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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS**

LANGUAGE CAREER

**TASK BASED LEARNING ACTIVITIES INFLUENCE IN THE DEVELOPMENT
OF SPEAKING SKILL IN THE STUDENTS OF NOVENO AÑO DE EDUCACION
BASICA "A" AT UNIDAD EDUCATIVA "ISABEL DE GODIN" IN RIOBAMBA
CITY DURING THE ACADEMIC PERIOD 2015-2016**

**Thesis submitted in partial fulfillment of the requirements for the degree of
Licenciado (a) Inglés.**

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MIEMBROS DEL TRIBUNAL

Los miembros del Tribunal examinador revisan y aprueban el informe de investigación con el título: Trabajo de tesis de Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Ingles, con el siguiente tema: "TASK BASED LEARNING ACTIVITIES INFLUENCE IN THE DEVELOPMENT OF SPEAKING SKILL IN THE STUDENTS OF NOVENO AÑO DE EDUCACION BASICA "A" AT UNIDAD EDUCATIVA "ISABEL DE GODIN" IN RIOBAMBA CITY DURING THE ACADEMIC PERIOD 2015-2016". Y aprobado en nombre de la Universidad Nacional de Chimborazo por el siguiente tribunal:

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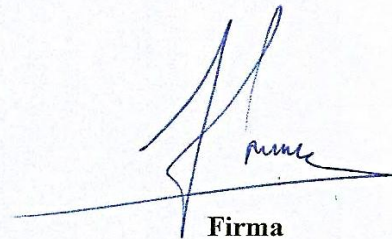
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El presente trabajo investigativo, previo a la obtención del Título de: Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Inglés, es original y basado en el proceso establecido por la Facultad de Ciencias de la Educación, Humanas y Tecnologías.

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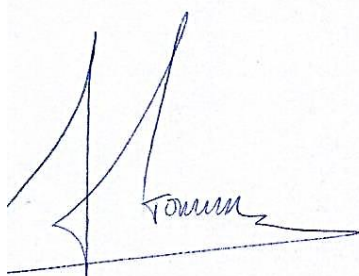
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CERTIFICACIÓN

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Certifico que el presente trabajo de investigación previo a la obtención del Título de: Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Inglés; “TASK BASED LEARNING ACTIVITIES INFLUENCE IN THE DEVELOPMENT OF SPEAKING SKILL IN THE STUDENTS OF NOVENO AÑO DE EDUCACION BASICA “A” AT UNIDAD EDUCATIVA “ISABEL DE GODIN” IN RIOBAMBA CITY DURING THE ACADEMIC PERIOD 2015-2016”, ha sido elaborado por: Leticia Janneth Ojeda Huilca, el mismo que ha sido revisado y analizado en un 100% con el asesoramiento permanente de mi persona en calidad de Tutora, por lo que se encuentra apto para su presentación y defensa respectiva.

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DEDICATORY

This thesis is dedicated to my family who have been the inspiration of my life and they have supported me in all my academic life. Also, this thesis is dedicated to my teachers who have been a great source of knowledge, motivation and inspiration. Finally, I want to dedicate this thesis work to all those who share love for education.

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RESUMEN

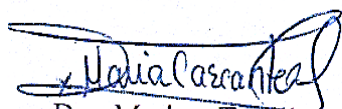
El dominio del habla es el objetivo de la mayoría de los estudiantes y profesores del Inglés como segunda lengua, pero, paradójicamente, es la habilidad menos desarrollada, un claro ejemplo de ello, son los estudiantes de la Noveno "A" en la Unidad Educativa "Isabel de Godín" quienes no han desarrollado un habla adecuada. Es necesario encontrar maneras más efectivas y dinámicas para lograr una buena destreza del habla. Se ha encontrado una alternativa para mejorar la destreza del habla, a través del uso de actividades de aprendizaje basado en tareas en el desarrollo de la habilidad de la destreza del habla. La población se compone de treinta y nueve estudiantes de la clase Noveno Año de Educación Básica "A" en la Unidad Educativa "Isabel de Godín" a través de la utilización del método de exploración con la ayuda de la técnica de observación con su instrumento, la Guía de Observación. La presentación y discusión de los resultados de la muestra, determinó que los estudiantes tenían algunos problemas relacionados con la habilidad de la destreza del habla, con respecto a la pronunciación, fluidez y precisión. Pero, después de la aplicación de las actividades de aprendizaje basado en tareas, se determinó que los estudiantes mejoraron sus habilidades en la destreza del habla.

Reviewed by:

MsC. Mónica Torres C.

SUMMARY

The domain of speaking is the goal of the majority of learners and teachers in ESL but, paradoxically it is the one of the least developed skill, on clear example of this, are the students of Noveno año Educación Básica "A" at Unidad Educativa "Isabel de Godín" who have not developed an adequate speaking. It is necessary to find more actual, dynamic ways to achieve a good speaking. It has been found an alternative to improve speaking through the use of task based learning activities in the development of speaking skill. The population consists of thirty nine students of Noveno Año de Educación Básica class "A" at Unidad Educativa "Isabel de Godín" through the use of exploratory method with the assistance of Observation technique with its instrument, the Observation Guide. The presentation and discussion of outcomes of the sample, it determined that students had some problems related to Speaking skill, regarding to Pronunciation, fluency and Accuracy. But, after the application of task based learning activities, it was determined that students improve their abilities in speaking skill.



Dra. Myriam Trujillo B. Mgs.

COORDINADORA DEL CENTRO DE IDIOMAS



INTRODUCTION

English is an important tool to get knowledge and better opportunities. Actually, English is in a stage of improvement in our country. This is the reason of the low level of language domain in many students, in addition for the demands made by the government that promotes quality in education, for the development of our country.

Currently all students need to learn English as a tool for learning, development, and for opening new doors of knowledge. But, to know English is not the management of individual skills, it is the combination of all the language skills to use them in real interaction with the world.

Regarding to the English learning problems in students of noveno año EGB class “A”, one of the principal problems; is the insufficient ability of speaking. Speaking is the goal of most of the learners in ESL classes, and the domain of speaking skill indicates a good level of English.

For helping students to solve problems related to the speaking learning process, it has been elaborated task based learning activities, which are an interesting alternative to help them to improve it. To facilitate the handing and use of this research, it has been divided in chapters, which have a logical chain, made according to established formats, as follow:

Chapter I comprehends the referential framework that includes the statement the problem, objectives and justification.

Chapter II covers the theoretical framework which is the scientific support for this research.

In Chapter III, the methodology used is explained, including the design, type of research, population, methods and research techniques, processes of data collection.

In Chapter IV contains the analysis of data collected and Interpretation.

Finally, Chapter V contains the conclusions and recommendations. It is the summary of the research, obtained from the analysis and interpretation of the data collected, and they also provide alternative or suggested solutions.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. THE INVESTIGATION PROBLEM

“TASK BASED LEARNING ACTIVITIES INFLUENCE IN THE DEVELOPMENT OF SPEAKING SKILL IN THE STUDENTS OF NOVENO AÑO DE EDUCACION BASICA “A” AT UNIDAD EDUCATIVA “ISABEL DE GODIN” IN RIOBAMBA CITY DURING THE ACADEMIC PERIOD 2015-2016”

1.2. PROBLEM STATEMENT

Through the observation guides and interviews it has been found some problems among students of Noveno año de Educación básica “A” at Unidad Educativa “Isabel de Godín” regarding to English as a Second Language learning. Language teachers are in search of finding something that could create a difference in their classroom. The main problem found is the deficiency of speaking, regarding to pronunciation, fluency and accuracy. According to observations performed in the classroom during pre-service teaching practices, it appeared that the problem came from the lack of exposure against English language maybe caused by the deficiency of methodologies, techniques, and their limited use in the classroom.

To encourage the students to practice and improving the method of teaching have always been the primary concern of language teachers. A new approach, Task Based Learning (TBL), is applied to a traditional classroom situation with the aim of finding solutions to these problems such as poor learner’s motivation or the lack of English exposure. Implementing a TBL approach in EFL classes creates variety for the students. Moreover, it enhances their learning, since TBL tasks encourage student involvement and lead to significant improvements regarding their language performance so the students can find enough opportunities to express themselves in the target language.

This investigation proposes, for the English learning process success, the students must be in constant contact with the target language, because it is essential for speaking skill development, and to achieve the investigation main goal the usage of task based learning activities. However, learning speaking whether as a first or second language, involves developing a subtle and detailed knowledge about why, how and when to communicate and to produce complex skills for managing interaction, such as arguing, asking a question, taking a turn or reasoning. One of the most important aspects of everyday talk, is that it always takes place in cultural and social contexts. The problems that have been exposed show the main importance of development the speaking skill and by the use of task based learning activities such as Information Gaps, Sharing Personal Experiences and Solving Problems, which are open tasks, is a good way to improve this skill.

For these reasons, the focus of my project will determinate if the task based learning activities are adequate methods to use in classroom.

1.3. PROBLEM FORMULATION

How task based learning activities influence the development of speaking skill in the students of noveno año de educación basica “A” at Unidad Educativa “Isabel de Godin” in Riobamba city during the academic period 2015-2016?

1.4. GUIDELINE QUESTIONS

- To what extend are task based learning activities used by teachers for the students of Noveno año “a” at Unidad Educativa Isabel de Godín?
- How do open tasks, such as Information Gap, cause an effect in the development of speaking skill?
- How do open tasks, such as Sharing personal experiences, influence in speaking skill?
- How do open tasks, such as Solving problems, affects speaking skill?

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE.

To identify how task based learning activities influence the development of speaking skill in the students of noveno año de educación básica “A” at Unidad Educativa “Isabel de Godin” in Riobamba city during the academic period 2015-2016.

1.5.2. SPECIFIC OBJECTIVES

- To establish how task based learning activities influence the pronunciation in speaking skill in the students of noveno año de educación básica “A” at Unidad Educativa “Isabel de Godin” in Riobamba city during the academic period 2015-2016.
- To determine how task based learning activities influence the accuracy in speaking skill in the students of noveno año de educación básica “A” at Unidad Educativa “Isabel de Godin” in Riobamba city during the academic period 2015-2016.
- To discover how task based learning activities influence the fluency in speaking skill in the students of noveno año de educación básica “A” at Unidad Educativa “Isabel de Godin” in Riobamba city during the academic period 2015-2016.

1.6. PROBLEM RELEVANCE AND IMPORTANCE

The research importance is basically about that most of the students of noveno año EGB, class “a” at Unidad Educativa “Isabel de Godín”, are not helped to develop their language skills in English, especially their speaking skill, the research is appropriate because of the importance of speaking in oral communication in the teaching learning process of the foreign language, maintaining a great stress on the main components of speaking skill such as:

pronunciation, fluency and accuracy, the same ones that will allow students to master the oral communication in the target language with a clear and fluid oral conversation. The aim is to make students of noveno año EGB, class “a” at Unidad Educativa “Isabel de Godín” feel motivated to increase their speaking ability, to lose the fear to use it, and to make mistakes, because mistakes are part of the process of learning; a sufficient development of speaking skill will help them to use the target language in a real communication which is the aim of learning a new language.

Consequently, it would be important to aid students to use speaking in the classroom through the application of task based learning activities such as Information Gap, solving problem and sharing personal experiences. This way, students would be more interested and motivated to take part in the learning process. Through the use of real life situations in the classrooms to teach English, students would be motivated to learn it. By using real life situations, students not only practice lexis and expressions, they also improve their speaking skill. Through the use of task based learning activities, the teacher develops fluency, accuracy and pronunciation in language, and allows interaction on students at classroom, and increases motivation.

The users are going to be the students of noveno año EGB class “A” at Unidad Educativa Isabel de Godín, in the city of Riobamba in the academic year 2015 – 2016, also teachers and the institution itself, results advantages will be that teacher is going to have new techniques and activities for use in class that can develop speaking proficiency and of course students will develop the willingness to learn and understand by speaking.

The present investigation also wants to highlight relevant characteristics and difficulties in teaching speaking skill. So this study will show us which techniques through TBL can be used for teaching. Moreover; the present study will find out the difficulties while using task based learning activities and propose recommendations concerning the use of information gaps, solving problems, and sharing personal in teaching English to develop speaking skill.

Observation guides and interviews are going to be employed for this project because it is necessary the student's and teacher's opinions. The results will show if the research is appropriate to accomplish the general objective.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. PREVIOUS RESEARCH REGARDING THE INVESTIGATED PROBLEM.

2.2. THEORETICAL FOUNDATIONS

It has been previous researches of the influence of using Task based learning activities for improving speaking skill. Tasks make the students more autonomous and creative. A task is an activity which learners carry out using their available language resources and which might lead to a real outcome. Examples of tasks are playing a game, solving a problem, or sharing and comparing experiences. Task Based Learning activities represent an attempt to harness natural processes and to provide language focus activities based on consciousness-raising which support these processes (Willis, 1996).

Task based Learning is an approach seeking to provide learners a natural context for language use. As learners work to complete a task, they have a lot of opportunities to interact. This interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning (Larsen-Freeman 2000).

Task-based teaching has increasingly achieved regard in recent years and has been recommended as a way forward in ELT .At the 1970's and 1980's tasks were frequently called "communicative activities"(Crookes ,1986). The term "communicative activities" were gradually replaced by "tasks" (Bygate, 2001). Prabhu (1987) defines a task as "an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process". A task refers to a language learning effort that requires learners to comprehend, manipulate and produce target language as they perform the set task, involving real world

language (Richards, 1986). According to Willis (1998), tasks are activities in which the target language is used for a communicative purpose to achieve an outcome. On the other hand; Nunan (2004) uses the word ‘task’ instead of ‘activity.’ Ellis (2003) defines “tasks” as activities that are primarily focused on meaning whereas exercises are activities that are primarily focused on form.

2.2.1. TASK BASED LEARNING ACTIVITIES.

Task based learning is a different way to teach languages. It can help students by placing it in a situation like in the real world.

A situation where oral communication is essential for doing a specific task. Task based learning has the advantage of getting students to use their skills at their current level. To help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity. Task-based language learning has its origins in communicative language teaching, and is a subcategory of it. The primary focus of classroom activity is the task and language is the instrument which the students use to complete it. Bowen (2011) “The task is an activity in which students use language to achieve a specific outcome”. The activity reflects real life and learners focus on meaning, they are free to use any language they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks.

2.2.2. DEFINITION OF A TASK

Nunan (1989) defines a task as an activity that necessarily involves language use. Breen (1989) a task is a workplan that is intended to engage the learner in meaning focused language use. Prabhu (1987) “tasks involve some thought process, making connections between pieces of information deducing and evaluating new information”. Tasks however clearly do involve cognitive process such as selecting, reasoning, classifying, sequencing and transforming information from one form of representation to another. So a task is an activity

which require learners to use language, with emphasis on meaning, to attain an objective.

2.2.3. COMPONENTS OF TASK BASED TEACHING FRAMEWORK

Although there may be several effective frameworks for creating a task-based learning lesson, here is a basic outline:

- **Pre-task**

In the pre-task, the teacher will present what will be expected of the students in the task phase. Additionally, in the "weak" form of TBLL, the teacher may prime the students with key vocabulary or grammatical constructs, although this can mean that the activity is, in effect, more similar to the more traditional present-practice-produce (PPP) paradigm. In "strong" task-based learning lessons, learners are responsible for selecting the appropriate language for any given context themselves. The instructors may also present a model of the task by either doing it themselves or by presenting picture, audio, or video demonstrating the task.

- **Task Phase or “Task Cycle”**

During the task phase, the students perform the task, typically in small groups, although this is dependent on the type of activity. The task phase offers learners the chance to use whatever language they already know in order to carry out the task, and then to improve the language, under teacher guidance. There are five components of a task cycle:

Task: Learners use whatever language they can master, working simultaneously, in pairs or small groups to achieve goals of the task.

Planning: Learners plan their oral or written reports with effectively conclusions for maximizing their learning opportunities. The role of the teacher in this phase is to encourage and being available for any question students might have.

Report: is the natural condition of the task cycle. In this stage learners tell the class about their findings.

Analysis: The teacher reviews what happened in the task and highlights relevant the text of the recording for the students to analyze. It may include language forms that the students were using, students' problems, and perhaps forms that need to be covered more or were not used enough.

Practice: Finally, the teacher may be used to cover material mention in the analysis stage. The students practice activities to extent their confidence. It is an opportunity for the teacher to emphasize key language.

- **Post-task**

Post- task involves procedures to follow up the task performance. Post- task affords various options. There are altogether three pedagogic goals, there are as follows: provide an opportunity for repeat performance of the task, encourage reflection of how the task was performance and encourage of form, in particular to those forms that proved problematic to the learner when they performance the task example of options : the student report consciousness raising and repeat task.

2.2.4. TYPES OF TASKS

According to Willis (1996) there is a categorization of six types of tasks: Listing, Ordering and Sorting, Comparing, Problem Solving, Sharing Personal Experiences and Creative tasks. For N. S. Prabhu (1987), there are three main categories of task; information-gap, reasoning-gap, and opinion-gap. Ellis (2003) Classified tasks in two groups: Open and Closed tasks. So according to these researchers tasks might be divided in:

- **OPEN TASKS**

Problem Solving: Analyzing real or hypothetical situations.

Sharing Personal Experiences: narrating, describing, exploring and explaining opinions, reactions.

Creative tasks: brainstorming, fact-finding, ordering and sorting, comparing problem solving.

- **CLOSED TASKS**

Listing: brainstorming, fact-finding.

Ordering and Sorting: sequencing, ranking, categorizing, classifying

Comparing: matching, finding similarities and differences.

2.2.5. RECEPTION OF STUDENTS OF TASK BASED LEARNING

According to Jon Larsson (2001), in considering problem based learning for language learning, i.e. task based language learning “one of the main virtues of TBL is that it displays a significant advantage over traditional methods in how the communicative skills of the students are improved. The general ability of social interaction is also positively affected. These are, most will agree, two central factors in language learning. By building a language course around assignments that require students to act, interact and communicate it is hopefully possible to mimic some of the aspects of learning a language “on site”, i.e. in a country where it is actually spoken”. Seeing how learning a language in such an environment is generally much more effective than teaching the language exclusively as a foreign language, this is something that would hopefully be beneficial.

Another large advantage of TBL is that it encourages students to gain a deeper sense of understanding. Superficial learning is often a problem in language education, for example when students, instead of acquiring a sense of when and how to use which vocabulary, learn all the words they will need for the exam next week and then promptly forget them.

In a PBL classroom this is combatted by always introducing the vocabulary in a real-world situation, rather than as words on a list, and by activating the student; students are not passive receivers of knowledge, but are instead required to actively acquire the knowledge. The feeling of being an integral part of their group also motivates students to learn in a way that the prospect of a final examination rarely manages to do.

Task-based learning is advantageous to the student because it is more student-centered, allows for more meaningful communication, and often provides for practical extra-linguistic skill building. As the tasks are likely to be familiar to the students (e.g.: visiting the doctor), students are more likely to be engaged, which may further motivate them in their language learning.

According to Jeremy Harmer (2001), tasks promote language acquisition through the types of language and interaction they require. Harmer says that although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them, he says, to use all the language they know and are learning, rather than just the 'target language' of the lesson. On the other hand, according to Loschky and Bley-Vroman, tasks can also be designed to make certain target forms 'task-essential,' thus making it communicatively necessary for students to practice using them.[8] In terms of interaction, information gap tasks in particular have been shown[by whom?] to promote negotiation of meaning and output modification.

Task-based language learning can suffer in practice from poorly informed implementation and adaptations that alter its fundamental nature. They say that lessons are frequently changed to be more like traditional teacher-led presentation-practice-production lessons than task-based lessons.

2.2.6. TASK BASED LEARNING ACTIVITIES (OPEN TASKS)

2.2.6.1. Information Gap

An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

Example:

Learner A has a biography of a famous person with all the place names missing, whilst Learner B has the same text with all the dates missing. Together they can complete the text by asking each other questions.

In the classroom:

Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication, motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing. Typical types of information gap activities you might find include; describe and draw, spot the difference, jigsaw readings and listenings and split dictations.

2.2.6.2. Sharing Personal Experiences.

Activities where learners are asked to recount their personal experiences and tell stories are valuable because they give learners a chance to speak for longer and in a more sustained way. And it is something we often do in real-life. However, activities given to students are for identifying how the instructions for activities where learners are encouraged to relate things from their personal lives are often rather vague and open-ended. In order to encourage richer interaction, we usually need to add a clear goal, make instructions more precise, and give clear completion points.

2.2.6.3 Solving Problem.

Significant problem reminds us that the problem must be meaningful to the students, and for their learning, and complex enough to require the whole team to engage. A trivial problem that can be solved by a single person working

alone does not make a good team Application Activity. Rather, we should be seeking a complex problem with incomplete or contradictory information where a diversity of perspectives is an asset in making difficult discriminations.

Same problem refers to having the entire class work on the same problem at the same time. The rationale is that by having all teams work on the same problem, they will have a greater engagement and investment when it comes time for a class-wide discussion or debriefing. When each team develops deep knowledge of the problem this allows for a more informed critique of others decisions, not to mention a more engaged and passionate critique if other teams arrive at a conflicting conclusion for the same problem. This approach is in contrast to the common practice outside TBL of having each team work on a different problem so they can share what they each have learned; without having everyone work on the same problem, each team becomes the “expert” of their own topic, which does not invite challenges or contradictory conclusions in the same way that TBL does.

2.2.7. THE ROLE OF THE TEACHER IN A TBL CLASSROOM.

The teacher has to play different roles in a TBL classroom at the same time. (Harmer, 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.

2.2.8. ADVANTAGES OF USING TBL IN CLASSROOM.

- Task based learning is useful for moving the focus of the learning process from the teacher to the student.
- It gives the student a different way of understanding language as a tool instead of as a specific goal.
- It can bring teaching from abstract knowledge to real world application.
- A Task is helpful in meeting the immediate needs of the learners and provides a framework for creating classes, interesting and able to address to the student's needs.

2.3 SPEAKING SKILL

INTRODUCTION

Speaking skill has a great role in our quotidian lives. Through speaking skill we can express feelings, thoughts, ideas and points of view. In English classrooms the main thing for most of the students are to speak fluently with the target language. For many students who are learning a foreign language the prime goal is to be able to speak it (Wallace, 1991). In this section, we are going to deal with problems about speaking skill; definition of speaking, characteristic of speaking performance in addition to some types of speaking activities.

Language is a system of arbitrary vocal symbols, which permit people in a given culture to communicate or interact. When speaking skill is used, it does not mean merely uttering words through mouth or the utterance itself letter by letter. It means transmission of the message through the words of mouth. Furthermore, the student can hardly understand anything at all, unless the speaker is talking about things the learner perceives, or unless the language being learned is closely related to some other language the student knows.

2.3.1 DEFINITION OF SPEAKING SKILL

Speaking skill is an interactive process of constricting meaning that involves producing and processing information. Speaking skill involves a communicative ability to use language to transmit messages in different and appropriate situations. It is to interact with participants and transmit a message of some category (Atma, 2010). Speaking is to express or communicate opinions, feelings, and ideas by or as talking and it involves the activities in the part of the speaker as articulator and acoustic stage according to Oxford Advance d Dictionary. Finally (Nazara, 2011) says "Speaking is a multifaceted construct".

Speaking is a basic skill that language learners should master with the other 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. (Hedge, 2000) defines speaking as "a skill by which people judge and are judged while first impressions are being formed". That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

2.3.2 LANGUAGE FEATURES:

For speak successfully there are some features which is very necessary to both student and teacher in order to speak fluently. From that language feature the students could connected other speech by recognizing phonemes in addition to understand the nature of native speaker then their phonological rules. The following features are necessary for an effective speaking.

Connected speech:

This ability needs from the speaker of English to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added or weakened in the connected speech.

Expressive devices:

English native speakers use effectively the phonological rules which refer to the pitch, stress, volume, speed with the use of nonverbal means. These devices

help them to convey their intended meaning. Students then need to have this ability to employing such devices if they want to be effective communicators.

Lexis and grammar:

When learners produce same language function, they often use the same lexical structure. The teacher's role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.

Negotiation language:

Learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others' talk. So, the teachers have to provide them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perform their utterances if they seek to be understood and clear especially when they can see the other interlocutors did not understand them.

2.3.3. MENTAL/ SOCIAL PROCESSING:

The necessary processing skills speaking are the following:

Language processing:

This refers to the ability of the learners/ speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.

Interacting with others:

Most of the speaking situations involve interaction between two or more interlocutors, that is to say an effective speaker need to be able to listen and understand others' talk then reacts through taking turns or keeping the others to do so.

Information processing:

This relates to the ability of processing the information in the mind rapidly, i.e. the time speakers get information; they should be ready to respond to the others' talk.

2.3.4. THE IMPORTANCE OF SPEAKING:

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation method is one example, (Richards and Rodgers, 2001) mention that reading and writing are the essential skills 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 interact verbally with other people. Moreover, the teachers talk will be reduced; that is to say learners are supported to talk more in the classroom. (Ur, 2000) declares also that: "Of all the four skill (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing." Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is "do you speak English?". We understand that most of people take speaking and knowing a language as synonyms. (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 speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop 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 very important outside the classroom as well.

Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies. “A student who can speak English well may have greater chance for further education, of finding employment and gaining promotion” (Baker and Westrup, 2003)

2.3.5 TEACHING SPEAKING

Speaking is a crucial part of second language learning and teaching. Despite 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). As it was noted from what Susanti has 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.

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. 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. (Nunan, 2003)

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).

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling.

With the help of mixed activities, such as dialogues, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying video techniques in classroom it may help the learner to develop their speaking skill and we have keep in mind that interaction and dissection is importance way in learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible (Klancar, 2006).

2.3.6 CHARACTERISTICS OF SPEAKING PERFORMANCE:

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills.

Fluency:

The main goal teachers wish 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. (Hedge Tricia, 2000) 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 that 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. (Hughes, 2002) supports also that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicator of coherence.

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. In such cases (Thornbury, 2005) 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 repetition of one word when there is a pause.

Accuracy

Nowadays; most second language teachers emphasized the term of accuracy in their teaching because learners 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.

Pronunciation

English language has been long considered by either native speakers or nonnative speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in one’s mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. Redmond and (Vrchoť, 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.

2.4. VARIABLES

2.4.1 DEPENDENT VARIABLE

Speaking Skill Development

2.4.2 INDEPENDENT VARIABLE

Task based learning activities

2.5 BASIC TERMS DEFINITIONS

- **Learning:** Is the process by which they acquire or modify abilities, skills, knowledge, behaviors or values as a result of study, experience, training, reasoning and observation. This process can be analyzed from different perspectives, so there are different theories of learning. Learning is one of the most important mental functions in humans, animals and artificial systems.
- **Speaking skill:** used by English teachers, although increasingly dare to teach their classes in the foreign language, and providing opportunities for the acquisition of a foreign language. It is very useful that we use gestures, mimicry to avoid Spanish translation.
- **Pronunciation:** Latin pronunciation is the action and effect to pronounce (and make sounds articulate speech; highlight; resolve, declare for or against something or someone). The concept is used to name the mode or manner in which the words are expressed.
- **Interaction:** mutual or reciprocal action or influence (Collins, 2012)
- **Activity:** something that is done for pleasure and that usually involves a group of people (Collins, 2012)
- **Task:** a piece of work that has been given to someone.

CHAPTER III

3 METHODOLOGICAL FRAMEWORK

Oriented in the proposed objectives, define if task based learning activities influence the development of speaking skill in the students of noveno año EGB class “A” at Unidad Educativa “Isabel de Godín”, in the city of Riobamba, chimborazo province, during 2015-2016 academic year.

3.1. RESEARCH DESIGN:

- First, it has been observe the speaking skill level of students and the techniques that they use to improve it before the application of the thesis by using a pre-observation guide about a two minutes speaking skill task.
- Then, it has been selected the appropriate task based learning activity according to the students level.
- Next, it has been applied several task based learning activities (open tasks) to develop speaking skill.
- Finally, it has been take the data by observation guides and interviews to determine if task based learning activities influenced in the development of speaking skill level in those students.

3.2. TYPE OF RESEARCH

- **EXPLORATORY RESEARCH:** The purpose of the exploratory research is explore in an explicit and concise manner the facts presented in the investigation according to the result obtained from the observation guides and interviews applied to the experimental group.

3.3. RESEARCH LEVEL

The level of this research is exploratory

3.4. POPULATION AND SAMPLE

3.4.1. POPULATION

This research was applied to 39 students of noveno año EGB at Unidad Educativa “Isabel de Godin”, in the city of Riobamba, Chimborazo province, during 2015-2016 academic year.

3.4.2. SAMPLE

The population is small with specific parameters, and the universe of the research is exactly known, this is why the research will work with the total population.

3.5. DATA COLLECTION TECHNIQUES AND INSTRUMENTS

- **Observation:** The present technique is applied directly to students of noveno año EGB, class “A” at Unidad Educativa “Isabel de Godín” in order to identify the point of difficulties faced in the use of task based learning activities (Information Gaps, Sharing personal experiences and Solving problems) as a teaching approach to develop the speaking skill.
- **Observation guides:** It was used to collect data and experience. These results will show if the research is appropriate. The data is obtained from asking a set of standardized items to the total population being studied composed of a number of students, in order to know their speaking skill, (pronunciation fluency and accuracy); the most relevant items have been selected in accordance with the nature of the research.
- **Interviews:** Interviews were made selecting a sample of six students chosen according to their average, best middle and worst.

3.6. DATA ANALYSIS AND PROCEDURAL TECHNIQUES

The data is obtained by observation how of task based learning activities influence the development of speaking skill for the students of noveno año de EGB at Unidad Educativa “Isabel de Godín”, in the city of Riobamba,

Chimborazo, the instrument is observation guides and interviews. Then performing tabulations to display the results in order to verify and give answers to guideline questions, and finally establish outcome and output for the development and formulation of proposals and possible solutions to the research.

1. Elaboration and reproduction of instruments for data collection.
2. Observation of the task based learning activities (open tasks) used in a two minutes speaking task.
3. Tabulation of Data.
4. Review the information collected: select suitable information for the research detect any mistake, etc.
5. Elaboration of statistical tables.
6. Analysis of the statistical results for establishing relationship in accordance with the objectives.
7. Interpretation of results supported by theoretical framework.
8. Make conclusion and recommendation

CHAPTER IV

4. ANALYSIS AND INTERPRETATION

4.1. PRE OBSERVATION

TABLE N°1

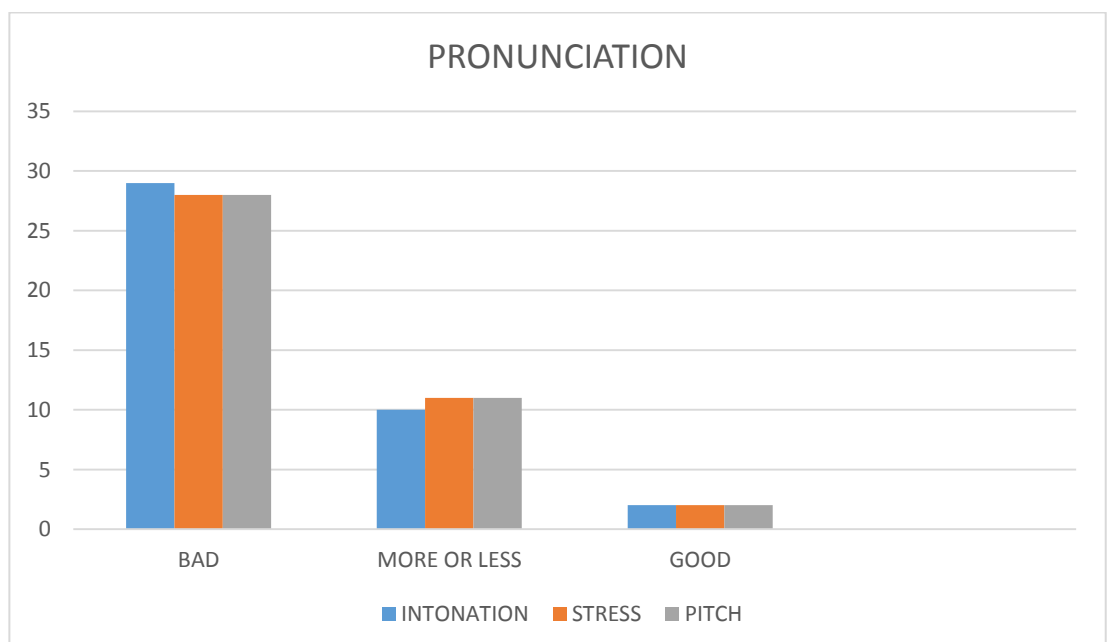
- a) **PRONUNCIATION:** Ability of producing sounds correctly in speech, which are used in oral interaction

PRONUNCIATION IN TWO MINUTES SPEAKING TASK				
	Intonation	Stress	Pitch	Percentage
BAD	29	28	28	71.79%
MORE OR LESS	8	9	9	22.17%
GOOD	2	2	2	5.12%
TOTAL	39	39	39	100 %

Reference: Observation Guide

Made by: Leticia Ojeda

GRAPHIC N° 1



Reference: Table N° 1
Made by: Leticia Ojeda

Analysis and Interpretation:

After the two minutes speaking task of the students' initial situation, the 71.79% of them did not have enough ability of Pronunciation in speaking, and so they couldn't be understood. The 27.17% of them had an acceptable pronunciation in speaking, and 0% percent were able to pronounce in a good way according to the parameters evaluated.

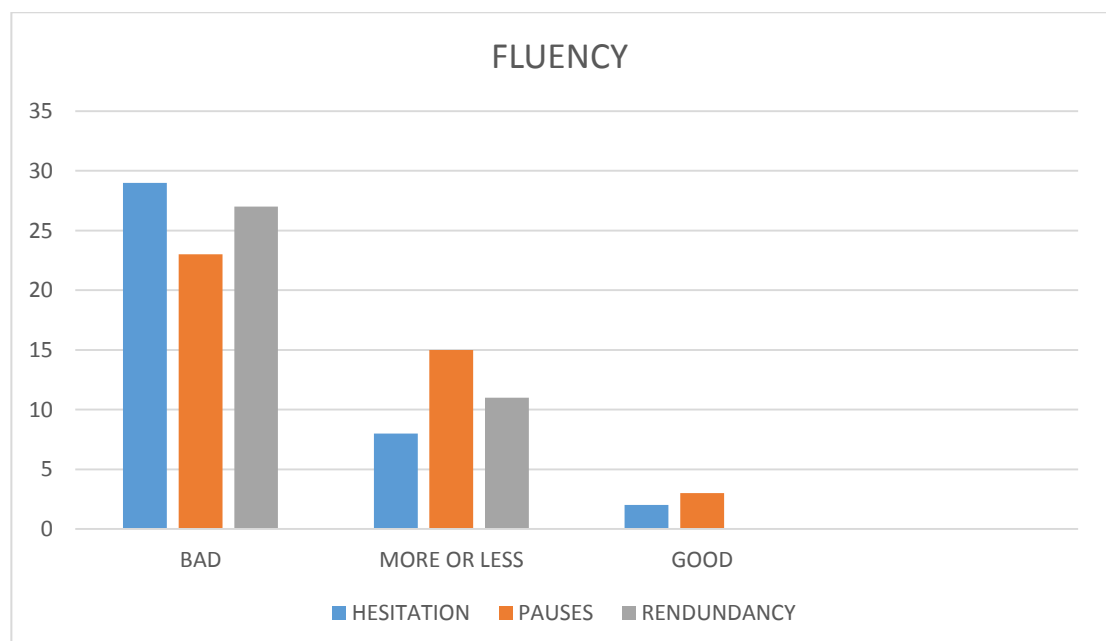
TABLE N° 2

- b) **Fluency:** The observation guide is applied to know the level of fluency in speaking after the use of task based learning activities.

FLUENCY IN TWO MINUTES SPEAKING TASK				
	Hesitation	Pauses	Rendundancy	Percentage
BAD	29	23	27	67.43%
MORE OR LESS	8	15	11	28.97%
GOOD	2	3	1	5.12%
TOTAL	39	39	39	100 %

Reference: Observation Guide
Made by: Leticia Ojeda

GRAPHIC N° 2



Reference: Table N° 2
Made by: Leticia Ojeda

Analysis and Interpretation:

After the two minutes speaking task of the students' initial situation, the 70.92% of them did not have enough ability of fluency in speaking, and so they couldn't communicate to the adequate number of pauses, hesitation and an acceptable redundancy. While 29% of them were able to use oral language doing a correct number of pauses, hesitation an acceptable redundancy but with some difficulties, and 0% were able to speak fluently according to the parameters taken into consideration.

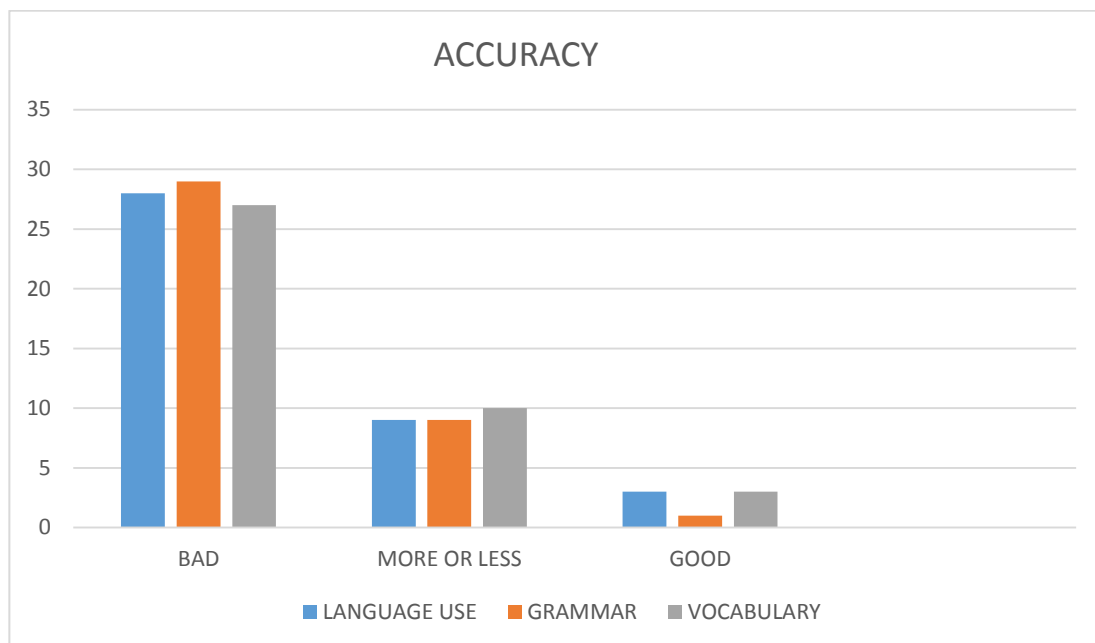
TABLE N° 3

- c) **Accuracy:** Ability of interacting with a correct use of grammar in relation to the rules system of the target language.

ACCURACY IN TWO MINUTES SPEAKING TASK				
	Language use	Grammar	Vocabulary	Percentage
BAD	28	29	27	71.79%
MORE OR LESS	9	9	10	23.84%
GOOD	3	1	2	5.12%
TOTAL	39	39	39	100 %

Reference: Observation Guide
Made by: Leticia Ojeda

GRAPHIC N° 3



Reference: Table N° 3

Made by: Leticia Ojeda

Analysis and Interpretation:

After a two minutes speaking task, the students' initial situation, the 71.79% of them did not have enough ability of accuracy in speaking, and so they couldn't use grammar in speaking. While 23.84% of them had an acceptable ability of the use of grammar but with some difficulties, and the 5.12% of them could speak using in a good way the grammar rules.

4.2. POST OBSERVATION

TABLE N°1

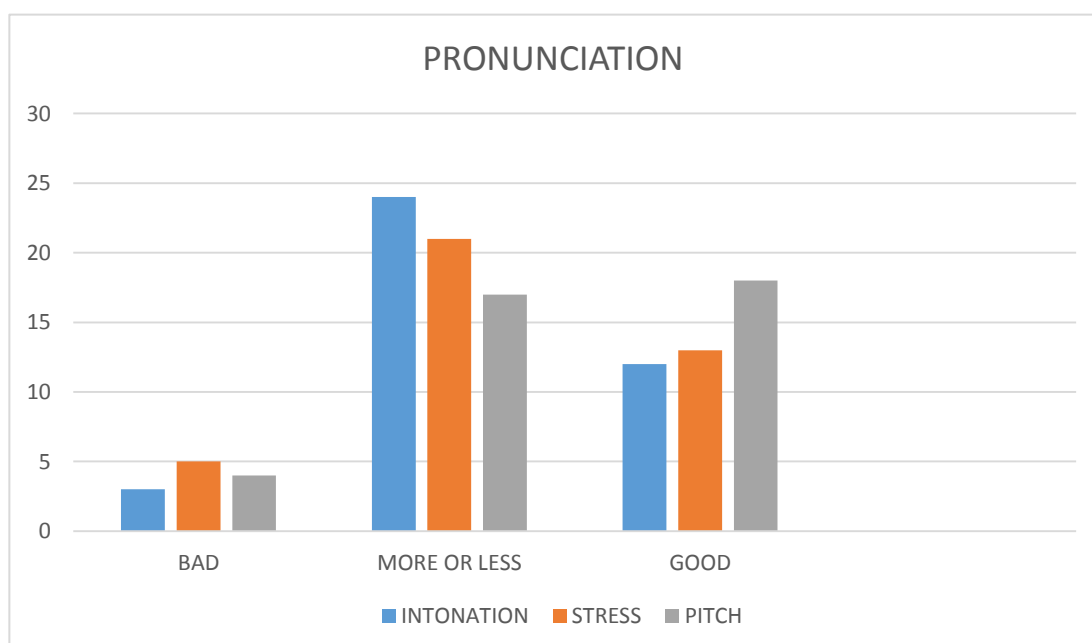
- a) **PRONUNCIATION:** Ability of producing sounds correctly in speech, which are used in oral interaction

PRONUNCIATION IN TWO MINUTES SPEAKING TASK				
	Intonation	Stress	Pitch	Percentage
BAD	3	5	4	10.25%
MORE OR LESS	24	21	17	52.82%
GOOD	12	13	18	36.66%
TOTAL	39	39	39	100 %

Reference: Observation Guide

Made by: Leticia Ojeda

GRAPHIC N° 1



Reference: Table N° 1

Made by: Leticia Ojeda

Analysis and Interpretation:

Before of A two minute speaking task and through the use of task based learning activities such as (Information Gap, Sharing Personal experiences) the 36.66% of students improved significantly their ability of pronunciation in speaking,. While the 52.82% of them had an acceptable ability of pronunciation but with some difficulties, but only the 10.25% of them did not improve their pronunciation in speaking, according to the parameters evaluated.

TABLE N° 2

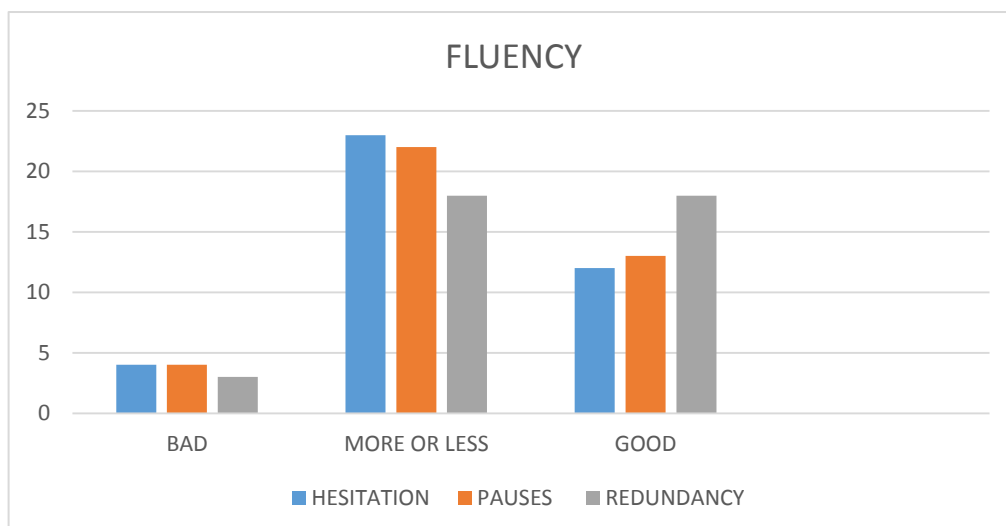
- a) **Fluency:** The observation guide is applied to know the level of fluency in speaking after the use of task based learning activities.

FLUENCY IN TWO MINUTES SPEAKING TASK				
	Hesitation	Pauses	Rendundancy	Percentage
BAD	4	4	3	9.23%
MORE OR LESS	23	22	18	53.84%
GOOD	12	13	18	36.3%
TOTAL	39	39	39	100 %

Reference: Observation Guide

Made by: Leticia Ojeda

GRAPHIC N° 2



Reference: Table N° 2
Made by: Leticia Ojeda

Analysis and Interpretation:

Before a two minutes speaking task and through the use of task based learning activities such as (Information gaps, sharing personal experiences and solving problem) the 36.3% of students improved significantly their ability of fluency in speaking,. While the 53.84% of them had an acceptable ability in fluency but with some difficulties, but only the 9.23% of them did not improve their fluency in speaking.

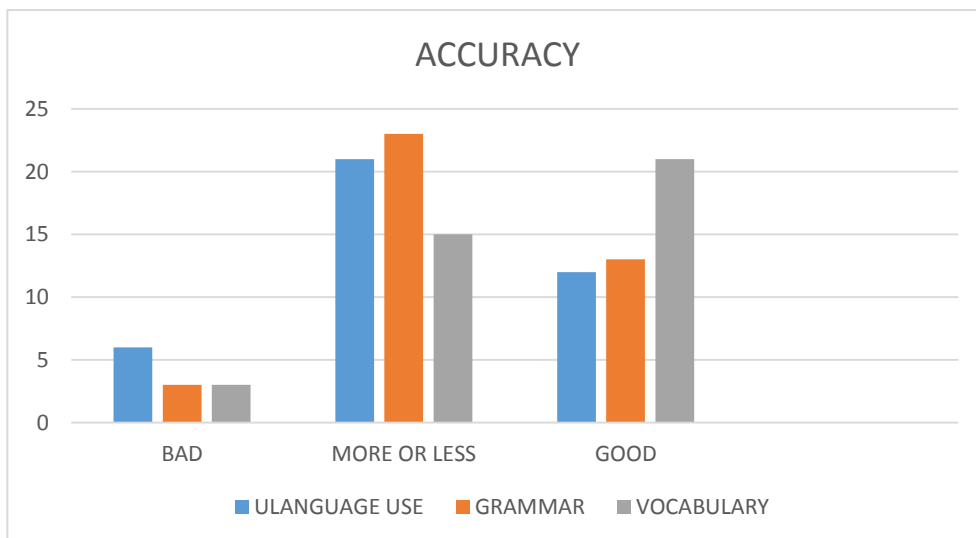
TABLE N° 3

- a) **Accuracy:** Ability of interacting with a correct use of grammar in relation to the rules system of the target language.

ACCURACY IN TWO MINUTES SPEAKING TASK				
	Language use	Grammar	Vocabulary	Percentage
BAD	6	3	3	10.25.79%
MORE OR LESS	21	23	15	50.41%
GOOD	12	13	21	39.30%
TOTAL	39	39	39	100 %

Reference: Observation Guide
Made by: Leticia Ojeda

GRAPHIC N° 3



Reference: Table N° 3

Made by: Leticia Ojeda

Analysis and Interpretation:

Before a two minutes speaking task and through the use of task based learning activities such as (Information Gap, sharing personal experiences and solving problem) the 39.30% of students improved significantly their ability of accuracy in speaking. While the 50.41% of them had an acceptable ability in accuracy but with some difficulties, but only the 10.25% of them did not improve their accuracy in speaking, according to the parameters established.

TABLE N° 5

Category Questions	Satisfactory	Good	Non satisfactory	Total
Information gaps improve performance	5		1	6
Sharing personal experiences developed fluency	5		1	6
Solving problems developed accuracy	5		1	6

Reference: Table N°5.

Made by: Leticia Ojeda

Analysis and Interpretation:

Taken from six students interviewed in randomly 83 % I have conclude they are satisfied by method used and 16% of this sample do not agree with developing speaking through task based learning (Information gaps, sharing personal experiences and solving problems).

4.3 POST- OBESRVATION REPORT

During the observation stage I have noticed that through the use of task based learning activities, students have felt more familiarized with the language and have presented less shyness at the moment of perform. Due to these tasks: Information Gaps, Sharing personal experiences and Solving problems (Open Tasks) develop interaction among the students.

Also students noticeably had increased their speaking skill according the parameters evaluated such as Pronunciation, Fluency and Accuracy. Each parameter has been categorized according to its needs, they were quantified by performing according to pronunciation: the number of mistakes, according to fluency: the number of pauses, the number of mistakes and the number of words redounded and according to accuracy: the use of language, grammar and vocabulary. Also During the observation stage, I have realized through the use of Task based learning activities such Information Gaps, Sharing Personal Experiences and Solving Problems, (Open tasks) caused a positively effect on Speaking skill due to these open tasks improve their interaction, for this is reason, and supported by the theoretical framework task based learning activities influence in the development of speaking skill.

4.4 INTERVIEWS REPORT

After the observation stage, it has made an interview to the students the with best average, middle average and poor average, with a sample of 6 students according to the observation guides, and it has made open questions such as, how did the students felt after the use of these task based learning activities and the major answered that they were useful at the moment of perform because they felt more interested on interact among them. Another question taken into consideration was: how did the open tasks such as Information gaps help them to develop their speaking skill and the major of them answered that these tasks helped them through the interaction among them. Another question taken into consideration was that how these open tasks such as Sharing personal experiences helped them to develop their speaking skill and the major answered that they were able to create mental images and relate them in order of events. Another question taken into consideration was: how did the open tasks such as Solving problem helped them to improve their speaking skill and the major answered that through the function of reasoning and a previous grammar pattern given they were able to solve problems in a situation of real life.

All these interviews were made to a sample of six students chosen by the average according to the observation guides.

4.5. EVALUATION AND ANALYSIS

TABLE N° 4

USE OF TASK BASED LEARNING ACTIVITIES	BAD	MORE OR LESS	GOOD	TOTAL
BEFORE	22	14	3	39
	7,7	35,9	56,4	100%
AFTER	3	18	18	39
	7,7	46,2	46,2	100%

Reference: Observation Guide

Made by: Leticia Ojeda

Analysis and Interpretation:

Concluding the process of tabulating and analyzing the data collected, speaking skill increase in students of noveno año EGB class “A”, before the development of this thesis project, it can be seen that only the 8% of them were able to speak properly. After the project was applied through task based learning activities, the 46% of students were able to speak with fluency, accuracy and good pronunciation. Consequently, at the end of this study it can be said that task based learning activities such as Information gap, Sharing Personal Experiences and Solving Problems, develop the speaking skill in the students of noveno año EGB, class “A” at Unidad Educativa “Isabel de Godin” during academic year 2015-2016.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

At the end of the investigation, it can be concluded that the students increased noticeably their ability of speaking through the use of task based learning activities

Through de observation of task based learning activities develop the speaking skill in the students, with fluency which refers to the ability to interact quickly in an intelligible and reasonable way without too much hesitation.

Through the observation task based learning activities, develop the speaking skill in the students, with accuracy which refers to the ability to interact with a correct use of the language in relation to the rule system (grammar) of the target language.

Through the observation of task based activities develops the speaking skill in the students, with correct pronunciation which refers to the ability of producing the sounds correctly in speech, which are used in oral interaction.

5.2. RECOMMENDATIONS

It is important for teachers and students to use task based learning activities such as Information Gaps, Sharing Personal Experiences and Solving Problem, (Open tasks) because they develop the speaking skill in with a dynamic and fun way, for all levels.

It is very important that teachers catch the attention of their students through the use of the creativity; creativity is an essential tool in teaching. The teacher can create their own communicative activities with creativity.

Task based learning activities can be focus in different class activities and also should be used to teach certain vocabulary in different cases.

6 BIBLIOGRAPHY

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PRE-OBSERVATION GUIDE N° 1

The observation guide is applied to know the level of pronunciation in speaking after the use of task based learning activities.

PARTS OF SPEAKING STUDENTS		PRONUNCIATION Ability of producing sounds correctly in speech, which are used in oral interaction In two minutes speaking, according to pronunciation it has been evaluated as follow								
		Intonation number of mistakes			Stress number of mistakes			Pitch number of mistakes		
		20-10 Bad	10 – 5 More or Less	5 – 1 Good	20-10 Bad	10 – 5 More or Less	5 – 1 Good	20-10 Bad	10 – 5 More or Less	5 – 1 Good
		1	Acan Darwin	✓			✓			✓
2	Aguaguña Jessenia	✓			✓			✓		
3	Ati Franklin	✓			✓			✓		
4	Ayerbe Kevin	✓			✓			✓		
5	Basantes Daniel	✓			✓			✓		
6	Cabezas Wellington	✓			✓			✓		
7	Calva Edwin	✓			✓			✓		
8	Chavez Stalin		✓		✓			✓		
9	Chinche William	✓			✓				✓	
10	Duchi Mauro	✓				✓				✓
11	Espinoza Yahaira	✓				✓				
12	Fiallos Elian	✓				✓		✓		
13	Gomez Fabricio	✓				✓		✓		
14	Guaman Abraham	✓				✓		✓		
15	Guerrero Jonatan	✓				✓		✓		
16	Herrera Kevin		✓		✓			✓		

17	Lamiña Lucy	✓			✓			✓		
18	Lata Stalin	✓			✓			✓		
19	Llanga Erick	✓			✓			✓		
20	Mantilla Nicol	✓			✓				✓	
21	Mendez Pricila	✓			✓				✓	
22	Molina Mercy	✓			✓			✓		
23	Morocho Oscar	✓			✓			✓		
24	Moyota Myriam	✓			✓			✓		
25	Nono Cristhian		✓		✓			✓		
26	Paguay Dennys		✓		✓			✓		
27	Pinchao Jhonatan		✓		✓			✓		
28	Rivera Maritza		✓			✓		✓		
29	Robayo Helen			✓		✓		✓		
30	Romero Dennys			✓		✓			✓	
31	Romero Francisco	✓					✓		✓	
32	Ruiz Adamaris	✓					✓		✓	
33	Tagua Edison	✓			✓				✓	
34	Tenelema Diego	✓			✓				✓	
35	Vallejo Andres	✓			✓				✓	
36	Vallejo Leslie	✓			✓			✓		
37	Villa Kevin	✓			✓			✓		
38	Yucta Vanessa		✓		✓			✓		
39	Zumba Rodolfo		✓		✓			✓		
	TOTAL	29	8	2	28	9	2	28	9	2

ATTACHMENT 2

PRE-OBSERVATION GUIDE N° 2

The observation guide is applied to know the level of fluency in speaking after the use of task based learning activities.

PARTS OF SPEAKING STUDENTS		FLUENCY Ability to interact quickly in an intelligible and reasonable way without too much hesitation, with a correct number of pauses and without redundancy In two minutes speaking, according to fluency it has been evaluated as follow								
		HESITATION number of mistakes			PAUSES number of pauses			REDUNDANCY number of words redounded		
		20-10 Bad	10 – 5 More or Less	5 – 1 Good	20-10 Bad	10 – 5 More or Less	5 – 1 Good	20-10 Bad	10 – 5 More or Less	5 – 1 Good
1	Acan Darwin	✓			✓			✓		
2	Aguaguña Jessenia	✓			✓			✓		
3	Ati Franklin	✓			✓			✓		
4	Ayerbe Kevin	✓			✓			✓		
5	Basantes Daniel	✓			✓			✓		
6	Cabezas Wellington	✓			✓			✓		
7	Calva Edwin	✓			✓			✓		
8	Chavez Stalin		✓		✓			✓		
9	Chinche William	✓			✓				✓	
10	Duchi Mauro	✓				✓			✓	
11	Espinoza Yahaira			✓		✓			✓	
12	Fiallos Elian			✓		✓		✓		
13	Gomez Fabricio	✓				✓		✓		
14	Guaman Abraham	✓				✓		✓		

15	Guerrero Jonatan	✓				✓		✓		
16	Herrera Kevin		✓		✓			✓		
17	Lamiña Lucy	✓			✓			✓		
18	Lata Stalin	✓			✓			✓		
19	Llanga Erick	✓			✓			✓		
20	Mantilla Nicol	✓			✓				✓	
21	Mendez Pricila	✓			✓				✓	
22	Molina Mercy	✓			✓			✓		
23	Morocho Oscar	✓			✓			✓		
24	Moyota Myriam	✓			✓			✓		
25	Nono Cristhian		✓		✓			✓		
26	Paguay Dennys		✓				✓	✓		
27	Pinchao Jhonatan		✓				✓	✓		
28	Rivera Maritza		✓				✓	✓		
29	Robayo Helen		✓			✓		✓		
30	Romero Dennys		✓			✓			✓	
31	Romero Francisco	✓				✓			✓	
32	Ruiz Adamaris	✓				✓			✓	
33	Tagua Edison	✓			✓				✓	
34	Tenelema Diego	✓			✓				✓	
35	Vallejo Andres	✓			✓					✓
36	Vallejo Leslie	✓			✓			✓		
37	Villa Kevin	✓				✓		✓		
38	Yucta Vanessa	✓				✓		✓		
39	Zumba Rodolfo	✓				✓			✓	
	TOTAL	29	8	2	23	15	3	27	11	1

ATTACHMENT 3

PRE-OBSERVATION GUIDE N° 3

The observation guide is applied to know the level of accuracy in speaking after the use of task based learning activities.

PARTS OF SPEAKING		ACCURACY								
		Ability of interacting with a correct use of grammar in relation to the rules system of the target language								
		In two minutes speaking, according to fluency it has been evaluated as follow								
STUDENTS	LANGUAGE USE number of mistakes			GRAMMAR number of mistakes			VOCABULARY new words used			
	20-10 Bad	10 – 5 More or Less	5 – 1 Good	20-10 Bad	10 – 5 More or Less	5 – 1 Good	20-10 Bad	10 – 5 More or Less	5 – 1 Good	
1	Acan Darwin	✓			✓			✓		
2	Aguaguña Jessenia	✓			✓			✓		
3	Ati Franklin	✓			✓					✓
4	Ayerbe Kevin	✓			✓					✓
5	Basantes Daniel	✓			✓			✓		
6	Cabezas Wellington	✓			✓			✓		
7	Calva Edwin	✓			✓			✓		
8	Chavez Stalin		✓		✓			✓		
9	Chinche William	✓			✓				✓	
10	Duchi Mauro	✓					✓		✓	
11	Espinoza Yahaira	✓				✓			✓	
12	Fiallos Elian	✓				✓		✓		
13	Gomez Fabricio	✓				✓		✓		
14	Guaman Abraham	✓				✓		✓		

15	Guerrero Jonatan	✓				✓		✓		
16	Herrera Kevin		✓		✓			✓		
17	Lamiña Lucy	✓			✓			✓		
18	Lata Stalin	✓			✓			✓		
19	Llanga Erick	✓			✓			✓		
20	Mantilla Nicol	✓			✓			✓		
21	Mendez Pricila	✓			✓			✓		
22	Molina Mercy	✓			✓			✓		
23	Morocho Oscar	✓			✓			✓		
24	Moyota Myriam	✓			✓			✓		
25	Nono Cristhian		✓		✓			✓		
26	Paguay Dennys		✓		✓			✓		
27	Pinchao Jhonatan		✓		✓			✓		
28	Rivera Maritza		✓		✓			✓		
29	Robayo Helen		✓		✓			✓		
30	Romero Dennys		✓		✓				✓	
31	Romero Francisco			✓	✓				✓	
32	Ruiz Adamaris			✓		✓			✓	
33	Tagua Edison			✓	✓				✓	
34	Tenelema Diego	✓			✓				✓	
35	Vallejo Andres	✓			✓				✓	
36	Vallejo Leslie	✓			✓			✓		
37	Villa Kevin	✓				✓		✓		
38	Yucta Vanessa	✓				✓		✓		
39	Zumba Rodolfo	✓				✓			✓	
	TOTAL	28	9	3	29	9	1	27	10	2

POST-OBSERVATION GUIDE N° 1

The observation guide is applied to know the level of pronunciation in speaking after the use of task based learning activities.

PARTS OF SPEAKING		PRONUNCIATION								
		Ability of producing sounds correctly in speech, which are used in oral interaction								
		In two minutes speaking, according to pronunciation it has been evaluated as follow								
STUDENTS		Intonation number of mistakes			Stress number of mistakes			Pitch number of mistakes		
		20-10 Bad	10 – 5 More or Less	5 – 1 Good	20-10 Bad	10 – 5 More or Less	5 – 1 Good	20-10 Bad	10 – 5 More or Less	5 – 1 Good
1	Acan Darwin		✓			✓			✓	
2	Aguaguña Jessenia		✓			✓			✓	
3	Ati Franklin		✓			✓		✓		
4	Ayerbe Kevin		✓			✓			✓	
5	Basantes Daniel		✓			✓			✓	
6	Cabezas Wellington		✓			✓				✓
7	Calva Edwin		✓			✓				✓
8	Chavez Stalin		✓			✓		✓		
9	Chinche William		✓			✓				✓
10	Duchi Mauro		✓		✓					✓
11	Espinoza Yahaira		✓			✓			✓	
12	Fiallos Elian			✓		✓				✓
13	Gomez Fabricio			✓		✓				✓
14	Guaman Abraham		✓			✓		✓		
15	Guerrero Jonatan			✓		✓				✓
16	Herrera Kevin			✓	✓					✓

17	Lamiña Lucy			✓	✓					✓
18	Lata Stalin			✓	✓					✓
19	Llanga Erick		✓				✓			✓
20	Mantilla Nicol	✓					✓		✓	
21	Mendez Pricila			✓			✓		✓	
22	Molina Mercy	✓					✓		✓	
23	Morocho Oscar			✓			✓		✓	
24	Moyota Myriam			✓			✓		✓	
25	Nono Cristhian			✓			✓		✓	
26	Paguay Dennys	✓					✓		✓	
27	Pinchao Jhonatan			✓		✓			✓	
28	Rivera Maritza			✓		✓			✓	
29	Robayo Helen		✓			✓			✓	
30	Romero Dennys		✓			✓			✓	
31	Romero Francisco		✓			✓				✓
32	Ruiz Adamaris		✓			✓				✓
33	Tagua Edison		✓			✓				✓
34	Tenelema Diego		✓				✓			✓
35	Vallejo Andres		✓				✓			✓
36	Vallejo Leslie		✓				✓			✓
37	Villa Kevin		✓				✓			✓
38	Yucta Vanessa		✓				✓		✓	
39	Zumba Rodolfo		✓		✓			✓		
	TOTAL	3	24	12	5	21	13	4	17	18

ATTACHMENT 5

POST-OBSERVATION GUIDE N° 2

The observation guide is applied to know the level of fluency in speaking after the use of task based learning activities.

PARTS OF SPEAKING		FLUENCY								
		Ability to interact quickly in an intelligible and reasonable way without too much hesitation, with a correct number of pauses and without redundancy								
		In two minutes speaking, according to fluency it has been evaluated as follow								
STUDENTS		HESITATION number of mistakes			PAUSES number of pauses			REDUNDANCY		
		20-10 Bad	10 – 5 More or Less	5 – 1 Good	20-10 Bad	10 – 5 More or Less	5 – 1 Good	20-10 Bad	10 – 5 More or Less	5 – 1 Good
1	Acan Darwin		✓			✓		✓		
2	Aguaguña Jessenia		✓			✓		✓		
3	Ati Franklin		✓			✓	✓			
4	Ayerbe Kevin		✓			✓		✓		
5	Basantes Daniel		✓			✓		✓		
6	Cabezas Wellington		✓			✓				✓
7	Calva Edwin		✓			✓				✓
8	Chavez Stalin		✓			✓	✓			
9	Chinche William		✓			✓				✓
10	Duchi Mauro		✓		✓					✓
11	Espinoza Yahaira		✓			✓		✓		
12	Fiallos Elian			✓		✓				✓
13	Gomez Fabricio			✓		✓				✓
14	Guaman Abraham		✓			✓	✓			
15	Guerrero Jonatan			✓		✓				✓

16	Herrera Kevin			✓	✓					✓
17	Lamiña Lucy			✓	✓					✓
18	Lata Stalin			✓	✓					✓
19	Llanga Erick		✓				✓			✓
20	Mantilla Nicol	✓					✓		✓	
21	Mendez Pricila			✓			✓		✓	
22	Molina Mercy	✓					✓		✓	
23	Morocho Oscar			✓			✓		✓	
24	Moyota Myriam			✓			✓		✓	
25	Nono Cristhian			✓			✓		✓	
26	Paguay Dennys	✓					✓		✓	
27	Pinchao Jhonatan			✓		✓			✓	
28	Rivera Maritza			✓		✓			✓	
29	Robayo Helen		✓			✓			✓	
30	Romero Dennys		✓			✓			✓	
31	Romero Francisco		✓			✓				✓
32	Ruiz Adamaris		✓			✓				✓
33	Tagua Edison		✓			✓				✓
34	Tenelema Diego		✓				✓			✓
35	Vallejo Andres		✓				✓			✓
36	Vallejo Leslie	✓					✓			✓
37	Villa Kevin		✓				✓			✓
38	Yucta Vanessa		✓				✓		✓	
39	Zumba Rodolfo		✓			✓			✓	
	TOTAL	4	23	12	4	22	13	3	18	18

ATTACHMENT 6

POST-OBSERVATION GUIDE N° 3

The observation guide is applied to know the level of accuracy in speaking after the use of task based learning activities.

PARTS OF SPEAKING STUDENTS		ACCURACY Ability of interacting with a correct use of grammar in relation to the rules system of the target language In two minutes speaking, according to fluency it has been evaluated as follow								
		Language use number of mistakes			grammar number of pauses			vocabulary		
		20-10 Bad	10 – 5 More or Less	5 – 1 Good	20-10 Bad	10 – 5 More or Less	5 – 1 Good	20-10 Bad	10 – 5 More or Less	5 – 1 Good
1	Acan Darwin		✓			✓		✓		
2	Aguaguña Jessenia		✓			✓		✓		
3	Ati Franklin		✓			✓	✓			
4	Ayerbe Kevin		✓			✓		✓		
5	Basantes Daniel		✓			✓		✓		
6	Cabezas Wellington		✓			✓			✓	
7	Calva Edwin		✓			✓			✓	
8	Chavez Stalin		✓			✓	✓			
9	Chinche William		✓			✓			✓	
10	Duchi Mauro		✓		✓				✓	
11	Espinoza Yahaira		✓			✓		✓		
12	Fiallos Elian			✓		✓			✓	
13	Gomez Fabricio			✓		✓			✓	
14	Guaman Abraham		✓			✓	✓			
15	Guerrero Jonatan			✓		✓			✓	

16	Herrera Kevin			✓	✓					✓
17	Lamiña Lucy			✓	✓					✓
18	Lata Stalin			✓		✓				✓
19	Llanga Erick		✓				✓			✓
20	Mantilla Nicol	✓					✓		✓	
21	Mendez Pricila			✓			✓		✓	
22	Molina Mercy	✓					✓		✓	
23	Morocho Oscar			✓			✓		✓	
24	Moyota Myriam			✓			✓		✓	
25	Nono Cristhian			✓			✓		✓	
26	Paguay Dennys	✓					✓		✓	
27	Pinchao Jhonatan			✓		✓			✓	
28	Rivera Maritza			✓		✓				✓
29	Robayo Helen		✓			✓				✓
30	Romero Dennys		✓			✓				✓
31	Romero Francisco		✓			✓				✓
32	Ruiz Adamaris	✓				✓				✓
33	Tagua Edison	✓				✓				✓
34	Tenelema Diego		✓				✓			✓
35	Vallejo Andres		✓				✓			✓
36	Vallejo Leslie	✓					✓			✓
37	Villa Kevin		✓				✓			✓
38	Yucta Vanessa		✓				✓		✓	
39	Zumba Rodolfo		✓			✓			✓	
	TOTAL	6	21	12	3	23	13	3	15	21

ATTACHMENT No 8 – STUDENTS OF UNIDAD EDUCATIVA “ISABEL DE GODÍN”



ATTACHMENT No 8 – STUDENTS IN THEIR FIRST SPEAKING



ATTACHMENT No. 9 – STUDENTS FILLING AN INFORMATION GAP



ATTACHMENT No. 10 – STUDENTS BEING ABLE OF SHARE PERSONAL EXPERIENCES



**ATTACHMENT No 11 – STUDENTS BEING ABLE OF SOLVE PROBLEMS
BY REASONING AND ARGUIN**

