COMMUNICATIVE STRATEGIES TO ENHANCE PUBLIC UNIVERSITY STUDENTS´ ORAL FLUENCY THROUGH THE IMPLEMENTATION OF A TASK-BASED LEARNING APPROACH

Laura Tatiana Muñoz Ocampo

Universidad de Caldas

Facultad de Artes y Humanidades, Maestría en Didáctica del Inglés

Manizales, Colombia

2021

COMMUNICATIVE STRATEGIES TO ENHANCE PUBLIC UNIVERSITY STUDENTS´ ORAL FLUENCY THROUGH THE IMPLEMENTATION OF A TASK-BASED LEARNING APPROACH

Laura Tatiana Muñoz Ocampo

Tesis o trabajo de investigación presentada(o) como requisito parcial para optar al título de:
Magister en Didáctica del Inglés

Director (a):
ZOILA LILIANA GIRALDO MARTÍNEZ

Universidad de Caldas

Facultad de Artes y Humanidades, Maestría en Didáctica del Inglés

Manizales, Colombia

2021

Acknowledgments

First of all, I want to thank God for giving me the strength to continue through this process and giving me peace during the most difficult times of my life. I also want to thank my mother for being there every step of the way and providing me the much-needed support. I would like to thank all the people that contributed to this project one way or another, family and friends. Finally, I want to express my gratitude to my advisor, M.A Zoila L. Giraldo for her patience and support through this academic journey.

Resumen

El propósito de esta investigación acción fue examinar el impacto de la enseñanza de estrategias de comunicación a través de talleres de aprendizaje basado en tareas para mejorar la fluidez en inglés de los estudiantes de la Universidad Nacional de Manizales. Los participantes cursaron esta materia como parte de los requisitos para egresar de sus diferentes carreras. La falta de fluidez se constató como el principal problema de los participantes durante la etapa de diagnóstico. También se identificó que no tenían estrategias para hacer frente a sus limitaciones y que tenían un interés particular en los problemas del mundo real. Como resultado, durante la etapa de acción se diseñaron e implementaron seis talleres de aprendizaje basado en tareas relacionados con el ámbito académico y laboral. Posteriormente, los datos analizados durante la etapa de evaluación surgieron a partir de cuatro instrumentos de recolección de datos: transcripciones de los estudiantes, formulario de autoevaluación del estudiante, formulario de observador no participante y observación del docente. Los hallazgos y conclusiones del estudio sugirieron que los estudiantes mejoraron su fluidez al usar activamente algunas estrategias de comunicación o su articulación para realizar tareas complejas durante los talleres de de aprendizaje basado en tareas.

Palabras clave: aprendizaje basado en tareas, competencia oral, estrategias compensatorias, estrategias comunicativas, fluidez.

Abstract

The purpose of the present action research was to examine the impact of teaching communication strategies through Task-based learning workshops to enhance the fluency of English students at Universidad Nacional from the city of Manizales. The participants studied this class as part of the requirements for graduating from their different majors. Lack of fluency was confirmed as the main issue of the participants during the diagnostic stage. It was also identified that they did not have strategies to cope with their limitations and that they had a particular interest in real-world topics. As a result, six TBL workshops related to academic and job environments were designed and implemented during the action stage. Subsequently, the data analyzed during the evaluation stage arose from four data-gathering instruments: students' transcripts, student's self-assessment form, non-participant observer form and, teacher's journal. The findings and conclusions from the study suggested that students improved their fluency by actively using some communication strategies or articulation of them to carry out complex tasks during TBL workshops.

Keywords: communication strategies, compensatory strategies, oral proficiency, fluency, task-based learning.

Table of contents

Table list

List of graphs

Introduction

There is an existing need to communicate in English, globalization has played a crucial role in our society and has established a high bar for students around the globe who need to be proficient-speaking wise- to succeed in different conversational settings and challenges. The importance of learning English in Colombia has increased during the last decades as explained by Cárdenas & Miranda (2014) "As many other non-English-speaking countries around the globe, Colombia has, in recent years, strengthened the efforts to foster English language learning among its population" (p. 140). To meet this growing necessity, universities require students of any major to have a certain proficiency in the English language. This research project was conducted at Universidad Nacional in Manizales, Colombia with six English students that belonged to the different majors that the university offers.

After a diagnostic stage, it was found that the students participating in this study could not express themselves fluently in the foreign language. As expressed by Savaşçı (2014), "While the students may participate in the class in other skills such as reading, writing and listening, they behave much more unwillingly when it comes to speaking in a second language" (p. 2682). By analyzing the teacher's journal, it was evident that student's unwillingness to speak in English, created minimum interaction between students in the L2, and when they had to inevitably participate in speaking activities they often made long pauses, thought deeply before speaking, hesitated, and made up new words when trying to say something; they also stopped participating not because of lack of interest but because of lack of the communication skills to do it. A pre-test was also applied and the results supported the premise of their speaking ability being weak. Their lack of proficiency and fluency was confirmed, when the students answered a survey where they expressed their frustration because they felt that they were not able to express themselves fully and had to use the dictionary many times, translators or rely on the use of "Spanglish". On this matter, using the mix of Spanish and English, as discussed by Rodríguez & Parafita (2012), "Is a way for the students to deal with complex linguistic and ethnic identity issues creatively" (p.

440). All of these aspects explained, support the need to conduct this study and emphasize fluency as the most urgent need that the participants have.

To help these students with their needs, the goal of this research is to take advantage of the qualities of communication strategies and the features of Task-based Learning (TBL) to enhance their fluency. This methodology was chosen by analyzing the students, their age, their interests, and the stage of life where they are currently at. By taking into account the aspects mentioned above, it was clear that these particular students would greatly benefit from learning English with real-world tasks. With the implementation of TBL, students could have the opportunity to interact with useful content that could be applied to the possible scenarios they might encounter during their academic journey and in future job opportunities. When the main problem of the students was visible and the methodology that best suited them was chosen, the research questions emerged. The research question that arose is: What is revealed about communication strategies for speaking through the implementation of TBL concerning fluency of University students in the public context?

This study was carried out by using the Action research methodology premises which allowed to observe, reflect, plan and implement, to then begin the cycle again. In the planning step, after following the first two, six TBL workshops related to academic and work-related topics with a focus on fluency were applied. The workshops were examined by using four instruments. The first one was students' transcripts, the second one was student's self-assessment, the third one was a non-participant observer form and the last one was the teacher's journal. To finish the intervention, students took a post-test that was used to contrast their performance and measure their results.

After the action stage, it was necessary to analyze the data from the implementation of the workshops. During this evaluation stage, each workshop was analyzed according to the categories that emerged. Then a general analysis happened, to identify the events that were present the most during all the workshops. Additionally, the pre-test and post-test classifications were compared and analyzed. This thorough analysis led to concrete findings and conclusions that showed that students improved their fluency with the use of communication strategies through TBL workshops.

CHAPTER I. RESEARCH PROBLEM

1.1 Rationale

The contributions of this study are related to its impact on different academic populations. As a teacher-researcher, data and findings gathered are of extreme value since they become essential for assessing and witnessing the progress of learners. Additionally, it helps educators to make constant balances regarding the strategies, techniques, and resources that impact more positively a student's learning process. Finally, the data and findings become crucial to discover new possibilities and strategies to enhance the learner's experience with the acquisition of English proficiency.

Nowadays, it is common to live in a language learning and teaching world where personalized paths are implemented and evaluated to better suit the students' interests, needs, and expectations. It is pertinent to mention, for instance, the contributions of Personalized Language Learning (PLL), as a "popular approach to precision language education that plays an increasingly essential role in effective language education to meet diverse learner needs and expectations" (Chen et al., 2021, p. 205). This is why, the role of the current language teacher and researcher must be one in which strategies are planned, applied, implemented, and assessed in such a way that the constant observation procedures and feedback optimize the processes in which the ultimate gain happens for the students. This requires an open mind on the teacher's part, free of possible bias, and a spirit of constant learning for both parties, teacher, and students.

This study contributes to the academic setting of the participants and in general to higher education institutions that share similar language learning processes, since the findings can provide elements for analysis, restructuring of syllabi and academic programs. Language programs in the region have traditionally given a scope and sequence structure that can be adapted by language teachers according to their ideas for a better implementation. However, it is necessary to recognize that students in these kinds of institutions need to use the language with a primary communicative goal to succeed in the current globalized world. This is what the academic authorities highlight as the main purpose for the teaching and learning of the foreign language in Colombia.

This study seeks to contribute to the Master's Program in English Didactics, and specifically to the research group Researchers in English Didactics (REDI) in the research line:

development of EFL skills, due to the findings concerning the crucial need for a deeper understanding of fluency for current language learning programs, not only from a curricular perspective but also from the implementation in classes, follow up and personalization of the teaching strategies to make the communicative approach a more tangible reality in the classroom.

In addition, it would be extremely important to continue researching on this topic for educational settings like the one portrayed in this study, since the context does not necessarily allow learners to use the foreign language outside the classroom, but as citizens of the world, there are more opportunities every day to practice and interact in English. As a consequence, the use of real-life tasks in TBL provides the context for the students to envision themselves in these kinds of situations and give them the necessary tools to cope with this. As Nation (1991) states, learners with these characteristics must be exposed to tasks to develop their fluency and move them on the knowledge of the language to make effective use of it.

1.2. Context of the research, setting, and statement of the problem

1.2.1 Description of the context of research

The Universidad Nacional de Colombia is the most recognized institution that offers higher education in the country. According to a study conducted by QS Quacquarelli Symonds, this university has been ranked as the 1st best public university in Colombia and # 258 in the world's list of best universities according to reliable analysis provided (Portfolio Magazine, 2021). It has a big academic reputation, possesses high demand of students each semester and it is also recognized by its numerous recognitions, accreditation processes, research, and academic production nationwide.

The Universidad Nacional de Colombia, offers education of high quality in different campus: Amazonía, Bogotá, Caribe, Manizales, Medellín, Orinoquía, Palmira and Tumaco. (UNAL Manizales, 2021). This study was carried out in the Campus Manizales, which is located in the Andean Region of Colombia, more specifically in the "Coffee Region". The student population in this campus is varied, being Manizales and Caldas the region that makes up the majority of students who attend, followed by an important representation of students from other departments (states): Nariño, Tolima, Valle del Cauca, Putumayo, Risaralda, among others. (Georreferenciación & Dirección Académica sede Manizales, 2021). This varied population brings an intercultural richness that allows interaction with different perspectives, backgrounds, ideas,

and points of view. On the other hand, it brings a heterogeneous academic background that many times become challenging for both professors and students regarding the foreign language teaching and learning acquisition processes.

In Campus Manizales, the main departments that promote the study of English as a Foreign Language (EFL) are the Dirección Académica (DAMA) and the language center. Both have different emphases on their work and are in charge of different processes. The DAMA has a current project where teachers support the curriculum and instruction in the different academic programs, offer teacher training programs in pedagogical strategies and online tools for teaching English. Also, tutoring sessions are offered and preparation for the national test Saber Pro. The Centro de Idiomas is in charge of assigning students into courses of four different levels. Each level must be completed in an academic semester and the completion and approval of the fourth course is a requirement for graduation.

The syllabi for the English courses that currently are followed by professors and students are suggested and adapted from the one created by the Dirección Nacional de Pregrados in the Campus Bogotá. The syllabi used nowadays in Campus Manizales dates from 2008 and as mentioned, can be adapted by every professor. Its goal is to "develop communicative competence with an emphasis on reading comprehension" (English Course Syllabi, 2008, p. 3). The content of the syllabi is divided into units with suggested topics for listening, speaking, and reading skills. It also suggests topics for the grammar and vocabulary for each unit. Another challenge can be stated at this point since the current syllabi do not necessarily reflect the actual needs of the students or prepare them with authentic tasks that could develop the communicative competence necessary for the changing and globalized world of today.

The staff is highly qualified, with most of them having international work experience and holding Master and Doctorate degrees. This particular group of professors has dedicated extra time to be updated in technological tools for teaching English, in Blended and online Models for education, among other pedagogical and didactic tools to better serve the academic needs of the students and to use the resources, modern and technological facilities provided by the university.

1.3 Statement of the problem

When beginning the process of learning English, a common perception that students have is that listening and speaking are the most difficult skills to develop. This specific population had the same belief and their main issue was noticeable after reflecting on the teacher's journal. It

was evidenced that the observations focused more on students' difficulty to find the right words to express orally and produce coherent and complete statements in the foreign language. Another relevant aspect that was identified during these reflections was that these learners had several opinions they wanted to share with the class, but they were not able to do so.

By examining the needs analysis survey that students submitted, it was a fact that several students reported that they would like to perform better orally, but they did not have the fluency to do it. Students described that speaking was extremely difficult for them because of the lack of vocabulary understanding, pronunciation constraints, and absence of confidence, and scarcity of practicing opportunities. All of the aspects aforementioned are indicators of the necessity that these participants have to be involved in activities where they can thrive, learn useful vocabulary, increase their courage to speak without having perfect pronunciation, and be immersed in safe environments where they can practice speaking English without feeling judged.

The interview with the headteacher confirmed the main problems found in the other two instruments and showed that this group of students need to access the L2 in such a way that they can perform effectively in a variety of life situations. Students have expressed to the headteacher that there are several opportunities that the University grants, such as short academic trips, exchange programs, and scholarships but their lack of English proficiency and speaking confidence prevents them from applying. The teacher's journal, the headteacher´s interview, and students' observations support the need to conduct this study and to emphasize fluency as the most urgent need of the participants, taking into account their current oral level, their needs, and the future academic opportunities.

1.4 Research Questions and Objectives

1.4.1 Research Question

What is revealed about communication strategies for speaking through the implementation of TBL concerning fluency of University students in the public context?

1.4.2 Pedagogical Objectives

1.4.2.1 General Objective

✓ To enhance student's fluency with the use of communication strategies through TBL implementations related to meaningful academic situations

1.4.2.2 Specific Objectives

✓ To familiarize the learner with communication strategies that can be employed to enhance their fluency.

✓ To expand students' vocabulary inventory to use in their oral productions

✓ To promote appropriate grammar use inside real-world tasks by students

1.4.3 Research Objectives

1.4.3.1 General Objective

✓ To analyze what is revealed about communication strategies for speaking through the implementation of TBL concerning students' fluency.

1.4.3.2 Specific Objectives

✓ To measure student's use of communication strategies to improve their fluency

✓ To examine the use of specific vocabulary and grammar during TBL implementations.

✓ To analyze students' articulation of various communication strategies to carry out tasks.

CHAPTER II. LITERATURE REVIEW

2.1 Theoretical Framework

Due to the great need that exists for making students develop the speaking ability to be able to communicate effectively in the modern world, and the lack of linguistic tools they have, it becomes important to find strategies to meet those needs. Based on that need, this study explains how TBL can provide meaningful ways for university students to practice speaking so that they can have a successful experience when they face their academic goals. To achieve that, it becomes essential to learn more about communication strategies, students' fluency, and TBL.

2.1.1 Communication strategies

Brown (2000) relates communication strategies to the "employment of verbal or nonverbal mechanisms for the productive communication of information" (p.126). As stated, along with TBL, communication strategies are part of the support necessary for the participants to be able to communicate more effectively and fluently since their initial assessment confirmed that there is room for improvement in this aspect, additionally, because the context does not provide sufficient real-life opportunities for interaction with native speakers (Dörnyei, 1995). This same author states that "Instruction could include the specific teaching of communication strategies, which involve various verbal and nonverbal means of dealing with difficulties and breakdowns that occur in everyday communication" (p.55), which is the road taken with the participants in this action research: To implement strategies that help them structure better their speech and express better orally. According to Sukirlan (2014) "When attempting to communicate a message to listeners, a speaker may have to struggle to find appropriate expressions and grammatical constructions to compensate for gaps between what he/she intends to express and the available linguistic resources" (p. 2033). This is what direct observation from both the author of this study and the non-participating observer teacher found as one of the main issues that these students face when communicating in the foreign language.

These communication strategies gain more importance when they become "elements of an overall strategic competence" (Brown, 2000, p. 127), as students who acquire and use them

become more competent in their ongoing oral communication process in the foreign language. It is expected, then, that the participants in this study benefit from the use of relevant strategies like these. In the implementation stage of this study, there is a wide explanation of the communication strategies used in this study as well as the findings after this application. (Brown, 1995, p.58) adapted Dörnyei´s work and categorizes these strategies as follows:

Table 1

Avoidance Strategies and Compensatory Strategies adapted from Brown (2000)

Communication strategy category	Name of strategy
Avoidance	Message abandonment
	Topic avoidance
Compensatory Strategies	Circumlocution
	Approximation
	Use of all-purpose words
	Word-coinage
	Prefabricated patterns
	Use of nonlinguistic means
	Literal translation
	Foreignizing
	Code-switching
	Appeal for help
	Stalling or Time-gaining Strategies

This study is based on the communication strategies described above by (Dörnyei, 1995 as cited in Brown, 2000) since they may be more familiar to the students, "follow traditional conceptualizations" (p.58), focus on positive outcomes, seem to be encouraging for promotion of the speaking competence and become more applicable to the context of this research. The communicative strategies implemented in this study were carefully selected taking into account their effectiveness for promoting higher communicative levels, "they offer elective designs for speakers to do their unique open objective by controlling accessible language, accordingly

repaying some way or another for their semantic inadequacies" (Dörnyei, 1995, p. 57). Others were not considered because they implied L1 or on translation, which is not the focus of the class instruction. Also, the avoidance strategies were not selected since the goal of the implementation was to foster the effective use of the L2. In conclusion, the communicative strategies chosen for this study are the following Compensatory Strategies suggested by Dörnyei (1995) and adapted by Brown (2000). The strategies are appeal for help, prefabricated patterns, stalling or time-gaining strategies, circumlocution, approximation, and non-linguistic signals.

In the next construct, a deeper point of view on the compensatory strategies selected is presented to give a wider panorama of these particular communicative strategies.

2.1.1.1 Compensatory strategies

Compensatory strategies, also known as "Achievement Strategies" (Namaziandost & Imani, 2020), let the learner use them as a fixed system to deal with a particular problem. Brown (2000) argues that compensatory strategies involve "compensation for missing knowledge" (p.139). Students traditionally use diverse strategies to "compensate" somehow for their lack of fluency, sometimes through the use of survival strategies like the invention of new words (most times based or created from similar ones or ending of words from the L1), or as a last resource recurring to the L1 use or even with a long period of anxious silence. The compensatory strategies stated by different authors as a category of the communicative strategies Brown (2000) and Dörnyei (1995) explain that they can be efficient tools to help students increase their learning resources to be more proficient in their speaking skills. These compensatory strategies become "lifesavers" and at the same time, when used more frequently, can be tools that can boost the student's fluency.

Instruction in EFL classes can be more directed to develop one communicative skill than the others (Namaziandost & Imani, 2020). Some syllabi are based on communicative approaches and the development of the four communicative skills (reading, writing, listening, and speaking), however, the instruction can reveal that this is not necessarily the reality and that students end up having less speaking performance at the end of a course. However, for this particular context, the need, emphasis, expectation, and desire is that all students can develop a higher competence in their speaking ability which is also an institutional guideline. For this reason, the compensatory strategies selected are crucial to help develop the communicative ability of students.

As mentioned in the previous construct, the compensatory strategies that were selected

for this research are Appeal for help, prefabricated patterns, stalling or time-gaining strategies, circumlocution, approximation, and use of non-linguistic signals. All of them are considered achievement or compensatory strategies as they offer alternative plans for the speakers to carry out their original communicative goal by manipulating available language, thus compensating somehow for their linguistic deficiencies (Dörnyei, 1995). However, there is a distinction to be made with the strategy: stalling or time-gaining strategies, since they are functionally different from the strategies mentioned above because they are used more to "gain time and to keep the communication channel open at times of difficulty" (Dörnyei, 1995, p. 57). However, it is kept in the list of these compensatory strategies as done in Brown´s adaptation. The following Table 2 presents the strategies selected in more detail with examples provided:

Table 2

Communication strategies selected for this study adapted from Brown (2000)

Compensatory strategies	Description and examples
Circumlocution	Describing or exemplifying the target object or action (e.g., *the thing you open bottles with* for *corkscrew*)
Approximation	Using an alternative term +that expresses the meaning of the target lexical item as closely as possible (e.g., *ship* for *sailboat*).
Prefabricated patterns	Using memorized stock phrases, usually for "survival" purposes (e.g., *Where is the _____* or *Comment allez -vous*,? where the morphological components are not known to the learner.
Use of nonlinguistic means	Mime, gesture, facial expression, or sound imitation.
Appeal for help	Turning to the conversation partner for help either directly (e.g., What do you call . . . ?)

	or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).
Stalling or Time-gaining Strategies	Use of fillers/hesitation devices or gambits to fill pauses and to gain time to think (e.g., well, now let me see, as a matter of fact).

2.1.2 Speaking skills/ communication skills

For a long time, some authors concentrated on the communicative use of language by learners, more than on other aspects of speaking a foreign language such as intonation or pronunciation, especially in class situations where there is "a reason for speaking, to listeners, in context" (Brown et al., 1983, p. ix). This demonstrates that the purpose of communication has been evolving in the teaching and learning processes for foreign languages, focusing on how the learners will interact and how the resources and strategies used during lessons expose them to real-life situations. In the curriculum of Universidad Nacional de Colombia, there is an emphasis on the need of developing the communicative competence of students, which validates the need to continue fostering communication skills during the English classes.

The contexts that are presented to students during foreign language classes with a TBL emphasis, provide real-life situations to develop their speaking skills, also enriching their learning by having an immediate application in their academic lives. These factors encourage students towards learning the language since there is a tangible goal to reach. Liao (2009) presents different ideas regarding why students get discouraged and do not advance in their proficiency levels for their speaking skills. According to Liao, in previous years the methodology to teach English was teacher-centered with an emphasis on reading or writing. Grammar and isolated vocabulary were crucial for the teachers in their lessons and there was no relevant importance given to the development of the speaking skills (Liao, 2009, p.11). Similarly, in the Colombian context, especially in public schools, where the majority of Universidad Nacional students come from, base their curriculum and/or instruction on these aspects, more than on the development of the communicative competence of students. As a consequence, the statements from this author

can support the need to continue focusing instruction on the improvement of the students' speaking skills of English. Liao (2009) also mentions that "most of the teaching activities are of the traditional modes, such as reading the dialogue, reciting texts, doing translation, and the materials chosen for the students are non-authentic. Usually, students feel deadly bored instead of appreciating them and accepting them" (p.11). These statements validate the need to incorporate TBL for the improvement of students' communicative competence since they provide the most appropriate and updated instruction that increases motivation towards the learning activities.

Finally, it is crucial to state that speaking skills are interrelated to the other communicative skills (reading, writing, and listening). (Harmer, 1991, as cited in Liao, 2009) highlights that "one skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading" (p. 52). Then, it can be said that all skills are connected and help enhance each other. As mentioned by Su (2007) "In the language learning process, listening, speaking, reading, and writing should be treated as integrated, interdependent, and inseparable elements of language" (p.29). Keeping this in mind, it is crucial to integrate skills by planning activities and lessons, as explained by Oxford (2001) where "students have the benefit of practicing all the language skills in an integrated, natural, communicative way, even if one skill is the main focus" (p. 3). The present study is focused on speaking, which is categorized as productive skills alongside writing skills. Therefore, as mentioned by Golkova & Hubackova (2014) "speaking and writing are in reciprocal relationship" (p. 478). The correlation between the productive skills consists of the complexity of syntax and grammar regarding the density found in writing and speaking (MacArthur et al., 2008). Due to the connection between speaking and writing an integration of skills needs to happen. Dorendorf (2021) suggests that "When language skills are integrated learners are able to engage more fully, as they would outside of the class" (p.20). Keeping this in mind, this study presents tasks in which all communicative skills relate to provide this support and help students improve on their speaking as the primary goal and expecting also to positively impact the other remaining skills.

2.1.2.1 Fluency

Fluency refers to the ability to produce the spoken language (Wang, 2014) which is not an easy task for many foreign language students, whose academic and affective backgrounds do not provide sufficient opportunities to develop it. Skehan et al. (1996) considered that "Fluency concerns the learner's capacity to produce language in real-time without undue pausing or

hesitation" (p. 16). This statement also raises a high bar for students who have not dedicated much of their academic lives to be exposed to foreign language lessons, resources, or strategies, as most of the students in this study.

The participants of this study took an entry test that revealed that they needed to improve their fluency regarding their speaking skills assessments results. Also, direct observations, the non-participant (external observer teacher), and the experience in this academic context validate the need for more intentional work in this area, since it is not only a need but a requirement for student's academic and future professional lives. (Wang, 2014) argues that the students' speaking competence is likely to be influenced by cognitive, linguistic, and affective factors. This sets a necessary statement for association with the current participants in the current study. These students can be having difficulty in their fluency levels due to cognitive factors if we consider some elements mentioned previously, such as syllabi based on grammatical components, emphasis on other communicative skills, and in some contexts perhaps a low hourly dedication to the teaching and learning of English in their former academic institutions. On the other hand, it can be stated that there are linguistic barriers for the participants because some students are "good at grammar in reading and writing; but they may often make mistakes in their spoken English" (Wang, 2014, p.111). Taking into account the foreign language background of students mentioned previously, this statement is valid also for this study. Lastly, (Wang, 2014) talks about anxiety and self-restriction having an impact on learners' oral proficiency. These factors can also be present in the participants since they might feel an insufficient communicative competence to interact in the foreign language in addition to the academic university model of lectures for the majority of their subjects instead of a more open to interaction model as usually happens nowadays in the language classes.

As (Albino, 2017) suggests, in the English as a foreign language (EFL) contexts, EFL learners do not generally have many opportunities to practice the language in situations different from the ones provided in the classroom. They may have access to different resources, apps, digital tools, books to read, articles, but they do not necessarily have native speakers of the language to practice speaking with (Albino, 2017). As a consequence, fluency in EFL learners is a need that requires all the attention from teachers and educational settings in charge of providing this language learning. For the case of the participants of this study, most possess access to the internet, are required by other professors to read an occasional journal or article, may have some interest in media (which often comes in English), but the practice part of the language does not

always appear in the picture for the reason stated above. There are few opportunities to interact in real-life situations in English and because of the "post-pandemic" current world situation, there are no foreigners to supply this part in the context of the study as happened before. Therefore, the implementation of TBL in the English classes remains a crucial factor to be taken into consideration since it provides adequate context for them to interact with real-life situations for using the language.

Because of the ideas stated in the paragraphs above, having explained that currently, it is imperative to expand the students' opportunities to interact and use the foreign language to become more fluent, there are several challenges for the language teacher to overcome as the facilitator of the students' learning experiences. Since it is more complicated to get sufficient interaction with native speakers and since the barriers or factors stated above may affect the students' performance in fluency, creativity needs to arise to provide encouraging speaking settings as opportunities to engage students in a myriad of activities that become more authentic to them. TBL appears as a support for this in the language instruction along with the development and exposure of students to different communicative strategies. As Brown (2000) says, "few if any people achieve fluency in a foreign language solely within the confines of the classroom" (p. 12). The integration of these elements can benefit the students' learning process and can make their class time more effective.

2.1.3 Task-based learning

Numerous studies refer to TBL, its concept, and its characteristics. However, several authors conceive the word "task" with different features, which makes necessary an initial section defining the term.

2.1.3.1 Definition of task:

(Ellis, 2003) defines tasks as activities that call for primarily meaning-focused language use. This point of view sees tasks as activities where teachers promote the development of communication through a variety of activities that seek the constant use of language instead of a grammatical focus. To give a broader landscape of this term, I will provide several definitions of tasks stated by different authors and compiled by (Ellis, 2003):

Table 3

Ellis (2003) compilation of the definition of "task"

Author(s)/year	Definition
Long (1985)	"A task is a piece of work undertaken for oneself or for others, freely or for some reward."
Richards, Platt, and Weber (1985)	"A task is an activity or action which is carried out as a result of processing or understanding language."
Prabuh (1987)	"A task is an activity which requires learners to arrive at an outcome from given information through some process of thought…"
Breen (1989)	"A task is a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed I a new language and its use during communication."
Nunan (1989)	"A communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form."
Skehan (1996)	

Bygate, Skehan and Swain (2001)	"A task is an activity in which meaning is primary, there is some sort of relationship to the real world. Task completion has some priority and the assessment of task performance is in terms of tasks outcomes." "A task is an activity which requires learners to use language with emphasis on meaning, to attain an objective."

It is noticeable how with time, the concept of "task" has kept its initial definition, in terms of its essence that looks for the focus on meaning instead of form, for example. However, it has been evolving by including aspects such as the emphasis on communicative language use, thinking skills, language manipulation, and comprehension, and the connection to the use of the language in real life.

In this study, it is crucial to recognize a task as an activity that aims to develop the students' communicative skills through a series of related activities that focus on meaning and in the contextualized use of language for a specific objective. As a consequence, it can be said that the task that will be used in this study needs to be relevant and coherent with the learners 'needs and real-life use and application of the language to become more aligned with its definition and with the students 'real communication needs.

2.1.3.2 Characteristics of tasks:

After defining and establishing the concept used in this section regarding "tasks", it is necessary to describe the main criteria features that characterize them. To begin, tasks can be understood as work plans, that have the main focus on meaning, involve real-life application in the language use, can involve any of the language skills and cognitive processes, and have a clear communicative outcome as expressed by (Ellis, 2003). Nunan (1989) argues that tasks contain "some form of input data (dialog, reading passage), a non verbal (e.g. a picture sentence) and an activity; a goal and roles for teachers and learners" (p.10). (Nunan, 1989) also

differentiates tasks from exercises, stating that the first does not have a linguistic outcome, whereas the language exercise requires some sort of linguistic outcome as a product. Examples of tasks are activities that people normally do every day such as making tea, writing an essay, talking to someone on the phone (Hashemi et al., 2012). Finally, (Swan, 2005, as cited in Hismanoglu, 2011) gives a very clear list of characteristics that help clarify the purpose and definition of tasks. First, activities are planned to take into consideration more the meaning than the language. Second, learner-centeredness is the focus. Third, fluency is privileged over accuracy. Fourth, linguistic elements can be the subject of study if there is interest although the main emphasis is on meaning or communication. Fifth, a more formal structure of pre or post-task language tasks may be beneficial. Lastly, traditional approaches are not suggested for this model, and practice in context is suggested based on communicative activities.

2.1.3.3 Tasks design:

It has also been suggested a possible design for the structure of tasks. For instance, (Ellis, 2003) describes a few components, such as the goal (purpose), input (verbal and nonverbal information), condition (the form of presentation), the procedures (to be followed to accomplish the goal), and the predicted outcomes (product). These structures were analyzed and taken into consideration in the implementation stage of this study, to follow a suggested path provided by recognized mentioned authors. In the next section, the cycle of tasks is described.

2.1.3.3.1 Tasks Cycle:

When designing the tasks, information regarding their design was studied to recognize an adequate structure to implement. According to Skehan & Foster (1997), there are "indications that task characteristics interact with planning time and lead to selective improvements in particular areas. Tasks which contain clearer inherent structure, when planned, seem to favor accuracy" (p.185). Having stated this, it is clear that to structure lessons, keeping in mind the level of progression, the need to include different communicative skills, the required vocabulary, among other elements, can provide a clear path for students to be able to interact with the contexts, topics, resources, and activities. As a consequence, for the implementation stage of this study, three main stages for each workshop were considered: Pre task, while task, and post-task. Hashemi et al. (2012) define these 3 stages as "phases" in TBL. They also discriminate these phases as follows:

a. Pre-task: Activities that the teacher and students can undertake before they start the task.

b. During –task: (or while task) Activities centered around the task itself and various instructional options.

c. Post-task: Activities that involve procedures for following up on the task performance. (p.527)

The authors also explain the purpose of each phase, making emphasis on how important the structure is in terms of motivation for the students (Hashemi et al., 2012, p. 527):

● Pre-task phase: The goal is to prepare the students to perform the task to promote acquisition. It needs to be presented in such a way that motivates learners. The idea is to support students, ask them to observe a model to perform the task themselves after that, to engage them in non-task activities as preparation to perform the task, to plan strategically for the main task performance.

● While task phase: There are two basic types of options for teachers to develop this stage: Alternatives related to how the task is going to be done which requires planning by the teacher or "process options" that involve the teacher and students in a decision making process about the best way to perform the task The post-task phase. (Hashemi et al., 2012, p. 528):

● The post-task phase presents many options, to provide opportunities to repeat certain activities of the task in different ways, to promote reflection on the task performance, and to motivate the students to focus on form, especially the ones that were difficult for the students to handle (Hashemi et al., 2012, p. 528). Additionally, students could expand on their knowledge of the topic, research, or clarify concepts from the tasks.

2.1.3.4 Task-based language teaching:

Since the 80s, TBL has attracted more attention in the EFL field when the communicative approach made an entrance in the language classes. It is by nature a learner-centered approach that perceives the language as a communicative tool (Hismanoglu, 2011). The same author states that "language learning is a developmental process enhancing communication and social interaction rather than a product internalized by practicing language items, and that learners master the target language more powerfully when being exposed to meaningful task-based activities in a natural way" (Hismanoglu, 2011, p. 47). Thus supporting the need to integrate activities that challenge the language learners to explore various communicative skills, topics, contents, and strategies, to communicate better. For (Ellis, 2003) task-based language teaching is a stronger version of Communicative Language Teaching (CLT). Curriculum designs that

emphasize a TBL approach tend to have not only the contents or topics to be taught but also the methodology to be applied, which constitutes an important advance since learners will be exposed not only to certain content but also to its use in real communicative contexts. There are still many challenges for language teachers who want to implement TBL successfully in their classes, as the materials design, search or adaptation, the need of an open mind to teach in a non-traditional way, to be able to cope with the sufficient language proficiency to be able to cope with different contents in the L2 and the sufficient time and dedication to adapt and plan meaningful classes for the students. However, the benefits are of extreme importance and the tasks may provide more meaning to the class activities and the learning of the L2 in general.

2.2 Related studies

Out of thirty studies that were reviewed for this study, six of these were chosen. Local and regional studies were prioritized. Some of them have been conducted at the international level but were considered because of their relevant contribution to this study. This section of the document focuses on the description of related studies that are important for this research because of the content, the strategies that help to develop it, and the contribution to the three constructs present in this study, communication strategies, fluency, and TBL.

Concerning communication strategies and fluency, (Peña & Onatra, 2009) conducted qualitative action research about useful tasks to foster oral production including fluency. The study was carried out at a public school in Bogotá at Francisco de Paula Santander. Audio recordings, field notes, and proformas were the data collection instruments used to gather the information in this study. (Peña & Onatra, 2009), implemented tasks to measure the oral production of the students through time. For that, students were asked to give oral reports. Before and after the task-based activities were implemented the motivation and the speaking output of participants were recorded. The findings of this study are related to the fact that students make mistakes and that helps them to learn. Additionally, students use empirical communication strategies such as transfer, transparent word use, word invention, use of L1, and overgeneralization. Although this study was carried out with a different target population it is relevant for the study because it shows how TBL can be implemented by mentioning the procedures that have to be carried out when working with this methodology.

Comparably, (Demir et al., 2018) performed a mixed-method study regarding learners' exposure to English with audio-visual tools. The research was conducted with Turkish EFL

students from the tertiary level, to explore their use of communication strategies, to search for the relation connecting the employment of communication strategies and an enhancement in oral proficiency. The information was gathered with the use of t-tests, descriptive statistics, ANOVA, and Pearson products for the quantitative analysis. For the qualitative part, data were gathered through a priori theoretical guiding scheme and was analyzed in a deductive way. Findings suggested the active use of communication strategies of students, and also some explanations of why some of them are widely used. Lastly, students showed their perceptions on the use of communication strategies as a way to lower stress levels and gain time to think about what they wanted to express.

Concerning fluency and TBL, (Ricard, 2013) conducted qualitative action research regarding the enhancement of oral skills including fluency with the implementation of TBL lesson plans. The objective was to improve communication skills in undergraduate students by implementing tasks specifically made to aid the participants and help them to increase their proficiency according to the Common European Framework for Language (CEFR). This project was done with thirty-five first-semester undergraduate students of technology in Systems from Minuto de Dios University located in Bogotá. A self-assessment form, field notes, and video-recording were used as data collection instruments during this study. The findings of this project suggest that TBL helps students' oral communication during a rudimentary stage. Additionally, during the planning stage, students improved their speaking interaction abilities with the use of tasks. Moreover, the interaction of learners was positively affected by the use of conversational routines. Finally, that group work facilitated participants' speaking interaction. This research was taken into account because of the similarities that both studies have. For example, the main common factor found in the effort to enhance oral communication in English from undergraduate students that do not belong to language programs.

Similarly, the qualitative action research study done by (Carrero, 2016) explored the effect of using tasks in the classroom to enhance the motivation of students and to increase the oral interaction in English. The study was carried out at a public school in Bogotá, with a group of thirty-five tenth graders. Test, observation, and interview were the data collection instruments used to gather the information. (Carrero, 2016) interviewed the students about personal information and measured the correct answers, then involved the students in solving group tasks to measure the oral interaction before and after. The research findings of this study suggested that tasks promoted oral interaction. Also, that group communication was more spontaneous

when attempting to solve the tasks and the impact of them on the communication skills of the students. Even though this study was carried out with a different target population it is relevant for the study because it shows how the use of tasks can promote a more natural oral interaction of the students and that by having group interaction, students can reach the common goal of solving a task by practicing speaking English.

Regarding communication strategies and TBL, (Munévar, 2017), conducted qualitative action research. The researcher studied the contribution of TBL contextualized worksheets to foster communication skills with the use of body language as a communication strategy. The study was carried out at a Public Rural School in Rio Frio, Tabio, with a group of twenty-three seventh graders. Students' artifacts, video recordings, and teacher's field notes were the data collection instruments used to gather the information. The research findings of this study suggested that using contextualized worksheets and topics that are meaningful to the students helps to foster oral communication and lower their anxiety, resulting in students that expressed themselves with more confidence. Although this study was carried out with a different target population it is relevant for the present study since it shows how contextualizing our lessons, worksheets or workshops can have a positive effect on students. In addition, it explains the use of the communication strategy of body language to foster communication skills, which is intended for this research project.

Likewise, (Rohani, 2013) conducted a mixed-method study by carrying out both quantitative and qualitative analyses about the use of communication strategies through TBL. The participants were twenty-six students that belonged to the State Polytechnic of Malang. Data were collected by using the following instruments: questionnaires, interviews, a focus group discussion, journals, and class observation. The findings suggested that the participants used more positive strategies after the TBL intervention. Additionally, being involved in TBL lessons helped them to enhance their linguistic and non-linguistic aspects of communication. This study shows that TBL can be articulated with communication strategies to provide students with some tools to cope with their speaking issues.

CHAPTER III. METHODOLOGICAL DESIGN

3.1 Research approach

As teachers, reflecting on the learning process of the students is always happening. As well as trying to design, adapt and implement activities that will help learners to achieve better results. Implementation needs to be measured and by gathering data of the process it would be possible to understand if the multiple attempts are making a difference on the students. That is why the qualitative approach and action research were chosen for this study. In this chapter, the reasons why the approach and the type of study were selected are going to be explained, as well as describing the participants, the students, and the teacher-researcher. Additionally, the data gathering instruments that were used to gather the information are going to be mentioned.

For this research, the qualitative approach was selected because of the interest that emerged in reflecting and improving the teaching practice as mentioned by Merriam & Tisdell (2015) "Having an interest in knowing more about one's practice, and indeed in improving one's practice, leads to asking researchable questions, some of which are best approached through a qualitative research design" (p. 1). This reflection on the qualitative approach has to do with what is wanted to be achieved with this research. Third, due to the interest, importance, and true curiosity that arose from the topic. As stated by Marshall and Rossman (2014) "The qualitative researcher cares deeply about the topic she enquires about" (p. 5). All the aspects described, support the decision of working by the qualitative approach guidelines.

The interest for the particular community and the need that arose to improve the participants' circumstances lead this study to follow the steps for action research since it focuses "On concrete and practical issues of immediate concern to particular social groups or communities" (Burns, 1999, p. 24). Teachers that desire to change the conditions of their students can be highly supported by applying action research, as Parsons & Brown (2002) mention that it is "A form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms" (p. 32). As a result, the teacher/ researcher becomes a problem solver, and as stated by Donato (2003) "Action research can inform teachers about their practice and empower them to take leadership roles in their local teaching contexts"

(p. 140). Action research empowers teachers to reflect on their practice, and becoming reflective is the first step towards change. Nevertheless, having contemplative teachers is not enough since the role of the students becomes essential during research studies. The articulation of the teacher/researcher and students is supported by action research, McIntryre (2008) describes it as "An approach characterized by the active participation of researchers and participants in the co-construction of knowledge and the promotion of self and critical awareness that leads to individual, collective, and/or social change" (p.5). This change begins by analyzing the methods, the needs of students, and the problems they face. Action research empowers teachers to focus and analyze their learners, classroom, instructional methods, and assessment enhance their efficacy (Mertler, 2008). For all the reasons explained above, action research was the best option for the development of this study, because of the focus on the context, to improve it and solve its problems.

3.2 Participants

The participants of this study were six students, five males and one female between the ages of 18 and 23, and the teacher-researcher. The students belong to the English class level three at Universidad Nacional from the city of Manizales, Caldas. These participants were chosen because of their willingness to participate in the study and their attendance at the implementation. The selection of the students for this study was done by using the convenience sampling technique. In this technique as explained by Gravetter & Forzano (2018) "People are selected on the basis of their availability and willingness to respond" (p. 141). That is the reason why this sampling technique is so popular among others. Because this technique approves the selection of the participants conveniently as their name says, the group selected might not be a full representation of the population. That is why it is important to take into account the strategies shown by (Gravetter & Forzano, 2018) where they describe three strategies that will help the sampling to be more representative. The first one is for the researcher to make the sampling as unbiased as possible. The second strategy is to make a full description of how the participants were chosen and have strong reasons to select them. The last strategy is related to quota sampling, where the researcher sets a quota, for example, to choose the same number of boys and girls.

The role of the participants is of extreme importance, but the role of the teacher becomes enhanced by becoming a researcher and a material developer. As teachers, a great opportunity to be involved with the learning process of the students exists, also to inspire learners and to

analyze the context. A teacher can be life-changing, it can help students to overcome obstacles or it can be the source of their worries and frustration. Due to this responsibility, it becomes a top priority to help students achieve their academic goals and to supply their learning needs. To achieve that, conducting research, is the best tool to state the problem, to find a solution, to implement it, and to record all that process as explained by Elliot (1991) "emancipatory action research provides methods for testing and improving educational practices" (p. 52). That is why conducting research becomes the most important tool not only to solve a problem but also to test the intervention and determine whether it was successful or not and "To extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students" (Burns, 2009, p. 1). Research helps to measure that success or failure, taking into account that if the problem stated does not get solved, an opportunity to go back, try again, and change the aspects that did not help us to achieve success and solve the needs of our students during all the process exists. One way to assure success and effectiveness of the intervention is to develop materials, tailored for the students as explained by Núñez and Téllez (2009) "The effectiveness of materials used for language teaching depends largely on how meaningful, relevant and motivating they are to the learners" (p. 173).

3.3 Instruments and data collection procedures

The data gathering techniques chosen for this study were observations, interviews, video recordings, and questionnaires. Then, the data were analyzed as Creswell (2002) mentions that "Analyzing and interpreting the data involves drawing conclusions about it; representing it in tables, figures, and pictures to summarize it; and explaining the conclusions in words to provide

answers to your research questions" (p. 10). This process was followed to analyze the results found in the different data gathering techniques explained above.

3.3.1 Observation

The observation technique was chosen as the first primary source to identify the issues in the classroom and how implementation was taking place. Observation is defined by Lankshear & Knobel (2004) as "Planned and systematic examinations of what is taking place, who is involved and when and where everything is happening" (p. 220). It is often perceived as the most common technique used by researchers due to how general or specific it can be. Observation can be widely classified in two different ways to perform, as structured and open. For the present study, an open observation was performed. Mackey & Gass (2012) explain that to carry out open observations

"The researcher develops categories based on what emerges during the observation itself; rather than fill out a form, the observer takes detailed field notes" (p. 180). For this reason, field notes were used during the diagnostic and the action stage of this study. Field notes were chosen because they provide meaningful observation of the context and they can be understood as "a way of reporting, observations, reflections, and reactions to classroom problems" (Hopkins, 1993, p.116). This instrument was very important for this study because it was the first step towards becoming a reflective teacher. Keeping a record and writing about the things that were observed in the classroom was very helpful to be able to see the recurrent problems that needed attention. A non-participant form was filled out by the headteacher after the implementation to write general class observations and a performance assessment rubric of participants, their use of vocabulary, grammar, and strategies from the workshops.

3.3.2 Interview

With observation, it is possible to achieve a wide perception of the context, the students, their issues, needs, and interests, but it is always important to understand the point of view of the participants from the study. When a specific situation is recorded in the observation it can be corroborated by the headteacher, the students, or other members of that learning community. Carrying out interviews can help validate the perceptions and issues found during the observation, as described by Hopkins (1993) "Individual interviews are often very productive sources of information for a participant observer who wants to verify observations they have previously made" (p. 110). Interviews then become a dialogue with intention as stated by (Lankshear & Knobel, 2006). For this research project, interviews had a crucial role during the diagnostic stage by carrying them with the head-teacher, to understand the perceptions of the class, participants, needs, and phenomena evidenced from a different point of view.

3.3.3 Video recording

Burns (1999) mentions that video recordings can be seen as "a technique for capturing in detailed naturalistic interactions and verbatim utterances" (p.94). Watching the events that happen in class with the video recordings can be helpful because no detail even if it is small will be left outside, they will provide meaningful information. For this research, video recordings were used during the implementation, to analyze students' performance, to gather information after the implementation of the strategies during the action stage. To collect the data from the video recordings, transcripts of them were created as suggested by (Mackey & Gass, 2012).

3.3.4 Questionnaire

Questionnaires were applied during both the diagnostic stage and the actions stage of this study. As described by Hopkins (1993) they are "a quick and simple way of obtaining broad and rich information from pupils" (p.118). Taking into account this perception of questionnaires, specifically two different kinds of questionnaires were used. During the diagnostic stage, a need analysis survey was given to the participants, to learn more about their perceptions on their issues regarding English proficiency, their opinion about tools and activities to enhance oral communication, and their opinions about grammatical exercises. Additionally, their perception of the use of TBL inside the class, their opinion about their communication skills proficiency, and their thoughts regarding the use of the English language for academic and work life. During the action stage, the questionnaire was a self-assessment survey, for students to evaluate their performance and their opinion about the workshops, the strategy, the topic of the workshop, their fluency with the use of the strategy, and a section to leave relevant comments about the lesson. See (Appendix 1)

3.3.5 Pre-test and Post-test

A pre-test and post-test were applied to the participants to assess their oral proficiency before and after the intervention. Students had the same interview with the teacher where they were asked questions ranging from elementary to advanced topics. This test was taken and adapted from the National Geographic Learning and English Language Teaching resource site. The student's performance was evaluated with the oral assessment guidelines suggested by the test's instructions. See (Appendix 2)

The interview began with basic questions, and when students answered they were given a score ranging from 1 to 5 (1 being low and 5 being excellent as displayed in the picture above). The interview continues with more complex topics like appearance, hobbies, likes and dislikes, future goals, students' opinions on different topics, ending with more reflecting questions related to media, nature, crime, society, and culture (see Appendix 3). During the interview, the teacher assigns the score for each question taking into account that, when the scores were consistently 1 or 2 the interview came to an end, showing this as the level of the participant. In the following chart, the results of the pre-test and the post-test can be compared. Table 4 shows the data instruments used during the diagnostic stage of the present study:

Table 4

Data collection and instruments during the diagnostic stage

Data collection technique	Data collection instrument	Diagnostic stage
Observation	Non-participant observation form	The observation was carried when the headteacher was having the class. The information found in the instrument was used to create an initial perception of a student's needs and issues.
Interview	Interview transcript	This instrument was used to gather the headteacher's perception of the group, students' needs, and issues.
Questionnaire	Needs analysis survey	The survey was applied to understand the perspective of the students regarding their language skills, issues, and interests.
Pretest	Student's interview (oral assessment rubric)	The pre-test was used to assess students' oral performance and classify them to later compare the results after the implementations.

Table 5

Data collection and instruments during the action stage

	Action stage	
Data collection technique	Data collection instrument	Rationale
Observation	Field notes (teacher's journal)	The observation was carried out to describe class procedures and to show students' interaction and perception of their performance during the workshop implementations.
Observation / Assessment rubric	Non-participant observation form	This instrument was used to gather the headteacher's class observations and to gather information about the performance of students' use of vocabulary, grammar, and communication strategies from the workshop.
Video recordings	Performance transcripts	The performance was recorded in video and then transcribed to analyze students' fluency, use of grammar, vocabulary, and communication strategies learned during the implementations.
Questionnaire	Self-assessment form	The form was a way to collect students' perceptions on their interest in the topic, the communication strategies, and the workshop in general terms.
Post-test	Student's interview (oral assessment rubric)	The pre-test was used to assess students' oral performance and fluency improvement after participating in the implementations.

CHAPTER IV. STAGES OF THE STUDY

To begin with the stages of the study a clear path had to be followed. (Creswell, 2002) provides a clear path to conduct research. The author states that there are six main steps to be followed and suggests that the starting point or first step to execute research is the identification of a problem that needs to be fixed. The second step suggested is to find meaningful authors that conducted research and analyses of the identified issue or topic. The third step is related to setting up a clear research objective and identifying the research question. The fourth step deals with data collection followed by the analysis and the interpretation of that information as the fifth step and the last step has to do with evaluating research. In the following diagram (Creswell, 2002, p. 7) suggested steps are displayed:

Graph 1

Creswell's research process cycle

4.1 Diagnostic stage

For the diagnostic stage, three main data collection instruments were implemented, first non-participant observation was carried out. These observations were recorded when the headteacher had the classes with the participants. The second instrument was an interview with the headteacher that was used to validate issues, needs, and perceptions that were found during

the class observations. The third instrument was a needs analysis survey that was filled out by the students and provided their perceptions about fluency, preferences to learn English, and their importance for grammar (see Appendix 4). The categories that emerged from the analysis can be seen in the following table and graph:

Table 6

Categories that emerged from the diagnostic stage

Instruments / Categories	SS perception of having lack of fluency	SS Preference for audios to learn English	SS Interest in real-world tasks to learn English	SS Preference for online resources to learn English	Grammar importance for students	SS Preference for images to learn English
Non participant observation	5	2	1	1	1	3
Interview transcript	2	1	1	1	1	2
Needs analysis survey	15	14	12	12	11	8
Total	22	17	14	14	13	13
Percentage	23,66 %	18,28 %	15,05 %	15,05 %	13,98 %	13,98%

Graph 2

Categories that emerged from the diagnostic stage
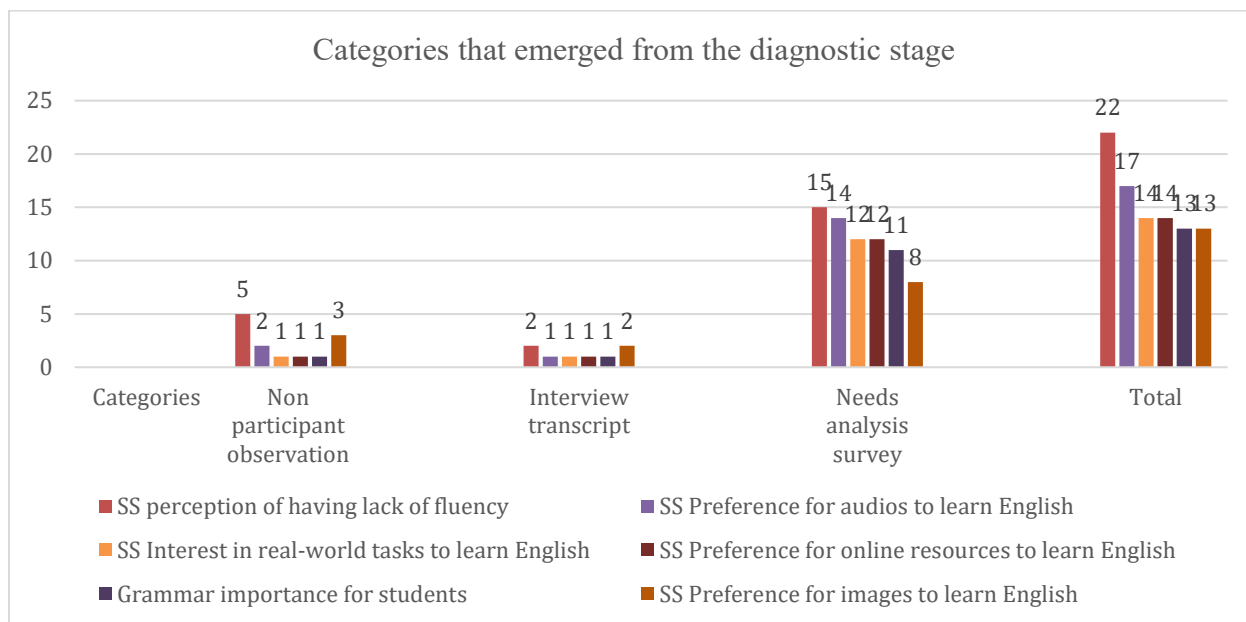
The highest category that was found during the diagnostic stage is the student's perception of having a lack of fluency. It was observed in the three instruments used, but with higher frequency in the needs analysis survey. With this questionnaire, it was possible to understand that the participants lack confidence when they speak and perceive themselves as having very low oral proficiency because of the lack of fluency they suffer. It was evident that fluency improvement had to be one of the main goals of the intervention. One of the participants explained that speaking in English was very challenging due to the difficulty to have a cohesive and fluent speech. This perception can be observed in the following excerpt taken from the needs analysis survey:

"Es difícil unir una palabra con la otra sin que pierda el sentido y hablar seguido"

The following categories that are going to be analyzed are related to students' preferences to study English. The categories are students' preference for audios to learn English, students' preference for online resources to learn English, and students' preference for images to learn English. All of these predilections show the different activities, resources, and tools that need to be interactive and audiovisual to be implemented with these participants and have a successful implementation. For the audiovisual preference, activities such as listening comprehension, podcasts, videos, ted talks, and music can be used inside the class. For the interest that students have regarding online resources, educational games websites can be used to conduct competition games to motivate and perform a formative assessment.

A very relevant category that came up during this stage throughout the three instruments is students' interest in real-world tasks to learn English. The learners manifested that being able to acquire knowledge about everyday activities that are usually carried out provides more practice opportunities and that dealing with real-life cases helped them to learn more. This was revealed in the needs analysis survey, as seen in the following excerpt:

"La necesidad de tener que exponerse a la vida real lleva a aprender de manera más óptima"

The last category to be described is grammar importance for students. As seen in the analysis, the participants are not self-confident about their fluency in the language, and they consider that various elements play an important role in their language proficiency. One of those aspects is their grammar expertise, as expressed during the interview with the headteacher:

"Students constantly express that to gain more confidence to speak English they need to develop first a strong foundation regarding grammar, they have the feeling that they can't express if they don't produce absolutely perfect sentences"

That grammar relevance was also exhibited by the participants during the needs analysis survey. One of them revealed that grammar is fundamental before trying to speak or learn a language and in the following excerpt he said that he/she sees grammar as:

"parte fundamental antes de hablar o aprender un idioma, ya que sabiendo lo básico en cada tema nos ayuda a hablar mejor"

The results from the diagnostic stage, provide an understanding of the issues and needs of the students that need to be tackled during the action stage. Students' perceptions of their lack of fluency, show insights on the specific aspect of oral proficiency that needs to be enhanced. To achieve that fluency improvement, future interventions need to provide participants with communication strategies. The students' preferences that were found in the analysis, contribute to the tools and activities that should be included during the intervention to keep the participants interested and engaged. Learners' beliefs related to the importance of grammar to be used during day-to-day life explain that the workshops that are going to be designed need to have a grammar in context focus. Students' interest in real-world tasks to learn English supports choosing TBL to act as the carrier of the activities, the communication strategies, the use of grammar in context, and students' preferences to help students to become more confident and fluent speakers.

After carrying out the process of the diagnostic stage the pre-test was applied to students to classify them and assess their oral proficiency. Five students were classified as pre-intermediate and one as intermediate speakers. As follows:

Graph 3

Student's pre-test oral proficiency classification
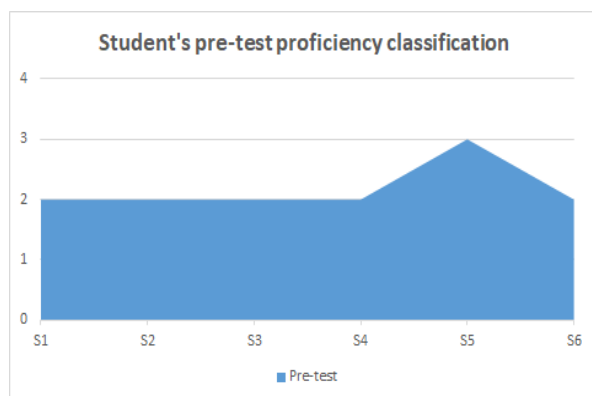
1= Elementary

2= Pre-intermediate

3= Intermediate

The pedagogical intervention was designed by taking into account the reflections from the analysis. For the following action stage, six TBL workshops are going to be applied. To keep in mind the participant's context, the lessons included grammar from the curriculum but adapted to fit the topics of the tasks. The topics of the intervention were chosen by acknowledging students' interests, academic plans, and future scholarship and work plans. To provide students with tools to enhance their fluency, each workshop explains and encourages the use of one different communication strategy. The six workshops, their design, their implementation, and analysis are going to be explained in the next action stage section.

4.2 Action stage

During this stage, data were collected using four instruments, a video recording transcripts as evidence of students' performance during the main task. A self-assessment form filled out by students to rate their performance during the workshop, their effectiveness, and their interest in the communication strategy presented in each workshop was applied too. A non-participant observer form was filled by the headteacher from the class reporting class observations and students' performance. The last instrument was the teacher's journal, where reflections and observations were done. These four data-gathering

instruments were applied evenly throughout the six workshops. The workshops were oriented towards the interests of the students, including situations that they might encounter in their academic and professional life, tackling the topics of scholarships and job interviews. The workshops included the four skills of reading, writing, listening, and speaking, as well as grammar and vocabulary content throughout the task cycle. The different activities to foster the skills, grammar and vocabulary were used as the tools to help students achieve the main oral task.

4.2.1 Workshop 1: Applying for a post-graduate scholarship

The first workshop was carried out in person through a teacher-directed class where the following resources were implemented: videos, audios, texts, worksheets, slides, and game cards. The main task was to conduct a simulated interview to obtain a scholarship at a university for a post-graduate program. By the end of the workshop, students were expected to understand vocabulary related to scholarships, to describe their abilities and academic background, to use information questions, ask for additional information about scholarships and maintain a conversation for applying to a scholarship.

The general objective of the workshop was to conduct a simulated interview to obtain a scholarship at a university for a post-graduate program and answer possible questions related to the interview using the compensatory strategy of appeal for help. Regarding this communication strategy, (Brown, 2000) explains that when students did not know how to say a particular word or phrase they could appeal for help (e.g., What do you call . . ,?). The linguistic competence of this workshop was to ask and answer information questions to conduct the scholarship interview and to use appropriate vocabulary to talk about abilities and academic background. The sociolinguistic competence of this workshop was to use vocabulary and expressions related to the process of applying to a university post-graduate program. And the pragmatic competence was to start, hold and close a formal interview about academic subjects.

To achieve the objectives that were stated for the workshop, the next activities were implemented by following the steps of TBL. For the Pre-task section of the class, to introduce the topic elicitation was done by showing the students different University and popular scholarship organizations logos. To check the previous knowledge of students, they

participated in a brainstorming activity about the different scholarships that they know of or that they are currently participating in, followed by some discussion questions that they answered in groups. For the While-task section, students read a scholarship offer and got familiarized with the vocabulary that was practiced in this step with a matching exercise. After that, the students got an explanation about the information questions, grammar, and the compensatory strategy that they were going to use. To finish preparing students for the main task, students listened to a simulated interview. To conclude the workshop, as a Post-task, students were asked to write an email to a scholarship organization in which they needed to ask three additional questions about the information that was not found in the scholarship offer.

When the students participated in the activities mentioned above, they had the tools to conduct the Main-Task and have their simulated interview to obtain a scholarship. During the workshop implementation, data was collected through three instruments: the teacher-researcher journal, a non-participant form, and students' transcripts. At the end of the class, a data collection instrument was used in which students expressed their answers to a few questions about the usefulness of the workshop. They were asked if they thought the topic of the workshop was interesting, also, if they thought the communication strategy practiced during the workshop was useful; what is more, if the communication strategy practiced during the workshop helped them to speak English better and finally if the workshop helped them to speak more fluently during the activities that required it. Moreover, they had a section to write any additional comments. By analyzing the aforementioned instruments, the following categories arose.

Table 7

Workshop 1 categories for data analysis during the implementation stage

Instruments / Categories	SS' lack of fluency	SS difficulties in grammar	SS active use of grammar from workshop	Positive impact of topic selection	SS active use of vocabulary from workshop	SS Comprehension	SS Optimistic attitude towards TBL
Students' transcripts	69	24	21	0	17	0	0
Students' self-assessment	0	0	0	9	0	0	5
Non-participant observer form	8	0	2	3	3	11	7
Teacher's Journal	1	0	0	9	1	3	1
Total	78	24	23	21	21	14	13
Percentage	40,21%	12,38 %	11,86 %	10,82 %	10,82 %	7,21%	6,7%

Graph 4

Workshop 1 categories for data analysis during the implementation stage

Workshop 1 categories for data analysis during the implementation stage
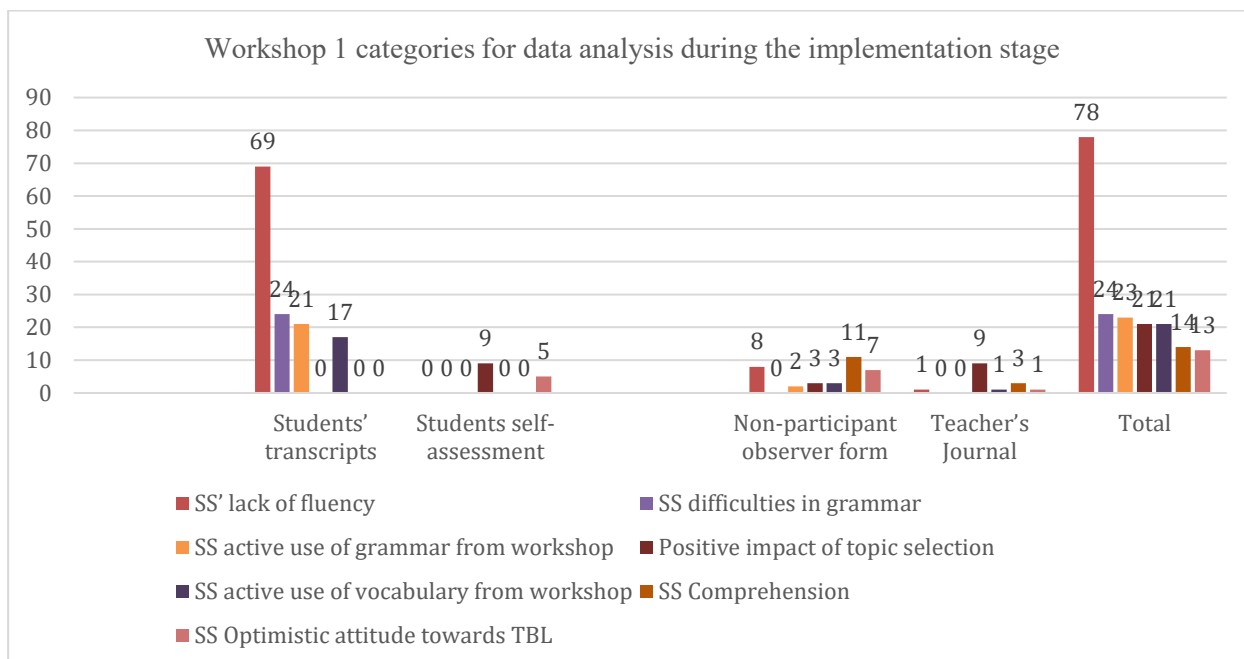
As shown in the chart and graph above, seven categories emerged throughout the analysis of the four data-gathering instruments. The first category is related to the lack of fluency that students had during their oral task performance, the second one has to do with limitations that learners had with general grammar use and the third one is connected to students' frequent use of grammar studied during the workshop. In addition, the fourth category is linked to the successful topic choice and the fifth one corresponds to the participant's frequent use of the vocabulary studied during the lesson to conduct the oral task. Also, the sixth category has to do with the ability of the students to comprehend what they were told and the seventh one is about the learner's positive perception of TBL workshops.

During the implementation of this workshop, some elements stood out and should be taken into consideration for the following workshops. The fact that students did not use the communication strategy as a way to cope with their lack of fluency shows that they need to understand it better and find more use for it. This can be done during the workshops by showing more examples and adjusting the strategy more to the Main-task, the vocabulary, and the grammar of the lesson. The workshops created need to continue being done about real-world tasks, academic and work environment because of the positive perception of TBL lessons during the implementation and the selection of the topic. This is the first workshop that was implemented:

Table 8

Lesson plan Workshop N1.

Universidad Nacional de Colombia

Sede Manizales

TASK-BASED LEARNING

WORKSHOP #1

APPLYING FOR A POST-GRADUATE SCHOLARSHIP

Level: 3 (pre-intermediate)

TASK

• To conduct a simulated interview to obtain a scholarship at a university for a post-graduate program.

Goals: By the end of the workshop students are expected to

·   Understand vocabulary related to scholarships

·   Describe their abilities and academic background

·   Use information questions

·   Ask for additional information about scholarships

·   Maintain a conversation for applying to a scholarship

General objective:

Conduct a simulated interview to obtain a scholarship at a university for a post-graduate program and answer possible questions related to the interview using the compensatory strategy of *Appeal for help*. When they do not know how to say a particular word or phrase they can appeal for help (e.g., What do you call . . ,?).

Linguistic competence:

• Ask and answer information questions to conduct the scholarship interview.

• Use appropriate vocabulary to talk about abilities and academic background

Sociolinguistic competence:

Use vocabulary and expressions related to the process of applying to a university post-graduate program.

Pragmatic Competence:

Start, hold and close a formal interview about academic subjects.

Materials: Slides, worksheets, video beam, who wants to be a millionaire cards and computer.

 Class procedures:

Task phases	Learning and language aims	Procedure
Pre-task	To introduce the topic by elicitation of the main idea by the teacher. To interact with classmates to share their interest in the topic.	The teacher will introduce and elicit the topic by showing the students different university logos and popular scholarship organizations. Students will brainstorm different scholarships that they know of or that they are currently participating in. The teacher will ask the students to get in groups of three people to answer and discuss questions related to scholarships and their future academic plans.

While task	To practice reading skills and overall reading comprehension. To understand complex vocabulary related to the topic. To observe how the compensatory strategy can be used to achieve the task. To practice information questions structures. To understand what they need to perform based on a modeling listening interview. To use the compensatory strategy, the vocabulary, and the grammar to conduct the	To start this phase, the teacher will provide a scholarship offer based on a real one that might be interesting for the students. Individually, the students will read the scholarship offer. When the students finish reading, they will match some complex vocabulary words found in the scholarship offer with the correct picture, then they will compare with a classmate and make corrections. The teacher will explain the compensatory strategy that they will use to complete the task of the workshop. After that, the students will be shown some common and useful questions related to the grammar that will be used. The students will listen to a simulated interview using the grammar and the strategy as an example. **Performance:** Finally, students will have different roles. Half of them will be interviewers and the other half will be interviewees. They will be asked to improvise an interview based on the scholarship offer presented at the beginning, using information questions and the compensatory strategy. They will get to chance to practice for some minutes and then in pairs students will conduct the simulated scholarship interview. (In front of the class). To help students, they will be given a set

	simulated interview.	of cards Who wants to be a millionaire style, where they will have the option of asking a friend, etc.

Post- task	To request additional information and to ask useful questions when dealing with a scholarship.	The students will write an e-mail to a scholarship organization to ask three additional questions about the information that was not found in the scholarship offer. **Task evaluation:** 1. Teacher's observations 2. Non-participant observation form/performance rubric. 3. The students will be given a self-assessment to reflect on the effect of the use of the strategy in general, the use of the strategy regarding speaking, their thoughts on the workshop designed for them, and how their fluency was affected.

4.2.1.1 Workshop N1 Handouts

NEWSPAPER

Turkey is now accepting Turkish Government scholarship applications from all international students around the world. The scholarship will cover the entire time period of the program. Most of the subjects at Turkish Universities are taught in English.

Turkey Scholarship Benefits and Coverage:

•Free Accommodation: All the students are accommodated in the university dormitories, and can live there for free.

•No tuition fees: Students do not have to pay for any tuition fees, the education is completely free.

•Health expense: The health expenses of all the students are covered by public health insurance. If you get sick all the expenses will be covered. You do not have to pay a single penny.

•Travel Expenses: The Scholarships program pays for the travel expenses of the students. Two tickets will be provided to the student, one for their arrival and one for their departure after completing the studies.
•Winning this scholarship means that you will have the chance to study an undergraduate, master or doctoral program at the partner Turkish Universities and that too in English.
•Living in Turkey is not very expensive as compared to other parts of the world such as in Europe, UK or US.

Offer:
The Turkish scholarship is directed toward undergraduate, master and doctoral degree students.

Scholarship eligibility:

•You must show whatever high school results you manage to achieve during your educational career

•You must have a TOEFL certification. The certification is an international benchmark which measures English proficiency, since the subjects will be taught in english as mentioned before.

•It is recommended that you should show any awards or certificates which you may have received during your educational career.

•You should provide a letter stating your purpose of choosing this scholarship program. The statement of purpose should be professionally written and if your SOP lacks the important key points then you may face rejection

•Your country of residence is not a problem. The Turkish scholarship is open to students all over the world

Universidad Nacional de Colombia
Sede Manizales

UNIVERSIDAD
NACIONAL
DE COLOMBIA

WORKSHOP #1

APPLYING FOR A POST-GRADUATE SCHOLARSHIP-WHILE-TASK

ACTIVITY

Match the vocabulary words with the correct meaning.

- **Expenses**
- **Coverage**
- **Insurance**
- **Benchmark**
- **Awards**
- **Accomodation**
- **Rejection**
- **Subjects**
- **Arrival departure**
- **Tuition fees**

- An area of knowledge that is studied in school, college, or university.

- A reference point against which other things can be evaluated.

- A prize or certificate that a person is given for doing something well.

- To refuse to accept someone for a job or a course of study.

- Financial protection so that you get money if something bad happens.

- A place to live, work, stay, etc.

- Money that a student pays to a university for their teaching.

- An amount of money needed or used to do or buy something.

- An agreement in which you pay a company money and they pay your costs if you have an accident.

1

Universidad Nacional de Colombia
Sede Manizales

UNIVERSIDAD
NACIONAL
DE COLOMBIA

WORKSHOP #1
APPLYING FOR A POST-GRADUATE SCHOLARSHIP-POST-TASK

ACTIVITY
Write an e-mail to a scholarship organization of your choice to ask three additional questions about information that was not found in the scholarship offer. Write it in the e-mail box below:

Untitled Message	✖

To...		>
CC...		>
BCC...		>
Subject:	Scholarship additional questions	>

Tokens | Add Attachment...

| Help | Advanced... | | OK | Cancel |

4.2.2 Workshop 2: Making arrangements for a post-graduate scholarship

The second workshop was carried out in person through a teacher-directed class where the following tools were implemented: audios, audio transcripts, worksheets, slides, and pictures. This lesson was about making arrangements for a postgraduate scholarship. By the end of the workshop, students were expected to understand vocabulary related to phone conversations, use modal verbs for polite requests and offers, ask for additional information about scholarships, maintain a phone conversation and make arrangements.

The general objective was to conduct a simulated phone conversation to obtain additional information for a scholarship at an organization for a post-graduate program and carry out the conversation, making arrangements using the compensatory strategy of

Prefabricated patterns. They used memorized stock phrases, usually for "survival" purposes to maintain the phone conversation (e.g., May I speak to _____, please?). The linguistic competence was to use modal verbs for polite requests and offers to conduct a phone conversation. The sociolinguistic competence was to use vocabulary and expressions related to a phone conversation. And the pragmatic competence was to start, hold and close a phone conversation.

To achieve the objectives that were stated for the workshop, the next activities were implemented by following the steps of TBL. For the Pre-task section of the class, the students were asked to take out the email they wrote as the post-task of Workshop 1. To introduce the topic, the students were told that they got a response from the scholarship organization. After this, they got in groups of three or four and began predicting the possible answers that they might have gotten from the scholarship organization, and finally, they shared their predictions with their classmates. Then, the students had the chance to read the email response where they were congratulated for having the first interview and were asked to call one of the counselors at the organization to obtain additional information and continue their process. To check their previous knowledge about phone conversations, they completed a gap-filling activity with vocabulary about the topic.

For the While-task section, students listened to a formal phone conversation that used modal verbs for requests and offers and later received the transcript of the audio to identify useful phrases that they could use in a phone conversation. After this, the compensatory strategy of prefabricated patterns was explained. They studied some stock phrases for phone conversations. To conclude the workshop, as a Post-task, students were asked to write a WhatsApp text to a friend from the class to give him/her three tips for having a formal phone conversation. By participating in all the activities mentioned previously, the students had the tools to conduct the Main-Task and conduct a simulated phone conversation to obtain additional information and to make arrangements for the scholarship.

While the workshop was being implemented, data was collected through three instruments: the teacher-researcher journal, a non-participant form, and students' transcripts. At the end of the class, a data collection instrument was used in which students expressed their answers to a few questions regarding the usefulness of the workshop. They were asked about their perception of the workshop and whether they thought the topic of the workshop was useful and interesting, also, if they thought the communication strategy

practiced during the workshop was of any use to them; what is more, if the communication strategy practiced during the workshop helped them to speak English better and finally if the workshop helped them to speak more fluently during the activities that required it. Moreover, they had a section to write any additional relevant comments. By analyzing the aforementioned instruments, the following categories arose.

Table 9

Workshop 2 categories for data analysis during the implementation stage

Instruments/ Categories	Usefulness of communication strategy	Communication strategy for fluency	SS Lack of fluency	Positive impact of topic selection	SS active use of grammar from workshop	SS Informal language use		SS Fluency improvement	SS Use of fillers
Students' transcripts	23	17	26	0	11	12		0	12
Students' self-assessment	9	9	0	9	0	0		7	0
Non-participant observer form	13	2	0	8	6	1		6	2
Teacher's Journal	5	2	0	2	0	2		2	1
Total	50	30	26	19	17	15		15	15
Percentage	26,74%	16,05%	13,90%	10,16%	9,09% 8,02%			8,02%	8,02%

Graph 5

Workshop 2 categories for data analysis during the implementation stage

Workshop 2 categories for data analysis during the implementation stage
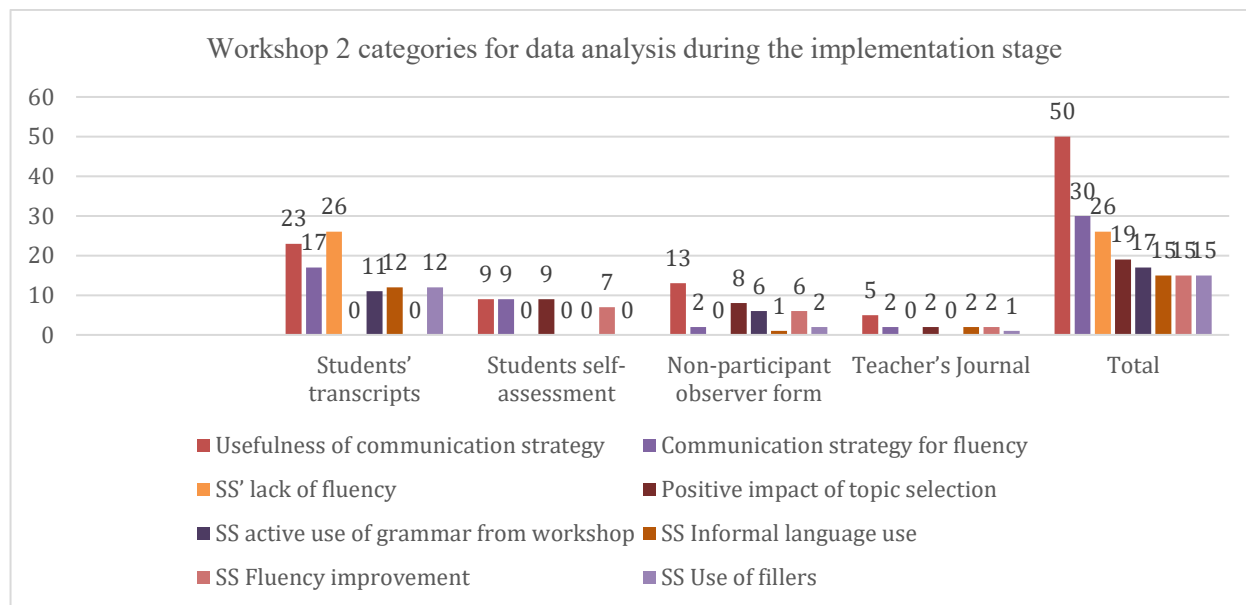
As shown in the chart and graph above, eight categories emerged throughout the analysis of the four data-gathering instruments. The first category is related to the usefulness that the communication strategy had for students, the second one is about the use of the communication strategy from the workshop to improve their fluency and the third is connected to the lack of fluency learners had during their performance. Additionally, the fourth category that emerged has to do with the successful selection of the topic for the workshop, the fifth one is linked to the use that students had of the grammar studied in the workshop and the sixth is about the use of informal language that the participants had to communicate their ideas. Moreover, the seventh category is associated with students' fluency improvement overall, and the eighth was connected to the use of fillers that learners had during their discourse.

During the design stage of this second workshop, the important elements that stood out in the first one were taken into account. In Workshop 1, students did not use the communication strategy as a way to cope with their lack of fluency. The results of the current analysis state that students understood the strategy better and it became a great tool for them. Also to continue with real-world topics that are connected was a conclusion from the past workshop that was considered for this one. The success of this decision of having a

continuous topic was found in the category of the positive impact of topic selection that was evident in the student's self-assessment, the non-participant observer, and the teacher/ researcher.

Finally, after this workshop was implemented, it was evident again that the topics of academic and work-life are appropriate and interesting for the learners. The fact that students relied on the communication strategy as a way to cope with their lack of fluency shows that for them to use it actively, they need to understand it fully and feel that it is familiar or natural to them. Their use of filler words as a coping mechanism stood out and could be beneficial for the next workshops to include a strategy that involves the use of this time-gaining strategy. This is the second workshop that was implemented:

Table 10

Lesson plan Workshop N2.

Universidad Nacional de Colombia   **Sede Manizales**   **TASK-BASED LEARNING**   **WORKSHOP #2**   **MAKING ARRANGEMENTS FOR A POST-GRADUATE SCHOLARSHIP**   **Level: 3 (pre-intermediate)**   **TASK**   • To conduct a simulated phone conversation to obtain additional information and to make arrangements for a scholarship at an organization for a post-graduate program.   **Goals:** By the end of the workshop students are expected to   ·   Understand vocabulary related to phone conversations   ·   Use modal verbs for polite requests

· Ask for additional information about scholarships

· Maintain a phone conversation and make arrangements.

General objective:

Conduct a simulated phone conversation to obtain additional information for a scholarship at an organization for a post-graduate program and carry out the conversation, making arrangements using the compensatory strategy of *Prefabricated patterns*. They will use memorized stock phrases, usually for "survival" purposes to maintain the phone conversation (e.g., May I speak to _____, please?).

Linguistic competence:

• Use modal verbs for polite offers and requests to conduct a phone conversation.

• Use appropriate vocabulary to make arrangements.

Sociolinguistic competence:

Use vocabulary and expressions related to a phone conversation.

Pragmatic Competence:

Start, hold and close a phone conversation.

Materials: Slides, worksheets, printables, projector, computer, and speakers.

Class procedures:

Task phases	Learning and language aims	Procedure

Pre-task	To interact with classmates to make predictions.	The teacher will start the class by asking students to take out the email they wrote as the post-task of *Workshop 1*.
	To understand the main topic of the workshop by reading a reply email.	To introduce the topic the teacher will tell the students that they got a response from the scholarship organization. Students will get in groups of three or four, and they will start predicting the possible answers that they might get from the scholarship organization. Students will share their predictions with the class.
	To review and learn vocabulary related to phone conversations.	The teacher will show the email from the scholarship organization and they will read it. (With the e-mail the scholarship organization will congratulate the students for having the first interview and will explain that their questions cannot be answered via e-mail, and to obtain additional information they need to call one of the counselors at the organization to continue their process). To check the previous knowledge of the students regarding phone conversations, they will complete a gap-fill activity with vocabulary about the topic.

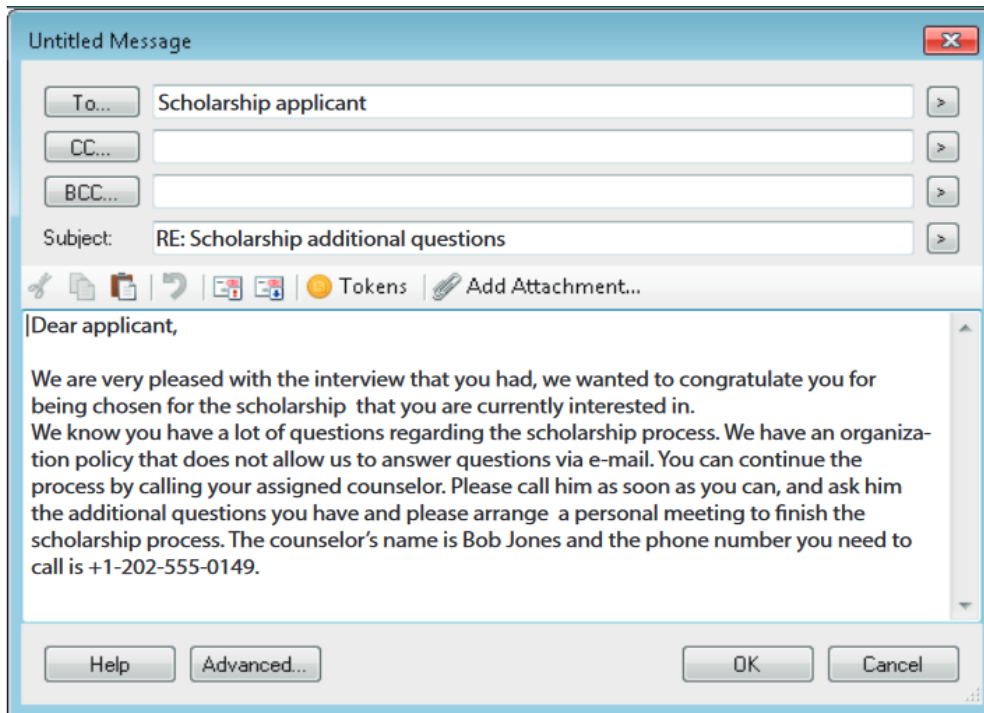| While task	To practice listening and grammar with a formal conversation on the phone.	To start this phase, the students will listen to a formal phone conversation that uses modal verbs for requests. After that, the teacher will show the students the transcript of the conversation for them to read and identify useful phrases that they can use in a phone conversation.
	To learn how to use the compensatory strategy to achieve the task.	When the students finish reading, the teacher will explain the compensatory strategy that they will use to complete the task of the workshop. After that, the students will be shown the prefabricated patterns that were found in the listening activity that was previously done to apply them to a phone conversation. They will memorize the prefabricated patterns by looking at them and the picture that symbolizes them. Then, they will be shown the images, and they will have to say the correct prefabricated pattern that the image belongs to.
		Performance:
	To use the compensatory strategy, the vocabulary, and the grammar to conduct the simulated phone conversation.	Finally, students will have different roles. Half of them will be counselors and the other half will be the callers. They will be asked to improvise a phone call to ask additional questions and make arrangements for the scholarship application, using modal verbs and the compensatory strategy. They will get the chance to practice for some minutes and then in pairs students will conduct the simulated phone call. (In front of the class)

Post-task	To request additional information and to make final arrangements for the scholarship over the phone.	Students will write a WhatsApp text to a friend from the class to give him/her three tips for having a formal phone conversation. **Task evaluation:** 1. Teacher's observations 2. Non-participant observation form/performance rubric. 3. The students will be given a self-assessment to reflect on the effect of the use of the strategy in general, the use of the strategy regarding speaking, their thoughts on the workshop designed for them, and how their fluency was affected. Taken and adapted from: https://www.allthingstopics.com/telephone.html https://www.espressoenglish.net/telephone-english-phrases/

4.2.2.1 Workshop N2 Handouts

Untitled Message

To...	Scholarship applicant	>
CC...		>
BCC...		>
Subject:	RE: Scholarship additional questions	>

Tokens | Add Attachment...

Dear applicant,

We are very pleased with the interview that you had, we wanted to congratulate you for being chosen for the scholarship that you are currently interested in.
We know you have a lot of questions regarding the scholarship process. We have an organization policy that does not allow us to answer questions via e-mail. You can continue the process by calling your assigned counselor. Please call him as soon as you can, and ask him the additional questions you have and please arrange a personal meeting to finish the scholarship process. The counselor's name is Bob Jones and the phone number you need to call is +1-202-555-0149.

Help | Advanced... | OK | Cancel

Universidad Nacional de Colombia
Sede Manizales

WORKSHOP #2
MAKING ARRANGEMENTS FOR A POST-GRADUATE SCHOLARSHIP

ACTIVITY
Complete the 10 sentences with the words on the left.

- *answer the phone*

- *busy*

- *call*

- *dial*

- *extension number*

- *hang up*

- *message*

- *phone number*

- *ring*

- *wrong number*

- Did you remember to _____ your friend and invite him to the birthday party?.

- When I called him, he was already talking on the phone with another person. The phone was _____.

- I'm sorry, but John isn't at home right now. Can I take a _____?

- Did you hear the phone _____?

- I can hear the phone ringing in the living room. You should _____.

- When you finish talking on the phone, you should_____ the phone.

- Ms. Green? I'm sorry, but there's no one here by that name. I think you have the _____.

- First, call Mr. Smith at this company phone number. Then dial 459. 459 is his_____.

- My _____ is 555-8742.

- How can you _____ a phone number? It's easy. Just push the correct numbers, here.

1

Universidad Nacional de Colombia
Sede Manizales

WORKSHOP #2

MAKING ARRANGEMENTS FOR A POST-GRADUATE SCHOLARSHIP

Helen: Midtown Computer Solutions, Helen speaking. How can I help you?

Ryan: Hello, this is Ryan Bardos. May I speak with Natalie Jones, please?

Helen: One moment please – I'll put you through.

Helen: Mr. Bardos? I'm sorry, Natalie's in a meeting at the moment. Would you like to leave a message?

Ryan: Yes, could you ask her to call me back as soon as possible? It's pretty urgent.

Helen: Of course. Does she have your number?

Ryan: She has my office number, but let me also give you my cell – it's 472-555-8901.

Helen: Let me read that back to you – 472-555-8901.

Ryan: That's right.

Helen: And could you spell your last name for me?

Ryan: B as in Boston – A – R – D as in dog – O – S as in September

Helen: Okay, Mr. Bardos. I'll give her the message.

Ryan: Thanks a lot. Bye.

Universidad Nacional de Colombia
Sede Manizales

UNIVERSIDAD
NACIONAL
DE COLOMBIA

WORKSHOP #2
MAKING ARRANGEMENTS FOR A POST-GRADUATE SCHOLARSHIP
POST-TASK

ACTIVITY
Write a WhatsApp text to a friend from the class to give him/her three tips for having a formal phone conversation.

My friend
online

My friend:
Hello! I am applying for the scholarship too. Can you give me some tips for the phone conversation??

Me:
Sure! I am going to give you 3 tips that worked great for me during my phone conversation. 😎

Me:

Write your tips here.
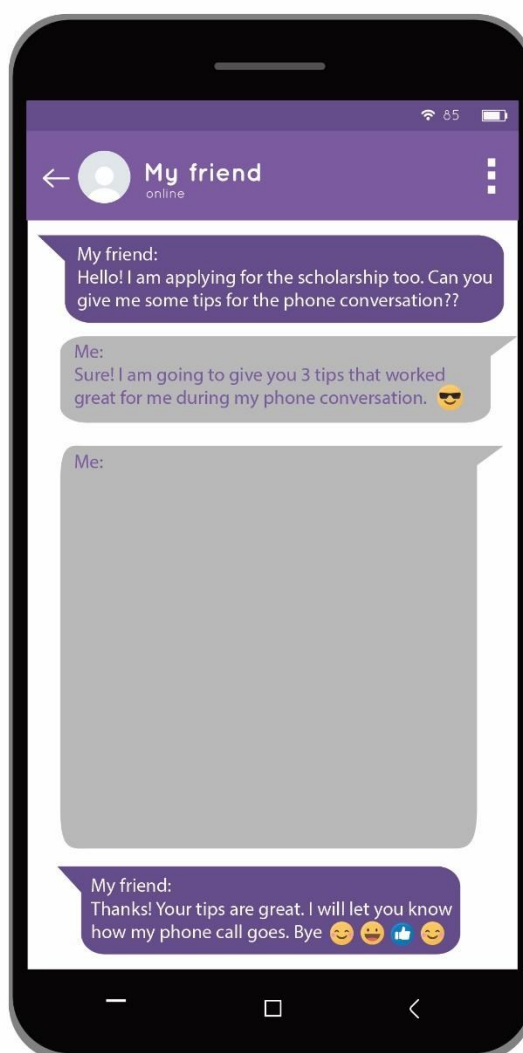
My friend:
Thanks! Your tips are great. I will let you know how my phone call goes. Bye 😊 😄 👍 😊

4.2.3 Workshop 3: Introducing yourself in an academic/ professional setting

The third workshop was carried out in person through a teacher-directed class where the following strategies were implemented: worksheets completion, slides presentation, videos analysis, checklists completion, and memory game activity. The lesson and the main task were about introducing themselves in an academic/professional setting. By the end of the workshop, students were expected to use intensifiers to talk about themselves, to describe themselves in an academic/professional setting using appropriate vocabulary, and to analyze good practices for successful oral speaking.

The general objective of the workshop was to introduce themselves in an academic/professional setting using the compensatory strategy of Stalling/ time gaining strategies. They had to use fillers or hesitation devices to fill pauses and to gain time to think (e.g., well, now let's see, uh, as a matter of fact). The linguistic competence was to use intensifiers to introduce themselves. And to use appropriate vocabulary to introduce themselves in an academic/ professional setting. The sociolinguistic competence was to use vocabulary and expressions related to introductions. And the pragmatic competence was to introduce themselves in an academic/professional setting.

By following the steps of TBL and to achieve the objectives that were stated for the workshop, the next activities were implemented: For the Pre-task section of the class, students were asked to answer individually some questions related to speaking in public and speaking with others. After finishing answering the questions, they had to work in groups of three or four people to discuss their answers. Then, they shared their opinions with the class. Next, participants were shown a video where the presenter shared several techniques that can help people speak spontaneously with greater confidence and clarity. Students were asked to evaluate the following aspects with a checklist: the appearance, voice pitch, eye contact, humor, friendliness, and posture of the speaker. This was carried out to create awareness of the important aspects that should be taken into account when speaking in public. To finish this section, students had to play a memory game with the class related to vocabulary of skills and qualifications.

For the While-task section, students were shown the grammar section regarding the use of intensifiers to be used during the speaking task. After the explanation, the

compensatory strategy was presented to the learners and analyzed how stalling/ time gaining strategies can be used to speak more fluently, to sound more natural, and to gain time to think about what they will say next when they speak or have conversations. To conclude the workshop, as a Post-task, students were asked to complete the first stage of their Linkedin profile, where they had to write some information and a short introduction of themselves. By participating in all the activities mentioned previously, the students had the tools to conduct the Main-Task and introduce themselves in an academic/professional setting.

While the workshop was being applied, data was collected through three instruments: the teacher-researcher journal, a non-participant form, and students' transcripts. At the end of the class, a data collection instrument where the participants were able to answer a few questions dealing with the usefulness of the workshop was used as well. They were asked about their perception of the workshop and whether they thought the topic of the workshop was useful and interesting for them, also, if they thought the communication strategy practiced during the workshop was of any use to them; what is more, if the communication strategy practiced during the workshop helped them to speak English better and finally if the workshop helped them to speak more fluently during the activities that required it. In the last section, they had the opportunity to write any additional relevant comments. By analyzing the instruments mentioned before, the following categories appeared.

Table 11

Workshop 3 categories for data analysis during the implementation stage

Instruments / Categories	Usefulness of communication strategy	Communication strategy for fluency	SS Difficulties in grammar	SS active use of vocabulary from workshop	SS Lack of fluency	SS Fluency improvement	Positive impact of topic selection
Students' transcripts	31	20	22	12	20	0	0
Students' self-assessment	7	7	0	0	0	10	7
Non-participant observer form	8	2	0	8	0	8	10
Teacher's Journal	2	2	0	1	1	2	2
Total	48	31	22	21	21	20	19
Percentage	26,37%	17,04 %	12,09 %	11,54 %	11,54 %	10,98%	10,44%

Graph 6

Workshop 3 categories for data analysis during the implementation stage
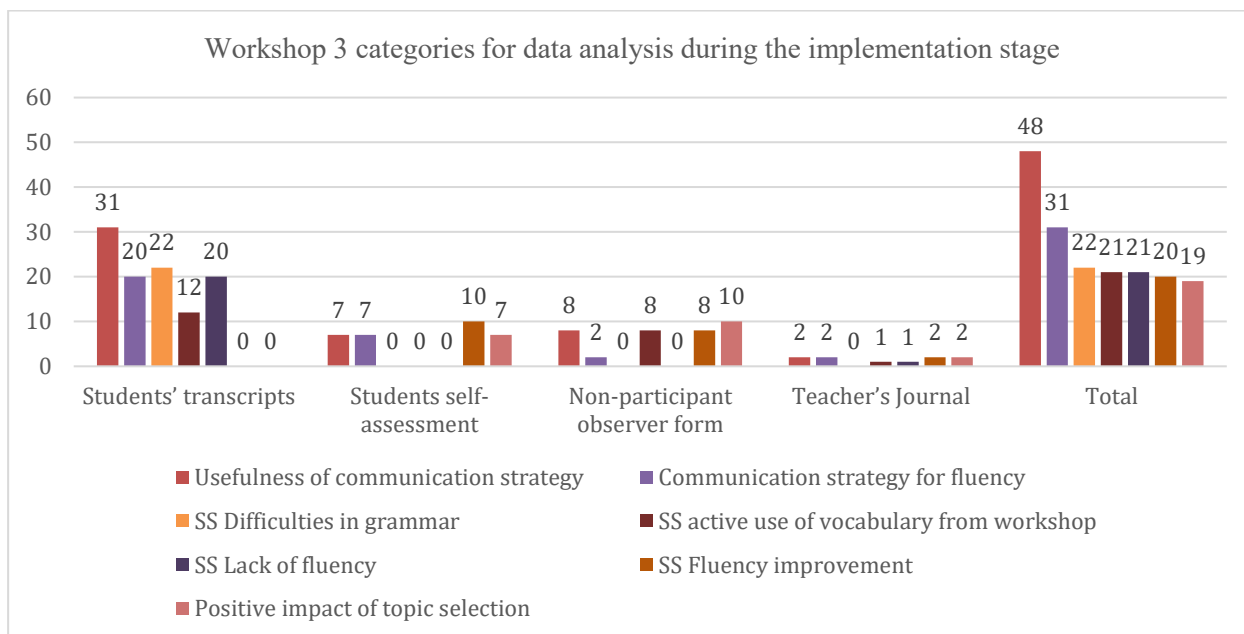
Workshop 3 categories for data analysis during the implementation stage

As shown in the chart and graph above, seven categories arose throughout the analysis of the four data-gathering instruments. The first category is linked to the usefulness that the communication strategy had for students during their performance, the second one is connected to the use of the communication strategy from the workshop to improve their fluency and the third one has to do with the difficulties that students had with grammar. Additionally, the fourth category is related to the constant use of vocabulary studied during the lesson to conduct the Main-task, the fifth is correlated to the lack of fluency learners had during their performance, the sixth corresponds to students' fluency improvement overall, and the seventh to the successful selection of the topic for the workshop.

During the design stage of this third workshop, the important elements that stood out in the first two were taken into account. The real-world topics of academic and work-life were chosen again as a recommendation that emerged from the first two workshops. One of the main concerns that came out of the analysis of Workshop 2 was the use of filler words that students had as a coping mechanism. A conclusion was to include a strategy that involved the use of this time-gaining strategy. This was tackled with the selection of the strategy taught in this workshop and as a result, students used the filler words more intentionally and used it as a way to gain time to have a more fluent discourse. Finally, after this workshop was implemented, it was evident that students' fluency can improve with the use of an

appropriate communication strategy that is comprehensible to them, with the study of relevant vocabulary that supports their discourse, and with a meaningful topic that motivates them to participate. This is the third workshop that was implemented:

Table 12. Lesson plan Workshop N3

Universidad Nacional de Colombia
Universidad Nacional de Colombia
Sede Manizales
TASK-BASED LEARNING
LESSON PLAN
LAURA TATIANA MUÑOZ

Topic: INTRODUCING YOURSELF IN AN ACADEMIC/ PROFESSIONAL SETTING
Level: 3 (pre-intermediate)

TASK
• To introduce themselves in an academic/professional setting.
Goals: By the end of the workshop students are expected to
- Use intensifiers to talk about themselves.
- Describe themselves in an academic/professional setting using appropriate vocabulary
- Analyze good practices for successful oral speaking.

General objective:
To introduce themselves in an academic/professional setting using the compensatory strategy of *Stalling/ time gaining strategies*. They will use fillers or hesitation devices to fill pauses and to gain time to think (e.g., well, now let's see, uh, as a matter of fact).
Linguistic competence:
• Use intensifiers to introduce themselves.
• Use appropriate vocabulary to introduce themselves in an academic/ professional setting.
Sociolinguistic competence:
Use vocabulary and expressions related to introductions.
Pragmatic Competence:

To introduce themselves in an academic/professional setting

Materials: Slides, worksheets, printables, projector, computer, and speakers.

Class procedures:

Task phases	Learning and language aims	Procedure
Pre-task	To write about the topic and to interact with classmates by discussing. To understand the main topic of the workshop by watching a video related to it. Analyzing the good practices for successful oral speaking. To learn the vocabulary that will be used in the main task.	To introduce the topic, the teacher will start the class by telling students to answer individually some questions related to speaking in public and speaking with others. When they finish answering the questions, they will get in groups of three or four people to discuss their answers. Then, they will share with the class their findings. The students will watch a video: *Think Fast, Talk Smart: Communication Techniques* from Stanford University. (In the video, Matt Abrahams speaks about techniques that will help people speak spontaneously with greater confidence and clarity). The teacher will give the students a public speaking evaluation checklist, and by watching the video, they will need to analyze the presentation of the speaker and check all the statements that correspond to the video. The students will get in groups of three or four people to play a memory game with the class related to vocabulary of skills and qualifications.

While task	To practice the grammar and to learn how it can be used.	To start this phase, the teacher will show the intensifiers that can be used by the students, this will help them to perform better during the speaking task.
	To learn how to use the compensatory strategy to achieve the task.	After the explanation, the teacher will explain the compensatory strategy that they will use to complete the task of the workshop. After that, the students will be shown the *Stalling/ time gaining strategies* that they can use to speak more fluently, to sound more natural, and to gain time to think about what they will say next when they speak or have conversations.
		Performance:

| | To use the compensatory strategy, the vocabulary, and the grammar to conduct the simulated phone conversation. | Finally, students will formally introduce themselves, like in an academic/ professional setting in front of the class. To introduce themselves in this setting they will be able to use the Stalling/ time gaining strategies practiced, the skills and qualifications vocabulary, and the intensifiers.

The rest of the class will be paying attention to the positive attributes of a good speaking performance found in the checklist from the Pre-task activity. |
| --- | --- | --- |
| **Post- task** | To practice the grammar and vocabulary to introduce themselves. | Students will complete the first stage of their Linkedin profile, where they need to write some information and a short introduction.

Task evaluation:

1. Teacher's observations
2. Non-participant observation form/performance rubric.
3. The students will be given a self-assessment to reflect on the effect of the use of the strategy in general, the use of the strategy regarding speaking, their thoughts on the workshop designed for them, and how their fluency was affected.

Taken and adapted from:

https://www.nofreakingspeaking.com/think-fast-talk-smart/ |

4.2.3.1 Workshop N3 Handouts

Universidad Nacional de Colombia
Sede Manizales

UNIVERSIDAD
NACIONAL
DE COLOMBIA

WORKSHOP #3
INTRODUCING YOURSELF IN AN ACADEMIC/ PROFESSIONAL SETTING

Watch the video *Think Fast, Talk Smart: Communication Techniques. Analyze the video and check the items that correspond to the speaker. The speaker:*

- [ ] -Looks sharp and dresses well.
- [ ] -Speaks loud enough and slowly enough.
- [ ] -Makes adequate eye contact with others.
- [ ] - Avoids reading.
- [ ] - Adds humor whenever appropriate and possible.
- [ ] -Smiles and seems friendly.
- [ ] -Varies his pitch and expressiveness to be interesting to listen to.
- [ ] -Stand with feet apart for strength and has good posture.

Skill	Qualification	Achievement/ Accomplishment	Train
Proficiency	The work or jobs that you have done in your life so far.	Undergraduate	Work experience
The ability to do something well; expertise.	A written statement, diploma, that proves someone has the ability to do a particular job.	A thing done successfully with effort, skill, or courage.	To prepare for a special purpose, profession, skill, etc.
The ability to do something well because of training and practice.	A student at college or University who is working for a first degree.		

Universidad Nacional de Colombia
Sede Manizales

UNIVERSIDAD NACIONAL DE COLOMBIA

WORKSHOP #3
INTRODUCING YOURSELF IN AN ACADEMIC/ PROFESSIONAL SETTING-POST-TASK

ACTIVITY
Write your Linkedin profile information and your introduction.

Profile information here!

Your profile picture here!

Write your introduction here!

4.2.4 Workshop 4: Online job offers

The fourth workshop was carried out in person through a teacher-directed class where the following resources were implemented: worksheets, videos, slides, and online educational games. This workshop was about conducting a simulated conversation between a job recruiter, a translator, and a job applicant. By the end of the workshop, students were expected to use indirect speech to report what another person said, to carry a conversation regarding an online job offer, and to give definitions of vocabulary related to online job offers.

The general objective was to conduct the simulated conversation using the compensatory strategy of Circumlocution. Students had to give definitions or describe the target object of the action (e.g., the thing you open bottles with for corkscrew). The linguistic competence was to use indirect speech to report what another person said and to use appropriate vocabulary to have a conversation regarding online job offers. The sociolinguistic competence was to use vocabulary and expressions related to online job offers and video call interviews. The pragmatic competence was to have a conversation through a video call.

By following the steps of TBL and to achieve the objectives that were stated for the workshop, the next activities were implemented: For the Pre-task section of the class, students were asked to answer in groups some questions related to online job offers and professional social networks and then share their answers with the class. Then, students were asked to talk about what they knew regarding LinkedIn with the class, finishing this activity with a video that explained how the webpage can be used. After listening to the information from the video, the students shared what they understood LinkedIn is based on the video and then explored the webpage. After the webpage exploration, students studied some slides that had the vocabulary, a clear definition, and a picture of it. To check on students' understanding, they were asked to participate and play a Kahoot match.

For the While-task section, students were provided some examples of direct and indirect speech and an explanation of the compensatory strategy of Circumlocution that has to do with the use of definitions when the vocabulary word is unknown. To conclude the workshop, as a Post-task, students were asked to complete a worksheet to write their résumé. By participating in all the activities mentioned before, the learners had the tools to conduct the Main-Task. For this, they were asked to conduct a simulated video call

conversation in front of the class between the person applying for the job, the interpreter, and the employer. All members were highly encouraged

While the workshop was being implemented, data was collected through three instruments: the teacher-researcher journal, a non-participant form, and students' transcripts. Additionally, at the end of the class a data collection instrument was applied, where participants were asked some questions about the usefulness of the workshop. They were asked about their perception of the workshop and workshop usefulness and how interesting it was for them. Another question had to do with their opinion about the communication strategy practiced during the workshop being useful or not. To continue exploring their perceptions on the communication strategy practiced during the workshop, students had to answer if it helped them to speak English better. The last one was about the workshop improving their fluency during the activities that required it. In the last section, they were encouraged to write any additional relevant comments. By analyzing the instruments mentioned before, the following categories appeared.

Table 13

Workshop 4 categories for data analysis during the implementation stage

—

Instruments / Categories	SS use of strategies from past workshops	SS lack of fluency	SS use of filler words	SS' difficulties in grammar	Positive impact of topic selection	SS active use of vocabulary from workshop	SS lack of grammar use from workshop
Students' transcripts	41	30	32	32	0	15	7
Students' self-assessment	0	0	0	0	8	0	0
Non-participant observer form	0	7	1	0	9	1	8
Teacher's Journal	0	1	1	0	2	1	1
Total	41	38	34	32	19	17	16
Percentage	20,82 %	19,28%	17,25%	16,25 %	9,64 %	8,63%	8,13%

Graph 7

Workshop 4 categories for data analysis during the implementation stage
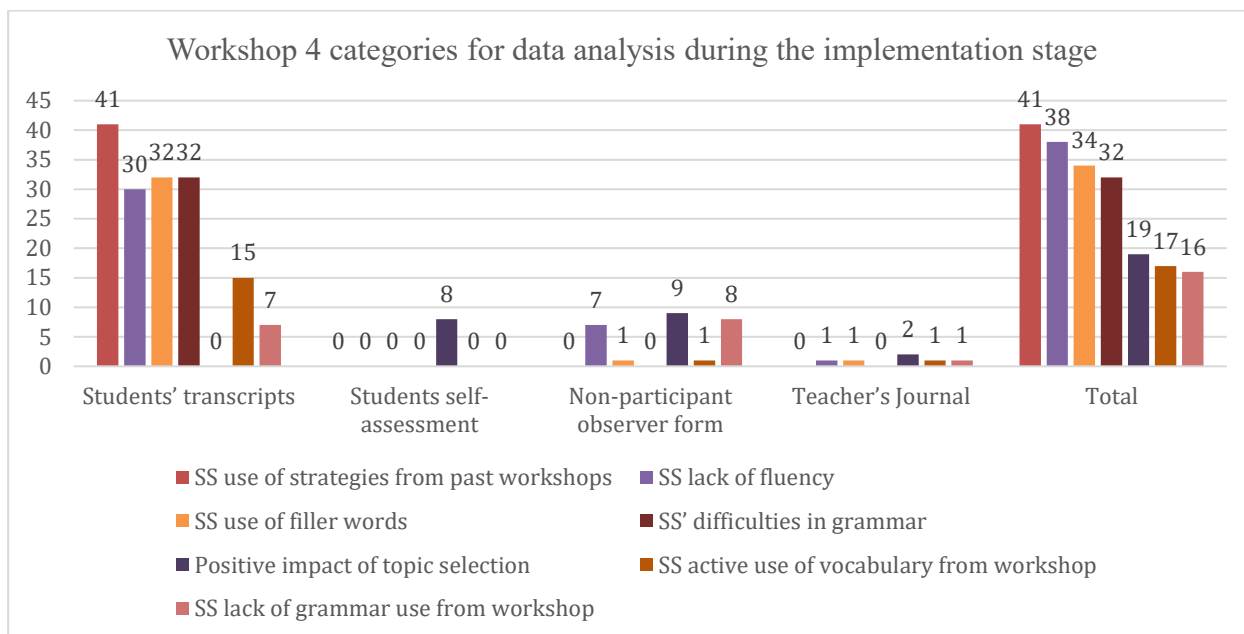
Workshop 4 categories for data analysis during the implementation stage

As shown in the chart and graph above, seven categories arose throughout the analysis of the four data-gathering instruments. The first category is linked to student's use of communication strategies practiced in past workshops during their performance, the second one is connected to the lack of overall fluency that students had during the implementation and the third one has to do with the student's use of filler words to cope with fluency constraints. Moreover, the fourth category is related to the difficulties that students had with grammar, the fifth one corresponds to the successful selection of the topic for the workshop, the sixth one is associated with the constant use of vocabulary studied during the lesson to conduct the Main-task and the seventh one is about students´ avoidance to use the grammar studied in the workshop.

During the design stage of this fourth workshop, the important elements that stood out in the past analyses were taken into account. The use of real-world tasks related to academic and job environments was chosen again, providing a sense to students that the lessons are not isolated from each other, but instead, work like puzzle pieces that complement each other. The main concerns that appear from this analysis are the need for students to be fully familiar with the grammar studied in the workshop, as it is a valuable tool that helps them articulate what they want to express and the need to include a communication strategy that is noticeably easy to use. This is the fourth workshop that was implemented:

Table 14

Lesson plan Workshop N4.

Universidad Nacional de Colombia

Sede Manizales

TASK-BASED LEARNING

WORKSHOP #4

ONLINE JOB OFFERS

Level: 3 (pre-intermediate)

TASK

• To conduct a simulated conversation between a job recruiter, a translator, and a job applicant.

Goals: By the end of the workshop students are expected to

- Use indirect speech to report what another person said.
- Carry a conversation regarding an online job offer.
- Give definitions of vocabulary related to online job offers.

General objective:

To conduct a simulated conversation between a job recruiter, a translator, and a job applicant using the compensatory strategy of *Circumlocution.* They will give definitions or describe the target object of the action (e.g., the thing you open bottles with for corkscrew).

Linguistic competence:

• Use indirect speech to report what another person said.

• Use appropriate vocabulary to have a conversation regarding online job offers.

Sociolinguistic competence:

Use vocabulary and expressions related to online job offers and video call interviews.

Pragmatic Competence:

To have a conversation through a video call.

Materials: Slides, worksheets, printables, projector, computer, and speakers.

Class procedures:

Task phases	Learning and language aims	Procedure
Pre-task	To read and discuss the topic. To interact with classmates by discussing. To understand the main topic of the workshop by watching a video related to it. To learn about the most common professional social network, how they can use it, and to listen for relevant information.	To introduce the topic, the teacher will start the class by telling students to read and answer in groups some questions related to online job offers and professional social networks. When they finish answering the questions, they will share their answers with the class and the teacher. Students will share what they know about LinkedIn with the class, after that they will watch a video: *Start Your Career: LinkedIn for Students*. (In the video, they can find out what LinkedIn is and how they can use it). After listening to the information from the video, the students will share what they understood LinkedIn is based on the video. The teacher will show the students the webpage, the different features it has and will provide a short explanation about what they can do on the webpage. The teacher will show some slides to explain the vocabulary that students will need to understand to participate in the activities planned for the workshop. The slides have vocabulary words, a clear definition, and a picture to help students understand better. For the difficult words, the teacher will provide examples

	To learn the vocabulary that will be used in the main task.	related to the context of the students to help them with any doubts they might have. After that, students will have around 5 minutes to practice and study the vocabulary and the definitions. To assess the vocabulary retention of the students, in groups of three or four they will play Kahoot. The Kahoot game was created for this group based on the vocabulary and the definitions from the slides: (*https://create.kahoot.it/details/f6e7112e-7efd-41f5-8241-8b55a6086a91*)
While task	To practice the grammar and to learn how it can be used.	To start this phase, the teacher will provide some examples of direct and indirect speech, after that, the teacher will provide a short explanation about the grammar. Then, students will share some examples with the class.
	To learn how to use the compensatory strategy to achieve the task.	After the explanation, the teacher will explain the compensatory strategy that they will use to complete the task of the workshop. The strategy that the teacher will explain in the workshop is *Circumlocution*. To explain how they can use it to speak with more fluency, the teacher will give examples with real objects found in the class, by describing the object instead of the correct term. Then, the teacher will share some short anecdotes about situations where she forgot or did not know the vocabulary word in English, but by providing a description or definition of the object, she was able to make herself understood.

		Performance:	
	To practice the speaking skill and to use the compensatory strategy, the vocabulary, and the grammar to conduct the simulated video call.	Finally, students will conduct a simulated video call conversation in front of the class. For this task, students will need to get in groups of three people and each group will receive a copy of the explanation of the speaking task. Each student will be assigned a role, *Student 1* (The person applying for the job), *Student 2* (The interpreter), and *Student 3* (The employer). *Student 1* will be a person that used LinkedIn to find a job offer but does not speak English. *Student 2* will be an interpreter that speaks English and Spanish that will help *Student 1* and *Student 3* to communicate. The interpreter will be asked also to avoid using the vocabulary words studied in this workshop, but instead to provide descriptions to practice the compensatory strategy. *Student 3* will be a person who works for a company from the United States and only speaks English. And as part of his job he needs to get to know a person (*Student 1*) from Colombia that he found interesting from LinkedIn. Each student will read about the role and they will need to conduct the simulated video call using the Circumlocution strategy practiced, the online job offers vocabulary and indirect speech.	
	To practice the topic of the workshop by writing their résumé.	Students will get a worksheet to write their résumé. **Task evaluation:** 4. Teacher's observations	

Post- task		5. Non-participant observation form/performance rubric.
		6. The students will be given a self-assessment to reflect on the effect of the use of the strategy in general, the use of the strategy regarding speaking, their thoughts on the workshop designed for them, and how their fluency was affected.
		Taken and adapted from:
		https://www.youtube.com/watch?v=YWp6AN00D_c
		https://create.kahoot.it/details/f6e7112e-7efd-41f5-8241-8b55a6086a91
		Resumé:
		https://www.pinterest.es/pin/186477240796218470/

4.2.4.1 Workshop N4 handouts

Universidad Nacional de Colombia
Sede Manizales

UNIVERSIDAD
NACIONAL
DE COLOMBIA

WORKSHOP #4
ONLINE JOB OFFERS-SPEAKING TASK

ACTIVITY

Get in groups of three people. One student will be the interpreter, the other one will be the person that wants to get a job and the other student will be the employer. You will have an interview and remember that you can use the Speaking strategy you studied, the direct and indirect speech and the vocabulary from this workshop.

STUDENT 1: (The person applying for the job)

Based on your LinkedIn profile, a company from the United States is interested in meeting you. You do not speak English or understand it. For the meeting ,you arranged to have a video-call with an interpreter *(Student 2)* and the employer *(Student 3)* from the company. You will need to introduce yourself and give professional

STUDENT 2: (The interpreter)

You speak English and Spanish. You are asked by a person *(Student 1)* to participate in a vide call and you need to translate what *Student 1* and *Student 3* say. Remember that *Student 1* only speaks Spanish and *Student 3* only speaks in English. You can't use the vocabulary words studied in this workshop. Instead you will give the definition of the words to the other person.

STUDENT 3: (The employer)

You work for a company from the United States. As part of your job you need to get to know a person *(Student 1)* from Colombia that you found interesting from LinkedIn. *Student 1* does not speak English. You will have a videocall with *Student 1* and *Student 2* (the interpreter) and you need to get to know *Student 1*. Remember that you do not speak Spanish or understand it.

Universidad Nacional de Colombia
Sede Manizales

WORKSHOP #4
ONLINE JOB OFFERS-POST-TASK

UNIVERSIDAD
NACIONAL
DE COLOMBIA

ACTIVITY
Write your Résumé.

FILL IN THE BLANK RESUME

_____

Current Address:
_____
_____
_____

Permanent Address:
_____
_____
_____

Education
_____
_____
_____
_____
_____

Computer/
Language Skills
• _____
• _____
• _____
• _____
• _____

Relevant
Experience
_____ _____, ___
_____ _____ ____ – _____
  • _____
  • _____
  • _____
  • _____

Work
Experience
_____ _____, ___
_____ _____ ____ – _____
  • _____
  • _____
  • _____
  • _____

_____ _____, ___
_____ _____ ____ – _____
  • _____
  • _____
  • _____
  • _____

Honors and
Activities
• _____
• _____
• _____
• _____
• _____

4.2.5 Workshop 5: Job interview do's and don'ts

The fifth workshop was carried out in person through a teacher-directed class where the following tools were implemented: worksheets, slides, and videos. This workshop was about job interview do's and don'ts. The main task was to conduct a simulated conversation between friends offering advice for a future job interview. By the end of the workshop, students were expected to give advice using should, should not, and ought to, to understand vocabulary related to job interview advice, to use nonlinguistic signals to have conversations with others, to maintain a casual conversation with friends by asking and giving advice and to differentiate the Do's and the Don'ts for job interviewing.

The general objective of the workshop was to conduct a simulated conversation between friends offering advice for a future job interview using the compensatory strategy of Nonlinguistic signals. They had to mime, gesture, use facial expressions, or sound imitation to help them communicate more effectively. The linguistic competence was to use should, shouldn't, and ought to for advice. To use appropriate vocabulary to advise about job interview do's and don'ts. The sociolinguistic competence was to use vocabulary and expressions related to advising about job interviews in a conversation between friends. The pragmatic competence was to start, hold and close a conversation about job interviews advice.

By following the steps of TBL and to achieve the objectives that were stated for the workshop, the next activities were carried out: For the Pre-task section of the class, students were asked to write a short paragraph about the aspects that people should take into account when they go to a job interview and then share that with a classmate. To provide more information about it, students watched a video of the Dos and Don'ts in a job interview, and then they had to share three tips they have learned from the video with the class. Then, students were shown some slides to explain the vocabulary related to job interview do's and don'ts, a clear definition, and a picture to help students understand better. To assess the vocabulary retention of the students, they had to play a charades game in groups, using the vocabulary words they just practiced. They were encouraged to mime, gesture, use facial expressions, or sound imitation to help their classmates guess the correct vocabulary word as a way to introduce the communication strategy implicitly.

For the While-task section, grammar was elicited by summarizing the best do's and don'ts from the video using should, shouldn't, and ought to. Then, the difference between the use of should and ought to was explained to the participants to later create their examples to practice. After the explanation, the Nonlinguistic signals strategy was introduced to students by providing some examples with real objects found in the class, omitting the vocabulary word, but instead miming, gesturing, or making sounds to help them understand. To conclude the workshop, as a Post-task, students were asked to solve a worksheet that had a link to an online article that they had to read and then write a short paragraph about their skills and weaknesses in their journal that was provided in the worksheet. By participating in all the activities mentioned below, the students had the tools to work on the Main-Task and conduct a simulated conversation between friends offering advice for a future job interview.

While the workshop was being implemented, data was collected through three instruments: the teacher-researcher journal, a non-participant form, and students' transcripts. At the end of the class, an additional data collection instrument was used as well, where the participants were able to answer a few questions dealing with the usefulness of the workshop. Students explained their perception of the workshop and whether they thought the topic was useful and interesting for them, also, if they thought the communication strategy examined during the workshop was of any use to them; what is more, if the communication strategy selected for the workshop helped them to speak English better and finally if the workshop helped them to speak more fluently during the main task. In the last part, they had a section to add any additional relevant comments. By analyzing the instruments mentioned before, the following categories arose.

Table 15

Workshop 5 categories for data analysis during the implementation stage

Instruments / Categories	SS active use of vocabulary from workshop	Usefulness of communication strategy	Communication strategy for fluency	Positive impact of topic selection	SS active use of grammar from workshop	SS Use of filler words	SS Fluency improvement
Students' transcripts	27	14	14	0	12	17	0
Students' self-assessment	0	7	7	8	0	0	8
Non-participant observer form	7	7	1	9	6	1	9
Teacher's Journal	2	4	1	2	1	1	1
Total	36	32	23	19	19	19	18
Percentage	21,69%	19,28%	13,86%	11,44%	11,44%	11,44 %	10,85%

Graph 8

Workshop 5 categories for data analysis during the implementation stage

Workshop 5 categories for data analysis during the implementation stage
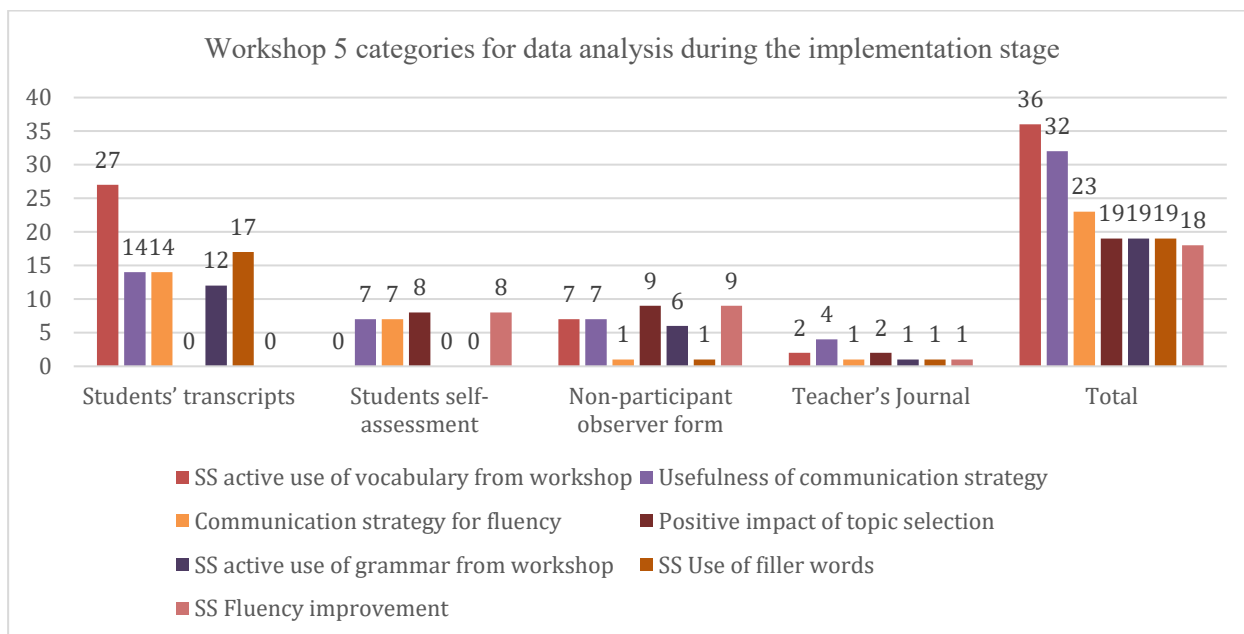
As shown in the chart and graph presented above, seven categories were identified throughout the analysis of the four data-gathering instruments. The first category is associated with student's constant use of vocabulary studied during the lesson to conduct the Main-task, the second one is about the usefulness and how the participants relied on the communication strategy practiced during the workshop and the third one corresponds to the use of this strategy from the workshop to improve their fluency. Additionally, the fourth category is related to the successful selection of the topic of the workshop for students to feel engaged and motivated to participate and the fifth one is related to the active use of grammar studied that students had during their performance. Moreover, the sixth category has to do with the continuous use of filler words that students had as a time-gaining strategy and the seventh one is linked to students' fluency improvement overall.

During the design stage of this fifth workshop, the important elements that stood out in the past analyses were taken into account. A way to help students to become more familiar with the grammar was one of the main aspects that were included during the lesson, this was achieved by providing more examples and more student's practice. This adjustment was positive as it can be observed in the category of students' active use of grammar from the workshop. Another aspect that was included due to the reflections in the past workshop is the communication strategy choice. For this implementation one of the most important elements was to help the participants to feel confident with the communication strategy, this was attained by involving them in games to practice the communication strategy. From this

analysis, it can be concluded that there has to be an articulation between the grammar thought, the vocabulary practiced the topic, and the communication strategy to have an enhancement in a student's fluency. This is the fifth workshop that was implemented:

Table 16

Lesson plan Workshop N5.

Universidad Nacional de Colombia
Sede Manizales
TASK-BASED LEARNING
WORKSHOP #5
JOB INTERVIEW DO'S AND DON'TS

Level: 3 (pre-intermediate)

TASK

• To conduct a simulated conversation between friends offering advice for a future job interview.

Goals: By the end of the workshop students are expected to

- Use should, should not, and ought to give advice.
- Understand vocabulary related to job interview advice.
- Use nonlinguistic signals to have conversations with others.
- Maintain a casual conversation with friends by asking and giving advice.
- Differentiate the Dos and Don'ts for job interviewing.

General objective:

To conduct a simulated conversation between friends offering advice for a future job interview using the compensatory strategy of *Nonlinguistic signals.* They will mime, gesture, use facial expressions, or sound imitation to help them communicate more effectively.

Linguistic competence:

• Use should, shouldn't, and ought to for advice.

• Use appropriate vocabulary to advise about job interview do's and don'ts.

Sociolinguistic competence:

Use vocabulary and expressions related to advising about job interviews in a friendly conversation between friends.

Pragmatic Competence:

Start, hold and close a conversation about job interviews advice.

Materials: Slides, worksheets, printables, projector, computer, and speakers.

Class procedures:

Task phases	Learning and language aims	Procedure
Pre-task	To write about the main topic and interact with classmates by discussing. To understand the main topic of the workshop by	To introduce the topic, the teacher will start the class by telling students to write a short paragraph about the aspects that people should take into account when they go to a job interview. When students finish writing they will sit with a classmate and share what they wrote. Students will watch a video: *Interview Do's and Don'ts* (In the video, they can watch the most important do's and don'ts in a job interview provided by Vault.com. Vault .com provides intelligence on what it's like to

	watching a video related to it. To learn about the interview do's and don'ts, and to listen for relevant information. To learn the vocabulary that will be used in the main task.	work in an industry, company, or profession and how to land a job). After listening to the information from the video, the students will share the top 3 tips they learned from the video with the class. The teacher will show some slides to explain the vocabulary that students will need to understand to participate in the activities planned for the workshop. The slides have the vocabulary words related to job interview do's and don'ts, a clear definition, and a picture to help students understand better. For the difficult words, the teacher will provide examples related to the context of the students to help them with any doubts they might have. After that, students will have around 5 minutes to practice and study the vocabulary and the definitions. To assess the vocabulary retention of the students, in groups of three or four they will play charades using the vocabulary words they just practiced. In their groups, they will need to mime, gesture, use facial expressions, or sound imitation to help their classmates guess the correct vocabulary word. This activity will help students to practice the vocabulary they just saw and the communication strategy that will be explained during the *While task*.	
While task	To practice the grammar and to learn how it can be used in this context.	To start this phase, the teacher will elicit the grammar by using summarizing the best do's and don'ts from the video using should, shouldn't, and ought to. After that, the teacher will provide a short explanation about the difference between the use of should and ought to and provide some examples. Then, students will	

		share some examples they did by themselves with the class.
	To learn how to use the compensatory strategy to achieve the task.	After the explanation, the teacher will explain the compensatory strategy that they will use to complete the task of the workshop. The strategy that the teacher will explain in the workshop is *Nonlinguistic signals*. To explain how they can use it to speak with more fluency, the teacher will give examples with real objects found in the class, omitting the vocabulary word, but instead miming, gesturing, or making sounds to help them understand.
		Performance:
	To practice the speaking skill, to use the compensatory strategy, the vocabulary, and the grammar to conduct the simulated conversation.	Finally, students will conduct a simulated conversation that they will record. For this task, students will need to get in groups of two or three people and each group will
		record a video about a conversation between friends. One of them will need to ask for some advice for a future job interview for a position in a very important company.
		The other should give the best advice to the other friend.
		The students will need to conduct the simulated conversation using the vocabulary from the workshop,
		the communication strategy of nonlinguistic
		signals, and should, shouldn't, and ought to.

Post- task	To practice the topic of the workshop by writing their résumé.	Students will get a worksheet with a link to a very useful online article that they will need to read and after reading, they will need to write a short paragraph about their skills and weaknesses in their journal that is provided in the worksheet. (LINK: https://www.vault.com/blogs/job-search/11-tips-for-landing-the-job-you-want-in-2020) **Task evaluation:** 7. Teacher's observations 8. Non-participant observation form/performance rubric. 9. The students will be given a self-assessment to reflect on the effect of the use of the strategy in general, the use of the strategy regarding speaking, their thoughts on the workshop designed for them, and how their fluency was affected. Taken and adapted from: https://www.youtube.com/watch?v=S1ucmfPOBV8 https://www.vault.com/blogs/job-search/11-tips-for-landing-the-job-you-want-in-2020

4.2.5.1 Workshop N5 Handouts

TASK-BASED LEARNING
WORKSHOP #5 PRE-TASK
JOB INTERVIEW DO'S AND DON'TS

REFERENCES
A list of employers or contacts that a potential employer can call to ask about your work performance.

EMPLOYER
A person or a business that gives a paying job to one or more people.

CHALLENGES
A task or situation that tests someone's abilities.

VACANCY
A job that no one is doing and is therefore available for someone new to do

HIRE
To pay someone to work for you.

DUTIES
A task or action that one is required to perform as part of one's job.

STRENGTHS
The ability to achieve something, even in a difficult situation

WEAKNESSES
A particular part or quality of someone that is not good or effective.

EYE CONTACT
The situation in which two people look at each other's eyes at the same time.

HANDSHAKE
An act of shaking a person's hand with one's own as a greeting.

Universidad Nacional de Colombia
Sede Manizales

UNIVERSIDAD
NACIONAL
DE COLOMBIA
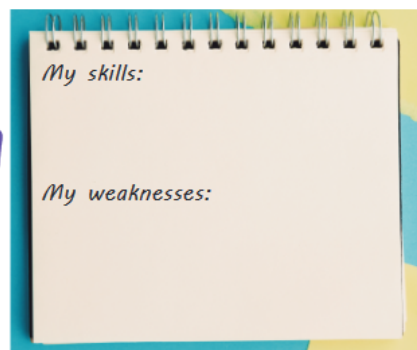
WORKSHOP #5
JOB INTERVIEW DO'S AND DON'TS

ACTIVITY: Your best friend sent you a very useful online article, use the link provided below, read the article and then write a short paragraph about your skills and weaknesses in your journal.
LINK: *https://www.vault.com/blogs/job-search/11-tips-for-landing-the-job-you-want-in-2020*

My skills:

My weaknesses:

This is your journal

4.2.6 Workshop 6: Having a job interview

The sixth workshop was carried out in person through a teacher-directed class where the following resources were employed: worksheets, slides, videos, and online educational games. This workshop was about having a job interview and for the main task, participants had to conduct a simulated job interview conversation using appropriate adjectives to describe themselves. By the end of the workshop, students were expected to use adjectives and intensifiers to describe themselves, to understand vocabulary and synonyms related to a job interview, to use approximation by finding synonyms of complex words to have conversations with others to maintain a conversation about the interview.

The general objective was to conduct the simulated job interview conversation using appropriate adjectives to describe themselves using the compensatory strategy of Approximation. They learned complex vocabulary words to describe themselves and also simpler synonyms that can be used to help students communicate more effectively. The linguistic competence was to use adjectives and intensifiers to describe themselves in a job-related environment and to use appropriate vocabulary to have the job interview. The sociolinguistic competence was to use vocabulary and expressions related to having a job interview. And the pragmatic competence was to start, hold and close this interview.

By following the steps of TBL and to achieve the objectives that were intended for the workshop, the next activities were carried out: For the Pre-task section of the class, students were asked to come up with 5 questions that could be asked to them when having a job interview. Participants wrote them down and discussed the possible questions they could get asked. After this introduction to the topic, students solved a matching worksheet activity, where they had to find the correct synonyms and the correct definition of the vocabulary related to describing themselves in a job interview to later share their answers with the class. To finish the vocabulary section, learners joined and played an online educational vocabulary game. Then, students watched a video about a job interview as a good example of how they were expected to perform, checking their understanding with seven true or false statements.

For the While-task section, grammar was elicited by describing personality using adjectives and intensifiers. To practice, students were shown some common sentences with adjectives and were provided a short explanation about the use of intensifiers and how they

could be useful in a job interview. To end this section, the participants created their examples. After the explanation, the compensatory strategy of Approximation was explained by showing examples with the words and synonyms practiced during the pre-task section of the lesson. To conclude the workshop, as a Post-task, students were asked to solve a worksheet about job offers, where they had to match the best candidate for the job according to the job offer description and requirements. By participating in the aforementioned activities, the participants had the tools to work on the Main-Task and conduct a simulated job interview conversation with an English teacher using appropriate adjectives to describe themselves successfully.

While the workshop was being carried out, data was collected through three instruments: the teacher-researcher journal, a non-participant form, and students' transcripts. In the final section of the class, an additional data collection instrument was applied as well, where the participants were able to answer a few questions regarding the usefulness of the workshop. Students had the chance to show their perception of the workshop and express whether they thought the topic was useful and interesting for them. They were also presented with the opportunity to reflect and share if they thought the communication strategy practiced during the workshop was useful for them; additionally, if the communication strategy selected for the workshop helped them to speak fluently. Finally, if the workshop helped them to have a more fluent performance during the main task. As a complementary section, students were able to include any additional relevant comments. By analyzing the instruments mentioned, the following categories were generated.

Table 17

Workshop 6 categories for data analysis during the implementation stage

Instruments / Categories	SS difficulties in grammar	SS Use of filler words	SS use of strategies from past workshops	SS active use of grammar from workshop		Students repeating words	Usefulness of communication strategy	Students vocabulary use from past workshops
Students' transcripts	56	50	44	34		41	20	33
Students' self-assessment	0	0	0	0		0	8	0
Non-participant observer form	0	2	2	8		0	7	3
Teacher's Journal	1	1	1	1		1	2	1
Total	57	53	47	43		42	37	37
Percentage	18,03 %	16,77%	14,88%	13,61 %		13,29 %	11,71%	11,71%

Graph 9

Workshop 6 categories for data analysis during the implementation stage

Workshop 6 categories for data analysis during the implementation stage
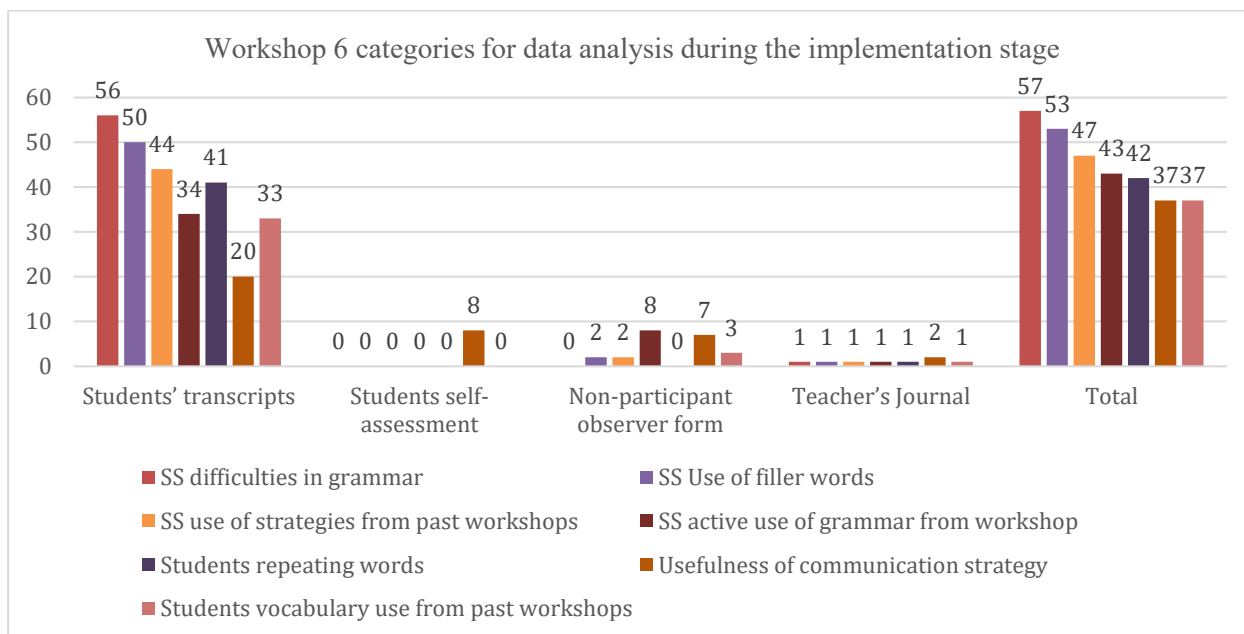
As displayed in the chart and graph above, seven categories arose throughout the analysis of the four data-gathering instruments. The first category is related to student's general difficulties in grammar through all their discourse, the second one has to do with the constant use of filler words that students had as a time gaining strategy, and the third is connected to participant's employment of strategies from past workshops to enhance their fluency. In addition, the fourth category corresponds to students' constant use of the grammar studied during the lesson to conduct the Main-task and the fifth one is associated with students' continuous use of their strategy of repeating words to gain time to think about what they wanted to express. Furthermore, the sixth strategy is connected to the usefulness and how the participants relied on the communication strategy studied during the workshop and the seventh one is related to the learner's active use of vocabulary from all the workshops implemented so far to carry out their conversation.

During the design stage of this final workshop, the important elements that stood out in the past analysis were taken into account. It was concluded that there had to be an articulation between the grammar thought, the vocabulary practiced, the topic, and the communication strategy to have an enhancement in a student's fluency. This reflection was taken into account during the planning stage resulting in a workshop that connected not only

the aspects mentioned previously, but all the knowledge gathered from the participation in the past five workshops. This is the sixth workshop that was implemented:

Table 18. Lesson plan Workshop N6.

Universidad Nacional de Colombia	
Sede Manizales	

TASK-BASED LEARNING

WORKSHOP #6

HAVING A JOB INTERVIEW

Level: 3 (pre-intermediate)

TASK

• To conduct a simulated job interview conversation using appropriate adjectives to describe themselves.

Goals: By the end of the workshop students are expected to

- Use adjectives and intensifiers to describe themselves.
- Understand vocabulary and synonyms related to a job interview.
- Use approximation by finding synonyms of complex words to have conversations with others.
- Maintain a conversation about having a job interview.

General objective:

To conduct a simulated job interview conversation using appropriate adjectives to describe themselves using the compensatory strategy of *Approximation.* They will learn complex vocabulary words to describe themselves and also simpler synonyms that can be used to help students communicate more effectively.

Linguistic competence:

• Use adjectives and intensifiers to describe themselves in a job interview.

• Use appropriate vocabulary to have a job interview.

Sociolinguistic competence:

Use vocabulary and expressions related to having a job interview.

Pragmatic Competence:

Start, hold and close a job interview.

Materials: Slides, worksheets, printables, projector, computer, and speakers.

Class procedures:

Task phases	Learning and language aims	Procedure
Pre-task	To write about the main topic, brainstorm, and interact with classmates by discussing. To learn the vocabulary that will be used in the main task.	To introduce the topic, the teacher will start the class by telling students to get in groups of three people and start brainstorming. They will need to come up with 5 questions that could be asked to them when having a job interview. They will need to write the questions down and discuss possible answers with their classmates. The teacher will ask students to get in groups of three people again. Each group is going to receive a worksheet. This worksheet has a matching activity, where they need to find the correct synonyms and the correct definition of the vocabulary related to describing themselves in a job interview. When students finish, all the groups are going to share the answers and the teacher will correct, display and explain when necessary the correct answers. To practice the vocabulary from the worksheet, students will join and play an online Quizziz game.

	To understand the main topic of the workshop by watching a video related to it. To listen to an example of a job interview and to listen for relevant information.	Students will watch a video about a job interview, this will be a good example for them, to understand what they are expected to be able to do at the end of the workshop. After listening to the information from the video, the students will take a look at seven statements and they will need to say if they are true or false.
While task	To practice the grammar and to learn how it can be used in this context.	To start this phase, the teacher will elicit the grammar by describing her personality using adjectives and intensifiers. After that, the teacher will show some common sentences with adjectives and provide a short explanation about the use of intensifiers and how they can be useful in a job interview. Then, students will share some examples they did by themselves with the class.
	To learn how to use the compensatory strategy to achieve the task.	After the explanation, the teacher will explain the compensatory strategy that they will use to complete the task of the workshop. The strategy that the teacher will explain in the workshop is *Approximation*. To explain how they can use it to speak with more

		fluency, the teacher will give examples with the words and synonyms practiced during the pre-task.
	To practice the speaking skill, to use the compensatory strategy, the vocabulary, and the grammar to conduct the simulated conversation.	**Performance:** Finally, students will conduct a simulated conversation about a job interview. For this task, students will need to conduct the simulated conversation using the vocabulary from the workshop, the communication strategy of approximation, and the adjectives + intensifiers.
Post- task	To practice the topic of the workshop reading a text about job offers.	Students will get a worksheet that has a text about job offers. They will need to match the best candidate for the job according to the job offer description and requirements. **Task evaluation:** 10. Teacher's observations 11. Non-participant observation form/performance rubric. 12. The students will be given a self-assessment to reflect on the effect of the use of the strategy in general, the use of the strategy regarding speaking, their thoughts on the workshop designed for them, and how their fluency was affected.

4.2.6.1 Workshop N6 Handouts

Truthful	**Energetic**	a relaxed person who is easy to get along with
Easy going	**Honest**	someone who works well and isn't lazy
Hard-working	**Reliable**	a person who is loyal to a project or person
Proactive	**Organized**	someone who you can rely on
Commited	**Diligent**	someone who tells the truth
Methodical	**Relaxed**	someone who is not easily distracted
Focused	**Devoted**	a person who pays attention to details and works in a logical way
Trustworthy	**Concentrated**	someone who takes steps to complete tasks without supervision

Universidad Nacional de Colombia
Sede Manizales

WORKSHOP #6
HAVING A JOB INTERVIEW-POST-TASK

UNIVERSIDAD
NACIONAL
DE COLOMBIA

ACTIVITY

To test your job post comprehension read the following advertisements and answer the questions:

JOB ADVERTISEMENTS:

- Needed: Full-time secretary position available. Applicants should have at least 2 years experience and be able to type 60 words a minute. No computer skills required. Apply in person at United Business Ltd., 17 Browning Street.

- Are you looking for a part-time job? We require 3 part time shop assistants to work during the evening. No experience required, applicants should between 18 and 26. Call 366 - 76564 for more information.

- Computer trained secretaries: Do you have experience working with computers? Would you like a full-time position working in an exciting new company? If your answer is yes, give us a call at 565-987-7832.

- Teacher Needed: Tommy's Kindergarten needs 2 teacher/trainers to help with classes from 9 a.m. to 3 p.m. Applicants should have appropriate licenses. For more information visit Tommy's Kindergarten in Leicester Square No. 56.

- Part Time work available: We are looking for retired adults who would like to work part-time at the weekend. Responsibilities include answering the telephone and giving customer's information. For more information contact us by calling 897-980-7654.

COMPREHENSION QUESTIONS:
Which position is best for these people? Choose ONLY ONE position for each person.

- Jane Madison. Jane recently retired and is looking for a part-time position. She would like to work with people and enjoys public relation work. The best job for Jane is _____

- Margaret Lillian. Margaret is 21 years old and would like a part-time position to help her pay her university expenses. She can only work in the evenings. The best job for Margaret is _____

- Alice Fingelhamm. Alice was trained as a secretary and has six years of experience. She is an excellent typist but does not know how to use a computer. She is looking for a full-time position. The best job for Alice is _____

- Peter Florian. Peter went to business school and studied computer and secretarial skills. He is looking for his first job and would like a full-time position. The best job for Peter is _____

- Vincent san George. Vincent loves working with children and has an education license from the city of Birmingham. He would like to work with young children. The best job for Vincent is _____

4.3 Evaluation stage

The present evaluation stage has three main sections. The first section corresponds to each of the analyses, where the categories are going to be examined and evaluated. The second section is related to a general workshops analysis and evaluation. In this section, the categories from the six workshops that presented more occurrences were merged and analyzed as a whole. And the last section is related to the analysis of the comparison of the Pre-test and Post-test results.

4.3.1 Workshops evaluation

4.3.1.1 Workshop 1 evaluation

Seven categories were found throughout this analysis of the four data-gathering instruments. The category that represents the highest amount is the lack of fluency that students had to perform the Main-task. It was evident that the long pauses that students had for them to think about what they were going to say affected their fluency significantly. As shown in the analysis, students did not rely on the communication strategy of Appeal for help; instead, they paused their discourse and, as shown in the categories, students had an active use of the vocabulary from the workshop that they used to avoid stopping and asking others for help. The lack of fluency in students was present in three instruments; in the students' transcripts, in the non-participant observer form, and in the teacher's journal. However, the fact that the lack of fluency was not evidenced in the student's self-assessment instrument shows that students are not aware of it, or they do not think it is something that affects their speaking performance.

The next category to be analyzed is the student's difficulties in grammar. This issue was only measured in the students' transcripts. This exhibits that their grammar mistakes were not relevant for the students, the non-participant observer, and the teacher/ researcher, and their discourse was understandable to them despite the grammar mistakes. The next category has to do with the active use of grammar studied in the workshop that students had. That displays that students used the grammar frequently but not completely accurately. On the other hand, the correct comprehension of the students helped them answer in the best way possible for them.

The positive impact of the selection of the topic for the workshop was evident in three instruments. It was described by the students, the non-participant observer, and the teacher/

researcher. This explains that developing the workshop using a topic that is directly connected with the immediate life goals of the students is appropriate. This is directly linked to the other category that was found about the optimistic attitude that students have towards TBL. Using TBL was beneficial for the students by having a real-world task, as the topic used for this workshop was about applying for a scholarship.

4.3.1.2 Workshop 2 evaluation

An interesting aspect about the categories that emerged from the second workshop is that only three of them were found in the first workshop as well. The positive impact of topic selection had a similar amount of manifestation in the first and second workshops. The fact that this category was present in both analyses, states that the topic chosen was accurate and interesting for the participants, and should continue for the workshops to come. The positive perception of the topic chosen for the workshop was evident in the student's self-assessment, the non-participant observer, and the teacher/ researcher.

Another category that was found in both workshops was students' active use of grammar studied in the lesson. This shows that grammar has not been an isolated practice for students, but reliable support for them to be able to accomplish the speaking task. The other category found in both analyses is the student's lack of fluency, which had the most occurrences in the past workshop, in this one, it is the third and it decreased triple the amount. This diminution shows that regardless of the presence or lack of fluency of the participants, they were able to have a discourse with fewer pauses, and their speaking performance for this task improved significantly.

The boost in learners' fluency was supported by the first two highest categories that emerged. The first one is the usefulness of the communication strategy that was evidenced in all four instruments. The fluency of students was directly affected by the importance of the communication strategy studied and how easy it was for them to relate to it because of how familiar it is to them to memorize stock phrases. These prefabricated patterns helped students to feel more confident with their conversations, therefore, resulting in the second-highest category of improving their fluency thanks to the communication strategy used.

Two other important categories that were found mainly in the students' transcripts are the use of filler words without any meaning and the use of informal language. These two practices can be seen as coping mechanisms that helped students to improve their overall

fluency, which was evidenced in the category of student's fluency improvement. It appeared that participants used these sounds to gain more time to think about the prefabricated patterns they had practiced and prefer not to get tangled up with formal language.

4.3.1.3 Workshop 3 evaluation

By comparing the results from the first three workshops, the two categories that are present in all of them are the lack of fluency of students and the positive impact of topic selection. A relevant aspect about the appropriate topic choice is that it has appeared in constant frequency throughout the three implementations. The fact that this category was present in all the analyses that have been carried out so far, states the impact of the topic selection and the interest of the participants for them. The positive perception of the topic chosen for the workshop was evident in the student's self-assessment, the non-participant observer, and the teacher/ researcher. The other category that can be found in the three analyses about the lack of fluency, shows that this is one of the main issues that students have to communicate their ideas. Nevertheless, by looking at the number of occurrences it can be stated that it has been a category in constant decrease.

The improvement of learners' fluency can be supported by the first two highest categories that emerged in both Workshop 2 and 3. The first one is the usefulness of the communication strategy and the second one is the use of the communication strategy to help students' fluency. Both phenomena can be evidenced in all four instruments. The constant number of occurrences of these categories in both workshops states that participants understood the communication strategy studied, were able to use it and as a result, their fluency was positively affected by the use of it. This boost was noticeable when the category of students' fluency emerged in the last two workshops as well. A category that was found in both workshops number 1 and 3 is students' difficulties in grammar. This issue has been measured only in the students' transcripts in both implementations. This is a sign that the grammar mistakes were not relevant for the students, the non-participant observer, and the teacher/ researcher, and the student's discourse was understandable. On the other hand, the participants should be encouraged to work on their grammar and not only focus on the use of the grammar studied during the workshop if they want to be more accurate. Another category that emerged during the first and third workshops is the student's active use of vocabulary studied in the lesson. This shows that the terms studied were meaningful and supported their discourse.

4.3.1.4 Workshop 4 evaluation

The categories that have been present throughout all the workshops implemented so far are the lack of fluency of students and the positive impact of topic selection. Evidence of the right topics chosen for the workshops continues to appear in constant frequency throughout the four implementations. Students' positive perception of the theme of the workshops has been observed in the following instruments: student's self-assessment, the non-participant observer form, and the teacher's journal. Designing the workshops surrounding real-world tasks that are close to students' immediate educational and work environment has kept their interest and curiosity alive. The other important category that has been present in all analyses so far is the lack of fluency that students have. This shows the need for students to gain strategies and tools to have more fluent communication.

The results of the analysis state that during this implementation students were less fluent than in workshop 3. This situation can be explained by the other categories that arose. One of them is the student's active use of vocabulary from the workshop and the second-highest category is the student's use of filler words. This shows that the participants heavily relied on the time-gaining strategy practiced in the past workshop and on the active use of vocabulary studied during the lesson to cope with their fluency issues but were not enough to help them improve. The next two categories are learners' difficulties in grammar and lack of use of grammar studied during the workshop. This could be the reason why students still lacked some tools to have a more fluent conversation. The last reason has to do with the fact that students used communication strategies practiced in past workshops but did not actively use the strategy planned for this workshop.

4.3.1.5 Workshop 5 evaluation

By comparing the results from the past four workshops, the category that is present in all of them is the positive impact of topic selection. By having a similar frequency of appearances throughout all the workshops applied so far and is evidenced in the student's self-assessment, the non-participant observer form, and the teacher's journal, it can be concluded that students continue to have a positive perception of the topic chosen for the workshops. The use of topics related to academic and work environment show to be beneficial for these participants that are heavily involved in their education progress and possible future scholarship and job opportunities, since they can appreciate real-world tasks activities and how they can apply them in their everyday lives.

By paying close attention to all the workshops applied so far, there was another category that is present in the past four analyses but did not appear in this one as one of the significant categories. The category is the lack of fluency of students and from the previous analyses, this issue was always decreasing. During this implementation, students' difficulties regarding their fluency were not evidenced. The aforementioned can be observed in the last category from this analysis regarding students' fluency improvement. The student's fluency enhancement is present in the student's self-assessment, the non-participant observer form, and the teacher's journal. This is a sign of students' overall improvement in having a more fluent discourse supported by the different tools that were introduced to them throughout all five workshops.

The improvement of learners' fluency mentioned, can be supported by the other six categories that emerged during this analysis. The first and highest is the student's constant use of vocabulary studied during the lesson to conduct the Main-task. This shows that the vocabulary practiced during the workshop was useful because students relied deeply on its use to conduct the speaking task. The second and third categories that support student's fluency improvement are the usefulness of the communication strategy for students and their use of it to improve their fluency. Introducing a communication strategy that was easy and that they were able to practice during the pre-task had a positive impact and helped students to understand how to use it and include this practice to support their discourse. Another category is the successful selection of the topic of the workshop that made students interested and committed to having a good performance. The last two categories are the active use of grammar from the workshop that students had, and their use of filler words as a time-gaining strategy. The constant use of the grammar may be attributed to how it was articulated during the lesson, the grammar practiced for this workshop was presented in such a way that students knew that they had to use it to accomplish the goal.

4.3.1.6 Workshop 6 evaluation

The category with the highest level of occurrences is the difficulties in grammar that students have, this can be observed in the transcripts of the tasks that are longer and with greater complexity. Since students had their conversation with an English teacher, they were deeply encouraged to speak more than they are used to, this led to more frequent grammar mistakes. On the other hand, the fourth category that came up during this analysis is the student's active use of grammar from the workshop. This shows that students' main

difficulties happened when they needed to use grammar that was not practiced during the lesson and that was not familiar to them. Their grammar limitations were recorded by the task transcripts and the teacher's journal but were not relevant for students themselves or the non-participant observer.

A relevant category that arose is the usefulness of the communication strategy since it was widely employed by students, however, by comparing the results from the past five workshops, it can be evidenced that students relied on other tools that were not expected to conduct the Main-task. These resources exploited by participants are the excessive use of filler words shown in the second-highest category, the use of strategies from past workshops that emerged as the third-highest category, the last category of vocabulary use from past workshops, and student's continuous use of their coping strategy of repeating words. This last category that arose in fifth place, seems like a desperate way to gain time to think and remember the words they needed to say. The participants adopted all of these resources to deal with the difficult task that was presented to them.

The task planned for this workshop was intended to make students explore all the possible resources they could apply since all the five previous lessons were preparing them to conduct the final job interview. With all the past implementations, students were provided a myriad of tools, vocabulary, communication strategies, and grammar to successfully perform this last more complex task. The categories that emerged from this implementation are evidence of students' resourcefulness and their ability to articulate most things that they had learned so far. Another relevant aspect that has to be mentioned is that the lack of students' fluency category was not present in this analysis, as in workshop 5. This issue was present in the first four analyses but as can be observed it continuously decreased.

4.3.2 General workshops analysis

For this section of the evaluation stage, the categories with the highest occurrences from the analyses of the six workshop implementations were taken into account. Since the codes were not pre-established, all the categories were not evidenced throughout the data from all the execution of the workshops. The presence or absence of the categories is going to be an important factor to be reflected upon. Additionally, a pre-test and post-test were carried out to check if students had a better speaking performance overall. The categories that arose from all the workshops analyses can be observed in the following chart:

Table 19

General workshops analysis

Categories	W1	W2	W3	W4	W5	W6	Total	Percentage
Usefulnessof communication strategy	N/A	50	48	N/A	32	37	167	15,87%
Student's lack of fluency	78	26	21	38	N/A	N/A	163	15,50%
Student's difficulties in grammar	24	N/A	22	32	N/A	57	135	12,83%
Student's use of filler words	N/A	15	N/A	34	19	53	121	11,50%
SS active use of grammar from workshop	23	17	N/A	N/A	19	43	102	9,70%
Positive impact of topic selection	21	19	19	19	19	N/A	97	9,22%
SS active use of vocabulary from workshop	21	N/A	21	17	36	N/A	95	9,04 %
SS use of strategies from past workshops	N/A	N/A	N/A	41	N/A	47	88	8,36%
	N/A	30	31	N/A	23	N/A	84	7,98%

Communication strategy for fluency								

As displayed in the chart, nine categories were observed during the final overall analysis. The categories are: how the communication strategy studied during the workshops was useful for students, their lack of fluency, and the difficulties that learners had with grammar use in general terms. Additionally, participants' use of filler words as a time-gaining strategy and students' active use of grammar was practiced during the workshop to carry out the main task of the workshops. Moreover, the positive perception of students regarding the topic selection for the lessons, students' frequent use of the vocabulary studied during the implementation, and student's choosing to rely on the use of strategies shared during past workshops. The last category is participants' use of the communication strategy taught, to enhance their fluency.

The most important category that emerged is the use of communication strategy since it shows that students deeply relied on them. It shows the events where students found the communication strategy taught during the workshop useful and used it to conduct the main task. The category was present in the majority of the workshops analyses, specifically in Workshop 2,3,5, and 6. The absence of this category during the execution of workshop 1 may be attributed to students' lack of familiarity with the use of communication strategies. It was noticeable with the results from the analysis of the performance of Workshop 1 that students did not think that this strategy of Appeal for help was very practical. This category was absent during the analysis of workshop 4 as well. This phenomenon may be attributed to the complexity of the communication strategy studied during this implementation. The strategy was Circumlocution, where students were encouraged to provide a definition when they lacked the knowledge of the vocabulary word that they wanted to express. The strategy seemed useful for students as recorded in the self-assessment form that they filled out at the end of the lesson but expressed that the strategy may be more useful during longer encounters and situations. As observed, the communication strategies need to be simple for learners to apply them. This was detected by the inquiry of Workshop 2 where students found Prefabricated patterns to be the most useful strategy. The other strategies that were handy for the participants were found during the analysis of Workshop 3 regarding the

Stalling/time gaining strategies, as well as in Workshop 5 related to non-linguistic signals and finally in Workshop 6 that tackled the strategy of Approximation. Overall the main objective of this study was achieved with the evidence of the usefulness of the communication strategies and the other two categories of students' use of strategies from past workshops and the communication strategy for fluency. Concluding that the use of communication strategies and the articulation of them resulted in more fluent students.

Some objectives from the present study were related to students increasing their vocabulary inventory and grammar studied during the lessons. By analyzing all the workshops, the two categories that show that these objectives were accomplished are students' active use of grammar from the workshop and students' active use of vocabulary from workshop. This phenomenon may be attributed to the good perception that students had about the topic as suggested in the category of the positive impact of topic selection.

During this general analysis, some issues were identified as well. The categories of students' lack of fluency and students' difficulties in grammar show that this is still a problem that students have. A phenomenon was also observed during the analysis with the category of students' use of filler words. This is seen as a time-gaining strategy, but the occurrences show that there was an excessive use that could not be beneficial for students' fluency. The analyses found in this section are going to be deeply described in the findings chapter.

4.3.3 Analysis of Pre and Post-test

Graph 10. Pre-test and post-test results comparison
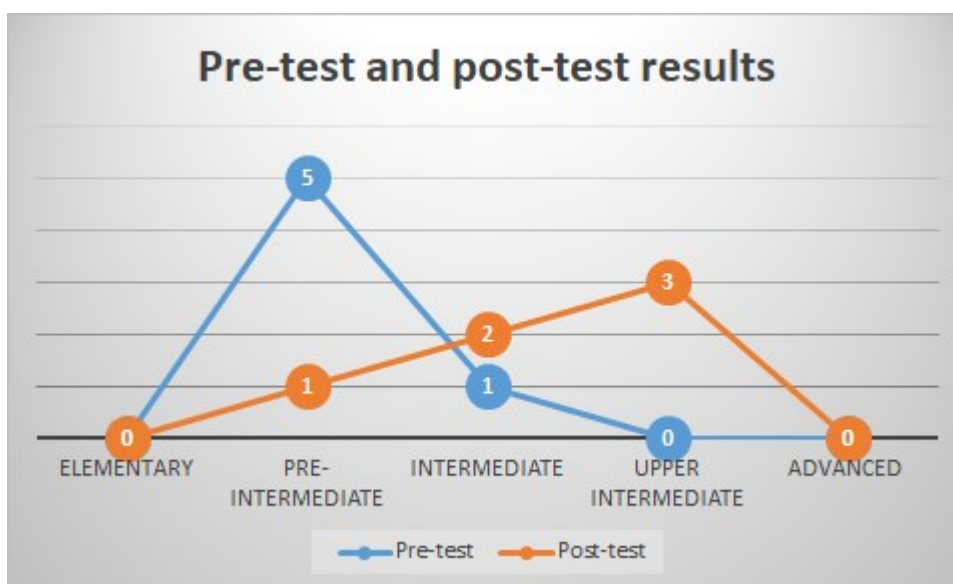
As shown in the graph, at the end of the pre-test five students were able to answer the basic questions related to their personal information satisfactorily, but began to struggle with the topics related to appearance and hobbies. Only one student was able to answer the questions about likes and dislikes but felt limited when having to share personal opinions. For this initial stage, five students were classified as pre-intermediate speakers and one as an intermediate one. By analyzing the post-test results, it can be stated that there was an improvement in the speaking abilities of the participants. On one hand, only two students had the same score during the pre-test and post-test, one of them continued being classified as pre-intermediate and the other one as intermediate speaker. On the other hand, one student advanced from being scored as pre-intermediate to an intermediate speaker, and surprisingly, three students that were classified initially as pre-intermediate were able to be classified as upper-intermediate in the post-test. Students' improvement may be attributed to three main reasons. First, students familiarized themselves with the test, topics, and questions by being exposed to them during the pre-test. Second, students lowered stress levels due to the speaking exercises they had during the implementation of the six workshops. Third, related to the category that arose from the present evaluation stage, the use of communication strategies practiced during the workshop was applied to have a more fluent interview with the teacher.

As prosperous as the results seem, it was shown by the category from the analysis of the workshops implementations regarding students' lack of fluency that participants still have issues with their speaking ability. The post-test results and the different categories related to student's fluency improvement explain that student's fluency was enhanced. Nevertheless, the participant's lack of fluency is still an issue to be addressed and worked on.

CHAPTER V. FINDINGS

5.1 Findings

The implementation phase was very meaningful since findings were able to be noticed from workshop 1. Every task-based activity provided sufficient information that explains and supports relevant theories found in the literature. These results were recorded after each implementation to have an objective consolidation of findings for this section. They are organized following the pedagogical and research objectives stated for this research project. The following findings were established:

Students improved fluency with the use of communication strategies through TBL workshops

The general pedagogical objective stated for this study was "To enhance student's fluency with the use of communication strategies through TBL implementations related to meaningful academic situations". This goal was accomplished and it can be supported with the highest category of the usefulness of communication strategy, also by the lowest category regarding the use of the communication strategy for fluency and with the category related to the positive impact of topic selection. It was detected that the participants found most communication strategies practiced during the workshops to be useful and usable to achieve their speaking task. They relied on those strategies in more than half of the implementations, showing that not all the strategies were convenient for them. The communication strategy included in Workshop 2 concerning *Prefabricated Patterns* (memorizing stock phrases) was the most practical for them. *Next, Stalling/ Time Gaining* strategies were the second most useful tool since they encouraged them to use fillers or hesitation devices to overcome pauses and to gain time to think, this was also evidenced with the category of student's use of filler words that arose from this general workshops' analysis. Additionally, another communication strategy that participants widely used was practiced during Workshop 6 regarding the *Approximation* strategy (learning complex vocabulary and also simpler synonyms). The last communication strategy that was practical

for learners was found in Workshop 5, related to *Nonlinguistic Signals* (miming, gesturing, using facial expression, or sound imitation to communicate their ideas easier). All the strategies described previously helped students to have a more fluent discourse as evidenced in the category that was found, about the use of the communication strategy for fluency which deals with the fact that students used them as a tool to avoid pausing their conversations as much as possible. (Skehan et all., 1996, p. 22) referred to this topic as the students' ability to produce language in real-time without pausing or hesitation, basically what was stated in these last comments.

Students became familiar with most communication strategies

The first specific objective had to do with helping learners to be familiar with communication strategies that can be employed to enhance their fluency. As shown with the category of students' use of strategies from past workshops, it was noticeable that students were able to articulate more than one communication strategy during their performance during workshops 4 and 6. They had this integration of communication strategies predominantly during the last speaking task since it was the most challenging, hence, encouraging them to utilize the majority of tools they had at their disposal. This also demonstrates that when learning a foreign language, appropriate exposure and modeling of strategies translates into a better mastering of them, giving, as a result, a more unconscious and systematic application of them in future tasks.

Students expanded their vocabulary inventory

The second specific objective was related to expanding the students' vocabulary inventory to use in their oral productions. This goal was also achieved since students broaden their vocabulary related to academic and work environments. This can be supported by the category of students' active use of vocabulary from the workshops, noticeable when students used the terms studied actively to carry out their conversations. The wide use of vocabulary studied during the lessons to carry the Main-task is present in Workshops 1, 3, 4, and 5, which make up the majority of the workshops implemented. In the literature review of this document, it was clearly stated that in the past, the methods used to teach English regarding vocabulary were based on learning isolated word lists (Liao, 2009), nowadays and since TBL has been more widely implemented, the vocabulary needs to be taught in meaningful contexts with immediate application in the real lives of learners.

Students successfully used grammar inside real-world tasks

The third specific objective stated in this pedagogical category was to promote the student's use of grammar inside real-world tasks. (Putri, 2013) argues that teachers tend to teach grammar and linguistic features without letting their learners practice and improve their communication in English. Thus, it is logical to deduce that the more contextualized and meaningful the task, the more realistic and interesting it becomes for the participants. It was noticed that the lessons planned promoted the student's use of grammar inside real-world tasks, especially seen in the category of students' active use of grammar from the workshop to carry out their conversations and tasks. Even though students were able to use the grammar practiced during the workshops actively, they continue to have grammar use limitations. These constraints can be evidenced by the code that emerged regarding students' difficulties in grammar. It becomes apparent that these students' journey to becoming more fluent speakers is accompanied by constant accuracy neglect. We can recall Wang (2014) when stating that students may be traditionally trained to be "good at grammar in reading and writing; but they may often make mistakes in their spoken English" (p.111) For the case of the participants in this study, we can also deduce that their grammar proficiency background was not sufficient to cope with the one studied in the workshops and as a consequence, this aspect could limit their accuracy in their oral productions. The grammar for each workshop was included as a curriculum requirement from the institution as well as a topic mentioned by students in the needs analysis and the diagnostic stage of this paper. In these phases, students felt that grammar was crucial to build a stronger oral speaking skill, however, the evidence presented in this section confirms that this is not necessarily the case. It is not imperative to have a strong grammar foundation to be able to communicate and be fluent in the use of a foreign language.

Students became more fluent using communication strategies and articulating them

The general research objective was to analyze what is revealed about communication strategies for speaking through TBL workshops concerning students' fluency. This objective was measured during the action stage of the study, especially in the student's transcripts. First, it was analyzed that communication strategies taught during TBL workshops enhanced the participant's fluency. Quoting Dörnyei: (1995) "Instruction could include the specific teaching of communication strategies...to deal with difficulties and breakdowns that occur in everyday communication" (p. 55). This phenomenon was

quantified with the categories that arose from the workshop implementations analysis regarding students' use of the strategy and communication strategy for fluency. An additional event was found, where students used multiple communication strategies to increase their fluency.

Some communication strategies helped students to be more fluent

The first specific research objective was to measure the student's use of communication strategies to improve their fluency. The data-gathering instruments selected for the action stage helped to record students' specific use of communication strategies. It was measured that half of the communication strategies led to students with a more fluent discourse. The strategies reckoned are Prefabricated Patterns, Stalling/ Time Gaining Strategies, and Nonlinguistic signals. This was reported in the four data-gathering instruments, mainly in the student's transcripts and the self-assessment form. As stated previously, these strategies suggest different options that students can incorporate into their language learning process by "manipulating available language" and as a result, compensating for their linguistic difficulties (Dörnyei, 1995, p. 57).

Students used specific grammar and vocabulary during TBL lessons

The second specific research objective was to examine the use of specific vocabulary and grammar during TBL implementations. Students' employment of the vocabulary and the grammar studied during the lesson was registered throughout students' transcripts, the non-participant observation form, and the teacher's journal. In the observations, learners' utilization of vocabulary and grammar from the workshop was measured with the perceptions of the teacher/researcher and the non-participant observer, and their explicit use was calculated with students' performance transcripts. Two categories that arose from the workshop's analysis quantified students' constant use of grammar and vocabulary practiced during the TBL workshops. According to Lara (2018), it is evident that the speaking performance of students improved when having a "good degree of control of grammatical forms and vocabulary" in TBL (p.68), as mentioned before, systematical and structured planning for each lesson has demonstrated to be useful to implement TBL successfully.

Students articulated communication strategies to conduct complex tasks

The third specific research objective was to analyze the student's articulation of various communication strategies to carry out tasks. These events were reported during two workshop implementations. The combination of communication strategies was registered in the teacher's journal, the non-participant observation form, and the student's transcripts. The main source used to enumerate the use of a mix of communication strategies was the video recording and transcripts of students' performance during the main task, where the use of each strategy was reported. With this analysis, it was found that students used multiple communication strategies to deal with complex tasks, as found in workshop 4 related to a job interview between a job recruiter and applicant and a translator, and workshop 6 regarding a job interview roleplay guided by the teacher. Sukirlan (2014) explains how based on their research results after students participate in the oral communication strategies teaching, "learners made a significant increase in various types of communication strategies" (p.2038). When making these resources visible to students through instruction, most students tend to use them more frequently and consciously. The same happened in this current research. Finally, about the learners' attitude towards a particular strategy, Putri (2013) mentions that "generally, a positive attitude towards the strategy leads to a high frequency of using it." (p. 131) which was also visible in the participants of this study throughout the workshop implementation process.

4. Conclusions and recommendations

4.1 Conclusiones

In the present section, the conclusions are going to be described according to the research question of the study. To achieve that, in the following segment it is going to be reported what was revealed about communication strategies through the implementation of TBL concerning the fluency of the students that participated in this study.

a)   Communication strategies are identified as unintended efforts of learners to deal with complex oral interactions. Students learning about the communication strategies and how to apply them in a conscious way resulted in an enhanced fluency during the implementation of TBL workshops.

b) Communication strategies need to be easy and relatable for students to use them. It was evidenced that students became familiar with the strategies that were more practical and not complex. Learners relied on most communication strategies to have a more fluent discourse during the speaking task.

c)   Participants were able to articulate and use different communication strategies during the same speaking performance. The articulation happened during complex tasks that were longer and required more attention from students.

d)   Fluency was not only enhanced with the use of communication strategies through TBL lessons. Students' development during the implementations of a wider vocabulary and grammar inventory related to real-world tasks contributed to their fluency as well.

e) Using real-world tasks and specifically academic and job-related topics for the workshops helped students to be more interested because of the practical features they identified.

4.2 Pedagogical implications and recommendations

The academic institutions of higher education should consider revising and revisiting their foreign language syllabi as a constant exercise. This, to make the syllabi more dynamic in terms of adapting, modifying, and enriching their contents keeping in mind our changing world, the needs, and expectations of the students. Additionally, providing a foundation for teachers to develop methodologies and models like TBL that supply the students with communicative opportunities to develop their fluency, with tasks that are based on real-life situations that can be closer to the students' lives and suppose a better attitude towards the learning experiences.

Universities should include in their teacher training programs, professional development sessions where communication strategy use is included in the classroom This can provide language teachers with more tools to "help students solve communication problems even from the beginner level class and improve their fluency" (Rodríguez & Roux, 2012, p.125). In addition to this, students can also be taught these communication strategies, to be incorporated into their language learning arsenal and so, hopefully, they can become of a more natural use to solve their communicative challenges as they advance in their foreign language learning process.

Language teachers should plan and incorporate in their language lessons a diversity of activities, with the implementation of a dynamic lesson approach enriched with different activities. As proven in this study, the variety of tasks, communicative skills incorporated, the use of specific grammar and vocabulary are meaningful to the student's learning process as they notice that the language studied in class can have an immediate application in their real lives. Recalling Hismanoglu (2011) "learners master the target language more powerfully when being exposed to meaningful task-based activities in a natural way" (p.47). Language teachers should also give variety to their classes by planning different kinds of activities for different purposes. Activities should also focus on the development of different types of abilities and not only on textbook exercises.

Teachers need to develop a strong sense of resource creation and adaptation, keeping in mind their students' necessities, likes, and expectations. A needs analysis and diagnostic tests are recommended at the beginning of the course to provide more elements for the teacher to consider before implementing the institution's suggested syllabus. This gives a foundation to start, to get to know the students' strengths and limitations and to be able to listen to the students' voices regarding their perspective on their learning process. These elements can provide a stronger start phase that can direct better the teaching and

learning efforts besides raising a positive sense of inclusion and care for students' learning process.

The internet provides excellent limitless resources to be adapted, language teachers nowadays are one of the strongest producers of language materials on the net as well. Syllabus, planning, and instruction should not be based merely on the institutions' syllabus or on what English textbooks provide. (Rodríguez & Roux, 2012, p. 126) They are important to some extent, but a live curriculum that integrates skills, real-life topics and situations, meaningful tasks, and a deeper understanding of the learners' oral proficiency level can be extremely beneficial to all parties: Universities, language departments, and centers, teachers and students.

It is also expected that this research can encourage other graduate program students, universities, and researchers, in general, to continue studying the impact of TBL and communication strategies in the student's foreign language process. Moreover, the data and results from this study can help the foreign language field understand better the need to continue advancing on the study of models that are enriched with new resources, connected to students' lives can impact positively the students' involvement, participation, and oral proficiency for today's academic, professional and personal language challenges.

5. Appendix

Appendices

Appendix 1: Student self-assessment survey sample

Universidad Nacional de Colombia
Sede Manizales

UNIVERSIDAD
NACIONAL
DE COLOMBIA

WORKSHOP #1
APPLYING FOR A POST-GRADUATE SCHOLARSHIP-RUBRIC

Apreciado (a) estudiante,
Le solicito responder cada pregunta de manera sincera marcando la casilla que corresponda.

1-Le pareció útil el taller? [X] [NO]

2-Le pareció interesante el tema del taller? [X] [NO]

3-Le pareció útil la estrategia practicada en el taller? [X] [NO]

4-La estrategia que se practicó en el taller le ayudó a hablar en inglés mejor? [X] [NO]

5-El taller en general le ayudó a hablar con más fluidez durante las actividades que lo requerían? [X] [NO]

Comentarios: Seria muy interesante que todas las clases de Ingles se hagan de esta misma forma porque así se interactua se practica el idioma, ya que en clases teoricas muy pocos participan y los demas se pierden de la clase.

Universidad Nacional de Colombia
Sede Manizales

UNIVERSIDAD
NACIONAL
DE COLOMBIA

WORKSHOP #1
APPLYING FOR A POST-GRADUATE SCHOLARSHIP-RUBRIC

Apreciado (a) estudiante,
Le solicito responder cada pregunta de manera sincera marcando la casilla que corresponda.

1-Le pareció útil el taller? [X] [NO]

2-Le pareció interesante el tema del taller? [X] [NO]

3-Le pareció útil la estrategia practicada en el taller? [X] [NO]

4-La estrategia que se practicó en el taller le ayudó a hablar en inglés mejor? [X] [NO]

5-El taller en general le ayudó a hablar con más fluidez durante las actividades que lo requerían? [X] [NO]

Comentarios: Fue una practica amena que ayuda a mejorar la fluidez y el manejo del ingles, ademas es una manera muy divertida de hablar e interactuar en otro idioma.

Appendix 2: Pre and Post-test oral assessment guidelines

1 Low	• Speaks with frequent hesitation; occasionally does not respond verbally. • Rarely responds with confidence; frequently reluctant to use the language. • Speech and pronunciation are usually not easily understood. • Rarely uses complete sentences and phrases appropriately. • Rarely or never uses colloquial expressions appropriately. • Rarely uses appropriate and varied vocabulary. • Makes numerous errors in form or function.
2 Fair	• Speaks with frequent hesitation. • Rarely responds with confidence; often reluctant to use the language. • Speech and pronunciation are frequently not easily understood. • Occasionally uses complete sentences and phrases appropriately. • Uses very few colloquial expressions appropriately. • Occasionally uses appropriate and varied vocabulary. • Makes frequent errors in form or function.
3 Good	• Speaks fluently with a little hesitation. • Usually responds with confidence. • Speech and pronunciation may not always be easily understood. • Generally uses complete sentences and phrases appropriately. • Uses a few colloquial expressions appropriately. • Uses appropriate and varied vocabulary on most occasions. • Makes occasional errors in form or function.
4 Very Good	• Speaks fluently without much hesitation. • Almost always responds with confidence. • Speech and pronunciation are almost always clear and easily understood. • Almost always uses complete sentences and phrases appropriately. • Uses a number of colloquial expressions appropriately. • Almost always uses appropriate and varied vocabulary. • Makes few errors in form or function.
5 Excellent	• Speaks fluently without hesitation. • Consistently responds with confidence. • Speech and pronunciation are always clear and easily understood. • Consistently uses complete sentences and phrases appropriately. • Uses a wide range of colloquial expressions appropriately. • Consistently uses appropriate and varied vocabulary. • Makes very few or no errors in form or function.

Appendix 3: Oral pre and post-test questions

Topic	Speaking Prompts	Score
Elementary		
Personal information	• What's your name? How do you spell it? Where do you live? What's your phone number? What's your email address?	1 2 3 4 5
Family	• How many people are there in your family? Tell me about your parents / brothers or sisters / children. What are their names, ages, etc?	1 2 3 4 5
Home	• Where are you from? What is your home town or city? Do (or did) you like living there? Is it: – big? – beautiful? – noisy? – clean?	1 2 3 4 5
Studies	• What do (or did) you study? Is (or was) it: – interesting? – difficult? What will you do (or did you do) after finishing your studies?	1 2 3 4 5
Work	• What job do you do (or want to do)? When did (or will) you start working? Why did (or do) you want to do this job?	1 2 3 4 5
Pre-Intermediate		
Appearance & character	• Tell me about your best friend. Describe his/her appearance (e.g. colour of hair/eyes, height) and character (e.g. kind, funny). When did you meet?	1 2 3 4 5
Weather	• What's the weather like today? Which is your favourite season? What is the weather like then? What weather makes you feel happy/sad/etc?	1 2 3 4 5
Shopping	• Do you enjoy shopping? How often do you go shopping? Do you go shopping alone or with friends? What sort of things do you usually buy?	1 2 3 4 5
Sports & exercise	• How much exercise do you do? Is exercise important? Why (not)? Do you like playing/watching sports? What sports do you like playing/watching?	1 2 3 4 5
Intermediate		
Food	• Do you usually eat healthy meals? What is some of your favourite food? Do you like eating out (e.g. restaurants)? Why (not)? Do you like cooking?	1 2 3 4 5
Animals	• Do you like animals? What are some of your favourite animals? What pet(s) do you have (or would you like to have)? How do animals help people?	1 2 3 4 5
Computers & gadgets	• Do you often use computers, mp3 players, games consoles, etc? What do you mainly use the Internet for? What problems can computers/etc cause?	1 2 3 4 5
Languages	• What languages do you speak? Is it important to speak several languages? Why (not)? Is it a good or bad thing that most people in the world learn English?	1 2 3 4 5
Upper Intermediate		
Travel	• Do you like to travel? Why (not)? What place would you most like to visit? Why? What's your (least) favourite way to travel? Does travel really 'broaden the mind'?	1 2 3 4 5
Crime	• Is crime a problem in this (or your) country? What can be done to reduce crime? Are the laws in this (or your) country generally too strict, or not strict enough?	1 2 3 4 5
Careers	• What sort of career do you want? What do you want most from it (e.g. money, creativity, etc)? Should a career be the most important thing in someone's life?	1 2 3 4 5
Art, books, music etc.	• How often do you listen to music, read a book, visit an exhibition? Do you play an instrument/paint/write/etc? Are art/music/etc important to society? Why (not)?	1 2 3 4 5
Advanced		
News & the media	• How closely do you follow the news? Which media (e.g. TV, newspapers, online) cover the news best? Give examples. What will news media be like in the future?	1 2 3 4 5
Cities	• Why do people choose to live in cities? What are the (dis)advantages of city life, compared to living in the countryside? Which do/would you prefer?	1 2 3 4 5
Man & nature	• How do we affect nature (e.g. rainforests)? How does nature affect us (e.g. floods)? Will problems such as pollution or endangered species ever be solved?	1 2 3 4 5
Society & culture	• Do you often mix with people from a different culture to yours? Do you like or dislike this? What are the benefits and/or problems of a multicultural society?	1 2 3 4 5

Appendix 4: Needs analysis survey sample

Needs Analysis Survey

Apreciado (a) estudiante,

La siguiente encuesta fue diseñada como parte de mi proceso de investigación que adelanto para acceder al título de Magister en Didáctica del Inglés de la Universidad de Caldas. El objetivo general de mi investigación es conocer el impacto de los talleres del Aprendizaje Basado en Tareas en el mejoramiento de la habilidad oral en inglés de este grupo de estudiantes. Esta encuesta es anónima y al contestarla, podré utilizar la información recolectada para responder mi pregunta de investigación y elaborar mi estudio, requisito de graduación. Cabe anotar que la información que escriba será utilizada únicamente con propósitos académicos. Le solicito responder cada pregunta de manera sincera y honesta. Gracias por la colaboración ☺ .

1. En mis clases de inglés aprovecho mejor para aprender los siguientes recursos: (Marca todas las que apliquen)
   - (a) Guías de trabajo diseñadas por el profesor
   - (b) Fotocopias
   - c. Libros
   - d. Carteles
   - (e) Video beam o televisor para proyectar
   - f. Diccionarios
   - (g) Imágenes
   - h. Cuentos y otros textos
   - (i) Audios en inglés
   - (j) Recursos en línea

2. De las anteriores actividades cuales considero que pueden aportar más a mis necesidades de comunicación oral en inglés. Enuncia 5 en orden de importancia para ti.
   - i
   - a
   - e
   - b
   - I

3. Utilizo materiales adicionales a los mencionados en el ítem 1 en clase o fuera de ella para hablar mejor en inglés.
   - a. Si
   - (b.) No

   Si su respuesta es sí, ¿Cuáles materiales?
   _____
   _____
   _____

4. Considero que los ejercicios de gramática en clase le aportan a su aprendizaje del idioma.
   - a. Muy de acuerdo
   - (b) De acuerdo
   - c. Ni de acuerdo ni en desacuerdo
   - d. En desacuerdo
   - e. Muy en desacuerdo

   Justifique su respuesta:
   Ya que logro entender lo pongo en practica en mi vida cotidiana

5. Considero que las clases magistrales promueven el aprendizaje de la lengua.
a. Muy de acuerdo
b. De acuerdo
c. Ni de acuerdo ni en desacuerdo
d. En desacuerdo
e. Muy en desacuerdo

Justifique su respuesta:
Ya que si el profesor solo habla y explica muchos pueden no entender y falta más la practica e interactuar con los estudiantes

6. Cuando participo en actividades en las que hay una tarea por resolver (por ejemplo cómo reservar en un hotel, cómo pedir instrucciones para llegar a un lugar), considero que aprendo más fácilmente que si estudio el tema de manera aislada y descontextualizada.
a. Muy de acuerdo
b. De acuerdo
c. Ni de acuerdo ni en desacuerdo
d. En desacuerdo
e. Muy en desacuerdo

Justifique su respuesta:
Ya que se puede socializar y ver en que parte me equivoco y ayuda más para ir soltandome más con el idioma

7. Considero que el orden de importancia de las habilidades comunicativas de la lengua (inglés) para mi caso personal es... (siendo 1 la habilidad más importante y 4 la menos importante)
Leer ___2___
Hablar ___1___
Escribir ___4___
Escuchar ___3___

8. Considero que hablar en inglés de manera adecuada en mi caso personal es...
a. Muy Fácil
b. Fácil
c. Regular
d. Difícil
e. Muy difícil

¿Por qué es fácil o difícil para usted?
Porque se me dificulta pronunciar unas palabras o no soy capaz de pronunciarlos ya sea en español o ingles.

9. Considero que hablar en inglés de manera adecuada es importante para el desarrollo de mi vida académica.

f. Muy de acuerdo
g. De acuerdo
h. Ni de acuerdo ni en desacuerdo
i. En desacuerdo
j. Muy en desacuerdo

10. Considero que mi nivel actual de inglés para expresarme oralmente es adecuado.

a. Muy de acuerdo
b. De acuerdo
c. Ni de acuerdo ni en desacuerdo
d. En desacuerdo
e. Muy en desacuerdo

References

Jabbarova, A. (2020). THE ROLE OF COMMUNICATIVE APPROACH IN FOREIGN LANGUAGE. *Архив Научных Публикаций JSPI*.

Albino, G. (2017). Improving speaking fluency in a task-based language teaching approach: The case of EFL learners at PUNIV-Cazenga. Sage open, 7(2), 2158244017691077.

Brown, G., Gillian, B., Brown, G. D., & Yule, G. (1983). Teaching the spoken language (Vol. 2). Cambridge university press.

Brown, H. D. (2000). Principles of language learning and teaching (Vol. 4). New York: Longman.

Burns, A. (1999). Collaborative action research for English language teachers. Cambridge: Cambridge University press.

Burns, A. (1999). Collaborative action research for English language teachers.

Burns, A. (2009). Doing action research in English language teaching: A guide for practitioners. Routledge. Cambridge: Cambridge University Press.

Cárdenas, Rosalba, & Miranda, Norbella. (2014). Implementación del Programa Nacional de Bilingüismo en Colombia: un balance intermedio. Educación y Educadores, 17(1), 51-67

Carrero Pérez, N. P. (2016). Effects of Tasks on Spoken Interaction and Motivation in English Language Learners. GIST Education and Learning Research Journal, 13, 34-55.

Chen, X., Zou, D., Xie, H., & Cheng, G. (2021). Twenty Years of Personalized Language Learning. *Educational Technology & Society*, *24*(1), 205-222.

Creswell, J. W. (2002). Educational research: Planning, conducting, and evaluating quantitative (p. 676). Upper Saddle River, NJ: Prentice Hall.

Demir, Y., Mutlu, G., & Sisman, Y. S. (2018). Exploring the Oral Communication Strategies Used by Turkish EFL Learners: A Mixed Methods Study. International Journal of Instruction, 11(2), 539-554.

Dirección Nacional de Programas de Pregrado. Universidad Nacional de Colombia, sede Manizales. 2021. Ficha de asignaturas de Pregrado. Inglés. 2008.

Donato, R. (2003). Action research. Eric Digest, 3(8).

Dorendorf, M. (2021). Finding a Balanced Blend: Designing and Supporting Engaging and Effective Integrated Skills Materials for Adult ESL Blended Learning Classrooms.

Dörnyei, Z. (1995). On the teachability of communication strategies. TESOL quarterly, 29(1), 55-85.

Elliot, J. (1991). Action research for educational change. McGraw-Hill Education (UK).

Ellis, R. (2003). Task-based language learning and teaching. Oxford University Press.

Golkova, D., & Hubackova, S. (2014). Productive skills in second language learning. Procedia-Social and Behavioral Sciences, 143, 477-481.

Gravetter, F. J., & Forzano, L. A. B. (2018). Research methods for the behavioral sciences. Cengage Learning.

Harmer, J. (1991). The Practice of Language Teaching. Longman.

Hashemi, M., Azizinezhad, M., & Darvishi, S. (2012). Using task-based language teaching, learning practically in English classes. Procedia-Social and Behavioral Sciences, 31, 526-529.

Hismanoglu, M., & Hismanoglu, S. (2011). Task-based language teaching: what every EFL teacher should do. Procedia-Social and Behavioral Sciences, 15, 46-52.

Hopkins, D. (1993). A teacher's guide to classroom research (2nd ed.). Buckingham: Open University Press.

Lankshear, C. & Knobel, M. (2004). A handbook for teacher research from designing to   implementation. New York, NY: McGraw-Hill International.

Lankshear, C. & Knobel, M. (2006). A handbook for teacher research from design to implementation. New York, NY: Open University Press.

Lara Velarde, A. C. (2018). Task-based learning and the English speaking skill in students at Universidad Nacional de Chimborazo (Master's thesis, Universidad Técnica de Ambato. Dirección de Posgrado. Maestría en Enseñanza del Idioma Inglés como Lengua Extranjera).

Liao, G. (2009). Improvement of Speaking Ability through Interrelated Skills. English language teaching, 2(3), 11-14.

MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds.), (2008). Handbook of writing research. New York, NY: Guilford Press.

Mackey, A. & Gass, S. (2012). Research Methods in Second Language Acquisition. Oxford : Blackwell Publishing Ltd.

Marshall, C., & Rossman, G. B. (2014). Designing qualitative research. Sage publications.

McIntryre, A. (2008). Participatory Action Research. London: SAGE Publications.

Merriam, S. B., & Tisdell, E. J. (2015). Qualitative research: A guide to design and implementation. John Wiley & Sons.

Mertler, C. A. (2008). Action research: Teachers as researchers in the classroom. Sage.

Munévar Jerez, M. I. (2017). Contextualized worksheets focused on tasks for two oral communication micro-skillls (Doctoral dissertation, Bogotá: Universidad Externado de Colombia, 2017.).

Namaziandost, E., & Imani, A. (2020). Compensatory Strategies and Iranian Intermediate EFL Learners' Speaking Fluency: Focusing on Self-Repetition and Comprehension Check Strategies. International Journal of Linguistics, Literature and Translation, 3(3), 107-114.

Nation, I. S. P. (1991). Fluency and learning. *The English Teacher*, *20*, 1-8.

Nunan, D. (1989). Designing tasks for the communicative classroom. Cambridge university press.

Núñez, A., & Téllez, M. F. (2009). ELT materials: The key to fostering effective teaching and learning settings. PROFILE, Issues in Teachers' Professional Development, 11(2), 171-185.

Oxford, R. (2001). Integrated Skills in the ESL/EFL Classroom. ERIC Digest.

Parsons, R., & Brown, K. (2002). Teacher as reflective practitioner and action researcher.   Belmont, CA: Wadsworth/Thomson Learning.

Peña, M., & Onatra, A. (2009). Promoting oral production through the task-based learning approach: A study in a public secondary school in Colombia. Profile Issues in TeachersProfessional Development, 11(2), 11-26.

Putri, L. A. (2013). Communication Strategies in English as a Second Language (ESL) Context. Advances in Language and Literary Studies, 4(1), 129-133.

Ricard Hernández, I. D. (2013). Enhancing oral interaction skills in undergraduate students through task-based language learning.

Rodríguez Cervantes, C. A., & Roux Rodríguez, R. (2012). The Use of Communication Strategies in the Beginner EFL Classroom. Gist Education and Learning Research Journal, 6, 111-128.

Rodríguez-González, E., & Parafita-Couto, M. (2012). Calling for Interdisciplinary Approaches to the Study of "Spanglish" and Its Linguistic Manifestations. Hispania, 95(3), 461-480.

Rohani, S. (2013). Positive versus negative communication strategies in task-based learning. TEFLIN Journal, 24(2), 158-179.

Savaşçı, M. (2014). Why are some students reluctant to use L2 in EFL speaking classes? An action research at tertiary level. Procedia-Social and Behavioral Sciences, 116, 2682-2686.

Skehan, P., & Foster, P. (1997). Task type and task processing conditions as influences on foreign language performance. Language teaching research, 1(3), 185-211.

Skehan, P., Willis, E. J., & Willis, D. (1996). Second language acquisition research and task-based instruction. Readings in Methodology, 13.

Su, Y. C. (2007). Students' changing views and the integrated-skills approach in Taiwan's EFL college classes. Asia Pacific Education Review, 8(1), 27-40.

Sukirlan, M. (2014). Teaching communication strategies in an EFL class of tertiary level. Theory and Practice in Language Studies, 4(10), 2033.

Universidad Nacional de Colombia, sede Manizales. 2021. Disponible en: https://www.manizales.unal.edu.co/menu/

Universidad Nacional de Colombia, sede Manizales. 2021. Georreferenciación. Disponible en: dama.manizales.unal.edu.co/index.php/georreferenciacion/

Wang, Z. (2014). Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners. English language teaching, 7(2), 110-118.