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Topic:

TASK-BASED LEARNING IN THE IMPROVEMENT OF GRAMMAR SKILLS

**Research project to obtaining the title of Magister on English Pedagogy as a
Foreign Language**

Line of research:

INNOVATIVE PEDAGOGIES IN ENGLISH TEACHING

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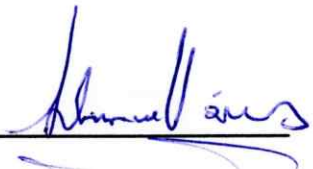
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INNOVATIVE PEDAGOGIES IN ENGLISH TEACHING

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DECLARACIÓN DE AUTENTICIDAD Y RESPONSABILIDAD

Yo: **MARLON STALIN SOLIS DIAZ**, con CC. **1804822888**, autor del trabajo de graduación intitulado: **"TASK-BASED LEARNING IN THE IMPROVEMENT OF GRAMMAR SKILLS AMONG B1 LEARNERS,"** previa a la obtención del título profesional de **MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**, en la escuela de **POSGRADOS**.

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ACKNOWLEDGMENT

First, I would like to thank God for his wisdom and blessings. I am grateful to my parents who have always supported and encouraged me to do and give my best. They are the most important people in my life and the engine to do whatever I propose. Furthermore, I would like to express my gratitude to my professors, administrators, and all the staff at Pontificia Universidad Católica del Ecuador Sede Ambato (PUCESA) who have helped me to achieve my goals and have provided some help during this academic process and project as well.

Marlon Stalin

DEDICATION

I would like to dedicate this research project to God for his blessings and inspiration and to my beloved parents, too. They have been really kind to support me in my professional and academic formation. Thanks a lot for your sacrifice, support, and endless love. To my little sister who is always there and motivates me to be a good educator, and to my other brother who is supporting the family as well.

I love you so much!

Marlon Stalin

RESUMEN

El aprendizaje basado en tareas es una metodología que ofrece una amplia interacción y comunicación. Este modelo involucra un contexto natural donde los usuarios pueden producir el idioma inglés en situaciones que comúnmente pueden atravesar. Hoy en día, esta metodología innovadora ha tenido un impacto positivo en el desarrollo de la habilidad gramatical de los estudiantes debido a su viabilidad y relevancia en distintos escenarios. Por ello, el siguiente trabajo tuvo como objetivo mejorar las habilidades gramaticales al aplicar la metodología de tareas basadas en el aprendizaje en los estudiantes de décimo año de EGB con un nivel de inglés (B1) en la Unidad Educativa Atenas. Como resultado de la presente investigación, se determina que el uso de tareas como pósters, historias, actividades de emparejamiento, etc., que mejoran las habilidades gramaticales en los estudiantes. Por otra parte, el estudio tuvo un enfoque cualitativo con un nivel de profundidad en la investigación de carácter descriptivo. Los sujetos del estudio fueron dieciocho estudiantes a los que se les aplicó un cuestionario al finalizar la investigación para determinar sus opiniones en relación con la metodología mencionada. Los resultados obtenidos se analizaron mediante estadísticas descriptivas en JAMOVI. Así, se concluye que existe una gran relación de mejora en las habilidades gramaticales puesto que las actividades que ofrece esta metodología, permitieron a los estudiantes tener una comprensión significativa del idioma y desarrollar actividades del mundo real basadas en escenarios específicos para aprender el idioma.

Palabras clave: comunicación, habilidades gramaticales, metodología, tareas basadas en el aprendizaje

ABSTRACT

Task-based learning is a methodology that offers extensive interaction and communication. This model involves a natural context where users can produce the English language in situations that they may commonly encounter. Today, this innovative methodology has had a positive impact on the development of students' grammatical skill due to its feasibility and relevance in different scenarios. Therefore, the following work aimed to improve grammatical skills by applying the methodology of tasks based on learning in tenth year EGB students with a level of English (B1) at the Atenas Educational Unit. As a result of this research, it is determined that the use of tasks such as posters, stories, matching activities, etc., improve grammatical skills in students. On the other hand, the study had a qualitative approach with a level of depth in the descriptive research. The subjects of the study were eighteen students to whom a questionnaire was applied at the end of the research to determine their opinions in relation to the aforementioned methodology. The results obtained were analyzed using descriptive statistics in JAMOV. Thus, it is concluded that there is a great relationship of improvement in grammatical skills since the activities offered by this methodology allowed students to have a significant understanding of the language and develop real-world activities based on specific scenarios to learn the language.

Keywords: *communication, grammar skills, methodology, Task-Based Learning*

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INTRODUCTION

Grammar is necessary for other people to clearly understand both spoken and written language; Therefore, training professors to use different educational resources can provide both teachers and students with an engaging and lifelong learning environment for the English language. It is relevant to generate a better grasp and analysis of the aspects conditioning the acquisition of grammar skills at *Unidad Educativa Atenas* in Ambato. It seems that the use of Task-Based Learning Methodology as an instructional one in the teaching-learning field, allows students to understand and produce the English language.

The implementation of the Task- Based Learning methodology in the classroom seems to be a possible solution to improve learners' English language skills. Teachers will be able to determine how students improve their language production. Additionally, this research work contributes to have an overview of the new methodologies that could be implemented in class. This development is significant because it can be used as a basis for future studies. Hence, English teachers are interested in being updated on new topics that could be useful for their classes.

Task-Based Learning is one of the new methodologies used to teach English in a communicative way because it helps students to improve their English grammar skills. Innovative methodologies motivate English teachers to change their minds about new language methodology tendencies and at the same time it facilitates them to have an idea of how Task-Based Learning can be applied inside the language classroom. It is appropriate to develop and improve the English language because through this, it is possible to enhance the production of grammar skills and consequently students can communicate in any social context.

Problematic Situation

On a continental scale, improving written and spoken skills has been a chaos in English language learning because the notorious lack of methodological tools used by educators in their classrooms. Likewise, there is no adaptation among materials, real-world situations, and students' needs. These are some reasons why English is defective in many countries which belong to South America in comparison to the proficiency of other continents. Unfortunately, this phenomenon is not far away from what is discerned in Ecuador.

Problem Statement

How can grammar skills be learned to boost spoken and written communication?

Hypothesis, Idea to defend or Scientific Question

Task-Based Learning methodology does improve grammar skills.

General objective of the investigation

To upgrade grammar skills by applying the Task-Based Learning methodology.

Specific Research Objectives

1. To analyze the existing literature of outstanding methodologies regarding the improvement of grammar skills.
2. To determine the aspects that hinder an accurate grammar structure development.
3. To create a Task-Based Learning user guide with several productive activities for developing grammar skills.

Brief explanation of the research methodology used in the study

Determining the impact of Task-Based Learning methodology on grammar skills improvement was the general objective of the current research work. The methodology employed in this study included a design that deals with several factors related to primary and secondary research. It used an action research, the approach was qualitative and the depth level was descriptive, and explanatory. In addition, it focused on a socio - educational modality and the instruments considered in the research were a questionnaire. After the process finished, it was contemplated to evidence how creative activities internalize a better understanding of content based on grammar structures in B1 learners.

Justification

There were some elements such as disenchanting lessons, absence of attention to learners' interests, and no innovative methodologies have generated a low English language level in society. Accordingly, these factors create unreliability in English as a Foreign Language (EFL) field. These circumstances at *Unidad Educativa Atenas* in Ambato contemplate such inconvenience. Lack of commitment and the fear of implementing modern learning methodologies create a problem for teachers by making it hard to achieve the objectives proposed by the institution concerning English language learning. The foretasted circumstances have allowed for the following research problem.

Furthermore, this research has a high grade of feasibility due to all the necessary resources and materials being coordinated. *Unidad Educativa Atenas* components support the development of this research. Its impact is educational because this research project pretends to solve the problem of the level of English grammar skills that students face during the learning process. Likewise, they are able to understand the content through this methodology, cooperate among themselves, improve their

critical thinking, manage their time, and identify grammatical structures, in such a way they can increase their abilities to communicate.

CHAPTER I: STATE OF ART

1.1. Language

Language is indispensable to build human connections around the world. Humans have been the only ones who can be able to master cognitive language skills to communicate effectively. This system permits them to exchange ideas, feelings, emotions, thoughts, etc. with different people's perspectives. Although the language is a powerful tool to generate understanding, the same language can tear down entire societies. Learning a language gives citizens the opportunity to master it and to use it through simple or complex sentences. It means that a system of words, grammar, and structures is employed to carry out conversations.

Sirbu (2015), establishes that language is helpful to comprehend cultures and societies since it aims to express themselves deeply. It characterizes human beings and makes them special and unique in their species. People can have another point of view by learning and mastering a foreign language. Language is used to preserve culture and to transmit it from generation to generation. Once the ideas are conveyed and interpreted, people spread them immediately. It is indispensable to share language to talk and to interact with others even though communication can be expressed in a non-verbal way.

In addition, there are several types of language such as formal and informal. These language's types provide people the ability to notice why language is important and how they change based on several scenarios. Written or spoken performance requires the use of simple and complicated words that people have in their lexicon. Goding et al. (2016), mention that these words may vary according to circumstances and audience. Importantly, if people deliver a message, it depends on the language choice and it is supported by six important elements of a language. Thus, clarity, economy, obscenity, obscure language/jargon, power, and variety affect audience perceptions.

Chart 1.*Elements of a language*

CLARITY	supports language by making sure that audience understand.
ECONOMY	employs the necessary words in a speech.
OBSCENITY	means using inappropriate and rude language in speech conferences.
OBSCURE LANGUAGE/JARGON	has specific words and phrases that help them communicate in specific areas.
POWER	influences people the way they think or behave through words.
VARIETY	has a numerous range of language choices.

Note: This information was taken from DeVito, J. A. (2009). *The interpersonal communication book* (12th ed.)

Clarity is one of those components mentioned before and supports language by making sure that audience understands what the speaker is trying to say. Verbal communication brings lots of benefits to transmit information and it can lead to numerous problems if the meaning of the message is misunderstood by others. On the other hand, being economical means employing the necessary words in a speech. It is not significant that while people say more words, their discourse is better or sounds good. If the message is not clear, the audience gets bored and distracted by making difficult the communication process.

Generally, obscenity or indecent language must be avoided. As it may sound funny when talking to a friend, it can be inappropriate and rude in speech conferences. People are not sometimes aware of their language use and how it can affect or persuade others. In the same way, jargon may differ from audience to audience. It means that doctors, teachers, drivers, etc. will have specific words and phrases that help them communicate in their specific areas. It may be difficult for others who do not know the meaning of such words to comprehend the messages. This misunderstanding can be realized by giving or explaining some definitions by the speaker because people cannot be familiarized with some expressions or words.

Words have power and can influence people the way they think or behave. This characteristic increases the credibility of the message itself. Confidence can gain power or lose power according to the circumstances. Powerless language may damage people's perception and its credibility. Finally, variety is another element of language. Its variation allows people to have a numerous range of language choices. Goding et al. (2016), claim that these combinations facilitate speakers' transparency and get ideas across successfully. People should consider a variety of language choices before giving a speech according to the circumstances.

As a mean of communication, language is a vehicle to share ideas, thoughts, and feelings. It is a tool that only humans had mastered and had used for communication and interaction. Language does not only reflect facts or observations, but it also represents and influences the way people behave and their attitudes too. Language reflects to be a vital component in the development of a society and a prerequisite of cultural identity. It is an arbitrary system of signs or symbols that have changed over time and have given people the opportunity to share meanings.

The English language was originated in England, and it is a dominant language in several countries such as the United States, Canada, the United Kingdom, Australia, Ireland, among others. English is deemed as an important option when deciding on a foreign language. Thus, it takes a good position among other languages and becomes a global lingua franca that is used by millions of human beings around the world. Anonymous (2022), claim that the origins of English were established when some Germanic tribes were conquering new land over the North Sea. English language influence has been spread globally because of its facility to communicate with others.

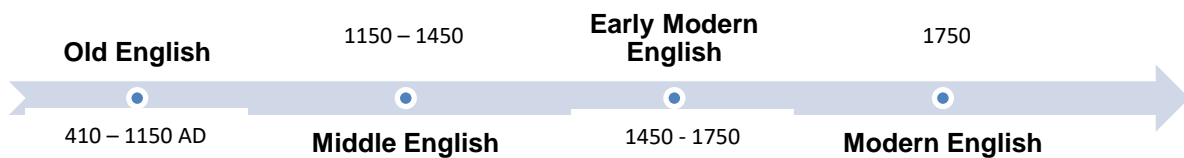
English has some history around its formation and use. EnglishClub (n.d.), establishes that English is derived from a Proto-Indo-European language spoken by Europe inhabitants in the fifth century. This language is divided into three subcategories that represent and provide relevant information about these historical periods such as Old English, Middle English, and Modern English. Germanic people started to use the

language who moved into the British Isles. Jutes, Saxons, and Angles started to employ the language many years ago so, their language incorporated some words from other languages and those adaptations were modified over the years and were included in their spoken dialect.

Many words suffered some alterations because of movements of these civilizations from one place to another. They included variety of words like Norman French, and Latin into their background. Consequently, English had lost and gained linguistic features due to these factors. In the same way, in Old English, there were some tribes that came to Britain from Europe continental bringing with them new vocabulary, pronunciation, grammar, etc. which gave the language a huge variety in its use. Horobin (2016), said that English is derived from the name Angles in the fifth century. Germanic tribe's variation descends from 'Proto-Germanic' and gives a historical insight into the language.

Chart 2.

English language over the years



Note: Anonymous (2020)

The earliest stages of the English language bear on a shared ancestor which is Indo-European language family. Some of those commonalities can be noticed in today's words. For example, the use of specific words, and grammar structures also date back to this time. Based on EnglishClub (n.d.), this incorporation of linguistic aspects into this Anglo-Saxon can be related to wildlife and geography. This mix of tribes started using a system of language according to that time as it was the case of their runic alphabet. Then, they changed it into a Latin one. It appeared some modifications as is the case of letters.

Later, there was another conquest that influenced the development of the English language. Potter & Crystal (2023), mention that Normans invaded England and within this group, there were French people. Words were gained and combined with Old English. These languages were combined and became an important part of communication called Middle English. The English language started to evolve, and it was portrayed in documents because of the printing press that was brought from Europe into Britain. English was becoming more intelligible, but it had some irregularities. The biggest change in this era was vowel and consonant pronunciation.

Horobin (2016), assures that modern English dates from the fifteenth century and it had a complete twist. Meaningful changes started here and revolutionized the English language completely and this well-known language became employed as it is used nowadays relying on its currently features. The printing press and printed books lead English to be a standardized language utilizing of spelling in society. Therefore, Humanism and Renaissance periods provided a considerable number of words that later marked linguistic history. Additionally, the involvement of industries gave the English language the chance to evolve and to have a varied vocabulary compared to the other periods of the language itself.

Indeed, English language poses a history that had brought many changes. Potter & Crystal (2023), say that this language had evolved over the centuries and adopted many words from other languages such as French, Latin, Spanish, among other languages. Thousands of words have been taken from trade, exploration, and building empires. Its progress goes from the very beginnings of Germanic people in the fifth century to a globalized language in the 21st century. According to Anonymous (2022), this rich language encompasses lots of words in its lexicon and incorporates these linguistic aspects to communicate among people. The English language is still mutating so in several years it will adopt different forms from those that people already know.

Even though English has suffered many changes over years, it is easy to see how important this language is used around the world. English appears in international

business meetings because speeches use this language to convey information. Many universities teach courses in English, and tourists are traveling around the world and communicating with this well-known language. So English language is in demand everywhere because society has realized that it can lead to have a better career or to provide more opportunities.

The importance of conveying ideas and knowledge from one person to another is always relevant. People often discuss about religion, technology, science, society, etc. And the ability to use language itself within a conversation or a written text is called language skill. For that reason, language practitioners learn four skills when they are submerged in a learning environment. They are usually listening, reading, writing, and speaking. The necessity of producing a language is hugely critical to communicate effectively. Writing and speaking are active skills that bear students' learning and allow them to employ the target language in different contexts.

Productive or active skills are powerful, and they depend on continuous training and practice. In order to learn a language, students need to speak, to articulate words, phrases, vocabulary, and to write. Once they have passed their input stage, they are able to use all that passive knowledge to make it active and interesting even though it seems to be complicated and complex to achieve a good mastery of the skills mentioned before. Particularly, writing and speaking skills give students the facilities to carry out real-life activities in the classroom and aim at communicating in their day-to-day life in foreign countries.

In the classroom, writing and speaking are indicators of students' understanding and knowledge of the language by being able to produce it. In some way, pupils must generate the target language either in speech or in text (Sreena & Ilankumaran, 2018). Students will feel more confident and comfortable with the use of the language, in the way that they increase their mastery of these active skills. In short terms, the idea of sharing thoughts, feelings, messages, and so forth, is vital to convey information. These

achievements are clear pieces of evidence that they have improved along the course and their goals have been reached.

Speaking involves many elements that contribute to effective communication. Sharing information means generating words, phrases, and paragraphs in a spoken way. This productive skill has several components that allow people to get the message. For instance, pronunciation helps to communicate and pronounce things accordingly. In other words, it refers to the utterance of words. Thus, it includes words' articulation, rhythm, stress, timing, and intonation that are involved in the speech production (Gilakjani & Sabouri, 2016). Besides, pronunciation makes people sound clear and understandable.

Another relevant aspect in speaking is grammar. This sub-skill plays an important role to create well-structured sentences in a conversation either written or spoken. A set of rules, standards, and principles contribute to forming grammatical sentences in the language. Grammar speeds up students' English language process (Khanh, 2016). On the other hand, having a good range of vocabulary makes this language-learning process successful. This extensive knowledge of words, idioms, and phrases, work to have a better communication. Being familiarized with various meanings of words just foster a comprehensible discourse.

On the contrary, writing drives communication and facilitates interpersonal interactions. Frydrychova (2013), affirms that this active skill is an exceptional characteristic of human species and it has benefitted society over the years to be informed about history, culture, and knowledge. Basically, writing is immersed in everything such as the creation of emails, reports, job applications, etc. and the way people write can be judged easily by other in means of learning, values, and contribution. This ability can affect written outcomes by depending on how effective practitioners employ this skill in their communication.

Writing represents what people are, their aspirations, knowledge, and preparation which can be visible to others. Defazio et al., (2010), determine this active skill supports people's arguments, ideas, and evidence lead to communicate and to reach a much larger audience. In the same case as speaking, writing has its elements which lead to an effective writing to share thoughts. Based on Dhuge et al. (2021), there are several components that encompasses a good writing such as the central idea, organization, supporting material, expression word choice, point of view, spelling, grammar, and punctuation. All these components help people to become a better communicator and to hold up understandable writing.

For instance, a central idea, organization, supporting material, expression word choice, point of view, spelling, grammar, and punctuation concern a favorable argument that makes a text very readable (Dhuce et al., 2021). The main idea or thesis statement is built of supportive ideas which are connected among them and reinforce the written texts which are used to communicate. On the other hand, keeping a logical and sequential organization through the text aims readers to be oriented and to be able to follow the material. Furthermore, the role of supporting material provides examples, statistics, explanations, and so forth, so writers persuade their audience with memorable data. The appropriateness of choosing suitable words generates emphasis for the readers and the message gets accurate.

Good writing employs adequate spelling, grammar, and punctuation to avoid misunderstanding. Daffern et al. (2017), argue that writers follow specific grammatical and linguistic standards to compose clear content. Merely, grammar is vital to furnish precise meaning. There are a lot of English rules to write texts properly. Besides, it makes communication easier, and it becomes a critical skill. Lack of attention to detail creates confusion for the audience and it is impossible to perceive precise meaning in communication. Particularly, people must pay attention to this fact to follow the basic rules of sentence construction.

Productive skills enable people to produce language in written or spoken forms. In general, language encompasses two types of productive skills which are speaking and writing. The domain of these skills makes students able of producing large quantities of useful things through a continuous process. Speaking and writing are because students can produce them in real-life activities in and out of the classroom to be understood and share information in their daily communication. In addition, productive skills show a person's proficiency in a certain language.

Grammar helps make sense of words and without it, people would have no idea about how to speak or write in English. Grammar is complex and difficult to achieve because people need lots of practice. Khanh (2016), mentions that English grammar is important in people's daily life and may differ according to informal or formal situations. These scenarios may affect the intended meaning that speakers or writers desire to convey. As a result, aspects such as punctuation, capitalization, spelling, and parts of speech play a relevant role to develop this skill. English language is powerful to understand others and comprehend other non-native dialects.

Cordeiro et al. (1983), claim that punctuation is quite important to produce the English language. This fact provides the writer the ability to stop, to pause, or to give emphasis in a sentence. Besides, writers can employ punctuation such as periods, commas, exclamation marks, etc. in their texts to make them more attractive. Without this element, it is difficult to comprehend the language, consequently, thinking about punctuation is worth learning. The correct use of punctuation among written words can clarify the meaning of the message. Basic language rules and components are taught to learners and they employ the knowledge acquired at basic levels before moving forward.

On the other hand, word order is fundamental to build well-structured sentences. According to Rijkhoff (2015), the relationship among various words determines word order. It is known that subjects must go first, then the verb, and finally the supporting feature. With that structure (Subject + Verb + Complement), people may create more

complex sentences by showing high proficiency in the English language. English composition is reflected in word order and how they are arranged in a sentence. This is considered like SVO (subject, verb, object) language, but it gets complicated when certain sentences need more details and description. Therefore, clear structures can be interpreted by others easily.

Moreover, spelling affects communication and how people understand a message or share it. Good communication depends on it. Wherefore, it is crucial to pay attention to spell accurately. It is considered that spelling is a key component in writing and shows the ability to read and to write. People good at spelling are assertively confident in aspects of literacy. Spelling influences how learners acquire knowledge and improve their alphabetic system. Daffern et al. (2017), say that boosting spelling strategies, rules, and concepts grow learners' vocabulary and it is beneficial in their learning as well as in their daily life. Similarly, parts of the speech are used to compose a sentence coherently, correctly, and precisely. A sentence is established by these parts which make English grammar comprehensible.

Lehmann (2013), affirms that the role that parts of speech play in a sentence create something meaningful. If people change the order of letters, words, and sounds, the meaning becomes somehow different. The use of correct grammar is a primordial feature in a language because it contributes to have a message clearly understood by others. The incorrect employment of grammar structures can influence written and spoken communication by leading to a misinterpretation of a message. The appropriate grammar makes listening and reading understandable and the communication process becomes more enjoyable. With a clear understanding of grammatical components, people can express themselves and they find several ways of presenting the information interestingly.

1.2. EFL Learning

On the other hand, English is unquestionably a lingua franca and one of the most indispensable international languages around the world. It is employed in several fields such as technology, science, business, politics, and others. According to Yadav (2022), at least 1,121 million native and non-native speakers use the English language; hence, English is considered the most widely spoken language overseas. Besides, technological tools play an important role because they facilitate the input and output of this language by citizens in order to develop the necessary skills to learn English.

Nowadays, this globalized world involves people in such areas where English is indispensable for communication. Communication allows a suitable interaction among different societies and this language can facilitate this process. Thus, cultural, social, and economic purposes can be carried out face-to-face or through virtual ways. Si (2019), claims that English as Foreign Language (EFL) is used for various aspects such as traveling, reading articles, speaking with native speakers, etc. In other words, foreign language is applied outside the classroom and the country.

However, English as a foreign language presents many difficulties; so many people wonder if it is worth learning the English language. Nevertheless, in the modern world, committed and prestigious people can aspire to have a promising future through this language and its benefits. Since English is an international language, non-native speakers can access higher education because institutions around the world use this language to deliver certain programs. There is no doubt that the citizens interact with native speakers which is wonderful because they are able to communicate and to have a clear perspective of the language.

Moreover, non-native and native speakers can apply for better job opportunities in any field. Knowing English is needed everywhere because you can use it to work, personal purposes, vacation, etc. It gives people many opportunities and roles. Further, people increase awareness of their mother tongue, strengthen and create their social ties,

broaden their knowledge of other cultures, etc. English supplies some resources and tools to make connections and to become a successful person. Tillayeva (2020), indicates that learning a foreign language enlarges people's horizons and probability to achieve goals by educational means.

English language can be exciting and gratifying but, exhausting, because not everything seems to be as simple as it can be. Some linguistics features can get into nightmares for students and can also appear hard to continue in the process of learning the language. Some English learners struggle with frequent issues in the first place. For instance, pronunciation is hard to manage without any guidance. Sounds may not be like their native language and can be complex to pronounce them. Likewise, grammar and sentence structures are an arduous process to fulfill. For those reasons, they associate both languages and find problems in their cognitive skills.

In fact, another complicated skill to master is reading, even learning how to read in a foreign language can be too hard for non-native speakers. Vocabulary, phrases, grammar structure, and so forth may seem quite different for participants and they can be annoying to them. Social and academic language may be acquired in several years after keeping many experiences, situations, and social interactions. They give people the necessary tools to learn the target language. In relation to Robinson & Westby (2009), various experiences and social language skills can promote problem-solving and academic understanding so they can be successful in both fields.

As the definition of English as a Foreign Language (EFL) was explained before, it is indispensable to define English as a Second Language (ESL) to make a contrast between these two terms. EFL involves studying and learning English in a country where this language is not the dominant one. On the contrary, ESL involves learning English in a country where the language is widely and commonly used. Equally important, language practitioners are exposed to meaningful experiences and use the knowledge learned in the classroom in some scenarios.

English as a Second Language learners are exposed to situations where they can apply linguistic knowledge, interact, and socialize with local people, and be immersed into the language itself. English as foreign language learners preserve basic standards to learn the English language which cannot be going beyond the class, nevertheless, the intention is going further. Thus, based on Si (2019), the definition of English as a Foreign Language learning is a sophisticated procedure. Learning a language is influenced not only by the environment, but also for some factors such as psychology, cognition, emotion, and interests affect the process as well.

For those reasons mentioned above, the English language has gained a prestigious status as a lingua franca and most people have started to learn it due to the facilities of carrying communication and conveying meaning from one culture to another one. This ability to interact with other people, even native speakers, gives learners some confidence and opens their cultural horizons. In a very general way, any teaching methodology is the bridge that the educational field occupies to convey knowledge between the teacher and the students during the learning process. The methodology is a system of methods educators employ at the moment of teaching.

Barnes & Rosamund (2007), determine that teaching and learning is a complex process because it involves both students and teachers. Because of that, teachers should explore from the inside to fulfill students' requirements and can nurture their critical thinking through reinforced and effective methodologies that engage them in the classroom. The term methodology is a system of practices and procedures that the educators use to teach. The different types of methodologies are based on beliefs about the nature of language and how it is learnt. On the other side, didactics might appear and seem important in this field so it creates interaction among learners. Additionally, teaching strategies can vary according to the involvement of educators. It can refer to organization, management, resources, etc.

Teaching methods vary according to numerous aspects such as educators' principles, pedagogy, strategies, etc. Methods depend on teachers' educational philosophy,

classroom demographic needs, school demands, and so on. Once they have analyzed these necessities, they can select the most efficient teaching method to be applied in the classroom. This teaching methodology term helps the whole educational community to reach good academic and personal results avoiding disturbances and boredom in learners. Unfortunately, some years ago, traditional methodologies were based on translating, memorizing, filling, etc. which was not a powerful instrument to learn.

For this reason, teachers must keep training and innovating their methodologies to find a set of solutions for these barriers in the educational field. Also, the English language is not just seemed entirely for academic goals, but it is adopted for personal, professional, and cultural development and growth. Molina & Ortiz (2020), point out that social awareness means looking for and incorporating a training process for a sustainable culture in education. Educators must manage a series of effective and up-to-date methodologies: promote students' participation and language acquisition efficiently.

Consequently, the importance of teaching methods is significant to support learning. Teaching methods are wider techniques that aid pupils to achieve learning outcomes. Teaching methods cooperate with students' learning to master the English content to learn how to use that knowledge in real situations. Their convincingness rest on particular learning needs, environments, and outcomes. Teachers look for including and making students to participate in their learning process in such a way they can boost their skills in the target language and become active participants in the educational environment.

Based on Al-Rawi (2013), educators have the responsibility to search for a variety of methodologies, strategies, and techniques that fit students' needs. It is outstanding that there are diverse knowledge levels in any subject, nevertheless, teachers need to employ specific methodologies according to the characteristics of their students. Indeed, another reason to innovate in the classrooms is the advancement of society. It

means that technological tools play an important role because several sources of information can provide information to develop knowledge.

Members who participate the most in their learning process are likely to succeed in the class. In addition, they get the necessary tools to be engaged and attentive to their studies. Namitha (2018), mentioned that education is the mainstay that gives people the opportunity to grow. Education does not only impart knowledge, but inculcate values, build humans, and work as an engine to advance and to improve in today's era. Generating knowledge and being informed are important tools to survive. However, learners should develop autonomy and boost their ability to learn. Educators should be facilitators of knowledge who guide and assist learners.

Withall (1975), argues that the main role of the teacher is to help learners to learn. Having a long-life learning is crucial in people's lives in this competitive and exigent world. For those reasons, teachers should work with learners' ideas, expressions, concepts, etc. In other words, students' strengths must be empowered in many situations in the classroom. Teachers make them construct their own knowledge by interacting between pairs and by creating new experiences through the association of prior knowledge and new events developed in several activities proposed by teachers.

Teaching methods are important aspects of teaching and learning. These broader methods are used to help pupils achieve their academic goals. Teachers can look for different ways of implementing activities based on certain alignments such as students' needs, outcomes, and learning environment. Thus, professors can take advantage of the variety of methods to make students master the content proposed in the course by creating various conditions and specific contexts wherein students are able to apply the knowledge gained in the classroom.

After mentioning that methodologies are quite suitable to teach and to learn, it is essential to mention that *Constructivist* learning is one of the main currents that contributes learning too. This learning model seeks for the same student to build their

own knowledge based on previous teachings. *Constructivism* is crucial in the educational field. It means this theory influences the way people learn through experiences. Teachers must work to comprehend learners' preexisting knowledge and let them use those conceptions and understanding in order to develop new concepts and ideas based on the lesson planning. Moreover, the role of teachers is a facilitator instead of an instructor, and they are responsible for creating a collaborative atmosphere where students can have unique learning experiences.

Thereby, *constructivism* theory is based on the idea that students fervently develop their own language which is determined by their experiences. Essentially, students make use of previous knowledge to consolidate and to internalize the new one. This theory is powerful to make educators and learners know some better ways to learn and to provide clear and unique anecdotes in the classroom every day. It is primordial to know how this theory impacts learning development to take advantage of it. According to Hein (1991), the term *constructivism* refers to the idea that people construct their knowledge by themselves. So they can work individually or with others to do so.

The belief that knowledge is learned in real scenarios out there is quite precise because these ideas aid learners to understand the world. It engages practitioners through hands-on learning activities that contribute to chances to experiment and manipulate certain factors to grasp the world. Basically, constructivism theory claims that knowledge is constructed instead of passively absorbed. There are specific principles about this theory that figure out the way it works and how it is employed in the educational field. It provides educators with a perspective that there is a huge difference between constructivist classrooms and traditional classrooms.

Hein (1991), assures that these guiding elements support new meanings in a social context and their influence on education. In the most general sense, gathering information, knowledge, and participation allow people to reflect on what they do and if it is the case, educators may do some arrangements based on some conceptions.

The principles mentioned above contribute greatly to this theory, because knowledge is not an isolated process, it must be constructed. It is established that new knowledge appears throughout another knowledge. It means that students gather different pieces of information and build something different from another student. It bears learning understanding, and all their background are necessary foundations for their continued learning, because people tend to learn unconsciously. For example, when students write a science paper because they develop the writing skills but at the same time, they learn linguistic features.

Likewise, education requires an active learning process. All educational communities are directly associated with learning. Educators should not focus on transmitting knowledge individually because the world's requirements ask for people to work and to grow collaboratively. Social interaction strengthens its bounds by using, sharing, and retaining knowledge. On the contrary, when people interact with others, they create a narrow relationship which facilitates the learning process. *Constructivism* represents one of the biggest ideas of education due to its focal point being to have a student-centered atmosphere.

This theory contributes to both teaching and learning and innovates the educational field with its advantages, contributions, and philosophy. Golder (2018), says that active pupils need to be involved in their learning process to have better educational results, and teachers must be plan their classes focused on a curriculum and being innovative too. Thus, transforming education means that teachers do impossible things into possible ones in such a way that students can take advantage of it.

1.3. Task-Based Learning

There are lots of challenges that people face when learning a new language. For example, lack of opportunity to communicate with others, hesitation in changing people's old ways, fear of making mistakes, etc. Nevertheless, education might face those barriers to learn the English language. So effective methodologies used in the

classroom can create wonderful lessons and engage learners in the process. Educators frequently need to evolve according to recent developments in learning.

Task-Based Learning methodology is one of those useful methodologies employed in the classroom. Practitioners are given interactive tasks to be completed in a communicative way. Apart from that, it is a great way in which students can learn the language in meaningful scenarios due to comprehension is merely developed rather than repetition and memorization. According to Willis (1996), mentions that TBL includes three stages which are pre-task, task, and the review (or post-task). These elements give a clear perspective of what is expected at the moment of using this methodology in the educational field. English gradually emerges during this stages and learners keep connected with the language itself.

The Task-Based Learning methodology (TBL) allows students to use their skills and connect them with their English language current level. This methodology exposes learners to a foreign language in a spontaneous and original way. Hence, Celik (2017), claims that TBL gives learners the opportunity to employ the target language through several tasks, so students improve their language proficiency under teacher guidance. The process of communication requires grasping, experimenting, and producing the language focusing on meaning rather than form. Interaction among participants produces communication in such a way they can perform tasks through this learning methodology.

Task-Based Learning encompasses some stages, and they provide alternative mechanics for language teachers. The target grammar is not explicitly in these types of activities; on the other hand, learners identify and understand what they are doing at the moment of completing the task inductively. At the pre-task stage, educators introduce the task and motivate students to solve it. Besides, they present and explain what to do with real support or students' examples to get better ideas of what is required and how to approach the task. Attention and capacity are linked and both need to respond to linguistic and cognitive demands.

Then, dynamism will reduce stressful and annoying situations by immersing students in activities that they will release on linguistic factors later on. Participants do not need to take too much effort on this stage because content is likely to be natural and authentic. This stage is deemed as the main one of Task-Based Learning because students start working and completing the tasks either in groups or in pairs. There is a need to use the target language in such a way they feel aware of its use to solve the task. The teacher's role is just to monitor the whole class and to provide support if it is needed. Significantly, this stage is the most productive among the others due to it allows them to be creative. Further, content and meaning are the core of this phase.

These activities involve learners and improve critical thinking through certain steps. In the beginning, pupils brainstorm ideas and organize their thoughts by discussing them with their team. The lesson plan is student-centered; for that reason, teachers do not participate actively in the classroom since students have to create and find their learning. Thus, they can acquire knowledge based on tools and backgrounds previously applied. After that, students plan how they will present their classwork to the whole group. It is significant to notice that they start developing communication using the target language inductively. The teacher's role is to clarify doubts, meanings, or vocabulary during the process.

In fact, students must report what they have done to the audience. This linguistic production is mainly oral, but it can also be supported in written form. The purpose of this step is to show students' progress where they will provide relevant information by boosting their English language skills in real scenarios. In other words, the product has to be reviewed to give constructive feedback, or students can exchange their reports to compare the results they have obtained at the end of the class. So this step creates dedicated time for reflection on progress and building control of the process.

The last stage of Task-Based Learning is called the review or post-task. It is always crucial to evaluate students' tasks and check their understanding and possible error developed during this level. Peer correction can promote a valuable one in the form of

comments or discussions. Finally, this stage allows them to reflect on their involvement and the target language as well as to incorporate those skills and to solve problems in the future. This means that teachers must know the features that this methodology offers to learn English as a foreign language.

As mentioned above, tasks are relevant for learners to learn the language itself. Based on Willis (1996), some potential tasks can be carried out and get huge effective benefits from them. In relationship to listing and/or brainstorming, people can list items related to various situations such as places, things, actions, etc. On the opposite, they can give a sequence, rank, and classify linguistic aspects in another task called ordering and sorting. In addition, using matching tasks help improving their cognitive skills such as visual memory, and pattern identification for problem-solving.

Likewise, comparison tasks are emphasized finding similarities and differences between texts, pictures or events or places, etc. Consequently, teachers build learners' confidence to learn the language innovatively by finding a solution to common problems is another way to work on another TBL task. Learners share ideas to agree on something; however, teachers should encourage them not to take the first solution that comes to their minds. The last task is about sharing personal experiences and storytelling to stimulate communication and practice the target language.

Chart 3.***Task-Based Language Activities***

1) Listing <ul style="list-style-type: none"> • Brainstorming • Fact finding • Memory and guessing game 	5) Projects and creative tasks <ul style="list-style-type: none"> • Newspaper • Posters • Survey fantasy
2) Ordering and sorting <ul style="list-style-type: none"> • Sequencing • Ranking order • Classifying 	6) Sharing personal experiences <ul style="list-style-type: none"> • Story telling • Anecdotes • Reminiscences
3) Comparing and contrasting <ul style="list-style-type: none"> • Games finding similarities and differences • Graphic organizer 	7) Matching <ul style="list-style-type: none"> • Words and phrases to pictures • Short notes or headlines to longer texts
4) Problem - solving <ul style="list-style-type: none"> • Logic problem prediction • Alternative solutions to a same problem 	

Elaborated by: Solis, 2023.

As expected, authentic language makes the learning process relevant for students. They don't feel stressed when acquiring the language, but they keep their attention on the tasks proposed by the teacher. Collaboration makes them feel confident to achieve the outcomes of the foreign language and retain information better. The context in which students are exposed, creates a realistic education atmosphere where learners can carry out activities significant in their personal lives. Solid knowledge is constructed across the different stages in the Task-Based Learning methodology bringing some benefits to get a high-quality education.

According to Willis (1996), Task-Based Learning (TBL) is an excellent way to engage, motivate, and use English. It follows a structured lesson where students need to fulfill sequencing activities. These activities such as matching, ordering, and storytelling,

among others demand an authentic use of language rather than just completing simple activities like questions and answers, or gap-filling questions about grammar and vocabulary. Task-Based Learning forces learners to develop activities that they would do in their native language, then, they are asked to produce the language to communicate.

CHAPTER II: RESEARCH METHODOLOGY

2.1. Type of research

This current chapter presents the kind of methodology employed in the following research to investigate a reliable scientific basis. As a consequence, it introduces significant aspects based on the methodology such as research approach, modality, level of the research, techniques, and the procedure for data collection. In the same way, the population involved in this research which belongs to *Unidad Educativa Atenas* located in Ambato wherein students of the 10th level were the main participants to collect the required elements to carry out this investigation.

Action research is employed in the research to investigate and to solve an issue. It means, action research conducts research and takes action at the same time. It pursues action and researches through the involvement of the practitioners at the same time. Action research gets into shape as the researcher increases his understanding of what is going on and can critically reflect on it. Burns (2015), states that they have gained acceptance in applied linguistics to gather data based on the engagement of practitioners and analysis of their personal, professional, and practical growth. Thus, it offers problem-solving by promoting democratic collaborative participation.

Furthermore, it is also focused on qualitative research. This type of research approach can help investigators to have a general and better overview of the investigation. This is useful because of the importance of the study and the timing of collecting data for an adequate interpretation. Ahmad et al. (2019), mention that qualitative research focuses on words, thoughts, ideas, and so forth. It relies on verbal narrative data. So the researcher can analyze in-depth the educational issues and draw conclusions based on them to support the investigation with data that shows significance.

This study encompasses descriptive research since the analyst intends to describe certain characteristics of the phenomenon studied in a specific social area. According

to Nassaji (2015), descriptive research focuses on what rather than how or even why the events and their characteristics. Although descriptive research uses qualitative data, it can analyze quantitative data such as percentages, averages, and statistics to bear concrete results. On the other side, the following research utilizes explanatory research because its purpose is to find the why of specific things. It can be beneficial to explain patterns in existing data.

Field research or commonly known as primary research takes part in this investigation. This research processes information organized for the researcher's purposes. The researcher can find and gather information first-hand. Field research can directly sustain interviews, questionnaires, surveys, and so on which are typically measurable for field research. On the other hand, desk research or secondary research applies existing data in content analysis. The facts are usually obtained without any cost and are significant in the current study. They can be found in books, magazines, encyclopedias, articles, academic papers, etc.

Besides, social-economic research is intended to solve a problem that involves both society and the educational community. One of the main objectives of this research is to identify various socioeconomic positive and negative impacts. The socioeconomic impacts assessment should highlight possible relationships between assessed socioeconomic variables and the environmental quality in the study site. As a result, socio-economic research is critical to community planning and to assessing and managing potential impacts from educational development.

The subjects of the research were 18 students of B1 level. These students were studying in the 10th level of EGB at *Unidad Educativa Atenas* in Ambato during the academic period from September 2022 to March 2023. These students belonged to different courses such as "A – B - C". All of these members took part in the study, and they were called the experimental group. In this group, students were taught by using an innovative and engagement methodology to develop and to acquire grammar skills

following an established syllabus. In other words, they followed an effective methodology in the English language in order to develop skills and the language itself.

The experimental group followed a constructivist learning theory where each student could create knowledge through their experiences and real-world activities that encouraged their critical thinking and meaningful learning. The students' ages ranged from 14 to 15 years old. There was no random selection in the samples because the investigation considered the researcher's needs and requirements to have valuable and reliable data that could contribute to the analysis of the results. Finally, it was almost impossible to study the whole group within the entire institution.

Table 1.
Population

Level	Men	%	Women	%	Total	%
B1	7	38,89%	11	61,11%	18	100%

Elaborated by: Solis, 2023.

2.2. Data collection

This current research employed an open questionnaire to B1 students, after a solid process of observations where the researcher collected data, too. This instrument which was applied to all students helped to develop the descriptive and explanatory study and, consequently, to achieve the proposed goal for this research related to Task-Based Learning in the improvement of grammar skills. A total of ten questions were established in that instrument where five questions were based on the Task-Based methodology and the others were based on a personal appreciation of grammar skills.

In fact, this information was quite significant to determine their feelings, thoughts, and ideas about the English language toward the methodology mentioned before. This statistical information is useful, and it is provided by qualitative research. After having exchanged information, these findings produced a large amount of detailed information that supported the investigation and gave the researcher a better understanding of

participants' opinions, behaviors, experiences, etc. The questionnaire enabled the researcher to make sense of the educational reality.

Chart 4.*Operationalization of independent variable*

Elaborated by: Solis, 2023.

Independent variable: Task-Based Learning	Dimensions	Indicators	Techniques	Instruments
Task-Based Learning uses tasks in the classroom settings which are focused on specific language functions such as micro and macro which follow a determined process divided into pre-task activities, task activities, and post-task activities.	Tasks	Real-world tasks Classroom tasks	Observation	Closed questionnaire
	Language Functions	Micro functions Macro functions		
	Process	Pre-task activities Task cycle: Task – Planning –Report Post – task: Language Focus and Feedback		
	Kind of tasks	Listing Ordering and sorting Comparing and contrasting Problem-solving Projects and creative tasks Sharing personal experiences Matching		

Chart 5:*Operationalization of dependent variable*

Independent variable: Grammar skill	Dimensions	Indicators	Techniques	Instruments
Grammar skills mean choosing correct words according to a certain content by employing a set of rules such as punctuation, capitalization, spelling, and parts of the speech to develop an understandable message.	Punctuation	Period Question mark Exclamation mark Comma Semi-colon	Observation	Closed questionnaire
	Capitalization	Proper nouns People Places Organization Things		
	Spelling	Ordering letters Forming letters		
	Parts of the speech	Nouns Pronouns Verbs Adjectives Adverbs Prepositions Conjunctions Interjections		

Elaborated by: Solis, 2023.

To compile the necessary information to bear this study, it was relevant to prepare a questionnaire and an interview to have a clear perspective of both variables, the independent one (Task-Based Learning), and the dependent one (Grammar skills) during the school year in students' academic performance. Some competencies such as communication were fostered during the learning process in the classroom which was focused on the main objective of the research. The researcher followed specific criteria to develop the instruments regarding to the purpose of the investigation which was merely to upgrade grammar skills by applying the Task-Based Learning methodology. These tools facilitated the process to analyze the data around the topic.

After designing the instruments, they were presented to the tutor Mg. Ileana Vásquez for approval and the correspondent review. Later on, some ESL master educators validated the instruments by taking into account the objectives of the research. Moreover, this analysis gave the researcher some positive feedback which was helpful to make the necessary changes, and corrections according to the readers' suggestions. This process granted validity to the instruments employed in this study. The validity present in these tools accurately produces results that were determined to be measured and to ensure integrity and quality.

Numerous internal factors can be affected by the instrument; therefore, the researcher needs a trustful mechanism to have solid results and to avoid bias. On the contrary, reliability is a systematic way that people use to determine whether to trust the results of the research. The following research showed reliability during the observation process which is demonstrated at the end of the investigation. Reliability is quite necessary to accept the usefulness of the instrument. Mohamad et al. (2015), establish that the data collected should remain the same when the instrument is applied several times without changing or altering the results by remaining consistent.

According to the provided definition of qualitative data analysis and its intention and contribution to the research field, the current research processes students' opinions, ideas, thoughts, etc. through a closed questionnaire and several classroom's

observations. The stages for having this information done and ready to be processed were collecting and analyzing the questionnaire, organizing responses, analyzing responses, and reporting the final results.

Unidad Educativa Atenas is an educational institution designed to provide learning spaces and learning environments for teaching students under the direction of teachers. This institution is in Ambato – Izamba and is nationally recognized because of its high-quality education. It has around 900 students from kindergarten to Bachillerato General Unificado or IB level which is the last stage in high school. Atenas' educators employed a variety of methods to get better results in the acquisition of the English language and this flexibility allows practitioners to achieve great academic and personal goals during their educational formation.

MISSION

We grow and learn together, strengthening our principles and values, and developing the skills and abilities of our community, in a critical and creative way to contribute to a better world.

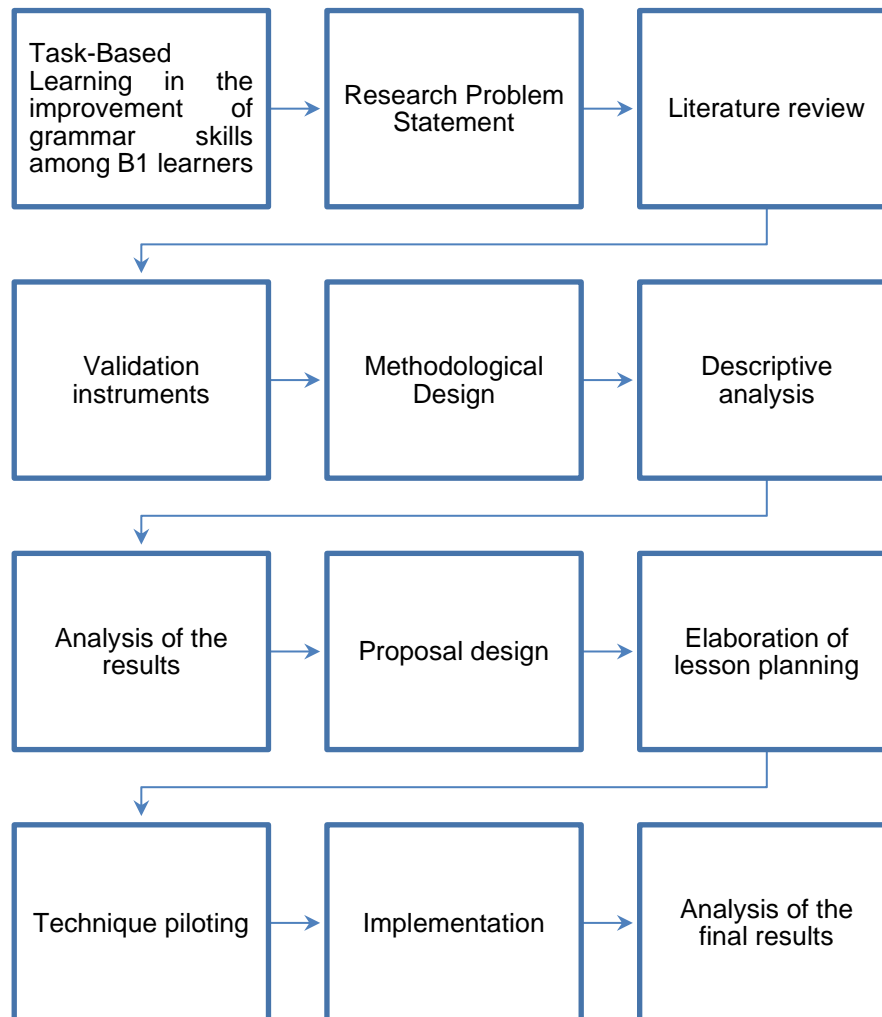
VISION 2025

We are a responsible organization for the formation of happy and upright people with a social conscience, the ability to succeed, and the awareness of their contribution to the creation of a more peaceful world.

Methodological Process

Chart 6.

Methodological process



Elaborated by: Solis, 2023.

The figure above presents a clear perspective of the process followed by the researcher to carry out the objectives of the current research project and to achieve them. The observation and the implementation of the proposal display efficient results based on the methodology aforementioned.

2.3. Research Proposal

People must understand several skills if they want to be successful at learning a language. Nevertheless, some of them are quite difficult to master because grammar skills tend to be hard to develop. These challenges may be a factor that avoids language learning so educators should look for engaging activities that foster students' production. Then, students will be able to practice and to improve their abilities to communicate clearly and efficiently with others.

On the other hand, once the researcher has established certain information that supports and makes the information of the current research more reliable, both variables, the dependent and independent one are related to. The data was collected from different sources prove that there is a practicability between Task-Based Learning and grammar skills. These studies mention that learners are more productive when they are exposed to activities that call their attention and challenge them to make students' brains work. These experiences give learners time to be immersed in the language and to take advantage of them.

Basically, learning grammar requires exposing learners to real scenarios where they must develop their critical thinking and have a reflective point of view about several interesting topics. These learning environments facilitate learners' process because of the interaction with others in such a way that they find solutions to determine problems that are associated with real-life situations. Also, Task-Based Learning offers some techniques, stages, and tools which are necessary to amplify the knowledge about grammar structures. These learning materials are useful to motivate students and to create a comfortable atmosphere where they want to improve their language.

As a consequence, the application of Task-Based Learning methodology in the improvement of grammar sub-skill can be beneficial for both learners and educators. Learners could get lots of benefits that can strengthen their shortcomings and improve their language skills by being aware of the grammatical structure that gives them some

confidentiality when producing the language. This practice supports collaborative work, peer feedback, and active participation where students feel the need of achieving those English goals. Nonetheless, once they have reached and fulfilled collaborative and cooperative work, they can start working autonomously which is great for them and for education itself.

General Objective

To create a set of several lessons planning based on Task-Based Learning for B1 learners to work on them and to improve students' learning grammar skills through various proposed activities.

Specific Objectives:

- To apply Task-Based Learning activities that are focused on real-world activities associated with interesting topics to practice grammar skills.
- To describe the influence of Task-Based Learning activities on grammatical development.

Task-Based Language activities must be practical and, obviously, they must keep up the interest of learning a language, but in an engaging way so learners are determined to complete these types of innovative and engaging activities. Moreover, this learning process may seem more natural and authentic. Some learners find it difficult to produce a grammatical structure or they get stressed by doing it. For that situation, it is significant to look for the best options to enhance them in activities that are meaningful and helpful instead of providing them with a nightmare task. Task-Based Learning gives learners the opportunity to interact among themselves and to practice the language through real-world grammatical situations.

The improvement of language learners' grammar skills depends on the activities that the educator has planned in their daily class. Activities that make students take part in

their active learning process, make them remember the material easily and they can figure out a way to retain the information in long-term memory. This knowledge requires a careful selection of content and scenarios to foster students in their academic formation. Additionally, Yildiz and Senel (2017), mention that Task-Based Language Teaching (henceforth, TBLT) is one of many methods that deal with grammar teaching in order to communicate.

Chart 7.*Schedule*

Nº	Topic	Goal	Time	Materials	Teacher's role	Learners' role
1	Adjectives		2 hours	Gold experience B1+. Slides, Videos, Websites, Computer, Extra material	Facilitator	Active learner
2	Learning phrasal verbs		2 hours	Gold experience B1+. Slides, Videos, Websites, Computer, Extra material	Facilitator	Active learner
3	Infinitives and -ing forms		2 hours	Gold experience B1+. Slides, Videos, Websites, Computer, Extra material	Facilitator	Active learner
4	Quantifiers and pronouns		2 Hours	Gold experience B1+. Slides, Videos, Websites, Computer, Extra material	Facilitator	Active learner
5	Noun endings. Verbs beginning with dis- / re-		2 Hours	Gold experience B1+. Slides, Videos, Websites, Computer, Extra material	Facilitator	Active learner
6	Conditionals		2 Hours	Gold experience B1+. Slides, Videos, Websites, Computer, Extra material	Facilitator	Active learner
7	Prepositions		2 hours	Gold experience B1+. Slides, Videos, Websites, Computer, Extra material	Facilitator	Active learner
8	The passive		2 hours	Gold experience B1+. Slides, Videos, Websites, Computer, Extra material	Facilitator	Active learner

Elaborated by: Solis, 2023.

Unidad Educativa Atenas

Lesson Plan N° 1

General information:

- **Subject:** English Language
- **Topic:** Adjectives
- **Class:** B1 learners from the tenth level / Mixed abilities and skills
- **Time:** 80 minutes
- **Materials:** Gold Experience B1+ (Unit 2 p. 14), Slides, Videos, Websites, Moodle, Computer.
- **Technique:** Think Pair Share
- **Goal:** To develop a poster about personal dreams by employing adjectives according to the given context.

Development:

Pre-Stage (15 - 20 min)

- Students talk about adjectives, their definitions, examples, and where to use them. Here, the teacher provides them with a technological tool called “Slido” to get ideas and all participants can take an active role at the beginning of the classroom.
- Later, they will discuss in pairs how to follow their dreams by making use of some of the ideas provided in the previous exercise.
 - ✓ What is an adjective?
 - ✓ Where do we use them?
 - ✓ Do you mind if you mention some examples?
 - ✓ How to follow your dreams?
- Teacher shows his students with some new words and gives them context before completing a chart with suggestions for following dreams. Then, students use the correct form of those words to have the suggestion box.

While Stage (20 – 30 min)

- The teacher plays an audio where students listen to three people talking about being a volunteer.
- The teacher asks some questions based on the listening exercise.
 - ✓ Which three of the following activities do they mention?
 - ✓ Playing games online
 - ✓ Doing photo research
 - ✓ Making cards for kids
 - ✓ Answering surveys
 - ✓ Emailing politicians
 - ✓ Adding to NASA's maps
- The teacher writes down on the whiteboard some adjectives from the listening and asks the following question.
 - ✓ Which adjective(s) do the speakers use to describe their volunteering?

enjoyable - incredible - relaxing – scary - stressful – tiring
- The teacher and students discuss about the audio and some unknown words or adjectives which are explained in this step.
- The teacher explains the next activity which is a multiple-option where learners must find some sentences with two possible answers related to adjectives. They have to analyze the activity and after three minutes, the whole class will discuss the correct answers.
- Students are able to work cooperatively and share their ideas. Thus, there is time to reflect on mistakes and other classmates' opinions.
- Once they have practiced and understood the use of adjectives, the teacher asks them to create a short poster of things to do and don't for following their dreams by including as many adjectives as they can.

Post (20 - 30 min)

- After fifteen minutes, they will present their activities to the class.
- At the end of the class, students receive immediate feedback.

The application of these activities during every single session let students have another perspective on the English language and they were more participative in the class. The observation process facilitated the researcher to take notes down about relevant information from the beginning to the end by describing specific facts. The topics of the lesson planning are based on students' current English level which means that they would not find any complications at the moment of participating and sharing their ideas with the class. This idea is that students create their own material based on clear instructions. The meaningful production of grammar skills contributed to the improvement of their communicative competencies.

The activities mentioned above may play an essential role in the boosting of grammar skills based on the Task-Based Learning methodology. The several proposed activities and the different stages allow students to be creative and to make mistakes which can be handy at the moment of learning and developing the language through mistakes and their own experiences. Finally, the most shocking aspects of the research study are detailed in the following chapter with their corresponding analysis of the results which was the main objective of this investigation.

During the first stage, it was necessary to use different technological tools that engage students and introduce them with to the topics. Besides, the teacher made use of the book to expose the content to be covered in the classroom. Students were free to participate and to give their answers by using technology such as Slido. On the other side, the while stage encompassed activities where students should employ the grammatical structure proposed for every single session. Indeed, there were discussions and explanations where students came up with their ideas and understanding of the topics. It was relevant to internalize the contents in order to have efficient language learning through innovative activities.

Finally, all kinds of practice and activities were done at this stage. Students worked collaboratively to examine and to discuss specific issues related to the activities.

Students had the opportunity to boost their language focus and have a closer look at the grammar structure in a natural way as well as to examine and discuss specific issues. At this point, learners received constructive feedback after their presentations, and were able to grasp the meaning of the new language that appeared in the task.

Lesson Plan N° 2

General information:

- **Subject:** English Language
- **Topic:** Learning phrasal verbs
- **Class:** B1 learners from the tenth level / Mixed abilities and skills
- **Time:** 80 minutes
- **Materials:** Gold Experience B1+ (Unit 5 p. 69), Slides, Videos, Websites, Moodle, Computer.
- **Technique:** Think Pair Share
- **Goal:** To create a story in order to talk about learning different skills by employing phrasal verbs.

Development:

Pre-Stage (15 - 20 min)

- Students talk about the importance of learning different skills. The teacher then provides them with a technological tool called “Kahoot” in order to get play a game where they have some ideas about the topic but they need to use some familiar phrasal verbs to complete the task.
- After that, they discuss in pairs how to acquire and to develop new skills by making use of some of the previous phrasal verbs provided in the prior exercise.
 - ✓ What is a skill and a phrasal verb?
 - ✓ Where do we use phrasal verbs?
 - ✓ Do you mind if you mention some examples?
 - ✓ How to develop learning skills?
- Teacher gives a reading text where students need to use certain words to complete the reading. After that, students complete an exercise based on phrasal verbs by using the clues from the reading. Then, students compare their answer as a whole class.

While Stage (20 – 30 min)

- The teacher asks some relevant questions focused on the topic by encouraging learners to produce the language.

- Do you have a good memory? What do you remember easily? What are you more likely to forget?
- In what situations is it hard to focus on your lessons?
- What do you check before taking an exam?
- The teacher plays an audio where learners need to match the student's comments (1-5) with what they say next (A – E). Here, learners find new phrasal verbs explained implicitly in context.

sum up – keep up – fall behind – get on with – pick up

- The teacher and students discuss the audio and learners check their answers.
- The teacher explains the next activity which is a matching one. Here, learners find some definitions and their need to look for their meanings on the previous listening exercise.
- Students are able to work cooperatively and share their ideas. Therefore, there is time to reflect on mistakes and other classmates' opinions.
- Once they have practiced and understood the use of phrasal verbs, the teacher asks them to write down some ideas to create a story about learning different skills. They have to include in their storytelling some phrasal verbs.

Post (20 - 30 min)

- After fifteen minutes, students present their activities to the class.
- At the end of the class, students receive immediate feedback.

Lesson Plan N° 3

General information:

- **Subject:** English Language
- **Topic:** Infinitives and –ing forms
- **Class:** B1 learners from the tenth level / Mixed abilities and skills
- **Time:** 80 minutes
- **Materials:** Gold Experience B1+ (Unit 6 p. 82), Slides, Videos, Websites, Moodle, Computer.
- **Technique:** Think Pair Share
- **Goal:** To design a graphic organizer in order to talk about wild animals in zoos by using infinitives and –ing forms.

Development:

Pre-Stage (15 - 20 min)

- Students talk about infinitives, -ing forms, their definitions, examples, and where to use them. Here, the teacher provides them with a technological tool called “Nearpod” to get ideas and all participants can take an active role at the beginning of the classroom.
- Later on, learners discuss in pairs about animals especially insects by making use of some of the ideas provided in the previous exercise.
 - ✓ What is an infinitive and –ing form?
 - ✓ Where do we use them?
 - ✓ Do you mind if you mention some examples?
 - ✓ How much do you know about insects? Can you mention some facts about them?
- Teacher presents his students with some sentences where they find significant words which provide them certain features to learn the grammar structure. Then, students complete the gaps (A – E) with the correct words (1 – 5).

While Stage (20 – 30 min)

- The teacher explains the grammatical structure by using digital resources such as a PowerPoint presentation and give learners some contexts about infinitives and –ing forms.
- The teacher plays an audio to a news story where they find information about a specific animal. Then, the learners complete some sentences with the correct form of the verbs in brackets required in the activity.
- The teacher and students discuss the audio, and they compare their answers. Likewise, the teacher explains the next activity which is a multiple-option one. Here, learners find some information about insects where they need to choose the correct form of the verb to complete the sentences. They must analyze and after three minutes, the whole class discuss the correct answers.
- Students can work cooperatively and share their ideas. Therefore, there is time to reflect on mistakes and other classmates' opinions.
- Once they have practiced and understood the use of infinitives and –ing forms, the teacher asks them to design a graphic organizer to talk about wild animals in zoos by using infinitives and –ing forms.

“It is morally wrong to keep wild animals as pets or as attractions in zoos and theme parks.”

Post (20 - 30 min)

- After fifteen minutes, they present their activities to the class.
- At the end of the class, students can receive immediate feedback after talking about having wild animals in zoos.

Lesson Plan N° 4

General information:

- **Subject:** English Language
- **Topic:** Quantifiers and pronouns
- **Class:** B1 learners from the tenth level / Mixed abilities and skills
- **Time:** 80 minutes
- **Materials:** Gold Experience B1+ (Unit 6 p. 85), Slides, Videos, Websites, Moodle, Computer.
- **Technique:** Think Pair Share
- **Goal:** To create a sequence of events in order to talk about cloning extinct animals by employing quantifiers and pronouns.

Development:

Pre-Stage (15 - 20 min)

- Students talk about quantifiers and pronouns, their definitions, examples, and where to use them. Here, the teacher writes down some examples on the board to have a better idea at the beginning of the class.
- After, they discuss in pairs the advantages and disadvantages of cloning animals that are endangered.
 - ✓ How to clone animals?
 - ✓ What would be the purpose of cloning?
 - ✓ Do people have advantages and disadvantages of it?
 - ✓ Is it legal?
- Teacher presents his students with some new words and gives them context before completing an exercise related to the topic mentioned. Then, students use the correct form of those words and check their answers.

While Stage (20 – 30 min)

- The teacher gives student a short explanation and shows them more examples to demonstrate when and where to use this topic.
- Then, learners complete a gap-filling reading text with the following words.

each – either – a few – few – little - none

- The teacher and his students compare their answers and have a short discussion where they have some problems.
- The teacher explains the next activity which is to watch a video in “Edpuzzle”. Here, learners find some interactive sentences that they need to answer as the video unfolds. They must analyze and develop the exercise and after three minutes, the whole class discuss the correct answers together.
- Students can to work cooperatively and share their ideas. Hence, there is time to reflect on mistakes and other classmates’ opinions.
- Once they have practiced and understood the use of quantifiers and pronouns, the teacher asks them to create a sequence of events to talk about cloning extinct animals by employing quantifiers and pronouns.

Post (20 - 30 min)

- After fifteen minutes, they present their activities to the class.
- At the end of the class, students can receive immediate feedback after talking about cloning extinct animals.

CHAPTER III: ANALYSIS OF THE RESULTS

3.1 Analysis of results

The main goal of the current research which is based on observation is to analyze the use of the Task-Based Learning methodology in the development of grammar skills on B1 learners from the *Unidad Educativa Atenas* during the first three terms of September – April 2023. Consequently, the results of the questionnaire were analyzed and interpreted. That information was based on students' criterion. As a consequence, this chapter will provide clear and specific information through tables and figures to have a better value of the results.

On the other hand, there was a questionnaire that was applied to students. This information shows how important is to use TBL in the development of grammar sub-skill, then, there are some figures and tables that let the researcher contrast the information and have reliable information based on the topic and its qualitative data. JAMOVI played an important role in the present research because it is a 3rd generation statistical spreadsheet that denotes the approval of either the null or alternative hypotheses.

Descriptive analysis played an important role and was one of the most crucial phases of statistical data analysis. It provided with a conclusion about the distribution of the data, aided in detecting errors and outliers, and let to spot patterns between variables. Descriptive analysis was a sort of data research that aids in describing, demonstrating, or helpfully summarizing data points so those patterns may develop that satisfy all of the conditions of the data. It was the technique of identifying patterns and links by utilizing recent and historical data.

Students' questionnaire results

Question 1: How often do you use English as a foreign language out the classroom?

Table 2.

English out the classroom

Frequency	Students	Percentages
Always	1	6%
Frequently	8	44%
Sometimes	7	39%
Rarely	2	11%
Never	0	0%
Total	18	100%

Elaborated by: Solis, 2023.

Based on the results of this question, 44% of the students frequently use the English language outside the classroom. In addition, 39% of the students mention that sometimes they use this foreign language outside the classroom. Finally, 6% of the students which is just one person use the English language to communicate with other teachers or to foster their classmates to continue using the language. It can be noticed because most of the students are always traveling to foreign countries, and they need the language to express themselves. Moreover, they practice sports which is a reason to be in contact with other people that probably are not from Ecuador, and they use English to talk.

Question 2: How often does your teacher convey language using innovative and effective methodologies?

Table 3.

Language and innovative methodologies

Frequency	Students	Percentages
Always	12	67%
Frequently	6	33%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%
Total	18	100%

Elaborated by: Solis, 2023.

Based on the results of this question, 67% of the students point out that the teacher uses innovative methodologies to convey language. Likewise, 33% of the students establish that the teacher employs effective methodologies in class to reach the proposed objectives. Therefore, they are aware that the teacher does not use traditional methodologies, which makes them bored. On the contrary, these methodologies make students to be active participants, to use technology, and to encourage them to learn and develop the English language during the classes.

Question 3: How often do you acquire knowledge by creating new experiences?

Table 4.
Knowledge through experiences

Frequency	Students	Percentages
Always	6	50%
Frequently	9	33%
Sometimes	3	17%
Rarely	0	0%
Never	0	0%
Total	18	100%

Elaborated by: Solis, 2023.

Based on the results of this question, most of the students think that they frequently acquire new knowledge by creating experiences which represents 33%, while 50% of the students always consider that they work and create new experiences which is meaningful to develop the English language. Hence, this is evidenced at the moments that develop most of the exercises and the teacher relates to real topics which support greatly making mistakes and learning through those experiences.

Question 4: How often does your teacher employ TBL (procedure and/or technique) in his classes?

Table 5.
TBL in the classroom

Frequency	Students	Percentages
Always	8	44%
Frequently	9	50%
Sometimes	1	6%
Rarely	0	0%
Never	0	0%
Total	18	100%

Elaborated by: Solis, 2023.

Based on the results of this question, most of the students, which represent 50%, mention that the teacher frequently employs Task-Based Learning (TBL) methodology in class to deliver information. In addition, 44% of the students always consider that the teachers work with Task-Based Learning (TBL) methodology where they evidence a variety of activities that are encouraging to them. These interactive activities let them the opportunity to follow a sequence of parameters to reach educational goals.

Question 5: How often do you use the English language to communicate with others?

Table 6.
English language to communicate

Frequency	Students	Percentages
Always	1	6%
Frequently	8	44%
Sometimes	7	39%
Rarely	2	11%
Never	0	0%
Total	18	100%

Elaborated by: Solis, 2023.

Based on the results of this question, 44% of the students determine that they frequently use the English language in class to communicate with others, while 39% of the students sometimes consider that they employ the English language to express their thoughts, ideas, feelings, etc. with people who surround them. Additionally, one person who represents 6% of the population says that in most of the conversations, he tries to use English in order to develop their communication

skills. Finally, 2% of the students rarely indicate that they use the language to communicate with others because they may use Spanish without problems. Thus, there is a high number of students who try to develop their communicative competencies in such a way that they can increase their English level by practicing.

Question 6: How important is it to utilize all the language skills (speaking, listening, writing, and reading) in the classroom?

Table 7.
Language skills

Frequency	Students	Percentages
Very important	14	78%
Important	4	22%
Neutral	0	0%
Low importance	0	0%
Not at all important	0	0%
Total	18	100%

Elaborated by: Solis, 2023.

Based on the results of this question, most of the students which represent 78%, mention that it is very important to use all the language skills (speaking, writing, listening, reading) because they complement each other. While 22% of the students, in the same way, consider the English language needs to be supported by employing and using the four skills mentioned before. Therefore, productive, and receptive skills lead students to have a better understanding of the language and to use it appropriately.

Question 7: How important is it to generate the English language by producing it (speaking, writing)?

Table 8.
English language production

Frequency	Students	Percentages
Very important	11	61%
Important	7	39%
Neutral	0	0%
Low importance	0	0%
Not at all important	0	0%
Total	18	100%

Elaborated by: Solis, 2023.

Based on the results of this question, 61% of the students clarify that it is very important to produce the language (writing – speaking) because these skills give learners time to reflect on what they have been learning interactively. In the same situation, 39 % of the students mention that it is important to have an output of the language. Therefore, speaking and writing are crucial for students to work on the language through real-world activities. These productive skills involve producing words, phrases, sentences, or paragraphs.

Question 8: How important is it to learn grammar structure based on real-world activities?

Table 9.
Grammar structure through real-world activities

Frequency	Students	Percentages
Very important	10	56%
Important	7	39%
Neutral	0	0%
Low importance	1	5%
Not at all important	0	0%
Total	18	100%

Elaborated by: Solis, 2023.

Based on the results of this question, most of the students which represent 56%, mention that it is very important to develop grammatical structures through real-world activities. Likewise, 39% of the students consider that it is important for these types of activities to have a better learning style and to improve their language. Real-world activities promote student achievement through the authenticity of education. In other words, these activities fit learners into real social scenarios where they can

employ the language based on certain contexts. On the other hand, there is one student who represents 5% of the population who says that there is no significance or there is low importance of learning grammar structure based on meaningful activities.

Question 9: How important is it to learn the English language?

Table 10.

Importance of English language

Frequency	Students	Percentages
Very important	18	100%
Important	0	0%
Neutral	0	0%
Low importance	0	0%
Not at all important	0	0%
Total	18	100%

Elaborated by: Solis, 2023.

Based on the results of this question, the whole class which represents 100% of the population determines that it is very important to learn the English language. They consider that this language gives them a lot of opportunities in their studies, businesses, travels, etc. The English language is an international language for communications and, therefore, learners think that by knowing and using it, they will be able to reach their personal, academic, and professional goals.

Question 10: How important is to develop grammatical structure skills in English language?

Table 11.

Grammatical development in English language

Frequency	Students	Percentages
Very important	11	61%
Important	5	28%
Neutral	1	5%
Low importance	1	6%
Not at all important	0	0%
Total	18	100%

Elaborated by: Solis, 2023.

Based on the results of this question, 61% of the students mention that it is very important to develop grammatical structure skills in the English language. In addition, 28% of the students consider that it is important to have a grammatical development language too. Furthermore, one student who represents 5% has a neutral opinion about this. Finally, 6% of the population says that there is low importance to develop this feature. Mostly, they find out that having a good knowledge of grammar structures is indispensable to learn the English language. This set of rules lets learners comprehend how the language works. This understanding helps students to produce the language and to make sense of their words.

3.2 Verification of hypothesis

To verify the hypothesis of this research, a descriptive statistic test was used. This type of statistical was applied because the researcher could find out if there was significant information about the p-value. With all deductive statistics, it was assumed that the use of Task-Based Learning methodology influences the development of grammar skills according to the numerical data.

Hypothesis statement

Ho: $\mu_1 = \mu_2$ (Task-Based Learning methodology does not improve grammar skills).

Ha: $\mu_1 \neq \mu_2$ (Task-Based Learning methodology improves grammar skills).

Significance level

Alfa 0.05

Decision criteria

If $p \geq 0.05$, the research accepts the Ho and rejects the Ha.

If $p < 0.05$, the research rejects the Ho and accepts the Ha.

Table 12:
Population, genre, and age

								Shapiro-Wilk	
	Genre	N	Missing	Mean	SD	Minimum	Maximum	W	p
Age	Male	7	0	14.4	0.535	14	15	0.664	0.001
	Female	11	0	14.5	0.522	14	15	0.649	< .001

Elaborated by: Solis, 2023.

There were 18 students immersed in the current research. Eleven students were female, and just 7 male students. Their age varied from 14 to 15 years old, which means that they have a formed thought about English classes.

Table 13:
Questionnaire analysis

	N	Median	IQR	Minimum	Maximum	Shapiro-Wilk	
						W	p
Q1	18	3.50	1.00	2	5	0.863	0.014
Q2	18	5.00	1.00	4	5	0.601	< .001
Q3	18	4.00	1.00	3	5	0.807	0.002
Q4	18	4.00	1.00	3	5	0.752	< .001
Q5	18	3.50	1.00	2	5	0.863	0.014
Q6	18	5.00	0.00	4	5	0.520	< .001
Q7	18	5.00	1.00	4	5	0.624	< .001
Q8	18	5.00	1.00	2	5	0.678	< .001
Q9	18	5.00	0.00	5	5	NaN	NaN
Q10	18	5.00	1.00	2	5	0.693	< .001

Elaborated by: Solis, 2023.

The table shows the statistical results gathered from the analysis of every single question in the Google form questionnaire. However, there is a detailed analysis of the results in the table below. Likewise, that table verifies the hypotheses of the investigation.

Table 14:
General analysis

	95% Confidence Interval			Median	Mode	SD	Minimum	Maximum	Shapiro-Wilk	
	SE	Lower	Upper						W	p
Global analysis - baremo 1 (2)	0.114	4.43	4.91	5.00	5.00	0.485	4	5	0.601	< .001

Elaborated by: Solis, 2023.

The table displays the statistical results obtained from the analysis of the questionnaire applied to students. In this descriptive statistical test, the value of P is <.001 significantly lower than 0.05. In consequence, the results show statistical data which implies that the null hypothesis H_0 rejected, and the alternative hypothesis H_a is accepted. In such a way, students improve their grammar skills through the Task-Based Learning methodology.

CONCLUSIONS

- Task-Based Learning (TBL) methodology showed a huge relation with grammar skills improvement because the activities offered by this methodology allowed students to have a meaningful understanding and to develop real-world activities based on specific scenarios to learn the language.
- It was possible to analyze the existing literature of outstanding methodologies regarding the improvement of grammar skills. However, it was noticed that Task-Based Learning (TBL) methodology was a remarkable one that helped a lot to develop the language in an engaging way where students played an active role.
- It was achievable to determine the aspects that hinder an accurate grammar structure were boring, traditional classes and inappropriate methodologies were the main components that barked the development of grammar skills. Hence, the use of Task-Based Learning (TBL) methodology gave learners the opportunity to work collaboratively, to create and to learn new experiences and develop the language in a suitable atmosphere.
- The implementation of a user guide based on the Task-Based Learning methodology implemented several productive activities for boosting grammar skills. These types of activities were fundamental to foster students to produce the English language through practical context and have efficient communication.

RECOMMENDATIONS

- Task-Based Learning promoted a constant connection with the language students were learning and helped keep them motivated as they continue developing the English language. So there were established some recommendations for researchers based on the conclusions mentioned before.
- To apply Task-Based Learning (TBL) methodology in class because it seems to be a suitable way to teach students and to encourage them to improve their grammar skills.
- To consider the powerful features of this formidable methodology to use its components in lesson planning since it is student-centered learning and they become active participants by having a meaningful learning process.
- To teach through innovative activities that Task-Based Learning (TBL) methodology offers. It is because they will receive meaningful experiences based on real scenarios.
- To encourage autonomous work utilizing collaboration and cooperation in a different way of understanding the language to communicate efficiently with others.

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ANNEXES

Annex 1. Authorization



Ambato, 09 de Enero del 2023

AUTORIZACIÓN

A quien interese:

El departamento de Gestión Humana de la Unidad Educativa Atenas autoriza:

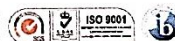
Al Sr. **SOLIS DIAZ MARLON STALIN** identificado con No. de cédula **1804822888** que ha solicitado desarrollar su trabajo de investigación titulado **"TASK-BASED LEARNING IN THE IMPROVEMENT OF GRAMMAR SKILLS"**, previamente a la obtención de su título de posgrado en la Maestría en Pedagogía del Idioma Inglés como Lengua Extranjera. De igual manera, proporciona un plan de propuesta a ser ejecutado en la presente institución durante su indagación.

Es todo en cuanto se puede decir a la verdad para que se haga uso del presente documento de la manera más conveniente.

Diego Naranjo Castillo
ASISTENTE GESTIÓN HUMANA
UNIDAD EDUCATIVA ATENAS



Calle Gabriel Román y Av. Pedro Viscoz, Yacupamba - Iza Ambato
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Annex 2. Lesson plans: Research proposal

Unidad Educativa Atenas

Lesson Plan N° 5

General information:

- **Subject:** English Language
- **Topic:** Noun endings. Verbs beginning with dis- / re-
- **Class:** B1 learners from the tenth level / Mixed abilities and skills
- **Time:** 80 minutes
- **Materials:** Gold Experience B1+ (Unit 6 p. 86), Slides, Videos, Websites, Moodle, Computer.
- **Technique:** Think Pair Share
- **Goal:** To develop a brochure in order to talk about inventors and inventions by using noun endings. Verbs beginning with dis- / re-.

Development:

Pre-Stage (15 - 20 min)

- Students talk about the way the world would be without cars. Here, the teacher provides them with a technological tool called “Mentimeter” in order to get ideas and all participants can take an active role at the beginning of the classroom.
- Later on, they discuss in pairs what other inventions they would miss. The teacher takes some notes on the board about their ideas and asks them new questions too.
 - ✓ What is the greatest invention of the year?
 - ✓ What do you think an inventor's life is like?
 - ✓ What do you think an inventor's life is like?
 - ✓ What is the world's most dangerous invention?
 - ✓ What is the coolest invention ever?
 - ✓ Have you ever thought about inventing anything?
- Teacher presents his students with some affixes and the way they are used to change a word. After that, he gives them some exercises with a specific

context where students have to complete a chart and change nouns into verbs.

- Then, the teacher and the students compare their answers and get some ideas about the topic.

While Stage (20 – 30 min)

- The students have to complete some sentences with the correct form of the nouns from the previous exercise.
- The teacher presents students how to change verbs into their opposites one adding prefixes to the original verb.
- The teacher proposes to complete another exercise using the correct 're-' or 'dis-' form of certain verbs.

appear (x2) connect play record

- Students are able to work cooperatively and to share their ideas. Therefore, there is time to reflect on mistakes and other classmates' opinions.
- Once they have practiced and understood the use of affixes, the teacher asks them to develop a brochure in order to talk about inventors and inventions by using noun endings. Verbs beginning with dis- / re-

Post (20 - 30 min)

- After fifteen minutes, they present their activities to the class.
- At the end of the class, students are able to receive immediate feedback after talking about inventions and inventors that they are interested in or like.

Unidad Educativa Atenas

Lesson Plan N° 6

General information:

- **Subject:** English Language
- **Topic:** Conditionals
- **Class:** B1 learners from the tenth level / Mixed abilities and skills
- **Time:** 80 minutes
- **Materials:** Gold Experience B1+ (Unit 7 p. 96), Slides, Videos, Websites, Moodle, Computer.
- **Technique:** Think Pair Share
- **Goal:** To list several conditional questions in order to provide an answer to them by using conditional structures.

Development:

Pre-Stage (15 - 20 min)

- Students talk about what are conditionals, their definitions, examples, and where to use them. Here, the teacher provides them with a technological tool called “Nearpod” in order to get ideas and all participants can take an active role at the beginning of the classroom.
- Later on, they discuss in pairs and brainstorm some ideas about the topic and. There are four questions which represent each conditional sentence. Students have an example of the answer that can be useful to share their ideas.
 - ✓ If you have to work, what time do you wake up?
 - ✓ If it rains tomorrow, what will you do?
 - ✓ If you won the lottery, what would you do?
 - ✓ If you had more time this week, what would you have done?
- Teacher presents his students with more answers and gives them some clues to interpret and to differentiate these types of questions. Then, students complete a grammar box in their books.

While Stage (20 – 30 min)

- The teacher plays an audio where students are going to listen to three people answering questions about where they live. Therefore, they need to match the speakers (1–3) with the questions they are answering (A–C).
- The teacher plays the audio for the second time and students answer the following questions.
 - ✓ Why would Speaker 1 like to live in Sydney?
 - ✓ What would there be in Speaker 2's house?
 - ✓ What changes would Speaker 3 have made to the house?
- The teacher presents them with some exercises where they need to select the correct form of the verbs to complete the sentences.
- The teacher and students discuss the answers and continue doing the next activity.
- The teacher explains the next activity which is a gap-filling activity. They need to pay attention to a reading text and complete the gaps with certain words that are provided before the text.

could - had - find - had been - were (x2)

will - would (x2) - would have (x2)

- Students are able to work cooperatively and to ask questions to their classmates in order to practice. Therefore, there is time to reflect on mistakes and other classmates' opinions.
- Once they have practiced and understood the use of conditionals, the teacher asks them to list some questions in order to share them with their classmates and they can give an answer to them. It is necessary to employ conditional structures.

Post (20 - 30 min)

- After fifteen minutes, they present their activities and share their answers to the class.
- At the end of the class, students are able to receive immediate feedback after answering the questions that they have built.

Unidad Educativa Atenas

Lesson Plan N° 7

General information:

- **Subject:** English Language
- **Topic:** Prepositions
- **Class:** B1 learners from the tenth level / Mixed abilities and skills
- **Time:** 80 minutes
- **Materials:** Gold Experience B1+ (Unit 7 p. 100), Slides, Videos, Websites, Moodle, Computer.
- **Technique:** Think Pair Share
- **Goal:** To talk about a particular road trip in order to sequentially mention the possible activities to do or see by using prepositions.

Development:

Pre-Stage (15 - 20 min)

- Students talk about what they know about countries in the British Isles and the one that they would like to visit the most. Here, the teacher evokes ideas and all participants can take an active role at the beginning of the classroom.
- Later on, they watch a video about the British Isles and the teacher and learners have a small discussion about it.
 - ✓ How are called those two small islands in the west?
 - ✓ Why is it called Great Britain? And how is it called the smaller one?
 - ✓ Can you mention the different countries and capitals of Great Britain and Ireland?
 - ✓ What do they form?
 - ✓ Does The United Kingdom pay in pound or euros? Why?
- Teacher presents his students with some phrases and preposition where they get the idea that there is needed a specific context to understand them. Then, students use the correct prepositions to complete an exercise with several sentences.

While Stage (20 – 30 min)

- The teacher shares a link to their students where they find a “Wordwall” game which gives them the perfect opportunity to be immersed and participate during the class.
- The teacher and his students check the answers.
- Consequently, the teacher explains the next activity which is a multiple-option one. Here, learners find some a reading text where they have to choose one correct answers related to prepositions. They have to analyze and after three minutes, the whole class discuss the correct answers.
- Students are able to work cooperatively and to share their ideas. Therefore, there is time to reflect on mistakes and other classmates’ opinions.
- Once they have practiced and understood the use of prepositions, the teacher asks them to talk about a particular road trip in order to sequentially mention the possible activities to do or to see by using prepositions.

Post (20 - 30 min)

- After fifteen minutes, they present their activities to the class.
- At the end of the class, students are able to receive immediate feedback after talking about their road trips that are interested in.

Unidad Educativa Atenas

Lesson Plan N° 8

General information:

- **Subject:** English Language
- **Topic:** The passive
- **Class:** B1 learners from the tenth level / Mixed abilities and skills
- **Time:** 80 minutes
- **Materials:** Gold Experience B1+ (Unit 8 p. 110), Slides, Videos, Websites, Moodle, Computer.
- **Technique:** Think Pair Share
- **Goal:** To prepare questions in order to have a memory class quiz using the passive.

Development:

Pre-Stage (15 - 20 min)

- Students talk about the passive, their definitions, examples, and where to use it. Here, the teacher provides them with a technological tool called “Mentimeter” in order to get ideas and all participants can take an active role at the beginning of the classroom.
- Later on, students play a “Kahoot” game where they find several sentences in active voice. They need to select the correct passive ones according to the options.
- The teacher and students review the answers and they have a short discussion about the changes in the passive voice. Then, the teacher takes some notes on the board to give students a better understanding of the lesson.

While Stage (20 – 30 min)

- The teacher shows students some exercises where they need to fill some gaps using some words.
by - continuous - get - going to - perfect

- Thus, they reflect on the grammar box about the lesson and, immediately, students listen to a radio show about a world without numbers. They number the items in the order they are mentioned (1–5).

matches	–	mobile phones	–
birthdays	–	money	–
bridges	–		

- Learners complete some sentences with the correct passive form of the verbs in brackets. Then listen again and check their answers.
 - Expect
 - Play
 - Swap
 - Give
 - Need
 - Build
- The teacher presents other different active sentences and students must rewrite the sentences in the passive.
- The teacher explains the next activity which is a completion one. Here, learners find a reading and they have to use active or passive voice based on the context. They have to analyze and after three minutes, the whole class discuss the correct answers.
- Students are able to work cooperatively and to share their ideas. Therefore, there is time to reflect on mistakes and other classmates' opinions.
- Once they have practiced and understood the use of the passive voice, the teacher asks them to prepare some questions in the passive which are used to be asked to their classmates.

Post (20 - 30 min)

- After fifteen minutes, they present their activities to the class. They play this memory class quiz at the same moment that they practice the grammar structure implicitly.
- At the end of the class, students are able to receive immediate feedback after talking about the topic discussed.

Annex 3. Questionnaire for students



Pontificia Universidad Católica del Ecuador | Sede Ambato

TASK-BASED LEARNING IN THE IMPROVEMENT OF GRAMMAR SKILLS AMONG B1 LEVEL LEARNERS

OBJETIVE: To determine the impact of TBL on the grammar development

SECTION I: INSTRUCTIONS

Read each question carefully and use a mark **(X)** for each item where you consider appropriate. This is not a test, there are no right or wrong responses. Please, answer **all the questions** considering the following scale from 5 to 1.

Thanks.

5= Always 4= Frequently 3= Sometimes 2= Rarely 1= Never

	Always	Frequently	Sometimes	Rarely	Never
1. How often do you use English as a foreign language out the classroom?					
2. How often does your teacher convey language using innovative and effective methodologies?					
3. How often do you acquire knowledge by creating new experiences?					
4 How often does your teacher employ TBL (procedure and/or technique) in his classes?					
5. How often do you use the English language to communicate with others?					

SECTION II: INSTRUCTIONS

Read each question carefully and make a circle **(and only one)** for each item where you consider appropriate. This is not a test, there are no right or wrong responses. Please, answer **all the questions** considering the following scale from 5 to 1.

Thanks.

5= Very important

4= Important

3= Neutral

2= Low importance

1= Not at all important

THANK YOU VERY MUCH – I REALLY APPRECIATE YOUR HELP!!

	Very important	Important	Neutral	Low importance	Not at all important
6. How important is it to utilize all the language skills (speaking, listening, writing, and reading) in the classroom?	5	4	3	2	1
7. How important is it to generate the English language by producing it (speaking, writing)?	5	4	3	2	1
8. How important is it to learn grammar structure based on real-world activities?	5	4	3	2	1
9. How important is it to learn the English language?	5	4	3	2	1
10. How important is to develop grammatical structure skills in English language?	5	4	3	2	1

Annex 4. Expert's general information

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
POSGRADO
MAESTRÍA EN PEDAGOGÍA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA

EXPERT'S GENERAL INFORMATION:

Full Name: Manuel Xavier Sulca Guale
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees
Undergraduate: Licenciado en Ciencias de la Educación Especialidad Inglés Institution: Universidad Técnica de Ambato Year: 1999
Postgraduate: Magister en Educación Universitaria y Administración Educativa Institution: Universidad Tecnológica Indoamérica Year: 2003
Postgraduate: Magister en Pedagogía de los Idiomas Nacionales y Extranjeros Institution: Universidad Casa Grande Year: 2022

Annex 5. Expert's validation



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
 POSGRADO
 MAESTRÍA EN PEDAGOGÍA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA, SEXTA COHORTE
 Av. Manuelita Sáenz, Ambato EC180207, Ambato 180207 – Ecuador
 INSTRUMENT VALIDATION: QUESTIONNAIRE



“Task-Based Learning in the improvement of grammar skills among B1 level learners.”

AUTHOR: Marlon Stalin Solis Diaz

Instrument validation objective: To approve the validity of the questions raised in the questionnaire.

Choose and mark with an X the corresponding assessment to give validity and reliability to the instruments according to the scale.

QUESTIONS	EVALUATION CRITERIA																				Observations					
	The instructions are clear.					It has an organized coherent and systematic structure.					The writing is clear and exact.					It picks up the necessary information to fulfill the outlined objective.						It contemplates an appropriate spelling and punctuation signs.				
	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%						
Q1		X					X				X					X										
Q2			X					X				X					X									
Q3			X					X				X					X									
Q4			X					X				X					X									
Q5		X					X					X					X									
Q6	X					X					X					X										
Q7		X					X					X					X									
Q8			X				X					X					X									
Q9			X					X				X					X									
Q10			X					X				X					X									
Applicable 100%					Amendable 75%					Regular 50%					Deficient 25%					No applicable 0%						

Expert's name: Xavier Sulca Guale

C.I: 1802447548

Title degree: Magister

Area Experience: Teaching English as a Foreign Language



XAVIER SULCA
 GUALE

Signature

Annex 6. Evidences

