UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"TASK- BASED LEARNING TO ENHANCE SPEAKING SKILLS FOR 10ᵀᴴ GRADERS."

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ADVISOR'S APPROVAL

In my role as advisor of the research paper and title **"Task-Based learning to enhance speaking skills for 10th graders"**, prepared by Andrea Estefania Sanchez Naranjo, an undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, 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,

Lcda. Rossana Vera Cruzatti, Msc.

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STATEMENT OF AUTHORSHIP

I, Andrea Estefania Sanchez Naranjo with ID number 1804172136 undergraduate student from the Universidad Estatal Peninsula de Santa Elena, school of education sciences and languages, as a prerequisite to obtain a bachelor's degree in pedagogy of national and foreign languages, in my role as author of the research project "TASK-BASED LEARNING TO ENHANCE SPEAKING SKILLS FOR 10TH GRADERS" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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ANDREA ESTEFANIA SANCHEZ NARANJO

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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

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Finally, I would like to thank my tutor and all the teachers who contributed to my life with great knowledge and life lessons that I will always carry in my mind and heart.

Dedication

This research is dedicated to my parents Edgar and Yolanda and my sister Viviana, who have been there for me in every difficult moment helping me and supporting me as much as they can, making this process a little calmer and never making me lack an arm to recharge me with energy.

It is also dedicated to my closest friends, thank you for making me see that I am not alone in this life and that you will always be there for me celebrating every achievement I accomplish, giving me encouragement and strength to continue.

Finally, I would like to dedicate this research to all the students I had in my internship process, and to all the teachers I could meet along the university stage, making me remember every day how amazing it is to be a teacher and how important this is in my life.

With love

Andrea Estefania Sanchez Naranjo

Abstract

The present study was designed to determine how the Task Based Learning method improves speaking skills in the 10th grade. Most teachers use this methodology for students to improve their communication in the English language. This research had a qualitative method in which 5 teachers from the "Unidad Educativa Salinas Innova School" participated as a sample. An interview with 6 questions was applied for each of them to respond with their knowledge and personal ideas about the ability of speaking and about the influence of Task-Based Learning. It was possible to analyze how the teachers of this institution did not know the name of this method, but it was concluded that they apply it in their class unconsciously since they consider it very useful and effective at the time of performing communicative tasks for their students, which achieves great benefits for the students.

Key words: communication, speaking skills, TBL, tasks.

Resumen

El presente estudio ha sido diseñado para determinar como el Task Based Learning method mejora la habilidad del habla en los 10mos grados. La mayoría de los docentes usan esta metodología para que los estudiantes mejoren su comunicación en el idioma inglés. Esta investigación tuvo un método cualitativo en el cual 5 docentes de la Unidad Educativa "Salinas Innova School" participaron como muestra. Se aplicó una entrevista con 6 preguntas para que cada uno de ellos, responda con el conocimiento y sus ideas personales acerca de la habilidad del habla y sobre la influencia del Task- Based Learning. Se pudo analizar como los docentes de esta institución, no tenían conocimiento del nombre de este método, pero se llegó a la conclusión de que lo aplican en su clase inconscientemente ya que lo consideran muy útil y eficaz al momento de realizar tareas comunicativas para sus alumnos, mediante el cual se logra obtener grandes beneficios para los estudiantes y su proceso de aprendizaje.

Palabras claves: comunicación, destreza oral, TBL,tareas.

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Introduction

Task-Based Learning is considered part of the set of emerging methodologies within the field of teaching and learning a foreign language. This is one of the most widely used thanks to its effectiveness and versatility in the development of speaking skills in students, allowing them to develop within real contexts for the resolution of tasks assigned in the classroom by the teacher of the area, being the fulfillment of the same the main objective set by the method to be studied.

Learning via tasks (TBL) is a method of organization for the lesson that serves to sequence activities within it, with the aim of achieving learning objectives with progress evident in each class. The manipulation and transfer of information must be the primary emphasis of the tasks. Therefore, the assignments we give our students must allow them to interact with, understand, and assimilate the material related to the subject they are learning in the target language. However, for anything to be classified as a task, it must be directly related to the outside world. Therefore, students are required to develop a reason for their work that extends beyond the classroom walls and has significance outside the classroom confines.

Another crucial element is that each assignment should be centered on reaching a goal and producing work that will serve as the foundation for our evaluation. Since the student will concentrate on getting an end and having a physical result that we can judge impartially, the Task final purpose must be made apparent to the student.

The Pre-Task Activity, the Task, and the Wrap-up or post-task are the three main components of a task-based language teaching class.

This research work presents in its study different chapters to clarify certain terminologies, definitions, and processes related to Task-Based Learning, among which we find:

Chapter I: This first chapter analyzes and delimits the problems that lead to the study of this methodology as a possible solution. It also details the different objectives, and the justification proposed.

Chapter II: Theoretical framework throughout this section, various definitions, and processes related to TBL are analyzed and studied. It also considers previous studies where the effectiveness of the proposed methodology applied to contexts related to this research is demonstrated.

Chapter III: explains the factors required for the research to be successful. It covers the type of study, the procedures and methods used to acquire the data, and the demographics interviewed.

Chapter IV: Results Analysis. It emphasizes how the facts from the interview are presented in connection to chapter two, the questions that were addressed by the authors' support.

Chapter V: Study Reflections: summarizes the chapters mentioned above and shares the author's personal experiences.

Chapter I: The Problem

Research Topic

Teaching strategies in EFL.

Task- Based learning to enhance speaking skills for 10th graders.

Problem Statement

The rate of English proficiency is equally low in Ecuador. Students encounter various situations that call for language skills in both schools and life. For this reason, engaging in a range of reading, writing, and speaking activities can help students develop the abilities they need to succeed; in this way, skills are developed equally. Students comprehend that speaking and writing are skills of greatest difficulty relative to reading and listening. People claim they struggle with speaking abilities because they utilize them infrequently and because speaking is more complicated than other skills. Students underline that they have difficulty communicating due to pronunciation issues and a fear of making errors. Also, English education could be of better quality due to ineffective teaching techniques preventing students from completing their educational objectives (Alejandro, 2017). Education is the public sector program on which the Ecuadorian government spends the most money. Ecuador has an excellent primary education coverage rate, but the secondary education transfer rate is low, and the quality of basic education is poor. Between urban and rural population groupings as well as between the affluent and the poor, there is now more inequality in access to education. But it appears that the gender gap in schooling has narrowed.

In the educational process, there have been attempts to improve and implement the methodology, strategies, and final techniques that help learn a second language. Because

education is constantly evolving, teachers need to use methodologies that create interest in students and motivate them to learn a language. However, traditional methods are used in which the only objective is language retention, the typical learning of grammar rules in which students must store grammatical rules and use them. Rote memorization is heavily emphasized in education. Success in school often depends on the learner's ability to remember. The teacher is primarily responsible for teaching and learning according to the traditional method, which holds that students will be able to apply their newfound information if they attend class and pay attention to the teacher's explanations and examples (Viera, 2008).

Feedback is often confined to rectification or pointing out errors in assignments or test results (Doron, 2016). However, most educators base their lesson plans and classes on established approaches. To begin, the teacher offers a piece of language in a clear context to convey its meaning. This could be achieved in several ways through didactic resources, such as text, scenery construction, dialogue, and so on, story projector, and slides.

Students subsequently have to complete an active practice, during which they may be requested to repeat target items via choral and individual drilling, fill gaps, or match halves of sentences. All of this practice requires the student to use the language correctly, comfortably, and enjoyable and assists them in becoming more comfortable with it. All these activities are carried out with monitoring by teachers to accompany students' learning.

Finally, they move on to the production stage, sometimes known as "free practice." Students are given a communication task, such as a role play, and are expected to generate the target language as well as any additional language that has already been learned and is appropriate for completing it.

It all sounds quite rational; however, teachers who use this communication task strategy will quickly notice weak points: Students might convey the impression that they are at ease with the new language by producing it correctly in class and will be able to use all the vocabulary they possess, likewise the grammar and unconsciously be able to create sentences by putting all that knowledge together. However, after a few courses, students will frequently be unable to generate the language accurately or at all.

Students frequently develop language but abuse the desired structure to the point where it sounds entirely unnatural. Furthermore, students may not develop the target language during the practice sessions stage if they discover that they can fulfill the job using current language resources. Therefore, teachers must apply activities where students can practice the vocabulary they know and not look beyond that, as it may cause disinterest for them. The teacher should look for entertaining activities with interesting topics for their students; in this way, they will achieve motivation and enthusiasm for the tasks.

The students are free of linguistic control, one of the clear advantages of Task-Based Learning (TBL) over other methodologies. They must use all of their language resources throughout the phrases rather than just one pre-selected objective.

The students with the language can create a natural context that is customized and relevant to them. This can be done through experiences that help them get a clearer idea of language use. Other ways necessitate the creation of circumstances to display the language, which can be very unnatural at times. Still, through this method, learners can use the language using vocabulary and information that they already know. They will be able to use some experience in their daily lives.

Students will have a significantly more diversified exposure to language through Task-Based learning (TBL). A wide variety of lexical phrases, collocations, patterns, and linguistic constructions will be available to them (Willis, 2013).

The language studied is a result of the student's needs. This need, rather than a decision made by the teacher or the coursebook, determines what is covered in the lesson. TBL is also a significant communication method in which students spend considerable time conversing while enjoying the class and being motivated.

For this reason, the most critical aspect of the learning process, which is the use of the language in real situations and the creation of a connection between the learners and the language, is not taken into account and creates a problem in the acquisition of a second language. Because it must be considered that the language has to be directed and focused on what the learner wants, needs, and likes, an optimal connection will be achieved.

Task-Based learning environments include objectives that prioritize communication, engagement, and language use over language acquisition. One method of language learning known as "Task-Based language learning" involves performing routine tasks while using the target language. The Task-Based learning method aids students in doing this since it forces them to do a task in class that they would normally complete and probably already completed in their native language (Lemmolo, 2020). In this way task-based learning environments include objectives that prioritize communication, engagement and language use over language acquisition.

Task-Based learning and teaching (TBLT) are regarded as one of the most successful approaches used by instructors to achieve significant improvements in language proficiency.

This methodology shifts the emphasis away from grammar drill classes and toward more communicative ones in which students actively speak and engage in groups or pairs to achieve a final goal that the teacher or their colleagues' grade.

Applying this method will be a sure way to engage learners to have motivation and participation in learning English, as well as to have real communication in which they will focus on using the right language and communicating their ideas correctly.

The teaching of English has evolved into a master class where students repeat the teacher's grammatical constructs or practical activities from the textbook or workbook. It does not take into account one of the most essential skills for learning a language which is speaking, through which students achieve good communication in which they can express their thoughts and emotions without feeling pressured to speak it perfectly without making any grammatical errors, but rather prioritizing their fluency by using the vocabulary they already know. For most people, the ability to speak a language is synonymous with learning that language. Nevertheless, it is common to consider speaking in a second or foreign language to be the most difficult of the four skills (Bailey, 1994).

Problem Question:

- How Task-Based Learning (TBL) work as a strategy for students' English-speaking fluency?

Specific Question:

- What factors can affect the development of students 'speaking skills?

- What are the contributions of TBL method with the acquisition in foreign language learning?

- Which is the influence on dynamic class by applying Task – Based Learning methodology strategy?

General objective

- To explain TBL as a potential strategy for student´s English speaking fluency.

Specific objectives

- To determine the incidence of TBL for student's proficiency in speaking English.

- To analyze the challenges and benefits TBL in English language learning.

- To examine the results obtained from the teachers and students of the Unidad Educativa "Salinas Innova School".

Justification:

A creative learning environment requires careful planning. During language instruction, teachers prefer to use the conventional chalk-and-talk method. However, the interactive nature of TBL encourages students to develop their communication and collaboration skills, providing a valuable learning experience. Further, tasks have to refer to realistic situations which emphasize

communication. A practical task is where the learner uses the target language for a communicative outcome (Willis, 1996).

Task -Based learning help to improve the speaking of students learning a foreign language since they will be exposed to tasks in which they will use the language to create effective communication taking into account that these tasks are based on real situations; therefore, the student must use a vocabulary that he knows and should not focus on the grammar of this, but use what he already knows to achieve a conversation in the foreign language.

The advantage of this method is that they are more complex tasks than the activities that are always used in class, they are real situations that can have in daily life, and the objective is that they are prepared for these situations and make use of English without any problem. A task, in accordance with task-based language training, will allow the learner to concentrate on interaction and enhance their speaking skills in everyday contexts. Activities that require students to complete communicative tasks motivate, expose, and employ them.

Numerous studies on the use of Task-Based instruction to enhance students' speaking abilities have demonstrated its advantages and how this method can help students' learning.

Chapter II: Theoretical Framework

Nowadays, English is fundamental because the English language is an essential part of how the world is connected. English is considered a second language in nearly every country where it is not the national tongue. Therefore, the primary goal of studying any language is to develop basic language skills for everyday communication. When a communicator is competent, straightforward, honest, and dynamic in their communication, it is said to be effective (Ahmad, 2016).

The primary objective of the Task-Based Learning method is to consider the process rather than the final result. One that prepares students for real-life circumstances and the other that encourages tasks with instructional aims are two different sorts of activities that can be employed. However, a sequential curriculum that is complemented with idioms and collocations is necessary for both situations. According to a British Council brochure, this approach provides benefits that keep students engaged and make English learning enjoyable. Creates an environment naturally in which students utilize the language that is most pertinent to them rather than according to a pre-established pattern. As a result, the language being explored is based on the demands of the students rather than those of the book being studied.

We communicate with others through language, which is a cognitive activity. Most of us think about reading when we consider language and education. But reading is only one aspect of linguistic abilities. We use codes and communication skills. In school, reading, writing, speaking, and listening all have significant responsibilities to play and have an impact on one another. Oral language (hearing and speaking), written language, and reading have a basic and reciprocal link. Reading and writing are initially reliant on spoken language abilities. Reading and writing eventually expand oral language. Young children learn to read by using their spoken language abilities. Reading helps older kids extend their knowledge. Language skills are a collection of four language talents that enable users to comprehend and generate language for productive interpersonal communication. The acquisition of linguistic abilities is a process based on learning. A person talks after listening writes after speaking, and then reads and writes after that.

Speaking is one of the most important and complex skills in second-language learning; speaking is a skill that both first- and second-language learners should focus on developing. The

most crucial part of learning a second or foreign language is developing speaking abilities, and proficiency is determined by one's capacity to carry on a conversation in that language. The primary goal of teaching English is to provide students with the skills necessary to communicate successfully in English (Davies, 2000). However, in teaching English, teachers use speaking only to explain their classes and refrain from using the media to help their students develop this skill. When they use them, they limit themselves to having the students memorize and practice the conversation. But according to Byrne (2008), teacher's first duty is to set up the ideal environment for their pupils to learn. This means that teachers are in charge of creating the optimal situation and environment for students to improve and develop communication with their classmates.

2.1. Pedagogical basis

2.1.1. Speaking skills in English learning

In today's globally connected, interconnected society, effective communication is essential for success. Language is frequently used in interpersonal interactions. Perfect communication between people is only possible with the usage of languages. People can only achieve their aims, ambitions, and goals if they communicate effectively. As a result, learning a language is necessary to connect with people throughout the globe. According to research by the Center for Language Intelligence, English is one of the most widely used languages for communication, showing that the number of English speakers worldwide is currently estimated at 1.132 billion, including both native and non-native speakers (Simons, 2022).

Speaking is a skill that students who are learning English must develop. The act of speaking is essential to communication. The goal of the classroom has always been to assist

students in speaking more effectively. Numerous studies on using Task-Based instruction to enhance students' speaking abilities have demonstrated its advantages. The results of a study by Jenefer Philp, Susan Walter, and Basturkmen show that social and task considerations have an impact on students' desire to deal with language form challenges during peer Task-Based engagement (Philp, 2010).

2.1.2. Stages of Speaking

2.1.2.1. Pre-speaking.

The speaking drills that come before the significant speaking activity are there to help the students get ready. Participants must recall prior information about the outside world relevant to the speaking situation to activate a schema. Questions, images, and text can all be utilized to achieve these goals. Additionally, it is used as a brainstorming exercise prior to presenting. Braining in small groups before the main speaking activity is beneficial. The main goal of this task is to generate as many ideas as possible in the allotted time.

2.1.2.2. While-speaking.

The while-speaking activities include the speaking task itself. Students benefit from speaking practice. Students really fix the communication issue as a consequence of the role-play, problem-solving, sociability, or communication game (Graham, 1997).

2.1.2.3. Post-speaking.

Post speaking, students can reflect on their words and ideas and come up with new strategies for better communication. The post-speaking exercises offer students feedback on their performance and the lesson's conclusion. The post-speaking activities include a variety of activities, one of which is the development of integrated communication abilities.

2.1.3. What is a Task?

According to Cambridge Dictionary, a task is a piece of work to be done, notably one that is performed frequently, grudgingly, or with difficulty.

In the task, students engage in an activity where they utilize language to accomplish a particular goal. The activity simulates actual life, and students are allowed to use any language they like while concentrating on meaning. For example, playing a game, figuring out an issue, or exchanging knowledge or experiences can all be seen as real and meaningful tasks (Bowen, 2020).

2.1.4. Task Based learning importance in education

Nowadays, it is still a problem to implement other types of methodologies in the classroom, and it is still used to continue using the typical traditional methodologies where the focus is on explaining grammatical rules and memorizing certain concepts where students can not improve their critical thinking or improve their creativity which can cause lack of motivation. However, using the TBL method, we will achieve excellent results in learning a second language.

In TBL classes, students perform work that requires them to use language genuinely rather than answering straightforward questions on grammar or vocabulary. TBL is a lesson structure and a means of organizing course activities (Weller, 2021). Task-based learning is a great approach to engage kids and encourage them to use English. This, together with the collaborative aspect, boosts one's social and linguistic competence. It has also been demonstrated to be consistent with how pupils learn a language.

The purpose of task-based learning is to perform the tasks rather than "learn the structure," and the task itself acts as the major emphasis of the lesson rather than a grammar point or lexical area. To successfully complete the task, students must articulate their ideas clearly and use the right words. Thus, language is changed into a tool for communication that aids in accomplishing tasks. The students can employ whatever language is required to achieve their objective. There is typically no "correct" way to react to a task result. Students do it independently, using any language they choose acceptable.

TBL is applied differently by different teachers. Some include it in the current curriculum, some use it to completely replace the curriculum, and some utilize it as an "extra" to their regular classroom activities. If we can make the language in the classroom meaningful therefore, memorable, students can process language which is being learned or recycled more naturally (Bowen, 2020).

2.1.5. Stages of Task-Based Learning

The teacher does not decide what language will be covered in a Task-Based class. The lesson's goal is for the students to execute a key activity; when they do so, the language being studied is determined (Buyukkarci, 2019). In this way, students will use the second language without realizing it, as they will be focused on performing the task proposed by the teacher, using the vocabulary they already know.

2.1.5.1. Pre-Task.

In this first stage, the teacher dynamically explains the topic, grammar, and vocabulary in question to the class. In addition, the teacher gives the students clear and specific instructions on

what they have to do in the task, answering all the doubts that the students have so that they do not have any problems at the moment of doing the task.

The pre-task stage may also include playing a tape of someone performing the work; this provides students with a clear example of what will be required of them and allows them to take notes and spend time preparing (Buyukkarci, 2019).

2.1.5.2. Task.

This is the most crucial step, in which students perform the assigned task and usually do it in pairs or groups. It is essential to clarify that in this step, normally, the teacher stays out of the work process. Instead, they will keep an eye on the students and advise them if necessary. After completing the task, students must determine how they intend to communicate their results to the class as a whole or to other groups. They might practice and complete their study on the language needed to communicate the results of their actions. Students then inform their classmates of the task's conclusion.

Communication is a key process for this stage, as the goal is for students to communicate naturally, including messages and opportunities for students to take risks in conversation to improve their speaking. The focus of this stage is fluency - using the language to communicate without falling into L1 unless needed (Martinez, 2020).

2.1.5.3. Post-Task.

The students present their research and compare it to other students' findings in the final round. Along with discussing with the others how they finished the task, they also talk about personal matters that came up while it. Linguistic accuracy is required at this stage. It offers much promise to support the learners' language-based gains because they can actively share their

results and offer feedback on their classmates' presentations. The teacher aids in this learning process by keeping a certain distance from the interactions between the students.

It is a great idea to let students critique one other's work and to limit instructor assessment to the most common mistakes committed during the assignment (Kawasaki, 2021). Therefore, the aim of this last step is for students to reflect and analyze the task they did, and in this way, they can improve their skills and correct their mistakes.

2.1.6. Contributions and limitations of Task-Based Learning

Task-Based Learning (TBL) has value over more traditional systems in that it enables students to concentrate on actual dialogue before engaging in any substantial linguistic analysis. By placing students in genuine communication situations and letting them utilize all of their linguistic abilities to handle them, it focuses on the requirements of the students. This emphasizes for the students what they already know, what they still need to learn, and what they only partially understand. It helps students become more aware of their requirements and motivates them to take (some) ownership of their education.

Learners' exposure to a wide range of languages, rather than just grammar, is another factor. Task-Based classes automatically bring up collocations, lexical phrases and idioms, chunks of language, and other items that frequently escape the restrictions of the standard curriculum. It encourages the student to start using the language. By focusing on creating communication in real situations, it aims to include the language learner in meaning-focused language usage.

2.1.7. Use of Task- Based Learning to improve speaking skill

The language learning environment must include instructional tasks, which "occupy a vital place" in the learning process (Ellis, 2003). Task-Based Instruction (TBI) offers chances to design efficient and significant tasks that encourage communicative language usage in the language classroom to establish the language learning environment. Tasks are acts that are carried out while utilizing the target language in a communicative manner, placing special focus on meaning in order to achieve a desired result, according to numerous researchers. Moreover, since Task-Based learning promotes actual language use in communication, it is particularly well suited for speaking classes.

2.2. Theoretical basis

2.2.1. Evidence of how the use of Task-Based learning helps to improve students' speaking skills

Melani Mustika Ayu (2017) in her thesis "Using task-based-language-teaching to improve speaking ability at the eleventh-grade students' of sman 3 bulukumba". The Kemmis and Taggart paradigm of classroom action research was used by the researcher. It consists of three cycles plus an initial investigation. There were three meetings and four steps in each cycle. They are: plan, do; act; observe; and think. The researcher prepared everything necessary for the lesson during the planning step, used task-based language instruction in the classroom during the acting phase, observed the teaching and learning process during the observing phase, and then analyzed all the data during the reflecting phase.

The results showed that teaching speaking to pupils through task-based language learning improved their speaking abilities. The rise in student achievement served as evidence. The pupils

did poorly on the preliminary exam, as seen by the preliminary test's mean score of 30.33. By using task-based language training in the first cycle, the students' mean score increased to 51. The second cycle was still being conducted by the researcher. In the second round, the students' mean score was 68. The third cycle's mean score for the pupils successfully reaches 77.8. According to the results of this research, Task-Based learning is identified as a great method to improve the knowledge and communication of the students and in the same way as it can reduce the errors that they have in learning a foreign language by promoting their motivation and involvement in the class.

2.2.2. How Task- Based Learning helps overcome problems with speaking.

Salán Torres and Saúl Ismael, in their thesis work in 2015 "Incidence of task–based learning to develop the speaking skill for students of tenth year at Francisco de Orellana high school, during the school year 2014-2015." Data from two groups, "the control" and "the experimental," were collected as part of the approach for this study. Data collection tools were employed. The pre-and post-tests aided in gathering the project's findings. Production and engagement were the two key components of speaking ability that the equipment examined. While spoken interaction includes grammar and vocabulary, pronunciation, interactive communication, and response, spoken production aims to validate understanding, pronunciation, fluency, and correctness. The findings showed that whereas students in the control group did not improve, speaking scores in the experimental group improved as a consequence of the use of task-based learning activities. Due to their increased familiarity with speaking output and interaction activities, students showed that they could overcome speaking skill issues. Task-Based Learning activities must be continued to get even greater outcomes, not just with the experimental group but also with the control group. It is concluded that the tasks allow teachers

and students to focus on key oral skills such as comprehension, vocabulary and grammar use, pronunciation, fluency, and rapport.

The current curriculum, instructional strategies, and course materials must be created with the requirement for spoken English competency in mind (Masuram, 2019). The present study conducted by Jyothi Masurama and Pushpa Nagini Sripada, through task-based language teaching, seeks to increase the student's oral fluency in the target language. The assignments allow the students to practice their language skills, enabling them to communicate with others in the target language. The assignments assigned to the students have been meaning-focused since they have a clear consequence and help them achieve their objective of learning the target language. The pre-task was carried out to prepare the students to perform confidently and encourage acquisition. After that, a post-task was administered in order to assess the success of the instructional intervention program. Chores include writing a visual tale, identifying discrepancies, making travel plans, and reordering words.

Compared to English language learners' previous level of fluency, the study showed an improvement in spoken fluency. Students must engage in meaningful discourse in contexts where they may communicate with others. According to task-based language instruction, a task will give the student the opportunity to concentrate on interaction and enhance their speaking skills in everyday scenarios. Activities for completing communicative tasks motivate, expose, and use students. Since activities give students the chance to learn and speak the target language fluently, all of the study's observations point to the necessity of task-based education to develop speaking fluency.

2.3. Legal basis

2.3.1. Ministry of Education. - Agreement N•0041-14

The improvement of the English language in educational institutions in Ecuador is not a short-term problem; rather, it is a process that has been going on for a while in response to a political initiative and a government strategy to reform education. As indicated by the Ministry of Education in the new agreement N°0041-14 where it indicates the obligatory nature of the teaching of the English language, implementing a curriculum that adapts to the learning and also specific schedules, this is from second grade to third of high school in all institutions of the country achieving optimal results in the learning of the students.

The "Memorandum of Understanding between the Ministry of Education of Ecuador and Peace Corps-Ecuador" inter-institutional cooperation instrument, whose goal is to increase students' English proficiency to improve language skills through the implementation of communicative activities and the promotion of student-centered teaching activities, was renewed by the Ministry of Education and the Peace Corps of the United States in 2019. This program also seeks to improve the methodologies that teachers use in their classes and thanks to them has identified an improvement in the students' skills to learn a foreign language.

2.3.2. National curriculum guidelines

As part of the educational agenda, the National Curriculum Directorate has created a new English foreign language curriculum that meets the demands of Ecuadorian reality. The proposed curriculum is intended for non-English speaking students in the first to third grades of General Unified High School and in the second through tenth grades of General Unified High School.

This curriculum it is ideal to learn a language as a tool for interaction and communication rather than as a body of information to be memorized. Approaches of teaching that are learner-centered take into account and address the problems and strengths of the students. International standards: The curriculum is based on levels and teaching methods for language acquisition that are accepted globally. In addition, the Ministry of Education informs that students who are about to graduate, who are in the third year of high school must reach a profile with an English level B1.2 and according to the Common European Framework of Reference for Languages (CEFR) must have a B1 level, in which students have developed their skills and are ready to have a comprehension and communication through the foreign language.

Variables of the study

Dependent variable: Speaking Skill

The Task-Based learning approach is a successful teaching style that aids in students' acquisition of the capacity to utilize a foreign language realistically. The purpose of task-based learning is to increase English-speaking skills, examine the efficacy of group work that incorporates task-based learning, and discover how learners see their English-speaking skills as improving as a result of using this technique.

Independent variable: Task-Based Learning Methodology

A different approach to teaching languages is Task-Based Learning. By putting students in circumstances where oral communication is necessary to complete a task, it can benefit them. Task-based learning has the advantage of allowing students to apply their knowledge at their present level and cultivate their language abilities. It has the benefit of directing students' attention on a task in which language serves as a tool, making its use essential.

Chapter III: Methodological Framework

3. Methods

3.1. Qualitative methods.

The qualitative approach uses a variety of strategies to elicit information from thoughts, feelings, and opinions, including observations, interviews, and analyses. Knowing this is essential for describing the study's environment and gaining insight into the general public's opinions regarding the particular topic under investigation. In addition, this method makes it possible to obtain specific responses for analysis. A subjective method of describing and understanding life experiences is the qualitative technique.

The purpose of qualitative research is to understand a subject from the viewpoint of the subjects thoroughly. Intangible, unmeasurable ideas, perceptions, attitudes, or beliefs of the subject are also a focus of this research. Qualitative research is done to comprehend how individuals see their surroundings. Although there are several ways to conduct qualitative research, most of them are adaptable and put a strong emphasis on preserving rich meaning when analyzing the data (Bhandari, 2020).

Creswell (2012) defines qualitative research as examining and understanding the significance that individuals or groups attribute to a social or human event. Qualitative methods are classified into five types: grounded theory, phenomenological research, case study, grounded theory, and narrative research.

3.2. Type of Research

3.2.1. Phenomenological studies.

A qualitative research strategy called "phenomenological research" aims to comprehend and explain the universal character of occurrences. The approach ignores the researchers' preconceived ideas about the phenomenon and instead studies how people interact with one another in daily life. In other words, phenomenology research looks into actual occurrences to see how people perceive them.

A phenomenological study, which is the methodology used in this study, offers a theoretical tool for educational research since it permits flexible activities that may be used to explain and help understand complicated phenomena, such as many facets of human social experience. There are philosophical, educational, and psychological foundations for phenomenological research. Its goal is to obtain the most uncontaminated data possible. Researchers may keep personal notes on what they discover from the individuals. This strengthens the validity of the data and enables researchers to filter out these effects to create objective narratives.

It makes sense to determine the appropriate use of knowledge in the human being in Phenomenological studies, which reflects the importance of concentrating capacities configured towards the experiences of the social sciences. Similarly, knowledge emerges from this disciplinary practice due to the construction of learning centered on activities related to continuous improvement and awareness of learning as an experimental element. This method was employed with teachers of 10th students from Unidad Educativa Salinas Innova School to

gather various viewpoints on the issue under investigation, bringing results into a common agreement.

3.3. Data collection techniques.

3.3.1. One-on-one interview

This interview style is employed to get qualitative information from respondents on their viewpoints, convictions, or life experiences. One-on-one interviews can be performed over the phone or online, but they are often done in person. A one-on-one interview is a research technique in which the interviewer asks one respondent at a time question. In particular, the role of the interview and the interaction between the interviewer and interviewee garnered increased attention in the literature (Ryan, 2013).

Individual interviews are an excellent method for learning about people's viewpoints, understandings, and experiences with a particular subject, and they can aid in collecting detailed data. However, the interviewer must be extremely knowledgeable and skilled since it is more than just a two-person dialogue. The purpose of the research interview is to discover people's experiences, viewpoints, reasons for being, and convictions about a range of topics.

3.4. Instruments

3.4.1 Questionnaire.

To collect data on Task-Based Learning (TBL) method, a questionnaire focused on the variables that affect learning processes and strategies and their use in the TBL method must be employed. Therefore, this instrument will be used for this study, including six open-ended questions. Knowing that it is a qualitative study, open questions have been implemented that will allow the collection of helpful information for the research since, through these questions, the

interviewees will be able to give their opinions, points of view, and knowledge. It was performed in person and one-on-one at the convenience of the interviewees.

The primary purpose of this questionnaire is to examine the use of the methodology in the classroom of each of the teachers interviewed. To know how they put into practice strategies that help the development of speaking in the students, to analyze the implemented communicative activities, and to know if they implement the Task-Based Method and what they think about it.

3.5. Data Collection Processing and Resources

The development of data collection involved the use of techniques and strategies like interviews. They must next be streamlined and examined. These questions highlight how important it is for the study to consider the views of the English teachers at the "Salinas Innova School."

Chart 1

Data collection questions

Basic Questions	Explanation.
What?	In order to obtain supporting data for this study (Task- Based learning to enhance speaking skills for 10th graders.) a series of one-on-one interview was applied.
Where?	At "Salinas Innova School", Salinas-Santa Elena.

When?	2023.
How?	Interviews, opened-ended questions.
What for?	To explain the Task-Based Learning method to enhance speaking for 10th graders students

Note. Questions made to gather data collection questions (2023).

3.6. Population and sample

The following study will be carried out in the Unidad Educativa "Salinas Innova School" located in Canton Santa Elena, in the province of La Libertad. This institution is a private school with twenty-two to twenty-four courses; this research will be conducted taking into account the 10th grade, specifically 10th grade "A". These courses are made up of 31 to 34 students.

Interviews will be conducted at the school to collect data and information that will help us to obtain a more accurate analysis according to our research. This interview will be conducted with teachers of the institution who teach from 8th to 3rd grade of baccalaureate. Through this interview, we will be able to collect information about what they know about this method, and they can provide us with all the information they have and also know if it has been implemented in their classes and if they have let us know if they were successful in their teaching using the TBL method.

Chapter IV: Analysis of Findings

This section provides an analysis of the data from the participant interviews. Each question is linked to the objectives and variables of the project, so its formulation and analysis are crucial to understanding how to interpret it.

Through the interviews, it was possible to understand the teachers' opinions and thoughts about the Task-Based Learning methodology used in the classes for teaching English focused on speaking. Six English teachers from the "Unidad Educativa Salinas Innova School" were interviewed using the individual interview technique. However, since Spanish is the native language of the sample, it is essential to note that this procedure was conducted in that language. This helped the data collection procedure as it facilitated communication with the interviewees.

4.1. Interpretation of data from the interview or focus group

Question 1: Do you consider relevant the use of methodologies in the teaching and learning process to improve oral communication in the English language?

Figure 1

Frequent words question 1

Note. Illustration of the most repeated words acquired from the answer to this question.

The most repeated keywords in this first question are metodologias (methodologies), aprendizaje (learning), estudiantes (students), and comunicativo (communicative). The teachers interviewed had the same conclusion when they said that the methodologies are fundamental for the learning of the students since, with this, the teacher can organize the whole process that the educators want to carry out with all their students and also with the implementation of the methodology's teachers can help to fulfill the needs of each one of the students and provide them with optimal teaching.

Question 2: What teaching and learning techniques do you apply for the development of oral skills? Through the practice of pre-designed conversations and dialogues or through activities where the student must produce in the target language (English).

Figure 2

Frequent words question 2

Note. Illustration of the most repeated words acquired from the answer to this question.

In this question, the words that stand out the most are habilidades (skills), conversaciones (conversation), dialogos (dialogues), escenarios (scenarios), and experiencias (experiences). It was possible to analyze that even though the interviewees are English teachers of the same institution, each one of them applies different strategies in their classrooms because it depends on different factors such as the number of students each classroom have, the level of English of their students and the objective they want to carry out in their classes. However, all of them agree that strategies should be implemented to help students to develop in scenarios that they may have in their daily lives. These strategies help them to establish dialogues and conversations without problems; in this way, they can reinforce their speaking.

Question 3: What didactic strategies do you use for the development of communicative activities in your class?

Figure 3

Frequent words question 3

Note. Illustration of the most repeated words acquired from the answer to this question.

The words that stood out in this question were actividades (activities), unidad (unit), habilidades (skills), estudiantes (students). In this question, it is observed how each one of them uses different strategies. However, all of them put into practice speaking with the support of a textbook, in the same way taking into account improving the learning of speaking by carrying out activities that involve students in creating scenarios and conversations that are practical for them.

Question 4: How do you implement the Task-Based Learning (TBL) methodology to improve communication tasks at the beginning of your planning?

Figure 4

Frequent words question 4

Note. Illustration of the most repeated words acquired from the answer to this question.

It can be observed that the words highlighted in this question are questions, activities, contexts, conversations, and practice. In this question, it is highlighted that teachers did not know the name of this method, so there was a previous explanation, and it was possible to conclude that teachers use this method in their classes; however, they did not know the name of this method. Therefore, the teachers concluded that they implement Task-Based Learning by creating

real conversations in contexts and scenarios where they fulfill their communication task, carrying out such conversations in groups or pairs, and giving feedback in the same way.

Question 5: In what ways do you consider communicative task activities beneficial in enhancing foreign language learning for students?

Figure 5

Frequent words question 5

Note. Illustration of the most repeated words acquired from the answer to this question.

Comunicacion (Communication), habilidades (skills), acentos (accents), proceso (process), lenguaje (language) were the words that stood out in this question. The main benefit that they consider useful for the students is that they can manage in a real conversation with a native speaker, and for this reason, it is necessary that they can also differentiate the accents of the different English-speaking countries so that in this way they cannot have any problem in communication. Another essential benefit is that the students can create a habit in their communication and further develop this skill through communicative tasks.

Question 6: What are the main challenges you find in your classroom for the implementation of communicative activities? Teaching materials, physical space, technology, teaching methodologies.

Figure 6

Frequent words question 6

Note. Illustration of the most repeated words acquired from the answer to this question.

The words repeated in this question by all teachers were miedo(fear), verguenza (embarrassment), entendimiento (understanding), and motivación (motivation). The teachers concluded that the challenges they find most difficult to solve are the students' fear when speaking because some students do not have the same level as others. In the same way, some students do not understand the language due to problems caused by online classes. All this causes students to feel embarrassed when engaging in a conversation with others.

4.2. Interpretation of bibliographic review

With the introduction of the communicative language teaching method, task-based language teaching (TBLT), which promotes process-focused curricula and develops communicative activities to improve learners' real-world language usage, has grown in importance in second language acquisition. Nowadays, this method is one of the most applied in the process of foreign language communication, being useful for the improvement and development of speech, creating a focus on fulfilling the task, which is communication.

4.3. Analysis and discussion of the interview or focus group vs bibliographic review.

According to Ahmad (2016), when a communicator is competent straightforward, honest, and dynamic in their communication, it is said to be effective. The teachers interviewed have a similar. The teachers interviewed have a similar perspective regarding the concept of effective communication making it a primary objective within their lesson planning. In their 2000 research, Davies and Pearse state that one of the main goals of teaching English is to provide students with the skills necessary to communicate successfully in English. To achieve this goal, they use different methodologies and strategies in the classroom and different activities, among which the teachers interviewed emphasize the use of dialogues, roleplays, and recreational activities where students can use their knowledge and experiences in real contexts.

These practices are justified in the research "Teaching approaches" by Bowen (2020), where he highlights that Playing a game, figuring out an issue, or exchanging knowledge or experiences can all be seen as real and meaningful tasks. It is also evident that the use of predesigned dialogues and conversations, such as those provided by books and texts used by teachers, is less and less recurrent; on the contrary, we can observe how teachers provide

guidelines for students to create their scenarios using their imagination and engage in their conversations based on the thematic unit addressed in class. To achieve this aim, teachers must establish an ideal environment where students feel confident communicating with others as Byrne (2008) expresses in his book "Teaching Oral English" that teachers' first duty is to set up the ideal environment for their pupils to learn.

This research is mainly based on the use of Task-Based Learning, where part of the success of the method lies in the implementation of tasks to improve students' speaking skills within the classroom and, in turn, in their daily lives. Jenefer Philp (2010) in her study "Peer interaction in the foreign language classroom" show that social and task considerations have an impact on students' desire to deal with language form challenges during peer task-based engagement. In the same way, the interviewees affirm that using this methodology helps fulfill one of the main objectives, which is to help the student achieve more effective communication.

The focus of the Task-Based Learning methodology is the completion of the tasks proposed by the teacher in the classroom, making this an entertaining activity without being seen as an obligation on the part of the students. Within their practices, the teachers who were part of the interview assure that within the linguistic skills, students naturally use the language, that is to say, without forcing it, all this based on their previous knowledge. A similar objective was highlighted by Buyukkarci (2019) in his research "A critical analysis of task Based Learning," analyzing that the goal of the lesson is for the students to execute a key activity, and when they do so, the language being studied is determined.

Within their answers, the interviewees assure that an essential part of the development of communicative activities lies in the feedback, which is an effective practice that comes not only

from the teacher or instructor but also from the group of students in a similar situation that develops in the Post Task stage, being the last phase of the Task-Based Learning method, the same conclusion reached by Kawasaki in his study "What is Task-Based Learning" where he expresses that it is a great idea to let students criticize one another's work and to limit instructor assessment to the most common mistakes committed during the assignment.

Chapter V: Reflections of the Study

Research is crucial to education because it advances human knowledge of a range of educational issues and fosters the creation of productive teaching methods. By researching, educators can pinpoint areas where the educational system needs to be improved, assess the efficiency of various teaching practices, and develop new plans to improve student learning and achievement. Research can also be used to influence how education will develop in the future. Overall, research is essential for ensuring that instruction is grounded in fact and attentive to the requirements of both students and society.

In addition, it was possible to analyze how important the teaching-learning process is, the importance when a teacher evaluates the comprehension requirements of the students, establishes specific learning objectives as he/she develops teaching and memorization tactics, applies them to a work program, and evaluates the results of the instruction. Teaching is the practice of paying attention to people's needs, experiences, and feelings and influencing them to learn specific things. Making learning valuable and meaningful is the main goal of teaching. As a result of the instruction, this process would be completed.

The purpose of this research, "TASK- BASED LEARNING TO ENHANCE SPEAKING SKILLS FOR 10TH GRADER," was to describe how using this method in the classroom

benefits students' speaking abilities when learning a foreign language. As students and future professionals, through the process of pre-professional practices, we could identify some weaknesses or issues with the educational system. Fortunately, we have the resources necessary to address the increasing societal demands of learning a new language in personal and professional contexts. This is where the value of task-based learning as a method for developing speaking ability lies, as demonstrated throughout this research work.

The first step was to analyze the main problem that focused on a local educational institution, which is the deficiency of students in the development of communication skills in the English language focused on the use of communication in real daily situations. This results in students having difficulties practicing and developing speaking skills. This problem was taken into account to search for an optimal solution through the studied method, focusing on task-based learning mainly for 10th graders.

Task-Based methodologies for teaching speaking skills have been found to be effective because they provide learners with authentic and meaningful contexts in which to practice and apply their language skills. This approach emphasizes the use of communicative tasks, such as role-plays, discussions, and problem-solving activities, to develop students' ability to use the target language in real-life situations. Additionally, task-based methodologies encourage learners to actively engage in the learning process, promoting greater motivation and autonomy. Furthermore, this approach allows for integrating multiple language skills, such as listening, reading, writing, and speaking, which leads to more holistic language development.

It can be concluded that Task-Based Learning works as an optimal method for it since, together with modern trends in education, such as the integration of technology and emphasis on

critical thinking skills, it can enhance the learning experience for students and better prepare them for the fast-paced and constantly changing world they will enter after graduation. Additionally, modern trends such as personalized learning and Task-Based learning can help to engage students, increase motivation and retention, and improve overall student outcomes.

Using this method can solve the proposed problem in which it was indicated that teachers continue to use erroneous methodologies where they continue to implement traditional teaching, with memorization of grammatical rules and other factors, where they do not take into account specific key points to achieve success in the acquisition of the English language.

TBL, as an emerging methodology offers several advantages; since this method meets all the requirements that a student needs to learn a foreign language, it is known that students struggle with their speaking skills because they do not use them frequently and because speaking is more complicated than other skills. Using this method can break down that barrier because students will begin to speak naturally and unconsciously as they will be having conversations that they may have had in their native language; they will be tested in everyday life scenarios in which they may need to use English communication.

As a researcher, the experience obtained by carrying out this research was significant; it was a topic of great interest because, as a researcher, I was always interested and focused on finding a solution to develop speaking skill better. Analyzing in this way the benefits that students have when teachers implement this method in teaching a foreign language, in this case, English. Thus, achieving benefits for both teachers and students.

In the case of teachers creating communicative tasks with real situations and contexts for their students and thus they can develop their speaking in fulfilling the task proposed by their

teachers, in addition to improving the commitment, participation, and behavior of each of the students in the classroom. In this way, teachers can analyze and focus on the needs of each student so that they can be reinforced.

In the case of students, it provides benefits when learning to use a foreign language based on real situations, facilitating their understanding. This method gives students an advantage to function in real-world situations, creating confidence in themselves when communicating with native speakers or other people speaking English. Using this method, students complete the task without obligation, as they do it in a natural way using vocabulary they know and not doing typical speaking activities where they answer questions or solve activities with scenarios they may not have in their daily life.

In this research, it was possible to observe how the teachers suggested and corroborated that this method is one of the best methods that need to be implemented in the classroom since it creates motivation and enthusiasm in the students. In this way, they taught me to want to implement this method in my future classes as a teacher since great advantages are obtained in the learning of students. As a teacher, that is what one longs for, to create a motivating environment, using methodologies that help to achieve safe learning in students.

Language teachers play a crucial role in helping students develop their speaking skills. To effectively teach speaking, teachers should create opportunities for students to practice speaking in a supportive and non-judgmental environment. This can include activities such as class discussions, debates, role-playing, and presentations. Additionally, teachers should provide feedback and guidance on pronunciation, grammar, and vocabulary while encouraging students

to take risks and make mistakes as they learn. In the classroom, it is crucial for instructors to respect and acknowledge the diversity of cultures and languages.

Task-Based learning is an advantageous technique that should be considered when developing a student's speaking abilities. This method strongly emphasizes using real-world contexts and realistic language, which can teach pupils to communicate more successfully. The potential to increase student engagement, offer opportunities for students to use the language in a relevant context, and help students build a variety of language skills are just a few benefits of task-based learning. Overall, task-based learning can be a successful strategy for enhancing speaking abilities, especially when combined with other language teaching techniques.

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ANNEXES

Transcription Interview #1:

ENTREVISTA

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

"TASK- BASED LEARNING METHOD TO ENHANCE SPEAKING

SKILLS FOR 10TH GRADERS."

Aim: collect data from teachers regarding the application of the Task-Based Learning method to improve speaking skills in the classroom.

➢ **¿Considera usted relevante el uso de metodologías en el proceso de enseñanza y aprendizaje para mejorar la comunicación oral del idioma inglés?**

Si considero relevante ya que las metodologías te dan a ti como profesor un proceso de que, donde empezar, objetivo de la clase, objetivo con los estudiantes, impartir y como impartir, recursos para que ellos logren esa meta al final.

➢ **¿Qué técnicas de enseñanza y aprendizaje aplica usted para el desarrollo de la habilidad oral? ¿A través de la práctica de conservaciones y diálogos prediseñados o a través de actividades donde el estudiante deba producir en el idioma a aprender (inglés)?**

Para el speaking primero les explico el tema, que haré en la clase. Lo primero hacer un warm up, en el pizarrón pautas e ideas de lo que ellos puedan hacer. Algunos tienen vacíos pos pandemia. Hago yo un ejemplo siempre, para que ellos tengan una idea y ellos

empiezan haciendo un borrador, les corrijo, pueden usar el diccionario o me pregunten a mí, luego del borrador presionarlos para que puedan hablar. Incentivarlos con premios, como puntos extras. Hacemos debates, diálogos, situación del dia a dia.

➢ **¿Qué estrategias didácticas realiza usted para el desarrollo de las actividades comunicativas en su clase?**

Básicamente temas vistos en clase, que tienen que ver con la unidad que ya hemos practicado el gramar. El speaking es para el final para que puedan averiguar mas sobre el tema y puedan investigarlo, viendo videos etc. Siempre empezando con el borrador, trabajando el speaking en grupo.

➢ **¿Como implementa la metodología Task- Based Learning (TBL) para mejorar las tareas comunicativas al inicio de su planificación?**

Respondiendo las preguntas del warm up, creando preguntas que creen un escenario que les pueda pasar en la vida diaria. Haciéndolos trabar en pareja muchas veces escogidas por mi para que ellos puedan comunicarse más entre ellos.

➢ **¿De qué manera usted considera las actividades de tareas comunicativas beneficiosas para mejorar el aprendizaje de un idioma extranjero para los estudiantes?**

Es lo que más tratamos que los estudiantes hagan, ponen en práctica todo. Por ejemplo, en el gramar ellos lo pueden hacer por memorización, pero en el speaking lo deben de poner en práctica sobre todo en situación del día a día, esto les ayudará en su vida diaria para que puedan desenvolverse en escenarios que les pueda pasar.

➢ **¿Cuáles son los principales retos que usted encuentra en su aula de clase para la implementación de actividades comunicativas? Materiales didácticos, espacio físico, tecnología, metodologías de enseñanza.**

El reto más fuerte es encontrar esa motivación para que os chicos puedan hablar sin que les de vergüenza y miedo al momento de hablar, e intento motivarlos que lo hagan con premios.

Transcription Interview #2:

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ENTREVISTA

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

"TASK- BASED LEARNING METHOD TO ENHANCE SPEAKING

SKILLS FOR 10TH GRADERS."

</div>

➢ **¿Considera usted relevante el uso de metodologías en el proceso de enseñanza y aprendizaje para mejorar la comunicación oral del idioma inglés?**

Es muy relevante ya que la manera verbal cuando nos comunicamos es la primordial en un idioma extranjero, creo que es el Task Based Learning es una de las metodologías qué más se debería de implementar y es en la que mas barreras tenemos en secundaria ya que ellos tienen más vergüenza en el momento de comunicarse y prefieren escribir o otras actividades para evitar hablar.

➢ **¿Qué técnicas de enseñanza y aprendizaje aplica usted para el desarrollo de la habilidad oral? ¿A través de la práctica de conservaciones y diálogos prediseñados o a través de actividades donde el estudiante deba producir en el idioma a aprender (inglés)?**

Mi manera de enseñarles para que ellos se puedan comunicar en la vida diaria es simular situaciones en la que ellos puedan vivir en caso de que se vayan al extranjero, para que ellos piensen en los principales problemas y escenarios que ellos puedan tener. Y con

estos escenarios ficticios les pueden dar una idea clara de las situaciones que podrían surgir ante ellos.

➢ **¿Qué estrategias didácticas realiza usted para el desarrollo de las actividades comunicativas en su clase?**

La principal que uso para el speaking es con imágenes proyectadas en el pizarrón y hago que ellos creen su escenario acerca de esa imagen, y ellos deben de ver que personaje son y de esta manera cada uno de ellos genera diferentes escenarios.

Con mis estudiantes también pongo preguntas abiertas y que trabajen en pareja y eso es interesante ya que ellos pueden responder diferente a como uno piensa.

También trabajo mucho con la imaginación de ellos, creo actividades que ellos creen ciertas cosas por ejemplo dibujos. Conocer sus gustos.

➢ **¿Como implementa la metodología Task- Based Learning (TBL) para mejorar las tareas comunicativas al inicio de su planificación?**

Mi planificación empieza explicando el tema, haciendo uso de la gramática que estamos viendo siempre van las habilidades juntas. Uso las 4 habilidades en todas mis clases.

➢ **¿De qué manera usted considera las actividades de tareas comunicativas beneficiosas para mejorar el aprendizaje de un idioma extranjero para los estudiantes?**

El beneficio que ellos puedan llegar a tener una conversación real con alguien de habla inglesa o de otro idioma. También por esta razón es importante hacer que ellos escuchen diferentes acentos para que puedan acostumbrarse a diferentes acentos. Una comunicación real en la que puedan entender y hacerse entender.

➢ **¿Cuáles son los principales retos que usted encuentra en su aula de clase para la implementación de actividades comunicativas? Materiales didácticos, espacio físico, tecnología, metodologías de enseñanza.**

Miedo, el miedo que ellos tienen al momento de pronunciar, de lo que los demás dirán. También la vergüenza que ellos tiene, el miedo al fallo. Por eso me gusta que ellos improvisen, realizando speaking que ellos creen con tema libres acerca de lo que a ellos les gusta y eso me ha dado frutos.

Transcription Interview #3:

ENTREVISTA

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

"TASK- BASED LEARNING METHOD TO ENHANCE SPEAKING

SKILLS FOR 10TH GRADERS."

➢ **¿Considera usted relevante el uso de metodologías en el proceso de enseñanza y aprendizaje para mejorar la comunicación oral del idioma inglés?**

Si, uno como docente entiende que cada metodología está diseñada para diferentes usos(fines), no solamente son aplicadas de manera general si no entender cuando, como y a que grupo aplicarla. Dentro de un salón de clases existen diferentes tipos de estudiantes, de acuerdo con esto debemos preparar las diferentes clases. Es primordial entender las necesidades de los estudiantes y entender que metodologías ayudarían en sus procesos de aprendizaje. Personalmente implemento metodologías relacionadas a la kinestesia y puesta en practica de conocimientos, tratando de relacionar el contenido con situaciones de la vida cotidiana del estudiante.

➢ **¿Qué técnicas de enseñanza y aprendizaje aplica usted para el desarrollo de la habilidad oral? ¿A través de la práctica de conversaciones y diálogos prediseñados o a través de actividades donde el estudiante deba producir en el idioma a aprender (inglés)?**

Dentro de mis clases los estudiantes crean sus propios diálogos y conversaciones, primero practican con conversaciones prediseñadas y una vez entienden la idea general y el contexto de la conversación ellos deben diseñar una conversación o dialogo referente al tema o unidad. Priman actividades como roleplay, exposiciones, intercambio de ideas y conversaciones. Es importante que ellos puedan desarrollar sus ideas en el idioma objetivo ya que así no solamente mejoran en speaking si no también en las demás habilidades. Otro complemento para reforzar speaking son las conversaciones en diferentes formatos realizadas dentro del aula.

➢ **¿Qué estrategias didácticas realiza usted para el desarrollo de las actividades comunicativas en su clase?**

Acorde a la unidad es posible desarrollar diferentes actividades temáticas, por ejemplo, en la unidad relacionada a moda se realizó una pasarela. Muchas veces estas actividades y estrategias permiten el uso de objetos y materiales que ayudan a complementar las ideas que presentan los estudiantes. Además, este tipo de actividades requiere de investigación y preparación por parte de los alumnos, siendo un buen complemento para reforzar lo aprendido a lo largo de la unidad.

➢ **¿Como implementa la metodología Task- Based Learning (TBL) para mejorar las tareas comunicativas al inicio de su planificación?**

La aplicaría a través de preguntas y conversaciones relacionadas a la unidad, para poder conocer sus perspectivas, ideas y puntos de vista acerca de diferentes temas. Trato de enfatizar el uso de contextos reales en cada conversación y práctica.

➢ **¿De qué manera usted considera las actividades de tareas comunicativas beneficiosas para mejorar el aprendizaje de un idioma extranjero para los estudiantes?**

La práctica y constante uso del lenguaje genera en los estudiantes un habito que permite acostumbrarse a comunicarse en el idioma objetivo, en este caso Ingles.

➢ **¿Cuáles son los principales retos que usted encuentra en su aula de clase para la implementación de actividades comunicativas? Materiales didácticos, espacio físico, tecnología, metodologías de enseñanza.**

Uno de los principales desafíos es la diferencia de habilidades de cada estudiante, muchas veces la falta de dominio en el idioma o el miedo a expresarse en un idioma extranjero termina siendo un limitante. Sin embargo, el seguimiento en cada una de las practicas permite guiar de mejor manera al estudiante en su proceso de aprendizaje.

Transcription Interview #4:

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ENTREVISTA

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

"TASK- BASED LEARNING METHOD TO ENHANCE SPEAKING

SKILLS FOR 10TH GRADERS."

</div>

➤ **¿Considera usted relevante el uso de metodologías en el proceso de enseñanza y aprendizaje para mejorar la comunicación oral del idioma inglés?**

Si, es muy necesaria. Todo método ayuda a tener un plan de acción que permita guiar a los estudiantes al objetivo que se desea alcanzar en cuanto a su aprendizaje. En mi caso la metodología que más empleo es communicative learning teaching y blended learning. Enfocadas principalmente en la producción de ideas en el idioma objetivo tanto de manera individual como grupal.

➤ **¿Qué técnicas de enseñanza y aprendizaje aplica usted para el desarrollo de la habilidad oral? ¿A través de la práctica de conversaciones y diálogos prediseñados o a través de actividades donde el estudiante deba producir en el idioma a aprender (inglés)?**

Principalmente utilizo roleplays y diálogos, se parte de un modelo de conversación que el estudiante deberá cambiar acorde a sus gustos y experiencias. También suelo realizar preguntas en base a la vivencia y preferencias de los estudiantes con el fin de entablar conversaciones dentro del aula, la mayoría de las veces estos trabajos se realizan en parejas.

Otro recurso muy utilizado es la grabación de audio, esta herramienta le permite al estudiante mejorar su pronunciación.

➢ **¿Qué estrategias didácticas realiza usted para el desarrollo de las actividades comunicativas en su clase?**

Me apoyo mucho del uso de tecnología dentro y fuera del aula de clases, así mismo intento mantener la dinámica de la clase activa a través de juegos relacionado a las unidades, estos permiten una mejor expresión y uso del lenguaje por parte de los estudiantes. Existe un sin número de recursos que se pueden utilizar y que aportan de manera significativa al desarrollo de las habilidades comunicativas del estudiante.

➢ **¿Como implementa la metodología Task- Based Learning (TBL) para mejorar las tareas comunicativas al inicio de su planificación?**

Lo implemento acorde al tema de la unidad, realizamos actividades basadas en diferentes tareas donde el objetivo de cada grupo es completarlo de la mejor manera para luego compartir su trabajo con sus demás compañeros. También solemos realizar proyectos acordes a la temática que luego deberán ser presentados a manera de exposición.

➢ **¿De qué manera usted considera las actividades de tareas comunicativas beneficiosas para mejorar el aprendizaje de un idioma extranjero para los estudiantes?**

Uno de los objetivos principales es lograr que el estudiante pueda comunicarse en el idioma, la comunicación es esencial en el proceso de aprendizaje, permite complementar y utilizar en contextos reales lo aprendido en las otras habilidades del idioma.

➢ **¿Cuáles son los principales retos que usted encuentra en su aula de clase para la implementación de actividades comunicativas? Materiales didácticos, espacio físico, tecnología, metodologías de enseñanza.**

Una de ellas es la falta de entendimiento del idioma, especialmente en estructuras gramaticales. Considero esto como una de las bases fundamentales para aprender otra lengua y cuando existe dificultades en el entendimiento de las mismas puede generar desconfianza en el estudiante al momento de expresarse. La falta de practica también puede limitar al estudiante.

Transcription Interview #5:

ENTREVISTA

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

"TASK- BASED LEARNING METHOD TO ENHANCE SPEAKING

SKILLS FOR 10TH GRADERS."

➤ **¿Considera usted relevante el uso de metodologías en el proceso de enseñanza y aprendizaje para mejorar la comunicación oral del idioma inglés?**

Si, resulta interesante ver como en cada curso paralelo es necesario cambiar la forma de trabajo y metodologías empleadas para poder captar la atención del grupo de estudiantes.

➤ **¿Qué técnicas de enseñanza y aprendizaje aplica usted para el desarrollo de la habilidad oral? ¿A través de la práctica de conversaciones y diálogos prediseñados o a través de actividades donde el estudiante deba producir en el idioma a aprender (inglés)?**

Con respecto a las habilidades comunicativas utilizo flashcards, story telling basados en experiencias personales, además del uso de plataformas virtuales que permiten practicar y reforzar las diferentes habilidades del idioma. El objetivo es familiarizar al estudiante con las habilidades de habla.

➤ **¿Qué estrategias didácticas realiza usted para el desarrollo de las actividades comunicativas en su clase?**

Utilizo muchas tecnologías de la información, especialmente a la hora de practicar habilidades comunicativas, hago uso de recursos didácticos digitales como videos, tv, audiobooks.

➢ **¿Como implementa la metodología Task- Based Learning (TBL) para mejorar las tareas comunicativas al inicio de su planificación?**

Primero identifico le tema a tratar a lo largo de la unidad, y acorde a la misma desarrollo actividades basada en contextos reales. Dentro de mis cursos cuento con estudiantes con diferentes gustos y afinidades, por lo que trato de ligar las conversaciones a las mismas, generalmente relacionadas al deporte o a diferentes hobbies.

➢ **¿De qué manera usted considera las actividades de tareas comunicativas beneficiosas para mejorar el aprendizaje de un idioma extranjero para los estudiantes?**

Parte esencial de aprender otro idioma es poder ser capaz de expresarse en el mismo, las habilidades tanto de listening como speaking comprehension son de vital importancia a la hora de aprender y dominar un nuevo idioma.

➢ **¿Cuáles son los principales retos que usted encuentra en su aula de clase para la implementación de actividades comunicativas? Materiales didácticos, espacio físico, tecnología, metodologías de enseñanza.**

Uno de los principales retos es lograr que el grupo de estudiantes se mantenga enfocados a lo largo de las horas de clase, es necesario captar la atención del estudiante desde el momento que empieza la clase.

**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

UPSE

MEMORANDO

REFERENCIA: PINE-256-2022

DE: Ing. Eliana León Abad, MSc.
DIRECTORA DE CARRERA

PARA: Sánchez Naranjo Andrea Estefanía
ESTUDIANTE CARRERA PINE
Cc: MSc. Rossana Vera Cruzatti
DOCENTE

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 08 de diciembre del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-033, efectuado el 28 de noviembre, fue aprobado el tema de su trabajo de integración curricular denominado "Task-Based Learning to Enhance Speaking Skills for 10th graders", siendo designado como miembros de tribunal los siguientes docentes:

DOCENTE	CORREO	TELÉFONO	DESIGNACION
Rossana Vera Cruzatti	rverac@upse.edu.ec	0939943806	Tutor
MSc. Rudy Párraga Solórzano	rparraga@upse.edu.ec	0993055665	Especialista

Recordarle que el docente tutor debe enviar mensualmente el informe de avance, además las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,

Ing. Eliana León MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

C/c Archivo

Dirección: Campus matriz, La Libertad - prov. Santa Elena - Ecuador
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CERTIFICADO ANTIPLAGIO

La Libertad, 15 de Mayo del 2023

En calidad de tutor del trabajo de titulación denominado **"TASK- BASED LEARNING TO ENHANCE SPEAKING SKILLS FOR 10TH GRADERS"**, elaborado por la estudiante **Sanchez Naranjo Andrea Estefania**, egresada 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**, previo a la obtención del título de Licenciatura en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0 % de la valoración permitida, por consiguiente, se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

C.I.: 0907299432

Vera Cruzatti Rossana MSc.

DOCENTE TUTOR

La Libertad, febrero 4 de 2023

CERTIFICADO ANTIPLAGIO

En calidad de tutor del trabajo de titulación "Task Based Learning to Enhance Speaking Skills for 10th graders, "Unidad Educativa Salinas Innova School" Salinas, Provincia de Santa Elena, año escolar 2022-2, elaborado por la estudiante Andrea Estefanía Sánchez Naranjo, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, PINE, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que el sistema autoplagio URKUND, señala el 0% de similitud; por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.

_____

Lcda. Rossana Vera Cruzatti, MSc.

Docente Tutor

Reporte Urkund.

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