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Research submitted in partial fulfillment of the requirements for Bachelor of Arts degree in teaching English as a second language.

The effectiveness of using TBL (*task based-learning*) along with ICT for the development of speaking in 10th grade at Reino de Suecia Institute in Estelí during the first semester, 2019.

Authors:

- Víctor Noel López López
- Cristela Massiel Rugama Meléndez
- Ervin Bayardo Gutiérrez López

Department: Department of Education and Humanities

Advisor: Jeydels Alexander Barahona.

Level: 5th Year.

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Abstract

The English language has become one of the most important languages worldwide. The objective of speaking is to communicate ideas to other people and to know others' ideas. In High school, students need to be exposed to an effective learning method that motivates them and engage them in the English class. However, this is not possible by itself, it is required the recent learning tools in this technological era.

In this research, we explore the effectiveness of using TBL (task based-learning) along with ICT for the development of speaking in 10th grade at Reino de Suecia Institute in Estelí during the first semester, 2019. The focus of this study is to verify how effective this method is in an English class by using tools such as data show projectors and speaker.

In order to achieve this objective, ten students from a public secondary school were selected as participants. The school is located in the city of Estelí. The study was carried out in two periods of class; one of them in 90 minutes and the other was 45 minutes. The lesson plans were created following the TBL framework with activities that encourage oral performance.

The data for this research was gathered through observation guides, interviews with the students and an interview that was directly applied to the teacher. This data was then analyzed under the qualitative approach.

The result showed that undoubtedly, the TBL along with ICT is adequate to foster the development of speaking. It has been proved that the teacher and students need to have knowledge on the use of technological devices and the most important computer software.

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1. Introduction

Nowadays, technology is having an impact around the world. It changes the way we live providing a lot of option to communicate, entertainment, interaction, application, website, and social media, etc. This change affect directly to education in the way that English teacher needs to be well training to use properly technological devices and software. In addition, in the process of learning English, teachers must incorporate technological devices to involve and motivate students to participate in their own learning.

Our research is aims to cover the effectiveness of using TBL (task based-learning) along with ICT for the development of speaking. We focused on speaking, because we believe that is the most important skill of any language.

Combined the TBL approach with ICT, it is possible that students enrich their knowledge in the target language, as well as make it a pleasant experience and full achievements

2. Problem Statement

2.1 Problem Description

Most of the time, students are always sitting still in the classroom and learn with big amounts of drills and extended lessons of grammar. This kind of situation just contributes to depriving learners to oral production in a real context, preventing them from being part of a meaningful process.

If the teachers are able to open to a new learning approach and use technology as a tool, this might be very helpful and contribute to engaging students when they are communicating in the target language.

2.2 Research Questions.

How effective would be to teach TBL along with ICT tools to develop speaking?

3. Background and Significance

Some similar research papers offer information about our topic:

There are some similar researches which offer information about our topic. According to Espinoza, Alanís & Fuentes (2011) both students and teachers need a variety of strategies and didactic resources to achieve meaningful learning. They can create their own teaching resources and use them for educational purposes, both inside and outside the classroom and the micro-pills are effective in developing listening and speaking skills in students.

Molina & Blandon (2018) carried out similar research on Increasing young learners' talking time in bilingual classroom through the Task-based approach. Their result suggests that young learners have a lack of spontaneous talking time. Then, the teacher needs to find a suitable strategy with a communicative focus and provided support to their students.

4. Justification

During prior observations to English classes at secondary school in 2018, we were able to see that teachers are still applying traditional teaching methodologies. Most of the time, students seem to lack motivation toward the activities, are stress out, and bored. Consequently, this affects their performance in the oral tasks and the progress they make in the language is poor.

In addition to using traditional methods and techniques in the English in secondary schools, the official curriculum is not taken seriously. It is just a complimentary class. We think that it is necessary and essential to consider using new approaches when teaching English in the classroom, such as TBL (task-based learning) that allow students to get involved in their learning process, as well as they put into practice their creativity and abilities.

Furthermore, it is necessary to keep in mind that at Reino de Suecia Institute classes have around 40 to 45 students per classroom. This means those teachers need methods that make students more active in their learning process and ways to use ICT tools that this school already own.

We strongly believe that the combination of TBL accompanied by the correct strategies will benefit both teacher and students. In that way, the teacher will have engaged and meaningful classes will make use of all the student abilities to assure they become the center of the learning process.

5. Theoretical Framework

In this section of the document, we will make use of theories that cover the effectiveness of using ICT tools for SLL to develop speaking skill. In addition, we will review some of the most important approaches that influence the learning process of a language, as well as the role of the teacher and students in the classroom, and a brief description of task-based learning methodology. Lastly, it is important to establish the different type of ICT tools, their role and how they work in a lesson class.

5.1 Second Language Learning

According to Mitchell & Myles (2004, pág. 6), Second language learning is an immensely complex phenomenon. Millions of human beings have experience of SLL, and may have a good practical understanding of the activities that helped them to learn (or perhaps blocked them from learning).

We need to understand SLL better than we do, for two basic reasons:

Because improved knowledge in this particular domain is interesting in itself, and can also contribute to more general understanding about the nature of language, of human learning and of intercultural communication, and thus about the human mind itself, as well as how all these are interrelated and affect each other.

Because the knowledge will be useful. If we become better at explaining the learning process, and are better able to account for both success and failure in SLL, there will be a payoff for millions of teachers, and tens of millions of students and other learners, who are struggling with the task.

In addition, Krashen (1981, p. 1) , Language acquisition is very similar to the process children use in acquiring first and second languages. It requires

meaningful interaction in the target language natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition.

5.1.1 Teacher and students' role in ESL/EFL/SSL

Over the years, the role of the teacher has changed, from a learning teacher-centered to a facilitator. It is becoming student-centered, which the pupil takes part in full time of their own learning process.

Teachers are active participants in the creation of classroom realities, and they act in the light of their own beliefs, attitudes, and perceptions of the relevant teaching situation. We need to be aware of the unique contribution which each individual brings to the learning situation (Williams & Burden, p. 95)

According to Hall (2011), how teaching is conceptualized as the transmission of knowledge from teachers to learners, or as the provision of opportunities for learners to discover and construct knowledge for themselves will also affect the role teachers assume in the classroom.

On the other hand, Watkins (2005) states that learners may learn thing from teacher, or from each other, or from watching a film, or hearing a song, reading something, or perhaps by reflecting on things that they have been “tough” in previous lessons.

The learners' task in the teaching and learning equation is to construct the system of the target language. They have to find out and remember how word are joined together and what they mean, how grammar patterns fit together, as well as how phonological features such as stress and intonation are used. The system the learner construct can only emerge gradually – parts may come from direct,

conscious learning of new bits of language, and other parts may be subconsciously picked up from exposure to the target language (Watkins, 2005, p. 15).

5.2 Approaches for teaching/ Learning English as second language

Language has experimented with different theoretical ideas that contribute to building a good bridge which fosters learning SL. Yule (2010, pp. 189-190) underline some of the most important Approach that shape to learn a language today:

The grammar-translation method

The most traditional approach is to treat L2 learning in the same way as any other academic subject. Vocabulary lists and sets of grammar rules are used to define the target of learning, memorization is encouraged, and written language rather than spoken language is emphasized.

Although this method clearly produced many successful L2 users over the centuries, it is sometimes claimed that students can leave school, having achieved high grades in French class via this method, yet find themselves at a loss when confronted by the way the French in France actually use their language.

The audiolingual method

A very different approach, emphasizing the spoken language, became popular in the middle of the twentieth century. It involved a systematic presentation of the structures of the L2, moving from the simple to the more complex, in the form of drills that the student had to repeat.

Versions of this approach are still used in language teaching, but its critics have pointed out that isolated practice in drilling language patterns bears no

resemblance to the interactional nature of actual spoken language use. Moreover, it can be incredibly boring.

Communicative approaches

More recent revisions of the L2 learning experience can best be described as communicative approaches. They are partially a reaction against the artificiality of “pattern practice” and also against the belief that consciously learning the grammar rules of a language will necessarily result in an ability to use the language.

Although there are many different versions of how to create communicative experiences for L2 learners, they are all based on a belief that the functions of language (what it is used for) should be emphasized rather than the forms of the language (correct grammatical or phonological structures).

Classroom lessons are likely to be organized around concepts such as “asking for things” in different social settings, rather than “the forms of the past tense” in different sentences. These changes have coincided with attempts to provide more appropriate materials for L2 learning that has a specific purpose, as in “English for medical personnel” or “Japanese for business people.”

5.3 The Theory behind Task Based Learning

For Bowen (2009), Task-based learning offers the student an opportunity to do exactly this. The primary focus of classroom activity is the task and language is the instrument which the students use to complete it.

The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning, they are free to use any language they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks.

In TBL an activity in which students are given a list of words to use cannot be considered as a genuine task. Nor can a normal role play if it does not contain a problem-solving element or where students are not given a goal to reach. In many roles plays students simply act out their restricted role. For instance, a role plays where students have to act out roles as company directors but must come to an agreement or find the right solution within the given time limit can be considered a genuine task in TBL.

5.4 The role of technology in language learning

For Jones & McLean (2018, p. 41) Information and communications technologies (ICTs) are pervasive in twenty-first-century society, something that subsequently warrants their importance in twenty-first-century education. While the use of ICTs in education is fairly ubiquitous, the ways in which they are utilized are, however, quite varied. A range of factors influence the ways in which ICTs are used in education including those related to access, socio-economic status, ethics, cyber safety and teacher confidence and competence.

These influential factors have contributed to technology use in schools becoming an important topic for consideration, particularly in regard to the what, where and how of ICT for learning.

Bickham, et al. (p. 9) state, to effectively engage and teach Millennial students, school systems must be outfitted with a prerequisite of ICT resources, and curricula must be designed to promote a collaborative learner-centered environment to which students will relate and respond. As ICT is integrated into classrooms, educators must have professional development and certification of computing skills. Students must also be taught ICT skills relevant to their entry into the workforce.

5.4.1 Different type of ICT tools and their role in education

Essays UK (2013) published a literature review on different types of ICT tools in education. According to this essay, Information and Communication Technology consists of various tools and systems that can be exploited by capable and creative teachers to improve teaching and learning situations. Lim and Tay (2003) classification of ICT tools as:

- 1) Informative tools: Internet, Network Virtual Drive, Intranet systems, Homepage, etc.
- 2) resignation devices: CD-ROM, etc.
- 3) Constructive tools: MS Word, PowerPoint, FrontPage, Adobe Photoshop, Lego Mindstorms, etc.
- 4) Communicative tools: e-mail, SMS, etc.
- 5) Collaborative tools: discussion boards, etc. forum

The five categories of ICT tools listed above are discussed in more detail under the following headings.

Informative Tools

Informative tools are applications that provide large amounts of information in various formats such as text, graphics, sound, or video. Informative tools can be regarded as a passive repository of information (Chen & Hsu, 1999). Examples include tools and information resources of the existing multimedia encyclopedia of the Internet. The Internet is a huge electronic database, and researchers consider the Internet as the most significant ICT tools in e-learning environments. Pew Internet & American Life Project did a survey in 2002 showed them three out of five children under the age of 18 and more than 78% of children between the ages of 12 and 17 lines. Key findings from this study are found in Levin & Arafah (2002)

shows that students rely on the internet to help them do their homework. In short, students consider the Internet as a virtual textbook, reference library, virtual tutor, learn to study shortcuts and virtual study groups (McNeely, 2005).

Situating Tools

Situating tools is a system that lay the students in the environment where it involves a context and the occurrence of a situation. Examples of such systems include simulation, virtual reality and multi-user domain. Situating tools software tools such as CD-ROM. CD-ROM offers hypermedia application which gives better opportunities for teachers to enhance learning environment. Hypermedia application covers more than one of the following medias such as text, audio, graphic images (still images), animation and video clips. Hypermedia applications are well integrated in the learning environment to enhance student autonomy and thinking (Cheung & Lim, 2000). A multimedia presentation topic will help students to conceptualize the ideas of the real world by integrating the theories in the practical application of real-world situations. It is to increase students' ability to use the conceptual tools of the discipline in authentic practice. (Phillips, 2004) Multimedia able to put the amazing array of resources on student and lecturer resources on teaching and student 1control. "Multimedia learning active learning to create a more dynamic, interactive, collaborative, and satisfying" (Supyian, 1996)

Constructive Tools

constructive tool is a general-purpose tool that can be used to manipulate information, construct their own knowledge or visualize students understanding. Construction tools such as Microsoft Word or Powerpoint has a strong impact in the educational environment and is widely used in most organizations in the form of memos, reports, letters, presentations, record routine information, giving businesses the most (McMahon, M. 1997.) In learning a second language, Microsoft Word manage to help students to make correct sentences and texts as well as modern word processors include spell checking and dictionaries and

grammar checkers. Therefore, teachers can use the software to promote writing in the curriculum. PowerPoint is a presentation graphics program packaged as part of Microsoft Office for Windows or Macintosh. Although generally used for developing business presentations, it is also very advantageous in the context of increase creativity among students. While word processing program is the most common computer applications used, as a spreadsheet like Excel is just as important in teaching and learning of English. Students will be exposed to learning design and statistical data using the Excel program that can be automated through the formula.

Communicative Tools

Communicative tools are systems that allow easy communication between teachers and students or between students outside the physical barrier classroom. (Chen, D., Hsu, JJF, and Hung, D. 2000) It is including e-mail, electronic bulletin boards, chat, teleconference and electronic whiteboard. Synchronous communicative tools such as chat or video conference enable real-time communication while using the tools of communicative asynchronous (eg e-mail and electronic whiteboard) is a system in which exchange of messages between people are not 'live' but somehow delayed. Communicative tool most appropriate for activities requiring more time to think before responding. Utilization of electronic mail is increasing day by day. E-mail is the most commonly used on the Internet. It is easy to use as it is a primarily text-based system and simple communication tool for teachers and students that allows students to dominate class beyond physical barrier. (Chen, D., Hsu, JJF, and Hung, D., 2000.)

Collaborative Tools

Collaboration tools of ICT is currently the focus of much interest and emerging as development of new tools that make online collaborative projects draw a realistic option for a distributed group work. Internet can be used for many collaborative activities such as meetings, discussions are taking place, working in the document,

information dissemination, and other tasks. Interactive electronic whiteboard is not just used as tools for meeting and development, but recently became the most popular tool among teachers. whiteboard is an electronic device that interfaces with the computer where the computer image is displayed on the board that can be manipulated interactively (Weiser and Jay, 1996). This tool is increasingly popular with teachers, when used in conjunction with a computer and a video projector that produces interactive learning community. Instead of having to crowd around one or two computers, interactive whiteboard not only display the materials, but also to respond to human interaction with computer commands and orders on a touch screen. In addition, these technologies provide impulsive information sharing, constructing knowledge and stimulate personal growth. (Mona, 2004). Other collaborative tools, such as E-mail messaging, Wireless Application Protocol (WAP) and General Packet Radio Services (GPRS) embedded in micro-browser equipped mobile phones or GPRS enabled handheld computers are other ICT tools that that can link students in different geographic locations exceeding the boundaries of class. In addition, the development of mobile phone and PDA allows learners to exchange information in a short time simultaneously and asynchronously, and provides flexibility for one-one, one-to-many and many-to-many communication, especially for the online discussion forum. (Lim & Lee, 2002). In conclusion, a "learning is no longer seen as a solitary activity, but is described as taking place through social interaction with peers, mentors and experts" (Kings, 1998).

6. Methodological Design

In this section of the research, we are going to explain the design that we followed, the universe, the population, sampling and the data collection methods. Moreover, we will discuss how the data analysis process was carried out.

6.1 Research Design

This research follows a qualitative design to experiment with the performance of the students in class when they are speaking. We want to observe and identify the effectiveness of using ICT when the teacher is explaining a lesson as well when the students are producing the target language.

6.2 Research Site

The Institute Reino de Suecia, is a secondary public school located in 14 de Abril neighborhood in the city of Estelí. This school offers regular instruction from Monday to Friday, so the student population is served in three shifts (morning, afternoon and at night).

The school has an infrastructure of 12 classrooms designed for students, all them occupied by the students. The school has many conditions such as a library, sports field, laboratory (classroom TIC) and a principal office.

6.3 Subject Selection

The universe of this research is 1303 students of the afternoon shift, at the Reino de Suecia institute high school, in the first semester 2019, in the municipality of Estelí department of Estelí. The population is composed of 46 students of fourth year "A" the afternoon shift.

6.4 Sampling and Data Collection

The sample was taken by convenience because we chose students with the best performance in the English class.

The sample was formed by students of tenth grade “A”, at Reino de Suecia institute of Estelí, representing 46 students of the total population and an English teacher. On the other hand, we will take in to account data from Regnum Dei School with the same grade.

We will implement interviews and an observation guide. We want to find out how efficient students are in speaking skill with a different method and using ICT.

6.4.1 Observation Guide

According to Kawulich (2005) observations have been used in a variety of discipline as a tool for collecting data about people, processes and cultures in qualitative research.

6.4.2 Interview

According to Brinkman (2014) the interview is a conversational practice Where knowledge is produced through the interaction between an Interviewee.

6.4.3 Data Analysis

According Nigatu (2009) qualitative data analysis is the range of processes and procedure whereby we moved from the qualitative data that have been collected

into some form of explanation, understanding or interpretation of the people and situation we investigated. It is usually based on an interpretative philosophy. The idea is to examine the meaningful and symbolic content of qualitative data.

After collecting the data from the interview and observation guide, the results obtained from the applied instruments will be analyzed and discussed. As well as, the result from both schools will be compared to get more information.

7. Result and Discussion

How effective would it be to teach using TBL along with ICT tools to develop speaking?

In this part, we represent in a chart the activities that we apply to develop the class along with the TBL framework. This activity was divided between to lesson plans.

TBL Framework	Task	Description
Pre-Task	Ice Breaker – Copy Claps	
	Brainstorm	In this activity, we introduce our topic (music). Students came to the board and wrote the music genre that they like the most.
	Audio Guessing	We used a speaker device for this activity. The students listened to an audio which contained proper music from different countries (tango, Jazz, guarache, Chinese folk music, and Samba). They must guess, where this song comes from?
	Pictures	Through the data show projector and the computer, we showed five pictures of different famous singers. The students watched it, then once they know the artist, they say his/her name and their famous song.
Task Preparation	Interview	The students made a chart in which they must write on the top; student

		name, genre, the title of his/her favorite song and the singer who sing the song. Students interviewed one student and wrote the information down on their notebook. Then, they prepare material to make a presentation about the previous information.
Task Realization	Presentation	The students present his/her interviewers.
Post-Task	Feedback	

During the development of the class and the implementation of the previous activities, we noticed the following aspects:

- a) Students show motivation and participation during the activities.

At the beginning of the class, the students felt a bit strange because, apparently, it was the first time that the English teacher was not with them.

When we started with the icebreaker activity, some students began to feel confident. Because of this, the activity was fun and helped to motivate them to participate. Not only, they engage in the class, but also help to the rest of the class to begin to involve with the following activities.

- b) They were able to work in groups and share information.

When they had to complete a task as a group or individually, we observed that students collaborate among themselves when they have any doubt or suggestion.

Nevertheless, some members of the groups did not work. The possible reason for their lack of interesting in the task is their bad behavior.

c) Use of material in the task preparation stage for the presentation.

In this stage, we want to highlight that not all the groups have made their presentation. We decided to select four groups at the time because we considered they were working. The rest of the groups were given the opportunity to plan their presentation for the next class using slides in PowerPoint.

When they selecting what type of material would be using for the presentation, the students opted for the material they had available (notebook paper and markers).

d) The use of English to communicate ideas.

Before the presentation, some members of the groups communicate their ideas in the target language when they were making the interview. However, some of them were limited to the native language and they did not want to talk in English.

During the presentation, each member of the group expresses himself in English. This was possibly because the fact that they were making the presentation collectively and not individually.

e) Students were clear about the content.

The students had previous knowledge, which makes the subject easy to understand. During all the activities it was possible to appreciate that the students had solid bases in the target language. Nevertheless, they had a lack of oral expression because they were very shy.

Student's interview

We applied a written open-end interview at the end of the last class to ten students for the purpose of confirming the results of our observation. This instrument was a great tool to get an idea of the motivation and interest of the students towards the activities.

In the students' interview, they stated the following points:

- a) During the development of the class, they felt engaged and motivated to participate in the activities. At the same time, they understood the topic in a clear way.
- b) They totally agreed that the activities contribute to promoting communication among the students.
- c) The use of ICT provides them an alternative way to learn. On the other hand, they claim that they have poor knowledge in the use of computer and the technologic devices.
- d) The only tool that they use was their cellular phone. They use this device to find the meaning of the words through google translation application.

Teacher's interview

According to Mr. Porrás, to promote speaking skill, he implements some strategies such group of work, short dialogue, watching videos with subtitles, Jazz chants, sentences race. In addition, the English teacher thinks those kinds of activities are very effective in putting in practices communication among students.

On the other hand, the teacher states that he will be able to use TBL method. However, it is something impossible for him because of the lack of technology resource and the only tools that he uses sometimes is a cd player.

Despite the fact that he had that limitation, he allows students to use their cellular phone to complete some task by using google translator application to find the meaning of vocabulary and unknown words.

In general terms, Mr. Porrás thinks that TBL is a great option to develop a class since students perceive the difference between the use of the traditional method and, the motivation and engaged which they felt when the teacher uses task-based learning.

8. Conclusions

The research was carried out in two English classes. The main objective of the study was to determine how effective would be to teach with TBL along with ICT tools to develop speaking. To achieve this goal, we used activities that contributed to communicating students among them.

The lesson plans were created under the basis of task-based learning framework. We use ICT tools such as data show projector and speakers to develop the class. During the lessons, students worked willingly in the activities and most of them participate and collaborate among them to complete with the task.

The result of the interview and the observation showed that a great number of students agree that TBL is the best option for learning a language. Besides, for them, this method with ICT tools motive and encouraging to oral communication during the English class.

It has been proved that teachers can increase the students interest and catch their attention when they expose them to a real language. The use of technology devices such as data show projector and speakers allow students and teacher to enrich the lesson and is a perfect complement to foster oral communication. In addition, both teachers and students must be well training in the use of computer software and technology tools.

As teachers and researchers, we strongly believe, that if we want to obtain the best performance of the students in oral communication, we need to use this method and technology tools. Moreover, it is important to mention that mix traditional material with technology is the best option due to we have to avoid to be a hundred percent dependable of ICT.

9. Recommendation

- The English teacher must have prepared engaged activities in which foster students' participation and oral expression.
- The English and ICT teachers must coordinate to create relevant materials that help to performance students' communication in the target language.
- It is important that English teachers provided feedback among them. This help to evaluate the process and find new strategies that reinforce the lesson as well as, the students' performance in the task.
- Apply at least one or two activities with the MINED book during and after the class.
- The ICT teacher must encourage the students and English teachers to take an extra course in Computer Science with a no-charge school such as Centro Tecnológico Francisco Rivera Quintero El Zorro.

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A

School: Reino de Suecia Institute

Date:

Grade: Tenth

Section: A

Turn: Afternoon

Objective: To check if the use of TBL along with technology is effective in students learning

Variable to observe	Observation
1. Students show motivation during the activities	
2. Students participate in the activities	
3. Students understand the content	
4. Students shares ideas in groups	
5. Students solve the tasks effectively	
6. Students apply previous knowledge	
7. Students communicate ideas verbally	

Teacher's Interview



Dear teacher,

We are students of the English major and we are working on a research paper about the effectiveness of using TBL (task-based learning) along with ICT (Information and Communication Technology) for the development of speaking. We need your help to answer the following questions about this topic. Beforehand thank you very much!

1. What strategies do you implement to put in practice the speaking skill?
2. Do you think that is effective your strategies in oral skills?
3. Have you considered to implement another method such as TBL to develop student's oral production? Why?
4. Do you use ICT tools? How often?
5. What kind of ICT tools do you use to develop your English class?
6. Are your classes engagement when you use ICT tools?
7. Do you think that students get motivated if you use TBL along with technology?

Student's Interview



Querido estudiante.

Buen día. Somos estudiantes de la carrera de inglés y estamos en nuestro trabajo final de investigación, sería de gran ayuda para nosotros que dieran respuesta a estas preguntas. ¡De antemano, muchísimas gracias!

1. ¿Cómo sientes que estuvieron las actividades que desarrollaron los estudiantes de la carrera de inglés?
2. ¿Piensas que lograste captar muy bien el contenido?
3. ¿Crees que estas actividades favorecen en el habla de inglés con los demás compañeros?
4. ¿Consideras que el uso de herramientas tecnológicas enriquece tu aprendizaje? ¿Por qué?
5. ¿Qué tan a menudo utilizas herramientas tecnológicas y que tipo de programas dominas?
6. ¿Crees que eres capaz de utilizar herramientas tecnológicas para realizar una presentación utilizando ICT?

Lesson Plan

Unit: II Culture
Content: Music

Grade: 10th
Time: 90
Place: Reino de Suecia Institute

Achievement Indicator

The students will be able to express his/her favorite Music genre

Initial Activity

- Introduce to the group
- Apply an icebreaker “Copy the Claps”.

Development Activity

- The teacher will explain the different music genre and he will say his favorite.
- Brainstorm about “What is your favorite music genre”
 - The Ss will pass to the board and they will write their favorite music genre.
- The Ss will work in group of six members and they will make a chart in which they must write on the top; student name, genre, the title of his/her favorite song and the singer who sing the song.
- They will choose a student each one of them will make an interview with following question:
 - What is your favorite genre?
 - What is your favorite song and singer?
- The Ss will make a short presentation about the previous task. The teacher will select four groups randomly who will make the presentation. On the other hand, the rest of the groups will prepare the presentation in PowerPoint for the next class.
- The Ss will present his/her interviewers and they will use their creativities to present them. This include material such; card paper, flip chart, marker, colors, scissors etc.
- They will use the following answer to present:
 - I’m going to present _____.
 - His/her favorite genre is _____

- His/her favorite song and singer is _____

Culmination

- We will pass four groups to present the task

Evaluation

- We will check their pronunciation and the use of materials.

Lesson Plan

Unit: II Culture
Content: Music

Grade: 10th
Time: 45
Place: Reino de Suecia Institute

Achievement Indicator

The students will be able to remember and express knowledge about music genre

Initial Activity

- Take the attendance
- Apply an icebreaker “crazy claps”.
- The teacher will review the previous class.

Development Activity

- The Ss will listen an audio with different music sound and they will guess, where the music comes from?
- The teacher will show some pictures of famous singer and the Ss will guess their names and then, they will say any famous music of them.
- The Ss will make the presentation in PowerPoint.

Culmination

- After the groups finish their presentations, the teacher will ask randomly to the whole class about some student’s favorite singer and songs.

Evaluation

- We will check their pronunciation and the use of materials.

