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**FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS**

**LANGUAGE CAREER**

**TITLE OF RESEARCH**

**“ANALYSIS OF THE USE OF OPEN TASKS IN LEARNING PROCESS IN  
STUDENTS OF 10<sup>th</sup> CLASS “C” AT UNIDAD EDUCATIVA “FERNANDO  
DAQILEMA” DURING THE ACADEMIC PERIOD 2017-2018.”**

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

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**COMMITTEE MEMBERS CERTIFICATED**

**THESIS TITLE: "ANALYSIS OF THE USE OF OPEN TASK IN LEARNING PROCESS IN STUDENTS OF 10<sup>th</sup> CLASS "C" AT UNIDAD EDUCATIVA "FERNANDO DAQUILEMA" DURING THE ACADEMIC PERIOD 2017-2018."**

Work presented as requirement to obtaining the Bachelor's Degree of "Licenciatura en Ciencias de la Educación, profesora de Inglés" . It has been approved by the following Committee Members at the Universidad Nacional de Chimborazo, it has been confirmed by their signatures.

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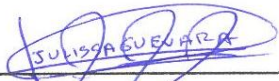
Que el presente trabajo **“ANALYSIS OF THE USE OF OPEN TASK IN LEARNING PROCESS IN STUDENTS OF 10<sup>th</sup> CLASS “C” AT UNIDAD EDUCATIVA “FERNANDO DAQUILEMA” DURING THE ACADEMIC PERIOD 2017-2018.**” de autoría de la Señora Carlina Julissa Guevara Rodríguez, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo, para su calificación correspondiente.



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## AUTORSHIP

I, Carlina Julissa Guevara Rodríguez, student of language career declare I am the only author of the research named **“ANALYSIS OF THE USE OF OPEN TASK IN LEARNING PROCESS IN STUDENTS OF 10<sup>th</sup> CLASS “C” AT UNIDAD EDUCATIVA “FERNANDO DAQUILEMA” DURING THE ACADEMIC PERIOD 2017-2018.”**, ideas and commentaries specified in this document are responsibility of its author.

  
\_\_\_\_\_  
Carlina Guevara

## **DEDICATORY**

This research topic is dedicated to my parents, my husband and especially my daughters who have supported me since the beginning of my studies. My family, who has been my strength and my motor to move forward and reach my goal of being a great professional, I feel very grateful with all my heart for your help in this great stage of my life.

*Carlina Julissa Guevara Rodríguez*

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*Carlina Julissa Guevara Rodríguez*

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## ABSTRACT

This research project was carried out in the "Fernando Daquilema" Educative Unit, located in Riobamba city, Chimborazo Province, with the collaboration of teacher and students of the Tenth Year of Basic Education "C", during the Academic Period 2017-2018. The population is formed by 37 students and 1 teacher; 18 boys and 19 girls. The main purpose of this investigation is to describe the use of Open Tasks to facilitate and improve the learning process of the English Language. There are several types of research but it was applied descriptive with a qualitative approach because it is necessary to know the facts, processes, structures and people in their totality through the interaction between the researcher and the subjects that they study. The methods used were Deductive and Inductive to be able to interpret in a better way and analyze the whole process through the observation technique that was applied to the students mentioned above, in the different English classes and to determine which the existing difficulties in learning the language are and thus develop this research. The data collection instrument (Observation Guide) was designed in the best way taking into account the characteristics of the subject to obtain data that was identified whether the teacher uses Open Tasks or not to teach the English language. This research is important because it was observed that the teacher does not correctly apply the Open Tasks because she uses more the teacher guide book.

### KEYWORDS:

**Open Tasks:** Open tasks are activities where there are different answers because there is not only a totally correct answer.

**Learning Process:** It is the acquisition of new information.

  
Reviewed by: López, Ligia  
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## RESUMEN

Este proyecto de investigación se lo realizó en la Unidad Educativa “Fernando Daquilema”, ubicada en la Ciudad de Riobamba, Provincia de Chimborazo, con la colaboración de la docente y los estudiantes de Décimo Año de Educación Básica paralelo “C”, durante el Periodo Académico 2017-2018. La población está compuesta por 37 estudiantes y 1 Docente, siendo 18 niños y 19 niñas. Esta investigación tiene como propósito principal describir el uso de Tareas Abiertas para que se facilite y mejore el proceso de aprendizaje del Idioma Inglés. Existen varios tipos de investigación, pero la Descriptiva fue aplicada con un enfoque cualitativo porque se trata de conocer los hechos, procesos, estructuras y personas en su totalidad mediante la interacción entre el investigador con los sujetos que estudian. Los métodos utilizados fueron Deductivo e Inductivo para poder interpretar de una mejor manera y analizar todo su proceso mediante la observación que fue la técnica aplicada a los alumnos que se menciona anteriormente, en las diferentes clases de la asignatura de Inglés y poder determinar cuáles son las dificultades existentes en el aprendizaje del idioma y así desarrollar esta investigación. El instrumento de recolección de datos ( Guía de Observación) fue diseñada de la mejor manera tomando en cuenta las características del tema para obtener datos que fueron identificados si la Docente utiliza o no Tareas Abiertas para enseñar el idioma de Inglés. Esta investigación es importante porque se pudo observar que la Docente no aplica de manera correcta las Tareas Abiertas porque ella utiliza más la guía del Docente.

## INTRODUCTION

The environment that surrounds us every day becomes more demanding, so it is important to learn a second language such as English. Our country still belongs to the group of countries that have a low level of English language teaching, which is why the authorities of our country are working in the best way so that students can be part of their future opportunities in the workplace.

Students must receive a quality education in terms of teaching - learning the English language, improving methodological strategies, activities used by the teacher, seeking to enhance learning in educational institutions so they can be competitive in all areas.

The problem posed for the research has been identified in the students of the 10th year of Basic Education Class "C" in the Unidad Educativa "Fernando Daquilema" through several observations of the English classes. Reason for which the use of Open Tasks will facilitate the acquisition of learning the new language in students, and the results will be favorable for the entire educational community.

The general objective proposed in this research topic was favorably achieved by the specific objectives and the verification of the hypothesis. Open tasks if they help students to develop their skills and learn more easily the English language.

The document is divided into four sections:

**CHAPTER I**, Reference Framework had been the approach of the problem, the justification and the general and specific objectives are presented.

**CHAPTER II**, Theoretical framework that is an important part that supports the results obtained. The research is related to variables, causes and effects.

**CHAPTER III**, Methodology Framework of the research is presented, the techniques used in the process of data collection and analysis.

**CHAPTER IV**, the conclusions and recommendations are presented according to the corresponding objectives.

## **CHAPTER I**

### **1. FRAME OF REFERENCE**

#### **1.1. PROBLEM RESEARCH**

The teacher does not use correctly the open tasks with the students of the 10th year of Basic Education Class "C" because most of the time is limited to working with the book provided by the Ecuadorian State.

#### **1.2. PROBLEM DEFINITION**

The research topic above has been identified in the students of the 10th year of Basic Education Class "C" in the Unidad Educativa "Fernando Daquilema" through several observations of the English classes, it was obtained information about the use of Open Tasks which have been developed to facilitate the acquisition of English language learning and the results were favorable for students.

According to the observations made in the classroom, the teacher is strictly based on the use of the workbook without adequately applying the methodological strategies and the objectives set out there, students can't develop all the activities so it makes them difficult to achieve them.

From the beginning of the class hour the teacher explains the subject in a monotonous ways; therefore it is difficult for the students to assimilate the teaching of the English language because the teacher does not correctly apply the Open Tasks.

The correct use of the Open Tasks will facilitate students' learning in an interesting and participative way. According to Breen and Candlin (1980) describe that "the teacher has two fundamental roles, namely: the first is to facilitate the communication process between these participants and the different activities and texts. The second is to act as an independent participant within the teaching - learning group. For this reason, this study was carried out to define how Open Tasks can contribute in a meaningful way so that students can improve their learning of the English Language.

### **1.3. FORMULATION OF THE PROBLEM**

How does the implementation of The Open Tasks affect the development of the teaching-learning process in the students of 10<sup>th</sup> class "C" at the Unidad Educativa "Fernando Daquilema" during the academic period 2017-2018?

### **1.4. QUESTION GUIDELINES**

- How does the teacher use open tasks in the classroom?
- What is the result get with the application of open tasks in the student's performance?

### **1.5. OBJECTIVES**

#### **1.5.1. General Objective**

To analyze if the use of open tasks improves the learning process of students in the 10th year of Basic Education in the Unidad Educativa "Fernando Daquilema" during the 2017-2018 academic periods.

#### **1.5.2. Specific Objectives**

- To observe the application of the open tasks used in the teaching-learning process.
- To determine how open tasks help students in the learning process of English.

### **1.6. JUSTIFICATION OF THE PROBLEM**

This research is of great interest because the English language is widely used throughout the world so learning it is important, which takes into account the correct use of Open Tasks that will help students and teachers to improve the process teaching-learning English.

For this reason, the teachers must work to ensure that our students enjoy learning this new language, which will allow them to be competitive in all fields. Currently open tasks generate their contribution to improve the quality of learning in our students and likewise provide teachers to apply this methodology in an appropriate way.

The project can help other investigations because it is developed due to many students due to different techniques and activities in the learning process. This research is exploratory because it has been observed how teachers apply the Open Tasks and how is the students' behavior to determine the development of them in the teaching and learning process in the students of 10<sup>th</sup> Year of Basic Education "C".

Similarly, the results of this research represent a reliable source of information for prospective teachers interested in different types of Open Tasks in English. The resources provide direct beneficiaries to the students of 10<sup>th</sup> Year of Basic Education "C". The indirect beneficiaries are authorities and everybody at the Unidad Educativa "Fernando Daquilema" who have access to the document.

Finally, the research has a high percent of factibility because it help to the students feel motivate to participate in different activities developing their knowledge.

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1 BACKGROUND OF INVESTIGATIONS REGARDING TO THE INVESTIGATION PROBLEM.**

When reviewing in the libraries of the National University of Chimborazo and especially in the Faculty of Humanities and Technologies of the School of Education Sciences has been found some studies related to research on the use of Open Tasks for the process of learning the English language:

“ Basic methodology for teaching English”. The author proposes that the course has been specially designed to give students and teachers effective guidelines to build their own methodology talent and creativity to be dynamic and competent in their jobs. (Mónica Torres C.)

“ 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 ” The author proposes that it is possible to improve their ability to speak English. (Fabian Geovanny Daga)

#### **2.2 THEORICAL FOUNDATION**

##### **2.2.1. Pedagogy**

Pedagogy is very important in education because correctly applied teachers can properly teach the subject.

"Pedagogy is a set of knowledge that seeks to have an impact on the educational process, in any of its dimensions, as well as in the understanding and organization of culture and the construction of the subject". (Daysi Bernal)



### **2.2.2. Pedagogical Teaching**

The pedagogical teaching must involve well planned tasks where they are beneficial so that students can learn more easily

"The pedagogical function is the exercise of tasks whose realization requires skills acquired through the knowledge of education; it is a specific activity, based on specialized knowledge, which allows establishing facts and generating decisions. It is a necessary function to meet the social need for quality education". (José Touriñán)

### **2.2.3. Importance of Learning Based on Tasks**

"Students learn in a more motivating and active way through thought, more than just to pass exams in a passive and rote way as it happens today in many classrooms focused on the role of the teacher. More importantly, they learn important thinking skills from a deep and enriched way to compare and contrast things to skillfully perform decision making or problem solving. These skills will remain with them for the rest of their lives. " (Robert Swartz)

### **2.2.4. The use of the TBL in the classroom**

'You have to teach to think rather than to memorize'. (Robert Swartz).

Teachers should teach students how to think critically by applying skills focused on enriching their knowledge.

### **2.2.5. Stages of the TBL framework**

Task-based learning (TBL) is generally based on three stages:

"The first preliminary stage consists of introducing and defining the theme and involving the students in activities that help them remember words and phrases that will be useful during the execution. The second stage is the "task cycle". Here the students perform the task (usually a reading or listening exercise or a problem solving exercise) in pairs or in small groups. Then they prepare a report for the whole class on how they did the homework and what conclusions they got. Finally, they present their job in oral way or in writing way.

The final stage is the language focus stage, during which the specific functions of the language and the task are highlighted and put into practice. By completing these stages, English language learning will be developed in a meaningful way". (Jane Willis, 1996)

### **2.2.6. Advantages and Disadvantages of TBL**

"TBL emphasizes that students communicate through interaction in the target language, introduces authentic texts in the classroom, students focus not only on language but also on the learning process and TBL does that the personal experiences of the students are important factors in the classroom". (Nunan, 2004)

#### **Advantages**

- \* Teachers must implement tasks and activities aimed at motivating students to develop their skills through their efforts.
- \* Students working in groups build links with each other, so they can develop and produce meaningful interaction on the assigned topic.

#### **Disadvantages**

- \* Teachers must execute the TBL correctly because students may be affected in the acquisition of new knowledge regarding the English language.
- \* Students lose interest and motivation easily if teachers do not correctly execute the TBL in the whole class.

### **2.2.7. Definition of a Task**

"A task is defined as any intentional action that an individual considers necessary to achieve a concrete result in terms of the resolution of a problem, the fulfillment of an obligation or the achievement of an objective." (the Common European Framework of Reference for Languages)

### **2.2.8. Classification of Tasks in TBL**

There are 6 types of tasks coupled for the use of language, where I focus on the Third Task, which are: Closed and Open Tasks, where we explain that:

"Closed Tasks are those that are highly structured and have very specific objectives, usually only have a correct answer. Open Tasks are structured in a more flexible way, with a less specific objective that they usually have in the correct answer. Open Tasks are activities where there are different answers because there is not only a totally correct answer. In this task the students have to answer in a specific way. An example would be when the teacher tells students to describe a person on the board, that is, students who have different skills can participate in class and do not feel left out". (Willis, 1996)

### **2.2.9. Types of Open Tasks**

"Students are free to decide on their own solutions and ways to achieve them. Less predictable / unpredictable language that is why it gives us to know the types of Open Tasks that help the student to develop the language with the help of the Teacher" (Jane Willis)

- a. – Problems-solving
- b. - Share Personal Experience
- c. - Creative Task

#### **2.2.9.1.- Problems-solving**

"Problem-solving is the ability to identify and solve problems by applying appropriate skills systematically". (Jabberwocky, 2010)

In problem solving the teacher explains his class that consists of the use of connectors, emphasizing those used to apply in mathematical operations such as plus, less and times.

The teacher writes on the board numerically an operation, whatever it is using the three connectors:

2 + 2 = 4      two plus two equals four

Three plus three equals six      \_\_\_\_\_

### **2.2.9.2. - Share Personal Experience**

Sharing their experiences allows them to bring out their acquired knowledge and put into practice with short sentences related to a certain topic, for example the teacher writes the word table on the blackboard, and asks students to write ten words using the last letter of the first word; and consecutively of the next that they write.

Table ... e elephant .....t tomato .....o object.....t teacher.....r read .....d dog.....

### **2.2.9.3. - Creative Task**

The creative task will allow students to relate the whole structure learned, using pictograms, texts in English, and videos.

### **2.2.10. Advantages of Open Tasks**

Open tasks have some advantages that are:

- Students can identify new knowledge and relate to what they have learned.
- They allow the development of creativity and increase their vocabulary.
- It will allow you to interact in group work.

### **2.2.11. Disadvantages of Open Tasks**

Open tasks have some disadvantages that are:

- Sometimes students will give wrong answers.
- Students are afraid to make mistakes.
- Their understanding is difficult when there is no previous knowledge.

### **2.2.12. The Task Based on the Educational Approach**

The tasks should help the student to learn better, being that the tasks should always be focused on education, because when the activities are proposed by the teacher, the student will reinforce the knowledge acquired and will develop their skills. It is very important the type of task that is assigned to the student inside and outside the establishment because it will allow you to create new study habits.

## **2.3. LEARNING PROCESS**

“There are many different learning types and approaches to learning. To learn effectively it is important to tailor your study habits to your own needs and approach, this often means choosing techniques that work for you and evaluating them from time to time to determine if you need to try something new”. (The University of British Columbia)

### **2.3.1. 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)”. (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”. (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”. (M. Kemeny, 2014).

Since learning is an individual process, the instructor can not 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”. ( 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”. (Meyers & Jones, 1993).

Students do not soak up knowledge like a sponge absorbs water. The instructor can not 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.

### **2.3.6. Learning Strategies**

“Strategies are integrated sequences of procedures or activities that are chosen with the purpose of facilitating the acquisition, storage and use of information”. (Dansereau, 1985, Nisbet & Schucksmith, 1987),

“The strategies are actions that start from the initiative of the student”. (Palmer and Goetz, 1988)

“Learning strategies are constituted by a sequence of activities, are controlled by the subject that learns, and are, generally, deliberated and planned by the student himself”. (Garner, 1988)

### **2.3.7. Difference between Teaching Strategy and Learning Strategy**

The difference between teaching strategy and learning strategy can facilitate the teaching of the English language. The teaching strategy offers us a pedagogical help where the teachers apply the resources so that the students in the learning process get the information with

ease. On the other hand, in the learning strategy, teachers use different activities so that students can improve their learning.

### **2.3.8. Methodological Strategies for Learning a Foreign Language**

“Learning strategies are strategies that contribute to the development of the language system that the learner constructs and directly affect learning”. (Rubin, 1987)

"Special thoughts or behaviors that individuals use to help appropriate, learn or retain new information." (O'Malley and Chamot, 1990)

“The strategies of learning a language are: specific actions, behaviors, steps or techniques that students (often intentionally) use to improve their progress in the development of their abilities in the foreign language. These strategies can facilitate the internalization, storage, retrieval or use of the new language. Strategies are necessary tools for the development of communication skills ". (Oxford, 1990)

“When you plan each class session, include notes of when you will pause to ask and answer questions. Asking questions throughout the class will not only make the class more interactive, but also help you measure and improve student learning”. (University of Illinois, 2010).

“In a constructivist classroom students are recognized as the ones who are actively creating their own knowledge. Our ability to question our students effectively helps our students to be aware of their thinking processes, make connections between ideas and concepts, and helps them build new understanding”. (Bloom Benjamín, 1956).

### **2.3.9. Knowledge Building: Prior Knowledge and Instruction in Key Concepts and Vocabulary**

“All three projects sought to enhance adolescents’ skills for learning new content knowledge from text. The texts and topics were aligned with curricular standards for the subject area and grade level in which the approaches were implemented. Attention specifically focused on concepts and vocabulary critical to the discipline and topic. These concepts were presented multiple times within units to ensure familiarity, develop fluency,



and deepen students' understanding of their centrality to the topic. Furthermore, the projects all recognized the importance of connecting and integrating new learning with prior knowledge, leading to deeper understanding of the new information and longer term retention". (Bransford, 2000)

"Prior knowledge was activated through varied mechanisms, some of which overlapped with those for enhancing engagement, such as discussing familiar contexts that manifest analogous ideas and then explicitly linking to relevant aspects of the new material. Consistent with the focus on purposeful reading, the new knowledge was used to accomplish some explicit purpose beyond answering end-of-chapter questions or writing essays that demonstrated recall of facts and dates. Students were asked to use the information to make a decision and justify it, solve a problem, or put forth an explanation for some event or natural phenomenon. Learning goals for all three projects extended beyond content to knowledge of academic language and forms of argument. Thus, the purpose of learning new information in these projects was typically to support claims orally and/or in writing with relevant evidence and clear reasoning that drew on information in texts that students read and discussed, rather than simply to summarize or repeat memorized information". (Susan R. Goldman, Catherine Snow & Sharon Vaughn)

"Lessons in school English textbooks can be difficult for many students. One of the reasons for this is that they contain a lot of words and phrases that students do not know. As a teacher, your role is to help your students understand these words without making them feel discouraged". (The Open University, 2015)

"When we say a sentence in English, we join or link words to each other. Because of this linking, the words in a sentence do not always sound the same as when we say them individually. Linking words help you connect ideas and sentences when you speak or write English. Also, you will understand other people more easily and other people will understand you more easily". (English Club, 2014)

### **2.3.10. Difference in Learning and Teaching the English Language**

"The students begin to learn from other children and adults, from the media, and by 5-7 years they are able to speak almost perfectly " (Bello, 1990)

“In the first year, the baby is only able to imitate sounds or words, that the boy or girl hears in the environment; however, when the child is about 18 months old, these words have multiplied considerably " (Brown, 1994)

“In the field of teaching a language, it is said that childhood has been called the age of formation". (Mackey, 1969)

This is because girls and boys learn the structure of a language, without even knowing what they are saying. On the contrary, the adult person does try to understand it and finds that the new structure does not have the same organization when it intends to use the new vocabulary to say what it wants.

### **2.3.11. Pedagogical Resources for the Learning of English Languages in the classroom**

“Students in the classroom do not usually receive the same kind of exposure or encouragement as those who -at any age- are outside of it “exposing themselves" to the language. But that does not mean that those who are inside a classroom can't learn a language if the right conditions are met, such as motivation, exposure to the language, and the possibilities of using language". (Harmer, 2007)

In a class the elements that should always exist for students to learn English better are called ESA, which means (Engage, Study, Activate ).

Engage: Teachers seek to encourage the student with different activities and materials such as: games, music, debates, images, stories and funny anecdotes.

Study: Students with the help of teachers can generate a study plan according to different styles such as: analyze the language to discover the grammar and learn to recognize it or teachers can explain the grammar in a group work where they carry out activities of vocabulary.

Activate: Teachers must to perform activities that are not monotonous where they should not focus specifically on grammar as long as it is not necessary but rather should perform activities where they are spontaneous and free.

## **2.4. DEFINITION OF KEY TERMS**

**TBL:** It is a teaching-learning methodology in which the student is the true actor of his process and the teacher is the one who guides him, the one who helps him discover the knowledge.

**Open Tasks:** Open Tasks are those that are structured in a more flexible way, with a less specific objective that they usually have in the correct answer.

**Self-expression:** Confidence in personal choices and in the direction of one's life, receptivity to experiences (internally and externally) and a positive assessment of deep personal relationships.

**Meta cognition:** The ability of people to reflect on their thought processes and the way they learn. Thanks to the metacognition, people can know and regulate their own basic mental processes that intervene in their cognition.

**Skills:** Learning English involves knowledge of 4 skills, which are fundamental to speaking and understanding this language. The mastery of these skills that are: speaking, writing, listening and reading comprehension, will help to improve the knowledge of this language.

**Link:** Strongly relate two or more things or make one depend on another.

## **CHAPTER III**

### **3. METHODOLOGICAL FRAMEWORK**

#### **3.1. DESIGN OF RESEARCH**

The present research is descriptive with a qualitative approach because it analyzes the use of the Open Tasks so that they can develop the learning of the students. The methods that were used are: The Deductive Method was used to describe, generalize and conclude what happens in the educational context and the Inductive Method was used to record facts, analyze and classify the data collection and it allowed to interpret in a better way, the whole process through the observation the technique applied to the students of the 10th year of Basic Education of the Unidad Educativa "Fernando Daquilema" in the different classes of the subject of English and to be able to determine what are the difficulties existing in the learning of the language and thus develop this project.

#### **3.2. TYPE OF RESEARCH**

The types of research that were used are: Exploratory and Descriptive.

The Exploratory Investigation, allowed us to understand the problem as is the relation with the use of the Open Tasks to then give conclusions and propose some suggestions that were very helpful to improve the teaching-learning process. However, the Descriptive Research allowed possible to analyze and explain the research problem.

#### **3.3. RESEARCH LEVEL OF RESEARCH**

The level of research is descriptive because it helped us to analyzed and explained in depth the research problem.

#### **3.4. POPULATION AND SAMPLE**

##### **3.4.1. Population**

This research was carried out in the Unidad Educativa "Fernando Daquilema" in the 10th year of Basic Education "C" located in the Riobamba's City, Province of Chimborazo. The population was of 37 students and 1 teacher.

### **3.4.2. Sample**

For the development of this research, it was necessary to work with the whole population since the size of the sample is small.

## **3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION**

### **3.5.1. Technical**

The Direct Observation: It was apply to a regular English class hour in the students of year 10 "C" of Basic education in the Unidad Educativa "Fernando Daquilema" to get information that allowed to determine and apply the use of Open Tasks to improve the process teaching-learning.

### **3.5.2. Instrument**

The Observation Guide was the instrument that helped to get information about the educational population because the research his classes using the Open Tasks and also he should apply skills that students acquire with the Open Tasks in the English Language.

## **3.6. PROCEDURE**

This investigation was development through four steps: First, was necessary to identify what was the problem in the institution The teacher did not use correctly the open tasks with the students of the 10th year of Basic Education Class "C" because most of the students do not have the same knowledge to work in the book.

Second, was essential to take into account previous information about the problem including in different contexts develop the theoretical information related with methodological strategies that helps for observating.

Third, indicated what type of research is, the level and its population. Also using the observation technique that allowed to describe which are the results of this investigation.

This research belongs to Methodology area and was choosen because it is a field of study of systematic and theoretical analysis of the methods, techniques and strategies associated with a branch of knowledge. It takes interest in the use of Open Tasks a teaching strategy to

develop skills because it is an important tool to the learn students that help them in academic performance.

### **3.7. WORK FIELD**

For this research, the title was approved by H- Consejo, requiring in the career direction the document directed to the main authority of the institution, who gave me the authorization in order to develop this research, after was necessary an authorization to the authorities at the Unidad Educativa “Fernando Daquilema”, there was not any inconvenience the institution gave me the opportunity to carry out the research.

The authorities gave the necessary time to apply the instruments to the students, during this time could observe what kind of methodological significant strategies developed the teachers and if the students acted in a positive or active way in the teaching and learning process.

The researcher was in passive way because only observed how developed each class. In this research was necessary to know if the teacher uses in a correct way the Open Tasks and if the students developed high or low performance.

This research was verified that the students and teacher did not take into account the use of significant methodologies and activities giving as result a low level of English knowledge.

### **3.8. PROCESSING TECHNIQUES AND DATA ANALYSIS**

The research was carried out through observations, the analysis of data is: Analysis of the information obtained where instruments were designed according information using as a technique the observation and its instruments as: observational guides which were applied during classes of 10<sup>th</sup> Year “C”. Finally, conclusions and recommendations of the research that results obtained from the application of the instruments, helped to demonstrate the objectives.

**TABLE ° 1.- OBSERVATION PLANNING: Methodology to develop the Open Task.**

PROBLEM DEFINITION	Especific objective 1	Observation modality	Scenary	Focus	Temporalizacion	Register techniques	Analysis technique
What to observe? What to observe for?		How am I going to observe?	Where to observe?	What specifically to observe?	When to observe?	How to register? With what tools?	How to analyze?
Students have difficulties in listening, speaking, reading and writing.	To observe the application of the open tasks used in the teaching-learning process.	<p><b>Observer implication</b> Students participation in class</p> <p><b>Explication of the observation</b> : open observation</p>	The observation was the learning process of students in the 10 <sup>th</sup> Year class "C"	<p><b>Descriptive observation</b> 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><b>Focal observation</b> The class at 10th, class "C"</p> <p><b>Selective observation</b> the use of open task</p> <p><b>Episodes of daily life:</b> Physical space People General organization Focus observation the physical environment, activities, and students.</p>	<p>At the beginning of the project</p> <p>During the project execution</p> <p>At the end of the project</p>	<p>Open registration technique</p> <p>checklist</p> <p>Open registration Technique: field notes</p>	<b>Data gathering:</b> Using checklist

**TABLE ° 2.- OBSERVATION PLANNING: Techniques to teach Open Task.**

PROBLEM DEFINITION	Especific objective 2	Observation modality	Scenary	Focus	Temporalizacion	Register techniques	Analysis technique
What to observe? What to observe for?		How am I going to observe?	Where to observe?	What specifically to observe?	When to observe?	How to register? With what tools?	How to analyze?
Students have difficulties in listening, speaking, reading and writing.	To determine how open tasks help students in the learning process of English	<p><b>Observer implication</b> Students participation in class</p> <p><b>Explication of the observation</b> : open observation</p>	The observation was the learning process of students in the 10 <sup>th</sup> Year class “C”	<p><b>Descriptive observation</b> Exist many difficulties for teacher and students when working with Open Tasks, in the observation it was evidenced that the goals and instructions of the activity to be developed are not effectively socialized with the students; in consequence they do not know certainly what and how to do.</p> <p><b>Focal observation</b> The class at 10th, class “C”</p> <p><b>Selective observation</b> the use of open task</p> <p><b>Episodes of daily life:</b> Physical space People General organization Focus observation the physical environment, activities, and students.</p>	<p>At the beginning of the project</p> <p>During the project execution</p> <p>At the end of the project</p>	<p>Open registration technique</p> <p>checklist</p> <p>Open registration Technique: field notes</p>	<b>Data gathering:</b> Using checklist



## CHAPTER IV

**TABLE ° 3. ANALYSIS OF THE OBSERVED FREQUENCY GUIDE**

### 4.2. Table of analysis of the observed frequency guide

OBJECTIVES	ITEMS	ANALYSIS	CONTRAST WITH THEORY
<p><b>To observe the application of the open tasks used in the teaching-learning process</b></p>	<p><b>Teacher introduces unknown words to the class</b></p>	<p>Teacher did not introduce unknown words to the class because she instructed students to copy a text in their notebooks, and when the students did not understand any words teacher said, the students could look for them in</p>	<p>“Lessons in school English textbooks can be difficult for many students. One of the reasons for this is that they contain a lot of words and phrases that students do not know. The teacher’s role is to help students understand these words without making them feel discouraged”. (The Open University)</p> <p>According to the tenth level the English text books are difficult for some students</p>

	<p><b>Teacher uses Open Tasks to allow students create problems and searching solutions</b></p> <p><b>Teacher helps students to establish connections</b></p>	<p>the dictionary.</p> <p>The students did not learn a new vocabulary because the teacher did not apply in correct way the Open Tasks and they could not create and give solutions about a text in any book.</p> <p>Students worked in the classroom using the previous knowledge and they could not work</p>	<p>because there are topics with unknown words, phrases, adjectives, verbs, so on and the students did not understand easily.</p> <p>“Problem – solving is the ability to identify and solve problems by applying appropriate skills systematically”. ( Jabberwocky)</p> <p>The students solve questions in any topic take mind the instructions given by the teacher.</p> <p>“In a constructivist classroom student are recognized as the ones who are actively creating their own knowledge. We asked to the students, it helps our students to be aware of their thinking processes”.</p>
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	<p><b>between ideas and concepts during Open Tasks</b></p> <p><b>Open Tasks are used to develop interaction between teacher and students.</b></p>	<p>correctly and complete the task in their book because the teacher did not introduce in her hour class the unknown words.</p> <p>The teacher asked questions and the students answered using Creative Tasks given by him. Consider personal information location and social activities.</p>	<p>(Bloom, Benjamín)</p> <p>When the students have assimilated the structure about the different topic, they will be able to create their own knowledge.</p> <p>"Open tasks are structured in a more flexible way, with a less specific objective that they usually have in the correct answer. Open tasks are activities where there are different answers because there is not only a totally correct answer. In this task the students have to answer in a specific way". (Willis Jane)</p> <p>The students work in a specific way, according to the topic using the correct structure and they can give different answers.</p>
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	<p><b>Teacher uses the “Teacher guide book” for most of the class hour</b></p>	<p>The teacher uses all the time the teacher guide during the class hour. The first step, for the teacher is to read aloud the text and then he to instruct students to repeat again in oral way. Then, students worked in the blackboard using the vocabulary they learned. Finally, teacher gave instructions and students filled in the book.</p>	<p>"A task is defined as any intentional action that an individual considers necessary to achieve a concrete result in terms of the resolution of a problem, the fulfillment of an obligation or the achievement of an objective." (Common European Framework of Reference for Languages)</p> <p>The students in a class task specify their learning and they end up solving problems.</p> <p>“The texts and topics were aligned with curricular standards for the subject area and grade level in which the approaches</p>
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	<p><b>Link words easily</b></p>	<p>new vocabulary related to the topic.</p> <p>The sentences were developed according to the topic and the correct formula; considering that each sentence and all parts applied were written in correct way, the students used: pronouns, verbs, prepositions and adjectives, so on.</p>	<p>(Bransford)</p> <p>The learning in class allows the students to connect with the previous knowledge and the new learning.</p> <p>“When we say a sentence in English, we join or link words to each other. Because of this linking, the words in a sentence do not always sound the same as when we say them individually. Linking words help you connect ideas and sentences when you speak or write English. Also, you will understand other people more early and other people will understand you more easily”. (English Club)</p> <p>When the students link words phrases, it allows the students to connect ideas and increase their vocabulary.</p> <p>“Learning goals for all three projects</p>
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	<p><b>Communicate ideas according to the words and know expressions</b></p>	<p>These Open Tasks allow students to practice some skills remembering words and known expressions and they can interact in class.</p> <p>During the hour class the students asked questions and answers among them, reinforced known words and they put in practice the knowledge</p>	<p>extended beyond content to knowledge of academic language and forms of argument. Thus, the purpose of learning new information in these projects was typically to support claims orally and/or in writing with relevant evidence and clear reasoning”. (Susan R. Goldman, Catherine Snow, Sharon Vaughn)</p> <p>The students learn better practicing vocabulary in oral way and then in writing way.</p> <p>“When you plan each class session, include notes of when you will pause to ask and answer questions. Asking questions throughout the class will not only make the class more interactive, but also help you measure and improve student learning”.</p>
	<p><b>Appropriately answers questions in real communicative</b></p>		

	<b>situations.</b>	and the questions learned in school and put them in practice in the daily life.	(University of Illinois) In any case the students learn the best way when the teacher improves her class.
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## **4.3. CONCLUSIONS AND RECOMMENDATIONS**

### **4.3.1. Conclusions**

- The teacher used the textbook for his students to learn because the teacher did combine the activities of open tasks with close tasks for students to practice the language in real contexts and express their ideas, feelings and emotions as in real life.
- The Open Tasks help students to get abilities but they could not interchange information independent, reflecting in a period class or outside the school.
- The students did not feel safe to talk among partners in other cases with the teacher.

### **4.3.2. Recommendations**

- The teacher should apply more activities, vocabulary about unknown words for students to participate in English classes.
- The teacher should perform works that are not only text, so that students can better acquire English language learning.
- The teacher should combine all kinds of Open Tasks so that the student can cope better with society.

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## CHAPTER IV

TABLE ° 4 OBSERVATION GUIDE

## 4.1. Table Frequency Observed Guide

ITEMS OBSERVED		ALWAYS	SOMETIMES	NEVER
<b>ITEMS OBSERVED</b>	Teacher introduces unknown words to the class			
	Teacher uses Open Tasks to allow students create problems and searching solutions			
	Teacher helps students to establish connections between ideas and concepts during Open Tasks			
	Open Tasks are used to develop interaction between teacher and students			
	Teacher uses the “Teacher guide book” for most of the class hour			
	Ability to identify Vocabulary			
	Ability to understand the content			
	Link words easily			
	Communicate ideas according to the words and know expressions			
	Appropriately answers questions in real communicative situations			

**TABLE .- 5 OBSERVATION GUIDE**

**4.1. Table Frequency Observed Guide**

ITEMS OBSERVED	Week 1			Week 2			Week 3			Week 4		
	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never
Teacher introduces unknown words to the class			X			X			X			X
Teacher uses Open Tasks to allow students create problems and searching solutions		X			X			X			X	

Teacher helps students to establish connections between ideas and concepts during Open Tasks		X			X			X			X	
Open Tasks are used to develop interaction between teacher and students	X			X			X			X		
Teacher uses the Teacher guide for most of the class hour	X			X			X			X		
Ability to identify Vocabulary												



Ability to understand the content		X			X			X			X	
Link words easily		X			X			X			X	
Communicate ideas according to the words and expressions known	X			X			X			X		
Appropriately answers questions in real communicative situations		X			X			X			X	



