

Task-based Language Teaching to Improve EFL Tenth Graders' Speaking Skills at a Public School in Cali

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Dedication and Acknowledgments

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Abstract

Previous investigations have reported the effectiveness of Task-Based Language Teaching (TBLT) in enhancing EFL (English as a Foreign Language) students' speaking performance. Although TBLT is a current and relevant communicative language teaching methodology, English language teaching in public schools still focuses on linguistic aspects and traditional teaching practices. As a result, EFL learners' speaking skills are low. Most studies in our national and local contexts have predominantly used qualitative research to explore the TBLT impact on EFL learners' performance. In contrast, very few have implemented both qualitative and quantitative approaches to report its effectiveness. To contribute pedagogically and methodologically to this area, this mixed-method study investigated the effectiveness of TBLT in improving tenth graders' English oral skills in a public school in Cali. To this end, we implemented mixed-methods research with 23 students from an intact class. Qualitative data were collected through class observations, an initial student's questionnaire, a teacher's interview to identify the students' needs and perceptions of oral performance, a journal, a final students' questionnaire, and a final teacher's interview to evidence TBLT usefulness. Content analysis was used to analyze qualitative data. Quantitative data were collected through a placement test, a pre-test, and a post-test to identify the students' initial and final language levels and the impact of TBLT on their oral performance across several facets. Quantitative data were analyzed using a scoring rubric and paired-samples t-tests. We implemented one task cycle for over eight weeks (twenty-one hours of intervention), integrating all language skills with a focus on oral skills.

The results revealed that TBLT helped the students improve vocabulary, grammar, and task fulfillment and to a lesser extent pronunciation, fluency and interaction and communication, which was expected because of the shortness of the intervention. As well, this methodology was also effective in improving EFL learners' motivation, participation, and engagement in the activities throughout the TBLT implementation. The students' perceptions of oral proficiency also improved. Although TBLT can be implemented in a public-school context with teenagers, it requires adequate conditions for better results. These conditions include more hours assigned to the English class, continuity, and teachers' training and enactment of TBLT. The results have implications for EFL teachers, particularly in public schools.

Keywords: Communicative language teaching, English as a foreign language Learners, Mixed-methods research, public school, Task-based language teaching, Oral skills

Chapter 1. Introduction

This first chapter provides the background of this research presenting relevant investigations and theory about Task-based language teaching (TBLT). TBLT is reported to be a useful methodology for teaching foreign languages, particularly for developing speaking abilities, a problem we identified in a classroom context. TBLT encourages students to use the language through natural-like interactions in the classroom but also helps them outside the classroom when they practice with real-life situations. To address the research problem regarding students' difficulties with speaking and the lack of a communicative methodology in the specific research context, we aimed to investigate the meaningfulness, applicability, pertinence, and efficacy of TBLT in our setting.

1.1 Task-based Language Teaching in the development of EFL learners' speaking

This study investigated the effect of Task-Based Language Teaching (TBLT) on the speaking skills of EFL tenth graders from a public school in Cali. In second language acquisition, different language teaching methodologies (e.g., Content-Based Instruction, Project-based learning) have been proposed to teach second and foreign languages from a communicative view of language ability (Richards & Rodgers, 2014). Among those methodologies, TBLT is considered a communicative methodology that fosters language learners' development, emphasizing language use rather than its structure (Ellis, 2022; Nunan, 2004). According to Skehan (2022),

Task-based approaches start from the learner and from meaning. Tasks require learners to express worthwhile and frequently personal meanings. Then, the language that is important is the language used to express those meanings, as determined by the learner. The tasks themselves may be the result of a needs analysis of how the learner will use language, or the result of choosing a challenge at the right level of complexity, or even negotiated with the learners themselves (p. 3).

Different definitions of TBLT have been proposed since it emerged in the 90s; however, many researchers acknowledge its importance in developing oral skills. Richards and Renandya (2002) stated that TBLT encourages learners in dialogue and contact through classroom activities where they use their accessible linguistic assets. Additionally, it is not only in the classroom that the development of speaking skills could be fostered. Bygate et al. (2022) state that "task performance can engage the complex mental processes involved in authentic, meaningful language behavior outside the classroom. Task performance in the classrooms mirrors and elicits holistic language use" (p. 33). Similarly, Ellis (2009) argues that, regarding language teaching,

TBLT challenges mainstream views about language teaching in that it is based on the principle that language learning will progress most successfully if teaching aims simply to create contexts in which the learner's natural language learning capacity can be nurtured rather than making a systematic attempt to teach the language bit by bit (as in approaches based on a structural syllabus) (p.222).

From the above definitions, we can state that language teaching and learning benefit from situations where students feel comfortable and confident with what they learn and do. In this case, they might benefit from a communicative methodology that fosters their oral skills. Hinkel (2006) explains that when speaking, a variety of factors, such as the structure of the language, lexical items, pronunciation, discourse markers, and intentions, should be even reflected in the way language users try to express a message. In the same vein, Goh and Burns (2012) complement that “speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes—cognitive, physical and socio-cultural—and a speaker’s knowledge and skills have to be activated rapidly in real-time” (p. 166). The complexity of developing this skill requires language teachers to propose communicative acts in class which are emphasized in students’ context, needs, and interests. TBLT emphasizes real-life communication, negotiation of ideas, and interaction, so it can be suitable for developing EFL learners’ speaking skills.

Different studies have been conducted to understand the role of TBLT in the foreign language classroom and its relevance in the development of language learners’ speaking skills. At the international level, empirical studies have highlighted the effectiveness of TBLT in developing EFL learners’ oral skills. For instance, Hassan (2014) reported that Task-Based instruction provided secondary learners with opportunities to use the English language contextually and to explore it through situational activities. Students were able to practice their English in a stress-free environment thanks to task-based learning. Hassan concluded that when the class activities focus on negotiating ideas and considering students’ likes and needs, students become more interested in learning the language. In other reports, it has also been found that students felt motivated and confident because errors made when learning the language were seen as normal since the emphasis was on fluency and message delivery (Elsayed & Hassan, 2019; Hassan, 2014).

From the literature overview, it can be seen that most studies have proven the effectiveness of TBLT in improving EFL learners’ oral skills. The investigations in our local context implemented various activities to enhance students’ oral communicative competence. Notably, these investigations collected predominantly qualitative data about students’ performance and motivation. This data provides valuable information about the necessities of the participants and their constant involvement in the learning process under TBLT. However, qualitative data alone does not account accurately for students’ performance. In contrast, the studies undertaken abroad predominantly used quantitative data through test scores to investigate the effectiveness of TBLT in EFL learners’ oral skills development. Collecting both quantitative and qualitative data provides valuable information about students’ performance and perceptions of the methodology to evaluate the effectiveness of TBLT in improving students’ oral skills. To offer more comprehensible

interpretations of the results and broaden the use of research methods in our local context, we implemented a mixed methods approach.

In Latin America, different studies have also investigated the implications that TBLT brings to the development of language learners' oral skills. Many researchers agree that traditional teaching practices and the lack of appropriate student-centered strategies affect EFL learners' oral competency development (Díaz-Maggioli, 2012). Consequently, learners feel inhibited when an interaction opportunity is given in the classroom. For instance, Soria et al. (2020) identified that Ecuadorian students belonging to a university context struggled with speaking skills because they faced pronunciation problems and feared making mistakes. Similarly, Barturén (2019) found that Peruvian students from a Higher Technological Institute improved their productive skills through tasks related to real-life situations and communication in the classroom. For example, the students had to react to a situation raised, exchange points of view, and express suggestions or recommendations. Recently, a study undertaken by Pico (2023) about young learners of English in an Ecuadorian private school showed that face-to-face interaction, combined with purposeful tasks related to the topics of the class and the students' interests, promoted the improvement of oral skills as well as written expression.

Similar challenges and positive findings have been reported in the Colombian context. In Colombia, the TBLT methodology is suggested by the Ministry of Education for teaching foreign languages; however, each institution has the self-determination to implement any of the communicative methodologies suggested (MEN, 2016). Nonetheless, there is still a mismatch between the language teachers' practices in the classroom and the guidelines proposed by the national government to teach and assess languages (Miranda, 2016). Teachers still implement traditional methods based on linguistic aspects. This was also observed throughout our experiences as language learners and pre-service language teachers. We observed that school students struggle to develop oral skills and that teachers do not implement communicative methodologies in their practices. This is a reason to center our research on this competence and find solutions to create class participation, motivation, and new teaching ideas.

Despite research on the effectiveness of TBLT that has demonstrated that students become more engaged and committed to English lessons from this methodology, there is a lack of implementation of TBLT in Colombian EFL classrooms (Bermudez, 2017; Gutierrez & Bello, 2018). For instance, Córdoba (2016) found that university students increased class interaction and language communication skills. Buitrago (2016) also found that a group of tenth graders from a co-educational public school in Medellin were able to communicate their ideas more clearly and produce more accurate language without leaving the importance of meaning aside after TBLT

implementation. Most recently, Muñoz (2020) undertook an action research study with sixth graders from a private school who struggled with oral production in English. After carrying out the action stage, Muñoz noticed differences between the students' speaking abilities before and after the TBLT lessons. Aspects such as self-confidence and active participation were boosted as well.

In our local context, Cali, there have been some studies into TBLT implementation. These studies highlight how TBLT enhanced secondary school students' oral competence (Gómez, 2013; Gutiérrez & Solis, 2019; Montaña, 2017), critical thinking, and intercultural communicative competence (Vaca & Sanchez, 2020). Guapacha and Benavidez (2016) aimed to improve the English language performance and language learning strategies used by pre-service language teachers by mixing the Cognitive Academic Language Learning Approach and TBLT, and Bermúdez (2017) found that TBLT was effective in the improvement of the eleventh graders' fluency and pronunciation in a public school.

Situated in a public-school context in Cali, we identified that tenth graders had difficulties with their oral production in English class. These students struggled to speak spontaneously and answer questions about personal information, experiences, family, and daily routines. Teaching speaking skills in these schools has been a challenge for teachers due to the lack of methodology, lack of pedagogical practice courses for teachers, limitations such as large classes, lack of resources, lack of students' motivation to use the language actively. Although the Ministry of Education has promoted projects to increase the number of hours for English classes per week and collective negotiations with private companies to strengthen English teaching in schools, there is still a need to improve the oral production of secondary school students to achieve the goals of the Colombian language policies. Such policies promote English as a foreign language in all schools. It means that students need to develop communicative competence in that language to educate citizens prepared for the challenges of globalization. The fact that tenth graders do not speak fluently in English becomes a problem because this population must develop a B1 level according to the Colombian English Standards (MEN, 2006). At this level, students should be able to express their ideas and opinions with confidence and solid arguments. Hence, implementing a language teaching methodology that fosters communication might be helpful for these students.

Given the focus of TBLT methodology on communication, we consider it appropriate for our study that seeks to improve EFL learners' speaking skills through simulated real-life communicative situations. This pedagogical approach might prove effective compared to traditional methods focused on grammar, reading, and teacher-centeredness, currently used in public schools, particularly in the context of this investigation. We want to explore how this methodology works in developing public school EFL learners' speaking performance so that students can communicate.

1.2 Description of the context

Our observations throughout the academic program have allowed us to approach the classrooms of some public schools. In these contexts, we have identified shortcomings in the students' foreign language level, specifically in their speaking skills. We focused our investigation on tenth graders, because we assumed that students should have a good level of English after ten years of exposure to the foreign language at school. We thought that they had some foundations in the language that would help in the execution of some activities. However, we encountered a group of students with serious difficulties expressing themselves in English orally.

Consequently, we found a big difference between what the Minister of National Education (MEN) proposes in the National Bilingualism Program and the reality in the school and the classroom. For instance, in Law 1651 of 2013 on bilingualism and Law 115, the General Education Law establishes teaching foreign languages as mandatory and fundamental in all educational institutions in Colombia. Learning a foreign language constitutes a student's right to broaden their horizon, culture, and world views. However, the reality is that the vast majority of public institutions do not seem to reach the goals regarding the expected levels of language performance (Alonso et al., 2016; Benavides, 2021; Sánchez-Jabba, 2013). Teachers' practices reveal some shortcomings in terms of planning and execution of classes, which affects students' performance in the foreign language. These limitations might be related to the teaching methodologies implemented, which focused on form rather than language use.

Additionally, reduced time for English classes and interruptions from everyday school activities may affect the flow of the lessons, which makes the students lose track. Those issues impact the development of the English curriculum and students' learning progress. The lack of institutional documents that could guide us in planning the course was also one of the biggest challenges regarding the organization and development of the English classes. Consequently, there seems to be a lack of clarity about methodological and didactic tools that allow the development of speaking skills in the EFL classroom. Although all language skills are relevant when learning a foreign language, oral skills are considered a greater challenge for students since they involve different components affecting their performance. Factors include lack of vocabulary, low exposure, unwillingness to speak in public, and even omission of this skill in the planning and development of English classes.

In addition to the above, there is low or no interaction in the L2. Instructions, explanations, and student-teacher and student-student interactions are typically done in the mother tongue. We found that students had low oral skills in English and few grammar and vocabulary foundations and

repertoire. These students were not able to introduce themselves or others fluently and spontaneously and had several difficulties in pronunciation. This concerns and contrasts with the language policies requiring students to confidently express their ideas and opinions and solid arguments as part of the B1 level.

1.3 Statement of the problem

There is a need for a communicative language teaching methodology that fosters students' oral production in the context observed since teaching English still focuses on traditional approaches. A lack of appropriate strategies, student-centeredness, and an emphasis on language drills in the classroom hinders students' communicative competence. High schoolers cannot confidently participate in speaking interactions because the foreign language is barely used in classes and because of the traditional techniques and methodologies implemented. If students do not demonstrate competences in the language, it is unlikely to achieve the objectives set by the Colombian Ministry of Education regarding the English language level for this population.

Implementing TBLT might challenge teachers who want to make a difference in the EFL classroom (Ellis, 2009; Willis & Willis, 2007). These challenges might include difficulties related to the selection and planning of tasks that truly foster authentic and meaningful communication among language learners (Erlam, 2016; Long, 2015). This situation may lead to following an activity's steps and hardly accomplishing a communicative task's objectives. Hence, it is relevant to understand how TBLT works and can be implemented to boost students' learning goals and motivation. The following research questions were posed to identify the effectiveness of TBLT in improving EFL tenth graders' oral skills.

1.4 Research questions

1.4.1 Main Research Question

What is the effect of task-based language teaching on tenth graders' oral English performance at a public school in Cali?

1.4.2 Specific Research Questions

- a) What are the students' needs regarding speaking skills?
- b) What is the effect of task-based language teaching on tenth graders' oral English performance as seen in the overall and analytic scores?
- c) What are the students' perceptions of TBLT and their oral performance before and after TBLT?

1.5 Significance and contribution of the study

Our research will contribute to the language teaching field in the Colombian context by exploring the affordances of TBLT in developing students' speaking skills in a public school. Our study proposes and implements communicative activities within the TBLT approach to develop assertive communication skills, allowing participants to talk about themselves, participate in short dialogues with fluency, good pronunciation, and accuracy based on real-life situations, taking into account the students' needs where they feel comfortable and motivated and most importantly, where they would be exposed to the target language. In addition, we implement a mixed-methods study, integrating qualitative and quantitative approaches to inform the research phenomenon better. Our research design differs from the commonly qualitative research approaches conducted in the Colombian context, as ours collects data from test scores, observations, and perceptions. We consider this investigation into the use of TBLT relevant to language teaching and learning in our community because it represents an opportunity for us to put into practice the knowledge acquired during our academic studies. We acknowledge that choosing a language teaching methodology plays an important role in the teachers' performances because it will help us improve our teaching practices and meet our students' interests, needs, and motivation.

1.6 Thesis outline

This thesis is organized into six chapters. Chapter one introduced the study's relevance, gaps, and contributions. Chapter two presents the empirical research on the use of TBLT on oral skills in international, national, and local contexts. Chapter three provides an overview of the terms and theoretical considerations that will support our research. Chapter four will depict the research methodology, followed by Chapter five, in which the results are presented and discussed in light of the literature. Chapter six provides the conclusions, implications, and limitations of our research.

Chapter 2. Literature Review

The previous chapter provided the background of this research into the implementation of TBLT to improve EFL learners' speaking skills. The current chapter reviews empirical research into TBLT and its effectiveness for EFL learners' speaking skills to have an overview of research in this area.

2.1 Empirical research on the use of TBLT on oral skills

Researchers worldwide have shown a common interest in improving EFL learners' communicative skills because English has become a global language used as a vehicle for social interaction, education, work, and business. In addition, speaking is one of the central elements of communication and perhaps the most challenging in the learning and teaching process as students feel under pressure, fear making mistakes, and struggle when participating in a simple communicative situation (Buitrago, 2016; Calle, 2014; Diaz & Arango, 2018; Hassan, 2014). These studies have found that oral skills are among the most common challenges for English language learners due to the lack of motivation and communicative tasks, shame, fear of facing an audience, or low exposure to the target language, among others. These issues have led researchers to search for and propose strategies and methodologies that encourage oral communication in the EFL classroom.

2.1.1 Research on TBLT and oral skills in the international context

Most studies investigated the impact of TBLT to enhance EFL students' oral abilities in different educational levels and contexts. TBLT has been implemented mainly with beginning university students from EFL and ESP courses (Barturén, 2019; Elsayed & Hassan, 2019; Soria et al., 2020; Tang et al., 2015). These studies found that TBLT is effective in improving students' speaking skills by comparing the students' performance through repeated measures designs and analyses (e.g., paired sample t-tests and Wilcoxon Signed-rank test). Students reported that TBLT helped them boost their speaking skills in the L2 because they felt motivated and confident. The researchers suggested that teachers should be trained and participate in workshops to increase their knowledge about teaching methods that favor the development of students' speaking (Barturén, 2019).

Barturén (2019) explored whether TBLT favored the development of oral expression in Engineering English students at a higher technological institute in Lima. The researcher conducted pre-experimental research in the English III course with 21 students (an average age of 24 years).

The data collection instruments were a survey, rubrics, pre-test, and post-test. The intervention was carried out for over ten sessions, where each session aimed to conduct a task based on the students' interests, needs, and learning objectives. Each session was divided into three phases: pre-task, task cycle, and language focus. The analysis involved descriptive and inferential statistics through Wilcoxon signed-rank test and paired-samples t-test. The researcher found that TBLT favored the development of the students' oral expression in the English language and confirmed that a methodology that considers students' interests and needs in contextualized situations allows students to develop skills to communicate effectively in English.

Elsayed and Hassan (2019) investigated the role of TBLT in developing university students' speaking. In this experimental study, the participants ($N = 100$) were assigned to the experimental group (*50 participants*) and to the control group (*50 participants*) and did pre- and post-tests. The test included six elements to measure speaking ability: Fluency, Pronunciation, Grammar, Vocabulary, Content, and Total score. The authors concluded that applying a task-based approach in the EFL class has a significant effect in developing oral communication skills. Consequently, learners feel motivated to learn through a task-based approach.

Regarding secondary school students, Hassan's (2014) experimental research implemented two units from the "English for Saudi Arabia" series taught to two secondary school classes (An experimental group with 23 students and a control group with 21 students) over the second semester of the academic year (2012-2013). He conducted three phases: Pre-testing, Teaching the task-based program, and post-testing. The results proved the positive impact of task-based instruction on students' speaking skills. Students felt free to express their ideas without fear of being reprimanded for making mistakes during their interactions.

Nget et al. (2020) studied the effect of TBLT on ninth graders' English speaking skills and their satisfaction with this approach. The authors implemented quasi-experimental research with 78 students selected from the public Rohal High School in Cambodia. Students were given pre- and post-tests on oral performance. The experimental group received the treatment for nine consecutive sessions, whereas the control group was taught the traditional Present, Practice, and Production approach. The intervention lasted for 18 hours or four and a half weeks. The findings suggested that TBLT was an effective approach to improving learners' English-speaking skills. It helped fulfill their needs and interests and offered an appropriate condition for language learning despite the class size.

Calle (2014) conducted a mixed-methods study that sought to motivate high school students from a private institution in Ecuador to increase their oral production through tasks. The researcher implemented pre- and post-tests, questionnaires, observations, and field notes. Calle (2014) found

that one of the reasons for high school students' low English performance is the use of traditional teaching strategies. Additionally, connecting TBLT, motivation, and participation were demonstrated by the participants in the development of the classes. However, some challenges that Calle (2014) encountered were related to internal factors such as anxiety and lack of self-confidence. These factors limited some students' participation in the activities and complicated their oral performance.

Overall, the previous investigations implemented experimental and quasi-experimental methodologies with university and secondary school learners to determine the effectiveness of TBLT and to provide practical solutions to local classroom issues. These studies followed four main stages: problem diagnosis, proposal planning, intervention, and evaluation. In general terms, TBLT was a suitable alternative to the traditional English-language classroom methodologies for students to develop their speaking skills in different contexts and at different levels. Hence it is relevant to investigate TBLT with high school students, who differ from university students in several ways. For instance, the age groups might have different interests and motivations to study the language, implying differences at that level. Another difference could be the educational contexts in which the methodologies are implemented, where time conditions and resources might differ. It is also interesting to note that the previous studies had a strong orientation toward quantitative approaches. Hence, a mixed-methods approach might provide more insights into the effectiveness of TBLT.

2.1.2 Research on TBLT and oral skills in Colombia

At the national level, most studies looked at the implications of TBLT in developing students' oral production from a qualitative perspective. The following action research studies found similar results across high school and university contexts, indicating that TBLT might be effective across diverse learners and levels.

Carrero (2016) investigated the implementation of TBLT to foster tenth graders' oral skills. Data were collected through a diagnostic test, observations, and interviews for over ten weeks. It was found that students increased their motivation and improved their oral performance. As a limitation of this study, it was concluded that the materials to support the lessons play an essential role in developing the lessons. Therefore, it is relevant to design materials and activities considering students' needs to engage them in learning. Although this study focused on tenth graders, it only focused on qualitative methodology, for which our study seeks to implement mixed methods to gauge the TBLT effectiveness in improving oral skills.

Buitrago (2016) sought to improve a group of tenth graders' English communicative competence by implementing the TBLT, developing a series of tasks involving students' interests, and fostering students' oral and written production. The data was collected from field notes, semi-structured interviews with teachers and students, a survey, and students' artifacts. Findings showed that after developing the proposed tasks, students improved their productive skills (speaking and writing), given that the tasks were oriented to their interests. As implications, the researcher suggests including students' needs and context, considering their learning styles, and more prolonged exposure to the language. Although this study also focused on tenth graders, it mainly focused on the implications for the teachers when implementing TBLT, and our purpose was oriented toward students' speaking skills.

Muñoz (2020) implemented action research with thirteen sixth graders in a private school. He designed a pedagogical unit divided into three lessons based on the Plan Nacional de Bilingüismo suggested by Ministerio de Educación Nacional (MEN) and based on the students' needs as well. The data collection instruments included four questionnaires, interviews, and student artifacts. The author concluded that implementing this method in English classes to foster language use and to connect students' needs with meaningful tasks is crucial to motivate them in the learning process.

In sum, the previous research reports contribute to our understanding of how relevant and meaningful TBLT is in teaching foreign languages, particularly in fostering speaking skills from a qualitative perspective. We aim to explore the applicability, affordances, meaningfulness, pertinence, and effectiveness of this methodology in our context to solve a language-related problem.

2.1.3 Research on TBLT and oral skills in the local context

At the local level, Cali, we found several studies investigating the effectiveness of TBLT in improving EFL learners' oral skills. Gómez (2013) and Montaña (2017) undertook similar investigations under the action-research methodology to enhance students' speaking abilities. In both cases, the tenth-grade students had difficulties expressing simple sentences or formulating questions in the foreign language. The lessons implemented meaningful and interactive activities for students to exchange ideas and use the language as naturally as possible, considering their likes and interests.

While Gómez (2013) used class observations, a survey, and class planning to gather information, Montaña (2017) conducted interviews, observations, and surveys. As for the findings, similarities were identified in these two reports. The development of oral skills in students

significantly improved communication (from being null to allowing them to make comments, give answers and ask short questions to the teacher and students). Additionally, active participation in the target language, interaction among the participants, a high degree of improvement in pronunciation, spontaneity, fluency, and a good class environment were some positive results of TBLT lessons.

Gutiérrez and Solis (2019) conducted a qualitative research study to measure the impact of implementing specific tasks on eighth graders' oral skills. The researchers carried out the pre-, while-, and post-task cycles for over three months. During the implementation of the tasks, a journal, observations, self-assessment rubrics, interviews, and a workshop were used as data collection instruments. It was found that students improved their class participation and use of the target language. However, there was some lack of commitment and motivation to participate in the tasks and inappropriate behavior during the lessons, which sometimes made it difficult for the researchers to manage classroom discipline and, therefore, spend more time on such issues and not on the activities. This finding is relevant to the context of our study since similar challenges can be encountered in public school classrooms, which might downsize the effectiveness of TBLT.

Vaca and Sánchez (2020) implemented action research with two groups of 48 tenth graders to develop critical thinking skills and intercultural communicative competence. The observation records and field diaries made it possible to collect the practitioners' reflections, observations, and impressions during the intervention process. Also, an open- and closed-ended survey was used to identify students' perceptions and interests in the English class. The analysis focused on identifying intercultural communicative competence and critical thinking in the intervention group. The authors considered that the activities implemented favored the acquisition of students' skills such as intellectual empathy, self-moderation, impartiality, and autonomy.

From a quantitative perspective, Gutierrez and Bello (2018) conducted a quasi-experimental study to investigate the effect of a methodology focused on oral production and interaction on the willingness to communicate in English with 6th-grade students from a public school. The experimental group comprised 42 students, whereas the control group had 39 students. Both groups had a low level of English. Data was collected through a self-administered perceptions questionnaire (pre-test and post-test), observations, and class recordings. The problem identified was the traditional methodology used to teach the foreign language class, with little interaction among students and where grammar, vocabulary, and translation predominated in the classes. In general, both the teacher and the students communicated all the time in Spanish. The researchers carried out an intervention that involved interaction among students, such as role-plays, competitions or games, simulated interviews, or information gap tasks. As a result, they could see

that the students had an intermediate to a low willingness to communicate. In several situations where students had to speak in English, most of them manifested feelings of anxiety, and, as a result, they preferred to avoid those situations. The results of comparing the experimental group students in terms of willingness to communicate before and after the intervention showed no significant difference. That is, the students maintained the same levels of willingness to communicate. Therefore, the researchers concluded that only emphasizing interaction is insufficient to promote students' willingness to communicate.

Bermudez (2017) implemented a didactic unit to analyze the effect of TBTL on the oral fluency of eleventh graders in a public school in Cali. This quantitative research used pre- and post-tests to determine students' fluency development. This speaking aspect was measured by counting features such as syllables, hesitations, pauses, and repetitions from students' oral production. The didactic unit comprised ten lessons under a topic related to jobs. In the findings, the author concluded that students' proficiency level in English was relatively low, based on the hesitation and use of the mother tongue to respond. According to the post-test results, students demonstrated a slight increase in their oral skills, evidenced by the reduction of syllables used in Spanish. This study provides valuable findings from a quantitative perspective by measuring fluency through a counting system. However, this method might not be practical and realistic in the language classroom since teachers do not usually assess students' oral performance with a System Usability Scale (SUS) measure. Teachers commonly use holistic and analytic rubrics to assess students' performance.

To sum up, most studies investigated the effectiveness of the TBLT approach on students' oral skills. Most national and local studies implemented action research with groups between 22 and 48 students from public schools, whereas fewer conducted experimental investigations with control and experimental groups. Many international studies used experimental, pre-experimental, and quasi-experimental methodologies. The most commonly used qualitative data collection methods included observations, interviews, questionnaires or surveys, field notes, and recordings, whereas pre- and post-tests comprised the quantitative approaches. Researchers designed or used validated speaking test formats and rubrics. Most of the investigation's populations were large, which allowed the researchers to run inferential statistical analyses in the quantitative studies.

Regarding the results, the previous studies confirm the relevance of tasks involving group reflections and collaborative learning since they favor aspects related to the students' cognitive processes and the development of social interaction skills. However, Gutierrez and Bello (2018) found that the participants did not show significant improvements.

Although the advantages of implementing TBLT are known in the research field, the reality is that traditional teaching is still used in schools, and teachers do not enact communicative methodologies that boost students' oral communication competence. Elsayed and Hassan (2019) recommend that teachers be trained to use a TBLT approach to develop classroom communication skills. It is necessary to continue introducing this approach in teaching a foreign language since there is solid evidence of a notable improvement in students' communicative competence. Soria et al. (2020) urge to use TBLT with activities such as debates, questioning, role-plays, and classroom conversations to enhance speaking skills, engagement, and interaction.

Another common limitation was the students' lack of motivation during the interventions. For this reason, those researchers proposed considering participants' needs and likes to get them involved and interested. Soria et al. (2020) believe that teachers must identify the initial state of students' oral performance to design teaching and learning objectives and routes for helping them achieve learning goals. That would help to accomplish objectives in an easy and meaningful way. Similarly, Calle (2014) argues that "teachers ought to consider how to implement tasks to arouse learners' interest and build up their confidence in oral production" (p. 120). It was also necessary to carry out diagnostic tests to know the students' likes, needs and desires to provide them with grammatical, linguistic, and social learning close to their real context, capture their attention, and facilitate the development of the set of activities.

Likewise, there is a constant factor related to students' shyness and anxiety to face oral production activities. For this, creating a confident learning environment is recommended. Gutierrez and Bello (2018) stated that "conditions must be created in the classroom for students to practice and prepare for oral production tasks" (p. 63). This would contribute to lowering anxiety levels and the fear of facing communicative situations.

The frequent use of the mother tongue is another obstacle that delays learning the target language. Montaña (2017) stated that "the students did not have spaces in which the communicative competence was stimulated and developed since the use of the mother tongue was greater than the use of the foreign language" (p. 9). Moreover, Buitrago (2016) suggests that "teachers should pay careful attention to providing students with enough exposure to English and balanced opportunities for oral and written production to improve their communicative competence" (p. 106).

2.2 Concluding remarks and gaps to fill

Implementing TBLT benefits the enhancement and development of speaking skills of students at different levels and ages in English as a foreign language. Ranging from quantitative to qualitative research approaches, it has been demonstrated that TBLT allows students to improve their oral fluency, motivation, interaction, and fear of speaking and using the target language. Based on the gaps in the literature, there is a need to enact and implement communicative language teaching methodologies in the public sector. It is also important to implement mixed methods research to understand the effectiveness of TBLT from qualitative and quantitative perspectives. Our purpose and contribution are to continue investigating this area to improve teaching and learning practices in public schools so that teachers can enact this methodology and students can enjoy their learning process and improve their oral skills. We will explore this phenomenon from qualitative and quantitative perspectives to provide more comprehensible insights into the TBLT usefulness in public school contexts. A mixed-method research design will contribute to exploring complex research methodologies to solve language-related problems in our context. The next chapter discusses the theory and constructs guiding the present investigation.

Chapter 3. Theoretical Framework

As our investigation is interested in implementing TBLT in improving EFL learners' oral skills, it is necessary to draw on the theory about oral skills and language teaching methodologies to teach and assess EFL learners, particularly TBLT.

3.1 Communicative competence and speaking skills

Since we are interested in developing high school students' speaking skills, discussing and defining the constructs of communicative competence and oral skills is relevant.

3.1.1 Communicative competence

Hymes (1972) introduced the concept of communicative competence, further developed by Canale and Swain (1980) and Bachman and Palmer (1996, 2010), which includes not only linguistic competence (grammar and vocabulary) but also sociolinguistic competence (the ability to use language appropriately in different social contexts), discourse competence (the ability to use language in various types of discourse), and strategic competence (the ability to use the language and strategies to communicate). Richards (2006) stated that communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

Communicative competence has also been defined as “knowing how to communicate in a field of knowledge and how to apply it. Knowledge includes learning, skills, attitudes, and values (preconditions, criteria, uses, rules and norms) to perform efficient, communicative acts in a given context, according to needs and purposes” Niño (2008, p. 25). According to the author, in the educational field, the effectiveness of communication not only depends on making oneself understood but also implies a variety of factors that will contribute to the good development of the teaching-learning process.

We view communicative competence as the know-how to communicate in a specific field of knowledge; it means the linguistic components of the communication (actions, descriptions) and also the skills to convey meaning, attitudes, and values in a conversation, taking into account the purposes, intentions, and needs of the context in which communication is developed. A language learner's communicative competence can be developed through speaking skills. Hence, it is relevant to recognize the definitions of oral skills in the literature.

3.1.2 Speaking skills

Speaking skills have been defined as the ability to communicate effectively and appropriately in spoken language in a variety of situations and contexts (Brown and Lee, 2015). These skills include:

- Pronunciation: The ability to produce and recognize sounds and intonation patterns comprehensible to others.
- Fluency: The ability to produce language with ease and speed, without undue hesitation or pauses, while maintaining coherence and relevance to the topic.
- Grammar and vocabulary: The ability to use appropriate grammatical structures and a wide range of vocabulary to convey meaning accurately and appropriately.
- Discourse competence: The ability to use discourse markers, cohesive devices, and appropriate turn-taking strategies to structure the conversation and maintain coherence and relevance.
- Sociolinguistic competence: The ability to use appropriate language and behaviors in different social and cultural contexts, including appropriate register, tone, and body language.

Four skills should be developed in a communicative activity including speaking. In communication, speaking is fundamental to convey feeling and thoughts communication. Brown and Lee (2015) argued that skills do not work separately in most human communication circumstances, because one skill can be reinforced using another skill. "Communication is a holistic process that often calls upon the use of several language skills or modalities" (Richards, 2006, p.22). According to the author, in a classroom an act of communication implies students use their language skills and communicative resources to gather information instead of just practicing language forms.

On the other hand, Hughes (2015) defines speaking as a complex human skill to use spoken language in a communicative context. The author includes other features in the skills students

should develop. These skills involve producing and understanding spoken language, including pronunciation, intonation, stress, vocabulary, and grammar. Developing speaking skills is crucial in language teaching, allowing learners to communicate effectively in the target language in various situations. Speaking skills are also crucial for developing fluency, building confidence, and promoting cultural understanding. Effective speaking skills development involves the following components:

- Listening: Learners need to be able to understand spoken language, including different accents and dialects, as well as non-verbal cues (Vandergriff, 2015).
- Speaking: Learners need to be able to produce spoken language that is clear, accurate, and appropriate for the context. This includes developing pronunciation, intonation, and stress patterns, as well as using appropriate vocabulary and grammar (Storch, 2015).
- Interaction: Learners need to be able to engage in conversation and other communicative activities, such as giving presentations, participating in group discussions, and negotiating meaning (Paltridge & Wang, 2015).
- Feedback: Learners need to receive feedback on their speaking skills from the teacher and their peers. This feedback should be constructive and specific, focusing on areas for improvement and providing strategies for further development (Storch, 2015).

Overall, developing speaking skills in language teaching involves focusing on the communicative use of spoken language, emphasizing listening, speaking, interaction, and feedback.

As seen above, researchers emphasize the importance of developing learners' listening and speaking skills and their ability to interact with others in the target language. They also stress the importance of feedback from the teacher and peers to help learners improve their speaking abilities. Developing learners' accuracy in spoken language and their ability to use language in various situations, from social interactions to academic settings is relevant too.

From this overview, we view speaking as a set of linguistic and communicative abilities relevant when performing orally. To us, speaking is a natural act where we transform thoughts and ideas into words and negotiate meaning with others. Several skills should be present in communication, such as content knowledge, pronunciation, fluency, vocabulary, grammar, and interaction and communication. Effective language teaching should aim to develop these speaking skills by providing learners with ample opportunities for meaningful communication in the target language and targeted instruction and feedback on pronunciation, grammar, and discourse strategies.

3.2 How to teach speaking skills: Traditional vs. communicative approaches

If we aim to improve EFL learners' speaking skills, choosing an approach that helps them communicate and suits the students' needs and context is necessary. The teaching, learning, and assessment of foreign languages have been influenced by the latest trends and principles of communicative approaches that challenge traditional paradigms based on a structural view of language. Although innovative and more efficient techniques, methods, and approaches to teaching English exist, traditional methodologies remain predominant in public school classrooms. This section will briefly review the traditional and current language methodologies and discuss the TBLT methodology we will implement in this study.

3.2.1 Traditional language teaching methodologies

Grammar Translation and *Audiolingualism* were the predominant language teaching approaches before the 1970s. These approaches focused mainly on mastering grammar and vocabulary through translation, memorization, and drills (Richards & Rodgers, 2014). Language educators began to realize that traditional teaching methods based on grammar translation and rote memorization were not effective in promoting real communication skills in students. As a result, applied linguists and practitioners explored new teaching approaches and methodologies that facilitated language learning through more interactive and communicative means (Díaz-Maggioli, 2012).

One of the earliest and most influential traditional methodologies was the *Silent Way*, developed by Caleb Gattegno in the late 1960s. As Richards and Rodgers (2014) describe, the Silent Way was based on the idea that the teacher should be silent most of the time and allow the students to discover the language through guided exercises and activities. The teacher used colored rods and other visual aids to help students learn the phonemes and structures of the language.

Another method that emerged in the 1970s was *Suggestopedia*, developed by Bulgarian psychologist Georgi Lozanov (Larsen-Freeman & Anderson, 2013). Suggestopedia emphasized creating a positive learning environment through music, art, and drama. Students were encouraged to relax and let go of their inhibitions to absorb the language subconsciously. Suggestopedia also used suggestion techniques and positive reinforcement to boost students' confidence and motivation.

In the 1980s, several "designer methods" were developed, including *Total Physical Response* (TPR), *the Natural Approach*, and the *Audio-Lingual Method* (Brown & Lee, 2015).

TPR was based on the idea that language learning should be a physical, kinesthetic experience. Students were encouraged to respond to the teacher's commands and instructions through movement and action. The Natural Approach, developed by Tracy Terrell and Stephen Krashen (1983), focused on the importance of comprehensible input in language learning. On the other hand, the Audio-Lingual Method emphasized memorizing and repeating language patterns and structures through drills and exercises.

Despite the popularity of these methods, they were criticized for being too prescriptive and limited in their approach to interacting in the L2. Nonetheless, language teachers still abide by some of these perspectives because they probably learned the language through these traditional perspectives and want to replicate their experiences with their students. Focusing on grammar and vocabulary only does not necessarily promote communication.

In the 1990s, the communicative approach emerged as a more flexible and inclusive methodology that emphasized the use of language in real-life situations (Richards & Rodgers, 2014). This approach was based on the idea that language learning should involve acquiring linguistic knowledge and developing social and cultural competence. However, communicative approaches are not fully enacted in many EFL classrooms. Hence, it is necessary to investigate them to improve teachers' and students' practices. The following section reviews the views on communicative trends.

3.2.2 Communicative language teaching: Views and criticisms

Communicative Language Teaching (CLT) emerged in the 1970s as a response to the limitations of previous language teaching approaches. CLT was based on the belief that the ultimate goal of language learning was the ability to communicate effectively in real-life situations (Richards & Rodgers, 2014). Views of communicative competence heavily influenced CLT. Several theories influenced the Communicative Approach, including pragmatics, discourse analysis, and sociolinguistics (Savignon, 2002). It involved using authentic materials, such as newspaper articles and videos, to help students develop their communication skills. It also emphasized using interactive activities and tasks that required students to work together and use the language in context. One of the key features of the communicative approach was its recognition of learner autonomy and empowerment. It was believed that learners should have a say in their learning process and be encouraged to take responsibility for their progress. Teachers were seen as facilitators rather than instructors and were expected to create a supportive and collaborative learning environment.

The communicative approach has been adapted and refined over the years to incorporate new technologies, methodologies, and pedagogical innovations (Richards & Rodgers, 2014). However, it was criticized for overemphasizing spoken language at the expense of other language skills and accuracy (Swan, 1985). This can lead to developing bad language habits that are difficult to correct later. Communicative approaches were also criticized because they initially emphasized implicit learning through exposure and practice, which can be insufficient for learners who require explicit instruction in grammar and vocabulary. These approaches rely heavily on authentic materials to promote meaningful communication. Still, these materials may be quite difficult for some learners to comprehend, leading to frustration and demotivation as well as they require more time and effort on the part of the teacher and the learner. Preparing and executing communicative tasks can be time-consuming and require careful planning and monitoring. It also faces challenges adapting to language learners' changing needs and contexts in an increasingly globalized and diverse world (Richards & Rodgers, 2014).

The Communicative Approach has indeed revolutionized language teaching by emphasizing meaningful communication, authentic materials, and real-life interaction. Its influence can be seen in language teaching practices and frameworks worldwide, making language learning a more engaging and effective experience. Despite the emergence of communicative approaches to language teaching, traditional approaches persist in many language classrooms. Díaz-Maggioli (2012) highlights that “unfortunately, Grammar Translation is still the method of choice in many high school systems around the world, which means that not few students who cannot afford private language education, fail to learn the languages they are intended to learn” (p. 54). Additionally, the focus on traditional methods has been used for decades, and many teachers and learners are familiar with them. Therefore, they may resist change and prefer to stick with what they know.

Chaves and Hernández (2014) argue that despite the official implementation of a national bilingual program in Colombia, traditional approaches to language teaching persist in many classrooms. They found that many teachers in the program still rely on traditional methods, such as Grammar Translation and rote memorization, rather than communicative approaches prioritizing meaningful communication and interaction in the target language. The authors suggest that this may be due to a lack of training and support for teachers in implementing the new approach and a lack of resources and infrastructure to support communicative language teaching.

Similarly, Chaves and Guapacha (2016) point out that while communicative approaches to language teaching have gained widespread recognition and acceptance in the field, many language teachers still employ an eclectic mix of approaches and methods, including traditional ones. They suggest that this may be due to a range of factors, including the availability of resources and

materials, teacher beliefs and attitudes, and institutional constraints. The authors proposed an eclectic professional development program that would enable teachers to select and adapt different approaches and methods to meet the needs of their learners and contexts.

In conclusion, while communicative approaches in language teaching and learning have limitations, they also offer several affordances that make them an effective way to teach and learn a language (Benati, 2020; Brown & Lee, 2015; Díaz-Maggioli, 2012). To overcome those criticisms is up to language teachers to balance the affordances and limitations of communicative approaches and adapt their teaching approach to meet the needs of their learners. Despite the challenges, there are numerous benefits to using communicative approaches to language teaching. Knowing about and implementing communicative approaches is essential to overcome the persistence of traditional approaches. The following section discusses some communicative approaches.

3.3 Communicative language teaching methodologies

From CLT, several methodologies and perspectives have emerged, including Project-based learning, Content and Language Integrated Learning (CLIL), Multimodal pedagogy, Critical thinking, and Task-Based Language Teaching (TBLT), among others.

Project-based learning (PBL) is seen as an effective way to develop learners' 21st-century skills, such as critical thinking, communication, collaboration, and creativity (Thomas & Brown, 2011). This approach highlights the importance of providing learners with authentic, meaningful, and challenging learning tasks that enable them to apply their language skills in a real-world context.

Content and language integrated learning (CLIL) integrates the learning of language and content, such as history or science. In CLIL, learners use language to learn the subject matter, and language is not the end goal but a means to achieve content learning (Benati, 2020). This approach stresses the development of both language proficiency and subject-specific knowledge and skills. Coyle, Hood, and Marsh (2010) further explain that CLIL is based on the principles of CLT, which underlines the use of language for meaningful communication and interaction.

Multimodal pedagogy is an approach to language teaching that emphasizes the importance of incorporating different modes of communication, such as visual, auditory, and kinesthetic, in the learning process. This approach emphasizes using various materials, technologies, and activities to support learners' diverse learning styles and preferences (Jewitt et al., 2016).

Critical perspectives have also been considered relevant in language teaching. ***Critical pedagogy*** is an approach to language teaching that aims to empower learners to become critical

thinkers and agents of social change. According to Freire (1970), an advocate of critical pedagogy, education should be a liberating force enabling learners to develop critical reflection, dialogue, and action capacity. This approach highlights the importance of engaging learners in authentic, relevant, and socially responsible language learning experiences that enable them to critically examine their own assumptions, values, and beliefs and those of the broader society.

In general, communicative approaches foster students' interaction, autonomy, and agency through diverse, meaningful, contextualized tasks and materials. In our case, implementing PBL and CLIL was not suitable because it did not match the necessities of the context, the availability of resources in the school, and the organization of the curriculum. TBLT was suitable, given that resources can be taken from any topic, and we could include content, language, multimodality, and critical views within the same approach. TBLT also considers the students' needs and context and is suggested by the Colombian curriculum. The tenets of TBLT are discussed below.

3.4 Task-Based Language Teaching

One of the most influential approaches within the communicative approach is Task-Based Language Teaching (TBLT), which emerged in the late 1980s with Prabhu's experimental Bangalore Project, in which an emphasis on meaning and message delivery was prioritized over the form and structure of the message (Hall, 2011). TBLT is based on the idea that language learning should involve using language for real-world purposes and that language learning occurs when learners engage in communicative tasks. Authors such as Ellis, Nunan, and Willis have brought key issues related to TBLT, its principles, and implications for the language classroom.

"Prabhu (1987) expressed dissatisfaction with the Structural-Oral Situational Method which was dominant in his particular teaching context (India) at that time" (Ellis et al., 2020, p. 6). He tried to state that it is necessary to provide language learners with suitable conditions to feel motivated and engaged so that communication can occur. Unlike Prabhu, Nunan (1989) focused on the possibilities for teachers to transform their view on language teaching from a more structural and prescriptive approach to a methodology in which tasks could be the origin of the lessons (Ellis et al., 2020).

New perspectives were provided by Richards and Renandya (2002), who define TBLT as "the use of tasks that serve to facilitate meaningful communication and interaction lies at the heart of various proposals for 'task-based instruction,' which is an attempt to apply principles from second language acquisition research to language teaching" (p. 93). Similarly, Ellis (2009) remarks that,

TBLT challenges mainstream views about language teaching in that it is based on the principle that language learning will progress most successfully if teaching aims simply to create contexts in which the learner's natural language learning capacity can be nurtured rather than making a systematic attempt to teach the language bit by bit (as in approaches based on a structural syllabus) (p.222).

TBLT is an approach that focuses on tasks to promote meaningful and authentic communication. In TBLT, language is seen as a tool for accomplishing tasks, such as ordering food in a restaurant or giving a presentation. Learners work in pairs or small groups to complete the tasks, which promotes collaboration and negotiation of meaning. These tasks are commonly proposed in syllabi of Colombian classroom contexts and the suggested curriculum.

Ellis (2009) states in his overview of the "misunderstandings" of TBLT that many of the criticisms can be easily answered by a better understanding of what TBLT is, some of which are adapted to any classroom situation. Additionally, many language teachers have limited knowledge of implementing TBLT effectively in their classrooms. According to Erlam (2015), many teachers may view TBLT simply as activities involving completing tasks rather than a pedagogical approach involving a principled sequence of task design, implementation, and assessment. She suggests that this may be due to a lack of training and support for teachers in TBLT, as well as a lack of understanding of the theoretical underpinnings and research evidence that support this approach.

From our perspective, TBLT represents an opportunity to promote the teaching of the language in a way that students can see its real use. For us, implementing TBLT in EFL classrooms, where traditional methodology predominates, can have advantages, such as fostering communication and interaction through authentic situations. Thus, we can help our students develop speaking skills and the ability to negotiate meaning and help teachers understand how TBLT works. In addition, the Ministry of Education suggested this methodology to teach English as a foreign language.

3.4.1 Definition of a Task

When implementing the task-based learning and teaching approach, it is imperative to recognize the meaning of tasks as the central concept in this methodology. Willis (1996) defines a task as an activity where the learner uses the target language for a communicative purpose to achieve an outcome. She proposed a taxonomy of seven types of tasks: listing, ordering and sorting (sequencing, ranking, classifying), matching, comparing, problem-solving, sharing personal experiences, projects, and creative tasks.

Nunan (2004) defines tasks as:

a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (p.4).

Nunan (2004) draws upon the definitions given by other experts (e.g., Willis, 1996) of two types of tasks: target tasks and pedagogical tasks. *Target tasks* refer to doing something outside the classroom and in the real world. In contrast, *pedagogical tasks* refer to the tasks students perform inside the classroom and in response to target language input or processing.

Ellis (2009) gives a more thorough definition and writes that for an activity to be called a task, it must meet these criteria:

1. The primary focus should be on ‘meaning,’ indicating that learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances.
2. There should be some kind of ‘gap’ (i.e., a need to convey information, express an opinion, or infer meaning).
3. Learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity.
4. There is a clearly defined outcome other than the use of language (i.e., the language serves as the means for achieving the outcome, not as an end in its own right).

For our study, we adopted a combined definition of *task*. Tasks are communicative activities that allow students to interact and convey meaning. There should be a gap; students should rely on linguistic and non-linguistic resources to communicate. For us, pedagogical and target tasks are relevant and applicable to EFL public school contexts.

3.4.2 TBLT Frameworks

There have been different definitions and frameworks of TBLT throughout the history of language teaching. This section will address the theory underlying this main study’s construct.

3.4.2.1 Ellis’ (2003) TBLT model

Ellis (2003) proposed three phases for his TBLT framework. During the first phase, the result of the task is established, the planning time is regulated, and tasks are developed that will be similar to the ones that the students will have to develop. In the second phase, the students develop the task and are given the established time to finish it. In the final phase, the students report what

they have done to the class, and space is given to reflect on what they have done during the task process.

One of the main criticisms is that the model is too task-driven and lacks a clear focus on language form, leading to insufficient attention to grammar, vocabulary, and pronunciation (Skehan, 2022). Another criticism is that the model may not be suitable for all learners and contexts. Some learners may struggle with the cognitive demands of the tasks or may not be sufficiently motivated by them (Long, 2015).

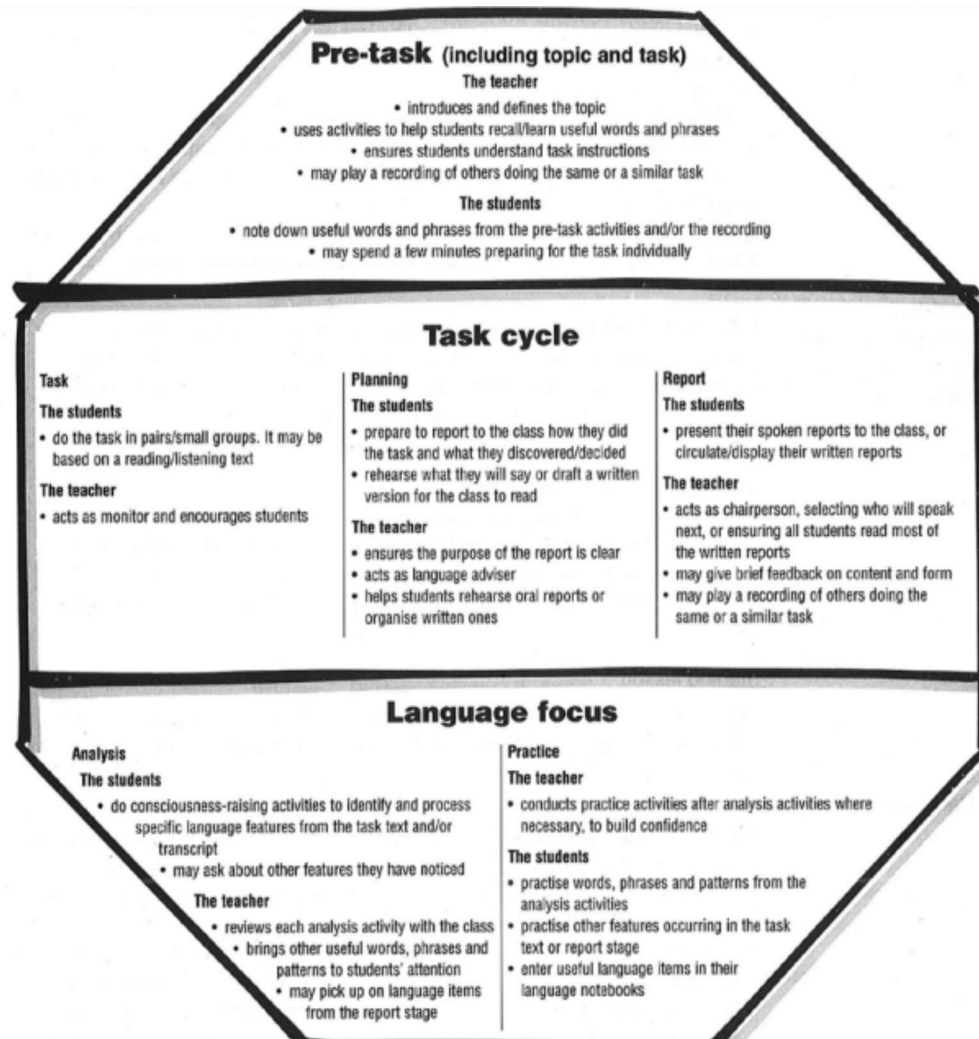
3.4.2.2 Willis' (1996) TBLT framework

Willis' (1996) TBLT framework emerged before Ellis' (2003) and has been the most investigated one. Both authors share similarities and differences in their proposals of TBLT. For example, Ellis views the emphasis on form as a crucial component of TBLT. In contrast, as stated in Willis (1996), no attempt should be made to focus learners' attention on form during the completion of the main task because this will harm their "fluency" (Ellis, 2014).

Regarding similarities, the two versions of TBLT “see tasks as creating contexts for the natural use of language (i.e., where language is treated as a tool rather than as an object for study and where, therefore, meaning rather than linguistic form is primary)” (Ellis, 2014, p. 104)

We considered Willis' framework is more flexible and suitable for our proposal taking into account the students and context needs. TBLT “framework” and “lesson” are not always the same. For example, the pre-task phase could be completed after the conclusion of a prior lesson for a task that would benefit from some autonomous learner preparation. Additionally, the language focus stage might be completed as homework after class so that it could be given the next day. In the implementation of our intervention was relevant to work in that way because the English hours schedule intermittence would not allow us to follow a linear and strict framework (Ellis, 2014). TBLT includes three stages: pre-task, task cycle, and language focus, as depicted in Figure 3.1.

Figure 3.1 TBLT framework



From *A Framework for Task-Based Learning* (Willis, 1996, p. 155). Reprinted with permission.

In the **pre-task stage**, the teacher introduces the task topic and activates the learners' existing knowledge and interest. The teacher provides language input related to the task and may pre-teach some key vocabulary and structures.

The **task cycle stage** involves task, planning, and performance. To achieve the objectives, students must use the target language. The teacher is there to encourage students to participate, which can be done individually or in pairs/groups. In task planning, learners plan how to carry out the task and organize their ideas. The teacher can provide support by giving examples and encouraging the negotiation of meaning. During the task performance, learners carry out the task

using the language they have learned and the language resources available. The task should be challenging and engaging, with a clear outcome.

After completing the task, the learners receive feedback from the teacher and/or their peers; this is ***the language focus stage***. The feedback can focus on the content of the task, the language used, or both. The teacher may also give additional language input to help learners overcome difficulties during task performance. In the language focus stage, the teacher identifies language areas that need to be fostered based on the learners' performance during the task cycle. The teacher provides explicit instruction and practice in these language areas, using examples from the task cycle to help learners see the relevance and application of the language to real-life situations.

Overall, Willis' framework for TBLT emphasizes the importance of meaningful, real-life tasks that challenge learners to use the language authentically, focusing on both fluency and accuracy. So, to improve our students' speaking skills, we wanted to change teaching. Thanks to the implementation of TBTL, Willis provides a clear framework to work on aspects specifically related to the linguistic and communicative features we wanted to explore. This is the main reason for us to select and follow the proposal in this framework. Also, the decision to use the TBLT approach is based on the desire to focus on language as a form of communication and not so much on the grammatical structure, although this will be present. Additionally, under Willis' framework for TBLT and a combined definition of task, we believe suitable and appropriate didactic units can be planned and delivered to the students.

3.5 How to teach and assess speaking from TBLT

As the focus of this research project is the improvement of oral skills through the implementation of TBLT methodology, defining and stating suitable forms of teaching and assessing speaking from the TBLT approach becomes of major importance in this section.

3.5.1 How to teach speaking through TBLT and speaking tasks

Teaching speaking from a communicative view of language involves emphasizing the use of language for communication rather than just for grammar and vocabulary practice. The goal is to develop learners' ability to use the target language effectively in real-world situations. In this approach, language is viewed as a tool for communication rather than an abstract set of rules to be memorized. We implemented Willis' (1996) TBLT framework and different types of target and pedagogical tasks to teach speaking from a communicative view of language.

Other authors provide activities to foster oral skills. For instance, Thornbury (2005) suggests that oral skills development should focus on "language as action," in which learners use the language to accomplish a specific purpose. Learners might work in pairs to plan a weekend trip and present their plans to the class. This activity would require the learners to use the target language to negotiate, make suggestions, and express preferences.

Richards and Rodgers (2014) emphasize the importance of context in oral skills development. Activities should be designed to provide learners with a meaningful context for using the language. For example, learners might work in groups to plan and rehearse a role-play based on a real-life situation, such as ordering food in a restaurant. Harmer (2007) advocates for task-based learning in which learners engage in real-world tasks that require them to use the target language in meaningful ways. In this case, learners might work in groups to create a radio advertisement, requiring them to use persuasive language and work collaboratively. Willis and Willis (2007) suggest that oral skills development should focus on fluency and accuracy. Activities should provide opportunities for learners to practice using the language spontaneously and in context. For example, learners might work in pairs to have a conversation based on a set of prompts, focusing on using the target language naturally and appropriately.

As can be seen, teaching oral skills from a communicative view of language implies applying activities designed to provide learners with opportunities to use the target language in a meaningful context, engage in real-world tasks, and practice using the language fluently and accurately. From the above, we consider TBLT and a range of pedagogical and target speaking tasks appropriate to teaching and assessing speaking. The following section explains how speaking could be assessed from a communicative view, aligned with TBLT.

3.5.2 How to assess speaking from a TBLT view

Brown and Abeywickrama (2019) suggest a holistic approach to assessing speaking, which involves evaluating learners' overall ability to use the language in a communicative context. This approach considers various aspects of performance, including fluency, accuracy, vocabulary, pronunciation, and discourse management, which help to identify the specific skills and abilities that need to be assessed. Thus, choosing an appropriate assessment format is crucial. There are several different formats for assessing speaking, including interviews, role-plays, and oral presentations. The format should be chosen based on the assessment's purpose and the learners' level.

Once the format is selected, using rubrics to evaluate speaking is encouraged. In this case, a rubric can be used to assess learners' performance in different areas of speaking, such as fluency,

accuracy, vocabulary, pronunciation, and discourse management. The rubric should include clear descriptors of different levels of performance, from beginner to advanced, and provide a framework for evaluating learners' progress over time (Brown & Abeywickrama, 2019). In our study, an analytic scoring rubric is suitable because it assesses speaking performance through several facets and provides evidence of students' strengths and weaknesses in speaking. Rubrics can be used in the classroom and provide feedback to students and teachers. Students should receive feedback on their performance, including strengths and areas for improvement. This feedback should be specific, constructive, and actionable and include suggestions for further development. In this way, using the assessment to inform teaching will be of great support. Teachers can use the assessment data to identify areas of weakness and develop targeted teaching strategies to help learners improve their speaking skills.

3.6 Concluding remarks

Throughout this chapter, we discussed the theoretical foundations of our investigation. We chose the TBLT methodology because it entails teaching the language through meaningful, communicative tasks and helps foster EFL learners' speaking skills. Speaking skills refer to the ability to use oral language effectively. Through speaking, students can develop their communicative competence, understood as the ability to use language effectively in a variety of communicative contexts. It involves the linguistic, strategic, sociolinguistic, and pragmatic competences that can be assessed through tasks and scoring rubrics. Therefore, to teach and assess speaking from TBLT view, activities should be designed to provide learners with opportunities to use the target language in a meaningful context, engage in real-world tasks, and practice using the language fluently and accurately. An analytic scoring rubric can take into account learners' overall communicative ability. This involves evaluating learners' performance in different areas of speaking, such as fluency, accuracy, vocabulary, pronunciation, and discourse management, and providing constructive feedback to inform teaching and learning.

Chapter 4. Research Methodology

To identify the effectiveness of TBLT in the development of EFL learners' oral skills, as seen in their scores and perceptions, it was necessary to implement a research methodology that provided both qualitative and quantitative perspectives. The following chapter describes the research site and participants first to understand the context of the study. This is followed by the research method, data collection methods, procedures and analyses, validity and reliability, and ethical considerations.

4.1 Research site and participants

The study was developed in a public school in Cali, Colombia, since our participation as observers in the classroom's research course showed shortcomings in students' English Oral skills.

4.1.1 Research site

This investigation was carried out in "José María Vivas Balcazar" public school, stratum 2, specifically in "Fernando Velasco " headquarters. Due to the fact that the school's main building was being remodeled, the institution had to make some adjustments so that students from the main campus could receive classes at the aforementioned location. This place features a poor technological structure, which hindered the classes' development. As part of the equipment, there was one video beam and 12 laptops for 220 students, no wireless connection, and neither audio equipment nor systems. On the other hand, we found small classrooms for large groups, with barred windows without glasses which did not isolate the noise of the surroundings.

We also identified that the institutional educational project (PEI) just mentioned foreign languages in one of the teaching goals, proposing for 2020 to have bilingualism implemented projects which had not been the case until the research finished. The PEI did not establish a methodology to follow regarding teaching English. Also, the English course syllabus was being updated, for this reason, the English teachers planned their classes based on documents from other institutions where they had worked before. These limitations affect the teaching and learning of English since the teaching practices are not adapted to the current reality, there is no unanimity in the learning objectives of the students, and there is no clarity in the methodologies being used. In conclusion, the absence of updated institutional documentation to guide the course programs was one of our main challenges in planning and developing the English classes.

There were 3 hours assigned for English class per week (50 minutes each). Nevertheless, one of the three hours was scheduled on Mondays. In Colombia, we have many holidays, unlike other Countries. The students did not attend the classes scheduled on holidays, so these hours were missed. Permission for conducting the research in this school was granted by the school principal ([Appendix 1](#)). Consent forms were also obtained from the teacher- and student-participants ([Appendices 2 & 3](#)).

4.1.2 Participants

The group chosen for the intervention was tenth grade from the afternoon shift. We decided to work with tenth graders in a public school because these students should have a good English language level. This group had 36 students in the classroom. For the study, we present the data of 23 students who completed all the tasks and research procedures. There were twelve boys and eleven girls, whose ages ranged from fourteen to nineteen years old. According to the placement test carried out at the beginning of the investigation (see section 4.4.4.1), the students' English language level showed that most of them were placed into the A1 and A2 levels (73,91%) in the CEFR. According to the Colombian language policies, this population should demonstrate a B1 level in the CEFR. Moreover, the students should have a basis for reading and writing skills. We decided to focus on oral skills to reinforce a more communicative perspective of the use of the language for these students.

The English teacher also participated in the study as an observer since he was present in the classroom during the intervention analyzing the progress and reactions of the students to the methodology and the evolution they had regarding their oral skills. He was interviewed to provide information about students' initial performance and progress. He graduated from a public university in 2015, and from that moment, he began to teach in public and private institutions until now. The teacher manifested that he implemented communicative tasks; however, our observations identified a predominant focus on vocabulary and grammar exercises based on a textbook.

As students from a public university, we felt the commitment to give back some benefit to the public education population in our immediate context. In this case, we wanted to contribute to increasing the English level and show different teaching and learning perspectives.

4.2 Research approach

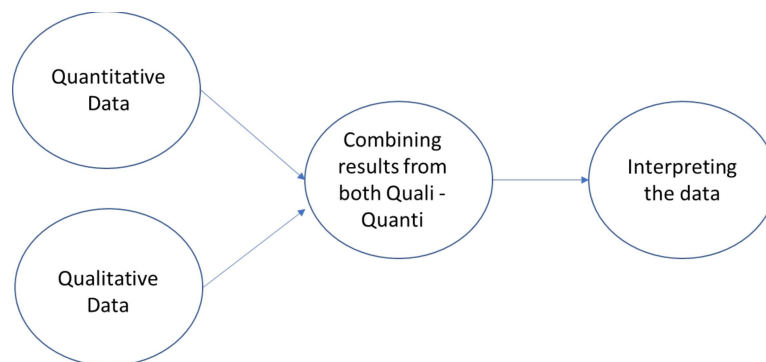
We implemented a mixed-method research approach to investigate how TBLT improved our students' oral skills. Mixed methods is "an approach to inquiry involving collecting both

quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks” (Creswell & Creswell, 2018, p. 44). We adopted this research methodology because, as the authors said, integrating qualitative and quantitative data yields additional insight beyond the information provided by either the quantitative or qualitative data alone. This methodology also aligns with our views of understanding and solving a language-teaching-related problem from different perspectives.

4.3 Research design

We conducted a convergent-parallel design that collects quantitative and qualitative data concurrently, analyzes them separately, and then interprets the results together. The quantitative and qualitative data gathered are of equal weight and are used to triangulate the findings to provide a more comprehensive understanding of the research question (Creswell & Creswell, 2018). Figure 4.1 summarizes the research design.

Figure 4.1 Convergent-parallel mixed-methods research design



The quantitative perspective of the study consisted of test scores used to compare students’ performance before and after the TBLT implementation. This comparison helped to identify students’ development of oral skills across five facets of speaking (task fulfillment, interaction and communication, pronunciation and fluency, vocabulary, and grammar) and the effectiveness of TBLT. On the other hand, in the qualitative part, we conducted action research to carry out the TBLT cycle. We gathered data on students’ perceptions of their level of oral proficiency and the usefulness of TBLT. According to Burns (2022),

Action research is the combination and interaction of two modes of activity – action and research. The Action is located within the ongoing social processes of particular societal contexts, whether they be classrooms, schools, or whole organizations, and typically involves developments and interventions into those processes to bring about improvement and change. The research is located within the systematic observation and analysis of the developments and changes that eventuate in order to identify the underlying rationale for the action and to make further changes as required based on findings and outcomes (p.289).

4.4 Research procedures and data collection methods

Table 4.1 depicts the data collection methods, purposes, and analyses during this study's diagnostic, intervention, and evaluation stages.

Table 4.1
Data Collection Methods, Research Questions, and Data Analysis

Research Question	Data collection methods	Purpose	Data Analysis
RQ1 What are the students' needs regarding speaking skills?	- Students' initial perception questionnaire - Teacher's initial interview - Researchers' observations - Placement test - Pre-test	- To know about the teacher and participants' English oral perceptions. - To know about students' knowledge, weaknesses, and needs. - To know about learners' English language level. - To evaluate participants' initial speaking ability.	- Content Analysis - Descriptive and inferential statistics (paired-samples <i>t</i>-test)
RQ2 What is the effect of TBLT on tenth graders' oral performance, as seen in the overall and analytic scores?	- Oral communicative tasks following Willis's phased - Pre- and post-tests on oral performance - Analytic scoring rubric - Researchers' diaries - Teacher's final interview	- To develop students' oral skills - To compare the outcomes in students' oral performance and the impact of TBLT from a Quan perspective - To follow and evaluate the students' communicative process and the impact of TBLT from a Quan perspective	- Descriptive and inferential statistics (paired-samples <i>t</i>-test) - Content analysis
RQ3 What are the students' perceptions of oral performance and usefulness of TBLT before and after TBLT?	Students' final perception questionnaire	To know about students' perceptions of oral performance and the usefulness of TBLT before and after the intervention	Content Analysis

4.4.1 Diagnostic stage

This phase consisted in identifying the students' needs regarding their oral skills. In doing so, we identified the students' level of English proficiency through an online placement test. We implemented an initial questionnaire for the students and an initial interview with the teacher to identify the student's previous knowledge, weaknesses, interests, and needs. After that, we

implemented a pre-test with a communicative speaking task and analytic scoring rubric on oral performance to identify the students' initial oral skills.

4.4.1.1 Placement test

A placement test could serve the purpose of a data collection method used to determine a learner's current level of proficiency in a language (Hughes, 2003). This type of test is typically administered before a course of study begins and is used to place the learner in the appropriate level of instruction. A placement might assess the learner's skills in various language domains, such as reading, writing, listening, and speaking. In our investigation, the placement test was taken from the EF Education First website <https://www.efset.org/quick-check/>, in which they propose a fifteen-minute placement test. The reason for choosing this test was the limited time we had in each class with the group of students and the lack of computer access so that the students could sit the test. The placement test consisted of 20 questions equally divided into reading and listening. For both sections, students were to choose multiple-choice questions to complete spaces or answer a question. The results were reported based on the CEFR levels.

4.4.1.2 Initial perception questionnaire

An initial perception questionnaire was about students' needs, perceptions of oral performance before TBLT, and preferences for topics, speaking tasks, resources, and assessment. According to Creswell and Creswell (2018), a questionnaire consists of questions or statements to which individuals respond. It is used to collect data from a sample of people on various topics and issues. The questionnaire can be administered in different formats, such as paper-and-pencil, online, or via telephone. It consisted of 30 questions distributed into four sections: academic information, motivation to learn English, performance in the language, and assessment ([Appendix 4](#)).

The questionnaire was designed by the researchers and revised by the supervisor and another lecturer who provided recommendations to improve the instrument. Before applying this questionnaire, we piloted it with three students from other schools to know if the questions were clear and easy to understand. It was administered in the second period of the school year before the intervention started. It took place in the computer room since it was online. The group had to be divided into two because the school had only fifteen computers. While the teacher stayed with half of the class, the researchers administered the questionnaire.

4.4.1.3 Pre-test using an oral communicative task

In this initial stage, we designed a communicative task to collect data about the students' oral skills. The task was aligned with the Basic Learning Rights for tenth grade (MEN, 2016), as the students need to get familiar with topics related to this grade. This requires a good design of materials and task sequences. As Willis (1996) explains, communicative tasks are activities where the students use the target language to reach or demonstrate communication, and errors are seen as a natural part of the learning process.

For this pre-test activity, the task was adapted by the researchers and reviewed by the supervisor. In this task, the students were divided into groups of three. Each group member had a specific task or role during the activity, which was oriented to give directions with help from a map. This pretest aimed to assess the students' ability to express themselves when giving, receiving, and asking for directions. The basis for designing this pre-test was the Suggested Curriculum and the B1 level because it is supposed that tenth graders must have that level. If they did not have it, we would have focused on reinforcing it, otherwise on improving it. ([See Appendix 5](#)).

4.4.1.4 Analytic scoring rubric

According to Brookhart (2013), an analytic rubric is a type of scoring guide that breaks down the components of a complex task into discrete parts or criteria and provides specific descriptions or levels of performance for each criterion. These rubrics typically consist of criteria for the task along one axis and the levels of performance or achievement along the other axis. Each cell in the table describes the level of performance for a particular criterion.

An analytic scoring rubric was devised to assess students' performance in the pre and post-tests systematically. We took into account the following criteria: **task fulfillment** (giving and asking for directions effectively), **pronunciation and fluency** (natural and clear speech, controlled hesitation), **interaction and communication** (conveying meaning and exchanging ideas), **vocabulary** (the range of words used), and **grammar** (control of structures for the task). Five performance levels were specified in the rubric, ranging from low to superior performance. A scoring scale from 1,0 to 5,0 was included in the performance levels, 4,6 to 5,0 for superior performance, 4,0 to 4,5 for high performance, 3,0 to 3,9 for basic performance, and 1,0 to 2,9 for low performance ([see Appendix 6 for more details](#)).

We consider that analytic rubrics are useful for data collection in educational settings because they allow for more detailed and specific feedback on a learner's performance. They could make it easier for teachers and evaluators to identify areas of strength and weakness and to provide

targeted feedback to learners. This rubric was adapted from the curriculum suggested and revised by an expert in the field.

The students worked in groups, but they were assessed independently. Each of them obtained a score from the two researchers considering their performance in the oral presentation. The scoring was made in-situ and there were no high differences between the two raters' scoring.

4.4.1.5 Interview with the Teacher

Yin (2014) defines an interview as “a purposeful conversation between two or more people that is intended to elicit information that is related to the research question” (p. 116). Yin (2014) emphasizes the importance of developing an interview protocol, or a structured list of questions, to ensure that the interviewer asks consistent questions of all participants. The author also notes that interviews can take on different forms, including structured, semi-structured, and unstructured, depending on the level of guidance provided to participants.

The perceptions of the teacher in charge of the group were of great importance to us because, as the main agent of the classroom, he can provide additional information about the natural setting and participants' behavior and provide a clear view of the strengths and issues the students' face when they speak English. This is why we decided to interview him to know his opinions and perspectives on various aspects, such as the type of activities implemented, the methodology used, and the materials and students' preferences towards these materials. The interview was conducted in English and led by one researcher at the beginning of the study on May 31st, 2022, for half an hour. The Interview format has 21 questions divided into four categories (Background information, teaching practice perception, methodology, and resources and assessment). ([See the interview protocol in Appendix 7](#)).

4.4.2 Intervention stage

In the intervention stage, we designed two TBLT cycles but implemented one. During approximately eight weeks and with a design of twenty-one hours of implementation, the lessons were oriented to foster the different skills in the classes, focusing mainly on oral skills. TBLT lessons. We also gathered information about students' progress through our journals.

4.2.2.1 TBLT lessons

Implementing TBLT to improve students' oral skills required careful planning and design of the different stages that Willis (1996) proposes. The topic chosen was *sports*, considering the

students' preferences and likes manifested in the initial questionnaire. This topic was also easily aligned with the Basic Learning Rights (MEN, 2016) proposed in the national curriculum.

Two cycles were planned for the implementation of TBLT with the participants, following Willis' (1996) framework ([see the lesson plan sample in Appendix 8](#)):

- Pre-task: To introduce the topic, help students understand instructions, and prepare for the task.
- While the task: To do the task and prepare to report how they do it orally.
- Post-task: To focus on language and do further practice.

Cycle one included a pre-task in which students were familiarized with the topic and related vocabulary (different types of sports). The task was about gathering and presenting information about students' sports preferences. This initial phase carried out tasks, including reading and listening comprehension. As part of the preparation for the main task, the students read a document that showed basic statistics about population physical activity engagement, so they could have a model to follow for collecting, analyzing, and presenting data. For the task phase, the participants had to get into groups and think of two questions about sports interests and curiosities they would like to know from their partners. These questions should be inserted into a survey pre-designed by the researchers. In the post-task, students had to present the results of their findings about their partners' answers. They also had to design a poster using graphs to report the information gathered. Feedback was provided to each group about their performance and achieving the proposed objectives

For the second cycle, our participants had to find out about a sport they liked during the pre-task phase. They had to exchange the information they collected through specific questions by taking turns. With the information gathered, we implemented the task phase, in which the students designed a flyer with materials they could bring to the class. The teacher-researchers provided a flyer model, so the students could better understand the final product they would hand out. As part of the post-task phase, the students had to share their creations with the class and receive feedback again. Unfortunately, cycle two of the implementation could not be undertaken due to different situations that affected the normal course of the classes (e.g., classes were interrupted to give general information about the school, and students took quite a long time to settle in the classroom, holidays, etc.).

4.2.2.2 Journals

Our teaching journal was a critical instrument for documenting the implementation of TBLT to improve the students' oral skills. Creswell and Creswell (2018) suggest using journals to collect qualitative data in a mixed-methods study. They describe journals as “a written record of observations, experiences, and reflections that a researcher keeps over a period of time” (Creswell & Creswell, 2018, p. 245). These authors also note that journals can be used in a variety of ways, such as to document fieldwork experiences, record personal thoughts, and reactions, or collect data from study participants. The journal has eight entries, and its format is divided into two parts. One is the description on-site. In this part, we described the details and experiences lived during observation. On the other side, we provided our reflections and perceptions of each intervention. Both researchers wrote the journals. ([See Appendix 9](#)).

4.2.3 Evaluation stage

Once the TBTL methodology was carried out in the lessons to improve students' oral skills, we needed to move to the evaluation phase. This last implementation stage compared the post-test to the results of the pre-test and students' final questionnaire. In addition, a teacher's final interview was conducted to complement the data collected on the tools mentioned before. It was important to know the teacher's impressions about TBLT implementation and his thoughts on the evolution in Student's Oral skills.

4.2.3.1 Post-test using an oral communicative task

The post-test included a communicative task similar in complexity to the pre-test oral task ([Appendix 10](#)). The task was about giving and asking for directions to attend a sporting event. The students had to recreate a situation where a tourist is looking for the official location to watch a specific sport and is interested in obtaining a ticket. The students had to be divided into groups of three participants. They were assigned a specific role for the task. Richards and Rodgers (2014) point out that oral communicative tasks might include role-playing a conversation in a restaurant, conducting a job interview, or discussing a current event. These tasks are often interactive, requiring learners to listen and respond to their peers. They may involve various communication strategies, such as negotiation and clarification, to help learners successfully convey their intended meaning during the activity. This time, the students had to follow the teachers' instructions to present their role play. Three situations were provided to the participants in order to have more variety in the presentations.

4.3.2.2. *Final perception questionnaire*

The perceptions of our participants were key to understanding the effectiveness of TBLT in improving their oral skills. Therefore, a final questionnaire ([see Appendix 11](#)), containing eight questions, was designed to collect information about students' feelings and reactions toward the TBLT sessions and perceptions of participation and improvement of proficiency level across several speaking aspects. We considered asking about the materials, activities, and assessment proposed in the lessons relevant to identify their positive and negative aspects. The questionnaire was designed based on the initial one and revised by our supervisor, who helped us modify and organize the questions to gather relevant information. It was administered online and sent through the mail to each participant.

4.3 Data analysis

4.3.2 Analysis of quantitative data

The quantitative data analysis was carried out following Pallant's (2016) assumptions of the paired-samples t-test. According to Pallant (2016), a paired-samples t-test is a statistical test used to compare the means of two related groups of data. The data from each group is paired, meaning that each observation in one group is matched or linked to a corresponding observation in the other data group. The paired-samples t-test is commonly used in research studies where the same participants are measured before and after an intervention or where two related conditions are being compared. In our study, the corresponding groups of data were taken from the pre-test and the post-test oral communicative tasks carried out with the students before and after the TBLT implementation.

Assumptions for the paired-sample test include that the data is normally distributed, the paired observations should be independent of each other, and there should be no outliers in the data. If the data violates these assumptions, the Wilcoxon signed rank non-parametric alternative test may be needed. We checked the assumptions for the paired sample t-test:

- The dependent variable was continuous: test scores from pre- and post-tests.
- The independent variable was the TBLT intervention.
- The observations belonged to the same individuals ($N = 23$).
- The dependent variable should be approximately normally distributed: we had 12 sets of data, of which four sets had a non-normal distribution, according to the Shapiro-Wilk statistical test for testing normality. The dependent variable should not contain any outliers: there were 17 outliers in the whole set of scores (276 scores).

As our data violated the assumption of normality and outliers, we ran the non-parametric Wilcoxon signed rank test to confirm the results of the paired samples t-test. Since the results were similar, we decided to report the results of the paired samples t-test because it is more powerful than its non-parametric counterpart (Pallant, 2016). ([See the assumptions in Appendix 12](#)).

We ran a series of six paired samples t-tests across five analytic components and the overall scores between the pre and post-tests to identify whether there were statistically significant differences in the students' performance before and after the TBLT implementation. We set the alpha value (0.05) as the significance level (Pallant, 2016). The quantitative analyses were run on Langtest (<https://langtest.jp/>), a free web application for conducting quantitative analyses. Figure 4.2 depicts how quantitative data were input into an Excel spreadsheet to run the paired-samples t-tests.

Figure 4.2 Sample of quantitative data analysis

Studentcode	Placementstestlevel	TaskFulfillmentLina	TaskFulfillmentLizeh	TaskFulfillmentscore	InteractandcommLina	InteractandcommLizeh	Interactandcommmscore	PronuncandfluLina	PronuncandfluLizeh	PronuncandfluScore	GrammarLina	GrammarLizeh	Grammarscore	VocabLina	VocabLizeh	Vocabscore
1	A1	2.8	2.5	2.7	3.0	3.0	3.0	3.5	3.0	3.3	3.5	3.5	3.5	3.5	3.0	3.3
2	B1	2.9	3.0	3.0	3.0	2.0	2.5	2.5	2.5	2.5	3.0	2.5	2.8	3.0	2.5	2.8
3	A2	2.5	3.0	2.8	3.0	3.5	3.3	3.0	3.0	3.0	2.5	3.5	3.0	3.0	3.5	3.3
4	A1	2.0	2.5	2.3	3.0	2.5	2.8	2.5	2.0	2.3	3.0	2.0	2.5	3.0	2.0	2.5
5	B2	2.9	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
7	A2	2.5	2.5	2.5	3.0	2.5	2.8	3.5	2.5	3.0	3.0	2.5	2.8	3.0	2.5	2.8
9	A1	2.0	2.0	2.0	3.0	2.5	3.0	3.5	3.0	3.3	3.5	3.0	3.3	3.0	3.0	3.0
8	B2	4.5	4.0	4.3	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
11	A2	2.0	1.0	1.5	1.0	1.0	1.0	1.0	1.0	1.0	1.5	1.0	1.3	1.0	1.0	1.0
13	A1	3.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	3.5	4.0	3.9	4.0	4.0	4.0
15	A1	2.5	2.0	2.3	3.5	3.5	3.5	3.5	3.5	3.7	3.5	3.0	3.3	3.5	3.5	3.5
17	A1	3.0	3.0	3.0	4.0	3.5	3.8	4.0	4.0	4.0	4.5	4.0	4.3	4.0	3.5	3.8
19	A1	1.5	1.5	1.5	1.5	1.5	1.5	2.0	1.5	1.8	1.5	1.0	1.3	1.5	1.0	1.3
20	A2	1.5	1.5	1.5	2.0	1.5	1.8	2.0	1.5	1.8	1.0	1.5	1.3	1.5	1.5	1.5
21	B1	2.9	3.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	3.0	3.5	3.3	3.5	3.5	3.5
23	A1	2.0	2.5	2.3	3.0	3.0	3.0	3.0	2.5	2.8	2.5	2.5	2.5	3.0	3.5	3.3
25	A2	2.5	2.0	2.3	3.0	3.0	3.0	2.0	2.5	2.3	3.0	3.0	3.0	3.0	3.0	3.0
26	B2	1.5	1.0	1.3	2.5	3.0	2.8	3.0	2.5	2.8	1.0	2.0	1.5	2.5	3.5	3.0
27	A1	1.5	2.0	1.8	3.0	3.0	3.0	2.5	2.0	2.3	3.0	2.0	2.5	3.0	3.5	3.3
28	B1	3.0	2.5	2.9	3.5	3.0	3.3	3.5	3.0	3.3	4.0	3.0	3.5	4.0	4.0	4.0
29	A2	1.5	1.5	1.5	1.0	1.5	1.3	1.5	1.0	1.3	1.0	1.5	1.3	2.0	2.0	2.0
31	A2	3.0	3.0	3.0	4.0	4.0	4.0	4.0	3.5	3.8	4.0	3.5	3.8	4.0	4.0	4.0
35	A2	3.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	3.5	3.5	3.5	4.0	4.0	4.0

4.3.3 Analysis of qualitative data

To analyze the qualitative data gathered in implementing TBTL, we considered content analysis a suitable data analysis approach. Content analysis is used in qualitative research to analyze and interpret textual, visual, or audio data. According to Krippendorff (2013), content analysis involves systematically identifying, coding, and categorizing patterns in data to draw meaningful inferences or conclusions. It is often used to examine the themes, trends, and meanings present in textual data, such as interviews, articles, social media posts, or other forms of communication. It helps explore patterns in opinions and attitudes expressed in the data or analyze how specific themes or concepts are represented.

Qualitative data, gathered from interviews with the teacher, researchers' field notes, and students' answers in the initial and final questionnaires, were analyzed following this approach. Therefore, trends were identified in the data collected separately, thanks to the coding of the information. The pre-established categories were then nourished with this data in order to report the

results of this investigation, showing agreement among the data provided in the sources and the perceptions from the researchers during these analyses. They were collected in a Word format and were categorized using colors. Figure 4.3 depicts a sample of the qualitative data analysis.

Figure 4.3 Sample of qualitative data analysis

• To recognize implicit information in oral texts related to sports. Actividades desarrolladas: Recognizing general and specific information from a conversation. Discussion on sport's preferences and importance in life. Formas de evaluación: Informal assessment: Discussion.	El salón no contaba con parlantes o herramientas que amplificaran el sonido, nosotras intentando prever esta problemática llevamos parlantes, aunque el volumen que aportaban seguía siendo un poco bajo y el contexto no ayudaba pues había ruido fuera del salón de clase, sin embargo, los estudiantes estuvieron muy callados y lograron retener mucha información pues al preguntar recibimos muchas respuestas acertadas. La gran mayoría en español. Evidenciamos que el grupo tiene buen nivel en la habilidad de escucha, ya que en su mayoría respondieron de forma verbal y acertada a las preguntas de comprensión. También evidenciamos que los estudiantes se animaban a participar cuando se les recorda su esfuerzo por entender y participar en la discusión, sin embargo, todavía requieren de mucho refuerzo en la pronunciación y estructuras de las oraciones Como el tiempo fue reducido por lo mencionado anteriormente entonces dejamos el resto de preguntas de comprensión para la siguiente clase.
Participation	
Students' English Performance	
Motivation	
Students' attitudes towards de activity	
Time	
Materials	

4.4 Validity and reliability

Validity and reliability are two important concepts in research that ensure the quality and accuracy of the data collected.

4.4.1 Validity

Creswell and Creswell (2018) define validity as the extent to which a research instrument accurately measures the concept or construct intended to measure or investigate. If the research instrument is not measuring what it claims to measure, then the results obtained from the instrument may not be valid and cannot be used to draw appropriate conclusions. In our case, the questionnaires, pre, and post-tests were designed drawing on TBLT theory to measure the

effectiveness of TBLT in the oral skills of the participants. The following types of validity are described according to Creswell and Creswell's (2018) conceptual framework.

Face validity is the extent to which an instrument used in the research process appears to measure what it is intended to measure. The pre and post-tests included factors such as fluency, using structures, and exchanging ideas, which are crucial aspects to determining a message's successful delivery when speaking in a language. **Content validity** refers to the degree to which items and questions represent the concepts the research is based upon. Guiding concepts such as TBLT and oral skills were included in the design of the items to gather data through the different instruments. **Construct validity** ensures that the research instrument measures the concepts of interest and that the results obtained from the instrument are meaningful and useful. In this investigation, oral skills were taught and assessed based on a communicative view of language ability aligned with the TBLT methodology. **Internal validity** refers to the extent to which a research study accurately measures the relationship between variables or accurately tests a hypothesis. Ensuring internal validity is important because it helps minimize the possibility of alternative explanations for the study results. The current research attempted to demonstrate and support the effectiveness of TBLT in improving oral skills that the literature review constantly proved, carried out under a mixed-approach design. **External validity** refers to the extent to which the results of a study can be generalized to other populations and settings. To maximize external validity in our mixed-method research design, we had to be thoughtful in the sampling strategies, contextualize the results, and use multiple methods (e.g., questionnaires and tests). However, our sample size was small ($N = 23$), so we cannot generalize our results to a bigger population.

4.4.2 Reliability

Reliability in a mixed-method research design refers to the consistency and stability of the findings obtained through multiple data collection methods (Creswell & Creswell, 2018), as in this case, the different sources and instruments used. It is important to ensure reliability because it helps to establish the credibility and trustworthiness of the findings. In this case, the triangulation of the data collected from the participants and the various methods employed made this research highly reliable. We run inter-rater reliability on the global and analytic scorings to provide evidence of the reliability of scoring in the tests. As seen in Table 4.2, the two raters (the researchers) shared a common understanding of the rubric and awarded reliable scores to students. Likewise, we analyzed the qualitative data independently and together to agree on our understanding of the data and coding process.

Table 4.2
Inter-rater reliability scoring

Speaking aspects	Number of students	Raters	Kappa pre- test	Kappa post- test
Task Fulfillment	23	2	.87	.92
Interaction and communication	23	2	.88	.94
Pronunciation and fluency	23	2	.91	.93
Grammar	23	2	.90	.74
Vocabulary	23	2	.90	.72
Overall scores	23	2	.92	.90

Note: Criteria (Strength of agreement): < 0.20 Poor; 0.21–0.40 Fair; 0.41–0.60 Moderate; 0.61–0.80 Good (Substantial); 0.81–1.00 Very good (Almost perfect)

4.5 Ethical considerations

When conducting an investigation with underage participants, it is important to consider the ethical implications and potential risks associated with the research. Creswell and Creswell (2018) discuss the importance of ethical considerations in research, particularly when conducting research with vulnerable populations. They emphasize the need for researchers to be sensitive to the participants' needs and ensure their rights are protected throughout the research process. They also provide guidelines for maintaining the confidentiality and addressing the risk of harm.

Before data collection started, we collected consent forms for all the participants, in which personal information was compiled, and permissions for the interventions were requested. In the format and questionnaires for the students, we also clarified that their data would be protected and exclusively used for academic purposes. The participation of the teacher and the students were also voluntary. The students were indeed informed that they could withdraw from the research at any point without any penalty. The research did not pose any physical or psychological harm to the participants. Unlike quasi-experiments that implement experimental and control groups, our study implemented a repeated measures design in which the same group of participants was exposed to the intervention and received the same treatment.

4.6 Concluding remarks

The implementation of TBLT to improve oral skills in our participants required careful execution, as well as a trustable form of proceeding. This is why a mixed-method research design was selected, to obtain reliable results from different sources and instruments. Therefore, we could find a way to explore the achievement of this research objective through a distinct perspective from the studies that had been undertaken in the national and local contexts.

Chapter 5. Findings and Discussion

Once data collection and analysis were completed through the convergent-parallel approach, it was possible to identify that the students were able to demonstrate improvement in their speaking skills. Additionally, motivation, participation, and engagement in the activities were also promoted through the different lessons. Finally, the students' perceptions regarding their proficiency level and their abilities in the language improved thanks to the implementation of the TBLT methodology in the English classes. This section aims to report the research results and answer our three research questions. We also discuss our findings and make connections with the theoretical framework and previous empirical research previously described.

5.1 What are the students' needs regarding speaking skills before the TBLT intervention?

To identify students' needs regarding speaking skills, we collected data from a students' initial questionnaire, the teacher's initial interview, a communicative activity (Pre-test), and class observations. The analysis of the teacher interview, questionnaires, researchers' class observations, and rubrics revealed that the primary needs that the students faced in the English classes before the implementation of the TBLT methodology were related to the oral use of the target language. Besides speaking, other students' needs included low levels of interaction and pronunciation, low level of proficiency in English, and lack of motivation in classes, as presented below.

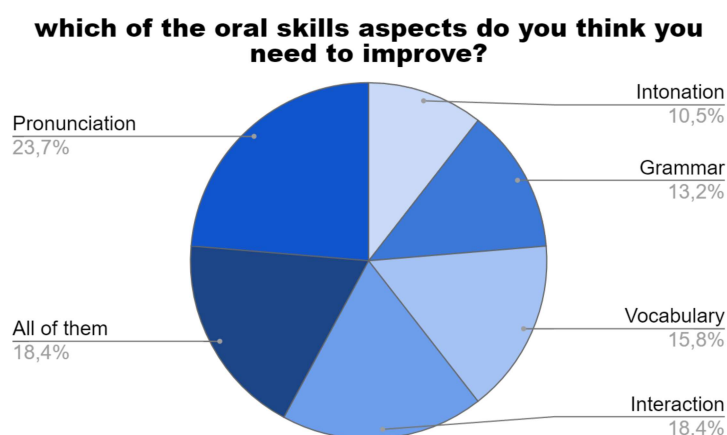
5.1.1 Low levels of interaction and pronunciation

During the initial interview with the teacher, he commented that “the most difficult skills for students are speaking and writing [...]; they have a lot of difficulties in writing short sentences [...] Speaking is like torture or something. They reject speaking” (Initial Interview with the Teacher, May 2022).

In the first stages of this investigation, the students' low level of interaction and pronunciation was evident. “La estudiante describe a su novio, sin embargo, lo hace con un tono de voz demasiado bajo, muy rápido y sin poder siquiera decir: my boyfriend is beautiful, sin leer el cuaderno y sin errores de pronunciación” (Class observation 3, April 2022). The students were not able to articulate sentences on their own, and making them actively participate was quite difficult. They usually speak in Spanish and request that the activities be developed in their mother tongue (journal 4, September 2022). Additionally, when speaking activities were proposed, students

seemed afraid of speaking in public (Initial Interview with the Teacher, May 2022). The fact that students did not speak in English might be due to the little exposure to the language, the lack of oral practices, and the focus on written exercises; therefore, their English level was too low to understand or be understood. Figure 5.1 shows the results of the initial questionnaire when the students were asked about their oral performance perception, they recognized that the aspects they needed to work on more were interaction and pronunciation.

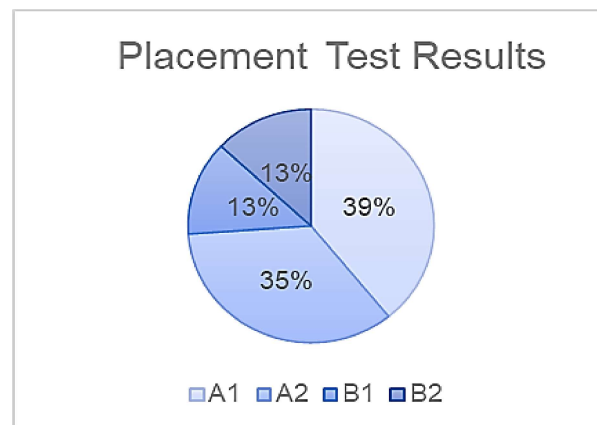
Figure 5.1 Students' initial perceptions of their needs in their oral performance



5.1.2 Low level of proficiency in English

From the placement test results, we could identify that the students' proficiency level was low. The students were supposed to demonstrate a B1 level. It means that they should be able to talk about their daily routine, interact with questions and answers related to personal aspects, express likes and dislikes, communicate with each other about family issues, and describe themselves, people, and the environment (places). However, most students demonstrated an A1 level (74%). Only 26% of the students obtained results in the intermediate level B1 (3 students) and B2 (3 students). It means that they were unable to speak spontaneously about familiar topics. Figure 5.2 shows the low language proficiency results obtained by the participants in the placement test implemented at the beginning of the process.

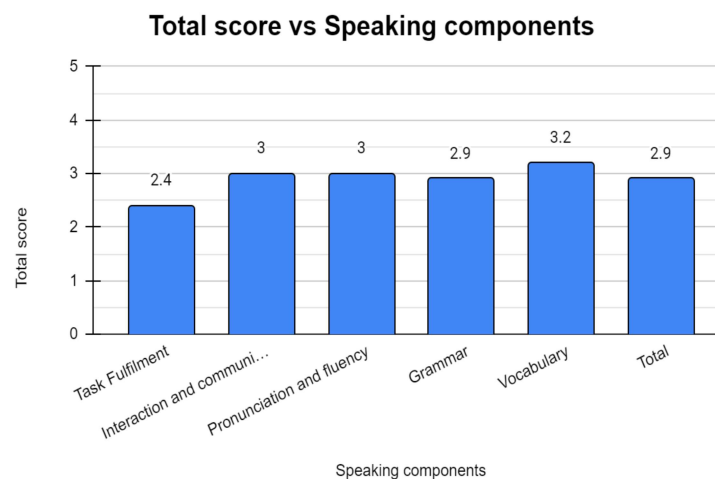
Figure 5.2 Results of the Placement Test



The results of the test were quite interesting, given that the teacher affirmed that the strength of the students was mainly in vocabulary and reading since “they have strong vocabulary background and their reading skills are good enough to comprehend some texts” (Initial Interview with the Teacher, May 2022). This result is interesting because the placement test focused its initial part on reading and vocabulary, but only six students got an average result.

We evidenced similar results to the teacher’s perceptions of students’ strengths and the pre-test task results (Figure 5.3). In the pre-test, students had to recreate a situation where a person is lost and seeks help to get to a place in the city. The results from the analytic rubric scoring showed that the students did not even score 3,0 (passing mark) in the total grading. The students got 2,9 on average (failing mark). However, students showed a good performance on vocabulary (3,2), interaction and communication (3,0), and pronunciation and fluency (3,0). On the contrary, grammar (2,9) and task fulfillment (2,4) obtained the lowest scores.

Figure 5.3 Pre-test oral task results



The pre-test results confirm that students' strength was associated with vocabulary. It could be that the topic was not entirely unknown to students as it was related to an everyday situation. Also, teachers' instruction based on vocabulary influenced these results. Hence, vocabulary was easy for them. It could also be that the placement test contained unfamiliar topics to students, which is why they did not do well on that test. On the other hand, as grammar involved the accuracy of linguistic structures and task fulfillment involved spontaneity, the students failed at producing the expected outcomes.

5.1.3 Student's negative attitudes and lack of motivation toward English learning

Before implementing task-based language teaching, qualitative data showed that students' negative attitudes in class hindered improving their oral performance. The following extract from the researchers' class observations shows that students were not willing to participate in the activities proposed by the teacher. The students had disruptive attitudes, which interfered with learning:

Se evidencia desinterés por parte de los estudiantes hacia la clase de inglés, en su mayoría los estudiantes hablan cuando el profesor explica o los demás están viendo sus celulares. Hay mucho desorden, es un ambiente muy difícil para el aprendizaje. (Class observation, April 2022)

Similar evidence was found in the teacher's initial interview. The teacher stated that of over thirty-six students, just five demonstrated motivation toward the class; the rest presented excuses, such as I don't know how to speak, I don't speak English, among others (Teacher's initial interview, May 2022). Apathy towards the language does not allow knowledge to flow, which means that it is a factor that affects the good development of the class and the ability to learn. The absence of students' participation in the English class activities was one of the barriers for students to develop their speaking skills. The results from students' initial perception showed that their class participation was low despite their effort (70% of students). The most common comments were related to fear of making mistakes (17%), lack of knowledge (17%), apathy (17%), and laziness (17%) (Student's initial perception questionnaire, May 2022).

Overall, the results of the initial data collected provided evidence that students had many weaknesses and needs associated with low-level English-speaking skills and unwillingness to participate in classroom activities. For instance, they were not able to create a complete basic sentence, which means there was low interaction in the L2. We identified that students' needs at the beginning of the intervention were linked to the difficulty of using the target language spontaneously. Three main categories explained their needs before the implementation: *low-level*

interaction and pronunciation, low proficiency in English, and the student's negative attitudes and lack of motivation toward the foreign language.

Our findings regarding students' language learning needs are similar to the findings of previous studies. Buitrago (2016) identified that students' unwillingness to participate was related to their fear of speaking English aloud or mispronouncing words. The fear, along with a lack of vocabulary, shyness, embarrassment, and anxiety, are significant barriers to students' lack of participation. Similarly, Calle (2014) considers that students' participation is affected by three main reasons: they felt very nervous or were shy to use English, did not know English, or had bad pronunciation. We agree with the authors' interpretation that students' oral production increases when the communicative activities are meaningful and involve students. Hence, we planned the intervention activities based on students' major needs. Although the students' initial level was A1, we designed the tasks related to B1-level topics, as suggested by the school and national curricula, so students got familiar with these topics and gradually reached this level. This required a good design of materials and procedures.

From our results, we recommend future researchers consider applying different strategies that interest the students according to their age and proficiency in English, making them participate in their learning to improve their motivation, attitudes, and willingness to learn. The following section shows the result of quantitative data to demonstrate the effectiveness of Task-based Language Teaching.

5.2 What is the effect of task-based language teaching on tenth graders' oral English performance, as seen in the overall and analytic scores?

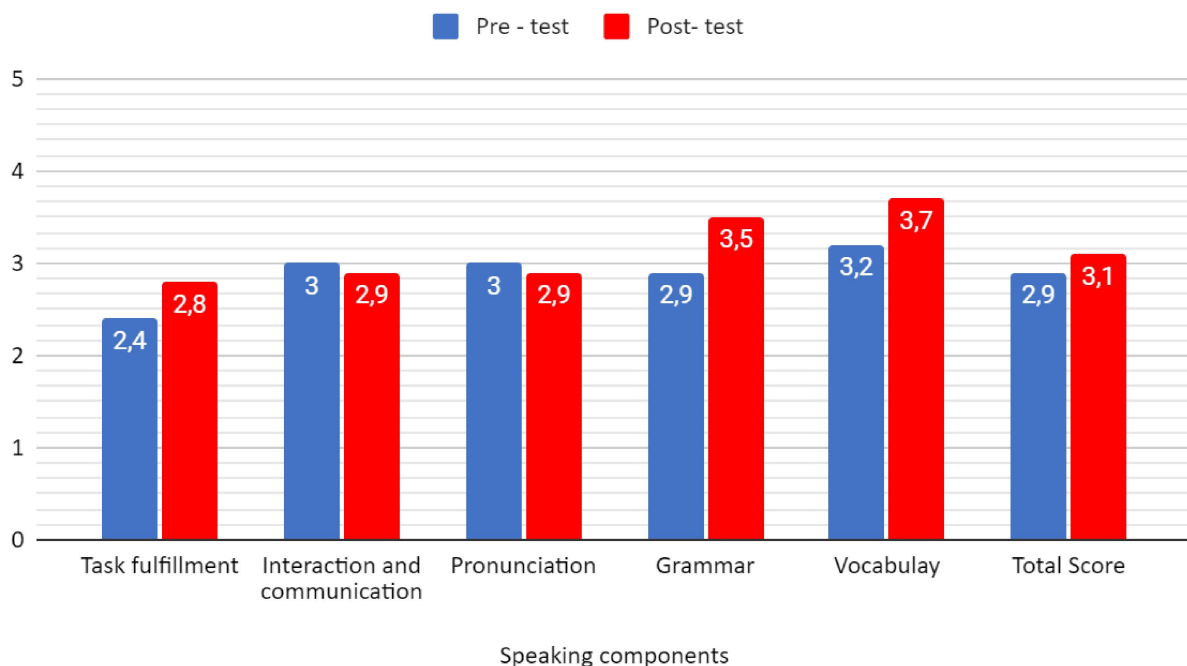
This section reports the results of the quantitative data from the pre and post-test oral tasks overall scores in five aspects of the speaking performance (task fulfillment, interaction and communication, pronunciation and fluency, grammar, and vocabulary) and the qualitative data from the researchers' journals, and teacher's interview on the same aspects.

In the pre-test, students had to recreate a situation where a person is lost and seeks help to get to a place in the city. Similarly, in the post-test oral tasks, the students had to perform a role play where they had to give and ask for directions and information about a sporting event being held in the city. These topics were taken from the national documents that are guidelines for teaching English in Colombia. Their selection was made taking into account the students' interests and needs. The level of English selected was B1 CEFR because, according to the MEN, tenth-graders must be at this level.

The overall speaking performance post-test results revealed that the students obtained a basic performance 3,1 (barely passing mark). Likewise, students got (3,7) in vocabulary and (3,5) in grammar. On the other hand, they got low scores in task fulfillment (2,8), interaction and communication (2,9), and pronunciation and fluency (2,9). These ratings showed that students strengths were vocabulary and grammar, which makes sense because the cycle task planned and the pre-task stage from the post-test where the students were given “using words,” phrases, and structures to face and perform the communicative tasks, and the exposure to the target language. Hence, providing students with a language model helps give linguistic bases. On the other hand, it is considered that the aspects in which a low level is evidence is due to the fact that the students still do not feel confident and are afraid of making mistakes. So, to foster interaction, pronunciation, and fluency, more time implementation is required. Figure 5.4 summarizes the results of the post-test oral task in the overall and analytic aspects of speaking ability.

Figure 5.4 Post-test oral task results

Comparison Pre - test y Post- test Oral task results



The overall speaking performance result is presented, followed by the five oral performance aspects: Task fulfillment, interaction, and communication, pronunciation and fluency, grammar and vocabulary. As shown below, the results revealed a statistically significant difference in overall speaking performance, grammar, and vocabulary scores between the pre-test and post-test. Task fulfillment was also significantly higher in the post-test. In contrast, there was no statistically

significant difference in interaction and pronunciation and fluency. Our observations also confirmed the quantitative results.

5.2.1 Effect of TBLT on students' overall speaking performance

Students' overall speaking performance represents the result of the general progress learner' had after implementing TBLT. The overall score resulted from averaging the five analytical scores. Table 5.1 summarizes the results of students' overall performance before and after the implementation.

Table 5.1

Students' overall speaking performance before and after TBLT

<i>Overall scores</i>									
	Descriptive statistics			Paired-samples t-test results					
	<i>N</i>	<i>M</i>	<i>SD</i>	95% CI		<i>t</i>	df	<i>Sig.</i>	<i>d*</i>
				Lower	Upper				
Pre-test	23	2.89	.85						
				-.052	.794	-1.799	22	.085	.375
Post-test	23	3.16	.65						

Note: Wilcoxon signed-rank test $V = 55.5$, $p\text{-value} = .111$

Cohen's d (1988) interpretation: small ($d = 0.2$), medium ($d = 0.5$), and large ($d = 0.8$)

The quantitative results shown in Table 5.1 revealed that there was not a statistically significant difference in the overall scores between the pre-test ($N = 23$, $M = 2.89$, $SD = .85$) and post-test ($N = 23$, $M = 3.16$, $SD = .65$), $t(22) =$, $p = .085$, $d = .375$, medium effect size. These results indicate that the overall improvement in students' speaking performance was low. Nevertheless, the students passed from a failing mark (2.89) to a passing mark (3.16) according to the Colombian grading system, which means that TBLT helped them improve to a lesser extent. Also, the standard deviation is tighter around the passing mark, most students got scores closer to the average mark.

The results from our qualitative data confirmed the information revealed in quantitative results. Students' overall improvements in oral abilities were relatively low. Grammar and vocabulary had the highest scores. We believe it is because students are used to learning those

aspects more easily in their English learning process. On the other hand, pronunciation and fluency, and interaction and communication got the lowest scores probably because these components make them feel uncomfortable and require more time to develop. Students were not able to participate in a natural conversation, which was the goal of the task. They could not express ideas; hence, interaction and communication were unsuccessful. The following extract from our Journal shows that despite the student's participation in the whole implementation of tasks, the overall speaking performance improved slightly:

Los estudiantes que hacen su presentación se esfuerzan por mostrar los datos del texto e intentan explicar cómo los representaron en los gráficos, la mayoría de ellos no logra hacerlo haciendo uso solo de L2, entonces recurren a la lengua materna (Su pronunciación sigue siendo regular). Observamos que aun cuando nosotras estamos ahí para ayudarles con el vocabulario y las estructuras de las oraciones, los estudiantes se bloquean y prefieren continuar presentando en español.” (Researchers’ journal, Sep 2022)

As stated above, the students made an effort to present the task in English, but still, they were not competent. They got frustrated due to factors such as their perception of a low level of English when speaking, issues with pronunciation, and lack of confidence. However, as weeks passed, motivation, participation, and oral skills were remarkable in the students’ performance. This contrasted the students’ answers gathered in the initial questionnaire when asked about their perceptions of the level of Oral production in English, they perceived the level as basic, and the main reasons were: they considered having basic knowledge of the language, they did not feel confident with their pronunciation, and they needed more practice.

To this respect, Benavides (2021) emphasizes that for years, tests have demonstrated that students in the public context do not seem to be able to achieve the standards proposed in the language policies, affecting their performance when learning the language. Alonso et al. (2016) point out that the level reached by the students from eleventh grade in the English component for the standardized national test demonstrates the lack of domain of the students when their high school education finishes. We can say that, from our experience, students' performance is hindered by a large number of students in a classroom, the low hourly intensity of teaching EFL lessons, students’ lack of confidence in their proficiency, and few students’ willingness to participate in some assignments. In spite of the problems and setbacks in the implementation of the task-based language teaching methodology, we believe that its application in non-bilingual institutions, with unmotivated groups and at a basic level, favors to a small extent the development of oral skills, making it possible for students to expand their vocabulary and be able to orally construct short and simple sentences in English. We recommend researchers to implement longer interventions where students become familiar with communicative activities as they are with traditional practices to

improve their overall oral proficiency using the task-based methodology. The following section reports the results of the five analytic components of speaking ability.

5.2.2 Effect of TBLT on students' analytic speaking performance

Students' overall oral ability was assessed through five aspects:

5.2.2.1 Task fulfillment

Task fulfillment was one of the five speaking components that assessed students' oral performance. In the rubric, this aspect evaluated the completion of the task, that is, students' ability to hold a spontaneous conversation when giving instructions and directions. Regarding task fulfillment in the pre-test and the post-test, the students should make a complete and natural conversation using a topic of interest in which they had to give clear instructions on how to get to a place (Asking for and giving directions). Table 5.2 summarizes the results of task fulfillment before and after TBLT.

Table 5.2
Students' results of task fulfillment before and after TBLT

<i>Task fulfillment</i>									
	Descriptive statistics			Paired-samples t-test results					
	<i>N</i>	<i>M</i>	<i>SD</i>	95% CI		<i>t</i>	df	<i>Sig.</i>	<i>d*</i>
				Lower	Upper				
Pre-test	23	2.46	.73						
Post-test	23	2.82	.69	.200	1.105	-3.161	22	.004	.659

Note: Wilcoxon signed-rank test: $V = 27.5$, $p\text{-value} = .006$

The quantitative results shown in Table 5.2 revealed that there was a statistically significant difference in the *task fulfillment* scores between the pre-test ($N = 23$, $M = 2.46$, $SD = .73$) and post-test ($N = 23$, $M = 2.82$, $SD = .69$), $t(22) = -3.161$, $p = .004$, $d = .659$, large effect size. These results indicate that students' task fulfillment improvement was high. Although they had a failing mark, the outcome was higher in the post-test (2.82), which means that TBLT helped them improve slightly.

The qualitative results from the interviews and questionnaires show similarities with the quantitative data. After implementing TBLT, students improved, but still, they were not able to use

the target language spontaneously. They had to use their note cards to follow their oral presentation, which means that the goal of the task was not completely achieved. Students confirmed in the last perception questionnaire that giving directions was challenging because of the long dialogues. However, using the note cards was a great help in finishing the task. Students improved in trying to attempt the task but needed to interact spontaneously without relying on the written text. Nonetheless, note-taking can be a strategy for students to memorize language models.

Previous studies had similar results. Muñoz (2020) affirms that although the students' needs are linked to oral language use, there is a big problem related to oral production due to self-confidence. This conclusion is consistent with some assertions reviewed in the literature. The task fulfillment, according to the communicative task planning, pretended that students demonstrate oral abilities to communicate naturally in English with others. We intended to follow Willis's (1996) perspective, "doing a communication task involves achieving an outcome, creating a final product that others can appreciate. Our implementation outcome was to see students learn to talk spontaneously with their pairs on topics based on their interests, needs, and objectives, but this not happened successfully. That is the reason why improvements did not reach a passing score. According to our research purpose, we agree when Willis and Willis (2007) remarked that the TBLT model works to make learners speak English outside the classroom, no matter if they use grammatically incorrect structures. In conclusion, to mark the development of the oral communicative task as successful, they must practice more the oral language and try to use it outside of the classroom.

5.2.2.2 Interaction and communication

Another aspect we assessed was interaction and communication, which are necessary for speaking skills as they involve natural exchanges in the target language, expressing ideas, and understanding speech. Paltridge and Phakiti (2015) noted that interaction is a relevant factor in developing language learners' oral skills so that they can convey meaning and exchange language freely. Here, students should be able to express ideas clearly, sustain conversations, understand and be understood, and make active and spontaneous contributions to the topic. Having said that, in the pre and post-test, the students had to participate in a role play where they had to initiate, maintain and close a conversation, give clear information, and provide and ask for directions to get to a specific place. Table 5.3 summarizes the results of interaction and communication before and after TBLT.

Table 5.3
Students' results of interaction and communication before and after TBLT

<i>Interaction and communication</i>									
Pairs	Descriptive statistics			Paired-samples t-test results					
	N	M	SD	95% CI		t	df	Sig.	d*
				Lower	Upper				
Pre-test	23	3.0	.91						
Post-test	23	2.91	.79	-.303	.515	.513	22	.621	.107

Note: Wilcoxon signed-rank test $V = 147$, $p\text{-value} = .505$

The quantitative results shown in Table 5.3 revealed that there was not a statistically significant difference in the *Interaction and Communication* scores between the pre-test (N= 23, M= 3.0, SD= .91) and post-test (N= 23, M= 2.91, SD= .79), $t(22) =$, $p = .621$, $d = .107$, small effect size. These results showed that there was no significant improvement in this aspect. The students passed from a low passing mark (3) to a failing mark (2.91), probably because of the short intervention. However, the standard deviation shows that the students' scores in the pre-test had a better distribution than the pre-test. That is, the students' performance was rather similar than different in the post test. This is why interpreting descriptive statistics is important. Although we observed that the students were engaged and interested in the activities, it was still evident that they felt uncomfortable and fearful when they had to produce orally. They needed the teacher to constantly encourage and help them to produce sentences and words, which hindered a natural and spontaneous interaction as seen in the researchers' journal:

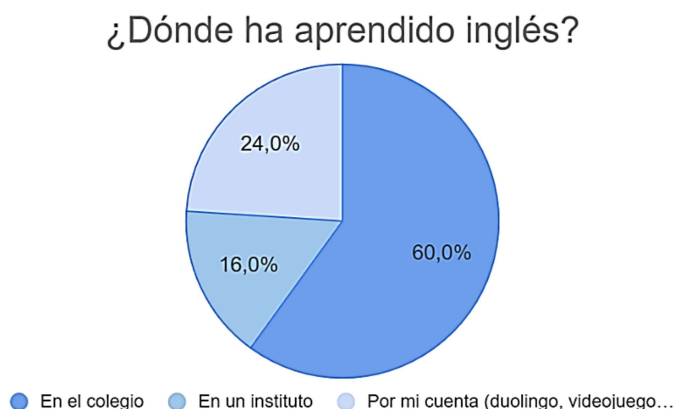
“Los estudiantes se mostraron atentos y a la expectativa de cómo se iba a desarrollar la clase. Durante la explicación manifestaron que no entendían cuando se les hablaba solo en la lengua extranjera (inglés)... manifestaban no sentirse preparados para hacer la presentación argumentando que su inglés era muy “malo” y que no sabían cómo decir ciertas palabras. Algunos decían sentirse bloqueados porque no podían siquiera leer lo que habían escrito”. (Researchers' journal 1, June, 2022)

The results obtained from the qualitative data showed no improvements in this aspect. We attribute this to the fact that although the students were given the input to develop the activities during the interventions, they are still not confident enough to dare a conversation, they feel fearful and awkward about speaking the target language, limiting them to facing communicative tasks. Similarly, Gutiérrez and Bello (2018) found that due to anxiety, students mainly avoided speaking

and participating in the classes; consequently, there was no significant difference in the interventions to promote willingness to communicate.

It could also be that students had different habits acquired during their language learning process, and TBLT brought something new to the classroom, thus interrupting the normal course of those traditions to interact and express their ideas in the target language. Our findings support Ellis' (2009) remarks that the implementation of TBLT could represent a challenge for traditional perspectives on language teaching since it aims to create opportunities for the students to use the target language naturally. Also, the time allotted for the class and the limited exposure to the foreign language affected the students' oral interaction, making the class the only place they had contact with the L2. Most students have learned English only at school, as seen in Figure 5.5. Still, students who do not have exposure to the foreign language outside of the classroom managed to improve in other aspects reported.

Figure 5.5 Students' language learning environments



From our results, we recommend that institutions train teachers to widen their knowledge and understanding of communicative language teaching methodologies in a classroom to help EFL learners improve their oral skills and allocate more time for the English class.

5.2.2.3 Pronunciation and fluency

Pronunciation and fluency refer to the sounds, words, and sentence stress, as well as students' ability to express ideas with a certain ease and clear articulation. To assess this speaking component, the students should be able to convey information with correct pronunciation and smooth speech to allow the interlocutor to understand the message clearly. During the pre and post-test, students had to provide clear, detailed, and specific instructions about how to get to a location

and receive important information in different scenarios. Table 5.4 summarizes the results of pronunciation and fluency before and after the implementation.

Table 5.4
Students' results of pronunciation and fluency before and after TBLT

<i>Pronunciation and fluency</i>									
Pairs	Descriptive statistics			Paired-samples t-test results					
	N	M	SD	95% CI		t	df	Sig.	d*
				Lower	Upper				
Pre-test	23	2.99	.96						
				-3.88	.429	.099	22	.921	.020
Post-test	23	2.97	0.8						

Note: Wilcoxon signed-rank test $V = 114.5$, $p\text{-value} = .722$

The quantitative results shown in Table 5.4 revealed that there was not a statistically significant difference in the *Pronunciation and fluency* scores between the pre-test (N= 23, M= 2.99, SD= .96) and post-test (N= 23, M= 2.97, SD= .8), $t(22) =$, $p = .921$, $d = .020$, small effect size. The inferential statistics showed that there were no significant improvements at all. The students remained in a failing mark, meaning that TBLT implementation was short to help students improve in these aspects. But when we have a look at the descriptive statistics it provides us with useful qualitative information about students' progress. We can see that the standard deviation in the pre-test is higher compared with the post-test. It means that the scores were closer to the mean; the scores were not so spread.

Pronunciation and fluency are the most challenging aspects for the students, and they were self-conscious of that. This was evidenced in the students' initial questionnaire, where they were asked which speaking aspects, they thought they should improve, to which they assured they needed to work mostly on pronunciation and fluency. See Figure 5.5 about students' initial perceptions of their needs in their oral performance. These results are supported by the data collected through the journals, in which we observed students' weaknesses in the same aspects:

“cuando se les solicitó contarnos lo que habían entendido la gran mayoría logró hacerlo pero haciendo uso de la lengua materna. Cuando se les solicitó hacerlo en inglés, algunos recurrían a leer partes del texto lo más rápido posible mostrando falencias en la articulación de las palabras y confundiendo sonidos, esto parecía causarles ansiedad, por lo que terminaban diciendo: "no profe es que yo no sé hablar inglés". (Journal 7, September, 2022)

“La mayoría de ellos no logra hacer toda su presentación haciendo uso solo de la L2, entonces recurren a la lengua materna. Algunas de las palabras en inglés que incluye en su discurso son incomprensibles (Su pronunciación sigue siendo muy regular” (Journal 8, September, 2022).

We could state that the little knowledge of the foreign language and the pressure to participate in class make students feel stressed and stay quiet during the interventions. Similar findings and attitudes have been reported in previous studies. For instance, Calle (2014) considered that the most impacting negative factor was that students felt nervous and afraid to speak. This was reported by 39% of the students who expressed embarrassment and nervousness due to poor pronunciation and low English level. Likewise, Gutierrez and Bello (2018) stated that the type of teaching students are familiar with does not focus on communication, making students feel anguished and causing a negative attitude toward oral production. We found this aspect directly related to the lack of interaction and communication in class.

5.2.2.4 Grammar

Grammar refers to using well-structured sentences to give a clear message to the interlocutor. In implementing the communicative tasks, this component evaluated the good control of grammatical forms according to the requirements to make themselves understood. Table 5.5 summarizes the results of grammar before and after the implementation.

Table 5.5
Students' results of grammar before and after TBLT

<i>Grammar</i>									
Pairs	Descriptive statistics			Paired-samples t-test results					
	N	M	SD	95% CI		t	df	Sig.	d*
				Lower	Upper				
Pre-test	23	2.9	1						
Post-test	23	3.52	0.54	.189	1.09	-3.0967	22	.005	.645

Note: Wilcoxon signed-rank test $V = 32$, $p\text{-value} = .006$

The quantitative results shown in Table 5.5 revealed that there was a statistically significant difference in the *Grammar* scores between the pre-test (N= 23, M= 2.9, SD= 1) and post-test (N= 23, M= 3.52, SD= .54), $t(22) =$, $p = .005$, $d = .645$, large effect size. These results indicate that the overall improvement in students' grammar was high. Indeed, the students passed from a failing mark (2.9) to a clear passing mark (3.52), which means that TBLT helped them to improve in this linguistic aspect. Grammar is an important component of students' communicative competence. Students need to know how language works in order to communicate. Grammar had a high score,

which shows that students learn the linguistic aspects easily, similar to vocabulary. It can be said that TBLT also fosters knowledge of the language as traditional approaches do.

In the qualitative data, we confirmed this result from the teacher's interview, who expressed that in order to implement oral skills, it is necessary to reinforce aspects of grammar and vocabulary. The teacher stated that

In my methodology, first, I prefer to start with vocabulary. For me, vocabulary is an elemental unit you need to start speaking. Yes, if you don't have vocabulary [it] is difficult for you to speak. Then I like to pass on grammar. And finally, I give them a specific topic focused on grammar and vocabulary. (Teacher's initial Interview, May 2022).

Although grammar is an important aspect of communication, it should be worked in context. In our intervention, we taught students how to give directions and instructions and talk about sports and places through readings about statistics. This is why we think they improved their grammar. We conclude that after implementing TBLT, students reinforced their linguistic competence (Grammar knowledge) in context through communicative tasks. However, the students needed to develop interaction and communication as part of their pragmatic competence. These results are not surprising as developing these skills requires time. In our case, we attempted to improve students' speaking competence for eight weeks. Although the students' performance was not very high, they were exposed to another methodology that fosters communication, which is an important change.

According to Willis and Willis (2007), if students struggle to reproduce language structures, it will be more difficult for them to develop interaction, confidence, and fluency. Thus, the fact that the students reinforced their knowledge of grammar is positive because it might foster these aspects. In a previous study, we found similar results. Gutierrez and bello (2018) show in the results that before students say a word orally, they think in the structure and how to use it correctly, this causes them fear and anxiety to take a risk using the language in class. For this reason, we suggest that the implementation of methodologies in schools focus more on communicative aspects and that teachers get trained and appropriate them in their pedagogical practices.

5.2.2.5 Vocabulary

Vocabulary refers to the range of familiar words to talk about the topic. In the intervention, students had to show varied vocabulary related to asking questions to get to a place and giving directions to help someone get to the correct one. Table 5.6 summarizes the results of vocabulary before and after the implementation.

Table 5.6
Students' results of vocabulary before and after TBLT

<i>Vocabulary</i>								
Pairs	Descriptive statistics			Paired-samples t-test results				
	<i>N</i>	<i>M</i>	<i>SD</i>	95% CI		<i>t</i>	df	Sig.
				Lower	Upper			
Pre-test	23	3.1	.93					
Post-test	23	3.64	.55	.211	1.119	-3.221	22	.003
								.671

Note: Wilcoxon signed-rank test $V = 32$, $p\text{-value} = .002$

The quantitative results shown in Table 5.6 revealed that there was a statistically significant difference in the *Vocabulary* scores between the pre-test ($N = 23$, $M = 3.1$, $SD = .93$) and post-test ($N = 23$, $M = 3.64$, $SD = .55$), $t(22) = -3.221$, $p = .003$, $d = .671$, large effect size. These results indicate that the overall improvement in students' vocabulary was high. Indeed, the students passed from a low passing mark (3.1) to a higher passing mark (3.64), which means that TBLT helped them to improve.

Like grammar, vocabulary got a good score showing that implementing TBLT also helps reinforce linguistic skills. Students seem more receptive to vocabulary, an aspect emphasized in the language classroom, which is easier to teach and arouses students' interest and confidence. Considering the students' likes and interests were of greater importance to us, our planning in a few pre-task activities was centered on increasing vocabulary in context. Participants could feel very excited because their likes were taken into account. Barturén (2019) remarks that contextualized activities based on what the students find interesting and attractive can foster their participation and engagement in the EFL classroom. Goh and Burns (2012), Amaya (2021), and Pico (2023) discovered that, although speaking is a demanding and challenging ability, it becomes more motivating and engaging when topics belong to the student's interests and likes.

Following Willis (1996), the pre-task cycle familiarizes students with the task and related vocabulary. Language input was provided to the students through the listening and reading exercises chosen for the sports topic. Therefore, speaking of topics that could catch the students' attention and interest to take them to real life made a difference in the way they might understand the target language. As Ellis (2009) affirms, the proposed tasks may have the purpose of conveying meaning rather than focusing on the form of the language exclusively. Richards and Renandya

(2002) explain that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (p. 255).

Our journals revealed that students were quite concerned about activities that increased their vocabulary related to sports. During the class, we observed students felt attraction and curiosity for the reading exercise and participated in making inferences to the unknown words (journal 3, August 2022). The teacher's views also supported our perceptions. He manifested that "the final grades revealed that they participated and did the activities approving the subject and obtaining good academic results" (final interview with the teacher, 2022). Students constantly demonstrated curiosity about the topics and were quite expectant of the different activities that could be undertaken in the implementations (journal 4, August 2022).

In conclusion, we believe that student interest is very important to create a participative environment in class, and TBLT enhances other skills, such as reading and listening. Although they learned vocabulary and attempted to organize well-structured sentences, they could not use them spontaneously while talking in English. We could also state that interaction and communication, and pronunciation and fluency did not change significantly given the short time of our implementation. The teacher could confirm this view in the final interview, in which he stated that "time was not enough to complete the activities in a proper way. Moreover, several classes were canceled due to the school's administrative issues" (Final interview with the teacher, 2022). Additionally, the second cycle of TBLT could not be developed with the students due to the short time in the interventions with the group of students.

In general, our observations confirmed the quantitative results. We observed that the students improved task fulfillment, grammar, and vocabulary but did not improve interaction and communication, and pronunciation, and fluency. However, students' motivation and engagement in the activities could be evidenced after the implementation of the TBLT lessons, as discussed below.

5.3 What are the students' perceptions of TBLT and their oral performance before and after TBLT?

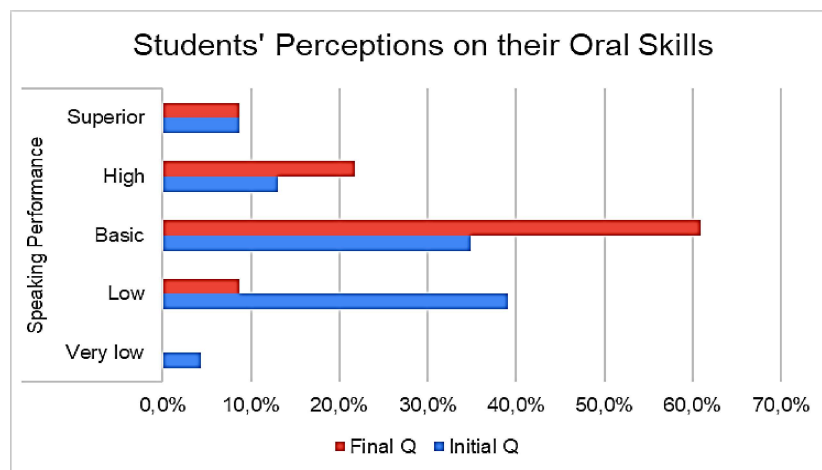
After implementing the TBTL methodology to improve our participants' oral skills, it was necessary to investigate their perceptions of the lessons, materials, activities, and language performance in general to know the student's views on the effectiveness of our implementation of TBLT. To do so, we conducted a students' final questionnaire to contrast and compare with the initial one, where they answered some questions related to their perceptions of their English oral performance, participation, motivation, and TBLT implementation.

5.3.1 Students' perceptions of oral skills

Based on the answers obtained in the initial questionnaire, 78% of the students manifested that their perception of speaking skills was basic, low, or quite low. According to the participants, this is due to a lack of knowledge and confidence when speaking in English (9% and 26%, respectively). When asked about those aspects that they considered important to improve in their oral skills, 30% of students assured that they had to work harder on pronunciation, grammar, vocabulary, fluency, interaction, and communication.

In the students' final perception questionnaire (see Figure 5.6), we could identify differences in the form in which they perceived their oral skills. Initially, the students perceived their language levels as basic and low (35% and 39% correspondingly). After completing the lessons and task cycle, the students manifested that their perception of performance and speaking skills was quite different. Now, students perceive their oral performance as basic, with an increase of 26% in the respondents and high (almost 9% in difference).

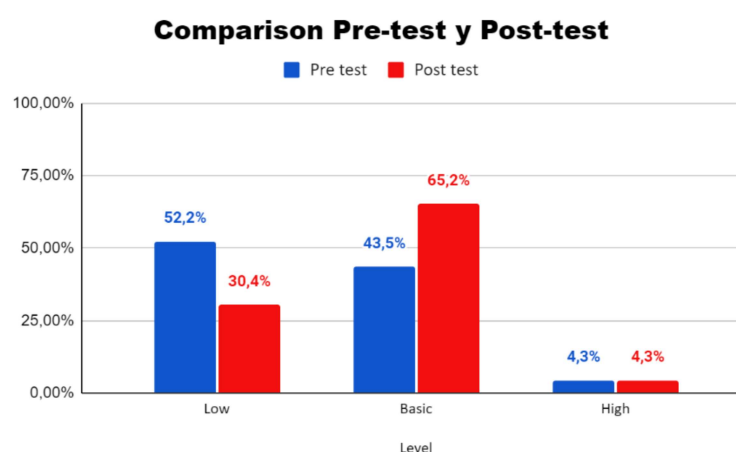
Figure 5.6 Comparison of Students' Perceptions of Oral Skills before and after TBLT



The post-test analytic scoring rubric results revealed that there was a significant difference in the performance of the students compared to the pre-test. In the pre-test, as Figure 5.7 shows below, a total of 52,2% of the students obtained grades ranging from 1,2 to 2,9, meaning a low level of performance in the task. It can also be seen that 43,5 % of the participants were given scores from 3,0 to 3,8 in their performance, placing them in a basic level of English. As for the results in the post-test, the students improved their scores by 30,4% at the low level and 65 2% at the basic level. Comparing these results, we can say that the difference between the students' oral skill performance increased by 21,7%. Among the explanations they provided for these changes in their perceptions, students expressed that they learned from the classes and made an effort to

participate as the materials were interesting. They also manifested that they still have to improve a lot in their oral skills, mostly in aspects related to pronunciation, supporting the results obtained in the post-test, in which the average score for pronunciation and fluency was 2,9.

Figure 5.7 Comparison of Pre-test and Post-test Results



In the studies reviewed, students' improvement of oral skills was also positive after the implementation of the TBTL methodology. Carrero (2016) concluded that the participants in their research increased their oral skills and improved their motivation and active participation in the English classes. Gómez (2013) and Montaña (2017) drew similar conclusions, oriented to an increase in the interaction of the students and improvement of their oral skills, especially in pronunciation and fluency. Similar results were reported by Gutiérrez and Solis (2019), where they found the effectiveness of the TBLT methodology in improving speaking skills in their students, taking into account the students' likes and interests. However, they had to deal with classroom management factors that affected students' motivation and engagement.

5.3.2 Students' perceptions of their motivation and participation

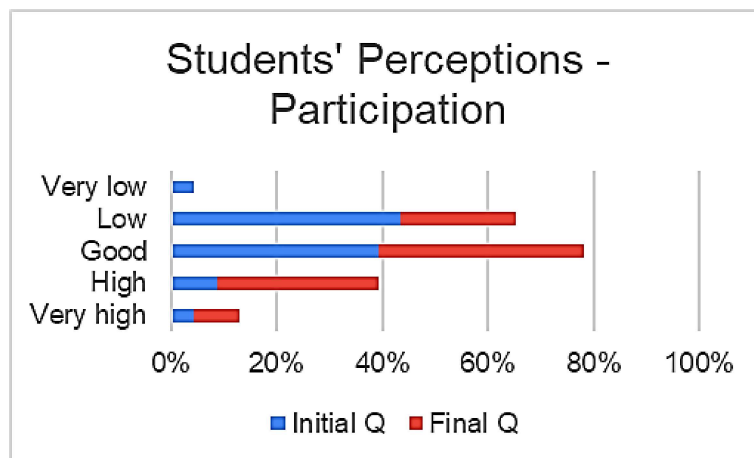
Positive perceptions of students' engagement in the activities and confidence could be evidenced after the implementation of TBLT lessons. The teacher noticed that motivation increased in most of the students in the class, although some did not find the lessons, activities, and materials motivating (final interview with the teacher, 2022). We could even notice these changes in class participation and engagement. In one of the classes, students seemed to be engaged by answering the questions we randomly posed, and some of them tried to follow a given model to provide an answer (journal 4, September 2022). We agree with Brown and Lee's (2015) perspective that, in

our case, our participants might be on their way to developing their oral skills because they are crucial to fluency, confidence, and cultural understanding development in the EFL classroom.

In the results of the students' final perception questionnaire, most participants (75%) showed positive feelings towards the English classes and activities. When enquired about how they felt during the English lessons with our intervention, students ensured to have felt motivated (30%), comfortable (22%), and sometimes nervous (13%). 26% of these students manifested to be motivated, comfortable, and nervous at the same time. Their interest influenced some reasons to express these emotions in class. They expressed they felt they had learned something new in the lessons, and the teacher-researchers' attitudes positively impacted them. They also said they liked the lessons but sometimes felt nervous about participating in the classes.

The final questionnaire displayed a difference of 22% in high participation compared to the initial questionnaire. There was a reduction in low participation. Students initially manifested that their participation was low (43% of students) and at the end was higher (88% of students) (see Figure 5.8). The teacher confirmed this view in the final interview, where he described that the students seemed more engaged and active during the classes. Some of the main reasons why students acknowledged these changes were related to feeling motivated to learn, making an effort, taking the risk to participate, participating when they had the opportunity, and their interest in learning the target language.

Figure 5.8 Students' perceptions of participation before and after TBLT



Similar results were reported in previous studies. Hassan (2014) noticed that students felt more confident participating in environments where they did not have to be forced, or mistakes made were irrelevant. Although Elsayed and Hassan (2019) conducted their study with university students, the results in participation and motivation were similar to the ones obtained in this

investigation. They found that TBLT can make learners more prone to feel engaged and determined to participate in the EFL classes, improving their speaking skills. Similarly, Muñoz (2020) points out that the students' attitude towards the classes was more positive after implementing lessons based on TBLT cycles.

5.3.3 Students' perceptions of TBLT, materials, activities, and assessment

We found that students' perceptions of TBLT implementation, material, activities, and assessment were positive since this methodology brought new proposals to the classroom. The teacher remarked that a significant aspect of TBLT was the different and several activities and exercises that helped enhance EFL learners' English skills assertively. However, some students showed apathy (Final interview with the teacher, 2022). This is probably due to personal reasons. We noticed that students felt more confident in activities that promoted familiar topics and enhanced vocabulary, while the exercises where they presented orally made them feel anxious and worried. During a pre-task activity, students were excited to classify some expressions and practice with this vocabulary (journal 9, September 2022).

Most students (79%) also reported that they liked all the activities proposed for the classes planned under the cycles of TBLT: 27,3% of these students preferred conversations, dialogues, and presentations. The students described the activities as fun and "didactic", allowing them to learn and improve in the foreign language. The role-play and oral presentation activities are relevant activities and assessment tasks in order to improve all English skills due to both being dynamic and encouraging as communicative strategies.

Regarding materials, we designed visual aids such as maps, flashcards, and pictures to support learning. From the final perceptions questionnaires, we found that most students highlighted the uses of these aids (83%), as seen in one of the participants' quotes: "me gustaron las imágenes que representaron cada deporte y decirlas en inglés" (student's final perceptions questionnaire, 2022).

5.5 Concluding remarks

In general, implementing the TBLT methodology improved tenth graders' oral skills to a lesser extent. Furthermore, aspects, such as their participation and motivation, also displayed increased levels of improvement. The quantitative results showed that students enhanced their speaking performance in the EFL classroom concerning task fulfillment, grammar, and vocabulary. In contrast, interaction and communication and pronunciation and fluency did not improve

significantly. Regarding the qualitative information gathered, it was confirmed to some extent that the TBLT methodology was effective in enhancing tenth graders' oral skills, particularly grammar and vocabulary, and students' motivation toward English language learning. Despite these minor improvements, the participants did not achieve the English level expected for the tenth grade established by the MEN, the B1 level.

Overall, our findings supported the results from previous studies and the TBLT theory. TBLT is a methodology that fosters students' communicative competence and helps students improve their English language level. The linguistic aspects can be reinforced, but the pragmatic, strategic, and sociolinguistic aspects require more time and exposure to the language to be developed (Ellis, 2020; Nunan, 2009; Richards, 2006). Better teaching conditions are needed to help students learn under this methodology. Our results proved some minor improvements from teachers, students and researchers' qualitative and quantitative perspectives, unlike previous qualitative studies that only report improvement based on participants' perceptions. The implications of our findings and conclusions are discussed in the next chapter.

Chapter 6. Conclusions

6.1 Summary of main results

This study investigated the impact of TBLT to improve EFL tenth graders' speaking skills at a public school. These students' oral performance was low due partially to the emphasis on linguistic aspects and the lack of communicative activities in the English language classroom. In order to investigate the impact of TBLT on students' oral skills, we posed three research questions:

1. What are the students' needs regarding speaking skills?
2. What is the effect of task-based language teaching on tenth graders' oral English performance, as seen in the overall and analytic scores?
3. What are the students' perceptions of TBLT and their oral performance before and after TBLT?

To answer the research questions, the study implemented task-based language teaching following Willis' (1996) TBLT framework that includes three stages: pre-task, task cycle, and language focus. The study also implemented mixed-methods research to identify the students' needs and perceptions of oral performance and TBLT usefulness, their initial and final language level, and the impact of TBLT on their oral performance.

We carried out the diagnostic, intervention, and evaluation stages for over eight weeks. In the diagnostic stage, we identified the students' weaknesses regarding oral skills and initial perceptions of TBLT and oral performance. We identified that students' oral skills were low in all the speaking aspects: task fulfillment, interaction and communication, pronunciation and fluency, vocabulary, and grammar. In the intervention stage, we implemented a TBLT cycle with 16 lessons on "sports." Our class observations indicate that students had low knowledge of the language, lack of confidence when they tried to speak in the L2, fear to face a natural interaction, and difficulties with pronunciation. In the evaluation stage, we investigated the effect of task-based language teaching on students' Oral English performance, as seen in the overall and analytic scores and their final perceptions of TBLT and oral performance. We identified that students improved significantly in vocabulary, grammar, and task fulfillment. However, they did not improve significantly but slightly -as suggested by the higher mean and the smaller standard deviation-in pronunciation, fluency, interaction, and communication. Additionally, students' perception of their performance and speaking skills improved. According to the results, students perceive their language performance as basic, expressing that they learned from the classes and made an effort to participate.

Overall, the results indicated that TBLT has the potential to aid improving EFL students' communicative competences, particularly in linguistic aspects such as vocabulary, grammar, and task fulfillment. We also conclude that Willis' (1996) TBLT is a suitable methodology to improve students' oral production as a result of the exposure to English and the frequent opportunities to use the target language provided by the task cycle. We can also conclude that mixed-methods research was helpful because we obtained reliable results from different sources and instruments. Unlike previous studies that report only descriptive statistics, we went further to make inferential analyses and thus identify whether there were statistically significant differences in students' performance. Although the students' oral performance improved to a lesser extent, TBLT can be an appropriate methodology in EFL classrooms, particularly in public schools. Our results have implications for language pedagogy and research.

6.2 Practical implications for teaching and research

Based on our study's results, we suggest that EFL public school teachers must be trained to widen their knowledge and understanding of communicative language teaching methodologies in the classroom and to enact and implement TBLT methodology in their contexts. This is possible through professional development programs and teachers' collaboration. In our case, we understood the TBLT cycle by reading and sharing our own understanding and ideas. The support of an expert is also key to understanding this methodology. We understood the tenets of TBLT through implementing this research and our advisor's support. That is why we state that teachers' collaboration and professional development are necessary for EFL public school teachers.

We identified the impact of TBLT on students' performance from qualitative and quantitative perspectives. We recommend this research methodology because it is possible to collect data through distinct research tools and perspectives to provide detailed results. Teachers usually collect evidence of students' performance and perceptions through quizzes, debates, self-assessment reports, etc. Hence, teachers can use these data to analyze the students' performance and attitudes. This information helps teachers make improvements in their teaching practices.

Teachers should use rubrics to assess students' performance because analytic scoring rubrics could make it easier for teachers and evaluators to identify strengths and weaknesses and provide targeted feedback to learners. They also allow for more detailed and specific feedback on learners' performance.

6.3 Limitations

We faced some difficulties during the TBLT implementation. For instance, the class schedule affected the continuity of the implementation. The English class was on Monday and Tuesday. Colombia has many holidays on Monday, so we missed approximately five classes. On Tuesday, the lesson was after physical education class; therefore, students were delayed in getting to the classroom because they went to the restroom or stayed there to freshen up. It took a long time to get them organized. Also, the class time was often less than 50 minutes, which meant that the activities could not be completed in one lesson, and we had to wait another week to retake them. We think the schools and the Ministry of Education should contemplate the possibility of increasing the hourly intensity of the foreign language classes, so that they would not be affected by holidays. For instance, every day at the beginning of the journey in the auditorium, schools should dedicate activities related to English learning, songs, speeches, and cultural information. Also, the schedule should have at least six hours per week and be distributed in blocks of two hours daily to expose students to the language more.

Likewise, in developing the interventions, we encountered disruptive situations generated by different unplanned school activities that limited our teaching time and the student's learning process. Furthermore, there were some restrictions on using audiovisual and technology equipment since accessing them in some situations was too challenging, interfering with the planned task's order. For those reasons, we recommend having backup activities that the students can accomplish on their own and making sure to know the technological tools that the institution has before planning the class or adapting activities to available tools. Nowadays, technology can be a great ally to catch participants' attention and bring new learning experiences. Also, it makes it easier to access and organize the information.

Finally, the students' low level of English was a disadvantage to the total success of the TBLT implementation due to the fact that student's insecurities about their language proficiency were blocking them, and during their performances, note cards were used to accomplish the task and therefore spontaneous oral participation was limited or null. Otherwise, we would have evidenced a high result of interaction and communication and pronunciation and fluency. We suggest implementing this methodology early in the participants' foreign language learning process, considering their level to provide them with the appropriate knowledge that would let them smoothly follow the TBLT stages. Insofar, that would bring them the confidence to develop their communicative competence.

Despite our limitations, our results are valid and reliable because we implemented theory in the field. We had 23 students to carry out our investigation that supported the affordances of TBLT methodology in an EFL public school context.

6.4 Further research

Further studies could implement TBLT by controlling the time, being rigorous with the continuity of the tasks, taking into account the availability of technological resources, and when planning TBLT lessons should encounter the possible interruptions that will occur during the intervention, consequently making longer the time of treatment could lead to better results. For instance, we recommend enforcing this methodology for at least the school year to increase positive outcomes.

We suggest that future investigations experiment with Willis' (1996) or other TBLT frameworks because of their effectiveness in improving participants' oral skills. We also recommend implementing mixed methods research with different research designs in order to provide qualitative and quantitative data to ensure more comprehensible results.

An additional worthwhile area of research is the impact of TBLT on the integration of language skills in beginners. It would be required to investigate alternative methods for integrating language skills and contrast them with TBLT to ascertain the benefits and drawbacks of each for students learning basic English.

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Appendices

Appendix 1. Consent form for the School Principal



Facultad de Humanidades
Escuela de Ciencias del Lenguaje

Santiago de Cali, 26 de enero de 2022
Rector **CARLOS FERNANDO ZEA**
IE Técnico Comercial José María Vivas Balcázar

Asunto: Solicitud de aval para la realización de práctica docente de **LIZETH REALPE POLO** y **LINA MARCELA GRANADA SÁNCHEZ** del Programa de Licenciatura en Lenguas Extranjeras de la Universidad del Valle.

Cordial saludo:

En el programa de Licenciatura en Lenguas Extranjeras de la Escuela de Ciencias del Lenguaje de la Universidad del Valle, los estudiantes cierran su ciclo de práctica docente en el último año del plan de estudios. En noviembre del año pasado iniciamos una nueva cohorte de práctica docente. Esta comunicación tiene el propósito de solicitar, muy comedidamente, su autorización para que las estudiantes incluidas en el asunto lleven a cabo su práctica en su institución durante estas dos fases a partir del mes de enero de este año. El propósito de la práctica es contribuir al fortalecimiento de la enseñanza de una lengua extranjera en una institución educativa como parte de la proyección social de la Universidad del Valle; y a su vez, la institución educativa contribuye al proceso formativo de nuestros futuros docentes. Por supuesto, ustedes podrán hacer seguimiento del trabajo realizado y solicitar copia del informe final de práctica. A continuación, se describen las actividades que deben realizar los practicantes en dos etapas.

Durante la primera etapa, en el marco del Seminario de *Introducción a la Práctica Docente* en el semestre IX de su formación, los estudiantes realizan visitas a la institución educativa, para desarrollar las siguientes actividades:

- Familiarizarse con la vida de la institución educativa.
- Observar un curso de lengua extranjera y diseñar un proyecto de intervención pedagógica para el grupo observado dentro de las posibilidades curriculares que la institución ofrece. Para este propósito, los practicantes recogen y analizan información relacionada con el proyecto educativo de la institución, plan de área, programa de nivel o del grado en el que hace sus observaciones, los estudiantes y el docente del grupo a través de encuestas y entrevistas entre otras fuentes de información para diseñar el proyecto de intervención.
- Diseñar e implementar una actividad en el curso observado (45 minutos a 1 hora) como clase representativa del proyecto.
- Diseñar y desarrollar un proyecto de ayudantía con actividades pertinentes para la institución (por ejemplo, diseño de materiales, tutoría individual o en pequeños grupos de estudiantes, organización de actos culturales, cineclubs, club de conversación, entre otros). El proyecto de ayudantía debe desarrollarse en 25 horas que pueden distribuirse en las dos etapas de la práctica.

Durante la segunda etapa, en el marco de la asignatura *Práctica Docente* del semestre X, los practicantes implementan el proyecto de intervención en las aulas durante 20 horas de clase, y completarán además sus actividades de ayudantía. En esta etapa, los practicantes trabajan en coordinación con el profesor del curso de la institución y bajo la asesoría de un profesor de nuestra universidad.

Atentamente,

HUGO NELSON AREIZA

Coordinador de Práctica del Programa de Licenciatura en Lenguas Extranjeras

hugo.areiza@correounivalle.edu.co / coordinacion.practica.lenguasextrajeras@correounivalle.edu.co

Appendix 2. Consent form for the teacher



Licenciatura en Lenguas Extranjeras con énfasis en Inglés y Francés
Escuela de Ciencias del Lenguaje
Facultad de Humanidades

Título de la investigación:
Estudiantes investigadoras:
Correos:
Tutora:
Correo:

Consentimiento Informado profesor

Yo _____ profesor de la IE _____, identificado con la CC número _____ declaro que he sido informado e invitado a participar en la investigación denominada “Task-based Language Teaching to improve Secondary School Students’ Speaking skills”, el cual es un proyecto de investigación que realizan las estudiantes Lina Granada y Lizeth Realpe como requisito para la obtención del título de Licenciado en Lenguas Extranjeras (Inglés - Francés) de la Escuela de Ciencias del Lenguaje de la Universidad del Valle.

Comprendo que este estudio busca identificar las necesidades de los estudiantes respecto a la competencia comunicativa oral, así como también las características de las tareas que pueden servir para mejorar la habilidad oral de los estudiantes. Reconozco que mi participación consiste en colaborar y apoyar en el proceso investigativo a las estudiantes permitiendo el acceso a las clases y brindando sugerencias metodológicas. Así mismo, se me ha informado que los datos registrados serán confidenciales, y que los nombres de los participantes serán tratados bajo el anonimato, esto quiere decir que en el tratamiento de los resultados como en la publicación de los mismos la identidad de los participantes no será expuesta. Además, reconozco que mi participación en este proyecto es voluntaria y que no hay retribución económica por la colaboración en este estudio.

Por otro lado, reconozco que el trabajo podrá beneficiar de manera indirecta o directa a la comunidad, pues el estudio contribuiría a determinar qué aspectos de la práctica favorecen en el mejoramiento de la habilidad oral de los estudiantes. Al mismo tiempo, sé que puedo negar la participación o retirarme en cualquier etapa de la investigación, sin consecuencias negativas para mí.

Con lo anterior, acepto voluntariamente participar en este estudio y he recibido una copia del presente documento.

Nombre participante:
Firma participante:
Fecha:

Si tiene alguna pregunta durante cualquier etapa del estudio puede comunicarse con Lina Granada o Lizeth Realpe, Estudiantes e investigadoras de la Licenciatura en Lenguas extranjeras inglés-francés, lina.granada@correounivalle.edu.co / lizeth.realpe@correounivalle.edu.co TEL 3057303517/ 3183948873 o con la directora de trabajo de grado, la profesora María Eugenia Guapacha, maria.guapacha@correounivalle.edu.co.

Appendix 3. Consent form for students



Licenciatura en Lenguas Extranjeras con énfasis en Inglés y Francés
Escuela de Ciencias del Lenguaje
Facultad de Humanidades

Task-based Language Teaching to improve EFL tenth graders' Speaking Skills at a Public School

CUESTIONARIO ESTUDIANTES

Esta encuesta se realiza con el propósito de identificar su percepción de desempeño en la habilidad oral en cuanto a fortalezas, debilidades y necesidades. También busca identificar las actividades, los recursos y la evaluación de la habilidad oral que se realizan en clase y sus preferencias. La encuesta consta de seis secciones. En la encuesta se le pide su nombre para poder relacionar los datos que usted aporte aquí con los datos que se recogerán en el estudio, sin embargo, con el ánimo de conservar su privacidad y facilitar su libertad de expresión, su nombre será reemplazado por un código; garantizamos que la información recogida es de carácter confidencial y será utilizada solo por las encuestadoras.

Recuerde que no se trata de un test, por lo que no hay respuestas malas o buenas. Agradecemos de antemano su participación en este ejercicio y esperamos que responda este cuestionario con la mayor sinceridad posible.

Appendix 4. Initial perception questionnaire for students

Task-based Language Teaching to improve EFL tenth graders' Speaking skills at a public school

CUESTIONARIO ESTUDIANTES

Esta encuesta se realiza con el propósito de identificar su percepción de desempeño en la habilidad oral en cuanto a fortalezas, debilidades y necesidades. También busca identificar las actividades, los recursos y la evaluación de la habilidad oral que se realizan en clase y sus preferencias. La encuesta consta de seis secciones. En la encuesta se le pide su nombre para poder relacionar los datos que usted aporte aquí con los datos que se recogerán en el estudio, sin embargo, con el ánimo de conservar su privacidad y facilitar su libertad de expresión, su nombre será reemplazado por un código; garantizamos que la información recogida es de carácter confidencial y será utilizada solo por las encuestadoras.

Recuerde que no se trata de un test, por lo que no hay respuestas malas o buenas. Agradecemos de antemano su participación en este ejercicio y esperamos que responda este cuestionario con la mayor sinceridad posible.

INFORMACIÓN PERSONAL

Nombre completo: _____

Edad: _____

Género: _____

DATOS ACADÉMICOS

1. ¿Es usted nuevo en la institución?

Sí _____ No _____

2. ¿Desde qué año del bachillerato está en la institución?

- a. Desde 6to
- b. Desde 7mo
- c. Desde 8vo
- d. Desde 9 no
- e. Este año

3. ¿Es usted repitente?

Sí _____ No _____

Si su respuesta fue afirmativa, ¿qué grado repitió? _____

EXPERIENCIAS CON EL APRENDIZAJE DEL INGLÉS

4. ¿Dónde ha aprendido inglés? Puede marcar más de una opción

- a. En el colegio
- b. En un instituto
- c. otro ¿cuál? _____

5. ¿Por cuánto tiempo ha estudiado inglés? _____

6. ¿Ha vivido en un país de habla inglesa?

SÍ _____ NO _____

Si respondió afirmativamente especifique: ¿Dónde?

_____ ¿Cuánto tiempo? _____

7. ¿Ha visitado algún país de habla inglesa?

SÍ _____ NO _____

Si respondió afirmativamente especifique: ¿Cuál?

_____ ¿Cuánto tiempo? _____

MOTIVACIÓN HACIA EL APRENDIZAJE DEL INGLÉS

8. ¿Le gusta el inglés? Sí _____ No _____

¿Por qué?

9. ¿Qué lo motiva a aprender inglés? _____

10. ¿Qué le gusta de la clase de inglés?

11. ¿Qué NO le gusta de la clase de inglés?

12. ¿Cómo se siente normalmente en la clase de inglés? (puede escoger varias opciones)

- a. Motivado/a
- b. Cómodo/a
- c. Aburrido/a
- d. Avergonzado/a
- e. Nervioso/a
- f. Indiferente
- g. otro, ¿cuál?

¿Por qué? _____

13. ¿Para qué cree usted que puede servirle el inglés? (puede escoger varias opciones)

- a. Viajar
- b. Trabajar
- c. Entretenerse (música, cine, lectura, videojuegos)
- d. Conocer otras culturas
- e. Interactuar con hablantes de esa lengua
- f. Otro, ¿cuál? _____

PERCEPCIÓN DE DESEMPEÑO EN LA LENGUA EXTRANJERA

14. ¿Cómo percibe su desempeño en las diferentes habilidades en inglés? marque con una X

HABILIDAD	Superior (5)	Alto (4)	Básico (3)	Bajo (2)	Muy bajo (1)
Escuchar					
Hablar					
Escribir					
Leer					

15. ¿Cómo percibe su participación en la clase de inglés?

- a. Muy alta
 - b. Alta
 - c. Buena
 - d. Baja
 - e. Muy baja
 - ¿Por qué?
-

16. ¿En qué nivel considera usted que se encuentra respecto a su producción oral en inglés?

- a. superior
 - b. Alto
 - c. Básico
 - d. Bajo
 - e. Muy bajo
 - ¿Por qué?
-

17. ¿Cuál de los siguientes aspectos de la expresión oral considera usted que debe mejorar? Puede escoger varias opciones.

- a. Pronunciación
 - b. Vocabulario
 - c. Fluidez (puede expresar sus ideas con soltura y seguridad.)
 - d. Entonación (Refleja una intención o una emoción)
 - e. Gramática
 - f. Interacción (entiendo lo que me preguntan y puedo responder, puedo sostener una conversación)
 - g. Todos
 - h. Otro ¿Cuál?
 - i. ninguno
-

18. ¿Cuáles considera usted son sus fortalezas en la habilidad oral? Puede escoger varias opciones

- a. Pronunciación
 - b. Vocabulario
 - c. Fluidez
 - d. Entonación
 - e. Gramática
 - f. Interacción
 - g. Todos
 - h. Otro ¿Cuál?
 - i. ninguna
-

19. ¿Qué hace usted para reforzar su producción oral en inglés fuera de clase? Puede escoger varias opciones.

- a. Escuchar música
- b. Ver películas y/o series
- c. Jugar videojuegos
- d. Interactuar con hablantes de la lengua

- e. Utilizar software para practicar la lengua (Duolingo, Rosetta Stone, Hot potatoes, etc.)
 - f. otros, ¿cuáles?
 - g. Nada _____
-

PERCEPCIONES Y PREFERENCIAS SOBRE LA METODOLOGÍA, RECURSOS Y EVALUACIÓN DE LA PARTE ORAL EN LA CLASE DE INGLÉS

- 20. ¿Qué actividades se hacen en la clase de inglés? _____
 - 21. ¿Qué actividades se hacen para trabajar la parte oral en la clase de inglés?
 - a. Debates
 - b. Juego de roles (representación de una situación real o hipotética)
 - c. Monólogos (forma de diálogo que un individuo puede realizar para un público o para sí mismo, solamente una única persona puede llevarlo a cabo).
 - d. Presentaciones orales
 - e. Entrevistas
 - f. Conversaciones cortas
 - g. Otra. ¿cual? _____
 - 22. ¿Qué actividades orales le gustan en la clase de inglés? _____
 - 23. ¿Qué actividades orales no le gustan en la clase de inglés? _____
 - 24. ¿Qué actividades le gustaría que se hicieran en la clase de inglés? _____
 - 25. ¿Qué temas le gustaría que se trataran en la clase de inglés? _____
 - 26. ¿Cómo prefiere trabajar en clase?
 - a. Individualmente
 - b. En parejas
 - c. En grupos
 - 27. ¿Qué materiales se usan en la clase de inglés (fotocopias, libros, aplicaciones, videos, canciones...) _____
 - 28. ¿Qué materiales le gustaría que se usarán en la clase de inglés? ¿Por qué? _____
-

EVALUACIÓN

- 29. ¿Cómo evalúan la habilidad oral en la clase de inglés? _____
- 30. ¿Cómo le gustaría que lo evaluaran? Puede escoger varias opciones
 - a. Individual
 - b. En parejas
 - c. En grupos
 - d. Con presentaciones
 - e. Con diálogos
 - f. Con proyectos
 - g. Con Exámenes orales

- h. Con presentaciones orales
 - i. Con debates
 - j. Con preguntas y respuestas
 - k. Con entrevistas
 - l. Con juegos de roles
 - m. Con narración de historietas
 - n. Otra. ¿Cuál?
-

31. ¿Qué instrumentos de evaluación le gustaría que se implementaran para evaluar las actividades orales?

- a. Rúbricas
- b. Autoevaluación
- c. Coevaluación (Evaluación entre compañeros)

¡Muchas gracias por su buena disposición y colaboración!

Fecha de aplicación: 31 de mayo

Duración: 1 hora y 30 minutos

<https://forms.gle/uYE4etBKvR1SySWSA> Cuestionario Estudiantes 10-4

Appendix 5. Pre-test oral task

Level: B1

Objetivos (DBA)	Estándares	Contents/ Topics
Maintains spontaneous and simple conversations on topics of personal or academic interest. Composes clear and well-structured oral messages taking into consideration the context in which they are produced	Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés, de una forma natural. Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. Utilizo una pronunciación inteligible para lograr una comunicación efectiva. Uso mis conocimientos previos para participar en una conversación. Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés.	Language learning Asking and giving directions

There are two similar situations, in groups of three they will have one situation with a map, they should follow the instructions.

Instructions: Students will work in small groups (3 participants). You will have 15/20 mins to plan a conversation and 5 mins to perform it.

Roles:

- One Lost Person
- Two people giving directions

Situation:

You will simulate a conversation where the lost person needs to get to a place, and the two people giving directions are friends. The friends need to provide **the safest way** to get to that place. Remember to greet and farewell appropriately.

Lost person: You are a tourist and have been visiting many museums in the city. You are at BAT street, and your next destination is **the public library**, but you don't know how to get there. Look for someone and ask them for directions to arrive at the destination. Ask questions about the **safest way** to get there.

One person giving directions: You are walking by with your friend near BAT street, and someone approaches you to ask you how to get **from BAT street to the public library**. You need to provide **the safest way** to get there, so you have to ask the tourist whether she/he holds valuables. **Warning:** BUTTER BUNS Street is not a safe place.

Second person giving directions: you are also walking by with your friend near BAT street when someone approaches you to ask for directions. You are going to recommend to the tourist a new place to visit. You could ask questions about that person's favorite places and activities and give directions to those places.

Instructions: Students will work in small groups (3 participants). You will have 15/20 mins to plan a conversation and 5 mins to perform it.

Roles:

- One Lost Person
- Two people giving directions

Situation:

You will simulate a conversation where the lost person needs to get to a place, and the two people giving directions are friends. The friends need to provide **the shortest way** to get to that place. Remember to greet and farewell appropriately.

Lost person: You are a student and are new to the city. You are at BAT street, and your next destination is **the public library**, but you don't know how to get there. Look for someone and ask them for directions to arrive at the destination. Ask questions about **the shortest way** to get there because you are in a hurry. There will be an important conference at the library.

One person giving directions: You are walking by with your friend near BAT street, and someone approaches you to ask you how to get **from BAT street to the public library**. You need to provide **the shortest way** to get there, so you have to ask the student what time the conference is. **Warning:** WEEPING street is closed from 2 to 4 pm.

Second person giving directions: you are also walking by with your friend near BAT street when someone approaches you to ask for directions. You can recommend to the person to rent a bike to get to the library. You could ask the student if she/he knows how to ride a bike and give the directions to get to bike rental.



Appendix 6. Analytic Scoring Rubric

RUBRIC - Student's name:		Evaluator:		
Criteria Valuation	Low Performance (1,0- 2,9)	Basic Performance (3,0 - 3,9)	High Performance (4,0- 4,5)	Superior Performance (4, 6 - 5,0)
Vocabulary	The vocabulary is very limited and/or is not related to the task. Score:	Uses appropriate vocabulary but it is not varied Score:	Uses appropriate and varied vocabulary to talk about the task topic. Score:	Uses a very good range of appropriate vocabulary to talk about the topic. Score:
Grammar	Uses many incorrect structures or the ideas are difficult to understand due to grammar mistakes. Score:	Shows limited control of grammatical forms, but ideas can be understood. Score:	Shows good control of grammatical forms appropriate to the task. Score:	Shows a very good degree of control of grammatical forms appropriate to the task. Score:
Pronunciation and fluency	Numerous errors in pronunciation affect comprehension. Many hesitations; the responses are difficult to understand. Score:	Several errors in pronunciation sometimes affect comprehension. Slow speech and frequent vacillation interfere with communication. Score:	Some errors in pronunciation, but still intelligible. Speaks slowly and sometimes hum, but can still communicate. Score:	The pronunciation is generally correct and natural. Although there are errors, these do not impede comprehension. Response can still be considered fluent, and communication is unhindered. Score:
Interaction and communication	Conveying and expressing ideas can take time, is challenging, and usually unsuccessful. Unable to Sustain involvement , and needs interlocutor support for interpretation and restatement of ideas and to provide clarification; rarely independent in an interaction Not an Interactive Participant : elaboration and topic initiations are rarely successful Score:	Conveys and expresses information and ideas in a general manner but unable to say fully or exactly what he or she might want to say. Can Sustain involvement but only with a patient interlocutor who must clarify ideas. Understands interlocutor input or support when it is clear. Somewhat Interactive Participant : sustains involvement in an interaction and does some elaboration and initiation Score:	Conveys and expresses information and ideas, in a clear manner. Sustains talk, usually without interlocutor restating or clarifying details. Frequently Understands interlocutor speech. Active Participant : spontaneously elaborates and contributes to topic development and frequently shows involvement in interaction; might or sometimes self-initiates topic commentary and exchanges Score:	Conveys and expresses information and ideas, in a very clear manner. Sustains talk, usually without interlocutor restating or clarifying details. Understands interlocutor speech at normal pace. Active Participant : spontaneously elaborates and contributes to topic development and shows involvement in interaction; self-initiates topic commentary and initiates exchanges Score:
Task Fulfilment	The task is largely unattempted and intended message is not communicated: cannot give instructions and/or ask questions or for directions. Cannot sustain spontaneous conversations. Score:	The task remains largely unfulfilled: gives some instructions accurately and/or ask questions or for directions with some difficulty. Can sustain spontaneous conversations with some difficulty. Score:	The task is mostly fulfilled: gives instructions and/or asks questions or for directions mostly clearly. Can sustain spontaneous conversations. Score:	The task is fulfilled effectively: gives clear instructions and/or ask questions or for directions adequately. Sustains spontaneous conversations successfully. Score:
			Total score:	

Appendix 7. Interview with the teacher

UNIVERSIDAD DEL VALLE

Escuela de Ciencias del Lenguaje

Licenciatura en Lengua Extranjeras con Énfasis en Inglés y Frances

Task-based Language Teaching to Improve Secondary School Students' Speaking Skills

Teacher Interview

This study aims to improve the Oral skills of the students. This interview aims to identify your perceptions of students' oral skills regarding their needs, strengths and weaknesses as well as the methodology, materials, and assessment you use in class to improve their oral performance (spoken production and interaction). The interview contains 21 questions divided into four sections. It will take approximately 30 minutes to answer. The information in this interview will be used for academic research purposes and is absolutely confidential.

We appreciate your cooperation and willingness to participate.

Background Information

The following questions are about your qualifications, and teaching experience in English.

1. Could you please tell us about your academic and professional background (name, qualifications and experience) If you have any qualifications in foreign language teaching, where did you study? When did you graduate? To what degree?
2. How long have you been teaching English? in years
3. What languages do you speak? are you proficient in?
4. Have you been to an English speaking country? Which one? For how long? in what capacities? (teaching, working outside education)

Teaching Practice Perception

Perceptions of students' motivation and English language performance in class

The following questions ask you about your perception of students' motivation, overall performance and oral performance in the English class.

5. Do you think your students are motivated or engaged in the English class? Explain
6. What do you think your students like the most about the English class? What topics, materials, or activities?
7. What is your perception of students' overall performance in class?
8. What is their strongest language skill and what is the weakest language skill? Why?
9. What is the proficiency level of your students regarding their speaking skills?
10. What are their strengths and weaknesses? for instance, in terms of pronunciation (intonation, fluency), vocabulary, grammar, interaction? (probing)
11. How do you perceive the use of the mother tongue in your foreign language class? With what frequency is it used? and when it is used, why do you use it?

Methodology and Resources

The following questions are about the activities you use in class to foster students' speaking skills.

12. What language teaching methodology do you use in class? Why?
13. Do you implement tasks or TBLT? Do you know about it?
14. What kind of oral activities do you usually propose to your students in class?

15. What topics do you teach in your English class?
16. Which materials do you use in your class to teach speaking? Do you design your own materials? Do you adapt them from a textbook or website? Do you use the materials from the Ministry of Education?
17. What topics do you recommend us to teach in this class?

Assessment

18. How do you assess the speaking skills of your student?
What activities do you implement to assess students? Which methods or tools do you use? (Rubrics, presentation, quizzes, self-assessment, peer-assessment, other, which one?) What material do you use to assess speaking? Would you mind answering yes or not if you use the following activities to assess your students' speaking skills?

- a) Oral examination
- b) Oral presentation
- c) Project presentation
- g) Question and answer
- h) Interview

- i) Roleplay
- j) Debates
- k) Picture-cued storytelling
- i) Other

With what frequency do you use it?

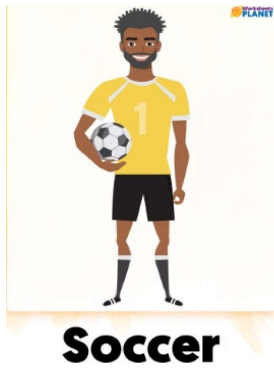
19. What kind of feedback do you give to your students in regard to speaking skills? Do you correct pronunciation, grammar, content, all of them?
20. Would you prefer to assess in groups, with peers, or individually?
21. What practical problems do you face when assessing speaking? (Group size, lack of time, unclear rating scales)

Thank you very much for your cooperation with this interview!

Fecha de administración: 31 de mayo del 2022
Duración. 30 minutos

Appendix 8. Lessons plan using the TBLT framework

UNIVERSIDAD DEL VALLE
FACULTAD DE HUMANIDADES
ESCUELA DE CIENCIAS DEL LENGUAJE
PROGRAMA DE LENGUAS EXTRANJERAS

Course: 10-4 Level: B1 Schedule: 3:30 pm- 5:10 pm Unit: Having Fun “Sports” Objectives • Maintains spontaneous and simple conversations on topics of personal interest. • To learn vocabulary related to sports and competitions • To answer questions considering the context • Gathering information to answer some comprehension questions. • Discussion on Sports preferences. • Identify information related to competitions. • To Classify sports into categories like ball sports, Ice sports, Aquatic Sports, etc., taking into account their knowledge.		Date: August 1st to September 12th 2022
		Time: 21 hours
		Material • Flashcards • Tape • Bond paper, markers, paints, paint brushes, colors, scissors, glue, magazines. • Texts and audios • Survey worksheet • Cardboard, images, markers, glue, tape, ruler, color and scissors
Timing In minutes	Activities Description of what is to be done and/or evaluated	Materials
110 - 120 min	Cycle 1 Pre-Task Warm up: The group will be divided into 7 groups of 5 students. Teachers will ask students what sports they know and ask them to write a list of all the sports they can think of. They have 5 min to create the list and 5 min to share the answers	Sports flashcards 

	with the class, next, Ss will write them on the board. Ts will show them some flashcards to help elicit or teach sports. (The flashcards do not have any name because Ss should match the image with the name of the sport) Ts will paste the flashcards on the board and will pass around with the name of the sports in a bag, each group should take one and paste it under the correct image and built a sentence with that sport. After that, Ts will ask Ss to classify the sports into the following categories: - Air Sports - Athletics. - Ball Sports - Board Sports - Combat Sports - Cycle Sports - Ice Sports - Aquatic s ports Each group should present their classification to compare with the others' classification.	https://www.worksheetsplanet.com/sports-vocabulary-flashcards/ https://drive.google.com/file/d/1h7dpjFyywy-7bp1FG_A54NfhdsEvsj6C/view Tape Sports' names cards
40 - 50 min	Task Cycle <i>Input</i> Ts will share the reading “Amazing Olympians”, Ss must focus on: - What sport each character practice - What games have them competed in - How many Olympic Games have they participated in - Dates of competitions - In how many different events did they win gold	https://english-practice.net/reading-exercises-for-a1-against-the-odds/
50 - 60 min	After that, Ts will propose a discussion following these questions: According to the text, Which sportsperson: 1 won three gold medals at one Olympic	

	Games? 2 competed most recently? 3 competed in the Winter Olympics? 4 won the most Olympic gold medals? 5 had the longest Olympic career? 6 learned ice skating when she/he was just two years old? 7 What was Dara Torres's favorite sport? 8 What happened to Emil Zátopek in his first marathon? 9 When did Bonnie retire from skating? 10 How many medals won Dara in the Games in Sidney? Ts will pass around with the above questions inside a bag, (3 or 4 students will have the same question) Ss must meet with their partners, discuss the possible answer to present the question and the answer in front of the rest of the class Ts will present an audio to listen to two native like-speakers doing an interview about sports. Thereafter, Ts will ask some comprehension questions: - How many people are talking? - What are the speakers mainly discussing? - What sports does he/she like to play? - What sport does he/she like to watch? - What is his/her favorite football team? -Is badminton popular in his/her Country? - Do you remember how often he/she plays the sport? - Name two benefits of playing badminton? -Do you remember who he/she plays badminton with? -Why is sport important to him/her?	https://english-practice.net/practice-listening-and-speaking-english-for-daily-conversation-sports/
30 - 40 min	Ts will share the article “Physical Activity - Statistics & Facts”, each S will have a copy of the lecture and Ts will guide the reading. Then, the class and Ts would identify and interpret the data (percentages) in the article, next Ts will show how to put the	https://www.statista.com/topics/1749/physical-activity/#dossierKeyfigures https://study.com/learn/lesson/trend-line-formula-examples.htm

	information in two different graphic forms the information collected (Bar graphs and Pie charts).	
110 - 120 min	Task <i>Designing a survey about sports</i> Ss and Ts will design a sports survey, to do so, Ts will accommodate Ss into groups of 5 people. Each group will propose two questions (with teachers' help if needed) and Ts, three questions, so in total each group will have five questions. Each member of the group will be responsible for collecting the information for one question in the survey. That is, each student will collect 15 answers to a single question. [organizarlos por grupos para que obtengan información de la misma persona. Ejemplo: grupos 1, 2, 3 y 4 trabajan juntos (preguntan y responden) grupo 5, 6 y 7 preguntan y responden y grupo 1 solo responde a los grupos 5, 6 y 7]. planning and report <i>Output (presenting results)</i> After having collected the information, the group must meet to analyze the data. Each S must organize the answers to the question that he/she was in charge of. With that data, they will have to make a poster to report the results of the survey. Ss should present their poster using graphs to report the answers to each question. Ss must prepare their short presentation taking into account the questions, the number of surveyed, and answer percentages, they will have 5 minutes to present their graphic report. Language focus Feedback	Survey worksheet https://docs.google.com/document/d/1Ay0IqiqVhXu1rvxLsSIqjc1FbEU5vIPOHjR4qzpl2uM/edit Bond paper, markers, colors and any other materials we may use to create a poster Students' posters
110 - 120 min		

120 - 130 min	Cycle 2 Pre-Task Ts would show a frieze about a soccer where they will present: 1. Cultural information about the sport 2. Countries where the sport is played 3. important people related to the sport 4. Some historical facts about the sport (origin, which team has more titles) 5. a curious fact that involves that sport (The highest paid athlete in the history of that sport, who has been the youngest, who has been the oldest, the most emblematic victory) Ts will make questions competition in groups To answer the questions, a different member must come out for each one. Task cycle Last cycle Ss collected information about the sport that most caught the attention of the surveyed. Ss would research that sport to make a presentation considering Ts model's representation.	Ts Freeze made in cardboard
170 - 180 min	Planning After selecting the most relevant information, Ss will create their frieze, where they recapitulate the information collected. They must include in their presentation the same content presented by the Ts. The Ts will pass around the classroom asking some questions about the information that students should be collecting and helping them with the pronunciation and grammar forms.	Questions bag

220- 230 min	Report Ss will create their frieze with the material that they should bring from their houses taking into account the information they collected before and they will present them to the rest of the class. Language focus Task reflection	Cardboard, images, markers, glue, tape, ruler, color and scissors
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Appendix 9. Researchers' journal format sample

UNIVERSIDAD DEL VALLE
FACULTAD DE HUMANIDADES
ESCUELA DE CIENCIAS DEL LENGUAJE
PROGRAMA DE LENGUAS EXTRANJERAS

DIARIO DE OBSERVACIÓN

Modalidad de práctica: 1-Institución educativa pública o privada

Institución de práctica docente:

Nombre de las practicantes:

Clase:

Número de clase:

Fecha de clase:

Tema:

Nombre del docente titular del curso:

Número de estudiantes presentes:

Grado:

Desarrollo de la clase (descripción del evento)	Reflexión sobre el desarrollo de la clase y aspectos por intervenir/mejorar por parte de las practicantes
Objetivo de aprendizaje: Actividades desarrolladas: Formas de evaluación:	.

Appendix 10. Post-test oral task

Post-test

Pre-task

The teachers write the alphabet on the board, then point to A and ask if anyone can remember a sport beginning with that letter. As soon as someone calls out an appropriate word, Ts crosses out the letter A, points to B and moves on to the next letter. Ts continue through the alphabet in this way, periodically, we point to a letter already crossed out and ask What was that sport again? When we reach the end of the alphabet, we will return to any letters not crossed out and give students more time to call out a word for each. For the difficult letters, Ts ask students to think of a word that includes (rather than begins with) these letters.

When the Ss guess the sport with the letter pointed, they should say a sentence with it and answer one of the following questions:

- **Do you like to play _____? Why? Why not?**
- **What sports do you like to watch? and What sports do you hate to watch?**
- **Do you prefer playing or watching this sport?**
- **Do you prefer watching this sport at the stadium, at home on TV, or in a bar on a giant screen?**
- **Who do you think is the best all around athlete in the world of this sport?**
- **Which sport is your favorite to play and why?**
- **Do you play any sports these days? If not, how do you get exercise?**

Video

Vocabulario de direcciones

1. Ts start the class by introducing the topic based on the video

<https://www.youtube.com/watch?v=-YoeEY8FPM&t=269s>

<https://www.youtube.com/watch?v=-A3lVmjWf0c>

[Directions Rap Song | How to ask and give directions, with dance actions | English Through Music](#)

2. The teacher gives the most useful expressions to ask and gives directions. In pairs, the students are going to classify which expressions belong to ASKING and which belong to GIVING DIRECTIONS. Then, they should create and simulate a short conversation where they use this vocabulary.

EXPRESSIONS:

Excuse me, where is ...

Turn right/ left at the corner

Take the first on the right

Excuse me, can you tell me the way...

Go down there

Excuse me, which way is

Take the first on the left

Do you know where the... is

Can you tell me how to get to

Take the second on the right

Go straight ahead

Take this road

Keep going

These sentences will be printed in a font size that allows them to be seen from ea distance.
The teacher will draw a line down the middle of the board

Task

Students will work in small groups (3 participants). They will have 30 mins to plan a conversation and 5 to 10 mins maximum to perform it.

Roles:

Information Agent	Ticket Agent	Tourist
is responsible for communicating the details of an event. 	is someone who has a valid ticket for an event and provides information about ticket pricing. 	Visits places for pleasure and interest. Ask for information about events, prices and places. 

Situation A: You and your colleague are working at Cali's Sporting event (one of you is going to be an information agent, and the other one is going to be the ticket agent). A tourist asks you for information about the official locations to watch and play sports during this week and how to get there. You should tell the tourist about the three locations (the stadium, the Panamerican fields, and the village coliseum). **The tourist is interested in the stadium location; the sports offered in that place are: American football, soccer, athletics, archery, swimming, waterpolo, handball and cricket.** Remember to greet and farewell appropriately.

Tourist: You are a tourist, and you approach the sports information center to ask about the sporting event in **the stadium**. You are going to ask:

- What are the official locations to watch the games during the week?
- How to get to the stadium?
- What sports can I watch in the stadium? Are the games in the morning or in the afternoon?
- Where to buy the ticket to watch a game?
- How much does it cost?

Agent 1: You are going to answer the tourist questions. He/she approaches you and asks you about the sporting events held in the city during this week. You give information about the sports offered **in the stadium** and give instructions on how to get there.

you will provide the following information:

- There are three locations: the stadium, the Panamerican fields, and the village coliseum.
- Give the instructions to get to the stadium.
- The sports that you can watch in the morning are: **American football, soccer, athletics, and archery.**

Ticket agent: You are the ticket agent who will provide the next additional information:

- The sports that you can watch in the afternoon are: **swimming, waterpolo, handball and cricket.**
- You can get the tickets with me.
- What sports game do you want to watch?
- The game tickets are free in this location.

Note: The sporting event is totally free in this scenario. The client could watch the games without paying.

Situation B: You and your colleague are working at Cali's Sporting event (one of you is going to be an information agent, and the other one is going to be the ticket agent). A tourist asks you for information about the official locations to watch and play sports during this week and how to get there. You should tell the tourist about the three locations (the stadium, the Panamerican fields, and the village coliseum). **The tourist is interested in the Panamerican fields location; the sports offered in that place are: cycling, volleyball, skating, gymnastics, hockey, baseball, climbing, squash, bowling. Remember to greet and farewell appropriately.**

Tourist: You are a tourist and you approach the sports information center to ask about the sporting event in **the Panamerican fields**. You are going to ask:

- What are the official locations to watch the games during the week?
- How to get to the Panamerican fields?
- What sports can I watch in the Panamerican fields? Are the games in the morning or in the afternoon?
- Where to buy the ticket to watch a game?
- How much does it cost?

Agent 1: You are going to answer the tourist questions. He/she approaches you and asks you about the sporting events held in the city during this week. You give information about the sports offered **in the Panamerican fields** and give instructions on how to get there.

you will provide the following information:

- There are three locations: stadium, the panamerican fields and the village coliseum.
- Give the instructions to get to the stadium.
- The sports that you can watch in the morning are: **cycling, volleyball, skating, gymnastics**

Ticket agent: You are the ticket agent who will provide the next additional information:

- The sports that you can watch in the afternoon are: **hockey, baseball, climbing, squash, bowling**
- You can get the tickets with me.
- What sports game do you want to watch?
- The game tickets cost \$10 USD.

Note: In this scenario, the tourist has to pay for the ticket to watch the professional game. It costs \$12 USD

Situacion C: You and your colleague are working at Cali's Sporting event (one of you is going to be an information agent, and the other one is going to be the ticket agent). A tourist asks you for information about the official locations to watch and play sports during this week and how to get there. You should tell the tourist about the three locations (the stadium, the Panamerican fields, and the village coliseum). **The tourist is interested in the Village Coliseo location, and the sports offered in that place are: Tennis, horseback riding, motocross, polo, skateboarding, karate, fencing, basketball, badminton**

Tourist: You are a tourist, and you approach the sports information center to ask about the sporting event in **the Village Coliseum**. You are going to ask:

- What are the official locations to watch the games during the week?
- How to get to the Village Coliseum?
- What sports can I watch in the Village Coliseum? Are the games in the morning or in the afternoon?
- Where to buy the ticket to watch a game?
- How much does it cost?

Agent 1: You are going to answer the tourist questions. He/she approaches you and asks you about the sporting events held in the city during this week. You give information about the sports offered **in the Village Coliseum** and give instructions on how to get there. you will provide the following information:

- There are three locations: the stadium, the Panamerican fields, and the village coliseum.
- Give the instructions to get to the stadium.
- The sports that you can watch in the morning are: **Tennis, horseback riding, motocross, polo**

Ticket agent: You are the ticket agent who will provide the next additional information:

- The sports that you can watch in the afternoon are: **skateboarding, karate, fencing, basketball, badminton**
- You can get the tickets with me.
- What sports game do you want to watch?
- The game tickets cost \$15 USD.

Note: In this situation, the client should pay \$18 USD to attend the sporting event in this location.

Post-task (Language focus)

Appendix 11. Final perception questionnaire

Task-based Language Teaching to improve EFL tenth graders' Speaking skills at a Public school

CUESTIONARIO FINAL DE PERCEPCIONES PARA ESTUDIANTES

Esta encuesta se realiza con el propósito de identificar su percepción de desempeño en la habilidad oral en cuanto a fortalezas y debilidades. También busca identificar las actividades, los recursos y la evaluación de la habilidad oral que se realizaron en clase y sus preferencias. La encuesta consta de ocho preguntas. En la encuesta se le pide su nombre para poder relacionar los datos que usted aporte aquí con los datos que se recogieron en el estudio, sin embargo, con el ánimo de conservar su privacidad y facilitar su libertad de expresión, su nombre será reemplazado por un código; garantizamos que la información recogida es de carácter confidencial y será utilizada solo por las encuestadoras.

Recuerde que no se trata de un test, por lo que no hay respuestas malas o buenas. Agradecemos de antemano su participación en este ejercicio y esperamos que responda este cuestionario con la mayor sinceridad posible.

Nombre completo: _____

1. ¿Cómo se sintió durante nuestras clases? (puede escoger varias opciones)

- a. Motivado/a
- b. Cómodo/a
- c. Aburrido/a
- d. Avergonzado/a
- e. Nervioso/a
- f. Indiferente
- g. otro, ¿cuál? _____

¿Por qué? _____

2. ¿Cómo percibió su participación durante nuestras intervenciones?

- a. Muy alta
- b. Alta
- c. Buena
- d. Baja
- e. Muy baja

¿Por qué? _____

3. ¿En qué nivel considera usted que se encuentra respecto a su producción oral en inglés después de nuestras intervenciones?

- a. superior
- b. Alto
- c. Básico
- d. Bajo
- e. Muy bajo

¿Por qué? _____

4. ¿Cuál de los siguientes aspectos de la expresión oral considera usted mejoró? Puede escoger varias opciones.

- a. Pronunciación
- b. Vocabulario
- c. Fluidez (puede expresar sus ideas con soltura y seguridad.)
- d. Entonación (Refleja una intención o una emoción)
- e. Gramática
- f. Interacción (entiendo lo que me preguntan y puedo responder, puedo sostener una conversación)
- g. Todos
- h. Otro ¿Cuál? _____
- i. ninguno

5. ¿Qué actividades orales le gustaron en la clase de inglés? ¿Por qué?

6. ¿Qué actividades orales **NO** le gustaron en la clase de inglés? ¿Por qué?

7. ¿Qué materiales le gustó que se usaran en la clase de inglés? ¿Por qué?

8. ¿Cómo le pareció la evaluación oral?

<https://forms.gle/UjhwW6vQBscmy9A57>

Aplicación 25 noviembre /2022

Appendix 12. Assumptions for paired-samples t-test

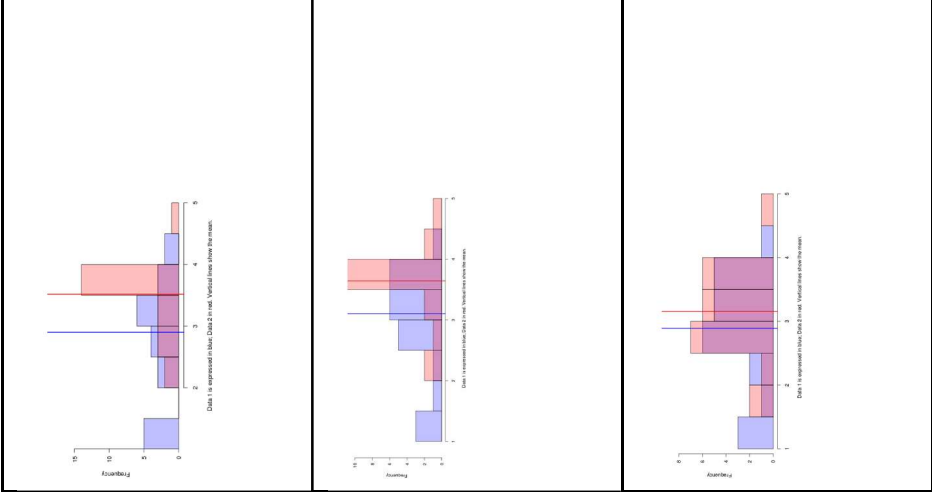
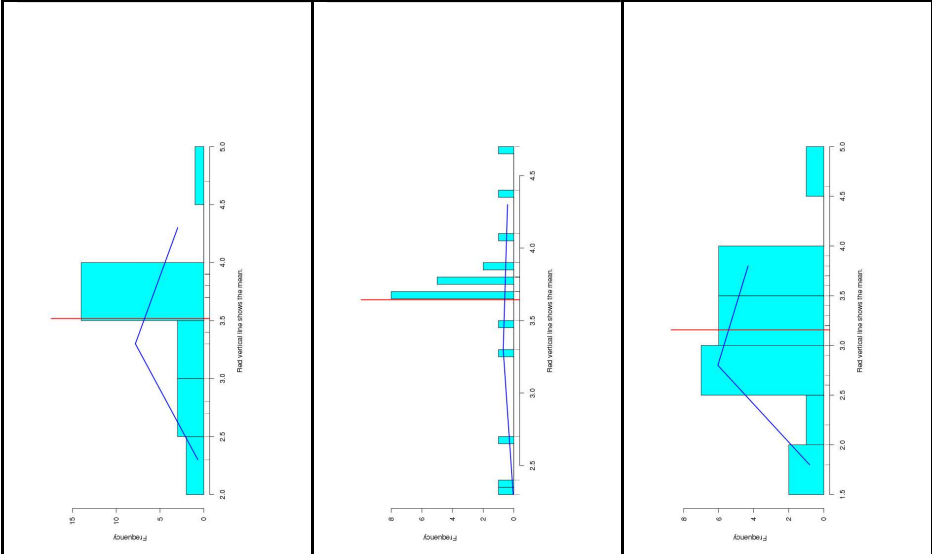
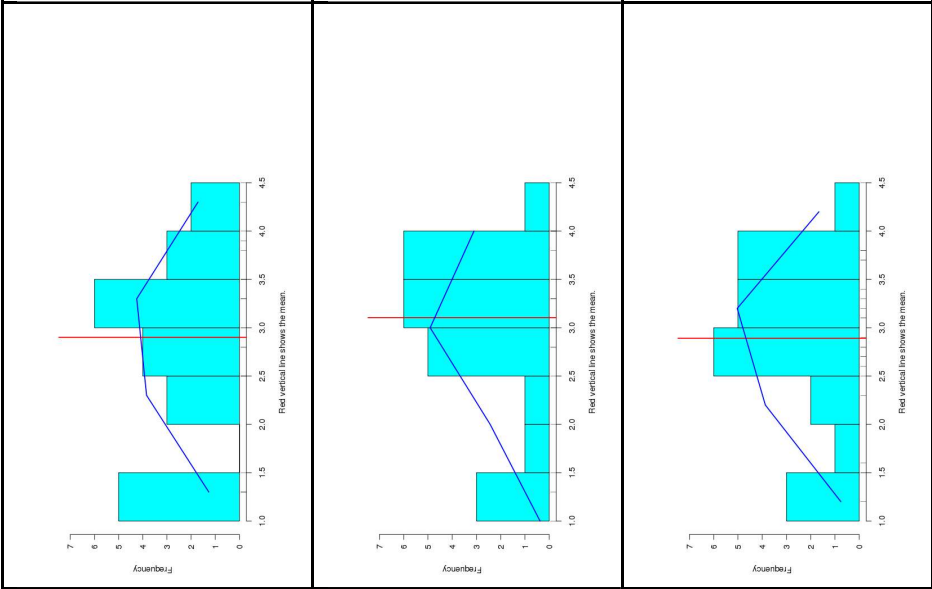
Histograms

Aspect	Pre-test	Post-test	Overlapping
Task fulfillment	Frequency Red vertical line shows the mean.	Frequency Red vertical line shows the mean.	Frequency Data 1 is represented in blue. Data 2 is red. Vertical lines show the mean.
Interaction and communication	Frequency Red vertical line shows the mean.	Frequency Red vertical line shows the mean.	Frequency Data 1 is represented in blue. Data 2 is red. Vertical lines show the mean.
Pronunciation and fluency	Frequency Red vertical line shows the mean.	Frequency Red vertical line shows the mean.	Frequency Data 1 is represented in blue. Data 2 is red. Vertical lines show the mean.

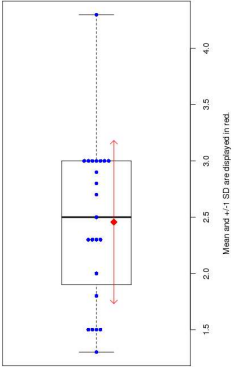
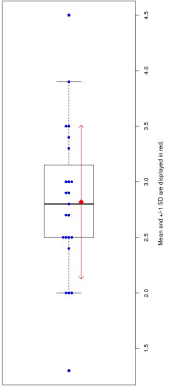
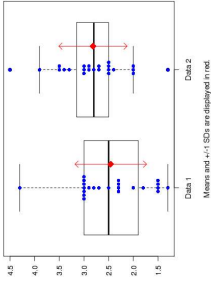
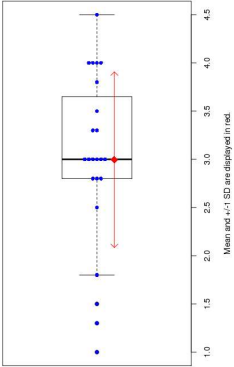
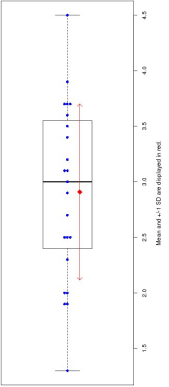
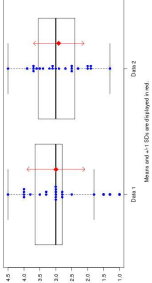
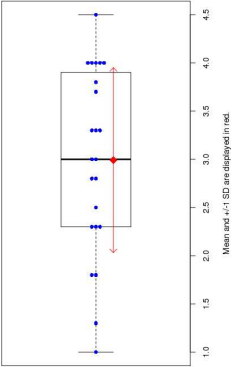
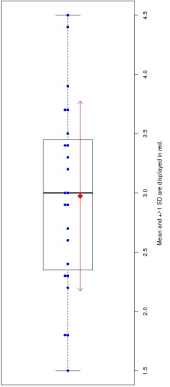
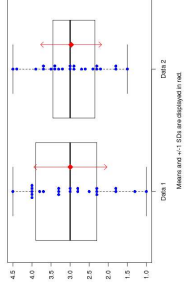
Grammar

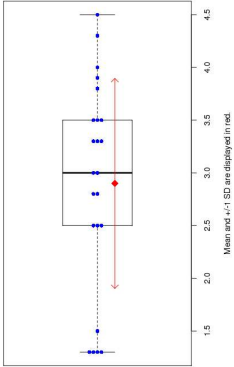
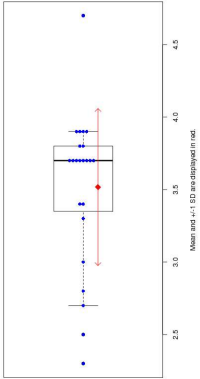
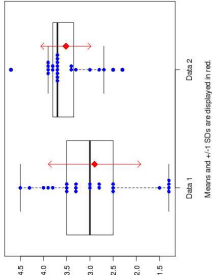
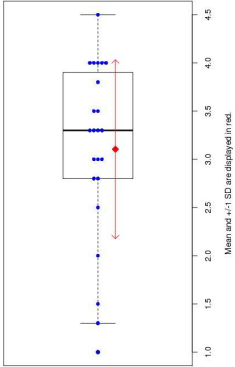
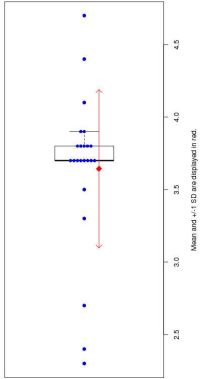
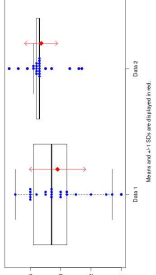
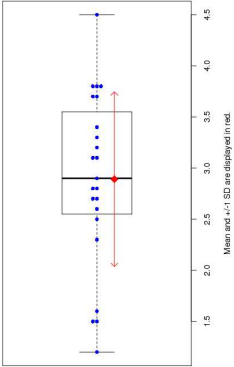
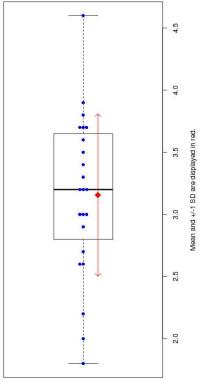
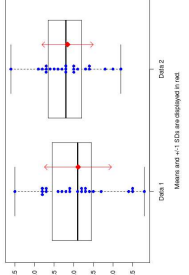
Vocabulary

Overall scores



Outliers

Aspect	Pre-test	Post-test	Comparison
Task fulfillment	 Mean and +/- 1 SD are displayed in red.	 Mean and +/- 1 SD are displayed in red.	 Mean and +/- 1 SDs are displayed in red.
Interaction and communication	 Mean and +/- 1 SD are displayed in red.	 Mean and +/- 1 SD are displayed in red.	 Mean and +/- 1 SDs are displayed in red.
Pronunciation and fluency	 Mean and +/- 1 SD are displayed in red.	 Mean and +/- 1 SD are displayed in red.	 Mean and +/- 1 SDs are displayed in red.

Grammar			
Vocabulary			
Overall scores			

Test of normality

Aspect	Shapiro-Wilk normality test		
	Pre-test	<i>p</i>-value	Post-test
Task fulfillment	.035		.811
Interaction and communication	.089		.857
Pronunciation and fluency	.281		.934
Grammar	.062		.009
Vocabulary	.049		.000
Overall scores	.342		.826