

The English Language Learning Process Task-Based Language at the Secondary Level



Santa Cabrera¹, Gabriela López Quesada²

¹Ministry of Education IDEICE-MINERD. Santo Domingo, Dominican Republic

²CIFE University Center – Facilitator. The College of Mexico - Language Coordination

The learning of a foreign language has become a fundamental requirement for global socioeconomic development. This represents one of the great challenges for teachers, taking into account the contents that must be faced to the qualities and attention of the students, so that they can go adapting to the strategies and methodologies that have been implemented, to facilitate the instruction of the language that you want to teach. In current times, it has become a complex process, since it involves the exchange that encourages the subjects.

For the learning of a second language, the aforementioned is fulfilled, because the refutation is the production of the disciple and the complement that is manifested in the form of praise or corrections through the interlocutor. Therefore, it not only contributes to the way you learn, but also to recognize the improvement of the students. Also of the methodology adopted by teachers to develop their teaching. The following elements are included: the context, communication activities, resources (texts, tasks), among others.

Learning is defined as the process of studying a language to use some linguistic features, used effectively in a short time; the acquisition responds to the intervention of the use of language communication obtained through practice and used correctly; the speaker must have fulfilled all the development of grammatical awareness and reflection implicitly. That is, the sender becomes aware of the processes in a certain period, also when he is aware of the linguistic norms in the long term.

There are certain differences between acquisition and learning, since the first is carried out by a series of communicative acts in an informal way. While the second is subject to revisions of the linguistic production and does not run in a natural medium of dialogue. Both terminology is differentiated by abiding by the researchers who support them.

Although teachers expose students to countless materials such as guides, recordings, readings, among others, it does not ensure the achievement of learning. This is due to the fact that only limited amounts of information are acquired from the assigned materials. It is worth mentioning that they must be properly proportioned to the concerns of the students, the level where they are studying, understandable, arouse curiosity, so that it is executable in obtaining knowledge of the foreign language.

GLOBAL METRICS ON LEARNING ENGLISH AS A FOREIGN LANGUAGE ACCORDING TO THE OCED

The most recent results from PISA 2018 show that speaking more than one language is positively related to intercultural understanding and to global and intercultural attitudes and predispositions. For example, students who indicated that they spoke two or more foreign languages showed greater respect for people from other cultures than those who indicated that they spoke only one language.

In this sense, **PISA** defines mastery of a foreign language as the ability to use the language to communicate effectively. That is to say: a combination of communicative linguistic skills and general skills are required that allow the foreign language student to carry out communicative language activities (comprehension, expression, interaction and mediation), which include one or more of the following skills: reading, listening, Speak and write.

It also requires the activation of appropriate linguistic strategies. There are determining factors for learning a foreign language that allow the development of effective skills capable of being used in real environments. Therefore, they allow us to face situations of daily life in an easy and meaningful way.

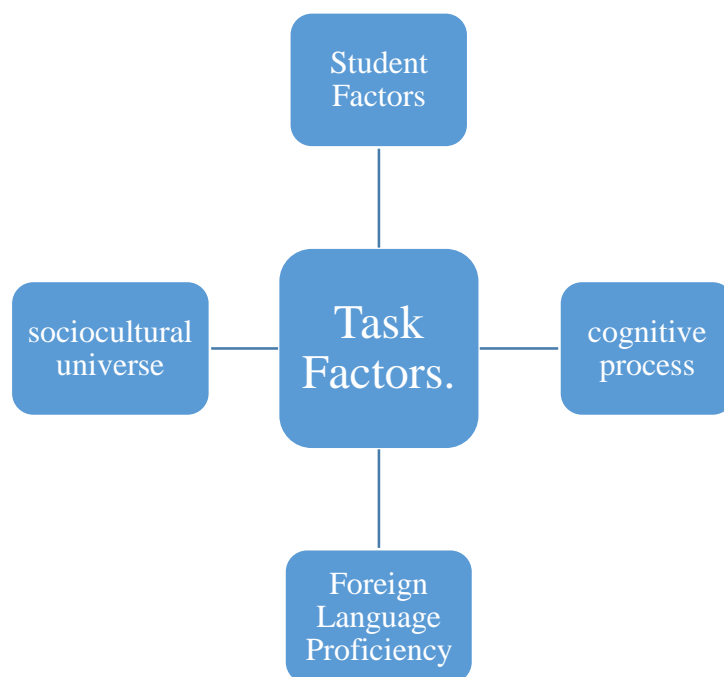


Figure 1. Adapted from the PISA Reference Framework, OECD, 2023.

The elements that oscillate in the approaches to define the production of language and feedback (Feedback) based on corrective feedback. This is considered one of the important components in teaching a foreign language. Its objective is to refer to the practice through which students adapt their speeches when providing place corrections by teachers.

This type of instrument collaborates in the instruction of a second language. That is, it is one of the processes in which students adjust their practices orally and positively recognize the progress made by students. The feedback varies according to the attention paid by the students and that they are responsible for their mistakes.

In order for this to be effective, it should not be in the interest of the teacher, but of his responsibilities as an educator applying and recognizing the importance of the observations and corrections of the teachers, allowing them to improve in the learning of the foreign language, which makes us reflect on the following question:

How will the factors of the student body be addressed? Students from more than 80 countries and economies participating in PISA agree to focus on 3 fundamental elements for the development of the task approach. The basis of the communicative approach and the task approach is that language is a communication vehicle and not a simple set of structures.

The objective of this approach is to train students for useful and authentic communication between speakers with the intention of awakening students' motivation. The teacher must create and encourage communication and interaction between students, who are the protagonists.

The tasks and activities are designed by the teacher, but in relation to their needs and interests. Grammar is acquired inductively and work with materials and real tasks, projects, cooperative work, role- plays , among others. The theoretical basis of the approach is solid.

First, Krashen (1981) The goal of this approach is to engage students in actual acts of communication in the classroom. Fluency is given more importance than grammatical correctness. Students acquire grammatical competence inductively and as a consequence of the communication process. Attention to diversity is another of the strengths of this approach.

The creation of a task is a creative and flexible process that can be adapted to the students according to their needs, covering all learning styles and educational levels. On the other hand, it is an activity that is carried out as a result of the changes and understanding of the language, with tasks to demonstrate the learning obtained by the students. For such purposes, it is about using and connecting them to the real language for a real goal and a suitable environment.

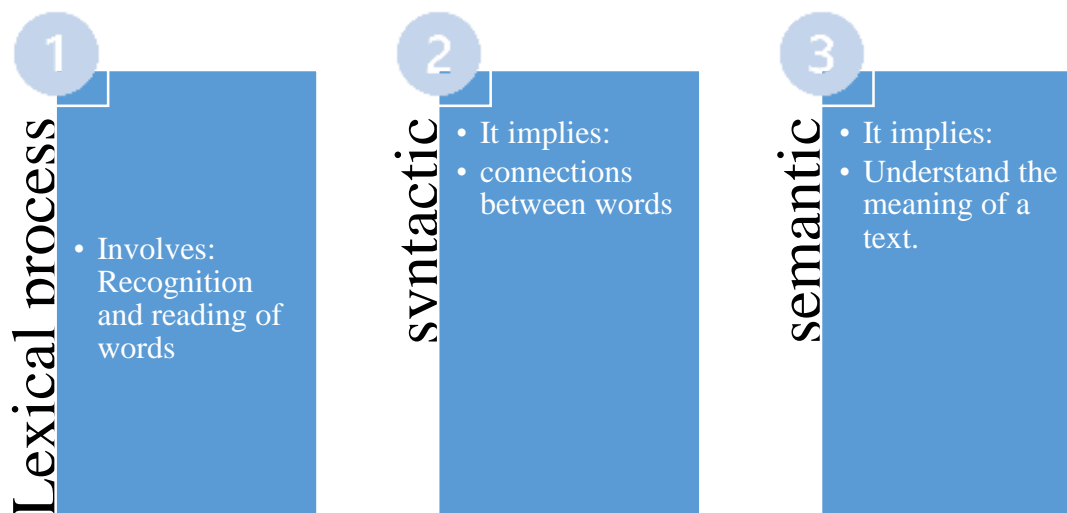


Figure 2. Own elaboration.

For the instruction of a foreign language there are various grammatical approaches, among which are: the traditional, structural and by tasks.

The traditional approach bases its methodology on a detailed analysis of grammar rules and their irregularities, so that the knowledge is applied in the translation of sentences and texts. That is, promote rote learning (by heart) with morphosyntactic rules using them in written texts, setting aside the oral one. On the other hand, they implemented lists of vocabularies and grammatical rules that were put into practice through translation in classical manuscripts, whose language was considered educated and formal.

The structural approach considers that languages are a system of structures that can be learned through behavior and repetition. In this, emphasis is placed on oral and focused on pronunciation. Among the detractors that are made to this methodology is the use only of the statements that were not related to the daily life of the speakers, presenting drawbacks for the instruction of the second language in an effective and independent way outside of controlled environments in the classroom.

Through this methodology, the structuralist approach emerged, which emphasized orality over writing, maintaining the role of the teacher as the main axis of teaching and learning, but with the passing of the implemented activities, the students acquired a more important role. active, having extensive participation in the dynamics of questions and answers with the other classmates.

On the other hand, it is focused on a communicative scenario in the use of the foreign language, having certain criticisms, since the student must deduce by himself the structures presented in the statements, which is considered to be above the skills of communication. the students.

The focus on tasks is described as methodologies based on the performance of assignments as the main unit of planning and instruction in the teaching process of a foreign language, promoting the strengthening of communication skills and abilities. It can be affirmed that it encourages the student population to progress little by little in their training through best practices in specific content, guidelines and goals.

The usual activities that are carried out in this type of approach are writing letters, postcards, dramatization of the conditions recreated in real life, dialogues, among others, as a result of the explanations received where the contents are supported in the lexicon. , sociocultural, functional and morphosyntactic context. On the other hand, they present certain characteristics based on works organized around a theme and not an established linguistic objective.

The advantage presented in the points of view of the tasks is the promotion of collaborative group work, strengthening interpersonal relationships, developing values such as personality, solidarity, among others.

The structure of the tasks must be of interest to the students, since the activities must encourage their learning in the foreign language, developing the lessons pleasantly, focusing on the meaning, recreating real situations in communication and those that are in accordance with the metacognitive processes that collaborate with communicative activities. For this, they have been taken into account for the planning of the didactic proposal in the formation of language as a second language, recreating authentic speeches.

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In other words, that only the exercises are not assimilated, but that they acquire the knowledge that is beneficial for communication.

The task approach demonstrates the following:

1. Reflective reading and oral presentation.
2. Recreate a round table where the topics discussed are related to current events.
3. Realization of concept maps.

This type of proposal contains level classifications, courses and audiences to which it is directed, the objectives, contents, development and practice of the four skills: listening, reading, speaking and writing in accordance with what was planned. (Gil Olivera, 2019)

APPROACH BY COMPETENCES

The Ministry of Education of the Dominican Republic reports that the competency-based approach refers to the competencies to function independently in different scenarios and conditions, mobilizing conceptualizations, procedures, attitudes, and values in an integrated manner. On the other hand, they do not refer to cognitive abilities or the efficiency with which they are executed. Also, its purpose is associated with the solution of problems in the environment that are required to integrate knowledge and overcome traditional instruction.

The development of competencies in teacher training processes, compromising the ability to organize teaching to manage progress, elaborate and monitor, allowing differentiation, motivating students to get involved in their peculiar processes, in teamwork, use new technologies, incorporating fathers, mothers, tutors and the community in school management.

With the proper use of the tools, the development of the competencies that have been established in the curriculum could be supported. It should be noted that it has been included, because the participants left the educational centers without proper preparation where it is necessary to have a profession. (Kings, 2018)

TEACHING AND LEARNING STRATEGIES

Those involved in the construction of their learning, knowledge and participation in educational processes are prepared by the competencies, where educators will have the responsibility of facilitating transformations in teaching and learning in a dynamic way with parents, tutors and the community. in which the instruction takes place. On the other hand, they are a series of planned activities, organized in an orderly manner to collaborate with the construction of understanding in the educational setting, building cognitive, socio-affective and physical development for interaction with society.

In order for the student to progress in the implementation of the competencies, they must face the various circumstances by applying the knowledge, skills, attitudes and values in the environments that are presented. Educators must fulfill important roles, since they are responsible for the planning and design that will allow carrying out the competitions, proposing the accompaniments and feedback throughout the training process.

The transformation in education favors meaningful, independent and collaborative learning throughout the course of their lives. Students must be motivated and actively participate, questioning, interacting, searching, posing and solving problems individually or as a team. The student sector manages various information and in positions of daily life. Therefore, teachers must collaborate so that they understand and use the strategies that they consider ideal to transform, build and rework the understanding so that they interpret what surrounds them.

MEDIA AND RESOURCES FOR LEARNING

The Ministry of Education of the Dominican Republic (MINERD) highlights the importance of the curricular foundation in the entire educational process where the roles assigned in the curricular processes are explained. The requirements that must be met by the resources that are acquired or produced to achieve significant formations are described.

At all levels of education, resources favor competition, the organization of knowledge, facilitate research processes, promoting self-learning, imagination and support dynamic and participatory education. Therefore, they must be adapted to the needs of the students, since these can be diverse because they start from the components of relating from birth, where their habits, practices diverge when they enter school and that is taken into account at the moment. to create teaching resources.

The competence approach presents certain advantages, for having practical characteristics that focus on know-how, referring to the knowledge that is known empirically, cognitively and psychomotorly to interact with the established resources and means, responding to the levels of imagination and creativity. . It is necessary to diversify the implemented media, combining them according to the content, uses and formats. Also, it is advisable to integrate printing, manipulable, natural and sociocultural environment, audiovisual, interactive inputs, among other technological equipment.

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THE EVALUATION OF LEARNING

Evaluations are continuous organized processes to collect important information with the objective that those involved in educational development recognize and appreciate the effectiveness of teaching and the quality of their training. In the comprehensive approach, external standardized tests are examined, in the classroom, in the educational system, to refine the instructions in the students. At the time of reorienting education, they must be established in the data provided for its appreciation. The competitions promote the teachings with the capacity of their competitiveness. It must be aligned and coherent with the learning expectations of students, the community and society in general.

Educational centers are a kind of laboratory where what is taught and learned has the function of being practiced in real life. The competencies have been constituted as a complicated set requiring complex evaluations. Evaluating the competences implies the use of instruments and means according to the competence that is intended to be evaluated and in a similar environment in tangible situations that will be experienced by the student.

Therefore, it is not only to evaluate the definitions and eventualities, but procedures, values and attitudes, counting on the abilities presented by the teachers in the use of the methods, techniques and tools to evaluate. Also, create and include innovative resources that are consistent with the competencies.

MAIN METHODS AND PROCEDURES IN THE ENGLISH CLASS

The foreign language subject currently prevails in the productive and participatory methodologies through which teaching strategies and the stimulus towards learning are developed. The programs are established in the communicative approach (EC) with the purpose of developing the communicative competences of the foreign language, including cognitive, linguistic, sociolinguistic, discursive, strategic and sociocultural competence.

Students learn another foreign language by communicating with others, since the activities that are implemented benefit communication in an original and significant way, fluency is considered important, language skills are incorporated into communication, learning a second language in the constructive and creative processes. It should be remembered that fluency and the actual use of the language are promoted.

The use of communicative approaches is grouped into the implications for the procedures used in teaching the foreign language:

1. pre-communicative tasks and their chores acquire fluency in the expressions of meanings and in which data transactions and the establishment of meanings are relevant.
2. Motivation– presentation-- controlled practice-- creative practice– evaluation—consolidation.
3. Verbalization – Automation – Autonomy.
4. Awareness (students discover what they can do) – Appropriation (students demonstrate progressive control of their abilities) – Autonomy (the ability that students achieve to self-regulate their practice as a consequence of the levels of appropriation reached).

When verifying the educational practices such as the methodological provisions of the programs, the results of the interviews with the classroom teachers, demonstrating that the sequence of instructions that are accepted in the teaching of a foreign language in the communicative approach is:

1. Initial communication exercises.
2. Display of resources.
3. semi-controlled skills .
4. Free procedures.
5. Communicative experiences.

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