue ink, reading "ITALO CARABAJOS", is enclosed within a hand-drawn oval.

Msc. Italo Rigoberto Carabajo Romero

C.I. 0920688876









DOCENTE TUTOR

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ACRONYMS

A2: Pre-Intermediate English level according to Common European Framework of Reference for Languages.

B2: Upper-Intermediate English level according to Common European Framework of Reference for Languages.

C1: Advanced English level according to Common European Framework of Reference for Languages.

EFL: English as a Foreign Language

ESP: English for Specific Purposes

L1: First language

L2: Second language

TBM: Task-Based method