



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

LANGUAGE CAREER

“ANALYSIS OF THE USE OF CLOSED TASK IN LEARNING PROCESS IN STUDENTS OF 10TH CLASS “A” AT UNIDAD EDUCATIVA “QUISLAG”, ALAUSI 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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Riobamba, Marzo 2017

Riobamba, 19 de Abril de 2017

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“ANALYSIS OF THE USE OF CLOSED TASK IN LEARNING PROCESS IN STUDENTS OF 10TH CLASS “A” AT UNIDAD EDUCATIVA “QUISLAG”, ALAUSI CITY DURING THE ACADEMIC PERIOD 2015-2016”.

Submitted by: Rosa Matilde Paca Paltan

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DEDICATORY

This thesis project is dedicated to my parents, my husband and brothers who have supported me all the way since the beginning of my studies. They have been my love and strength to reach my goal of being a great professional and a better person, I feel very happy and grateful for all their help at every moment of my life.

Rosa Paca

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SUMMARY

This research was carried out with the teacher and students of Décimo Año de Educación General Básica class “A” Unidad Educativa de Educación Básica “QUISLAG” located in Tixán- Alausí in Chimborazo province, during the academic period 2015-2016.” The main purpose of this research was to describe the use of Closed Tasks to improve the English learning process of English as a foreign language. This study is exploratory with a qualitative approach, which used the ethnographic and hermeneutic method to describe, analyze and interpret the gathered information based on the theoretical foundation of the study. The population of this research was built up by 20 students and 1 teacher. For the data collection, it was used the observation technique which was applied in some regular English classes to the population, in order to identify all the difficulties faced by students in the learning process. The data collection instrument was carefully designed by considering the main characteristics of Closed Tasks stated in the theoretical framework.

The results evidenced that the teacher uses Closed Tasks to teach English, but the methodology is not properly applied, in consequence the learning goals are not reached.



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INTRODUCTION

Closed Tasks foster students to be actively participating, enjoy and want to learn English and of course develop a meaningful learning, in concordance to what Nunan (2004) suggests.

The “Unidad Educativa “Quislag” is located in Chimborazo province, in the city of Alausi, which mission is “give integral education for children and youth in the first, basic and upper levels to form bachelors in science, within a framework of loyalty to the institution, discipline and permanent practice aware values” developing only some standards focusing on teachers ‘role without thinking in which are the students’ needs or styles for a meaningful learning. The population of this educational institution corresponds to 370 students distributed in 270 women and 100 men, most of them from rural areas, some live with their father or mother, others just with a member of the family such as: sister, brother, grandmother-father, because of the emigration process to other country due to the economic crisis of the country in the last decades; there are 30 teachers for different areas of knowledge and 3 English teachers with a master degree in language teaching area, 2 administrators and 1 cleaning staff.

In pre- service teaching practices the research could observe that the teacher at Décimo Año de Educación Básica “A” at Unidad Educativa “Quislag unfortunately the teacher only focused her professional practice on the teaching of grammar and abstract activities following strictly what the work-book has mechanically way. So the teaching and learning process was bored, uninteresting and the students didn’t learn at last the main basic in their level of study. Based on this reality the purpose of this research was to describe the use of Closed Tasks to improve the learning process with students of Décimo Año de Educación

Básica. Because through Closed Tasks the students learn to analyse, differentiate, compare deduce and learn the language meaningfully.

This research project was developed in order to analyse the use of Closed Tasks to improve the learning process. The result of this investigation can foster the development of communicative skills in students, as well as improve students' motivation and willingness to learn English; in consequence the learning process would be better.

This study contributes deeply to students, teachers and the institution in general proposing some recommendations to use Closed Tasks variations in order to let students practice the language in real contexts; and express their ideas effectively.

The present research has been organized in five chapters as follows:

Chapter I. - Contains the referential framework that covers the problem statement, objectives and justification of the problem, in which it is explained in detail the significance and the final target of the study.

Chapter II. - Contains the theoretical-scientific data of the research, an important factor that supports the analysis, discussion and interpretation of the obtained results.

Chapter III. - In this chapter it is explained how the research process was done, in other words, the design, type and level of the research, methodology and techniques used in the process of data collection, analysis and interpretation.

Chapter IV.-The conclusions and recommendations would be found in this stage. It contains the more important finding of the research obtained from the analysis and interpretation of results.

CHAPTER I

1.1. THE INVESTIGATION PROBLEM

“Analysis of the use of Closed Tasks in learning process in students of 10th class “A” at Unidad Educativa “Quislag” Alausi city during the academic period 2015-2016”.

1.2. PROBLEM STATEMENT

It has been found some problems among students of Décimo Año de Educación Básica “A” at Unidad Educativa “Quislag” regarding to the learning process of English as a foreign Language. For instance, the lack of updated teaching approaches, methods, techniques, strategies, and activities constitute the main cause which breaks the academic process and make that the curricular objectives cannot be achieved, and also it negatively affects the students’ motivation.

Through some observations performed in the classroom during the researcher’s pre-professional practices, it was possible to identify that unfortunately the teacher only focused her professional practice on the teaching of grammar and abstract activities following strictly what the work-book has, therefore students rarely have the opportunity to develop their English skills in real life situations. Also, it was noticed that even when they performed communication tasks, the process the teacher follows was not the most suitable, because the instructions and goals were not presented properly, consequently students could not perform the activities successfully.

Generally the teaching-learning process was passive, in other words, the teacher most of the time explains grammatical issues and students keep in silent taking notes of what they consider is important, there is no meaningful evaluation, feedback and reinforcement of the academic performance of the learner.

For facing this reality, the teacher should work on the use of innovative activities such as Closed Tasks which foster students to be actively participating, enjoy and want to learn English and of course develop a meaningful learning, in concordance to what Nunan (2004) suggests, “Pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.”

For this reason this study is performed to explore how the Closed Tasks can be developed to get students’ better academic performance and improve the learning process of English as a foreign language.

For all of the exposed before, it is proposed this study entitle as: “Analysis of the use of Closed Task in learning process in students of 10th, class “A” at Unidad Educativa “Quislag” in Alausi city, during academic period 2015-2016, to establish the appropriate process the teacher should follow to benefit students.

1.3 FORMULATION OF THE PROBLEM

Closed tasks are not properly used to improve the learning process in students of 10th, class “A” at Unidad Educativa “Quislag” in Alausi city, during academic period 2015-2016?

1.4.QUESTION GUIDELINES

- How does the teacher use the closed task in the classroom?
- What is the impact of tasks on learner’s performance?
- How do students improve their learning process through closed tasks?

1.5. OBJECTIVES:

1.5.1 GENERAL OBJECTIVE

To describe if the use of closed tasks improve the learning process of students in 10th año de Educacion Basica at Unidad Educativa “Quislag”, Alausi city during the academic period 2015-2016.”

1.5.2. SPECIFIC OBJECTIVES

- To observe the closed tasks used in the teaching - learning process.
- To analyse how the closed tasks influence the learning process in students of 10th, class “A” at Unidad Educativa “Quislag” Alausí during the academic period 2015-2016.
- To determine the important of closed task to students English learning.

1.6. JUSTIFICATION OF THE PROBLEM

This research is relevant because of the importance of the innovation; it means the use of new techniques and activities in the learning process, holding with greater emphasis on the closed tasks: listing, ordering, sorting and comparing that enabled to students and teachers to improve the English learning process. The main objective was to make students and teachers feel motivated to improve the learning process through the use of TBL specially closed task. They had a real motivation to use English language in a real communication.

The students of 10th class “A” at Unidad Educativa “Quislag” were benefited with this research because they are teenagers and they enjoy all kind of different new activities and they need to increase their English level as much as possible. The present research combines both things so they enjoyed a lot and more than that, they improved their English.

The research is also important because as future teachers we are interested in the influence of the closed tasks through different types of activities in the process of learning the English language.

Moreover, the research serves as a reference point for other investigations that seek to analyze the influence of the Closed Tasks in the learning process of English as a foreign language, or change the attitude and level of knowledge in the students of the Unidad Educativa "Quislag".

Similarly, the results of this research represent a reliable source of information for prospective teachers interested in different types of closed tasks in English; it allows them to reflect on the implementation of new teaching approaches that support the development of their skills in the English language.

Finally, this project was possible because it was authorized and supported by the authorities at Unidad Educativa "Quislag" as well as the teachers of English. Besides, materials and library resources were easily accessible to find and collect the necessary information. Furthermore, this research work was financed exclusively by the authors, had permitted full access to the English classes during the academic year 2015-2016.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.4.BACKGROUND.

After checking up at libraries of Universidad Nacional de Chimborazo, and particularly at Ciencias de la Educación, Humanas y Tecnologías Faculty; a previous investigation about the use of closed task in learning process, has been found “The task-based learning method in the improvement of students’ English speaking skill in 3er Año de Bachillerato class “A” at Unidad Educativa “Tomás B. Oleas” parish of Cajabamba, province of Chimborazo, during the academic year 2014-2015” by: Fabián Geovanny Daga who states that, the use of the Task- Based Learning Method it is possible to improve their ability to speak English.

Also it was reviewed some international studies related with the present, some of them are: “The effect of using Task - Based Learning in teaching English on the oral performance of the secondary school students” by: Ali Alsagheer A. (2014). The author proposes six categories of tasks and their outcomes to improve language skills in the students; another is “Using of Task-Based Learning to develop English speaking ability of Prathom 6 students at Piboonprachasan school” this author argues that, using Task-Based Learning it is possible to develop the English speaking skill.

2.2. THEORETICAL FOUNDATION

2.2.1. DEFINITION OF A TASK

A task is a work plan that intended to engage the learner in meaning focused language use. “tasks involve some though 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

2.2.2. CLOSED TASK

Closed tasks are those that are highly structured, have a specific goal and, they usually have just one possible outcome and one way to solve them. An example of this “stop the differences”, and also closed tasks are represented as fairly standardized skills in a relatively constant environment. An example of a closed skill is a checklist. On the other hand, the act of landing an aircraft on a runway, in a gusty crosswind is a good example of an open skill.

2.2.3. CLASSIFICATION OF TASKS IN TBL

According to Willis, (1996, p.28) there are two kinds of tasks: closed tasks and open tasks
From the aspect of teaching methodology and the practice of learners, tasks can also be divided into closed tasks and open tasks. “**Closed tasks** are ones that are highly structured and have very specific goals they usually have only one correct answer”. “**Open tasks** are ones that more loosely structured, with a less specific goal they usually have on correct answer is possible.”

2.2.4. TYPES OF “CLOSED TASKS”

There are a great variety of task types. However the criteria for selecting the most appropriate task types is based on the adaptability, students' knowledge, students' likes, students' needs and task types that involve all skills.

In addition, Willis, (1996) provides some classification of closed and open tasks adapted for use with almost any topic from the aspect of the actual use of language.

a) **Listing:**

Listing may seem unimaginative, but in practice, listing tasks tend to get a lot to talk as learners explain their ideas. The types involved are:

- **Brainstorming**, in which learners draw on their own knowledge and experience either as a class or in pairs/groups; this activities
- **Fact-finding**, in which learners find things out by asking each other or other people and referring to books, etc. The starting points are: Apply in words, things, qualities, people, places, actions, job-related skills. The result or outcome is completed list or draft mind maps

b) **Ordering and sorting:**

Ordering and sorting tasks involve four main types:

- **Sequencing** items, actions or events in a logical or chronological order;
- **Ranking items**, according to personal values or specified criteria;
- **Categorizing** items in given groups or grouping them under given headings;
- **Classifying** items in different ways, where the categories themselves are not given.

The starting points are: jumbled lists, texts, news, reports. Feature can be sorted according to different criteria and personal values. The result or outcome is set of information that has been ordered and sorted according to specific criteria.

c) Comparing:

Broadly, comparing tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points and/or differences.

The processes involved

- **Matching** to identify specific points and relate them to each other;
- **Finding similarities** and things in common;
- **Finding differences.**

The starting points are: two kinds of info resources visual and text that can be matched to identify someone or something. The result or outcomes are items appropriately matched or assembled. Identification of similarities and differences.

2.2.5. DISTINCTION BETWEEN OPEN AND CLOSED TASKS

The distinction between open and closed tasks is made on the basis of the goal of the task. An open task is one in which there is no single predetermined solution, but rather a range of possible outcome; it also is called open –Ended. Free conversation, discussions about individual likes and dislikes, or things to take to a desert island, etc. are good examples of open tasks (Loschky, 1988). Closed tasks are those tasks whose outcome is predetermined, in the form of a correct answer, or small subset of answers.

2.2.6. CLOSED TASKS TYPICALLY:

- Have one correct answer.
- Can be completed quickly.
- Assess one specific piece of knowledge, or a specific skill or procedure.
- Provide limited information about student thinking.
- Provide limited opportunity for students to demonstrate higher levels of understanding.

2.2.7. ADVANTAGES OF CLOSED TASK

- ✓ It is easier and quicker for respondents to answer.
- ✓ The answers of different respondents are easier to compare.
- ✓ Answers are easier to code and statistically analyse.
- ✓ The response choices can clarify question meaning for respondents.
- ✓ Respondents are more likely to answer about sensitive topics.
- ✓ There are fewer irrelevant or confused answers to questions.
- ✓ Less articulate or less literate respondents are not at a disadvantage.
- ✓ Replication is easier.

2.2.8. DISADVANTAGES OF CLOSED TASKS

- they can suggest ideas that the respondent would not otherwise have
- respondents with no opinion or no knowledge can answer anyway
- respondents can be frustrated because their desired answer is not a choice
- it is confusing if many response choices are offered
- misinterpretation of a question can go unnoticed
- distinctions between respondent answers may be blurred
- clerical mistakes or marking the wrong response is possible
- they force respondents to give simplistic responses to complex issues
- they force people to make choices they would not make in the real world

2.2.9. TASK BASED LANGUAGE TEACHING

'TBLT is mostly about the social interaction established between learners as a source of input and means of acquisition, and involves the negotiation of meaning, communicative strategies, and communicative effectiveness' according to (Ellis, 2003). This has focused

on the ability to perform a task or activity without explicit teaching of grammatical structure, also the task in TBLT is considered central to all of instructional design process, from the identification of learner needs to the measurement of student achievement.

“Points out that a task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective, and that the central challenge for language teaching is to develop learner” communicative language ability through pedagogic intervention with tasks accomplished”. According to (Bygate, 2001) . This author say, that students should be learner communicative, thus be able to achieve a goal and require that students learned to challenge the complex task for teaching language. Also has helped teachers assume different teaching modes according to different students, different reading tasks and different reading stages, and was also helped promote English reading teaching and learning efficiency of the students. A distinction is made between target tasks, which are tasks as they occur in everyday life, and *pedagogic tasks, which are derived from the target task sequenced to form the task-based syllabus*. (Pashaie & H., 2014).

2.2.10. TASK BASED LANGUAGE LEARNING

“In task-based learning, the tasks are essential to the learning activity, it is based on the principle that learners may study more efficiently when their minds are focused on the task, rather than on the language they are using”. According to Naznean (2003). Task-based learning is a natural extension of the constructivist and situated approaches to learning. The essence of task-based learning is to actively engage learners in authentic learning activities and to put learners in the kinds of situations in which they need to use these skills.

In her research project, points that “Task-based learning provides a natural opportunity for revision and acquisition of words expressions sentence patters and styles of writing. It

promotes opportunities to assess learners' progress in communicative skills through activities and provides clear objectives in terms of what participants will gain". (Thanghun, 2012). Task based learning (TBL) is an approach whose initial point of organization is the task; class work is organized as a sequence of tasks, and it is tasks that generate the language to be used, not vice versa. So, in TBL what teachers ask students is that they carry out a series of tasks, for which they will need to learn and recycle some specific items of language. The main focus is on the tasks to be done and language is seen as the instrument necessary to carry them out.

TBL is organized around activities and tasks rather than in terms of grammar or vocabulary. According to Richards (2003) it is concluded that: Task Based Learning allows to students put in practice the language through different activities and the same time to learn new vocabulary it results really useful to practice skills and communicate in among teacher and students.

"The focus is on learning process rather than learning product' and 'there is little or no attempt to relate these processes to outcome" this author expressed by Nunan, (1988), This refers to that students have some result, but without challenge in learning process rather that students occur learning in the language English.

2.2.11. IMPORTANCE OF TASK BASED LEARNING

Task based learning is a different way to teach languages. It can help the student by placing her 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 the student to use her skills at her 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 learning offers students an opportunity to do exactly this. The primary focus of classroom activity is the task, and language is the instrument which the students use to complete it. 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.

2.3. LEARNING PROCESS

2.3.1. What is learning?

Learning is a change in a person's ability to behave in certain ways. This change can be traced to two key factors-past experience with the subject (e.g. in the field and practice (training in the classroom) and informally (around the dinner table). According to Connick, (1997).

Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals, plants and some machines. Progress over time tends to follow a learning curve. It does not happen all at once, but builds upon and is shaped by previous knowledge.

To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent.

Human learning may occur as part of education, personal development, schooling, or training. It may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of educational psychology, neuropsychology, learning theory, and pedagogy. Learning may occur as a result of habituation or classical conditioning, seen in many animal species, or as a result of more complex activities such as play, seen only in

relatively intelligent animals. Learning may occur consciously or without conscious awareness.

2.3.2. Learning is Purposeful

It is purposeful learning focuses educators and students on the “why” behind learning goals and ensures that students understand how class activities, assignments, and lessons relate to those goals. According to Crimmin, (2012)

Each student sees a learning situation from a different viewpoint. Each student is a unique individual whose past experiences affect readiness to learn and understanding of the requirements involved. For example, an instructor may give two aviation maintenance students the assignment of learning certain inspection procedures.

2.3.3. Learning is a Result of Experience

Learning experiences must be varied and an atmosphere of support must be provided. The active involvement of the whole child: the cognitive, aesthetic, physical and social dimensions, is key in a comprehensive school health program. Implementation, (2014)

Since learning is an individual process, the instructor cannot do it for the student. The student can learn only from personal experiences; therefore, learning and knowledge cannot exist apart from a person. A person's knowledge is a result of experience, and no two people have had identical experiences. Even when observing the same event, two people react differently; they learn different things from it, according to the manner in which the situation affects their individual needs. Previous experience conditions a person to respond to some things and to ignore others.

2.3.4. Learning is Multifaceted

Psychologists sometimes classify learning by types, such as verbal, conceptual, perceptual, motor, problem solving, and emotional according to Flight, (2003)

Learning is multifaceted in still another way. While learning the subject at hand, students may be learning other things as well. They may be developing attitudes about aviation-good or bad-depending on what they experience. Under a skillful instructor, they may learn self-reliance. The list is seemingly endless. This type of learning is sometimes referred to as incidental, but it may have a great impact on the total development of the student.

2.3.5. Learning is an Active Process

Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject. According to Jones, (1993)

Students do not soak up knowledge like a sponge absorbs water. The instructor cannot assume that students remember something just because they were in the classroom, shop, or airplane when the instructor presented the material. Neither can the instructor assume that the students can apply what they know because they can quote the correct answer verbatim. For students to learn, they need to react and respond, perhaps outwardly, perhaps only inwardly, emotionally, or intellectually. But if learning is a process of changing behavior, clearly that process must be an active one.

2.4. DEFINITION OF KEY TERMS

APPROACH.- An approach to language learning consists of the techniques and activities you decide to use to learn a language.

LANGUAGE.- It means the expression for achieving task goals, but the emphasis is on meaning and communication, not on producing language forms correctly.

CLOSE TASK.- Activities in which the target language is used by the learners for a communicative purpose in order to achieve an outcome.

LINGUA FRANCA.- Language used by different countries to communicate with groups of people of different languages.

LEARNING PROCESS. - It is the acquisition of new information.

FLUENCY.- The ability to speak with appropriate speed and proper tone of voice.

ACCURANCY.- The correct use of words, sound and grammar when speaking.

CEFR. - Common European Framework of Reference

TBL.- Task Based Learning, based on the principle that learners may study more efficiently when their minds are focused on the task, rather than on the language they are using". According to Naznean (2003).

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

This research is **descriptive** with a **qualitative** approach because, it broadly analyze the use of the Closed Tasks to improve the learning process based on the gathered information obtained by the application of observations to regular English classes of students of Décimo Año de Educación Básica at Unidad Educativa “Quislag”. It was used the **ethnographic** method which helped to describe what is happening in this educational context. Moreover, the **hermeneutic** method was used for the collection and interpretation of bibliography to build up the theoretical framework and to scientifically analyze the empirical data obtained in the research process.

3.2 TYPE OF RESEARCH

Qualitative.- When working with social sciences like education, psychology, anthropology, etc., researches are interested in studying human behavior and the social world inhabited by human beings, found increasing difficulty in trying to explain human behavior in quantifiable, measurable terms. Qualitative research attempts to broaden and or deepen our understanding of how things came to be the way they are in our social world.

This is a qualitative research because it:

- Tends to focus on how people or groups of people can have (somewhat) different ways of looking at reality (usually social or psychological reality)
- Takes account of complexity by incorporating the real-world context – can take different perspectives on board.
- Focuses on reports of experience or on data which cannot be adequately expressed numerically.

- Focuses on description and interpretation.
- This research was in one month during different regular English class.

3.3. LEVELS OF RESEARCH

This is an exploratory and descriptive research.

Exploratory research.- with the collected information (scientific and empirical), it was possible to understand the problem, as well as; the relationship of this with the use of Closed Tasks to improve the learning process, to at the end establish conclusions and set some suggestions.

Descriptive research.- it helped to analyze and explain the research problem from a scientific approach.

3.4. POPULATION AND SAMPLE

The proposed research took place at Unidad Educativa “Quislag” located in Tixán- Alausí in Chimborazo province, with students of Décimo Año de Educación General Básica class “A”, The population was constituted by 20 students and 1 teacher.

This population was chosen due to the researcher’s pre-professional practices, at this stage was possible to identify that unfortunately the teacher only focused her professional practice on the teaching of grammar and abstract activities following strictly what the work-book has, therefore students rarely have the opportunity to develop their English skills in real life situations. Also, it was noticed that even when they performed communication tasks, the process the teacher follows was not the most suitable, because the instructions and goals were not presented properly, consequently students could not perform the activities successfully.

Generally the teaching-learning process was passive, in other words, the teacher most of the time explains grammatical issues and students keep in silent taking notes of what they consider

is important, there is no meaningful evaluation, feedback and reinforcement of the academic performance of the learner.

3.5. PROCEDURE

To proceed with this research, four phases were considered:

Preparatory phase. First of all was considered the selection of the area of study. Basically in the Languages Career there are two important study areas: Linguistics and Methodology. The last one was selected in the course of the pre-professional practices in the last semester of the career I was interested in methods for teaching. While carrying out the practicing period, noticed that the teacher only focused her professional practice on the teaching of grammar and abstract activities following strictly what the work-book has, therefore students rarely have the opportunity to develop their English skills in real life situations. Also, it was observed that they performed communication tasks, the process the teacher follows was not the most suitable, because the instructions and goals were not presented properly, consequently students could not perform the activities successfully.

To establish the problem definition three levels were taken into account: macro, meso and micro. First in micro level the scenery was chosen it is the Unidad Educativa “Quislag” located in Tixán- Alausí in Chimborazo province. Second the research was carried out with Décimo Año de Educación General Básica class “A” specifically, considered as the meso level of the research. Finally, the problem was defined at micro level, which is that students rarely have the opportunity to develop their English skills in real life situations. Also, it was noticed that even when they performed communication tasks, the process the teacher follows was not the most suitable, because the instructions and goals were not presented properly, consequently students could not perform the activities successfully. The macro level was gathered through interviews to the general authorities. The

information at meso level was collected through surveys to students. Among the seven qualitative methods the ethnographic and hermeneutic were selected.

The Unidad Educativa “Quislag” is an institution with vision and social commitment always looking for implementing new techniques in benefit of its students.

This study is into the field area, reason why for collecting the information the researcher had access to carry out this research because of its permission to perform her pre-professional practices into this institution. The headmaster gave the authorization and support to apply the corresponding instrument into the classroom. There was the necessary support from every one of the members at Unidad Educativa “Quislag” to reach the success during this research.

At the beginning of the project a descriptive observation was developed, the school as a great scenery was observed with each one of the things involved on it, it means infrastructure, teacher’s staff, students, technology, and curriculum, to carry out this part, an interview was used with the aim to get the necessary information about this institution. After that Décimo Año de Educación General Básica class “A” was found out to know specific aspects about the students.

3.6 WORK FIELD

For performing the observation process it was necessary to obtain the authorization of the headmaster of the institution, due to this process had to be done in regular English classes. Therefore was the necessary support from every one of the members at Unidad Educativa “Quislag” to reach the success during this research. Upon completion of the first observation guide draft, had to correct some minor alterations on wording based on discussion with my tutor, nevertheless getting at the end the necessary agreement to continue with the next part.

The contact with them was established through the pre professional practices and the data collection was a face to face process involving the participants and the researcher, having the opportunity to talk with the English teacher about the main objective of this study and asking about her permission to observe her performance during a class and the activities related with Closed Tasks developed into the classroom with her students. While the teacher developed her class the researcher took notes about what occurred following the observation guide promoting and non-active participation during the class, due to the level of the research, to later critically analyze them based on the theoretical foundation of the study and conclude on what is going on in this context.

The aspects specific aspects observed during this investigation are strictly related with: The Closed Task used by the teacher in the classroom such as listing, brainstorming, fact finding, autonomous learning doing Closed Tasks, awareness of how the language works doing closed tasks, Ordering and sorting like sequencing, ranking, categorizing, classifying, were some of the aspects observed carefully during classes. Some other information like type of school, number of students, where do they come from, number of

teachers, and professional background was investigated in order to have a perfect background of the place of research.

This observation was applied for four times to the population, each time it was observed particular factors which were related with what is proposed in the specific objectives, such as: the Closed Tasks the teacher uses, the impact of closed tasks on learner's performance, if students improve their learning process through the application of closed tasks, etc.

The data was obtained by using the observation technique and its corresponding instrument, an observation guide, which was constructed considering the most important characteristics Closed Tasks have, which are deeply described in the theoretical framework. The instrument was applied to the students and teacher of the 10th class "A" at Unidad Educativa "QUISLAG".

The information was gathered from observing the English class when the teacher planned to teach closed tasks using the work book. The researcher attended the class and used an observation guide which was applied to the population during this period in order to obtain meaningful information about the use of Closed Tasks for the improvement of the learning process. Once the observation was completed the researchers left the institution and thank for all the cooperation and support in each one of the research steps. Then all the information collected was critically analyzed, after that the description of the obtained results was done, at that time, the results were analyzed and interpreted based on the theoretical framework giving as a result the conclusions and recommendations of this investigation.

The sources used for this research were taken from of a series of selected documents, online information and some experiences of professional in the area of the investigation

with the objective of collecting the most relevant and useful information to develop the theory sustaining the research.

Some indicators of the observation guide were:

Which Closed Task the teacher uses in the classroom.

The criteria related with this indicator were some of the Closed Tasks activities performed with the teacher for example: listing, brainstorming, fact finding. **Ordering and sorting:** sequencing, ranking, categorizing, classifying. **Comparing:** matching, finding similarities and differences.

Students develop autonomous learning doing Closed Tasks.

Autonomous language learner, takes responsibility for the totality of his learning situation, this reality was not evidenced in the context of the study, students just were focused on doing their classwork individually with no purpose, no guidance, no significance, that is why, it is possible to affirm that in the way the teacher applies closed tasks does not foster the development of autonomous learning.

3.7 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.7.1 Techniques

Direct Observation: It was applied in a regular English class of students of Décimo Año de Educación Básica at Unidad Educativa “Quislag”, in order to obtain meaningful information about the use of Closed Tasks for the improvement of the learning process.

3.7.2. Instrument

Observation guide: An observation guide is an instrument designed to obtain information from a specific setting, it was applied to the same population.

3.8 DATA PROCESSING AND ANALYSIS TECHNIQUES

- Critical analysis of the information obtained in the diagnostic phase
- Description of the obtained results
- Results analysis and interpretation based on the theoretical framework
- Conclusions and recommendations

CHAPTER IV

4. DATA PROCESSING, ANALYSIS AND INTERPRETATION OF RESULTS

The observation process took place at Unidad Educativa "QUISLAG", it was applied in four times during different regular English classes, considering specific factors to be observed at each time, bearing in mind the general and specific objectives and the theoretical framework of the research as well.

This study provided the following result:

4.1. DATA ANALYSIS AND INTERPRETATION OF RESULTS

Closed tasks are those that are highly structured, have a specific goal and usually one possible outcome and limited ways to solve them, from teachers these activities demand a lot of planning, because they have to be thoughtful to select the most appropriate for students, considering always its adaptability, students' previous knowledge, likes, needs, learning styles, kind of intelligences and others.

4.1.1. INTERPRETATION OF RESULTS

Closed tasks are those that are highly structured, have a specific goal and usually one possible outcome and limited ways to solve them, from teachers these activities demand a lot of planning, because they have to be thoughtful to select the most appropriate for students, considering always its adaptability, students' previous knowledge, likes, needs, learning styles, kind of intelligences and others.

Table 1.

Interpretation of Results

<i>OBJECTIVES</i>	<i>ITEMS</i>	<i>ANALYSIS</i>	<i>INTERPRETATION</i>	<i>CONTRAST WITH THEORY</i>
To observe the closed tasks used in the teaching-learning process	Which Closed Task the teacher uses in the classroom:	Students use listing, brainstorming, fact finding.	Although, with the use of Closed Tasks the teacher can establish communicative situations, the results reflected that students mostly worked independently, due to the methodology and strategies applied. Explained in other words, the teacher uses just the workbook in which	According to (Willis, 1996, p.28) there are two kinds of tasks: closed tasks and open tasks From the aspect of teaching methodology and the practice of learners, tasks can also be divided into closed tasks and open tasks.

		<p>Ordering and sorting: sequencing, ranking, categorizing, classifying.</p> <p>Comparing: matching, finding similarities and differences.</p>	<p>there are activities like: listing, brainstorming, ordering, classifying, matching and finding similarities and differences but interaction is relatively rejected. The teacher almost never established situations where students can develop authentic communication and significant practice of the contents, the classes are focused on just completing tasks with the teacher's help, students only repeat vocabulary orally and in written and the major target is learning grammar</p>	<p>“Closed tasks are ones that are highly structured and have very specific goals they usually have only one correct answer”. “Open tasks are ones that more loosely structured, with a less specific goal they usually have on correct answer is possible.”</p>
	<p>Students develop</p>	<p>Students do not work by their</p>	<p>From science an autonomous language learner, this takes responsibility for the</p>	<p><i>According to</i> (NAZNEAN; 749).Task-based learning is a</p>

<p>To analyze how the closed tasks influence in learning process in students of 10th, class “A” at UnidadEducativa “Quislag” inAlausi during the academic period 2015-2016.</p>	<p>autonomous learning</p> <p>doing Closed Tasks</p>	<p>own they do tasks mechanically without purpose clear.</p>	<p>totality of his learning situation, this reality was not evidenced in the context of the study, students just were focused on doing their classwork individually with no purpose, no guidance, no significance, that is why, it is possible to affirm that in the way the teacher applies closed tasks does not foster the development of autonomous learning.</p>	<p>natural extension of the constructivist and situated approaches to learning. The essence of task-based learning is to actively engage learners in authentic learning activities and to put learners in the kinds of situations in which they need to use these skills.</p>
	<p>Students become aware of how the language works doing closed tasks.</p>	<p>Students don't receive clear instruction about how to do the task.</p>	<p>Based on the results it is possible to argue that there exist many difficulties for teacher and students when working with Closed Tasks, in the observation it was evidenced that the goals and instructions of the activity to be</p>	<p>Task based learning (TBL) is an approach whose initial point of organization is the task; class work is organized as a sequence of tasks, and it is tasks that generate the</p>

			developed are not effectively socialized with the students; in consequence they do not know certainly what and how to do.	language to be used , not vice versa. So, in TBL what teachers ask students is that they carry out a series of tasks, for which they will need to learn and recycle some specific items of language. The main focus is on the tasks to be done and language is seen as the instrument necessary to carry them out.
The teacher introduces unknown words	Students don't learn previous vocabulary before starting	Another important issue omitted is the introduction of new vocabulary, fact that ends in the poor oral interaction among students. It is known that for developing	<i>“Task-based learning provides a natural opportunity for revision and acquisition of words expressions sentence</i>	

	the task.	communication skills with learners it is extremely necessary the knowledge of a wide amount of lexis.	<i>patters and styles of writing. It promotes opportunities to assess learners' progress in communicative skills through activities and provides clear objectives in terms of what participants will gain".</i> (Thanghun, 2012)
Teacher uses closed task to allow students create problems and	Students perform close tasks by imitating examples in a mechanically way. They do not solve problems	The research has demonstrated that with Closed Tasks activities it is possible to develop communication skills for example: with listing students can develop a gap activity where one of them has specific information that the other requires to complete a set of	Prabhu (1987) "tasks involve some though process, making connections between pieces of information deducing and evaluating new information".

<p>searching solutions</p>	<p>using them.</p>	<p>words; with classifying, the teacher would propose a content based project where students cooperatively can separate the components of an specific element, with Finding similarities it would be set a communication game where students can be grouped to compete among them, identifying differences and similarities of pictures to at the end report them back to the rest of the class, but these activities are poorly used.</p>	
<p>Teacher helps students to establish</p>	<p>Students fill in exercises in the workbook. They</p>	<p>Because the class is mostly passive and the main character of this process is the teacher, students usually avoid asking</p>	<p>Tasks however clearly do involve cognitive process such as selecting, reasoning,</p>

<p>connections between ideas and concepts during closed task</p>	<p>are never receive to join ideas or sentences to communicative.</p>	<p>for help to their tutor, moreover the activities are completely based on the workbook, in consequence it is not possible for the students connect the knowledge with real context and therefore develop meaningful learning.</p>	<p>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</p>
<p>Students share their ideas and opinions doing closed task</p>	<p>In the classroom students are asked to complete exercises with any type of task mentioned above</p>	<p>As explained before students do not have the opportunity to share ideas because the communication tasks are totally rejected, even there is the possibility to adapt the closed tasks and foster interaction.</p>	<p>An open task is one in which there is no single predetermined solution, but rather a range of possible outcome; it also is called open-Ended. Free conversation, discussions about individual</p>

		but they do not later to their real life situations.		likes and dislikes, or things to take to a desert island, etc. are good examples of open tasks (Loschky, 1988). Closed tasks are those tasks whose outcome is predetermined, in the form of a correct answer, or small subset of answers.
Closed task are used to develop interaction between teacher-students and among students-students.	Interactions is not foster when developing these type of tasks.	It was stated that there exist the possibility to create communication if using creatively these activities, but in contrast the reality identify showed that closed tasks are not used for these purposes, it would be possible to say that the use of this kind of tasks is a	Task Based Learning allows to students put in practice the language through different activities and the same time to learn new vocabulary it results really useful to practice skills and communicate in among	

			mere process of completing workbooks.	teacher and students.
Students are involved in free discussion in the class	Close tasks that the teacher perform focus on teaching grammar.	No, students keep passive, the class is focused just on the learning of grammatical structures and completing the book, in consequence they hardly never get involved in free discussion activities into the classroom.	Closed tasks are those tasks whose outcome is predetermined, in the form of a correct answer, or small subset of answers.	
Meaningful practice based on real life foster that students can apply their knowledge of the language	Grammar exercises are developed all of the time and the language is not used to talk about	It was noticed that no real life based activities were performed in the class, mostly students where independently completing the book, fact that is so far to what is currently proposed in the English teaching curricula.	Task-based learning offers students an opportunity to do exactly this. The primary focus of classroom activity is the task, and language is the instrument which the students use to complete it. The task is	

		real situation.		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.
<p>To determine the importance of closed tasks to students' English learning</p>	<p>Closed task allow students to develop the language skills.</p>	<p>These close tasks allow students to practice mostly the writing and reading skill but not meaningfully oral skills are completely reflected.</p>	<p>Even though, Closed Tasks mostly do not let students to practice widely the use of the language, there is the possibility to adapt and use them creatively and with the help of other kind of tasks, especially open. Where for instance, the students can start doing a Crossword exercise and based on the facts presented in this activity can</p>	<p>Closed Tasks mostly do not let students to practice widely the use of the language, there is the possibility to adapt and use them creatively and with the help of other kind of tasks, especially open called open – Ended. Free conversation, discussions about individual</p>

			<p>establish a discussion or debate among them, for writing with the same information they can do a paragraph and present to the class, further more it is possible to prepare role plays, etc. In this way, the teacher can nurture the opportunity for students to develop their communicative competence. If the teacher considers these variations of Closed Tasks, the students' motivation could positively affect their performance and the teaching-learning process as well.</p>	<p>likes and dislikes, or things to take to a desert island, etc. are good examples of open tasks (Loschky, 1988). Closed tasks are those tasks whose outcome is predetermined, in the form of a correct answer, or small subset of answers.</p>
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By: Rosa Paca

Source: Gathered information in the process of investigation

The Observation applied to the Students of Décimo Año de Educación General Básica, Class "A" of Unidad Educativa "QUISLAG" and their teacher, reflected that: the teacher does not use the Closed Task activities properly, the goals and instructions are not effectively socialized with the students; before starting with the activity the new vocabulary is not introduced, that is why most of students are not capable to develop the activities, except matching and finding similarities probably because this activities widely are based on pictures, therefore students can realize what they have to do through context. Because of these facts for students are pretty difficult to successfully deal with the proposed activities, even though, they used just the workbo.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- The teacher uses Closed Tasks activities but not all of them they mostly use: brainstorming, classifying, matching, however the way she applied them needs to be considerably improved.
- Closed Tasks in this context are not influencing the learning process appropriately. They are not benefiting, students to developed autonomous work they developed poor oral interaction, because of lack of vocabulary and close tasks don't allow students to solve problems to learn the language.
- Even though close tasks mostly do not let students to make a widely free use of the language considering a fright process and variations. They are really important to promote students motivations that could possibility affect the teaching-learning process, and develop the communicative competence among learners.

5.2. RECOMMENDATIONS

- The teacher should study deeply all type of close tasks and what is the process to apply them in English learning.
- The teacher should follow training causes to be able to apply close tasks following a right methodological process based on her students' academic background.
- This will affect passively their performance and the learning process.
- The teacher should combine the closed tasks activities with open and introductions variations in order to let students practice the language in real contexts; and express their ideas, feeling and emotions as in real life to develop their communicative competence.

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Annexes

CHAPTER IV

4.1. DATA PROCESSING, ANALYSIS AND INTERPRETATION OF RESULTS

Analysis of the Observation Guide Data into the Class with The Students of 10th Año de Educación General Básica Class "A" and teacher at Unidad Educativa "QUISLAG".

N°	OBSERVATION CRITERIA		YES	NO
1	Which Closed Task the teacher uses in the classroom:			
	Listing	Brainstorming		
	Fact-Finding			
	Ordering and Sorting	Sequencing		
		Ranking		
		Categorizing		
		Classifying		
	Comparing	Matching		
		Finding Similarities		
		Finding differences		

2	Students develop autonomous learning doing Closed Tasks		
3	Students become aware of how the language works doing closed tasks.		
4	The teacher introduces unknown words		
5	Teacher uses closed task to allow students create problems and searching solutions		
6	Teacher helps students to establish connections between ideas and concepts during closed task		
7	Students share their ideas and opinions doing closed task		
8	Closed task are used to develop interaction between teacher and students.		
9	Closed tasks are used to developed interaction between students and students		
10	Students are involved in free discussion in the class		
11	Closed tasks are performed with communicative purpose		
12	Meaningful practice based on real life foster that students can apply their knowledge of the language		

13	Closed task allow students to develop the language skills.		
14	Students convey meaning rather than manipulate only the form of second language		