

The Influence of Task-Based Learning (TBL) on the Oral Production
of 6th graders

Diego Fabián Montes Hurtado

Thesis Director:

Jonathan Vela

Universidad de Caldas

Masters' Program in English Didactics

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Note of acceptance

Jonathan Vela. Thesis Director

. Juror

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Abstract

This paper reports a study that analyzed and examined the impact of the Task-Based Learning on the development of oral production and English use in class. It proposes that students can improve their oral production in the target language through the implementation of different real tasks and cooperative techniques to foster English use and physical interaction after a long lockdown. This research, whose participants were sixth-graders, was conducted in a public school in the department of Quindío. A qualitative approach and an action research method were implemented to identify the main problems in the English class and were resolved through the development of 3 stages that included planning, acting, observing and reflecting. The instruments used were an external observation, a students' survey and a teacher's journal. In addition, an evaluation rubric was applied after every workshop to assess oral production. The results obtained in this research were: (1) TBL increases noticeably the participation of students in the class using the target language. (2) The TBL approach fosters student-student interaction in the classroom using the target language empowering the learners in the learning process. (3) The structure of the TBL approach triggers students to raise their fluency during the classes. (4) Task-Based workshops provide students with different opportunities to enlarge their vocabulary. (5) Task sequence and task cycle improves students' oral fluency and accuracy.

Keywords: Task-Based Learning, fluency, oral production, learners' interaction, l2 participation

Resumen

Este artículo reporta un estudio que analizó y examinó el impacto del Enfoque Basado en Tareas en el desarrollo de la producción oral y el uso del inglés en clase. Este estudio propone que los estudiantes pueden mejorar su producción oral en el idioma objetivo a través de la implementación de diferentes tareas reales y técnicas cooperativas, potenciando el uso del inglés e interacción física entre estudiantes después de una larga cuarentena. Esta investigación, cuyos participantes fueron del grado sexto, se llevó a cabo en un colegio público en el departamento del Quindío. Una metodología cualitativa y un enfoque en investigación acción fueron implementadas para identificar los principales problemas en la clase de inglés y para resolverlos a través del desarrollo de 3 etapas que incluyeron planeación, acción, observación y reflexión. Los instrumentos utilizados fueron una observación externa, encuestas a estudiantes y un diario de campo del docente. Además, se aplicó una rúbrica de evaluación después de cada taller para evaluar la producción oral. Los resultados obtenidos fueron: (1) el Aprendizaje Basado en Tareas incrementa notablemente la participación de estudiantes en la clase usando el lenguaje objetivo. (2) el Enfoque en Aprendizaje Basado en Tareas promueve la interacción estudiante - estudiante en el salón usando el idioma objetivo empoderando a los estudiantes en el proceso de aprendizaje. (3) la estructura del enfoque del Aprendizaje Basado en Tareas desencadena a los estudiantes para aumentar su fluidez durante las clases. (4) Los talleres basados en tareas aportan a los estudiantes diferentes oportunidades para expandir su vocabulario. (5) La secuencia de tareas y el ciclo de tareas mejora la fluidez y la precisión oral.

Palabras clave: *Enfoque basado en tareas, fluidez, producción oral, interacción de participantes, participación en lengua extranjera.*

Introduction

The present qualitative action research study analyzes the impact of Task-Based Learning on students' oral production in a public school. Throughout this study, I foresaw to help my students' speaking skills to become more fluent and accurate in the use of English for communicative purposes, so they can develop common tasks inside or outside the classroom.

The Ministry of Education (MEN hereafter for its acronym in Spanish) makes emphasis on the importance of improving students' communicative competence to increase the English proficiency up to B1 for 8% of students from eleventh grade by implementing different programs after the governments' quadrennium (MEN, 2016). Those programs focus on the implementation of different teaching resources (Bunny Bonita), projects (teachers' immersions, creation of English standards) and materials (English, Please! tablets, digital resources "Colombia Aprende", textbooks) to increase language proficiency in students in the public sector. Despite all this effort and investment from the MEN and the government, teachers perceive that students still have problems to interact among them or using the language for real or communicative purposes. Oral production is not considered in the Saber Once test due to its structure and methodology. All the resources and methodologies abovementioned do not have a significant impact on the students' oral production of the language, so students need different strategies or activities for increasing their oral production in the language for meaningful communication without focusing on the written test.

Despite MEN's focus on the improvement of students' language level in national and international tests, these tests' results should not be the unique aspect MEN and English teachers should care about during the teaching process. As Willis (1996) stated, "we know that people cannot learn a language without plenty of opportunities for real language use" (p. 1). Indeed, learning a language takes more than being ready to present and have good results on a written test. It requires a real purpose to use the language and enough chances to practice all the skills. Although 6th graders do not have to present the Pruebas Saber, they will be gradually required to present the "Avancemos Test" which is a lower version of the same Pruebas Saber. Its main goal is to have a record of students' performance and train them to answer properly.

The target population for this study is a sixth grade class in a public school. After a diagnostic stage using a diary, survey and external observer, students proved to have poor oral production in the target language. Their oral production was limited to answering questions from the teacher and their vocabulary was very insufficient, too. Another important discovery was that the class was teacher centered which did not allow students to practice the language. They also mentioned that they would like to have more group work and interact among themselves. This last request was mainly because they were coming back to school after a lockdown. The pandemic in 2019 forced students to study online through different platforms such as Zoom, WebEx or even WhatsApp. All these platforms limited the interaction among students, and they were eager to have it again in the classroom.

Some methodologies do not promote all the skills or they just focus on some of them. Here is where the Task-based Learning approach comes out as an excellent way

to reach the goal of improving students' oral production and strengthening students' interaction without letting aside the structure of the language which is also important in the learning process. In addition, this approach provides spaces for students to interact among themselves and use language freely to communicate in the target language. The teacher changes the role of a controller to a guide who helps students reach their communicative goals through a common task. Hence, students developed six workshops based on the TBL following the three stages proposed by Willis (1996). Additionally, some collaborative strategies were added to help them enhance their interaction after a long time apart from each other.

After analyzing the context and identifying the problem, a research question appeared, to what extent does Task-Based Learning affect 6th graders' oral production? The objective of the research was to know how TBL could affect sixth graders' oral production. Students spent two months and a half developing six workshops which were divided into three stages. The process was evaluated after every stage which was composed of two workshops. They presented a survey while the teacher and an external observer were analyzing and taking notes of every class. The triangulation of all that data and students' artifacts revealed a significant improvement in students' oral production increasing their participation using English. English was used to interact among themselves and develop the tasks proposed in the workshops. Moreover, students enriched their vocabulary thanks to the progressive stages of the workshops and the interaction with their classmates. They shared vocabulary in the groups to reach their goal.

I have structured this research study into five chapters. The first one presents the research problem in which the statement, the research question and the objectives are stated. The second chapter corresponds to the literature review. The third chapter deals with methodological design. Then, chapter four refers to the findings and results. Finally, chapter five covers the conclusions, pedagogical implications, limitations, and questions for further research.

Chapter I

Research Problem

Rationale

By conducting the research about Task-Based Approach, I expect to contribute to the development of my students' oral production. Through the implementation of Task-Based Learning and communicative workshops, I will intend to guide my students to improve their oral production in speaking activities. Moreover, I desire to contribute to students by showing them the meaningful and interesting face of learning a foreign language. I will count on applying a different approach that can bring motivation and real purpose to using the language inside the classroom. They will see their improvement and the real necessity of a foreign language by performing common tasks related to the real world while they learn from each other by sharing their knowledge and taking the center of the learning process.

In addition to this, I desire to contribute to the EFL community of teachers in the development of a different focus at the moment of teaching in public schools by using tasks and more communicative goals. Then, students might be more interested and eager to learn the foreign language not only for pleasing the teacher or being promoted to the next grade but for life goals that can take them to different scenarios and situations around the world. In the same way, I hope to contribute to the IEL (Institución Educativa Libre) community in the improvement of a more communicative and interactive method for increasing oral production in which exchanging meaning is the real goal.

This research study contributes to the local context by using specific types of tasks as instruments for increasing students' oral production in terms of fluency and accuracy. It also may help teachers in the region to change students' perception of the foreign language inside and outside the classrooms. Similarly, this study may help teachers to be conscious of the importance of focusing on teaching with more meaningful methods, teaching for life and not being the center of the learning process.

Description of the context and setting

This research study took place at Educational Institution "Libre" (EIL hereafter). This is an urban public school located in Circasia, a municipality of the department of Quindío. The school's philosophy contemplates the idea of educating students in technic-practical abilities to be more prepared for the labor world. The EIL also promotes an integrated education that looks for improvement on two main human levels, cognitive and human. This combination of the cognitive and human aspects of the student aims at increasing students' critical thinking to become more active and useful members of the community.

All these aspects are included in the school's Proyecto Educativo Institucional (PEI hereafter as its acronym in Spanish) and the Coexistence Manual. The school follows MEN's regulations and the Departmental Secretary of Education's (SED henceforth) guidelines. In terms of English teaching, EIL follows the Basic Standards of Competence in Foreign Language: English (2006) and the Basic Learning Rights (2016) established by the MEN. Concerning the English curriculum, the EIL built it taking into account the Suggested Curriculum proposed by SED.

The school has different kinds of resources such as books, TVs, computers and video beams for the entire population. These materials are available for all teachers but not all of them use the resources. This is the case with the books *Way to go!* and *English, please!* which are used only by one teacher. Although the school is located in the town, the internet signal is not the best. This situation impedes to work on different online activities. Most of the classrooms have a TV and it is up to the teacher to use it or not in the classes. Apart from the technological resources, the school has big green areas and a coliseum in which all kinds of physical activities can be performed.

Students' performance in the language varies a lot from one group to another at the school. There are a few exceptional cases in some groups that have a great performance in the target language but most of them are just trying to do their best in class. This project is conducted with 28 students from 6th grade; there are 16 girls and 12 boys. Nowadays, they are working on an English curriculum adapted from the Suggested Curriculum sent by SED that focuses more on grammar topics and unreal situations. In addition to this, they come from a long lockdown due to the pandemic without any contact with formal or in-site classes. Their oral production had an important setback because of the lack of interaction in the target language. Currently, they do not produce orally in the target language due to their lack of vocabulary, fear of mispronunciation and lack of interaction among themselves in the classes.

On the teachers' side, four English teachers are distributed from primary to secondary levels. All of them graduated in Modern Languages and have a high proficiency level. The coming back from lockdown to school brings two more challenges for teachers. The first challenge has to do with retaking proper practices in the

classroom and guiding students again through the learning process of a foreign language. The second challenge is more related to students. Their distance from a formal and physical place to learn has caused a considerable delay in their oral production development in the foreign language. Although they were working with printed workshops, those workshops forced them to forget all the interactive, speaking and communicative progress they had developed before the pandemic issue.

Description of the problem

The ultimate goal of any teacher is to guide the students to communicate in the target language daily and be able to use English in almost any situation. To achieve this purpose, it is important to show students the real use of the target language and its close relation to the real world. Teachers need to show students that English is not something that only relates to worksheets, exams and school. On the contrary, English is everywhere and can be used at any moment and in any situation. One of the best options to show this real-life application of English to students is using real-life tasks or common tasks. Including daily tasks in the classroom can help students to have a less artificial use of the target language.

Although students have returned to school to continue with their learning process, their L2 performance has worsened for different reasons. All these reasons appeared after the application of the diagnostic stage of this study where a survey, a teacher's journal and an external observation were the main instruments. First, students stated a need for interacting among themselves in the classroom because they came from a lockdown. They made this request on the survey they answered. In addition, the

interaction observed in the diagnostic showed a teacher-student interaction. It limited students to learning how to answer the teacher's questions. Second, their oral performance was very basic. They used English for answering questions and greeting. Third, the class was teacher-centered and students did not have enough English elicitations to practice the target language. The application of a monotonous methodology contributes to enlarging students' difficulty to communicate in the target language. Finally, their lack of practice ended in a need of vocabulary that also affected their oral production.

Statement of the Problem

Throughout my teaching experience as an English teacher in public schools, I have noticed that students do not produce orally in the language as they are supposed to. In the year 2020, the world had to face a pandemic which obliged us to go into lockdown. Teaching virtual scenarios might sound wonderful and seem to be an amazing opportunity to explore all the tools the internet has. However, this is not the case for all students from public institutions in which the population does not have equality in terms of technological resources at home. As a result, all the teaching and learning processes were stopped or half-handled by teachers and students through different platforms such as Zoom, Webex, WhatsApp or even printed workshops as in my case. The latter did not promote any type of oral production in the target language and provoked a setback in students' speaking skill. This was the case in 6th grade in which most students were studying using printed workshops completed at home.

Fortunately, the lockdown was over and students could go back to school. Although this was good news, students' returning back to in-person classes revealed their lack of oral production. To identify their lack of oral production, I observed some of my classes. Throughout the implementation of direct participant observation kept in a teacher's reflective journal, English class observation by an external non-participant observer and the English curriculum, I reflected on the way students used L2 in the classroom. L2 use was mainly based on teacher asking and students answering with monotonous methods in which neither creative nor meaningful use of the language took place. Additionally, students worked individually in most of the classes avoiding group work following the biosecurity protocols imposed by the Ministry of Health. According to the English curriculum, all the skills should be worked on in every class or lesson. However, the class observation showed that students do not produce orally without the teacher's questions, which works as a trigger. The activities do not promote free use of the language and when feeling eager to participate, students cannot find the words in English to do it. Finally, to ratify the identified problem, I designed and conducted a survey (see Appendix A) to obtain information regarding students' oral production, their interests and favorite topics to promote more oral participation in the classes.

Research Question

To what extent does Task-Based Learning affect 6th graders' oral production?

Research Objectives

General objective

To determine the impact TBL has on 6th graders' oral production.

Specific objectives:

To assess the appropriateness of TBL for 6th graders.

To measure students' oral production development.

To explore the effect of TBL on students' fluency and accuracy.

Chapter II**Literature Review**

As a language teacher, I want to guide my students to a higher level in which they can use the foreign language involving all the skills. Another goal I approach is to make my lessons very interesting and meaningful for my students through classes that most of them will remember for a long time. Learning can be a funny and relaxed process where pressure might be on the teacher instead of on the students and looking for different methods or approaches to reach these two goals is a constant process for most teachers. Therefore, the present study looks for the implementation of a Task-based Approach to impact sixth graders' oral production in a public school. Thus, this study is informed by two theoretical constructs: The Task-Based Approach and Oral Production.

Therefore, in the interest of the clarification of this paper, it will follow the below order. First, I will review the historical background of Task-Based Learning and the most suitable definition of tasks and their types following this study. Second, I will address the critiques against TBL and its implementation in this century. Third, I will discuss oral

production starting by defining the term concerning the present paper. Finally, I will connect both terms to clarify the intention of the present research.

Task-Based Learning Approach.

The Task-Based Learning (TBL) Approach was developed through many years of analysis and investigation focusing on the way students could learn more and better. During the following chapters, I will mention the basic concepts and structure of this approach starting with the point of view of Willis (1996), moving to Long (2014), Skehan (1998) and finally Ellis (2009). At the end of this historical review, I will establish the perception of TBL that will be taken into consideration for the present research.

Jane Willis was a teacher who knew for granted that the traditional teaching methods were not helping learners to achieve real goals, the ones that they needed in the real world. Then, she started to create a framework for including tasks and meaning as the main columns of her study and her whole career as a language teacher. As its name shows, the approach is based on tasks that students perform, and Willis (1996) defines them as “activities where the target language is used by the learner for a communicative purpose to achieve an outcome” (p. 23). Tasks are conceived as a means for achieving learning or as tools to reach a goal, in this case, a communicative goal. The real world was placed in the classrooms, so students could learn to face and solve situations in their real world.

The author further stated that these tasks have two main categories which are closed and open tasks. On one hand, closed tasks are those in which the learner is tied up and restricted by the instructions. Restrictions such as time limits are very common in

this category of tasks. On the other hand, open tasks do not provide specific instructions or goals and the results are not quite predictable as Willis (1996) argues “Because the range of learners’ experience is so wide, and the choice of anecdotes is entirely up to them, the precise outcomes will be less predictable” (p. 28). Open tasks provide learners with the freedom to share their knowledge and combine real-world experiences in the academic setting.

Although tasks are important features of this approach, they are not the only relevant aspect to exalt. The methodology and phases proposed by Willis (1996) were considered innovative at that time when learning was not transcending beyond the classroom. This methodology starts with the exposure of learners to the target language. Willis (1996) states that “learners fed on a diet of impoverished input are not going to acquire anything resembling a nationally or internationally acceptable version of the target language” (p. 12). Hence, it is not a matter of exposing learners to any type of language but an enriched one that can help them to improve. Moreover, this kind of exposure is the first step proposed in this methodology. These phases are divided into 3: pre-task, task cycle and language focus. During the pre-task stage, the learners get all the tools that they may need to perform the final task. These tools can be phrases, words, and recordings of similar tasks, among others. Then, we have the task cycle which consists of performing the task, planning on what and how to report about the performance of the task and reporting to the whole class the results of the task to compare with others. The language focus stage is the last one but not the least. This step is focused on acquiring accuracy and here it is where practice and analysis of the language take place.

Another dignitary in TBL is Mike Long whose view and understanding of what this approach is about varies in some aspects from Willis' point of view. Meanwhile, Willis (1996) does not provide explicit learning until the language focus stage, Long (2014) argues that "TBLT invokes a symbiotic combination of implicit and explicit learning that theory and research findings in several fields, including SLA, show are available to students of all ages" (p. 8). He highlights the need to use both explicit and implicit learning throughout the whole practice to provoke more conscious learning no matter the age of the learner.

In the same spirit, Skehan (1998) manifests the importance of having explicit learning, related to grammatical features, during the pre-task. Whereas the incorporation of some explicit teaching of grammatical features might help in the pre-task, the review of these same and new aspects after the main tasks can provide more conscious learning. Another quite big difference is that Skehan classifies tasks into pedagogic and production tasks. He does not mention the inclusion of real-world tasks in his categorization of tasks. Instead, he prefers to focus on pedagogic tasks which are very limited to the classroom and closely related to task supported syllabus.

Another author who concluded some different perceptions about the same approach was Rod Ellis. Ellis (2009) declares some different aspects to take into account about this approach and includes the three types of tasks previously mentioned as relevant in the learning process. Ellis (2009) reports that "pedagogic tasks aim only at interactional authenticity" (104). He states the importance of including tasks that promote real interaction among learners. Another task he mentions is the input-based tasks which have a very relevant place in TBLT. Ellis makes emphasis the

implementation of linguistic support at any stage in the learning process, Ellis reports that “Linguistic support refers to the teaching of useful language for performing the taking the pre-task phase of a lesson” (p. 104). However, he states that linguistic support can take place as an optional component that can occur at any stage or moment in the lesson.

Although all the previous aspects of the approach have been accepted by many teachers and researchers, there is a sector that has a different perspective on the TBL. Widdowson is one of those critics who found some gaps in the TBL foundations. In fact, Widdowson (2003) argued that “the criteria that are proposed as defining features of tasks are ... so loosely formulated that they do not task from other more traditional classroom activities” (p.126). This critique shows a shortcoming in the definition proposed by Skehan (1998). However, Ellis (2009) established some specific characteristics for tasks to counteract Widdowson’s critique. Ellis (2009) pointed out four main characteristics for tasks which are “the primary focus is on message, there is some kind of gap, learners need to use their own linguistic and non-linguistic resources and there is an outcome other than the display of language “ (p. 106). These characteristics provided tasks with more clear differences from those traditional classroom activities.

After analyzing the previous background, TBL can be understood as an approach that looks for a different way to provide meaning to the learning process of students. It links the academic setting with the real world through the use of different types of tasks depending on the purpose of the teacher in the lesson. Communication and meaning are the pillars of the approach which tries to show students the real use of the target language while it guides them through various phases or stages. These phases are

thought to cover important conditions to let acquisition take place. They have input, practice, self-assessment, interaction and language study. As most of these aspects are relevant for this study, this approach fits properly to improve my students' oral production in the target language while the interaction recovers its importance in the classroom.

Types of tasks.

The center of the TBL is the task, but determining the type of task is as relevant as the stages to develop it. The classification of tasks is a vast topic that varies from one author to another. All of them base their ideas on the context or the goal they want to reach. I will talk about some of the classifications of tasks that are related to the interest of this study.

In general terms, a task can be conceived as a simple action performed by any person daily, and it goes with the concept of Long who states that a task is any action a person can realize by himself or others looking or not for a bounty when it is finished (1985, p. 89). However, this definition does not take into account the context of this study, education and English learning.

A pedagogical point of view is required to analyze the meaning of a task. The task cannot be understood as any action for any reason. The task that is used in the educational context requires more than a simple action, it needs language use, an objective and an outcome. Willis (1996) states, "...tasks are always activities where the target language is used by the learner for a communicative purpose (goal) to achieve an outcome" (p. 23). Although communication and meaning are important factors in the

learning process, the grammatical or linguistic component cannot be avoided. Here is where Ellis (2003, p. 16) provides another definition:

A task is a work plan that requires learners to process language pragmatically to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources although the design of the task may predispose them to choose particular forms.

A linguistic component to the tasks is as important as meaning for covering all the students' needs in terms of language learning. The pragmatic and linguistic components need to be included in the tasks at the moment of planning not only the syllabus but also the class lesson.

With a clearer view of what a task means and includes, their classification is another topic that needs to be covered. Nunan (2004) proposed two main and broad categories, real-world tasks and pedagogical tasks. He states that the real-world task refers to all the actions a person performs during his daily routine. The latter is more related to those real-world tasks that were modified to achieve a specific objective inside the classroom. Richards, Platt and Weber (1986, p. 289) include the following information in the discussion of a pedagogical task:

...an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task.

This category of the task provides more elements to prepare tasks in the classroom with different purposes looking to satisfy students' needs. It opens a wide world of possibilities for teachers to create tasks for reaching different goals working on specific skills while meaning and communication are included at the same time.

As a conclusion, this study conceives the task as a daily action planned under a pedagogical point of view to trigger the language process in students covering meaning, communication, interaction and grammar. Everything occurs under the structure of an approach that has some stages students have to go through to achieve their goal, perform the task and learn about the language. However, this is not the end of the possible classification of tasks. More sub-categories of tasks were established to work with any topic or theme varying the number of processes while performing it. Willis (1996) mentioned six types of tasks as the basis to work with any student and topic. These are listing, ordering and sorting, comparing, problem-solving, sharing personal experiences and creative tasks. These six types of tasks can be adapted to any topic and any level. They provide flexibility at the memento of planning and structuring a workshop, as in the case of this study, based on TBL.

Role of students.

After mentioning tasks as the main unit in TBL, it is time to define the role of learners in this approach. The concept of learners inside the classroom has been changing in history and those variations depend on the approach the learner is analyzed from.

A learner cannot be seen as an empty vessel who goes to school to be filled with knowledge. They are individuals full of experiences, knowledge and abilities to share with the world. Their role in the English classroom might vary according to the task and the stage they are developing. A learner can be an explorer and knowledge sharer in the first stage and a risk-taker in the next stage. These different roles were analyzed by Richards and Rodgers (2001) who stated that those roles are group participant, monitor, risk-taker and innovator. The roles analyzed by Richards and Rodgers support the idea of students having different roles according to the task and its stages, so they are not only in passive mode during the learning process. TBL has the idea of an active student who changes his role according to the moment and needs he has to achieve his goal.

This concept of students does not conceive them as statues or receptors during the learning process. On the contrary, learners have to be able to change from passive to active roles, adapting their attitude and behavior to the stage of the task or the goal they want to achieve. The constant change of role empowers students to take more control of their learning process and increase their participation in every memento of the class.

Role of the teacher.

There is another actor in TBL that has a relevant role in the learning process of students, the teacher. Teachers have been modifying their role in the classroom as the methodologies vary. The most important characteristic of a teacher is adaptation. This quality has allowed teachers to modify their practices and roles according to the innovations that have appeared in education.

TBL approach has also established its perception of what teachers are and the roles they should have inside the classroom. Teachers need to cede command of some situations that happen in the classroom, so learners can also take responsibility for the learning process inside the classroom. Hence, teachers also need to adapt their roles according to the moment and intention of the class. Richards and Rodgers (2001) established three main roles for teachers such as selector and sequencer of tasks, preparing learners for tasks and consciousness-raising. These teachers' roles are assumed at different stages of the class. The teacher takes a specific role in preparing and choosing the tasks for the course, guiding students to achieve their goals and helping students analyze their process with all the strengths and weaknesses.

Teachers can also be seen as a weighing. They are all the time planning everything according to students' level, context, resources and needs. Then, they have to adjust the difficulty of the task, the amount and quality of input or even the time spent on each stage of the lesson. Willis (1996) said that "Facilitating learning involves balancing the amount of exposure and use of language, and ensuring they are both of suitable quality" (p. 40).

Oral production

For many years, being accurate and able to follow rigid structures was considered the most important quality learners needed to be considered proficient in a second or foreign language. This way of thinking was supported by some old and traditional language teaching (LT) methods such as The Grammar Translation Method or the Direct Method. However, this view has changed and the focus has been given to

not only accuracy but also fluency. The communicative approach appeared to highlight the relevance of being fluent in the moment of communicating with others. This perception was followed by many other approaches. Now being fluent can be related to all the skills we enhance in the learning process of a second or foreign language. For the interest of this study, I will get immersed in the speaking skill and the most suitable definition of fluency. Then I will analyze the term thoroughly to get to the smallest parts of it. Finally, I will expose the final idea of fluency and its more relevant sub-skills that will be taken into account throughout this research.

The first aspect that is going to be discussed is oral production as itself. A very interesting definition is given by Burns and Hill (as cited in Mishan & Timmis, 2015) who states that “speaking is a complex mental process combining various cognitive skills, virtually simultaneously, and drawing on working of memory of words and concepts, while self-monitoring” (p. 122). Many things and processes are going on in our minds while we are talking and all these processes are very well documented thanks to different researchers. One of those researchers is Levelt (as cited in Mishan & Timmis, 2015) who recognized four distinct sub-processes like “conceptualization, formulation, articulation and self-monitoring” (p. 122). Although speaking with all its mental processes occurs unconsciously while talking, the list proposed by Levelt just ratifies that speaking is not an easy process not only for researchers to analyze but also for teachers to enhance.

Fluency

The main goal of most English teachers is to see their students producing texts orally in the target language taking care of the language rules but without losing the flow and spontaneity. Authors call these two conditions fluency and accuracy. Fluency is more related to the ability to speak without so many pauses and to keep the flow of the ideas in a conversation. Skehan (1996b) defines fluency as “the learner’s capacity to produce language in real-time without undue pausing and hesitation” (p. 22). These two aspects are the broadest features of fluency, but they are enough to measure the fluency in beginning learners, as in the case of sixth graders.

Oral fluency does not improve by talking and talking without any goal or structure that accompanies this process. Ellis (2003) relates the tasks with fluency and asserts that “Tasks that (1) provide contextual support; (2) have familiar or involving topics; (3) pose a single demand; (4) are closed; and (5) have a clear inherent structure are likely to promote fluency” (p. 127). Thus, fluency goes hand in hand with a well structure task. The act of talking is produced after the proper incentive guiding students to express themselves focusing on their ideas instead of the order of words or the right conjugation of verbs.

This research conceives fluency as the act of speaking without excessive pausing and hesitation at the moment of interacting or sharing ideas. In addition, the idea of a fluent speaker can be understood as a learner who can share ideas in any communicative situation after receiving the proper incentive.

Accuracy

Another aspect that belongs to oral production is accuracy. In general, accuracy is about the rules that every language has in its system of features. Skehan (1996) defines accuracy as “how well the target language is produced in relation to the rule system of the target language” (p. 23). Learners need to understand and use properly the grammatical, phonological and sociolinguistic rules of the language they are learning. Although solving written exams focused on grammar is not the main objective in the learning process, grammar has a significant role in the goal of being native-like or learning a foreign language.

Thus, an accurate speaker is understood as a language user who communicates in the target language using utterances that do not have significant errors. Those errors might not affect the basic language features in a communicative interaction such as semantics, syntax and phonology. Being accurate helps to strengthen effective communication, avoid stigmatization and reinforce moralizing thoughts in the learner (Skehan 1996).

Related Studies

After reviewing 30 related studies, I selected 6 that were closely related and relevant to my research study since they address important aspects associated with oral production and the Task-based Learning approach, which are the two constructs that structure this study.

When it comes to oral production and Task-based learning, the action research conducted by Peña and Onatra (2009) with secondary students from seventh grade at a public school in Bogota, Colombia considered the design and implementation of tasks for encouraging students' oral production. The researchers used recorded interviews, field notes and proformas. This study exposes the benefits that well-designed and structured tasks can provide to students' oral performance in terms of self-confidence at the moment of performing oral tasks in the classroom. Researchers also showed that motivation can be increased when the topics are proposed by students because they are reflecting on their context and background. Moreover, it is important to mention that fluency and accuracy were also fostered through the repetition and meaningful use of the language for communicative purposes.

Similarly, the action research conducted by Gonzalez and Arias (2009) at a public school, in Córdoba Colombia, described the use of Task-based activities for enhancing oral interaction in English among eighth-graders. The researchers used instruments such as questionnaires, interviews, direct observation, students' artifacts and diaries and audio/video recordings. The findings of this study revealed that the use of activities based on Task-based Learning promoted a different interaction in the classroom,

changing from an IRF exchange to a contingent communication. Moreover, the researchers add that activities like these promote real communication among students leading them to create their messages adding authenticity to both the activities and the interaction in the class. The researchers also conclude that the Task-Based Learning approach structure helped students to acquire some accuracy as a result of the practicing and repeating stages that students have to follow from the initial to the final task. The relevance of this study lies in the importance of tasks to create better interaction and language use in the classroom. It is also a useful mechanism to change teachers' perception of what matters in language interaction, meaning.

In the same spirit, the action research conducted by Buitrago (2016) about the implementation of a Task-based approach for improving communicative competence in tenth graders in a co-educational public school, in Medellin Colombia. The researcher used field notes, semi-structured interviews, a survey and students' artifacts as the most relevant instruments for the study. The results of the study showed that communicative competence was improved by some of the tasks proposed by the Task-based Approach such as listing, ordering and sharing personal experiences. In addition, giving less attention to correction during the tasks was important to lower students' anxiety. Hence, they felt free to express and create their ideas to share in the class. The researcher also concluded that constant practice on the same or similar task increases students' performance and has a direct impact on students' repertoire, so they could be more accurate next time they were facing a similar task.

Another significant study was conducted by Ramírez and Artunduaga (2018) about fostering oral production in high school students using authentic tasks. This was a

qualitative action research carried out with eighth-grade students. The researchers used field notes, students' surveys and video recordings among other instruments for collecting data. For the conclusions, the researchers stated that the use of authentic tasks promoted more participation from learners in class, and improved students' self-confidence and perception of English and interaction among them. Another relevant finding is the positive impact of authentic tasks on some learners' oral competences. These tasks impacted word omission, code-switching and the use of third-person singular analyzed during the transcripts of the classes.

Referring to types of tasks for promoting oral production, the quasi-experimental research conducted by Marzban and Hashemi (2013) investigated the impact that opinion gap tasks might have on the speaking ability of students aged above 17 until 24 in an Iranian college institute. The researchers used proficiency tests at the beginning and end of the course to analyze the difference between both groups, one with and the other without the intervention. The findings showed that there were significant improvements in specific features of the speaking skill. Students were more fluent in the post-test due to the great amount of exposure to the output they produced during the treatment. In addition, they became more accurate thanks to the post-task phase in which all their errors were covered by the guidance of the teacher. Finally, it is worth to mention that most of the students from the experimental group were more motivated to participate in the opinion gap tasks. Regardless of being a quasi-experimental research and using different context and population, this study is worth to mention since it proves that the application of the Task-Based approach helps to engage students in the activities of the class. It also shows that some features of speaking can be fostered

through the phases or stages proposed by this approach and students can enrich their oral production from it without missing the structure of the language.

Chapter III

Methodological Design

The objective of this study is to improve oral production in 6th graders through the use of a Task-based approach. This chapter addresses the research and the pedagogical designs that underlie this study.

Research Design

To begin with the research design, I will mention what it involves in terms of the approach and the type of study. Then, I will mention the participants in this study. Next, I will establish the three roles that the teacher plays, namely language teacher and researcher. Finally, I will set the instruments for data gathering used in this study.

Research approach

Considering that this study attempts to analyze the impact of Task-Based Learning on the oral production of 6th graders in a public school through the implementation of the phases proposed by this approach, it is indispensable to opt for a research methodology that meets the research concern. In doing so, the qualitative research method is adopted since it offers possibilities to comprehend students' oral production. Additionally, as Richards (2003) stated that qualitative research "demands rigour, precision, systematicity and careful attention to detail" (p. 6). Likewise, Ritchi and Lewis (2003) defined qualitative research as "a naturalistic, interpretative approach concerned with understanding the meanings which people attach to phenomena

(actions, decisions, beliefs, values etc.)” (p. 3). Qualitative research takes into account aspects that other methods may not even think about like people's feelings, perceptions of their lives or the meaning of everyday activities. Similarly, Hatch (2003) stated, “Understanding how individuals make sense of their lives is the stuff of this type of inquiry” (p. 7). Denzin (2009) commented that “over the last three decades the field of qualitative research has become an interdisciplinary field in its own right” (p. 151). There is no reason to connect qualitative research only to Psychology or Sociology; it is also a valid option to connect this approach to English as a foreign language field. In essence, the systematicity, the connection with people's feelings and the concern of society in the inquiry make qualitative research the best approach to reach the goals of this study.

Type of study

Action research is a type of study that allows researchers to have a real impact on their immediate context, improving not only their professional performance but also the life of individuals that are involved. Additionally, action research permits researchers to apply a structured process in which different stages are implemented and evaluated. This constant evaluation and analysis allow researchers to come to valid conclusions about their pedagogical intervention and the results of the study. Concerning action research, Carr and Kemmis (2004) stated that “action research is simply a form of self-reflecting enquiry undertaken by participants in social situations to improve the rationality and justice of their own practice” (p. 162). Besides, Lewin (1946) defined action research as “comparative research on the conditions and effects of various forms of social action and research leading to social action” (p. 35). When it comes to method, Carr and Kemmis (2004) reported that “a self-reflective spiral of cycles of planning,

acting observing and reflecting is central to the action research approach” (p. 162).

Hence, action research allowed me to prepare an action in my context looking for a change not only in students’ oral production but also in the methods and focus on which the teaching practice takes place.

Participants

Students

The current study was carried out in Libre school, a public institution located in Circasia with a group of eighteen students between females and males whose ages ranged from 12 to 14 years old. These students attend four hours of English class per week and their language proficiency level is A1, according to the Common European Framework of Reference (CEFR, 2001) for the teaching, learning and evaluation of languages. On this subject, most of these students have a basic amount of vocabulary and can understand a few phrases or daily used expressions. Additionally, their oral production is very low or absent in some cases. They participate when it is a teacher-guided class in which the teacher asks and students answer with short phrases or even words. Students belong to a low/mid social class level and most of their parents do not provide home-learning experiences to reinforce concepts learned at school. The sampling technique employed to select the participants of this study was convenience sampling which facilitates “the selection of the most accessible subjects” (Marshall, 1996, p. 523) and it is a sample where the participants are chosen, based on the convenience for the researcher. Hence, this method of selection facilitates the follow-up

process of the study throughout all its stages and equips the researcher with more acknowledgement of the participants and their context.

Teacher-researcher

A teacher has to perform different roles in the classroom, and this is the same case for a researcher. When I carried out this study, I was expected to perform two different roles: as a language teacher and as a researcher. First, I established some learning objectives for my students. This was a process of stating the learning goals, planning the lessons and guiding and assessing my students throughout the learning process / pedagogical intervention. As Kumaravadivelu (2003) stated, "Teachers need to have a holistic understanding of what happens in the classroom" (p. 2). Then, I changed my perception of students to identify needs they may have as a researcher should do. I identified my learners' need to improve their oral production using a different approach. These needs analysis was the result of direct observation, external class observation and a survey.

All in all, performing a double role gave me new valuable insights into the real and complex function a teacher has. As a teacher, the needs of students, their context and even their interests are the raw materials for creating purposeful materials not only in the learning process of a language but also in changing students' scenarios inside and outside the classroom.

Data gathering instruments

Although action research is a consistent method that helps researchers to analyze and impact their context, it requires the use of different instruments to help

researchers understand students' behavior and language performance. Through the use of this variety of instruments, a researcher's purpose is to "uncover information about learner behavior or learner knowledge independent of the context of data collection" (Mackey, & Gass, p. 44, 2005). Therefore, data gathering instruments are needed at the moment of analyzing the process and the effects of the action research on a particular event and those involved. For the interest of this study, students' artifacts, teacher's field notes, external class observation and a survey were considered to collect data.

Students' Artifacts

Bearing in mind that students worked on six workshops divided and analyzed into three stages, those analyses served as a valid instrument to collect data and its further analysis. Burns (1999) defined artifacts as "a source of documents readily available to all language teachers... to assess the progress which students make" (p. 140). In addition, LeCompte and Preissle (1994) argued that artifacts are "consisting of products people use, objects people make, and records of what they do, say produce, or write" (p. 1). In the same vein, artifacts are the materials used as evidence to document and record personal information about the society, people or culture (Given, 2008). These artifacts are essential to analyze and document students' skills improvement through a specific pedagogical intervention.

Teacher's Field Notes

This instrument is a teacher's journal in which the most relevant events during a class are written for further analysis. In the case of EFL class, teachers need to analyze not only performance in the language but also elements related to interaction,

coexistence and students' context. Hopkins (1993) stated that this instrument "is a way of reporting, observations, reflections, and reactions to classroom problems" (p. 116). In the same spirit, Arhar et al. (2001) mentioned that field notes are "direct observations of what is being said and done as well as impressions or hunches of the observer" (p. 140). This instrument helped me to observe and analyze the context of my students during English classes going beyond their performance in English. Moreover, I could identify the problem which is the aim of this study through the reading and analysis of the notes.

Survey

This specific instrument for data gathering is very common and reliable in most studies. It is a method that provides trustful numbers about a certain aspect of a specific group. Moreover, it helps to ratify the hypothesis according to the analysis of the results. Similarly, Groves, Fowler, Couper, Lepkowski, Singer & Tourangeau (2004) defined a survey as "a systematic method for gathering information from (a sample of) entities to construct quantitative descriptors of the attributes of the larger population of which the entities are members" (p.4). The survey served to ratify the problem of this study. This method helped to gather important information about students' needs and perceptions of their context and the language classroom.

CHAPTER IV

PHASES OF THE STUDY

This study was conducted in three stages. The first one was the diagnostic stage. During this stage, three instruments were designed and administered to gather information under the assumption of a lack of oral production in the participants. The implementation was the second stage. There was a design and intervention with six lesson plans. Each lesson plan aimed to improve the low performance of the participants as found during the diagnostic stage. Finally, the evaluation took place by triangulating and analyzing all the information to quantify the data and observe the impact of the six workshops.

Diagnostic stage

The diagnostic stage was conducted in a group of focal students of an urban public institution. In this stage, three instruments were applied to gather the information necessary for this study. The three instruments were a students' survey, a teacher's journal and an external observer's field notes.

Students' Survey

The first instrument implemented in this diagnostic stage was a questionnaire administered to 18 students in 6th grade. The purpose of this instrument was to get to know students' perceptions of their weaknesses and the class development during the learning process of a foreign language. To accomplish this objective, the researcher designed and applied a survey (see Appendix A) that was conducted in students' mother tongue to make it easier for them to express their ideas. (see Appendix A)

The following graphic shows the data collected in different questions of the students' survey.

Graph 1

Students' Survey

Code	Operationalization	Frequency		%	SAMPLE
		L1	L2		
Students' oral production	Interventions from students in the class	15	3	83.3	<i>"no me sé la pronunciación de las palabras"</i>
Teacher Talking time	Interventions of the teacher in the class	13	5	72.2	<i>"cuando el profesor explica lo hace en español"</i>
T – S interaction	Interventions only for answering specific questions	16		88	<i>"participo cuando el profesor pregunta algo"</i>
Lack of vocabulary	Students show they do not know the vocabulary for participating or understanding	10		55	<i>"no me sé muchas palabras en inglés"</i>
Individual work	Activities that does not require any kind of interaction for its development.	9		50	<i>"escribir lo que el profesor escribe en el tablero"</i>
Lack of L2 elicitation	Activities that does not promote the use of L2 in a freely manner.	16		88	<i>"leer y responder preguntas en el cuaderno"</i>
Reluctance to use L2	Students avoid using the target language in certain activities they should or could do it	12		66	<i>"si el profesor me pregunta algo espero a que otro responda"</i>

Graphic 1 showed that students' oral production is mostly in their mother tongue, 83% of students agreed with this statement. The reasons might vary but the most common is mispronunciation. Although they might have the intention to participate, mispronunciation is a barrier that impedes them from expressing themselves orally in the target language. They prefer to use Spanish rather than mispronouncing a word in English, so they avoid others laughing at them. Moreover, students' perception of their weakest skill reflects the oral production difficulty in L2. 55% of students answered that their weakest skill in English classes was speaking.

Equally important, productive skills have a very high score among students. This negative perception prejudices students towards any kind of oral/written production activity. They know or perceive that speaking is a very difficult skill and they might not have a very good performance at it. These results led the researcher to focus on one skill more than the others, speaking.

Another relevant aspect that emerged from the data analysis was teacher and students' interaction. 88% of students surveyed agreed that they participate only when the teacher talks and the interaction is limited to answering the teacher's questions. This information reveals a teacher-centred method in the class, so students do not have the space or time to neither interact among themselves nor share the knowledge they have. This goes hand in hand with the time the teacher takes for talking. Students express that there is a high level of time used by the teacher for talking, this rate is 72.2%. The teacher is again taking the central role in the learning process, letting not too much time for students to produce. It is also closely related to the lack of L2 elicitation which corresponds to 88%.

Teacher's Journal

The second instrument implemented was the teacher's journal or field notes (see Appendix B). The teacher took notes for three classes trying to focus on language use and class development. Then, he reflected on the observations made during the classes. For this instrument, the whole group was taken into account, so there were more options to obtain valuable information. After gathering the information, the teacher checked the journal, looking for and coding relevant information from the classes.

Graph 2

Teacher’s Journal

Code	Operationalization	Frequency		%
		L1	L2	
Students’ oral interaction	Interventions from or interaction among students in the class	5	3	10.4
Teacher Talking time	Interventions of the teacher in the class	16	5	33
T – Ss interaction	Interventions only for answering specific questions done by teacher.	4		8.3
Lack of vocabulary	Students show they do not know the vocabulary for participating or understanding	2		4.1
Students’ Lack of interest	Students show no interest on the activities or in answering	3		6.2
Ss motivation	Students look very motivated to participated or do something in the class.	3		6.2
Reluctance to use L2	Students avoid using the target language in certain activities they should or could do it	5		10.4
Individual activities	Activities that imply only one person to do them	10		20.8
		48		100

This instrument provided information from another perspective of the class and this time comes from the teacher. The teacher's journal showed three important issues for the interest of this research. The first topic was students’ oral production. Although students participated in the class, most of this participation took place in Spanish with 10.4%. Also, the amount of participation for three classes was very low with 16.6%, including participation using L1 and L2. Secondly, the teacher's talking time was an issue that cannot be eluded. 33% of the occurrences showed the teacher as the center of the class, the one who carried the knowledge and the one who allowed others to intervene. Finally, the table displayed individual work as another important aspect with

20.8% of events. Students working on their own and without chances for interaction were two main characteristics of traditional teaching methods found in this instrument.

External observation instrument

The external observation instrument was the last instrument applied during the diagnostic stage. The objective of this instrument was to gather information from an external observer about the class development and students' performance during the classes. These instruments provided a more objective point of view about the population of the research.

Graph 3

External Observation Analysis

Code	Operationalization	Frequency		%		Comments
		L1	L2			
		Coding	Coding			
Students' oral interaction	Interventions from or interaction among students in the class	10	2	20.8	4.1	Students use Spanish all the time for asking about vocabulary or for repetition. They do not even try to talk in English because it is hard for them, as they expressed.
Teacher Talking time	Interventions of the teacher in the class	Coding	Coding	27	8.3	The teacher is all the time talking, explaining or answering questions. He uses Spanish to avoid misunderstanding.
		13	4			
T – S interaction	Interventions only for answering specific questions done by teacher.	Coding	Coding	10.4		There were few moments of interaction among the teacher and the students and it was only in Spanish.
		5				
Lack of vocabulary	Students show they do not know the vocabulary for participating or understanding	coding		8.3		Students were all the time asking for the meaning of words or how to say words in English.
		4				
Reluctance to use L2	Students avoid using the target language in certain activities they should or could do it	coding		10.4		The teacher had to ask to different students before one of them finally answered.
		5				
Individual activities	Activities in which any kind of interaction is required to be completed.	coding		10.4		Most of the activities in class were thought to be answered individually on the notebook.
		5				
		48		100		

Graphic 3 also displayed consistent and significant information for the aim of this study. The external observation data revealed that 27% of occurrences are about the teacher talking time in Spanish. The external observer also agreed that students' L1 use was very high at 20.8%. Another aspect was reluctance to use L2 with 10.4% of cases. Similarly, the graphic shows that individual work was present in the class with 10.4% too. Although teacher and students' interaction got 10.4%, it is important to mention that all the interaction was performed in Spanish.

Data Triangulation

Bearing in mind all the information collected and the emerging categories, the following table summarizes the data triangulation analysis of the different instruments administered.

Graph 4

Data Triangulation

Codes	Frequency per Instrument			Final frequency	%
	Teacher's journal	Survey	External observation		
Students' oral interaction in L1	5	15	10	30	18.86
Teacher talking time in L1	16	13	13	42	26.41
Lack of vocabulary	2	10	4	16	10.06
T – S interaction	4	16	5	25	15.72
Reluctance to use L2	5	12	5	22	13.83
Individual class-work	10	9	5	24	15.09
				159	100

The analysis of the data triangulation showed relevant issues with high percentages that directed the aim of this research. The highest number is 26.41% belonging to the teacher talking time category; it is to say the teacher had the most participation in the classroom taking the center of the class and the learning process. Additionally, 18.86% of the data collected suggested that students interacted among themselves and the teacher using Spanish for the most part, this high percentage refers to a low oral production from students in the L2. Besides, the interaction in the classroom is limited to teacher-student interaction with 15.72% of data collected. Moreover, students did not have space or activities to interact among themselves leading to a teacher's dependence on talking or participating. Furthermore, 15.09% of data revealed a significant amount of individual classwork within the English classes. This situation does not promote spontaneous or real use of the language among students slowing down their L2 learning process, as Nunan (1991) says "learning to speak in a second or foreign language will be facilitated when learners actively engaged in attempting to communicate" (p. 51). Finally, the data showed 13.83% of students' reluctance to use L2. Students associated a high level of L1 use in the English class with appropriate behavior, and the teacher reaffirmed that idea to them with the time he spent in class talking in L1 too. This L1 interaction did not push or motivate students to use the commands or phrases learned in the same classes.

Instructional Design

To reach the goal of using Task-Based Learning to promote oral production in sixth-graders in a public school, the current study was designed around the data found in the diagnostic stage previously mentioned. For the proper development of this

research, the study is based on six workshops that focus on interesting, life-related and remarkable topics for triggering students' oral production. These workshops were divided into four stages which are pre-task, task cycle, post-task and language focus. This study includes some collaborative activities and strategies within the schema of the Task-Based Learning for approaching the oral tasks proposed in each workshop.

Each workshop was designed to fit students' interests and needs. In this case, the activities were selected after a short survey and real-life related tasks. Workshops were divided into a pre-task stage in which students faced a situation and tried to solve it the best they can using modelling from the teacher as an example, a task cycle that provides different activities to guide students on how to interact under certain situations, a post-task in which students are given a final speaking task they have to do showing the result of the learning process, communicating their ideas and sharing their knowledge among themselves, and a language focus stage that makes students reflect on their performance and focus their attention on grammatical aspects of the language they used.

All in all, the action stage of this study was structured in a way students had to face real-life tasks and freely used the target language, expressed their ideas and interacted more among themselves becoming aware of their central role in the learning process in the classroom. The implementation of a short survey about their likes and interests helped to create remarkable workshops with relevant topics for students. In the following section, there is an overview of each workshop and detailed information about the implementation and analysis.

Pedagogical Intervention

The purpose of the six workshops was to improve students’ oral production through the implementation of real-life situations and collaborative techniques within the structure of the Task-Based Learning. Promoting oral interactive situations was the priority in the workshops; however, they were not isolated topics or activities applied to the students, they all were part of a task sequence. This task sequence corresponded to different tasks connected among them and related to a broader task, in this case, vacations. Table 1 includes the mapping of the task sequence and a suitable description of the workshops implemented during the intervention.

Table 1

Task Sequence of Workshops

TASK SEQUENCE					
GENERAL TOPIC	“LET’S GO ON VACATION”		GENERAL OBJECTIVE	Learn how to plan and realize different activities depending on the situation.	
SUBJECTS CONNECTED	Civism – Geography – Science -				
OVERALL VIEW OF THE TASK SEQUENCE					
A BEAUTIFUL PLACE	CAN YOU HELP ME?	BUYING THE BEST PHONE	WHAT A LOVELY RESTAURANT	I DON’T FEEL WELL	LET’S GO TO THE CINEMA
DETAILED INFORMATION OF THE TASK SEQUENCE					
WORKSHOP #	TOPIC	CONTENT	COMMUNICATIVE OBJECTIVE	SPECIFIC OBJECTIVES	COLLABORATIVE STRATEGY
1	“A BEAUTIFUL PLACE”	- ask for the price - talking manners - say dates - countries - make simple questions	Be able to identify and ask for simple information about travels.	In pairs, they will share information about different places to visit. Students will book a flight for a vacation’s trip.	Group work.
2	“CAN YOU HELP ME?”	-ask for help -use of commands -follow instructions	Be able to guide orally a person from one place to another.	Choose the best route from one place to another. Use commands to guide a	Round table. Teamwork.

				person from one place to another.	
3	“BUYING THE BEST PHONE”	-describe objects -parts of a cellphone -adjective order -countable /uncountable	Be able to describe orally objects and compare them with others from the same kind.	Gather information and share it orally with friends. Use adjectives to compare and describe technological devices.	Pair work. Teamwork.
4	“WHAT A LOVELY RESTAURANT”		Be able to talk about likes/dislikes and make orders in a restaurant	Explain what he/she likes or dislikes. Understand phrases or expressions about food, likes or dislikes.	Pair work. Round table. Group work.
5	“I DON’T FEEL WELL”	-do/don’t -understand recommendations -use of should / should not -wh questions -Parts of the body -suffix “ache”	Be able to express orally how he/she is feeling using basic stock expressions.	In pairs, ask how others feel, in terms of health. In groups, express symptoms and feelings in a short conversation with a Doctor.	Oral discussion. Group work. Pair work.
6	“THE BEST MOVIE EVER”	-connectors -use of verbal tenses -the structure of a film analysis paragraph -phrases of opinion	Be able to talk about their favorite movie.	In pairs, choose the most relevant information of the movie. In groups, use chronological order to talk about a movie.	Class discussion. Group work. Round table.

Workshop 1 had a communicative objective in which students buy tickets to the best place for vacations. For this purpose, students started with the pre-task in which they had to make a round table, talk about the best place for vacation and search about how travel agencies work. Then, they did a mime game for activating previous knowledge and non-verbal communicative techniques. The situation was to buy a plane ticket for a specific place but the customer could not talk. After the pre-task, they listened to a short conversation of a person calling to buy some plane tickets. The whole class did a brainstorming about what they understood from the audio. Then, students moved to the task-cycle stage of the workshop. For this stage, students formed and performed a role-play about a travel agency. Students reported to the class what they did mentioning all the information about the travel agency while others were taking notes about the presentation. After that, they developed the post-task stage by phoning each group to recreate the real situation of buying plane tickets. Simultaneously, they filled in a rubric for analyzing their performance and identifying mistakes. Finally, students focused their attention on specific aspects of the language thanks to the previous rubric and practiced with written exercises.

The purpose of Workshop 2 was to guide a tourist or asking for information in an unknown city. During the pre-task stage, students thought about different ways to get back to their hotels while being lost in an unknown city without money. Then they did a brainstorming in which they said all the possible and helpful phrases they might need. The teacher proceeded to play a recording of a lost person asking for help and students did a listening activity for identifying phrases and questions. On the task cycle, students created a map of the city chosen in workshop 1 and keep it in the same groups. Then,

they had to identify different places such as hospitals, stores, cinemas, museums, and parks among others. After that, they reported to the class about their cities while others filled in a table looking for specific information. Now on the post-task, one student from one group had to go to another group and pretend to be lost. They guided the tourists from one place to another. In the end, they analyzed and worked on their mistakes through written grammar exercises.

In the same way, Workshop 3 aimed to promote oral interaction for purchasing something in a store. As a linking activity with the previous workshop, students had to guide one classmate from a hotel to a cell phone store using the map that they did. Then, the pre-task took place. Students thought about a way to purchase a cellphone in a store. They mimed the situation and came out with multiple ways and phrases, some of them well-structured and others invented. The teacher models how to compare and purchase a cellphone using a reading activity. Next, students started a round table for discussing the vocabulary they might need to do this task. Within the task cycle, students started a short search about cellphones and their characteristics. They were asked to create a poster with information about a cellphone of their choice. After that, they reported to the class what they did and the specifications of their phones. While one group was presenting, the others were taking notes about the phone's information. Following that, the posters were pasted around the classroom, and they pretended to be in a store. They were given toy bills and recreated the situation. In the end, they talked about the difficult part of the final task and worked on different exercises focused on those weak grammar aspects.

The communicative goal for Workshop 4 was to express likes/dislikes and order food in a restaurant. To begin, they were asked to be in pairs and asked each other about their favorite food. Then, the whole class talked about the way you can ask for food in a restaurant. During the task cycle, students had to walk around the classroom and play bingo looking for people who liked different types of food. After that, they listened to a short conversation in a restaurant between a client and the waitress. They identified the food and different phrases and expressions for making an order. Later, students formed groups and created a menu for a restaurant. For the post-task, students had to be divided into waiters/waitresses and clients. They performed the situation of being in a restaurant. In the end, they analyzed their performance using a rubric and worked on their mistakes with written exercises.

Keeping up with the same idea, workshop 5 had the communicative goal to express feelings and make/following recommendations in a hospital. As an opening activity, students were said to be sick because of something they ate at the restaurant. For the pre-task stage, they had to answer the question “why do people go to the doctor?” within small groups. Then, the whole class shared their ideas and talked about symptoms and diseases. The teacher played a recording in which a sick person was talking to the doctor. Students listened and identified different words and matched all the words to create phrases and sentences from the dialogue. During the task cycle, students completed activities that allowed them to express and ask how they felt and make recommendations. They were asked to prepare a dialogue about a medical appointment. Later on, they did the presentation to the whole class while their classmates were writing the symptoms, feelings and recommendations on a chart.

Thereupon, students analyzed their performance and identified their mistakes. Finally, they did different grammar exercises based on their difficulties.

Equally important, Workshop 6 aimed to encourage students to talk about their likes and opinions about movies. For the pre-task, students needed to form a big circle and recommend a movie for the teacher. Learners did a brainstorming about movies' plots and genres while one of them was in charge of taking some notes on the board. During the task cycle, they watched and interacted with a PowerPoint presentation in which they had to associate and name movies according to sounds, images and fragments of different movies. At the end of this presentation, the final task was introduced. Learners had to create a movie poster in groups to share with their classmates. They watched a model of a movie poster and clarified their doubts. After that, students reported to the class their posters suggesting different types of movies. While some groups were presenting, the other groups were listening and grading the movies with stars. In the end, Learners analyzed their performance and worked on a variety of written exercises to correct mistakes.

Action Stage

This study was conducted within three stages for tracing the variations of L2 use in students. The division of the study into three stages corresponds to the structure of action research. Burns (1999) says, “as the actions you have planned are tried out in the classroom, you record the information systematically, reflecting on it and analyzing what it is revealing so that any further actions you plan are based on current evidence” (p. 115). Hence, three types of instruments were used for gathering the data after each stage of the study. The instruments implemented were a teacher’s journal, an external observation scale and a survey.

Table 2

Workshops’ timeline

MONTH	SEPTEMBER					OCTOBER					NOVEMBER	
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 1	
WORKSHOP 1		■ ■ ■										
WORKSHOP 2			■ ■ ■									
DATA GATHERING				■ ■ ■								
WORKSHOP 3				■ ■ ■	■ ■ ■							
WORKSHOP 4					■ ■ ■	■ ■ ■	■ ■ ■					
DATA GATHERING						■ ■ ■	■ ■ ■					
WORKSHOP 5									■ ■ ■	■ ■ ■		
WORKSHOP 6										■ ■ ■	■ ■ ■	
DATA GATHERING											■ ■ ■	■ ■ ■

As can be seen in Table 2, the workshops were implemented with a seven-hour intensity in three classes per week for two months. Moreover, the data gathering instruments took place after every two workshops. Hence, the data analysis displayed the process of students’ oral production at the beginning, during and after the implementation of the workshops.

Description of stage one

During this stage, students developed Workshop 1 (appendix E), “*A Beautiful Place*” and workshop 2, “*Can you help me?*”. This stage aimed at introducing the general communicative objective, encouraging students’ interest and demonstrating to them the use of English in daily-life situations.

For workshop 1, the teacher and the students prepared a vacation plan for a beautiful place. They developed different tasks that helped them to understand questions and create sentences to interact with others. Both created a travel agency for offering travel to different places. This final task promoted teamwork and interaction among the students. After the preparation, they interacted with the teacher who acted as a customer. They helped each other to give the best answer and provide all the information required. This situation gave students the idea of the real use of the language and the sequence of tasks they were about to face.

After this task, they worked on the location of places in their town and also looked for a map of a city they would like to travel to. Then, they acquired all the vocabulary and functions of the language to guide a person from one place to another or ask for help in an unknown city. This planning helped the students to develop Workshop 2. When they finished the maps, they interacted with each other acting like a tourist and lol giving instructions. This real-life situation helped them to recognize the importance and common use of different words in English.

After the main task, students had a reflective activity at the end of each workshop. This activity helped them to identify the mistakes they committed during their oral presentations. Hence, they could develop the specific written exercises according to the grammar structure, vocabulary or pronunciation they needed to work on.

Analysis of Stage One. To obtain reliable data, the same techniques used during the diagnostic stage were applied to this phase of the study. Those techniques were a students' questionnaire, a diary and an external observer. Derived from these techniques, three instruments occurred in this stage of the study, and they were a survey, a teacher's journal and a class observation rubric.

Graphic 5

Triangulation of Data from Stage One

CODE	INSTRUMENTS			FREQUENCY	%
	JOURNAL	SURVEY	EXTERNAL OBSERVER		
Students' L2 use	17	9	6	32	19.6
Students' Talking time	15	10	8	33	20.24
S - S interaction	10	7	5	22	13.4
Teacher's L2 use	12	7	3	22	13.4
Team work	6	11	4	21	12.8
Vocabulary knowledge	9	4	5	18	11
willingness to participate in L2	9	3	3	15	9.2

According to graphic 5, the most rated code that emerged for the results was “Students’ talking time”. This category had 20.24% of the codes. This result revealed the impact of the TBL approach in a classroom where the teacher was the center of the learning process. The different tasks and the new role of the teacher as a guide promoted more space for students. Also, the nature of the tasks contributed students to become more independent in their choices throughout the development of the tasks. The evidence for this analysis was mentioned in some of the instruments used.

“During the group activities, they were all the time discussing or gathering ideas for finishing the task.” (external observer rubric, stage one).

“at a certain moment, they started to correct among themselves about the meaning of left and right because some of them were misusing both terms.” (Teacher’s journal, workshop one, stage one).

These results and comments from the instruments showed the relevance that TBL had to enhance students’ participation in the class by changing the teacher's role and centering the learning process on students.

The second code revealed was “students’ L2 use” which had 19.6% of the data. This result showed a significant increase in the use of L2 in the classroom by students. The increase in L2 use can go intrinsically related to the rise in students’ participation in class. Hence, the activities that promote students’ participation might have a positive impact on students’ oral production as well. Moreover, the implementation of tasks that promote real use of English could also be another factor to increase students’ oral production in the classroom.

Regarding “student-student interaction”, the graphic showed 13.4% for this code. When students’ participation and students’ L2 use increase, an interactive environment appeared in the classroom. Their freedom to express and use the language with others through group work contributed to promoting interaction with the educational members in the classroom. Their interaction moved from a teacher-students one to a double via interaction where student–student interaction was also possible.

“As they were in groups, they helped each other saying the meaning of most unknown words” (taken from external observer instrument).

“they were asking different questions about the activity such ¿cómo se dice calle? Profe and one student helped this student by telling him how to say how do you say... así lo tiene que decir” (taken from teacher’s journal).

These shreds of evidence taken from two instruments demonstrate that students felt comfortable interacting and helping each other when the activities allow them to have that space. This reaffirms the importance of the TBL approach in the centeredness of students in their learning process for better interaction, participation and L2 use in the classroom.

Description of stage two

During stage two, students developed Workshop 3, Buying the Best Phone and Workshop 4, “*what a lovely restaurant*”. This specific stage looked for improving students’ production skills through situations that might occur during a journey. Also, these workshops tried to improve the interactional skills of students in transactional situations.

For Workshop 3, students faced a problematic situation in which their phones were broken, so learners needed to buy another one referring to the final task. Students started by locating the closest store in the city. Then, they developed certain tasks for describing a cellphone. Learners asked for characteristics and answer questions about their cell phones. All these tasks helped them understand the words that will be used in the final task. After that, students created a poster of a cell phone, the one they would like to buy. Later, all the posters were placed around the classroom and students performed the situation of buying a cellphone in a store. This final task helped students to understand how to ask for something in a store and interact among themselves around a familiar topic.

During Workshop 4, students visited a restaurant just like any other tourist. Before going to the restaurant, they looked for a restaurant on the maps created by them. Then, learners talked and asked their classmates about their favorite food. After that, they listened to a conversation between a waiter and a client. These activities from the task cycle guided students on how to interact in a restaurant to make an order. Students needed to create a menu for the restaurant with the favorite food of the team members. Then, the class was divided to create the space of a restaurant with clients and workers (waiters and waitresses).

After the final tasks, students had a reflective activity at the end of each workshop. This activity helped them to identify the mistakes they committed during their oral presentations/interactions. Hence, they could develop the specific written exercises according to the grammar structure, vocabulary or pronunciation they needed to work on.

Analysis of Stage Two. Both stages one and two were analyzed similarly. The same three instruments were used to obtain the data, a survey, a students' questionnaire and an external observer rubric.

Graphic 6

Triangulation of Data from Stage Two

CODE	INSTRUMENTS			FREQUENCY	%
	JOURNAL	SURVEY	EXTERNAL OBSERVER		
Students' L2 use	22	10	8	40	.83
Students' Talking time	20	11	13	44	22.91
S - S interaction	1	8	11	20	16.66
Teacher's L2 use	9	6	2	17	8.85
Vocabulary knowledge	6	5	6	17	8.85
willingness to participate in L2	5	5	3	13	6.77
Team work	10	13	6	29	15.10

According to graphic 6 22.91% of the data collected corresponded to the code “students’ talking time”. This code had a considerable increase of 2.73% concerning the same code on stage one. This significant rise shows more active students in the classroom. These students are not only willing to talk in class but also to use English during the classes. Students’ L2 use was the second code with 20.83%. This code also had a low rise of 0.8% concerning stage one. Both codes are closely related among them and directly affected by the type of tasks used during the workshops. The third highest code was “S-S interaction” with 16.66%. Students started to interact more among themselves in the activities proposed for them. Although all the workshops were intended to promote interaction through the tasks, this code strengthened more during workshops 3 and 4. The increase of this code was 3.2% between stages one and two.

Concerning other codes, “vocabulary knowledge” and willingness to participate in L2” had a lower frequency. The first code had 18 frequencies on stage one while the same code showed 17 frequencies on stage two. This little difference does not show a degradation of the acquisition of vocabulary. The latter code had a decrease of 2 frequencies to stage one. However, the three first codes confirm an improvement in students’ participation and talking time during group activities and class in general. This might suggest a low willingness to participate in front of the whole class, but they were using their English in the groups for developing the tasks. This can be evidenced in the external observer rubric:

“during the final task, they were supporting each other with the pronunciation and repeating the sentences in English”

“they used English for asking questions and interacting with classmates”

Based on the evidence, students had a significant improvement in their oral production, talking time and interaction in the English class. The TBL approach brings into the classroom a new role for the teacher and more realistic tasks that attract students into the use and practice of English.

Description of Stage Three

For stage three, students developed workshop 5, *“I don't feel well”* and Workshop 6, *“the best movie ever”*. This stage aimed to promote students' oral production in English and students' expression of feelings and likes throughout different and common tasks.

For Workshop 5, students had the communicative goal of expressing feelings in a conversation about health. Students talked about the reasons people have for going to the doctor. Then, students started to identify and learn about different symptoms and feelings related to diseases. They listened to dialogue for obtaining phrases, words and questions that could take place during a medical appointment. After this, they were asked to prepare a dialogue about a medical appointment with their partners. This final task helped students to find a way to express themselves by talking about feelings and sensations in their bodies.

During the development of the final workshop, students learnt how to express likes, dislikes and opinions about topics that are common and interesting for them like movies. First, students tried to talk about a movie without much preparation. This activity worked as brainstorming for gathering information about movies. Then, they talked about movies in English through a PowerPoint presentation. Students watched a film and created a poster with the most relevant information about a movie. After that, they formed groups and started to create a poster about a movie. Finally, they shared their posters and gave their opinion about the movies exposed in the class. This task gave them the chance to show their knowledge and express likes and opinions about a topic they know about.

As explained in the previous workshops, students had a reflexive activity after the final tasks. This post-task helped them to recognize the mistakes they committed during the presentation of the tasks. Most of this activity was done by comparing their performance with their classmates. After identifying the mistakes, they developed certain exercises for practicing and strengthening the weak aspects of the language they found with the help of the teacher.

Analysis of Stage Three. This third stage took place with Workshops 5 and 6. After the implementation of those workshops, three instruments were implemented for gathering data about the influence of the TBL approach on students' oral production in English. Those instruments were the same ones applied in the previous stages.

Graphic 7*Triangulation of Data from Stage Three.*

CODE	INSTRUMENTS			FREQUENCY	%
	JOURNAL	SURVEY	EXTERNAL OBSERVER		
Students' L2 use	22	10	8	40	.83
Students' Talking time	20	11	13	44	22.91
S - S interaction	1	8	11	20	16.66
Teacher's L2 use	9	6	2	17	8.85
Vocabulary knowledge	6	5	6	17	8.85
willingness to participate in L2	5	5	3	13	6.77
Tam work	10	13	6	29	15.10

Based on Graphic 7, students' talking time was the highest code with 26.17%. Students could have more participation in the classroom by using not only their mother tongue but also English. This code showed a rise of 3.28% from the previous stage. This increase highlights the relevance of the TBL approach in the process of giving more prominence to students in the classroom. Another category that showed a high percentage was students' L2 use with 20.83%. Students demonstrated more use of English in classes thanks to the different activities proposed within the workshops. Additionally, students felt comfortable during the development of the tasks, and it could be seen in the instruments.

In the case of the teacher's journal, the researcher observed that students were increasing the use of English in the activities no matter if the teacher was or was not looking at them.

"I was walking around and paying attention and providing support to some groups, so I could perceive that they were all the time talking among themselves about

how to do things or how to organize the dialogue. Some of those interventions were in English”.

It shows that learners were using English as much as they could, no matter if they were talking to their classmates or the teacher.

On the external observer rubric, the situation was not different from the previous sample shown. Students showed their real interest in using the language not only for participating or answering questions from the teacher but also for learning and interacting with their classmates.

“During the final task, they were always supporting each other with the pronunciation and repeating the sentences in English”

“on the pre-task, they were all participating in English, saying words and phrases in English”

Concerning student-student interaction, this code also revealed a high percentage of 18.35%. As students were enthusiastic and eager to work in pairs or groups, they used every single opportunity to interact. Hence, interaction in Spanish moved little by little to interaction with more use of English during the classes. The abstracts taken from some instruments in previous categories also demonstrate the way students interact using phrases or questions in English during the classes or tasks.

Concerning Graphic 8, three codes, *students' talking time*, *students' L2 use and student-student interaction* show the highest percentages with 23.56%, 20.78% and 16.53%. During the three stages, these codes had the highest numbers of frequencies showing their consistency in every instrument used for the data collection. Moreover, the numbers showed a subtle increase comparing the three stages. These results have a relevant role in determining the final impact of the TBL approach on students' oral production.

More codes took place in the triangulation. *Teamwork* was the fourth code with 12.60%. This code also shows consistent results during the whole process of analysis of the three stages. Another code revealed by the table was the *teacher's L2 use* which had a final score of 9.49%. Although this code tended to lower its numbers from stage one to stage three, it still has relevant information to give to this study.

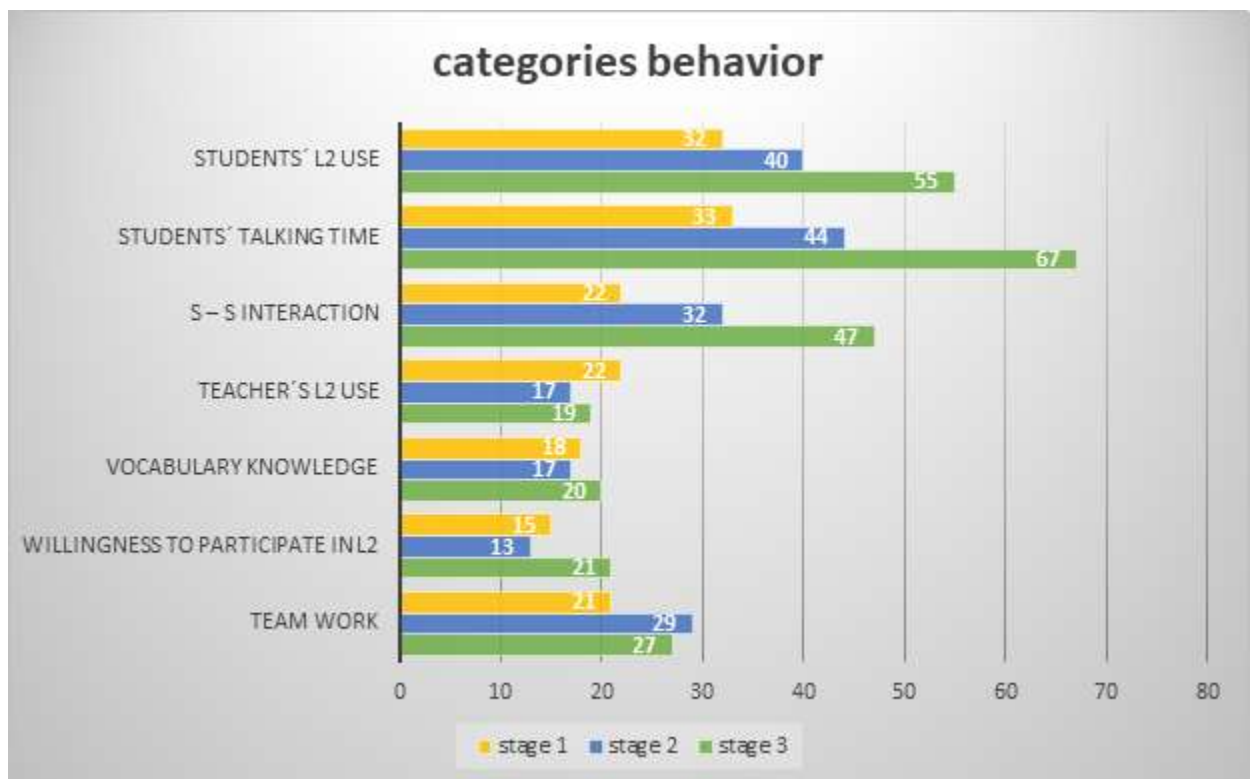
The last two codes were *vocabulary knowledge and willingness to participate in L2*. They had a score of 9% and 8% correspondingly. Their constant appearance and relevance in the process of analyzing students' oral participation support the importance of these codes in the triangulation process of the data gathered. Both codes showed fluctuant results after each stage of the implementation showing with this the impact of the topic and the task on the vocabulary and willingness of students.

Chapter V.

The following chapter aims to provide further information about the constructs of this study after the implementation of 6 workshops within 3 stages. The results and the tables showed a positive impact on students’ oral production using the TBL approach. In addition, a new graphic is presented to analyze each construct and its behavior at each stage and throughout the entire implementation.

Graphic 9

Summary of Categories Behavior



Furthermore, students learned and applied different collaborative strategies for developing the assigned tasks. Although these strategies were intrinsic into the teamwork, they also helped students to improve their oral production within the tasks proposed in the TBL approach.

Appropriateness of TBL

TBL approach demonstrated its worth and usefulness in the study by helping to increase students' participation, interaction and vocabulary and to promote teacher's L2 use in the classes.

Graphic 9 also exposed a significant increase in students' willingness to use L2 to participate. In stage one, this category had a frequency of 15. It was a high number taking into account that the diagnostic stage revealed low participation and teacher-centred classes. In stage two, the reason by which the frequency decreased to 13 could be related to the topics or the types of tasks proposed in workshops 3 and 4. However, this was not the case for stage three where the frequency rose to 21. There was a clear and significant increase in students' willingness to participate in using English. Although this is the result of 4 workshops previously applied, the types of tasks and collaborative strategies helped to encourage students to participate more in class using English.

In addition, the task cycle proposed by Willis helped in the students' desire to participate using English. Willis (1996) states that in the task cycle there are three phases for students to use the language for communicative purposes, and they are task, planning and report. The task is the first one, which encouraged students to use the language for communication on their own with all the knowledge they have. Then they have the planning stage which refers to all the preparation for the report stage. Students

prepare an oral or written report to talk about the task, task development, experience or learning process. The last is the report which refers to a written or oral presentation taking into account the audience and the purpose of the report. All these stages contribute to encouraging students to use English at different moments of the class; instead of answering the teacher's questions.

In terms of interaction, we can relate this item to the teamwork promoted within the study and the role of TBL during the process. This category is a vivid sample to analyze students' interaction inside the classroom. Graphic 9 displayed results that show a clear improvement on teamwork. After stage one, this category received a frequency of 21. This value shows a great improvement if we take into account that students did not have much of this opportunity before the study. Students suggested more teamwork for English classes in the survey, so they took advantage of this type of work and interaction promoted by TBL. This need for teamwork initiated with the lockdown and the pandemic, so the real-time interaction was limited to messages or audios on WhatsApp.

The same graphic revealed a frequency of 29 after stage two. It results in a great improvement in teamwork which comprises not only group work but also pair work. This task cycle provides students with different options of interaction aimed to achieve a communicative goal through the task under different criteria. Ellis (2006) states that "the second phase, the "during task" phase, centers around the task itself and affords various instructional options, including whether students are required to operate under time pressure or not" (p. 20). One criterion, apart from time, could be the number of members

in a group. By considering students' needs, most of the stages of the workshops were developed in groups or pairs for promoting more interaction and collaborative strategies.

Another indicator of the appropriateness of TBL was the increase of students' vocabulary. Graphic 9 showed different results from one stage to another. It revealed that after stage one there was a frequency of 18 in terms of vocabulary. Then, the frequency was 17 on stage two. Finally, the frequency was 20 at the end of the implementation. Hence, the TBL approach helped slightly to improve students' vocabulary. It promoted different scenarios through the tasks in which students could show all the vocabulary they knew. Moreover, it encouraged students to share knowledge among themselves by answering their classmates' questions or guiding them on how to say/ask something.

In addition, the TBL approach opened new spaces for students to show what they knew. The combination of tasks and collaborative strategies contributed to encouraging students to share their vocabulary and created spaces for them to express and use the language. The round tables, brainstorming, pair and group work boosted the interaction among students which was almost absent due to the pandemic. Similarly, these interactions allowed students to realize the knowledge their classmates and themselves had about the topics of the tasks.

Finally, it is important to consider that students are not the only actors in the learning process. Teachers also are part of the learning process, and this statement takes more value within a research study. They can also be affected by the methods, strategies or activities, and TBL is not unconnected to the previous statement.

Graphic 9 showed a frequency of 22 on stage one. Then, stage two generated a frequency of 17, and the final stage produced a final frequency of 19. Although the results varied from one stage to another, they were very close to each other demonstrating more use of the target language in the classroom from the teacher. Hence, it is proper to say that the TBL approach not only helps students with their oral production but also stimulates the use of the target language by the teacher. Teachers' participation is more centered on preparing everything related to the tasks to assuring students' involvement in the development of those tasks. As Richards and Rodgers (2001) state, "the central role of the teacher is in selecting, adapting, and/or creating the tasks themselves and then forming these into an instructional sequence in keeping with learners' needs, interests and language skill levels" (p. 236).

The implementation of this approach can contribute to improve both teachers' and students' level of English. According to the structure of the approach, it requires a lot of preparation and knowledge from the teacher to guide and advise students in the process of reaching their communicative goals. All this progression requires more from the teacher in terms of vocabulary, pronunciation, design of tasks and evaluation of different aspects.

Students' Oral Production

One of the goals of this study was to have an impact on students' oral production through the use of the TBL approach. After the implementation, oral production increased in the classroom showing a positive impact on students. As Graphic 9 displayed, the first three categories of *students' L2 use, students' talking time and student-student interaction* showed an upward trend after every single stage of the implementation. Firstly, students' L2 use raised its percentages to 25% from stage 1 to stage 2. In addition, this category increased 37.5 % from stage two to stage three which means students started to use more English inside the class.

Students gave assorted use of English inside the classroom. They started to use more English for answering and asking questions to the teacher, develop and present their tasks and interact among themselves inside the groups as the instruments were revealed.

"...I phoned the group and I acted as a customer. They had to answer as a company." from the teacher's journal.

"they were asking different questions about the activity, such as ¿cómo se dice calle? Profe. One student helped this student by telling him how to say that, how do you say?... así lo tiene que decir" from the teacher's journal.

This way of using English was new for students inside the classroom. Even though the teacher was still there explaining and guiding, they started to take more action in the class by using more English with the teacher and their classmates.

Secondly, students' talking time also had positive results after the implementation. It increased its values up to 33% after stage two and 52% at the end of the implementation. According to the diagnostic stage, students did not participate or talk much in the classroom. This was mainly because the teacher was the center of the class and thanks to the tasks and methodology of TBL students could have more participation in the classes. This positive result showed a significant impact on the role of students in the learning process. Although the teaching techniques do not vary a lot from the most commonly used other approaches, TBL changes the priorities, the order and roles of teachers and students inside the classroom. As Willis (1996) says "the differences lie on the ordering and weighting of activities and in the fact that there is a greater amount of student activity, and less direct, up-front teaching" (p. 40).

Finally, student-student interaction had important results during and after the implementation. This category augmented 45% concerning stage one. For stage three, the same category had an increase of 46% which showed a constant improvement in the time students had for sharing and talking among themselves.

Effect of TBL on Fluency and Accuracy

The application of Task-Based Learning demonstrated to have a positive impact on learners’ fluency and accuracy after every stage of the present research. Their performance was graded through the application of rubric with specific aspects such as pauses and hesitation at the moment of answering or responding to any type of interaction during the task performance. In terms of accuracy, learners were graded based on their error-free units during their oral performance. The following tables show the results obtained in the rubrics applied after every workshop in the pedagogical intervention.

Table 3

Follow-up of Stage One

	Fluency		Fluency	Net Variation	Percentage
Workshop 1. 10/09/2021	2,5	Workshop 2. 17/09/2021	3,2	0,7	14
	2,2		3,5	1,3	26
	2,5		3,9	1,4	28
	2,9		3,9	1	20
	2,9		3,2	0,3	6
	3,2		3,9	0,7	14
	Accuracy		Accuracy	Percent average	18
	2,2		3,2	1	20
	1		3,2	2,2	44
	2,2		3,5	1,3	26
	2,2		3,2	1	20
	2,9		2,9	0	0
	2,9		3,2	0,3	6
				Percent average	19,33333333

Table 3 displayed relevant information about students’ oral performance after every workshop applied. The table results showed a clear improvement in both fluency and accuracy between the implementation of Workshop 1 and 2. The table displayed a growth in fluency of 18 % and accuracy of 19.3%. Students started with a very low oral performance in terms of fluency with an average of 2.7 and accuracy with 2.2 for the first workshop. However, their performance improved after the second workshop in which both items increased in 0.9 and 1.0, respectively. This minor improvement revealed a positive impact thanks to the different stages developed within the workshops. Willis (1996) promotes the use modelling for the pre-task stage, so students can have a task that looks as similar as the one they have to perform (p. 41). This organization allowed my learners to have enough exposure and tools to have a better performance for the final task.

Table 4

Follow-up of Stage Two

	Fluency		Fluency	Net Variation	Percentage
Workshop 3. 28/09/2021	3,9	Workshop 4. 05/10/2021	4,2	0,3	6
	3,9		4,2	0,3	6
	3,5		4,5	1	20
	3,9		4	0,1	2
	3,9		4	0,1	2
	3,5		4,5	1	20
	Accuracy		Accuracy	Percent average	9,333333333
	2,9		3	0,1	2
	3,2		3,2	0	0
	3,2		3	-0,2	-4
3,2	2,9	-0,3	-6		

	3		3,2	0,2	4
	3,2		3	-0,2	-4
				Percent average	-
					1,333333333

In case of stage two, Table 4 presented a higher improvement in fluency than in accuracy. Fluency raised up 9.33% while accuracy showed a minor decreased of -1.34%. This improvement is only related to students’ performance between Workshops 3 and 4. The previous results demonstrated that learners were more concentrated on the message than on the form of it, and here it is where the post-task takes such great relevance. Ellis (2006) mentions that “the post-task stage is needed to counter the danger that students will develop fluency at the expense of accuracy” (p. 38). Both aspects of speaking have to be enhanced, and it does not need to happen at the same time during the entire task-cycle. It is worth mentioning that fluency and accuracy work together to reach the goal the task presentation.

Table 5

Follow-up Stage Three

	Fluency		Fluency	Net Variation	Percentage
Workshop 5: 22/10/2021	4,5	Workshop 6: 29/10/2021	4,2	-0,3	-6
	4,2		4	-0,2	-4
	4,5		4,5	0	0
	3,9		3,9	0	0
	3,5		4,5	1	20
	3,9		4	0,1	2
	Accuracy		Accuracy	Percent average	2
	3		3,9	0,9	18
	3,2		3,5	0,3	6
	3,5		3,9	0,4	8
	3,2		3,5	0,3	6
	3,9		3,9	0	0
	3,2		3,9	0,7	14
				Percent average	8,666666667

At the end of stage three, a more standard result could be perceived according to Table 5. After the application of Workshop 5 and 6, there is an increase of 2% for fluency and 8.6% for accuracy. Fluency did not have a higher improvement because students' grades are over the 4.0 in their performance. This is why the results are considered standard leading to an excellent performance. For accuracy, the increase is higher because of the low grades students received in the workshops. They improved their performance almost in one unit (1.0). In Task-Based Learning, students have the opportunity to decide whether focusing on one or another aspect of speaking for the task performance. Ellis (2006) declared, "it would also be possible to ask students to reflect

on and evaluate their own performance of the task. For example, they could be invited to comment on which aspect of language use (fluency, complexity or accuracy) they gave primacy to and why” (p. 37). Ellis’ idea supports the results obtained for students revealing the learners’ intention to improve their accuracy on the final stage of the intervention.

Hence, the application of Task-Based Learning proved to have a positive impact on fluency and accuracy thanks to the use of a proper task sequence and task-cycle stages within the workshops.

Chapter V

Conclusions and Pedagogical Implications, Limitations, and Questions for Further Research

For the final section of this study, some conclusions will be displayed taking into account the research question and the findings exposed in the previous chapter. Then, the pedagogical implications of this study will take place. After that, the limitations and some questions for further study will be presented.

Conclusions

There is so much literature about methodologies, approaches and techniques that can help teachers and students to improve their teaching and learning process of a foreign language. However, not all these methodologies can be applied or are suitable for any context. Bearing in mind those considerations and the current needs of the study

population, Task-Based Learning can be considered the best option for the students from 6th grade of this study. The phases and characteristics of this approach are very appropriate to help students overcome their language learning difficulties and make up for their interactional needs.

The TBL approach proves to help students improve their oral production in terms of L2 participation, interaction, fluency and vocabulary used in the English class. Its communicative goal gives them a reason to use the language instead of repeating or answering the teacher's questions. The order of presenting the task and the phases to reach the communicative goal increases students' confidence to participate in class using all they have been learning. Moreover, the variety of tasks and classwork allowed students to interact among themselves during the whole process. The stages proposed in the task cycle allow students to share their knowledge or refresh that knowledge previously learned. The eagerness to achieve the communicative goal encourages students to interact and learn from each other to perform the task.

Similarly, they had an improvement in their fluency in the English class. Bearing in mind that fluency refers to a fluent use of the language in a conversational situation, students can find great support on the TBL to increase it. As learners can have more time to create their interventions to achieve a communicative goal, they care more about the task and less about the possible mistakes. Additionally, the structure of the workshops provides spaces for the free use of the language not only with the teacher but also with classmates. The sequence of the tasks and the task cycle help students to slightly improve their accuracy. After enhancing the fluency and confidence to talk, learners start to focus more on the form of the message than in the message. Here is

where the task cycle with the post-task appears to lead students to focus on grammar aspects of the language. Hence, students use the language the way they think is correct changing the focus from fluency to accuracy depending on the need in the conversation. As a first step, it is a relevant improvement in students' participation in the English class.

Another benefit of the TBL approach is the acquisition and real use of the vocabulary in a target language. The TBL approach gives students encouragement to recall and use the vocabulary they already know. This part of bringing back previous knowledge motivates students to perceive an improvement in their performance. In addition, the task cycle promotes the acquisition of new vocabulary to achieve the goal and perform the task. The tasks need to be closely analyzed, so they can help students learn more vocabulary and lock it in their long-term memory. The sequence of tasks during the task cycle also cooperate in the acquisition of new vocabulary for students' real use of the language instead of performing a specific task.

For teachers, the results are also positive in terms of planning and their role in the class. As the diagnostic stage reveals, the class cannot be a teacher-centered classroom with a very controlled learning process. Fortunately, the TBL promotes a change in the role of the teacher. The teacher moves from a controller to a guide for students, so students have more time to express themselves based on accuracy or fluency depending on the purpose of the task or the teacher's focus. Ellis (2009) states that "teachers can employ both implicit and explicit techniques to achieve this focus on form" (p. 91). There is also a change in the planning of the class. As the TBL requires more organized planning, the teacher has to think of a task throughout the entire process to guide students to develop the task and reach the communicative goal. Ellis

(2006) says, "Access to a clear framework for a task-based lesson is of obvious advantage to both teachers and learners" (p. 20).

This project demonstrates important pedagogical implications with the application of the TBL approach with sixth graders, and those implications are more related to students' role, interaction in the classroom and their oral production.

The TBL approach generates a significant change in the role of the people inside the classroom. Such change starts with teachers who becomes more aware of their role as a guide and advisor for students. Centering the learning process on the teacher limits students' control on their process. Then, students start to take more control of their academic process in terms. When all students become more empowered about their role in the classroom, the interaction begins to appear in the landscape. This interaction only requires a stimulus from teachers without their constant presence to make sure students are doing their part.

Another implication of TBL is on students' oral production. The structure proposed by the TBL approach where the starting point is meaning rather than form helps students to express themselves without paying so much attention to language form. This beginning is very important for sixth graders who are still in the process of developing their second identity in the foreign language or are very ashamed to be corrected in front of the class. Most corrections from the teacher discourage students because they feel that their effort is not worthy and they are not improving. The TBL separates the meaning and the form of the language in different stages of the same

lesson showing students that at the beginning they need to communicate and improve the form of their message later on.

The development of this study occurs during the sanitary emergency caused by the pandemic. Most of the biosecurity protocols oblige students to be one meter away from each other. Another restriction is to have a very low capacity in the classrooms, so the interaction that can be promoted from the TBL approach is reduced and limited. Another limitation is the use of the facemasks during the entire class. The facemask lowers the tone of voice and complicates the communication process. In many cases, the intervention of students has to be repeated because most students, including the teacher, do not understand the idea or some words in the message. Hence, some students get frustrated by repeating the same two or three times. Making students repeat does not help to create more confidence in students at the moment of participating in front of a class.

This study can lead to further research questions that could not be answered during the intervention. One of them shall be the interactional strategies that students used in their groups when preparing for and performing the tasks. Another question could be the impact of the TBL approach on the socialization process of students after a lockdown due to the pandemic.

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Appendices

Appendix A: Survey / Questionnaire

INSTITUCIÓN EDUCATIVA LIBRE, CIRCASIA

ENCUESTA PARA ANALISIS DE NECESIDADES

Estimado estudiante, la siguiente es una encuesta diseñada como parte de la investigación que adelanto para obtener el título de magíster en Didáctica del Inglés en la Universidad de Caldas. Esta investigación busca identificar qué se revela en las necesidades de los estudiantes del grado 6° en cuanto al aprendizaje del inglés en un colegio público. La información recolectada será utilizada únicamente con fines académicos. Le solicito responder cada pregunta con total seriedad. Cabe resaltar que esta encuesta es anónima y sus respuestas serán apreciadas sin importar la valoración que usted les dé. El interés y sinceridad en sus respuestas nos permitirá evidenciar problemáticas durante el proceso de enseñanza y aprendizaje del inglés con mayor claridad, para así luego poder dar solución a las dificultades que se presenten.

Habilidades en el idioma.

1. ¿En qué habilidad considera que tiene un muy buen desempeño?...
 - a. Hablar inglés.
 - b. Entender lo que dicen en inglés.
 - c. Escribir textos y párrafos en inglés.
 - d. Leer y entender textos en inglés.
 - e. Todas las anteriores.

f. Ninguna de las anteriores.

2. Marque la importancia de cada una de las habilidades en el idioma inglés según su parecer, siendo 1 la menos importante y 5 la más importante”.

a. Leer 1 2 3 4 5

b. Escribir 1 2 3 4 5

c. Hablar 1 2 3 4 5

d. Escuchar. 1 2 3 4 5

3. ¿En cuál de las siguientes habilidades considera no tiene un buen desempeño?

Mencione por qué.

- a. Escritura
- b. Escucha
- c. Habla
- d. Lectura

Por qué?

4. Cuando habla en inglés, ¿cuál es la mayor dificultad que encuentra?

- a. La pronunciación de las palabras.
- b. Recordar el vocabulario.
- c. El orden de las palabras al hablar.
- d. Temor a equivocarme.
- e. Hacerlo en frente de todos mis compañeros.

5. Cuando escribe en inglés, ¿Cuál es la mayor dificultad que encuentra?

- a. Iniciar a escribir.
- b. Recordar las palabras y como se escriben.
- c. El orden de las palabras en la oración.
- d. Encontrar una idea sobre la cual escribir.
- e. Organizar las ideas antes de escribir.
- f. Recordar la estructura de un texto.

6. Cuando lee en inglés, ¿Cuál es la mayor dificultad que encuentra?

- a. Recordar el significado de las palabras.
- b. Entender el tema del que se habla.
- c. Encontrar muchas palabras que no conoce.
- d. Saber cuándo hablan en pasado o presente.
- e. Responder preguntas sobre lo que acabo de leer.

7. Cuando escucha audios / conversaciones en inglés, ¿Cuál es la mayor dificultad que encuentra?

- a. Reconocer las palabras que dicen.
- b. Entender el tema del que están hablando.
- c. Reconocer cuando hablan o preguntan algo.
- d. Encontrar una respuesta para participar de la conversación.

Diseño de Materiales

1. ¿Cuáles de los siguientes recursos considera usted son los más útiles para aprender una lengua extranjera? Puede seleccionar varios.

- a. Libros de literatura.
- b. Comics.
- c. Obras de teatro.
- d. Talleres tomados de internet.
- e. Talleres hechos por el docente.
- f. Audios.
- g. Videos.
- h. Internet.
- i. Libros guía.
- j. Todas las anteriores
- k. Otro.Cuál? _____

2. ¿Cuáles de las siguientes actividades le parecen más interesantes para aprender otro idioma?

- a. Emparejar.
- b. Llenar espacios en un texto.
- c. Unir.
- d. Trabajo individual.
- e. Trabajo grupal.
- f. Extraer información de un texto.
- g. Talleres.
- h. Imitar conversaciones.
- i. Escuchar y repetir.
- j. Escribir diálogos
- k. Crear cuentos.
- l. Crear historietas.
- m. Otra. Cuál? _____

Dinámica de clase

1. En la clase de inglés, ¿cuál de los siguientes personajes habla por mayor tiempo?

- a. Los estudiantes
- b. El profesor
- c. Videos

2. La interacción en el aula está enfocada entre

- a. Estudiante con estudiante.
- b. Profesor con todos los estudiantes.
- c. Profesor con un estudiante a la vez.
- d. Estudiantes con el profesor.

3. ¿cuáles de las siguientes actividades son más frecuente en las clases de inglés?
- Escribir lo que el profesor escribe en el tablero.
 - Resolver guías que trae el docente.
 - Hacer diálogos sobre un tema visto en clase.
 - Buscar palabras en el diccionario.
 - Leer un texto y responder preguntas.

Appendix B: Teacher's Journal

TEACHER'S JOURNAL 1	
Date: August 30th, 2021	Class length: 50 minutes
Class description and reflection	
<p>I ENTERED INTO THE CLASSROOM AND ALL STUDENTS WERE WALKING AROUND AND TALKING TO EACH OTHER. I HAD TO START BY TALKING TO THEM AND ASKING THEM TO TAKE THEIR SEATS. SOME OF THEM LIKE TO CHANGE THEIR PLACE, SO I HAD TO ASK THEM TO SIT IN THEIR RIGHT SPOT. AFTER THAT I CALLED ATTENDANCE. MOST OF THEM ANSWERED IN SPANISH. AFTER THAT, I GREETED IN ENGLISH BUT THEY JUST ANSWERED BY SHOWING THEIR THUMB UP OR DOWN. I EXPLAINED THE GAME WE WERE ABOUT TO DO, I DID IT IN SPANISH BECAUSE I THOUGHT THEY WOULD NOT UNDERSTAND. THEY WERE REALLY INTERESTED IN THE GAME. IT WAS ABOUT DRAWING ON A PARTNER'S BACK, AND HE DOES THE SAME UNTIL THE FIRST PERSON OF THE ROW DRAWS WITH A MARKER ON THE BOARD. THEN WE CHECK IT WAS THE SAME DRAWING AT THE BEGINNING OF THE ACTIVITY. THE DRAWINGS WERE ABOUT BODY PARTS. I ASKED IN SPANISH IF THEY KNEW THE WORDS IN ENGLISH. MOST OF THEM DID NOT REMEMBER THE WORDS AND SOME OTHERS JUST REMAINED QUIET WITHOUT SAYING ANYTHING. I ASKED THEM TO WRITE THE DATE ON THEIR NOTEBOOKS AND START WITH THE SAME I DID ON THE BOARD. I DREW A HUMAN BODY TO POINT AT THE DIFFERENT PARTS OF THE BODY. THE TIME OF THE CLASS WAS OVER, SO THEY HAD TO LOOK FOR THE PARTS AND WRITE THEM ON THE NOTEBOOK.</p>	

TEACHER'S JOURNAL 2

Date: September 1st, 2021

Class length: 50 minutes

Class description and reflection

I ENTERED INTO THE CLASSROOM AND THEY WERE WALKING AROUND AND VERY CLOSE TO EACH OTHER. SO I HAD TO ASKED TO SIT IN THEIR RIGHT SPOT. AFTER THAT, I CALL ATTENDANCE BUT NONE OF THEM ANSWERED IN ENGLISH. IN SPANISH, THEY WERE ASKED TO TAKE OUT THEIR NOTEBOOKS. I ASKED THEM TO PLACE HORIZONTALLY THEIR NOTEBOOKS. THEN THEY WERE ASKED TO DRAW 8 COLUMNS ON THEIR NOTEBOOKS. ALL THIS WERE SAID IN SPANISH. WE STARTED TO PLAY "STOP" USING ONLY ONE LETTER. THE RULES WERE EXPLAINED IN SPANISH, ONCE AGAIN. ~~THEY WERE INTERESTED IN THE ACTIVITY.~~ I GAVE THEM 3 MINUTES TO DO THE STOP WITH A LETTER. THEN WE STOPPED AND SHARED SOME OF THE ANSWERS THEY WROTE. THEY STARTED TO CORRECT THEMSELVES IN SPANISH. LATER, I STARTED TO DICTATE THE INSTRUCTION FOR THE NEXT ACTIVITY. THEY WROTE THE WAY THEY UNDERSTOOD, AND I WROTE THE CORRECT INSTRUCTION ON THE BOARD. THEY HAD TO COMPARE WHAT THEY WROTE WITH WHAT I DID. THEY LOOKED VERY EXCITED WHEN THEY WRITE THE CORRECT WORD, ~~THEY FEEL MOTIVATED FOR UNDERSTANDING THE WORDS.~~ SOME STUDENTS STARTED TO TALK AMONG THEM SAYING THE WORDS THEY COULD UNDERSTAND OR COULD NOT. THEN I DREW SOME PARTS OF THE BODY WITH PHRASES TO MATCH. THEN AN ACTIVITY OF "UNSCRAMBLE" WITH THE PARTS OF THE BODY ALREADY WORKED IN CLASS. THEY WERE GIVEN SOME MINUTES TO DO BOTH ACTIVITIES. THEN I ASKED SOME STUDENTS TO SHARE THEIR ANSWERS. THE CLASS WAS OVER, I SAID GOOD BYE AND MOST OF THEM ANSWERED IN SPANISH.

TEACHER'S JOURNAL 3

Date: September 2nd, 2021

Class length: 1 hour and 40 minutes

Class description and reflection

I STARTED THE CLASS RECEIVING THE STUDENTS ON THE DOOR. I WELCOMED THEM AND ASKED THEM TO TAKE A SIT. I REMEMBERED THEM THE BIOSECURITY PROTOCOLS WE HAD TO FOLLOW TO BE SAVED FROM THE COVID-19. IT WAS DONE MAINLY BECAUSE THEY WERE REPEATING THE ACTION OF MOVING AROUND THE CLASSROOM AND PULLING DOWN THEIR FACE MASKS. THEN I CALLED ATENDANCE AND THEY ANSWERED IN SPANISH, SOME OTHERS JUST RAISED THEIR HANDS. THEN I STARTED WITH THE INITIAL ACTIVITY, "STOP". ~~THEY SEEMED EXICTED AND EAGER TO START.~~ I TIMED THE ACTIVITY AND GAVE THEM THE LETTER. AT THE END, I ASKED STUDENTS TO SHARE THEIR ANSWERS AND GAVE THE POINTS. AFTER THAT, I ASKED THEM TO WRITE THE DATE ON THE BOARD, THEY AUTOMATICALLY RELATED THAT WITH "WRITING DURING THE WHOLE CLASS", SO THEY MOTIVATION DECREASED. I DICTATED THE INSTRUCTION IN ENGLISH, AND THEY WROTE WHAT THEY UNDERSTOOD. THEN WE COMPARE WHAT THEY WROTE TO WHAT IT REALLY

WAS. THEY ARE STARTING TO IDENTIFY PREPOSITIONS AND SOME VERBS. I DREW A FACE AND ASKED TO WRITE A DESCRIPTION OF THE DRAWING. ALL THE EXPLANATIONS GIVEN DURING THIS CLASS WERE GIVEN IN SPANISH. THEY WERE A LITTLE CONFUSED ABOUT HOW TO DO THE ACTIVITY; THEY STARTED TO ASK IN SPANISH WHAT TO DO. SO I HAD TO BE MOVING AROUND GIVING INDIVIDUAL ADVICE IN SPANISH. THE TV WAS NOT AT HAND DUE TO ELECTRICITY PROBLEMS. THAT WAS AN OPTION TO SHOW A VIDEO AND EXPLAIN FOR ALL OF THEM. AT THE END OF THE CLASS THEIR ATTENTION WAS GONE, MOST OF THEM WERE FRUSTRATED FOR NOT BEING ABLE TO DO THE ACTIVITY.

Appendix C: informed consents

Jhon Ever Oyuela Ramírez

Rector

Institución Educativa Libre, Circasia

Cordial Saludo

Yo, Diego Fabián Montes Hurtado, docente del área de humanidades de esta institución, le informo que me encuentro realizando estudios de maestría en Didáctica del Inglés en la Universidad de Caldas.

Considerando lo anterior, solicito de manera cordial y respetuosa su consentimiento para implementar las actividades relacionadas con la investigación con dieciocho estudiantes del grado 6ºb, quienes han mostrado disposición e interés en dicho estudio titulado: *Influence of Task-based Learning on the oral production*.

Para tal propósito, se llevará a cabo una recolección de datos de los estudiantes mediante la implementación de una encuesta, un diario de campo, entrevistas focales, observación de clase por un externo y la grabación de videos. Así mismo, se les hará llegar a los acudientes los respectivos consentimientos para realizar el estudio.

Agradezco su atención y colaboración

Atentamente,

DIEGO FABIAN MONTES HURTADO

Licenciado en Lenguas Modernas Universidad del Quindío

Estudiante 2do semestre Maestría en Didáctica del Inglés

Universidad de Caldas

pmontesdiego@ielibre.edu.co

Celular: 312 833-4961

Yo _____
 identificado con CC _____ manifiesto que he sido
 informado de las actividades a realizar por el Docente Diego Fabián Montes Hurtado
 con sus estudiantes y autorizo con mi firma el desarrollo de las mismas.

Jhon Ever Oyuela Ramírez

Rector

Appendix D: external observation Form

Class observation from an external	
Date: September 16th 2021	Class time: 1 hour and 40 minutes
Class description and reflection	

First, the teacher enters the classroom and greets the students. All the students answer in Spanish. For one or two minutes there is a moment of organization, they are asked to sit down and prepare for class. After that the students are more attentive, the teacher proceeds to give them instructions in Spanish for a consent form, the students ask some questions and the teacher answers them and when the information is clear, the class begins. The teacher starts with a game of stop, first, he asks the students to prepare everything they needed, then he writes on the board the letter E, the students have a determined time to complete the categories of name, city, color animal, etc on their own notebook. the time is up, there is a moment for socialization mixing L1 and L2.

At this point the teacher asks one students at a time. The students share their answers in spanish, when the teacher asks for the word in English they just say no. the teacher usually repeats it in English and writes it on the board. When talking about the color category, *students did not have an answer*, then the teacher writes the color electric blue and repeats it. The initial activity is over. The teacher recalls the activity that had been done in the class the students participated recalled what was done in the last class. The teacher asks for a volunteer to share the description he / she has made so far. A student begins his or her reading at the end the teacher gives short feedback in spanish. One student decided to say his description but in Spanish. Next, the teacher recalls the topics covered in the previous class and the elements that the description of the activity performed should have up to that moment.

Then the teacher begins with and explanation of the activity of the actual class. Next he introduces the adjectives and vocabulary necessary to continue writing the description of the person. The teacher asks for the meaning of some words to one student, that student did not say a word. One student says "no me sé esa palabra profe". The teacher wrote a sentence using the vocabulary and explained the elements to be taken in to account: pronoun, verb and complement. He repeated the sentence, accentuating the pronunciation. During this process, some students made some questions about unknown words, mainly vocabulary. One student was all the time asking for the same vocabulary several times, although the teacher had already given the word to the whole class. From there on the teacher asks his students questions recalling the new terms and gives space for the students to write their compositions. While they were writing the assignment, they were moving from one place to another asking among them for words or explanation of the activity. They preferred to ask a friend or watch his example than asking the teacher. In the end, the students were asked to share their writings. Students are really reluctant to participate in front of the class. They look scared to speak in English. They ask the teacher for presenting with some friends. They come to the front in pairs and read what they have written. Although they go in pairs, the presentation is done individually. The presenter was always asking about pronunciation or repeating what the classmates said to him. There was feedback and correction of spelling mistakes.

After this activity, a short listening activity was done. There, the teacher asked the students to write the dictation with a pencil so that their initial writing was recorded in the notebook without any corrections. The teacher pronounces the short text slowly and repeats it. The teacher then writes the sentence and asks the students to review what they have written. He then turns to the students to find out how they performed in the activity. Students share their answers and mistakes. Finally, the teacher asks students for their notebooks and the class is dismissed.

Appendix E: Workshop 1

INSTITUCION EDUCATIVA LIBRE
WORKSHOP #1 "THE BEST PHONE"
6th GRADERS
CIRCASIA, QUINDIO
Teacher: Diego Fabian Montes Hurtado

COMMUNICATIVE OBJECTIVE: At the end of this lesson, my students will be able to describe orally objects and compare them with others from the same kind.

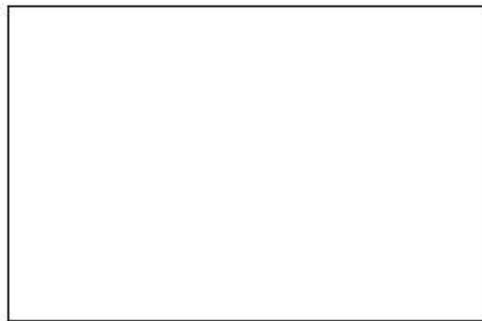
Specific Objectives

Objective 1: in pairs, they will gather information and share it orally with their friends.

Objective 2: in groups, students will use comparatives to compare and describe technological devices.

TOPIC: Buying the best phone


PRE-TASK: There are many cellphones in the market. What do you take into account for buying a new phone?



MODELLING:

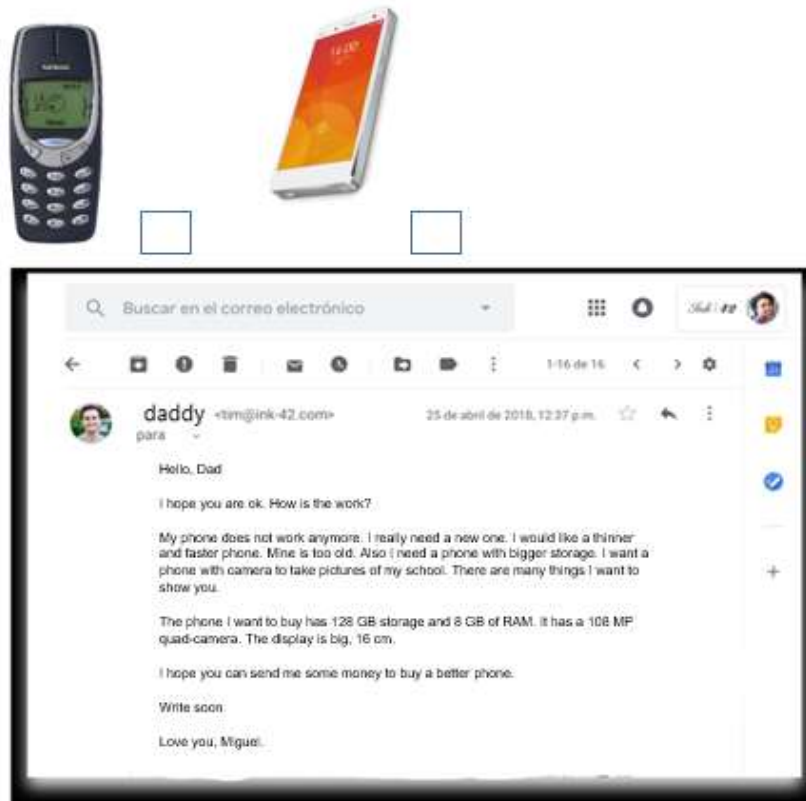


Miguel needs a new phone. He sent an email to his father asking for some money to buy a new phone. Read carefully the email and analyze which phone he wants.

Choose the phone that Miguel has at this moment. Write a  next to the right answer. Remember to read the email first.

Influence Task-Based Learning on Oral Production

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SPEAKING

GOAL: ask basic questions about a product.

TASK:

In groups create a poster of the best cellphone.

Write down some characteristics of it on the poster.

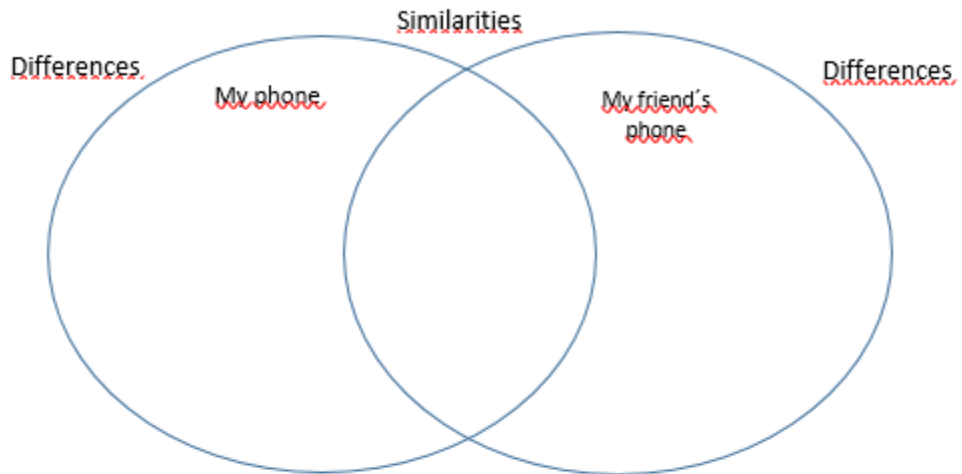
Name, high, wide, storage, software and price.

Then One student from other group will go to buy the cellphone you created.

PLANNING: share your experience with your friends. Prepare a presentation to your friends.

REPORT:

Talk to the class about your phone and its qualities. While listening to your classmates, complete the following chart.



POSTTASK: read the description of a phone and compare it with your description.

Complete the chart with the possible mistakes you identify.

Categories	Examples
Specifications	
Word order	
Spelling of words	

LANGUAGE FOCUS: work on comparatives, verb to have,

Language Focus

Match the words (on the left) with their definitions (on the right).

COMPARATIVES	Words for describing qualities of a noun.
ADJECTIVES	A structure used to compare quantity, quality or intensity between two objects or people.

KEEP IN MIND!

<p>● Adjectives with one syllable: add '-er' or '-er' + 'than'</p>			<p>● Adjectives with two or more syllables: add 'more' + 'than'</p>		
cold	colder than	"In Canada, winter is colder than summer."	boring	more boring than	"I think golf is more boring than baseball."
nice	nicer than	"Chocolate ice-cream is nicer than strawberry ice-cream."	expensive	more expensive than	"This restaurant is more expensive than that restaurant."
<p>● Adjectives with two syllables that end in 'y': change 'y' to 'i' and add '-er' + 'than'</p>			<p>● Adjectives that end with a single vowel and a consonant: double the final letter before adding 'than'</p>		
early	earlier than	"He arrived at school earlier than I did."	big	bigger than	"Russia is bigger than Canada."
happy	happier than	"John looks happier than David."	hot	hotter than	"In my country, August is hotter than January."

Fill in the gaps with the **BEST** comparative for each situation.

Taller than	Sadder than	Better than	More dangerous than
Better	Havier than	Older than	Faster than

- A giraffe is _____ a Lion, but the Lion is _____ the giraffe.
- My English teacher is _____ my brother.
- My best friend is _____ I. She failed the final exam.
- The history's book is _____ the English book. I hate it.
- I liked my last phone, but this one is so much _____.
- The mechanic said that the BMW is _____ the Mercedes.
- I have been training soccer for 3 years, but the new boy is _____ me.

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ATTACHED FILES

RUBRIC FOR ASSESSING THE IMPROVISATION TASK				
NAMES				
GRADE		DATE		
GENERAL INDICATOR				
SPOKEN PRODUCTION		Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics		
A1 Level		* ⁽¹⁾ Can ask basic questions about the availability of a product or feature.		
SPEAKING	FLUENCY	Indicators	Scale	* ⁽²⁾ Observations
		Can use phrases without pause to obtain and ask for information about different products.	5,0	
		Can use more phrases than gestures in order to obtain information about products.	4	.9 .5 .2
		Can use both phrases and gestures as means for obtaining information about products.	3	.9 .5 .2
		Can use more gestures than phrases in order to obtain information about products.	2	.9 .5 .2
		Can use mainly gestures with few words to obtain information about products.	1,0	
	VOCABULARY	Can use full statements with adjectives from different kind and closely related to the product.	5,0	
		Can use phrases with adjectives related to the product of the conversation.	4	.9 .5 .2
		Can use some phrases with some adjectives related to a product.	3	.9 .5 .2
		Can use some adjectives to talk about products.	2	.9 .5 .2
Can use general words to talk about products.		1,0		
<p>*1 The standard found into "Goal-oriented online transaction and collaboration" was at higher level than students are, so it was dragged to a more appropriate standard to their level, which is A1.</p> <p>*2 a new column with three more option for grading was added for avoiding generality in the grades. A narrow scale for grading students' performance might provide more reliability to the rubric and test itself.</p>				