UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

LANGUAGE CAREER

THESIS TITLE:

''EXPLORATION OF THE USE OF TASK BASED LEARNING APPROACH AND THEIR ADVANTAGES IN SPEAKING DEVELOPMENT, IN STUDENTS OF TENTH YEAR "A" OF BASIC EDUCATION AT "AMELIA GALLEGOS DÍAZ" HIGH SCHOOL DURING THE ACADEMIC PERIOD 2015-2016''.

RESEARCH PROJECT PRESENTED AS REQUERIMENT TO OBTAIN THE BACHELOR'S DEGREE IN ENGLISH LANGUAGE.

AUTHORS:

GABRIELA BELEN YAUCÁN HERRERA

SANDRA VIRGINIA VALLEJO YAMBAY

TUTOR:

MSC. MARÍA VALLEJO

RIOBAMBA-ECUADOR

2016

CERTIFICATE OF MEMBERS OF COMMITTE OF THE TRIBUNAL

Members of the tribunal of graduation of the research entitled:

"EXPLORATION OF THE USE OF TASK BASED LEARNING APPROACH AND THEIR ADVANTAGES IN SPEAKING DEVELOPMENT, IN STUDENTS OF TENTH YEAR "A" OF BASIC EDUCATION AT "AMELIA GALLEGOS DÍAZ" HIGH SCHOOL DURING THE ACADEMIC PERIOD 2015-2016".
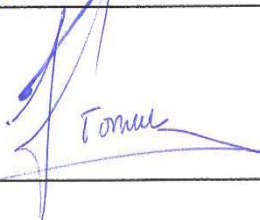
Submitted by: Sandra Virginia Vallejo Yambay, Gabriela Belén Yaucán Herrera and directed by Msc. María Vallejo.

The defense and final reviewing of this research of work accomplish all requirements. The written work was elaborated for getting the degree of "Licenciado en Ciencias de la Educación, Profesor del Idioma: Inglés" and it has been approved by members of tribunal. The tribunal authorizes this thesis work for its usage. As a final step, this research work will be kept in the **FACULTAD CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS** library at **UNIVERSIDAD NACIONAL DE CHIMBORAZO.**

Ing. Luis Machado
President of tribunal.

Ms. Mónica Torres.
Member of tribunal.

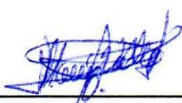Ms. Mónica Cadena.
Member of tribunal.

INFORME DEL TUTOR

MsC. María Vallejo

TUTORA DE TESIS Y DOCENTE DE LA FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGIAS, CARRERAS DE IDIOMAS DE LA UNIVERSIDAD NACIONAL DE CHIMBORAZO.

INFORMO O CERTIFICO:

Que el presente trabajo: **"EXPLORATION OF THE USE OF TASK BASED LEARNING APPROACH AND THEIR ADVANTAGES IN SPEAKING DEVELOPMENT, IN STUDENTS OF TENTH YEAR "A" OF BASIC EDUCATION AT "AMELIA GALLEGOS DÍAZ" HIGH SCHOOL DURING THE ACADEMIC PERIOD 2015-2016."** de autoría de las señoritas: Gabriela Belén Yaucan Herrera y Sandra Virginia Vallejo Yambay, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple al 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo, para su calificación correspondiente.

_____

MsC. María Vallejo

Riobamba, 01 de Marzo del 2017

AUTHORSHIP

Gabriela Belén Yaucán Herrera and Sandra Virginia Vallejo Yambay, students of the language career, declare we are the only one authors of the research work named: ''EXPLORATION OF THE USE OF TASK BASED LEARNING APPROACH AND THEIR ADVANTAGES IN SPEAKING DEVELOPMENT, IN STUDENTS OF TENTH YEAR "A" OF BASIC EDUCATION AT "AMELIA GALLEGOS DÍAZ" HIGH SCHOOL DURING THE ACADEMIC PERIOD 2015-2016'', ideas and commentaries specified in this document are responsibility of its authors.

Riobamba, January 05, 2017

Gabriela Belén Yaucán Herrera

060497551-6

Sandra Virginia Vallejo Yambay

060434803-7

DEDICATORY

This thesis project is dedicated to our parents who have supported us all the way since the beginning of our studies. Also, this thesis is dedicated to our dear teachers who have been a great source of motivation and inspiration during our academic life. Finally, we want to dedicate this thesis work to all those who love teaching English and believe in the importance of English in current education.

ACKNOWLEDGEMENTS

Our gratitude to Msc. María Vallejo thesis director, who has supported us throughout our thesis development with his patience and knowledge, without his guidance this thesis work would not have been written.

Thanks to our teachers, who have inspired us with their knowledge and values.

The Unidad Educativa "Amelia Gallegos Díaz" has provided the support that we needed to produce our thesis, so we have to thank specially to this great institution.

Finally, thanks to all the people who believe in education power.

GENERAL INDEX

CHARTS GENERAL INDEX

TABLES GENERAL INDEX

RESUMEN

Él Aprendizaje Basado en Tareas es un enfoque de enseñanza comunicativo actual, que propone un cambio fundamental de los enfoques tradicionales. En la TBL, el estudiante tiene la facilidad de desarrollar una tarea comunicativa demostrando su nivel de destreza oral usando el lenguaje adquirido. En este proyecto se investigó el uso del Aprendizaje Basado en Tareas, para conocer si los estudiantes de décimo año ''A'', de la Unidad Educativa ''Amelia Gallegos Díaz'' en el período académico 2015-2016, desarrollan tareas de aprendizaje relacionadas con la habilidad del habla. El objetivo de este proyecto de investigación es explorar el Aprendizaje Basado en Tareas como enfoque educativo para el proceso de desarrollo de la destreza del habla de los estudiantes de décimo año ''A'', de la Unidad Educativa ''Amelia Gallegos Díaz''. La población fue de 32 estudiantes y 1 profesora. Esta investigación fue de nivel Exploratorio, por lo mismo se utilizó el método cualitativo Etnográfico estudiando directamente a la p oblación, usando instrumentos como: observación, auto-observación, con el objetivo de conocer el enfoque educativo de cada uno de ellos. Se realizó el análisis e interpretación de los resultados, en las cuales se observó y analizó las actividades que el maestro realiza. Finalmente, se observó que los estudiantes no reciben actividades adecuadas del TBL que favorecen el desarrollo del habla. La metodología de enseñanza no se utiliza correctamente. Los estudiantes y el docente necesitan saber que roles les pertenece desempeñar durante el proceso de enseñanza-aprendizaje.

Abstract

Task-Based Learning is a current communicative teaching approach, which proposes a fundamental shift from traditional approaches. In this approach, the student has the facility to develop a communicative task by demonstrating his level of oral proficiency using the acquired language. In this project the use of Task Based Learning is investigated to know whether the students of tenth year "A" at "Amelia Gallegos Diaz" Educational Unit in the academic period 2015-2016, develop learning tasks related to speech ability. The objective of this research project is to explore Task Based Learning as an educational approach to the process of developing the speaking skills of students of tenth year "A " at "Amelia Gallegos Diaz " Educational Unit. We worked with a population of 32 students and 1 teacher. This research was of exploratory level, therefore the Ethnographic qualitative method was used to study the population directly, using instruments such as: observation, self-observation, with the objective of knowing the educational approach of each one of them. Analysis and interpretation of the results were performed, in which the activities carried out by the teacher were observed and analyzed. Finally, it was observed that students do not receive adequate TBL activities that favor the development of speech. The teaching methodology is not used correctly. Students and teachers need to know what roles they have to play during the teaching-learning process.

Reviewed by: Barriga, Luis
Language Center Teacher

INTRODUCTION

The research project work was elaborated by the necessity to apply a fundamental educational approach. It was researched the TBL to determine the Speaking Skill level of tenth year "A" at "Amelia Gallegos Diaz" Educational Unit in the academic period 2015-2016.

Task Based Learning (TBL) as educational approach is important because, it provides suitable activities and a structural framework for the development skill, improving the performance students.

This research was performed at Amelia Gallegos Diaz high school in tenth ''A'', in order to explore the Task-Based-Learning as educational approach for the development of the speaking skill.

Five chapters had been applied, which are detailed below:

Chapter I: The research problem, outlining of the problem, formulation of the problem, objectives achieved through an observation and self-observation guide, and justification of the problem. They had been used at the Reference Framework.

Chapter II: The investigation is connected to both variables, causes and effects through critical analysis of the problem. Theoretical foundation, definitions of basic terms, and objective operationalization had been used at the Theoretical Framework.

Chapter III: Ethnographic scientific method, documental, and field research design, exploratory level research, techniques and instruments of data collection (observation, self-observation guide), had been handled at the Methodological Framework.

Chapter IV: It is detailed the analysis and description of the observation guides applied to the teacher and students.

Chapter V: It is described the conclusions and also the recommendations from the report of the observation guides.

Finally, it is showed the references and some annexes.

<div align="center">

CHAPTER 1

</div>

1. REFERENTIAL FRAMEWORK

1.1. RESEARCH PROBLEM

''EXPLORATION OF THE BAD USE OF TASK BASED LEARNING APPROACH AND THEIR DISADVANTAGES IN SPEAKING DEVELOPMENT, IN STUDENTS OF TENTH YEAR "A" OF BASIC EDUCATION AT "AMELIA GALLEGOS DÍAZ" HIGH SCHOOL DURING THE ACADEMIC PERIOD 2015-2016''.

1.2 PROBLEM DEFINITION

The Unidad Educativa "Amelia Gallegos Diaz" has over 37 years of service to the community and was created in Riobamba, to honor Mrs. Gallegos, a great teacher from Chambo. The high school was located in the old building of the Polyclinic Hospital of Riobamba. In 1983, it is entitled to issue bachelors' degrees in modern humanities and their specialties: Physics - Mathematics, Marquetry Auxiliary; Chemical - Biologist, laboratory.

The investigation was developed on Tenth grade students, parallel "A" of the Superior Basic Education of the Educative Unit "Amelia Díaz Gallegos" in Riobamba city, during the 2015-2016 school term.

The problem has been defined as a limited acquisition of skills related to Speaking, resulting in a weak development of the system thereof. Lacking the proper methodology named Task Based Learning Approach for developing speaking as a teaching method; there are students with limited speech experience in the classroom, not sharing comments or saying any word, they do not know enough vocabulary to communicate their ideas, they speak in Spanish. Also, sometimes the pupils unknown a topic, they fear to mistake especially in front of their classmates and getting corrected by the teacher. So, teens prefer keeping their ideas to themselves.

The students do not practice the foreign language into the classroom, progressively and nor favoring the long term memory. As a result, their learning is incomplete and deficient in acquiring of then speaking skill.

1.3. PROBLEM FORMULATION

How do Task Based Learning Approach, take advantage in speaking development in the students of tenth "A" Basic Education at "Amelia Gallegos Diaz" high school in academic period 2015-2016?

1.4. GUIDELINES QUESTIONS

- What are the main activities of the Task Based Learning Approach used to the Speaking development?
- How is composed the Structural Framework of Task Based Learning Approach and how it cooperate in the Speaking development?
- Which are the teacher and student's roles in the Task Based Learning Approach that contributes in the Speaking development?

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE:

To explore the use of Task Based Learning Approach and their advantages in speaking development in students of tenth "A" Basic Education at "Amelia Gallegos Diaz" high school in academic period 2015-2016.

1.5.2. SPECIFIC OBJECTIVES:

- Find out the main activities of the Task Based Learning Approach used to the Speaking development, in students of tenth "A" Basic Education at "Amelia Gallegos Diaz" high school in academic period 2015-2016.
- To investigate the Structural Framework of Task Based Learning Approach and how it cooperate in the Speaking development, in students of tenth "A" Basic Education at "Amelia Gallegos Diaz" high school in academic period 2015-2016.
- To examine which are the teacher and student's roles in the Task Based Learning Approach that contribute in the speaking development, in students of tenth "A" Basic Education at "Amelia Gallegos Diaz" high school in academic period 2015-2016.

1.6. JUSTIFICATION AND IMPORTANCE OF THE PROBLEM

Education supports and directs human values according to social, economic and technological pace with the time progress, so it is imperative that the teaching and learning of English

language is significant. Therefore, the people that have teaching responsibility, they cannot stay out from such developments, or to remain static in their procedures, because that attitude would amount to a setback.

The student´s integral training involves creating on that person all the skills needed to communicate and understand what is happening around him or her, through interaction with other people.

Among the skills to be developed for effective English Language learning, it is speaking skill, which is worldwide recognized as a fundamental element in the development of nations and the welfare of citizens. In these new circumstances, Speaking is considered today an essential skill for interactive man's insertion in today's world. Speaking is the axis around which you need mastering all the English language teaching-learning. Those people who acquire the Speaking skill, they will be able to benefit from the large body of professional success. Good teaching allows students to express their thoughts, opinions and feelings in the form of words put together in a meaningful way.

For developing the Speaking Skill is essential to take into account the teacher's and student's role as well as using proper approaches and methods with suitable activities such as are the of the Task Based Learning Approach which provides specific requirements according to the characteristics of the group to whom it is addressed.

Due to the above description, the authors of this research had scanned a Task Based Learning Approach which investigated the main activities, the structural framework and teacher and student's roles. This research allows to further spread the benefits the methodology of the Task Based Learning. Also, this research has great contribution on the area communicative to develop the Speaking Skill of students of Tenth "A" grade, at "Amelia Diaz Gallegos" high school during the school period 2015-2016. This search provides a solution to the identified weaknesses.

To run our proposal, we counted on the cooperation of managers, teachers and students at the "Amelia Gallegos Diaz" school. In addition our tutor gave us the highest professional level advice.

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND

After reviewing the files of the libraries of the Universidad de Chimborazo as well as the library of Facultad de Ciencias de la Educación, Humanas y Tecnologías, we were able to determine that there are no studies about this topic and that if other libraries use it, if necessary, the respective authors should be mentioned.

2.1.1. THEORICAL FOUNDATION

2.1.2 SCIENTIFIC THEORY

2.1.2.1 WHAT IS TASK BASED LEARNING?

Nowadays, second language teaching methods aim at developing in students communicative competence that will enable them to communicate effectively in a second language. Task based learning (TBL) is closely related to the Communicative Approach.

Definition of a Task

A task is an activity which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. (Nunan D. , 1989) (Mónica, 2010).

So **Task Based Learning** is an approach which requires students to engage in interaction in order to perform a task to get a result or a product. And it is expected that the students learn the language while they focus on the process of performing this task.

''In this approach, students begin by carrying out a communicative task, without specific focus on form. Only at the end there is a specific focus on features of language form. Its main is to integrate all four skills of the language and to move from fluency to accuracy plus fluency. The range of tasks available (reading texts, listening texts, problem-solving, role plays, questionnaires, projects, etc.) offers a great deal of flexibility in this model and should lead to more motivating activities for the learners'' (Mónica, 2010).

Thus author says that the purpose of this approach is to get students have communication to interact among them their ideas and learn the language skills while they are focusing on the process of performing a task. Also there are some activities that the teacher can employee into the classroom which facilitate the oral development.

In Task Based Learning the students should be active to as much of the second language as possible in order to merely observe at the second language, then hypothesize over it, and that is individually, and finally proof with it. One clear aim of selecting TBL is to expand student task; TBL is preoccupied with student and not teacher activity and it lies on the teacher to produce and supply distinct activities which will give the students the opportunity to proof spontaneously, individually and originally with the second language. Each activity will give the students with new personal experience with the second language and at this point the teacher has a very important part to develop. He/she must take the responsibility of the consciousness raising process, which must follow the experimenting task activities. The consciousness raising part of the TBL approach is a crucial for the achievement of TBL, it is here that the teacher must encourage learners to identify differences and similarities, help them to "correct, clarify and deepen" their perceptions of the second language. (Lewis, 15). All in all, *TBL is language learning by doing*.

Thus, according with the words of this author it can conclude that is really important use the TBL to the students have different activities to produce in a meaningful way and they can develop the second language.

2.2. THE MAIN ACTIVITIES OF THE TASK BASED LEARNING APPROACH

There are a variety of tasks that the teacher can use on whatever topic he/she has selected to teach English and according to the material he/she will use. (Willis J. , 1996) (Harmer J. , 1996) (Campbell, 1992) (Mónica, 2010) have presented a lot of techniques for promoting students' language development and can help the teacher to adapt and build on them.

Thus the authors speak about the teachers that have the alternative to choose many activities to the moment to teach but it is very important that she/he takes into account the didactic material which it will applied with her/his students. So they have the facility to use techniques with the students for a meaningful result of the second language.

Not all of the activities are exactly closed or exactly open, they are sometimes midway between closed and open or open creative. Generally, it will depend on the teacher's guide along of the teaching and learning process (Mónica, 2010).

Thus the teacher has the option to choose the closed or open tasks these can be exactly closed or exactly open according procedure that she/he uses during the teaching the second language.

CLOSED TASKS

''They are tasks that are highly structured and have very specific goals. They usually have only one correct answer''. (Willis J. , 1996) (Harmer J. , 1996) (Mónica, 2010) (Campbell, 1992). In other words these authors say these activities have very specifics purposes so in the moment students develop a task they have the option to choose only one correct answer.

    a. Listing

They tend to generate a lot of talk on the learners' part to explain their ideas. It consists of making a list of different things.

•   **Brainstorming:** By getting students to draw on their own knowledge and experience either as a class or in pairs/groups through the use of speaking.

<div align="center">Chart 1: Example of Brainstorming</div>

Teacher Write the main topic word(s) in the center of the board. Show a picture related to encourage students to call out other words and phrases, and ask where about on the board teacher should write them. Some ideas for classification will develop.
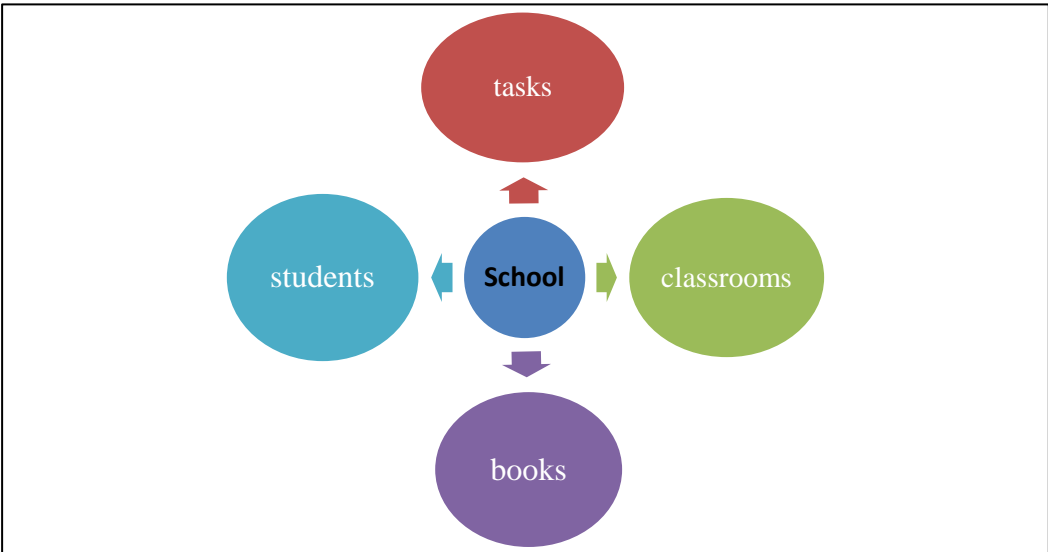
Made by: Gabriela Yaucán and Sandra Vallejo

•   **Fact-Finding:** Find things out by asking each other through the use of oral communication.

Chart 2: Example of Fact-Finding

1.- Look at the survey chart and add three more items to the list. Now go around the class and collect as many names as you can.	
Find someone who has……	**Name**
Driving a racing car	
Playing squash	
run a marathon	
Driving a motorcycle	
Played tennis	
Flown an airplane	

Made By: Gabriela Yaucán and Sandra Vallejo.

b. Ordering and Sorting

They involve different processes very useful for speaking development.

•   **Ranking:** to sort the items according to personal values or specific criteria and expose.

Chart 3: Example of Ranking

Items	interest	usefulness	value for money
1.- Rank some items in order of importance			
Education			
Work			
Health			
Love			

Made by: Gabriela Yaucán and Sandra Vallejo.

• **Classifying:** It is to group items in different ways, where the categories themselves are not given.

Chart 4: Example of Classifying

1.- classification of animals.

Cat   dog   fish   bird   tiger   spider   worm   locust   crab   cow   mollusk

Vertebrates

Invertebrates
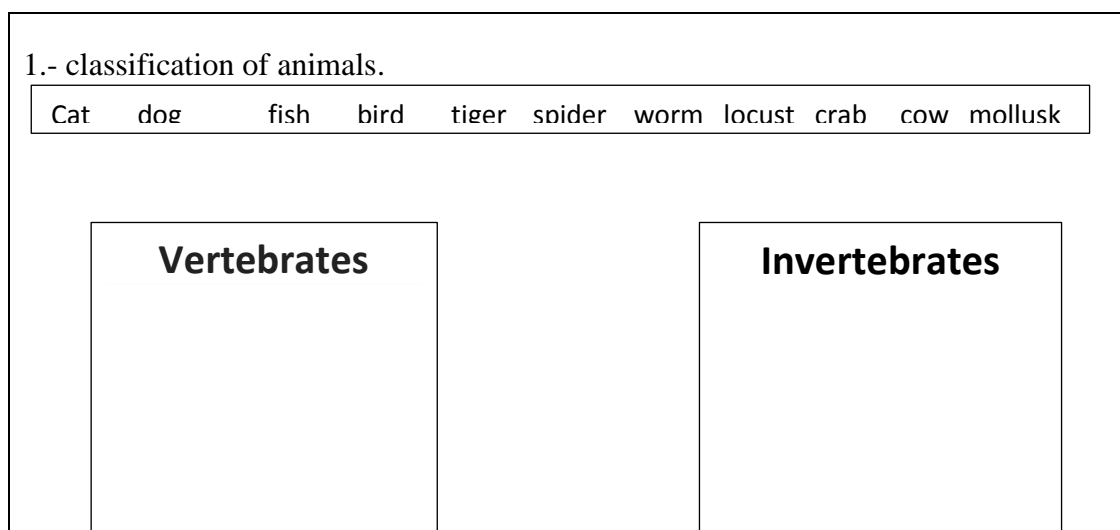
Made by : Gabriela Yaucán and Sandra Vallejo.

c. Comparing

Comparing the information of a similar nature, but from different resources or versions, in order to identify common and different points

• **Finding differences**

To compare images and describe them finding differences using speaking skill.

Chart 5: Example of Finding Differences

1. - To compare cats and dogs as pets.	
CATS	**DOGS**

Made by: Gabriela Yaucán and Sandra Vallejo.

• **Finding similarities**

To compare images and describe them finding similarities using speaking skill.

Chart 6: Example of Finding Similarities

1. - Look at these pictures and find the similarities.

…………………………………………………………………………………………

…………………………………………………………………………………………

Made by : Gabriela Yaucán and Sandra Vallejo.

OPEN TASKS

''These tasks are more freely structured with a less specific goal. Usually more than one correct answer is possible'' (Willis J. , 1996) (Harmer J. , 1996) (Mónica, 2010) (Campbell, 1992).

In simple words this activities have less determined purposes and most of the time more than one correct response is acceptable.

a. Problem Solving

They demand people's intellectual and reasoning powers and challenge students to engage in the problem to solve it. Let students use oral communication using analysis of real and hypothetical situations, reasoning making decisions.

Chart 7: Example of Problem Solving

1. - To think of three low budget solutions to the problem of looking after a cat when the family is absent.

- leave it with a person of trust.
- leave it at home with all the indispensable (food, water, and your sand box).
- Thoroughly check the entry (and exit) points of your home.

b. Sharing Personal Experiences

Encourage students to talk more freely about themselves and share their experience with others. They don't have a directly goal-oriented as in other tasks.

Use oral capacity to narrating, describing, exploring and explaining attitudes, opinion, reactions and personal reactions. Through the use of anecdotes, personal reminiscences, attitudes, opinions, preferences, personal reactions.

Chart 8: Example of Sharing Experiences

1. – Write about your family then share with your class.

MY FAMILY

I have a large family they are ten siblings they are four brothers and five sisters. The most of them are married and each one have children is very wonderful to be with my nieces and nephews because we can watch different movies and practice sports.

I am in the seventh place of my siblings. I am single yet. I am a student my parents support and help all of the time they want the best for all us. They give us many advices and values to be good people with others.

The weekends the most of my family goes to the church then there stays three hours listening about God, singing and praying is really a great day the best of the weekend because can be in communion with other people, share our difficult experiences, give advices, visit sick people

---

c. Creative Tasks

They are often called projects. They involve students in some kind of freer creativity work. They also involve the combination of tasks types: listing, ordering and problem solving. Organizational skills are important to develop them. They can engage out of class research.

CHART 9: Example of Creative Task

1. - Write a personal diary then the teacher will read this personality.

Today is Monday, October 15, 2012. This morning at 8:30 a.m. Venerable Huiding called to me, he didn't told me anything else, he wanted to visit me at my place, about one hours later, there was somebody knocked on the door, when I opened the door, that was Venerable Huiding. We talk many things, mostly about the Dhamma. Before he left from my place, he gave me a scholarship, five thousand Taiwan dollars.

Then I went to the post office to send diet to give my Master in Thailand who got cencle. The officer told me,if I sent by airplane, probably to spent one week, or another choice by ship, at least one month, I choosed the first choice by airplane. After that I went to the University for paid the cost of study,too expansive nearly 30 thousands Taiwan dollars, but for one semester I had to prepare 50 thousands Taiwan dollars.

Today I meet a new friend, he was a Thai monk who was a new student in my University. He studied for beginner chinese class, I have a conversation with him nearly 30 minutes, then the lunch time was coming, today I offer him with the rice box. We were eaten together on lawn. Many students looked at us, we spent one hours for lunch, and then we change experience to each other until quite at 14:00 p.m. he wanted to attend the class, but for me today no have a class, so I came back to my place again.

That is all for today. Talk to you tomorrow. I hope you all have good dreams.

Best Regards,

Chin Intnin.

Made by: (Intnin, 2012)

2.2. THE STRUCTURAL FRAMEWORK OR STAGES OF A LESSON OF TASK BASED LEARNING

In a task-based lesson the teacher does not pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. (Willis J. , 1996) (Mónica, 2010).

According to (Willis J. , 1996) (Mónica, 2010). Task-based learning (TBL) is typically based on three stages:

- **Pre –task stage:**

''The pre-task helps the teacher to create the condition under which learning may occur. During this stage the teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage. The learners engage in activities that either help them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task'' (Willis J. , 1996). Here the teacher introduces and defines the topic and also gives the students clear instructions to follow in order to perform the task. So the students can take notes as a help to develop the task and get a good result.

Different tasks will place different processing loads on learners, therefore careful planning will ease the weight during the task and attention may be directed to the detail of the language.

- **During-task stage**

The pre-task stage is followed by what Willis J. , 1996 calls the ´´Task Cicle´´:

''Task: Here the learner performs the task (typically a reading or listening exercise or a problem-solving exercise) in pairs or small groups, using the language resources that they have as the teacher monitors and offers encouragement'' (Willis J. , 1996) (Mónica, 2010).

Thus the students do a task in pairs or groups where the teacher monitors, provide advice and help (when it is necessary) while students are developing the task.

''Planning: They then prepare a sort oral or written report for the whole class on how they did the task and what conclusions they reached. They then practice what they are going to say

in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have'' (Willis J. , 1996) (Mónica, 2010).

Thus the students prepare an oral or written report to share with the class. They practice what they are going to say in their groups and the teacher is available to clear up any students' doubt.

Report: Students then report back to the class orally or read the written report.

The teacher may give the students some quick feedback on the content. (Willis J. , 1996) (Mónica, 2010).

Analysis: The teacher then highlights relevant parts from students's reports. They may ask students to notice interesting features within this text too. (Willis J. , 1996) (Mónica, 2010).

- **Post-task stage**

The finally stage is the language focus stage, during which specific language features from the task are highlighted and worked on (Willis J. , 1996) (Mónica, 2010).

The teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. They are allowed to focus attention more clearly on language itself. It means that they pay attention to accuracy. The students then do practice activities to increase their confidence and make a note of useful language.

Feedback on the learners' performance at the reporting stage may also be appropriate at this point.

In other words here the language deficiencies of the task are highlighted by the teacher to improve them through students' practice they will increase their confidence and make notes of useful language.

2.4.   TEACHER´S AND STUDENT´S ROLES

2.4.1. TEACHER´S ROLES

The teacher has to play different roles in the classroom at the same time. (Harmer, teacher´s role, 2001) Suggests three roles if the teacher is trying to get students to speak fluently:

• **Prompter:**

The teacher should help his/her students when they get lost, or cannot think of what to say next or in some other way lose the fluency the teacher expects of them. Sometimes, the best option teacher can do is to leave the students to struggle out on their own. However, the teacher may offer discrete suggestions to help the students.

• **Participant:**

Teachers can participate in discussions or role-plays themselves to prompt covertly, introduce new information this will help the activity along, ensure continuing student engagement, and maintain a creative atmosphere.

• **Feedback provider:**

Teachers should be aware of when and how to give feedback in speaking activities because over-correction may inhibit students and take the communicativeness out of the activity. On the other hand, positively and encouragingly correction may get students out of difficult misunderstanding. Everything depends upon teacher tact and the appropriacy of the feedback provided.

2.4.2. STUDENT´S ROLES

Primary roles that are implied by (Anonimo, 2013).

• **GROUP PARTICIPANT:** many tasks will be done in pairs or in small groups.

Thus the teacher assigns pairs or small groups in which students must develop a task where each of one them must contribute their ideas, opinion, thoughts and experiences.

• **MONITOR:** in TBL, tasks are not employed for their own sake but as a means of facilitating learning. Class activities have to design so that students have the opportunity to notice how language is used in communication.

In other words the teacher must provide suitable activities to students where they have the facility to develop the second language in a communicative way.

• **RISK-TAKER AND INNOVATOR:** many tasks will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. The skills of guessing from linguistic and contextual clues, asking for clarification and consulting with other learners may also need to be developed.

Thus the teacher must be very clear in the moment explain or give instructions the students because they need engage deeply all the time with the topic which is being talked so the learner's roles are: to be active, engaged and involved in the procedure of developing the task.

2.5. SPEAKING SKILL

2.5.1. INTRODUCTION

The Human language is a system of arbitrary vocal symbols, which allows all people in a given culture, or other people who have learnt the system of that culture, communication or to interact. When we speak we don´t simply uttering words through mouth or the utterance itself letter by letter. It means conveying the message through the words of mouth. Moreover; the learner can hardly understand anything at all, unless the speaker is talking about things the student is observing, or unless the language being learned is closely related to some other language the learner knows.

Speech plays a great role in our daily lives. Through speech we can manifest our feelings, ideas and points of view to others. In classrooms especially where second foreign languages are taught the main thing for most of the students are to speak fluently with the target language. Wallace (1992) states that for many students who are learning a foreign language the prime goal is to be able to speak it. In this chapter, we going to deal with general issues about speaking; definition of speaking, characteristic of speaking performance in addition to some types of speaking activities. Also, we going to show some students' problems in speaking.

2.6. DEFINITION OF SPEAKING SKILL

It is an interactive process of constricting meaning that involves producing and processing information. The speaking skill compromises a communicative ability to use language to chat and transmit messages in different and appropriate situations. It is to interact with participants and carry a message of some sort (Atma, 2010). Speaking skill helps students to communicate using the language between them.

Whereas in Oxford Advanced Dictionary (1995) states that the definition of speaking is to communicate opinions, feelings, ideas, etc., by or as talking and it involves the activities in the part of the speaker as psychological articulator and physical acoustic phase. Speakers can use speaking skill to express whatever they want and feel through the certain acoustic phases.

According to (Nazara, 2011) speaking is a multifaceted construct.

Therefore Speaking is a basic skill that language learners should master with the rest of the language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves nonverbal symbols such as gestures and facial expressions.

According to Hedge (2000) speaking as "a skill by which they are judged while first impressions are being formed". That is to say speaking is an overriding skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities. Speaking skill is very important either in foreign or mother language because through it people show their thoughts and personalities.

2.7. THE IMPORTANCE OF SPEAKING:

In the traditional approaches of learning and teaching languages the speaking skill was neglected in most of the classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation method is one example, Richards & Rodgers (2001) mention that both reading and writing are the fundamental skill to be focused on however, little or no attention is paid to the skill of speaking and listening. In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to use the verbal communication with other people. Moreover, the teachers talk will be reduced; that is to say learners are supported to talk more in the

classroom. Current with the Communicative Approach, the speaking skill is more relevant in the classrooms, the students interact with their classmates using oral communication.

Celce-Murcia (2001) argues that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication." The importance of the speaking is more revealed with the incorporation of the other language skills. For instance, speaking can help learners to improve their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is important outside the classroom as well.

Many companies and organizations look for people who speak English language very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies.

Baker & Westrup (2003) Support that a student who can speak English language well can have greater opportunity for further education, or finding employment and gaining promotion. English speakers have more opportunities to get job or travel to other countries because the English language is very important worldwide.

2.8. TEACHING SPEAKING

Speaking is a decisive part of second language learning and teaching in spite of its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communication skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance Susanti (2007) said the teaching of speaking has been developed from using only the repetition of drills and memorization to using other techniques as video techniques that lead students' to express their selves freely and use the language they are learning without any shyness or fear to make mistakes. The use of techniques helps students to improve their speaking skill as well as their communicating abilities. The use of techniques to

teach speaking is very important apply in the classrooms since trough this students can development and improve their speaking skill.

a. What is teaching Speaking?

What is meant by teaching speaking is to teach English language learners to produce the English speech sounds and sounds patterns. In the same time to use words and sentence stress, intonation patterns and the rhythm of the second language. And to select appropriate words and sentence according to the proper social setting, audience, situation and subject matter. Also teaching speaking is to organize their thoughts in a meaningful and logical sequence.

On the other hand Nunan (2003) said that teaching speaking means to use language as a means of expressing values and judgments and teaching speaking to use the language quickly and confidently with few unnatural pauses, which is called fluency. When we speak we are using the language therefore we must do in a correct way with a perfect fluency.

b. How to Teach Speaking?

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level , knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow (Klancar, 2006). We as teacher must be aware of the student´s needs and focus on that to help them in the development of their learning.

2.9. CHARACTERISTICS OF SPEAKING PERFORMANCE

Next we will study the following characteristics of speaking performance

• **Fluency:**

 The teachers' goal is to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance.

Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train

learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. Students using the language freely without fear to making mistakes.

Hedge (2000) (Redmond & Vrchota, 2007) adds also that: "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or appropriate slowness, or undue hesitation." So, we can say fluency is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly. Learners use the english language using cohesion and coherence they master the language.

Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses.

Thornbury (2005) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problem of speaking. Also, suggest what is called "tricks" or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as "short of and "I mean". Another device for filling the pauses is the reputation of one word when there is a pause.

- **Accuracy**

Current; most second language teachers emphasized the term of accuracy in their teaching because students seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency.

Skehan (1996) define accuracy as referring "to how well the target language is produced in relation to the rule system of the target language". Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical

structure, vocabulary and pronunciation. Students are able to speak using correct grammar vocabulary and a good pronunciation, so they produce sentences understandable.

- **Grammar**

According to Hughes (2002) the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing.

On the other hand Thornbury (2005) lists the following features of spoken grammar:

- Clause is the basic unit of construction.

- Clauses are usually added (co-ordinate).

- Head+ body+ tail construction.

- Direct speech favored.

- A lot of ellipsis.

- Many question tags.

- Performance effects.

- **Vocabulary**

Achieving accuracy in terms of vocabulary is according to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expiration accurately.

According to Harmer (2008) the knowledge of the word classes also allows speakers to perform well formed utterances. Through vocabulary students can express their ideas, feelings, thoughts and communicate with others students.

- **Pronunciation**

Redmond & Vrchota (2007) argue that: "It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood". However, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved and broken down the conversation. The students at moment to use the foreign language pronunciated the words in correct way and they can transmit the messages clearly, they can establish relationship through the use of oral communication

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN:

3.1.2. Qualitative: It is qualitative because we described the effect of TBL in speaking skill through the application of bibliographical material**.**

3.2. LEVEL OF RESEARCH

3.2.1 Explanatory: The purpose of explanatory research was involved in explaining why the problem happened, and assessing relationships between variables.

3.3. TYPE OF RESEARCH

3.3.1 Inductive: Through the following steps observation and generalization started from particular to general facts focused to determinate student's difficulties related to the application of TBL Approach in Speaking Development.

3.4. POPULATION AND SAMPLE

3.4.1. Population: The population consisted in 32 students of tenth "A" basic education of "Amelia Gallegos Diaz" high school.

3.4.2 Sample: it was not necessary to apply a sample formula so; it worked with the whole universe.

3.5. PROCEDURES

This research was made by the authors of this thesis as students of the Carrera de Idiomas Facultad de Ciencias de la Educación Humanas y Tecnologías at Universidad Nacional de Chimborazo, through a request to the authorities of "Amelia Gallegos Diaz" High School, who gave us their authorization and help to carry out our research without any problem. The data were collected through observation guides addressed to the teacher and 32 students.

- This research belongs to the study area of methodology since this is the science that studies the language skills.

- This study area was chosen because our research is about speaking development where this is part of the study of methodology.

- The speaking skill is part our research because it is an interactive process of constricting meaning that involves producing and processing information and involves a communicative ability to use the language to transmit messages in different and appropriate situations.

- The problem specific of this research is why the students did not develop speaking skill considering the influence of Task Based Learning Approach applied by the teacher.

3.6. TECHNICAL AND INSTRUMENT DATA COLLECTION
3.6.1. Techniques

Observation: The present technique was used to observe directly to the teacher and students of tenth "A" basic education of "Amelia Gallegos Diaz" high school in order to identify the point of difficulties faced in the use of TBL as a teaching strategy develop the speaking skill.

3.6.2 Instrument

Observation guide: It was conducted for the teacher and students, focused on the variables (dependent and independent), specific parameters which allowed to identify the level of difficulty related to the use of TBL to develop speaking skill.

3.7. FIELD WORK

- This research project was carried out because it was observed that most of students did not develop speaking skill, this problem was the reason to investigate why do not the students produce this skill when the teacher uses Task Based Learning Approach by applying observation guides for the teacher and students served to gather information to know which students do not develop the speaking skill.

- To carry out this research, permission was requested to the principal of the Institution and the teacher of the subject, who allowed us to develop our research project without any inconvenience.

- Our contact with the students was positive because there was already a previous relationship during the pre-professional practices carried out before with them, which, our role was as passive observers to know how the teaching-learning process is.

- The specific aspects of the research were to know how did teacher use Task Based Learning Approach and which were the advantages in the speaking development in the students.

- In this research was essential to know why the students did not develop speaking skill considering the influence of Task Based Learning Approach applied by the teacher.

- Through observation guides with ten parameters established in each guide aimed at the teacher and the students were able to respond to the inquietude of the research using the qualitative method for its respective analysis.

- For collecting information of the students and the teacher, in this research applied a direct observation like a technique resource and observation guides like instrument in which contain a set of items with established parameters.

- In English classes, it was applied observation guides to the students and teacher in a period to collect the information for processing the data for final results by ourself and the where it was indicated in the items according to how the teacher used Task Based Learning Approach and how the students develop the speaking.

- This project was concluded identifying the result of the observation guides by the analysis and interpretation of a final result of our research project in six weeks.

3.8. DATA PROCESSING AND ANALYSIS TECHNIQUES

The research was developed as a descriptive study by using observation guides to collect and interpret information. Hence, it followed the next steps:

- Review the information. - After applied the observation guides these were taken with a 100% of the collected data to classify the information in a qualitative way and make the respective analysis.
- Analyzes of collected data according to established parameters applied during two weeks.
- Interpretation of results to obtain conclusions and recommendations.

CHAPTER IV

4. PROCESSING DATA, ANALYSIS AND INTERPRETATION OF RESULTS

4.1. INTERPRETATION OF RESULTS

The investigation was developed at "Amelia Gallegos Diaz" high school, in students of tenth year "A" of basic education during the academic period 2015-2016. In order to explore how Task Based Learning Approach influences the speaking development.

Chart 1. Processing Data Analysis

OBJECTIVES	ITEMS	ANALYSIS	THEORY CONTRAST
	CLOSED TASKS		
1. - Find out the main activities of the task based learning approach used in the speaking development.	**Listing. -** It consist in to complete list or draft mind maps.	Students could not planning a birthday party since the teacher did not ask them provide words related with the topic.	According to the theory is essential that teacher use listing to generate a lot of talk on the learners' part to explain their ideas.
	Ordering and sorting. – They involve different processes	Most of the students couldn´t create a personal blog since the teacher did not instruct them properly.	Contrasting with the theory the information is ordered and sorted according to specific criteria.
	Comparing helps in fluency development of speaking through the use of pictures	The teacher didn´t use Appropriate material to compare a set of information therefore most of students could not identify common or different points and did not use speaking skill.	Contrasting with the theory is necessary that teacher Compare the information of a similar nature, but from different resources or versions, in order to find similarities and differences.

	OPEN TASK		
	Problem solving Analyze of real and hypothetical situations, reasoning making decisions.	In this activity majority of students could not planning a job interview because they lack of vocabulary and the teacher did not offer them help.	Contrasting with the theory students to engage in the problem to solve it.
	Sharing Personal Experiences students feel self-confidence to express their experiences	Most of students didn´t feel encourage to talk more freely about themselves with their classmates, on the other hand the minority shared personal experiences but committed mistakes because they do not use grammar in the correct way and the teacher did not correct them.	According to the theory teacher encourages students to talk more themselves and share their experiences with others.
	Creative tasks they involve students in some kind of freer creativity work	Most of students didn´t elaborate a class magazine because they could not combine the tasks and did not engage out class research and the teacher did not monitor them.	According to the theory they involved the combinations of tasks types: listing, ordering and problem solving.

2. - To investigate the structural framework of task based learning approach and how it cooperate in the speaking development.	**Pre-task stage:** teacher Introduces the topic and gives the students instructions.	Teacher introduced the topic but she didn´t give clear instructions to students therefore most of them did not understand about the task and could not complete it.	According to the theory teacher gives the students clear instructions on what they will have to do at the task stages.
	Task cycle stage: The students perform, prepare, and report the task.	In the task cycle stage students had the chance to use whatever language they already know to complete the task however most of students did not complete it since they had no clear the instructions and the teacher did not offer them help during the fulfilment of the task.	According to the theory the teacher monitor and offers encouragement to students during the performance of the task
	Post Task stage: Language focus Allows a closer study of some of the features.	Most of students didn´t use common words, phrases and did not practice the language since did not feel confidents and prepared to speak in the classroom.	Contrasting with the theory teacher select language areas to practice based upon the needs of the students.

	TEACHER´S ROLE		
3. - To examine which are the teacher and student's roles in the task based learning approach that contribute in the speaking development.	**prompter**	The teacher didn´t help her students when they get lost and did not offer suggestions to help them therefore most of students failed in the tasks.	According to the theory teacher may offer discrete suggestions to help the students.
	participant,	The teacher didn´t collaborate with the performance of activities of the students.	Contrasting with the theory teacher can participate in discussions or role-plays themselves to prompt covertly, introduce new information this will help the activity along, ensure continuing student engagement, and maintain a creative atmosphere.
	feedback provider	Teacher didn´t provide a suitable correction to students hence they failed in the activities.	According to the theory Teachers should be aware of when and how to give feedback in speaking activities

STUDENT´S ROLE		
group participant	Teacher sometimes organized students in groups or in pairs to perform the activities.	According to the theory tasks will be done in pairs or in small groups
monitors	Teacher did not apply activities clearly hence students had no the opportunity to notice how language is used in communication	According to the theory Class activities have to design so that students have the opportunity to notice how language is used in communication.
risk-takers and innovators	The students did not take any risks and were not innovative when developing tasks since the teacher did not support or motivate them.	According to the theory many tasks will require learners to create and innovate.

Source: Observation guide applied to 10th Año de Educación General Básica "A" at Unidad Educativa "Amelia Gallegos"

Made by: Gabriela Yaucán and Sandra Vallejo

4.1.2. INTERPRETATION OF RESULTS

According to the observation applied in each English class, it was evidenced, there are some problems with students of tenth year "A", one of the reasons was teacher did not use activities of Task Based Learning Approach properly. (Willis & Harmer, TYPES OF TASK IN TBL APROACH, 1996) Have presented a lot of tasks for promoting students' language development and can help the teacher to adapt and build on them.

LISTING. - Most of students did not generate their own ideas related to the topic since the teacher at moment of to introduce the topic did not ask them provide words related with the topic.

OREDERING AND SORTING. – Most of the students could not create a personal blog since the teacher did not instruct them properly.

COMPARING. - In this activity most of the students did not compare the information or images and did not find similarities and differences using speaking skills because they did not feel encourage and did not know enough vocabulary

PROBLEM SOLVING.- The majority did not use oral communication to engage in the problem to solved it because they lack of vocabulary whereas the minority used analysis of real and hypothetical situations making decisions.

SHARING PERSONAL EXPERIENCES. - Most of the students did not use oral capacity to narrate, describe, explain attitudes and shared their experiences with others because they were afraid to talk.

CREATIVE TASKS. - Most of students did not finish their projects since they could not combine of the task types: listing, ordering and problems solving and did not engage out of class research whereas the minority can did it.

Most of the students could not comprehend the task because the teacher did not use correctly the structural framework required for Task Based Learning and did not guide them while planning their reports therefore most of students did not practice the English language in the classroom.

According to Willis (1996) Task Based Learning is typically based on three stages: Pre- task stage, Task cycle stage, and Post-task stage.

Teacher plays different roles in the classroom at the same time. Harmer (2001) suggests three roles if the teacher is trying to get students to speak fluently: Prompter, participant and feedback provider. During the observation we noticed that teacher did not performance a good role since she did not help her students when they get lost and did not offer suggestions help the students, the teacher not always participated in discussion or role plays therefore there was not a creative atmosphere and students failed in their tasks on the other hand most of the students did not act like monitors or risk taker and innovator since they were not motivated to work together or they did not understand the instructions.

Finally we observed that teacher did not use TBL approach correctly therefore students did not improve the speaking development.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- The activities of TBL used by the teacher in class did not improve the speaking development because she does not use the suitable ones.

- Teacher did not use the structural framework required for Task Based Learning Approach properly.

- The teacher and student's roles in TBL did not contribute in the speaking development for the following reasons: The teacher was not prompter, participant and a feedback provider; the students were not group participant, monitor, risk-taker and innovator. They do not feel confident to practice the speaking skill.

5.2. RECOMMENDATIONS

- To use the main activities of the Task Based Learning approach which develop speaking skill in our students, but specially to use closed and open tasks.

- To implement the structural framework of the Task Based Learning Approach in the process of the class, using this technique the students will understand and develop with facility the tasks.

- The teacher plays her roles and establishes the suitable them for her students into the classroom, but the same time creating an environment of confidentiality with the students, where they will have more opportunities to use their speaking and lose their fear.

6. BIBLIOGRAPHY

Anonimo. (2013). Retrieved from https://www.slideshare.net/tortadericota/tbl-1

Atma, S. (2010). *Raising Leaners' level of English Fluency through classroom participation.* Retrieved from The Speaking Skill, Definition: http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/4786/1/SE%20208.pdf

Baker, J., & Westrup , H. (2003). *Essential Speaking Skills.* Retrieved from A hondbook for english language teachers: http://www.multidisciplinaryjournals.com/wp-content/uploads/2015/03/FACTORS-AFFECTING-STUDENTS%E2%80%99-SPEAKING.pdf

Campbell, C. (1992). *Learner Based Based Teaching.* Oxford: Oxford University Press.

Celce-Murcia, M. (2001). *Teaching English as a second or foreign language.* Retrieved from The importance of speaking : http://files.eric.ed.gov/fulltext/EJ1080662.pdf

Harmer. (2001). *teacher´s role.*

Harmer. (2008). *THE LANGUAGE AND LITERACY DEVELOPMENT OF BILINGUAL SPANISH-SPEAKING PRESCHOOLERS.* Retrieved from vocabulary: http://www.researchconnections.org/files/meetings/ell/Hammer.pdf

Harmer, J. (1996). *The Practice of English Language Teaching. .* Longman Publishing .

Hedge, T. (2000). *Teaching and Learning in the Language Classroom.* Retrieved from http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/4786/1/SE%20208.pdf

Hughes. (2002). *Notes on Assessing Speaking .* Retrieved from http://www.lrc.cornell.edu/events/past/2008-2009/papers08/osull1.pdf

Intnin, C. (06 de octubre de 2012). *english-test.net.* Obtenido de english-test.net: http://www.english-test.net/forum/ftopic120838.html

Klancar, N. I. (2006). *Developing Speaking Skills in the young learners classroom.* Retrieved from http://media.dropr.com/pdf/gUhvhVukP59DLepntq7VOwq6FqJ06sdQ.pdf

Lewis, M. (15).

Mónica, T. (2010). *Basic Methodology for Teaching English .* Riobamba: Rio Impresiones.

Nazara, S. (2011). *Students' Perception on EFL Speaking Skill Development.* Retrieved from Journal of english teaching: http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/4786/1/SE%20208.pdf

Nunan. (2003). *TEACHING SPEAKING OF ENGLISH AS A FOREIGN LANGUAGE: PROBLEMS AND SOLUTIONS.* Retrieved from Teaching speaking : http://download.portalgaruda.org/article.php?article=96563&val=4806

Nunan, D. (1989). *Designing task for the communicative classroom.* Cambridge: Cambridge University Press.

Oxford Advanced Dictionary. (1995). *Vocabulary.* Retrieved from Speaking skill: http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/4786/1/SE%20208.pdf

Redmond, M., & Vrchota, D. (2007). *THE EFFECT OF CLASSROOM INTERACTION ON DEVELOPING THE LEARNER'S SPEAKING SKILL.* Retrieved from http://webcache.googleusercontent.com/search?q=cache:LwvfhKhQVHkJ:bu.umc.edu.dz/theses/anglais/KOU1159.pdf+&cd=1&hl=es&ct=clnk&gl=ec

Richards, & Rodgers. (2001). *APPROACHES & METHODS IN LANGUAGE TEACHING: PREPARING THE TERRAIN.* Retrieved from The importance of speaking: https://ediscipIinas.usp.br/pluginfile.php/171237/mod_resource/content/1/Class%203_Approaches%20and%20Methods.pdf

Skehan. (1996). *The impact of pre-task planning on the fluency and accuracy of.* Retrieved from Accuracy: http://www.sciencedirect.com/science/article/pii/S1877042812056662

Susanti. (2007). *SPEAKING, USING ROLE PLAY IN TEACHING.* Retrieved from Teaching Speaking: https://saidnazulfiqar.files.wordpress.com/2011/10/skripsi-using-role-play-in-teaching-speaking.pdf

Thornbury, S. (2005). *How to teach speaking pearson longman.* Retrieved from http://www3.uah.es/master_tefl_alcala/pdf/programas/oral_communication_manuel.pdf

Wallace, T. (1992). *Educational Practices Series 14.* Retrieved from Teaching, Speaking, Writting and Listening: http://www.ibe.unesco.org/fileadmin/user_upload/archive/Publications/educationalpracticesseriespdf/PRATICE_14.pdf

Willis. (1996). *Task Based Learning.*

Willis, & Harmer. (1996). *TYPES OF TASK IN TBL APROACH.*

Willis, J. (1996). *A Framewor for Task- Based Learning.* England: Longman.

7. ANNEXES

ANNEX 1: OBSERVATION GUIDE APPLIED TO THE TEACHER

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS CARRERA DE IDIOMAS

OBSERVATION GUIDE APPLIED TO THE

TEACHER OF 10TH CLASS "A"

OBJETIVE: To observe Task Based Learning activities and its influence on speaking skill, at "Amelia Gallegos Díaz" high school, in students of tenth year "A" of basic education during the academic period 2015-2016.

INSTRUCTIONS: Read the following questions and answer with a tick (✓).

Teachers' name: Isabel Velastegui

Observers´name: Gabriela Yaucán, Sandra Vallejo.

1. – Does the teacher use the Task Based Learning Approach in the English class?

YES (   )   NO (   )

2. - Do the activities of the Task Based Learning Approach help in the speaking development?

YES (   )   NO (   )

3. – Is the Task Based Learning useful for moving the focus of the learning process from the teacher to the student?

YES (   )   NO (   )

4. - Does The Task Based Learning approach provide creative classes to address to the students' needs?

YES ( )   NO ( )

5. – Does the teacher monitoring the process of the student when working with the task?

YES ( )   NO ( )

6. - Does the TBL require interaction between students and teacher and inversely?

YES ( )   NO ( )

7. - Do the students express their opinions and share their ideas and feelings when use TBL?

YES ( )   NO ( )

8. - Is important use the Structural Framework of the TBL to development of an activity?

YES ( )   NO ( )

9. - Does the Task Based Learning have the advantage of getting the student to use her skills at her current level?

YES ( )   NO ( )

10. - Do the activities of the TBL help in a high level to development the speaking skill?

YES ( )   NO ( )

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS CARRERA DE IDIOMAS

OBSERVATION GUIDE APPLIED TO THE

STUDENTS OF 10TH CLASS "A"

OBJETIVE: To observe Task Based Learning activities and its influence on speaking skill, at "Amelia Gallegos Díaz" high school, in students of tenth year "A" of basic education during the academic period 2015-2016.

INSTRUCTIONS: Read the following questions and answer with a tick (✓).

Observers´name: Gabriela Yaucán, Sandra Vallejo.

1. – Does the teacher use the Task Based Learning Approach in the English class?

YES (   )   NO (   )

2. - Do the activities of the Task Based Learning Approach help in the speaking development?

YES (   )   NO (   )

3. – Is the Task Based Learning useful for moving the focus of the learning process from the teacher to the student?

YES (   )   NO (   )

4. - Does The Task Based Learning approach provide creative classes to address to the students' needs?

YES (   )   NO (   )

5. – Does the teacher monitoring the process of the student when working with the task?

YES ( )   NO ( )

6. - Does the TBL require interaction between students and teacher and inversely?

YES ( )   NO ( )

7. - Do the students express their opinions and share their ideas and feelings when use TBL?

YES ( )   NO ( )

8. - Is important use the Structural Framework of the TBL to development of an activity?

YES ( )   NO ( )

9. - Does the Task Based Learning have the advantage of getting the student to use her skills at her current level?

YES ( )   NO ( )

10. - Do the activities of the TBL help in a high level to development the speaking skill?

YES ( )   NO ( )

ANNEX 3: PHOTOS CLASS OF TENTH GRADE "A"