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EXTRANJEROS**

Title of Research Work

Task-Based Learning In Teaching English As A Foreign Language To Students Coursing The Quinto Año De Educación General Básica “A” At “Unidad Educativa Once De Noviembre” From The City Of Riobamba In The Chimborazo Province During The Academic Period 2021- 2022

**Degree’s Work to obtain the Bachelor’s Degree of Licenciado en
Pedagogía de los Idiomas Nacionales y Extranjeros**

Author:

Dután Plaza Jessica Fabiola

Tutor:

Mgsc. Daysi Valeria Fierro López


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AUTHORSHIP

I, Jessica Fabiola Dután Plaza with citizenship card number 0302608419, author of the research work entitled: Task-Based Learning In Teaching English As A Foreign Language To Students Coursing The Quinto Año De Educación General Básica “A” At “Unidad Educativa Once De Noviembre” From The City Of Riobamba In The Chimborazo Province During The Academic Period 2021- 2022, I certify that the production, ideas, opinions, criteria, contents, and conclusions exposed are my exclusive responsibility.

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Jessica Fabiola Dután Plaza
C.I: 0302608419

FAVOURABLE OPINION OF THE TUTOR

Mgs. Daysi Valeria Fierro Lopez professor of the Facultad de Ciencias de la Educación, Humanas y Tecnologías, I certify to have advised and reviewed the development of the research work entitled: "Task-Based Learning In Teaching English As A Foreign Language To Students Coursing The Quinto Año De Educación General Básica "A" At "Unidad Educativa Once De Noviembre" From The City Of Riobamba In The Chimborazo Province During The Academic Period 2021- 2022", under the authorship of Jessica Fabiola Dután Plaza; therefore, it is authorized to execute the legal procedures for its support.

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Mgs. Daysi Fierro López

C.I: 0604026542

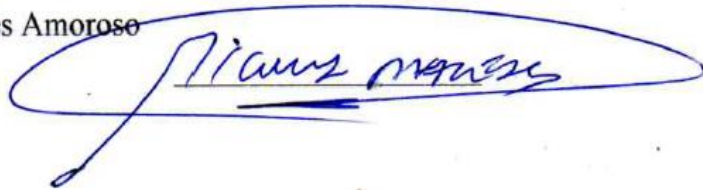
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In accordance with the applicable regulations, we sign, in Riobamba on the 18th of November 2022.

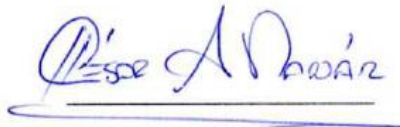
Degree Tribunal President

Mgs. Miguel Fernando Paredes Amoroso




Member of the Tribunal

Mgs. Cesar Narváez Vilema



Member of the Tribunal

Mgs. Adriana Carolina Lara Velarde



Tutor

Mgs. Daysi Valeria Fierro Lopéz



ANTI-PLAGIARISM CERTIFICATE

CERTIFICACIÓN

Que, **Dután Plaza Jessica Fabiola** con CC: 0302608419, estudiante de la Carrera **Pedagogía De Los Idiomas Nacionales Y Extranjeros, Facultad de Ciencias De La Educación, Humanas Y Tecnologías**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **”Task-Based Learning In Teaching English As A Foreign Language To Students Coursing The Quinto Año De Educación General Básica “A” At “Unidad Educativa Once De Noviembre” From The City Of Riobamba In The Chimborazo Province During The Academic Period 2021- 2022”**, cumple con el 5 %, de acuerdo al reporte del sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

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EC (FIGUAA)
e=daisyd.83@gmail.com
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Mgs. Daysi Fierro
TUTORA

DEDICATORY

I would like to dedicate this research work to my dear father José Dután who always supports me in achieving my life goals. He has been the person who never gives up on me. Despite the difficult times, he supports me in achieving every life goal.

To my lovely children Samantha and Matias who are the reason why I fight every day to build a better future for us. Undoubtedly, they are the motor of my life.

Jessica Dután

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RESUMEN

Dután Plaza, J (2022). El aprendizaje basado en tareas en la enseñanza del idioma inglés como lengua extranjera (Tesis de grado). Universidad Nacional de Chimborazo. Riobamba, Ecuador.

La enseñanza del idioma inglés cubre un proceso complejo desde el campo educativo, debido a que exige abordar enfoques y metodologías innovativas que favorezcan la adquisición exitosa de una lengua extranjera. Teniendo en cuenta esto, con el transcurso de los años diversas metodologías de enseñanza han surgido como respuesta a los requerimientos educativos. De este modo, el Aprendizaje Basado en Tareas emerge como un enfoque de enseñanza orientado al desarrollo las habilidades comunicativas de los estudiantes mediante la realización de diferentes tipos de tareas, razón por la cual, esta investigación tuvo como objetivo analizar el uso del Aprendizaje Basado en Tareas en la enseñanza del inglés como lengua extranjera en los estudiantes de Quinto Año de Educación General Básica de la Unidad Educativa Once de Noviembre, con el fin de determinar la influencia de este método de enseñanza. Esta fue una investigación no experimental enfocada en el análisis descriptivo, además se trabajó con un enfoque cualitativo. El instrumento usado fue una guía de observación, el cual fue aplicado a una docente de inglés y a treinta y siete estudiantes del Quinto Año de Educación General Básica. Los resultados obtenidos resaltaron que esta metodología trabaja en conjunto con dos tipos de tareas denominadas tareas abiertas y tareas cerradas, la combinación de estas dos facilitó que los estudiantes desenvuelvan significativamente sus habilidades lingüísticas en relación con la lengua extranjera. De la misma forma, se constató que cuando el docente de inglés sigue de manera estructurada las fases de aplicación de este método de enseñanza, esto facilita positivamente al desarrollo de la clase. Debido que el docente brinda la oportunidad de que el estudiante aborde una postura activa en la construcción de su aprendizaje y por ende la adquisición del idioma.

Palabras claves: Aprendizaje Basado en Tareas – Enfoque – Metodología – Lengua Extranjera – Enseñanza – Tarea

ABSTRACT

Dután Plaza, J (2022). Task-Based Learning in teaching English as a foreign language (Degree's Thesis). Universidad Nacional de Chimborazo. Riobamba, Ecuador.

From an educational perspective, the edification of the English language becomes complex as it requires both innovative approaches and methodologies to favor the successful acquisition of a foreign language. In response, various teaching approaches have emerged to meet educational demands. Task-Based Learning for, example, became a development-oriented teaching approach to students' communicative skills through the performance of various types of tasks. The purpose of this study was to examine the use of Task-Based Learning in Teaching English as a Foreign Language to Students Coursing The Quinto Año De Educación General Básica "A" At "Unidad Educativa Once De Noviembre", to determine the influence and efficiency of this method. This was non-experimental research focused on descriptive analysis, in addition to working with a quali-quantitative approach. The instrument used was an observation guide, which wh,en applied to an English teacher and the thirty-seven students of the Quinto Año De Educación General Básica: the results supported the effectiveness of this methodology in conjunction with two types of tasks, open tasks, and closed tasks. Combining these two tasks encourages students to significantly develop their language skills in relation to the foreign language. In addition, when observing the process in which the English teacher applies the phases of this method, the rate of development from the class was further advanced. This deprives the teacher's ability to provide the student the opportunity to take an active role in their learning and therefore, a successful understanding of the language

Keywords: Task-Based Learning – Approach – Methodology – Foreign Language – English - Task

Reviewed by



Mgs. Mónica Noemi Cadena Figueroa

Degree's Director

ID 0602935926

CHAPTER I.

1.1 INTRODUCTION

The importance of teaching English as a foreign language has been increasing over time because most cultures have spoken this language as a native or non-native language. Language has and continues to be the most important tool in building and maintaining societies. It allows different groups to communicate one another's thoughts and feelings and thus, building relationships. For instance, according to Sheeraz, et. Al. (2015) teaching English language is a relevant strategy to transmit ideas, opinions, and values between generations. Moreover, it is considered as a basis to prevail the culture of different societies.

In this respect, the importance to learn a foreign language is essential in our society since this contributes positively to human development focused on social development and education. Barín (2011) claims that to acquire a foreign language student must not only learn the grammatical rules but also develop communicative competence. Based on this, the need arises to analyze new and innovative teaching methodologies that facilitate acquisition because teaching a foreign language, such as English, involves a complex process in education.

In Ecuador, educational institutions have been working with conventional methodologies in English teaching programs, which are focused on developing the main skills, i.e listening, reading, speaking, and writing (Macias & Villafuerte, 2020). However, it does not reflect an aware language acquisition as non-native students must focus on mastering the language form rather than the meaning of use of the English language. Therefore, it is reflected in the level at which the country is located according to the evaluation carried out by the institution Education First EF (2021) where the country is recognized with a “very low level” in 90 places out of 112 countries.

Based on that, the English curriculum “English as a Foreign Language (EFL)” proposed by Ministerio de Educación (2016) stated that the new curriculum principles must be focused on working with a learner-centered approach which is concentrated on developing the communicative language using teaching methods aimed at giving response to learners’ challenges and strengths. Besides that, EFL (2016) stated that Task-Based Learning (TBL) is a student-centered methodology that is characterized by its communicative purpose.

On this basis, this research project aims to analyze the usage of Task-Based Learning in Teaching English As A Foreign Language To Students Coursing The Quinto Año De Educación General Básica "A" At "Unidad Educativa Once De Noviembre." In greater detail, this study pretends to provide information about the impact of Task-Based Learning on teaching English, focusing on the task types used in activities carried out by this method, the phases of applying TBL within the class, and how the implementation of Task-Based Learning influence on the students’ learning.

The methodology used to develop this research was based on the interpretative paradigm since it seeks to know the relationship between subject and object, in this case, how English language teaching is affected by the application of the Task-Based Learning method. Moreover, the study covered a quali-quantitative approach to collect relevant information on the relationship between the variables of the study. Then, the research followed the descriptive and correlational levels because it facilitated the observation and the interpretation of the data collected. The instrument used to carry out the study was an observation guide which contributed significantly to achieving the proposed objectives.

This research project constitutes the following five chapters:

CHAPTER I introduces the problem statement, covering the problem contextualization from a macro, meso, and micro level, justification, and general and specific objectives.

CHAPTER II presents the research background of the theme of the study, analyzing the previous studies carried out on the topic. Moreover, it describes the critical variables of the research and their theoretical basis.

CHAPTER III describes the methodology applied in the research work, the paradigm covered, the approach, the research method, the modality, the level of study, the population, the size of the study sample, techniques and instruments of data collection, and the analysis and interpretation techniques

CHAPTER IV specifies the information collected with the application of the instrument. In addition, the results and their respective analysis are determined.

CHAPTER V displays the conclusions and recommendations, determined according to the objectives proposed in the study.

Finally, the bibliographical references and annexes are established.

1.2 RESEARCH PROBLEM

Learners of Quinto año de Educación General Básica "A" at "Unidad Educativa Once de Noviembre" from the city of Riobamba had presented difficulties to learn English language effectively despite the implementation of innovative teaching methodologies in their education.

1.3 PROBLEM STATEMENT

English is one of the most recurrent languages spoken around the world, reaching 1,500 billion speakers, of which only 375 million are native speakers, 375 million speak English as a second language, and 750 million people speak English as a foreign language (Fernandez, 2020). For this reason, the influence of this foreign language in different

spheres of society is notorious. To resolve the demand for acquiring a foreign language many countries have implemented English programs to encourage more effective methods of English language learning.

The educational field is regarded as the central axis to teaching English as a foreign language usefully due to it covers the principal approaches to teaching. However, the Latin American region has been recognized for remaining at a low proficiency in the English language, despite educational programs and policies directed by governments to improve the proficiency of this foreign language (Kathryn & Fiszbein, 2017).

The English educational curriculum in Ecuador has analyzed different teaching approaches and methodologies to instruct a foreign language. However, a study carried out by the entity English First English Proficiency Index (2021) claimed that proficiency in this foreign language is "very low," graded with 411/1000 points equivalent to A1 level, placing Ecuador in place 90 out of 112 countries. For this reason, it can be deduced that students do not have an appropriate English level, even the efforts made by government to improve the English language teaching.

Regarding the evaluation developed by EF EPI (2021) it establishes a categorization of provinces according to the score obtained in the evaluation carried out. Thus, the Chimborazo province got a grade of 42/100 points, placing it sixth among twenty provinces. Undoubtedly, it reflects that the English teaching methodologies covered by Chimborazo institutions were not enough to meet the needs of a student in relation to mastering a foreign language. Based on the facts exposed, it was evidenced while students from Universidad Nacional de Chimborazo performed their professional practices in the Unidad Educativa Once De Noviembre, where different aspects made known that the students did not handle the language properly, that is, the use of the language was very limited during the class development. Therefore, the meaningful use of the language was not observed because the student's role in the learning process was limited by the action of question and answer.

For this reason, this study had as its main objective to analyze the English teaching process employing the Task-based Learning methodologies in the students coursing the Quinto Año de Educación General Básica "A" at "Unidad Educativa Once de Noviembre", the population is made up of one English teacher and thirty-seven students, of which twenty-four are women, and thirteen are men. Apart from that, these learners have been chosen because this educational institution has followed the Task-Based Learning approach to teaching English. Besides, the course mentioned is an ideal group to work with this methodology owing to the activities carried out in the English classes that facilitate the implementation of this approach.

1.4 PROBLEM FORMULATION

How is Task-Based Learning used in teaching English as a foreign language to students coursing the Quinto Año de Educación General Básica "A" at "Unidad Educativa Once de Noviembre" from the city of Riobamba in the Chimborazo province during the academic period 2021- 2022?

1.5 JUSTIFICATION

In English teaching language, the analysis of methodologies that favor the correct acquisition has been considered necessary. Over the years, methodologies focused on grammar, memorization, translation, stimuli, response, repetition, and natural acquisition have emerged as responses to educative needs. However, the low domain of the language has been notorious in these years, the study carried out by the EF (2021) shows that Ecuador does not master the language in an acceptable way. Therefore, In Ecuador el Ministerio de Educación (2016) created a new curriculum titled “English as a Foreign Language (EFL)” where it established a new teaching approach aimed to develop authentic learning. In this framework, Communicative Language Approach emerges as a principal core of the English curriculum.

On this basis, the need arises to analyze Task-Based Learning as a teaching method derived from the Communicative Language approach. The present research was carried out with the purpose of analyzing the usage of Task-Based Learning in teaching English as a foreign language. Thereby, this study has a relevant influence on the English language teaching process because it provides information related to one of the innovative teaching methodologies. Moreover, the development of this research project is beneficial for teachers in the English area since it addresses the characteristics, advantages, and disadvantages of applying a methodology based on the authentic use of the language in the real world. In this regard, it also remains beneficial to the progression of the English educational field at “Unidad Educativa Once de Noviembre”, a result followed by the lack of guidance and attention towards the issue.

Regarding to the English teacher and students from Quinto Año de Educación General Básica "A" at "Unidad Educativa Once de Noviembre" they contributed positively to the research development because the English teacher used Task-Based Learning as a teaching methodology in her classes. Moreover, the authorities of the institution positively agreed to the development of the investigation, delivering the necessary permits to apply the observation sheet by observing the English class.

To develop this research, the ethnographic method was used to analyze and describe the relationship between Task-Based Learning in English language teaching, in addition, the categorization and triangulation of information was used to obtain sustainable information that supports the object of study, the observation sheet was used as an instrument to gather information through observation.

1.6 OBJECTIVES

1.6.1 GENERAL OBJECTIVE

To analyze the usage of Task-based Learning in teaching English as a foreign language to students coursing the Quinto Año de Educación General Básica "A" at "Unidad Educativa Once de Noviembre" from the city of Riobamba in the Chimborazo province during the academic period 2021- 2022.

1.6.2 SPECIFIC OBJECTIVES

- To identify the frequency of open and closed tasks used in Task-Based Learning in teaching English as a foreign language.
- To describe the steps to apply the Task-Based learning method in teaching English as a foreign language.
- To observe the application of task-based Learning in an English class based on its epistemological principles.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 RESEARCH BACKGROUND

The history of English language teaching methodologies began over the last 250 years ago. Therefore, analyzing the approaches and methodologies that emerged during this period of time is relevant to providing a broad perspective of teaching evolution. The study titled “The History of Teaching English as a Foreign Language, from a British and European Perspective” by (Howatt & Smith, 2014) established chronological order of how the main teaching approaches were restructured considering the overall concerns. The authors analyzed the periods of teaching approaches categorizing these into two stages. These stages are described as follows:

The first stage was titled “Modern Language Teaching in Europe” it took place from (1750-1920). In this stage, the first period was known as “The Classical Period” from 1750-1880, which was characterized by focusing on teaching a foreign language based on grammar. In other words, in this period the “Grammar-Translation Method” and the “Classical Method” emerged as the main standards of approach in the classroom due to teachers focused on translating literary books as the main student’s need. However, the need to speak a foreign language was obvious with time. Consequently, students demanded to acquire communication skills apart from memorizing grammatical rules.

In 1880, the “Reform Period” emerged as a response to the demand to speak a foreign language apart from learning its grammatical structure through memorization. A relevant detail in this period is that language learning was accessible for students or adults who previously were rejected as “unsuited” to learn a foreign language. Moreover, this period represents a key point in the relationship between linguistics and language teaching because at the beginning of this period, the study of language as a communicative tool was considered a priority in the classrooms. For instance, the study of phonetics and the linguistic structure of the language was necessary. To cover all these requirements the “Reform Methods”, “The Natural Method”, “The Berlitz Method”, and “The Direct Method” were approaches until the year 1920. However, teachers who adopted the direct method in their classrooms made adaptations to the method implementation. In other words, they decided to use the mother tongue to teach foreign vocabulary, and this language translation was strongly rejected by the Reform Movement and by Berlitz alike. Thus, the translation from L1 to L2 and L2 to L1 did not survive the adaptation of the Direct Method.

The second stage was titled as “English Language Teaching beyond and within Europe” it took place from (1920-2000+). This stage started with the period called “The Scientific Period” which considered the perspective of the “Reform Period” to study phonetics in order to analyze the language development, taking into account linguistic

skills. "The Scientific Period" was engaged to explain its position considering the social science perspective, for this reason its learning theory was derived from psychology. Also, this period gave significant importance to analyzing the grammatical structure of foreign vocabulary to perform the language significantly. So that, "The Oral Method", "The multiple Line of Approach", "The Situational Approach", "The Oral Approach" and "The Audiolingual Method" were developed with the objective of providing a good teaching practice. In other words, these teaching methods tried to create learning situations where students could develop good habits in grammatical structure production through specific exercises or drills.

The last period corresponds to "The Communicative Period" from 1970 until nowadays, this period is aimed at reaching real-life communication among students. A relevant characteristic of this period is that the procedures, objectives, and ideas of the old teaching theory changed completely because the communicative approach emerged. At this point, the teaching aims focus on helping the student acquire the language successfully beyond grammatical structures. That is, "The Communicative Period" prepares students to master their communicative skills in the real world. In this period, the associated teaching methods were "Communicative Language Teaching" and "Task-Based Language Teaching".

Considering the mentioned facts, the approaches and methodologies addressed in foreign language teaching have had a fundamental role in the educational field. Regarding to Task-Based Language Teaching, it states the use of the task as the core of teaching a foreign language. Since its principles establish that real communication is promoted by activities (Hismanoglu & Hismanoglu, 2011).

Muhammad (2020) analyzed the impact of the Task-Based Learning method in teaching English as a foreign language since its appearance in the twentieth century. As a result of the apparent positive influence of this method on communicative skills development through tasks, the author pointed out that "TBL relies on the real-world language use" (Muhammad 2020, p.03). For instance, implementing this method in English classrooms positively influences language learning, considering that learners are exposed to develop tasks related to their natural context, which provides them with meaningful learning.

Regarding the methodologies used in the Latin American region, the countries have developed teaching programs that facilitate access to English language learning; each government has proposed teaching strategies that focus on providing learning opportunities to students of all levels (Cronquist & Fiszbein, 2017). However, one of the most distinctive approaches in English as Foreign Language EFL classrooms is TBL. The article "Task-Based Language Teaching and Research in EFL Classrooms: An Interview with Dr. Parvaneh Tavakoli "by Osornio & Garcia (2018) postulates that students can develop fluent communication skills through tasks in a meaningful performance. Furthermore, this article highlights the importance of the teaching and learning process centered on students because it allows them to be aware of their learning process.

Covering the topic in Ecuador, the English language learning process in educational institutions has been carried out under old standards. Traditional methods such as the grammar-translation method, natural method, and audiolingual method have

been applied in most schools. Hence, teachers have not obtained significant and favorable student performance results since the learning process has focused on learning grammar rules for translating texts and not developing all the communication skills students need. For this reason, the research by Moso & Guaman (2019) carried out at the Central University of Ecuador, titled "El aprendizaje basado en tareas (task-based learning) en la producción escrita de Los Estudiantes del Instituto PRALI año 2018-2019" highlights the importance of working with an innovative teaching method that promotes critical learning in students and helps them function in their daily context using the English language.

In addition, Moso & Guaman (2019) propose the TBL as an approach that develops students' four skills (listening, reading, writing & speaking) based on activities or exercises that boost their critical creativity while learning. Furthermore, the study titled "Task-based learning activities influences the development of speaking skill in the students of Noveno año de educación básica "A" at Unidad Educativa "Isabel de Godín" in Riobamba city during the academic period 2015-2016" by Ojeda (2016, p. 6) claims that "Tasks make the students more autonomous and creative" meaning that learners could develop active learning naturally. On the other hand, TBL provides a considerable opportunity for interaction, promoting language acquisition and performance according to learners' comprehension. In the country, there is very little research found regarding the issue towards the language education system. For this reason, it is essential to study the implementation of this method in regard to learning its advantages to the educational process in learning English in Ecuador.

2.2 THEORETICAL FOUNDATION

2.2.1 TEACHING THEORIES

Teaching theories are studied in order to contribute significantly to learning a foreign language process. Therefore, the most outstanding theories of the last decades are described as follows as:

Behaviorist Theory

The Behaviorist theory is characterized by emphasizing the analysis of behavior acquired through interaction with the context. Regarding to (Torres, 2017, p.02) this theory states that “**children come into the world as blank slates and are influenced by the environment**” which means that the students acquire new habits throughout the behavior imitation. Thereby, Skinner established that humans acquire their first language through behavioral imitation from people around them. Moreover, Skinner considered that the frequent use of the imitated behavior becomes an acquired habit, for instance language is learned based on habits, which are determined by stimulus, response, and reinforcement. Behaviorists consider that all learning theories must focus on analyzing

the actions rather than the cognitive process of learning the language. Therefore, the stimulus is observed quantitatively in Behaviorist Theory (Ng'andu et. Al. (2013).

To implement Behaviorist Theory in teaching English as a foreign language, the stimulus is recognized as what is taught, the response is identified as the learner's reaction, and the reinforcement is determined by the teaching praise (Torres,2017). Thus, language learning in students is considered a lasting change in observable behavior.

Cognitive Theory

Cognitive theory states that students must take an active role in their learning process. This theory emerged against behaviorist thought because it points out students as thinking and creative entities more than just imitators. For instance, this theory ignores the natural ability to acquire language. According to Celal et. Al. (2016, p.03) Cognitive Theory is focused on developing learning through “**attention, perception, memory, forgetting, and retrieval**”. Thereby, this theory deals with conscious learning which facilitates language performance significantly. In this case, students must develop a controlled language system when they master the language grammatical rules in order to create new communicative situations. In other words, students must understand the language system rules in order to use limited vocabulary with a finite number of grammar rules to create an infinite number of sentences (Torres, 2017).

The Monitor Model - Second Language Acquisition Theory

The monitor Model Theory was proposed by Stephen Krashen, its theory is based on five main hypotheses. Which are described as follows:

a) The Acquisition Learning Theory

According to Krashen the language acquisition is considered a subconscious process. On contrary to language learning, which is known as a conscious process. The importance of acquisition as a subconscious process is based on the input due to the target language takes a big relevance in language learning. Torres (2017) stated that the teaching settings determine the meaningful interaction between learners and the target language. Moreover, the Acquisition Learning Theory claims that to achieve a successful language acquisition, students must receive input at a higher level than they are able to use, but this input must be understandable.

b) The Natural Order Hypothesis

This theory refers to not formal learning, in other words learners may adopt a semi-structured order in language acquisition focusing on the mastery of grammatical rules. Kwon (2005) indicated that The Natural Order Hypothesis influence significantly in the language acquisition of grammatical morphemes such as semantic complexity, perceptual, morphophonological, syntactic, and input frequency. Thereby, this hypothesis highlights the need to change students understanding in

relation to language transfer, also through this hypothesis teachers acquire a complex perspective about the mechanisms that interfere with language development.

c) **The monitor Hypothesis**

Torres (2017) claimed that the monitor hypothesis represents how students analyze their language performance by means of an internal monitor. This hypothesis takes place after or before the learner's utterances but not at the same time. Krashen gives three main conditions to use this hypothesis.

- Enough time
- Focus on form rather than meaning
- Use grammatical rules

d) **The input Hypothesis**

According to Krashen (1985, p.02) “**humans acquire language in only one way- by understanding the messages or by receiving comprehensible input**”. For instance, the acquisition on students just takes place when they receive comprehensible input. Krashen stated that it is important that the input exposed to students must be beyond the current level of student competence because it stimulates language comprehension, this statement is known by the terminology (i + 1). Moreover, the author considered that the speech cannot be taught directly but it comes out as a result of interaction with the comprehensible input.

e) **The Affective Filter Hypothesis**

This hypothesis highlights the importance of affective filter in language learning acquisition. Krashen (1982) argues that the affective filters control the amount of input a student can receive and the amount of this input is transformed into output. In other words, filters have a high level of interference with the learner's understanding and performance. Torres (2017) states that motivation and self-confidence have a positive or negative impact on students learning. In other words, if students have high motivation and self-confidence, they have a low filter which allows them to receive considerable input. However, if students have low motivation and self-confidence, they have a high filter that makes it difficult to receive input.

Constructivist Learning Theory

Bodner (1986, p.04) claimed that “Knowledge is constructed in the mind of the learner” it describes the focus of the constructivism theory. In other words, this theory looks for students to become responsible for their learning, which means that students take an active role as independent learners where they become the builders of their knowledge. Torres (2017) points out that the knowledge in constructivism theory is the result of how learners relate the prior knowledge with the input received by the context.

Given this, constructivism theory considers learning as a process of meaning construction through experiences, where students try to learn meaningfully to respond to their interests and meet their needs.

2.2.2 TEACHING APPROACHES

The approach is a theoretical perspective of looking at the teaching process. Thereby, teaching approaches study what language is or the principal focus of teaching a language. The most representative teaching approaches as described as follows:

Humanist Approach

Humanist approach was developed by Maslow, Rogers, and Bugental around the 1900s. This approach takes a position of humanist psychology, that is it considers the students as the principal authority in the learning process. Thus, students can decide how they want to learn, and all their needs must be covered by teachers to achieve successful learning. According to Mariyat (2017) humanist approach focuses on encouraging students and teachers to think critically and consider human values. Given this, this approach looks to acquire meaningful learning from students, where the strengths and weaknesses of learners are understood and valued.

Communicative Approach

This approach is characterized by focusing on improving communicative skills. Irmawati (2012) claims that the communicative approach pretends to understand the language function through the four competencies. **Grammatical** aims to master the language system such as “vocabulary”, “word formation”, and “sentence meaning”. **Sociolinguistics** focused on producing an understandable utterance in relation to the context. **Discourse** aimed to analyze the relationship between form and meaning of language through cohesion and cohesive. The **strategy** aimed to perform effective communication while overcoming learning obstacles. Given that, the communicative approach instructs students to use the language with a specific purpose in an authentic context. Apart from that, Retrieved (2010) cited by Irmawati (2012) claims that there are six important principles in the communicative approach, which are the following:

1. Oriented in developing effective communication.
2. Oriented to learning the language through its use.
3. Oriented to meaning and its correct use.
4. Oriented to fluency and accuracy.
5. Oriented to the use of authentic materials from the real world.
6. Oriented to integrate the main skills (listening, reading, writing, and speaking).

Student-Centered Approach

A student-centered approach derives from constructivism theory due to both considered that the knowledge is built individually. Regarding to Thamraksa (2017) states that the student-centered approach seeks to promote learners as the main axis of learning. In other words, this new approach is focused on integrating the learners' needs, backgrounds, goals, and ideas in the learning process. The main characteristics of this approach are the following:

1. Focused on developing active learning where the previous knowledge is related to the new learning.
2. Focused on providing students the chance to control their learning.
3. Focused on developing knowledge considering the students' needs, resources, and identity.
4. Focused on teaching based on the real world and creating knowledge using authentic materials

2.2.3 TEACHING ENGLISH AS A FOREIGN LANGUAGE

According to Peña (2017) teaching is "the action of instructing someone through a system or method" to teach is necessary to follow a systematic process focused on transmitting knowledge. Moreover, learning a foreign language is a complex process because the student must understand and acquire a second language (L2), in addition to mastering their mother tongue (Ramírez and Piñero, 2014). For instance, acquiring a foreign language requires that learners develop linguistic competencies over the linguistic elements of their mother tongue.

There are numerous methodologies to apply in educational classrooms covering teaching a foreign language. However, it must be chosen in conjunction with learning strategies owing to these should ensure a successful acquisition and understandable performance. English as a foreign language has become a language with greater prominence in society. Thereby, it is relevant to use innovative methodologies that guarantee mastery of learning English and achieve the objectives proposed in each educational institution. Peña (2017) states that numerous didactic methods have emerged to manage to learn effectively over time. Furthermore, each technique shares the same objective: to learn and master the English language as a communicative speech

English Teaching Methodologies

The terminology "methodology" in teaching English is characterized to reflect the way in which teachers carry out their teaching. Howatt (1984) claimed that the teaching methodology involves practice and theory. Nevertheless, Brown (1987) stated that methodology is the study of teaching practices taking into account the theoretical framework about "how to teach". However, according to Nunan (1995) the methodology is a sequential process where teachers carefully analyze different tasks and activities to develop in the class. Given this, Torres (2017) adds that methodology refers to the study of procedures and practices applied in teaching. Moreover, Torres argues that the terms

approach, method, and technique emerge from methodology; for this reason, it is important to define them to make a clear distinction.

Approach: According to Donald (1983, p.71) approach is a “**basic philosophy or belief concerning the subject matter being considered**” which is understood as an individuated perspective about a specific teaching field. Likewise, Hoque (2016) argues that the approach is a general teaching and learning perspective. Thus, the approach refers to language teaching principles, theories, beliefs, and assumptions. In other words, the approach provides a theoretical perspective on language and how a teacher could teach.

Method: Torres (2017, p.09) states that the method is used as a “**systematic set of teaching practices**” in a specific language learning theory. Given this, the method derives from a particular approach that is focused on presenting an overall plan of linguistic content, also it is represented as a procedure to achieve linguistic objectives. On the other hand, Callaos & Callaos (2014, p.06) state that “**method is a preestablished and/or post-established way for or a process of acting and/or thinking**” thereby, teachers use the method to put into practice the teaching theory, based on four main senses “a way of thinking” “a way of doing” “thinking according to a way”, and “doing according to a way”.

Technique: Donald (1983, p.71) defines technique as an “**immediate procedure or strategy that is used to implement the method**” in this way the technique determines the different activities used in the classroom to achieve the class objective. Moreover, the technique determines the different teaching manipulations that are necessary for language learning classes.

Traditional Teaching Methods

- a) **Grammar Translation Method:** it is one of the oldest methodologies used in language teaching. Teachers used this methodology to instruct vocabulary and grammatical rules. According to Torres (2017) the focus of this method was memorization and translation. Students did not have an active role since they were limited to translating written literature from a foreign language meanwhile, teachers were considered central figures.
- b) **Direct Method:** states that second language acquisition is like acquiring a mother tongue. Thereby, students acquire the language through practice, making direct associations between the object with the word; that is, students do not use the translation process to understand the language. On this basis, students learn the vocabulary inductively, where the teacher must use a variety of sources to teach the grammatical rules (Torres, 2017).
- c) **Audiolingual Method:** it was developed to improve learners' communicative competencies by means of sources that engage listening/speaking skills. Alemi (2016) states that the audiolingual method aims to learn the language through

complete exposure to the target language. Given this, this method looks to create habits through constant drilling of positive or negative activities. Thereby, students' main role is to learn through pattern memorization to give an automatic answer. On the other hand, this method does not focus on authentic communication.

- d) **Total Physical Response (TPR):** Sojuangon (2019) states that TPR is focused on adapting the process of children's mother tongue acquisition into foreign language acquisition. In other words, this method attempts to develop communicative skills through body movements as a response to language. Thereby, the student's role in TPR is to respond to the commands provided by the teacher through listening and body movements. On this basis, TPR develops the language naturally, combining learning with physical movement.

Innovative Teaching Methods

- a) **The Communicative Language Teaching (CLT):** Torres (2017) states that CLT emerges from the communicative theory due to this method provides students to actively participate in authentic scenarios to develop meaningful communication. On this basis, CLT considers that communication is a process of “negotiation meaning” where students despite that learn the language meaning, form, and function, students must use the knowledge to understand the interaction between writer and reader or speaker and listener. Furthermore, CLT involves students in a complex learning process, students must acquire the grammatical rules through language practice, then they are aware of how the language is used and what it means. In other words, students understand the function of the language.
- b) **Cooperative Learning:** it states students as the focus of the teaching process but are supported by a workgroup. Mohammad (2009) argues that cooperative learning provides students with knowledge construction freedom. Given this, students must work in a cooperative way, distributing the responsibilities and roles in different activities carried out in the learning process. Moreover, this method attempts to overcome the competition between students. On the contrary, this method allows students to interact spontaneously in order to acquire social skills based on tolerance.

2.2.4 TASK-BASED LEARNING AN INNOVATIVE TEACHING METHOD

Task-Based Learning is a method used to perform language competencies through tasks or activities. Torres (2017) argues that TBL aims to integrate the four skills (listening, reading, writing, and speaking) to integrate fluency and accuracy in students' utterances. In other words, TBL engages students to use the language in real context by

means of the use of authentic materials. On this basis, students acquire the language naturally without focusing on the form as a priority. Relation to this (Rodríguez & Rodríguez, 2010) argues that students feel less anxiety in language acquisition when they focus on meaning rather than form.

Task Function in Task-Based Learning

According to Recino & Laufer (2010) the task is a fundamental principle of the TBL approach since it focuses on inserting the language usage in a relevant and authentic production of task performance, in addition to being related to the interests, needs, and objectives of the students. Moreover, using tasks allows learners to practice the main listening, Reading, Writing, and speaking skills, consequently allowing them to know their shortcomings and improve. Thereby, Córdoba (2016) claims that TBL works with activities focused on refining the communicative competencies through daily practice of the target language in different contexts, encouraging students to solve problems using creativity. Hence, TBL promotes conscious learning due to students must have control of language performance, allowing them to enjoy and feel motivated to acquire the foreign language.

Task Advantages: Task-Based Learning focus on developing authentic language performance through tasks. According to Muhammad & Kisman (2020), TBL enables learners to participate actively in classroom activities, facilitating language construction. Thereby, when learners are exposed to an environment surrounded by a target language, they have the opportunity to improve their communicative skills development and cognitive procedure of language acquisition based on favorable learning conditions. In other words, students are aware of knowledge construction in relation to language acquisition.

Furthermore, Weller (2019) agrees that task performance improves communication skills because learners understand deeply through language performance in authentic contexts. So, TBL allows learners to be exposed to a communication environment where expressive skills such as listening and speaking work ably to complete the Task and interact with their classmates. According to Ganta (2015), autonomy and spontaneous interaction are the more credible advantages of TBL. Learners become capable of producing an accurate performance and can employ their patterns to communicate. For instance, unrestricted language use allows learners to notice their expressions and understand others while acquiring new vocabulary simultaneously.

Task Disadvantages: Task-Based Learning is an approach that involves teachers and learners in a structured learning environment. Ganta (2015) establishes the most highlighted difficulties to carrying out the TBL approach in English classrooms: at the first point, task difficulty makes reference to learners must carry out the different types of tasks in a limited time. Moreover, in some cases, the instructions are unclear to understand, so learners cannot develop this activity well. In addition, the density of tasks negatively impacts learners' motivation. On the other hand, the outcome refers to all tasks or activities developed in the classroom having the finality to achieve a specific objective

concerning language production. However, some activities, such as spotting the differences between pictures, could be developed without any oral production. Although tasks were previously designed and focused on developing communicative competence, these task types could not achieve the outcome. Finally, the Linguistic deficiency states that beginner-level students could misunderstand the activities proposed by the teacher because they do not manage their vocabulary and speaking production well, which becomes a challenge. Thereby, they could lose confidence in themselves, negatively affecting their learning process.

Task-Based Learning components: Lara (2018) states the following components of TBL: task goals, the task types, the implementation phase, the teacher's role & Learner's Role.

Task Goals: TBL states a specific goal to be achieved at the end of the task. To build up a consistent and coherent task, the teacher should set clear objectives for the activities (Lara, 2018). The task goals must reflect the capacities or skills that learners will perform to complete the activity. Furthermore, these task goals should offer the chance for natural language use, emphasizing meaning over form.

According to Masoud, Masoud & Sohrab (2016) facilitating a natural context for language performance is the principal aim of TBL. Thus, learners use language to speak with a specific finality. It is supported by Willis and Willis (2007, p. 70) cited in Rodríguez & Rodríguez (2010, p. 171) who claimed that “**a good task not only generates interest and creates an acceptable degree of challenge, but also generates opportunities for learners to experience and activate as much language as possible.**” At this point, the primary aim of TBL is focused on learners' outcomes, which should be established at the beginning of the class in order to give an overview of how to carry out the task and what skills they should use.

Task types: Task-Based Learning is characterized by teaching the English language through a task; this is a peculiar quality that highlights the principal procedure of this approach. Besides, Moso & Guaman (2019) classify the task into two types: close task and open task.

Closed tasks: these requires students to reach an exact solution, such as a worksheet or multiple-choice question, where the objective is to recognize, identify and complete the information established by the teacher. This kind of Task focuses on a specific piece of knowledge, anticipating limited information to know learners' understanding. Lara (2018) points out several types of close tasks, such as filling the into tasks, information gap, reciprocal, and nonreciprocal tasks; these tasks are characterized by their level of interaction and the final outcome. Furthermore, It is fundamental to understand that close tasks are learning opportunities where the principal objective is to complete the activity following a structured sequence.

Table 1. Closed Task Examples

TASKS	TYPES
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<ul style="list-style-type: none"> ● LISTING <p>They tend to generate a lot of talk from learners' part to explain their ideas. It consists in making a list of different things</p>	<p>Brainstorming. By getting students to draw on their own knowledge and experience either as a class or in pairs/groups.</p> <p>Fact-Finding. Find things out by asking each other</p>
<ul style="list-style-type: none"> ● ORDERING & SORTING <p>They involve different processes</p>	<ul style="list-style-type: none"> * Sequencing. It is to order items, actions or events in a logical or chronological order. * Ranking. It is to sort the items according to personal values or specific criteria. * Categorizing. It is to group items under given headings. * Classifying. It is to group items in different ways, where the categories themselves are not given
<ul style="list-style-type: none"> ● COMPARING <p>They involve comparing information of a similar nature but from different resources or versions.</p>	<ul style="list-style-type: none"> * Matching. It is to identify specific points and relate them to each other. * Finding similarities or differences. It is to compare two or more set of information to find out common or different points.

Recovered from: Torres, (2017). Basic Language Methodology: Cooperative Learning Guidebook for Training English Teachers. Available on: <https://editorial.unach.edu.ec/index.php/Editorial/catalog/book/18>

Open Tasks: it allows students to use subjectivity and freedom of communication, such as roleplay, debate, dialogues, and expositions, where students can use their ideas to carry out the task. The components of open tasks are input, roles, environment, actions, follow-up, results, and feedback. According to Guevara (2018), learners acquire autonomy at the moment to perform an open task because they are free to create solutions to achieve the task. For instance, students develop considerable creativity in interacting with the class.

Table 2. Open Task Examples

TASKS	PROCESS
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PROBLEM-SOLVING	<ul style="list-style-type: none"> *Analyzing real or hypothetical situations. * Reasoning and decision making.
SHARING PERSONAL EXPERIENCE	<ul style="list-style-type: none"> *Narrating, describing, exploring and explaining attitudes, opinion, reactions. *Personal reactions *Describing attitudes, preferences.
CREATIVE TASKS	<ul style="list-style-type: none"> * Brainstorming. * Fact-finding * Ordering and sorting * Comparing * Problem solving and others. *Creative writings and similar activities. *Social, historical investigations and links. *Media projects. *Real life rehearsal

Recovered from: Torres, (2017). Basic Language Methodology: Cooperative Learning Guidebook for Training English Teachers. Available on: <https://editorial.unach.edu.ec/index.php/Editorial/catalog/book/18>

Task-Based Learning Implementation Phase

To implement the TBL approach in educational classrooms, teachers must follow a structured sequence to achieve the class objectives. Bayas & Sandoval (2020) establish three phases for TBL development.

The first phase is pre-task, where the teacher introduces the topic and clearly indicates instructions. In order to develop the task, learners are involved in activities to look back on previous information, which facilitates them to develop the activity effectively. Then the second phase is known as the Task Cycle, where the teacher monitors the activity performance. Meanwhile, students must perform the Task proposed in pairs or small groups. Apart from that, learners are able to ask for advice to solve language vocabulary doubts, and teachers need to be available to clarify them. Consequently, when learners have completed the activity, they must create a report to show how they carried out the Task and the results obtained. Furthermore, the teacher analyzes the weaknesses and

strengths of the students in task development. Finally, the third phase is the Post-Task, also known as the language focus stage (Lara, 2018). The teacher and student jointly analyze the task result to identify difficulties and provide the necessary feedback related to language performance and content. As a result, the tasks stimulate students to use their linguistic resources, ensuring communicative competence in real situations and acquiring a helpful language.

Teacher Role in Task-Based Learning

According to Van (2016) the teacher must adopt an active role in detecting difficulties that students may present when performing the proposed activities. In the same line, the teacher plays a fundamental role in selecting tasks or activities since they should seek to integrate and develop the four language skills: listening, speaking, reading, and writing in students. Moreover, Van claims that teachers must deal with the impact produced by the interaction between learners and the second language. Furthermore, it emphasizes the role of the mediator of learners' language development. Teachers as mediators should promote the negotiation of meaning while learners face the Task's input and output.

Moreover, the teacher is considered a facilitator, providing comfortable settings to carry out the activities through understandable guidance. Also, teachers must allow timely feedback to correct language errors. In the same line, another remarkable role of a teacher is to be a language guide. He should give a complex input as a model to perform the Task using the language, encouraging a focus on meaning.

Student Role in Task-Based Learning

Bearing in mind that TBL is considered a student-centered approach. Van (2016) points out that students are active participants who develop significant language production through task performance. Besides, learners work as group participants developing tasks in pairs or groups. Also, they must act as monitors facilitating Learning in-class activities because they could notice how language is used in real communication. Finally, the innovator is a characteristic learner's role due to the level of tasks' complexity requires that they be able to create an innovative solution to achieve the task objective.

2.2.5 TASK-BASED LEARNING FOR TEACHING ENGLISH

Moso & Guaman (2019) proposed Task-Based Learning as an innovative approach focused on developing authentic communication. In the same manner, the authors state that TBL is a practical approach that has emerged since the 1990s, which has become one of the most prominent methods within the classroom since its main objective is to achieve the use of language in real contexts. Moreover, Dainiene and Dagiliene (2015) state that TBL is associated with social innovation because it must

satisfy social needs related to education. It should provide suitable solutions for traditional educational problems, implementing groundbreaking activities.

In addition, Van (2016) claims that teachers and learners exposed to implementing the TBL approach work with didactic activities. Which provides the opportunity for learners to analyze, criticize and construct their knowledge through different tasks previously established by the teacher to enhance the students' skills and thus guide and facilitate Learning.

Task-Based Learning for Teaching English Productive Skills

The productive skills developed by TBL are focused on goal-directed language use. Noroozi & Taheri (2021) claims that to achieve the communicative aim of the Task, learners should focus on the meaning and purpose of the language use. For instance, the primary skills used in this approach are productive (speaking and writing), where learners must use their linguistics and nonlinguistic abilities to perform the tasks' goals successfully. Remember that Task-Based Learning works with structured activities to develop authentic communication considering the natural context.

CHAPTER III.

3. METHODOLOGY

3.1 APPROACH

This study was developed with the aim to understand the impact between Task-Based Learning in teaching English as a foreign language. Therefore, to achieve this objective, it was necessary to carry out a critical analysis of the research variables to understand how they are related in a natural context without the intervention of the researcher. On this basis, this study covers the quali-quantitative approach since it sought to collect and analyze information from a flexible and integrated perspective. Furthermore, this study covered the interpretive paradigm, starting from the position of Martínez (2013) this research paradigm has epistemological bases that allow a descriptive analysis of the interaction of research variables, considering the experiences of the population studied. Given this, this paradigm was favorable for developing the investigation because it facilitated the descriptive analysis of teaching methodologies and their influence on English language teaching through understanding reality in natural circumstances. Additionally, this research work had a descriptive level which according to (Guadalupe, et al. 2017) the descriptive level is oriented to observing and describing the characteristics of the population studied to explain how they are related to the objective of the study. In the same point of view, Bernal (2018) points out that the descriptive level focuses on narrating and identifying the situations, facts, and characteristics of the object of study.

Moreover, this research also followed the correlational level because it allowed identifying the relationship between variables without manipulating these. This research included an ethnographic method since the researcher was involved in the study field to acquire a comprehensible perspective of the study subject. The bibliographic review was used with the purpose of collecting suitable data that facilitated the fulfillment of the stated objectives. The techniques used to interpret and analyze data were triangulation and categorization of information. Therefore, the instrument used for adequate data collection was a semi-structured observation guide.

3.2 RESEARCH MODALITY

The method applied in this research was the ethnographic method. According to Domínguez (2017), this method aims to describe and interpret the interaction of the study subject through participant observation of the researcher, thus contrasting his actions and criteria. For this reason, it was essential to work with this method since it contributed to

analyzing and describing the impact of TBL in English teaching through an integral perspective.

Furthermore, the bibliographic or documentary method was adopted to collect relevant information about the variables of the study. Moreover, it facilitated the categorizing of the data collected, taking into account the variables and the research aim. Thereby, the information obtained facilitated a deep understanding of how TBL influences teaching English as a foreign language.

3.3 RESEARCH LEVEL

The level of this study was descriptive; according to Guadalupe, et al. (2017), within research, the descriptive level is oriented to observe and describe the characteristics of the population being studied to explain how they relate to the objective of the study. In addition, Bernal (2018) points out that descriptive research level focuses on narrating and identifying the situations, facts, and characteristics of the object of study. Still, no explanations are given for these phenomena. This level of research aims at a detailed description of the subject of study. Thus, we sought to identify the impact of applying the Task-Based Learning approach on students and the results in the teaching and learning process of the English language. Moreover, this research followed the correlational level because it allowed identifying the relationship between study variables without manipulating them. This case observed and analyzed the independent variable TBL and the dependent variable teaching English.

3.5 POPULATION

The population of this research was composed of 37 to students coursing the Quinto Año de Educación General Básica "A" at "Unidad Educativa Once de Noviembre. This population was chosen mainly because children at this educational level can work on different tasks. In addition, the institution has been working with this approach in teaching the English language, which facilitates study development.

3.6 SAMPLE

It was required to work with the whole population to develop this research because the sample was small.

3.7 DATA COLLECTION TECHNIQUES AND INSTRUMENTS

3.7.1 Techniques

To fulfill the objectives pointed out in this research, the **bibliographic review** was used as a relevant tool to collect data. Moreover, this technique allows the researcher to categorize the most relevant information according to the variables of the study.

Moreover, **direct observation** also was used as a technique. According to Richer (2017) this technique allows the researcher to observe accurately as possible the natural behavior of the study subjects and what is going on in their context. Thus, it will enable analyzing the application and influence of TBL in teaching English as a foreign language in students coursing the Quinto Año de Educación General Básica "A" at "Unidad Educativa Once de Noviembre.

3.7.2 Instrument

A semi-structured observation guide was used as an instrument to collect data to identify the frequency of open and closed tasks used in Task-Based Learning in teaching English as a foreign language. Also, the observation guide facilitated the description of the implementation phases of applying TBL in the class. This guide was structured through columns that were categorized by indicators (Always, Often, Seldom, Never), which facilitate the data interpretation in an integral perspective.

3.8 TECHNIQUES OF ANALYSIS AND INTERPRETATION

To develop the analysis and interpretation of data, it was necessary to categorize the information collected. The categorization helped the researcher to order the information reviewed in relation to the subject of study, in the same way, the categorization facilitated the descriptive prioritization of data in an inductive way.

Likewise, triangulation was used as a data association technique. In other words, triangulation made it easier to relate the perspectives of different authors and relate them to the subject studied. Therefore, this technique validated the information collected by contrasting it with different sources.

CAPÍTULO IV

4. RESULTS AND DISCUSSION

The results were collected after observation of an English class in the virtual modality, which is presented and detailed in a descriptive analysis to fulfill the objectives of this research.

4.1 OBSERVATION GUIDE RESULTS

Objective 1. To identify the frequency of open and closed tasks used in Task-Based Learning in teaching English as a foreign language.

Table 3. Task types Used in TBL English Class

INDICATORS	RESULT	ANALYSIS
The teacher works with the primary Task types (open tasks and closed tasks) of TBL.	Often	The open and close tasks were used frequently to carry out the activities during the English Class. The teacher combines the open and closed tasks to develop the class objective.
The teacher uses closed tasks to carry out the TBL class objective.	Often	The teacher worked with close questions, true/false questions, and a worksheet to develop the activities after explaining the class content.
The teacher uses open tasks to improve language production in learners of TBL class.	Often	The teacher frequently encourages short dialogues between learners to increase speaking production.

The open tasks facilitate language performance in TBL class.	Always	It was observed that open tasks such as dialogues, conversation, and open questions facilitate language performance. Learners used their own vocabulary to develop the activities where linguistic production was required.
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Close and Open tasks are combined to achieve TBL goals.	Always	The teacher worked simultaneously with open and closed activities throughout the English class development.
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Interpretation

The use of open and closed tasks is the primary characteristic of the Task-Based Learning method because the teacher is able to combine these tasks to develop activities that integrate the four skills; in the Quinto Año de Educación General Básica "A" it was evidenced that the teacher frequently combined the closed and open task to develop the class topic. Since these tasks contribute positively to achieving the class objective because it allows the teacher to notice if the learner understood the content and if the learner is able to develop a specific activity. The closed tasks require that the learner achieve an exact solution (Lara, 2018) the teacher generally used closed tasks such as closed questions, true/false questions, and a worksheet in the class to develop the activities after explaining the class content. On the other hand, the use of open tasks allows the student to develop communicative skills in a natural and authentic way, at this point, the students of the Quinto Año de Educación General Básica "A" were frequently exposed to open activities such as the dialogue between teacher-student and student-student. Additionally, the combination of open and closed tasks helps to identify learners' knowledge gaps due to the learners showing their understanding of the task development. Thereby, in the class observed the English teacher always combined the closed and open tasks during the class development. The teacher alternates the types of tasks to develop the content. On this basis, the teacher was able to cover these shortcomings with corrective feedback. Considering that TBL is focused on language development based on meaning rather than form (Rodríguez & Rodríguez 2010), the use of open tasks frequently increases language production without exception because it proposes the student as an active character in his education. In the same way, learners always require the use of the language to complete the activities proposed by the teacher, so learners from Quinto Año de Educación General Básica were continuously exposed during the class to performing open tasks such as dialogues, conversation, and open questions. Learners used their own vocabulary to

express their ideas and opinions about the topic; it is essential to highlight that their vocabulary was considerably low, and the pronunciation of the words was not correct; they just tried to use familiar words to express short and understandable ideas. However, according to Noroozi & Taheri (2021) the learners should focus on the meaning than on the form of the language because the aim of TBL is focused on using the language for a communicative purpose.

Objective 2. To describe the steps to apply the Task-Based Learning approach in teaching English as a foreign language.

Table 4. Steps to apply Task-Based Learning in English Class

PRE-TASK INDICATORS	RESULT	ANALYSIS
The teacher introduces the topic of the TBL class appropriately.	Often	The teacher used pictures and slides to introduce the topic.
The introductions are explained clearly in TBL class.	Always	The teacher provided a detailed explanation of the content using familiar vocabulary.
The teacher provides a general overview to activate previous knowledge in TBL class.	Often	The teacher used context materials to make a relationship between the content and learners' knowledge.
Learners show a clear understanding of the task to carry out in TBL class.	Often	Most of the learners answer the questions provided by the teacher about the class topic.

DURING-TASK
INDICATORS

RESULT

ANALYSIS

The teacher monitors the task development in the TBL class,

Always

The teacher constantly asked questions to know if the learners had any doubts. The class was developed with learners.

The teacher divides the class in small groups or pairs to develop the activity in TBL class.

Never

It was not possible due to the virtual class. Moreover, the teacher didn't work with a platform that would allow her to divide the class into groups. Learners worked independently.

Learners ask for help to clarify doubts about the activity in TBL class

Seldom

Learners asked for help when they didn't understand unfamiliar words or phrases.

Learners create a report about how they carried out the activity and the results obtained

Never

Learners didn't have the opportunity to create a report about the activity developed.

POST-TASK
INDICATORS

RESULT

ANALYSIS

The teacher and learners meticulously analyze the result of the task.	Seldom	The teacher and learners made a general review of the activity.
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The teacher and learners identify the main difficulties presented in task development.	Seldom	The teacher and learners reviewed the meaning of the misunderstanding words.
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The teacher provides corrective feedback to cover shortcomings.	Often	The teacher helped the learners with the correct pronunciation of the words.
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Interpretation

The task-Based Learning approach is characterized by working in a structured way, which means that there is an implementation phase of this approach in classrooms. According to Bayas & Sandoval (2020) the pre-task, during task, and post-task are the three phases to apply the TBL in an English Class. In the observation carried out, it was possible to identify that the teacher follows the steps of the implementation of TBL sequentially. Firstly, in the pre-task step, the teacher must introduce the topic carefully, so learners are involved with the class content. Besides that, the teacher frequently used didactic resources such as slides and pictures to introduce the topic understandably to everyone. Furthermore, the teacher frequently used familiar vocabulary to explain the content and facilitate the learners' understanding; the class objective was established clearly and understandably, which related to the student's previous knowledge in relation to the topic. Secondly, the during task makes ref refers to developing the activity under the teacher's supervision. To Fernandez (2015) the teacher is a task monitor who aims to guide language production. So, constantly the teacher was asked questions to know if the learner understood the activity during the task development; if students had doubts, the teachers provided a clear explanation to clarify all shortcomings. Van (2016) established that the learners have an active role in TBL class, where they are involved in constructing their knowledge and as well as their peers; the students work in pairs or groups. However, in the observed class, it was not possible to observe the workgroup, which means that the teacher could not analyze how the learners' interaction influenced their development and their classmates because the class was held virtually, and the teacher did not have access

to a platform that could divide the class into groups. Finally, the third step, post-task, is known as language focus. According to Lara (2017) the language focus phase pretends to analyze the common errors carried out in the task development to encourage students to correct these and produce an effective language production. So, it was perceived in the class observed. The teacher and the students made a general overview of how the activity was developed, analyzing the most common mistakes, and identifying the misunderstanding words to clarify their meaning. Frequently, the teacher provided corrective feedback with the wrong pronunciation of the words. Van (2016) claims that the role of the teacher is to deal with the impact produced by the interaction and the acquisition between learners and the foreign language.

Objective 3. To observe the application of task-based Learning in a regular English class based on its epistemological principles.

Table 5. Application of Task-Based Learning in a Regular English Class.

INDICATORS	RESULT	ANALYSIS
The teacher facilitates a comfortable environment for language production in TBL class.	Always	The teacher provided a comfortable environment to develop the class, including the opportunity to participate learners actively. Also, the teacher provided motivation to start the class in the same way to develop the activities.
The teacher integrates the four skills in task development in TBL class.	Often	Reading and listening were the skills most used in the class. Meanwhile, speaking and writing were used less.
The teacher has an active role as a mediator in TBL class development.	Always	The teacher worked actively as a mediator. Always the teacher was providing guidance and feedback on language production.

Learners produce a communication based on meaning over form in TBL class.	Always	Learners used their vocabulary to communicate their ideas while developing their tasks. They didn't follow grammatical rules.
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The task types used in TBL are focused on enhancing productive skills.	Seldom	Not all activities were focused on productive skills. The tasks were also focused on listening and writing.
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Interpretation

According to Van (2016) the teacher must provide a comfortable setting to develop the activities in Task-Based Learning. It was evidenced in the class observation that the teacher always provided an adequate learning environment before starting the class, and the warm-up activity was a primary activity to motivate and catch learners' attention. Mena & Simbaña (2019) stated that the TBL is a method that develops the four skills through a variety of activities. So, it was observed when the teacher frequently included activities that involved the four skills in the class observed. Moreover, it was observed that the students always focused their utterances on the meaning rather than the form of the language because their knowledge allowed them to perform short dialogues without following grammatical rules. Also, students had a low English level which influenced their vocabulary. On the other hand, the authors Noroozi & Taheri (2021) state that the primary skills used in TBL are productive skills (speaking and writing). However, in the class observed the receptive and productive skills were always used simultaneously to develop each activity or task. Given this, Students performed certain activities individually in each period of time, meanwhile, the teacher had to intervene in the dialogues or question and answer activities. According to the analysis carried out, it can be determined that the application of Task-Based Learning in the English class was applied considering most of the epistemological principles.

4.2 DISCUSSION

The results demonstrated relevant facts about the use of Task-Based Learning in teaching English. At the first point, it is important to highlight that the Ministry of Education has proposed a new curricular model that adopts a teaching methodology

focused on the development of communicative competencies. Therefore Task-based Learning has emerged as an innovative proposal in the English curriculum in Ecuador.

In relation to the observation carried out in the Unidad Educativa Once de Noviembre showed that TBL is a teaching methodology that promotes the authentic use of language. The frequent use of different open and closed tasks facilitated the development of the class and allowed the teacher to comply with the content of the class. Open and closed tasks significantly promote the use of all four skills (listening, reading, writing, and speaking). Thereby, the combination of these types of tasks significantly integrates the acquisition of language.

In addition, in the observed class, it was found that focusing on the use of the meaning of language promotes and motivates language learning better since students seek to express their ideas and opinions regarding the subject of study without focusing on grammar. Therefore, students actively participate in class despite making pronunciation and accuracy errors. On the other hand, the teacher's role in TBL is important since successful language acquisition depends on a reasonable level of the teacher. In other words, the English teacher must carefully choose the task types to develop in class because there are some tasks that do not have any linguistic focus.

The benefits offered by the application of a teaching methodology focused on the development of communication skills are reflected in the result of its successful application. Therefore, the correct use of the different types of tasks significantly promotes the student to develop a skill. Using authentic material focused on the real context of the student creates a positive interest in learning and acquiring the language. Moreover, the authentic use of the language promotes the cultural and social development of the language. English classrooms should be directed to work with a methodology such as TBL from their earliest years since children from an early age should focus on acquiring a foreign language that involves their communication skills and matches it with language accuracy.

To sum up, to develop an authentic language for students that enables them to communicate fluently in a context where their mother tongue is not English, it is necessary to apply a teaching methodology such as TBL. On this basis, the TBL methodology considers students as the center of education where their interests and opinions should be considered in their knowledge construction. TBL also develops students linguistic competence, reducing a considerable degree of the anxiety of learning grammatical rules by memory.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The research project was oriented to analyze the usage of the Task-Based Learning method in teaching English as a foreign language. Through the observation, the objectives were fulfilled, and the following conclusions are established:

- The task types used frequently in the Task-Based Learning class are open and closed tasks. The teacher combines most of the time the two task types to develop the content and achieve the class objective. Both types of tasks provide a significant influence on learners' language production due to it involves working with the four skills, making emphasis on productive skills.
- In the research developed, it was observed that the steps for applying Task-Based Learning in teaching English are the following: Pre-task, where the teacher is focused on introducing the topic clearly, explaining in detail the activities that will take place during the class. During Task is frequently concentrated on language production based on task development; this task is carried out in pairs or workgroups. Finally, the Post-task is characterized by analyzing the learner's performance. The teacher observes how the learners carried out the activity to know their shortcomings and provide corrective feedback.
- The application of the Task-Based Learning approach in an English class is practical since the teacher follows the principles established in the theory because it is necessary to use this methodology in a structured way. Besides that, to develop a class using the TBL approach, the teacher must prepare the tasks considering the level of task difficulty, the class objective, and the learners' level of understanding. The success of this new teaching approach is based on its sequential application in the classroom; the role of the student and the teacher become active because both contribute positively to the development of communication skills.

5.2 RECOMMENDATIONS

- It is recommended that teachers use different task types to combine the open and closed activities to increase learners' motivation to develop the activities. Moreover, the tasks must focus on language production; these activities encourage productive skills.

- To achieve a successful class applying the TBL approach, it is recommended that the teacher follow the implementation steps because it guarantees that the students acquire and increase their language production. Furthermore, it is remarkable the teacher's role throughout class development; his role as a monitor provides the correct guidance for language construction for learners,
- To consider applying the Task-Based Learning approach in English classes because it provides a high level of language production. Students must complete the activities using their vocabulary, focusing most on the meaning than the form of language.

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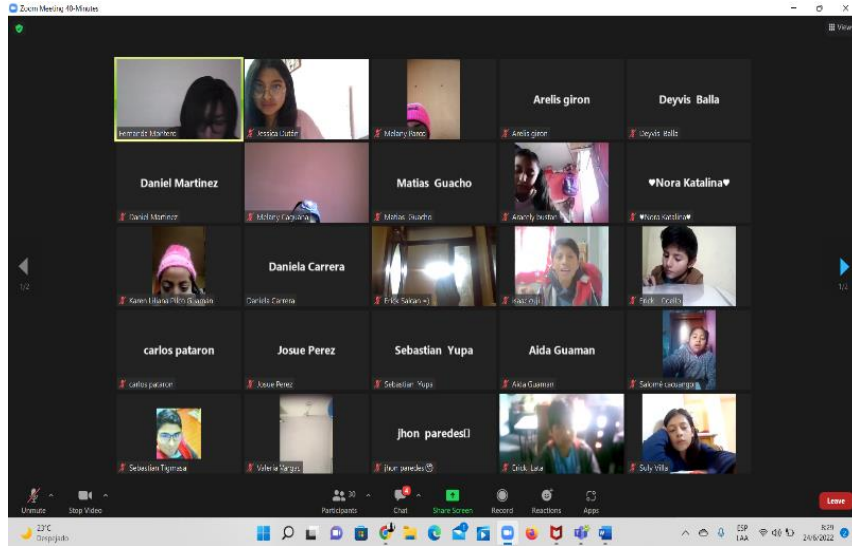
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7. ANNEXES

7.1 CLASS OBSERVATION CAPTURES



7.2 OBSERVATION GUIDE INSTRUMENT



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

OBSERVATION GUIDE

Objective: To analyze the usage of Task-based Learning in teaching English as a foreign language to students coursing the Quinto año de educación general básica "A" at "Unidad Educativa Once de Noviembre" from the city of Riobamba in the Chimborazo province during the academic period 2021- 2022

Author: Jessica Fabiola Dután Plaza

Objective 1. To identify the frequency of open and closed tasks used in Task-Based Learning in teaching English as a foreign language.

Indicators	Always	Often	Seldom	Never	Observations
The teacher works with the primary Task types (open tasks and closed tasks) of TBL.					
The teacher uses close tasks to carry out the TBL class objective.					

The teacher uses open tasks to improve language production in learners of TBL class.					
Open tasks facilitate language performance in TBL class.					
Close and Open tasks are combined to achieve TBL goals.					

Objective 2. To describe the steps to apply a Task-Based Learning approach in teaching English as a foreign language.					
Indicators	Always	Often	Seldom	Never	Observations
PRE- TASK					
The teacher introduces the topic of the TBL class appropriately.					
The introductions are explained clearly in TBL.					

The teacher provides a general overview to activate previous knowledge in TBL class.					
Learners show a clear understanding of the task to carry out in TBL class.					
DURING-TASK					
The teacher monitors the task development in TBL class,					
The teacher divides the class in small groups or pairs to develop the activity in TBL class.					
Learners ask for help to clarify doubts about the activity in TBL class.					
Learners create a report about how they carried out the activity and the results obtained					
POST-TASK					
Teachers and learners analyze the result of the task meticulously.					

Teachers and learners identify the main difficulties presented in task development.					
The teacher provides corrective feedback to cover shortcomings.					

Objective 3. To observe the application of task-based Learning in regular classes based on its epistemological principles.					
Indicators	Always	Often	Seldom	Never	Observations
The teacher facilitates a comfortable environment for language production in TBL class.					
Does the teacher integrate the four skills in task development in TBL class?					
The teacher has an active role as a mediator in TBL class development.					

Learners produce a communication based on meaning over form in TBL class.					
The task types are focused on enhancing productive skills.					



Jessica Dután
ESTUDIANTE
0302608419