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**MAGÍSTER EN LINGÜÍSTICA APLICADA AL APRENDIZAJE DEL INGLÉS**

**TEMA:**

**Elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, to develop the Speaking skill on students of 4<sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.**

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**2015-2016**

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I hereby certify this research work has been written by BLANCA NARCISA FUERTES LOPEZ with my personal guidance and advice as her tutor, since this is a previous requirement to obtain the degree of Masters in Linguistics Applied to English Learning with the theme:

**Elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, to develop the Speaking skill on students of 4<sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.**

Therefore, I declare it is appropriate for its presentation and sustentation.

I can truthfully certify this document,

Riobamba, July 6th, 2016

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Certifico que el presente trabajo de investigación previo a la obtención de Grado de Magíster Lingüística aplicada al aprendizaje del Inglés con el tema: Elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, to develop the Speaking skill on students of 4<sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015; ha sido elaborado por Blanca Narcisa Fuertes López, con el asesoramiento permanente de mi persona en calidad de Tutor, por lo que certifico que se encuentra apto para su presentación y defensa respectiva.

Es todo cuanto puedo informar en honor a la verdad.

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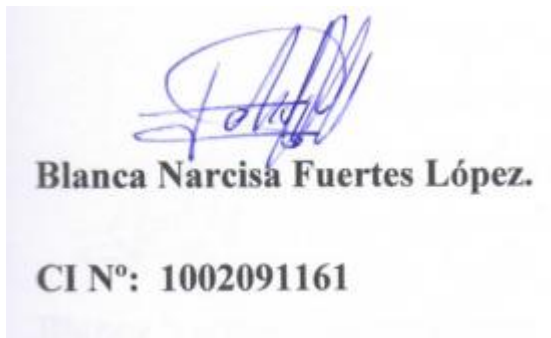
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Sincerely,

Blanca Narcisa Fuertes López

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I dedicate this research work to José Ricardo, Samaí and Dejireh Jara Fuertes.

With heartfelt love, gratitude for your support and encouragement.

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## **RESUMEN**

El trabajo de investigación "Elaboración y aplicación de la guía didáctica: Tasks on HOTS (High Order Thinking Skills) fundamentada en el aprendizaje basado en la tarea y las habilidades del pensamiento de orden superior, para desarrollar la habilidad de Hablar en estudiantes del 4º nivel de Inglés en el Centro de Idiomas, de la Facultad de Ciencias de la Salud de la Universidad Nacional de Chimborazo, período 2015" tiene tres objetivos: en primer lugar, aplicar la guía didáctica "Tasks on HOTS" para desarrollar el lenguaje hablado; en segundo lugar, evaluar el uso de HOTS (Habilidades de pensamiento de orden superior), para mejorar la habilidad de hablar; y en tercer lugar, evaluar los aspectos cualitativos de la interacción oral y producción oral. Todos ellos con el propósito de superar el limitado desempeño de los estudiantes en la habilidad de hablar. El diseño de la investigación fue cuasi-experimental, a nivel descriptivo. Es un estudio transversal, experimental, constituyéndose en una investigación de campo y aplicada. Se utilizaron los métodos científico e inductivo, con el apoyo de tres técnicas: encuesta, observación y test. La muestra fue de carácter intencional con 40 estudiantes, 20 de cuarto nivel "A" (grupo experimental), y 20 del cuarto nivel "E" (grupo de control). Para la comprobación de la hipótesis se utilizó la prueba estadística del t-Student. Este trabajo de investigación implementó la guía didáctica "Tasks on HOTS" que propone una intervención pedagógica fundamentada en la interacción entre el aprendizaje basado en la tarea y las habilidades de pensamiento de orden superior, atendiendo principalmente a las necesidades de los estudiantes para mejorar la habilidad de hablar a través del cumplimiento de logros de aprendizaje dentro de un contexto de la vida real en 3 áreas: la académica, profesional y recreativa. Los resultados evidenciaron un alto nivel de satisfacción y de progreso en tres aspectos: aplicación de la guía didáctica, desarrollo de habilidades de pensamiento de orden superior y la interacción y producción oral. Consecuentemente, el estudio concluyó aceptando la hipótesis principal que indica que la elaboración y aplicación de la guía didáctica: "Tasks on HOTS" fundamentada en el aprendizaje basado en la tarea y las habilidades de pensamiento de orden superior desarrollan la habilidad de hablar debido a que la mayoría de estudiantes alcanzaron niveles satisfactorios en el lenguaje hablado tanto a través del proceso de aplicación como en la evaluación final.



# UNIVERSIDAD NACIONAL DE CHIMBORAZO

## FACULTAD DE CIENCIAS DE LA SALUD

### CENTRO DE IDIOMAS

#### ABSTRACT

The research work “Elaboration and application of the didactic guide: **Tasks on HOTS** built on Task based learning and High Order Thinking skills, to develop the Speaking skill on students of 4<sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015”; aims three objectives: first, to apply the didactic guide “Tasks on HOTS” to develop the Spoken language; second, to assess the use of HOTS (High Order Thinking Skills) to enhance the speaking skill; and third, to evaluate the qualitative aspects of oral interaction and oral production. All of them with the purpose to overcome the poor spoken language performance of students. The research design type was quasi-experimental, at a descriptive level. It is a transversal and experimental study, which has been developed as a field, applied research. It was conducted with the scientific, and induction research methods using three techniques: survey, observation and test. The sample was purposive sampling which took 40 students, 20 of 4<sup>th</sup> level “A” (experimental group), and 20 of 4<sup>th</sup> level “E” (control group). After the analysis and interpretation of results, the statistical techniques: chi-squared test and d student t-test were used for hypothesis testing. This research work implemented the didactic guide “Tasks on HOTS” which proposed a pedagogical intervention based on interaction between Task based learning and High thinking skills, assisting mainly learner’s needs to improve the spoken language by achieving learning outcomes within a real life-like context. “Tasks on HOTS” comprised 3 areas academic, vocational and recreational. The findings evidenced a high level of satisfaction and progress on 3 aspects: Application of the guide, development of Learners’ high order thinking skills and on Students’ Oral Interaction and Oral Production. Therefore, the study concluded accepting the main hypothesis stating that the Elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills develops the Speaking skill because most students are able to achieve satisfactory standards on their ongoing and final oral performance on their speaking skill.

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## **INTRODUCTION**

English is one of the most important and indispensable languages in a globalized world since it is the 3rd most spoken language, as well as it is the language of science, 70% of scientific production occurs in this language, moreover English is a means of enormous cultural, political, and economic world influence. Therefore, being able to communicate in English is a necessity in order to expand the academic, professional and personal relationships of a world citizen in a global community.

Despite the need of communicating in English language, there is a great deficiency in handling this language. At the National University of Chimborazo the need to improve the level of English is evident. Most students have a big difficulty on the development of their spoken performance. Learners might know grammar structures, but not capable to communicate because communicative competence requires discerning when, & how to say what to whom. One of the causes of this limitation to speak is that learners have not developed their higher order thinking skills: like applying, analyzing, evaluating or creating. This restricts a real-world language use and limits learners' confidence because they are unable to communicate orally. The problem presented on this research work is: How students of 4th level of English can improve the poor spoken language performance?

The purpose of this research work is to demonstrate how the elaboration and application of the didactic guide: "Tasks on HOTS" built on Task based learning and High Order Thinking skills, to develop the Speaking skill on students of 4<sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.

This study comprises five sequential chapters:

Chapter I, presents the theoretical framework, which includes background information on previous relevant researches. Then the Scientific foundation and theoretical rationale regarding the independent and dependent variables.

Chapter II, describes the Methodology in the following aspects: research design type as quasi-experimental. This research is a quantitative research, it has a descriptive level

and it has been developed as a field applied research within a transversal and experimental view. This study applied the scientific and inductive method with the support of three research techniques: test, observation and survey.

Chapter III, presents the proposal, with the topic “Tasks on HOTS”, its objective, theoretical basis and content which comprises 3 areas: Academic, Vocational and Recreational; they are distributed in 5 units. This chapter ends up with the time table of the proposal.

Chapter IV displays the results organized in statistic tables and graphs to proceed to the analysis and corresponding interpretation. This chapter ends up with the hypothesis testing.

Chapter V presents conclusions recommendations derived from the objectives and results gathered from the application of this research work.

It is a high satisfaction to present this study because it integrates a very significant personal and professional achievement.



# CHAPTER I

## 1. THEORETICAL FRAMEWORK

### 1.1. BACKGROUND

Task Based Learning and High Order Thinking skills are variables feasible to find in some Research works but in an independent way. That means that there are studies which develop only a TBL intervention or others which develop research works taking only the dimension of HOTS. There are not research works which combine these two approaches in an integral way. Hence, the present research work is an innovative pedagogical treatment because it takes these variables TBL and HOTS to work in interaction for the development of the speaking skill, this modality has not been found in other research works. Below, four research works related to this investigation are presented.

#### Research work 1

Theme: Efficacy of Task-Based Learning in a Chinese EFL Classroom: A Case Study. The Authors were Hersong Tang, Jer-Shiou Chiou and Oliver Jarsaillon. The Publisher was the Canadian Center of Science and Education. This study investigated how task-based learning (TBL) developed the verbal competence of Chinese learners of English as a foreign language (EFL) by employing qualitative and quantitative analyses at a Taiwanese university. The findings revealed that TBL was effective in fluency, lexical and syntactic complexity, and ineffective in accuracy. (Tang, Chiou, & Oliver, 2015).

The above study prevents the present research work to the point that TBL is not focused on accuracy and if accuracy is taken into account, this qualitative aspect of Speaking, needs to be treated with an appropriate feedback as TBL suggests at the end of the development of the pedagogical tasks according to the learner's needs.

#### Research work 2

Theme : A Case Study of Exploring Viability of Task-based Instruction on College English Teaching in Big-sized Class. *The authors were Xiangyang Zhang, Shu-Chiu Hung.* This is a quasi experimental study, the main findings from the case study are

reported: a). the experimental group presents significantly better learning attainments; b) the experimental group seems to have significantly better oral English performance than the control group; c) the experimental group tends to have presented more active and motivated learning than the control group. (Zhang & Hung, 2013).

The above study suggests that TBL is appropriate to develop spoken language (dependent variable), as well as keep an appropriate motivation by giving learners opportunities to develop self-confidence through the achievement of meaningful tasks. Thus, the didactic guide of the present research work needs to have motivating and significant activities to optimize the principles of TBL based on the achievement of meaningful learning outcomes based on real life situations.

### Research work 3

Theme: Critical Thinking and Speaking Proficiency: A Mixed-method Study. The Authors were Reza Vahdani Sanavi, Samaneh Tarighat. The Abstract describes the study as an intention to investigate the impact of teaching critical thinking skills on the speaking proficiency of Iranian EFL learners in Tehran. The results indicated that teaching critical thinking explicitly has a significantly positive impact on the speaking proficiency of female Iranian adult intermediate EFL learners. (Vahdani Reza, 2014) . The above study validates one of the hypothesis of the present research work which intends to demonstrate that the purposeful use of high order thinking skills fosters the quality of the spoken language. In the present research work HOTS work together with the principles of TBL to encourage learners to develop their thinking skills of applying, analyzing, evaluating and synthesizing by means of significant tasks that demand not only communication but a critical thinking communication.

### Research work 4

Theme: The Impact of Teaching Critical Thinking Skills on Reading Comprehension of Iranian EFL Learners. *The authors were* Mansoor Fahim, Maryam Sa'ee pour. This study intended to investigate the impact of teaching critical thinking skills on reading comprehension ability, as well as the effect of applying debate on critical thinking of EFL learners.

The results indicate that teaching critical thinking skills in EFL context can improve language learning. The study has implication for course designers, teachers and students. (Fahim & Maryam, 2011). This study corroborates that the explicit instruction on High order thinking skills, improves the ability on the target language. In the same way the above study and the present research work have an orientation to instructors and learners because they might be taken as guides for future research works as well as for daily teaching practices in order to improve the learning process of English as a foreign language.

## **1.2. SCIENTIFIC FOUNDATION**

### **1.2.1. Philosophical Foundation**

The philosophical foundation agreeing to the present research work is the pragmatism of John Dewey and the active school. "*Education is life itself*" Dewey (1859-1952). He believed that learning was active and schooling unnecessarily long and restrictive. His idea was that children came to school to do things and live in a community that gave them real, guided experiences which fostered their capacity to contribute to society. For example, Dewey believed that students should be involved in real-life tasks and challenges. He was the father of "experiential education" (Neill, 2005). This research work agrees based on Dewey's philosophy because the synergy of Task based learning TBL and High Order Thinking Skills HOTS propose that learning should be built around real life tasks, this requires that learners are actively involved in the process. On the other hand, by means of HOTS learners are encouraged to go beyond a simple repetition of ideas to a more meaningful procedure, thus, they are guided to interact by demonstrating their communicative competence. Some of the tasks applied in this study have been comparing their ideas, justifying their thoughts and of course creating new ways. By means of this, they are engaged in real-life tasks as evaluating a movie, researching medical articles, watching or producing micro-videos, attending to a medical checking up or giving a simple prescription.

On the other hand and going closer with the philosophy relevant to language learning there is still no agreement on how people learn languages, but there is a growing agreement on how people do not learn. Lightbown and Spada cited by Willis and Willis, contrast what they call the "get it right from the beginning" approach and the "get it right in the end" approach. The first one claims that grammatical forms are

accumulated in a lineal way, ensuring mastery of one before moving on to the next. Most grammar translation and audio-lingual programs are constructed on this approach. “The get it right in the end” approach claims that learners need most of all exposure to language and opportunities to use language meaningfully. The emphasis here is on meaning. They are not saying to avoid grammar at all, the challenge is to find the right balance between meaning-based and form-focused activities. (Willis & Willis, *Doing Task-based Teaching*, 2015, pp. 30-31) This research work takes the principles of TBL which claims that engaging learners into communicative and meaningful activities is better for the learning language learning, thus, focus on grammar is not a prominent point for activating the acquisition of the target language because grammar plays a subsidiary function in the big deal that means being able to communicate in a foreign language.

### **1.2.2 Epistemological Foundation**

Most learning theories present two dimensions, the Process-oriented theories (learning) and Condition oriented theories (acquisition). The first one built on learning processes, such as habit formation, induction, inferencing, and generalization. The second one, Condition oriented theories which give importance to physical situation in which language learning takes place (Richards & Rodgers, 2001, p. 22). Monitor Model of second language development is an example of a learning theory, this is claimed by Stephen D. Krashen on which the Natural Approach (a method) has built a second language development. Monitor Theory analyzes the two magnitudes the process and the learning procedure. At the magnitude of procedure, Krashen makes a difference between acquisition and learning procedures. Acquisition denotes to the natural unconscious integration of language structures by using language for communication. Learning focuses on the formal process of getting the language rules and is a conscious process. Asher also claims for the comprehensible input. James Asher’s Total Physical response derives basically a theory of learning and not from acquisition which is a theory of the nature of language. These dimensions are analyzed on this research work to lead the best teaching practices for the development of the guide Tasks on HOTS. Since, Task based learning requires both the comprehensible input but also conditions to produce the language (output) in real life situations which culminate in a specified final product or learning outcome that can be appreciated by an audience which is going to

provide a significant feed-back. Through all this process learners are going to use the HOTS (high order thinking skills) which demand from learners the use of thinking skills of solving, classifying information, giving relevant opinions, justifying their comments or finding new ways to solve different issues.

### **1.2.3. Psychological Foundation**

To understand the society, social constructivism highlights the understanding of culture and context. That is to say, knowledge is constructed from the understanding of the real life. This point of view represents to many up to date theories, most notably the development theories of Vigotsky, Bruner. The premises of Social Constructivism regarding Reality, Knowledge and Learning sustain that Reality is constructed through human activity; Knowledge is a human product, and is based taking into account social and cultural parameters. Human beings give sense to different situations by means of their relation among others, in the background they live in; The Learning process is developed in the society like a social process. (Beaumie, 2012)

Taking into account the above premises of psychologists like Vigotsky Social Constructivism, and from others like Piaget Cognitivism, Ausbel with previous knowledge, this research work TASKS ON HOTS has created a series of learning outcomes (products) that focus on creating real life tasks, participants have to interact in a social situation to achieve a specific goal and create by themselves the meaning to their conversations, roleplays and interaction. Besides the above principles reflect at the same time the principles of the Communicative approach. These principles are the Automaticity, Meaningful learning, The Anticipation of Reward, The Intrinsic Motivation Principle and the Strategic Investment.

Automaticity: Developed in an inductive process of experience to language input and opportunity to experiment with output, they appear to learn languages without “thinking” (Brown, 1994, pág. 16). This principle is developed by Communicative approach which focuses on purposeful, useful communication in real life contexts. In the classroom this is achieved by meaningful tasks (TBL) carried out in a social interaction.

Meaningful Learning: It includes new information into the existing one and memory systems, and the resulting associative links generate stronger retentions and avoids

mechanical learning. In TBL tasks need to be meaningful for students, that is why the study Tasks on HOTS have developed tasks based on the needs analysis, taking the advantage that the learners are medical students, most of the tasks are relevant to their major.

Tasks on HOTS study has also considered the following principles related with learner's motivation.

**The Anticipation of Reward:** The implications under this principle are around providing an optimal degree of immediate verbal praise and encouragement to students as a form of short significant recognition for their work and effort.

**The Intrinsic Motivation:** Teachers should consider what intrinsically motivates their students, so that the classroom activities and tasks can aim those intrinsic drives.

**Strategic Investment:** The principle of investment is very valuable in terms of time, effort, and attention dedicated for learners to the target language.

The above principles are totally used in Tasks on HOTS for example when after the observation of student's development of the tasks, the teacher provides immediate feedback to inform about the learner's progress (anticipation reward). Teacher makes explicit the benefit of the task to improve both: language and the higher thinking level (intrinsic motivation). Tasks on HOTS study is in fact a challenge for both learners and teacher, it requires the outlay of time, energy and commitment to achieve every single task (Strategic investment). As teachers it is important to monitor the teaching process, knowing why and how to choose the activities, tasks to get the learning outcomes from students not only in an efficient way but promoting an enjoyable environment with a learner centered focus and that is what the research work Tasks on HOTS intends to achieve.

#### **1.2.4. Pedagogical Foundation**

The author Stephen Krashen presented a Theory called Second Language Acquisition "Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." (Schutz, 2014) Krashen's theory of second language acquisition includes five main hypotheses:

- Acquisition-Learning hypothesis, teachers must focus on using natural, authentic, and meaningful activities in the real world. There are 2 implications: Acquisition and Learning. Acquisition is an unconscious and informal process through real meaningful activities, focus on communication not form. Learning process, conscious learning via a formal process of teaching explicitly grammar /structure.
- Monitor hypothesis, learners use their metacognitive skills to interact with a self-correctness system to improve their language performance.
- Input hypothesis, language is acquired through comprehensible input. We acquire language when we understand messages. Thus, the  $i+1 = LA$  where  $i =$  the stage of acquisition.
- Natural Order hypothesis, it consists on two sub-hypothesis The Natural sequence of grammar and the Natural progression in the process of language acquisition.
- Affective Filter hypothesis. Motivation, self-confidence and anxiety influence success or failure in Second LA. Affective filter forms a mental block, It prevents comprehensible input from being used for acquisition. (Schutz, Stephen Krashen's theory of second language acquisition, 2014).

This research work has taken the above theories, to support the development of the different sequence of tasks. Thus, the Acquisition-Learning hypothesis, when TBL is focused on communication not on form by the interaction of meaningful real-life activities. The Natural Order hypothesis because to achieve a learning outcome, learners use the language according to their necessity of communication. In addition, Tasks on HOTS respects the natural language progress of the learners by letting them go to their own pace. The Monitor hypothesis, one of the components of high thinking is metacognition by means of which learners can do a self-assessment of their language performance. The Input hypothesis, comprehensible input is necessary to achieve a learning outcome of each sequence of tasks, learners need to understand the input provided in the instructions, goal or content of each task. Finally, the Affective Filter hypothesis is widely considered to encourage the highest potential of learners, within an environment of cooperation, and mutual support by setting relevant aims according to learner's needs in real-life like situations.

Another important theory is the Engagement theory sustained by Elyzabeth Brackley “The greater the student’s involvement or engagement in academic work or in the academic experience, the greater his or her level of knowledge acquisition and general cognitive development”. (Barckley, 2010, p. 4). This quotation supports the learner centered theory focused on active learning to motivate learners. Bonwell and Edison cited by Barckley, i.e. learners have to do what they are thinking about and they have to think about the things they are doing. That is why teachers need to be aware of learners’ needs, interests, and tastes to match this with the tasks proposed in the learning process. The teaching approaches like problem-based learning, research based learning, task based learning are pedagogies of engagement since they demand an active participation of learners in their learning process. When learners are involved in the tasks, it means they are motivated and enthusiastic. Barckley claims that it is a final product and not merely a component since learners will lose motivation if they are not engaged in the learning tasks.

Both theories, Theory of Second Language Acquisition and the Theory of engagement are reflected on Tasks on HOTS guide since it requires the input and output processes to immerse learners into acquisition of the target language. Specifically when learners are focused on spoken language with the support of HOTS, it gives them tools to establish critical thinking interactions in real life tasks. Every task developed intends that learners engage in the process to guide them towards high thinking.

#### **1.2.5. Legal Foundation**

The Article 124 of LOES (Ley Orgánica de Educación Superior) states, " Training in values and Rights.- It is the responsibility of the institutions of Higher Education to provide graduate from any of the majors or programs , the actual knowledge of their rights and duties of citizens and socio-economic , cultural and ecological situation in the country, mastering a foreign language and the effective management of informatics tools tools. (Uazuay.edu.ec, 2010) "

In the same way the Policies and Guidelines of Plan Nacional del Buen Vivir 4.8.i, established "to promote the learning of a foreign language within the parameters of international accreditation, from early education to the next level". (Senplades, 2013) .



In the same way, this research work is based on the parameters of the Common European Framework which sets the contents and do statements for international accreditation. The three above mentioned documents provide the legal support to make of the foreign language teaching an official aim for the personal and professional development of students at UNACH.

#### **1.2.6. Axiological Foundation**

UNESCO: The four pillars of learning help to redesign education:

Learning to know is the thinking ability to comprehend, identify what are our weaknesses and strengths regarding the ability to learn to monitor our learning process.

Learning to do: to be able to interact in a society concerning economically, cultural and social issues.

Learning to be: being able to understand, tolerate and be a part of a society by using social skills.

Learning to live together: being able to live in peace by accepting each other's differences as strengths and not as threats. Respecting each other's rights, appreciating the values of other people in an environment of permanent communication and peace is important to live in harmony and tranquility. (UNESCO, 2016)

Teaching is an axiological vocation since the instructor needs to contribute not only to the academic background of the learners and enhance their knowledge, but overall to the ethical formation of them. Not only teaching but also being an example of values on every curricular and extracurricular activity inside or outside the classroom.

The axiological foundation of the project TASKS ON HOTS uses the above pillars specially the dimension of learning to be and the dimension of learning to live together because the variable of Task based learning emphasizes the values of work, achievement, cooperation, and support in every sequence of tasks (learning to be). The variable of HOTS demands effort, honesty and respect to each other (learning to live together). The independent variable of Speaking requires the capacity to know how, and when to speak, saying the true and showing respect and tolerance in every

message (learning to live together). All these values are applied along the different proposed tasks of the didactic guide.

### **1.3. THEORETICAL FOUNDATION**

This research work intends to use the independent variable Elaboration and Application of the Didactic Guide founded on Task Based Learning (TBL) and High Order Thinking skills (HOTS) to enhance the speaking skill. It is appropriate then, to describe the theoretical basis of the components of the two variables.

Since TBL is the strongest version of Communicative Language Teaching, it is appropriate to review the main parameters of this approach.

#### **1.3.1. Communicative Language Teaching**

##### **Introduction**

Communicative Language Teaching (CLT) starts in the 1960s, as reaction to go beyond the Situational Language Teaching (SLT) one of the major approaches developed in Great British to teach English. This consisted on practicing basic structures in meaningful situation-based activities.

Noam Chomsky, a prominent American linguist and others saw the need to focus on communicative proficiency rather than on mere mastery of structures.

CLT is focused on learner's needs, it proposes a functional or communicative definition of language that could serve as a basis for developing communicative language teaching. Wilkins describes the core of language through traditional concepts of grammar and vocabulary, Wilkins described two types of meanings: notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (requests, denials, offers, complaints. (Richards & Rodgers, 2008, p. 154) That is why the Communicative Approach or simply Communicative Language Teaching (CLT) is also known by the terms notional-functional approach and functional approach because it develops the notional (theoretical) aspect of the language and also the functional or practical aspect of the language in a social context where users need to perform specific functions of the language.

Students may know grammar structures, but be not capable to communicate, in short being able to communicate requires communicative competence, that is knowing when and know how to say something to a specific person in a specific situation. These aspects motivated to change at the end of 1970 and at the beginning of 1980s, that is to say from an approach whose main core was a linguistic structural view towards a Communicative view (Widdowson 1990; Savignon 1990) cited by (Larsen & Anderson, 2011, p. 115). This is the prominent aspect of CLT a change from talking about the language towards using the language to communicate.

The main two goals of CLT is communicative competence and teaching of the four language skills that is the relation between language and communication. (Richards & Rodgers, 2008, p. 155). Communicative Language Teaching is concerned of combining grammar and functions i.e. the functional and structural features of language. Hence, it is necessary for teachers to look for sequential tasks that involve learners in using the language to solve problems, participate in games, role-plays or dialogues.

An important characteristic of CLT is that more than one speaker is involved in communication, having a purpose and expecting from the other participants a reaction, so that the communication can be sustained in a more natural and fluent way.

Some of the characteristics of the CLT specified by Finocchiaro and Brumfit (1983) express the following aspects:

- To get to know the meaning of the messages is a primary focus
- Using dialogues is a prior technique in communication
- Communicating in a context, i.e. being aware to whom I am talking to, the place, the situation and the purpose of the communication.
- The main focus is learning to communicate in a meaningful way
- CLT motivates learners to communicate since the first stages
- Native language can be used when it is necessary
- Interaction is promoted in pair and group work
- Fluency is paramount, accuracy is analyzed in context
- Translation is admitted according to necessity
- Learners can start reading and writing since the very beginning
- Learning from errors is a suitable learning technique.

- Sequencing is determined by any consideration of content, function, or meaning that maintains interest . (Richards & Rodgers, 2008, pp. 156-157)

CLT makes emphasis on sociocultural settings, i.e. it includes participants their actions, roles, opinions and believes, that means CLT has a learner-centered dimension.

The ideal curriculum of CLT consists of well-selected experiences (cited in Applebee 1974: 119). CLT works with tasks and procedures focused on learners ‘interests, styles, needs, and goals cited by (Richards & Rodgers, 2008, p. 158). For CLT a learner’s need analysis is crucial in order to match their needs and interests to class activities. This may help to increase learner’s motivation in get actively involved in using the language.

### **Theory of language**

The Communicative Approach in language teaching claims that language is for meaningful communication. The goal is “communicative competence” that is Knowing when and how to say what to whom Hymes 1971 cited by (Larsen & Anderson, 2011, p. 115). In short, the goal of CLT is to enable language users to interact within a social context in a focused and appropriate way.

Canale and Swain (1980), cited by (Richards & Rodgers, 2008, p. 160) make an analysis of communicative competence, this is presented in the following table.

**Table N° 1.1**

### **Components of Communicative competence**

Components	Characteristics
Grammatical competence	It is also called linguistic Competence It includes grammar and vocabulary Getting to know how to use language forms
Sociolinguistic competence	It analyses the social context that is identifying roles relationships, role plays, etc.
Discourse competence	It analyses communication in context

Strategic competence:	Refers to social interactions to start, keep, end, repair, and conduct an interactive communication
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Elaborated by Narcisa Fuertes

The language theory of Communicative Language Teaching has a varied extensive or an eclectic, theoretical base, on this way it is not feasible to establish a single or specific theoretical base. However, the most prominent features of this communicative perspective of language trail:

1. Language needs to express meaning.
2. Interaction and communication constitute the purpose of language.
3. Grammar and structure are important components of language. Though, function and communicative meaning gives a more holistic view of language (Richards & Rodgers, 2008, p. 161)

It was interesting on this proposal to stablish a synergy or combination of an approach whose focus is interaction and communication and an approach focused on a deep reflection and deep intellectual demand from the participants HOTS. Hence, it was a challenge because participants not only had to think, analyze, evaluate and or synthetize but also communicate those reflections in an interactive way.

### **Theory of learning**

To determine how learners learn and what helps learners to communicate.

Principles of CLT:

- The goal of language is Communication
- Learning is encouraged when it is involved in real life communication.
- The task principle includes language tasks that develop meaningful activities to stimulate learning. This principle is the origin for the Task based learning approach.
- The meaningfulness principle: the learning process is enhanced when learners use significant language. That is why TASKS on HOTS didactic guide, captured learners' interest because the tasks were selected to engage the learner in meaningful

and authentic language use in the health area which was relevant for medical students.

Krashen, has developed theories which are well-suited with the principles of CLT. Krashen presaged two kinds of processes in Language teaching: Acquisition and Learning processes.

**Table N° 1.2**

**Learning and Acquisition process**

<b>Learning process</b>	<b>Characteristic</b>
Acquisition	Language is not consciously developed. It results from using the language for real communication as the basic process involved in developing language proficiency What students have learned monitors the language they produce.
Learning	Is the the cognizant grammatical knowledge that has been taught to learners.

Elaborated by Narcisa Fuertes

Some authors suggests to use task sequences as the basis for of a methodological procedure or criteria for syllabus designing. This statement reinforces the project presented since the syllabus of Tasks on HOTS didactic gude is developed around the development of communicative tasks, having a procedural perspective concerned with how to interact with the language to accomplish a task or solve a specific situation where learners use the language in real communication. In addition, learners may use the grammatical knowledge to provide feedback on their own performance.

**There are different kinds of learning activities**

The is a great variety of activities well-suited with a communicative focus. Classroom activities are often designed to focus on completing tasks that are involved in negotiation of information and information sharing. (Richards & Rodgers, 2008, p. 165). These kind of activities guide learners to achieve learning outcomes, help learners

to be involved in communication; these kinds of activities can be transactional tasks, exchanging information, social tasks, etc. Thus, learners have to interact permanently with their partners to achieve an effective communication.

Showing info graphics, picture matching, requiring learners to share information to complete plans and diagrams. Listening for the gist or for specific information and then sharing their content to their partners, personalizing information.

Communicative activities have three characteristics: information gap, gap choice and feedback. (Larsen & Anderson, 2011, p. 123). These three characteristics need to be explained, information gap requires that something needs to be investigated, and one speaker needs to know something from speaker two, so real communication is required. Gap choice refers to the freedom speakers have to make a decision and finally feedback means that the communication needs to have a reaction, messages need to show evidence of being received to keep the conversation alive.

**Table N°. 1.3**

**Activities in CLT**

<b>Characteristics</b>	<b>Description</b>
<b>Information gap</b>	A speaker knows something the other speaker does not. Speaker 1 needs to know the information (real communication) Real interaction.
<b>Gap choice</b>	The speaker makes decisions on what and how to express their ideas. Risk taking when Learners are encouraged to make guesses and learn from their errors. They need to incorporate communication strategies to make more natural and fluent exchanges.
<b>Feedback</b>	Communication has a purpose. The listener needs to assess what s/he listens and reacts or responds properly. The use of conversation strategies are necessary to interact naturally.

Elaborated by Narcisa Fuertes

Littlewood, specifies two kinds of CLT activities: “functional communication activities” (FCA) and “social interaction activities” (SIA)

**Table N°.1.4**

**Activities in Communicative Language Teaching**

<b>Category</b>	<b>Activities</b>
Functional Communication Activities	Describing situations, pictures; making comparisons; identifying sequence of events; following a GPS; giving instructions; solving problems. Tasks on HOTS present a plus where learners have to go beyond by using High order thinking skills to achieve a specific learning outcome.
Social Interaction Activities	Having a conversation, keeping a discussion, dialogues, role plays, simulations, skits, improvisations, debates, chats, forums, Interviews. etc.

Elaborated by Narcisa Fuertes

In the following chart, it is analyzed the role of the Teacher and students.

**Table N°.1.5.**

**Role of the Teacher and Students**

Role of the teacher	Facilitator establishes communicative activities in the classroom. Advisor, monitor (paraphrase, confirmation, feedback to encourage learners' utterances) Co-communicator with students. Taking notes of errors to analyze them in a more accuracy based activity.
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Role of the learner	Communicators, Exchange meaning in a sympathetic way, so they can be understood Managers of their learning process Analysts of their own necessities, counselor, and group managers.
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Elaborated by Narcisa Fuertes

**Table N° 1.6**

**Instructional material in CLT**

<b>MATERIAL</b>	<b>DESCRIPTION</b>
Text based material	Texts for pair work to enact role plays, dialogues, drills, audio resources, pictures, sentence starters, situations to be carried out, conversation, comprehension questions
Task-Based Materials	A range of interactive activities like games, dynamics, role plays, simulations, flashcards, action cards, etc.
Authentic material	Realia “from-life” materials in the classroom signs, magazines, advertisements, brochures, business cards, maps, pictures, symbols, graphs, and charts

Elaborated by Narcisa Fuertes

It is not so important the kind of material used; the key point is that the materials can be used with an authentic communicative purpose. The teacher needs to adapt the task to the appropriate level of students.

**TECHNIQUES IN CLT**

Communicative Language Teaching offers a great amount of techniques to be used in the class, however, they are not exclusive of this approach.

1. Teacher presents a short but relevant warm up, snapshot, or any kind of associated input followed by dialog related to the learners' experiences. The facilitator uses elicitation techniques to diagnose the learner's gist comprehension of the input provided.
2. Oral practice of each fragment of the associated input (dialogue, advertisement, short survey, blog, piece of any kind of authentic material), it can be individual, pair or group work or the entire class practice. Teacher can use different oral practice techniques like: immediate practice (students practice after listening segments of the audio), look up and say technique (imitating a tv announcer) or a simultaneous practice or shadow practice (students repeat at the same time of the audio)
3. Checking learner's comprehension by asking questions (wh, Yes/no questions). At this level Tasks on HOTS proposal stimulate High order thinking skills by guiding learners to analyze, evaluate and express their opinions on the different aspects of the situation or activity presented.
4. Personalize the information by associating the situation to the students' personal experiences. This activity is double beneficial not only for pedagogical purposes on the language but for getting to know the learners' personality which will help to improve the emotional environment in the class.
5. Analysis of the basic communicative expressions in the dialog and/or one of the structures to achieve the function. Explaining that one function can be expressed by means of different forms of language and at the same time, a form can be used to express different functions. FUNCTION vs. FORM. The use of teaching aids like authentic material or realia, can always be helpful to facilitate comprehension and communication.
6. Applying the inductive method by means of which learners discover or figure out the rules underlying the functional expression or structure.
7. Oral production activities - proceeding from guided to freer communication activities. (Richards & Rodgers, 2008, p. 171). This is a sequential process where learners acquire more confidence in their ability to use the language.

8. Assessment of the learning, having mind that CLT has a process view rather than an isolated focus on the product. This way learners become more analytical and monitors his her own learning process.

Taking into account the above CLT procedure, Tasks on HOTS guide presents the following process: 1. Warm up: Game followed by the activation of thinking skill and KWIC (Key word in context). 2. Input: Critical thinking reading, or a video. 3. Checking learner's comprehension: by means of the thinking generator chart which is a set of comprehension or critical thinking questions. 4. Personalize de information: included at the end of the thinking generator chart, depending on the sequence task it also is found in the task activities or post task activities. 5. Analysis of the basic communicative expressions was not explicit for all the class because Task on HOTS developed mostly a task based learning approach which suggests this kind of analysis directed for specific students who show the necessity of the grammar explanation. 6. Applying the inductive method, this is specially found on pedagogical tasks but not to analyze language rules but to achieve the learning outcome in a specific task. 8. Assessment of the learning, at the end of each sequence tasks, learners developed an assessment chart which helps to monitor his/her progress.

The above procedure can be found compatible with those presented in Structural-Situational and Audiolingual principles, remember that the procedure, the techniques and even the principles of CLT are not exclusive for this approach but they are overlapped in other approaches as well.

**In summary, CLT presents the following characteristics.**

The goal of CLT is to make students communicate meaningfully.

Learners learn when they use the language to communicate.

Appropriate time: Every component of the language has its appropriate time to be developed, that is Communicative based and Accuracy based activities each one on its proper time.

Communication involves the integration of different language skills into classroom activities that aim authentic and meaningful communication.

Learning from errors: Learning is an intra-teractive ( intra and inter) process, that means the learner increases his her knowledge not only from his her internal analysis, but also meanwhile s/he interacts with external factors that's why this process involves trial and error.

### **1.3.2. Task-based language teaching (TBLT)**

#### **Introduction**

According to the Common European framework of reference for languages of the Council of Europe, “TBLT has an action-oriented approach since it views learners of a language primarily as ‘social agents’, i.e. members of society who have tasks to accomplish in a given set of circumstances, in a specific environment and within a particular field of action”. (Council of Europe, 2016, p. 9). Hence, “tasks” are considered an essential part of real life journey, tasks are present in every phase of people lives, not only language tasks but real life tasks either in the personal, social, academic or vocational areas at any stage of live. Thus, teachers need to be aware of learner’s background to design a syllabus that matches learners’ real life activities as someone who belongs to a dynamic society.

Another important characteristic taken about ‘tasks’ from the CEFR it is that learners use their specific abilities to attain a given goal. For the authors Dave and Jane Willis, this “given goal” would be the “learning outcome” which is an important component of tasks in the Task based learning approach.

In TBLT the focus around which planning and syllabus design is developed is tasks, not linguistic aspects of grammar, vocabulary either functions. Tasks are meaningful, and in doing them students need to communicate. (Larsen & Anderson, 2011, p. 149). Authors like Willis consider TBLT as an application of Communicative Language Teaching because it implements several principles of this approach, for example:

The main focus to get language learning is to engage learners in communicative activities Learning is stimulated when students use language to develop significant tasks. Language that is meaningful to the learner supports the learning. (Richards & Rodgers, 2008, p. 223)

Involving students in real life tasks offers a more potential learning background than giving them mere linguistic form-focused activities, therefore, it promotes learning.

Many linguists emphasize the “comprehensible input” in Language learning, however when learners work with tasks they have to exchange meaning, negotiate situations to achieve a goal, this is natural and meaningful communication. Therefore, TBL takes the

Natural Approach principles but goes further, involving learners into communication not only on receiving comprehensible input but using it to communicate by developing sequence of meaningful tasks.

Freez 19998 summarizes the main principles task-based instruction:

The emphasis is on process and not merely in a product. Even though that a key component of TBL is the achievement of a learning outcome, the process to get the learning outcome is more significant. Comprehension and meaning are essential because learners get the language when they participate in interactive communication.

### **Definition of task.**

Different researchers and practitioners have given different definitions. Nunan, states this definition: “the communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (Richards & Rodgers, 2008). Thereupon, before carrying out a task, learners need to comprehend its dimensions, they need to make decisions, use the language with a specific purpose to attain a goal.

J. Willis presents this definition: “Tasks are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (Willis & Willis, 2007, p. 12) Again, this author makes emphasis that communication is purposeful because it pursuits an outcome and to get this outcome learners need to use the language in a significant way for them.

The CEFR for languages defines a “task as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved”. (Council of Europe, 2016, p. 15). This definition can denote different actions to accomplish a product; to do this learners have to use their thinking skills to analyze, evaluate and create such product. Tasks on HOTS present activities that match the above premises: applying for a scholarship, taking notes from a video, playing a guessing card game, interviewing some friends, writing a quote or motto, evaluating an info graphic, etc.

The above definitions have a wide-ranging definition of task which includes practical components of a task such as:

Primary focus on meaning rather than form,

Use the language for a communicative purpose to achieve a learning outcome

Interaction with the language within a real life context.

Since the primary focus of TBL is meaning, so, learners need to understand the task, the procedure and the language to be used to perform the task. In the same way since the syllabus is based in the needs analysis in a real life context; this research work takes the needs of medical students to operationalize them into tasks. These tasks can be, Applying a medical survey, finding a solution to a health problem, reading a medical infographic, giving suggestions or recommendation to treat a disease, participating in a discussion on health issues, writing a personal medical statement, or reading a set of tips, etc.

That is why this proposal suggests the use of KWIC (key word in context) dictionary as a starting point in the form of a pre task in all the task sequence of the proposal. This needs to be done in order to help learners to understand the meaning of key words in the context they are used. Achievement of an outcome registers the success of a determined task which needs to reflect real-life language use. Thus, they reveal communicative language teaching.

All the above components of a task have guided the construction of the constituents of the tasks on HOTS didactic guide which are the following:

**Table N°1.7**

**Components of Tasks on HOTS**

<b>Sequence of tasks</b>	<b>Components of tasks on HOTS book</b>	<b>Key aspect of TBI</b>
	<b>Learning outcome</b>	<b>Knowing exactly the learning outcome</b>
Pre task	Game Activating your thinking ability KWIC (key word in context )	Diagnosis assessment Previous learner's experience.  Comprehending, emphasis on comprehension rather than form
Task	Critical Thinking reading	Involving learners into the task
	Thinking generator chart	Manipulating, working with the language
Post task	Using HOTS Applying, evaluating, creating	Creating or interacting in a role or situation
	Learning outcome	Accomplishing a specific learning outcome such as: video clip, poster presentation, building a questionnaire.

Elaborated by Narcisa Fuertes

As it can be observed on Tasks on HOTS Didactic Guide, each task is sequenced into specific activities required to achieve the learning outcome.

**THEORY OF LANGUAGE**

TBLT is developed around a theory of learning instead of a theory of language, so that it is compatible with the use of HOTS because a learner can develop effective ways of learning by means of the application of these cognitive skills. However, there are more than a few principles related to the nature of language that support TBLT. These are:

**Making meaning**

Meaning is vital in TBLT, Skehan and Rogers agree saying that in task-based instruction (TBI), meaning is essential, besides this, having an outcome is necessary to



evaluate a task and that TBI does not focus on language form. Thereupon, in language teaching it is a priority to provide specific time for analyzing the meaning of the material to work with. A practical tool for helping learners increase their level of understanding is the use of KWIC (key words in context), this is to analyze new words, expressions but within a specific context or background, something like pre teaching or better a process of pre interaction with the new vocabulary by getting the learner's previous knowledge.

### **Lexical items take an important role in language learning**

Traditionally, vocabulary has not had an important role on language learning, nowadays, however, it is taken a more vital role in language learning. Vocabulary does not refer to the analysis of isolated words, but to phrases, sentence stems, collocations, key words in context KWIC and not only words as significant items of linguistic lexical analysis.

### **“Conversation” is a key aspect of language acquisition**

Conversation, speaking or oral communication is a must in TBI; hence, the majority of tasks that are proposed within TBLT involve conversation. (Richards & Rodgers, 2008, p. 228). Taking into account that communication is the main purpose of language learning, it is necessary to use “conversation” as an important learning outcome since it has important components of communication like interaction or conversation strategies, fluency, oral comprehension, etc.

## **THEORY OF LEARNING**

Since TBL is considered by some authors like the strongest version of the Communicative approach, where language is acquired through use. In other words, students acquire language they need when they need it in order to accomplish the task that has been set before them (Larsen & Anderson, 2011, p. 150).

Krashen claims that the key component for language acquisition is to facilitate comprehensible input. Then, attention on lexical items play an important role on language learning. Other authors claim, however, that output and not only input is essential for language learning. However, none of them, input or output, working independently have demonstrated successful language learning. Then, it is necessary to

provide learners plenty of opportunities for both comprehensible input and productive output for full language development. This issue is compensated by using real life like conversation as a learning outcome in every lesson.

Tasks, it is said, provide full opportunities for both input and output requirements, which are believed to be key processes in language learning. (Richards & Rodgers, 2008, p. 228) TBL presents the opportunity by task sequence for learners of being immersed into input activities generally found in pre tasks or tasks and output which can be developed in tasks and post tasks. Another benefit of Tasks are the possibility to enhance processes of negotiation, adaptation, rephrasing, experimentation that develop the use of high order thinking skills like application, analysis, evaluating and creating which help develop the production skill. Finally, Task-Based Language Teaching stimulates input-output practice, these aspects are present in daily real life or authentic communication.

Task activity and achievement are motivational and therefore, promote learning, because tasks guide learners to use language in real-life like situations. Tasks are varied in format and operation, they might comprise physical activity, involve partnership and collaboration. Learners have to use their past language and use and encourage a variety of communication styles. (Richards & Rodgers, 2008, p. 229) Therefore, tasks involve real life communication because they have a logical cause-effect sequence, because it is a simulation of the real life. On the other hand, TBL takes into account components and principles of a variety of methods like multiple intelligences, cooperative learning, prior knowledge, situational method, etc.

### **Tasks difficulty can be adapted for specific instructional purposes**

Skehan suggests that tasks can be designed through a certain level of difficulty to develop both fluency and knowledge of language, i.e. that teachers can guide learners to use particular features of language according to language learning purposes.

Activities and tasks of a TBI syllabus are sequenced according to a certain degree of difficulty. This is what connects TBL to HOTS High research work because this taxonomy guides the process of task sequence by going from LOTS Low Order Thinking Skills like: Getting to know, identify, memorize, understand, towards HOTS

apply, analyze, evaluate, give opinions, synthesize, create; everything in a context of real life tasks or pedagogical tasks.

In the same way, difficulty of a task depends on a variety of issues including the previous experience of the learner, the complexity of the task (HOTS), the language needed to accomplish a task, and the degree of support available not only from teachers but also from other learners.

Therefore, the level of difficulty on tasks needs to be balanced to help learners develop both fluency and accuracy which are important components of the speaking ability, actually the teacher should focus mainly on 1 or 2 components of speaking, however the other components need to be present but not in a preliminary level, those components can be: communication, interaction, accuracy, vocabulary, grammar, pronunciation, fluency.

### **Objectives**

When working with TBLT , it is necessary to take into account learners' needs and background where they live in because syllabus needs to be designed based on these aspects. That is why TBLT requires for teachers to conduct a survey on learner's needs analysis or at least a conversation with students about their needs. On the other hand working in a situation of English for specific purposes like medical English, or having learners who study the same major, which is a big advantage. The broad goal settled by most English programs is help students be able to communicate with fluency and accuracy in situation related to their daily life activities. However this main goal needs to identify specific situations related to anticipated vocational, recreational or academic areas.

### **Types of learning and teaching activities**

Richards and Rodgers claim that activities and tasks can be either:

Real world tasks, those that learners need to accomplish in real life; they are designed according to the needs analysis.

Pedagogical tasks, which have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks. (Richards & Rodgers, 2008, p. 231) . These

tasks have been adapted to a pedagogical purpose specially designed to a specific group of learners.

According to CEFR tasks can have a wide range of tasks: creative (drawing, storytelling), skills based (repairing or matching something); problem solving ( puzzle, jigsaw, crossword); repetitive transactions, role playing, participating in a discussion, oral presentation, following a plan, communicating by e-mail, chatting, texting. Tasks can vary on their degree of complexity, procedure, or learning outcome, so it is difficult to establish the boundaries of a task.

Considering both points of sight the CEFR and Richard, Rodgers authors the taxonomy of tasks can take different panoramas and sights, but they depend on factors like learner's needs, learning outcome, level of students, etc.

Having an outcome is a very practical way to keep both teachers and learners focused and involved because of the outcome they have to fulfill where the sense of achievement will keep learner's motivation.

Willis, one of the proponents of TBLT presents six task types as follows:

1. listing,
2. ordering and sorting,
3. Comparing,
4. problem solving,
5. sharing personal experiences,
6. Creative tasks (Richards & Rodgers, 2008, p. 234)

The above six types of tasks are parallel to high Order Thinking skills, thus, list matches to knowing; ordering and sorting matches to comprehension; comparing with analyzing; problem solving with apply; sharing personal experiences with synthesizing and creative tasks with creating.

Pica, Kanagy, and Falodun (1993) cited by (Richards & Rodgers, 2008, p. 234) classify tasks according to the process when carrying out the interactive communication; these categories can be:

1. Information-gap tasks, where students have to find out information
2. Problem-solving tasks, learners have to figure out problems.
3. Decision-making tasks, learners have to manage situations to decide alternatives.
4. Opinion exchange tasks, learners judge a situation, justifying their choices.

Another classification of tasks take into account the way of interaction and they can be:

1. One-way or two-way, depending on the participants in a certain situation.
2. Convergent or divergent: (a common goal or several different goals)
3. Collaborative or competitive, around a specific learning outcome
4. simple or complex processing: (Richards & Rodgers, 2008, p. 235)

Whatever the task can be, whatever learning outcome or way of interaction the task can take, it is important that teachers and learner aim a clear goal of the talk (learning outcome), and the procedure to accomplish that goal. Tasks on HOTS research work has tried to keep the same format in every chapter, so that learners can get familiarized with this procedure.

### **Teacher role and learner role**

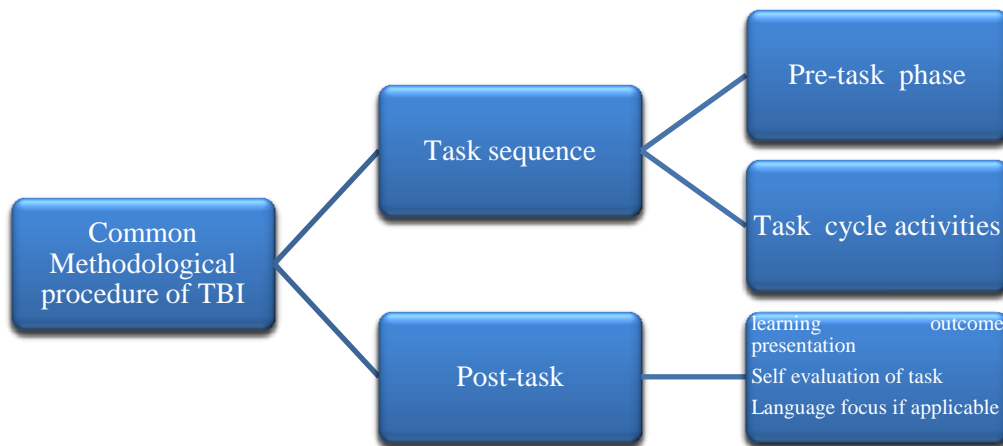
TBLT and Communicative Language Teaching have several principles that overlap for example: group work where many students participate, learners and teacher monitor the language in an implicit way since the focus is in communication not on grammar, Teacher and learners are information generators.

**Teacher roles :** Teacher is in charge of selecting, organizing the sequence of tasks, to match learner's needs, interests, and language skill level.

The common methodical procedure in TBL is summarized in the following chart.

Graph N° 1.1

Common Methodological procedure of TBI



Elaborated by: Narcisa Fuentes

### Procedure

In TBI, task activities are organized from needs analysis, teacher needs to recognize the learning outcome and then design the different tasks that students need to be able to carry out in English to accomplish the intended learning outcome. The procedure encloses three phases: pretask activities, task activities and post tasks.

**Pretask activities:** preliminary activity to introduce the topic, the situation, for example including brain- storming, ranking exercises, and problem-solving tasks. Learners need to develop certain issue, identify vocabulary and produce the language needed. This activity therefore prepares learners for role-play task by establishing schemata of different kinds.

For pre task activities learners can read a text, listen to an interview, watch a video regarding the topic. This serves both to model the kind of transaction the learner will have to perform in the role-play task and to provide examples of the kind of language that could be used to carry out such a transaction.

**Task activity:** Learners perform a role play, identify the meaning of the task components, to figure out a problem. It is appropriate learners have the opportunity to present their product to another group or the whole class.

**Post task activities:** Learners might give their self assessment on their performance and also give feed-back to the presentations of other partners. It is also recommendable to expose learners to outputs performed by native speakers so they can realize of the difference between the language used by themselves and those used by native speakers.

Authors like Willis and Richards recommend the following sequence of activities

**Pretask :** To introduce the topic and present the task to make students aware of the task objective

The task cycle: Students need to use the language they know, when reacting to the input they have received either as a pair work or small group work to give them confidence before presenting their task to the entire class.

**Planning for reporting:** to the whole class by drafting and rehearsing what they want to say or write. T. monitors by giving advice and phrases they can use. Teacher should help learners in aspects like clarity, organization, and accuracy.

**Reporting:** Students report or present to the whole class, the group learning outcome, in the case of Task on HOTS, learners presented learning outcomes like the results of a survey, a letter, a photo story, a short video, a skit, a roleplaying, etc.

### **Post task**

Richard and Rogers 2008, suggest a post –task listening, in addition they suggest an analysis and practice of the language focus. Larsen and Anderson 2011, suggest a post-task phase to reinforce student’s learning or to address any problems that may have arisen. Tasks on HOTS presents as post tasks first the presentation of the learning outcome followed by a self evaluation of the task sequence to analyze, compare, evaluate or synthesize their own work and the other student’s work.

**In summary the main characteristics of TBLT are the following:**

- The goal of TBLT is to stimulate language learning by involving learners in a range of tasks that have a clear outcome reproducing a real life context.
- It is a complete approach because it requires both, the input and output processing to accomplish a Task goal within the basis of language acquisition.

- By means of a specific learning outcome, activates communication and increases motivation. However at the same time it is very demanding.
- It promotes learner's confidence by engaging them with plenty of opportunities to use language with no restrictions on accuracy.
- TBLT encourages teacher and learners to imitate real life situations by creating meaningful and relevant contexts of the daily life.
- It emphasizes needs analysis for curriculum design, so it helps teachers to get to know better to the students, so it improves the learning environment in class.
- TBLT (Task based language Teaching) takes the LOTS (low order thinking skills) and HOTS (High order thinking skills) as sequential steps to develop a logical growing thinking process to accomplish a specific learning outcome, hence, the present research project has combined two very compatible variables TBL and HOTS.
- There is a contradiction in the assumption TBT as having a procedural view, because it gives excessive prominence to the achievement of an outcome. Teaching practitioners need to be balanced on this issue to avoid a product-oriented view rather than a process-oriented view.

### **1.3. 3. High Order Thinking skills (HOTS)**

#### **Introduction**

#### **Some definitions**

“Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas” (King & Goodson, 1998, pág. 2) Effective use of high thinking is given when learners give explanations, make decisions, perform a play or a situation because these promote language and intellectual skills used to foster language performance.

Another definition given by Alice Thomas and Glenda Thorne “Higher Order Thinking, or HOT for short, takes thinking to higher levels than just restating the facts. HOT requires that we do something with the facts.” (Thomas & Thorne, 2009) Learners have to explain in their own words the material they have been exposed to, make new



associations, create new categories, use them as alternative solutions, in this way learners will be able to formulate new or novel problems.

Authors like Chun and Austin emphasize that learners need to be involved in critical thinking, analytic reasoning, and problem solving. (Austin, 2016) That is to determine if what they observe is right or wrong, to be able to formulate a judgment or come up with a decision.

Tasks on HOTS research work defines Higher order thinking skills like the experience of thinking to higher levels than merely repeating information. Working with HOTS requires that learners examine the information, make interpretations, and connect previous experiences to new ones. Learners need to categorize those elements, compare them, analyze them, put them together in new or innovative ways, so that they can generate new solutions to new problems. In addition, learners need to reflect on their thinking process to determine their weaknesses and strengths and monitor (metacognition) that process for improvement purposes.

On this section, it is going to be presented essential information about Teaching strategies to increase high thinking, principles to enhance high order thinking, components of high thinking and assessment.

### **Principles for developing Teaching Strategies**

Teaching practices involving higher order thinking skills and task development need to be clear in communication to avoid ambiguity and misunderstanding and help student's attitudes about thinking tasks. To arise learner's intrinsic motivation, learners need to know about the benefits of high thinking tasks. Lesson plans need to apply thinking skills according to students' needs. Scaffolding (giving support at the beginning of a lesson and progressively guiding learners to work with autonomy) helps learners develop higher order learning skills. Though, support needs to be adjusted appropriately to not hinder progress.

To design the most appropriate teaching strategies Tasks on HOTS research project has taken the guidance from authors like King and Goodson; Thomas and Thorn and the psychologist Sperry.

### **Principles for developing learning strategies:**

Learning strategies include rehearsal, elaboration, organization, and metacognition. These strategies need to be learned in lessons designed specifically for each one.

Lessons should have a learner centered approach.

This means that not only the Teacher has the role of generating questions but also learners can propose problems, predicaments, and solutions.

Immediate and pertinent feedback needs to be provided for learners to guide their progress on specific aspects based on corrective information.

Not only learners but also the teacher needs to be creative because it is a challenge to design such interesting tasks that capture learner's attention. In addition teacher needs to provide ongoing feedback about group progress. (King & Goodson, 1998)

Cooperative learning strategies like Think pair share, student discussions, peer tutoring, share thinking where the value of these techniques are specially in the thinking and reflection generated in every stage. (Prieto, 2007, pág. 43). Thus, they can be effective when developing high thinking skills.

Following the above principles, Tasks on HOTS research work designed a unit exclusively focused on making explicit the information about HOTS regarding high order thinking skills, metacognition, question generator strategies and feedback strategies. To encourage effective interaction among students, cooperative learning strategies were widely used to develop the different sequence of tasks.

### **Strategies for enhancing higher order thinking.**

Alice Thomas and Glenda Thorne present the following strategies for enhancing higher thinking.

To increase motivation, make explicit the benefits of higher order thinking strategies,  
Use tell and show strategy

It is appropriate to start from a simple task to go further to a more complex; this flow is alive so tasks can go back and forth from simple to activities that are more complex.

Learners need to connect concepts by being exposed to a great variety of comprehensible input to be able to make inferences. When analyzing a text, learners

need to use mind maps or graphic organizers to get the whole flow of the analyzed input.

Teacher needs to encourage learners to questioning, including analytical, practical and creative thinking, the use of mind movies, time lines, flow charts are useful for this. (Thomas & Thorne, 2009).

TASKS on HOTS study developed tasks by using mind maps, graphic organizers to manipulate information, immediate feedback was provided, and every sequence of tasks included analysis, application, evaluation and creativity. The teaching practices intended to stimulate high thinking by rewarding analytical, creative and practical thinking.

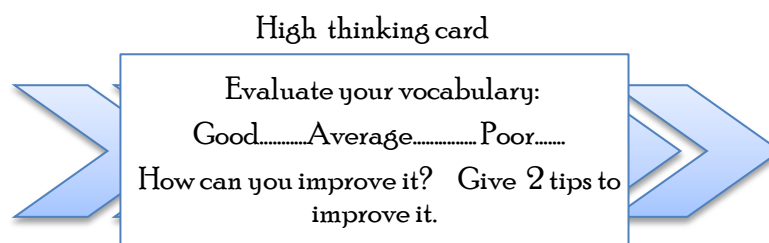
Thomas and Thorne claim that metacognition facilitates acquisition of skills and knowledge. It is important for students to know how they think and learn.

It is important, for teachers to talk about and teach the components of the learning process: attention, memory, language, processing and organization, and higher order thinking. (Thomas & Thorne, 2009). Learners need to get to know metacognition, i.e. students need to be aware of the learning process. Identify their strengths and weaknesses. This makes students active participants of the learning process because they are not only receiving but producing, creating, generating new ideas and solutions.

Tasks on HOTS teaches metacognition to learners by guiding them to know how they think and learn, reflecting to determine at what level they use HOTS. Therefore, they become managers of their own learning. The research project encourages learners to be actively involved in the different tasks to achieve the learning outcome by giving examples, classifying information, giving opinions, giving new solutions to the dilemmas and problems presented in the tasks. Emphasis on getting to know their strengths and weaknesses is given in different tasks (thinking skills task). Specific tools focused on helping learners on the above components were designed to implement tasks on HOTS intervention: Activating high thinking card, thinking generator chart, learning outcome, feedback, etc. Three examples of these tools are presented below.

- High thinking card
- Thinking generator chart
- Thinking skills chart

## Graph N° 1.2



Elaborated by: Fuertes, Narcisa

## Graph N° 1.3

2. Thinking generator chart

Thinking generator chart

1. Which two thinking skills are you most interested in?

.....

2. Why do you need the above thinking skills in your profession?

.....

3. How can you have expertise in HOTS?

.....

Elaborated by: Narcisa Fuertes

## Graph N° 1.4

### Thinking skills chart

## Thinking skills chart

<b>1</b> Knowledge  Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?		How _____? Describe _____? What is _____?	
<b>2</b> Comprehension  Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____? Can you write a brief outline?	
<b>3</b> Application  Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?		Do you know of another instance where _____? Could this have happened in _____?	
<b>4</b> Analysis  Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.		How does _____ compare/contrast with _____? What evidence can you present for _____?	
<b>6</b> Evaluation  Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	
<b>5</b> Synthesis  Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?		What solutions would you suggest for _____? What might happen if you combined _____ with _____?	

(Ed. Tech team, 2010)

Tasks on HOTS have used the above thinking skills chart for its relevance, practicality, and purposefulness. First, it is relevant to achieve specific thinking skills HOTS (high order thinking skills): application , analysis, evaluation, synthesis; starting from the

LOTS (low order thinking skills): knowledge and comprehension. It presents definitions written in terms of gerund verbs, which give them functionality. In addition, each skill has a series of 12 to 16 action verbs, which provide alternative activities focused on each HOTS and have helped create the different tasks on this research work. Finally, this chart has a very purposeful character because it has a clear aim by presenting a set of questions focused on developing the specific thinking skill. This chart was created by Educational technology and mobile learning as cited above.

### **Components of High Thinking.**

The components of High Order Thinking are: Critical Thinking, Creativity, Successful intelligence and metacognition.

### **Critical Thinking**

Another way to form ideas in higher thinking is to use critical thinking. This involves a person using his own knowledge or point of view to decide what is right or wrong about someone else's ideas. (Thomas & Thorne, 2009) This makes learners critical thinkers because they use their previous knowledge to judge other ideas and then being able to come up with their own conclusions. As well as, critical thinking can also be used to evaluate their own performances and monitor their progress on the target language.

Tasks on HOTS is encouraging critical thinking by challenging learners to express their opinion by using the thinking generator chart and the questions from the thinking skills chart along the different units presented in the research. By using critical thinking learners experience the necessity not only of giving a different opinion but overall to justifying it, defending it and suggesting a new solution for a problem.

### **Creativity**

Creativity is the ability to think new ideas with facility and flexibility in other words to produce innovative ways or solutions. One of the major characteristics of Tasks on HOTS is creativity where not only learners need to be creative but also the Teacher-Researcher, to be able to design the different sequence of tasks, the learning outcomes and over all the procedure to carry out the research. By means of the divergent thinking, learners realize that while they are developing their speaking skill they also support their reading, writing, listening skill as well as their micro skills of vocabulary,

grammar, and pronunciation; as well as their high thinking skills. On the convergent thinking, learners realize that TBLT and HOTS aims to develop their oral language.

### **Successful Intelligence**

Psychologists agree that to be successful learners it is necessary to use three kinds of intelligence: analytical, creative, and practical. Analytical intelligence includes judging, evaluating, comparing, contrasting, critiquing, explaining why, and examining. (Sternberg, 1996) . Tasks on HOTS, stimulates analytical thinking by means of tasks that require giving opinions, deducting, appraising, justifying, rating, selecting, valuing, etc. Learners have to make choices for achieving a learning outcome. For example, they have to critique, rank a slogan or tagline. In other cases regarding medical issues or ethical medical concerns, they have to compare and contrast the causes to solve problems.

Creative intelligence, Creative thinking involves creating, discovering, imagining, supposing, designing, what if-ing, inventing and producing. Forming creative ideas means coming up with an unusual, novel, or surprising solution to a problem. (Sternberg, 1996). Tasks on HOTS stimulates a lot of creative thinking from the basis of articles, info graphics, videos. Learners are encouraged to connect new ideas, they also have to solve a problem in their own way. After each sequence of task they have to present a learning outcome for example: Create a 5 minute sketch, to produce of a video clip, present and defend their own slogan of life. As a post-task, students need to evaluate or provide a feedback on each other's tasks.

Practical intelligence is having an appropriate common sense. Practical thinkers can take knowledge and apply it to real life situations. (Sternberg, 1996) Tasks on HOTS give the opportunities to develop practical thinking when students have to tell all the ways that English is useful in their major. When they have to organize a presentation, they need to lay out a weekly timetable based on actual situations. When talking about ethical medical issues students explain how a certain principle can affect the patient's lives, and how their lives might be different if that principle did not exist. Learners give examples of how a specific information can be used for developing their own tasks.

Tasks on HOTS intends to use the interaction or synergy of the three kinds of thinking: analytical, creative and practical thinking to stimulate a whole high thinking process on



learners because they are useful in real life situations where students are going to face either as professionals or as human beings.

### **Metacognition**

Metacognition includes two basic components: thinking about thinking and knowing about knowing. Learners need to identify their thinking strengths and weaknesses and be able to recognize if they are better at analyzing or solving problems or creating things, of course there is an implicit process behind each high thinking skill.

The second part of metacognition is monitoring and regulating how he thinks and learns. It is deciding how to best accomplish a task by using strategies and skills effectively. (Thomas & Thorne, 2009)

For example, In Tasks on HOTS, by means of the tool: “Activating high thinking chart” used in every unit, learners have the opportunity to reflect on thinking as well as monitoring it. This tool generates reflection about their preferred learning style to practice the language macro skills or micro skills. Thinking about the learner’s own way of understanding things and monitoring their own progress helps them to become a better learner and thinker.

In Tasks on HOTS, at the end of each unit, learner has to register their own self-evaluation about the advancement of their speaking skill, the development of HOTS, the learning outcome achievement and finally a set of questions to write suggestions to improve the activities. For instance a student who gets to know he is not good at speaking should take extra time designing a series of strategies like planning, or following a squema to guide his speaking. The key point is to get to know their weaknesses and strengths and make decisions to get around them.

## **Speaking skill**

### **Introduction**

One of the specific objectives of Tasks on HOTS intervention is to evaluate the qualitative aspects of the oral interaction and production to determine the improvement of the speaking skill. Hence, it is appropriate to analyze some definitions of Speaking.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Cited by (Hayriye, 2012). It is a fact that besides the oral language, body language plays an important role at the time of sharing meaning.

The Common European Framework of Reference for Languages (CEFR), sustains that "Speaking includes two categories: oral production and oral interaction activities; in oral production activities, the learner produces an oral text which is received by an audience...In interactive activities the language user acts alternately as a speaker and listener with one or more interlocutors. (Council of Europe, 2014, p. 58).

Tasks on HOTS research work agrees with the aspects stated by, Nunan and Chaney when stating that Speaking is the most common and useful way to communicate which is the ability to converse orally by using aural and body language meaningfully to interact with each other. The CEFR presents two clear types of activities in speaking: Oral production and Oral Interaction these two modalities have served as the basis for the design of the Instruments to collect information.

Speaking is one of the most useful macro skills, which is a kind of measure of knowing a language; much more than the other skills (reading, writing or listening); they evaluate their progress in terms of their achievements in spoken communication. However, the speaking skill has not been given the important role that deserves in teaching practices. Tasks on HOTS intends to give the practice of speaking the role to make learners able to communicate orally.

## **Qualitative aspects of Spoken language**

CEFR establishes the qualitative aspects of spoken language use as follows: range, accuracy, fluency, interaction and coherence. (Council of Europe, 2014, pp. 28-29)

Range: The variety of words, grammatical forms, fixed phrases, collocations.

Accuracy: Use of simple structures

Fluency: Natural and spontaneous speaking flow

Interaction: Skill to initiate, maintain and close conversations

Coherence: Skill to link a series of speaking elements.

Another point of reference taken by Tasks on HOTS study is the one presented by McCarthy who presents the following qualitative aspects for spoken language: communication, interaction, fluency, vocabulary, grammar, pronunciation. (McCarthy, 2010)

Communication: is the ability to comprehend and interact effectively

Interaction: conversation strategy, effective, natural use of strategies

Fluency: speed, flow, naturalness, and comfort with words

Vocabulary: effective use words and phrases related to a particular subject

Grammar: accurate use of grammar.

Pronunciation: relevant to intelligible, word and stress, individual sounds.

On the same issue, qualitative aspects of Spoken language, Cambridge English Preliminary English test (PET) CEFR Level Handbook for teachers presents the following aspects: grammar, and vocabulary, discourse management (coherence & cohesion, relevance), pronunciation and interactive communication. (Preliminary English test (PET) CEFR , 2016).

Regarding to these qualitative aspects tasks on HOTS study has selected the most comprehensible and practical aspects for research and teaching purposes. Furthermore,

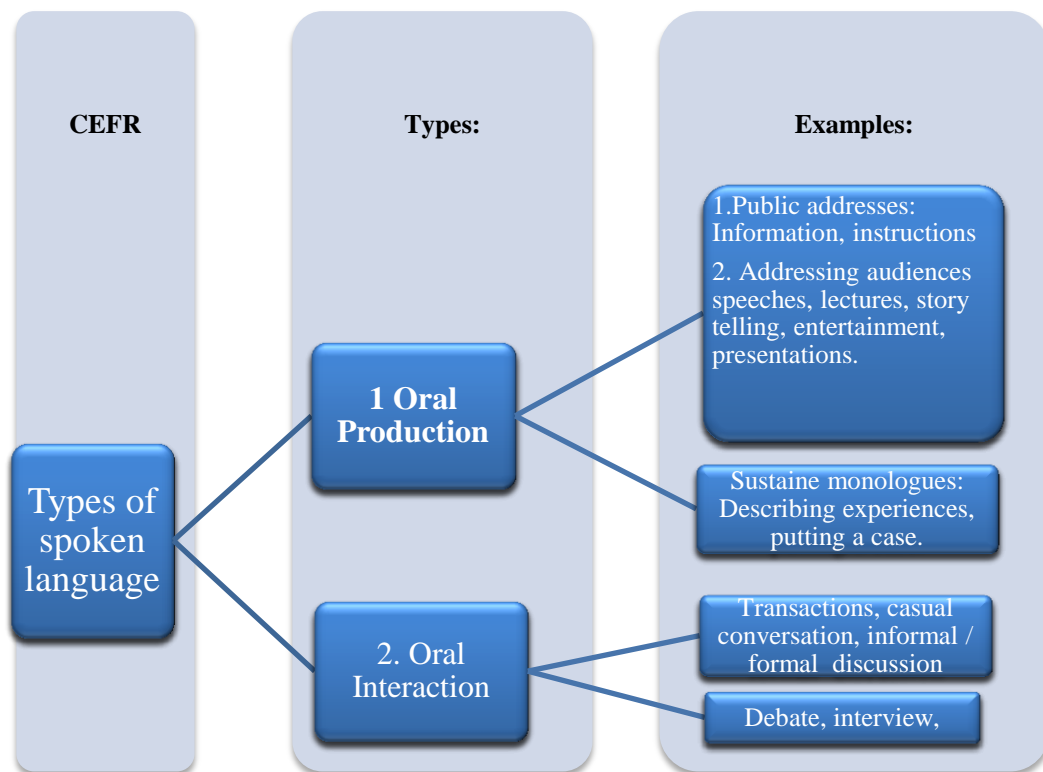
this selection aims to facilitate learners' understanding of their assessment and progress. Therefore, the following aspects have been considered : Oral Interaction ( Communication, Interaction, fluency), Oral production (vocabulary, grammar and pronunciation).

### Types of spoken language

The CEFR for languages: Learning, Teaching, and Assessment present the following types of spoken language.

### Graph N°1.5

Types of spoken language CEFR



Elaborated by Narcisa Fuertes

(Council of Europe, 2014, p. 58)

In oral production (speaking), an oral text is produced, this is received by an audience of one or more listeners. There are plenty of examples as mentioned in the graphic above, but overall teachers should try to use examples from the learner's environment in real life situations.

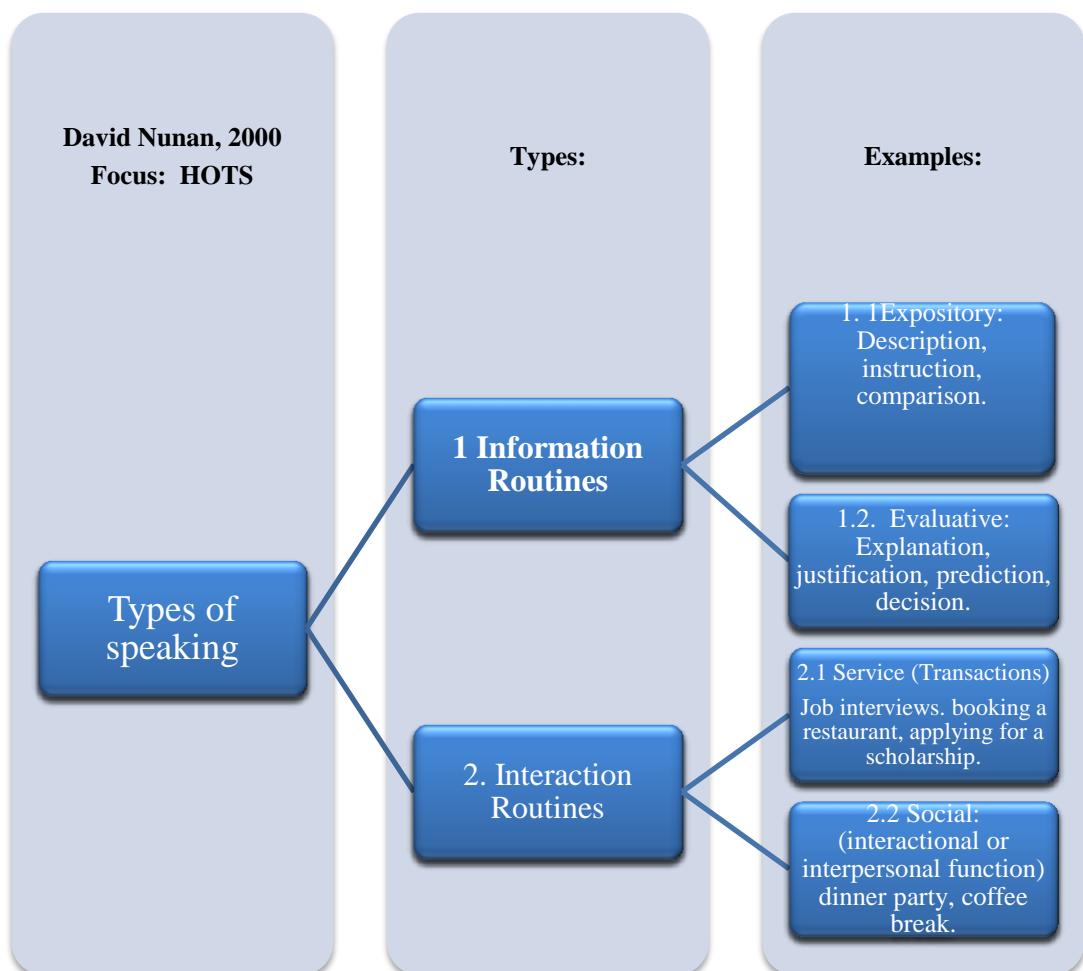
## Oral interaction

In this kind of activities, the language user acts in turn as speaker and listener with one or more interlocutors to build meaning, through the negotiation of following the cooperative principle, conversations are the best sample of oral interaction. Tasks on HOTS present activities aimed for Oral Production i.e. giving information from a video, movie, telling a story, giving a presentation, describing experiences, narrating anecdotes. For the Oral interaction, there are plenty of tasks on informal conversations, discussions, debates, interviews. Every task intends to improve the spoken skill by using high thinking.

David Nunan identifies the following types of speaking:

### Graph N° 1.6

#### Types of Speaking (Nunan)



Elaborated by Narcisa Fuertes. (Nunan, 2000, p. 40)

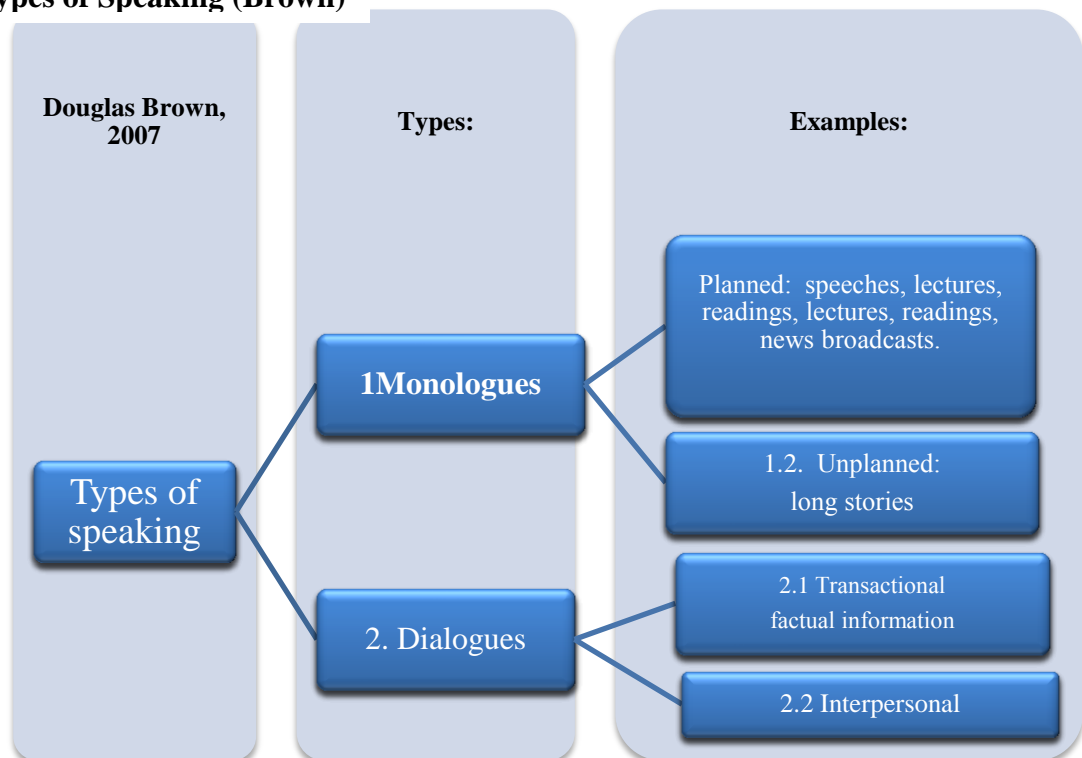
Nunan presents a functional analysis of speaking, suggests that oral interaction can be characterized in terms of routines. Information routines contain frequently recurring types of information structures, being either expository (narration, description, instruction, comparison) or evaluative (explanation, justification, prediction, decision). Interaction routines can be either service or social. (Nunan, 2000, p. 40)

Tasks on HOTS study, fundaments the kinds of tasks associating Nunan's classification with the focus on High Order Thinking skills, hence the information routines emphasize relevant activities to thinking skills like describing, comparing, showing, following instructions for tasks (Analyzing).

The dimension of Interaction routines have guided the creation of tasks focused on applying the language in service situations like: applying to get a scholarship, a job interview. In the same way the dimension of Interaction routines have guided the creation of social interaction focused on the creation of dialogues and role plays.

### Graph N° 1.7

#### Types of Speaking (Brown)



Elaborated by Narcisa Fuertes

(Brown, Teaching by principles, 2007, p. 237)

The above table presents monologues: the speaker uses spoken language for any extent of time, as in speeches, lectures, readings or their own experiences.

Dialogues: Involve and promote social relationships and those for which the purpose is to convey propositional or factual information. (Brown, Teaching by principles, 2007, p. 237)

The classification of Brown supported Tasks on HOTS intervention to the necessity that most of the speaking tasks needed to be developed within a high thinking process (HOTS: analyzing, evaluating, synthesizing a situation or event) consequently learners had to plan previously what to say, how to say it in order to develop every high thinking skill. On the other hand Brown's taxonomy supported the other option of having unplanned presentation because this is a part of a real life situation (improvisation). In the same way every task had both dimensions: monologues and dialogues, the latter was developed specially when sharing factual information when learners develop medical situations in real life contexts.

Tasks on HOTS takes the categories of Nunan and Brown for teaching purposes to give learners a clearer explanation of the purpose of each type of production, for example: Informative purposes when analyzing an infographic, giving instructions in a medical prescription, presenting information from a survey. Besides, Nunan's subcategory of information "Evaluative" matches the High Order Thinking skill where students have to justify their personal opinion on a movie (Thinking skills task) or when they have to make a decision, rank quotes (Aims in life task). The service, a subcategory of Nunan, helped create the job interview based on the personal statement (Aims in life tasks) this was one of the focus for the design of the Pre and post test.

In summary the above types of speaking have guided not only on the design of activities of the research work but in the application of different activities along the Inter-learning process.

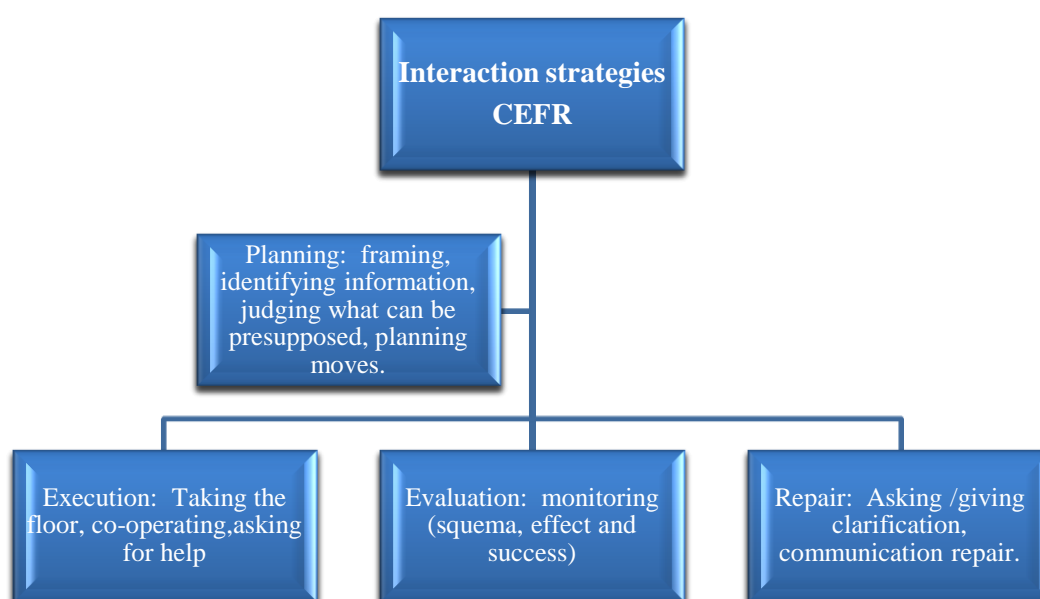
### **Interaction strategies**

A strategy is a careful plan, or skill for achievement a specific goal regularly over a long period of time. In this case a plan to achieve an effective oral interaction.

The fact that interaction is primarily face to face tends to provide far greater redundancy both in textual, linguistic terms and with regard to paralinguistic features, contextual cues, all of which can be made more or less elaborated, more or less explicit to the extent that the constant monitoring of the process by the participants indicates that this is appropriate. (Cuncil of Europe, 2014). The following chart summarizes the main interaction strategies.

### Graph N°1.8

Interaction strategies CEFR



Elaborated by Narcisa Fuertes

(Cuncil of Europe, 2014, p. 85)

Tasks on HOTS views the above strategies as a squeama for the development of High Order thinking, where students need to know how to plan (analyzing), how to execute an oral intervention (analyzing, applying), how to evaluate and react properly ( assessing), and how to repair (synthetizing, giving a solution, creating). All of these factors get influence on what is said and how it is said to achieve an effective communicative competence at a high order thinking level.

Tasks on HOTS intervention emphasizes the use of the above strategies because, they are essential to simulate a real life oral production or interaction, this also gives learners



self-confidence and a sense of self achievement by feeling they are using the language in a real way and keep the naturalness of their participation. Hence, along the development of this research work and when it is appropriate specially in oral interaction tasks the use of conversation strategies is highly used.

### **Techniques to teach the speaking skill**

From the research developed in Task on HOTS, it is possible to sustain that students learn to speak "interacting". TBLT helps best for this purpose; TBLT is based on real-life situations that require communication. By using this methodology, students engage in meaningful communication with each other in the target language. Tasks on HOTS intends to create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a specific learning outcome by the accomplishment of a series of tasks on the frame on high order thinking skills that arises the quality of the language used.

### **Oral Interactive techniques**

There is a great variety of interactive techniques, a list of some authors who offer a wide range of techniques are presented below.

Friederike Klippel on his book highly practical little resource book, *Keep Talking: Communicative Fluency Activities for Language Teaching* presents plenty of techniques for developing the speaking ability. Among the most interesting are the following:

Interviews, games, problem-solving activities, jigsaw tasks, role-play, ranking exercises, simulations, discussions (Klippel, 2012)

Tasks on HOTS study uses techniques such us: Games, interviews, ranking exercises (thinking skills); discussions, problem solving, debates, role-plays, dramatization (medical moral dilemmas), simulations (thinking skills), video presentation, photo story (leisure time activities). The original techniques have been adapted either as real life tasks or pedagogical tasks for research purposes.

Another author from whom Tasks on HOTS has taken some techniques is Jill Hadfield

who presents the book *Classroom Dynamics* with a wide range of dynamics for communicative competence. Those dynamics have been adapted for research purposes; the categories of those techniques are as follows: forming groups, managing fluidity, (Picture sections), getting to know each other, staying positive (crazy compliments, I like it when...); group achievements: (travel posters); bringing it together: feedback techniques, summaries, discussions (Hadfield, 1992).

It is important to mention that the techniques used with the combination of the variables TBLT and HOTS intends to foster critical thinking, quick decision-making and speaking performance because students learn how to express and justify their ideas and utterances. Role plays and simulations have many advantages, since they reduce the affective filter and facilitates the learner performance. The techniques used in Tasks on HOTS foster their thinking skills of analysis, evaluation and creativity or synthesis as well as their speaking ability. Tasks on HOTS intends also that along the pedagogical intervention the teacher speaking time can be reduced in class while the student speaking time can be increased.

In summary, developing the speaking skill is a very important issue within the learning-acquisition process. Tasks on HOTS leads students beyond pure memorization or working just with LOTS (low order thinking skills), it challenges learners to use their high thinking to analyze, make contrasts, support their ideas to finally produce their own original way of communicating to make their language learning more meaningful and enjoyable for them.

## **CHAPTER II**

### **2. METHODOLOGY**

#### **2.1. RESEARCH WORK DESIGN**

The research design type is quasi-experimental (without random assignment) since it involved comparing two intact groups where random assignment is not possible. It took two groups, the experimental and control group. The control group took the same pretest and posttest as the experimental group, but it did not have the same treatment in between the tests.

There were three stages on this research work: first, problem identification; second, proposal implementation along with the gathering data; third stage data analysis to test the hypothesis, which allowed setting up conclusions and recommendations.

The first stage, problem identification, the research project was elaborated and presented to the post degree tribunal to be approved. The second stage, proposal implementation i.e. application of the didactic guide Tasks on HOTS took approximately 5 months containing 30 sessions, 3 times a week, 2 hours every day. Within the process of gathering data, three data collection instruments were applied: a test, observation guide and survey. The pretest was applied to both groups experimental and control group; then the pedagogical treatment (Didactic Guide: Tasks on HOTS) to the experimental group only. Throughout the process the observation guide, it was implemented in 4 different moments; the post test was applied to both groups. At the end of the process, the satisfaction survey was applied to the experimental group.

The Proposal “Tasks on HOTS” built on Task based learning and High Order Thinking skills was implemented with the experimental group, fourth level “A” and the control group fourth level “E” in the Language Center of the Health and Sciences Faculty.

#### **2.2. RESEARCH TYPE**

This research is a quantitative research where a hypothesis is tested by the quantification of data and the numerical analysis is carried out. Regarding the different types of investigation, this research work fits the following levels.

Level of knowledge: this research is descriptive because it provides accurate characteristics of the variables of the research work. Regarding to the Place: this research work is field type because it was done in a situation of real teaching practice.

According to the time: it is transversal (also known as a cross-sectional) that involves the analysis of data collected from a population, or a representative subset at a defined time. Concerning the Method: It is experimental because it runs a pedagogical intervention where an independent variable affects a dependent variable. Regarding the Objective: it is an applied research, because it involves the practical application of the proposal to solve the identified problem concerning to speaking performance.

### **2.3. RESEARCH METHODS**

The theoretical methods used were scientific and inductive method.

Scientific method: This study followed the steps of the scientific method, it stated research questions on the identified problem, then did the background research, constructed the hypothesis, test the Hypothesis by applying the pedagogical intervention, afterwards analyze the data and Draw the Conclusions.

Inductive Method: To identify the problem, this research work began with specific observations and measures, then it formulated the hypotheses and objectives; afterwards, a pedagogical intervention was applied, later on, the hypothesis were tested. When the research process ended up, it permitted to draw some general conclusions.

### **2.4. TÉCNIQUES AND INSTRUMENTS TO COLLECT DATA**

This study used three research techniques: test, observation and survey. Thus, there were three instruments to collect the information a pretest and posttest, an observation guide and a questionnaire (survey). Below a description of each instrument.

#### **2.4.1 Test (pre test/ post test)**

The pre test was applied before starting the pedagogical intervention and the post test at the end. The design of the test was based on the international exam of speaking of Cambridge University Press PET (Preliminary English Test). The test was aimed to evaluate the speaking skill by comparing the entry level and exit level of students regarding the speaking skill. It consisted of a series of 5 cards, each one had a learning outcome which applies high thinking skills by developing tasks. The test focused on the

components of the speaking skill (Interactive communication and Accuracy). A rubric was used to assess those components, Interactive communication comprises communication, interaction and fluency; Accuracy comprises vocabulary, grammar, and pronunciation. Though these components are usually overlapped, by research purposes they were analyzed as two big sections.

#### **2.4.2. Observation guide**

Along the intervention process, an observation guide was applied in four different moments. It was aimed to Assess the use of HOTS High Order Thinking Skills to enhance the speaking skill. It consisted of 3 sections which are speaking skill, development of HOTS and Characteristics of Tasks. Each observation guide focused on 4 different sequence of tasks respectively: 1. Thinking skills, 2. Research on medical articles, 3. Inspirational songs and 4. Video clip. Each sequence was a sample of every unit in the guide Tasks on HOTS.

#### **2.4.3. Survey**

At the end of the pedagogical intervention, a survey was applied to the experimental group. The survey was aimed to verify the efficacy of application of the Didactic guide “Tasks on HOTS” to develop the Spoken language. It consisted on a total of 7 questions; the first 6 questions focused on the level of satisfaction; and the last one focused on 5 sub items to elicit suggestions from students to improve the Didactic guide. It focused on determining the learner’s level of satisfaction regarding their progress on speaking skill, HOTS and communicative tasks. A Likert scale was used to scale the responses in the survey research.

### **2.5. POPULATION AND SAMPLE**

The sample size was determined by the type of purposive sampling, hence, the total number of the population in the control and experimental group was taken as the sample. The experimental group was made up of 20 students, as well as the control group 20 students with a total of 40 students.

### **2.5.1. Sample**

The sample consisted on the entire population, Experimental group 4<sup>th</sup> “A” level of English and control group 4<sup>th</sup> “E” level of English. About the gender: The experimental group 85% females, and 15% males. The control group 70% females and 30% males.

From the experimental group none of students has taken extra courses of English apart from the 4<sup>th</sup> levels taken in the National University of Chimborazo and those taken at high school. From the control group 15% of students have taken private English courses.

Regarding the major, from the experimental group 80% are medical students and 20 % are Physical Therapy students; in the control group 85% are Physical Therapy students and 15% are in schools of Psychology and Clinical laboratory. For Research, purposes (need analysis) and taking into account that it is a purpose sampling, the 4<sup>th</sup> “A” level was chosen as the experimental group because it was the group with the highest percentage of homogeneity.

## **2.6 PROCEDURE FOR DATA ANALYSIS AND INTERPRETATION**

Mathematical, technological and logical techniques were used for data processing and analysis. After collecting the information, the tabulation was developed by means of statistical software, which helped to obtain descriptive and inferential statistics.

For hypothesis testing the chi-square and student's t test were used. The statistical results were interpreted by the logic induction technique; and discussion of results were conducted based on the analysis.

## **2.7 HYPOTHESIS**

### **2.7.1 General hypothesis**

**The elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, DEVELOPS the Speaking skill on students of 4th English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.**

### **2.7.2 SPECIFIC HYPOTHESIS**

**Ha1: The application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, DEVELOPS the Spoken language.**

**Ha2: assessment of the use of HOTS High Order Thinking Skills, ENHANCES the speaking skill.**

**Ha3: The evaluation of the qualitative aspects of the oral production and interaction DETERMINES the improvement of the speaking skill.**

#### **Null Hypothesis**

**H<sub>0</sub>1: The application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, DOES NOT DEVELOP the Spoken language.**

**H<sub>0</sub>2: The assessment of the use of HOTS High Order Thinking Skills, DOES NOT ENHANCE the speaking skill.**

**H<sub>0</sub>3: The evaluation of the qualitative aspects of the interactive communication and oral production DOES NOT DETERMINE the improvement of the speaking skill.**

## CHAPTER III

### 3. ALTERNATIVE GUIDELINES

#### 3.1. THEME

Elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, to develop the Speaking skill on students of 4<sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.

#### 3.2. PRESENTATION

**TASKS ON HOTS is a didactic guide built on the interaction of two components: Task based learning and high order thinking skills (HOTS). It intends to help students develop the Spoken language by guiding them to work on meaningful real life tasks that engage a learning outcome with a primary focus on meaning rather than form. In the same way those tasks have a sequence that develops high thinking skills like, analyzing, evaluating and creating. Thereupon, to accomplish the different tasks learners need to develop high thinking skills; this process will help them improve their speaking skill.**

“Tasks on HOTS” teaching guide consists of 3 chapters Academic, Vocational and Recreational, distributed in 5 units:

1. My thinking skills
2. Aims in life,
3. Medical moral dilemmas,
4. Research on academic articles and videos and
5. Video clip.

Each unit contains a series of tasks organized in three sequences: Pre task activities, tasks and post task activities. Sequence 1 , “Pre-task activities” include a high thinking game, a high thinking card, a KWIC dictionary (key word in context), a critical thinking reading and a thinking generator chart. Sequence 2, “Tasks” includes communicative activities, which comprise application, analysis or evaluating accomplishments. Sequence 3, “Post tasks activities” activities aim the higher thinking skills to achieve the learning outcome previously stated.



### **3.3. OBJECTIVES**

#### **3.3.1. General Objective**

To demonstrate how the elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, develops the Speaking skill on students of 4<sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.

#### **3.3.2. Specific Objectives**

3.3.2.1. To apply the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, to develop the Spoken language.

3.3.2.2. To assess the use of HOTS High Order Thinking Skills, to ENHANCE the speaking skill.

3.3.2.3. To evaluate the qualitative aspects of the oral production and interaction to determine the improvement of the speaking skill.

### **3.4. FOUNDATION**

#### **Task Based Learning**

According to Larsen and Anderson, Task Based Learning (TBL) is an example of the strongest version of the communicative approach. Learners acquire the language they need in order to accomplish the task that has been set before them. (Larsen & Anderson, 2011, p. 150) Thus, using the language in communicative activities is the core aspect of language learning. It also implies that communication is purposeful since it follows an outcome through a process of significant interaction.

Defining TBL implies to understand the following characteristics of a task. A task has a primary focus on meaning rather than form (Nunan); it is an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome (Willis). There is some relationship to real world activities, (Skehan). These characteristics and authors have been gathered by (Willis & Willis, 2015, p. 12).

When talking about TBL, it is important to analyze the following aspects: the advantages and disadvantages of TBL, organization of tasks sequence, planning of tasks, kinds and difficulty of tasks, and assessment of tasks.

Research shows that real communication involves engaging learners into meaningful tasks. Consequently, engaging learners in task work provides a better context for the activation of learning processes and provides better opportunities for language learning. (Richards & Rodgers, 2001, p. 223). Task Based Learning (TBL) emphasizes that to get this engagement it is necessary to have both input and output process because this promotes learner's opportunities to use the language resources they already have and make them aware of what they need to learn. This research work is built on the basic principles of TBL, they are as follows:

- The essential element of syllabus and planning are tasks
- Tasks emphasize communication and meaning
- Learners learn language by interacting communicatively while engaged in the activities and tasks.
- Activities and tasks need to be related to the activities that learners may be involved in the real life.
- Activities and tasks in a task syllabus need to be organized according to difficulty (Richards & Rodgers, 2001, p. 224)

In view of the above principles, the didactic guide Tasks of HOTS organizes a syllabus taking into account the learners' needs to include activities connected to the real life. These tasks motivate a meaningful learning. Since it is necessary to consider the difficulty of tasks, this guide uses individual work and a series of steps to work in groups considering as well the application for thinking process development.

## **High order Thinking skills**

### **Introduction**

“Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas” (King & Goodson, 1998, pág. 2) . Effective use

of high thinking is given when learners give explanations, make decisions, perform a play or a sketch because this fosters language communication and stimulates high thinking.

Another definition given by Alice Thomas and Glenda Thorne “Higher Order Thinking, or HOT for short, takes thinking to higher levels than just restating the facts. HOT requires that we do something with the facts.” (Thomas & Thorne, 2009) Learners have to explain in their own words the material they have been exposed to, make new associations, create new categories, use them as alternative solutions, in this way learners will be able to formulate new or novel problems and solutions.

Authors like Chun and Austin emphasize that learners need to be involved in critical thinking, analytic reasoning, and problem solving. (Austin, 2016) That is to determine if what they observe is right or wrong, to be able to formulate a judgment or come up with a decision to draw up appropriate conclusions.

Tasks on HOTS research work defines Higher order thinking skills like the experience of thinking to higher levels than merely repeating information. Working with HOTS requires that learners examine the information, make interpretations, connect previous experiences to new ones. Learners need to categorize those elements, compare them, analyze them, put them together in new or innovative ways, so that they can generate new solutions to new problems.

The components of High Order Thinking are: Critical Thinking, successful intelligence and metacognition.

### **Critical Thinking**

Another way to form ideas in higher thinking is to use critical thinking. This involves a person using his own knowledge or point of view to decide what is right or wrong about someone else’s ideas. (Thomas & Thorne, 2009) This, helps learners build critical thinking because they use their previous knowledge to judge other ideas and come up with their own assumptions. As well as, critical thinking can also be used to evaluate their own performances and monitor their progress on the target language.

Tasks on HOTS is encouraging critical thinking by challenging learners to express their opinion by using the thinking generator chart and the questions from the thinking skills

chart along the different units presented in the research. By using critical thinking learners experience the necessity not only of giving a different opinion but overall to justifying it, defending it and suggesting a new solution for a problem.

### **Successful Intelligence**

Psychologists agree that to be a successful learners it is necessary to use three kinds of intelligence: analytical, creative, and practical. (Sternberg, 1996). Tasks on HOTS, stimulates analytical thinking by means of high thinking tasks. Learners have to make choices for achieving a learning outcome, for example, they have to comment on, rank a slogan or tagline. In other cases regarding medical issues or ethical medical concerns, they have to compare and contrast the causes to solve problems.

Creative intelligence, Creative thinking involves creating, discovering, imagining, supposing, designing, what if-ing, inventing and producing. (Sternberg, 1996). Tasks on HOTS stimulates a lot of creative thinking from the basis of articles, info graphics, videos. Learners are encouraged to connect new ideas, they also have to solve a problem in their own way. After each sequence of task they have to present a learning outcome for example: Create a 5 minute sketch, to produce of a video clip, present and defend their own slogan of life. As a post-task, students need to evaluate or provide a feedback on each other's tasks.

Practical intelligence is having an appropriate common sense. Practical thinkers can take knowledge and apply it to real life situations. (Sternberg, 1996) Tasks on HOTS give the opportunity to develop practical thinking when students have to tell all the ways that English is useful in their major. When they have to organize a presentation, they need to lay out a weekly timetable based on actual situations. When talking about ethical medical issues students explain how a certain principle can affect the patient's lives, and how their lives might be different if that principle did not exist. Learners give examples of how a specific information can be used for developing their own tasks.

Tasks on HOTS intends to use the interaction or synergy of the three kinds of thinking: analytical, creative and practical thinking to stimulate a whole high thinking process on learners because they are useful in real life situations where students are going to face either as professionals or as human beings.

## **Metacognition**

Metacognition includes two basic components: thinking about thinking and knowing about knowing. Learners need to identify their thinking strengths and weaknesses and be able to recognize if they are better at analyzing or solving problems or creating things, of course there is an implicit process behind each high thinking skill of evaluating or creating new items.

In Tasks on HOTS, at the end of each unit, learners have to register their own self-evaluation about the advancement of their speaking skill, the development of HOTS, the learning outcome achievement and finally a set of questions to write suggestions to improve the activities. For instance, a student who gets to know he is not good at speaking should take extra time designing a series of strategies like planning, or following a layout to guide his speaking. The key point is to get to know their weaknesses and strengths and make decisions to get around them.

## **Speaking**

One of the specific objectives of Tasks on HOTS intervention is to evaluate the qualitative aspects of the oral interaction and production to determine the improvement of the speaking skill. Hence, it is appropriate to analyze some definitions of Speaking.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Cited by (Hayriye, 2012). It is a fact that besides the oral language, body language plays an important role at the time of sharing meaning.

The Common European Framework of Reference for Languages (CEFR), sustains that "Speaking includes two categories: oral production and oral interaction activities; in oral production activities, the learner produces an oral text which is received by an audience...In interactive activities the language user acts alternately as a speaker and listener with one or more interlocutors. (Council of Europe, 2014, p. 58).

Tasks on HOTS research work agrees with the aspects stated by, Nunan and Chaney when stating that Speaking is the most common and useful way to communicate

which is the ability to converse orally by using aural and body language meaningfully to interact with each other. The CEFR presents two clear types of activities in speaking: Oral production and Oral Interaction these two modalities have served as the basis for the design of the Instruments to collect information.

Speaking is one of the most useful macro skills, which is a kind of measure of knowing a language; much more than the other skills (reading, writing or listening); they evaluate their progress in terms of their achievements in spoken communication. However, the speaking skill has not been given the important role that deserves in teaching practices. Tasks on HOTS intends to give the practice of speaking the role to make learners able to communicate orally.

“The Common European Framework of Reference for Languages: Learning, teaching and assessment” presents a table of the qualitative aspects of spoken language use as follows: range, accuracy, fluency, interaction and coherence. (Council of Europe, 2015, pág. 28). After the analysis on the rationale, learner’s context “Tasks on HOTS” has adapted following taxonomy of qualitative aspects of the speaking skill: **Interactive communication** which includes (communication, fluency and interaction). **Accuracy** which includes (vocabulary, grammar and pronunciation). The researcher has found this taxonomy as a practical and effective tool for instructional and assessment purposes.

### 3.5. CONTENT

Table N° 3.5.1

Chapter 1: ACADEMIC AREA: Thinking skills, Aims in life

Topics	Learning outcomes	Thinking skill	Task sequence	Critical Thinking reading	Associated input
<b>1. Thinking skills</b>	To analyze a movie plot by using (HOTS ) to stimulate oral communication	Analyzing Evaluating Creating	<b>Pre tasks:</b> Game: HOTS Game, High thinking card KWIC Key word in context	So what is Bloom’s Taxonomy. Thinking generator chart	Video : Bloom’s digital taxonomy
		Comprehending Applying	<b>Tasks:</b> Matching definitions, Paraphrasing game. Drawing a mind map		Thinking skill chart Worksheets
		Evaluating Creating	<b>Post tasks:</b> Applying a survey, Watching a movie Highlighting HOTS questions		Recommended movies: Gifted hands A walk to remember
<b>2. Aims in life</b>	To create a 3- 5 minute video based on your personal statement to apply for a scholarship	Analyzing Evaluating Creating	<b>Pre tasks:</b> Game: Cool compliments, High thinking card, KWIC Key word in context	Medical Personal Statement 1	Video: Personal statements: dos & don'ts
			<b>Task:</b> Analyzing a personal statement, Mind mapping on your qualities, Creating a personal tagline	Medical Personal statement 1	Worksheets Inspirational quotes
			<b>Post tasks</b> Constructing a poster of my dreams Writing my personal statement Roleplaying: admission committee	Fulbright personal statement	Worksheets

Elaborated by Narcisa Fuertes

Table N° 3.5.2

Chapter 2: VOCATIONAL AREA : 3. Medical moral dilemmas, 4. Research on Medical articles

Topics	Learning outcomes	Thinking skill	Task sequence	Critical thinking reading	Associated input
<b>3. Medical moral dilemmas</b>	Create a 5 minute sketch on a real life medical moral dilemma to encourage ethical behavior in health care practices.	Analyzing Creating	<b>Pre tasks:</b> Game: Story in a box, High thinking card, KWIC	Extracts on Ethical health care Thinking generator chart	Medical moral dilemmas
		Analyzing Creating Evaluating	<b>Tasks:</b> Watching a videos Making decisions on moral dilemmas		Video: Argument of Euthanasia Video Dr. Oz-
		Analyzing Evaluating Creating	<b>Post tasks:</b> Creating a dialogue Evaluating myself		Conversation strategies
<b>4. Research on medical articles or videos</b>	To generate a discussion based on medical info graphics, articles or videos to set the basis for future research work.	Analyzing	<b>Pre tasks</b> Game: Guessing card game High thinking card KWIC Key word in context	Clinical case Thinking generator chart Abstract: leisure time activities Info graphic	Suggested links <a href="http://www//breakinnewsenglish.com">http://www//breakinnewsenglish.com</a> Worksheets
		Analyzing Creating Evaluating	<b>Tasks</b> Researching medical videos Selecting top video		Recommended sites: Doaj.org Hospitalenglish.com
		Evaluating Analyzing reating	<b>Post task</b> Selecting the top video Creating a conversation Research problem		

Elaborated by Narcisa Fuentes



**Table N° 3.5.3**

<b>Topics</b>	<b>Learning outcomes</b>	<b>Thinking skill</b>	<b>Task sequence</b>	<b>Critical Thinking Reading</b>	<b>Associated input</b>
<b>Video clip</b>	To produce a video clip based on a	Analyzing	<b>Pre tasks:</b> Game: Hot seat	How to spend time with your family	Leisure time activities

**Chapter 3: RECREATIONAL AREA: 5. Video clip**

	photo to explain your relationship with the person who has most inspired your life		Activating your thinking ability Doing a survey Creating a story/anecdote.	Thinking generator chart	
		Applying	<b>Tasks:</b> Reflecting: my special person Taking notes Talking about the person who has inspired you the most.		Questionnaire  Lyrics of songs <a href="https://youtu.be/551_Hd9w8RY">https://youtu.be/551_Hd9w8RY</a> You tube video: If you love your Mom...
		Creating	<b>Post task:</b> Skimming the lyrics of songs Analyzing the lyrics of the song Designing a layout for the video clip Creating the script of the video		

Elaborated by Narcisa Fuertes

### 3.6. OPERABILITY

Table N° 3.6.1

#### Timetable of activities

Cód.	ACTIVITIES	Year: 2015	2016

		Jan	Feb	Ma	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Ma	Ap	May	Jun	Jul	
	<b>Preliminary study</b>	√																			
	Literature review	√	√																		
	Design and approval of topic presentation	√																			
	Project design and presentation of the Project		√																		
	Collection of the theoretical framework			√	√	√	√														
	Syllabus design of the teaching guide				√																
	Elaboration of the teaching guide					√	√	√	√												
	Design of Research instruments									√											
	Validity and reliability of the instruments									√											
	Application of the didactic guide										√	√	√	√	√						
	Application of Research instruments										√	√	√	√	√						
	Editing theoretical framework														√	√	√				
	Data analysis and interpretation																		√		
	Editing final report																		√		
	Conclusions & recommendations																		√	√	
	Final report approval																		√	√	√

Elaborated by: Narcisa Fuertes

## **CHAPTER IV**

### **4. RESULTS EXPOSITION AND DISCUSSION**

#### **4.1. RESULTS ANALYSIS AND INTERPRETATION**

##### **4.1.1. Results Analysis of the Satisfaction survey**

At the end of the phase of application of the Didactic guide “Tasks on HOTS”, a survey was applied to the experimental group. The survey displayed a total of 7 questions; the first 6 questions focused on the level of satisfaction; and the last one focused on 5 sub items to elicit suggestions from students to improve the Didactic guide . Thus, the first 6 questions inquired about the following issues:

- 1st. progress on the speaking skill
- 2nd. Progress on HOTS
- 3rd. Working on communicative tasks
- 4th. Level of influence of Communicative tasks for the development of the Speaking skill
- 5th. Level of influence of HOTS for the development of the Speaking skill,
- 6th. Level of satisfaction when working with "Tasks on HOTS"
- 7th. It included a series of 5 open sub items inquiring on suggestions to improve the activities of the Research work “Tasks on HOTS”.

This survey intended to test the hypothesis 1: “the application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, DEVELOPS the Spoken language”. The results are presented below

Results of the survey: Level of Student's satisfaction

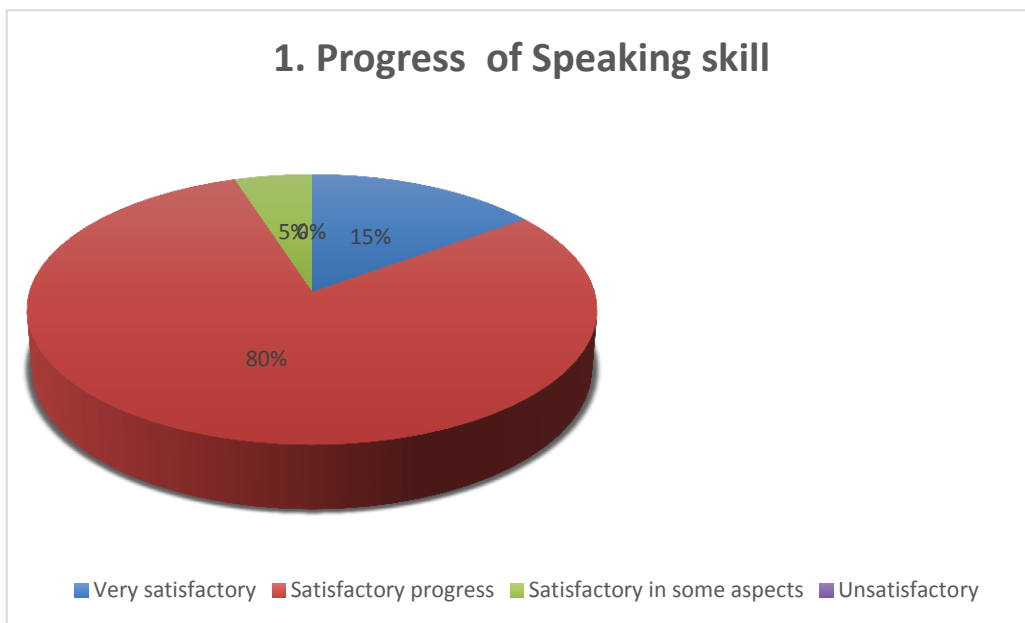
**Table N°.4.1**

**1. Progress of Speaking skill**

Level of satisfaction	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Total
Absolute frequency	3	16	1	0	20
Relative frequency	15	80	5	0	100

Elaborated by: Narcisa Fuertes

**Graph N°.4.1**



Elaborated by: Narcisa Fuertes

The results reflect that 80% of students expressed a satisfactory progress on their speaking skill; 15% expressed very satisfactory, 5% expressed satisfactory in some aspects, while 0% expressed unsatisfactory progress.

**Interpretation:**

Most students expressed a satisfactory progress of their speaking skill, i.e. they noticed progress in both components of speaking, Interactive communication (communication,

interaction and fluency) and Accuracy (vocabulary, grammar and pronunciation). Hence, the application.

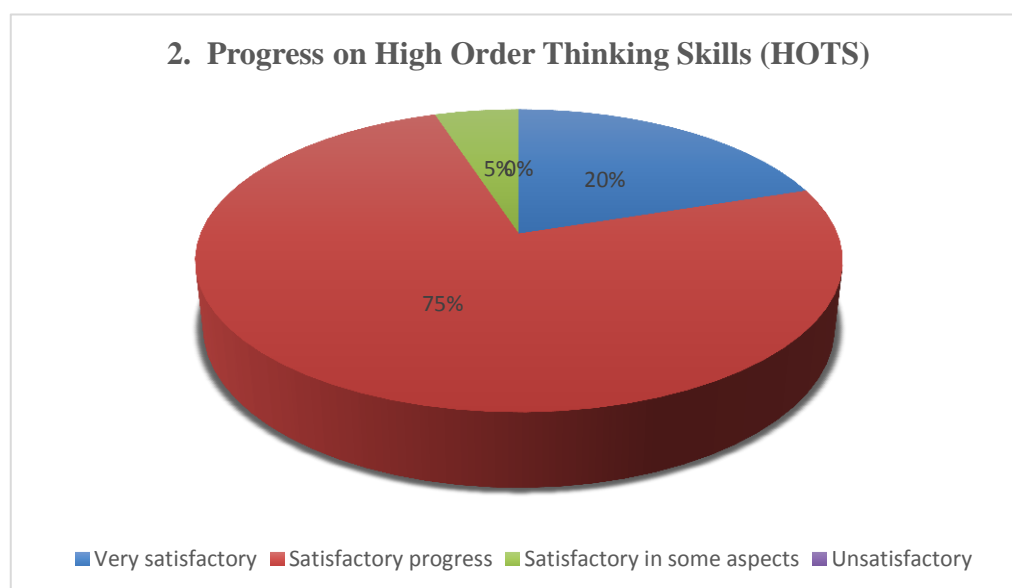
**Table N°4.2**

**2. Progress on High Order Thinking Skills (HOTS)**

Level of satisfaction	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Total
Absolute frequency	4	15	1	0	20
Relative frequency	20	75	5	0	100

Elaborated by: Narcisa Fuertes

**Graphic N°.4.2**



Elaborated by: Narcisa Fuertes

**Analysis:**

The results reflect that 75% of students expressed a satisfactory level on their progress on High Order Thinking skills (HOTS); 15% expressed very satisfactory, 5% expressed satisfactory in some aspects, while 0% expressed unsatisfactory progress.

**Interpretation:**

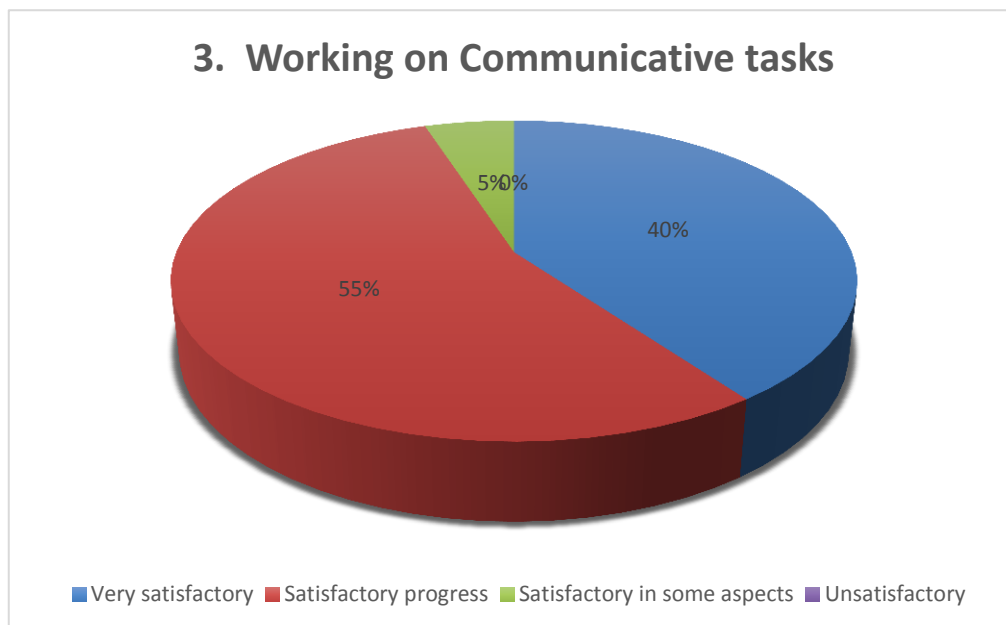
Most students expressed a satisfactory progress on their high order thinking skills, the second majority expressed a very satisfactory level, this reflects a high degree of learner’s satisfaction on the progress of their HOTS when applying the guide Tasks on HOTS. Additionally, these results evidence the compatibility between Task based learning and the use of HOTS to foster the speaking skill

**Table N°.4.3**  
**Working on Communicative tasks**

Level of satisfaction	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Total
Absolute frequency	8	11	1	0	20
Relative frequency	40	55	5	0	100

Elaborated by: Narcisa Fuertes

**Graph N°4.3**



Elaborated by: Narcisa Fuertes

**Analysis:**

The results reflect that 55% of students expressed a satisfactory level when working on communicative tasks; 40% expressed a very satisfactory level, 5% expressed a satisfactory level; while 0% expressed an unsatisfactory level.

**Interpretation:**

Most students expressed a satisfactory and very satisfactory level when working on communicative tasks presented in the Teaching guide tasks on HOTS, this evidences level of motivation, engagement and effectiveness of the application of the teaching guide “tasks on HOTS”.

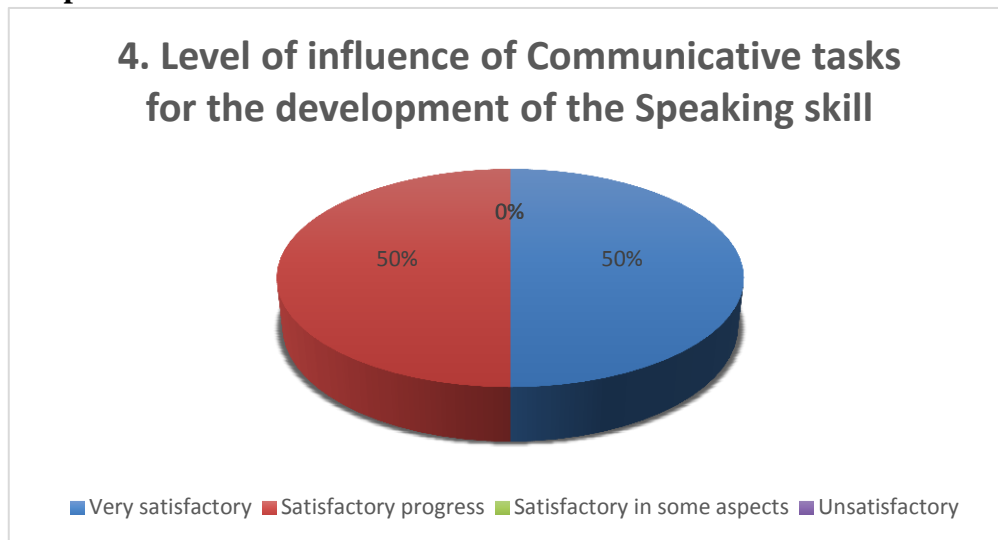
**Table N°4.4**

**4. Level of influence of Communicative tasks for the development of the Speaking skill**

Level of satisfaction	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Total
Absolute frequency	10	10	0	0	20
Relative frequency	50	50	0	0	100

Elaborated by: Narcisa Fuertes

**Graph N°4.4**



Elaborated by: Narcisa Fuertes



**Analysis:**

The results reflect that 50% of students registered a satisfactory level of influence of communicative tasks for the development of the Speaking skill; in the same way a 50% registered a very satisfactory level and 0% registered a satisfactory in some aspects or an unsatisfactory level of influence.

**Interpretation:**

Most of students registered a satisfactory and very satisfactory level of influence of communicative tasks for the development of the Speaking skill. It is assumed then that learners recognize the positive influence on Communicative tasks for the development of the Speaking skill. Therefore, the use to communicative tasks was appropriate for the development of this skill.

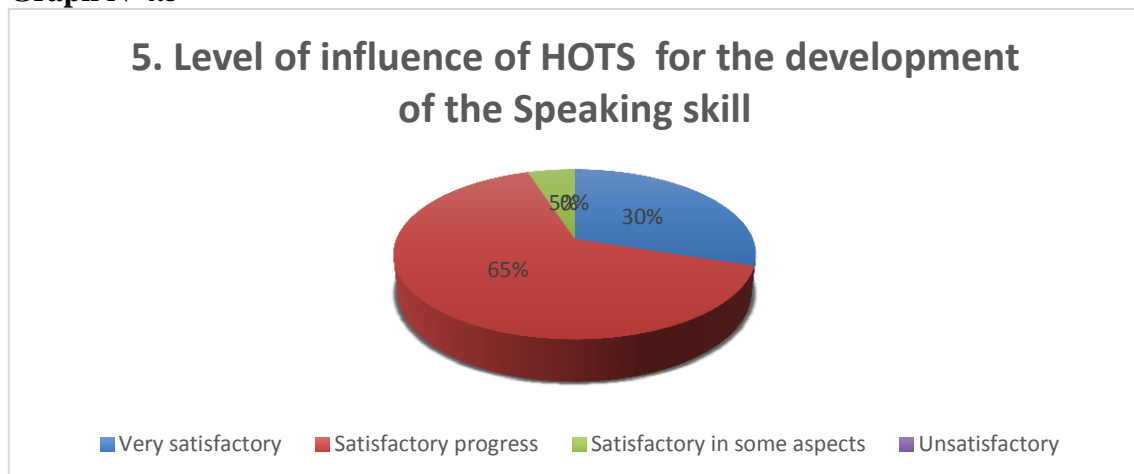
**Table N°4.5**

**5. Level of influence of HOTS for the development of the Speaking skill**

Level of satisfaction	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Total
Absolute frequency	6	13	1	0	20
Relative frequency	30	65	5	0	100

Elaborated by: Narcisa Fuertes

**Graph N°4.5**



Elaborated by: Narcisa Fuertes

**Analysis:**

The results reflect that 65% of students identified a satisfactory level of influence of HOTS for the development of the speaking skill; 30% identified a very satisfactory level, ; 5% identified a satisfactory level in some cases and 0% identified a an unsatisfactory level.

**Interpretation:**

Most students recognized a satisfactory and very satisfactory level of influence of HOTS for the development of the Speaking skill. This finding supports the theory that HOTS provide learner with meaningful tools to develop their speaking skill at a high thinking level by applying, synthetizing, evaluating and creating new ideas or messages in their daily communication.

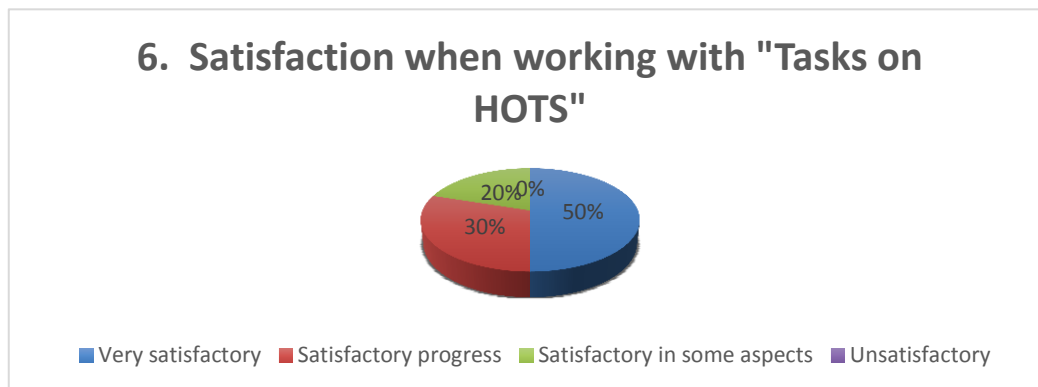
**Table N°4.6**

**6. Satisfaction when working with "Tasks on HOTS"**

Level of satisfaction	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Total
Absolute frequency	10	6	4	0	20
Relative frequency	50	30	20	0	100

Elaborated by: Narcisa Fuertes

**Graph N°4.6**



Elaborated by: Narcisa Fuertes

**Analysis:**

The results reflect that 50% of students expressed a very satisfactory level when working with “Tasks on HOTS”; 30% expressed a very satisfactory level, 20% expressed a satisfactory level in some aspects; while 0% expressed an unsatisfactory level.

**Interpretation:**

Most of students expressed a very satisfactory and satisfactory level when working with “Tasks on HOTS”. This, shows that students liked working with “Tasks on HOTS”. In other words it is interpreted that the application of the guide “Tasks on HOTS” stimulated learner’s motivation and effectiveness for developing the Spoken language.

7.Suggestions to improve the activities of the Research work Tasks on HOTS.

The last question of the survey included 5 sub-items which are summarized in the following chart:

**Table N°4.7**  
**Summary of Students’ suggestions**

Questions	Learner’s responses	7.2Why
<b>7.1 What aspects did you like?</b>	Interaction✓✓ ✓✓✓in the conversation, medical dilemmas Use of creativity Talk about oneself ✓ Work with dialogues, analyze dialogues Communicative tasks ✓✓✓ Interact, express opinion, share information Fluency & more vocabulary	It is interesting, I can practice w/ classmates I like to use my imagination It’s easier to talk about personal experiences It develops Learner’s thinking It improves speaking skill Helps on fluency Communication is interesting Enjoyable and funny

	<p>All the activities</p> <p>Creative✓✓✓ and objective activities</p> <p>Pronunciation</p> <p>Love oral presentations</p> <p>Everything</p>	<p>Major relevant</p> <p>Creativity is motivating</p> <p>Teacher work individually w/ss.</p> <p>Not monotonous classes</p> <p>Important in learning</p> <p>Oral presentations help pronunciation &amp; fluency</p>
		<b>7.4 Why?</b>
<b>7.3 What aspects didn't you like?</b>	<p>Grammar ✓✓✓✓✓, difficult examples</p> <p>Evaluation</p> <p>Over correction</p> <p>Writing</p> <p>Evaluation is not necessary</p> <p>Not many clinical cases</p> <p>Homework ✓✓</p> <p>Deadlines for difficult tasks</p> <p>Many tasks</p> <p>Grammar &amp; pronunciation</p>	<p>It's difficult, I don't feel confident</p> <p>Learning is hard and needs practice</p> <p>Lack of vocabulary</p> <p>Pressure</p> <p>Need more activities</p> <p>Teacher shows individual error to Ss.</p> <p>Difficulty in grammar ✓✓✓✓</p> <p>Grammar is confusing</p> <p>Clinical cases are motivating</p> <p>It calls student's attention</p> <p>Medical Ss. Don't have time ✓✓</p>
<b>7.5 Suggestions to improve Tasks on HOTS</b>	<p>Practice outside the classroom</p> <p>Practice with foreigners</p> <p>Not much homework ✓✓, it is better to interact in class</p> <p>Keep going✓ with projects help us to play using major info.</p> <p>Give more time to English by listening English songs</p> <p>Keep going with this methodology</p> <p>There should be a prior vocabulary before each task</p> <p>Thinking skills are very important because they help develop skills</p> <p>Do activities in class</p> <p>Work in grammar more</p> <p>Add more funny and dynamic activities</p> <p>Be a little more strict w/ activities ✓</p> <p>Research more about problems in the career</p> <p>Apply prospect of life</p>	

Elaborated by Narcisa Fuertes.

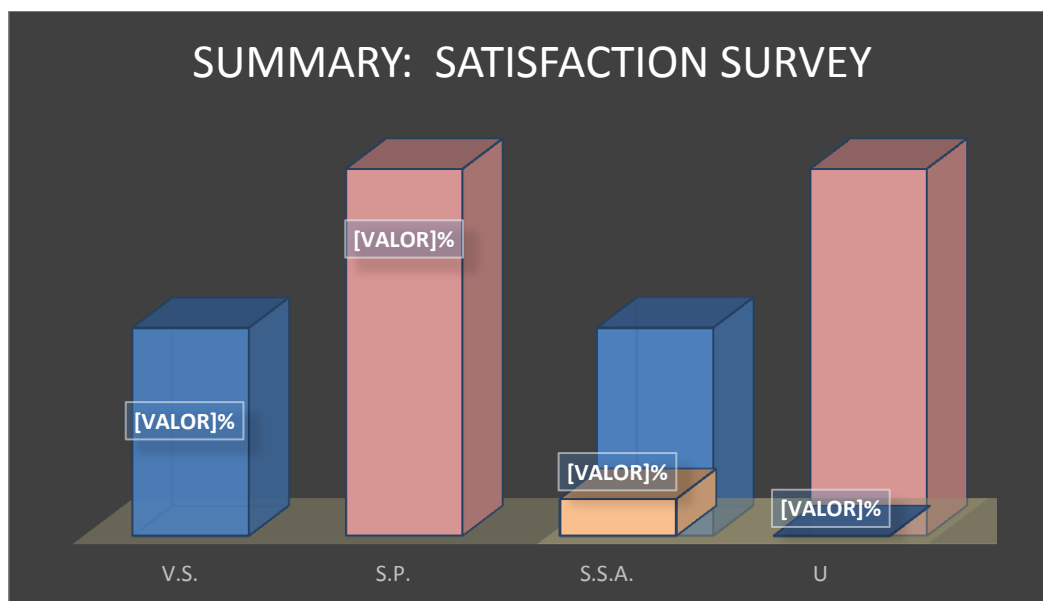
Table N°4.8

ary: Satisfaction survey

ITEM	Indicator	Very satisfactory		Satisfactory progress		Satisfactory in some aspects		Unsatisfactory		Total	
		A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F	TAF	TRF
1	Progress of Speaking skill	3	15%	16	80%	1	5%	0	0	20	100%
2	Progress on High Order Thinking Skills (HOTS)	4	20%	15	75%	1	5%	0	0	20	100%
3	Working on Communicative tasks	8	40%	11	55%	1	5%	0	0	20	100%
4	Level of influence of Communicative tasks for the development of the Speaking skill	10	50%	10	50%	0	0	0	0	20	100%
5	Level of influence of HOTS for the development of the Speaking skill	6	30%	13	65%	1	5%	0	0	20	100%
6	Satisfaction when working with "Tasks on HOTS"	10	50%	6	30%	4	20%	0	0	20	100%
	Average		34%		60%		6%		0%		100%

Elaborated by Narcisa Fuertes

**Graph N° 4.7**



Elaborated by Narcisa Fuertes

**Analysis:**

Taking the average results, they reflect 34% very satisfactory level, 60% a satisfactory level, 6% a Satisfactory level in some aspects; while 0% expressed an unsatisfactory level regarding the indicators of the application of the didactic guide Tasks on HOTS to develop speaking skill.

**Interpretation:**

The results show that most students expressed a satisfactory and very satisfactory level of progress on the speaking skill as well as on the development of HOTS. This means, that application of the guide “Tasks on HOTS” achieved progress: on components of spoken language, use of HOTS and motivation to use communicative tasks.

The above findings agreed with the results presented on the “Case Study of Exploring Viability of Task-based Instruction on College English Teaching in Big-sized Class”. where their main findings reported: a) significantly better learning attainments; b) better oral English performance; c) and motivated learning. Therefore, the findings showed the potentials and practicability of the application of the didactic guide Tasks on HOTS.

#### 4.1.2. Results Analysis of the Observation guide

To Assess the use of HOTS High Order Thinking Skills in order to enhance the speaking skill; an observation guide was applied in 4 different moments, these series of observation were applied to the experimental group as specified bellow.

**Table N°.4.9**

##### **Sequence of observations**

<b>Observation Ner.</b>	<b>Sequence of tasks</b>
Observation 1	Thinking skills
Observation 2	Research on medical articles
Observation 3	Inspirational songs
Observation 4	Video clip

Elaborated by: Narcisa Fuertes

**Table N° 4.10**

**Results of observations**

	Observation 1	Observation 2	Observation 3	Observation 4
Code of Students	Average S& HOTS /10	Average S& HOTS /10	Average S& HOTS /10	Average S& HOTS /10
Ner.	Thinking skills 6/11/2015	Research Article 11/01/2016	Favorite movie song15/02/2016	Video clip 23/02/2016
001	6,10	<b>6,00</b>	8,00	8,54
002	6,00	7,00	7,50	7,00
003	6,00	<b>8,00</b>	8,00	8,90
004	6,00	7,00	7,90	7,75
005	6,00	<b>6,00</b>	7,70	8,00
006	5,30	7,50	7,00	9,00
007	6,00	<b>6,00</b>	7,00	8,54
008	5,60	7,50	8,25	9,30
009	5,50	<b>6,00</b>	7,00	8,40
010	7,00	7,00	7,00	7,60
011	5,50	<b>6,00</b>	7,70	8,40
012	5,80	6,00	8,50	8,30
013	4,75	<b>7,00</b>	7,00	8,79
014	4,75	7,00	7,50	7,20
015	5,00	<b>7,00</b>	7,50	8,25
016	6,00	7,00	9,00	8,00
017	5,00	<b>6,50</b>	7,00	7,50
018	6,00	8,00	8,00	8,00
019	6,00	<b>6,00</b>	7,90	7,00
020	6,00	8,00	7,00	8,00
	<b>5,72</b>	<b>6,83</b>	<b>7,62</b>	<b>8,12</b>

Elaborated by Narcisa Fuertes



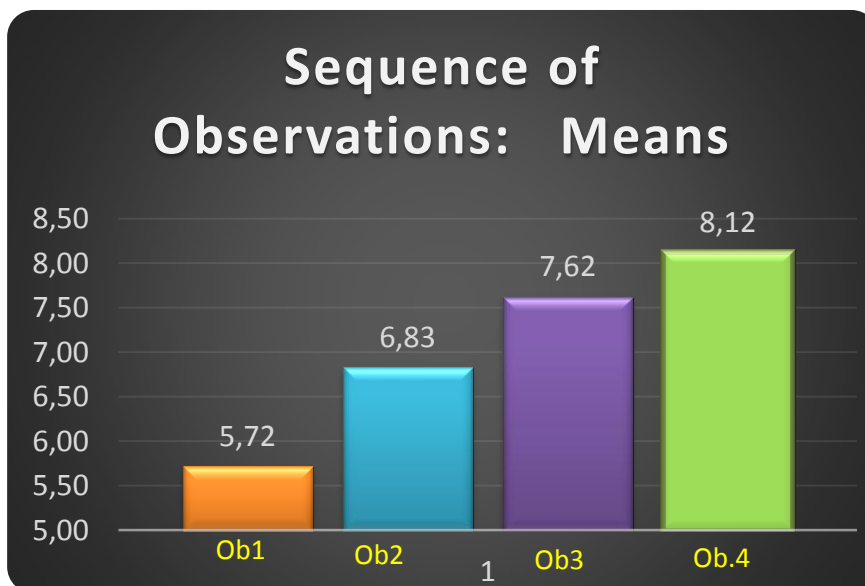
**Table N° 4.11**

**Summary of Observations 1-4**

<b>OBSERVATIONS</b>	<b>Observation 1</b>	<b>Observation 2</b>	<b>Observation 3</b>	<b>Observation 4</b>
<b>MEAN</b>	5,72	6,83	7,62	8,12
<b>TOTAL INCREASE</b>	↑ 2,4 (41.95%) ↑			

Elaborated by: Narcisa Fuertes

**Graph N°4.8**



Elaborated by: Narcisa Fuertes

**Analysis:**

Results present the Means (averages) of the four observation moments. Findings show on the first observation 5.72; second observation 6.83; third observation 7.62 and fourth observation 8.12 . The total improvement between observation 1 and observation 4 is 2,4 out of 10, the percentage of improvement is 41,95 %.

**Interpretation:**

The results show a sequential improvement of the use of High Order Thinking Skills, the “Means” reflect a permanent increase showing that this rising trend is permanent, especially at the beginning between observations 1 and 2; the increase tends to maintain the stability in observation 3 and 4. Finally, the total progression reflects a significantly high percentage. **This finding agrees with the results of the study “Critical Thinking and Speaking proficiency” presented in “Antecedentes” where the findings** indicated that teaching critical thinking explicitly has a significantly positive impact on the speaking proficiency of adult intermediate EFL learners. Thus, it can be stated that to work with HOTS enhances the speaking skill of learners as claimed in Hypothesis 2 of this research work

#### 4.1.3. Results of data collection Instrument number 3: Test (Pretest and Post- test).

The pretest was applied before starting the pedagogical intervention and the post-test at the end of the intervention. As specified in the methodology, the test intended to assess the speaking skill by applying high thinking skills in meaningful tasks. The test focused on the components of speaking skill (Oral Interaction and oral production). A rubric was used to assess those components, Interaction (communication, interaction and fluency; Production assessed accuracy (vocabulary, grammar, and pronunciation). Though, these components are usually overlapped, by research purposes they were assessed as two big sections. This instrument intended to test Hypothesis 3: “The evaluation of the qualitative aspects of oral interaction and oral production DETERMINES the improvement of the speaking skill”. The results are presented below.

**Table N° 4.12**

#### **Oral Interaction & Oral Production**

<b>Qualitative aspects</b>			
Oral Interaction	Communication	Interaction	Fluency
Oral Prodcatation	Vocabulary	Grammar	Pronunciation

--	--	--	--

Elaborated by: Narcisa Fuertes

**Table N° 4.13**

**Experimental group: Results of Pretest and Post test**

<b>Experimental group</b>					
<b>Pre test</b>			<b>Post test</b>		
<b>Oral Interaction</b>	<b>Oral Production</b>	<b>Average</b>	<b>Oral Interaction</b>	<b>Oral Production</b>	<b>Average</b>
4,17	4,17	4,17	8,33	7,50	7,92
5,00	5,00	5,00	7,50	7,50	7,50
5,00	5,00	5,00	7,92	7,92	7,92
2,50	4,17	3,33	7,92	7,50	7,71
5,00	5,00	5,00	7,50	7,08	7,29
6,67	5,00	5,83	8,75	7,50	8,13
3,33	2,50	2,92	7,50	7,50	7,50
5,00	4,17	4,58	8,33	7,50	7,92
6,67	6,67	6,67	8,75	8,75	8,75
5,00	5,83	5,42	8,33	7,50	7,92
4,17	4,17	4,17	7,50	6,25	6,88
5,00	4,17	4,58	7,50	7,50	7,50
5,00	5,00	5,00	8,33	7,50	7,92
5,83	5,00	5,42	8,75	6,67	7,71
3,33	3,33	3,33	7,50	7,08	7,29
5,83	5,00	5,42	7,50	6,67	7,08
3,33	2,50	2,92	7,29	7,50	7,40
7,50	5,00	6,25	8,33	8,33	8,33
5,00	5,00	5,00	8,75	8,33	8,54
5,00	5,00	5,00	8,75	7,50	8,13
4,92	4,58	4,75	8,05	7,48	7,77

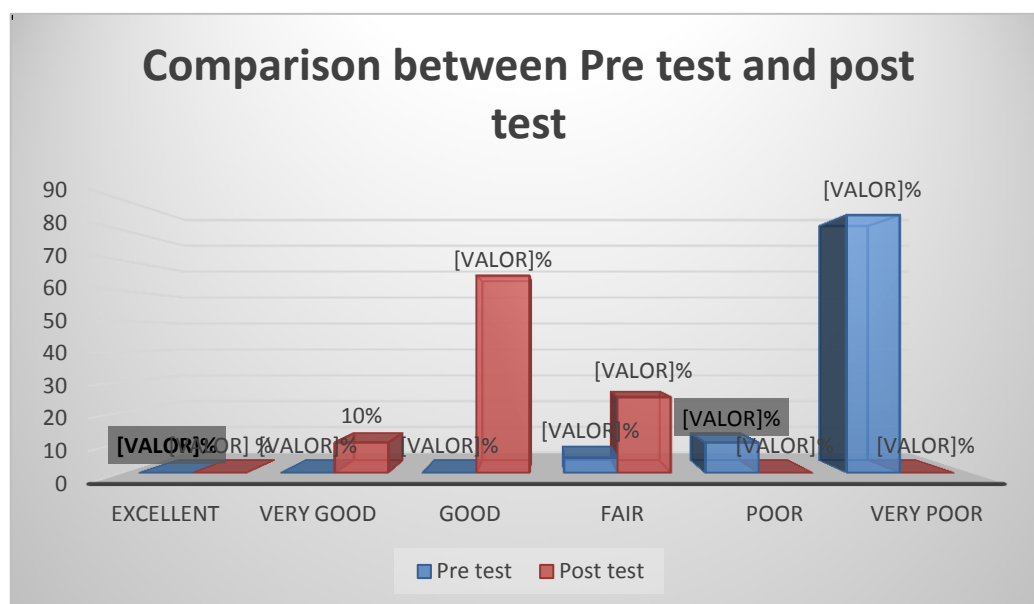
Elaborated by: Narcisa Fuertes

**Table N°4.14**

**Comparison between Pre test and Post test**

Numerical scale	Evaluation Scale			Evaluation Scale		
	Pre test			Post Test		
	Scale.	F.A	F.R	Scale.	F.A	F.R
10	Excellent	0	0	Excellent	0	0
8,50 - 9,99	Very good	0	0	Very good	2	10%
7,50 - 8,49	Good	0	0	Good	13	65%
6,50 - 7,49	Fair	1	5%	Fair	5	25%
5,50 - 6,49	Poor	2	10%	Poor	0	0
< 5,49	Very poor	17	85%	Very poor	0	0
	Total	20	100%	Total	20	100

Elaborated by: Narcisa Fuertes



**Graph N° 4.9**

Elaborated by: Narcisa Fuertes

### **Analysis**

Results show a significant difference between pretest and posttest. Pretest reflects 85% with an evaluation of very poor, 19% poor and 5% fair. While Post-test reflects 65% good, 25% fair, and 10% very good.

### **Interpretation**

Findings show that post-test has a significant-positive difference with findings of pretest. Thus, post-test reflects the highest percentage equivalent to GOOD; while the pretest reflects the highest percentage equivalent to VERY POOR. This means, that the qualitative aspects of Speaking skill were improved that is communication, interaction and fluency. The qualitative aspects comprised in Accuracy also improved though, in a lower scale.

These findings highly agree with the “Case Study Efficacy of Task-Based Learning” published by Canadian Center of Science and Education where results revealed that TBL was effective in fluency, lexical and syntactic complexity, and ineffective in accuracy. (Tang, Chiou, & Oliver, 2015). Hence, these findings show the significant attainments of Task on HOTS specially in oral interaction components.

**Table N° 4.15**

**Control group: Results of Pretest and Post test**

Pretest			Posttest		
Oral Interaction	Oral Production	Average	Oral Interaction	Oral Production	Average
5,00	5,00	5,00	5,42	5,00	5,21
6,25	6,25	6,25	7,50	6,25	6,88
5,00	5,00	5,00	5,00	5,00	5,00
6,25	6,67	6,46	6,67	7,50	7,09
6,25	6,25	6,25	6,88	5,83	6,36
8,33	8,33	8,33	8,75	9,17	8,96
7,5	8,33	7,915	8,33	9,17	8,75
5,83	5,83	5,83	6,25	5,83	6,04
5,83	5,83	5,83	5,42	5,83	5,63
6,25	6,67	6,46	7,5	7,92	7,71
4,17	5,00	4,585	5,00	5,42	5,21
4,58	5,00	4,79	5,00	5,00	5,00
5,83	6,25	6,04	7,5,	7,5,	7,50
6,25	6,25	6,25	5,83	6,67	6,25
5,00	5,00	5,00	5,83	5,00	5,42
6,67	5,42	6,05	7,08	7,92	7,50
6,67	6,67	6,67	7,50	7,92	7,71
6,25	7,08	6,67	6,25	7,92	7,085
5,00	5,83	5,415	6,25	6,67	6,46
5,83	6,67	6,25	5,83	6,67	6,25

Elaborated by: Narcisa Fuertes

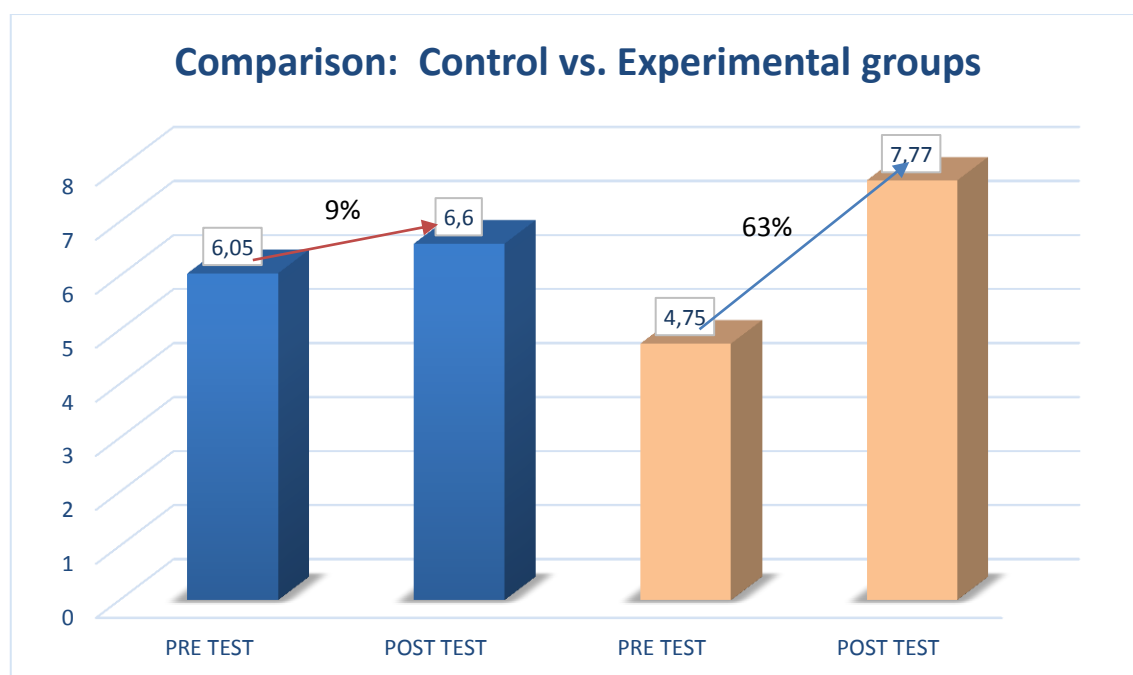
Table. N°4.16

Comparison: experimental & control groups

Experimental group	Oral Interaction		Increase	
	Pre test	Post test	Absolute v	Relative V
	4,92	8,05	3,13	63,62%
Experimental group	Oral production			
	Pre test	Post Test	Absolute v	Relative v
	4,58	7,48	2,9	63,32%
Average	4,75	7,77		
Control group	Oral Interaction		Increase	
	Pre test	Post test	Absolute v	Relative v
	5,94	6,49	0,55	9,26%
Control group	Oral production			
	Pre test	Post test	Absoluto v	Relativo v
	6,17	6,71	0,54	8,80%
Average	6,05	6,60		

Elaborated by: Narcisa Fuertes

Graph N° 4.10



Elaborated by: Narcisa Fuertes

## **Analysis**

Experimental group: Regarding Oral Interaction: Results of means in Pre test 4,75; Post test 7,77. Results show that the group has an increase of 63,62 %. Concerning oral production results show 63,32%.

Control group: Results of means Pre test 6,05 Post test 6,6. Regarding Oral Interaction results show that the group had an increasing of 9,26%. Taking into account Oral production, results show that is 8,80%.

## **Interpretation**

It is evident that the highest increasing was given by the results of the experimental group, determining that the spoken language was improved in terms of the qualitative aspects of the oral interaction and oral production. This findings are in agreement with the study “Impact of Teaching Critical Thinking in EFL context”, the results indicate that teaching critical thinking skills in EFL context can improve language learning. Results of Task on HOTS validate these findings.

## **4.2 HYPOTHESIS VERIFICATION**

General hypothesis

**The elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, DEVELOPS the Speaking skill on students of 4th English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.**

Specific Hypothesis

Ha1: The application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order thinking skills DEVELOPS the Spoken language.

Ha2: assessment of the use of HOTS High Order Thinking Skills ENHANCES the speaking skill.



Ha3: The evaluation of the qualitative aspects of the oral production and interaction DETERMINES the improvement of the speaking skill.

#### **Null Hypothesis**

**H01: The application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, DOES NOT DEVELOP the Spoken language.**

**H0 2: The assessment of the use of HOTS High Order Thinking Skills DOES NOT ENHANCE the speaking skill.**

**H0 3: The evaluation of the qualitative aspects of the interactive communication and oral production DOES NOT DETERMINE the improvement of the speaking skill.**

#### **4.2.1. Verification of specific hypothesis 1:**

Alternative hypothesis Ha 1: The application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order thinking skills DEVELOPS the Spoken language.

Null hypothesis H01: The application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, DOES NOT DEVELOP the Spoken language.

To test this hypothesis, the chi-squared test  $\chi^2$  was applied. The process is specified bellow.

First the summary of results of the satisfaction survey is presented in the following chart.

Table N° 4.17

Summary satisfaction survey

ITEM	Indicator	Very satisfactory		Satisfactory progress		Satisfactory in some aspects		Unsatisfactory		Total	
		A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F	TAF	TRF
1	Progress on Speaking	3	15%	16	80%	1	5%	0	0	20	100%
2	Progress on (HOTS)	4	20%	15	75%	1	5%	0	0	20	100%
3	Working on Com. tasks	8	40%	11	55%	1	5%	0	0	20	100%
4	Influence of Com. tasks	10	50%	10	50%	0	0	0	0	20	100%
5	Influence of HOTS	6	30%	13	65%	1	5%	0	0	20	100%
6	Satisfaction "Tasks on HOTS"	10	50%	6	30%	4	20%	0	0	20	100%
	Average		34%		60%		6%		0%		100%

Elaborated by: Narcisca Fuentes

Table N° 4.18

Observed data 1

ITEM	VS	SP	SSA	TOTAL
1	3	16	1	20
2	4	15	1	20
3	8	11	1	20
4	10	10	0	20
5	6	13	1	20
6	10	6	4	20
TOTAL	41	71	8	120
	0,342	0,592	0,067	

Elaborated by Narcisa Fuertes

Applying the formula in Excel

$$41/120 = 0.342$$

$$71/120 = 0.592$$

$$8/120 = 0.067$$

To get the column VS (Very satisfactory) in the table “expected” it is multiplied by its corresponding factor:

$$0.342/20 = 6.833$$

$$0.592/20 = 11.8 \quad \text{Column SP (Satisfactory progress)}$$

$0.067/20 = 1.333$  Column SSA (Satisfactory in some aspects). With this values, the next chart is presented:

Table N° 4.19

Observed data 2

ITEM	VS	SP	SSA	TOTAL
1	6,833	11,8	1,333	20
2	6,833	11,8	1,333	20
3	6,833	11,8	1,333	20
4	6,833	11,8	1,333	20
5	6,833	11,8	1,333	20
6	6,833	11,8	1,333	20
TOTAL	41	71	8	120

Elaborated by Narcisa Fuertes

Calculus  $X_{cal}^2$

Taking the Observed and Expected tables; the calculus of Chi-square table is developed

$$\text{Formula: } X_{cal}^2 = \frac{fo-fe^2}{fe}$$

**Table N° 4.20**

**Observed data 3**

fo	Fe	(fo*fe)	$fo - fe^2$	$\frac{fo - fe^2}{fe}$
3	6,8	-3,8	14,44	2.124
4	6,8	-2,8	7,84	1,153
8	6,8	1,2	1,44	0,212
10	6,8	3,2	10,24	1,506
6	6,8	-0,8	0,64	0,094
10	6,8	3,2	10,24	1,506
16	11,8	4,2	17,64	1,495
15	11,8	3,2	10,24	0,868
11	11,8	-0,8	0,64	0,054
10	11,8	-1,8	3,24	0,275
13	11,8	1,2	1,44	0,122
6	11,8	-5,8	33,64	2,851
1	1,3	-0,3	0,09	0,069
1	1,3	-0,3	0,09	0,069
1	1,3	-0,3	0,09	0,069
0	1,3	-1,3	1,69	1,300
1	1,3	-0,3	0,09	0,069
4	1,3	2,7	7,29	5,608
				<b>19,443</b>

Elaborated by Narcisa Fuertes

Thus  $X^2_{cal} = 19.443$

Calculus of  $X^2$  tabulated

Columns 3, rows 6

$GL = (\text{column}-1) (\text{rows}-1)$

$GL = (3-1) (6-1)$

$GL = (2)(5)$

$GL = 10$  (grados de lectura)

$X^2_t = 18,31$

$X^2_{cal} = 19,443$

Verifying results =  $X^2_{cal} > X^2_t$

$19,443 > 18,31$

State Decision Rule

$X^2_{cal} = 19,443$

$X^2_t = 18,31$

$X^2_{cal} 19,443 > X^2_t = 18,31$

$19,443 > 18,31$

Graph

Decision

Developing the comparison between  $X^2_{cal}$  (chi-square calculated) and  $X^2_t$  (chi-square tabulated), it is determined that  $X^2_{cal} = 19,43$  is greater than  $X^2_t = 18,31$ .

Thus,  $X^2_{cal}$  is in the zone of acceptance. Therefore, the alternative hypothesis is accepted and the Null hypothesis is rejected. That is to say: The application of the didactic guide: "Tasks on HOTS" built on Task based learning and High Order Thinking skills, DEVELOPS the Spoken language.

#### 4.2.2. Verification of specific hypothesis 2

**Alternative hypothesis  $H_{a2}$ :** The assessment of the use of HOTS High Order Thinking Skills, ENHANCES the speaking skill.

**Null hypothesis  $H_0 2$ :** The assessment of the use of HOTS High Order Thinking Skills, DOES NOT ENHANCE the speaking skill.

To test hypothesis 2, the student t-test was used.

**Table N° 4.21**

**Data: Observations 1-4**

<b>Observation 1</b>	<b>Observation 4</b>
6,10	8,54
6,00	7,00
6,00	8,90
6,00	7,75
6,00	8,00
5,30	9,00
6,00	8,54
5,60	9,30
5,50	8,40
7,00	7,60
5,50	8,40
5,80	8,30
4,75	8,79
4,75	7,20
5,00	8,25
6,00	8,00
5,00	7,50
6,00	8,00
6,00	7,00
6,00	8,00

Elaborated by Narcisa Fuertes

**Significance level**

**$\alpha=0,05$**

**IC=95%**

**Criteria**

If t statistical (tabulated) is > grater than t critical; the null hypothesis is rejected and alternative hypothesis is accepted.

**Table N° 4.22**

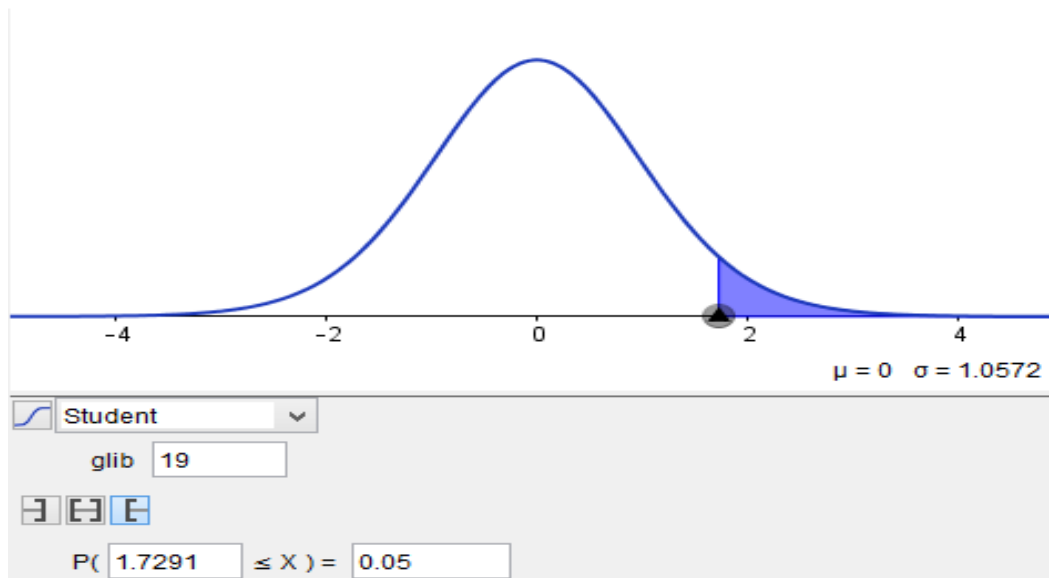
**Student t-test calculus:**

	Variable 1	Variable 2
Prueba t para medias de dos muestras emparejadas		
Media	5,715	8,1235
Varianza	0,3000263	0,4203818
Observaciones	20	20
Coeficiente de correlación de Pearson	-0,157024	
Diferencia hipotética de las medias	0	
Grados de libertad	19	
Estadístico t	-11,80907	
P(T<=t) una cola	1,698E-10	
Valor crítico de t (una cola)		1,7291328
P(T<=t) dos colas		3,395E-10
Valor crítico de t (dos colas)		2,0930241

Elaborat  
ed by  
Narcisa  
Fuertes

**Graph N° 4.11**

**Rejection zone.**



Elaborated by Narcisa Fuertes

**Decision**

Having a significance level of alpha 0.05; the student t-test, determines that Since, -t statistic = 11,80907, is > greater than t critical, it is out of the acceptance zone, therefore, the null hypothesis is rejected and alternative hypothesis 2 is accepted. That is to say, “The assessment of the use of HOTS High Order Thinking Skills, ENHANCES the speaking skill”.

Graph N° 4.11

Verification Hypothesis 2

Elaborated by Narcisa Fuertes

#### 4.2.3. Verification of specific hypothesis 3:

Alternative hypothesis Ha3: The evaluation of the qualitative aspects of oral interaction and oral production DETERMINES the improvement of the speaking skill.

**Null hypothesis H<sub>0</sub> 3: The evaluation of the qualitative aspects of interactive communication and oral production DOES NOT DETERMINE the improvement of the speaking skill.**

To test hypothesis 3, the student t-test was used.

**Table N° 4.23**

**Observed data**

**Summary chart of Pre test and Post-test**

Pre test		Average	Post-test		Average
Oral Interaction	Oral Production		Oral Interaction	Oral Production	
4,17	4,17	4,17	8,33	7,50	7,92
5,00	5,00	5,00	7,50	7,50	7,50
5,00	5,00	5,00	7,92	7,92	7,92
2,50	4,17	3,34	7,92	7,50	7,71
5,00	5,00	5,00	7,50	7,08	7,29
6,67	5,00	5,84	8,75	7,50	8,13



3,33	2,50	2,92	7,50	7,50	7,50
5,00	4,17	4,59	8,33	7,50	7,92
6,67	6,67	6,67	8,75	8,75	8,75
5,00	5,83	5,42	8,33	7,50	7,92
4,17	4,17	4,17	7,50	6,25	6,88
5,00	4,17	4,59	7,50	7,50	7,50
5,00	5,00	5,00	8,33	7,50	7,92
5,83	5,00	5,42	8,75	6,67	7,71
3,33	3,33	3,33	7,50	7,08	7,29
5,83	5,00	5,42	7,50	6,67	7,09
3,33	2,50	2,92	7,29	7,50	7,40
7,50	5,00	6,25	8,33	8,33	8,33
5,00	5,00	5,00	8,75	8,33	8,54
5,00	5,00	5,00	8,75	7,50	8,13

Elaborated by Narcisa Fuertes

### Significance level

$\alpha=0,05$

IC=95%

### Criteria

If t statistical (tabulated) is > grater than t critical; the null hypothesis is rejected and alternative hypothesis is accepted.

**Table N° 4.24**

**Student t-test calculus:**

	<i>Pre test</i>	<i>Post test</i>
Prueba t para medias de dos muestras emparejadas	<i>Variable 1</i>	<i>Variable 2</i>
Media	4,75025	7,76525
Varianza	1,06819072	0,22750914
Observaciones	20	20
Coeficiente de correlación de Pearson	0,56381761	

Diferencia hipotética de las medias	0	
Grados de libertad	19	
Estadístico t	15,6763014	
P(T<=t) una cola	1,2638E-12	
Valor crítico de t (una cola)	1,72913281	
P(T<=t) dos colas	2,5276E-12	
Valor crítico de t (dos colas)	2,09302405	

Elaborated by Narcisa Fuertes

### **Decision**

Having a significance level of alpha 0.05; the student t-test, determines that Since, -t statistic = 15,6763, is > greater than t critical 2,093, it is out of the acceptance zone, therefore, the null hypothesis is rejected and alternative hypothesis 3 is accepted. That is to say, The evaluation of the qualitative aspects of oral interaction and oral production DETERMINES the improvement of the speaking skill.

## **CHAPTER V**

### **5.1 CONCLUSIONS AND RECOMMENDATIONS**

**After having completed the process of analysis and interpretation of results, as well as the process of hypothesis testing. It is feasible to draw the following conclusions:**

**The application of the didactic guide “Tasks on HOTS” develops Spoken language because students evidenced progress and satisfaction on their oral communication performance, as well as on the development of their high thinking ability. Likewise, they expressed satisfaction when working on communicative tasks that develop High order thinking skills by achieving learning outcomes on a real life context.**

**The sequential assessment of High order thinking skills enhances the speaking skill because students show a progressive increase on the application of high thinking skills that comprises applying, analyzing, evaluating and creating.**

**The evaluation of oral interaction and oral production evidences improvement of the speaking skill because learners were able to achieve higher levels on the qualitative aspects of the speaking skill like interactive communication and accuracy.**

## **5.2 RECOMMENDATIONS**

In view of the above conclusions, the following recommendations are stated.

It is recommendable to use the didactic guide “Tasks on HOTS” as a valid alternative guideline to develop Spoken language because it uses principles that learners enjoy such as imagination, and personal interaction in real life issues. Additionally, it fosters learner’s creativity to achieve specific learning outcomes.

It is recommendable to assess sequentially the process of High order thinking skills, to provide appropriate feedback and recognize learner’s progress on the application of high thinking skills like solving problems, giving opinions and generating new ideas.

It is advisable to assess the qualitative aspects of oral interaction and oral production to offer learners specific feedback; however for evaluation purposes it is recommendable to have a more holistic view that is communication and accuracy.

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# ANNEXES



**ANNEX 1. Project**



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**VICERRECTORADO DE POSGRADO E INVESTIGACION**

**INSTITUTO DE POSGRADO**

**PROGRAMA DE MAESTRIAS EN**

**MAESTRÍA EN LINGÜÍSTICA APLICADA AL APRENDIZAJE DEL INGLÉS**

**DECLARACION DEL PROYECTO DE INVESTIGACION**

**TEMA:**

**Elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, to develop the Speaking skill on students of 4<sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.**

**PROPONENTE:**

**Narcisa Fuertes López**

**RIOBAMBA-ECUADOR**

**2014-2015**

# **DECLARACIÓN DEL PROYECTO DEL TRABAJO DE GRADUACIÓN**

## **1. TEMA**

Elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, to develop the Speaking skill on students of 4<sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.

## **2. PROBLEMATIZACIÓN**

### **2.1 Ubicación del sector donde se va a realizar la investigación**

This research will be developed at the National University of Chimborazo in the Faculty of Health and Sciences Faculty at the Language Center with students of 4th. English level.

### **2.2 Situación problemática**

Currently, English is one of the most important and indispensable languages in a globalized world. This statement is supported by three reasons explained below.

The first reason regards with the fact that about two billion people in the world use English to communicate on a regular basis. Thus, English is the 3rd most spoken language after Mandarin, Chinese and Spanish. Research by Pro-English organization has found that 65 countries around the world have English as an official language.

The second reason, English is the language of science, 70% of scientific production occurs in this language, for instance academic articles, books, papers, scientific journals are written in English. In addition, English is the leading business language in the world (ESOE, 2013). On the other hand, English is the predominant language on the internet, covering 40% of total users in this medium. 80% of the information that is on the web is in English, thus, English is the language for the educational research and development.

The third reason, for its global influence, since, it is the language used by political, economic and cultural worldwide organizations like the United Nations, European Union, The Common European Framework of Reference for Languages and is one of the six official languages of UNESCO the others being Arabic, Chinese, English, French, Russian

and Spanish (UNESCO, 2009/2014). Hence, English language is a means of enormous cultural, political, economic and scientific world influence.

Therefore, according to the 3 reasons explained above, English is the mean of communication worldwide. Therefore, Higher Education needs to train learners to become citizens of a globalized world, that means being able to communicate in English to expand their academic, professional and personal profile.

Despite the need of communicating in English language, there is a great deficiency in handling this language in Ecuador. According to the journal Education First which created the tool English Proficiency Index (EF EPI) (Education First, 2011) with the objective of establishing a new standardized model to establish a comparison scale among countries and over time. Ecuador is ranked at a very low level in 2011, the 37th place among 44 countries. Moreover, in March 2010, Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación (SENESCYT) in Ecuador, presented the results of the level of English in the country. The average was 13 out of 20, equivalent to fair; teachers have an initial level of English.

At the National University of Chimborazo (UNACH), Health and Sciences Faculty, Language Center, the necessity to improve the level of English is evident. Thus, after applying **an oral diagnosis evaluation to a sample population of 26 students of the fourth level of English in in the first semester (September-February 2014-2015), the following results were collected 52% got a score lower than 7 (poor), 28% a score of 7 (fair), and 19% greater than 7 (good)** (Fuertes, 2014). These results suggested that most students have a big difficulty (poor score) on the speaking skill, having as qualitative aspects of spoken language Accuracy (Vocabulary, grammar, pronunciation) and Interactive communication (fluency, interaction and communication). In other words, when asking students to participate in situations requiring oral interaction or production, they respond with single words, showing a very limited range of vocabulary, problems even with simple grammatical structures, poor pronunciation, very limited fluency and their communication strategies are very restricted. In addition, when students develop activities related with thinking processes, they are able to do only the ones related to low order thinking skills (LOTS) such as recalling words, identifying or matching; but they are not able to differentiate,

analyze, synthesize give their opinion or create new messages which are high order thinking skills (HOTS).

In addition, it has been observed in the students of 4<sup>th</sup> level of English at Health and Sciences Faculty that they are limited to develop their speaking skill because they have a primary focus on grammatical forms rather than on meaning; this restricts a real-world language use and limits learners' confidence because they are afraid of making mistakes.

As a conclusion, the problem presented on this research work is **how students of 4<sup>th</sup> level of English can improve the poor spoken language performance?**

### **2.3 Formulación del Problema**

To what extent do students of 4<sup>th</sup> level of English improve spoken language performance when working with the didactic guide Tasks on HOTS built on Task Based Learning and High Order Thinking skills?

### **2.4 Problemas derivados**

2.4.1 How can communicative and meaningful activities based on Task Based Learning be effectively used in class to develop real life spoken language?

2.4.2 How to take students from low order thinking skills to high order thinking skills to enhance the quality of the speaking skill?

2.4.3 To what extent can learners overcome their limitation on interactive communication and accuracy to develop the speaking skill?

## **3. JUSTIFICACIÓN**

**From the Social Point of view** this research work aims to help students of 4<sup>th</sup> level of English overcome the difficulties on the speaking skill which is one of the most functional skills for social communication. On the other hand Proficiency on this skill is a requirement for graduation at the National University of Chimborazo. In the same way, improving the speaking skill will support learners to identify themselves as citizens of a global society, in which about 2 billion people speak English and manage 70 percent of scientific information in English. Thus, the application of this research

project enhances learners' opportunities to use the spoken language as a tool for research and professional development in a globalized society.

**The Academic relevance focuses the** problem statement, found in the results of a diagnosis evaluation of the oral skill, showing that 52% got a score lower than 7 (poor) suggesting that most learners have difficulty on spoken language which shows the need to improve the process of acquiring this oral skill. This is a tangible need because students need to take a proficiency test at the end of the six levels of English where the Speaking skill is evaluated together with the other skills of Listening, Reading and Writing.

Moreover, not only students but teachers benefit from this research because this project involves the elaboration and application of the didactic guide "Tasks on HOTS" based on Task-based learning and high order thinking skills (Bloom's taxonomy) for the development of the speaking skill. Furthermore, the application of the research will benefit the participants because it intends to help learners overcome the difficulty on oral production. In addition the findings gathered on this research work could be used to guide further researches on the other skills or applying different approaches.

**From the methodological stand point** as a matter of act, the research is going to require the creation of specific evaluation instruments for data collection according to the needs of the variables of the research. These instruments are a survey, interview, observation sheet and a Pre - post test. All these instruments need to be created according to the variables of the problem and the need analysis for the research work.

**In addition, there is a meaningful personal importance** in this research work because it is relevant to the Researcher's major Language Teaching, (Licenciada en Idiomas). It is going to be developed in the language teaching context where the researcher has worked for about eight years, the Language Center of Health and Sciences Faculty in the UNACH. Furthermore, the research project is a direct an innovative contribution for the learner's language training as an integral component of their academic background. Besides, the accomplishment of this research work will lead the researcher to get a Master's degree on Applied Linguistics for English which represents a great personal and professional achievement.

On the other hand, this research work is feasible because the researcher's academic background is relevant to the research line "Acquisition and Learning of a foreign language" or in other words, language teaching as mentioned above. Regarding the time to achieve the research process, it will take approximately 15 months as specified in the annexes. The estimated budget for the accomplishment of the research work is approximately \$2066,00. With reference to the technical feasibility, the research project is going to work with practical skills for both, the language learning process and the research process; regarding the technological viability, it is going to be supported with tools like the Statistical Package for the Social Sciences (SPSS) a software package used for the statistical analysis of the results gathered along the research work.

**Finally the human feasibility** occurs because the research work is going to be performed with the collaboration of qualified human talent such as a research team of University professors (tutor, board of researchers, investigator). The population to work with is made up of 2 groups of students of fourth level of English of the Language Center, Health and Sciences Faculty.

## **4. OBJETIVOS**

### **4.1 Objetivo General**

To demonstrate how the elaboration and application of the didactic guide: "Tasks on HOTS" built on Task based learning and High Order Thinking skills, develops the Speaking skill on students of 4<sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.

### **4.2 Objetivos Específicos**

- 4.2.1 To apply the didactic guide: "Tasks on HOTS" built on Task based learning and High Order Thinking skills, to develop the Spoken language.
- 4.2.2 To assess the use of HOTS High Order Thinking Skills, to ENHANCE the speaking skill.
- 4.2.3 To evaluate the qualitative aspects of oral interaction and oral production to determine the improvement of the speaking skill.

## 5. FUNDAMENTACIÓN TEÓRICA

### 5.1 Antecedentes de Investigaciones anteriores

Task Based Learning and High Order Thinking skills are variables feasible to find in some Research works but in an independent way. The present research takes these variables to work in interaction for the development of the speaking skill, this modality has not been found in other research works. Below, four research works related to this investigation are presented.

#### Research work 1

Theme: Efficacy of Task-Based Learning in a Chinese EFL Classroom: A Case Study. The Authors were Hersong Tang, Jer-Shiou Chiou and Oliver Jarsaillon. The Publisher was the Canadian Center of Science and Education. This study investigated how task-based learning (TBL) developed the verbal competence of Chinese learners of English as a foreign language (EFL) by employing qualitative and quantitative analyses at a Taiwanese university. The findings revealed that TBL was effective in fluency, lexical and syntactic complexity, and ineffective in accuracy. (Tang, Chiou, & Oliver, 2015).

The findings of this study, revealed that TBL was effective in fluency, lexical and syntactic complexity, and ineffective in accuracy. The above study prevents the present research work to the point that TBL is not focused on accuracy and if accuracy is taken into account, this qualitative aspect of Speaking, needs to be treated with an appropriate feedback as TBL suggests at the end of the pedagogical task.

#### Research work 2

Theme : A Case Study of Exploring Viability of Task-based Instruction on College English Teaching in Big-sized Class. *The authors were Xiangyang Zhang, Shu-Chiu Hung.* This is a quasi experimental study, the main findings from the case study are reported: a). the experimental group presents significantly better learning attainments; b) the experimental group seems to have significantly better oral English performance than the control group; c) the experimental group tends to have presented more active and motivated learning than the control group. To conclude, the study has showed the potentials and practicability of Task-based approach in big-sized classrooms. (Zhang & Hung, 2013). The above study suggests that TBL is appropriate to develop spoken language (dependent variable), as well us keep an appropriate

motivation by giving learners opportunities to develop self-confidence through the achievement of meaningful tasks. Thus, the didactic guide of the present research work needs to have motivating and significant activities to optimize the principles of TBL.

### Research work 3

Theme: Critical Thinking and Speaking Proficiency: A Mixed-method Study. The Authors were Reza Vahdani Sanavi, Samaneh Tarighat. The Abstract describes the study as an intention to investigate the impact of teaching critical thinking skills on the speaking proficiency of Iranian EFL learners in Tehran. The results indicated that teaching critical thinking explicitly has a significantly positive impact on the speaking proficiency of female Iranian adult intermediate EFL learners. (Vahdani Reza, 2014) . The above study validates one of the hypothesis of the present research work which intends to demonstrate that the purposeful use of high order thinking skills fosters the quality of the spoken language.

### Research work 4

Theme: The Impact of Teaching Critical Thinking Skills on Reading Comprehension of Iranian EFL Learners. *The authors were Mansoor Fahim, Maryam Sa'ee pour.* This study intended to investigate the impact of teaching critical thinking skills on reading comprehension ability, as well as the effect of applying debate on critical thinking of EFL learners. The results indicate that teaching critical thinking skills in EFL context can improve language learning. The study has implication for course designers, teachers and students. (Fahim & Maryam, 2011). This study corroborates that the explicit instruction on High order thinking skills, improves the ability on the target language. In the same way the above study and the present research work have an orientation to instructors and learners.

## **5.2 Fundamentaciones científicas**

### **Fundamentación Filosófica.**

There is still no agreement on how people learn languages, but there is a growing agreement on how people do not learn. Lightbown and Spada cited by Willis and Willis, contrast what they call the “get it right from the beginning” approach and the “get it right in the end” approach. The first one claims that grammatical forms are accumulated in a lineal way, ensuring mastery of one before moving on to the next.



Most grammar translation and audiolingual programs are constructed on this approach. “The get it right in the end” approach claims that learners need most of all exposure to language and opportunities to use language meaningfully. The emphasis here is on meaning. They are not saying to avoid grammar at all, the challenge is to find the right balance between meaning-based and form-focused activities. (Willis & Willis, 2015, pp. 30-31) This research work takes the principles of TBL which claims that engaging learners into communicative and meaningful activities provides better opportunities for language learning, thus, focus on grammar is not a prominent point for activating the acquisition of the target language.

### **Fundamentación Epistemológica**

Learning theories associated with a method at the level of approach may emphasize either one or both of the following dimensions, the Process-oriented theories and Condition oriented theories. The first one built on learning processes, such as habit formation, induction, inferencing, hypothesis testing, and generalization. The second one, Condition oriented theories emphasize the nature of the human and physical context in which language learning takes place (Richards & Rodgers, *Approaches and Methods in Language Teaching*, 2001, p. 22). Monitor Model of second language development is an example of a learning theory, this is claimed by Stephen D. Krashen on which the Natural Approach (a method) has built a second language development. Monitor Theory addresses both the process and the condition dimensions of learning. At the level of process, Krashen distinguishes between acquisition and learning. Acquisition denotes to the natural unconscious integration of language structures by using language for communication. Learning focuses on the formal process of getting the language rules and is a conscious process. Asher also claims for the comprehensible input. James Asher’s Total Physical response derives basically from learning theory rather than form a theory of the nature of language. These dimensions are analyzed on this research work to lead the best framework for the development of the guide since Task based learning requires both the comprehensible input but also conditions to produce the language (output) in real life situations.

### **Fundamentación Psicológica**

Taking into account the studies of psychologists like Vigotsky Social Constructivism , Piaget Cogniticism, Ausbel with previous knowledge, this research work has selected a

series of Cognitive principles that provides a clear view to manage the learning process of English which reflects at same time the principles of the Communicative approach. These principles are the Automaticity, Meaningful learning, The Anticipation of Reward, The Intrinsic Motivation Principle and the Strategic Investment.

**Automaticity:** Through an inductive process of exposure to language input and opportunity to experiment with output, they appear to learn languages without “thinking” (Brown, 1994, pág. 16). This principle is developed by Communicative approach which focuses on purposeful, useful communication in real life contexts. In the classroom this is achieved by meaningful tasks (TBL) carried out in a social interaction.

**Meaningful Learning:** It includes new information into the existing one and memory systems, and the resulting associative links generate stronger retentions and avoids mechanical learning.

**The Anticipation of Reward:** The implications under this principle are around providing an optimal degree of immediate verbal praise and encouragement to students as a form of short significant recognition for their work and effort.

**The Intrinsic Motivation:** Teachers should consider what intrinsic motivates their students, so that the classroom activities and tasks can be aimed into those intrinsic drives.

**Strategic Investment:** The principle of investment is very valuable in terms of time, effort, and attention dedicated for learners to the target language.

As teachers it is important to monitor the teaching process, knowing why and how to choose the activities to get the learning outcomes from students not only in an efficient way but promoting an enjoyable environment with a learner centered focus.

### **Fundamentación Pedagógica**

“The greater the student’s involvement or engagement in academic work or in the academic experience, the greater his or her level of knowledge acquisition and general cognitive development”. (Barckley, 2010, p. 4). This quotations supports the learner centered theory focused on active learning to motivate learners. Bonwell and Edison cited by Barckley, neatly define active learning as “doing what we think and thinking about what we are doing”. The teaching approaches like problem-based learning,

cooperative learning, research based learning, task based learning are pedagogies of engagement because they require students to be actively learning as they “do” the tasks of the discipline. Student engagement is the product of motivation and active learning. Barckley claims that it is a product rather than a sum because it will not occur if either element is missing. This research work takes the pedagogy of engagement reflected on Task based learning into both the input and output processes to immerse learners into the acquisition of the target language, specifically focused on the spoken language.

### **Fundamentación Legal**

The Article 124 of LOES (Ley Orgánica de Educación Superior) states, " Training in values and Rights.- It is the responsibility of the institutions of Higher Education to provide graduate from any of the majors or programs , the actual knowledge of their rights and duties of citizens and socio-economic , cultural and ecological situation in the country, mastering a foreign language and the effective management tools "

In the same way the Policies and Guidelines of Plan Nacional del Buen Vivir, established "to promote the learning of a foreign language within the parameters of international accreditation, from early education to the next level". In the same way, This research work is based on the parameters of the Common European Framework which sets the contents and do statements for international accreditation. The three above mentioned documents provide the legal support to make of the foreign language teaching an official aim for the personal and professional development of students at UNACH.

### **Fundamentación axiológica**

Teaching is an axiological vocation since the instructor needs to contribute not only to the academic background of the learners, but overall to the ethical formation of them. Not only teaching but being an example of values on every curricular and extracurricular activity inside or outside the classroom.

This research work takes the variable of Task based learning where the values of work, achievement, cooperation, and support are necessary. The variable of HOTS demands effort, honesty and respect to each other. The independent variable of Speaking requires the capacity to know how, and when to speak, saying the true and showing

respect and tolerance in every message. All these values need to be applied along the different proposed tasks of the didactic guide.

### **5.3 Fundamentación teórica**

This research work intends to use the independent variable Elaboration and Application of the Didactic Guide based on Task Based Learning (TBL) and High Order Thinking skills (HOTS) to enhance the speaking skill. It is appropriate then, to describe the theoretical basis of the two components of the variable.

Task Based Learning (TBL) is an example of the strong version of the communicative approach, where language is acquired through use. Learners acquire the language they need in order to accomplish the task that has been set before them. (Larsen & Anderson, 2011, p. 150)

Defining TBL implies to understand the following characteristics of a task. A task has a primary focus on meaning rather than form (Nunan); it is an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome (Willis). A task is an activity in which meaning is primary, there is some relationship to real world activities, (Skehan). These characteristics and authors have been gathered by (Willis & Willis, 2015, p. 12). When talking about TBL, it is important to analyze the following aspects: the advantages and disadvantages of TBL, sequence of tasks, planning of tasks, kinds and difficulty of tasks, and assessment of tasks.

Research shows that real communication involves engaging learners into meaningful tasks. Thus, engaging learners in task work provides a better context for the activation of learning processes and provides better opportunities for language learning. (Richards & Rodgers, *Approaches and Methods in Language Teaching*, 2001, pág. 223). Task Based Learning (TBL) emphasizes that to get this engagement it is necessary to have both input and output process because this promotes learner's opportunities to use the language resources they already have and making them aware of what they need to learn. This research work is built on the basic principles of TBL, they are as follows:

- The central unit of syllabus and planning are tasks
- Tasks emphasize communication and meaning
- Learners learn language by interacting communicatively while engaged in the activities and tasks
- Activities and tasks need to be related to the activities that learners may be involved in the real life.
- Activities and tasks in a task syllabus need to be organized according to difficulty (Richards & Rodgers, *Approaches and Methods in Language Teaching*, 2001, pág. 224)

In view of the above principles the didactic guide *Tasks of Hots* needs to organize a syllabus taking into account the learners' needs to include activities connected to the real life. These tasks need to be motivating and meaningful for learners. Since it is necessary to consider the difficulty of tasks, this guide will use individual work and a series of steps to work in groups considering as well the application for the thinking process development.

On the other hand, to assess the use of HOTS High Order Thinking Skills, to develop the speaking skill requires that tasks work in interaction to HOTS specially to determine the degree of difficulty of a task. The thinking process is activated when learners develop tasks with unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in explanations, decisions, performances, and products that are valid within the context of available knowledge and experience and that promotes continued growth in these and other intellectual skills. Higher order thinking skills are grounded in lower order skills such as discriminations, simple application and analysis, and cognitive strategies and are linked to prior knowledge (King, Ludwika, & Faranak).

This research has found an interesting interaction between TBL and HOTS, both of them used to activate the speaking skill. One of the strategies of this research work is to make students aware of the advantages of using HOTS when they are communicating their ideas or developing a task because they help learners to analyze the components of the problem, to develop their opinions and also help to develop skills for life like decision making, goal setting, etc. Thinking skills help to combine ideas to suggest innovative solutions or design new procedures to solve problems.

Regarding the Speaking skill which is a productive skill, like writing. It involves using speech to express meaning to other people. (Spratt, Pulverness, & Williams, 2008, pág. 34). The Common European Framework of Reference for Languages: Learning, teaching, assessment presents a table of the qualitative aspects of spoken language use as follows: range, accuracy, fluency, interaction and coherence. (Council of Europe, 2015, pág. 28). Likewise, the handbook for teachers of the Cambridge English Preliminary English test presents the following aspects on the Speaking skill: grammar and vocabulary, discourse management, pronunciation and interactive communication. The book Touchstone presents the following aspects: communication, grammar, vocabulary, conversation strategy, fluency. In some cases, the above qualitative aspects of speaking overlap among them, it is necessary to select the most appropriate according to the teaching contexts and learner's characteristics. The researcher agrees with the criteria of the TKT (Teaching knowledge test Course) which claims that when people communicate orally, they speak with **fluency and accuracy**. **Fluency** is speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech. **Accuracy** in speaking is the use of correct forms of grammar, vocabulary and pronunciation. (Spratt, Pulverness, & Williams, 2008, pág. 34). After the analysis on the rationale and the real situation of the teaching practices at the Health Sciences Faculty; for research and instruction purposes, the present research work has adapted the above information into the following taxonomy of qualitative aspects of the speaking skill: **Interactive communication** which includes (communication, fluency and interaction). **Accuracy** which includes (vocabulary, grammar and pronunciation). In addition it takes the modalities of Oral production and Interaction. The researcher has found this taxonomy and modality much more practical and effective for instructional and assessment purposes.

### **Marco conceptual**

<b>Apply</b>	Use of facts, rules and principles.
<b>Assess</b>	To make a judgment about something. Focuses on learning, teaching and outcomes. Formative: ongoing, to improve learning. Process oriented: how learning is going. Identify areas for improvement.
<b>Didactic guide</b>	It is an essential tool for the organization of student work. It provides all the

	guidance necessary to enable the student to integrate the didactic elements for the study of the subject.
<b>Evaluate</b>	Focuses on grades and may reflect classroom components. Summative: final to measure quality. Product-oriented: What has been learned.
<b>HOTS</b>	High order thinking skills
<b>LOTS</b>	Low order thinking skills
<b>Meaningful Learning:</b>	It includes new information into the existing one and memory systems, and the resulting associative links generate stronger retentions and avoids mechanical learning.
<b>Skill</b>	The ability to do something that comes from training, experience, or practice
<b>Speaking</b>	That involves talking or giving speeches.
<b>TBL</b>	Task Based Learning. Approach that organizes learning into communicative tasks to achieve a clear outcome.

## 6. HIPÓTESIS

### 6.1 Hipótesis General

The elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, DEVELOPS the Speaking skill on students of 4<sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.

### 6.2 Hipótesis Específica

- 6.2.1 The application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, DEVELOPS the Spoken language.
- 6.2.2 The assessment of the use of HOTS High Order Thinking Skills, ENHANCES the speaking skill.
- 6.2.3 The evaluation of the qualitative aspects of the oral interaction and oral production DETERMINES the improvement of the speaking skill.

## 7. OPERACIONALIZACIÓN DE LA HIPÓPTESIS DE GRADUCACIÓN ESPECÍFICA

7.1 The application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills,

**DEVELOPS** the Spoken language.

### INDEPENDENT VARIABLE

V.INDEPENDIENTE	CONCEPTO	CATEGORIA	INDICADOR	TECNICA	INSTRUMENTO
The didactic guide: “Tasks on HOTS” built on <b>Task based learning</b> High Order Thinking skills	<b>Task based learning:</b> Approach that organizes learning into communicative and meaningful tasks to achieve a clear outcome at an appropriate level of difficulty.	Meaningful communication	<ul style="list-style-type: none"> <li>• Focus on Meaning rather than form</li> <li>• Effort to simulate real life</li> </ul>	Survey	Questionnaire
		Motivation through achievement	<ul style="list-style-type: none"> <li>• Interaction-Engagement in task</li> <li>• Achievement of the outcome</li> </ul>		
		Learning difficulty	<ul style="list-style-type: none"> <li>• Appropriate level of difficulty</li> </ul>		

7.2 The assessment of the use of HOTS High Order Thinking Skills, **ENHANCES** the speaking skill.

V.INDEPENDIENTE	CONCEPTO	CATEGORIA	INDICADOR	TECNICA	INSTRUMENTO
the use of HOTS High Order Thinking Skills	<b>High Order thinking skills</b> Mental activities that transform existing information and ideas into a real meaning to draw conclusions and make decisions. Analyze, evaluate and synthesize.	Analising	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Compare</li> <li>• Outline</li> </ul>	Observation	Observation guide
		Evaluating	<ul style="list-style-type: none"> <li>• Decide</li> <li>• Express an opinion</li> <li>• Assess</li> </ul>		
		Synthesizing	<ul style="list-style-type: none"> <li>• Create ideas</li> <li>• Predict events</li> <li>• Suggest solutions</li> </ul>		



**DEPENDENT VARIABLE**

**7.3 The evaluation of the qualitative aspects of Interactive communication and oral production, DETERMINES the improvement of the speaking skill.**

V. INDEPENDIENTE	CONCEPTO	CATEGORIA	INDICADOR	TECNICA	INSTRUMENTO
Speaking skill	<p><b>Speaking skill</b> It involves talking or giving speeches. The ability of expressing orally thoughts, feelings, opinions, etc.</p>	<p>Oral Interaction</p> <p>Oral production</p>	<p><b>Interactive communication</b></p> <ul style="list-style-type: none"> <li>• Communication.</li> <li>• Interaction</li> <li>• fluency</li> </ul> <p><b>Accuracy</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Pronunciation.</li> </ul>	Test	<p><b>Pre test</b></p> <p><b>Post test</b></p>

## **8. METODOLOGÍA**

### **8.1 Tipo de Investigación.**

This research is a quantitative research where a hypothesis is followed by the quantification of data and the numerical analysis is carried out. Longitudinal, Transversal type. It's basic, pure or fundamental at an explanatory level, and develops a quasi - experimental design.

### **8.2 Diseño de la investigación**

The research design type is quasi-experimental (without random assignment) It is going to use a Control group design where the controlled group takes the same pretest and posttest as the experimental group, but it is not going to have the same treatment in between the tests. (Machey & Gass, 2005, pág. 148) . This research work is going to be done in a situation of real teaching practice which can not use groups randomly. The planned stages for data collection are the following: Applying the pre test; Having the pedagogical treatment (Didactic Guide: Tasks on HOTS); gathering data by observational techniques, semistructural surveys, interviews and post test; data analysis.

In addition, having the commitment of improving the conditions, effectiveness and successful of the learning process; Action research is going to be applied by reflecting on the teaching treatment applied during the research process, by systematically collecting data and analyzing it to come to some decisions.

### **8.3 Población y muestra**

The sample size is going to be determined by the type of purposive sampling, hence, the total number of population in the control and the experimental group are going to be taken as population and sample. The exact number of each group cannot be determined because it depends on the process of students' registration.

### **8.4 Muestra**

The sample will be made up of the entire population as explained above, 20 students in the experimental group and 20 students on the control group.

### 8.5 Métodos de Investigación.

The theoretical methods are scientific, analysis and synthesis, induction, deduction and logical practical. The empirical methods used are observation, specifically systematic observation and participative observation.

### 8.6 Técnicas e Instrumentación de recolección de datos

The research techniques to be used are survey, observation and test. The instruments to collect the information are the questionnaire, observation sheet, pretest and posttest which are based on the international exam of speaking of Cambridge University Press PET (Preliminary English Test).

### 8.7 Técnicas y procedimientos para el análisis de resultados

For data processing and analysis there will be used mathematical, technological and logical techniques. After collecting the information, the tabulation will be developed by means of The SPSS statistical software, which will help obtain descriptive and inferential statistics.

For hypothesis testing the chi-square statistic technique will be used. The statistical results will be interpreted by the logic induction technique; and discussion of results will be conducted based on the analysis.

## 9. RECURSOS HUMANOS Y FINANCIEROS

### Human resources.

Nro.	Name	Activity
1.	Mgs. Narcisa Fuertes López	Researcher
2.		Thesis advisor
3.	Students	Participants in the research work.
4.	Board of experts	Validate the instruments, Review the research work

### Material Resources

- 4 reams of A4 paper sheets for printing
- 2 reams of A4 paper sheets for printing.
- Books for Research work
- Internet
- 2 computers : 1 laptop , 1 desktop

- A printer
- Notebooks
- Camera
- school supplies

### **Budget**

#### **Total Budget of Project \$2066**

<b>Nro.</b>	<b>INVESTMENT DESCRIPTOR</b>	<b>Cost-unit</b>	<b>Subtotal cost</b>
1.	8 reams of paper sheet A4	4.50	036,00
2.	Xerox copias	200.00	020,00
3.	Books for research work.	40.00	400,00
4.	1 desktop	500.00	500,00
5.	School supplies	50.00	050,00
6.	Printing of photographs	50.00	020,00
7.	Video Edition	150.00	040,00
8.	Technological tutoring on S PSS	200.00	200,00
9.	Printing	100.00	100,00
10.	Transportation	200.00	500,00
11.	Others	200.00	200,00
	<b>TOTAL</b>		<b>2066,00</b>

## 10. CRONOGRAMA

### Timetable of activities

Cód.	ACTIVITIES	Year 2015												2016			
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	
16	Approval of topic	√															
17	Approval of research Project		√														
18	Review of literature	√	√	√	√	√	√	√	√	√							
19	Consolidation of framework		√	√													
20	Elaboration of the teaching guide				√	√	√										
21	Design of Research instruemnts					√											
22	Validity and reliability of the instruments					√											
23	Application of the didactic guide					√	√	√									
24	Data analysis									√							
25	Data interpretation										√	√					
26	Editing of draft of thesis												√				
27	Review and correction													√			
28	Private presentation														√		
29	Public presentation																√

## 11. MATRIZ LÓGICA

<b>FORMULACIÓN DEL PROBLEMA</b>	<b>OBJETIVO GENERAL</b>	<b>HIPÒTESIS GENERAL</b>
To what extent do students of 4 <sup>th</sup> level of English improve spoken language performance when working with the didactic guide Tasks on HOTS built on Task Based Learning and High Order Thinking skills?	To demonstrate how the elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, develops the Speaking skill on students of 4 <sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.	The elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, DEVELOPS the Speaking skill on students of 4 <sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.
<b>PROBLEMAS DERIVADOS</b>	<b>OBJECTIVOS ESPECÍFICOS</b>	<b>HIPÒTESIS ESPECÍFICA</b>
1. How can communicative and meaningful activities based on Task Based Learning be effectively used in class to develop real life spoken language?	1. To apply the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, to develop the Spoken language.	1. The application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, DEVELOPS the Spoken language.
11. How to take students from low order thinking skills to high order thinking skills to enhance the quality of the speaking skill?	2. To assess the use of HOTS High Order Thinking Skills, to ENHANCE the speaking skill.	2. The assessment of the use of HOTS High Order Thinking Skills, ENHANCES the speaking skill.
12. To what extent can learners overcome their limitation on interactive communication and accuracy to develop the speaking skill?	3. To evaluate the qualitative aspects of interactive communication and oral production to determine the improvement of the speaking skill.	4. The evaluation of the qualitative aspects of interactive communication and oral production DETERMINES the Improvement of the speaking skill.

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# Annexes 2

## INSTRUMENTS FOR COLLECTING INFORMATION:

1. Satisfaction Survey
2. Observation guide
3. Test (Pre test, post test)
4. Score sheet  
(Rubric for speaking test)



DATA COLLECTION INSTRUMENT: SURVEY 4<sup>th</sup>. "A"

Purpose: To collect information regarding the application of Task Based learning (TBL), High Order Thinking skills (HOTS) on the speaking ability of students of 4<sup>th</sup> level.

Instructions: Total veracity in your responses will contribute to the reliability of the investigation. Select the level of your satisfaction by marking a  in the appropriate indicator. Your comments are important.

1. What level of progress have you perceived in the components of your speaking ability?

COMPONENTS OF THE SPEAKING SKILL

Category	Indicator	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Aspects to improve
Oral Interaction (Interactive communication)	1.1 Communication	4	3	2	1	
	1.2 Interaction	4	3	2	1	
	1.3 Fluency	4	3	2	1	
Oral Production (Accuracy)	1.4 Vocabulary	4	3	2	1	
	1.5 Grammar	4	3	2	1	
	1.6 Pronunciation	4	3	2	1	
Total /24	/10					

2. What level of progress have you noticed on the Development of High Order Thinking Skills (HOTS)?

HOTS	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Aspects to improve
2.1 Apply: interact, participate, find out, give examples, solve, use.	4	3	2	1	
2.2 Analyze: classify, compare, contrast, debate, differentiate, examine, infer.	4	3	2	1	
2.3 Evaluate: express opinions, value, compare, choose, conclude, decide, justify, support.	4	3	2	1	
2.4 Create: synthesize, combine, construct, generate, plan, reorganize, suggest, talk.	4	3	2	1	
Total /16	/10				

3. How satisfied did you feel when working on communicative tasks? Consider the following aspects.

Indicators	Very satisfactory	Satisfactory	Satisfactory in some aspects	Unsatisfactory	Comments
3.1 Focusing on the meaning not on grammar.	4	3	2	1	
3.2 Using the language you know	4	3	2	1	
3.3 Achievement of an outcome (Cumplimiento de un logro alcanzado)	4	3	2	1	
3.4 Similarity to real life	4	3	2	1	
Total: 16	/10				



EXPRESS YOUR OPINION ON THE FOLLOWING STATEMENTS

4. Working with communicative tasks (TASKS ON HOTS book) in class helped you develop the speaking skill.

Strongly agree	Agree	Agree somewhat	Disagree	Strongly disagree	Comments: Explain why?

5. The application of The High Order Thinking Skills (HOTS) APPLYING, ANALYZING EVALUATING and CREATING, helped develop your speaking skill.

Strongly agree	Agree	Agree somewhat	Disagree	Strongly disagree	Comments: Explain why?

6. I liked working with the "TASKS ON HOTS" activities.

Strongly agree	Agree	Agree somewhat	Disagree	Strongly disagree	Comments: Explain why?

7. Suggestions to improve the activities of the Research Work Tasks on HOTS.

7.1. What aspects did you like? \_\_\_\_\_

7.2. Why? \_\_\_\_\_

7.3. What aspects didn't you like? \_\_\_\_\_

7.4. Why? \_\_\_\_\_

7.5. Why? \_\_\_\_\_

7.6. What suggestions can you add to improve the Research Work TASKS ON HOTS ?

\_\_\_\_\_

\_\_\_\_\_

Thank you very much.



UNIVERSIDAD NACIONAL DE CHIMBORAZO  
HEALTH AND SCIENCES FACULTY - LANGUAGE CENTER  
**OBSERVATION GUIDE**



Purpose: Collect information regarding the application of Task Based learning (TBL), High Order Thinking skills (HOTS) on the speaking ability of students of English as a foreign language 4<sup>th</sup> level.

Student's name \_\_\_\_\_ Level 4<sup>th</sup> A Date: Feb 23<sup>rd</sup> 2016

Observation Ner 6 Activity: Video clip

**ASSESSMENT CHART: SPEAKING SKILL**

Category	Indicator	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory 1	Aspects to improve
Oral Interaction (Interactive communication)	1. Communication	4	3	2	1	
	2. Interaction	4	3	2	1	
	3. Fluency	4	3	2	1	
Oral Production (Accuracy)	4. Vocabulary	4	3	2	1	
	5. Grammar	4	3	2	1	
	6. Pronunciation	4	3	2	1	
Total /24	...../24					
Score /10	...../10					

**Development High Order Thinking Skills (HOTS) Applying, Analyzing, Evaluating and Creating,**

HOTS	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Aspects to improve
7. Apply: interact, participate, find out, give examples, solve, use.	4	3	2	1	
8. Analyze: classify, compare, contrast, debate, differentiate, examine, infer.	4	3	2	1	
9. Evaluate: express opinions, value, compare, choose, conclude, decide, justify, support.	4	3	2	1	
10. Create: synthesize, combine, construct, generate, plan, reorganize, suggest, talk.	4	3	2	1	
Total /16					
Score: 10/10					

**Application of the characteristics of TBL**

Indicators	Highly evident	Evident	More emphasis recommended	Not observed	Comments
Characteristics					
11. Focus on meaning rather than form (grammar).	4	3	2	1	
12. Using the language they know	4	3	2	1	
13. Achievement of the outcome	4	3	2	1	
14. Effort to Simulate real life	4	3	2	1	
Total /.....16 ...../10					

Comments on student's performance:

\_\_\_\_\_

\_\_\_\_\_



## Learning outcome Ner. 1

To apply the thinking skills by talking about the plot of a movie, to participate successfully in a relevant conversation.

To analyze a movie plot by using High Order Thinking Skills (HOTS) to stimulate oral communication.

**Task:** Talk about a movie, that has most motivated you in your professional and/or personal life, taking into account the following roles.

**Speaker A:**

You are the president of the students' union of the university, the director of your school has asked you to select a movie, book or story to motivate students on their professional and personal lives. What movie, book or story would you choose?

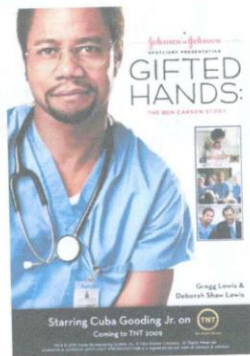
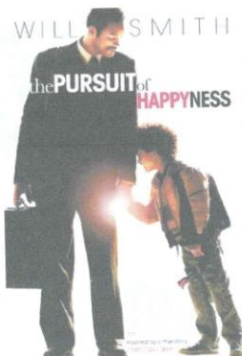
**Speaker B:**

You are the director of the school, choose 5 questions to determine if the movie/book/ or story is the best to motivate the student's personal and/or professional lives?. React appropriately and ask follow up questions.

1. What is the synthesis of the (movie/ book/story)?
2. Why did you like it?
3. What are the similarities between (the movie/ book/ story) and the real life?
4. Why was the (movie/ book/ story) significant for you?
5. How does the main character personalize a positive mentor for students?
6. What is your opinion about the (movie/ book/ story)?
7. How do you think the (movie/ book/ story) motivates your classmates with their professional lives?
8. What ideas can you add to motivate the students' lives?

**Student B:**

Finally as the director of school give your opinion about the (movie/ book/ story) selected by the student. Why would you accept or reject it? To what extent do you think the (movie/ book/ story) would influence positively on the students' lives?



## Learning outcome Ner. 2

To synthesize personal & professional information to interact successfully in a job interview.

Task: With a partner, act out the roles in a job interview.

Student A:

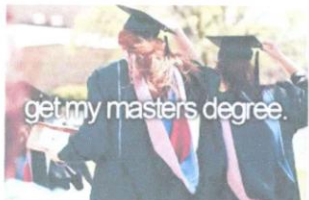
You are a GP (general practitioner) who is applying to work at Metropolitan hospital in the bilingual area. In the job interview **The Human Resources manager** is interested to know about your (1)educational background, (2)experience, (3) personality, (4) plans ahead and (5)how you will reach your goals?

Student B:

Student B: You are a **Human Resources manager, interview the applicant.** You are interested to know about the applicant's (1)educational background, (2)experience, (3)personality, (4)plans ahead and (5)how will s/he reach his/her goals?

From the following 8 questions, choose the most 4 appropriate questions to interview the applicant.

1. Why should we hire you. Focusing on your educational background.
- 1.1 What has been your biggest educational accomplishment? Why is it important for your major?
2. What has been your best work experience in the past? Why?
- 2.1 What has been your worst work experience? Why?
3. What is your greatest strength and weakness
- 3.1 Why do you think your strength is important for this job?
4. Where do you see yourself in 5 years from now in the professional area?
- 4.1 What are your immediate personal goals?
5. How would you feel satisfied in your career?
- 5.1 How would you achieve your personal goals?



## Learning outcome Ner. 3

To express your opinion about a moral health dilemma by participating thoughtfully in a debate.



Thoughtfully: careful thinking.

**Task:** Read about mercy killing or euthanasia, express your opinion by giving valid arguments and rationale to support your ideas. (Assume one posture and participate thoughtfully in a debate with your partner.)

Finally, based on the arguments presented by both parties answer the following question: As a doctor, would you end the life of your patient who has asked you to stop treatment?

### Do you agree or disagree with euthanasia or mercy killing?

Euthanasia is the deliberate advancement of a person's death. In most cases euthanasia is carried out because the person asks to die, but there are cases where a person is not able to ask such a request. A person who experiences euthanasia is usually terminally ill. Euthanasia can be carried out either by doing something, such as administering a lethal injection, or by not doing something necessary to keep the person alive (for example failing to keep their feeding tube going). (Debatewise, 2015)

From a debate about this topic, the following points were found.

#### Points in agreement

- It ends a life which is already a terminal disease
- It stops suffering
- It releases the economic load on relatives

#### Points in disagreement

- It is murder
- Respect of life
- Voluntary euthanasia gives doctors too much power



## Learning outcome Ner. 4

To create a sketch acting out the roles of a health professional and a patient based on your previous knowledge and research on health problems

Student A: You are a (doctor/ psychologist/ physiotherapist) who is checking up a hypochondriac patient. Who is sick but not of a terminal disease as s/he thinks.

Task:

- Compare a terminal disease with the health problem s/he has: (diabetes, trauma, injury, depression. Etc)
- Analyze the causes of the disorder.
- Evaluate the symptoms by checking what makes it worse and what makes it better.
- What solutions or treatment options would you suggest?
- Come up with some recommendations to help with both the real disease and the hypochondriac problem.

Student B: You are a hypochondriac patient, who is afraid of having a terminal disease similar to the one of a friend of yours who died recently with the same symptoms.

Task:

- Construct a story about your dead friend to explain your concern about having the same disease.
- Specify your symptoms
- Compare your symptoms with your friend's symptoms who died recently.
- Consult the doctor with some ideas you have researched on the internet
- After listening your doctor's recommendations, and as a patient who wants to get over, what decisions you can make about your bad habits to recover your health?





## Learning outcome

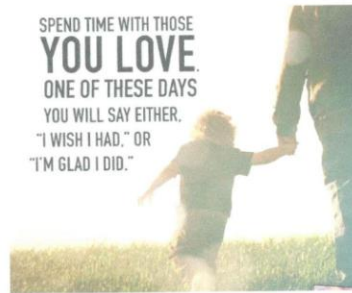
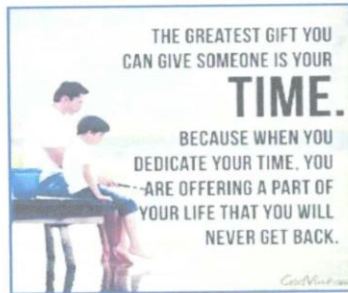
## Ner. 5

To synthesize significant anecdotes in the context of favorite leisure time activities to value family & friends' relationships.

**Task:** Talk about the following issues related to how you spend your leisure time.

- How do you spend your free time ( sports, spending time with family, friends; watching t.v, listening to music, traveling, etc)
- Why do you like the activities you mentioned above?
- Synthesize a nice experience you have had while doing your favorite leisure time activities.
- Who do you spend most time with? Why do you spend time with him/her/them?
- Synthesize an anecdote that give evidence how helpful and supporting that person has been with you.

What ideas would you suggest yourself to apply the following thoughts in your family time.





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HEALTH AND SCIENCES FACULTY - LANGUAGE CENTER  
SCORE SHEET Pre test and post test



Student's name \_\_\_\_\_ Level \_\_\_\_\_

EVALUATION CHART: SPEAKING SKILL

Category	Indicator	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory 1	Aspects to improve
Oral Interaction (Interactive communication)	Communication	4	3	2	1	
	Interaction	4	3	2	1	
	Fluency	4	3	2	1	
Oral Production (Accuracy)	Vocabulary	4	3	2	1	
	Grammar	4	3	2	1	
	Pronunciation	4	3	2	1	
Total /24	-----/24					
Score /10	-----/10					

Development High Order Thinking Skills (HOTS) Applying, Analyzing, Evaluating and Creating,

HOTS	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Aspects to improve
<b>Apply:</b> interact, participate, find out, give examples, solve, use.	4	3	2	1	
<b>Analyze:</b> classify, compare, contrast, debate, differentiate, examine, infer.	4	3	2	1	
<b>Evaluate:</b> express opinions, value, compare, choose, conclude, decide, justify, support.	4	3	2	1	
<b>Create:</b> synthesize, combine, construct, generate, plan, reorganize, suggest, talk.	4	3	2	1	
Total /16					
Score: 10/10					

Learning outcome achievement

Learning outcome (LO)	Total achievement	Good achievement	Partial achievement	Poor achievement
LO:1	4	3	2	1
LO:2	4	3	2	1
Total /8	-----/8			
Score:	-----/10			

Comments on student's performance:

\_\_\_\_\_

\_\_\_\_\_

Definitions components of the Speaking skill

**Interactive communication**  
**Communication:** ability to comprehend, interact, and yourself understood.  
**Interaction:** Effective, natural use of strategies. Initiating an responding, reacting, suggestion-agreement.  
**Fluency:** Speed, flow, naturalness, and comfort with words

**Accuracy**  
**Vocabulary:** Correct and effective use of vocabulary. Variety of words and phrases  
**Grammar:** Accurate and appropriate use of grammar structures  
**Pronunciation:** Intelligible, can the speaker be understood (words, sentence stress and intonation)



UNIVERSIDAD NACIONAL DE CHIMBORAZO  
HEALTH AND SCIENCES FACULTY- LANGUAGE CENTER

VALIDACIÓN DEL INSTRUMENTO DE RECOLECCIÓN DE DATOS

**Tema:** Elaboration and application of the didactic guide: "Tasks on HOTS" built on Task based learning and High Order Thinking skills, to develop the Speaking skill on students of 4<sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo.

**Objetivo general:** To demonstrate how the elaboration and application of the didactic guide: "Tasks on HOTS" built on Task based learning and High Order Thinking skills, develops the Speaking skill.

**Autor:** FUERTES LÓPEZ, Narcisa

**Jurado Experto:** ..... Adriana Jimena Gunder Ruano

**Cargo:** ..... Docente de Inglés Centro de Idiomas - FCS

**Título Académico máximo:** ..... Magister en Lingüística Aplicada

Instrumento de Recolección de datos: Pre-Post test

Marque con un  la escala que considere apropiada.

Escala:	Ninguna	Baja	Media	Alta
	1	2	3	4

Parámetros de evaluación	Criterios	1	2	3	4
<b>Pertinencia</b>	¿Tienen los ítems relación lógica con el objetivo que se pretende estudiar?				X
<b>Importancia</b>	¿Qué nivel de importancia tiene el instrumento con relación a la investigación referida?				X
<b>Organización</b>	¿Existe una organización lógica en la presentación del instrumento referido?				X
<b>Redacción de cada ítem</b>	¿Es clara y explícita?				X

Validado por: ..... Adriana Jimena Gunder Ruano

Nombre y apellido: ..... Adriana Jimena Gunder Ruano

CC: ..... 1709268534

Firma:



UNIVERSIDAD NACIONAL DE CHIMBORAZO  
HEALTH AND SCIENCES FACULTY- LANGUAGE CENTER

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**Autor:** FUERTES LÓPEZ, Narcisa

**Jurado Experto:** LIGIA LÓPEZ HOYOS

**Cargo:** DELEGADA CENTRO IDIOMAS

**Título Académico máximo:** MGS INVESTIGACIÓN

Instrumento de Recolección de datos: Pre-Post test

Marque con un  la escala que considere apropiada.

Escala:	Ninguna	Baja	Media	Alta
	1	2	3	4

Parámetros de evaluación	Criterios	1	2	3	4
<b>Pertinencia</b>	¿Tienen los ítems relación lógica con el objetivo que se pretende estudiar?				/
<b>Importancia</b>	¿Qué nivel de importancia tiene el instrumento con relación a la investigación referida?				/
<b>Organización</b>	¿Existe una organización lógica en la presentación del instrumento referido?				/
<b>Redacción de cada ítem</b>	¿Es clara y explícita?				/

Validado por:.....

Nombre y apellido: LIGIA LÓPEZ HOYOS

CC: 0601294911 Firma: LIGIA LÓPEZ HOYOS



UNIVERSIDAD NACIONAL DE CHIMBORAZO  
HEALTH AND SCIENCES FACULTY- LANGUAGE CENTER

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**Autor:** FUERTES LÓPEZ, Narcisa

**Jurado Experto:** Uvaldo Pecano Pineda

**Cargo:** Docente investigador

**Título Académico máximo:** Doctor en Ciencias Pedagógicas (PhD)

Instrumento de Recolección de datos:      Pre-Post test

Marque con un  la escala que considere apropiada.

Escala:	Ninguna 1	Baja 2	Media 3	Alta 4
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Parámetros de evaluación	Criterios	1	2	3	4
<b>Pertinencia</b>	¿Tienen los ítems relación lógica con el objetivo que se pretende estudiar?				X
<b>Importancia</b>	¿Qué nivel de importancia tiene el instrumento con relación a la investigación referida?				X
<b>Organización</b>	¿Existe una organización lógica en la presentación del instrumento referido?				X
<b>Redacción de cada ítem</b>	¿Es clara y explícita?				X

Validado por: Uvaldo Pecano

Nombre y apellido: Uvaldo Pecano Pineda

CC: 1756655393

Firma: [Handwritten Signature]



UNIVERSIDAD NACIONAL DE CHIMBORAZO  
HEALTH AND SCIENCES FACULTY- LANGUAGE CENTER

VALIDACIÓN DE LA GUÍA DIDÁCTICA : **Tasks on HOTS**

**Tema:** Elaboration and application of the didactic guide: "Tasks on HOTS" built on Task based learning and High Order Thinking skills, to develop the Speaking skill on students of 4<sup>th</sup> English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo.

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**Autor:** FUERTES LÓPEZ, Narcisa

**Jurado Experto:** Dr. C. Uvaldo Recino, PhD

**Cargo:** Docente - Investigador

**Título Académico máximo:** Doctor en Ciencias Pedagógicas

Marque con un  la escala que considere apropiada.

Escala:

Ninguna	Baja	Media	Alta
1	2	3	4

Parámetros de evaluación	Criterios	1	2	3	4	Observaciones
<b>Pertinencia</b>	¿Tienen las actividades propuestas relación lógica con el objetivo que se pretende estudiar?				X	
<b>Importancia</b>	¿Qué nivel de importancia tiene la Guía didáctica con relación a la investigación referida?				X	
<b>Organización</b>	¿Existe una organización lógica en la presentación de actividades de la guía didáctica?				X	
<b>Motivación</b>	¿Las actividades estimulan la motivación?				X	
<b>Procedimiento didáctico de cada actividad</b>	¿Es claro y explícito?				X	

**Observaciones enerales:** .....

Validado por (nombre y apellido) Dr. C. Uvaldo Recino, PhD

CC: 1756655393

Firma: [Firma]



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HEALTH AND SCIENCES FACULTY- LANGUAGE CENTER

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**Autor:** FUERTES LÓPEZ, Narcisa

**Jurado Experto:** *Adriana Cunday*

**Cargo:** *Docente*

**Título Académico máximo:** *Magister en Lingüística Aplicada al Aprendizaje de Inglés*

Instrumento de Recolección de datos: **Ficha de Observación**

Marque con un  la escala que considere apropiada.

Escala:	Ninguna	Baja	Media	Alta
	1	2	3	4

Parámetros de evaluación	Criterios	1	2	3	4
<b>Pertinencia</b>	¿Tienen los ítems relación lógica con el objetivo que se pretende estudiar?				X
<b>Importancia</b>	¿Qué nivel de importancia tiene el instrumento con relación a la investigación referida?				X
<b>Organización</b>	¿Existe una organización lógica en la presentación del instrumento referido?				X
<b>Redacción de cada ítem</b>	¿Es clara y explícita?				X

Validado por:

Nombre y apellido: *Adriana Ximena Cunday Ruano*

CC: *1709268534* Firma: *[Signature]*



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**Autor:** FUERTES LÓPEZ, Narcisa

**Jurado Experto:** LIGIA LÓPEZ H.

**Cargo:** DELEGADA DEL CENTRO DE IDIOMAS - SXENE

**Título Académico máximo:** MAESTRA EN EDUCACIÓN

Instrumento de Recolección de datos: **Ficha de Observación**

Marque con un  la escala que considere apropiada.

Escala:	Ninguna	Baja	Media	Alta
	1	2	3	4

Parámetros de evaluación	Criterios	1	2	3	4
<b>Pertinencia</b>	¿Tienen los ítems relación lógica con el objetivo que se pretende estudiar?				
<b>Importancia</b>	¿Qué nivel de importancia tiene el instrumento con relación a la investigación referida?				✓
<b>Organización</b>	¿Existe una organización lógica en la presentación del instrumento referido?				✓
<b>Redacción de cada ítem</b>	¿Es clara y explícita?				✓

Validado por:

Nombre y apellido:

Ligia Lopez.  
CC: 0601294911

Firma:

11





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HEALTH AND SCIENCES FACULTY- LANGUAGE CENTER

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**Autor:** FUERTES LÓPEZ, Narcisa

**Jurado Experto:** Uvaldo Recino Pineda

**Cargo:** Docente-investigador

**Título Académico máximo:** Doctor en Ciencias Pedagógicas

Instrumento de Recolección de datos: **Ficha de Observación**

Marque con un  la escala que considere apropiada.

Escala:	Ninguna	Baja	Media	Alta
	1	2	3	4

Parámetros de evaluación	Criterios	1	2	3	4
<b>Pertinencia</b>	¿Tienen los ítems relación lógica con el objetivo que se pretende estudiar?				X
<b>Importancia</b>	¿Qué nivel de importancia tiene el instrumento con relación a la investigación referida?				X
<b>Organización</b>	¿Existe una organización lógica en la presentación del instrumento referido?				X
<b>Redacción de cada ítem</b>	¿Es clara y explícita?				X

Validado por:

Nombre y apellido: Dr. C. Uvaldo Recino Pineda

CC: 1756655393

Firma: [Firma]



UNIVERSIDAD NACIONAL DE CHIMBORAZO  
HEALTH AND SCIENCES FACULTY- LANGUAGE CENTER

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**Autor:** FUERTES LÓPEZ, Narcisa

**Jurado Experto:** Ligia López

**Cargo:** Coordinadora Centro de Idiomas FCS UNACH

**Título Académico máximo:** MAESTRO EN EDUCACIÓN

Instrumento de Recolección de datos: **SURVEY**

Marque con un  la escala que considere apropiada.

Escala:	Ninguna	Baja	Media	Alta
	1	2	3	4

Parámetros de evaluación	Criterios	1	2	3	4
<b>Pertinencia</b>	¿Tienen los ítems relación lógica con el objetivo que se pretende estudiar?				✓
<b>Importancia</b>	¿Qué nivel de importancia tiene el instrumento con relación a la investigación referida?				✓
<b>Organización</b>	¿Existe una organización lógica en la presentación del instrumento referido?				✓
<b>Redacción de cada ítem</b>	¿Es clara y explícita?				✓

Validado por (Nombre y apellido) LIGIA LÓPEZ H.

CC: 0601294911

Firma:



UNIVERSIDAD NACIONAL DE CHIMBORAZO  
HEALTH AND SCIENCES FACULTY- LANGUAGE CENTER

VALIDACIÓN DEL INSTRUMENTO DE RECOLECCIÓN DE DATOS

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**Autor:** FUERTES LÓPEZ, Narcisa

**Jurado Experto:** Uvaldo Recano Pineda

**Cargo:** Docente-investigador

**Título Académico máximo:** Docente investigador

Instrumento de Recolección de datos: SURVEY

Marque con un  la escala que considere apropiada.

Escala:	Ninguna	Baja	Media	Alta
	1	2	3	4

Parámetros de evaluación	Criterios	1	2	3	4
<b>Pertinencia</b>	¿Tienen los ítems relación lógica con el objetivo que se pretende estudiar?				X
<b>Importancia</b>	¿Qué nivel de importancia tiene el instrumento con relación a la investigación referida?				X
<b>Organización</b>	¿Existe una organización lógica en la presentación del instrumento referido?				X
<b>Redacción de cada ítem</b>	¿Es clara y explícita?				X

Validado por (Nombre y apellido) Uvaldo Recano Pineda

CC: 1756655393

Firma: UR

# Annex 4

## **Informed consent**

1. 4<sup>th</sup> level “A” of English
2. 4<sup>th</sup> level “E” of English



**CONSENTIMIENTO INFORMADO**

Como estudiante del 4to nivel de Inglés paralelo "A" del Centro de Idiomas del semestre Octubre 2015- Febrero 2016, manifiesto haber sido informado/a del trabajo investigativo que se realiza en el Centro de Idiomas denominado "Elaboración y Desarrollo de la guía didáctica TASKS on HOTS, fundamentada en el Aprendizaje basado en la tarea y la Habilidades de pensamiento de Orden Superior para desarrollar la habilidad de Speaking". Conozco además el objetivo general del Trabajo investigativo que persigue mejorar la habilidad de Speaking en los estudiantes, el cual declara: Demostrar cómo la Elaboración y Aplicación de la guía didáctica: "TASKS ON HOTS" fundamentada en el Aprendizaje basado en la Tarea y las Habilidades de Pensamiento de Orden Superior desarrolla la habilidad productiva de Hablar.

Por lo cual expreso mi CONSENTIMIENTO VOLUNTARIO para participar en el proceso de esta investigación colaborando con cada una de las actividades propuestas por la Investigadora, Magister Narcisca Fuertes quien ha garantizado que la información recogida será confidencial y únicamente con fines investigativos. Para constancia, registro mi nombre, número de cédula de ciudadanía, y firma respectiva.

	Nombre	Nro Cédula ciudadanía	Firma
1	Celleri Fuentes Mishell	060354677-1	
2	Chacaguasay Villa Jhefferson	060423381-7	
3	Erazo Romina	060472582-0	
4	Galindo Andrade Jovana	100863229-4	
5	Gavín Paola		
6	Hidalgo Chávez Luis	060395916-4	
7	Illicachi Rojas Norma	060451041-2	
8	Jaramillo Castillo Mónica	171790140-7	
9	Mosquera Mora Lisette	160075737-9	
10	Naranjo Arellano Antonella		
11	Naspud Villafuerte Margarita	0502408919	
12	Parco Cujipamela Gissel	060451030-2	
13	Piray Peñafiel Pamela	060402950-4	
14	Salazar Chávez Ariana	080257585-7	
15	Sánchez Ortiz Sandra	172437052-6	
16	Tipán Condoy Elizabeth	172474659-7	
17	Tixi Berrones Nathaly	0604871803	
18	Toapanta Chimba David	175120211-8	
19	Urrutia Campos Wendy	040148461-3	
20	Vela Jiménez Tania	050320628-6	
21	Zumba Parra Tamara		
22	Chacaguasay Villa Jefferson		
23	Banderas Ortiz Patricia	060515121-6	
24			

Presidente curso .....  
 Nombre: Arianna Balazon  
 CC: 080257585-7

.....  
 Mgs. Narcisca Fuertes  
 Docente-Investigadora



CONSENTIMIENTO INFORMADO

Como estudiante del 4to nivel de Inglés paralelo "E" del Centro de Idiomas del semestre Octubre 2015- Febrero 2016, manifiesto haber sido informado/a del trabajo investigativo que se realiza en el Centro de Idiomas denominado "Elaboración y Desarrollo de la guía didáctica TASKS on HOTS, fundamentada en el Aprendizaje basado en la tarea y la Habilidades de pensamiento de Orden Superior para desarrollar la habilidad de Speaking". Conozco además el objetivo general del Trabajo investigativo que persigue mejorar la habilidad de Speaking en los estudiantes, el cual declara: Demostrar cómo la Elaboración y Aplicación de la guía didáctica: "TASKS ON HOTS" fundamentada en el Aprendizaje basado en la Tarea y las Habilidades de Pensamiento de Orden Superior desarrolla la habilidad productiva de Hablar.

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Table with 4 columns: No, Nombre, Nro Cédula ciudadanía, Firma. It lists 23 students with their names and IDs, and their respective signatures.

Presidente curso .....
Nombre: Alexis Amijos Balboa
CC: 040159110-7

Mgs. Narcisca Fuertes
Docente-Investigadora

## Annex 5: Photographs Project Tasks on HOTS

Unit 4: Medical Articles Remark: Mgs. Adriana Cundar observes the teaching practice. Wednesday, January 13th. 2016

Unit 5: Video clip.



## Annex 5: Project Tasks on HOTS

Photographs on the development the didactic guide : Tasks on HOTS

Unit 1: My Thinking skills, Unit 2: Aims in life, Unit 3: Medical moral dilemmas

