Universidad Latina de Costa Rica

English Department

Teaching Major

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Topic:

Implementing task-based learning Approach to Increase Student Oral Performance in Seventh grade at CTP of Carrillo. Santa Cruz Regional Office of Education"

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II Quarter 2020

Jury's approval sheet

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Fecha: 19/09/2020

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Abstract

The present action research was elaborated to bring support to the needs of the students in the area of speaking skill of the English language. The lack of a good communication of English language can reduce the possibilities to the student to reach better opportunities in a world of competences. The population of students in this action research has several characteristics. The ages of students are around thirteen years old and fourteen years old. Also, the sex of students we have more females than males and the ethnical group that they belong is properly of the Guanacaste province. In this research, there were found that the students have been exposed to English language, but they have not received, specifically, classes of pronunciation. Also, students learn a better communication with the appropriate techniques. And finally, students can show interest about learning Task based approach to improve their speaking skills in English language. In this research there were found that the implementation of the technique T.B.L (Task Based Learning Approach) is effective for students in order to improve their communication. The area of the language that the technique works is in speaking which results in the improvement of the speaking skills due to the confidence of the students if they know how to pronounce well. As a recommendation for teachers the implementation of the technique T.B.L (Task Based Learning Approach) at the beginning of the class can show better results, because it prepares students to understand better the pronunciation of the words

ACKNOWLEDGMENT

I would like to express gratitude to God who gives me strength, wisdom, patience, perseverance, and health to complete the work and achieve one more goal. At the same time, I want to thank all the teachers who were involved in my learning process. Specially to Didier Andres Acuña Angulo and Willy Rivas Alvarez who always encourages me to continue pursuing my dreams.

Dedicatory

This project is dedicated to all people that have been supporting me through the journey of my career. To my mothers, yes mothers because my God gave me the bless to have two beautiful mothers, one is my mother Marley Contreras Vallejos that always being with me and Maria Elena (my aunt), because they have been a light in my life that guide me, support and give me advices that I have taken into account to be better day by day. To my father Juan Angulo Contreras and my step father Jaime Briceño Montenegro, Georjanella my cousin, Carlos my brother, my dear friend Gloriela and Jose, they are my support and my starting motor in the moments when I have felt without strength to continue. To our teachers, they have given me tools and knowledge to face the world outside and they have taught me to give the best in this profession. I will never forget them. To all of them thank you so much and God Bless You.

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Chapter 1
Introduction

1.1 Introduction

Education is a mean of upgrading our skills and attaining more knowledge and it is one of the best mean possible. Education starts at home. So, we should take steps to ensure that the environment in our home is helpful for our children to learn as much as possible. Besides our home, we should also try to contribute to our site as much as we can for the development of our society and our nation.

Using task based approach in teaching English as a Foreign Language is important considering the language experience in the classroom provided to students by using language in a natural way through pairs or group work, allowing them to share ideas, creating a meaningful learning experience, It encourages them to be actively involved in the learning process. Task-based learning framework, combined with tasks and texts, provides learners to a rich exposure to language and opportunities to be used by themselves. Throughout the task cycle, emphasis is on learners understanding and expressing meaning to complete tasks. Implementing Task-based Approach is expected to solve the problem and to bring a good achievement in speaking. Lee in Sae-ong (2010) defines it as a "classroom activity or exercise that has an aim obtainable only by interaction among participants, a mechanism for arranging and sequencing interaction and a focus on meaning exchange "(p.7).

Task-based language teaching is an approach seeking to provide learners with a natural context for language use. When the learners work to complete a task, also they have abundant opportunity to interact, for this reason applying the Task-based in classroom

promotes interaction and learners engage using natural communication. Task-based teaching has increasingly achieved esteem in recent years and has been recommended as a way forward in ELT .At the 1970's and 1980's tasks were frequently called "communicative activities"(Crookes ,1986).The term "communicative activities" were gradually replaced by "tasks"(Bygate at al.,2001).Prabhu stands as the most appreciable person in the development of task-based teaching literature. His main attempt has been raising awareness towards this approach. Prabhu (1987) defines a task as "an activity which required learners to arrive at an outcome from given information through some process of though, and which allowed teachers to control and regulate that process" (p 24). On the other hand (Richards, 1986) states that a "task refers to a language learning effort that requires learners to comprehend, manipulate and produce target language as they perform the set task, involving real-world language" . According to Willis (1998), tasks are activities in which the target language is used for a communicative purpose to achieve an outcome. On the other hand, Nunan (2004) uses the word 'task' instead of 'activity.' Ellis (2003) defines "tasks" as activities that are primarily focused on meaning whereas exercises are activities that are primarily focused on form. Teaching through the use task based has the advantage of getting students to use their skills at their current level, developing language through its use. It has the advantage of placing the focus of students toward achieving a goal where language becomes a tool, making the use of language a necessity.

1.2 Rationale

There are many concerns related to teaching classes, it has been a challenge to have students to produce the language. So, speaking has become one of the most difficult skill to achieve due to lack of vocabulary, as a result of it, there is a lack of high level of oral production as well as weakness on grammar, the accuracy and fluency of the speaking are not reflected on the students' performance. On the other hand, the lack of clustering diminishes the fluent speech, so students' performance is not achievable. While

implementing task-based learning approach. Teachers should try to make the fullest use of the strengths and minimize the weaknesses to the possible extent. A lot of research has been done in the area of task-based learning and various techniques are suggested to improve vocabulary, automaticity of learning and ultimately the performance of learners in developing their language abilities. Research also focused on designing of task-based syllabus, assessing the role of tasks in second language acquisition, task complexity, cognitive aspects, teachers' perception of task difficulty and learners' perception of task difficulty, authenticity of tasks, interaction between tasks and learners. Further research can be done on broader aspects like implementing task-based learning in big classes, catering to the needs of diverse groups of learners, effective ways for the execution of tasks. The current investigation is appropriate because it looks forward to refining the skill of students in the oral production, as the smaller lexicon or a lack of vocabulary can cause the problem, a weak grammatical and phonological encoder deteriorate the accuracy and fluency of the speak. Others cause can be the lack of: Clustering: it is the fluent speech not word by word, learners can organize their output

1.3 Purpose

This investigation paper proposes the idea of Implementing task-based learning Approach to Increase Student Performance in Seventh grade at CTP de Carrillo High School. It provides opportunities to experience spoken, reading, listening, and written language through meaningful class assignments that involve learners in practical and functional use. Therefore, it promotes and stimulates the integration of skills through completing daily-life activities that improve students' communicative competence because it offers learners the possibility of practicing the target language constantly. The students see learning as a way to explore active class exercises that bring up genuine communication in which they solve problems and show creativity.

1.3.1 General objectives

- To improve students oral performance through task-based learning approach with seventh graders at **CTP de Carrillo, Guanacaste.**

1.3.2 Specific Objectives

- To find out the students' oral performance level of seventh graders at **CTP de Carrillo, Guanacaste**.
- To design a project based on task-based learning approach to improve students' oral performance.
- To assess the advantage of task-based learning approach in the improvement of their oral performance.

1.3.3 Research questions

The importance of the TBA in the area of education have motivated to the present research. I will explore whether content and language are addressed in the task-based

instruction, while learners engage in task performance in the class. The following questions guide this research:

1. How effective is the engagement of task-based learning in speaking classes for improving students 'oral skill?
2. What are the students´ perceptions of task-based learning in speaking classes?
3. What are the attitudes of the teacher using task-based learning in her speaking class?
4. To what extend TBL helps to improve students' performance

1.4 Hypothesis:

This research work is focused on investigating the students who used the TBL will have better performance than those students who do not use it. said research is focused on determining how task-based learning can make a student who has problems with a second language In this case, English can achieve its objective, which is to communicate through this approach in which learning revolves around the realization of significant tasks. This research will be carried out in the seventh year grades of the CTP de Carrillo, the task-based learning will be used to see the improvements in the students.

Chapter II Literature Review

2 Teaching English in Costa Rica.

Mentioned by MEP Syllabus (2016 p. 4):

> The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system. Advances and extended coverage in the use of information and communication technologies (ICT) as well as transportation are allowing more people to travel, do business and communicate faster across the world. Within this context, English has become the language of international and intercultural communication and trade among countries. It has the status of a lingua franca, the language for transmission of scientific and academic knowledge, and the main door to cutting-age technology. Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities. The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through High school. So, in order to follow this command, the new curriculum has been sequenced so that learners reach a minimum level of English proficiency of A2 when completing primary education and B1 or B2 (depending on the study plans) when completing secondary education progressively, according to the levels described by the Common European Framework of Reference for languages (CEFR). To achieve this goal, curriculum, teaching, learning and assessment have to be aligned at the classroom level as well as in the national test (Pag.4).

2.1 New National Policy of Ministry of Public Education

MEP (2001 p.16-17) contended that English is in common with other subjects in the Costa Rican curriculum: Must provide the learner with the opportunity to develop awareness of the urgent need for the balanced development of our environment, our human resources, and also the socio-political and the economy and means of production. This balance is essential to ensure the success of the new era of sustainable development.

The English language syllabus provides the necessary situations to support each one of the areas mentioned above. As far as environment is concerned, it emphasizes the analysis of the cause and effect of the use and misuse of natural resources and the possible solutions, as well as the value of our existing resources and the ecological diversity we possess. It also reinforces the harmonious development of human beings and nature.

Our syllabus pays special attention to those topics related to the basic needs of highly qualified people considering their successful realization in time, society and in the national and international surroundings. An example of this is provided by the topics, which conduct research into an exchange information on health, the symptoms and prevention of common and more recent diseases. Likewise, drug abuse is another topic for discussion in the English class. The syllabus takes into account other relevant areas of a well-rounded education, such as the job market and careers, in terms of active participation in the evolution of society. Other aspects like the socio-political development of citizens is dealt with explicitly, leading to personal, and collective improvement through themes relating to values such as: gender equality, political

liberties, and respect for ethnic and cultural diversity, as well as active involvement in community activities. In the field of the economy and production, the syllabus provides for the promotion of a productive culture in harmony with the environment, coupled with the efficient use of energy and resources. In all cases, English can be the means for exposure to and acquisition of valuable and permanent behavior patterns. These patterns will fulfill his/her own needs, and those of the country. The present generations should respect sustainable development to guarantee that future generations have the opportunity to satisfy their own needs (Pag 16-17).

2.2 Teaching the four skills

2.1 Listening

According to MEP syllabus (2016 p. 41) listening is one important language skill and has to be developed in the early stages of language learning: Learners must be prepared to listen, understand, and answer in an appropriate way, which is essential for effective communication. Before each listening activity, teachers give language support by introducing key words to familiarize students with the listening text. Background knowledge on the topic can be used to provide contextualization and potentially better comprehension. Teachers must provide students with opportunities to listen to a variety of texts. At the initial stages, conversations, short messages, free discussions, interviews, and/or role-plays are recommended. Then, in later stages, students are exposed to films, TV shows, reports, interviews, documentaries, current affairs, talk shows, radio news, broadcasts, narratives, lectures, and presentations on academic topics including digital literacy for using information technologies (Pag.41).

2.2 Speaking

According to MEP syllabus (2016 p. 45) speaking is divided into two areas: spoken interaction and spoken production; both of them describe specific language users' roles. In the first one, the language user functions as a speaker and as a listener. There is participation of one or more interlocutors. Different socio-cognitive and collaborative strategies are constantly employed during interaction.

Some examples of interactive activities include:

- transactions,
- casual conversation,
- informal discussion,
- formal discussion,
- debates and interviews.

The second one describes the production of an oral text received by an audience of one or more listeners.

Some examples of activities can be:

- public address (information, instructions, etc.),
- addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc.).

They may involve reading a

- written text aloud.
- speaking from notes,
- acting out a rehearsed role.
- speaking spontaneously and singing (Pag.45).

2.3 Reading

According to MEP syllabus (2016 p.43) reading is the interaction between the reader and the text to construct implied or literal meaning. This skill intends to expose students to different types of texts and genres such as fiction, non-fiction, autobiographies, fables and fairytales, academic and non-academic texts by experiencing different reading techniques and developing different reading strategies. As it was defined in the listening section, there are several types of reading techniques that can be used in teaching reading. They include perceptive, selective, interactive, and extensive reading. These techniques can also be used to assess students' performances in reading. Examples of perceptive reading performances include reading aloud, multiple choice, and picture-cued items. Selective reading performances are gap filling, matching tasks, and editing. Interactive reading examples of performances are cloze reading, scanning, and ordering tasks. Finally, extensive reading includes skimming, summarizing, note-taking, outlining, and digital literacy skills (Pag.43).

2.4 Writing

According to MEP syllabus (2016 p.46-47) writing is the skill that emphasizes through graphic symbols the formal expression of thought. Students need to know how to write different types of texts. When asking learners to write, it is important to consider their age, interests, and proficiency level. It is important to get students to write a wide variety of texts.

Writing as a process includes the following steps:

- Brainstorming
- Organization of information through graphic organizers and outlines
- Drafting and revision

- Editing and final copy

To get students to become proficient writers, provide first a model to follow. Dictation is one example. It could be a word, a phrase, or a sentence. This is known as copying. After copying, learners will do writing exercises to refine grammar and mechanics. Then they move into guided writing where they follow a given pattern for expressing personal thoughts and ideas. Next, learners are ready to do free writing. At this stage, learners have already acquired the necessary skills to write their own sentences, paragraphs, stories, biographies or essays (Pag.46-47).

2.5 Action Oriented Approach

According to (Kaliska,2016 p.31-32) the action-oriented approach to language acquisition views communication as a social activity designed to accomplish specific tasks. The Common European Framework of Reference for Languages (CEFR) advocates going beyond the communicative approach to emphasize active language use that develops five language skills – spoken production, spoken interaction, listening, reading, and writing which includes the skills required for writing to interact. It recognizes students as active participants in the learning process, also according to CEFR (2001) the action-oriented approach "views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to complete in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form a part of a wider social context, which alone is able to give them their full meaning" (CEFR 2001: 9). According to the action-oriented approach, the interaction represents one of the most important factors in foreign/second

language teaching. Learners acquire new elements by placing them within prior knowledge and competences. New elements must be related to the others. On the other hand, it is important to accompany language learning by learning strategies so that students could apply an adequate strategy to solve a problem, to receive or produce texts, to express given speech acts or to achieve any communicative objective. To sum up, we may talk about the action-oriented approach when language materials are developed on the basis of authentic situations. The learners are to carry out the tasks which require their personal involvement and creative thinking and the real interaction occurs. (P.31-32)

2.5 Task Based Approach

The British council has suggested that task -based learning offers an alternative for language teachers. In a task-based lesson, the teacher does not pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages.

2.5.1 Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

2.5.2 Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

2.5.3 Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

2.5.4 Report

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

2.5.5 Analysis

The teacher then highlights relevant parts from the text of the recording for the students to analyze. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

2.5.6 Practice

Finally, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

2.6 The advantages of TBL

Task-based learning has some clear advantages

- Unlike a PPP approach, the students are free of language control. In all three stages they must use all their language resources rather than just practicing one pre-selected item.

- A natural context is developed from the students' experiences with the language that is personalized and relevant to them. With PPP it is necessary to create contexts in which to present the language and sometimes they can be very unnatural.

- The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.

- The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the coursebook.

- It is a strong communicative approach where students spend a lot of time communicating. PPP lessons seem very teacher-centred by comparison. Just watch how much time the students spend communicating during a task-based lesson.

- It is enjoyable and motivating.

2.7 Teaching Speaking

2.7.1 Definition

According Harmer (2007 p.123), there are three main reasons for getting students to speak in the classroom. First, is because speaking activities can provide the opportunities to practice real life speaking in the safety of the classroom. Second, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well he or she is doing, how successful is he or she and what language problems they are experiencing. Third, through speaking, students have opportunities to be active in the various elements of language, which they have stored in their brains (Pag.123).

2.7.2 Characteristics

According to Voices (2001) some characteristics are:

- Making sure that student participation is not dominated by a few talkative students.
- Making sure that students want to speak because they are interested in the topic.
- Making sure that students have something relevant to say.
- Making sure that students can be understood by everyone.
- Making sure that there aren´t frequent interruptions while a student is speaking.

2.7.3 Examples

As mentioned by Kayi (2016) in her investigation, some examples that we can used in the teaching speaking are:

2.7.4 Discussions

Mentioned by Kayi (2016) after a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking

and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The teacher can either assign the group members or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2.7.5 Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (Kayi,2016).

2.7.6 Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Kayi (2016) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

2.7.7 Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have, and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. In addition, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

2.7.8 Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective, and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

2.7.9 Storytelling

Using students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students' express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

2.7.10 Interviews

Through the use of students, we were able to conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

2.7.11 Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

2.7.12 Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

2.7.13 Playing Cards

Mentioned by Kayi (2016) in this game, students should form groups of four. Each suit will represent a topic.

For instance:

- **Diamonds**: Earning money
- **Hearts**: Love and relationships
- **Spades:** An unforgettable memory
- **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

2.7.14 Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

2.7.15 Picture Description

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can

form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

2.7.16 Find the difference

For this activity, students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures

3.Task based examples

3.6 Techniques

According to Ontesol (2016), this are some techniques that teachers can use with the task-based

3.6.1 Plan A Trip

Whenever a school break or long weekend was approaching, my students liked to ask me about my travel plans. I liked to ask them about their dream trips, as well, planting the travel bug in their young minds from an early age. With this activity, your students will consider details in order to be able to accomplish a task while developing a sense of worldliness. Planning a trip is a highly useful skill that is applicable to real life. Plus, it allows them to use their imaginations and think about the most exotic places and experiences that they can brainstorm. Allow them to create a real trip for you or enable them to add something to their own bucket list.

Split the class intro groups. You'll need a map for each of these groups, so plan accordingly. A single country map, usually of their home country, is easier for designing a

road trip. They're also more likely to be able to come up with suggestions about a place they know. However, this is dependent on their own experiences and knowledge, so assess your class accurately. Prompt the group to brainstorm what information they will need from you (the traveler) and answer the questions the questions that they pose. For example: they should be thinking about how many days you want the trip to last, what your budget is, and what kind of sites you'd like to see or activities you'd like to do. Tell them how much time they have, then set them loose to plan the ultimate trip.

Once the allotted planning time is up, have each group present their trip to the class. Encourage other groups to ask questions, too. After each group has presented their itinerary, have the class vote on which is the "best trip"- it's probably more diplomatic to phase it as, "Which trip should I take first?!". Students can offer up why they made their choice, which is especially interesting if they voted for a group other than their own.

3.6.2 Department of Tourism

Many students decide to learn English because a) they want to travel or work somewhere where that is the language or b) the language is quickly becoming a major player in their own country (schools, business world, etc.). This is another fun activity that gets students thinking about the world around them. Your ESL class may be the only exposure that the students get to life outside of their own culture, so use that to inspire and teach!

As a group, come up with ideas for countries, cities, or specific travel destinations- this activity is meant for more developed students, not early elementary kids. When they are listing places, ask them to consider what they know about these places. Have they seen commercials on TV or vacations advertised elsewhere? Was this place in the news

recently? Allow them to come up with as much as they can on their own. Since this is a group activity (in which many students have different ideas), allow for more than one place if you'd like. Alternatively, you can present the activity as a competition, where each group is trying to be chosen by the Department of Tourism.

In groups, have the students to think on selling points for their destination. Why would people like to go there? What would they do and eat? Where could they stay? Have the groups organize and create a poster campaign to advertise the best of their destination- this includes words, sentences, and images! The work groups use a variety of communication techniques here, such as listing, comparing, listening and responding, and weighing out options. When finished, each group should present their proposal to the Department of Tourism (teacher and the rest of the class). Have the class vote on the most convincing presentation.

3.6.3 Problem Solvers

This activity can be adapted to almost any topic and can be restructured to any level. As the teacher, you can come up with a plethora of problems to present the students with. For example, you could describe a traffic problem that occurs in the city that your students live in. Tell them that they are part of a special committee responsible for brainstorming solutions and deciding on the one that best works for everyone in the community. On a more advanced scale, you could present a problem that a country is facing (i.e. an increasing number of refugees) and tell your students to work as UN aid workers trying to find viable options. However, if the students are advanced enough, have them write down common problems in their town, a country, or the world in general. Vote on which ones to use or have one group switch papers with another.

Although this activity is a problem-solving task by nature, it includes other types of tasks, such as listing, comparing/contrasting, and evaluating. Be sure that each group comes up with multiple solutions before presenting the best one to the class. Simple, go-to responses should not be accepted- you really want to push them to brainstorm, listen to each other's ideas, and evaluate pros and cons.

3.6.4 Story Comparison

Give the class a story/cartoon topic. Depending on your style, you can provide them with as much or as little information as you'd like. I usually give them a main character and a few compulsory events. I set the stage for the story and let them run wild planning out how the story develops and eventually ends. Put the students in pairs **after** giving them the initial information. This way, each student will have had a few minutes to start coming up with their own ideas in their heads before being stifled by a partner. After they are in pairs, instruct them to write and illustrate how the story ends. They will need to listen to each other and either agree on or compromise each movement forward. After the allotted time has finished, have each group present their story verbally to the class. This allows for a relaxed finish, whereby the entire class can discuss the commonalities and differences that evolved between the different groups.

3.6.5 Jury Duty

This task requires well thought-out planning, but the fun makes it worth it. Come up with a crime story (or find one in a lesson plan)- try not to be *too* gory. Present the class with a suspect (it could be you), his/her alibi, and any accompanying statements from witnesses. Don't make it too complex, but also have at least four bits of information for your groups to use in their considerations. Divide the class into groups and explain that they are the jury, responsible for the fate of the accused. In the allotted amount of time, they

will be required to review the evidence and agree on a verdict. If you are posing as the accused criminal, encourage the students to ask you questions if they require further information for their deliberations. Once they have finished giving their verdicts, discuss (as a class) how each group came to their conclusions. What aspects did they consider most important? Were there things that stood out more than others? Did a group member point out something interesting that the others hadn't thought of? The list is endless. Have fun!

Chapter III Design and Method

Type of research

3.1 Action research

As Ferrance (2000) states, “Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.” (p. 1) As a current teacher, the researcher develops this investigation in order to examine and try to improve the teaching techniques used for task-based approach; starting by identifying a problem and trying to find a solution for it. Therefore, it is not only researching from literature and opinions but also putting it in practice to find out whether the expected results are given.

3.2 Research approach: Mixed research

This investigation focuses on the qualitative approach, but it also uses the quantitative approach; this is what is called a mixed research.

According to Creswell (2007), “Mixed methods research is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry.” (p.7). In this case, the researcher will collect information about the ability and preference of students regarding speaking abilities through different instruments. Additionally, as the process of investigation is developed and with the observation of the participants experience while working with Task- based approach the researcher will have material to analyze whether this strategy is effective for these students.

Once all the information is collected and analyzed, this will be integrated in order to state the conclusions and recommendations for this research.

3.3 Context

The CTP of Carrillo is located 1.5 kilometers to the north of Filadelfia road to Liberia. It is was founded in 1964 like a CTPA of Carrillo but in 1995 was transformed to a CTP of Carrillo. Nowadays, it has around 750 students, also the CTP of Carrillo is a public institution. The Filadelfia town is an agropecuarian place because the majority of the people is dedicated to work in this sector and other in the extraction of the sand in the Tempisque river, others work in the tourism because near have many hotel like Riu, Condovac and others.

3.3.1 Describe the chosen setting

The selected elements for this action research are the teachers from CTP of Carrillo High School who are currently in english department. There are currently four teachers two in conversational area and two in basic area, actually two of them have around 20 years working to the MEP, the other two have between 5 to 10 years. They are in the category of A2 to B1 in the TOEIC.

3.3.2 Population

According to (David, s.f.) "population is the broader group of people to whom you intend to generalize the results of your study. Your sample will always be a subset of your population. Your exact population will depend on the scope of your study." In other words, population is a group of individuals or items that are investigated or analyzed.

The instruments designed to obtain information for this research will be applied to four teachers, four girls who represent the english department from CTP of Carrillo High School. The participants are between 33 and 54 years old and they come from different places such as Belen and Sardinal.

3.4 Description of the Instruments

The questionnaire is important to provide details on validation and utilization of research instruments.

3.4.1 Data collection procedures and tools

An instrument is a testing device for measuring a given phenomenon, such as a paper and pencil test, a questionnaire, an interview, a research tool, or a set of guidelines for observation. For this study, the researcher apply instruments, a questionnaire is a way to evaluate an aspect that is relevant for the research, and this instrument is important to the investigation because it will show the researcher how strong or weak participants are about the reading skill. This questionnaire will be applied to the students during the English class and the participants will complete it individually.

Another instrument will be the observation. An observation consists on the researcher paying careful attention and taking notes of everything that happens on a specific date and time while the research is developed. The researcher must observe every single aspect from the environment the participants are creating and experimenting, to the expressions they use. This instrument will allow the researcher to obtain information from a qualitative perspective giving the opportunity to record in a written way some aspects that may go beyond what participants usually express in a questionnaire or another instrument.

Furthermore, the researcher will apply two questionnaires, one at the beginning and the second at the end of the development of strategies through task based. This, in order to know about the opinion of students regarding reading practices, besides of their opinion about the new strategy, and to find out whether they find it useful and beneficial for their academic performance. These instruments will be applied to each participant before and

after they have experimented the strategy with task based. These will be relevant for the investigation, since the information provided about the opinions and experiences of the learners will be analyzed to obtain the results of the research.

3.4.2 Procedures of initial research

The researcher will apply two questionnaires, one at the beginning and the second at the end of the development of strategies through task based. This, in order to know about the opinion of students regarding reading practices, besides of their opinion about the new strategy, and to find out whether they find it useful and beneficial for their academic performance. These instruments will be applied to each participant before and after they have experimented the strategy with task based. These will be relevant for the investigation, since the information provided about the opinions and experiences of the learners will be analyzed to obtain the results of the research.

3.4.3 Instruments

The instruments of data collection are extremely important in any research, especially when it is an action-research since it is necessary to get as much information as possible from the participants in order to be able to have the most effective results. As mentioned before, there will be two questionnaires applied to the participants of this research. The first questionnaire will help the researcher to analyze the academic performance in reading comprehension and the speaking, working speaking through the task based actually made any difference compared to the results obtained. On the other

hand, the observation will help the researcher identify whether students attitude and willingness towards reading comprehension improves, besides noting the participants interactions and progress through their physical and verbal expressions. Finally, the questionnaire is very useful in the development of this investigation because the participants will be able to give an opinion about the experience working with the task-based approach and even feedback for future application of the strategy

3.5 Action Plan

"An action plan is a plan created to organize a district- or school-improvement effort. It may take the form of an internal school document or a website that can be viewed publicly. Action plans may be reviewed and revised annually based on progress made over the course of the preceding year or to reflect evolving school goals and values, but multiyear action plans are also common."

ACTION PLAN PROPOSAL

<table>
<tr><td>Term: _1</td><td colspan="2">Level: _7_th</td><td>Unit:__1_</td><td>Week:_1_</td></tr>
<tr><td colspan="2">Domain: Socio-Interpersonal</td><td colspan="2">Scenario: Here I Am!</td><td>Theme: Hello, Hi there, Hey, Bye</td></tr>
<tr><td colspan="3">Enduring Understanding: What a person thinks, feels, and belongs to makes her/him a unique person.</td><td colspan="2">Essential Question: What makes us unique?</td></tr>
<tr><td>Learn to Know</td><td colspan="2">Learn to Do</td><td colspan="2">Learn to Be and Live in Community</td></tr>
<tr><td>Grammar & Sentence Frame
-May I take your message.. Can I leave a message, and others.
-What’s your…? Where do you..
-Do you….? Does she/he…?
-She’s, they’re.
-My house/ your car/ her name
-it’s mine/ they’re yours.
-Victor’s last name is …
Vocabulary
Personal information
-Costa Rican, North American..
-I like .../ I don’t’ like..</td><td colspan="2">Function
• Interviewing people in different situations.
• Greeting, introducing myself and others
• Saying good-bye in formal and informal situations.

Discourse Markers
Connecting words: and</td><td colspan="2">Psycho-social
– Respecting opinions, linguistic skills and abilities of classmates.

Sociocultural
– Showing interest in each peer´s and family´s lives and feelings.</td></tr>
</table>

-Hi, how are you? How do you do? What's up?. And others. -See you, so long, bye-bye, and others. **Phonology** Segmenting a word into phonemes (/d/…/o/…/g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.		

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
Hot Ball presentation	**Writing**	**Pre teaching activities**: the teacher greet the students and call the role. **WARM UP:** The students stand up and made a circle, the teacher give the instructions of the game, then the teacher gift a ball to Marley and she auto introduces to the students during the game students introduce themselves to Marley. **Presentation:** The teacher asks to the students how they feel when have to speak in a role-play in front of the class, or if the student have any situation with a foreign people. Then teacher explain to the students about the approach she is going to apply with them.	15 Minutes 40 Minutes 60 Minutes

Broken Phone		**<u>Practice</u>**: The teacher gives the questionnaire to the students and read the instructions, also if they have any doubt she answer during the test about where are they from? If they know, what task-based approach is? **<u>Production:</u>** 1. Teacher ask students how they feel in the test, if they can understand the purpose of the approach. 2. To finish the class the students have to divide in two and make lines, then the teacher show a flashcard with a message to one student of each line, the student has to tell the message to the next partner and continue to the last one in the line has to write the message in the whiteboard.	60 Minutes 25 Minutes 40 Minutes
DIDACTIC MATERIALS		**ASSESSMENT INSTRUMENTS**	**TECHONOLOGICAL EQUIPMENT**
Paper, pen, marker, pictures		Questionnaire to integrate the approach can be found in the annexes.	Computer

Reflective Teaching		
What worked well	**What didn't work well**	**How to improve**

ACTION PLAN PROPOSAL

Term: _1	**Level: _7_th**	**Unit:__1_**	**Week:_2_**
Domain: Socio-Interpersonal	**Scenario:** Here I Am!	**Theme:** Hello, Hi there, Hey, Bye	
Enduring Understanding: What a person thinks, feels, and belongs to makes her/him a unique person.		**Essential Question:** What makes us unique?	

Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frame -May I take your message.. Can I leave a message, and others. -What's your…? Where do you.. -Do you….? Does she/he…? -She's, they're. -My house/ your car/ her name -it's mine/ they're yours. -Victor's last name is … **Vocabulary** Personal information -Costa Rican, North American.. -I like .../ I don't' like.. -Hi, how are you? How do you do? What's up?. And others.	**Function** • Greeting, introducing myself and others • Saying good bye in formal and informal situations. • Interviewing people in different situations. • Filling out job forms to get a job. Expressing about myself. **Discourse Markers** Connecting words: and	**Psycho-social** – Respecting opinions, linguistic skills and abilities of classmates. **Sociocultural** – Showing interest in each peer´s and family´s lives and feelings.

-See you, so long, bye-bye, and others. **Phonology** Segmenting a word into phonemes (/d/…/o/…/g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.		

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
The crazy alphabet **Spelling and Signing names**	**LISTENING** Understanding a range of basic personal questions..	**Pre teaching activities:** the teacher greet the students and call the role. **WARM UP:** The students Watch the video ABC and sing the song together, then students have to spell their names. https://youtu.be/WP1blVh1ZQM **Pre-listening.** 1. Students listen to and practice the alphabet; also, students spell the name of the partner. Interchange Intro 1 Track 4. 2. Students listen to the cardinal numbers and repeat them. Word by Word Audio Program CD1 Track 28.	5 Minutes 10 Minutes 20 Minutes 10 Minutes

Pictionary **Rainbow** **Numbers**		3. Students listen to the colors, and then they have to practice the pronunciation. **<u>During -listening.</u>** 1. Students listen and write the pronunciation of the following words. 2. Students need to look up in the dictionary the following words and write the names under the pictures. 3. Students make a practice about colors. **<u>Post-listening</u>** 1. Students practice the dialogue using your own information. Write down your classmates' names to do the presentation in front of the class. 2. Students listen and make a practice about the number 3. Students listen to the ordinal numbers and practice their pronunciation. Word by Word Audio Program CD1 Track 30	20 Minutes 35 Minutes 40 Minutes 30 Minutes 40 Minutes 15 minutes 15 minutes
DIDACTIC MATERIALS		**ASSESSMENT INSTRUMENTS**	**TECHONOLOGICAL EQUIPMENT**
Dictionary, pencil colors, notebook.		All the practices and the rubric to evaluate can be found in the annexes.	Television, computer,
Reflective Teaching			
What worked well	**What didn't work well**	**How to improve**	

ACTION PLAN PROPOSAL

Term: _1	**Level: _7_th**	**Unit:__1_**	**Week:_3_**
Domain: Socio-Interpersonal	**Scenario:** Here I Am!	**Theme:** Hello, Hi there, Hey, Bye	
Enduring Understanding: What a person thinks, feels, and belongs to makes her/him a unique person.		**Essential Question:** What makes us unique?	

Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frame -May I take your message.. Can I leave a message, and others. -What's your…? Where do you.. -Do you….? Does she/he…? -She's, they're. -My house/ your car/ her name -it's mine/ they're yours. -Victor's last name is … **Vocabulary** Personal information -Costa Rican, North American..	**Function** • Greeting, introducing myself and others • Saying good bye in formal and informal situations. • Interviewing people in different situations. • Filling out job forms to get a job. Expressing about myself. **Discourse Markers** Connecting words: and	**Psycho-social** – Respecting opinions, linguistic skills and abilities of classmates. **Sociocultural** – Showing interest in each peer´s and family´s lives and feelings.

-I like .../ I don't' like.. -Hi, how are you? How do you do? What's up?. And others. -See you, so long, bye-bye, and others. **Phonology** Segmenting a word into phonemes (/d/…/o/…/g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.		

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
Fancy Colors **Working together**	**SPEAKING** -Talking in basic language about personal background.	**Pre teaching activities:** the teacher greet the students and call the role. **WARM UP:** Students watch a video about the alphabet and the student have to tell a color with the first letter of their name. **https://youtu.be/7BUIfsKe4c0** **Presentation** 1. Students practice a conversation, and then students have to interview a partner and have to tell the information of the other student in front of the class.	5 Minutes 20 Minutes 40 Minutes

Spelling names **Greeting fashion**		2. Students watch a video and learn the greetings. https://youtu.be/gVIFEVLzP4o 3. Students listen and practice the conversation about greetings between friends. Super Goal 1 CD 1 Track 5. **Practice** 1. Students will make a practice. How do you spell your name? Listen and check the correct answers. Interchange Intro 1 Track 5 2. Students listen and practice the different information; they need to identify the correct numbers. **Production** 1. Students will number the pictures in the order you hear them, so that you match the greetings with the time of the day when they are used. Santillana 7 Track 1. 2. Students need to classify the greetings and leave-takings according to the categories given. 3.Students have to work in pairs in a dialogue of personal information, they ask each other personal questions like: What`s your name? My name is….  Where do you live? I live in Palmira /Belen/Filadelfia…  Where are you from? I am From Costa R  What`s your nationality? Etc. Students share their information with the rest of the class.	20 Minutes 15 Minutes 20 Minutes 30 Minutes 20 Minutes 30 Minutes 40 Minutes

DIDACTIC MATERIALS	ASSESSMENT INSTRUMENTS	TECHONOLOGICAL EQUIPMENT
Paper, pencil colors, scissor, book, notebook, glue.	All the practices and the rubric to evaluate can be found in the annexes.	Computer, television.

Reflective Teaching		
What worked well	**What didn't work well**	**How to improve**

ACTION PLAN PROPOSAL

Term: _1	**Level: _7_th**	**Unit:__1_**	**Week:_4_**
Domain: Socio-Interpersonal	**Scenario:** Here I Am!	**Theme:** Hello, Hi there, Hey, Bye	
Enduring Understanding: What a person thinks, feels, and belongs to makes her/him a unique person.		**Essential Question:** What makes us unique?	

Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frame -May I take your message.. Can I leave a message, and others. -What's your…? Where do you.. -Do you….? Does she/he…? -She's, they're. -My house/ your car/ her name -it's mine/ they're yours. -Victor's last name is … **Vocabulary** Personal information -Costa Rican, North American.. -I like .../ I don't' like.. -Hi, how are you? How do you do? What's up?. And others.	**Function** • Greeting, introducing myself and others • Saying good bye in formal and informal situations. • Interviewing people in different situations. • Filling out job forms to get a job. Expressing about myself. **Discourse Markers** Connecting words: and	**Psycho-social** – Respecting opinions, linguistic skills and abilities of classmates. **Sociocultural** – Showing interest in each peer´s and family´s lives and feelings.

-See you, so long, bye-bye, and others. **Phonology** Segmenting a word into phonemes (/d/…/o/…/g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.		

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
Moving body **Personal entertainment**	**READING** -Identifying specific information in forms	**Pre teaching activities:** The teacher greet the students and call the role. **Warm up:** Teacher plays the students a video to make a little stretching moving their body. https://youtu.be/oLaJ4jyKBUY **Pre-reading.** 1. Students read and practice the following information about the personal information. Practice 45 in page 22. 2. Students listen a conversation and mark the correct responses. Super Goal 1 CD 1 Track 6 Exercise 25 page 14.	5 Minutes 25 Minutes 30 Minutes 20 Minutes

Knowing people **Completing chart**		**During-reading.** 1. Students read and complete the following information 2. Listen to and complete the conversation. Then practice with a partner. Touchstone 1 CD 1 Track 8 exercise 42 page 21. 3. Listen to and complete the missing information. Touchstone 1 CD 1 Track 12 exercise 43 page 21. **Post-reading.** 1. Read Keesha Anderson's identity card. Complete the questions. 2. Practice the following conversations. Then complete the statements "Eduacar para una nueva ciudadanía" WRITING - Writing short sentences using correct syntax. 3. Listen to, complete and practice the conversations. Teenagers New Generation 8 Track 1	15 Minutes 30 Minutes 35 Minutes 40 minutes 40 minutes
DIDACTIC MATERIALS		**ASSESSMENT INSTRUMENTS**	**TECHONOLOGICAL EQUIPMENT**
Paper, pencil colors, scissor, book, notebook, glue.		All the practices and the rubric to evaluate can be found in the annexes.	Computer, television.

Reflective Teaching		
What worked well	**What didn't work well**	**How to improve**

ACTION PLAN PROPOSAL

Term:_1	**Level: _7_th**	**Unit:__2_**	**Week:_5_**
Domain: Socio-Interpersonal and Transactional	**Scenario:** Enjoying Life		**Theme:** Compare Different Activities in Daily Life.
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives.		**Essential Question:** How do the things people do every day help them enjoy life?	

Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frame - Typical food, junk food, fast. -Pants, shirt, shoes, sneakers. - Mother, son, niece, and others. - My son' son is my grandson. - Frequency Adverbs. - Adverbs of degree. - She is Andrea's sister **Vocabulary** -Routines. Sleep; go to the movies, swim, and walk. - I feel happy, she is angry, etc.	**Function** _ Describing activities in daily life. _ Asking for and giving information about routines and activities. -Comparing daily activities **Discourse Markers** Connecting words: but	**Psycho-social** – Being disciplined with eating times. – Loving myself by taking care of my body. **Sociocultural** – Ways of entertainment according to or based on contexts, eating habits and table manners.

- I like…, I prefer… -Salsa, Jazz, blues, Gospel, and others. **Phonology** Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).		

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
	Writing	**Pre teaching activities:** the teacher greet the students and call the role.	5 Minutes
Jumping bed	Writing short sentences about items and descriptions about the topic.	**WARM UP:** The students watch a video about the daily activities. https://youtu.be/zIrMXSCN5wg	10 Minutes
My schedule		**Presentation** 1. Teacher ask to the students what time they wake up on weekends, then teacher show pictures with audio of the daily activities. Audio Word by Word Track 16	20 Minutes
		2. Teacher present to the students the adverbs of frequency and the simple present Exercise 7-8	40 Minutes
		3. Students watch a video about the adverbs frequence, and then they have to practice the pronunciation. https://youtu.be/v9odRPdMGv8	10 Minutes

Grammar challenge **My daily Life**		**Practice.** 1. Students make a practice about the simple present tense, where the student has to identify the correct form of the verb. Practice 17. 2. Teacher gives a practice where the students have to identify the action related with the daily activities. 3. Students make 5 sentences with words that teacher put in the whiteboard. **Production** 1. Students watch a video of daily activities, and they have to practice the pronunciation. https://youtu.be/ZxWPQWsr3iY 2. Students listen the video again and answer the question of the video. https://youtu.be/ZxWPQWsr3iY 3. Students make a small description of their daily routine.	15 Minutes 15 Minutes 25 Minutes 20 Minutes 40 minutes 40 minutes
DIDACTIC MATERIALS		**ASSESSMENT INSTRUMENTS**	**TECHONOLOGICAL EQUIPMENT**
Paper, glue, scissor, pen, pencil, dictionary		All the practices and the rubric to evaluated, it can be found in the annexes.	Computer, television and sound.

Reflective Teaching		
What worked well	**What didn't work well**	**How to improve**

ACTION PLAN PROPOSAL

Term:_1	**Level: _7_th**	**Unit:__2_**	**Week:_6_**
Domain: Socio-Interpersonal and Transactional	**Scenario:** Enjoying Life		**Theme:** Compare Different Activities in Daily Life.
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives.		**Essential Question:** How do the things people do every day help them enjoy life?	

Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frame - Typical food, junk food, fast. -Pants, shirt, shoes, sneakers. - Mother, son, niece, and others. - My son' son is my grandson. - Frequency Adverbs. - Adverbs of degree. - She is Andrea's sister **Vocabulary** -Routines. Sleep; go to the movies, swim, and walk. - I feel happy, she is angry, etc. - I like…, I prefer…	**Function** _ Describing activities in daily life. _ Asking for and giving information about routines and activities. -Comparing daily activities **Discourse Markers** Connecting words: but	**Psycho-social** – Being disciplined with eating times. – Loving myself by taking care of my body. **Sociocultural** – Ways of entertainment according to or based on contexts, eating habits and table manners.

-Salsa, Jazz, blues, Gospel, and others. **Phonology** Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).			
NAME OF THE ACTIVITY	**PURPOSE OF THE ACTIVITY** **(Objectives)**	**MEDIATION STRATEGIES**	**DURATION/TIME**
Hangman **What time is it?**	**READING** Understanding simple vocabulary in known contexts.	**Pre teaching activities:** the teacher greet the students and call the role. **Warm up:** The teacher divides the group in two, think of a word and write the number of letters on the board using dashes to show many letters there are. Ask students to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man. Continue until the students guess the word correctly (they win) or you complete the diagram (you win). **Pre – reading:** 1. The teacher give a copy to each students with different clocks and time, the students have to draw the hands in each clock. 2. The teacher select some words of the daily activities, the group is divide in three each group have to choose a leader to represent in front of the class in the whiteboard, when the leader come to the teacher and	5 Minutes 20 Minutes 25 Minutes 35 Minutes

Pictionary **Patrick Binchey**		show the picture to the student tried to draw the picture in the whiteboard the team have to guess the draw. **<u>During – reading:</u>** 1. The teacher give a copy with a conversation to the students and they have to listen a conversation and complete the dialogue. Exercise 18 page 39. 2. The teacher give a practice and students have to match the different times. 3. Students have to listen a conversation and complete the blanks in the correct order. **<u>Post – reading:</u>** 1.The teacher give a copy of the family to the students and the have to make the different sentences related with the copy. exercise 24 page 43 2. The students read and listen a passage about Patrick Binchey. American Headway Student Book 1 Track 10 3. Students have to work in pairs, ask to the classmate about their relatives, then have to tell in front of the class the information.	15 Minutes 15 Minutes 25 Minutes 20 Minutes 40 minutes 40 minutes
DIDACTIC MATERIALS		**ASSESSMENT INSTRUMENTS**	**TECHONOLOGICAL EQUIPMENT**
Paper, glue, scissor, pen, pencil, dictionary		All the practices and the rubric to evaluated, it can be found in the annexes.	Computer, television and sound.

Reflective Teaching		
What worked well	**What didn't work well**	**How to improve**

ACTION PLAN PROPOSAL

Term:_1	**Level: _7_th**	**Unit:__2_**	**Week:_7_**
Domain: Socio-Interpersonal and Transactional	**Scenario:** Enjoying Life		**Theme:** Compare Different Activities in Daily Life.
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives.		**Essential Question:** How do the things people do every day help them enjoy life?	

Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frame - Typical food, junk food, fast. -Pants, shirt, shoes, sneakers. - Mother, son, niece, and others. - My son' son is my grandson. - Frequency Adverbs. - Adverbs of degree.	**Function** _ Describing activities in daily life. _ Asking for and giving information about routines and activities. -Comparing daily activities	**Psycho-social** – Being disciplined with eating times. – Loving myself by taking care of my body. **Sociocultural**

- She is Andrea's sister **Vocabulary** -Routines. Sleep; go to the movies, swim, and walk. - I feel happy, she is angry, etc. - I like…, I prefer… -Salsa, Jazz, blues, Gospel, and others. **Phonology** Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	**Discourse Markers** Connecting words: but	– Ways of entertainment according to or based on contexts, eating habits and table manners.

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
Simmon Said	**LISTENING** Identifying different sounds in contexts.	**Pre teaching activities:** the teacher greet the students and call the role. **Warm up:** The students are going to play Simmons said, The students have to stand up infront of the class and the teacher have to tell them stand up, sit down, brush teeth, etc. The winner is the last student standing.	5 Minutes 20 Minutes

Chinese Whisper **Daniel´s daily routine** **Ericka´s family** **My daily Life**	Understanding a range of sentences from oral input	**Pre – listening:** 1.The teacher use different sentences or expression related to the theme of daily activities, arrange students in two lines, whisper a expression to the first in the line, who whispers it on to the next in line, and so on until the last student in the line make the mimic expression they hear and score points for correct words. 2. The teacher give a copy to the students with a dialogue about how Daniel spend his day, then put the audio and the students have to complete the dialogue, and then have to practice. **During – listening:** 1. The students have to listen and audio to complete and practice the conversation. Touchstone 1 CD 1 Track 38 2. The teacher give to the students a copy with an alphabet soup where they have to find the different words about the family members. Exercise 21 page 41. 3. Students have to listen and audio and complete the sentence. (TRACK 16 SANTILLANA 7) **Post – listening:** 1. Students stand in a circle in the middle of the class. The teacher write some daily activities on the board (wake up, take lunch, clean the house, etc.) learner number one in a circle says: I am Luis, My daily routine is. The next learner in a circle says: He is Luis, Luis is wake up	35 Minutes 25 Minutes 25 Minutes 25 Minutes 25 Minutes 40 Minutes

My family		at 7am; I am Carmen and I take my breakfast at 7; 30am. They continue with the activity until all learners participate. 2. Students work in pairs they ask each other personal question about their family: What`s your mother´s name? My mother name is…. Where are you from? I am from ….etc. then students share the information with the rest of the class.	40 minutes
DIDACTIC MATERIALS		**ASSESSMENT INSTRUMENTS**	**TECHONOLOGICAL EQUIPMENT**
Paper, glue, scissor, pen, pencil, dictionary		All the practices and the rubric to evaluated, it can be found in the annexes.	Computer, television and sound.

Reflective Teaching		
What worked well	**What didn't work well**	**How to improve**

ACTION PLAN PROPOSAL

<table>
<tr><td>Term:_1</td><td>Level: _7_th</td><td>Unit:__2_</td><td>Week:_8_</td></tr>
<tr><td colspan="2">Domain: Socio-Interpersonal and Transactional</td><td colspan="2">Scenario: Enjoying Life</td><td>Theme: Compare Different Activities in Daily Life.</td></tr>
<tr><td colspan="3">Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one’s lives.</td><td colspan="2">Essential Question:
How do the things people do every day help them enjoy life?</td></tr>
<tr><td>Learn to Know</td><td colspan="2">Learn to Do</td><td colspan="2">Learn to Be and Live in Community</td></tr>
<tr><td>Grammar & Sentence Frame
- Typical food, junk food, fast.
-Pants, shirt, shoes, sneakers.
- Mother, son, niece, and others.
- My son’ son is my grandson.
- Frequency Adverbs.
- Adverbs of degree.
- She is Andrea’s sister
Vocabulary
-Routines. Sleep; go to the movies, swim, and walk.
- I feel happy, she is angry, etc.
- I like…, I prefer…</td><td colspan="2">Function
_ Describing activities in daily life.
_ Asking for and giving information about routines and activities.
-Comparing daily activities
Discourse Markers
Connecting words: but</td><td colspan="2">Psycho-social
– Being disciplined with eating times.
– Loving myself by taking care of my body.
Sociocultural
– Ways of entertainment according to or based on contexts, eating habits and table manners.</td></tr>
</table>

-Salsa, Jazz, blues, Gospel, and others. **Phonology** Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).		

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
	SPEAKING -Responding to basic information in the target language.	**Pre teaching activities:** the teacher greet the students and call the role.	5 Minutes
If you are happy		**Warm up:** Students watch a video, sing the song and make the stretch with their body. https://youtu.be/WiDRpk9li9I	15 Minutes
Fancy Crossword		**Presentation:** 1. Students are going to complete a crossword about the daily activities. (Taken from Internet) 2. Student listen a practice a conversation with a partner. American Headway Student Book 1 Track 19	20 Minutes 20 Minutes

Memory Cards **Oral presentation**		**Practice** 1. Students make word cards with the new vocabulary family members. Teacher tell them to keep one card on their desk and to put the others on the floor. Shout out 'show me…' the students who have the word you say must stand up and say it. 2. Students work in pair they ask each other personal questions: How many people are in your family? What do your parents do? Etc. Students share their information with the rest of the class. **Production** 1. Students fallow some example of description about the daily activities, then they create their own dialogue using daily activities present their conversation to the rest of the class. 2. Students draw your family tree. Include parents, grandparents, children, uncles, aunts, cousins, etc. Present it in oral form. 3. Based on your family tree, write a paragraph describing your family relationships. Include age, marital status, occupation, etc. Present it in oral form.	30 Minutes 20 Minutes 40 Minutes 45 Minutes 45 Minutes
DIDACTIC MATERIALS		**ASSESSMENT INSTRUMENTS**	**TECHONOLOGICAL EQUIPMENT**

Paper, glue, scissor, pen, pencil, dictionary	All the practices and the rubric to evaluate can be found in the annexes	Computer, television and sound.

Reflective Teaching		
What worked well	**What didn't work well**	**How to improve**

Chapter IV Findings.

4.1. Data analysis

This investigation paper proposes the idea of Implementing task-based learning Approach to Increase Student Performance in Seventh grade at CTP de Carrillo High School. It provides opportunities to experience spoken, reading, listening, and written language through meaningful class assignments that involve learners in practical and functional use.

The description and analysis of this researcher is based on instruments of investigation such as: questionnaires applied in the CTP of Carrillo high school. The information is based on the opinions of the learners confidentially.

1. How effective is the engagement of task-based learning in speaking classes for improving students 'oral skill?

When we talk about speaking, we intend the learners to use any languages in the performance of oral tasks where teachers give a task and learners complete the task. Harmer (1988: 87-88) proposed the reason why it is a good idea to give students speaking tasks. They are: 1) Rehearsal: when students have free discussions or conversations inside

the classroom they have a chance to rehearse having discussions or conversations outside the classroom; 2) Feedback: engagement in a speaking task which demands for the use of all and any language at the students' command provides feedback for both teacher and students; 3) Engagement: completing a speaking task can be really motivating and give real satisfaction.

To conclude this approach will lead the students to talk more during the class and outside the class in many activities like to talk about themselves, to have a joke, to give an idea, without thinking whether the structure is correct or incorrect as they have fun in english class.

2. What are the students´ perceptions of task-based learning in speaking classes?

In short, TBL is an approach which seeks to allow learners to work somewhat at their own pace and within their own level and area of interest to process and restructure their inter-language. It moves away from a prescribed developmental sequence and introduces learner freedom and autonomy into the learning process in the classroom. In other words, TBL provides opportunities for students to experiment with spoken language through tasks designed to engage them in authentic, practical, and functional uses of the target language for meaningful purposes (Long & Robinson, 1998).

3. What are the attitudes of the teacher using task-based learning in her speaking class?

In Task-Based approach, learning is developed through performing a series of activities as steps towards successful task realization. By working towards task realization, the language is used immediately in the real-world context of the learner, making learning authentic. This approach puts the task to be completed during the language learning process. Problems are given to learners to be solved using the target language as a task to be completed individually or collaboratively. The teacher facilitates the language needed to succeed the task. In this case traditional teacher-centered approach is thrown away since this approach will let the learners to be active in seeking the appropriate forms and in 94 The effectiveness of speaking instruction through task-based language teaching practicing the language skills so that they will more confident with their own works.

4. To what extend TBL helps to improve students' performance

Giyoto (2007) also states that TBLT seems to have a variety of features that are helpful in the development of language proficiency. The language is initially presented in context through

dialogues that are local culturally based. Such texts based on everyday life give students' models that can be used to develop functional proficiency through role taking and their interactive language practice activities.

4.1.1 Questionnaires

A questionnaire is a data collection instrument consistant of a series of questions and other prompts for gathering information from respondents. The questionnaire was invented by Sir Francis Galton.

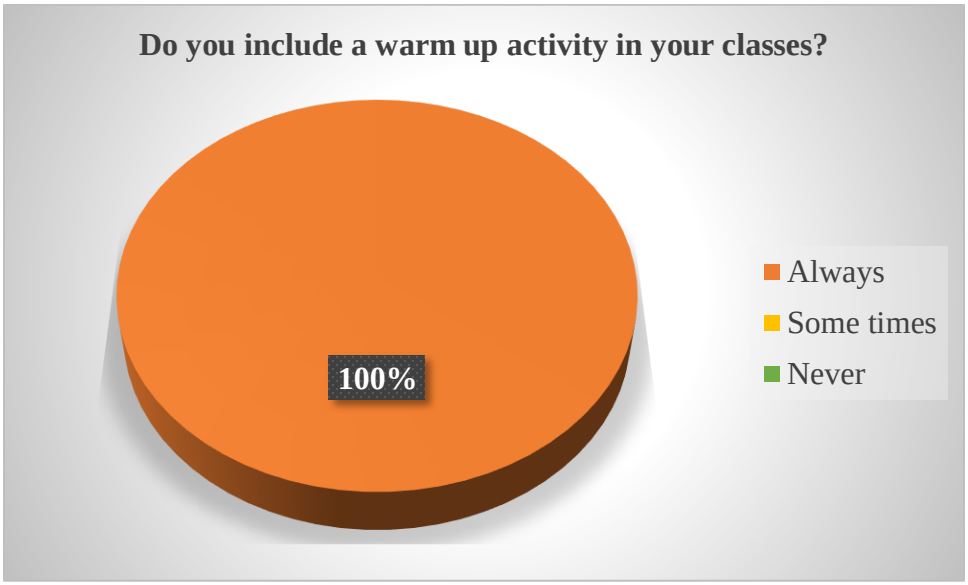
The questionnaire was applied to four teachers of CTP of Carrillo High School. The purpose of the questionnaire is to collect data about general information of the teacher. The questionnaire is confidential, it has 10 questions based in the recopilation of information about general information of the planning, and the task-based approach.

Table N° 1

	Always		**Sometimes**		**Never**		**Total**	
	A.F	**R.F**	**A.F**	**RF**	**A.F**	**R.F**	**A.F**	**R.F**
1. Do you Include a warm up Activity in your classes?	**4**	**100%**	**0**	**0%**	**0**	**0%**	**4**	**100%**

Source: Questionnaire applied in CTP de Carrillo high school 2020

Graphic 1



Source: Table N° 1

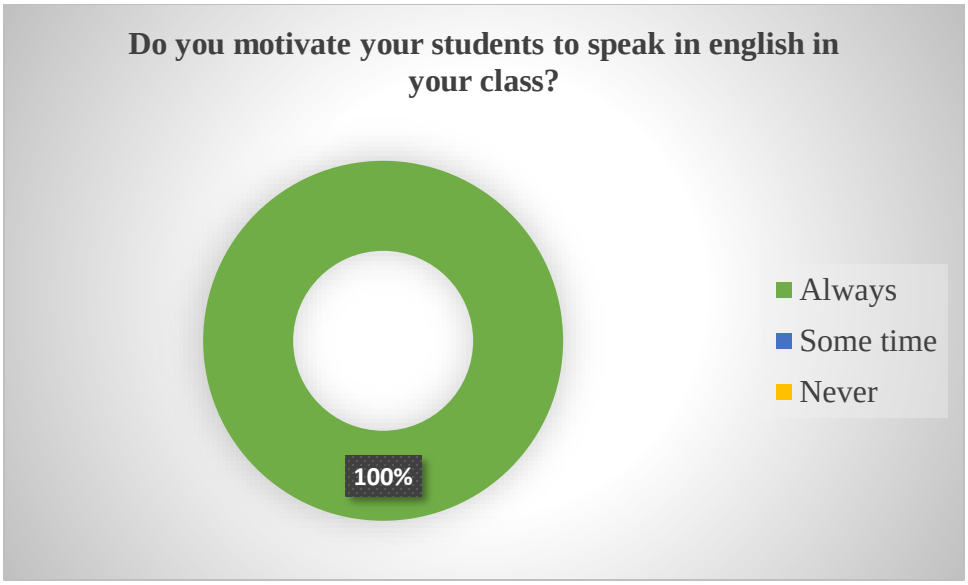
The results in the question number 1 are the following: four teachers that represent 100% of the population include the warm up activity in the class.

Table N° 2

	Always		**Some time**		**Never**		**Total**	
	AF	RF	AF	RF	AF	RF	A.F	RF
2. Do you motivate your students to speak in english in your class?	4	100%	0	0%	0	0%	4	100%

Source: Questionnaire applied in CTP de Carrillo high school 2020

Graphic 2



Source: Table N°2

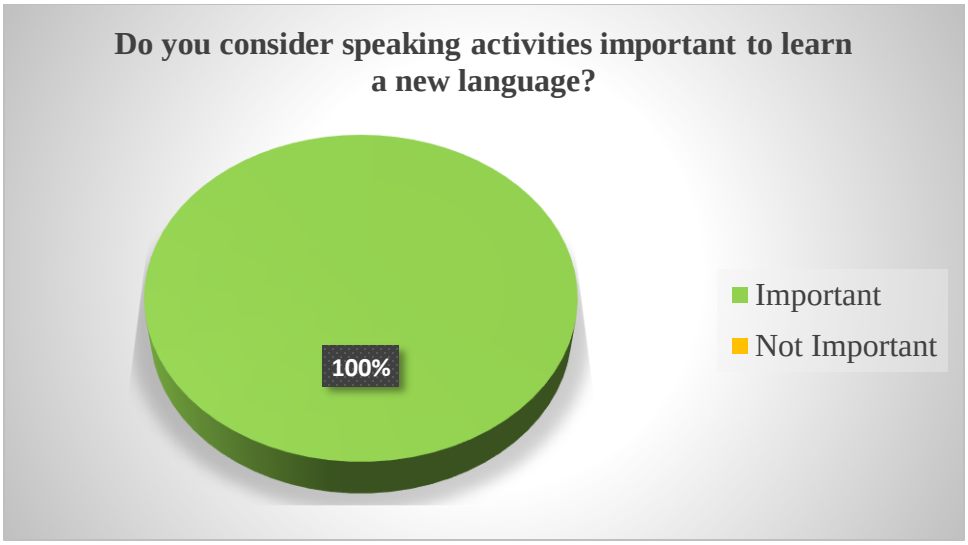
The results in the question number 2 are the following: four teachers that represent 100% of the population motivated their students to speak English in the class.

Table N°3

	Important		Not Important		Total	
	A.F	RF	A.F	RF	A.F	RF
3. Do you consider speaking activities important to learn a new language?	4	100%	0	0%	4	100%

Source: Questionnaire applied in CTP de Carrillo high school 2020

Graphic 3



Source: Table N°3

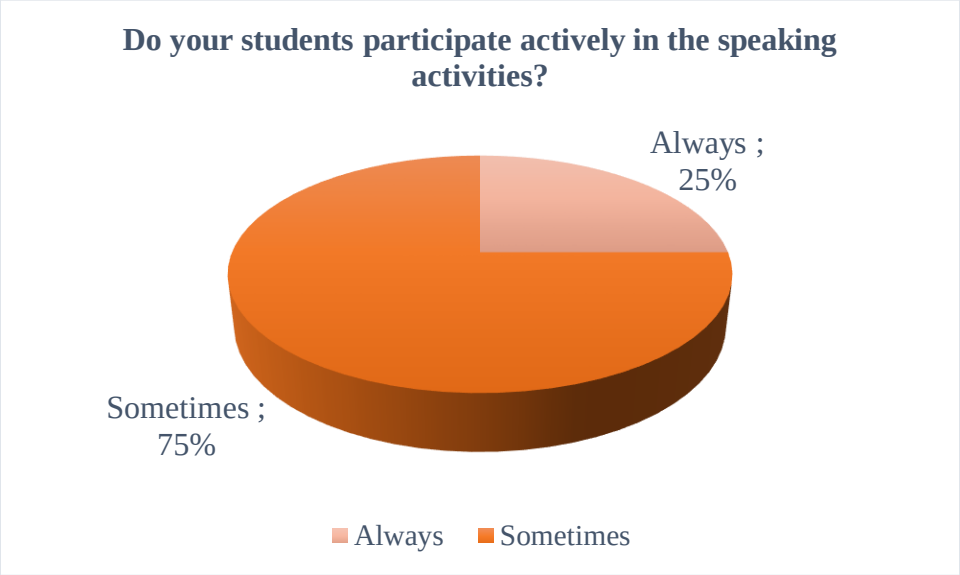
The results in the question number 3 are the following: four teachers that represent 100% of the population agree about the importance of speaking skills when people are learning a new language.

Table N°4

	Always		**Some time**		**Never**		**Total**	
	A.F	RF	A.F	RF	A.F	RF	A.F	RF
4. Do your students participate actively in the speaking activities?	1	25%	3	75%	0	0%	4	100%

Source: Questionnaire applied in CTP de Carrillo high school 2020

Graphic 4



Source: Table N°4

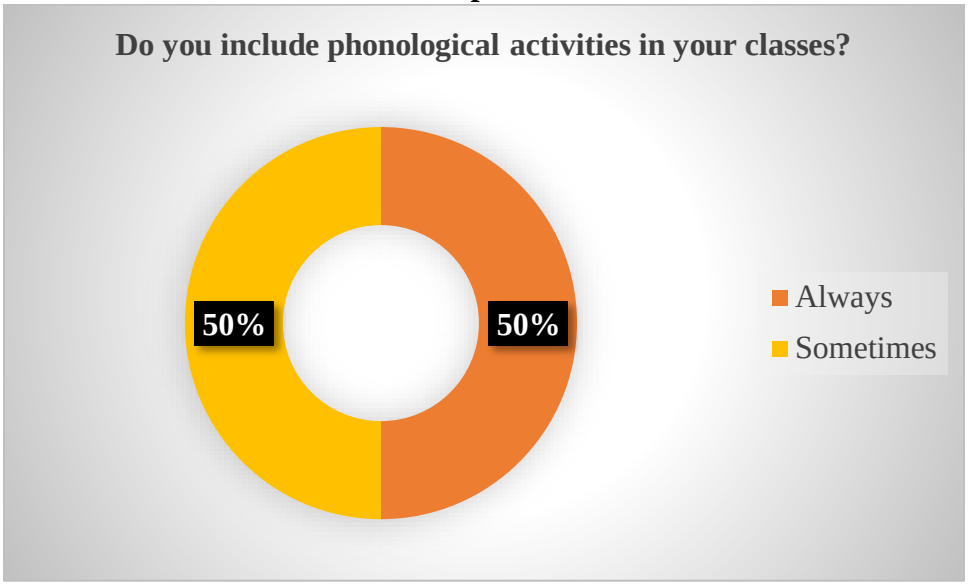
The results in the question number 4 are the following: three teachers that represent 75% of the population make occasionally students participate actively in speaking activities, besides the rest of the population that represent 25% always make students participate actively in speaking activities.

Table N°5

	Always		**Some time**		**Never**		**Total**	
	A.F	RF	A.F	RF	A.F	RF	A.F	RF
5. Do you include phonological activities in your classes?	2	50%	2	50%	0	0%	4	100%

Source: Questionnaire applied in CTP de Carrillo high school 2020

Graphic 5



Source: Table N°5

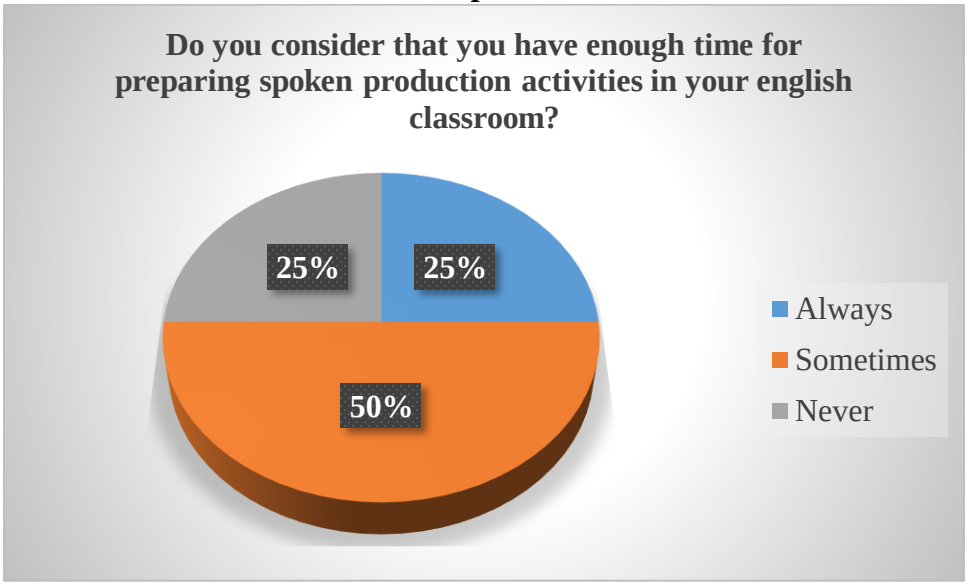
The results in the question number 5 are the following: two teachers that represent 50% of the population always include the phonological activities and the other two that represent the other 50% they do it sometimes.

Table N°6

	Always		**Some time**		**Never**		**Total**	
	A.F	RF	A.F	RF	A.F	RF	A.F	RF
6. Do you consider that you have enough time for preparing spoken production activities in your English classroom?	1	25%	2	50%	1	25%	4	100%

Source: Questionnaire applied in CTP de Carrillo high school 2020

Graphic 6



Source: Table N°6

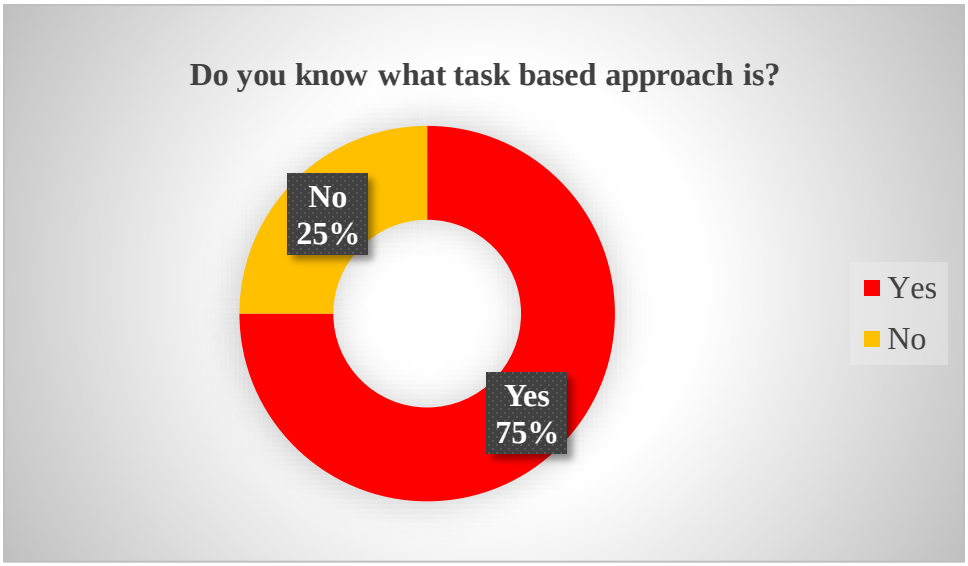
The results in the question number 6 are the following: two teachers that represent 50% of the population think that sometimes they have enough time for preparing spoken activities, then one teacher that represent 25% of the population always have enough time to prepare the spoken activities and the rest 25% said that they never have enough time to prepare spoken activities in the class.

Table N°7

	Yes		**No**		**Total**	
	A.F	RF	A.F	RF	A.F	RF
7. Do you know what task based approach is?	3	75%	1	25%	4	100%

Source: Questionnaire applied in CTP de Carrillo high school 2020

Graphic 7



Source: Table N°7

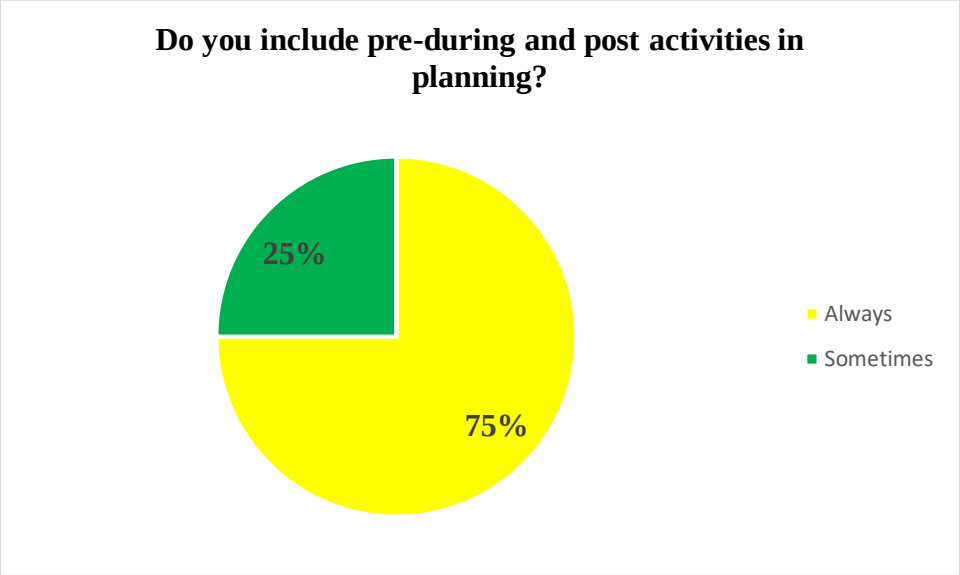
The results in the question number 7 are the following: three teachers that represent 75% of the population said that know what task-based approach is, also one teacher that represent 25% of the population said that not know about what task based approach is.

Table N°8

	Always		**Some time**		**Never**		**Total**	
	A.F	RF	A.F	RF	A.F	RF	A.F	RF
8. Do you include pre-during and post activities in planning?	3	75%	1	25%	0	0%	4	100%

Source: Questionnaire applied in CTP de Carrillo high school 2020

Graphic 8



Source: Table N° 8

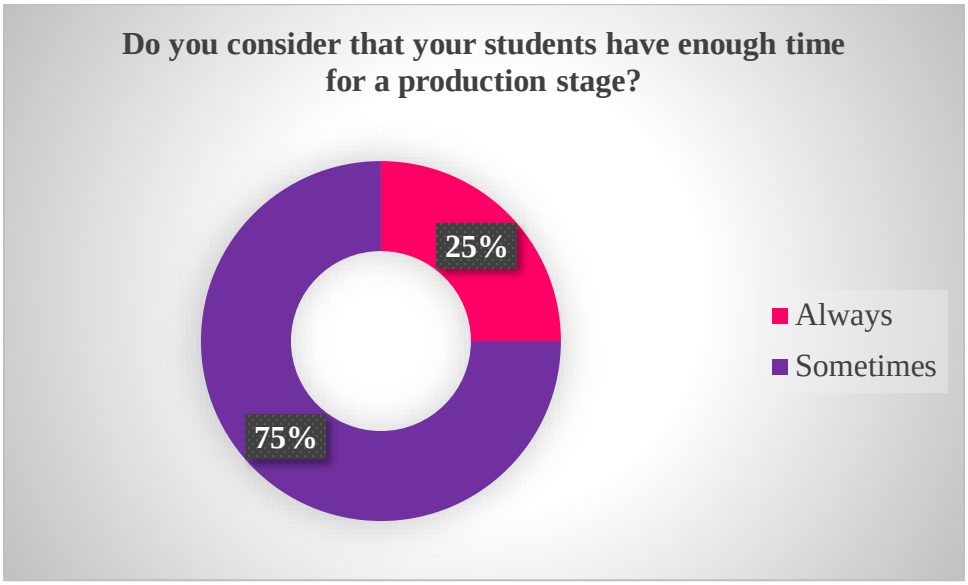
The results in the question number 8 are the following: three teachers that represent 75% of the population said that always include pre during and post activities in the plans, as well one of the teacher that represent 25% of the population said that sometimes include pre during and post activities in the plans.

Table N°9

	Always		**Some time**		**Never**		**Total**	
	AF	RF	AF	RF	AF	RF	AF	RF
9. Do you consider that your students have enough time for a production stage?	1	25%	3	75%	0	0%	4	100%

Source: Questionnaire applied in CTP de Carrillo high school 2020

Graphic 9



Source: Table N° 9

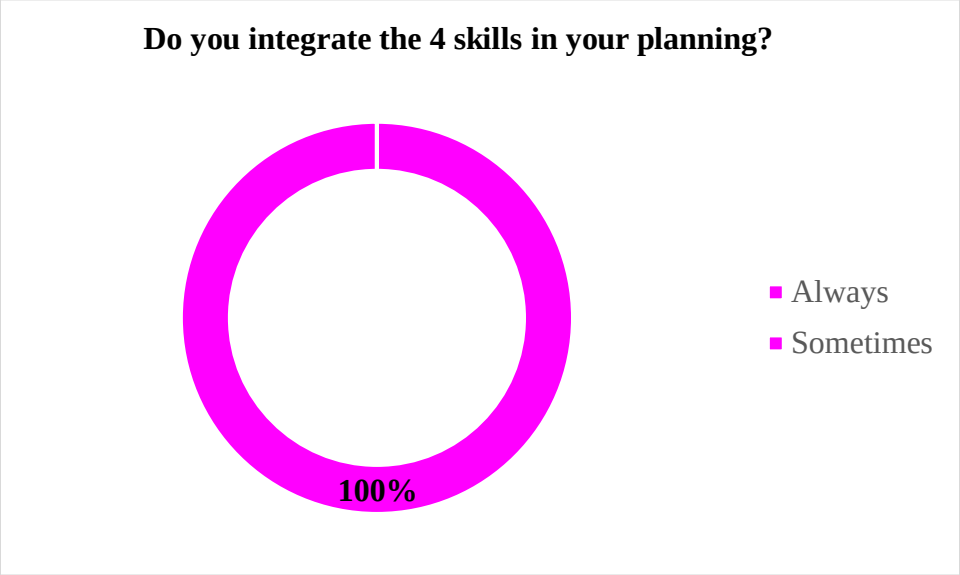
The results in the question number 9 are the following: three teachers that represent 75% of the population said that sometimes their students have enough time for a production stage, besides one of the teacher that represent 25% of the population said that always their students have enough time for a production stage.

Table N°10

	Always		**Some time**		**Never**		**Total**	
	AF	RF	AF	RF	AF	RF	AF	RF
510. Do you integrate the 4 skills in your planning?	4	100%	0	0%	0	0%	4	100%

Source: Questionnaire applied in CTP de Carrillo high school 2020

Graphic 10



Source: Table N° 10

The results in the question number 10 are the following: four teachers that represent 100% of the population said that always integrate the four skills in their lesson planning.

Chapter V Reflections.

5.1 Reflections.

This was a very interested experience to apply this project in the CTP of Carrillo because the project is self-demonstrated that the students talk more during the class and outside the class in many activities like to talk about themselves, to have a joke, to give an idea, without thinking whether the structure is correct or incorrect as they have fun in english class.

In addition, it moves away from a prescribed developmental sequence and introduces learner freedom and autonomy into the learning process in the classroom. In other words, the task based approach provides opportunities for students to experiment with spoken language through tasks designed to engage them in authentic, practical, and functional uses of the target language for meaningful purposes, also the teacher is a very important support in this approach because the teacher facilitates the language needed to succeed the task. In this case traditional teacher-centered approach is thrown away since this approach will let the learners to be active in seeking the appropriate forms and in the effectiveness of speaking instruction through task-based language teaching practicing the language skills so that they will more confident with their own works.

In conclusion, to implement the task-based approach in the classroom the language have to be initially presented in context through dialogues that are local culturally based. Such texts based on everyday life give students' models that can be used to develop functional proficiency through role taking and their interactive language practice activities, easier if the students take like a part of their life.

Chapter VI Conclusions.

6.1 Outcomes of research questions.

The fact that in an EFL environment where learners are limited in their accessibility to use the target language on a daily basis, it is first of all necessary for language learners to be provided with real opportunities to be exposed to language use in the classroom. It is urgent to move to TBA. TBA has not yet been sufficiently researched or proven empirically in terms of its classroom practice in school foreign language learning contexts (Carless, 2004).

The evidence from this study points towards the idea that, even if usually not all the students like English or neither they like speaking very much, which is a real challenge for many teachers, instead of seeing this as an obstacle in the class, it is a good idea to take it as an extra reason to change the way of teaching.

In this research project, the following was found:

- The majority of the students agreed that the technique applied by the researchers facilitated their knowledge acquisition in listening and speaking skill.
- The whole group of students think that the teacher has to implement TBA technique in class.
- Most of the student think that the implementation of TBA (Task Based Approach) improve their pronunciation.
- As a recommendation for teachers the implementation of the technique TBA (Task Based Approach) at the beginning of the class can show better results, because it prepares students to understand better the speaking skill.

6.2 General Conclusions

As teachers, we all need to be updated with the evolution of teaching resources and strategies, as well as being aware of the new educational tendencies such as TBA.

Now, for all teachers working with TBA strategies, there are some important things to take into account, for instance, it is necessary to search different websites to find the best according to the content and the students' interest. Additionally, it would be better to complete the exercises yourself before applying them to the class, so you know exactly what the learners have to do.

Another thing teachers must do is to instruct the students very well about what they are going to do before they even take their electronic devices out, this because the learners will be very concentrated and not likely to follow later instructions other than the ones offered in the websites or apps they are working on. Moreover, it is important to find a way in which the learners can access the TBA exercises in a simple way; therefore, using QR codes or WhatsApp messages could be some means to pass around the links to be used in the class.

One more aspect to consider is that teachers may bring extra activities to the class, especially for those learners who finish faster and usually start distracting the others, so that is a way to keep them always busy. Finally, just remember you are the teacher, and even if the role changes a little, you still have to monitor students and clarify any doubts or questions they might have.

Finally, I believe this research could have a great impact to other teachers because many people do not know about TBA and this will open a path for other teachers to learn a little about it and to awaken curiosity so they can try it in their classes and research more strategies,

especially I hope this get to all those teachers who are stuck in the past and are not using any technology yet, because it is time to continue with the evolution of educational tendencies.

6.3 Strengths

Fortunately, despite some unexpected circumstances, there were many positive aspects that made this research successfully possible. To start, the students were willing to help giving the information requested from each of the instruments applied and work in class with the different strategies, they also had a good behavior and followed the instructions given during the development of the project, besides there was a good classroom environment and the participants assimilated very well this approach and looked motivated. Also, all subjects had electronic devices and most had internet available, that allowed them to work without major issues.

6.4 Limitations

It is not easy to develop a project like this; there are always some things that do not go the way it was supposed to. In this case, the first limitation was the situation given in our country were the pandemic for Covid-19; consequently, all of the educational institutions were completely closed and most of the students were virtually attending classes.

Moreover, the institution where this project was developed had some limitations such as lack of an English lab. In addition, in this high school, there is not internet available to the students, so it made it kind of more difficult for some of the participants to access the websites as fast as they were supposed to some of them even desisted and instead joined another classmate who was already connected.

Chapter VII Recommendations.

7.1 Recommendations for colleagues

- Become aware of the new tendencies and strategies for teaching English.
- Research more about task based approach and all the options offered on the web to apply with listening and speaking skill.
- Do not be afraid of using electronic devices.
- Always keep the students motivated with material, topics and resources they like.
- Take into account the students' characteristics, preferences and learning styles.
- Ask the institution authorities to fulfill the needs of current teaching-learning tendencies by acquiring new electronic devices for the students to use in class and also an English lab which would give a lot more sense to the conversational English classes.

7.2 Recommendations for students

- Spend less time playing games and more time learning English.
- Take advantage of the technology and the resources available to improve English skills.
- Practice English wherever and in any way they can.
- Request the high school to acquire an English lab or at least some technological resources so you have better opportunities to learn.

7.3 Recommendations for principals or advisor

- Motivate the teacher to be always updated with the most current teaching-learning strategies.
- Provide training related to different English teaching-learning strategies to all the teachers in your area.

7.4 Recommendations for the institution

- To supply better infrastructure in order to have more classrooms and less students in each one. Having 20 students in a classroom make difficult the develop of the contents, and

activities. In addition, it is not safe one classroom with one door in case of any emergency.

- To provide training to English teachers in order to give standards to all the teachers that they have to follow.
- To ensure that all students receive similar education.

Annexes

UNIVERSIDAD LATINA DE COSTA RICA
SEDE: SANTA CRUZ
DEPARTAMENTO DE INGLES.
ENGLISH TEACHING MAJOR

Questionnaire to English Students

Dear English Students from CTP de Carrillo.
This research is about using task based as a methodological resource to improve the linguistic speaking skill in seven grade students from the CTP de Carrillo. We would like to have more information. Your information will be confidential. Thank you. Marley Angulo Contreras.

I Part. General Information

1. Gender: Male ( ) Female (X)
2. Age: __48___
3. Place of living: _Belen_____

II Part. Questionnaire. Instruction. Read the questions carefully and mark with "X" the corresponding aspect of frequency.

Questions	Yes Always	Sometimes Often	No Never
1. Do you include a warm up activity in your classes?	x		
2. Do you motivate your students to speak in English in your class?	x		
3. Do you consider speaking activities important to learn a new language?	x		
4. Do your students participate actively in the speaking activities?		x	
5. Do you include phonological activities in your classes?		x	
6. Do you consider that you have enough time for preparing spoken production activities in your English classroom?		x	
7. Do you know what task-based approach is?	x		
8. Do you include pre- during and post activities in planning?		x	
9. Do you consider that your students have enough time for a production stage?		x	
10. Do you integrate the 4 skills in your planning?	x		

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I Part. General Information

4. Gender: Male ( ) Female (X)
5. Age: __54___
6. Place of living: __Sardinal_____

II Part. Questionnaire. Instruction. Read the questions carefully and mark with "X" the corresponding aspect of frequency.

Questions	Yes Always	Sometimes Often	No Never
1. Do you include a warm up activity in your classes?	x		
2. Do you motivate your students to speak in English in your class?	x		
3. Do you consider speaking activities important to learn a new language?	x		
4. Do your students participate actively in the speaking activities?	x		
5. Do you include phonological activities in your classes?		x	
6. Do you consider that you have enough time for preparing spoken production activities in your English classroom?	x		
7. Do you know what task-based approach is?	x		
8. Do you include pre- during and post activities in planning?	x		
9. Do you consider that your students have enough time for a production stage?	x		
10. Do you integrate the 4 skills in your planning?	x		

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I Part. General Information

7. Gender: Male ( ) Female (x)
8. Age: __33___
9. Place of living: _Sardinal_____

II Part. Questionnaire. Instruction. Read the questions carefully and mark with "X" the corresponding aspect of frequency.

Questions	Yes Always	Sometimes Often	No Never
1. Do you include a warm up activity in your classes?	X		
2. Do you motivate your students to speak in English in your class?	X		
3. Do you consider speaking activities important to learn a new language?	X		
4. Do your students participate actively in the speaking activities?		X	
5. Do you include phonological activities in your classes?	X		
6. Do you consider that you have enough time for preparing spoken production activities in your English classroom?			X
7. Do you know what task-based approach is?			X
8. Do you include pre- during and post activities in planning?	X		
9. Do you consider that your students have enough time for a production stage?		X	
10. Do you integrate the 4 skills in your planning?	X		

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I Part. General Information

10. Gender: Male ( ) Female (X)
11. Age: __35___
12. Place of living: _Belen_____

II Part. Questionnaire. Instruction. Read the questions carefully and mark with "X" the corresponding aspect of frequency.

Questions	Yes Always	Sometimes Often	No Never
1. Do you include a warm up activity in your classes?	X		
2. Do you motivate your students to speak in English in your class?	X		
3. Do you consider speaking activities important to learn a new language?	X		
4. Do your students participate actively in the speaking activities?		X	
5. Do you include phonological activities in your classes?	X		
6. Do you consider that you have enough time for preparing spoken production activities in your English classroom?		X	
7. Do you know what task-based approach is?	X		
8. Do you include pre- during and post activities in planning?	X		
9. Do you consider that your students have enough time for a production stage?		X	
10. Do you integrate the 4 skills in your planning?	X		

1. Listen to and practice the alphabet.

Interchange Intro 1 Track 4

A / ei /	B /bi/	C /si/	D /di /	E /i /	F /ef/	G /yi/	H /eich/	I /ai/	J /yei /
K /kei/	L /el/	M /m /	N /n /	O /ou/	P /pi/	Q /kyu/	R /ar/	S /es /	T /ti /
U / iu /	V /vi/	W /dabliu/	X / eks /	Y /uai /	Z /zi/				

Cardinal numbers

Listen to the cardinal numbers and repeat them. ***Word by Word Audio Program CD1 Track 28***

Write the pronunciation of the following words.

A.) T E A C H E R
(ti) (i) (ei) (si) (eich) (i) (ar)

B.) E N G L I S H

_____

C.) S T U D E N T

_____

D.) P E N C I L

_____

E.) How do you spell your name?

_____

Unscramble the letters to form the colors

pplure……

der……

nkip…….

cbalk…….

uelb…….

nowbr…….

yrag…….

genaro……

ithew……

lyewlo……

reneg……

Listen to and practice the conversation.
Super Goal 1 CD 1 Track 5

Mike: Hi. I'm Mike Jones.
Carol: Hello, Mike. I'm Carol Sanchez. This is my friend, Fred.
Mike: Nice to meet you.
Fred: Nice to meet you, too. Welcome to California.
Mike: Thank you.

Practice with two classmates. Make introductions.

- Hi, I'm _____.

* Hello, _____. I'm _____. This is my friend _____.
- Nice to meet you.
+ Nice to meet you, too. Welcome to _____.
- Thank you.

ORDINAL NUMBERS

10) Listen to the ordinal numbers and practice their pronunciation.

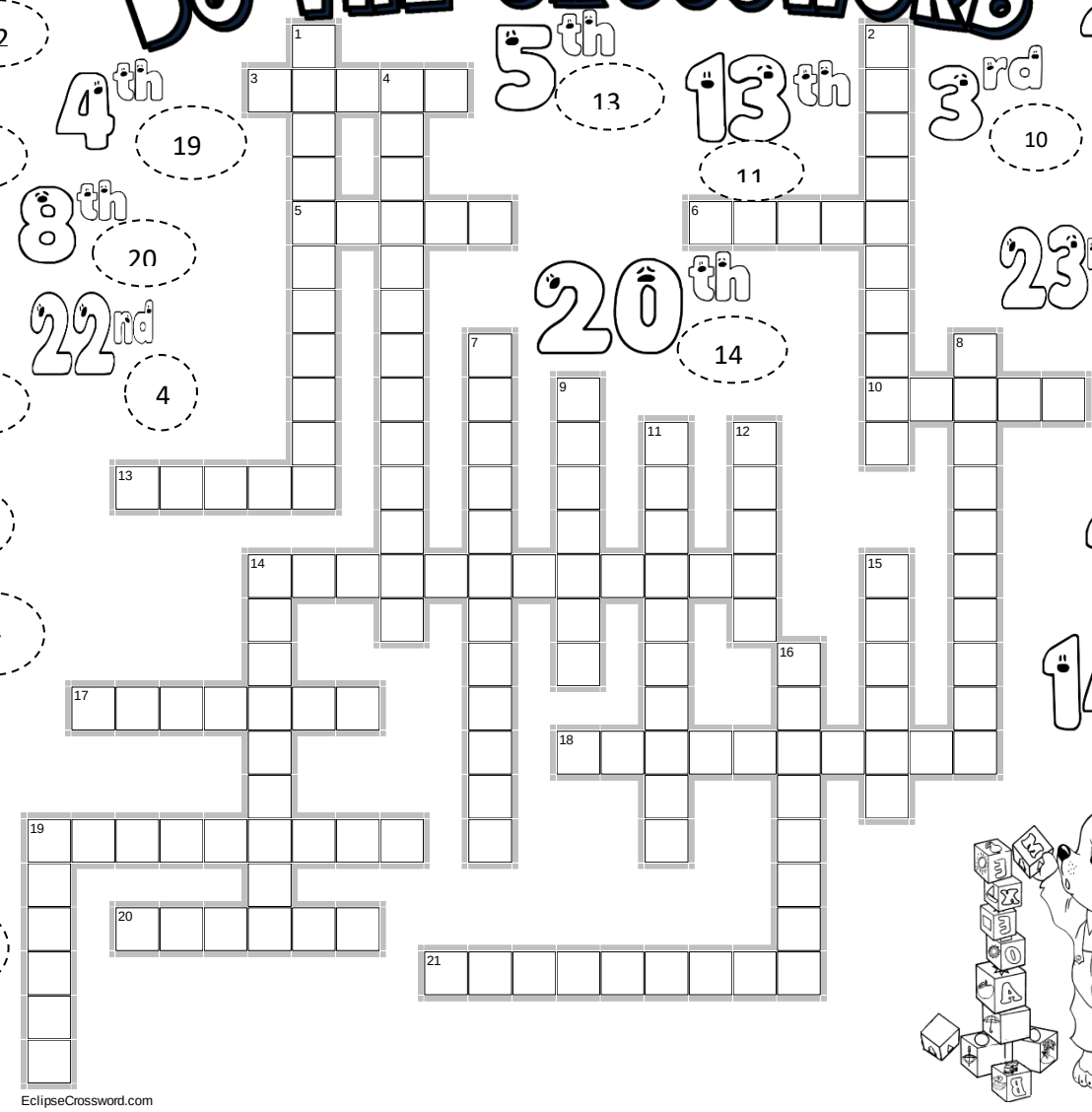
Word by Word Audio Program CD1 Track 30

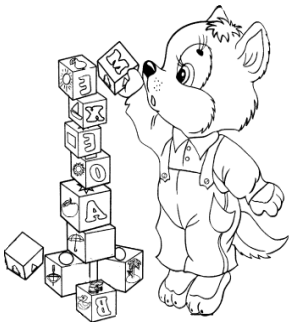
1-first	11-eleventh	21-twenty-first
2-second	12-twelfth	22-twenty-second
3-third	13-thirteenth	23-twenty-third
4-fourth	14-fourteenth	30 thirtieth
5-fifth	15-fifteenth	40 fortieth
6-sixth	16-sixteenth	50 fiftieth
7-seventh	17-seventeenth	60 sixtieth
8-eighth	18-eighteenth	70 seventieth
9-ninth	19-nineteenth	
10-tenth	20-twentieth	

When objects are placed in order, we use ordinal numbers to tell their position.

DO THE CROSSWORD

1st 6
19th 18
6th 12
7th 17
4th 19
9th 5
8th 20
11th 16
22nd 4
10th 3
21st 14
17th 1
16th 21
5th 13
13th 11
20th 14
2nd 15
3rd 10
18th 8
23rd 7
15th 19
12th 9
14th 2





EclipseCrossword.com

) How do you spell your name? Listen and check the correct answers.
Interchange Intro 1 Track 5

1.
*Your name is _____ Lee?
_That's right.
*And, how do you spell your first name, Mr. Lee?
_It's _____
*Ok. Thank you.

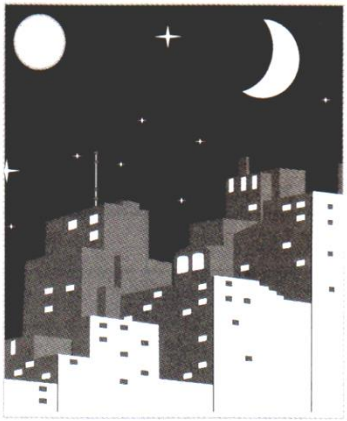
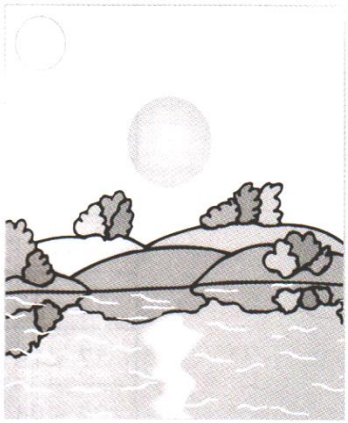
2.
*_____ Brown. Your first name is spelled _____?
_ No. My name is spelled _____.
*I´m sorry. Could you repeat that?
_ Yes, it's _____.
*Got it. Thanks.

3.
*My name is _____ Jones
_Thank you. _____ that's /□s /- /ti /-/i /-/vi/…
*No, it´s spelled _____
_Oh, excuse me! _____
*That´s right!

4.
* Your name please?
_ It´s _____ Sympsom.
* It´s that _____.
_ No it´s _____.
* Oh, so it´s _____.
* Thank you Miss. Sympsom.

5.
*What´s your first name, please?
_It´s _____.
*It´s your name spelled _____?
_No, it´s spelled _____
*_____ with the /kei/
_ _____ with /kei/, thanks.

Listen. Number the pictures in the order you hear them, so that you match the greetings with the time of the day when they are used.
Santillana 7 Track 1

Classify the greetings and leave-takings according to the categories given.

Hello So long Hi See you
I'm OK Not too bad Take care See you later
What's up? See you soon Good afternoon Fine thanks and you?
Not too much Good night Good Morning How are you?
What's new? Good bye Good evening How are you doing?
Bye Hi there See you tomorrow

GREETINGS	LEAVE TAKINGS

FORMAL GREETINGS	INFORMAL GREETINGS
FORMAL LEAVE TAKINGS	**INFORMAL LEAVE TAKINGS**

Read the dialogues and complete the chart.

A: What's your name?

B: My name is Karla.

A: What's your address?

B: My address is 4532 Blue Sky Avenue.

A: What's your telephone number?

B: My telephone number is 8956 11 23

A: How old are you?

B: I'm fourteen years old.

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Shawn: Hi, my name is Shawn. What's your name?

Andrea: Hi, my name is Andrea. How do you spell your name?

Shawn: S-H-A-W-N

Andrea: What's your address?

Shawn: My address is 2365 Little Creek Road. How about you?

Andrea: My address is 7326 Marion Street.

Shawn: How do you spell Marion?

Andrea: M-A-R-I-O-N

Practice with two classmates. Make introductions.

- Hi, I'm _____.
* Hello, _____. I'm _____. This is my friend _____.
- Nice to meet you.
+ Nice to meet you, too. Welcome to _____.
- Thank you.

Listen to and complete the conversation. Then practice with a partner.
Touchstone 1 CD 1 Track 8

Mr Martin: Good _____. Are you here for an _____ class?
Carmen: Yes, I am. I'm Carmen Rivera.
Mr Martin: OK. You're in Room _____.
Jenny: And I'm Jenny.
Mr Martin: Are _____ Jenny Loo?
Jenny: No, I'm not. I'm Jenny Lim. Am I in Room B, too?
Mr Martin: Yes… Wait – no, you're not. You're in Room _____.
Jenny: Oh, no! Carmen, we're not in the same _____!

Which classroom is Carmen in this term?

What about Jenny?

Listen to and complete the missing information.
Touchstone 1 CD 1 Track 12

Receptionist: Hi! Are you a member?
Victor: No, I'm just here for the day.
Receptionist: OK. So, what's your name, please?
Victor: _____.
Receptionist: And what's your phone number?
Victor: It's _____.
Receptionist: And your e-mail address?
Victor: Um…it's _____.
Receptionist: Ok. So it's $10 for today. Here's your pass.
Victor: Thanks.

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Vigente a partir del 31 de Mayo de 2016, revisada el 24 de Abril de 2020

Instrucción: Complete el formulario en PDF, imprima, firme, escanee y adjunte en la página correspondiente del Trabajo Final de Graduación.

Yo: Angulo Contreras Marley Marcela

De la Carrera: Enseñanza del ingles
autor(es) del trabajo final de graduación titulado: Implementing task based learning Approach to Increase Students oral performance in seventh grade at CTP of Carrillo. Santa Cruz regional office of education.

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Firma(s) de los autores

Angulo Contreras Marley Marcela.

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De conformidad con la reglamentación de la Universidad Latina de Costa Rica, se presenta al estudiante: **Angulo** (Apellido 1) **Contreras** (Apellido 2) **Marley Marcela,** (Nombre)
número de identidad **5-0353-0703**, para realizar la Defensa / Presentación oral de su modalidad de Trabajo Final de Graduación (____)TESIS (X) PROYECTO, denominado:

"Implementing task-based learning Approach to Increase Student Oral Performance in Seventh grader at CTP of Carrillo"

Para optar por el Grado de **licenciatura,** en la Carrera **enseñanza del ingles**

Una vez concluida la exposición, el periodo de preguntas y efectuada la deliberación el Tribunal acuerda:

Aprobar (APROBAR / REPROBAR) con calificación de **92** esta disertación.

Firmamos conforme a las **10:30** horas en **Santa Cruz** (Lugar(Sede)), el **19** (Dia) de **Setiembre** (Mes) de **2020** (Año).

MIEMBROS DEL TRIBUNAL

Tutor (Puesto en el Tribunal)	**Lic. Didier Andrés Acuña Angulo** (Nombre completo)	Firma
Lector I (Puesto en el Tribunal)	**Lic. Willy Rivas Alvarez** (Nombre completo)	Firma
Lector II (Puesto en el Tribunal)	**Lic. Alexandra Angulo Hernández** (Nombre completo)	Firma

Observaciones: _____

Escaneado con C

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