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´´DESIGN, PRODUCTION, APPLICATION AND ANALYSIS OF TASK-BASED TEACHING MATERIAL FOR BEGINNER HOSPITALITY STUDENTS AT THE UNIVERSITY OF CUENCA´´

Tesis previa a la obtención del Grado de Magister en Lengua Inglesa y Lingüística Aplicada.

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RESUMEN

Diseño, producción, aplicación y análisis de material didáctico basado en tareas es el enfoque de este trabajo de investigación. Este tema surgió en base a la carencia de material didáctico y una metodología apropiada para satisfacer las expectativas de los estudiantes en la adquisición del idioma inglés en la carrera de Hospitalidad en una Universidad ubicada en la ciudad de Cuenca – Ecuador.

Los diversos textos utilizados en clases de inglés provienen de otros países desarrollados por lingüistas expertos, pero centrado en la cultura, las costumbres y tradiciones de otros lugares. Este trabajo de investigación tiene como objetivo el diseño, producción, aplicación y análisis de un producto final que proporciona a los participantes temas para promover la cultura del Ecuador, costumbres y tradiciones. El idioma Inglés es el medio por el cual los estudiantes deben ser instruidos para convertirse en embajadores de su cultura, tradiciones y costumbres.

Para determinar la validez de la aplicación de las tareas que implica "manos a la obra", se aplicó una investigación de modo mixto (MMR), que requiere un análisis cuantitativo y cualitativo de las tareas utilizadas.

Los resultados obtenidos fueron satisfactorios; sin embargo, la limitación principal es la falta de estructura que, de hecho, muchos autores han discutido sobre este inconveniente en Task-Based Language Teaching (TBLT).

Diseño, producción, aplicación y análisis del enfoque de enseñanza por tareas del idioma inglés, Task-Based Language Teaching (TBLT), sirve como un modelo de cómo los académicos en el área pueden crear, aplicar y determinar las características esenciales de los materiales de enseñanza del idioma basado en tareas efectuadas por los participantes para satisfacer sus necesidades e intereses.

PALABRAS CLAVE: Diseño, Producción, Aplicación, Análisis, Task-Based Language Teaching, Investigación de Modo Mixto.

ABSTRACT

Design, Production, Application and Analysis of Task-Based teaching material is the focus of this research work. This topic emerged from the factual statement that there isn´t material to suit students´ expectations on language acquisition in the career students are pursuing at the School of Hospitality at a University located in Cuenca – Ecuador.

The various texts used in English classes come from other countries developed by expert linguists, but focused on culture, customs and traditions from other places. This research work is aimed on designing, producing, applying and analyzing an end product which provides participants with topics to promote the Ecuadorian culture, customs and traditions. English language is the means by which students ought to be trained to become ambassadors of their cultural background.

To determine validity of the application of tasks which implies ´´getting hands-on activities´´, a mixed mode research (MMR) was applied which required a quantitative and qualitative analysis of the tasks used.

The results obtained were satisfactory; however, the main constraint was the lack of structure which, indeed, many proponents have argued about this drawback.

Design, Production, Application of Task-Based Language Teaching (TBLT) serves as a model of how English academics can create, implement and determine the essential features of Task-Based Language teaching materials to suit participants´ needs and wants.

KEY WORDS: Design, Production, Application, Analysis, Task-Based Language Teaching (TBLT), Mixed Mode Research (MMR).

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Last but not least, I would like to thank my three lovely children, my dad, my brother and sister and their lovely families for being my inspiration during my restless nights.

DEDICATION

I dedicate this dissertation paper to my three children who have been my source of devotion and inspiration. In times of weariness and exhaustion, a warm hug from Marcela, Priscila and Pablo Nicolás was comforting and alleviating extreme tiredness. My children cheered me up in times of despair, they encouraged me to continue what was started and their frequent expression of ´´You can do it mom!´´ persuaded me to carry on. Thank you MAPRINI and I love you!

I also dedicate this thesis to all my lifelong students who are the central point of concern when it comes to the use of a proper methodology to impart the target language. It has been my constant struggle over the last thirty years to find better ways to teach English.

INTRODUCTION

It is undeniable that the need to be interconnected and to have an intercultural communication has demanded the need of a language that is common not only for travelers and business people, but for the whole world´s population; for this reason, Firth indicates that ´´English has become a lingua franca that needs to be developed in all the fields´´ (240). Hospitality, Tourism and Gastronomy are areas where its various service providers such as receptionists, flight attendants, ticket agents, chefs, waiting staff and so on, need to have knowledge of English as a Lingua Franca (ELF) so that the barriers of communication would not stop people from sharing information and knowledge about each other´s culture and idiosyncrasy.

Over the last thirty years, English has been taught at different levels of education in Cuenca - Ecuador such as elementary school, high school and university; however, there are variables which have affected the teaching-learning process of the target language. First of all, the focus of language teaching has been on form rather than on function which has led students to concentrate on the structure rather than on the content. A study administered by Clavijo and Solís amongst Public, Private and English Teaching Centers state that the hindering factors which impede participants to acquire the target language are ´´the lack of professionally trained teaching staff, the need of a curriculum design which suits the Ecuadorian student population in the different levels of education, standardized goals for the different levels, adequate didactic materials and a proper methodology´´ (417). As a result, English teaching and learning has failed in the process of respectively imparting and acquiring the target language.

Hence, this research work is focused on the ´´Design, Production, Application and Analysis of Task-Based Language Teaching (TBLT) Material for Beginner Hospitality Students at the University of Cuenca´´ since there is a lack of a proper academic teaching guide that provides local information about Cuenca, its surroundings, its customs and traditions.

The development of Task-Based activities is intended to create students´ interests and needs to communicate relevant information about culture, customs and traditions about the city of Cuenca and for this, the foundations of language development need to be strengthened within a beginner course at the School of Hospitality at the University of Cuenca.

There are several researchers that support TBLT such as Ellis et al. These researchers agree on the fact that students need to be presented with different tasks so that they can build on the language by using different resources and by doing collaborative work, which emphasizes sharing information amongst peers to reach agreed objectives (Ellis et al.305). In other words, participants construct knowledge of the target language by ´getting hands on´ activities and becoming actively involved in the process of language acquisition.

Language is presented so that agreement or disagreement may arise, to state opinions and to talk about facts. Vygotsky, author of Mind and Society, indicates that ´´a facilitator should enable the learner to bridge the gap between previous knowledge of the language acquired through various communicative tasks shared with peers´´ (102). With this in mind, TBLT is used so as to promote Ecuadorian culture and traditions through a series of tasks that are practical and enjoyable at the same time. Furthermore, participants construct knowledge through the use of creative thinking skills and problem-solving situations.   Additionally, Kagan et al. say that ´´Cooperative Learning (CL) is required to be carried out alongside Task-Based Language Teaching (TBLT) which will help students to learn from each other´´ (152).

TBLT is based on the constructivist learning principles where, according to Dewey, students are engaged in the learning process rather than ´´being mere receptacles of the teacher´s knowledge´´ (qtd. in Larsen-Freeman 151). The Constructivist theory deals with using language effectively and it is supported by the eclectic method, that is, TBLT parallel to content-based instruction (CB) and cooperative learning (CL) which will aim to help students construct prior knowledge with new experiences and tasks set so as to have participants build on the target language.   Students attending classes at the School of Hospitality Science come from different provinces where participants have faced variability concerning different methods, approaches and techniques as well as the variable concerning the amount of weekly hours spent

in English language instruction. Therefore, disregarding the previous variables, it is expected that the use of TBLT will strengthen speaking skills through the use of tasks to setup different contexts where students will be requested to collaborate in the production of a linguistic outcome. TBLT requires the creation of interactive contexts through the use of brainstorming ideas in order to reach an end product, and this is where ´´Design, Production, Application and Analysis of Task-Based Teaching Material´´ arises.

In this research project, tasks are designed for an intact group of twenty-seven students ranging from the age of 17 to 23 year olds. The length of the research starts on March 11th to July 10th, 2013, which takes up a period of sixteen weeks on a two-hour daily basis from 18h00 to 20h00 p.m., which sums up to a total of 160 hours. The study is conducted to a sample population of 1st English level University students who are majoring in Hospitality, Tourism and Gastronomy. The objectives of this research work are to find out how much language output students will be able to produce after the application of TBLT tasks based on contents related to each one of the three majors and to verify language output as a result of the use of TBLT.

The outlined research reveals a theoretical framework where TBLT is used as a central unit of planning and imparting tasks. TBLT is used to elicit previous knowledge of the target language, even if minimum, to enhance the communicative skill of first level hospitality EFL learners. Several theorists are cited throughout who claim on the practical use of tasks for constructing language cognition. The subsequent chapter is focused on the methodology used and the analysis of a Mixed Mode Research (MMR) study. Furthermore, the conclusions and recommendations based on the results obtained are stated herein.

CHAPTER I: SCOPE OF THE STUDY

1. Background and Justification

There is a vast series of books on hospitality; for instance, ´´Tourism´´ by Robin Walker and Keith Harding - Oxford English for Careers and ´´Tourism and Catering´´ by Neil Wood – Oxford University Press. The preceding printed versions are all focused on places, culture and food from other countries. Therefore, the need to create a handbook, which will focus on Ecuadorian culture, traditions and food, becomes a priority.

Freshmen, university students, who come from different socio-cultural backgrounds to the School of Hospitality Science at the University of Cuenca will be required to take a diagnostic test based on the Common European Framework for Languages (CEFL) which measures students´ language cognition on an A2-Waystage, which focuses on an elementary level that participants ought to possess. Those students, who do not meet the basics of language skill requirement, in other words, those who do not have enough background knowledge of the target language, will be placed in the beginner course.

The false beginner course for Hospitality participants is geared towards those students who have had some English instruction at some point in the past. For Adams and Helgesen:

> These students have studied English at elementary school and high school. Many of them for a number of years, or have learned English by watching TV programs or listened to music in their early childhood. These learners have some understanding of the basics of English and may have been exposed to the language from an early age.

Therefore, this course will be designed to prepare students with sufficient foundations of the target language that meet the CEFL requirements for an A2 level of language acquisition based on the production of touristic information from Cuenca - Ecuador so that participants can give relevant information about their idiosyncrasy.

This research is geared towards designing, producing, applying and analyzing Task-Based material for beginner students at the School of Hospitality Science (Catering and Entertainment)

to build their language knowledge, precisely their communicative skills, through different tasks based on real life situations, which will be the main focus in designing the syllabus. Task-Based activities will provide students with the necessary means and resources to interact with their peers, colleagues and customers by using the target language at an A2 level from the CEFL.

The production of Task-Based material is focused to enhance the communicative skill in EFL at the School of Hospitality Science keeping in mind that Cuenca is a Cultural Heritage of Mankind and, Pombo points out that ´´this city is one of the ten most desired places where to retire and live in and, in this sense, participants need to have the language tools for communication and to provide better services. (10). For the reasons stated, it is vital that the research participants be linguistically and professionally prepared to host, cater and provide efficient information about the city.

1.2. Problem Statement

The School of Hospitality Science lacks proper academic teaching materials that provide local information about Cuenca, its surroundings, its customs and traditions. There is a vast population of foreign people visiting or expats settling down in Cuenca and, therefore, participants ought to be prepared to give information and promote their culture. Most students have demonstrated a lack of Basic English language skills. The actual concern is that the School of Hospitality Management lacks teaching material for students within the area of study and, therefore, the need to design, produce, apply and analyze Task-Based Language Teaching material to suit participants´ needs and interests, arises.

TBLT (Task-Based Language Teaching) at the School of Hospitality Science will provide opportunities for second language learning through CBI (Content-Based Instruction). Brinton, Snow, and Wesche point out that ´´CBI or Content-Based Instruction is not only restrictive to a language program, but it rather integrates the learning of language with the learning of a subject matter´´ (qtd. in Larsen-Freeman 151).

Research Questions:

- To what degree can beginner students improve their English language skills by using Task-Based Language Teaching (TBLT) materials designed, produced, applied and analyzed at the School of Hospitality Science at the University of Cuenca?

- To what degree can beginner students promote the Ecuadorian culture through the designed, produced, applied and analyzed Task-Based Language Teaching (TBLT) material?

1.3. Delimitation of the Research

This research work will be applied to beginner young adult students with different cultural and socioeconomic backgrounds in their early twenties, at the School of Hospitality Science. The study will take up a term of one hundred and sixty hours which is a total of a four month period of classes, equivalent to twenty days per month and a two-hour class a day where students will be exposed to the target language.

As a first step, all first level students from private and public high schools will be given a diagnostic test which will convey English facilitators with a clear scope of the background language knowledge. Students who do not comply with the necessary requirement of the CEFL – (Common European Framework for Languages) A2 level of language knowledge, will be placed in a beginner course where task-based activity topics will be the main focus. This research is intended to be replicable based on the triangulation of data acquired. The project will be geared towards designing, creating, applying and analyzing a product that will be both useful and applicable so that the students at the School of Hospitality Science will be able to give information about their home city. Participants will use tasks for Hospitality and will be exposed to situational observations of task-based communicative activities relevant to their level of language and area of interest in their corresponding careers: Tourism, Hotel Industry and Gastronomy. The three areas are inter-related and the topics to be focused on will suit students´ expectations based on our culture, customs and traditions at an A2- CEFL - elementary level.

1.4. Aim and Objectives

1.4.1. **Aim:** To Design, Produce, Apply and Analyze Task-Based teaching material for Beginner Hospitality students at the University of Cuenca.

1.4.2. Objectives:

- To build on task-based authentic material that will lead students to construct language knowledge through a variety of communicative activities. (Design/Produce)
- To use speaking skills effectively through the use of tasks related to Ecuadorian culture, traditions, places, and food. (Design/Production)
- To develop systematic task-based activities, that is a step by step presentation procedure which will build-on participants´ communicative skills in the different areas of the hospitality industry. (Application)
- To produce a handbook that will be used as reference material for both, teaching staff and students. (Design/Production)
- To determine the level of language acquisition based on the Common European Framework for Languages (CEFL). (Analysis)
- To evaluate the tasks applied to the intact group. (Analysis)

1.5. Hypothesis

Hypothesis statement: The Design, Production, Application and Analysis of Task-Based Teaching Material (TBLT) will aid beginner students to convey information in the target Language about Ecuadorian culture, traditions and customs.

Independent Variable: The use of Task-Based Language Teaching (TBLT) is the independent variable.

Dependent Variable: In the research design for this study, participants´ language production/acquisition through the design, production, application and analysis of tasks is the dependent variable.

1.5.1. Operationalization of the Research

Designing, producing, applying and analyzing Task-Based Language Teaching (TBLT) is a research project that will be applicable to first level students at the School of Hospitality Science (SHS) at the University of Cuenca and it requires the production of a handbook related to the city of Cuenca. A diagnostic test on the four language skills is applied to the group of participants. Those with beginner level scores are selected for this research. The diagnostic test determines a starting point (baseline) for the development of the materials. A post-test is used to measure how much English participants had acquired from the application of designed, produced, applied and analyzed TBLT tasks.

The research design is experimental since Task-Based Language Teaching (TBLT) along Content-Based Instruction (CBI) is applied to an intact group of twenty-seven participants which emphasizes on a cause-effect outcome. A test on demographics is applied to find out information about the participants´ background experience on the process of language learning. A Pre-test and Post-test design is employed where participants are assessed both before and after the manipulation of the treatment to determine effectiveness of the intervention.

A pre-test is required in order to find out what the outcomes are at the beginning of the semester. The results of the pre-test are intended to provide quantitative information about the degree of pre-knowledge among participants. From this point onward, various communicative exercises focused on tourism, hospitality and gastronomy will be the main foci so that students acquire the target language. Students´ progress on the communicative skill is measured during the process. Participants are required to carry out pair work and group work activities so that collaborative learning takes place. A post-test is applied to find out what students have achieved from TBLT alongside content-based instruction.

This research design is qualitative because during the teaching-learning process, students will be required to use different tasks with a communicative purpose and the results will be evaluated progressively. Participants will use tasks to build on language cognition, they will be requested to interact in pairs, in groups or individually to carry out project presentations.

Since this research work is a combination of thesis type two and three, theoretical-applied and project-product, some data collection instruments are applied for further analysis. Graphs and charts are used to summarize and interpret the data collected from the intact group. Because type-three thesis requires the production of a handbook with relevant information related to the city of Cuenca, a description of the results after application is given in detail.

CHAPTER II: LITERATURE REVIEW

Over the years, language instructors have wondered about the methods, techniques and approaches that would lead to the students` development in language learning or language acquisition. However, in other countries such as China, the Ministry of Education has considered that designing, producing, applying and analyzing tasks to be applicable in the language classroom is more meaningful for language participants rather than focusing on language structures, as Wang states in her dissertation paper (6).

Language theories, either cognitive, humanist, constructivist and/or behaviorist, have contributed to the complex tapestry of language teaching and language learning or language acquisition which have been analyzed by various researchers and supporters about its arguments, methods and techniques and how these have influenced on Task-Based Language Teaching (TBLT) as an approach to language acquisition. These theories have been discussed in several articles; therefore, Design, Production, Application and Analysis of Task-Based Language Teaching material will be the focus target in this research.

Bibliography on ´´Design, Production, Application and Analysis of Task Based Language Teaching´´ material has been researched in several sources. However, most of the articles or journals focus either only on design and production or application and/or analysis.

Wang, Cheng-Jun, on her dissertation paper ´´Designing Communicative tasks for College English students´´ (5) indicates that English is an open door to international communication. Wang emphasizes on College English Curriculum Requirements which, she says, should reflect and develop students ability to use English focused on the listening and speaking ability to be able to interact socially, and to further their careers to promote cultural quality for social development and international exchanges. Wang, in her journal, refers to the application of TBLT recommended by China´s Ministry of Education. She says that ´tasks´ are key units for designing and implementing foreign language instruction.

Likewise Cobb and Lovick, Wang highlights that tasks are activities and not exercises. She refers to tasks as verbal and non-verbal input. As verbal input, she indicates the use of

dialogues or reading excerpts which give participants the necessary input for producing the language. She refers to non-verbal input to pictures which allow students to interpret and produce the target language.

As for task design, Wang indicates that communicative task design should meet certain standards for the analysis of College English textbooks (28). Not all texts meet the students´ expectations and interests, for this reason, she also points out that tasks ought to be designed with goals which is very important before learner´s communicative activities. She says that communicative activities without goals, cannot encourage learners´ interest in verbal participation. The researcher indicates that a task without goals, is not a real task.

In this research work, as indicated previously, based on the hypothesis that there isn´t TBLT material for Hospitality students who would use the background cultural information to acquire the target language for communicative purposes, the goals have been set forth in each one of the designed TBLT lesson plans (Appendix 8) based on the students´ information as to what outcomes should be reached when learning the target language. The textbooks used in the language class are generally chosen by a corpus of English language staff. Most of the textbooks contain information from other countries, cultures, customs and traditions. So, based on research, there is the need to **_design_**, **_produce_** and **_apply_** TBLT topics that would lead students to give the first steps for becoming ambassadors of their home city and/or country.

Here, Wang agrees that most educational institutions require the use of textbooks authorized by the academic staff and not by the needs of the participants according to the career they are pursuing. In this research, once the unit lessons have been applied, a work-group self-evaluation sheet (Appendix 9) is distributed for students to reflect on the parameters set forth by Willis, D. and J. Willis (253) which comply with TBLT and whether the tasks meet the three important phases as pre-task, main task and post-task. In the same way, during each one of the lessons, students were being observed for in-class preparation, use of language, lesson presentation, group or pair work – classroom management, classroom atmosphere and use of technology (Appendix 9) since students are requested to use much of the websites for reading as input-providing tasks.

2.1. Task-Based Language Teaching (TBLT)

Language methods, techniques and approaches are numerous; however, Task- Based Language Teaching (TBLT) material, considered an approach, geared to Hospitality first level students will be designed, produced, applied and analyzed during this research work in order to, later, find out what the outcomes are in a group of beginner University students.

Task-Based Language Teaching/Learning arises from the Constructivist Psycholinguistic theory based on Samuda and Bygate (2008) who refer back in history and cite John Dewey (1913) who was noted as ´´the founder of the constructivist approach´´ (151). This approach is relevant to the needs and interests which emphasizes behavioral aspects of an individual`s intrinsic desire to acquire the target language, English. Task-Based Language Teaching is, likewise, based on Wilkins` ``analytic syllabi`` (qtd. in Larsen-Freeman 149).

This approach, Task-Based Language Teaching (TBLT), does not stand alone, it is content-based and it has a whole linguistic approach. The target language is not presented in chunks and what is most important is that ``it is based on real life situations so that students can use their creative thinking skills in order to work on problem solving situations`` (qtd. in Larsen-Freeman 150).

2.1.1. Synthetic Syllabi and Analytic Syllabi

Wilkins makes a comparison between synthetic syllabi and analytic syllabi. Synthetic syllabi deals with presenting the target language as Linguistic units and grammar structures which, somehow, resembles the Grammar-Translation method; whereas, ´´analytic syllabi deals with content-based instruction and it is supported by Second Language Acquisition (SLA) research since language is not learnt through independent language items, but rather through tasks presented to students so that they can further construct previous knowledge´´ (Candlin and Murphy qtd. in Larsen-Freeman 149).

2.1.2. Task Types

First level participants at the School of Hospitality Science (SHS) are given various designed, produced, applied and analyzed tasks and, therefore, various opportunities for task completion on the four language skills which will enrich students´ language cognition so that participants may further be able to produce the target language. For this, Prabhu states three different task types:

- Information Gap
- Opinion Gap
- Reasoning Gap

Information Gap exercises request Student ´A´ to find out information that Student ´B´ has and vice versa. This task type only requires transfer of information. Whereas, *Opinion Gap* exercises require students to express their view points, and for this effect, students will use linguistic resources to complete the task. This demands a holistic language approach which promotes second language acquisition. *Reasoning Gap* exercises, on the other hand, require students to reflect on a theme given such as: ``What topic of conversation would you use when meeting and greeting someone for the first time at the gym?``; students will read an excerpt online and discuss about ´´Meeting and greeting in Ecuador as opposed to other countries´´. However, the latter demands a higher cognitive level of the target language (Prabhu qtd. in Larsen-Freeman 158).

The three types of tasks can be *focused* or *unfocused*. Focused, meaning that ´´students are expected to talk about a certain topic which provides students with opportunities to use specific linguistic elements´´ (qtd. in Larsen-Freeman 159). Although, Loschky and Bley Vroman indicate that those linguistic elements are not explicitly told, but rather hidden. An example of this focused task would be `` my daily routine``; it is more likely that students will be using the simple present, but students do not focus on the structure, but rather on the content. Whereas, unfocused tasks relate to an open-ended outcome. Participants have the opportunity to express themselves in a general way. An example of an unfocused exercise would be ``planning

a vacation``, students will probably be using future forms as ``will``, ```going to``, ``progressive forms``, ``might`` as an auxiliary which indicates possibility or ``have to`` which expresses obligation. The outcomes are varied depending on the participants´ needs to express their interests, wishes, and desires. The result may be completely different from what the facilitator expects. However, tasks, focused or unfocused, should be meaningful.

Nonetheless, a `task` needs to be *designed* as an assignment given to a student, a pair of students or a group of students to carry out within a limited amount of time which is based on a particular topic related to the content of the subject matter at task. The task may be oral or written. However, a task-based activity requires students either to *produce* the information, language output, for instance writing a letter of request for an interview to an entrepreneur in the city of Cuenca-Ecuador, or reporting orally about the same entrepreneur, or the *production* of both tasks. To get to this point, participants should have already been exposed to as much input as possible. Ellis refers to this distinction as output-prompting tasks as opposed to input-providing tasks (qtd. in Larsen-Freeman 160).

2.1.3. Strengths and Weaknesses of Task-Based Activities

Wilkins (qtd. in Larsen-Freeman 160) states some strengths/advantages and weaknesses/disadvantages:

Some of the strengths of TBLT is that this approach is student-centered which means that the instructor gives directions on what participants ought to do and they have to find the way to comply with the Task. Additionally, Task-Based Language Teaching is supported by Second Language Acquisition (SLC) (Wilkins 1986, qtd. in Larsen-Freeman 149) since the use of tasks allow students to get ´hands-on activities´ which becomes challenging, motivating and enjoyable; this way, students get to explore their own learning by using tasks. Likewise, tasks can be *applicable* to students´ needs and interests depending on the area of study which can be negotiated between the instructor and the participants.

On the other hand, tasks can also have some drawbacks such as the absence of grammar even though tasks may require participants to use structured-based communicative activities.

Similarly, in order to perform the task, the students might not use the recently acquired structures or vocabulary, instead there might be fossilization of language patterns which might not have been corrected such as mispronunciation of –ed past regular forms amongst other fossilized language forms as the use of ´´for´´ and ´´to´´ for ´´for to play´´ instead of ´´for playing´´ or ´´to play´´ and the examples are manifold.

The previous strengths and weaknesses stated by Wilkins are supported by Ellis who argues that:

> Task-Based Language Teaching (TBLT), also known as Task-Based Language Learning (TBLL) or Task-Based Instruction (TBI) focus on the use of authentic language and on asking students to do meaningful tasks using the target language (qtd. in Jiménez 13).

According to Harmer, J., the three terms Task-Based Language Teaching (TBLT), Task-Based Language Learning (TBLL) and Task-Based Instruction (TBI) are, in fact, the same since task-based activities are dealt within each one of the abbreviations mentioned. In other words, Task-Based Language Learning (TBLL) implies the fact that students are required to carry out an activity or a task based on their cognitive experience. Task-Based Language Teaching (TBLT), likewise, deals with how an instructor approaches the teaching-learning process so that the students can benefit the most out of an activity that has been previously planned. Task-Based Instruction (TBI) involves similar concepts about the teaching-learning process. Task-Based Language Teaching (TBLT) focuses, once again, on student centered activities where participants are provided with different situations and are required to use their creative thinking skills (79-80).

2.1.4. Guidelines for TBLT

Doughty and Long, in like manner, suggest the use of the following guidelines for TBLT (58):

a. Use Tasks as an Organizational Principle which, according to Nunan, ´´allow participants to use authentic material to express their needs in real life situations as

opposed to pedagogical tasks, instructional methods, which serve participants to prepare themselves within the classroom context for further application in the real world´´ (81).

b. Promote Learning by Doing where participants are provided with interactive communicative models.

c. Input Needs to Be Rich where participants are exposed to different sources of information, in our case, about hospitality: meeting and greeting in Ecuador as opposed to other countries, gastronomy in the four regions of Ecuador, churches in the colonial city of Cuenca – location, architectural features and elements of construction; entrepreneurs in hospitality in the city of Cuenca – Ecuador.

d. Input Needs to Be Meaningful, Comprehensible, and Elaborated where the facilitator needs to provide tasks related to real life situations and these tasks will have to be not so complex neither too simple so that students can build on language acquisition. This is where *design*, *production*, *application* and *analysis* of Task-Based Language Teaching material for first level Hospitality students fits in.

e. Promote Cooperative and Collaborative Learning as Kagan suggests that   participants should be provided with opportunities for collaborative learning where students assist each other on building on a task assigned. Students share information, they may agree, they may disagree, or they may reach a consensus. A task-based activity is based on contents, in other words, language is used for a purpose and the participants are expected to acquire meaningful objectives. Students have a reason to use language and that is being able to acquire language for a real goal. The topics dealt with are content-based which   means that language becomes the medium for learning content and should be presented in such way that it permits students to move on to the next step which Wood et al. describe as scaffolding.

According to Wood, Bruner, and Ross *scaffolding* is:

> An adult controlling those elements of the task that are essentially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence (181).

f.   ´´Error Corrective Feedback allows facilitators to provide participants with positive feedback by confirming a participant´s response through such behaviors as agreeing, demonstrating that the task was understood, and by praising the participant´s overall performance. However, there is also negative feedback which, according to Chaudron, has a corrective purpose on participants´ language use (72).´´ It is said that both types of corrective feedback are important in participants´ inter-language development so that they can make any modifications needed in the appropriate use of the target language.

g. Recognize and Respect Affective Factors of Learning by creating a good atmosphere in the classroom motivates participants to interact free from stress, anxiety and other negative factors that inhibit participants from becoming involved in the different communicative tasks. Gardner and McIntyre indicate that ´´a learner who is motivated, works towards achieving his/her particular goals´´ (157-194).

2.1.5. Points to consider in TBLT

With the TBLT approach, language is used for a purpose, there is a need to produce the target language; in other words, TBLT is used to provide the recipient with meaningful information. TBLT requires participants to interact and share information whether it is an individual task based activity, pair work activity or group work activity. When using Task-Based Language Teaching in the classroom, some points such as the following should be taken into consideration:

- Age groups (target population)
- Language level of students (according to the Common European Framework for Languages)
- Relevant topics related to age and interest (Design, Production and Application)
- Setting purposes for language acquisition (Goals)
- Scaffolding which means moving on to the next step of language knowledge – zone of proximal development (ZPD) (Analysis.)
- Use of creative thinking skills and problem solving situations

In order to decide on a particular approach that is consistent with a technique and in harmony with a method, it is imperative that statistical data from the target population be taken so that a clearer scope of the spectrum is placed. For this, it is important to find out the age range of the target population, the background knowledge of the language. In other words, for a research study of this type, it is important that both the instructor as well as the participants become aware of the amount of English instruction participants have had during elementary and high school. The tasks chosen have to be relevant to the career participants are pursuing. The instructor´s intervention in having students set goals for language acquisition is another key point which will guide participants to achieve their desired level of knowledge.

Depending on the amount of hours participants have studied English in former years, they will be able to scaffold, move on to the next step of language cognition through the use of various tasks. This means that the tasks chosen have to be meaningful and challenging for participants.

2.1.6. Stages to follow when doing TBLT

As there are three task types in Task-Based Language Teaching (TBLT), there are also three phases or stages to keep in mind when doing TBLT as it is illustrated in the following chart:

In the first phrase, students are required to explore the topic, be aware of what is expected out of the participants, set time limits for developing schemata, state either pairs of students or groups depending on the task. Design and production of tasks are related to the initial negotiation with participants.

In the main task phase, students get hands-on activities where their view points are expected to be expressed towards the subject matter at task. At this point, information is linked to the introduction. Again, a time limit is given to cover the main task phase.

In the post task phase, a learner´s report is expected to be socialized which requests consciousness-raising by making a self-reflection about the topic. Importance of the task is

expected to be indicated by participants (Appendix 10 – Rubrics for Oral Presentations). A final project ought to be presented which may be a power point presentation, a role-play, a dramatization, an oral presentation, a tourism trade fair, a gastronomy fair, etc.

A clear model of Task-Based Language Teaching representing real-world tasks grouped according to themes is provided by Norris, Brown, Hudson and Yoshioka (qtd. in J. C. Richards and Rodgers 232).

As you can see:

Theme: Planning a vacation
Tasks • Decide where you want to go • How long you will stay • Book a flight • Choose a hotel • Book a room

Figure 1. Task: Planning a vacation

Theme: Hospitality Entrepreneurs in the city of Cuenca
Tasks • Interview hospitality entrepreneurs in the city of Cuenca • Find out personal information • Questions on capabilities • Questions on Character • Questions on Commitment

- ▪ Questions on circumstances

- ▪ Questions on credentials

(Cooper, A. et al. 317)

Figure 2. Task: Hospitality Entrepreneurs in the city of Cuenca

During the **pre-task** activity, the facilitator tries to motivate students with different strategies so that participants continue developing the topic. Students brainstorm ideas related to the topic. Teacher/facilitator tries to create curiosity for students to make predictions, to share information, to work on group organization, to delegate different roles, and to do research.

Once the **pre-task** phase has been explored, then the students can carry out the **main task** requested by the teacher/facilitator. Students do their own research. Students are, then, requested to use linguistic forms communicatively. As Van den Branden says, ´´learners need to engage in meaning-focused language use´´ (qtd. in Larsen-Freeman 149).

During and after the students have presented their task, the teacher goes around the classroom to monitor students` questions. In this phase, the teacher/facilitator makes notes of linguistic errors or mistakes carried out by students. In the **post-task** phase, the teacher provides students with feedback on the different errors carried out by students so as to reinforce linguistic patterns. Nevertheless, the overall purpose of task-based language teaching is focused, again, on meaning rather than on form (Willis qtd. in Richards and Rodgers 223-240).

2.1.7. Principles of the Communicative Language Teaching Movement

Given the points above, linguists argue that ´´task classification comes from SLA research which focuses on interactional dimensions of tasks and communicative outcomes´´ (223). Willis, one of its proponents, indicates that ´´TBLT is presented as a logical development of Communicative Language Teaching (CLT) since it draws on several principles that are part of the Communicative Language Teaching movement from the 1980`s`` as for example:

- • Tasks that involve real communication are essential for language learning.

- Tasks in which language is used for carrying out meaningful tasks promote learning.

- Language that is meaningful to the learner supports the learning process. (qtd. in Jack C. Richards 224).

According to Jack C. Richards and T. Rodgers, ´´Content-Based Instruction (CBI) refers to Task-Based Language Teaching (TBLT) as an approach to Second Language Teaching (SLT) in which the teaching/learning process is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus´´ (qtd. in Jack C. Richards 207).

As for Ellis, in Task-Supported Language Teaching (TSLT) ``tasks are seen not as a means by which learners acquire new knowledge or restructure their inter-languages, but simply as a means by which learners can activate their existing knowledge of the L2 by developing fluency`` (30) as it is the case of first level Hospitality students who have already been exposed to the target language both in Elementary School and in High School. Whereas Richards and Rodgers indicate that ``engaging learners in task work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place`` (qtd. in Jack C. Richards 223). Based on the previous information, it is intended that beginner L2 students at the School of Hospitality Science (SHS), through the use of Task-Based Language Teaching, activate previous language forms acquired from elementary and high school instruction.

Both proponents, as mentioned above, agree that participants be exposed to language tasks so that knowledge can build upon past cognitive experiences and this falls back, again, into scaffolding which relates to moving on to the next step of proximal development which means that tasks should have higher expectations than those that are already encoded in the participants` knowledge of the target language.

The procedure shown in *Figure # 2* is a model of a meaningful task for hospitality students whose language cognition is not centered on form, but rather on meaning. This is an

example of a holistic language approach which requires students to obtain background information about **entrepreneurs in the city of Cuenca**. Hence, the focus of the task in this figure is not solely on mastery of language forms, but on relevant information about people who have contributed to the growth of tourism, hotel industry and gastronomy. Obviously, beginner English students at University are those who have registered in the first level of English and who have completed the English language requirements in High School which means that background knowledge of the target language is already encoded in the students´ mind. When the beginner English student population enter University with these characteristics, then the tasks have to be challenging which engages participants to scaffold – to reach the zone of proximal development (ZPD), again, not too easy that students become bored and not too difficult that students face a cognitive overload.

As opposed to other theories, Task-Based Language Teaching (TBLT) has been around for less than 50 years. Richards and Rodgers state that:

> …..two early applications of a task-based approach within a communicative framework for language teaching were the Malaysian Communicational Syllabus (1975) and the Bangalore Project (Beretta and Davies 1985; Prabhu 1987; Beretta 1990) both of which did not last long (qtd. in J. C. Richards and Rodgers 223).

In the Bangalore Project (a task-based design for primary age learners of English), real-world tasks and pedagogical tasks were used. The real-world tasks, based on Nunan`s assumptions, refer to tasks that are considered to be important in a **needs analysis** and become important and useful in the real world. Whereas, pedagogical tasks have a psycholinguistic basis in Second Language Acquisition (SLA) theory and these take place in the classroom.

2.1.8. Needs Analysis

For this research work, a **needs analysis** is mandatory so that knowledge of the students´ target population and its needs are met. To adopt and adapt a method, approach or technique, students need to answer the following questions:

- Have you ever been asked about what you needed English for?

- Have you ever considered some contents or activities were of little use or interest for you?

- Have you ever felt that the content of a course did not match your expectations?

According to Nunan, *´Needs Analysis´* is ´´a set of procedures for gathering information about learners and about communicative tasks´´ (75). As for Brown, *´Needs Analysis´* is:

> …a systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum processes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation (36).

For this reason, to use Task-Based Language Teaching (TBLT) in a beginner level of English, information such as who the participants are as well as what the participants´ background knowledge of the target language is, becomes a requisite so that tasks be *designed*, *produced*, *applied* and *analyzed* appropriately based on the student population needs, interests and wants. Thus, a selection of procedures to be used need to be *analyzed* for the *application* of tasks. Regarding the previous quotes, a survey on demographics was administered to the target beginner English population of participants to find out relevant information before applying the experiment.

2.1.9. The Concept of a Foreign Language Task

Pica, Kanagy & Falodun state that there is no single definition of a classroom task in the field of Second Language Acquisition (SLA) research and language pedagogy. A few definitions are offered which are believed to be representative of the variety researched in literature.

Skehan indicates that:

> Task-Based Language Teaching proposes the notion of `task` as a central unit of planning and teaching. In other words, a ´task´ is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions (qtd. in Richards and Rodgers 224).

Nunan, on the other hand, states that:

> The communicative ´task´ is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than on form. The ´task´ should also have a sense of completeness, being able to stand alone as a communicative act in its own right (qtd. in Task-Based Language Learning and teaching 4).

Ellis likewise states that:

> A ´task´ is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the propositional content has been conveyed (qtd. in Task-Based Language Learning and teaching 16).

As for Long:

> A ´task´ is defined as a piece of work undertaken for oneself or for others such as painting a fence, dressing a child, weighing a patient, sorting letters, or helping someone across the road (qtd. in Task-Based Language Learning and teaching 4).

In Richards and Rodgers, it is disputed that ´´a task was considered a manual job in the 1950`s which was focused on a solo psychomotor task which required little communication or no communication at all´´ (225). However, as research on task-types develops, ´´tasks cannot only be individualistic, but for a more meaningful outcome, tasks are required to be carried out in pairs or in groups so as to promote teamwork which allows students to build on several aspects in language learning/acquisition which deal with social skills, raising language cognition, sharing of information, team building and motivation enhancement´´. In TBLT, `conversation` is, according to Skehan, the central focus of language and the keystone of language acquisition (225-227).

2.1.10. Counterposition from a Research Study about what a ´task´ is and what an ´exercise´ is.

Cobb and Lovick argue that there is a lack of consensus amongst researchers about the concept of a `task`. Proponents have struggled over the years to define the meaning of `task` in

the field of Second Language Acquisition (SLA) research. Researchers try to differentiate the meaning of task and non-task which in Cobb and Lovick are stated as two types of `activities`. These researchers point out, then, that everything that participants are asked to do in the classroom are considered ´activities´; however, it is also indicated that such ´activities´ be distinguished as having characteristics that meet the requirements of `tasks` and those that do not (2).

Cobb and Lovick indicate that a `task` can be defined as having certain characteristics which are called **criterial features** as:

1. According to Ellis, a `task` has to have specific steps or procedures that participants are instructed to follow (221-246).

2. As for Pica, Kanagy & Falodun, `tasks` require students to interact with each other (9-34).

3. Ellis, on the other hand, argues that participants use language for real life purposes rather than for language display. Language is used basically for communication than using a particular grammar structure to create statements or questions (221-246).

4. Nunan, likewise, states that language in TBLT is disregarded in form, but rather used for **processing**, **comparing, analyzing**, and **evaluating** information. It is also stated that participants use language to produce new information from the one previously used which becomes an ongoing process of language **production**. This proponent indicates that students who are requested to change a written text from the simple present to the simple past, are only being requested to work on language form rather than on meaning. Therefore, this example is not considered a task (qtd. in Richards and Rodgers 224).

5. Willis, emphasizes the use of cognitive processes or thinking processes such as problem-solving, decision-making and justification (3-44).

6. Ellis, again, proposes activities that require the students to connect to real-world functions. For instance, fill out a reservation form or select the safest route for a trip which stimulate real world events. These examples do not reflect real world

functions, although they do require the use of thinking processes that occur in real life (221).

7. Ellis also supports communicative outcomes as the use of scenarios which are considered observable products. In this category, the following will be found: problem-solving tasks, decision making, reached consensus, identified discrepancies between two sources, identified suspect, a drawn map, etc. All of these examples are considered as human activities that are real outside the language classroom. Whereas, grammatical activities that require to be filled in do not qualify to be observable products of a task. Therefore, the activity is not a *task*, but rather an *exercise* (222).

8. In Ellis, possibility of multiple outcomes in most tasks may occur. In the process of student interaction, the product will vary since each individual is different with different ways of thinking, different cultural and social backgrounds and different criteria. Except, of course, if students are required to interact as a pair or group in a task related to logical-mathematical problems or making decisions on the most cost-efficient way of planning a trip/outing as in the case of tourism students (222).

Based on the criteria features, activities can be sorted out as ´tasks´ or ´exercises´. However, it is not intended to indicate whether these are good or bad. In the long run, facilitators will know when exactly to carry out *´tasks´* or *´exercises´* for the purposes the instructor believes will strengthen and build on participants´ language acquisition/knowledge (Cobb and Lovick 3).

As for Cobb and Lovick, in Task-Based Instruction (TBI) or Task-Based Language Teaching (TBLT), the task is only the unit of the curriculum. Task-Supported Instruction (TSI), on the other hand, has a different connotation which means incorporating tasks into the curriculum.

2.2. Syllabus Design

When doing syllabus design, several factors should be taken into consideration such as the ones mentioned by Richards and Rodgers:

The initiative for changing programs and pedagogy may come from within the profession – from teachers, administrators, theoreticians, and researchers. Incentives or demands of a political, social, or even fiscal nature may also drive change, as they have in the past. Particular personalities and leaders in the field may also shape the future of language teaching. Change may also be motivated by completely unexpected sources. For this, it is necessary to state some of the factors that have influenced language teaching trends in the past and that can be expected to continue to do so in the future (252-254).

In Ecuador, English as a Foreign Language (EFL) has been imparted from primary school to high school; however, once participants reach University, the results have been low. As reported by (EF) English First – (EPI) English Proficiency Index, a worldwide organization that measures English Proficiency levels in the different countries, which states, as a result, that ´´poor English remains one of the key competitive weaknesses of Latin America. More than half of the countries in the region are in the lowest EF EPI proficiency band. In 2013, Ecuador had a score of 46.90 which represented a very low proficiency level as the fifth country out of the 17 under that particular rank.

These results are alarming since they are indicators that students are either not aware of the substantial benefits that learning English brings to their lives, or the methods used for imparting the language are not used appropriately by its instructors, or we are not creating the needs for participants to become motivated to acquire the target language. Many questions arise in this perspective; consequently, the Ecuadorian population must bear in mind that higher English proficiency is correlated to a higher income, a higher quality of life, creative ways of doing business, and more innovation emerges.

Based on the information analyzed above, a chart on the differences of a conventional syllabus and Task-Based Syllabuses containing the different methods, approaches and techniques along the past century will be provided as an informative source for Task-Based Language Teaching (TBLT).

DIFFERENCES BETWEEN A CONVENTIONAL SYLLABUS AND TASK-BASED SYLLABUSES/SYLLABI

CONVENTIONAL LANGUAGE SYLLABUS	BANGALORE PROJECT	SEQUENCING OF TASKS. CONSIDERATIONS TO FOLLOW: Honeyfield (1993:129)	TASK TYPES PROPOSAL by Willis (1996)	TASKS ACCORDING TO THE TYPE OF INTERACTION Pica, Kanagy, and Falodun (1993)	OTHER TYPES OF CHARACTERISTICS
Language structures	Naming parts of a diagram with numbers and letters of the alphabet as instructed.	Procedures, or what the learners have to do to derive output from input	Listening	Jigsaw tasks: Combine different pieces of information to form a whole.	One way or two way: whether the task involves a one-way exchange of information or a two-way exchange.
Language functions	Drawing geometrical figures/formations from sets of verbal instructions.	Input text	Ordering and sorting	Information-gap tasks: Students share information to complete an activity.	Convergent or divergent: whether the students achieve a common goal or several different goals.
Topics and themes	Positioning hands on a clock to show a given time.	Output required a) Language items: vocabulary, structures, discourse structures, processability, and so on. b) Sills, both macro-skills and subskills c) World knowledge or "topic content" d) Text handling or conversation strategies.	Comparing	Problem-solving tasks: Students find a solution to a problem. There is generally a single solution of the outcome.	Collaborative or competitive: whether the students collaborate to carry out a task or compete with each other on a task.
Macro skills (reading, writing, listening, speaking)	Calculating duration in days and weeks in the context of travel, leave, and so on.	4. Amount and type of help given.	Problem solving	Decision-making tasks: Negotiate and discuss a solution from a set of possibilites.	Single or multiple outcomes: whether there is a single outcome or many different outcomes are possible.
Competencies	Constructing a floor plan of a house from description	5. Role of teachers and Learners.	Sharing personal experience	Opinion exchange tasks: Learners engage in discussion and exchange of ideas. Not needed to reach agreement.	Concrete or abstract language: whether the task involves the use of concrete langauge or abstract language.
Text types	Constructing timetables for teachers of particular subjects.	6. Time allowed	Creative tasks		Simple or complex processing: whether the task requires relatively simple or complex cognitive processing.

Vocabulary targets	Constructing itineraries from descriptions of travel.	7. Motivation			Simple or complex language: whether the linguistic demands of the task are relatively simple or complex
	Selecting transportation appropriate to given needs.	8. Confidence			Reality-based or not reality-based: whether the task mirrors a real world activity or is apedagogical activity not found in the real world.
	Working out year of birth from age	9. Learning styles			
	Deciding on quantities to be bought given the money available.				

(Jack C. Richards and Theodore S. Rodgers, 228-238)

Fig. 3 Differences between a Conventional Syllabus and Task-Based Syllabuses/Syllabi

Tasks are ***designed*** for beginner English language students (Appendix 8) considering the information gathered through a survey on demographics which elicits information on how much English language instruction students have received before entering university. Another aspect that should be considered is the students´ interest when acquiring the target language since the process of learning the grammatical features have already taken place in elementary and high school instruction through the use the different methods, techniques and approaches mentioned by other researches. That is to say, the learning process which deals with language structure and grammar rules has, presumably, already been reached. Now, at the beginner level of English instruction at the University of Cuenca (UC), the approach of language instruction becomes more practical/pragmatic and meaningful through Task-Based Language Teaching (TBLT). Mohan states that academic content be taught which, in turn, involves Content-Based Instruction (CBI). Thus language becomes the medium for learning content (1986). In other words, when ***designing*** tasks the following aspects should be taken into consideration:

- Past cognitive processes
- Background language knowledge
- Students´ interest, needs and wants on the target language
- Student´ motivation
- Content-Based Instruction (which deals with academic subjects related to the careers students are pursuing)

Task-Based Language Teaching (TBLT) equidistant to Content-Based Instruction (CBI) gives students the challenge to use the target language through the use of meaningful tasks related to the careers students are seeking. Not only that, but students are also trained in using technical terms related to content which, in turn, will prepare students to reach a higher level of knowledge based on the Common European Framework for Languages (CEFL) required for post-graduate students. Both approaches aim to prepare students with language acquisition and content to be academically competitive with other universities.

2.2.1. TBLT participant roles

In Task-Based Language Teaching (TBLT) there is another aspect to consider and that is the existing triangulation amongst:
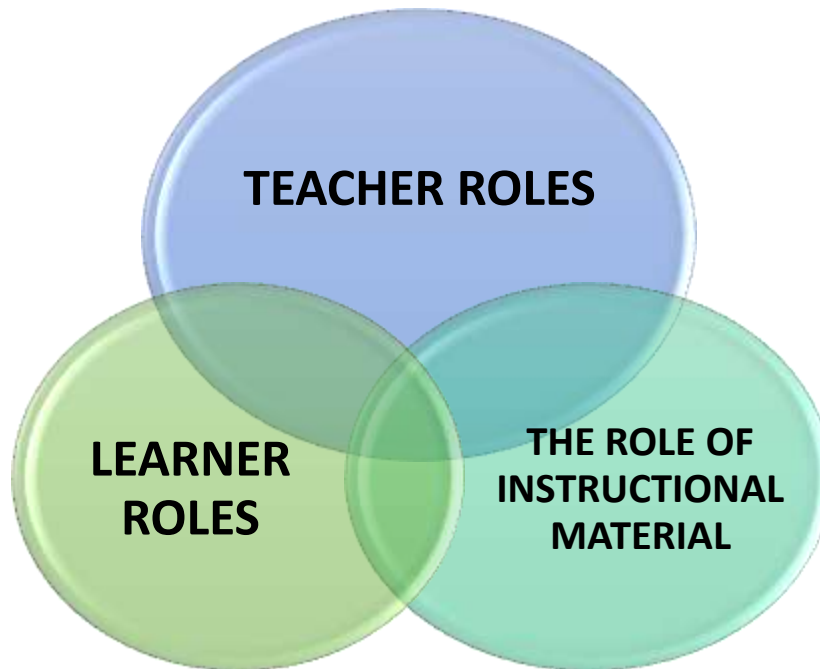
Figure 4. Triangulation of TBLT roles (qtd. in Richards and Rodgers 235-237).

2.2.2. Teacher Roles and Types of Participants – True or Absolute Beginners - False Beginners or Simply Beginners.

Instructors/facilitators/mentors are responsible to find out what student population they will be working with. For this, it is always important to use a survey to find out relevant information on demographics such as background knowledge of the target language, number of years and hours studied English, type of schools attended whether public or private since there is a difference in the number of hours for imparting the target language. This information will give instructors reliable information as from where to get started, whether students are true beginners, false beginners or just beginners.

Adams and Helgesen state the following as to the difference between *true* or *absolute* beginners and *false* beginners:

> False beginners are those students who have had some English instruction at some point in the past. These students have studied English at elementary school and high school. Many of them for a number of years, or have learned English by watching TV programs or listened to music in their early childhood. These learners have some understanding of the basics of English and may have been exposed to the language from an early age. Often these learners are familiar with grammar concepts and teachers can discuss sentence structure and have the students follow along reasonably well.

> Whereas true or absolute beginners, Adams and Helgesen indicate that:
> These are learners who have had no contact with English at all. They often come from developing nations and often have had very little education. These students are often more challenging to teach, as the teacher cannot expect learners to understand even a minimal amount of English. The question, "How are you?" will not be understood and the teacher must start at the very beginning, usually with no common language with which to explain the basics.

Henceforth, how will beginner students be defined in this research work since the student population in first University level of English are not true or absolute beginners, but beginners? According to the Ministry of Education of Ecuador, S.A., students ought to have English language instruction throughout elementary and high school education, as it is argued:

> In order to improve the quality of English Instruction, the Ministry of Education must: 1) Re-design the curriculum so that English instruction begins at 1st grade and an all-content class in English is taught in 12th grade. 2) Increase the English language requirement for secondary school English teachers (9th-12th) to a B1 level. 3) Create an entity that is in charge of offering periodic teacher training in approaches to Teaching English as a Foreign Language.

However, the results observed from the survey applied (Appendix 5) reflect that students reach higher education lacking the basics in English instruction. For this matter, an evaluation on the Common European Framework for languages (Appendix 6) was administered

to the target population of students to find out what the level of English language knowledge students possess. The results will be analyzed further ahead in the next chapter.

For Task-Based Language Teaching (TBLT), certain roles are assumed by instructors, for example:

a) SELECTOR AND SEQUENCER OF TASKS (TASK DESIGN)

Once the facilitator has found out results on demographics, then he/she will develop tasks in a sequential order based on participants` needs, interests and language cognitive level.

b) PREPARE LEARNERS FOR TASKS

Richards and Rodgers suggest that the use of `tasks` should not be apathetic/indifferent and that some kind of pre-task exploration should be made. Creating interest through mind mapping, brainstorming, exploring pictures are some of the ways on how to raise awareness on the topic of the task. Proponents suggest that this can be inductive and implicit or deductive and explicit (236).

c) CONSCIOUNESS-RAISING

If students are expected to acquire language through tasks, then awareness should be placed on the ``focus on form`` which necessarily does not mean that the task is based on grammar, but rather it is an unconscious way to use language for a purpose without noticing the linguistic feature involved in the task.

2.2.3. Learner Roles

Participants play an important role when doing Task-Based Language Teaching (TBLT) which involves Communicative Language Learning/Teaching (CLL/T). Students are requested to actively participate in the transaction and negotiation of tasks. Task-Based Language Teaching (TBLT) is a student-centered

approach where participants are expected to be immersed in acquiring the target language through the use of meaningful tasks. Roles to take into consideration are:

a) GROUP PARTICIPANT

When doing task-based language learning, students are requested to do pair or group work activity. However, as Richards and Rodgers state, ´´there may be some students who are accustomed to whole class work or individual work. In this case, Richards suggests that there may be further adaptation´´ (235).

b) MONITOR

Tasks are applied as a means to acquire language. For this reason, tasks should be *designed* so that students become aware on how language is used in communication. Students should not only focus on the message of the task, but also on the form the message is conveyed. Bell and Burnaby (234-235) propose techniques to reflect on task characteristics:

TASK TYPES	CHARACTERISTICS	LESSON TOPICS DESIGNED FOR FIRST LEVEL STUDENTS
1. One-way or two-way	whether the task involves a one-way exchange of information or a two-way of exchange	MEETING AND GREETING IN ECUADOR AS OPPOSED TO OTHER COUNTRIES
2. Convergent or divergent	whether the students achieve a common goal or several different goals	GASTRONOMY IN THE DIFFERENT REGIONS OF ECUADOR
3. Collaborative or competitive	whether the students collaborate to carry out a task or compete with each other on a task	HOSPITALITY ENTREPRENEURS
4. Single or multiple outcomes	whether there is a single outcome or many different outcomes	20 JOURNAL WRITING TOPICS

5. Concrete or abstract language	whether the task involves the use of concrete language or abstract language	PEOPLE WHO HAVE MADE HISTORY IN HOSPITALITY
6. Simple or complex processing	whether the task requires relatively simple or complex cognitive processing	GASTRONOMY IN THE DIFFERENT REGIONS OF ECUADOR
7. Simple or complex language	whether the linguistic demands of the task are relatively simple or complex	CHURCHES IN THE CITY OF CUENCA - ECUADOR
8. Reality-based or not reality-based	whether the task reflects a real world activity or is it a pedagogical activity not found in the real world	CHURCHES IN THE CITY OF CUENCA - ECUADOR

Figure 5. Task types and characteristics (qtd. in Richards and Rodgers 234-235).

c) RISK-TAKER AND INNOVATOR

As for Richards and Rodgers, some designed tasks may be challenging for participants. The level of the task may request learners to figure out the content of the task since the linguistic resources may not be sufficient for students` previous experience. Students may be required to restate, paraphrase, consult, clarify and infer from linguistic and contextual clues. Exploring linguistic features will endeavor students to scaffold on language acquisition (235).

2.2.4. Instructional Materials

There is a lack of instructional materials for Task-Based Language Teaching (TBLT). The tutor or facilitator has to be a good designer of tasks for the level of students for whom tasks will be imparted. At a certain point, the lack of materials for TBLT is in such way understandable, since creating tasks refers to a particular group of students with particular needs and interests, and a particular language level. For this reason, there can`t be fixed materials for all types of students.

a) COMMUNICATIVE TASKS

Previously, it was mentioned that `tasks` have to be meaningful, and based on the criteria indicated. `Tasks` have to be tailored made, if the term fits. In other words, tasks are *designed* based on the student population background knowledge, students´ interests, students´ age, and students´ goals.

As it was already mentioned in Cobb and Lovick who made a comparison between tasks and exercises. An exercise relates to a pedagogical or instructional method which requires students to produce the language, but not for real communication, not to suit a student´s need, it is used to determine the student´s ability to use form rather than meaning as in the case of describing a picture of fruits. Whereas this same exercise can turn to a task by having students find out information about where the different production of fruit take place in Ecuador which, in turn, will be more meaningful. In this sense, `tasks` can be *applicable* to students of Gastronomy, Hotel Industry and Tourism since the three careers are inter-related; however, students of medicine, architecture and office organization may be interested in ´tasks´ that pertain to each one of these areas. For example:

1. Steps on how to prepare ``llapingachos`` would interest Gastronomy students.
2. ``How to book a hotel room`` would interest Hotel Industry students.
3. ``Planning a city tour`` would interest tourism students.
4. ``Materials used for constructing a house`` would interest Architecture students.
5. ``Office organization`` would interest secretaries**.**

Nonetheless, the three first examples may be of interest to different student populations since everyone has, one way or another, felt the need to cook. Everyone has travelled and felt the need to book a hotel room, but not everybody has to plan a city tour except those who are in the business of tour guiding. This can be supported through the use of a survey applied to the target student population**.**

Task designers have to be creative depending on the student population and the variables therein such as target language background, age group, interests, needs and motivation.

b) REALIA

There is no doubt that tasks have to be authentic. Proponents suggest that tasks be supported by authentic materials. In the Hospitality Industry, authentic material can be obtained from different sources such ``iTur`` where students will be provided with flyers, brochures, catalogues, pamphlets and posters about the different touristic places in the city.

- **Newspapers**
  - ✓ Students may find the section about tourism and look for different types of trips.

  - ✓ Students may post a city tour in a newspaper.
  - ✓ Students may advertise different kinds of tourism in Cuenca.
  - ✓ Students may promote different kinds of hotels and recreational activities.

- **Television**
  - ✓ Gastronomy students may watch a cooking show on TV and jot down the ingredients for later application.
  - ✓ Tourism students may find information about resorts and that tourism packages include.
  - ✓ Hotel Industry students can make a list of the kinds of existing hotels within the country.

- **Internet**
  - ✓ Students may find information about tour packages.
  - ✓ Students can make a comparative study about touristic packages.
  - ✓ Students can find out information about costs, hotel services, allocation, entertaining, and hotel facilities**.**

To conclude, Task-Based Language Teaching (TBLT) proposes appropriate precepts for language acquisition. Based on my personal experience, imparting the target language, English, at the School of Hospitality Science has given me the opportunity to explore new ways on how students would like to be taught and what topics participants are more interested to deal with rather than having a text that is imposed on both parties, instructor and students, which is limiting and does not give opportunities to go the ´´extra mile´´ since having a syllabus requires instructors to stick literally to what has been designed. Deciding on themes with participants is one of the many benefits of TBLT which gives both instructor as well as participants the freedom to negotiate topics that are of interest to students. Not only will participants be learning what they need and what they like, but also they will be motivated in the process.

As it was mentioned initially, there is a vast series of texts which focus on tourism from other countries which may be interesting, without a doubt; however, instructors at the School of Hospitality Science are responsible for having participants being able to share information about their home country which, again, refers to doing Task-Based Language Teaching (TBLT) alongside Content-Based Instruction (CBI) where English is a medium to achieve the goal. The results of this research study and its implications will, undoubtedly, be determining in the teaching-learning process at the School of Hospitality Science.

CHAPTER III: METHODS AND PROCEDURES

This thesis begins with the theoretical background bibliography, a study of the research participants, the data collected for analysis and the statistical instruments used to measure the results.

The research took place at the School of Hospitality Science at the University of Cuenca – Ecuador where the experiment was applied to an intact population of twenty-seven participants in the first level of English who are pursuing the career of Tourism and Hospitality or Hotel Industry, Gastronomy and Special Qualification Career (CTE). The students are in their late nineteens´ and early twenties. Most of the students come from the outskirts around the city of Cuenca.

3.1. Data collection

This research work emerged from a hypothetical question about English as a Foreign Language (EFL) imparted at the Hospitality School in the city of Cuenca – Ecuador where authorities demand students to master the four skills of the target language, English, but with the main focus on the communicative domain. Therefore, data collection took place during the hundred and sixty hours of the whole semester which is equivalent to eighty days of class for two hours daily.

The length of research has allowed the application of multiple constructs such as a diagnostic test in order to measure participants´ background knowledge on the four skills of the target language. Following this, a survey on the Common European Framework for languages was administered which states the abilities that the participants ought to have for the different categories such as listening comprehension, reading comprehension, oral interaction, oral expression and written expression. A survey on demographics was equally applied to find out information on the student population researched, what the age range of the participants were, what educational institutions participants came from, how long students have studied the target language, and what motivated attendees to learn English. Particularly, a pre-test-test which was

the point of departure to find out where participants started and a post-test which measured the results once the experiment had concluded were equally administered. During the research period, observations were carried out throughout the six units designed, produced, and applied. Similarly, self-evaluation sheets were filled in by research participants.

Along the research, various tasks were applied on the four language skills; however, the communicative skill was, again, the main focus all along. As was stated in previous chapters, a meaningful output depends on how much meaningful input is given to students throughout the study.

The research design is quasi experimental since Task-Based Language Teaching (TBLT) along Content-Based Instruction (CBI) was applied to an intact group of twenty-seven participants which emphasized on a cause-effect outcome. A survey on demographics was applied to find out information about the participants´ background experience on the process of language learning. A Pre-test and Post-test design was employed where participants were assessed both before and after the manipulation of the treatment to determine effectiveness of the intervention.

3.2. Data Analysis Techniques

For the quantitative statistical analysis, tables, graphs, likert scales, and the student t-test were used. And for the qualitative statistical analysis, the sources used were ´´secondary data´´ which focuses on journal writing, and ´´discourse analysis´´ as well as ´´conversation analysis´´ to determine language acquisition based on Task-Based Language Teaching (TBLT). As a final procedure, a t-student test was used to determine the difference, if any, between the pre-test and the post-test.

3.3. Procedures

3.3.1. Authorization Forms: As it was mentioned in chapter, 3.1, the Dean of the School of Hospitality Management was issued two request forms on different dates. The first one which requested authorization for the application of the research (Appendix 1)

and the second one to request the designation of the first level of English students (Appendix 2). Once the requests were authorized, the first level students were issued a participant consent form to be signed upon agreement of the research hereby stated (Appendix 3).

3.3.2. Survey on Demographics: As a second step, the twenty-seven students were handed out a survey on demographics in order to find out students´ current activities, age range, gender, number of years/hours studied English, educational area involved in – whether Tourism, Hospitality, Gastronomy and/or Special Qualification Career (CTE), students´ career goal, students´ background knowledge on the target language and the variables that affect in the teaching-learning process (Appendix 4).

3.3.3. Survey on the CEFL: Equally important, a survey on the Common European Framework for Languages (CEFL) was issued to participants in order to draw information about their language cognition based on their particular level which is geared towards listening comprehension, reading comprehension, oral interaction and oral expression. The survey was delivered in Spanish so that the whole intact group would not miss out or misinterpret on any information requested for the further application of tasks (Appendix 5).

3.3.4. Placement Test: Furthermore, a placement test was applied which measured participants´ language skills and sub-skills on listening, reading, grammar structure and vocabulary respectively, if any, (Appendix 6).

3.3.5. Pre-Test and Post-Test: Additionally, a pre-test was administered to find out how much language cognition participants possess at the beginning of the semester and a post-test to determine how much language participants acquired after the experiment was applied.

3.3.6. L.C.O.F. (Language Classroom Observation Form): During the tasks applied, participants were being observed as to whether they met the following expectations: presentation (developing schemata), language use, lesson presentation,

classroom management (group task, pair task or individual task), classroom atmosphere, and the use of technology.

3.3.7. G.W.S.E.S (Group-Work Self-Evaluation Sheets): Students were handed out evaluation sheets in order to reflect on task types and tasks´ criteria features for each one of the units covered during the semester.

The content of the course was designed based on tasks adapted to suit the needs and interests of the students with referral to the career that participants are pursuing, as for instance:

Unit # 1 – MEETING AND GREETING IN ECUADOR AS OPPOSED TO OTHER COUNTRIES
Objectives: To distinguish how people meet and greet in different circumstances.

Unit # 2 – PEOPLE WHO HAVE MADE HISTORY IN TOURISM DEVELOPMENT
Objectives: To research and report information about people who have made history in tourism.

Unit # 3 – GASTRONOMY IN ECUADOR
Objectives: To elicit, from participants, the four regions of the country of Ecuador.
To research and categorize the different food productions in the four regions of the country of Ecuador.
To describe the climate in the different regions of Ecuador.
To make a list of the typical dishes from the different regions of Ecuador.
To research ingredients used for each typical dish.
To demonstrate how to prepare typical dishes of Ecuador by using the different food production from each region.
To show and describe typical dishes of the four regions of Ecuador in a food fair.

<u>**Unit # 4**</u> **–** CHURCHES IN THE CITY OF CUENCA – ECUADOR

Objectives: To develop schemata of churches in the city of Cuenca – Ecuador.

To identify the churches on a map.

To research information about one important church located in the rural area and twelve churches located in the colonial area of the city of Cuenca– Ecuador.

To describe construction dates and architectural features of the different churches.

To internalize researched information.

<u>**Unit # 5**</u> **–** 20 TOPICS ON JOURNAL WRITING

Objectives: To write a set of bi-weekly journals on everyday topics.

To create awareness on the need to express thoughts and feelings through writing and speaking towards everyday topics.

To produce a book of journals.

To compile topics for further discussion.

<u>**Unit # 6**</u> **–** ENTREPRENEURS IN TOURISM, HOTEL INDUSTRY AND GASTRONOMY IN THE CITY OF CUENCA

Objectives: To interview travel agents, hotel owners, hotel administrators, food and beverage administrators and report gathered information by keeping anonymity.

Each one of the tasks applied was the central focus of the unit. The tasks complied with the guidelines proposed by Doughty and Long (58): use tasks as an organizational principle, promote learning by doing, input needs to be rich, input needs to be meaningful and promote cooperative and collaborative learning. The tasks applied followed the phases proposed by Jack C. Richards which are: ***Pre-task phase*** where attendees have to explore the topic, frame the activity, plan the time and decide on the number of participants; ***Main task phase*** where participants get hands on tasks which are given a certain amount of time to express what they have found out; and, ***Post task phase*** where participants present their final oral project.

CHAPTER IV: DATA ANALYSIS AND INTERPRETATION

In this part of the thesis, an analysis and interpretation will be explained which indicate that the results have been processed with the Statistical Software SPSS 22 (Statistical Package of Social Science) which have generated frequency and percentage statistical descriptors for the questions stated in the socio-demographic survey, as well as averages with its respective standard deviations for the depreciation scales.

In the meantime, inferential statistics have considered the values obtained by the Common European Framework for Language, equating values for each of the basic skills, as well as for the mastery of grammar.

4.1. Statistical procedure:

To check whether the situation has changed due to the intervention with TBLT, a pre-assessment and post-assessment has been applied. The results, apart from presenting the descriptive values, are based on the statistical test called Student t test (t test) by which the p value (p value) was calculated, the same that has established a significance level of 0.05.

This means that if the p value is lower than 0.05, the research hypothesis is accepted, otherwise, if it would be higher than 0.05, it would be noted that the aftermath would be equal to the pre-intervention process.

4.1.1. Demographics Analysis

The group of participants tested involves a minimum of 18 to 24 years of age or more. Most of them are between 18 to 20 years of age representing a 63.2%, followed by a group of participants from 21 to 23 years of age with 26.3% and two students who are 24 years of age or over which represents a 10.6%.

Table 1 - Age

Participants´ Age	Frequency	Percentage
18-20	12	63.2
21-23	5	26.3
24 or over	2	10.6
Total	19	100.0
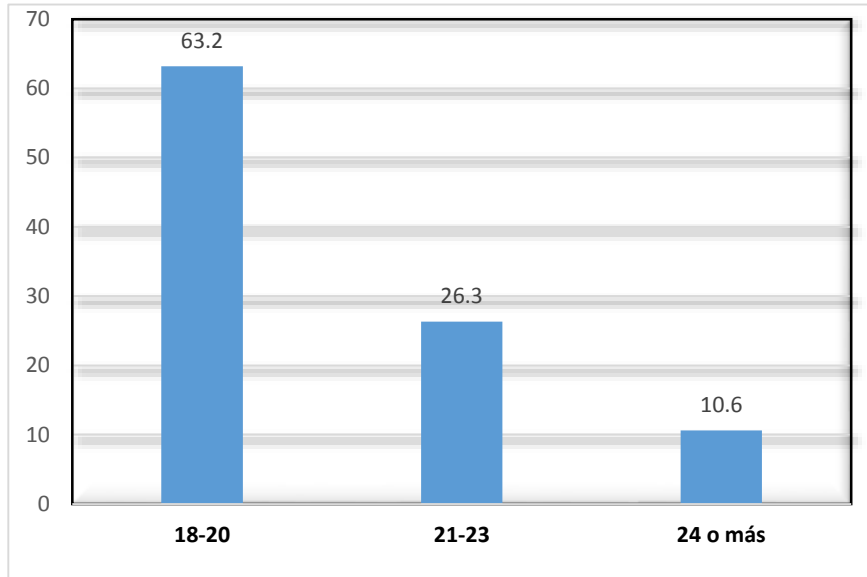
Graph 1 - Age

Meanwhile, the area of majoring is divided into two, the first one deals with the Hospitality Industry (Tourism, Hotel Industry and Gastronomy) which is represented by a 73.7% of participants and the remaining difference which is 26.3% of students who are pursuing a special career (Carrera de Titulación Especial) within the School of Hospitality Science.

Table 2 - Educational Area you are involved in

University Major	Frequency	Percentage
Hospitality industry	14	73.7
Special career	5	26.3
Total	19	100.0
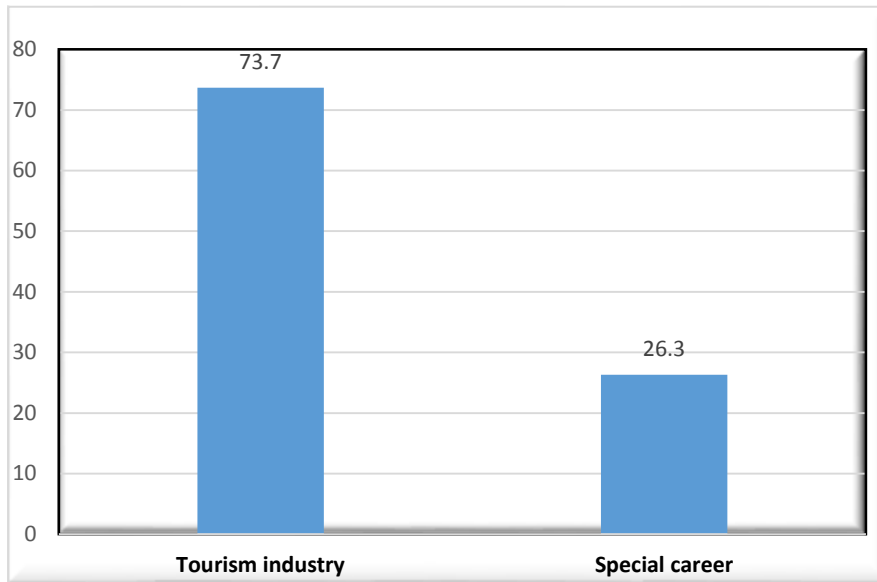
Graph 2 - Educational Area you are involved in

According to gender, a 63.2% corresponds to the group of female participants, while the difference which is represented by a 36.8% are male participants. That is, the majority are women.
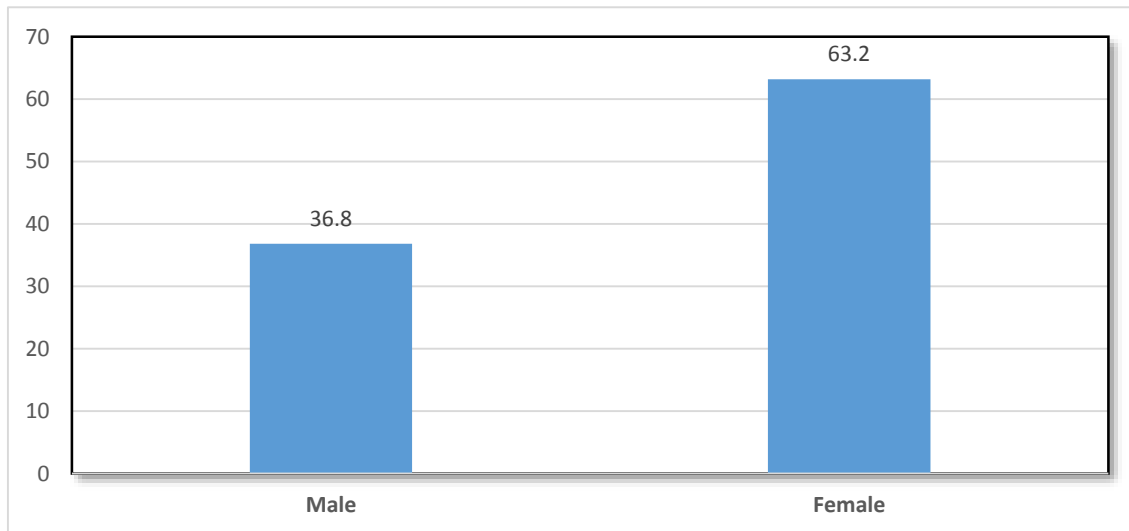
Graphic 3 - Gender

Students were asked to calculate the number of hours that they have studied EFL (English as a Foreign Language) at Elementary School, High School and/or at private institutions and the average number of hours they have studied English throughout their life was obtained. Thus, it is noted that the minimum number of hours completed by students is 774, while the maximum value is 5600 hours. An average for the group is 1945 hours with a standard deviation of 1134.

Table 3 - Sum of hours that students have studied English language

	Hours	/ 12 Scholar years	Per Month	Per Week
Mean	1945	162 hrs.	18 hrs.	
Standard deviation	1134			
Range	4826			
Minimum	774			
Maximum	5600			

When students were asked why they study English at University, various reasons were noted. The highest corresponds to the fact that it is the lingua franca of the world which represents 100% of students who agree. Additionally, this same percentage indicated that the language would help them find a better job. Although a high level of respondents disagreed, participants indicated that they study English because they either like it or because they have to take it since it is a compulsory subject at University.

Graph 4 - Reasons to study English language
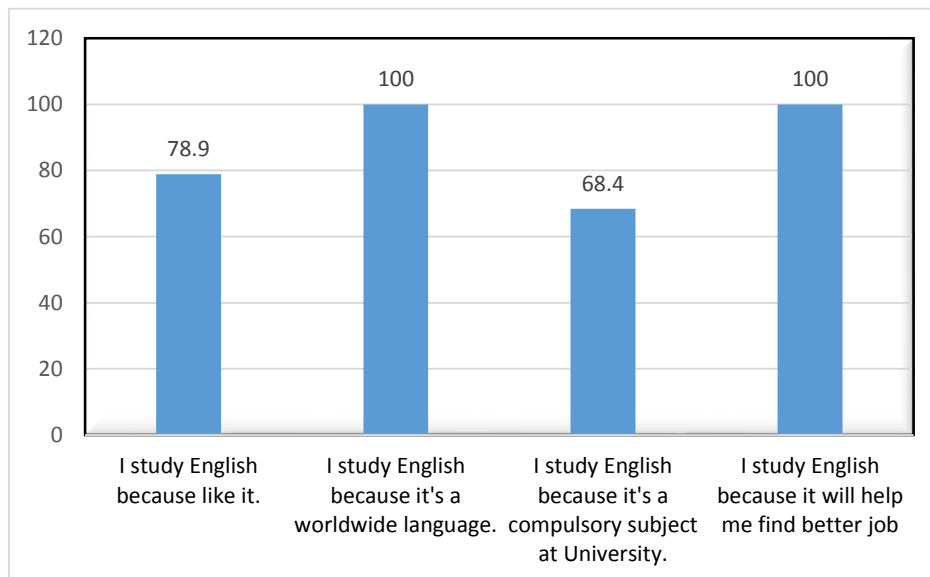
Table 4 - Reasons to study English language

	Frequency	Percentage
I study English because I like it.	15	78.9
I study English because it's a worldwide language.	19	100.0
I study English because it's a compulsory subject at University.	13	68.4
I study English because it will help me find a better job	19	100.0

Students were asked to assess their perception of English classes based on the teacher intervention and student interaction. 78.9% said that the interaction between students is the hallmark of teaching the language, while 31.6% indicated that teacher participation is minimized.

Table 5 - Student and teacher intervention

	Frequency	Percentage
Teacher talk is minimized.	6	31.6
Student talk is maximized.	15	78.9
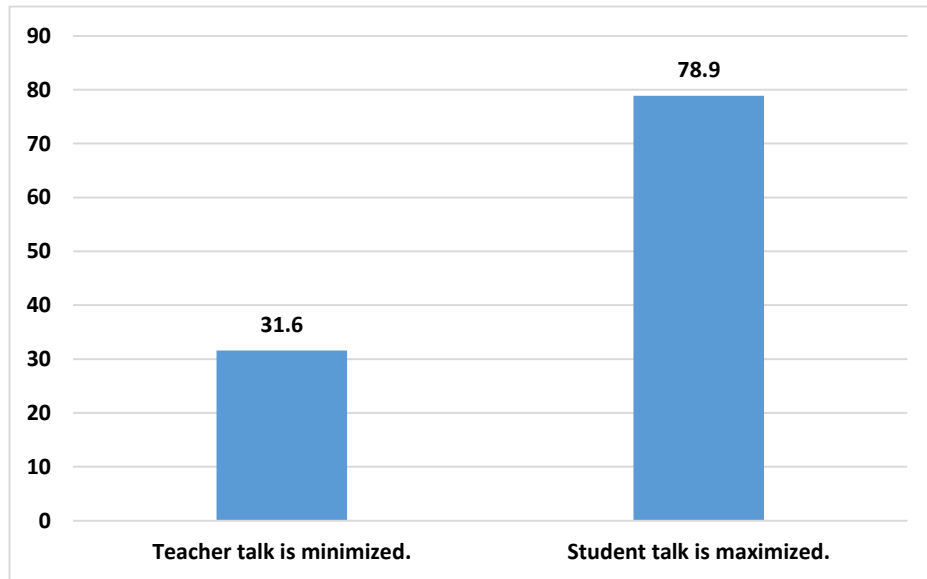
Graphic 5 - Student and teacher intervention

On a scale of 1 to 3, 1 indicating total agreement, 2 indicating agreement and 3 indicating some agreement. Participants were asked what they thought about some statements towards learning English. In this regard, it was found that there is more agreement when it comes to two. parameters, the Instructor as being well prepared to impart classes and the instructor as being able to pay enough attention to students. These are aspects where students show full agreement; however, participants equally indicate that they don´t entirely agree as having enough opportunities to learn English, or that classes are geared to meet the students´ needs. Finally, the aspect that indicates the least agreement is the motivation to learn the language.

Table 6 - Students' perception of English teaching at the School of Hospitality Science

	N	Mean	Standard Deviation
	Valid		
English instruction at the School of Hospitality Science is geared to students' needs.	19	1.63	.60
The English Instructor pays attention to me in class.	19	1.11	.32
The English Instructor is well prepared for classes.	19	1.05	.23
I have a lot of opportunities to learn English well. Classes are student centered.	19	1.58	.61
I feel motivated to learn English.	19	1.74	.65
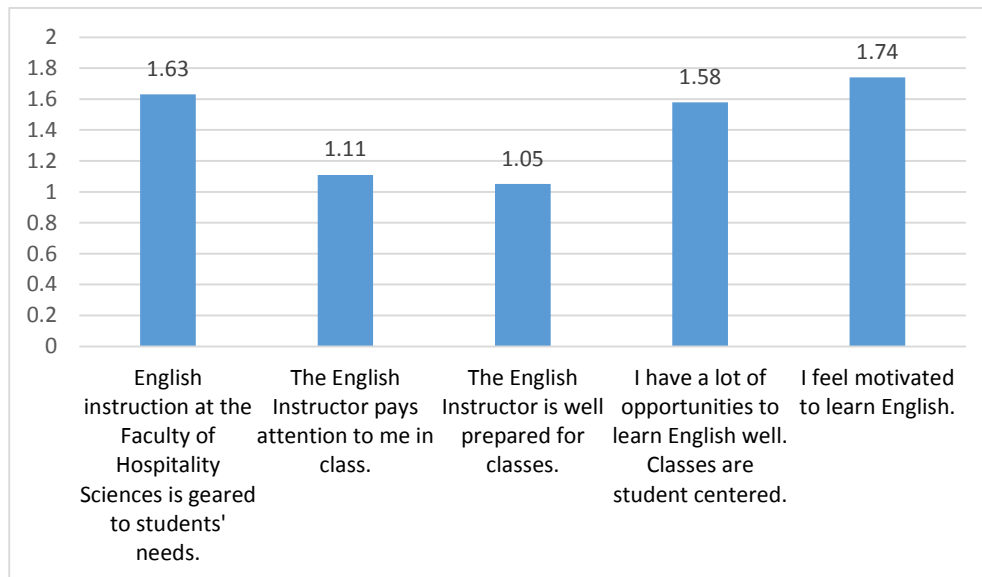
Graphic 6 - Students' perception of English teaching at the SHM

With regards to the aspects emphasized within the class, on a scale of 1 to 4, 1 being poor, 2 good, 3 very good and 4 excellent. Students were asked to evaluate the activities and the four basic learning skills of a language. With respect to the rotation of activities, the score corresponds to a level of good prone to poor. Following this situation, the emphasis that teachers provide for the listening skill, the reading skill, the writing skill and the speaking skill, the level which was more emphatic was the listening skill.

Table 7 - Students' perception on the emphatic aspects within the class

	N	Mean	Standard Deviation
	Valid		
How do you rate the activities done in class during the course?	19	1.63	.60
Emphasis on Speaking	19	1.74	.81
Emphasis on Listening	19	2.21	.71
Emphasis on Reading	19	1.74	.73
Emphasis on Writing	19	1.63	.83
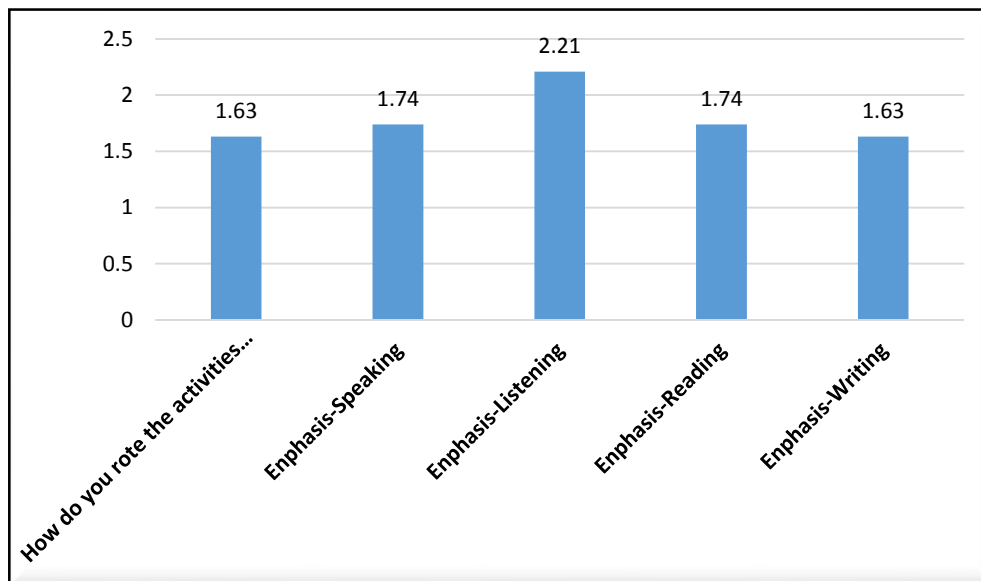
Graphic 7 - Students' perception of the emphasis aspects within the class

4.1.2. The Common European Framework for Languages - Inferential statistics:

According to the Common European Framework for Language teaching, a grammar level assessment was performed, as well as an assessment on the four basic language skills. The averages, in this case, express values from 1-100 for both, the situation prior to the intervention as for the subsequent situation.

The **grammar** assessment shows that the situation of the students is pretty much the same between the initial and final assessment. The initial average is 67.37 and the final average is 60.09. Apparently the participants from the first assessment obtained a better level than the second assessment. Nonetheless, considering the standard deviation, it was found that at the beginning participants had a level of 26.21 which indicated that there is much variability amongst evaluated participants whereby the average of 67.37 is not as representative.

To ensure that indeed the first assessment is not higher than the second, the student (t-test) statistical hypothesis test which showed a p-value equal to 0.213 was applied. With this value, it is concluded that students are equal, that is to say, they have not improved nor worsened in the grammatical situation.

Once having evaluated the **listening** skill, it was found that at the beginning the level was 16.71 points with a deviation of 17.85, whereas at the end it was 59.34 with a deviation of 16.35. On having considered the hypothesis test with a student t-test, it was noted that a p value of 0.000, that is to say, there was no mistake on having affirmed that the final situation has changed with regard to the initial.

The comparison of averages between the initial and final **reading** evaluation indicates that from a level of 49.37 (S.D. 18.93) was raised to 84.21 (S.D. 9.61), which, on having evaluated with the student t-test generates one p value of 0.000, verifying that the initial situation is different from the final.

Writing is the fourth variable which compared the initial situation to the final. From this, an average of 50.09 (S.D. 16.50) was obtained and finally the average was 64.74 (S.D. 24.02),

which, considering the results of the student t-test whose p value was 0.006, it must be assumed that the final situation is not equal to the initial one.

Finally, the comparison between the **speaking** skill which was 17.11 (S.D. 17.24) prior to the intervention amounted to 71.05 (S.D. 20.25) when the intervention was over.

Overall, the average of the five evaluated aspects allowed an overview of whether students, through the intervention process using TBLT, had improved their situation, having found that the initial overall average was 40.13 (S.D. 10.14) and at the end it was 67.89 (S.D. 12.21). The p value confirms that indeed there is a difference between the initial and final situation.

Table 8 - Pair comparisons of means

		Mean	**N**	**Standard Deviation**	**P value**
Pair 1	Pre Grammar	67.37	19	2.21	0.213
	Post Grammar	60.09	19	11.83	
Pair 2	Pre Listening	16.71	19	17.85	0.000
	Post Listening	59.34	19	16.35	
Pair 3	Pre Reading	49.37	19	18.93	0.000
	Post Reading	84.21	19	9.61	
Pair 4	Pre Writing	50.09	19	16.59	0.006
	Post Writing	64.74	19	24.02	
Pair 5	Pre Speaking	17.11	19	17.27	0.000
	Post Speaking	71.05	19	20.25	
Pair 6	Pre Total	40.13	19	10.14	0.000
	Post Total	67.89	19	12.21	
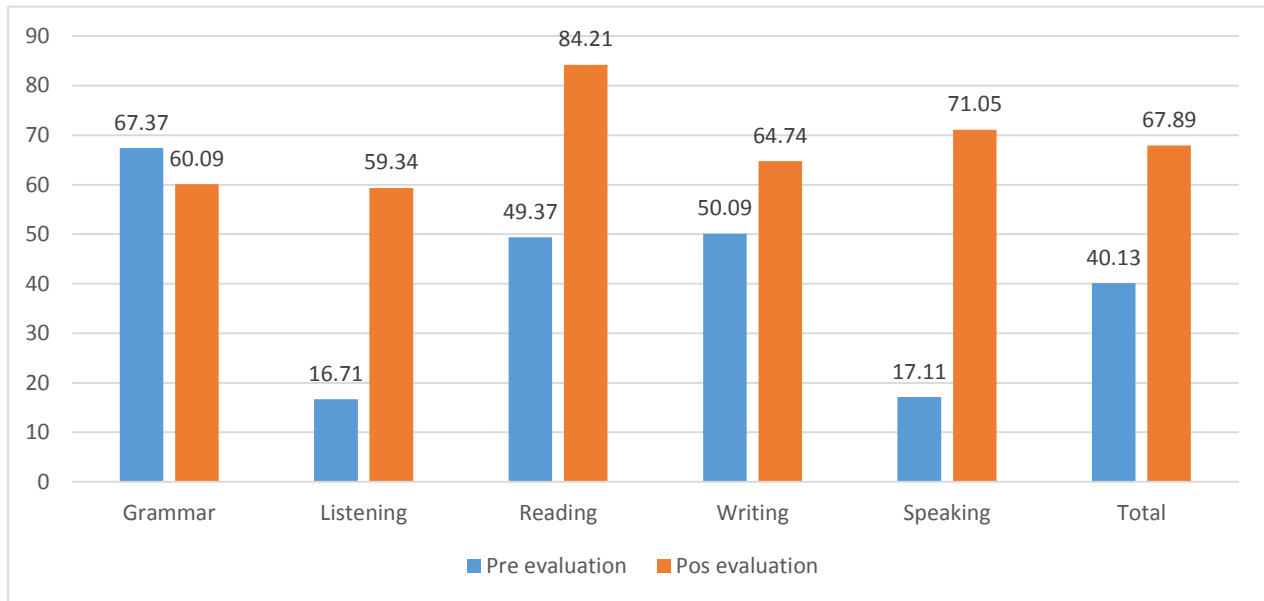
Graph 8 - Pair comparisons of means

To register the differences between the initial and final situation, the difference between the final evaluation and appraisal is removed. In this regard, greater differences in **Speaking** are registered because there is an increased skill of 53.95 (S.D. 26.90), followed by **listening** which obtained 42.63 (S.D. 17.23). **Reading** is, then, averaged in 34.84 (S.D. 23.70) and **writing** with 14.65 (S.D. 20.55). **Grammar** shows a negative average difference 7.28 (S.D. 24.58). In total, the difference recorded in the process was 27.76 (S.D. 8.20).

Table 9 - Mean differences

	N	Mean	Standard Deviation
Grammar	19	-7.28	24.58
Listening	19	42.63	17.23
Reading	19	34.84	23.70
Writing	19	14.65	20.55
Speaking	19	53.95	26.90
Total	19	27.76	8.20
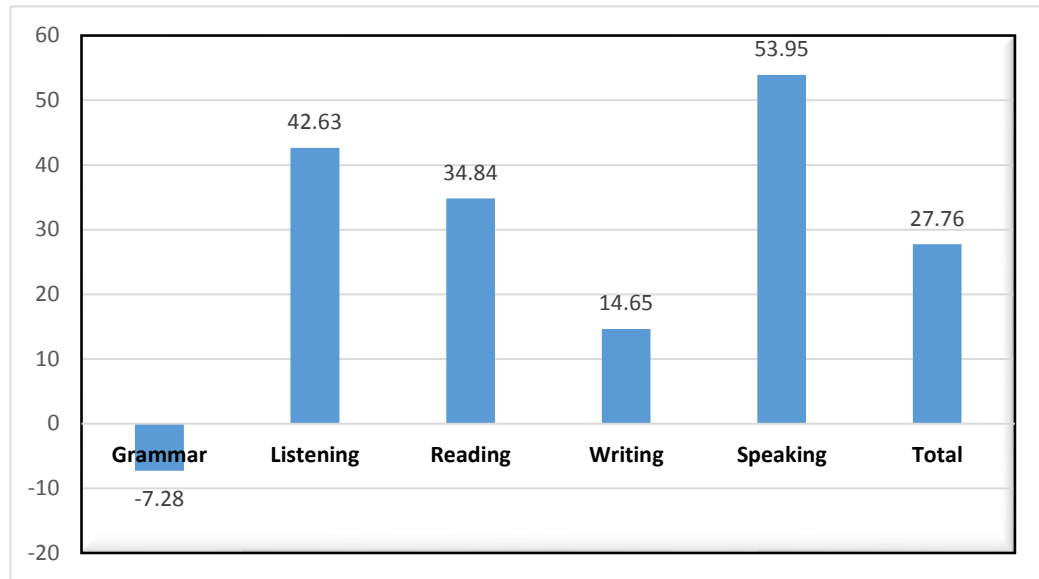
Graph 9 - Mean differences

4.1.3. L.C.O.F. (LANGUAGE CLASSROOM OBSERVATION FORM): Criteria about TBLT

During the six lessons applied, (*Meeting and Greeting in Ecuador as opposed to other Countries*; *People who have made history in Tourism*; *Gastronomy in Ecuador*; *Churches in the City of Cuenca*; *20 topics on journal writing*; *Entrepreneurs in Hospitality, Travel and Tourism in the City of Cuenca*) participants were placed randomly in nine groups of three participants, since there were 27 participants throughout the 4 first lessons and by the fifth lesson, 8 students had dropped out from the experiment and in the two remaining lessons there were nine pairs of students with the exception of a group consisting of three members; at the end of each lesson, these groups and/or pairs of participants carried out a co-evaluation of each unit covered based on, Willis, D. and J. Willis (253), the parameters for complying with TBLT. The results, therefore, add up a total of forty-four answers throughout the development of the intervention. The outcomes are presented in the following table.

Table 10 - Tasks Complied with the following criteria

	N	%
1.- The task requires to brainstorm information about the topic.	35	79.5
2.- The task requires to sort out, organize and classify information.	39	88.6
3.- The task requires us to match the pictures as we listen to descriptions or directions.	28	63.6
4.- The task requires us to find similarities and compare information.	28	63.6
5.- The task requires us to reflect and talk about real cultural circumstances.	35	79.5
6.- The task requires us to do project work on an end product such as a power point presentation, a role-play, a dramatization or a written or oral presentation.	44	100.0
7.- The task requires us to share personal information and personal experiences.	37	84.1
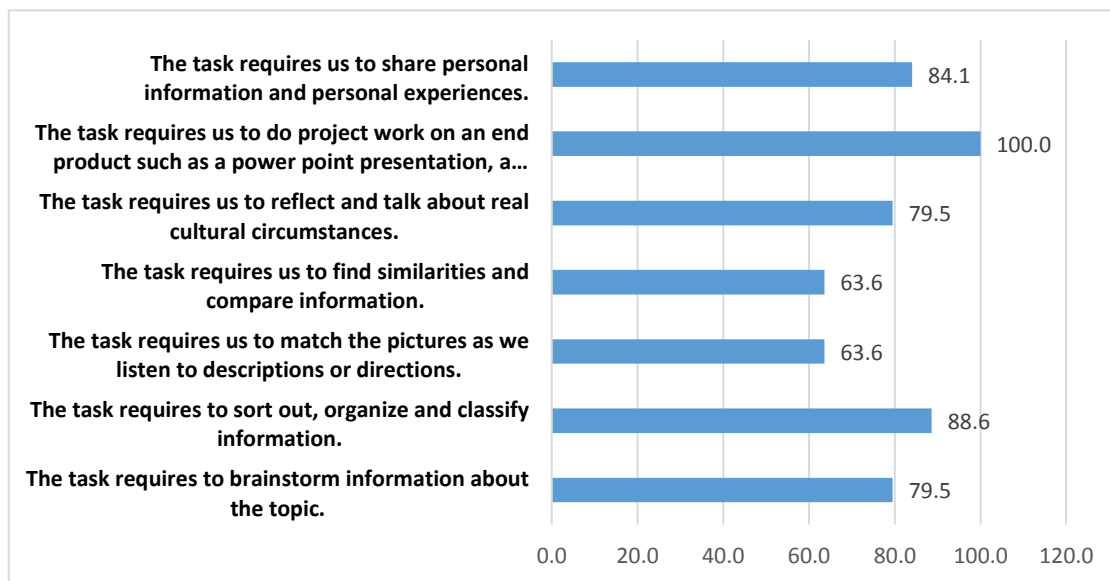
Graphic 10 - Tasks Complied with the following criteria

4.1.4. Evaluation of Tasks: The evaluation of tasks shows complete satisfaction of the students in regards to work on an end product like slides on a power-point presentation, a role-play, a dramatization or an oral or written presentation. This test methodology is based primarily

on the performance of tasks. Other highlights are interaction and information sharing (84.1%), organize and sort out tasks (88.6%), talk and reflect about real-circumstances, and brainstorm information (79.5 respectively). Aspects that have been judged to be met by most groups of evaluation, but with less emphasis are: "The task requires to sort out, organize and classify information and the task requires us to match the pictures as we listen to descriptions or directions", in both cases, the percentage score is 63.6.

Table 11 - Evaluation of units

Units	Students per group	%
Meeting and Greeting in Ecuador	9 groups of 3 participants	100.00
People who have made history in tourism development	9 groups of 3 participants	57.14
Gastronomy in Ecuador	9 groups of 3 participants	89.80
Churches in the city of Cuenca – Ecuador	9 groups of 3 participants	100.00
20 topics on journal writing	Individually	100.00
Enterpreneurs in Hospitality in the city of Cuenca – Ecuador	8 pairs of 2 Ss and 1 group of 3 Ss	42.86
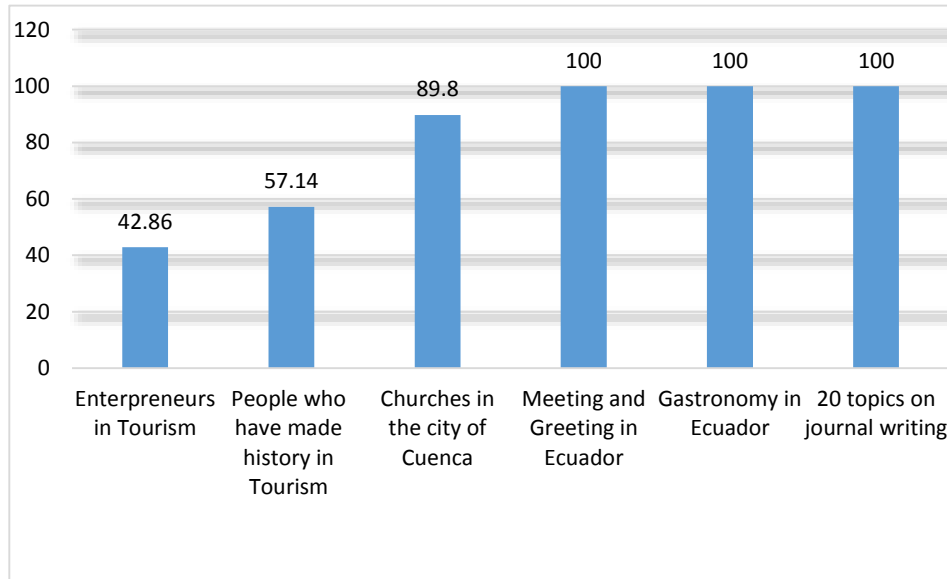
Graph 11 - Evaluation of units

According to the compliance of Tasks stated with the following criteria, the average percentages of participant satisfaction toward the fulfillment of each unit was considered by finding the lowest rating for the activity of ´´**Enterpreneurs in Tourism**´´ which is represented by a 42.86%. This means that most participants felt that this task topic was not been fulfilled as was expected. On the other hand, a 57.14% of the participants indicated that they had complied with the lesson concerning ´´**People Who have made History in Tourism**´´, which is also considered a positive compliance percentage, although not very high. Another percentage corresponds to the lesson about ´´**Churches in the city of Cuenca**´´ which is 89.80%. Meanwhile, issues such as ´´**Meeting and Greeting in Ecuador**´´, ´´**Gastronomy in Ecuador**´´, and ´´**Journal writing on 20 topics**´´ have results of 100%, that is to say, participants feel they have complied fully.

4.1.5. Class structure

On a scale of 1 to 4, according to 1 which indicates that the participant ´´liked the least´´ and 4 indicates that the participant ´´liked the most´´. The three phases that make up a class which are pre-task phase, main task phase and post-task phase have been evaluated where

equivalent results in percentages have been found per unit, according to groups of peer assessment.

Table 12 – Class Structure

	Units	Students per groups	%
PRE-TASK	Meeting and Greeting in Ecuador	9 groups of 3 participants	96
	People who have made history in Tourism	9 groups of 3 participants	89
	Gastronomy in Ecuador	9 groups of 3 participants	82
	Churches in the city of Cuenca	9 groups of 3 participants	89
	20 topics on journal writing	individually	100
	Enterpreneurs in Tourism	8 pairs of 2 Ss and 1 group of 3 Ss	86
	Total		90
TASK	Meeting and Greeting in Ecuador	9 groups of 3 participants	86
	People who have made history in Tourism	9 groups of 3 participants	79
	Gastronomy in Ecuador	9 groups of 3 participants	79
	Churches in the city of Cuenca	9 groups of 3 participants	86
	20 topics on journal writing	individually	75
	Enterpreneurs in Tourism	8 pairs of 2 Ss and 1 group of 3 Ss	86
	Total		82
POST-TASK	Meeting and Greeting in Ecuador	9 groups of 3 participants	89
	People who have made history in Tourism	9 groups of 3 participants	79
	Gastronomy in Ecuador	9 groups of 3 participants	79
	Churches in the city of Cuenca	9 groups of 3 participants	79
	20 topics on journal writing	individually	75
	Enterpreneurs in Tourism	8 pairs of 2 Ss and 1 group of 3 Ss	86
	Total		81
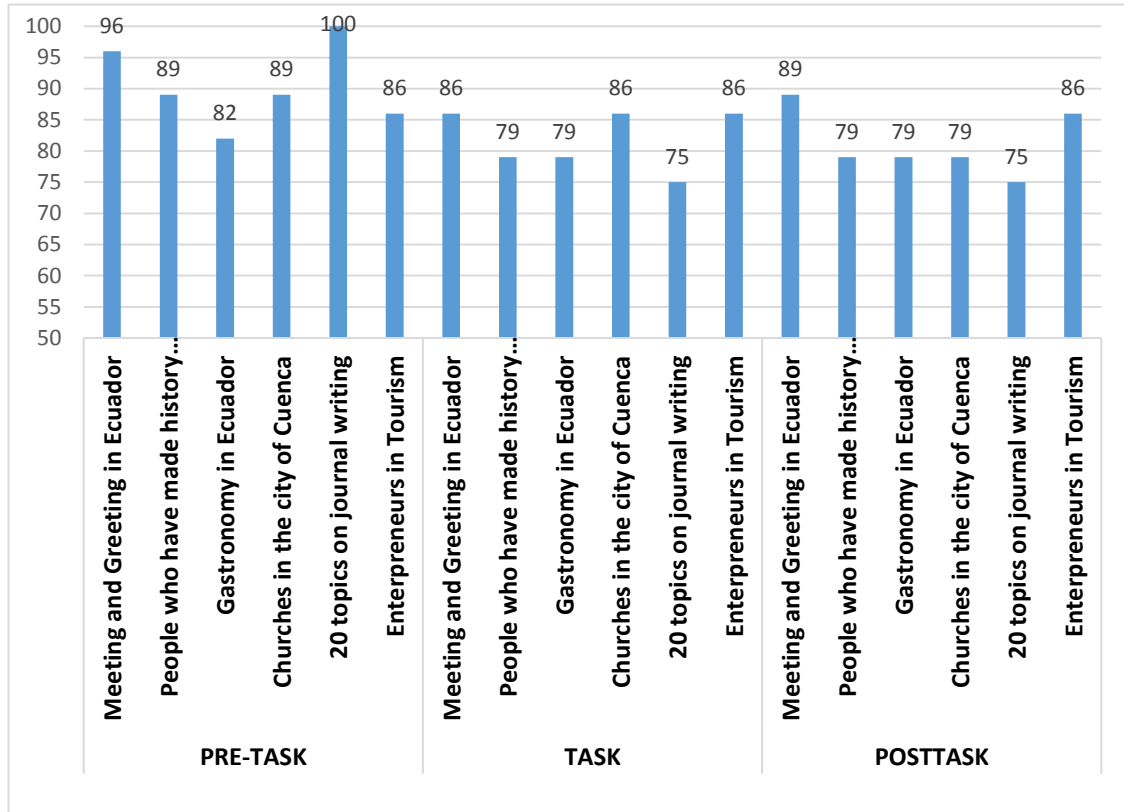
Graph 12 – Class Structure

With regards to the processes developed within class, there isn´t a big difference noted amongst the groups; in fact, there aren´t significant differences in the ratings given by the participants. On the other hand, in general, it is noted that the activities of pre-task are largely accepted by students as adding up to a 90% rating for them which indicates that most students say that pre-tasks have been effective to explore presenting the topic of study defiantly although without having too much difficulty.

Meanwhile, Main Tasks and Post-Tasks show levels that range from 82 and 81%, respectively. Main Task percentage, that is to say, is concatenated with the activities of Post-Task and allow to accomplish tasks successfully. Post-task activity, however, allows to present and to communicate the results of TBLT developed by students.

4.1.6. Classroom Observation Sheet/Language Classroom Observation Form

The instructor, in the course of each observation unit, developed six crucial elements such as preparation, language use, lesson presentation, classroom management, classroom atmosphere, and the use of technology. These aspects were assessed with a Likert Scale according to which 1- equals to poor compliance, 2 - regular compliance, 3 – good compliance and 4 - outstanding compliance on the part of the participants. The results are presented in percentages as follows:

Table 13 – Classroom Observation

Preparation	%
Meeting and Greeting in Ecuador	91.67
People who have made history in Tourism	83.33
Gastronomy in Ecuador	100.00
Churches in the city of Cuenca	91.67
20 topics on journal writing	66.67
Enterpreneurs in Tourism	91.67
Total	87.69
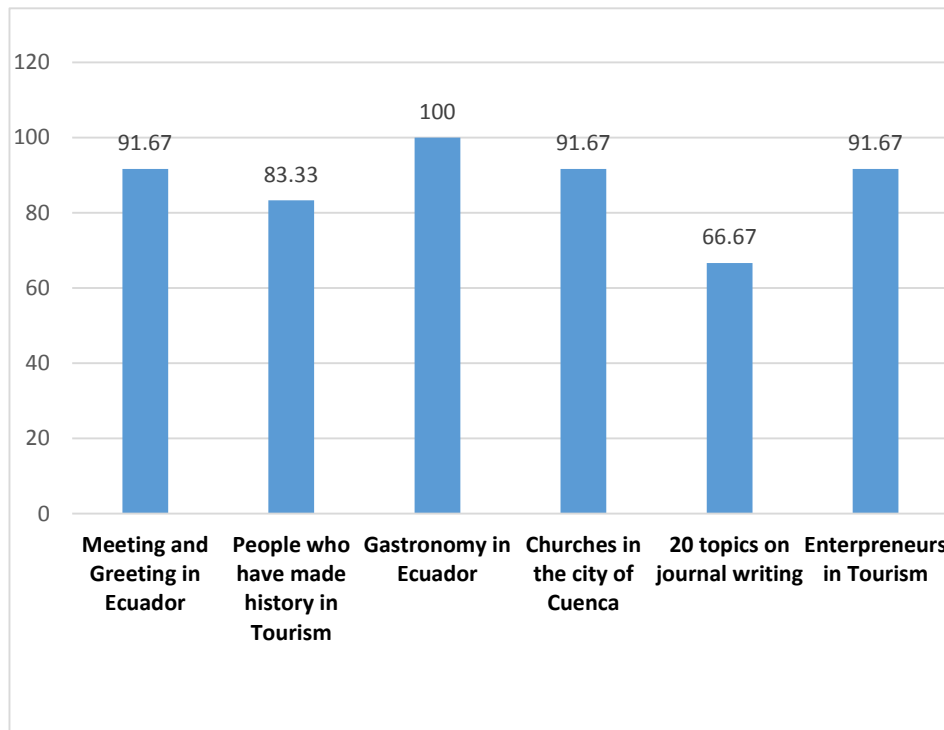
Graph 13 – Classroom Observation

4.1.7. Task Design and Production: The results show preparation tasks, except for the unit on ´´20 topics on journal writing´´, all aspects exceed 90%. Journal writing show level of good compliance on the part of the students as their average percentage is 66.67%.

Table 14 – Task Design and Production

Language_use	%	
Meeting and Greeting in Ecuador	75.00	
People who have made history in Tourism	75.00	
Gastronomy in Ecuador	75.00	
Churches in the city of Cuenca	50.00	
20 topics on journal writing	87.50	
Enterpreneurs in Tourism	75.00	
Total		73.01
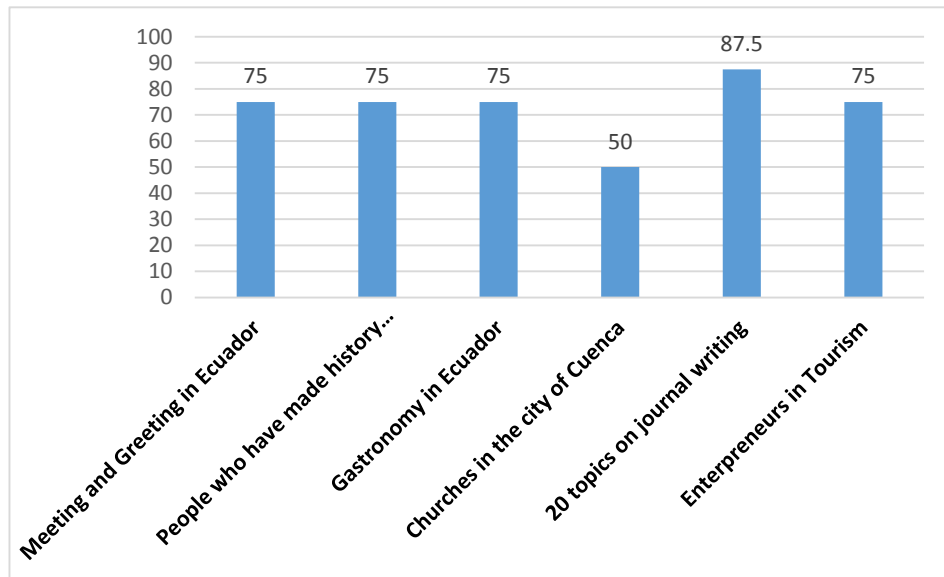
Graph 14 – Task Design and Production

4.1.8. Lesson Presentation: The results show high levels of productivity, that is to say, exceptional in its majority because its average value is 80.63%. It should be noted again that the unit corresponding to ´´Churches in the City of Cuenca´´ indicated a lower level of work by participants as its value only reached 64. 29%.

Table 15 – Lesson Presentation

Lesson_presentation	%
Meeting and Greeting in Ecuador	89.29
People who have made history in Tourism	82.14
Gastronomy in Ecuador	82.14
Churches in the city of Cuenca	64.29
20 topics on journal writing	83.33
Enterpreneurs in Tourism	82.14
Total	80.63
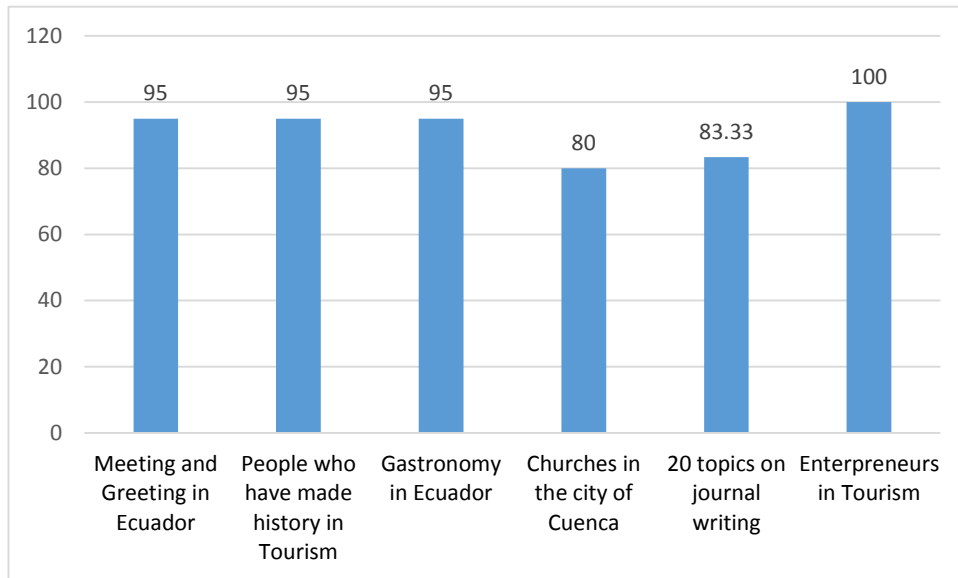
Graph 15 – Lesson presentation

4.1.9. Classroom management: This data does not show greater difficulty because in all respects, it presents an assessment with an exceptional tendency toward compliance, which is why its average value is 91.78%.

Table 16 – Classroom Atmosphere

Classroom_Atmosphere	%
Meeting and Greeting in Ecuador	100.00
People who have made history in Tourism	100.00
Gastronomy in Ecuador	91.67
Churches in the city of Cuenca	91.67
20 topics on journal writing	100.00
Enterpreneurs in Tourism	91.67
Total	95.64
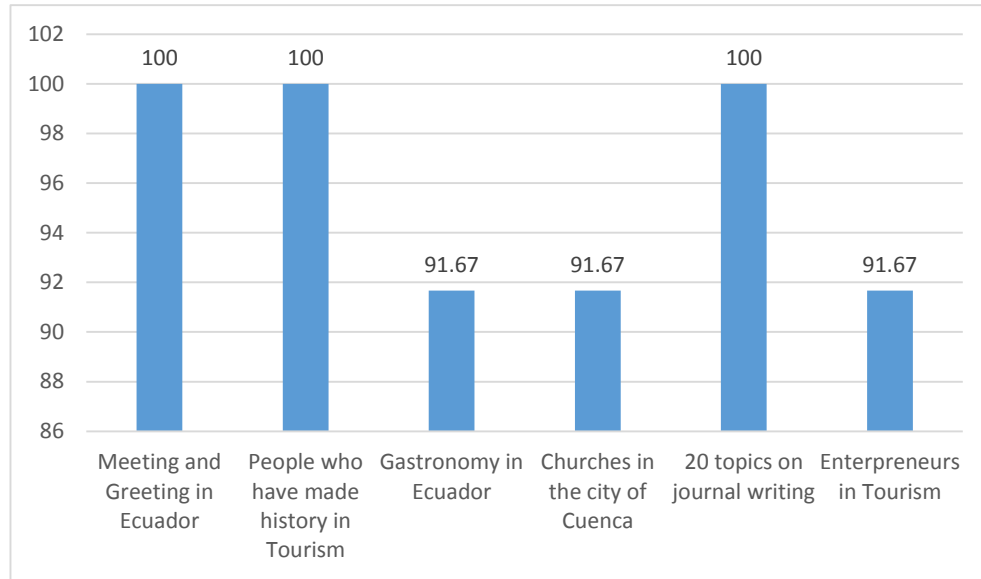
Graph 16 – Classroom Atmosphere

4.1.10. Classroom atmosphere: The table shows much higher values than all other aspects evaluated, in this case the average is 95.64%.

Table 17 – Use of Technology

Use_Technology	%
Meeting and Greeting in Ecuador	91.67
People who have made history in Tourism	100.00
Gastronomy in Ecuador	91.67
Churches in the city of Cuenca	75.00
20 topics on journal writing	-
Enterpreneurs in Tourism	87.50
Total	89.08

Graph 17 – Use of Technology
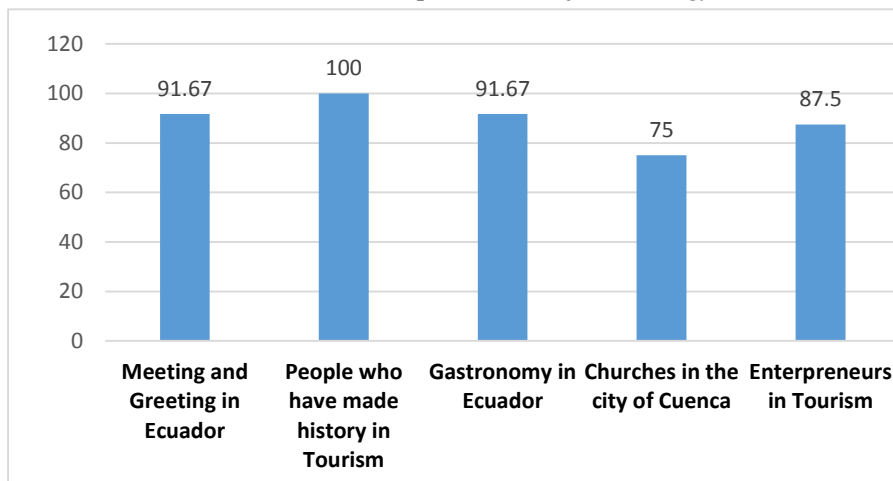
4.2.   The use of technology: This is a topic which is considered important in conducting a class, in fact it applies to almost all classes except one ´´20 topics on journal writing´´. Its value is also very high, it reaches 89.08% where all units are located in an exceptional embodiment, the only exception of 75% which is a good compliance is that of ´´Churches in the city of Cuenca´´.

4.3   Discussion on the Demographics Survey: Once the results were obtained from the Demographics Survey which requested useful background information on what the population of students was, age groups, educational institutions participants came from, the length of time represented in hours that students had studied English, information on what leads participants to learn the target language and additional relevant information that helped me understand who I would be working with and what interests students have, has let me have a broader understanding of the problem when imparting the target language. When students entering University, it has been noticed that students don´t reach an A2 level based on the Common European Framework for Languages and, then, the teaching staff of English language in the Austro of Cuenca are asked about what we are doing in order to have our student population of English to reach the international standards of the CEFL.

Through the demographics survey, it was possible to find out that not all the students were the same age when entering first year of University. Most of the participants were between 18 to 20 year olds and the remaining percentage was 21 years of age and above. This datum is interesting since there are variables that affect the teaching-learning process depending on age groups. The majority of students who are 18 to 20 year olds are full time students and the rest of the students who are older than 21 not only do they study, but they also work. This intact group of students received English classes from 18h00 to 20h00 p.m., which indicates that indeed there are many variables to consider when it comes to imparting English classes at the end of the day.

Another factor to consider is the type of educational institutions participants came from. Not all educational institutions impart the target language by using the same syllabus; therefore, the outcomes from the student population of English language learning are variable. Teaching staff, resources, technology and goals are all part of the language results acquired. The business of selling books by the different editorials has expanded largely and educational institutions are

not focusing on what students are required to learn in the different stages. Another crucial factor is that the same educational institutions change the series of books every so much time which does not let the process have continuity. In order to have results, the use of a text requires long-term and also trained teaching personnel with the latest trends in imparting the target language, but not forgetting about the many language theories which lead instructors to have a clear scope of how learners learn.

For all the reasons stated above, it is mandatory to start re-thinking on the process of imparting the target language and not imposing texts on the students nor instructors to comply, perhaps, with goals set in other countries which does not reflect our reality. For many school directors or language directors, it is the easiest way to adopt a text where every single exercise, activity, or plan is already set. Through my experience of imparting the target language, I have seen the students desire to express who they are and what they want and where they would like to head.

The proposal of designing, producing, applying and analyzing tasks for students in different areas of study demands much more time and dedication, but the results both from the participants and from the instructor become more meaningful.

In this research work, the syllabus was designed based on what students need according to the careers they are pursuing. The first level of students not only was from Tourism, Hotel Industry and Gastronomy, but also some of the students came from the denominated Special Career (Carrera de Titulación Especial). These students came from a University which closed down and the School of Hospitality received a group of students in a field called CTE (Carrera de Titulación Especial). To measure participants´ validity in the first level of English where TBLT was designed, produced, applied and analyzed, several instruments were applied such as the demographics survey to find out about the student population, a diagnostic test, a survey on the Common European Framework for Languages (CEFL) to measure listening comprehension, reading comprehension, oral interaction, oral expression and written expression.

A pre-test and post-test were equally applied to compare where students started and where students concluded. From the results already explained previously, the outcome was acceptable on the four language skills with the domain in communication; however, the drawback was on grammar and that is exactly one of the disadvantages of TBLT where most of the proponents indicate that this approach does not focus on grammar.

Classroom observations sheets were used during each one of the lessons applied to find out whether participants were complying with an appropriate balance of open-ended communicative activities, whether activities were introduced in context, whether the plan was geared toward authentic language use. Also, if the use of the target language was appropriate to student needs and if students talk was maximized. The observations let me, as the instructor, find out whether the lesson was understood clearly by the participants, whether the task-time allotted was appropriate as well as feedback from the instructor.

Other factors for achieving positive results in TBLT were focused on group work, pair work or individual tasks. The use of technology also played an important role as well as getting feedback from the instructor. Some of the advantages of TBLT is that if offers an active and lively participation from both the participants as well as from the instructor. Most of the tasks in the end product or teaching manual offer links where students are required to use their smart phones to look for information, to read, to research, to listen and to watch videos. There was always a goal in class so that students may not become distracted with social websites, students were required either to present a end product orally or in written form.

In a like manner, students were given a Group Work Self-Evaluation sheet where they had to reflect on the parameters indicated by Dave and Jane Willis (253) to see whether the activity met the goals expressed hitherto.

The quantitative results were expressed above and the qualitative results indicate that students were participative at all times. Out of the 27 students who started in this research project, 8 students dropped out. The 19 students left, persevered and worked their way through. The reasons why the 8 students might have quit are unknown.

As Wang indicates:

Different colleges will use different teaching materials, at the same time, the level of the students' linguistic competence are also different, so the teachers should analyze their courses and their learners, and then design communicative tasks based on their L2 courses and their learners. Perhaps there are some other limitations we cannot predict at present, which need our further study in the future, but our teaching objective is the same one which requires the teachers to adapt their courses and design tasks based on TBLT (82).

As a conclusion, TBLT needs more exploration in the language classroom. More instructors need to be engaged in designing, producing, applying and analyzing Task-Based Language Teaching according to the students´ needs and wants which are geared towards their field of study.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The topic of this research work emerged from the factual statement that the School of Hospitality Science lacks proper academic teaching materials that provide local information about Cuenca, its surroundings, its customs and traditions. For many years, elementary schools, high schools and universities have been using textbooks produced by linguists who are, indeed, professional in the field of creating a product which is used by endless populations of students worldwide. However, the goal for our students ought to be the acquisition of the target language through Task-Based Language Teaching (TBLT) alongside Content-Based Instruction which demands instructors to design, produce, apply and analyze meaningful tasks that would be connected to the career students are pursuing.

In other words, tasks applied in the language classroom have to be tailored made so that they respond to the students´ claims on the topics that participants are interested on. Over the years, textbooks used in the different educational institutions in Ecuador have been used over and over again, focusing perhaps on the same topics and the same language structures without having any meaningful output and, therefore, causing demotivation and the lack of interest towards the target language. Two questions were stated at the beginning of this research work and they were: ´´To what extent can students improve their language skills by using Task-Based Language Teaching materials designed, produced, applied and analyzed at the School of Hospitality Science at the University of Cuenca?´´ And the second question was: ´To what extent can TBLT teaching material be applicable to the population of beginner students?´´

Through this research topic, it has been proven that, in fact, the use of TBLT can be applicable to first level beginner students since participants have already been exposed to the target language as it was determined when completing the demographics survey where various proponents have argued that TBLT is connected to participants´ past cognitive experiences; however, this process of finding out information, analyzing results, acknowledging the drawbacks of TBLT and deciding on an action plan takes time, devotion and dedication.

The results from the surveys applied give the instructor fundamentals on how and where to get started. Some ideas in the attached manual for teaching English through the use of TBLT and in connection with Content-Based Instruction are offered. In appendix # 7, the lesson plans with the lesson topics, goals, pre-tasks, main tasks, post-tasks and end product are explained in detail.

The various tasks, focused on the different skills, have given participants insights that Task-Based Language Teaching is not restrictive to the classroom, but rather gives participants the opportunity to learn from outside the classroom, from the real world. The tasks designed gave participants the opportunity to share, interact, to research, to become informed through interviews about what goes on in the world of hospitality in the city of Cuenca – Ecuador.

5.2. Limitations and Recommendations

Several constructs were applied to elicit information about the impact of the application of Task-Based Language teaching in the first level of beginner students at the School of Hospitality Science, for this reason some recommendations will be stated herein.

During the tasks applied, students were randomly placed in groups; however, some students continuously requested to work in the groups they preferred which resulted in a shortcoming since some students would be left out. However, this was a point where participants were told that in the real world they will be placed in job positions where they will, perhaps, not stand a co-worker and in this case they will have to make it work whether they like it or not and that is the same with the tasks that participants will be doing in different jobs, to overcome difficulties one way or another. The task involved herein is the ability to use thinking processes for problem-solving situations.

With this research topic, it is intended that beginner students at the School of Hospitality Management who have already experienced ´´Designed, Produced, Applied and Analyzed Task-Based Language Teaching´´ continue with this approach in the next levels until they have finalized the 6th semester so that an evaluation be made to find out the outcomes of the

application of this approach. We must bear in mind that results either positive or negative depend on long-term application.

A teaching staff committed to curriculum design should be assigned and held responsible that this long-term approach be applied as a pilot project for future reference. Doing ´´Designed, Produced, Applied and Analyzed Task-Based Language Teaching´´ during one semester has been meaningful all along. This research topic should be consistent and supported by School Directors and the Headmaster of the University. Nonetheless, this research topic should be applied in other Schools at the University of Cuenca with a committed staff who would dedicate time, interest and awareness that it is the moment that the University has a turnover in English language instruction.

This research is expected to contribute to improving higher levels of English language production by being analytical and critical through the use of the various designed, produced, applied and analyzed tasks. With the applications of activities and projects, the participants will develop their language knowledge, precisely the communicative skill through tasks based activities on real life situations. By being a School that promotes Hospitality, Tourism and Gastronomy, the students will be able to provide relevant information about the three careers. Continuity must be the principle.

Through the use of Task-Based Language Teaching, the student learns to value his/her surroundings, to acknowledge what there is in a country which is rich in culture, landscapes, customs, and traditions. By having used textbooks that promote other countries, not much has been acquired, but underestimate Ecuador´s culture and idiosyncrasy. TBLT ought to be developed for upper levels at the SHS and in other Schools at the University.

This research is directly linked to the community as tasks / projects (TASK-BASED ACTIVITIES) that were applied to institutions and local entrepreneurs. This type of activities allow participants to learn more about what the development in terms of tourism, hotels and gastronomy is concerned. You cannot talk about other societies or cultures without knowing our

own. Therefore, through different activities, participants are encouraged to obtain information about our society and its development.

Tasks have to be applied based on related careers where English content is taught. The English teaching-learning process has to be one step ahead than the actual knowledge of the participant and thus more meaningful and challenging it will be. TBLT also has to be linked to society and the environment where the students are majoring. Only this way, learning the target language will be fruitful and beneficial.

With Task-Based Language Teaching, field trips and tour guides are continually emphasizing the importance of planning, organizing, budgeting, working on logistics, broadcasting and implementing projects considered as macro activities. And as micro tasks, we can consider the ability to transmit information through a good diction, pronunciation, fluency, knowledge of the topic, eye contact, body language where both macro and micro activities cause an impact on quality service.

Perhaps teaching general English is an activity we have been doing for many years. However, one of the ways to acquire the language is through specific contents such as History, Geography, Tourism planning in English, etc., a process that becomes more meaningful for students. Teaching subjects in English that are relevant to each one of the different careers becomes challenging, meaningful and applicable. The objectives should be focused on the use of a lexicon which is relevant to the career pursued. This involves reading texts covering technical terms, tasks that students can perform using the four language skills. In the case of Hospitality, it is required that students can master the skill of oral communication.

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APPENDIXES

APPENDIX 1

REQUEST AUTHORIZATION FOR RESEARCH

APPLICATION

UNIVERSIDAD DE CUENCA
desde 1867

Cuenca, 21 de junio de 2012

Dr.
Mateo Estrella
DECANO DE LA FACULTAD DE HOSPITALIDAD
UNIVERSIDAD DE CUENCA
Presente.

De mi consideración:

Yo, CLARA CECILIA CLAVIJO ENCALADA, con cédula de identidad No. 0101685428, por medio de la presente me permito solicitar a Ud., y por su digno intermedio al Honorable Consejo Directivo, se me autorice la oportunidad de elaborar un proyecto de investigación, desarrollo de tesis, en la Facultad que Ud. acertadamente dirige sobre ´´**ANALYSIS, DESIGN AND PRODUCTION OF TASK-BASED TEACHING MATERIAL FOR BEGINNER HOSPITALITY STUDENTS**´´ - (Análisis, Diseño y Producción de Material Didáctico para Principiantes Verdaderos en la Facultad de Hospitalidad).

Existe una gran serie de textos sobre la industria de la ´Hospitalidad´; sin embargo, estas versiones impresas están enfocadas hacia lugares, cultura y gastronomía de otros países. Por lo tanto, la necesidad de crear un manual que se enfoque hacia nuestra cultura, tradiciones y gastronomía se vuelve una prioridad. Desde esta perspectiva, se requiere su colaboración y autorización para la aplicación de encuestas que me permitirán realizar la investigación. Considerando el campo de la investigación una labor de mucha seriedad y validez, es importante mencionar, como maestrante, que me siento plenamente capacitada para llevar a cabo dicha investigación.

Esperando que la presente tenga una favorable aceptación, expreso a usted mis sentimientos de consideración y gratitud.

Atentamente,

Clara Clavijo Encalada

APPENDIX 2

APPROVED AUTHORIZATION FOR RESEARCH

FACULTAD D CIENCIAS
ᴅLA HOSPITALIDAD

Santa Ana de los ríos de Cuenca, 22 de junio de 2012.
OFICIO No. 0367 FCH - 12

Señora Licenciada
CLARA CLAVIJO ENCALADA
DOCENTE DE LA UNIVERSIDAD DE CUENCA
Presente:-
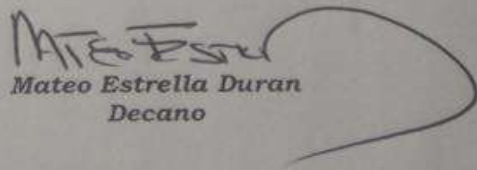
Distinguida Licenciada:

Luego de un cordial saludo, acuso recibo de su atenta comunicación en la que solicita la autorización como maestrante, para realizar el trabajo de investigación sobre: **"Analysis, disgn and production of task-based teaching material for true beginner hospitality students"**.

Al respecto debo indicar que se concede dicha autorización, estoy seguro que con este trabajo de investigación será de mucha utilidad para nuestros alumnos de la Facultad y de quienes se desenvuelvan en este campo profesional.

Con sentimientos de consideración y estima, suscribo.

Atentamente
FACULTAD DE CIENCIAS DE LA HOSPITALIDAD

Mateo Estrella Duran
Decano

APPENDIX 3

REQUEST FORM FOR LEVEL 1

UNIVERSIDAD DE CUENCA
desde 1867

Cuenca, 16 de enero de 2013

Dr.
Mateo Estrella
DECANO DE LA FACULTAD DE HOSPITALIDAD
UNIVERSIDAD DE CUENCA
Presente.

De mi consideración:

Luego de saludarle atentamente solicito a Ud., y por su digno intermedio al Honorable Consejo Directivo de la Facultad que Ud. acertadamente dirige, asignarme los primeros ciclos del semestre marzo – julio por cuanto iniciaré el proyecto de investigación sobre ´´**ANALYSIS, DESIGN, PRODUCTION AND APPLICATION OF TASK-BASED TEACHING MATERIAL FOR BEGINNER HOSPITALITY STUDENTS**´´ - (Análisis, Diseño, Producción y Aplicación de Material Didáctico para alumnos principiantes en la Facultad de Hospitalidad). El mismo que ya fue solicitado y aprobado el 22 de junio de 2012.

Esperando que la presente tenga una favorable aceptación, expreso a usted mis sentimientos de consideración y gratitud.

Atentamente,

Clara Clavijo Encalada

APPENDIX 4

CONSENT FORM FOR STUDENTS

UNIVERSIDAD DE CUENCA

Code:

FACULTY	CAREER	LEVEL	STUDENT
FCH	TOURISM	1st	

UNIVERSIDAD DE CUENCA
RESEARCH PROJECT INFORMED CONSENT

TITLE OF PROJECT:

'' DESIGN, PRODUCTION, APPLICATION AND ANALYSIS OF TASK-BASED TEACHING MATERIAL FOR BEGINNER HOSPITALITY STUDENTS AT THE UNIVERSITY OF CUENCA''

The Master's Course Student of ''Lengua Inglesa y Lingüística Aplicada'', Lic. Clara Clavijo E., is conducting research on the above topic.

The aims of the research are to design, produce, apply and analyze Task-Based teaching material for beginner Hospitality students at the Faculty of Hospitality at the University of Cuenca.

If you agree to participate in this study, you will be asked to complete a pre-test and be part of a focus group. Your participation in this research is voluntary and you can withdraw at any time. You do not have to give a reason for withdrawing from the research and there will be no negative consequences if you decide to withdraw. Before the final report for the research is prepared, a summary will be forwarded to you about the results and you will be asked to comment on any descriptions or interpretations that you believe are inaccurate or mistaken.

When I report on the research, I will ensure that you are not identified. No reference to personal names will be used. I am the only person who will have access to the data collected for the research. Any data I use in reports or publications will be for illustration only. If you wish to have a copy of the final report sent to you, I will arrange for this to be done.

Participant consent

The participant has been given a signed copy of this form to keep.

I agree to participate in this research.

Signed: _____ Date: _____

The ethical aspects of this study have been approved by the University of Cuenca - Ethics Review Committee (Human Research). If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Research Ethics Officer (Telephone: _____ Fax: _____ Email: _____). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

Name of researcher: _____ Date: _____

APPENDIX 5

DEMOGRAPHICS SURVEY

Code:

FACULTY	CAREER	LEVEL	STUDENT
FCH	TOURISM	1st	

UNIVERSITY OF CUENCA

M.Ed. in English Language and Applied Linguistics – Perception of Task-Based Language Teaching
Survey for Course Participants

´´ DESIGN, PRODUCTION, APPLICATION AND ANALYSIS OF TASK-BASED TEACHING MATERIAL FOR BEGINNER HOSPITALITY STUDENTS AT THE UNIVERSITY OF CUENCA´´

REASONS FOR USING THE SURVEY/QUESTIONNAIRE:
The aim of this survey is to find out data related towards students´ strategies for learning English.
The survey/questionnaire will provide information about what the student population is, how old they are, what educational institutions students come from, how long they have studied English, what leads them to learn the target language and additional relevant information that will help English instructors at the Faculty of Hospitality Sciences to improve our teaching methodology.

Section I. Demographics: Please complete the following items by filling in the blanks or checking one of the choices provided.

University: Universtiy of Cuenca	**School/ College:** Faculty of Hospitality Science
Career: 1st Level of Tourism	**Facilitator:** Clara Clavijo Encalada

Current activity: ____ student
____ part-time job
____ tour guide (freelance)
____ independent work experience

Age range: _____18-20 _____21-23 _____24-25 _____26 and above

Gender: _____ Male _____Female

No. of Years studied English and Educational Institution you studied in:

_____Elementary _____Public _____Private

_____High School _____Public _____Private

_____University _____State _____Private

_____Other (English Academy)

No. of hours studied English in:

_____Elementary _____High School _____University _____Other

Overall No. of hours studied English: _____

Educational Area you are involved in:

_____Tourism Industry _____Gastronomy

_____Hotel Industry _____Carrera de Titulación Especial

Career Goal: _____Tourism Manager _____Hotel Administrator
_____Travel Agent _____Receptionist
_____Chef _____Maitre D

Section II: Evaluation survey on the Teaching-Learning process on the part of the student.

OBJECTIVE
• To reflect on the instructor´s teaching methodology in order to improve the pedagogical practice of the instructor within the classroom.   • To find out students´ background knowledge on the target language and the variables that affect in the teaching-learning process.   • To use an adequate methodology for students so that they are able to interact with potential clients in the area of tourism.
INSTRUCTIONS
a. Read each point of the survey carefully and write a check mark in the space where you consider appropriate.   b. If you consider that none of the alternatives correspond to your criteria, just leave a blank space.   c. Use the following parameters for evaluation. Circle the answer that you consider appropriate or write a tick (√) mark in the circles provided.

Section III: Guidance and Support from the University of Cuenca – Hospitality Supervisor and Field Mentor. Please rate the following statements by choosing from the answers provided.

1	I study English because I like it.	TRUE	FALSE
2	I study English because it´s a worldwide language.	TRUE	FALSE
3	I study English because it´s a compulsory subject at University.	TRUE	FALSE
4	I study English because it will belp me find better job opportunities.	TRUE	FALSE
5	English instruction at the Faculty of Hospitality Sciences is geared to students´ needs. ○ Agree strongly ○ Agree ○ Agree slightly ○ Disagree slightly ○ Disagree ○ Disagree strongly		
6	The English Instructor pays attention to me in class. ○ Agree strongly ○ Agree ○ Agree slightly ○ Disagree slightly ○ Disagree ○ Disagree strongly		
7	The English Instructor is well prepared for classes. ○ Agree strongly ○ Agree ○ Agree slightly ○ Disagree slightly ○ Disagree ○ Disagree strongly		

8	I have a lot of opportunities to learn English well. Classes are student centred. ○ Agree strongly ○ Agree ○ Agree slightly ○ Disagree slightly ○ Disagree ○ Disagree strongly
9	I feel motivated to learn English. ○ Agree strongly ○ Agree ○ Agree slightly ○ Disagree slightly ○ Disagree ○ Disagree strongly

10	How do you rate the activities done in class during the course?	Excellent	Very good	Good	Poor
11	How much emphasis was placed on:				
	a. Speaking?	Excellent	Very good	Good	Poor
	b. Listening?	Excellent	Very good	Good	Poor
	c. Reading?	Excellent	Very good	Good	Poor
	d. Writing?	Excellent	Very good	Good	Poor
12	Teacher talk is minimized.	TRUE		FALSE	
13	Student talk is maximised.	TRUE		FALSE	
14	Do you have any recommendations? If so, can you write them underneath. (You can write your observations in				

Spanish.)_____ _____

Section IV: Comments on Practicum Experiences.

1. What are the **strengths** of the current course structure? Please explain. (This can be done in Spanish.)

_____

_____

_____

2. What are the **weaknesses** of the current practicum course structure? Please explain.

_____

_____

_____

YOUR RESPONSES WILL BE KEPT HIGHLY CONFIDENTIAL.

YOUR INFORMATION IS VALUABLE. THANK YOU FOR YOUR COOPERATION! ☺

Source: http://iteslj.org/Handouts/Evaluation.html

http://ojs.academypublisher.com/index.php/tpls/article/download

APPENDIX 6

COMMON EUROPEAN FRAMEWORK FOR LANGUAGES

(14)

El *Marco Común Europeo de Referencia* para los idiomas extranjeros delimita las capacidades que el alumno debe poseer en cada uno de los niveles para las categorías comprender, hablar y escribir. La categoría *comprender* integra las destrezas comprensión auditiva y comprensión de lectura; la categoría *hablar* integra las de interacción oral y expresión oral y la categoría *escribir* comprende la destreza expresión escrita.

Direcciones: Por favor responda lo más honestamente posible señalando con una X en los espacios correspondientes. M/M significa más o menos.
Gracias por su colaboración

NAME: _____   **ENGLISH I A**

Comprensión auditiva	SI	NO	M/M
1. Reconozco palabras y expresiones muy básicas que se usan habitualmente, relativas a mí mismo, a mi familia y a mi entorno inmediato cuando se habla despacio y con claridad.			
Comprensión de lectura			
2. Comprendo palabras y nombres conocidos y frases muy sencillas, por ejemplo las que hay en letreros, carteles y catálogos.			
Interacción oral			
3. Puedo participar en una conversación de forma sencilla siempre que la otra persona esté dispuesta a repetir lo que ha dicho o a decirlo con otras palabras y a una velocidad más lenta y me ayude a formular lo que intento decir. Planteo y contesto preguntas sencillas sobre temas de necesidad inmediata o asuntos muy habituales.			
Expresión oral			
4. Utilizo expresiones y frases sencillas para describir el lugar donde vivo y las personas que conozco.			
Expresión escrita			
5. Soy capaz de escribir postales cortas y sencillas, por ejemplo para enviar felicitaciones. Sé rellenar formularios con datos personales, por ejemplo mi nombre, mi nacionalidad y mi dirección en el formulario del registro de un hotel.			

	SI	NO	M/M
Comprensión auditiva			
1. Comprendo frases y el vocabulario más habitual sobre temas de interés personal (información personal y familiar muy básica, compras, lugar de residencia, empleo). Soy capaz de captar la idea principal de avisos y mensajes breves, claros y sencillos.			
Comprensión de lectura			
2. Soy capaz de leer textos muy breves y sencillos. Sé encontrar información específica y predecible en escritos sencillos y cotidianos como anuncios publicitarios, prospectos, menús y horarios y comprendo cartas personales breves y sencillas.			
Interacción oral			
3. Puedo comunicarme en tareas sencillas y habituales que requieren un intercambio simple y directo de información sobre actividades y asuntos cotidianos. Soy capaz de realizar intercambios sociales muy breves, aunque, por lo general, no puedo comprender lo suficiente como para mantener la conversación por mí mismo.			
Expresión oral			
4. Utilizó una serie de expresiones y frases para describir con términos sencillos a mi familia y otras personas, mis condiciones de vida, mi origen educativo y mi trabajo actual o el último que tuve.			
Expresión escrita			
5. Soy capaz de escribir notas y mensajes breves y sencillos relativos a mis necesidades inmediatas. Puedo escribir cartas personales muy sencillas, por ejemplo agradeciendo algo a alguien.			

	SI	NO	M/M
Comprensión auditiva			
1a. Comprendo las ideas principales cuando el discurso es claro y normal y se tratan asuntos cotidianos que tienen lugar en el trabajo, en la escuela, durante el tiempo de ocio, etc.			
1b. Comprendo la idea principal de muchos programas de radio o televisión que tratan temas actuales o asuntos de interés personal o profesional, cuando la articulación es relativamente lenta y clara.			
Comprensión de lectura			
2. Comprendo textos redactados en una lengua de uso habitual y cotidiano o relacionada con el trabajo. Comprendo la descripción de acontecimientos, sentimientos y deseos en cartas personales.			
Interacción oral			
3. Sé desenvolverme en casi todas las situaciones que se me presentan cuando viajo donde se habla esa lengua. Puedo participar espontáneamente en una conversación que trate temas cotidianos de interés personal o que sean pertinentes para la vida diaria (por ejemplo, familia, aficiones, trabajo, viajes y acontecimientos actuales).			
Expresión oral			
4. Sé enlazar frases de forma sencilla con el fin de describir experiencias y hechos, mis sueños, esperanzas y ambiciones. Puedo explicar y justificar brevemente mis opiniones y proyectos. Sé narrar una historia o relato, la trama de un libro o película y puedo describir mis reacciones.			
Expresión escrita			
5. Soy capaz de escribir textos sencillos y bien enlazados sobre temas que me son conocidos o de interés personal. Puedo escribir cartas personales que describen experiencias e impresiones			

APPENDIX 7
PRE TEST
AND
POST TEST

FACULTY	CAREER	LEVEL	STUDENT
FCH	TOURISM	1st	

UNIVERSIDAD DE CUENCA
PRE-TEST

Thank you for allowing your valuable time to complete this pre-test which will be geared to having a clear scope of what beginner students know. If not much knowledge is proven from the participants, then this will serve as a preview of what will be expected throughout the whole course.

This pre-test will help the researcher to generate ideas for the lessons to be developed and it is intended to be used as a post-test to find out how much students have acquired from the lessons developed. Your observations are important. Please, feel free to provide comments.

Thank you. ☺

I.   **VOCABULARY: MATCH COLUMN A WITH COLUMN B.**

a. hungry   _j__ 1. a piece of clothing that you use for practicing a sport in the water

b. nice   __i__2. starting a question

c. welcome   __h_3. feeling or expressing gratitude

d. congratulations   _a__4. wanting or needing food

e. good luck   _g__5. a feeling of happiness, delight or satisfaction

f. long weekend   __e__6. to wish success, or good fortune

g. my pleasure   __f__7. having three days off such as Friday, Saturday and Sunday

h. thank you   __c__8. received, specially into someone´s home, or entertained gladly

i. what about ......? __b__9. pleasant or enjoyable

j. bathing suit   _d__10. approval to somebody for an achievement or good fortune or on a special occasion.

II. FILL IN THE BLANK SPACES WITH THE APPROPRIATE WORDS FROM THE PREVIOUS EXERCISE.

Receptionist: _Welcome_____ [11] to City Garden Hotel, Sir.

Customer: _Thank you_____ [12], I will stay at the hotel for the long weekend [13].

Receptionist: It´s __nice___ [14] to have you here. It will be my _pleasure____ [15] to assist you.

Customer: I won a package holiday for three days. Can you tell me where the swimming pool is?

Receptionist: _Congratulations_____ [16]. Sure, sir. It´s straight ahead beyond the concierge desk, turn to the right and walk directly to the tulip banquet hall, the swimming pool is right there. Do you need a ___bathing suit_____ [17], sir?

Customer: No, I have my own. Right now I would like to eat something, I´m very ___hungry_____ [18].

Receptionist: Well, you can go to City Bistro.

Customer: Thank you for your information. I´m visiting a museum right now.

Receptionist: __Good luck_____ [19], Sir. __What about_____ [20] booking a reservation for the restaurant? Would you like me to arrange that for you?

III.   **LISTENING**: **Select the correct answer for each question. Fill in the missing word or words.**

21. May I take _your order_____ please?
    a. Three people.
    b. That´ll be all.
    c. No. We´re not ready yet. c

22. Would you __care_____for something to __drink_____?
    a. A glass of water is fine.   a
    b. I´ll have a piece of apple pie.
    c. French dressing, please.

23. How would you __like your stake_____?
    a. T-bone steak, please.
    b. Medium, please.   b
    c. I´d like rice with my steak.

24. Would you like __bread_____ or __potatoes____ with your ___meal_____?
    a. I´ll have the salad, please.
    b. I´d like the rice.
    c. Bread, please.   c

25. Would __you like anything else_____?
    a. Yes. I´d like more water.   a
    b. I didn´t order this.
    c. Yes. The food is great.

26. __How many people are in your party_____?
    a. Party is fun.
    b. No, thank you.

   c. Three.   c

27. <u>What kind of dressing would you like in your salad</u>_____?
   a. A small salad, please.
   b. What kinds do you have?   b
   c. I like dressing a lot.

28. <u>Is everything O.K. with your meal</u>_____?
   a. The meal is ready.
   b. I´ll have another.
   c. So far, so good.   c

29. <u>Would you like a carry-out container with your meal</u>_____?
   a. I think I´ll rest.
   b. This looks good.
   c. No. I think I´m done.   c

30. <u>Do you accept personal cheques</u>_____?
   a. No. Only cash or credit cards.   a
   b. Yes. Credit cards are okay.
   c. I can write a check.

IV. Match the most important churches from the City of Cuenca with the corresponding descriptions.

41 a. <u>Iglesia de Turi</u>   **35** **g. Iglesia de San Alfonso**

40 b. <u>Iglesia de Todos Santos</u>   **36** h. <u>Iglesia de San Blas</u>

31 c. Catedral de La Inmaculada Concepción   **37** i. <u>Iglesia de San Francisco</u>

32 . **Catedral Vieja (El Sagrario)**   **39** j. <u>Iglesia de Santo Domingo</u>

33 e. **Iglesia Carmen de La Asunción**   38 k. <u>Iglesia de San Sebastián</u>

34 f. Iglesia de Las Conceptas

31. *This very important place was constructed in 1885 and is completed by the year 1933. It is one of the most important religious places in the city of Cuenca. It is 5 metres high and it´s located on the corner of Benigno Malo and Mariscal Sucre Streets.*

32. *This is one of the most ancient religious place, it was constructed* 10 years after the Spanish foundation of the city. The current church was born with the official Spanish foundation on April 12, 1557. This place constituted the primitive trace of Renaissance European conception. It is located on the corner of Luis Cordero and Mariscal Sucre Streets.

33. This sacred place was constructed in 1730. Its architecture is Colonial and its front is adorned by an elegant faccade carved in stone with baroque style. Inside the Church we can observe the beautiful colonial altarpiece of neoclassic style and the pulpit of golden bread and mirrors. The flower market is located at the front side. It is located on the corner of Padre Aguirre and Mariscal Sucre Streets.

34. This place began its construction by the year 1682. There aren´t many decorative elements in its exterior part, but in the interior the major altar stands out in baroque style carved and covered with gold leaf. It is located on the corner of Presidente Borrero and Presidente Córdova Streets.

35. This place is also known as the Basílica del Perpetuo Socorro, it was designed by the religious German Juan Bautista Stiehle. The first Stone for its construction was placed on June 15th, 1875 in a ceremony that was blessed by the bishop Estéves de Toral. It is located on the corner of Simón Bolívar and Antonio Borrero Streets.

36. This is another important religious place which was constructed in the shape of a Latin Cross. Its construction dates back to the last third of the 16th century. In its construction, there are ´incaican´ stones of what it was Tomebamba´s city. It is located on the corner of Manuel Vega and Simón Bolívar Streets.

37. *This temple was constructed by the ´´Franciscanos´´. The great altarpiece is decorated with gold leaf and carved with a beautiful baroque style. It is located on the streets, Padre Aguirre and President Córdova.*

38. *This temple is located in the limit west side of the Historical Center of Cuenca and it constitutes the central milestone of the traditional neighborhood that takes its name. Close to the church there is the traditional and venerated Cross of a Saint. This cross was placed during the times of the colony to promote the christianity and it indicated the exit towards the west of the city. It is located in the streets, Coronel Talbot and Simón Bolívar.*

39. This is the second most important religious place in the City. The original temple was raised in 1563, but it was reconstructed at the beginning of the last century. Its architecture is defined as a merger between the eclectic moderate style and the baroque in the interior side. It is located on the streets, Padre Aguirre and Gran Colombia.

40. This place was constructed in 1924 and it represents an eclectic style. The interior of the temple possesses a peculiar characteristic: the floor is divided in several levels into a hierarchy to the altar and to the presbytery. There exist other interesting details that wake

the curiosity of the visitors. Opposite to the principal entry is the cross of All the Saints. This Church is located on the streets, Calle Larga and Todo Santos.

41. This place is located to the west side of the City. It is located at the Eastern and Western part of the city. This building dates back to the year 1923. Its architeture is mixed, the walls are made of adobe whereas the domes are made of brick. Its altar is made of Wood. It has Romanesque arches where religious murals are painted. It is known as the ´mirador´ of the city.

V. **READING COMPREHENSION:** **Read the passage and circle the appropriate answer below.**

Thomas Cook was born to John and Elizabeth Cook, in the village of Melbourne, Derbyshire.[1]

The couple's first child, he was named after Elizabeth's father, Thomas Perkins. Sadly, John Cook died when Thomas was three years old, and his mother remarried later that same year.

At the age of 10, Cook started working as an assistant to a local market gardener for a wage of six pence a week.

He was brought up as a strict Baptist, and joined his local Temperance Society. In February 1826, Cook became a preacher, and toured the region as a village evangelist, distributing pamphlets, and occasionally working as a cabinet maker to earn money.[1] After working as a part-time publisher of Baptist and Temperance pamphlets, he became a Baptist minister in 1828.

Cook's idea to offer excursions came to him while waiting for the buses on the London Road at Kibworth. Cook arranged to take a group of 540 temperance campaigners from Leicester Campbell Street station to a rally in Loughborough, eleven miles away.

On 5 July 1841, Thomas Cook arranged for the rail company to charge one shilling per person that included rail tickets and food for this train journey. Cook was paid a share of the fares actually charged to the passengers, as the railway tickets, being legal contracts between company and passenger, could not have been issued at his own price. This was the first privately chartered excursion train to be advertised to the general public; Cook himself acknowledging that there had been previous, unadvertised, private excursion trains.[3] During the following three summers he planned and conducted outings for temperance societies and Sunday-school children.

On 4 August 1845 he arranged accommodation for a party to travel from Leicester to Liverpool. In 1846, he took 350 people from Leicester on a tour of Scotland.

CIRCLE THE RIGHT ANSWER BASED ON THE PREVIOUS READING.

42-43. The story is about:

a. Thomas Cook

b. John Cook

c. Thomas Perkins

44-45. John Cook died when Thomas was:

a. born

b. 10 years old

c. three years old

46-47. Thomas Cook´s mother didn´t marry again.

◯ True   ◯ False

48-49. Thomas Cook started working at the age of ten.

◯ True   ◯ False

50-51. Thomas Cook was the founder of tourism.

◯ True   ◯ False

VI. <u>WRITING</u>: Write a brief description about the City of Cuenca. What is the city known for?

_____
_____
_____
_____
_____
_____
_____. (14 pts.)

VII. <u>WRITING</u>: EXPLAIN THE STEPS TO PREPARE YOUR FAVORITE FOOD.
   Example: a cake, a sandwich, soup, a dessert, etc.

(15 pts.)

_____
_____
_____|_____
_____
_____
_____

VIII. **SPEAKING:** Draw a neighborhood map of the area where you live (or a place you know well like a school or your work). Write the names of buildings and stores in the area. Then, talk about the map. Or, you may use the map below to ask and answer questions about different touristic places.   (20 pts.)

THANK YOU!
http://en.wikipedia.org/wiki/Thomas_Cook
http://www.esl-lab.com/
http://www.cuenca.com.ec/cuencanew/en/node/160
http://www.google.com.ec/imgres?imgurl=http://www.ecuadorexplorer.com/assets/images/maps/cuenca_map

FACULTY	CAREER	LEVEL	STUDENT
FCH	TOURISM	1st	

UNIVERSIDAD DE CUENCA
POST TEST

Thank you for having allowed your valuable time, dedication, commitment and and perseverance to attend this 160 hour research work which has been geared to find out about the outcome that Task-Based Language Teaching has had over this particular population of students. Throughout the application of Task-Based activities, it has been intended that students would find language learning more meaningful and applicable to real life contexts.

Thank you. ☺

II.   **VOCABULARY: MATCH COLUMN A WITH COLUMN B.**

k.   hungry   _j_ 1. a piece of clothing that you use for practicing a sport in the water

l.   nice   __i__2. starting a question

m. welcome   __h_3. feeling or expressing gratitude

n. congratulations   _a__4. wanting or needing food

o. good luck   _g__5. a feeling of happiness, delight or satisfaction

p. long weekend   __e__6. to wish success, or good fortune

q. my pleasure   __f_7. having three days off such as Friday, Saturday and Sunday

r.   thank you   __c__8. received, specially into someone´s home, or entertained gladly

s.   what about ……? __b_9. pleasant or enjoyable

t.   bathing suit   _d__10. approval to somebody for an achievement or good fortune or on a special occasion.

II. FILL IN THE BLANK SPACES WITH THE APPROPRIATE WORDS FROM THE PREVIOUS EXERCISE.

Receptionist: _Welcome_____[11] to City Garden Hotel, Sir.
Customer: __Thank you_____[12], I will stay at the hotel for the long weekend [13].
Receptionist: It´s __nice___[14] to have you here. It will be my _pleasure____[15]
                       to assist you.
Customer: I won a package holiday for three days. Can you tell me where
                       the swimming pool is?
Receptionist: _Congratulations____[16]. Sure, sir. It´s straight ahead beyond the
                       concierge desk, turn to the right and walk directly to the tulip
                       banquet hall, the swimming pool is right there. Do you need a
                       __bathing suit_____[17], sir?
Customer: No, I have my own. Right now I would like to eat something, I´m
                       very __hungry_____[18].
Receptionist: Well, you can go to City Bistro.
Customer: Thank you for your information. I´m visiting a museum right now.
Receptionist: __Good luck_____[19], Sir. __What about_____[20] booking a
                       reservation for the restaurant? Would you like me to arrange that
                       for you?

III.   LISTENING: **Select the correct answer for each question. Fill in the missing word or words.**

21. May I take _your order_____ please?
    a. Three people.
    b. .That´ll be all.
    c. No. We´re not ready yet. c

22. Would you __care_____for something to __drink_____?
    a. A glass of water is fine.   a
    b. I´ll have a piece of apple pie.
    c. French dressing, please.

23. How would you __like your stake_____?
    a. T-bone steak, please.
    b. Medium, please.   b
    c. b.I´d like rice with my steak.

24. Would you like __bread_____ or __potatoes____ with your ___meal_____?
    a. I´ll have the salad, please.
    b. I´d like the rice.
    c. Bread, please.   c

25. Would __you like anything else__?
    a. Yes. I´d like more water.   a
    b. I didn´t order this.
    c. Yes. The food is great.

26. __How many people are in your party__?
    a. Party is fun.
    b. No, thank you.

   c. Three.   c

27. <u>What kind of dressing would you like in your salad</u>_____?
   a. A small salad, please.
   b. What kinds do you have?   b
   c. I like dressing a lot.

28. <u>Is everything O.K. with your meal</u>_____?
   a. The meal is ready.
   b. I´ll have another.
   c. So far, so good.   c

29. <u>Would you like a carry-out container with your meal</u>_____?
   a. I think I´ll rest.
   b. This looks good.
   c. No. I think I´m done.   c

30. <u>Do you accept personal cheques</u>_____?
   a. No. Only cash or credit cards.   a
   b. Yes. Credit cards are okay.
   c. I can write a check.

IV. Match the most important churches from the City of Cuenca with the corresponding descriptions.

41 a. <u>Iglesia de Turi</u>   **35** **g. Iglesia de San Alfonso**

40 b. <u>Iglesia de Todos Santos</u>   **36** h. <u>Iglesia de San Blas</u>

31 c. Catedral de La Inmaculada Concepción   **37** i. <u>Iglesia de San Francisco</u>

32 . **Catedral Vieja (El Sagrario)**   **39** j. <u>Iglesia de Santo Domingo</u>

33 e. **Iglesia Carmen de La Asunción**   38 k. <u>Iglesia de San Sebastián</u>

34 f. Iglesia de Las Conceptas

     d. *This very important place was constructed in 1885 and is completed by the year 1933. It is one of the most important religious places in the city of Cuenca. It is 5 metres high and it´s located on the corner of Benigno Malo and Mariscal Sucre Streets.*

e. *This is one of the most ancient religious place, it was constructed* 10 years after the Spanish foundation of the city. The current church was born with the official Spanish foundation on April 12, 1557. This place constituted the primitive trace of Renaissance European conception. It is located on the corner of Luis Cordero and Mariscal Sucre Streets.

f.   This sacred place was constructed in 1730. Its architecture is Colonial and its front is adorned by an elegant faccade carved in stone with baroque style. Inside the Church we can observe the beautiful colonial altarpiece of neoclassic style and the pulpit of golden bread and mirrors. The flower market is located at the front side. It is located on the corner of Padre Aguirre and Mariscal Sucre Streets.

g. This place began its construction by the year 1682. There aren´t many decorative elements in its exterior part, but in the interior the major altar stands out in baroque style carved and covered with gold leaf. It is located on the corner of Presidente Borrero and Presidente Córdova Streets.

h. This place is also known as the Basílica del Perpetuo Socorro, it was designed by the religious German Juan Bautista Stiehle. The first Stone for its construction was placed on June 15th, 1875 in a ceremony that was blessed by the bishop Estéves de Toral. It is located on the corner of Simón Bolívar and Antonio Borrero Streets.

i. This is another important religious place which was constructed in the shape of a Latin Cross. Its construction dates back to the last third of the 16th century. In its construction, there are ´incaican´ stones of what it was Tomebamba´s city. It is located on the corner of Manuel Vega and Simón Bolívar Streets.

j. *This temple was constructed by the ´´Franciscanos´´. The great altarpiece is decorated with gold leaf and carved with a beautiful baroque style. It is located on the streets, Padre Aguirre and President Córdova.*

k. *This temple is located in the limit west side of the Historical Center of Cuenca and it constitutes the central milestone of the traditional neighborhood that takes its name. Close to the church there is the traditional and venerated Cross of a Saint. This cross was placed during the times of the colony to promote the christianity and it indicated the exit towards the west of the city. It is located in the streets, Coronel Talbot and Simón Bolívar.*

l. This is the second most important religious place in the City. The original temple was raised in 1563, but it was reconstructed at the beginning of the last century. Its architecture is defined as a merger between the eclectic moderate style and the baroque in the interior side. It is located on the streets, Padre Aguirre and Gran Colombia.

m. This place was constructed in 1924 and it represents an eclectic style. The interior of the temple possesses a peculiar characteristic: the floor is divided in several levels into a

hierarchy to the altar and to the presbytery. There exist other interesting details that wake the curiosity of the visitors. Opposite to the principal entry is the cross of All the Saints. This Church is located on the streets, Calle Larga and Todo Santos.

n. This place is located to the west side of the City. It is located at the Eastern and Western part of the city. This building dates back to the year 1923. Its architeture is mixed, the walls are made of adobe whereas the domes are made of brick. Its altar is made of Wood. It has Romanesque arches where religious murals are painted. It is known as the ´mirador´ of the city.

IX.   **READING COMPREHENSION**: **Read the passage and circle the appropriate answer below.**

Thomas Cook was born to John and Elizabeth Cook, in the village of Melbourne, Derbyshire.[1]

The couple's first child, he was named after Elizabeth's father, Thomas Perkins. Sadly, John Cook died when Thomas was three years old, and his mother remarried later that same year.

At the age of 10, Cook started working as an assistant to a local market gardener for a wage of six pence a week.

He was brought up as a strict Baptist, and joined his local Temperance Society. In February 1826, Cook became a preacher, and toured the region as a village evangelist, distributing pamphlets, and occasionally working as a cabinet maker to earn money.[1] After working as a part-time publisher of Baptist and Temperance pamphlets, he became a Baptist minister in 1828.

Cook's idea to offer excursions came to him while waiting for the buses on the London Road at Kibworth. Cook arranged to take a group of 540 temperance campaigners from Leicester Campbell Street station to a rally in Loughborough, eleven miles away.

On 5 July 1841, Thomas Cook arranged for the rail company to charge one shilling per person that included rail tickets and food for this train journey. Cook was paid a share of the fares actually charged to the passengers, as the railway tickets, being legal contracts between company and passenger, could not have been issued at his own price. This was the first privately chartered excursion train to be advertised to the general public; Cook himself acknowledging that there had been previous, unadvertised, private excursion trains.[3] During the following three summers he planned and conducted outings for temperance societies and Sunday-school children.

On 4 August 1845 he arranged accommodation for a party to travel from Leicester to Liverpool. In 1846, he took 350 people from Leicester on a tour of Scotland.

CIRCLE THE RIGHT ANSWER BASED ON THE PREVIOUS READING.

42-44. The story is about:

    d. Thomas Cook

    e. John Cook

    f. Thomas Perkins

44-46. John Cook died when Thomas was:

    d. born

    e. 10 years old

    f. three years old

46-48. Thomas Cook´s mother didn´t marry again.

    O True   O False

48-50. Thomas Cook started working at the age of ten.

    O True   O False

50-52. Thomas Cook was the founder of tourism.

    O True   O False

X. **WRITING: Write a brief description about the City of Cuenca. What is the city known for?**

_____
_____
_____
_____
_____
_____
_____. (14 pts.)

XI. **WRITING: EXPLAIN THE STEPS TO PREPARE YOUR FAVORITE FOOD.**
    Example: a cake, a sandwich, soup, a dessert, etc.

(15 pts.)

_____
_____
_____
_____I_____
_____
_____
_____
_

XII.   SPEAKING: Draw a neighborhood map of the area where you live (or a place you know well like a school or your work). Write the names of buildings and stores in the area. Then, talk about the map. Or, you may use the map below to ask and answer questions about different touristic places.   (20 pts.)

THANK YOU!
http://en.wikipedia.org/wiki/Thomas_Cook
http://www.esl-lab.com/
http://www.cuenca.com.ec/cuencanew/en/node/160
http://www.google.com.ec/imgres?imgurl=http://www.ecuadorexplorer.com/assets/images/maps/cuenca_map

APPENDIX 8

UNIT LESSONS FROM 1 TO 6

TASK-BASED ACTIVITY NO. 1

LEVEL: First Level of Hospitality Students

TOPIC: ´´MEETING AND GREETING IN ECUADOR AS OPPOSED TO OTHER COUNTRIES´´

- Friends
- Family
- Colleagues
- Customers

OBJECTIVES: To distinguish how people meet and greet in different circumstances

SKILLS: Reading (receptive skill)
Listening (receptive skill)
Writing (productive skill)
Speaking (productive skill)

TIME: Two weeks (20 hours)

TASKS:

PRE TASK	TASK	POST TASK
Input providing tasks: • T. projects some wall charts with people from different countries meeting and greeting in different ways. • T. elicits information from students about the core of the situation.	• The Language Instructor requests students to read the following website: http://www.reuters.com/article/us-etiquette-olympics-cultures-idUSBRE87519320120806 Listening:	• Based on the information gathered, the students are required to do group work on a power point presentation about how important it is to meet and greet in Ecuador in

- Ss are asked to walk around the classroom to take notes as of where the different people from the pictures are and what they are doing, how they are meeting and greeting each other. - Ss interact with peers and teacher by asking each other questions about the pictures. T. arouses motivation on students on the importance on how to meet and greet people from different countries. - Ss are required to sit in groups and to share written information. - To consolidate the task, students are required to visit the following website and to carry out an information gap activity: - http://mashable.com/2015/03/15/greetings-around-the-world/#HxfPhv6Bz8qO - https://www.youtube.com/watch?v=nopWOC4SRm4 - http://www.businessinsider.com/how-to-greet-people-around-the-world-2014-4	http://spotlightenglish.com/listen/greetings-ways-to-say-hello The reading task and the listening tasks are meant for students to enhance language cognition and culture through the various customs and traditions for meeting and greeting around the world. The L. Instructor explains the richness of each country´s culture and how they are identified by the way they meet and greet. The participants record relevant information from different countries for further discussion and demonstration.	different circumstances, for instance: - When meeting a close friend. - When meeting your family. - When meeting your boss. - Meeting and greeting amongst males. - Meeting and greeting amongst females. - Meeting and greeting amongst males and females. - Meeting and greeting a customer at a hotel. End product: Meeting and Greeting in different cultures. 1. Power point presentation. 2. Role play 3. Dramatization

TASK-BASED ACTIVITY NO. 2

LEVEL: First Level of Hospitality Students

TOPIC: ´´PEOPLE WHO HAVE MADE HISTORY IN TOURISM DEVELOPMENT´´

OBJECTIVES: TO RESEARCH AND REPORT INFORMATION ABOUT PEOPLE WHO HAVE MADE HISTORY IN TOURISM:

SKILLS: Reading (receptive skill)

Listening (receptive skill)

Writing (productive skill)

Speaking (productive skill)

TIME: Two weeks (20 hours)

TASKS:

PRE TASK	TASK	POST TASK
Input-providing task: • Instructor arises the question on how Tourism and Hospitality began, where it came from, and how it started. Students and Instructor brainstorm background information on the board after watching the following websites: • Evolution of Tourism: https://www.youtube.com/watch?v=7mPowNdCdR8 • History of Tourism: https://www.youtube.com/watch?v=rQPqGTj1abo • What is Tourism? https://www.youtube.com/watch?v=a2uMKG7ETyQ • The importance of Tourism:	Based on the Instructor-students discussion, participants will record all the pertaining information about how tourism evolved throughout the years. Participants will listen, read and draw a time-line on how tourism evolved and who were the founders of formal tourism and why. Connie Pombo, the author of ´´101 Reasons for Living and	The class is divided in six groups of four participants and one group of three students which sums up to twenty-seven attendees so that they write a report on the evolution of Tourism. Participants choose to write: 1. A report on Thomas Cook´s life and experience in Tourism. 2. A report on Connie Pombo´s visit and her experience

https://www.youtube.com/watch?v=35KzDBaau7I • Thomas Cook https://www.thomascook.com/thomas-cook-history/ • Connie Pombo ´´ Living and Retiring in Ecuador´´ • http://living-and-retiring-in-ecuador.blogspot.com/ • https://www.amazon.es/Living-Retiring-Cuenca-Questions-Answered-ebook/dp/B004VMPNY6 • The early beginning of Hotels in Cuenca named ´´Posadas´´. • There is a brainstorm of ideas from different students which are recorded on the board. • Students are, then, required to find out information from different sources about what the ´´posadas´´ were and how they worked. • Instructor elicits from students an additional service that is included in the ´´posadas´´. • Instructor states the following question: What do human beings need to survive when travelling abroad? (Pictures of shelter and food are shown.) It is more likely that the response would be ´´food´´ and that is where ´´gastronomy´´ fits in. • Students are required to visit ´´Las Posadas Museum´´ and find out information about how it helped travellers within the province of Azuay.	Retiring in Ecuador´´ is invited to the classroom to interact with participants. Q & A take place during the two hours of the visit. Participants record information given by the guest and information drawn by watching the different websites. Information on the beginning of hotels in Cuenca is also registered by participants and also the importance of serving food for the traveller. The beginning of Hospitality in Cuenca.	about living and retiring in Cuenca. 3. A report on how hotels started in Cuenca with ´´Las Posadas´´. 4. A report on providing food to guests in ´´Las Posadas´´ as a beginning to gastronomy. 5. A report on what Tourism is. 6. A report on the importance of Tourism 7. A holistic report which includes the six topics previously mentioned. The written reports are handed in for correction and feedback. Reports are handed back for editing. Reports are exhibited in the classroom for peers to go around and read. As an end product, the groups of participants use slides (power point) without any writing to explain each one of the topics

Ouput prompting task: Participants report orally on the evolution of Tourism worldwide, ´´Posadas´´ in Cuenca, the beginning of

providing hospitality in Ecuador and how gastronomy started.

TASK-BASED ACTIVITY NO. 3

LEVEL: First Level of Hospitality Students

TOPIC: ´´GASTRONOMY IN ECUADOR´´

OBJECTIVES: To elicit, from participants, the four regions of the country of Ecuador.
To research and categorize the different food productions in the four regions of the country of Ecuador.
To describe the climate in the different regions of Ecuador.
To make a list of the typical dishes from the different regions of Ecuador.
To research ingredients used for each typical dish.
To demonstrate how to prepare typical dishes of Ecuador by using the different food productions from each region.
To show and describe typical dishes of the four regions of Ecuador in a food fair.

SKILLS: Reading (receptive skill)
Listening (receptive skill)
Writing (productive skill)
Speaking (productive skill)
TIME: Two weeks (20 hours)
TASKS:

PRE TASK	TASK	POST TASK
Input-providing task: • The Instructor presents various wall charts for students to go around and infer what the topic of the unit will be about. • The wall charts portray the different regions of the country of Ecuador: Andean Highlands Region, Coastal Lowlands Region, Amazon Rainforest Region and the Galápagos Island Region.	The Instructor requests participants to read the information on the different websites which will allow students to develop language cognition based on content information. Students will develop schemata on the information read through the different websites which will be part of the task.	A food fair is organized by Instructor and participants which is called ´´Ecuadorian Cuisine.´´ Participants are required to work in groups of four, and one group of three which is equivalent to the twenty-seven students participating in the research.

• The different climates will be portrayed in wall charts in different areas of the classroom so that participants can match the different regions with their corresponding climates.
• Pictures of food productions will be placed in other areas of the classroom and matched with the appropriate regions.
• Illustrations of typical dishes will be placed upside down the different desks so that participants lift them up and place the illustrations underneath the corresponding region of the country.
• Participants will be required to read the information in the following websites as input-providing tasks:
  ✓ http://yourescapetoecuador.com/destinations/the-four-regions-of-ecuador/
  ✓ http://agrobiodiversityplatform.org/cropbiodiversity/the-countries/the-americas/ecuador/
  ✓ http://yourescapetoecuador.com/life/ecuadorian-food/
  ✓ http://gobackpacking.com/travel-guides/ecuador/ecuadorian-food-typical-traditional/
	Students are requested to visit a restaurant in the city to interview a chef and to ask questions about the typical dishes in the country of Ecuador.
	Students are allowed to share and exchange information as an activity focussed on meaning where participants are required to interact, to assimilate and to further produce the language at task.
		Names of typical dishes are shuffled and each group picks a card with the name of the typical dish that participants have to prepare and demonstrate at the food fair.
		At the food fair, participants talk about the region, its climate, its food productions and its typical dishes. Ingredients are stated and sequence words are used to explain how to prepare the dish.

Ouput prompting task: Participants describe the ingredients and the steps to prepare a typical dish in the different regions of Ecuador.

TASK-BASED ACTIVITY NO. 4

LEVEL: First Level of Hospitality Students

TOPIC: ´´CHURCHES IN THE CITY OF CUENCA – ECUADOR´´

OBJECTIVES: To describe a list of churches in the city of Cuenca – Ecuador.

To identify the churches on a map.

To research information about one important church located in the rural area and eleven churches located in the colonial area of

the city of Cuenca – Ecuador.

To describe construction dates and architectural features of the the different churches.

To memorize reasearched information.

SKILLS: Reading (receptive skill)

Listening (receptive skill)

Writing (productive skill)

Speaking (productive skill)

TIME: Two weeks (20 hours)

TASKS:

PRE TASK	TASK	POST TASK
Input-providing task: • Pictures of the churches are placed on the walls in the classroom. • Students infer the topic of the lesson.	A member of each group picks a grid with the name of two churches that each group has to visit to find out and record relevant information which will respond to the information questions: what,	A tour guide is organized by students where the instructor will randomly ask questions to different students about each church.

• Instructor elicits information about each one of the churches and writes participants´ responses on the board. • Participants write notes on their notebooks. • A map of the city of Cuenca is distributed for participants to label the churches by listening to the Instructor´s description.	where, when, who, why, how and how long. Participants are required to take pictures of the faccade and the inside part of each church and take notes that will serve as a source of information to be shared with instructor and classmates. To consolidate, an information gap exercise sheet is distributed for participants to carry out in pairs. Students A has information that student B doesn´t have and viceversa. Both participants have to guess which church the text describes.	All students must know background informationa about each one of the eleven churches described herein. Rubrics are used for evaluation.

Ouput prompting task: On a tour guide to the different colonial churches and one rural church, students describe background information as the date of construction, its location and its architectural features.

TASK-BASED ACTIVITY NO. 5

LEVEL: First Level of Hospitality Students

TOPIC: ´´20 TOPICS ON JOURNAL WRITING´´

OBJECTIVES: To write a set of bi-weekly journals on everyday topics.

To create awareness on the need to express thoughts and feelings through writing and speaking towards everyday topics.

To produce a book of journals.

To compile topics for further discussion.

SKILLS: Writing (productive skill)

Speaking (productive skill)

TIME: Ten weeks (10 hours)

TASKS:

PRE TASK	TASK	POST TASK
Input-providing task: • Based on the demographics survey, participants already come with background knowledge of the target language. For this reason, participants are given different topics twice a week, during the first fifteen minutes of class, so that they can write as much as they can during the alloted time. • The topics are: Me / My family / My favorite food / My best friend	At the beginning of the semester, participants are explained about the writing task which will be used to enhance the speaking skill. On Mondays, and Wednesdays each week, participants are given a topic to write about during the first fifteen minutes. The topics should be geared towards the CEFL (Common European Framework for Languages). The writing topics help participants connect previous knowledge of the target	Once participants have turned the written journals, they are given ten minutes to interact orally with peers about the same topic. Participants have the opportunity to share information which is unfocussed and relaxing at the same time since they get to express their own thoughts and feelings towards the topic requested.

/My daily routine / Free time / My favourite music / Technology / What did you do over the weekend / What country do I like to visit and why? / My favorite sport / Festivities in Ecuador / Churches in Cuenca / Surviving the interview / The Professors at University / My rights and my obligations as a student at university / A typical dish in my province / A typical Sunday with my family / My plans for this vacation / My experience learning English during this semester. • After the fifteen minutes allowed for writing, journals are collected for revision and correction. Journals are returned to participants for editing. • Students ought to keep a file for further instruction on creating a book of journals.	language which, in turn, becomes authentic language use for further discussion amongst participants. Students are given fifteen mintues to write as much as they can about a particular topic given by the instructor.	

Ouput prompting task: A book of journals written and discussed by participants about topics related to everyday life.

TASK-BASED ACTIVITY NO. 6

LEVEL: First Level of Hospitality Students

TOPIC: ´´ENTREPRENEURS IN TOURISM, HOTEL INDUSTRY AND GASTRONOMY IN THE CITY OF CUENCA´´

OBJECTIVES: To interview travel agents, hotel owners, hotel administrators, food and beverage administrators and report gathered information by keeping anonymity.

SKILLS: Reading (receptive skill)
Listening (receptive skill)
Writing (productive skill)
Speaking (productive skill)

TIME: Two weeks (20 hours)

TASKS:

PRE TASK	TASK	POST TASK
Input-providing task: • Instructor states the importance about having information geared towards the population of entrepreneurs in tourism, hotel industry and gastronomy in the city of Cuenca. • Flyers of hotels, restaurants and travel agencies are posted on the wall and the names of different	Participants are placed in nine pairs of two students except for one group which will have three participants. Names of entreprenueurs are written on grids and participants will pick a name. Students will, then, arrange to book an appointment for an interview with the entrepreneur. A survey has been designed for the task. The survey is written both in English as well as in	Groups of students will either use wall charts or a power point presentation to report about the interviewed person. At this point, students will share pictures taken during the interview or any recorded information.

entrepreneurs in the city are written on grids for student to match.
• Amazingly, students know much more information about Thomas Cook and the development of formal tourism, but they are not familiar with local information about the people who have worked to develop tourism in the city of Cuenca.
• A brief explanation is given by the instructor about each one of the following characters who have contributed to Tourims growth:
Hospitality Entrepreneurs in the city of Cuenca - Ecuador:
    • Gladys Eljuri
    • Max Carrasco
    • José Román
    • Karina Sarmiento
    • Javier Carvallo
    • Rocío Vásquez
    • Mónica Vintimilla
    • Daniel Durán
    • José Ochoa
	Spanish. It is expected that some entrepreneurs do not speak English; however, the students are allowed to ask the questions in Spanish but report the elicited information in English during class time.
	Along the task work, student will take pictures or record the interview.
	Questions have been written based the following website:
	
	http://www.venturecapitaltools.com/surveys
	
	A website that assists people to start in entrepreneurial Jobs.	

Ouput prompting task: Oral report about the interviewed person.

APPENDIX 9

LANGUAGE CLASSROOM OBSERVATION SHEET

LANGUAGE CLASSROOM OBSERVATION SHEET

Pre-Observation Questions (Answers are required to the following questions before class starts.)
Topic of the lesson: _____

1. What are the objectives for this lesson?_____
 2. How do the objectives for this lesson relate to the goals of the course? _____
_____

Post Observation Questions
 1. To what extent were the objectives achieved? _____
2. Is there any thing that could have been done differently? _____

Language Classroom Observation Form

Language Level: _____   Career: _____   Instructor: _____
No. of Students: _____   Date: _____

Rating Scale: 4 - *Outstanding*; 3 - *Good*; 2 - *Fair*; 1 – *Poor*

A. PREPARATION				
1. There was an appropriate balance of structured and open-ended/communicative activities.	4	3	2	1
2. The exercises and activities were introduced in context	4	3	2	1
3. The plan was geared toward real/authentic language use	4	3	2	1
B. LANGUAGE USE				
1. Use of English was appropriate to student needs.	4	3	2	1
2. Student talk was maximized.	4	3	2	1
C. LESSON PRESENTATION				
1. The lesson was understood effectively and clearly by participants.	4	3	2	1
2. The activities/exercises chosen to achieve the objectives were effective.	4	3	2	1

	4	3	2	1
3. There were smooth transitions between activities.	4	3	2	1
4. The time allotted for activities was appropriate	4	3	2	1
5. The amount of teacher talk and student talk was appropriate.	4	3	2	1
6. The type and amount of teacher feedback was effective.	4	3	2	1
7. Cultural instruction was integrated into class activities.	4	3	2	1
D. CLASSROOM MANAGEMENT				
1. The use of small groups/pair work during each activity was appropriate.	4	3	2	1
2. The seating arrangement facilitated learning.	4	3	2	1
3. The use of audio-visual & tech materials was effective.	4	3	2	1
4. The instructor divided his or her attention among students appropriately.	4	3	2	1
5. Student participation was on task.	4	3	2	1
E. CLASSROOM ATMOSPHERE				
1. Student participation was active and lively.	4	3	2	1
2. The class atmosphere was warm, open and accepting.	4	3	2	1
3. The instructor was sensitive to students' difficulties and abilities.	4	3	2	1
F. USE OF TECHNOLOGY				
1. Use of technology (video, audio, web materials) was appropriate given the material being presented.	4	3	2	1
2. Use of technology was particularly creative, i.e. it accomplished something that could not have been done as easily with other media.	4	3	2	1
3. Use of technology is limited in the classroom, but used appropriately outside the class (e.g. for email, drilling, background, etc..	4	3	2	1
COMMENTS:				

http://ccat.sas.upenn.edu/~haroldfs/pedagog/evaluation/evaluate.html

APPENDIX 10

GROUP WORK SELF-EVALUATION SHEET

GROUP WORK SELF EVALUATION

Please complete the following group-work self-evaluation sheet to the best of your criteria.

GROUP MEMBERS´ NAMES: _____ _____ _____ _____

TASK NO. AND TOPIC: _____ **ENGLISH LEVEL:** _____ **DATE:** _____

THE TASK COMPLIED WITH THE FOLLOWING CRITERIA	YES	NO
1.- The task requires to brainstorm information about the topic.		
2.- The task requires to sort out, organize and classify information.		
3.- The task requires us to match the pictures as we listen to descriptions or directions.		
4.- The task requires us to find similarities and compare information.		
5.- The task requires us to reflect and talk about real cultural circumstances.		
6.- The task requires us to do project work on an end product such as a power point presentation, a role-play, a dramatization or a written or oral presentation.		
7.- The task requires us to share personal information and personal experiences.		

COMPLETE THE FOLLOWING GROUP SELF EVALUATION SHEET.

4 = liked the most   1 = liked the least

CRITERIA					
	4	**3**	**2**	**1**	
PRE-TASK	The pre-tasks used for exploring the topic of the lesson were challenging. (The level of difficulty of pre-tasks were not too easy and not difficult to carry out.)	The pre-tasks used to explore the topic were not challenging enough.	The pre-tasks used to explore the topic were too easy.	The pre-tasks used were not challenging at all.	
TASK	The task was carried out successfully with the exercises carried out in the pre-task phase.	There was enough challenging input to carry out the task, but there were still some gaps.	The input received was not enough to carry out the task.	The task was difficult to carry out.	
POST-TASK	The post task phase let us project the topic through power point presentations, dramatizing, and/or role-playing without drawbacks.	We felt comfortable by performing the post-task phase.	More time was needed to project the outcomes requested.	Performing the post-task phase was too difficult.	

APPENDIX 11

RUBRICS FOR ORAL PRESENTATIONS

RUBRIC FOR ORAL PRESENTATIONS

Name:_____ Unit # and Topic: _____ Date: _____

Students are evaluated by on a scale of 4 to 1: 4 = outstanding / 3 = very good / 2 = good / 1 = poor

			4	3	2	1
CONTENT TASK PRODUCTION	**INTRODUCTION**	- Self –introduction	4	3	2	1
		- Indicates the task topic	4	3	2	1
		- Indicates how long the presentation will last	4	3	2	1
		- Indicates that time will be allowed at the end for Q & A.	4	3	2	1
	BODY	- Information is linked to the introduction	4	3	2	1
		- Uses logical sequence of ideas	4	3	2	1
		- Language use is clear	4	3	2	1
	CONCLUSION	- Makes a self-reflection about the topic	4	3	2	1
		- Indicates the importance of the task	4	3	2	1

APPENDIX 12

RESEARCH PROJECT – ENTREPRENEURS

LEVEL 1 STUDENTS

RESEARCH PROJECT – ENTREPRENEURS

LEVEL 1 STUDENTS

Thank you for allowing your valuable time to respond to the questions. The following survey will serve students from the School of Hospitality Science – Tourism Industry Career to carry out a research project about entrepreneurs involved in the Hospitality Industry, owners of different types of lodgings, catering businesses, and tourism providers in the City of Cuenca, province of Azuay. (Gracias por permitir su valioso tiempo para responder las preguntas. La siguiente encuesta servirá a los alumnos de la Facultad de Ciencias de la Hospitalidad – Carrera de Turismo, 1er nivel, para llevar a cabo un proyecto de investigación sobre emprendedores involucrados en la Industria Hospitalaria, propietarios de diferentes tipos de hospedaje, negocios que proveen alimentos y bebidas, y proveedores de turismo en la Ciudad de Cuenca, provincia del Azuay.)

Thank you./Gracias. ☺

PERSONAL INFORMATION

1.- What´s your name? (¿Su nombre por favor?)

2.- Where are you from? (¿De dónde es Ud.?)

3.- What´s your marital status? (¿Cuál es su estado civil?)

4.- How many children do you have? (¿Cuántos niños/hijos tiene?)

5.- How old are your children? (¿Qué edad tienen sus hijos?)

6.- What´s your educational background? (¿Por favor indique su grado de educación.)

- Elementary School / Primaria ☐
- High School / Secundaria ☐
- University / Universidad ☐
- Master´s Degree / Maestría ☐

7.- What´s your academic title? (¿Cuál es su título académico?)

CAPABILITIES

8.- Do you have previous experience as an entrepreneur? (¿Tiene Ud. experiencia previa como emprendedor?)

9.- Do you have any business experience? (¿Tiene algún tipo de experiencia en negocios?)

10.- Do you have insights and perspectives about business management? (¿Tiene Ud. una visión/percepción sobre gerencia de negocios?)

11.- Are you good at handling income, budget and expenses? (¿Conoce Ud. sobre la administración de ingresos, presupuesto y gastos?)

12.- Do you like analyzing financial requirements of a business? (¿Le gusta a Ud. analizar requisitos financieros de un negocio?)

13.-Do you like analyzing regulations / requirements of a business? (¿ Le gusta a Ud. analizar reglamenteos / requisitos de un negocio?)

14.- Do you like hiring personnel for your business? (¿Le gusta a Ud. contratar personal para su negocio?)

15.- Do you like analyzing business systems? (¿Le gusta a Ud. analizar sistemas de negocios?)

16.- Are you good at general management?(¿Es Ud. bueno/a para la gerencia general?)

17.- Do you have the physical and emotional perserverance to manage extremely high levels of stress? (¿Tiene Ud. la perseverancia física y emocional para manejar niveles extremadamente altos de estrés?)

18.- Do you have the ability to fire employees who do not meet your expectations?
(¿Tiene Ud. la habilidad de despedir a empleados quienes no cumplen con
sus expectativas?)

19.- Are you comfortable researching target markets, distribution channels, and
pricing strategies? (¿Le gusta a Ud. investigar sobre mercados puntuales,
canales de distribución, y estrategias de precios?)

20.-Are you comfortable planning and implementing the product/service
development process? (¿Se siente ud. cómodo planificando e
implementando el proceso de desarrollo del producto que Ud. ofrece?)

21.- Do you have the ability to discover solutions to every problem you
encounter? (¿Tiene Ud. la habilidad de descubrir soluciones a cada problema
que atraviesa en su empresa?)

CHARACTER

22.- Are you comfortable making decisions with less then perfect information? (¿Se siente
Ud. cómodo tomando decisiones sin información suficiente?)

23.- Are you willing to risk financial failure in exchange for owning and managing   your
own company? (¿Está Ud. dispuesto a arriesgar la parte financiera a cambio de
administrar su propia compañía?)

24.- Are you a good sales person? (¿Es Ud. un buen vendedor?)

25.- Do you believe in yourself and your abilities? (¿Cree en Ud. y en sus habilidades?)

26.- Do you challenge yourself to achieve goals that are a stretch of your skills and
capabilities? (¿Se desafía a sí mismo para lograr objetivos que van más allá de sus
destrezas y capacidades?)

27.- Are you willing to relinquish the CEO job to another individual if circumstances require
it? (¿Está Ud. dispuesto a abandonar el puesto de Oficial Ejecutivo Principal a otro
individuo si las circunstancias lo requieren?)

28.- Do you usually plan and prioritize your daily activities? (¿Usualmente planifica y
prioriza sus actividades diarias?)

29.- Do you finish projects ahead of Schedule? (¿Termina Ud. sus proyectos antes de lo planificado?)

30.-Do you more likely take charge than be a follower? (¿Le gusta a Ud. tomar la iniciativa en lugar de ser un seguidor?)

31.- Are you comfortable terminating expensive but unviable projects before they are finished? (¿Se siente Ud. cómodo culminando proyectos caros pero no viables?

32.- Are you more likely to see the glass as half full? (¿Tiende Ud. a ver el vaso medio lleno?) [Metáfora que significa que una persona no se contenta con los resultados observados o experimentados.]

33.- Do you have the ability to manage multiple tasks simultaneously? (¿Tiene Ud. la habilidad de manejar trabajos múltiples simultáneamente?)

34.- Are you willing to endure hardships and criticism even at the expense of your reputation? (¿Esta Ud. dispuesto a soportar contratiempos y críticas aún a costa de su reputación?

35.- Do you enjoy reading business related books, magazines and articles on a regular basis? (¿Disfruta Ud. de la lectura de textos, revistas y artículos relacionados a los negocios?)

COMMITMENT

36.- Do you have the ability to devote full time effort to you entrepreneurial opportunity? (¿Tiene Ud. la habilidad de dedicar su esfuerzo a tiempo completo a su oportunidad de emprendimiento?)

37.- Are you confident in securing all the resources required to make your venture a success? (¿Se siente seguro protegiendo todos los recursos requeridos para hacer que su empresa tenga éxito?)

38.- Are you motivated to make money? (¿Está Ud. motivado a producir dinero?)

39.- Are you willing to sacrifice significant current income in anticipation of future rewards? (¿Está ud. dispuesto a sacrificar un ingreso corriente significativo en anticipación de recompensas futuras?)

40.- Are you comfortable in doing a good job even if others are not aware of your accomplishments? (¿Está Ud. cómodo en realizar un buen trabajo aún si otros no están conscientes de sus logros?)

41.- Is your family agreeable to your entrepreneurial goals? (¿Está su familia de acuerdo con sus objetivos de empredimiento?)

CIRCUMSTANCES

42.- Do you have debts or financial obligations motivating your decision to pursue a business? (¿Tiene Ud. deudas u obligaciones financieras que motiven su decisión para emprender un negocio?)

43.- Do you have legal, business, or family complications affecting your entrepreneurial objectives? (¿Tiene Ud. complicaciones legales, comerciales o familiares que afecte a sus objetivos de emprendimiento?)

45.- Do you have other viable career options available beyond starting your own business? (¿Tiene Ud. otras opciones viables de carrera disponibles más allá que iniciar su propio negocio?)

CREDENTIALS

46.- Do you have a license, certification, or degree that validates your unique entrepreneurial qualifications? (¿Tiene Ud. una licencia, certificación o grado que validen sus calificaciones de emprendimiento?)

47.- Will your network of professional and business contacts be valuable to your business objectives? (¿Son sus redes de contactos comerciales y profesionales valiosos para sus objetivos de negocio?

48.- Does your formal education and / or traning apply to you entrepreneurial objectives? (¿Su formación educativa y / o entrenamiento sirve para sus objetivos de emprendimiento?)

49.- Do you have one or more immediate family members who are entrepreneurs? (¿Tiene Ud. uno o más miembros familiares quienes sean emprendedores?)

50.- What kind of business (hotel, hostel, boutique hotel, restaurant, cafetería, bar, bar-cafeteria) do have have? (¿Qué clase de negocio tiene(hotel, hostal, hotel boutieque, restaurante, cafetería, bar, bar-cafetería) Ud.?)

51.- Where is it located? (¿En dónde está ubicado?)

52.-How many years has it been running? (¿Cuántos años ha estado funcionando?)

53.- Describe your overall experience. (Describa su experiencia al emprender su negocio.)

54.- According to your experience, what recommendations would you give new entrepreneurs? (¿De acuerdo a su experiencia, qué recomendaciones daría Ud. a nuevos emprendedores?)

55.- Would you allow your information to be used as reference for University students in a text ? (¿Permitiría Ud. que su información sea usada como referencia para estudiantes Universitarios en un texto?)

56.- Do you speak English? (¿Habla Ud. Inglés?)

57.- Would you be interested to give a lecture on motivational strategies in English to University students at the Faculty of Hospitality Science? (¿ Estaría Ud. interesado en dar una charla sobre estrategias de motivación en Inglés a los alumnos de la Universidad de Cuenca, Facultad de Ciencias de la Hospitalidad?)

Thank you for your valuable time and information. / Gracias por su valioso tiempo e información. ☺

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