

IMPACT OF TASK-BASED LANGUAGE TEACHING (TBLT) ON TENTH GRADERS'
SPEAKING SKILL AT A PUBLIC SCHOOL

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Thesis Submitted to Obtain the Degree of Master in English Didactics



Universidad de Caldas

Faculty of Arts and Humanities

Masters in English Didactics

Manizales

2022

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Abstract

The present paper reports an action research study that sought to determine the impact of Task-Based Language Teaching (TBLT) on tenth graders' speaking skill at a public school. The diagnostic stage implemented data gathering instruments, such as non-participant observation checklists, a teacher's journal, and surveys. The analysis of the collected information determined that participants presented difficulties in oral production in the target language. The diagnostic stage followed the implementation of the action stage. It consisted of six workshops that complied with TBLT stages. The pedagogical intervention used a pretest and posttest to assess the effect of the study. Components of TBLT workshops entailed a pre-task, a task cycle, and the language focus phase (Ellis, 2003). Results suggest the effectiveness of TBLT in enhancing tenth graders' speaking skill. Findings reveal vital components of oral display, such as grammar, vocabulary, fluency, and pronunciation improved substantially.

Keyword: Communicative Competence, Foreign Language, Speaking Skill, Speaking Sub-Skills, Task-Based Language Teaching (TBLT).

Introduction

This study examines the impact of TBLT on tenth graders' speaking skill. This research took place at a public school with learners who exhibited difficulties in oral production competencies. Learners found it complicated to convey meaning in the target language. Nonetheless, they were fond of practicing and doing tasks to learn those new aspects of the English language.

The first section of this research depicts the rationale and the summary of the international, national, and local contexts. The third section defines the research problem that guided this study and the research objectives. Likewise, the paper presents the theoretical foundations of this research. The study also shows the action research stages, findings, conclusions, and pedagogical implications. The project used an action research methodology, by using several data collection instruments. The study used surveys, a non-participant class observation checklist, a teacher's journal, and an English proficiency test. A test at the beginning of the intervention was given and was given again at the end of the pedagogical intervention. Likewise, the study analyzed the information compiled through the triangulation technique. The results suggest the positive impact of TBLT on participants.

In the diagnostic stage, the study implemented four collection instruments. The first instruments were a learners' test to determine their English language proficiency and a learners' survey to learn about their preferences in their English class. Then, the study used a non-participant observation checklist to obtain accurate information from the perspective of a professional in the field. Finally, the study used a teacher's journal to gather information about what was happening concerning the teaching and learning processes.

In this project, the core issue that arose from the diagnostic stage process was oral production difficulties. Learners could not easily express their ideas due to fluency problems. Similarly, learners often mispronounced words and lacked lexicon in L2. The use of L1 by both the teacher and learners was evident as they presented limited grammar knowledge of the English language. As the researcher identified all these issues, the study established the following research question: what is the impact of TBLT on tenth graders' speaking skill at a public school?

The action stage contains the application of six speaking workshops that incorporates in its design specific TBLT activities, such as roleplaying, holding a meeting, planning a trip, making a reservation, and visiting new places, as well as following the three stages suggested in TBLT: pre-task, task, practice, and language focus. The activities emphasized lexicon and grammar to develop learners' speaking skill.

The data analyzed in the action stage; the findings showed constructive results. Tenth graders increased their speaking skill as they could perform oral tasks properly. Learners could use core vocabulary and grammar to express opinions, points of view, and needs. They could improve fluency and pronunciation as they constantly received feedback to refine their L2 discourse. The post-test also indicated that learners improved their English since the results on their scores significantly increased compared to the previous ones.

In short, findings determined that TBLT is faithfully beneficial for EFL learners. Learners were able to improve their command of English through the tasks on the use of TBLT. The novelty of the activities motivated them to perform each of them. The objective of the workshops was to help learners to improve the components of oral competence that allow them to reach a better level in the target language. For this reason, it was evident that learners will improve on elements of oral discourse, such as fluency, vocabulary, grammar, and pronunciation. The intervention of the

approach provided an opportunity for the community to learn the target language through negotiations of meaning, by implementing specific tasks. The implications of this study might serve for further research on improving learners' speaking skill under the implementation of TBLT.

Rationale

The rationale of this study provides valuable information for professionals who work in the English as a Foreign Language community. This research describes the entire process carried out with high school learners at a public school. TBLT meets the needs that learners showed at first. The study concluded that TBLT was the appropriate means of intervention due to the information collected through different research instruments and the thorough data analysis.

The present study is of paramount importance as it offers new ways to transmit the target language. Although learners who participated in the implementation of this research could learn and practice English throughout previous years, they never had the chance to focus on tasks that would allow them to foster their oral skills. Therefore, this work is relevant because it depicts the ins and outs of the undertaking at a public school and its results as the whole intervention unfolded.

In the diagnostic stage, it was observed that learners needed a substantial improvement in their oral competence since they could not express basic ideas in the target language. Likewise, learners reflected that they did not have sufficient lexical, structural, and phonological bases to do everything that was needed to perform the required functions. This could be reflected in the information compiled through the different data collection means, such as the field diary, a non-participant checklist, and surveys made to learners.

The different means of data collection served as the starting point for this project. The field diary compiled information throughout ten classes. It exhibited situations, thoughts, descriptions, and the eventual interpretation of the researcher that led to thinking that learners required work on their oral production skills. Likewise, the non-participant checklists described learners got by in tasks that involved reading and writing, whereas they had difficulties performing listening and speaking

tasks. The surveys for participants demonstrated the importance of focusing on this specific competence to maximize the benefits of the classes to learn the English language. All of these instruments led to the conclusion they needed to work fundamentally on activities that would help them improve their speaking skill.

On the other hand, this research significantly impacts national policies as it aids in developing learners' linguistic abilities in the English language proposed by the National Ministry of Education (MEN) in Colombia. It portrays a starting point for trainees to access the data they require when using TBLT to develop oral skills and their future academic productions in the teaching community. Using TBLT in their English classes will also impact how teachers deliver their lessons and plan activities. It encourages oral proficiency and communication.

In this regard, it brings novelty to the context in which the research project came about. The use of TBLT in public schools in Colombia aims at offering tools for some other teachers who work in the public sector. They could resort to this study to look for materials that specifically seek to work on the improvement of oral production and that allow learners to perform negotiation of meaning at the same time. Every workshop implemented throughout the action stage deploys a series of activities that could serve as lodestars for teachers who want to reinforce and refine the speaking of their learners in the target language.

Description of the context of the research

The school where this study takes place is a high educational public institution in Tuluá, Valle, an industrial metropolis that is one of the largest cities in the department. According to DANE, its current population is 220,000 inhabitants. DANE states that the ethnographic composition of the city is black, mulatto, and Afro-Colombian today. The school's database says that 30 percent of

learners are Afro-Colombian. The rest of learners belong to other ethnic roots like indigenous and mixed-race.

The age range of participants in this study goes from 16 to 20 years. Groups have 37 learners. From 6th to 8th grade, they receive three hours of English a week. From 9th to 11th grade, they receive two hours of English a week. The pre-test implemented at the beginning of the study shows that the average level of learners is A1 level according to CEFR. The Institución Educativa Técnica Occidente school forms people in an integral way, developing their competencies through the meaningful, flexible, and inclusive scope with a humanistic approach. It gives opportunities to students

that contribute to the improvement of their life project and the development of the region.

MEN created the school in 2005. It provides educational services to primary, middle, and high school learners. The institution updates its courses at the start of every academic year. The school has subjects that follow the current policies of the government. They also meet the necessities of their learners. Because of the new learners' academic needs, the school adds modifications to the curriculum to raise education and meet learners' needs. This year the school includes specialized programs from SENA (SENA, 2021). The institute offers graphic design, programming, physical education, business management, and agronomy. Learners can continue their studies in the same field after finishing high school. MEN aligned the current suggested curricula for schools to the Common European Framework of Reference. They created the National Bilingual Program that meets the necessities of this country. The government wants its learners will attain an independent level by the end of eleventh grade (MEN, 2016). They have textbooks that help teachers with engaging materials at any educational institution in Colombia. The two books they provide to English teachers in Colombia are English Please Fast track and Way to Go. This material allows

learners to learn based on language use, project work, and self-assessment. Following this national EFL policy, the assessment process in the school consists of a division of six grades for every term. They include workshops, quizzes, oral presentations, listening comprehension activities, and examinations. Teachers also assess teamwork and discipline in most of their classes. Likewise, teachers add grades for peer and self-assessment. The textbook includes content that encourages learners to acquire the language functions they study in every chapter. The current trends teachers use the most in English language teaching in our country are project-based learning (Kokotsaki *et al.*, 2016) and content-based learning (Bonces, 2011)

This public institution implements a humanistic approach (Piaget, 1968). It states that human beings are capable of constructing concepts just like phenomena. Likewise, learners can build their cognitive schemes to solve particular issues. The only circumstance that could limit this possibility is their submission to total passivity. Nonetheless, humans never stop functioning because surviving demands ongoing actions from living things. The constructivist approach emphasizes that acquiring knowledge is through exploration and active manipulation of objects and ideas, both abstract and concrete, the natural binomial of the social and physical world where we are active protagonists. The constructivist model is centered on the learner, and their previous experiences, from which it makes new cognitive models and considers that the construction occurs. (PEI, 2005)

In this regard, the school applies the five stages of a class (Castrillón, 2019) that follow the guidelines of the humanistic approach. They are exploration, structuring, practice, transfer, and evaluation. In the first stage, teachers assess learners' prior knowledge. Teachers explain the topic, by using visual aids, videos, images, and examples. Later on, learners practice through activities what they have already learned about. After this, learners work in groups and socialize on what

they learned from this lesson. Most English teachers in the workplace hold a degree in foreign language teaching.

The social context of the classroom consists of roughly thirty-eight learners. They mostly come from low-income families. Some of their parents are illiterate. Commonly, they do not live with both of them. Just one of them is still present in the household. Grandparents play an essential role, as well. They become the caretakers that make it possible for them to attend school, have food ready, and clean clothes. The school itself resides in low socioeconomic status neighborhoods.

At school, teachers can use televisions in their classes. They have to book the TVs twenty-four hours before they aim at using the television for a specific purpose. The school also has a computer room. It has roughly thirteen computers. Learners have to share computers when teachers have classes there. The computers do not have an Internet connection.

As for the pedagogical setting, learners prepare for ICFES Tests every year. They start in sixth grade. Teachers try to maximize the weekly hours to work on this state examination. Teachers cannot focus on ICFES Tests only because they should follow the suggested curriculum. They have competencies and topics for every term. Also, weekly meetings, strikes, and holidays hinder what teachers need to teach during the week.

Description of the Problem

The study implemented four data collection instruments. They were a pre-test, a learners' questionnaire, a non-participant checklist, and a field diary during the diagnostic stage. The results revealed that oral production competence was one of the skills with the lowest command. It was difficult for learners to express ideas in the target language. Based on Common European Framework of Reference (CEFR). MEN's guidelines, tenth graders did not possess the level they

were supposed to have in this grade. Following MEN's current policies and CEFR, they had to be at the B1 level. Nonetheless, learners could not perform the basic functions of the English language.

Learners concluded they could grasp some words and terms of spoken English. They stated they could perform better when dealing with written texts. They expressed this limitation for several reasons. They lacked vocabulary, listening comprehension skills, instruction hours, and proper pronunciation. They asserted that although they had high motivation to learn the English language, the existing classroom practices discouraged their interest in learning. Therefore, the scarcity of speaking activities in class was because teachers focused on other skills. In other words, these learners did not have enough opportunities to practice oral tasks. Hence, they were below the standards proposed by MEN.

According to the results collected and analyzed from the data compiled, the low command of speaking was evident. Based on the results of the diagnostic stage instruments, learners had the following difficulties: They demonstrated low oral production, excessive mispronunciation and grammar difficulties, low listening comprehension skills, limited vocabulary knowledge, and excessive use of L1. Their lack of vocabulary, motivation, and low participation in class was also evident.

Grounded Theory was used to analyze the data collected in the diagnostic stage (Glaser & Strauss, 1967). This method guided specific matters of data collection and helped analyze some procedures related to the language learning process of participants in this study. A set of data collection instruments was administered and used these codes to find the main difficulties in the foreign language learning process. Table 1 portrays the codes and operationalizations used in this stage of the study.

Table 1 List of codes

NO.	CODE/CATEGORY	OPERALIZATION
1	L1 Use	Code describes the application of first language, native language, or mother tongue. Learners repeatedly use their mother tongue as they have little knowledge of the target language.
2	Grammar difficulties	Code describes insufficient command of the target language. Users of the language lack the necessary repertoire of language forms to convey meaning in L2.
3	Low listening Comprehension skills	Code describes that learners have great difficulty when exposed to spoken language at the discourse level.
4	Low oral Production skills	Code describes the learner has difficulty producing spoken English.
5	Limited vocabulary knowledge	Insufficient understanding of words as well as their meaning. Inappropriate use of forms based upon context, circumstance, and convention.

Research Question and Objectives

Research Question

What impact does TBLT have on tenth graders' speaking skill at a public school?

General Research Objective

To measure the impact of TBLT on the speaking skill on 10th graders.

Specific Research Objectives

1. To determine the impact of TBLT on new vocabulary.
2. To assess the extent to which TBLT influences L2 confidence.
3. To describe the effect of TBLT on EFL spoken interaction.

Theoretical Framework

The objective of this section is to examine the views that sustained the use of TBLT on tenth graders' speaking skill. The study shows a resume highlighting the communicative language model. It depicts the concepts that debate the literature that supports the underlying theory that states that learners develop oral language skills when allowed to perform negotiation of meaning to attain a specific goal. In so doing, they receive stimulus that allows to express their thoughts and ideas. This section also inspects the different variables that compose oral competence like accuracy, fluency, vocabulary, and pronunciation. The part shows the strategies implemented during this project and TBLT components. The last part of this section displays previous studies in similar learning environments.

Task

The first concept to define is what a task is. Long (1985) defines it as a fragment of assignment undertaken for oneself or others, freely or for some reward. The term contains everyday situations, such as going to the cinema, making a reservation in a hotel, or asking for food in a restaurant. In other words, a task is a means by which people perform real-life activities at work, school, or the like. Likewise, it promotes the negotiation of meaning among participants and focuses on language exchange, according to Lee (2000).

The term itself has a variety of definitions. However, when applied to second language teaching, the grounds that support the characterizations several authors propose to serve the same purpose. A task in foreign language learning has to do with a perspective that focuses its sets of activities on meaning over form and fluently over accuracy at first Nunan (1989).

When tasks become pedagogical activities amount to processing or understanding a foreign language Nunan (1989). For instance, drawing a map while listening to a tape may refer to tasks in the foreign language learning setting. In this regard, Richards (2006) states that the activities do not have to involve language production. They require the teacher to determine the successful completion of the assignment. The combination of diverse lessons in language schooling creates language teaching more communicative as it nourishes tasks with established goals.

Thus, it is evident the authors go about a pedagogical standpoint. They relate to what learners do in class rather than beyond the classroom. They also highlight the significance of offering results as negotiating means for learning foreign languages aims. Breen (1987) provides another description of a pedagogical task. He remarks that it is a language learning attempt with a precise goal, proper scope, a specific process, and a repertoire of output for the ones who embark on the task. 'Task' is consequently considered to direct to a spectrum of work programs that contain the comprehensive drive of encouraging language learning.

In fact, Willis & Willis (2001) assert that a task is any classroom undertaking in which there is a communicative intention to attain an outcome, by using the target language as a means of interaction. The notion of meaning leads to the concept of the outcome. The exchange of meaning enhances the process of foreign language learning throughout the ongoing procedure of bringing about the communicative tasks of the lesson.

Tasks then take the form of pedagogical activities that serve the purpose of learning a foreign language, by using interaction in the target language. In this sense, Ellis (2003) portrays the definition and features of the term task as follows: It is a work plan that demands learners to use language in context to achieve an outcome. Teachers could assess the activities in terms of whether learners achieved appropriate propositional content. It requires them to deliver engagement to

significance and use of their linguistic background, although devising tasks might predispose them to select distinct linguistic forms. A task intends to result in language usage that resembles language users of the target language go about different situations where language is a fundamental means of communication in the real world (Ellis, 2003). A task can use productive or receptive skills and various cognitive processes.

On the other hand, Nunan (1989) notes that a pedagogical task is a piece of classroom work. It involves learners comprehending, manipulating, producing, or interacting with the target language. They use their grammatical proficiency to articulate meaning and the intention of it to communicate purpose rather than to manage form. Nunan (1989) emphasizes that pedagogical tasks involve language communication in which the user focuses on the negotiation of meaning. It is worth mentioning that grammar is still relevant. The linguistic features of foreign language aid in expressing intention as they are deeply connected, and that grammar exists to enable the language to convey different communicative meanings.

Communicative Language Teaching (CLT)

CLT seeks to highlight the importance of teaching foreign languages, by using interaction to learn the target language Nunan (1989). The CLT view of language as an activity enhances foreign language learning, by encouraging learners to use the target language in different scenarios that intend to imitate real-life situations. Learners then learn a foreign language, by emphasizing the functions of the language itself rather than its forms, phonemes, and lexis Savignon (1993).

As Savignon (1991) asserts, communicative language teaching avoids grammatical tasks and promotes a functional viewpoint when learning a foreign language. Functions and fluency scaffold the structure of this approach, by meeting learners' needs through activities that serve to develop

their productive skills. In this regard, by following Krashen (1981), learners could learn the target language when focusing on meaning in order to complete tasks.

Likewise, CLT considers that special attention to form, phonemes, and lexis is essential to learning a foreign language. Canale & Swain (1980) claim that learning about the structure of the language is still relevant to foreign language learning. Some authors like Long & Robinson (1998) state that stress on the language structure should be a spontaneous action in the communicative learning process. Learning a foreign language should prioritize the use and functions to convey meaning. It should also address the learning process to the forms of the target language to refine accuracy.

Littlewood (1981) illustrates the possible differences between strong and weak interpretations of CLT. The strong perspective does not focus on form, while the weak standpoint accepts the need for such a focus. Littlewood (as cited in Nunan, 1989) argues that the following skills need to be taken into consideration:

- The learner must attain as high a degree as possible of linguistic competence. That is, he must develop skills in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly to express his intended message.
- The learner must distinguish between the forms he has mastered as part of his linguistic competence and the communicative functions which they perform. In other words, items mastered as part of a linguistic system must also be understood as part of a communicative system.
- The learner must develop skills and strategies for using language to communicate meaning as effectively as possible in concrete situations. He

must learn to use feedback to judge his success, and, if necessary, remedy failure by using different language.

- The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones. (Littlewood, p. 6, 1981)

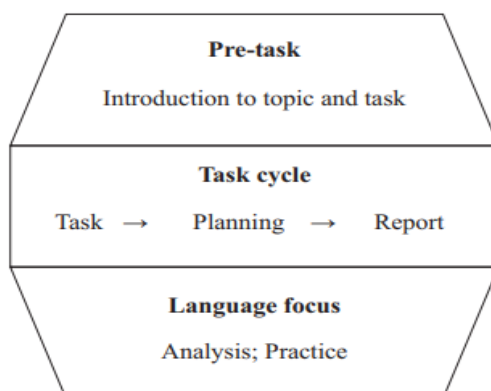
Task-Based Language Teaching (TBLT)

This section examines TBLT in order to offer the possibility to show the characteristics of this approach in detail. For this reason, the study discusses the contributions of several authors who contribute to the construction of the current rationale of TBLT. Willis (2001) suggests a framework of three phases that allow teachers and learners to constantly interact in the target language to complete a set of tasks.

Willis (2001) proposes that the framework consists of three stages: pre-task, task cycle, and language focus. The pre-task phase guides the subject of a course regarding topic-related terms and expressions. The task cycle presents learners with a chance to use the linguistic features they know to perform the lesson and to enhance that language, as the teacher assists their learners with constant guidance in every stage of tasks. Willis (2001) also states that feedback from teachers comes in handy whenever they need it. The teacher provides orientation for language at separate sections of the lesson as the activities unfold. Learners could listen to all sorts of input to connect their work with the main topic and rely on their experience to fulfill the task. The author remarks that TBLT offers the fundamental components for language learning which are exposure, use, and motivation.

In addition, Willis (2001) argues that the last stage in the framework allows a closer examination of some of the distinguishing elements inherently arising in the language used as the task cycle occurs. Up to this point, learners will have operated with the language and analyzed it for significance. Willis (2001) notes that they can directly concentrate on the precise language conditions that aim at providing meaning. Consequently, the teacher describes the study of these forms through the task. This final stage includes analysis and practice that meets the fourth desirable extra condition for learning. It is the deliberate analysis of language structures. Figure 1 depicts the stages of TBLT on tenth graders' speaking skill at in detail proposed to be implemented while delivery a language lesson.

Figure 1 Outline of the task-based learning framework



Some other scholars also make remarks about TBLT. Halliday (1985) claims that people do three activities with language: they use it to trade goods and services (the transactional or macro role). They use it to socialize with others (the interpersonal macro function) and for enjoyment (this is the aesthetic macro function). In day-to-day exchanges, the macro functions are intertwined. Nunan (1989) proposes the following example to illustrate how these functions work together:

A: Nice day.

B: That it is. What can I do for you?

A: I'd like a round-trip ticket to the airport, please.

Another relevant contribution to elucidating the components of TBLT is that this approach helps to learn the target language naturally. Krashen & Terrell (1983) state that language acquisition is a subconscious process in which the conscious teaching of grammar is unnecessary. Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning (Krashen & Terrell, p. 55, 1983).

The latter exponents of this variation of TBLT assert that learning a language is a natural process and that form-focused activities are irrelevant. In so doing, Krashen (1981) states that TBLT serves as a means to use the target language as the interaction unfolds. However, the author states that there is a framework for TBLT role for grammar, but that this role is to provide aid to the learner. Effectively, it makes them feel sounder as a focus on structure is what language learning is all about, but it does not fuel the acquisition process Nunan (1989). In that regard, speaking is unnecessary for acquisition: 'We acquire from what we hear (or read), not from what we say.' (Krashen & Terrell, p. 56, 1983).

Doughty & Williams (1998) add that learners should not develop speech they do not comprehend. Form-focused tasks aid in enabling skills because they are designed to devise skills and understanding that will finally promote the function of accurate interaction. The act of learning is a process that learners gradually obtain through TBLT stages.

The following activities depict exercises that boost lexical and grammar sub-competencies in the target language.

Figure 2 Language exercise; language focus

A Complete the word map with jobs from the list.
 architect, receptionist, company director, flight attendant, supervisor,
 engineer, salesperson, secretary, professor, sales manager, security guard,
 word processor

<p>Professionals architect </p>	JOBS	<p>Service occupations flight attendant </p>
<p>Management positions company director </p>		<p>Office work receptionist </p>

B Add two jobs to each category. Then compare with a partner.

Moreover, TBLT also offers pedagogical tasks that aim at allowing learners to practice an activity they could perform outside the classroom (Nunan, 1989)

Pedagogical tasks

Following Nunan's principles (Nunan, 2004) this is an example of pedagogical tasks that teachers could implement in class. *Work with three other learners. You are on a ship that is sinking. You have to swim to a nearby island. You have a waterproof container, but 20 A framework for task-based language teaching can only carry 20 kilos of items in it. Decide which of the following items you will take. (Remember, you can't take more than 20 kilos with you.) The task encourages learners to activate a repertoire of language functions and structures like making suggestions, agreeing, disagreeing, talking about quantity, how much/ how many, Wh- questions, etc. They do not have to use a specific set of lexical and grammatical units. They are free to use any linguistic means to complete the task (Krashen & Terrell, 1983).*

The framework described in this section is represented diagrammatically as follows:

Figure 3 Language exercise; grammatical focus

A Complete the conversation. Then practise with a partner.

- A. What you?
 B. I'm a student. I study business.
 A. And do you to school?
 B. I to Jefferson College.
 A. do you like your classes?
 B. I them a lot.

(Richards, p. 8, 1997)

In addition, TBLT also offers pedagogical tasks that aim at allowing learners to practice an activity they could perform outside the classroom (Nunan, 1989)

Work with three other learners. You are on a ship that is sinking. You have to swim to a nearby island. You have a waterproof container, but 20 A framework for task-based language teaching can only carry 20 kilos of items in it. Decide which of the following items you will take. (Remember, you can't take more than 20 kilos with you.)

Figure 4 Pedagogical Task: Activation Rationale

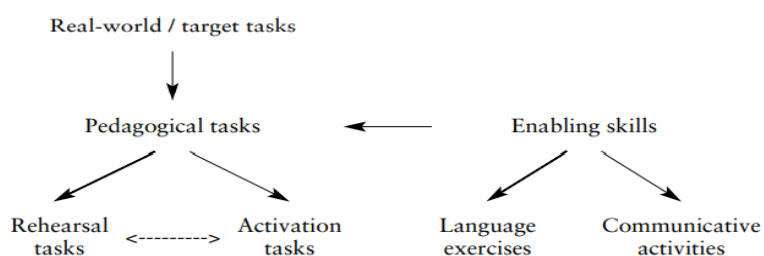
• Axe (8 kilos)	• Box of novels and magazines (3 kilos)
• Cans of food (500 grams each)	• Packets of sugar, flour, rice, powdered milk, coffee, tea (each packet weighs 500 grams)
• Bottles of water (1.5 kilos each)	• Medical kit (2 kilos)
• Short-wave radio (12 kilos)	• Portable CD player and CDs (4 kilos)
• Firelighting kits (500 grams each)	• Rope (6 kilos)
• Notebook computer (3.5 kilos)	• Waterproof sheets of fabric (3 kilos each)

The task encourages learners to activate a repertoire of language functions and structures like making suggestions, agreeing, disagreeing, talking about quantity, how much / how many, *Wh-*

questions, etc. They do not have to use a specific set of lexical and grammatical units. They are free to use any linguistic means to complete the task (Krashen & Terrell, 1983).

The framework described in this section is represented diagrammatically as follows:

Figure 5 A Framework for TBLT



Principles of TBLT

TBLT is based on some principles that are used for introducing activities. Some representatives propose frameworks that enhance the components of TBLT.

*Nunan's Principles (Nunan, 2004)**Table 2**Nunan's Principles*

Principle 1: Scaffolding	Lessons and materials should provide supporting frameworks within which learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.
Principle 2: Task Dependency	Within a lesson, it is illustrated in the instructional sequence above which shows how each task exploits and builds on the one that has gone before. In a sense, the sequence tells a 'pedagogical' story, as teaching learners are led to the point where they carry out the final pedagogical task in the sequence.
Principle 3: Recycling	If it is accepted that learners will not achieve one hundred percent mastery the first time they encounter a particular linguistic item, then it follows that they need to be reintroduced to that item over some time
Principle 4: Active learning	Learners learn best by actively using the language they are learning. A key principle behind this concept is that learners learn best through doing – through actively constructing their knowledge rather than having it transmitted to them by the teacher.
Principle 5: Integration	Learners should be taught in ways that make clear the relationships between linguistic form, communicative function, and semantic meaning. The challenge

	for pedagogy is to ‘reintegrate’ formal and functional aspects of language, and that is what is needed to make explicit to learners the systematic relationships between form, function, and meaning.
Principle 6: Reproduction to creation	Learners should be encouraged to move from reproductive to creative language use. In reproductive tasks, learners reproduce language models provided by the teacher, the textbook, or the tape. These tasks are designed to give learners mastery of form, meaning, and function, and are intended to provide a basis for creative tasks.
Principle 7: Reflection	Learners should be given opportunities to reflect on what they have learned and how well they are doing. Becoming a reflective learner is part of learner training where the focus shifts from language content to learning processes. Strictly speaking, learning-how-to-learn does not have a more privileged place in one particular approach to pedagogy than in any other.

Ellis’ & Skehan’s principles (Ellis & Skehan, 2007)

Table 3

Ellis' and Skehan's Principles

Principle 1: Appropriate level of difficulty	Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence.
Principle 2: Establish clear goals	Each task-based lesson must have clear goals and they have to focus on the development of different aspects of the target language, such as fluency, form, and pragmatic meaning which is crucial to language learning.

Principle 3: Appropriate orientation to task performance	It is valuable that learners know the reason for the task, and also to take into account that this is how they achieve the goal to foster not only their proficiency in an L2 language, but also to assess their improvement in it.
Principle 4: Active role	The main goal of TBLT is to have an active class, and with this Ellis refers to the opportunity learners have in classes to do it. A good method to get this movement of participation is through the negotiation of meaning, that is to say, the moment in which communicative problems appear.
Principle 5: Take risks	In this component, motivation plays an important role. Learners test their language expertise. Different alternatives endorse learners' speech to build an adequate challenge for oral production. In this regard, learners should solve all types of tasks that encourage them to look for ways to give solutions to the issues that they face.
Principle 6: Focus on meaning	The variety of task-based classes could enhance learners' progress in achieving outcomes. The main objective is the use of language in a context for processing language communicatively. Likewise, learners refine their competence in form and pronunciation in the target language.
Principle 7: Focus on form	In this principle, pre-task, during-task, and post-task phases of a lesson play a vital position because they furnish the possibilities to reach a presented goal.
Principle 8: Self-assessment	This principle stipulated that reflection on the learning process is substantial because, in this section, learners examine the proficiency they develop and how they use it.

Doughty's & Long's principles (Doughty & Long, 2003)

Table 4

Doughty's & Long's principles

Principle 1: Task as an organizing principle	One of the goals of task-based learning and instruction is to engage learners in various types of assignments to facilitate the acquisition of L2. In this sense, task choice, task difficulty, and order subject to the test of target language structures need to align with the purpose of the whole lesson.
Principle 2: Learning by doing	Learning by doing is the fundamental objective of TBLT. It asserts that learners should practice what they acquire as soon as they can throughout different activities that boost the use of their context and diverse speech acts.
Principle 3: Meaningful input	This principle suggests the use of authentic material, such as videos, radio programs, aims, and content from the Internet. In this sense, they recommend compelling samples of native speaker discourse to accomplish tasks.
Principle 4: Comprehensible input	It is essential to bear in mind the task choice, task difficulty, and sequencing and to be comprehensible. The material examines simplified input in terms of five general categories: 1. rate of speech, 2. vocabulary, 3. syntax, 4. discourse, and 5. speech setting.
Principle 5: Collaborative learning	Collaborative learning acts out as a facilitator when learning a language. It is the result the teamwork to develop tasks as learners support each other at the moment of producing speech.
Principle 6: Focus on form	It is the result of teamwork to develop tasks as learners support each other to produce speech. This principle emphasizes for the meaning link and the teaching of structures through context and communicative tasks.

Principle 7: Feedback	Feedback helps learners minimize their errors through revision and improve their oral communication.
Principle 8: Affective factors	Language learning must take place in an environment where learners are ‘off the defensive’ and the affective filter (anxiety) is low for the input to be noticed and gain access to learners’ thinking” (Krashen 1981, p. 127)

Developing units of work based on TBLT

This section portrays the instructional sequence to develop around tasks. The series of stages possesses six procedures that aim at creating a framework for the proper implementation of TBLT in EFL teaching process. (Nunan, 2004)

Table 5

Units of work based on TBLT

Step 1: Schema building	The first step is to develop several schema-building exercises that serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that learners will need to complete the task. For example, learners may be given several newspaper advertisements for renting accommodation of different kinds, such as a house. They have to identify keywords and perform matching exercises.
Step 2: Schema practice	The next step is to provide learners with controlled practice using the target language vocabulary, structures, and functions. One way would be to present learners with a brief conversation between two people discussing accommodation options relating to the advertisements they studied in step 1. The teacher could ask learners to listen to and read the conversation and then

	practice it in pairs. In this way, they would get to see, hear and practice the target language for the unit of work.
Step 3: Authentic listening practice	The next step involves learners in the intensive listening exercise. The listening texts could concern several native speakers asking about accommodation opportunities, and the assignment for the learner would be to match the discussions with the advertisements from step 1. This step would expose them to a genuine or simulated dialogue, which could include but spread the language from the model conversation in step 2.
Step 4: Focus on Linguistic elements	Learners take part in a sequence of exercises in which the focus is on one or more linguistic elements. They might listen again to the conversations from step 3 and note the intonation contours for different question types. They could use cue words to write questions and answers involving comparatives and superlatives. Note that in a more traditional synthetic approach, this language focus work would probably occur as step 1. Before analyzing elements of the linguistic system, they have seen, heard, and spoken the target language within a communicative context.
Step 5: Provide freer practice	It is time for learners to immerse themselves in free practice. For instance, they could perform pair work in a role-playing activity in which Learner A plays the part of a likely tenant, and Learner B plays the part of a rental agent. Learner A remarks on their needs and then calls the rental agent. Learner B has a selection of newspaper advertisements and uses these to offer Learner A suitable lodging. It is worth mentioning that Swain (1995) asserts that those who innovate will be producing what is known as 'pushed output' because learners will be 'pushed' by the task to the edge of their current linguistic competence.

Step 6: Introduce the pedagogical task	The final step is the introduction of the pedagogical task itself. In this case, a short group activity in which the parties have to examine a set of newspaper advertisements and determine the most convenient location to lease.
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As indicated previously, TBLT is a set of stages that seek to help learners use the target language gradually. The pre-task and the task are the first stages of any lesson through this approach. Prabhu (1987) states that the general pattern of each lesson in task-based teaching is that it consists of two tasks of the same kind, one of them to endeavor as a teacher-guided, whole-class exercise, and the other to be tried by learners alone. The two tasks are alike in that they require similar reasoning, and utilize analogous conditions. Each task, however, demands an autonomous endeavor of participants.

In the main task, learners work on the oral activity presented in the lesson with the lexicon and expressions they previously studied. Prabhu (1987) indicates that teachers propose speaking strategies that allow learners to practice producing speaking. Teachers also support learners in working on their ideas in the main task. Willis & Willis (2007) indicate that teachers should assist learners with feedback at the end of the main activity. Learners plan the assignment to work in small groups in which they can help each other when using their oral skills.

Lastly, in the post-task stage, learners rehearse the lexis and phrases learned in the earlier phases. Similarly, teachers design an oral activity that allows learners to illustrate what they learned and to develop the final task. Prabhu (1987) notes that it is essential to offer learners feedback concerning learners' performance, by using their speaking in the target language. Teachers also assess learners' use of the linguistic background throughout the whole activities proposed. On the other hand, Ellis & Skehan (2007) remark that the purpose of the post-task is to provide learning

opportunities by asking learners to repeat a task, addressing complicated linguistic forms for learners in the main activity, and engaging learners in reflective activities.

Oral production

It is worth noting that oral competence is fundamental for conveying ideas, thoughts, needs, and learning about the things that surround us. The concept of oral competence may be described as follows. (Hymes, 1971, as cited in Martínez B. *et al.*, 2016) defines oral production as the capacity to communicate effectively within a specific discourse community that wants to accomplish its purposes. Likewise, Byrne (1991) states that oral production implicates the effectiveness of speaking and the receptive skill of listening. They help to deliver purposeful interaction in the target language.

Chastain (1998) also proposes that speaking is a constructive ability that entails several elements. Speaking is more than pronouncing the right phonemes, selecting the proper terms, or obtaining the correct grammar constructions. (Bygate, 1987, as cited in Castillo, 2007). One of the problems that teachers need to face to teach a foreign language is to prepare learners to be able to use the language in meaningful settings based on context.

One of the issues that teachers ought to meet to instruct a foreign language is preparing learners to be able to use the language. It relies very much on how well teachers comprehend their purposes. In so doing, it is critical to identify a particular grammar issue and vocabulary required to understand the distinction between knowing about a language and skill, by using it.

Speaking sub-competences

(Brown & Lee ,2015, as cited in Medina F, 2021) propose that to develop language competence, the speaker must use integrative speech to achieve pragmatic goals. Nevertheless, numerous

elements interlope in the speaking process. These factors ensure success or failure in communicative exchange. By addressing these factors, learners undergo the act of will to enable interaction processes accordingly. Among the speaking sub-skills, we will define, for this research, the ones as follows.

Pronunciation

Pronunciation is one of the key factors when it comes to interaction in the target language. An appropriate command of this component boosts understanding between the parts that make part of a conversation. Hişmanoğlu (2006) states that pronunciation teaching is a central aspect of foreign language teaching. Since phonemes play an important role in oral communication, foreign language instructors must prioritize teaching pronunciation in their classes. Nonetheless, this reality is very much overlooked by many foreign language teachers. Communication is a reciprocal association between the speaker and the hearer. It suggests that one must understand what he hears in the target language and must deliver the phonemes of the language he is trying to learn accurately.

On the other hand, Morley (1991) remarks that comprehensible pronunciation is a critical element of communication competence. Henceforth, teachers should incorporate pronunciation into their classes and anticipate positive results from learners. Teachers should focus on reassessing learners' needs and goals. They should revise current directions in language learning and teaching theory and pedagogy. They should be involved with how pronunciation fits into communicative language settings. Likewise, they should emphasize meaningful communication when teaching pronunciation. The lack of proper pronunciation affects the learner's capacity to convey meaning.

Accuracy and fluency

Accuracy and fluency are two fundamental components of the foreign language teaching process. Bailey, (2005) says that in oral language, the question is how teachers prioritize the two essential speaker goals of clear, articulate, grammatically, and proper language and flowing, natural language. In this regard, Brown & Lee, (2015) state that while fluency may be an initial goal in language teaching, accuracy plays a fundamental role. It allows learners to focus on the elements of phonology, morphosyntax, and speech.

Likewise, fluency is the first instance where users of the language can communicate their views to some other users of the target language. (Filmore,1979, as cited in Nation, 1990) states that a fluent person gets his message across as they do not have to stop to ponder on what to say next. The author states that fluency depends on a range of elements, including practiced control of many of the language 's lexical and structural components that make part of it. (Brumfit ,1984, as cited in Nation,1989) expresses that fluency is the ultimate effective operation of the language system so far acquired by learners. The pace and flow of the language display, the extent of command of language components, and how language and command interchange.

On the other hand, Ellis, (2005) stated that accuracy can be defined as the capacity to evade errors in performance, conceivably reflecting higher levels of command in the target language, as well as a traditional direction. Accuracy of the performance can be estimated by self-repair endeavors or as a function of errors produced assessment. Nation, (1989) asserts a growth in speech rate (words per minute) and a reduction in the number of mistakes and hesitations show account for improvement for some learners.

Vocabulary

Vocabulary is an essential factor in good command of the target language. In this regard, Anderson & Freeboy, (1981), for instance, state that measurements of vocabulary mastery are full-bodied predictors of a variety of indices of linguistic proficiency. The vital connection between vocabulary and genes ' intellect is one of the most potent results in the history of intelligence testing. Daller *et al.* (2007) point out that the strict definition is when a person recognizes a word rather than a meaningless jumble of symbols. Hence, the command of lexicon knowledge leads to noticing words and their meaning in particular linguistic and cultural contexts.

Vocabulary knowledge and meaning play an important role when learning a foreign language. Likewise, learners become aware of the importance of acquiring a wide range of lexicon when encountering unfamiliar words. (Harley & Hart, 2000, as cited in Bogaards & Laufer, 2004) learners can resort to diverse resources to negotiate the issue, such as using dictionaries, seeking support from the instructor or a counterpart, or endeavoring to define the purpose of the term by guessing its meaning from the context. Hiebert & Kamil, (2005) also add that words symbolize difficulty and numerous definitions. Similarly, these intricate, considerable meanings of terms ought to be understood in the context of other words in the sentences and sections of texts.

Speaking Confidence

When learners feel confident to speak in the target language, the learning process flows smoothly. There is a correlation between self-confidence and speaking accomplishment. (Murray, 2006, as cited in Tridinanti, 2018) remarks that self-confidence is a fit conviction. If a person believes something, they are not apprehensive about the result. They take it for granted that it will go pleasingly. (Ansari & Oskrochi ,2004, as cited in Tridinanti, 2018) self-confidence are connected

to motivation, determination, openness, patterns of subjective anticipations, and the ambitious influence of one's self. Consequently, a person with high self-confidence is more likely to attain favorable and thriving results. Thus, self-confidence as part of the learning process will bring benefits. Lai-Mei and Masoumeh, (2017) show that learners with higher motivation and lower anxiety can speak effectively. Therefore, learners should have a friendly and collaborative atmosphere that can support them overcome their complications in oral performance.

Speaking Strategies

An essential element of any language learning process is speaking strategies. They are strategies as communicative methods used by learners to solve any interaction issue when speaking in English. O'Malley and Chamot (1990) state that speaking strategies are critical because they assist foreign language learners in negotiating meaning where participants do not share the same linguistic means of communication.

Acting from scripts

Students can act out scenes from plays, coursebooks, and dialogues they have written themselves. Harmer, (2007) states that it is relevant that when learners are working on play scripts, they should try acting. Teachers need to help students utilize the screenplays as if they were theater directors, drawing attention to appropriate stress, intonation, and speed. Miccoli, (2003) states that when performing activities like drama, learners could work on such things as emotion, action, physicalization, gesture, and how to show crying and laughing. Almond, (2005) claims that activities like acting from scripts could help to build student confidence, contextualize language use, develop students' empathy for other characters, involve them in appropriate problem solving and engage them in the tasks established to come.

Cooperative Work

Fathman & Kessler, (1992) state that cooperative learning engages learners vigorously in the learning cycle. Exploration and exchange with peers lead learners to work together toward a common goal. (Johnson & Johnson,1989, as cited in Azizinezhad *et al*, 2013) that as a central movement within the academic setting, cooperative learning has applicability to language learning. Collaborative learning is applied in nearly all school content subjects and university contexts worldwide. Tsai, (1998) asserts that cooperative learning is the most suitable choice for all learners because it highlights dynamic interaction between learners of various abilities and environments and displays additional favorable learner results in scholarly accomplishment, social conduct, and affective growth.

Discussion

Discussions operate a whole set of purposes. Harmer, (2007) states that discussions range from formal staged events to informal small-group interaction. Learners could predict the content of a reading text, or we may want them to talk about their reactions to it after they have read it. Januzzi, (2008) claims that learners could create word maps about different kinds of sushi before talking about the sushi they like best and why. Houston, (2011) suggests that learners could place sticky notes about a topic around the classroom, and the class gets up and circulates the room, discussing the opinions they find displayed. It is worth mentioning that some discussions happen as the class unfolds. However, they can provide some of the most enjoyable and productive speaking in language classes (Harmer, 2007).

Oral Presentation

Learning activities are vital to help teachers to strengthen it and ensure learners control their processes. For this reason, Cassany *et al.*, (1998) state that didactic techniques, such as oral presentations emphasize the deliberate use of oral competence to develop these skills. Brooks and Wilson, (2014) assert that one of the benefits of using oral presentations in the classroom is the possibility for learners to use their L2 to speak with others naturally. Participating in an oral presentation could furnish learners with a pleasant learning experience that allows them to interact with others using only their L2. This task demands learners to use only English to convey an idea to one or more speakers.

Prepared talks

Prepared talks allow instructors to create language learning situations in which pupils may put their expertise into practice. This kind of task sets moments where learners make a presentation on a topic of their choice with the educator's assistance. Harmer, (2007) affirms that such talks do not come from a spontaneous conversation as students need deliberate time to devise the frame and the content of the specific dialogue. He states that educators should give some time to learners to prepare their talks and help in preparing if possible. Likewise, students need a chance to rehearse their conversations. Teachers and learners could also agree on the descriptors that could prescribe the components of good performance and provide feedback on what the students have shown.

Repetition

Hall & Stoops assert that (2014) define repetition as the frequency of exposure to input. It is a fundamental factor in determining its prominence and the probability that makes significant

connections between forms and meanings. Foreign language learners at the initial stages need to experience exemplars of the target language usage. Likewise, Yamaoka, (2017) states that learners need to learn procedural knowledge of the language made up of production rules connecting form with meaning with the help of declarative knowledge of the language. This issue deals with how to raise the frequency of experience with examples not only as tokens, but also as types, and it is here that imitation and repetition become crucial.

Role-playing

Role-playing activities can be a very successful tool in the teacher's hands. As its prime goal is to boost the interaction of learners in the classroom, teachers should not forget about incorporating such a speaking activity to reflect the theoretical knowledge of learners of a language in practice (Kuśnierek, 2015). According to (Porter-Ladousse, 1987, as cited in Kuśnierek, 2015) role-playing activities go from highly regulated guided exchanges at one end of the scale to spontaneous drama tasks at the other. They range from simple rehearsed dialogue interpretations to highly involved simulated designs. Role-playing activities could be an exercise where learners play it by ear instead of relying on the practiced exchange. Porter-Ladousse also remarks that role-playing may vary in difficulty. For instance, some interpretations may be short and simple, whereas some other displays may be structured. The complexity of the task depends on the language level.

Methodology

Type of Study

This study aims at increasing oral production through the implementation of a teaching design that allows learners to overcome their faults and difficulties in the target language. Hence, this project intends to devise a task-based speaking course for tenth graders at a public school.

The present study implemented the action research approach for its development (Wallace, 1998). In this sense, Action research provides means for teachers to gather data and analyze it to assess the impact of teaching processes. Likewise, action research permits the researcher to interact with the learning context to compile information about learners' impressions (Burns, 1999). In this regard, (Kemmis & McTaggart, 1998, as cited in Hopkins, 2002) state that the researcher can determine the main issues in the educational setting to look for possible solutions. Cohen *et al.*, (2002) remark that the benefits of this approach are boundless. For instance, combining experience and reasoning is an effective way to discover truth.

Wallace, (1998) notes that action research is a sub-area of research, which means the process of responding to inquiries, by using diverse types of evidence in some reasoned form. Henceforth, the author explains that action research leads to specific problems or issues arising out of the professional practice of teachers. Likewise, Kemmis *et al.*, (2014) state the distinction of individuals interacting and operating in distinct settings to experience all elements of the research process. It seeks to make improvements in practices and their environs. For this reason, the action research method is satisfactory, as it gathers all the parties and lets instructors deliver new opportunities to assess, examine their teaching practices, experiment with new strategies, and enhance their enactment in their English classes.

Burns, (1999) proposes gathering information from three different sources to provide evidence of the impact of the implementation of the study. Triangulation serves to compare different types of data. It allows to check information to obtain samples of similar codes throughout the instruments implemented during the research project. The triangulation process confirms the findings are trustworthy as they respond to three distinct bases of data collection. On the other hand, Beck & Polit, (2012) state that triangulation concerns the use of multiple methods of data collection around the same situation. This type of triangulation, continually used in qualitative research included interviews, observation, and field notes. It serves the researcher to compile data that they will further analyze to offer possible solutions to the phenomena he encountered in the teaching setting.

Participants

Participants for the implementation of this project were a group of 22 learners from a public institution in Tuluá, Valle Del Cauca. They agreed to participate in this research project as they were encouraged to improve their skills in the target language. Learners knew their current level in English was low, and they needed to spend deliberate hours of work to enhance their abilities in detail. The researcher let them know from the beginning that they would need to respond to surveys and take examinations to assess the impact of the ongoing intervention. Plus, a non-participant observer would be in class to examine their performance in different stages of the tasks of the workshops. They were conscious they could enhance their English level after the intervention of the research project in the educational setting.

The twenty-two learners who were part of this study were made up of male learners and female learners. There were nine women and fifteen men. Their age ranged from fifteen to twenty-one years. Learners' parents allowed their children to be part of this project. The researcher could

record videos and their voices and take pictures of their worksheets. Most of learners lived in the city outskirts nearby the school. They belonged to low-income families.

They went to classes in this institution since kindergarten. They shared likes, such as sports, music, and dancing. Learners liked football, weight lifting, judo, and indoor soccer. Latin music was the genre they preferred the most. They enjoyed listening to reggaeton, salsa, bachata, and merengue. They all belonged to the same pacific region in Colombia. Thirty-three percent of learners was African descendant. Most of them were born and raised in Tuluá and others were from Guapi, Cauca, Buenaventura, Cali, and Palmira. On the other hand, they seemed to enjoy content in English like music and some music genres like hip-hop and rap. However, their competence in English was low, which was also reflected in sub-skills like grammar and vocabulary. The diagnostic stage showed that they had difficulties with the speaking skill, in issues related to pronunciation, fluency, and intonation. Also, their low ability in grammar and vocabulary was a result of reluctance to interact with the target language. They were not confident enough to try to use English in any task.

Instruments

The instruments used for the diagnostic stage allowed the compilation of data from the different perspectives of participants. The diverse standpoints offered the chance to reduce bias throughout this stage. The instruments eventually presented a clear starting point about the main problem that participants in this research project exhibited.

The first technique was observation. The teacher implemented this technique through a journal he completed with the phenomena he observed in class. The instructor reported the information he witnessed during ten different sessions and interpreted what he noticed in the English class

sessions. Finally, the teacher pondered on the information he collected and carried on gathering more data to confirm his conclusions about learners' performance.

The second technique that the teacher used during the diagnostic stage was a learner's survey. Learners had the opportunity to express their standpoint about the whole foreign learning language process. They talked about the activities they found compelling and the ones they did not find interesting. Likewise, they describe the tasks they thought were more meaningful for their learning process. Lastly, they considered the skills needed to work on to improve their current level.

The third technique used during the diagnostic stage was the observation process through an external observer. The observer was another foreign language teacher who took notes about the phenomena she observed in the English class. The instructor used a checklist that allowed her to gather and analyze data throughout different sessions to enrich the information the researcher had previously collected. The document had varied components that let the external observer examine in detail learners' attitude regarding the learning process, their current linguistic level, and the interaction that the teacher and his learners held.

Lastly, the teacher implemented a diagnostic test for learners to confirm the assumptions he obtain when analyzing the information, he collected with the research instruments. He concluded that the main learning issue learners had at the moment was difficulties in terms of oral production.

Techniques and Instruments for Data Collection in the Diagnostic Stage

Table 6

Techniques and instruments for data collection in the diagnostic stage

Action Stage instruments

Data collection technique	Data collection instrument	Rationale	Findings
Non-observational	Diagnostic test	To deduce the current learners' linguistic level based on CEFR	Learners' performance presented a low level of speaking skill. They had difficulties with pronunciation, fluency, grammar structures, lexicon, and interaction in the target language.
Non-observational	Student survey	To gather data regarding learners' impressions, likes, and points of view on elements of the English language learning methodology.	Learners presented a low level of English language in regards to speaking competence mostly. However, they had a good attitude regarding a foreign language learning process.
Observation	Teacher's journal	To compile details from the researcher of the project to report all the situations that took place in the English class about current learners' linguistic performance, attitude, points of view, feelings, and impressions.	Learners showed a low command of speaking skill, lack of vocabulary range, grammar difficulties, and low self-confidence to interact in the target language.
Observation	Non-participant observation checklist	To examine learners' performance in the English class from an external observer.	The non-participant observer reported learners with a low level of speaking skill, limited vocabulary knowledge, difficulties with grammar structures, and low self-confidence.

The instruments selected for the action stage were the same as the researcher used during the diagnostic assessment. The teacher used a journal to fill it in with field notes, a learner's survey, and a non-participant observation checklist. These three instruments helped the instructor to gather data from three different points of view and eventually triangulate the information to analyze it in detail. It aimed at assessing the impact of the intervention on learners.

The first instrument the teacher implemented was a journal he completed with the performance, situations, and activities of every workshop. The instructor reported the information he witnessed during the six different workshops. He proceeded to code all the phenomena he compiled throughout the journals to assess the effectiveness of the intervention. The journal gathered data on the impact of TBLT on tenth graders' speaking skill at a public school.

The second instrument the teacher implemented was a learner's survey. Learners said their impressions about this process and mentioned the tasks that caught their attention. Learners also compared the activities they undertook to the ones they had previously done. It provided essential information to assess the effectiveness of the project. The learner's survey collected data on the effect of TBLT on tenth graders' speaking skill at a public school.

The third technique used during the action stage was a non-participant observation checklist. The external teacher assessed learners' performance and how they responded to the tasks that every workshop proposed. Besides, she gave feedback to the researcher on the components learners need to focus on to enhance oral production. The external observer assessed learners' performance on fluency, pronunciation, vocabulary range, use of grammar structures, and interaction in the target language. The non-participant observer collected information on the influence of TBLT on tenth graders' speaking skill at a public school.

To finish, learners took a post-test to assess the implementation of the six workshops related to TBLT. The test offered the possibility to know in detail if learners could improve their speaking skill and the components that made part of it. The test also served as a means to validate the findings the researcher proposed in the study.

Techniques and Instruments for Data Collection in the Action Stage

Table 7

Techniques and instruments for data collection in the action stage

Data collection technique	Data collection instrument	Rationale	Findings
Non-observational	post-test	To assess TBLT impact on tenth graders' oral skill at a public school.	Learners enhance their expertise regarding pronunciation, grammar structures, and vocabulary range.
Non-observational	Checklist self-assessment rubric	To collect information concerning learners' impressions during the implementation of the project in the action stage.	Learners expressed a high interest in learning the target language and increased their self-confidence in interacting with their peers in English.
Non-observational	Self-assessment rubric	To assess learners' performance regarding their oral production skills when developing the different tasks of the workshops.	Learners improved their oral production skills. They enhance their command of pronunciation, fluency, grammar, and vocabulary range. Likewise, they reduced the use of L1 to interact with their peers.
Observation	Teacher's journal	To assess learners' performance regarding their speaking skill and its components.	Learners gradually improved their oral skills and self-confidence.
Observation	Non-participant observation checklist	To assess learners' performance in the English class from an external observer.	The non-participant observer reported learners with better use of speaking skill, higher vocabulary range, command of grammar structures, and increased self-confidence.

Research Stages

Diagnostic Stage

This unit of the study elucidates issues in the EFL learning process of tenth graders at a public school. A variety of instruments assists the development of the analysis shown through graphs and tables. The study implemented a journal, a non-participant observation checklist, a survey, and a diagnostic test. The analysis of those data collection instruments allowed the identification of a problem considering the perspectives and attitudes of different authors.

First, the study implemented a diagnostic test to assess the current learners' linguistic level based on CEFR. Besides, there was a journal that collected information from the view of the researcher to document the concerns occurring in the English class concerning learners' linguistic competence and performance, their perspectives, standpoints, emotions, and beliefs. The journal gathered data about all the tasks dealing with pair work, role-playing activities, oral presentations, videos, etc.

Furthermore, the study conducted observation processes through a non-participant observer teacher. The external observer examined how learners worked in class and their attitudes concerning the foreign language learning process. Lastly, in the diagnostic stage, there was a learner's survey that contributed to collecting information from learners' standpoint. The instrument gathered data regarding learners' impressions, likes, and elements of the English language learning process.

The method used to analyze the data collected in the diagnostic stage was Grounded Theory (Glaser & Strauss, 1967). This method guided specific matters of data collection and helped to analyze some procedures related to the language learning process of participants in this study. A set of data collection instruments was administered. The codification was established using Microsoft word in each one of the instruments. The analysis of each means of research in the diagnostic stage is presented below.

Operationalization of categories

Table 8

List of codes for the diagnostic stage

<i>No.</i>	<i>Code/Category</i>	<i>Operalization</i>
1	Use of L1	Code describes the application of the first language, native language, or mother tongue. Learners repeatedly use their mother tongue as they have little knowledge of the target language.
2	Low English level	Code describes insufficient command of the target language. Users of the language lack the necessary repertoire of language forms to convey meaning in L2.
3	Low listening Comprehension skills	Code describes that learners have great difficulty when exposed to spoken language at the discourse level.
4	Low oral Production skills	Codes describe the learner has difficulty producing spoken English.
5	Limited vocabulary knowledge	Insufficient understanding of words, as well as their meaning. Inappropriate use of forms based upon context, circumstance, and convention.

The analysis of the data was organized in the triangulation table. It identified five categories as the ones regarding the problem of this research project. The distribution of the categories and the instruments with the corresponding percentages are organized in Table 8.

Table 8 shows the categories of the analysis found along with its operationalization and the total of frequencies.

Table 9

Data triangulation in the diagnostic stage

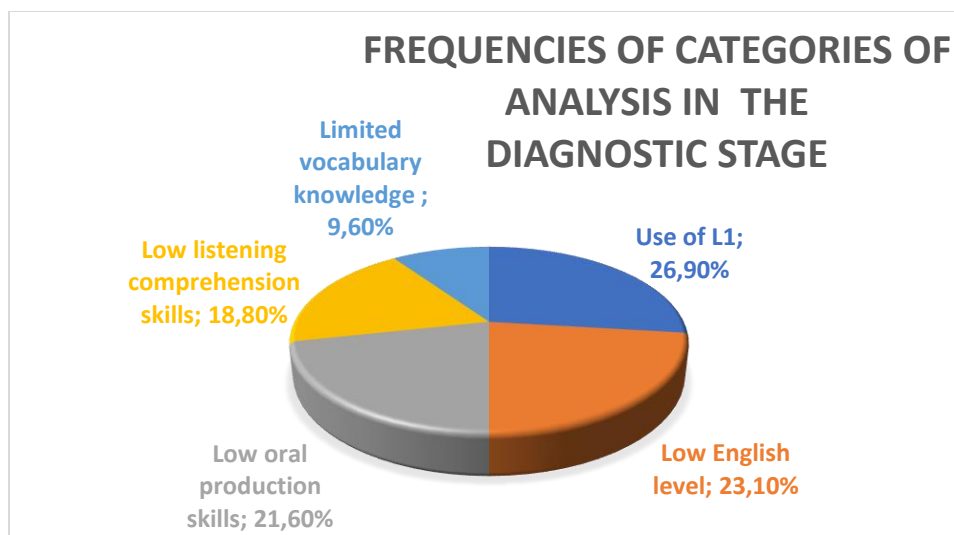
		DATA COLLECTION INSTRUMENTS					
Code	Code describes	Journal	Checklist	Survey	Test	Total	Percentage
Use of L1	Use of L1	70	3	4	38	115	26,90%
Low English level	Low English level	66	4	4	24	98	23,10%
Low oral production skills	Low oral performance	30	10	4	48	92	21,60%
Low listening comprehension skills	Low oral comprehension	38	2	4	36	80	18,80%
Limited vocabulary knowledge	Lack of vocabulary	16	2	2	21	41	9,60%
Total		220	21	18	167	426	100%

Triangulation and data analysis

Table 9 depicts the number of frequencies found in every data collection instrument. Codes that indicated a higher number of frequencies were the use of L1 and low English level. Similarly, low oral production skills were a code that presented a vast number of frequencies in all the data collection instruments. Similarly, limited listening comprehension skills were linked to the previous code displaying difficulties from learners in comprehending the target language and using it to interact when the teacher instructed these sorts of tasks. Lastly, limited vocabulary knowledge proved that learners lacked the sufficient lexis range to express their ideas and thoughts in English.

Figure No 6 below displays in detail the categories of analysis and the percentages of the data that they represent.

Figure 6 Frequencies of categories of analysis in the diagnostic stage



As noticed in Table 8 and Figure 6, the category with the highest percentage was *the use of L1*. It represented a total of 26,9 %. Based on this statement, learners and teachers spent time interacting in Spanish to get their ideas across. Usually, the teacher used L2 to depict functions of the language, language forms, and lexicon. After several situations in which the teacher found learners did not comprehend most of the concepts in the English language, he resorted to Spanish to confirm learners fully understood what he meant. Even learners fond of learning English found it demotivating when the teacher used English in class to explain topics and asks questions to illustrate phenomena in the target language. As learners possessed a low command of listening comprehension skills, they could not communicate their impressions. For this reason, the teacher used both English and Spanish in class to assist his learners in the EFL process. The following excerpt related to the views of the teacher and learners on the use of L1 in a lesson taken from the teacher's journal illustrates this category properly:

“After I wrote the tasks they needed to do, I explained to them once again in both Spanish and English what they had to do.”

Furthermore, the journal was the one that documented this category with more repetitions with 70 repetitions alongside the non-participant checklist with a total of 3 recurrences.

The second category was *Low English level* with a total of 23,1%. It defined scarce expertise in the English language. Users of the language lacked the necessary repertoire of language forms to convey meaning in L2. Roughly speaking, learners did not have the essential skills to convey meaning in the target language. The content they needed to use in class seemed to be unintelligible. Therefore, the teacher adapted the tasks they had to perform in class to help them comprehend the activities in the ongoing school term. Learners manifested they felt motivated to keep learning new features of the English language. However, the current level hindered the possibility attaining a better level any time soon. The information collected faithfully stated that their current level did not match the existing suggested curriculum. Several reasons complied with learners' low linguistic level. The low number of weekly hours they had for English, the high number of learners per class, and the social context where the school is located, made it difficult to improve the use of the target language. The learning process had to take all these factors into account to adapt the set of courses to learners' needs. Here, there are some of those comments taken from the instruments:

“They express they cannot do the activities because they do not possess prior knowledge about this language.”

The journal was the instrument that documented this category with more repetitions with 66 repetitions throughout the analysis of this instrument.

The third code was *Low oral production skills*. It proved the level of proficiency learners had in spoken English. In this category, 21,6% depicts the recurrence of this kind. It illustrated the poor display of the target language in class. Learners did not possess the ability to say what they intended to do in the target language. On the same account, learners found it hard to gather words from the target language to portray basic notions in English. Besides, statements in the journal and the survey showed:

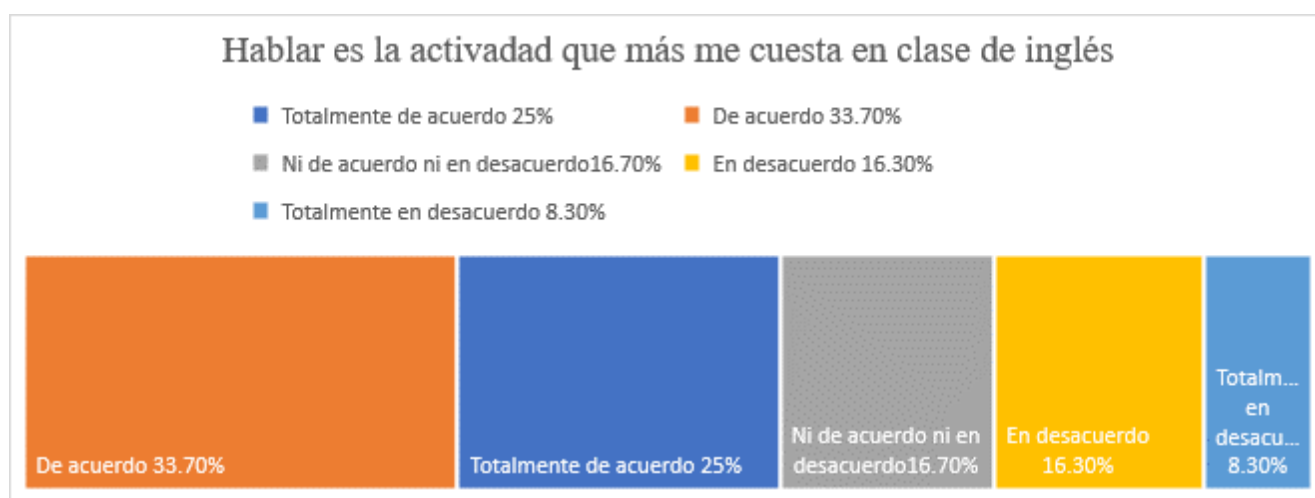
“They mentioned that they felt uncomfortable speaking in English. They lacked the knowledge to know how to pronounce all of those words in the target language.” (journal)

<i>Totalmente de acuerdo</i>	25%
<i>De Acuerdo</i>	33,70%
<i>Ni de acuerdo ni en desacuerdo</i>	16,70%
<i>En desacuerdo</i>	16,30%
<i>Totalmente en desacuerdo</i>	8,30%

(Survey)

Figure 7 describes the information compiled from the survey in detail

Figure 7 Survey on English Language Difficulties



In addition, the journal was the one that documented this category with more repetitions. It showed

30 repetitions throughout the analysis of this instrument. On the other hand, the checklist reported 10 recurrences while the survey registered 4.

The fourth category was *Low listening comprehension skills*. The data analyzed reported that 18,8 % exemplified this major issue in the EFL classroom. The journal showed 38 recurrences of this code, while the checklist and the survey presented 2 each. The category described learners had great difficulty when exposed to spoken language at the discourse level. It demonstrated that one of the issues learners found more often in class was the lack of listening comprehension abilities. It was critical to perform the tasks the teacher proposed in every session. Therefore, learners could not work as the activities demanded. Figure 8 depicts this question.

Totalmente de acuerdo:40.0%

De acuerdo:30.0%

Ni de acuerdo ni en desacuerdo: 25.0%

En desacuerdo: 3.0%

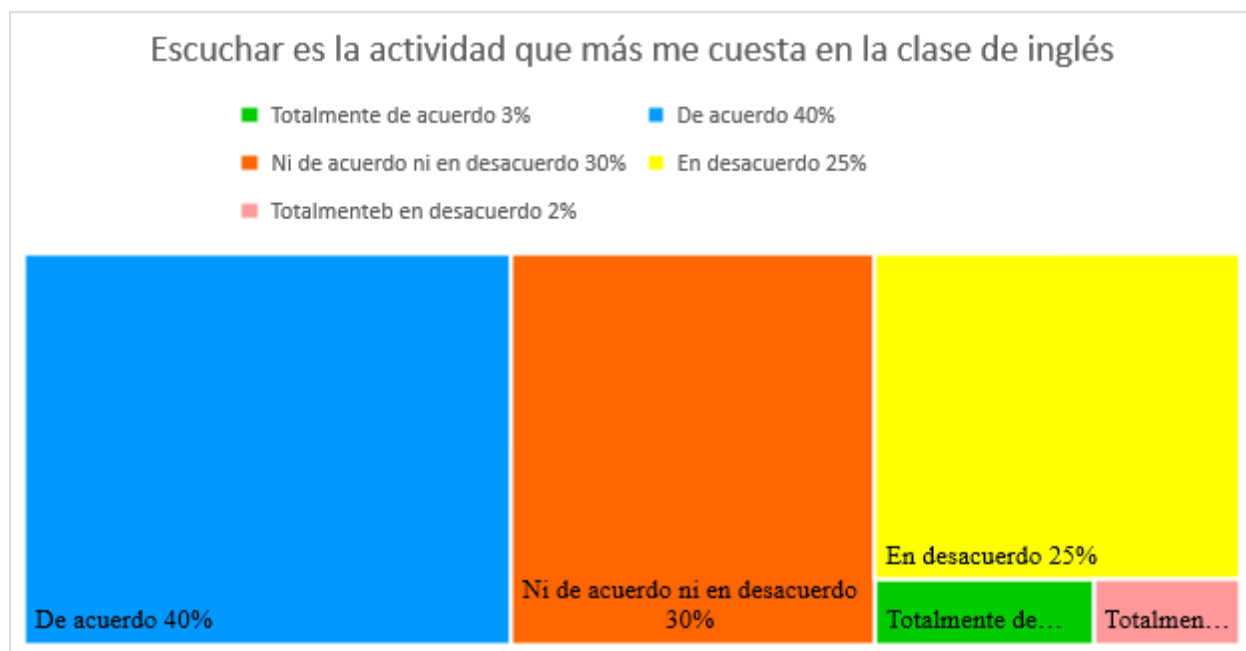
Totalmente en desacuerdo: 2.0%

(Survey)

“Escuchar contenido en inglés es una de las actividades que más me cuesta en la clase de inglés”

(Survey)

Figure 8 Second survey on English language difficulties



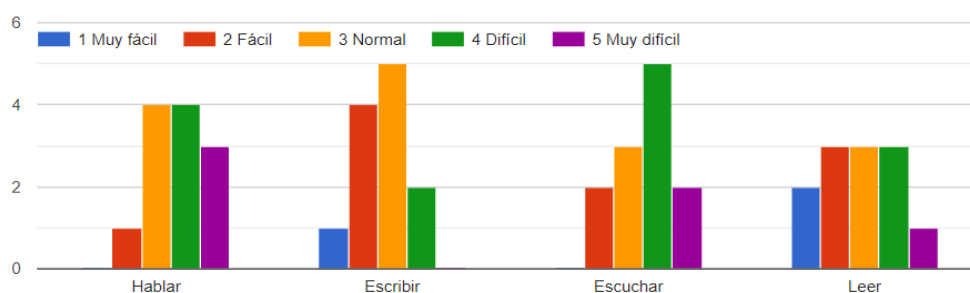
Lastly, *Limited vocabulary knowledge* amounted to the codes found in this research. The division reported 9,6% frequency using the color cyan. The section registered 16 recurrences in the journal. The non-participant checklist and the survey showed two repetitions each. The tenth graders exposed the low repertoire of terms and expressions they knew in the target language. Indeed, this phenomenon affected the learning process. They felt uneasy in making efforts of what they wanted to express in English. They were not willing to participate in class on different occasions as they did not find ways to talk about daily life situations, desires, specific circumstances, or even describe their fellow learners. The information found in the journal noted:

“Some of learners expressed they did not know how to talk about nationalities or jobs in English because they had forgotten to say it.”

Learners' impressions about English as a Foreign Language showed that they thought speaking was the most challenging competence. Learners expressed that they found it difficult to use the target language orally. It was the opposite of learners' beliefs concerning writing and reading. They felt confident when using the English language in all sorts of tasks using these receptive and productive skills. Figure 9 represents the information compiled from the survey. Learners stated that speaking was the competency learners found difficult when learning English as a Foreign Language.

Figure 9 Impressions of Learners about Learning English as a Foreign Language

¿Qué tan fácil o difícil considera cada habilidad en el idioma inglés? Siendo 1 muy fácil y 5 muy difícil



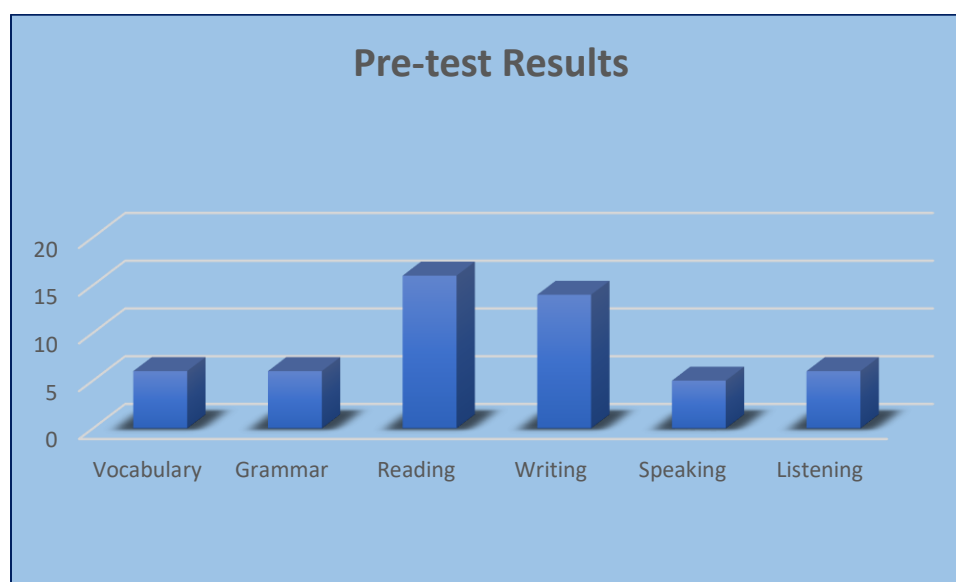
Identically, the pretest showed that the *use of LI* code had a total number of 38 frequencies. When taking the exam, learners could not respond in the target language to the tasks the instructor demanded. They regularly had to resort to Spanish to ask questions and answer the activities they needed to do in this part of the diagnostic stage. The teacher could infer that learners' English-speaking skill struggled to hold a basic conversation in the English language.

The coding process also showed a high frequency of Low English levels in the pretest. This code had a frequency of 24 throughout all the tests. It proved that learners had a low command of

English altogether. Although they could identify words and expressions when reading and writing in English, they only resorted to the same structures in English. Even more so, it was challenging for them to communicate and comprehend essential ideas in English.

The last three codes were critical for the whole diagnostic stage. These codes showed that learners were inclined to find difficulties when using the target language orally. They had low listening comprehension and oral production skills. Limited vocabulary knowledge was part of the learning issues, as well. Learners could not comfortably express their ideas in English. There was a frequency of 48 in this section of the test. Furthermore, the test showed a frequency of 36 for the limited comprehension skills learners had when they needed to listen to content in English. Lastly, the pretest showed that learners lacked a vocabulary range with a frequency of 21 as they could only grasp a few basic ideas when speaking or listening to in the target language. Figure 10 summarizes the data compiled in the pretest for the diagnostic stage.

Figure 10 Pretest Results



In sum, the results from the test, journals, surveys, and checklist confirmed the following facts. Firstly, learners considered it necessary to practice their speaking skill, by interacting regularly. They were highly motivated and had a positive attitude toward learning. However, they needed to deliberately study the target language to talk to their peers and the teacher. Some learners had difficulties when speaking as they lacked the essential components to tackle this activity. They lacked a basic repertoire of words to get their ideas across. Secondly, learners barely studied oral production. They practiced greetings in English as it was a daily activity the teacher did when starting the class. Other than that, they focused on other activities like workshops and written tasks. Based on the results of the instruments, it could be appropriate to follow an intervention to work on speaking tasks to engage learners in the EFL process. The survey portrayed the impressions of learners, as follows:

“Pienso que el inglés como lengua extranjera es un idioma que me permite fortalecer mis habilidades comunicativas”.

Totalmente de acuerdo:31.3%

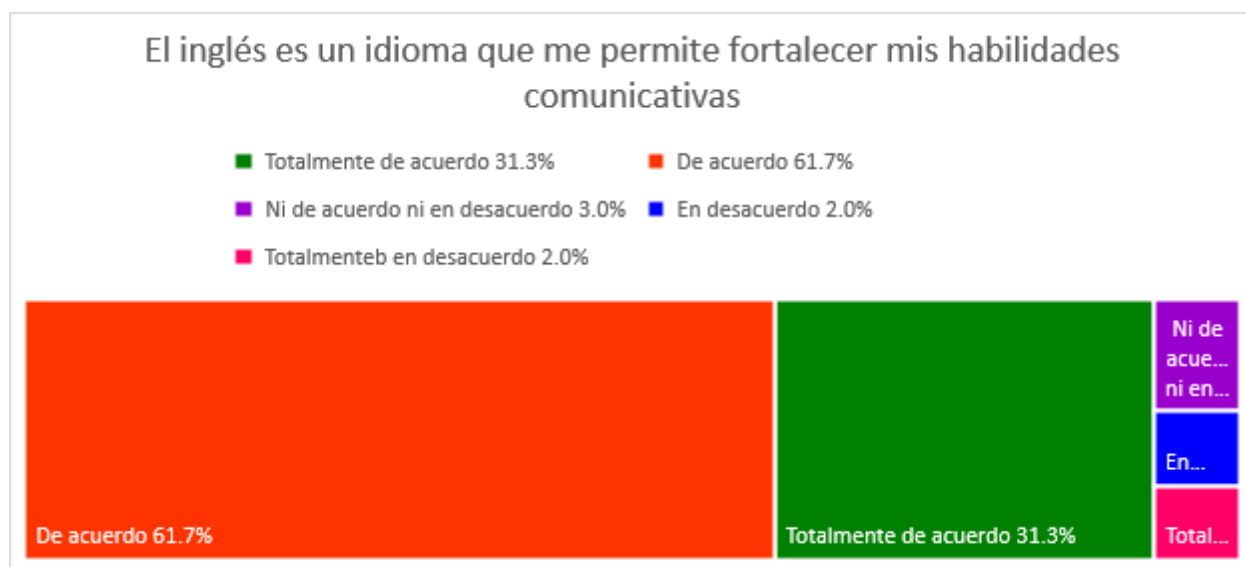
De acuerdo:61.7%

Ni de acuerdo ni en desacuerdo: 3.0%

En desacuerdo: 2.0%

Totalmente en desacuerdo: 2.0%

Figure 11 Learners' impressions of English as a Foreign Language



Action Stage

As stated in the general objective of this research project, the purpose of the research was to enhance tenth graders' speaking skill through TBLT activities, by using a series of workshops. They followed the guidelines that the TBLT and the school curriculum proposed. They served to expose learners to the target language oral interaction tasks. For this reason, the study implemented several instruments to assess the impact of the intervention by compiling data about learners' performance. During the implementation of the workshops, learners received genuine contact with the target language, by using tasks where they could develop vocabulary range, fluency, pronunciation, and accuracy, by using TBLT. Table 10 describes every workshop, the tasks they suggest, and the speaking strategies to be followed.

Table 10

Workshop's sequence and organization

WORKSHOPS	TASKS	SPEAKING STRATEGY
Workshop 1 I would love to make new friends	Task description N-1: Introducing yourself	Role-playing activity
Workshop 2 My Family is my one and only treasure	Task description N-2: Talking about one's family	Oral Presentation
Workshop 3 We look so nice!	Task description N-3: Describing one's appearance	Cooperative work Discussion
Workshop 4 I want to know more about you	Task description N-4: Checking information	Acting from scripts Repetition
Workshop 5 Show me your life, show me your world	Task description N-5: Describing daily routine	Role-playing activity
Workshop 6 They are my favorite character ever	Task description N-6: Talking about a famous person	Prepared talks

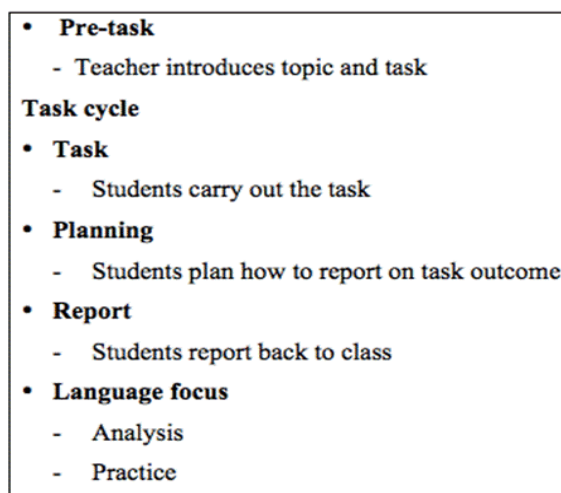
After selecting speaking activities and organizing the language functions of the six workshops with their corresponding speaking strategies, the workshops included task-based language components to work on oral production. TBLT lessons met learners' needs as they aimed at using the target language orally (Willis, 2001).

The lesson plans end with an assessment rubric based on the following criteria: Vocabulary, accuracy, fluency, and interaction. As stated before, data collection had instruments like a survey to know the student's point of view, a teacher's journal to write the most relevant elements of the teacher's perception, and a non-participant observation checklist to compile data from an external observer to track the research implementation.

On the other hand, Willis, (1996) offers an essential viewpoint on lesson planning related to TBLT.

Figure 12 suggests the sequence to implement a TBLT lesson:

Figure 12 A framework for TBLT (Willis, 1996).



Workshop 1 I would love to make new friends

The goal of the first workshop was for learners to learn how to introduce themselves. In the pre-task section, the teacher showed learners a few flags from different countries to activate prior knowledge. They participated orally, by associating the country with each flag. The teacher split the class into several groups. He assigned a monitor in every group to instruct the rest of participants. They needed to look at the vocabulary box and say the color of each flag. Then, they had to write the country's name for each flag.

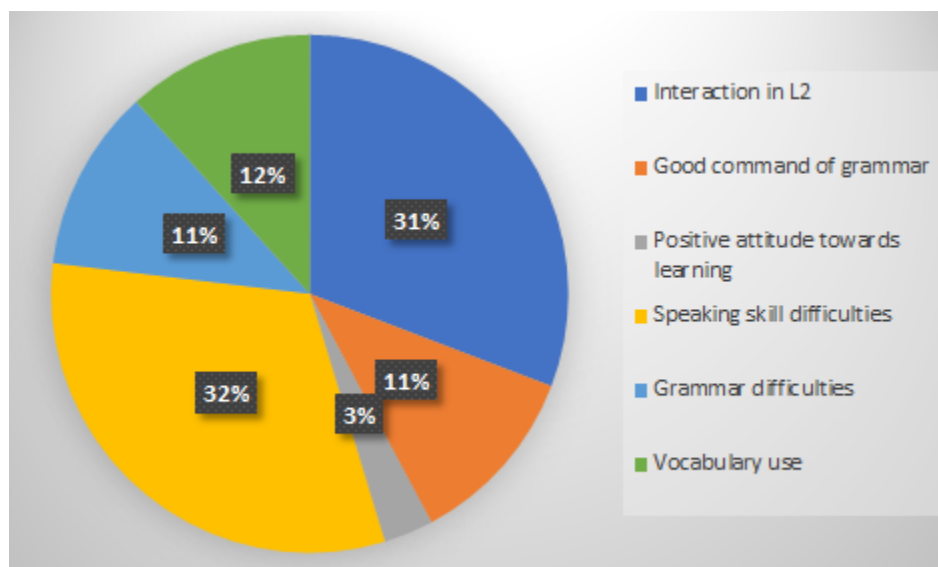
The teacher asked learners to watch a video about countries and nationalities. They wrote what they could identify from the previous task in their notebooks. For the third part of the task, learners listened and matched people to their nationalities after listening to a conversation. They would listen to the audio twice. Next, learners wrote five sentences in their notebooks about the countries

of the five people from the audio. For example, Connie is from Colombia. Next, the teacher assigned activities to be done in pairs. He handed in flags with a person's name to each participant in the group. One of learners showed the flag to their partner and had to say their country and nationality. They switched roles to do the same activity.

Learners watched a segment of a video and wrote its information in their notebooks. The teacher guided learners to follow the examples given in the video to talk about countries and nationalities. The teacher listened and provided feedback if needed.

The first workshop was designed to give learners the necessary vocabulary tools to do role-playing in which they would introduce themselves. Hence, the workshop presented a lexicon related to countries and nationalities. Learners used the language a great deal through communicative activities that aimed at using the verb to be as the linguistic dimension of the lesson plan. Finally, learners had to do a role-playing activity in which they introduced themselves and talked about their origins. The results of the research diary, learners' surveys, the rubrics, and the non-participant observation checklist used in the first workshop produced different categories of analysis. Figure 13 describes the codes from the highest to the lowest ones.

Figure 13 Categories of Analysis in Workshop 1



Analysis of Workshop 1

Figure 13 shows that the first code was *Speaking Skill Difficulties*. The category represents the issues learners had to interact with in the target language. The code had a percentage of 31.6%. The code also portrays the moments when learners found it hard to pronounce terms in English and could not express what they meant during the different stages of the workshop. It was the moment when learners received counseling from the teacher to reduce mistakes in future activities. Below, there are some excerpts of the present code. *“Maybe, they will get used to it with the implementation of another activity because it is evident that they are not used to speaking in English all the time.” (Non-participant observation checklist) “The written one they did well and the audio but the oral production was difficult for them because they did not know how to say some words in English.” (Non-participant observation checklist).*

The second most frequent category was *interaction in English*. The category showed moments of the class in which the teacher and learners used the language to express their ideas. The code had

a percentage of 30.8%. The code depicted that the teacher tried to use English to instruct learners and determine the tasks they did in every stage of the workshop. It is worth mentioning that the code also compiled the moments when learners attempted to use the target language to pull the tasks of the workshop off. A few samples presented below of this phenomenon from the instruments exemplify these assertions. *“There were some learners that were able to communicate in English and follow some instructions after the teacher gave them.” (non-participant observation checklist).* Furthermore, learners specified in the survey that the tasks were: *“Me gusto la actividad que nos puso el profe, pero a veces le decía al profe que me dijera en español porque no entendía cuando hablaba para decir una palabra en inglés sea me olvidaba decirlo porque es difícil la pronunciación y el profe me corregía y me ayudaba a mí dio pena decirlo en inglés” (I liked the activity the teacher proposed, but sometimes I asked the teacher to tell me the instruction in Spanish because I could not understand what he meant in English. I usually forgot the words in English because I thought pronunciation was difficult, and the teacher corrected my English whenever possible. I felt a bit ashamed of speaking in English).* (Checklist Self-Assessment Rubric).

The third code was *Vocabulary Use*. The category represents the frequency of the lexicon used in the target language in every stage. The use of vocabulary in English was fundamental to going about the tasks the workshop proposed. The code had a percentage of 11.7%. The code depicts the sections where learners interact with the teacher using words related to countries and nationalities. They used terms related to forms that are pivotal to giving personal information like names, numbers, and some colors. The workshop aimed at revising vital concepts of the L2 to lay the foundations of the topics of the current intervention. Below, there are some excerpts of the present code. *“The main functions were describing people and key vocabulary to slowly develop a*

language core.” (Journal) “The vocabulary and grammar of the Simple Present Tense are no longer so difficult for learners because some of them identified the rules of the Simple present.” (Non-participant observation checklist).

The fourth code was *Grammar difficulties*. The category represents the problems learners had with the English language structure. The code had a percentage of 11,4%. The code represents the instants when learners could not use the structures presented in the workshop during the different stages. Usually, some learners expressed they could not find the difference between the forms they found in the workshop as she is from Colombia and she is Colombian. It was necessary to review the aspects of the target language during the language focus stage. Below, there are some excerpts of the present code. *“It seemed they struggled to come up with basic ideas in the target language when trying to express what they thought in English.” (Journal). “There was a use of the mother tongue (Spanish) between teacher and learner and briefly a summary was made in English by the teacher.” (Non-participant observation checklist).*

The fifth code was *Good Command of English Grammar*. The category illustrates learners' ability to properly use the structures of the target language. It identifies the stages where learners use different language forms to comprehend the English language whenever necessary. The code had a percentage of 11,4%. The code represents how learners use the English language for tasks, such as asking questions, listening, reading content in the target language, and performing exercises in English to sharpen their skills in this sub-competency. The current workshop presented minor difficulty to learners as they had already studied the topics and language functions in previous years. A few examples below prove some cases of the current category: *“In this way, they could describe situations and people through basic structures of the English language” (Journal). “Some of them identified the rules of the simple present”.* (Non-participant observation checklist).

The sixth code was *Positive Attitude toward Learning*. The category illustrates the favorable mood learners had regarding the current activities. The code that had a percentage of 3,1% describes the implicit and explicit motivation shown by learners whenever they had to perform the tasks the study proposed during the intervention of the workshop. Some learners were fond of learning the terms, the phonemes, and the structures to talk about countries and nationalities in English. Below, there are some excerpts of the present code. *“Good attitude toward learning until the production part because they felt reluctant to speak in English since it is something that is not commonly done.” (Non-participant observation checklist). “Subsequent workshops will take into account this attitude of the learners to make modifications to the rest of the tasks. It is worth mentioning that the learners tried to do their best to achieve the goals of this workshop. Learners’ mindset regarding the impact of this project seems to be positive. “(Journal).*

Workshop 2 My family is my one and only treasure

The main goal of this workshop was for learners to learn how to describe another person in English. For the pre-task, learners analyzed the word cloud, which contained vocabulary related to family members. The teacher instructed them to work in pairs to share ideas and work together to complete the chart where they had to classify the words according to the gender and number of the word. Next, the teacher told them they should first identify the family members in the word cloud. Besides, he gave examples for each column to confirm learners understood what they must do. After learners completed the chart, they were encouraged to check the answers as a class while correcting common mistakes like pronunciation or spelling.

Learners went on to listening and reading activities to gain more input about the main function of the workshop. Likewise, after learners shared their questions with the teacher, he asks them a few short reading comprehension questions. During the task stage, the teacher introduced this activity

by showing the family tree image to learners indicating where they were about other family members. Then, the teacher asked learners to guess which family members were listed in the diagram. Learners would be able to respond using basic answers, like mother, father, brother, and sister. The teacher tested learners' skills by pointing out any person in the family tree. As they answered the questions, the teacher filled in the family vocabulary words on the board. Next, the teacher expanded the family tree by adding words like cousin, aunt, and uncle. They practiced pronunciation while noticing the relationship among all the family members.

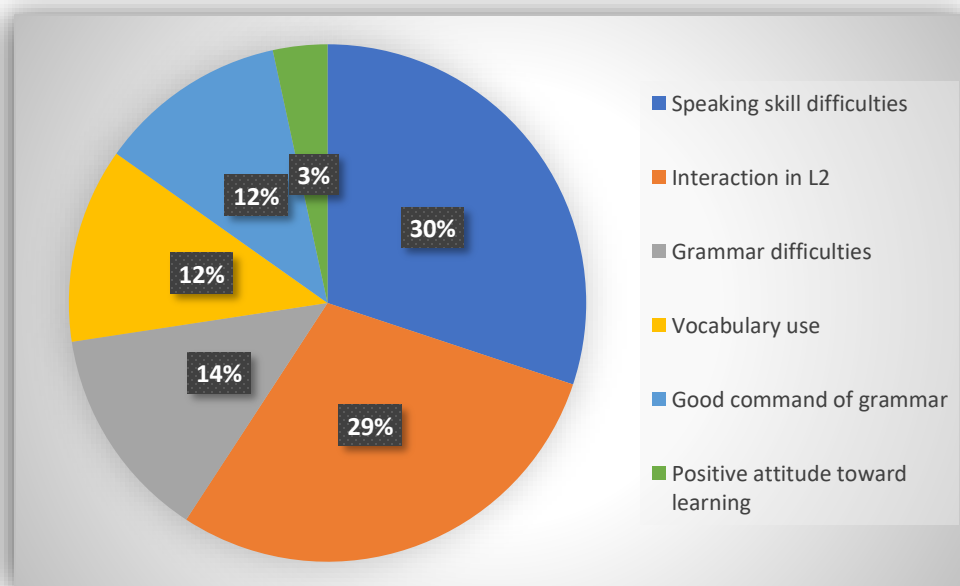
The teacher referred to his family tree on the board and circled one person like his mother to elicit learners' attention and ask questions. The teacher continues with the same exercise, but now he gets them to talk about their age and profession. Once the teacher uses those questions, he encourages the class to ask him about his family. He answers using possessive adjectives to give them an example of how they should answer these types of questions. The teacher asks learners to draw their family trees. Then, he formed the groups in pairs and has them ask questions about their partner's family tree.

For the post-task activity, learners watched a video about a girl who introduced her family. The video exemplified for them to make their presentations for the next task. The teacher instructed learners to bring a family photo. Some learners presented their families to the person next to them. The idea was to use the vocabulary seen in class. In addition, the teacher encouraged learners to ask for more information about their partners' families.

Finally, they wrote a response to Laura about their families in their notebooks. The teacher monitored and helped them if necessary. Next, he put learners in pairs to compare their emails. The teacher asked different learners to read out loud their production. Learners worked in groups

and presented their families orally to one of their classmates. They talked about the members of their families. They mentioned their names and ages.

Figure 14 Categories of analysis in workshop 2



Analysis of Workshop 2

Figure 14 shows that the first code was *Speaking Skill difficulties*. The category represents occurrences in which learners had complications communicating ideas orally. Learners showed they needed deliberate hours of practice to enhance their oral communication skills. They stated that it was difficult to talk about their family members. They received guidance from their teacher to correct the mistakes they made in different stages of the workshop. The code showed 30.1% and several recurrences in this category were found in the following instruments. *Learners had difficulty communicating fluently, they took long breaks, and words they didn't know would rather*

say in Spanish than ask the teacher or search them in the dictionary. (Non-participant observation checklist). The conclusions of the implementation of this workshop show that the learners still feel uncomfortable when they have to perform oral activities. (Journal).

The second code was *Interaction in English*. The category showed instants of the lesson in which the instructor and learners used their L2 to convey messages and ideas. The code demonstrated that the teacher attempted to use English to guide learners and choose the appropriate tasks in every phase of the workshop. The code also gathered data about the moments when learners endeavored to use the target language to fulfill the assignments. Learners used the target language to talk about their family members and prepare the final oral presentation. The code showed 29,1% . Recurrences of this code were found in the non-participant observation checklist and the self-assessment rubric. *Antes no le ponía atención an este tipo de temas y menos hablar en inglés porque en la escuela uno no ponía atención y la profesora explicaba y uno ahí haciendo ruido, pero ahora es muy importante prestar atención an estos temas para hablar en inglés y viajar a donde uno quiera y tener una mejor calidad de vida. (I didn't pay attention before to these sorts of topics, and I didn't consider speaking in English relevant because I didn't pay attention to the lessons given at school. Besides, we were constantly fooling around in the classroom. It was full of noise back then. However, we now know how important learning English is to travel around the world and have a better life). (Self-assessment rubric). Therefore, the functions they would study during the next couple of workshops would help them to express their needs and thoughts properly. (Journal).*

The third code was *Grammar difficulties*. The category represents occurrences in which learners had complications using structures of the target language as the forms related to talking about family members. For instance, they found the concepts of possessive adjectives in English as they

did not have to differentiate from one another in their mother tongue. They needed proper feedback to use these forms when describing family members in English. The code showed 13,4% of recurrences. Several recurrences in this category were found in the following instruments. *It was essential to do so as the performance the learners showed during the implementation of the first workshop led to the conclusion that they needed to work on the basics of the English language to make use of it properly when speaking. (Journal). Several learners showed that they did not know the grammar necessary for the lesson. (Non-participant observation checklist).*

The fourth code was *Vocabulary Use*. This code exemplified the moments of the class in which they used the target terminology of the workshop. To illustrate, they could use words related to family members to show their classmates the relatives they believed were their closest ones. They could use other terms that helped them to accomplish the tasks proposed in the assignment. The code showed 12,2% of recurrences. Several recurrences in this category explain the effect of this code in the following instruments. *Some learners used the vocabulary learned during the class to try to communicate with others. (Non-participant observation checklist). Learners used words, terms, and phrases in the English language to present their family members in English in front of the class. (Journal).*

The fifth code was *Good Command of Grammar*. This code illustrated the moments of the lesson in which they showed a good command of English to accomplish the function of the workshop. This category denotes that learners demonstrated that they could use the current target forms of the language and resorted to some other structures to describe their families to their peers. They could also complete the tasks assigned in this workshop related to all the competencies in the English language. The code showed 11,8% of recurrences. Repetitions of this code were found in the non-participant observation checklist and the journal. *Muchos de los estudiantes recuerdan la*

estructura del presente simple e intentan emplearlo en sus producciones. (Several learners remembered the structures of the simple present and tried to remember to use it in their oral activities). *(Non-participant observation checklist). Learners found that the tasks related to reading comprehension, vocabulary, sounds, and English grammar were easier this time. (Journal).*

The sixth category was *Positive Attitude Toward Learning*. The code illustrated 3.4% of recurrences. The code depicted the moments in which learners actively participated in class or showed some form of motivation to go on the activities. The category also exemplified learners' engagement when they felt they could perform the different parts of the tasks proposed in the workshop. They were positive regarding the acquisition of new terms to describe their families and the use of fundamental structures in the target language. Some excerpts exemplify this code during the implementation of this workshop. *A mí me gustó la clase del profe Hans porque nos puso a participar a todos aveces me daba pena, pero él nos dijo que era importante para aprender y mejorar. En la actividad de describir a las familias nos reimos mucho porque aveces no recordábamos el vocabulario y decíamos cosas que no eran. (I liked it when the teacher made us participate in class. Sometimes, I felt a bit ashamed of doing so, but he told us that it was important to learn and improve. In the activity related to family members, we had a good time because we did not remember the words and we expressed wrong ideas.) (self-assessment rubric) Me gusta cuando nos pone a trabajar en equipos porque corregimos entre todos y no nos sentimos tan perdidos. I like it when he made us work in teams because we correct our own mistakes and we don't feel we have no idea about the topics discussed in class (self-assessment rubric).*

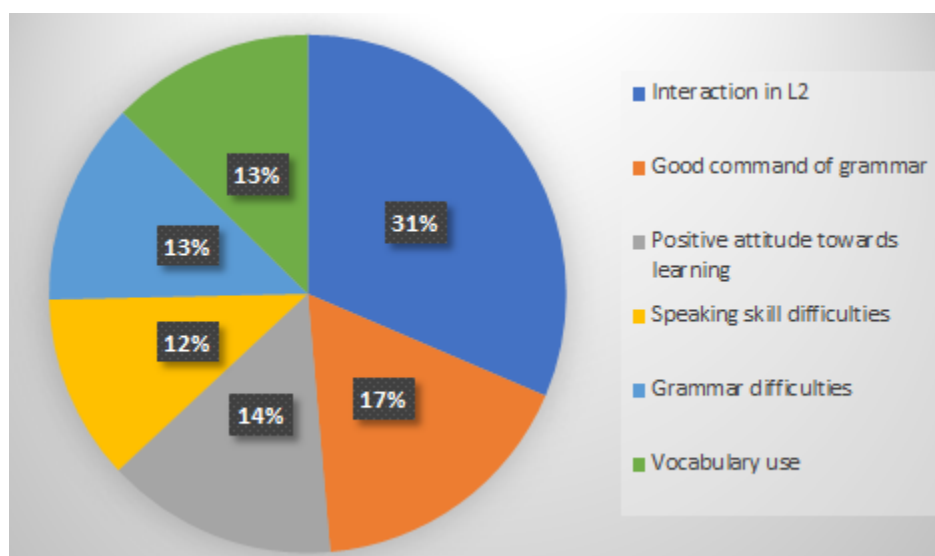
Workshop 3 We look so nice

The main goal of this workshop was to provide learners with the means to describe people in English. For this reason, learners would learn the main ways by which they could characterize someone else physically. For the pre-task, the class began with reading and listening to Eric Carle's book *From Head to Toe*. It served as a practice to enhance listening and reading comprehension skills. Next, the teacher started to show the new lexis for the lesson through the workshop about physical description using the verb be and has/have.

The teacher went on asking his learners to try to orally repeat the words related to physical description to familiarize them with their phonemes. After that, the instructor told his learners they would read the description of some thieves and draw them based on what they understood from the text. For the task stage, learners participated in a few activities where they would practice the content they had previously learned. They had to play charades and complete a word search activity with adjectives. On the other hand, they had to write down a paragraph of 50 words about a secret friend within the classroom.

They had to include information concerning the physical characteristics of a person. Besides, learners described one of their peers and why they liked them. Learners read their descriptions aloud, and the class tried to guess who the person was immediately. For the post-task, they had to work in couples. They had to write sentences about a monster and say these sentences to their peer out loud. They drew the demon based on the description given before. The teacher would analyze and practice what his learners did and offer final comments as feedback for further tasks.

Figure 15 Categories of Analysis in Workshop 3



Analysis of Workshop 3

Table 13 shows that the most frequent code was *Interaction in L2*. This category describes the instances in which there was the use of spoken English. The code had a percentage of 57,1% and showed the moments when the teacher and learners spoke in English. They were encouraged to use English to characterize people physically. They had to use adjectives and words that helped connect ideas related to the main task of the workshop. Likewise, learners practiced the verb Be to confirm they could undertake the assignments in which they needed to talk to their peers to perform every stage of the workshop. They also used English to describe a monster to their partner and apply the content they had studied throughout the activity. The non-participant observation checklist and the journal describe the frequencies of this code. *They also participated in class and*

tried to speak English when the teacher demanded it using the language function they had studied in the present workshop. (journal) The learners spoke about the descriptions of partners in the class at least with some sentences speaking. (Non-participant observation checklist).

The second code was *Good Command of Grammar*. This code represented the instants of the task in which they offered a good command of English to achieve the function proposed in the workshop. This category designated that learners showed that they could use the target forms of the language properly. They could also manage to use structures to describe their peers physically. They could use previous grammar structures they learned in the first two workshops. The code showed 17,2% of recurrences. The non-participant observation checklist and the self-assessment rubric describe the frequencies of this code. *They could connect several activities to their daily lives because they had to describe objects, people, and situations regularly. (journal) ya ahora es más facil para mi hablar de una persona en inglés porque me sé más palabras y decirlas bien. Yo veo a una persona y digo cosas de ellas en inglés. (Now, it is way easier to talk about someone else in English because I know more words and the way I should pronounce them. Whenever I see someone else, I can describe them and say things about them in English).* (self-assessment rubric).

The third category was *Positive Attitude Toward Learning*, and it represented 14,5% of recurrences. It described situations where learners partook in class. They were encouraged in the activities to achieve all the tasks the workshop had. The classification illustrated the engagement learners needed when they performed the assignments proposed in the workshop. They clearly expressed they felt motivated to perform these activities as they could understand the audio, reading, and the rest of the content. They were also willing to describe their peers in English as they felt more confident this time to do so. Some excerpts exemplify this code during the implementation of this workshop. *The teacher and the non-participant observer could highlight*

many moments in which they were involved in doing the tasks the workshop proposed. (journal). Some of the learners tried to make correct use of the sounds while speaking guided all the time by the teacher. (Non-participant observation checklist).

The fourth code was *Grammar difficulties*. The category portrays occurrences in which learners had issues using structures of the target language. The language structures were related to physical description. For instance, some learners forgot essential words like personal pronouns or the use of the verb *be*. They needed help remembering the correct use of these language structures to accomplish the assignment included in the workshop. The code showed 12,7% of recurrences. Some excerpts exemplify this code during the implementation of this workshop. *It was hard for learners to use the present simple structure to describe physical appearance and personality. (Non-participant observation checklist). On the other hand, some learners said it was unclear how to characterize a person in English because they did not know the words to do such a thing in the target language. (journal)*

The fifth code was *Vocabulary Use*. This code demonstrated that learners learned to use the lexicon of the present workshop. They used terms related to physical description to talk about themselves and their classmates. They also used words to convey their ideas, such as *is*, *am*, and *are*. The code showed 12,7% of recurrences. Several recurrences in this category explained the effect of this code in the following instruments. *Aprendí más palabras que antes no conocía y ahora cuando el ticher dice que describamos algo en inglés, yo soy capaz de hacerlo. Puedo describir a mis amigos y las cosas que veo por ahí. Antes no era capaz Pero me habian enseñado eso y se me olvido y Ahora ya lo use (I learned more words that I didn't know before and now when the teacher asks us to describe something in English, I can do it. I can describe my friends and the things I see out there. I wasn't capable to do it before. I had been taught this before, and I forgot everything. I remember*

everything now.>). They learned words like strong, chubby, handsome, curly hair, tanned skin, and big eyes. (Journal).

The sixth code was *Speaking Skill difficulties*. The category portrayed events in which learners had issues interchanging opinions orally. Learners revealed they required time and guidance to improve their oral communication skills. They expressed it was complicated to describe someone else orally. They obtained detailed explanations and examples from their teacher to amend any mistakes they made during the pre-task, the task, and the post-task. The code showed 11,6% of recurrences. Some excerpts illustrate this code during the implementation of this workshop. *There were some moments in which they could not understand what the audio and teacher said in English, but after a few repetitions, they could grasp the meaning of the content. (journal) Some of them got frustrated because they could not find the appropriate words to complete their sentences and be fluent at the same time. (Non-participant observation checklist).*

Workshop 4 I want to know more about you

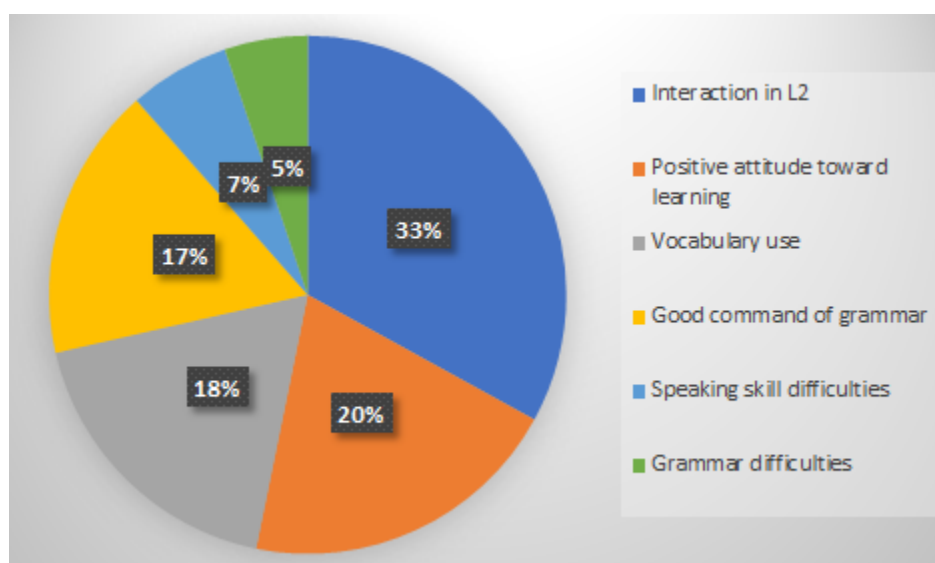
The main goal of this workshop was to conduct an interview with a groupmate. Learners needed to review the language forms by which we could talk about our names, addresses, nationalities, phone numbers and ages. For the pre-task, learners matched a few words related to professions with the pictures they corresponded. Before that, the teacher confirmed that learners understood what the word “job” meant. Afterward, he assessed if they already knew some jobs in English. The teacher explained the activity. He asked learners to read the words in the box. Then he instructed learners to work in pairs to complete the task. The teacher checked the answers of the groups.

Next, they did a few activities for the task stage. There were activities to review numbers in English. They had to complete a crossword and write down the numbers they heard in the audio

the teacher played several times. Besides, learners had to practice what they had previously studied through a listening comprehension activity. In this task, they had to fill in a registration form with the information they obtained from the track. Later on, learners played a board game to practice the verb *be* orally. For the following activity, learners used some cards and read their content to work on another speaking activity. They had to complete the chart by asking questions to their classmates. The final activity of this stage involved a chart full of names, countries, age, and abilities learners would use to find out the secret identity their partners had created for this game. Once again, the task demanded they interaction in the target language.

For the post-task, the teacher played the video to learners without showing them the transcript to confirm what they understood. He then showed them the conversation so that they could better understand the use of the questions with the verb *to be* in context. They finally performed a role-playing activity in which they would exchange personal information such as their personal phone number, nationality, age, and address.

Figure 16 Categories of Analysis in Workshop 4



Analysis of Workshop 4

Table 14 shows that the first most frequent category was *interaction in English*. It showed situations in the class in which participants spoke in English. The code had a percentage of 33,0% of recurrences. The stem illustrated the frequency by which the teacher and learners used English to exchange information in the target language. The code highlighted the moments in which they used the English language to talk about the functions the workshop proposed as counting or giving private information to their peers. A few samples presented below of this phenomenon from the instruments exemplify these assertions. *When it came to the tasks that demanded interaction, they expressed they could do it if the teacher gave them extra help and counseling to perform them properly (journal). The learners were active during the class. Nevertheless, their interaction was mostly in L1(Non-participant observation checklist).*

The second code was *Positive Attitude toward Learning*. The code exemplifies the auspicious disposition learners showed regarding the present assignments. The code had a percentage of 20,0% of recurrences. The code describes increased motivation compared to the previous workshops in which they were reluctant to participate in the oral activities. During the present activities, learners tried to partake in the activities that demanded language exchange. Likewise, they paid close attention to the audio the teacher played to answer the information questions correctly. They also did a role-playing activity in which they managed to ask questions to their peers about their personal information. Below, there are some excerpts of the present code. *Las clases están buenas porque yo antes no le hacía mucho a hablar en inglés. La profe llegaba con un taller y era para copiar y ya. Ahora nos toca hablar bastante y uno ahí va mejorando*

haciendole a las tareas de hablar en inglés (the previous teacher just gave us a worksheet to answer questions and that was it. Now, we are encouraged to talk on a regular basis. We keep improving as lessons go by to learn how to speak in English properly). (self-assessment rubric). their mindset has changed regarding the importance of speaking of foreign language. They feel encouraged to keep learning because many of them express it is the first time, they do such a thing, and they find they can speak English currently (journal).

The third code was *Vocabulary Use*. This code presented the instances of the lessons where they applied the vocabulary they learned during the different workshops. They used terms connected to personal information to interact with their classmates. They gave personal information, such as phone numbers, nationalities, ages, and parents' names. They could use other terms that helped them to accomplish the tasks proposed in the task. The code showed 18,2% of recurrences. Some excerpts illustrate this code during the implementation of this workshop. *Learners worked individually and some other times they worked in couples to interact in English exchanging information about their names, nationalities, home telephone numbers, mobile telephone numbers, and professions. (journal). Learners seemed to be familiar with the vocabulary given by the teacher. Therefore, they made big efforts to talk about jobs and personal information. (Non-participant observation checklist).*

The fourth code was *Good Command of Grammar*. The category represents learners' capability to use the forms of the English language. It recognized the phases where learners used different language structures to perform functions in the target language. The code showed 17,1% of recurrences. The code represents how learners use the English language for tasks, such as asking questions about personal information, filling in registration forms, reading texts about jobs, and doing exercises in English to sharpen their skills in this sub-competency. Learners performed

activities related to *verb to be* and *simple present tense*, correctly to talk about their personal information. A few examples below prove some cases of the current category. *Aprendí a decir en inglés lo que quiero hacer cuando me gradúe. También entendí mejor el presente simple porque antes no podía escribir ni una línea bien en inglés. (I learned how to say what I want to do after I finish my studies in English. I also learned the simple present because I could not even write a single line in English correctly). (self-assessment rubric). The learners use the simple present structure to talk about jobs and personal information correctly. With the teacher's help, they were able to use it correctly in a simple sentence (non-participant observation checklist).*

The fifth code was *Vocabulary Use*. This code illustrated any part of the class where learners actively used terms in the target language. For instance, they could use words related to giving personal information to review this topic they studied during the first workshop. They used other phrases that allowed them to complete the tasks provided in the lesson. The code showed 18,2% of recurrences. Several recurrences in this category explain the effect of this code in the following instruments. *Learners seemed to be very familiar with the vocabulary given by the teacher. Therefore, they made big efforts to talk about jobs and personal information. (non-participant checklist). Learners worked individually and some other times they worked in couples to interact in English exchanging information about their names, nationalities, home telephone numbers, mobile telephone numbers, and professions. Likewise, they had to do activities in which they learned new vocabulary related to professions. They had to associate terms and images to acquire new words in the target language (journal).*

The sixth code was *Grammar difficulties*. The code displayed occurrences in which the learners had problems using structures of the target language. The language structures were verb be and verb have. A few learners could not form sentences using verbs to exchange information with their

peers. They resorted to their mother tongue to find solutions to fulfill the assignments proposed. Likewise, learners expressed they sometimes forgot the conjugations they had studied. The code showed 7,2% of recurrences. Some excerpts exemplify this code during the implementation of this workshop. *The teacher addressed the problems and difficulties to keep working on the rest of the activities of the workshop. There are still some learners who need extra help to revise the basics of the English language as they find it more difficult than some other subjects at school (journal). Some of the learners needed constant help to create at least one simple sentence (non-participant observation help).*

Workshop 5 Show me your life , show me your world

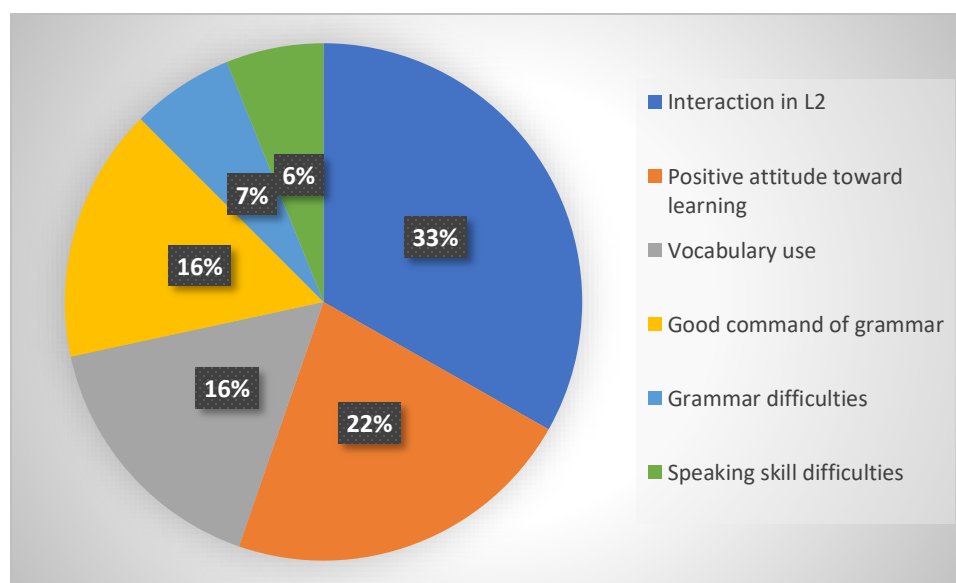
The main goal of this workshop was for learners to exchange information about their daily routines. They needed to review how they could express this language function in English. Therefore, the teacher started the class by asking his learners what verbs they knew. The teacher presented some flashcards with basic verbs and their image to practice pronunciation and meaning. Learners went on practicing actions in English through games, such as charades. The teacher proceeded to explain the present simple tense with the help of audiovisual material.

After this, he reinforced the topic by giving additional elucidation, including verb endings with the third person of the singular. He also asked learners to participate in the construction of some examples. They came to the board and tried to write the correct answer. They did the exercises proposed at the end of the video as a group. At the end of the activity, the teacher referred to the verb cards they saw before and asked them to write sentences for each verb and share the answers with their classmates. They had to write sentences with the third person singular to practice the ending of the verbs. The teacher served as a guide to confirm they internalized the topic. Next, in the reading about Emma's life, the teacher asked them to read out loud to practice pronunciation.

He then asks his learners to search for the actions in the workshop and highlight them. The teacher explained the definition of the unknown words and helped his learners with phonological issues for better pronunciation of the terms in English. The teacher also adds specific details of the target language structure to explain the concept of frequency. He instructed them to put the words in the order in the next exercise, by making good use of frequency adverbs. Next, the teacher socialized with his learners with a poster about the routine that a healthy person had to follow. He managed to elicit learners' interest in asking questions about the topic he showed on the image. Later, the teacher assigned a new task to his learners. They had to create in groups a poster similar to the previous one describing the daily activities a good English learner had to perform. They would present it to their peers and to ask questions about their daily routines. In the final assignment of the task stage, they worked on the part of the workshop that asked them to do pair work to ask and answer questions about their daily routine orally. They would use short answers to reply to the questions of their partners.

Finally, the teacher instructed learners to write their daily routines, by using adverbs and frequency connectors. They followed the instructions on the reading exercise, where Emma described her daily routine. They did a role-playing activity in which they exchanged information about their daily routine at a speed-dating meeting.

Figure 17 Categories of Analysis in Workshop 5



Analysis of Workshop 5

Figure 17 presents the first code with 32,2% of data recurrences was Interaction in the L2. Learners had to talk about their daily routines to their peers. They practiced a variety of tasks to learn accurate content that would allow them to perform this oral task. This code marks how learners used English to communicate, by using role-playing activities in class. By the same token, learners put previous language functions into practice to achieve the final task of this workshop. It showed they had internalized some other language features to some extent. The non-participant observer and the journal stated some comments related to interacting in the target language: *Learners seem to be engaged with the activity. Actually, they interacted more than it was expected. They tried to imitate pronunciation and it succeeded. (non-participant observation checklist). The learners also participated in activities that included yes-no questions to make guesses and complete some statements using the tense proposed. (journal).*

The second code with 22,1% of data recurrences was *Positive Attitude toward Learning*. Learners actively participated in class despite the fact they did not know how to express what they tried to mean in English. The code showed learners' self-confidence increased every time they could perform the final product. Likewise, the enthusiasm to speak English and perform role-playing activities in front of their classmates was higher than at the beginning of the project. Some excerpts exemplify this code during the implementation of this workshop. *Later the teacher proposed a game in which he could see that everybody was engaged with the activity as they had the opportunity to play and learn at the same time. They were willing to participate in the activity that involves interaction in English and practicing the actions they saw before. (journal). Fue muy bueno esta actividad porque ya hay palabras que se y soy capaz de decir algo en ingles de que Hago todos los dias. This workshop was nice because I could several terms I already know. I can express some ideas in English about the things I do on a regular basis. (self-assessment rubric). Cuando me hablan yo le entiendo lo que me dicen está bien así. I can understand what other people say to me and I feel good about it (self-assessment rubric)*

The third code was *Vocabulary Use*. It had a percentage of 16,3%. *It* demonstrated that the terms related to the daily routine shown in the material helped learners to perform the tasks that dealt with oral performance. Furthermore, the category confirmed to learners the significance of learning new terminology to express their ideas in language exchanges. The workshop implemented roleplaying as a strategy to practice the actions they studied. The journal and the non-participant observation checklist collected data on what they noticed during the classroom forum, as shown below: *They practiced actions, such as waking up brushing their teeth doing homework going to school half lunch taking a nap talking on the phone Watch TV half dinner going to bed. After that, the teacher presented some flashcards with the verbs and images next to every single*

action to practice pronunciation and meaning whenever necessary (journal). Learners used through description what they consider the most relevant in their appearance, there was assertive communication. Maybe enough for their level (non-participant observation checklist).

The following code was a *Good Command of Grammar*, and it had a percentage of 15,9% of recurrences. Learners showed they could use fundamental language forms of the target language. They used the verb be and simple present tense. Learners also used the language structures they had studied during previous workshops to do the task the present workshop proposed in different stages. A few examples below prove some cases of the current category. *They also would review the ins and outs of the simple present tense. The teacher started the class by asking the learners the verbs they knew at the time (journal). Yes, they do, Learners dominated verb to be grammar point but they got confused with “have” declination. However, sentences are comprehensible (non-participant observatory checklist).*

The fifth code to analyze was *Grammar Difficulties*, and it had a percentage of 6,4% of recurrences. Learners experienced issues with using the grammar structures of the target language. This code described the limited use of language structures during the tasks. Learners showed they still lacked deliberate guidance to learn the rules and use of fundamental language forms of the target language. Some learners still had difficulties conjugating verbs in the third person or forgot the rules they previously studied throughout the implementation of the workshops. A few examples below prove some cases of the current category. *They need more exercises to practice grammar and embrace the structures to obtain better performance (non-participant observation checklist. They felt uncomfortable when speaking in front of their classmates, but the teacher gave them*

extra help to come out with the final result. There were a few learners who needed extra help to comprehend the form and use of this tense (journal).

The sixth code was Speaking Difficulties which had a percentage of 6,1% of recurrences. The code depicted the moments in which learners had issues concerning pronunciation, grammar, and vocabulary used in L2. Several learners mispronounced verbs and could not understand what other peers said when talking about their daily routines. Some learners used their L1 to get their point across and comprehend what the teacher demanded in every task. They had to foster their speaking skill to gain more confidence when interacting in the target language. Several recurrences in this category explain the effect of this code in the following instruments. *Me cuesta hablar a veces lo que quiero decir en ingles porque veo que se escribe diferente a como se dice y se me olvida de una lo que voy a decir (it is hard for me to express what I want to say in English because the way in which I should pronounce the words is not the same as they are written. Therefore, I tend to forget what I mean to say) (self-assessment rubric). On the other hand, there were a few learners who still had difficulties performing these activities because they felt uncomfortable when speaking in front of their classmates (journal).*

Workshop 6 They are my favorite character ever

The main goal of this workshop was for learners to present their favorite famous person to one of their peers in class. The teacher set the category of food and drinks for a game that aimed at assessing prior knowledge. The teacher tried to elicit learners' interest in this activity too. Later on, learners get acquainted with the game objective and participated in the different sections of the game by drawing images of specific words on the board.

Besides, learners did another activity in which they had to guess which person their fellow learners described based on their likes and dislikes. First, the teacher asked learners to write on a piece of paper some sentences about what they liked, loved, hated, did not like, etc. Later, the instructor gathered the information, shuffled and handed them to other learners. They read the phrases to the rest of the group out loud. The rest of learners tried to guess the person described.

The teacher presented these videos to introduce *Wh- questions*. He asked them to participate and answered some questions. They prepared speaking cards on different topics. He did the exercise with one of the topics by asking questions to some learners. Learners received a card with a subject and proceeded to ask their classmates. In this activity, the teacher assigned a partner to each learner.

The teacher pasted this image in different parts of the classroom. There was a letter where a person introduced their host family and mentioned their likes.

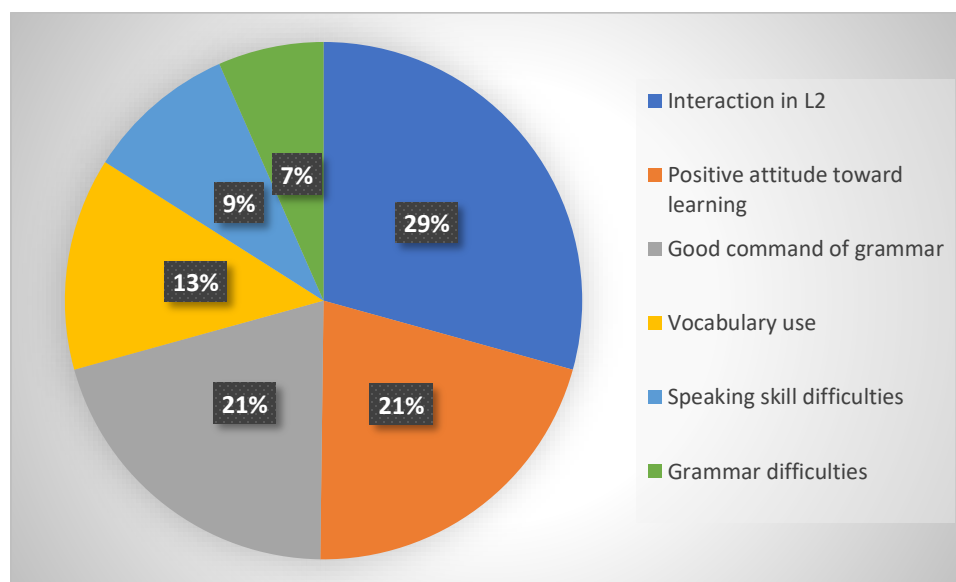
Next, the teacher told the couple that the goal of this activity was to transcribe what was on the wall. In addition, he illustrated that they had to take turns going to the place where the image was so the partners could write and transmit the announcement. The victor was the first group to give it as accurately as possible to the instructor. Ultimately, the teacher asked some *Wh- questions* to each team based on the letter they transcribed.

The teacher explained to his learners that they needed to form teams of 4 to 5 partners. The teacher proceeded to share with learners the questions they would encounter on the board game and share the meaning and some illustrations. He handed a worksheet to the teams with the connected chips and dice.

Lastly, the teacher instructed his learners to work in pairs. The teacher provided the instructions to read the two paragraphs and mark with an X the actions each player did. He then told his learners that it was time for them to write a paragraph about another famous person and share it with their groupmate orally.

Learners shared several famous people with their partners based on several factors. They were keen to show their classmates part of their realities throughout this activity as learners could express what they loved about the people they chose to hold the presentation orally. For instance, a learner chose Shakira as she wanted to become a talented Colombian musician in the future time. She told their partner about her feelings for this singer and described her physically. Likewise, the teacher made some corrections sparingly to his learners to avoid improper language when talking about someone else's life.

Figure 18 Categories of analysis in workshop 6



Analysis of Workshop 6

Table 16 shows that the first code was *Interaction in L2*. The category presents samples in which the teacher and learners used the English language orally. Learners used spoken English when performing tasks that demanded negotiation meaning in L2. Similarly, the code counted the moments of the class when learners and the teacher interacted in English to practice WH questions. The teacher encouraged them to use the L2 using the fundamental forms of the language they previously studied. The code showed 29,3% of recurrences. Some excerpts exemplify this code during the implementation of this workshop. *Learners' fluency is adequate, but some few phrases are difficult to understand. Learners presented their favorite character to his/her classmate and they could do it speaking in English in several times (non-participant observation checklist). Learners expressed they felt more confident to perform activities that involved oral production. In fact, they were willing to do the final task about talking about their favorite famous person to one of their groupmates to show their progress in general (journal).*

The second category was *Positive Attitude Toward Learning*. The code defined the moments in which learners actively partook in class or showed some form of encouragement to go on the exercises. The category also demonstrated how learners felt excited to perform the different parts of the assignments presented in the workshop. Learners showed a positive attitude regarding new terms to ask and answer information about their favorite character. The code showed 20,9% of recurrences. *Some excerpts exemplify this code during the implementation of this workshop. Learners switched from trying to speak in English sparingly to make greater efforts to use the target language in the tasks the workshops demanded. They felt encouraged to carry out the oral*

activities to feel they could actually speak in English. It was something they had never experienced before as the activities we proposed at the school were primarily related to grammar and vocabulary to prepare learners to take the ICFES test (journal). A mí me gustan las clases así porque la otra vez era puro taller y examen. Uno nunca tenía la oportunidad de hablar en inglés y ahora eso cambió y se le queda a uno más facil las palabras y cómo funciona. Uno así tambien puede escuchar como se pronuncian las palabras (we never had the chance of speaking in English in class, but now that changed because and it's easier to remember words and rules like this. Likewise, we also listen to the way we should really pronounce every word, phrases and sentences eventually). (self-assessment rubric).

The third code was *Good Command of Grammar*. This code characterized the moments of the workshop in which they delivered a good command of English language structure to achieve the language function of the workshop. This category represented that learners displayed they could use the current target forms of the language and resorted to some other structures to utilize wh questions to inquire about information concerning their groupmates' favorite famous person. They could also complete the tasks assigned in this workshop related to all the competencies in the English language. The code showed 20,5% of recurrences. Some excerpts exemplify this code during the implementation of this workshop. *Learners use adequate grammar in a high percentage of the communication practices (non-participant observer checklist). Learners could use the language forms the workshop proposed. They easily understood how they had to use wh questions to inquire information about the artists their groupmates regularly follow (journal).*

The fourth code was *Vocabulary Use*. This code depicted the accuracy by which learners applied the vocabulary the teacher showed during the last workshop of the action stage. For instance, they could use phrases bonded to wh questions to ask their classmates about the prominent characters

they liked the most. They could use other terms that helped them to accomplish the tasks proposed in the assignment. The code showed 13,3% of recurrences. Some excerpts exemplify this code during the implementation of this workshop. *Learners are able to transmit basic ideas using the right vocabulary (non-participant observation checklist). Learners used the wh questions correctly and demonstrated they could resort to terms they had previously learned during the implementation of the workshops. They also used words related to physical appearance, hobbies, food and drinks as they had to talk about their favorite person's daily life (journal).*

The fifth code was *Speaking Skill difficulties*. The category described occurrences in which learners had complications expressing ideas orally. Learners revealed they required extra counseling to enhance their oral communication skills. Some learners stated it was still challenging to talk about different situations in English. For instance, they needed more time to develop the ideas concerning the description of their favorite character in English as they found it was not easy to express the thoughts they had in mind. The code showed 13,3% of recurrences. Some excerpts exemplify this code during the implementation of this workshop. *Learners' fluency is adequate, but some few phrases are difficult to understand. Sometimes learners show difficulties at the time of expressing their ideas. Sometimes, they commit pronunciation mistakes and use their native language when they get in tangled (non-participant observation checklist). A mí aún me da pena hablar en frente de los demás porque yo siento que se van a reír de mí. Yo entiendo mucho de lo que me dicen, pero ya ponerme a hablar es duro porque uno tiene pensado decir algo y luego se demora para decirlo y se burlan de uno por eso yo me siento extraños así, pero ya se mas palabras y no me siento incómodo para hacer las otras cosas de inglés, pero hablar aveces es difícil. (I still feel a bit ashamed of speaking in English as some other partners could mock of me. I can comprehend what people tell me, but speaking in English is hard because I cannot come up with*

the ideas, I want to express that easily. It takes way more time than expected. However, I feel really confident when it comes to using the rest of the competencies as I have learned many things so far. Speaking is still a difficult task for me.) (self-assessment rubric).

The sixth code was *Grammar difficulties*. The category defined events in which learners had issues using forms of the target language as the structures associated with information questions in L2. For example, a few learners found it difficult the use *Wh- questions* to elicit answers from their groupmates. Using *Wh- questions* implies that learners could ask questions and respond to the content of the questions orally. The code showed 6,6% of recurrences. Some excerpts exemplify this code during the implementation of this workshop. *Learners commit grammar mistakes in some ideas shared at the time of speaking. They have problems to use the rules of the English language when they want to speak and they said they forgot the rules they had to use in this workshop to fulfil the tasks (non-participant observation checklist). Yo veo que son muchas palabras y luego hay que usar muchas reglas ahí para decirlo en inglés. Yo hago el esfuerzo, pero todo eso de una sola vez es difícil y yo si le hago mas despacio trato de dar bien con la idea de lo que quisiera decir en inglés (I find that there are many words that we need to use based o some other grammar rules to express what we want to mean properly. I try to give my best, but learning many things at the same time could be an overwhelming activity. I can do all of the tasks, but I need more time to fully develop the ideas the workshops demanded. (self-assessment rubric).*

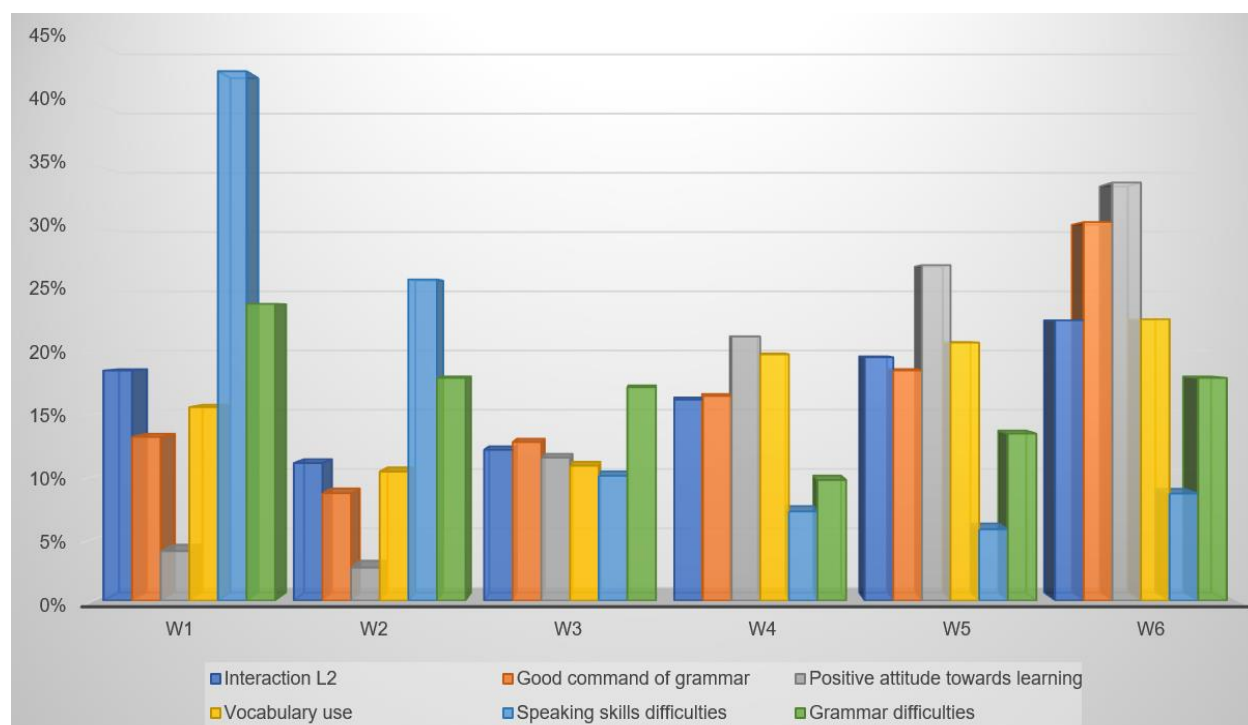
Evaluation Stage

The following section discusses the evaluation of the impact of TBLT on tenth graders' speaking skill at a public school. The research study implemented six workshops to enhance the speaking issues found at the beginning of this research. The assessment of the effects on the target group revealed that learners improved aspects of the target language that the project considered at the beginning of the study as vocabulary, pronunciation, and overall speaking competence in English.

As the project compiled data through several instruments in the action stage, the information showed several components in the workshops implemented. The study shows the information from the most recurrences to the fewer repetitions. The results depicted variations in each category concerning the workshops apiece. It amounted to examining details where six codes held beneficial facts of the impact of the study. Table 17 displays a summary of the data collected during the implementation of the workshops.

Figure 19

Summary of categories of analysis in action stage



Following the results what figure 19 displayed, the category with the highest percentage was *Interaction in L2*, having 470 frequencies and a ratio of 31,4%. It depicted that learners were progressively, by using the L2 more often in class. They used the English language sparingly when the activities first began. As the workshops continued to promote oral interaction in class, learners reduced the use of L1 and used the English language more often to perform the tasks of the workshops. The different activities that TBLT proposed, offered opportunities for learners to exchange in L2 with their peers. The stages of the task-based language lessons encouraged learners to try to speak in English to fulfill the activities and meet the workshop objectives. Learners used speaking strategies, such as role-playing activities in workshops one and five. They also used other

speaking strategies, such as repetition and oral presentations in workshops two and four. They used cooperative work in workshops three and six to perform language exchanges among them. Learners used the L2 to talk about their daily routines, describe different types of phenomena, and hold essential conversations. They also expressed ideas about themselves and their groupmates.

As figure 19 shows, another relevant fact of this project on tenth graders' speaking skill describes they improved their grammar skills. The category whose name was a *good command of grammar* represented a constructive increase in the use of forms of the target language with 244 frequencies and 32,2%. This category depicted that learners improved on the applicability of the structures of the English that the workshop proposed. Learners worked on different forms that TBLT established during the task stage through grammar exercises linked to language functions. Learners also received feedback on their performance after they analyzed the language features of the workshops to confirm they comprehended the use and meaning of the grammar topics provided.

As figure 19 shows that the category *Positive attitude toward learning* had 226 frequencies and a ratio of 15,1%. Learners were reluctant at the beginning of the project. They disliked interacting in the target language and participating in the activities the workshops proposed. The teacher had to repeatedly say that the benefits of learning a foreign language were boundless. Over time, learners' attitudes regarding the learning process changed positively. They began taking part in the different tasks they could find in the stages of the workshops. Hence, the learning process was

more significant as they wanted to make part of it. On the other hand, tenth graders showed they increased their self-confidence and motivation as they considered the activities aimed at improving their oral skills performance, and the process was a delightful experience they could enjoy.

Similarly, Figure 19 illustrates that *Vocabulary use* had 212 frequencies and a ratio of 14,2%.

Learners showed that their repertoire of terms in the target language was limited when the implementation of the research first started. The pre-test showed that they knew words in English, but they needed to enrich their vocabulary range to perform essential language functions. Therefore, they could express themselves and comprehend someone else's speech when exchanging ideas orally. Learners had the opportunity to work on this sub-competency through games, visual aids, audio, engaging readings, and the tasks the different workshops planned. Henceforth, they increased their expertise in several semantic fields, such as greetings, family members, adjectives, and information questions found throughout the workshops the research study implemented.

Conversely, figure 19 showed that there were difficulties concerning the impact of the study on the speaking skill of the target group. The code *speaking difficulties* had 210 frequencies and a ratio of 14,0%. From the beginning, the diagnostic stage showed that the most challenging competence for learners was speaking because they could not utilize the target language as they pleased. For this reason, the research project aimed to enhance this ability, by implementing TBLT.

By the end of the process, several learners stated that speaking in the target language was still difficult for them. In this regard, the teacher implemented several strategies to address these issues as cooperative work and repetition. On the other hand, learners expressed that the component they found more challenging was expressing their thoughts as they needed deliberate practice and time to develop their ideas. They intended to use the target language as they used Spanish, and it caused complications for them when interacting with their classmates.

Figure 19 finishes the assessment process with the code *Grammar difficulties*. This category had 134 frequencies and a ratio of 8,90%. After implementing the six workshops, several learners still had complications with the language forms the research study proposed throughout the process. A few learners needed to resort to their L1 to understand the information they received from the workshops in L2. It was evident that learners had complications with the grammar topics they saw during the implementation of the six workshops. The main reasons were that they still had difficulties in the Spanish language. Therefore, it was challenging for them to make sense of the features they saw in every workshop. It took more time for them to comprehend critical concepts of the English language, such as the verb *to be*, *Wh- questions*, adjectives, and the simple present tense.

Figure 20 Diagnostic Test and Exit Test Performance

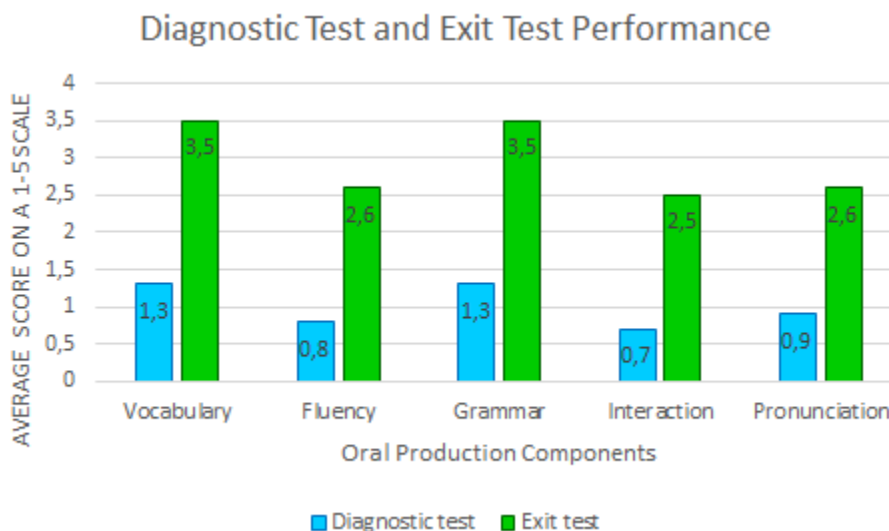


Figure 20 above indicates critical details collected in the action stage process. The graph showed learners made progress in the overall competencies and sub-competencies of the oral production components. As for the specific competencies the research study addressed, learners, improved on the sub-skills that made part of the speaking skill competence as pronunciation, speaking confidence, and vocabulary. Similarly, the post-test attested that learners improved their ability to interact in the target language compared to the results obtained during the diagnostic stage. Learners received an average of 3,5 of 5 in vocabulary and they nobtained 2,6 out of 5 in fluency. On the same subject, they increased grammar subskills results from 1,3 to 3,5. Besides, learners received 2.5 and 2.6 out of 5 concerning interaction and pronunciation in the post-test. The comparison establishes there was a positive impact on tenth graders' speaking skills. For this reason, it is relevant to compare the results that the pre-test and post-test yielded. It encompasses

a benchmark we could analyze as an indicator of trustworthiness and reality upon language assessment (Bachman & Palmer, 2010).

Findings

This research study defined the impact of TBLT on the speaking skill of 10th-grade learners at a public school. The findings have to do with the influence these procedures had on lexicon and language forms and on expanding self-confidence in this group of learners. The findings section presents the results following the research question stated at the end of the diagnostic stage “What impact does TBLT have on tenth graders’ speaking skill at a public school?”

As the researcher applied the workshops in the action stage, the outcomes reported that the research study attained the objectives set at the end of the diagnostic stage. The effect of TBLT on tenth graders’ speaking skill was favorable. By the same token, the strategies and activities established in every stage of the workshops, amounted to a sounder interpretation of the use of the target language orally.

The efficacy of TBLT in improving tenth graders’ speaking skill.

The implementation of the workshops allowed participants to discover new features of the spoken English language through TBLT. Learners continually improved their speaking skill as the application of the workshops continued. Similarly, they gained confidence to perform activities that demanded language exchanges orally. The study also assessed the impact of TBLT on the speaking skill, by using several research instruments, such as self-assessment rubrics, journals, non-participant observation checklists, rubrics, and an exit test.

The increase of vocabulary use in English

The positive effects of the implementation of the present study reflected on the increase of the lexicon used. The diagnostic stage results showed that learners lacked the terms to perform language functions in the L2. *The limited vocabulary use* describes learners could not understand words and their meaning. Learners expressed that they knew a few words, and that was how they could decode texts in English. The problem was that their limited repertoire of phrases did not amount to aid them in holding essential conversations in the L2. They usually resorted to the Spanish language to express their ideas. The action stage implemented six workshops to enhance learners' lexicon.

The speaking strategies learners used throughout the six workshops allowed them to gain more words, terms, and phrases in English to use them in the language functions and tasks the research study proposed. Oral presentation, cooperative work, role-playing activities, and repetition were fundamental components of the workshops to increase their understanding of vocabulary in the target language. Learners felt more confident as they could express themselves when interacting with their peers thanks to the new vocabulary and expressions they learned. Likewise, learners now showed a better understanding and command of vocabulary range in the L2 as the workshops emphasized this component thanks to their prior knowledge.

The *vocabulary use* code created in the action stage process reported the moments of the class in which the researcher confirmed such instances of vocabulary learning processes. The category

described good use of English lexis and understanding their meaning. Learners had a proper command of vocabulary in semantic fields, such as countries, nationalities, family members, numbers, adjectives, feelings, information questions, and actions. The post-test confirmed they increased their vocabulary knowledge as they offered a better performance when compared to the pre-test implemented in the diagnostic stage.

Learners switched from an average score of 6 to 9 in the lexicon assessment section and used more words in the rest of the parts of the post-test correctly. The results attest that the impact of TBLT on improving the speaking skill was positive. Alqahtani, (2015) then states terminology understanding plays a crucial role in foreign language education as the definitions of unknown terms are essential, whether in textbooks or classrooms. It is also of paramount importance to language instruction and language learners.

Learners' higher self-confidence in their L2 use.

Learners remarkably increased their confidence as the application of the workshops continued. Learners were reluctant to participate in any activity that involved interaction in the English language. They expressed they had several reasons. They said they did not have enough vocabulary knowledge to hold conversations in the target language nor the language forms that allowed them to perform the functions they intended to express in the L2. Likewise, they were constantly afraid of making mistakes when speaking as they did not know how to pronounce the words they could

understand in the English language. The engaging activities and the feedback the teacher provided were essential factors that encouraged learners to speak English in class.

In this regard, Samuel & Xiongyong (2011) state that there are several benefits when implementing TBLT to promote confidence in foreign language learners. They argue that implementing TBLT in the EFL classroom fosters learners' intrinsic motivation, enhances interactive strategies, and generates a collaborative learning environment. Similarly, TBLT enables learners' academic progress and adapts to small group work. It also involves the variety of advancement of learners' learning appeals and endeavors. Learners find there is an optimal environment to use the target language. They feel at ease and relaxed, by making mistakes in the L2 as they are part of the learning process.

Similarly, In Jae & Jung Won, (2006) state that using task-based techniques in the classroom contributes to meaningful aspects concerning confidence. While most middle school teachers, for instance, valued its suitability for small group work, most high school teachers highlighted its importance in enhancing interchange skills and uplifting intrinsic motivation. It partially indicates that as an instructional method, TBLT boosts group work prospects in middle school environments and its motivational aspects in high school settings.

It is appropriate to note that raising motivation and self-confidence via TBLT enriched oral language exchange. Learners could use L2 more often and reduce the use of L1 to some extent. In this analysis, it is worth mentioning that by effectively communicating their ideas in the L2,

learners could use less of L1 during their oral participation. As learners used the target language to convey ideas more often, their positive perception of the learning process improved considerably. Never in their lives had they ever felt they could speak the English language regularly.

The positive effect of TBLT on EFL spoken interaction

The impact of TBLT on tenth graders' speaking skill was positive. One of the starting points for this research study was the difficulty learners were exposed to when interacting in the target language. The diagnostic stage analyzed this issue using three research instruments and a test. The research study found this difficulty in coding the data compiled throughout the sessions in which the researcher used the research instruments. The *low production skills, use of L1, poor listening comprehension skills, grammar difficulties, low oral production, and limited vocabulary knowledge* codes accounted for the complications of learners during this stage.

After the implementation of the six workshops, some other codes arose. The categories showed learners increased their abilities to interact with the target language. The codes were *interaction in L2 and positive attitude toward learning*. The categories describe the moments in which learners used the target language to express their ideas and successfully perform the tasks proposed in the workshops. On this subject, Murad, (2009) suggested that, in particular, learners should develop mastery in the direction of interchange and the negotiation of meaning. Interaction encloses details, such as taking the floor, introducing a topic or changing the subject, inviting someone else to

speak , and keeping a conversation going. Negotiation of significance directs to the skill of confirming to the individual you are using the language correctly and that you have properly understood them.

Likewise, Elsayed & Hassam ,(2019) conclude that applying TBLT in EFL class develops interaction. In a task-based environment, teachers design tasks of everyday life to create meaningful language activities to teach them how to socialize in the target language. It is an adequate schooling procedure whose activities could enhance the structure of classroom teaching, drive learners to learn and use English in activities, and assist learners to participate in joy in English learning. Learners interact in L2 as they state their speaking skill improve significantly.

Another relevant effect acquired in the present study was the capacity participants achieved to comprehend what their groupmates told them in L2. They presented communicative skills to ask and answer information questions using the language features the workshops suggested. They resorted to different speaking strategies to attain the language functions of the research project.

They used oral presentations, role-playing activities, repetition, and cooperative work. All the while, learners constantly developed language exchanges in the different tasks of the workshops.

The findings of this study confirm what Carreño, (2016) stated: it was suitable to mention that when learners solve communicative tasks, they interact freely and spontaneously in the foreign language, use the vocabulary, ask, or answer without worrying about making mistakes. Learners

help each other with pronunciation, lexis, or how to respond. Some learners can utilize simplified versions of the English language to conceive their ideas in L2. On the other hand, learners with a higher level try to respond by saying more structured sentences. TBLT allowed learners at a public school in Tuluá, Valle Del Cauca, to maximize the uses of this approach and engage themselves in language exchanges in the target language. The benefits of this approach to enhance oral production are unlimited.

Conclusions

After having implemented the study aimed at enhancing tenth graders' oral skills through TBLT, the researcher has several conclusions to be pondered on. Learning speaking skill is thoroughly better. This system allowed learners to enhance speaking skill sub competencies such as interaction, vocabulary, and pronunciation. Therefore, learners have beneficial repercussions on their self-confidence. As they get acquainted with the structures, words, and phonemes of L2, learners are more inclined to use the target language while developing the tasks the workshops propose. The authentic language activities to achieve meaningful results in the target language set instances to use the features that they learned in every stage of the workshops. Similarly, the assessment process focuses on tasks that help to reduce learners' fear of using the language orally. Learners developed their final oral activities, by using the teacher's guidance in specific stages of TBLT. Learners received deliberate instruction in the L2 and authentic input to enhance all the competencies of the L2. It offers the possibility to learn and reinforce language functions of the English language to perform the production activities the workshops proposed. The teacher attests to the reliability of the positive effects of the implementation of the study as learners are now highly motivated and participate in class to make the learning process more significant. In this sense, the research study complies with the initial objectives of the study. The results suggested that the influence of TBLT met the goals set at the end of the diagnostic stage. The discoveries

concluded that the use of the communicative approach mentioned before permitted learners to gain knowledge regarding vocabulary, language structures, and language functions. The interaction in the target language improved as their overall command of the L2 is continuously refined. The use of the mother tongue decreases as they feel they could use more language functions in English correctly. On the other hand, it is worth mentioning that learners still need to improve their competence in L2 as they could expand their current linguistic skills further.

Pedagogical Implications

The importance of this research study indicates that EFL teachers could intend to bring ELT teaching needs to expand and try revived approaches to EFL classroom. Although most public schools in Colombia devote only a few hours to teaching English as a Foreign Language, by promoting oral activities so that learners use the language at some point could offer several benefits for the entire community. Foreign language teachers should not restrict to showing forms of the L2 only.

They could set moments in the class to propose engaging activities in which learners find the necessity to use the target language to fulfill short-term and long-term linguistic objectives (Graves, 2000). On the other hand, the activities should comply with the immediate needs of learners so that they can align the tasks the workshops propose with their day-to-day realities. We are ourselves and our circumstances (Ortega & Gasset, 1926).

Recommendations

It is relevant to keep researching the benefits that TBLT might bring to the public sector environment. The present study offers data analysis that depicts the benefits of several components of English as a Foreign Language. Even though TBLT positively influenced tenth graders' speaking skill, it is essential to conduct research studies in which learners and teachers can have more guided hours to improve learners' overall linguistic competence. The present study could work only for 2 weekly hours with the groups. The institution where the action stage occurred prioritizes specialized courses in business administration and the elective courses SENA provides. It is critical to count on a higher number of hours of guidance as teachers and learners can interact more often in the target language.

Similarly, further research might conduct projects where teachers from different subjects, coordinators, the principal, and the families assemble to work together. They could design work plans to deepen into projects that produce a positive effect on learners' English linguistic level and improve their quality of life in the communities where they live.

Finally, learners should have access to a proper Internet connection for the overall process. Throughout the implementation of the research study, teachers and participants found that they needed to use computers to enhance their learning experience and adapt them to the demands the contemporary society asks for in the coming generations. To illustrate, many schools in Colombia

do not have any access to internet connection. The target population of this research study aligns with the issues aforementioned. The school that served as a sample to conduct this research project possesses only forty desktop computers for a myriad of learners. Likewise, the Internet connection is weak, and learners do not have the chance to search for online tools that help them to fulfill the tasks every subject demands.

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Appendices

Appendix 1: Lesson Plan Format 1 Workshop 1

Universidad de Caldas

Facultad De Artes y Humanidades

Maestría en Didáctica del inglés

Project: The impact of TBLT on tenth graders' speaking skill at a public school.

Workshop Plan

Subject: English

Institution: Institución Educativa Técnica Occidente

Schedule: From 11: 20 am to 12:00 pm

From 08:10 am to 09:10 am

From 11:20 am to 12:20 pm

Length: 3 hours (180 minutes)

MAIN TASK:

Talking about you and your best friend



General Research Objective

- To measure the impact of TBLT on tenth graders' speaking skill.

Specific Research Objectives

- To determine the impact of TBLT on the acquisition of new vocabulary.

- To assess the extent to which TBLT helps learners to increase fluency in L2.
- To describe the effect of TBLT on EFL spoken interaction.

Research Question

“What impact does TBLT have on tenth graders’ speaking skill at a public school?”

Communication Goals

During this workshop, learners will be able to:

- Interact with each other asking and answering personal information-related questions.

Communicative Language Competence

Linguistic Competence:

- Has a basic language repertory that enables learners to interact with everyday events with predictable content.
- Can copy short sentences on everyday subjects

Sociolinguistic Competence:

- Can infer specific information from an oral text.
- Can use basic common expressions and follows basic processes to socialize simply yet efficiently, e.g., information exchange and requests about personal and everyday topics.

Pragmatic Competence:

- Can expand learned phrases by simple recombination of their elements.
- Can start, maintain, and finish a simple face-to-face conversation.
- Can create phrases on familiar topics with enough ease to handle short exchanges regarding possible hesitation and false starts.

SPEAKING STRATEGIES

- Role-playing activities

- Oral Presentation
- Cooperative work
- Repetition

MATERIALS

- Notebook
- Worksheets
- Vocabulary handouts

WEBPAGES AND APPLICATIONS

- YouTube
- Drive

Meet my Dear Friend!

Dear learners: In this lesson, you will learn how to greet people in English and introduce yourself.



PRE-TASK:

1st PART.

Timing:	30 Min.	Material/App:	Classroom, laptop, markers, board	Speaking strategy: Role-playing activity
----------------	------------	----------------------	--------------------------------------	--

Warm up:

First, the teacher shows learners some flags to activate their prior knowledge. They participate orally by saying the country to which each flag belongs. The teacher splits the class into different groups. He assigns a monitor in every group to give the following instructions to the rest of participants:

- Look at the vocabulary box.
- Say the color of each flag.
- Write the name of the country for each flag.

The teacher tells learners to use the “Useful vocabulary” box to practice colors in English. After that, the teacher asks learners to match the countries seen in Exercise 1 to the nationalities, by following the example.

Escriba el nombre del país para cada bandera

1. 
Spain

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

Austria Cameroon China France Mexico Spain Switzerland
United Kingdom United States

Useful vocabulary

Colours

red yellow blue
green white black
brown pink orange
purple

Associate the countries seen on exercise 1 to the nationalities following the example given.

Example: Spain-Spanish

Mexican British Swiss Cameroonian Austrian Chinese French Spanish American

Country	Nationality

Finally, the teacher will ask some learners to participate and to say the answers to the questions.

2nd PART.


Timing:	20Min.	Material:	Video
----------------	--------	------------------	-------

The teacher tells learners to watch a video about countries and nationalities. They write in their notebooks the countries and nationalities they can identify from the previous task.

https://www.youtube.com/watch?v=qyZH4U7_oEk



Countries and Nationalities | Learn English



LGS English
3810 suscriptores

Learn Countries of the world, their nationalities and flags.

Learn Food and Drinks vocabulary in English.

MOSTRAR MÁS

3rd PART.

Timing:	15 Min.	Material	Audio
----------------	---------	-----------------	-------

Learners listen to and match people to their nationalities after listening to a conversation. They will listen to the audio twice. Next, learners will write in their notebooks five sentences about the countries the five people are from. For example, “Connie is from Colombia.”

Listen and match the people to their nationalities

- | | |
|-------------|--------------|
| a. Connie | 1. Brazilian |
| b. Jan | 2. French |
| c. Luc | 3. Colombian |
| d. Thomas | 4. Swiss |
| e. Bernhard | 5. Chinese |

4th PART.

Timing:	30 Min.	Material/App:	Padlet tutorial
----------------	---------	----------------------	-----------------

Pair work: The teacher assigns an activity in couples. He hands in flags with the name of a person to each participant of the group. One of learners shows the flag to their partner and have to say their country and nationality. They switch roles to do the same activity.

For example:

Juan



- | | |
|--|---|
| a. Juan is from Spain. He's Spanish.  | d. Matt _____  |
| b. Philippe _____  | e. Gabriela and Juana _____  |
| c. Anna and Bruno _____  | f. Linda _____  |

DURING-TASK:

5th PART.

Timing:	30 Min.	Material:	Video, board
----------------	---------	------------------	--------------

Learners watch a segment of a video. They have to watch it and write in their notebooks the information that the content provides.

The teacher asks learners to listen to the way the people on the video speak. The teacher guides learners to follow the examples given in the video to talk about countries and nationalities.

Learners report orally to the teacher and their peers what they discovered while watching the video. The teacher listens to them and provides feedback if needed.

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



Lesson 16: Where Are You From?



VOA Learning English ✓
1,82 M de suscriptores

Anna interviews tourists on the National Mall in Washington, DC. She learns about where they are from and the languages they speak.

Originally published at - <http://learningenglish.voanews.com/a/...>

6th PART.

Timing:	30 Min.	Material:	Worksheet
----------------	---------	------------------	-----------

The teacher asks learners to work in pairs and copy the chart in their notebooks. The teacher explains the activity and refers them back to the list of nationalities in the previous exercise. When learners finish, they put the completed chart on the board and practice the nationalities according to their endings.

-ish	-an/-ain	-ese	other
Spanish			

Learners practice reading the text out loud to each other. The teacher instructs every pair to help them to pronounce the sentences correctly.

Learners read the text again and complete the table in their notebooks

Name	Country	Favourite colour

7th. PART.

Timing:	30 Min.	Material:	Worksheet
----------------	---------	------------------	-----------

Learners choose their favorite country from the list. They introduce themselves as if they were from the country they have already chosen. They practice the task, by using a template. For example,



A. Good morning!

B. Good morning!

A. How are you?

B. Good, and you?

A. Good, thanks!

B. What's your name?

A. My name is _____. What's yours?

B. My name is _____. How old are you?

A. I am _____ years old. And you?

B. I am _____ years old. Where are you from?

A. I am from _____. I am _____, and you?

B. I am from _____. I am _____.

A. That is great! Ok, I need to go now. See you!

B. Yes, it's great! Ok, see you later.

Then, some groups present their reports to the rest of the class. They compare their results.

POST-TASK

Timing:	30 Min.	Material:	Posters, board
----------------	---------	------------------	----------------

Introduce yourself as a celebrity to your partner.

After examining and discussing specific features of the target language, the teacher conducts an oral activity in pairs. The teacher explains the task emphasizing that it is a speaking activity in which they should not just read out their completed sentences. After that, the teacher asks learners to work in pairs. They need to talk about themselves as if they were celebrities to their best friends using their notes. They mention their names, countries, nationalities, ages, and favorite colors.

They can use different countries to avoid the repetition of the same nation in the activity.

Name	
Country	
Nationality	
Age	
Favorite color	

Finally, the teacher provides feedback on the task and assesses learners' performance. He emphasizes the forms of the target language used during the activity. The teacher discusses the practice of new words and patterns used in the presentation. The teacher encourages learners to further development of the language functions they used throughout the tasks.

Appendix 2: Non-Participant Observation Checklist Diagnostic Stage

Universidad de Caldas

Facultad De Artes y Humanidades

Maestría en Didáctica del inglés

Non-Participant Observation Checklist

Institución Educativa Técnica Occidente

Diagnostic stage

Checklist

Research project

Teacher: Hans Martínez Cabezas

Action Research

Rationale: This *Proforma* checklist aims at gathering information based on learners' performance in class. This study intends to assess tenth graders at a public school in Tuluá, Colombia. The study will assess learners' current linguistic level in the English language. Learners will perform activities using their prior knowledge. On the other hand, the researcher will observe learners' performance for several sessions to assess their current level in the target language. Next, the researcher will focus on one of the linguistic competencies to measure learners' skills. Finally, the investigator will analyze the results of the intervention to assess the efficacy of the study.

Name: Hans Martínez	Date:
Length :	
Language function:	

Mark with an **X** participants' observable behaviors in terms of frequencies.

Observable Learners' behaviors	Number of frequencies	Total	Examples
Asking questions in L2			
Asking questions in L1			
Participation in class			
Disrupting class			
Using the dictionary in class			
Using language structures in class			
Performing Reading tasks			
Performing Writing tasks			
Performing Listening tasks			
Performing Speaking tasks			

Observable Teacher's behaviors	Number of Frequencies	Total	Examples
Recalls the goal of the lesson			
Facilitates access of prior-knowledge			
Creates opportunities for learners' participation			
Translates to clarify content/vocabulary			
Motivates learners to use the L2			
Applies scaffolding techniques to facilitate the learning process			
Develops cognitive academic language			
Provides feedback at every stage			

Relates the topic to learners' real life			
Praises learners' performance			
Teaches new vocabulary/expressions			
Elicits learners' language use			
Delivers teaching materials			
Sets pre/while/post-tasks			
Implements motivational strategies to generate participation			
Uses pair and group work			
Assesses learners on both content and language			

Pedagogical Reflection:

Appendix 3: Learners' Survey

Universidad de Caldas

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Maestría en Didáctica del inglés

Learners' Survey



Place: Institución Educativa Técnica Occidente.

Participant observer: Hans Martínez

Telephone: 3213576338

E-mail: episteme14@gmail.com

Rationale: This learner's survey aims at gathering information based on learners' performance in class. This study intends to assess tenth graders at a public school in Tuluá, Colombia. The study will assess learners' current linguistic level in the English language. Learners will perform activities using their prior knowledge. On the other hand, the researcher will observe learners' performance for several sessions to assess their current level in the target language. Next, the researcher will focus on one of the linguistic competencies to measure learners' skills. Finally, the investigator will analyze the results of the intervention to assess the efficacy of the study.

1. Pienso que el inglés como lengua extranjera es un idioma que me permite fortalecer mis habilidades comunicativas

- Totalmente de acuerdo
- De acuerdo
- Indeciso

En desacuerdo

Totalmente en desacuerdo

2. Comprendo la intencionalidad o la idea central al leer determinado texto en inglés

Totalmente de acuerdo

De acuerdo

Indeciso

En desacuerdo

Totalmente en desacuerdo

3. Utilizo estrategias para identificar los aspectos más importantes de los textos en inglés que leo

Totalmente de acuerdo

De acuerdo

Indeciso

En desacuerdo

Totalmente en desacuerdo

4. Relaciono el contenido del texto con mis conocimientos previos en inglés para comprenderlo mejor

Totalmente de acuerdo

De acuerdo

Indeciso

En desacuerdo

- Totalmente en desacuerdo
5. Al encontrar palabras en inglés desconocidas en los textos que leo, las busco en el diccionario para comprender el mensaje completo
- Totalmente de acuerdo
- De acuerdo
- Indeciso
- En desacuerdo
- Totalmente en desacuerdo
6. ¿Qué acciones tomo cuando la información del texto en inglés que leo me resulta incomprensible? (20 palabras)
7. ¿Con qué frecuencia practico inglés con amigos o familiares en casa? (20 palabras)
8. ¿Cómo consideras que el inglés como lengua extranjera te servirá al terminar tu proceso formativo en esta Institución Educativa? (20 palabras).
9. ¿En qué actividades considera utilizará el idioma inglés?
- a) Sus estudios universitarios
 - b) Viajes
 - c) Trabajo
 - d) Otro
10. Considera que el conocimiento del inglés como lengua extranjera le brindará mayores posibilidades de:
- a) Conseguir un buen empleo
 - b) Lograr una buena profesión

- c) Mejorar el bienestar de su familia
 - d) Otro
11. Algunas de las herramientas o medios tecnológicos que considera le pueden ayudar a aprender mejor el inglés como lengua extranjera, son:
- a) Computador con Internet
 - b) Tablet
 - c) Celular
 - d) Todos los anteriores
12. ¿Qué considera más fácil del aprendizaje del inglés como lengua extranjera?
- a) Hablar
 - b) Leer
 - c) Escribir
 - d) Escuchar
13. ¿Considera que para ser un profesional competente es necesario adquirir conocimientos básicos alrededor del inglés como lengua extranjera?
- a) Sí
 - b) No
14. ¿Considera que aprender inglés como lengua extranjera le permitirá comunicarse efectivamente en diferentes contextos?
- c) Sí
 - d) No
15. ¿Piensa que puede tomar protagonismo en su proceso de aprendizaje del inglés como lengua extranjera?

- a) Sí
- b) No

¡Muchas gracias por su participación!

Appendix 4: Teacher's Journal Diagnostic Stage

Universidad de Caldas

Facultad De Artes y Humanidades

Maestría en Didáctica del inglés

Research Project



JOURNAL N° 1

LIST OF CODES
Language function
Low English level
Use of L1
Use of English language in class
Good behavior in class
Positive attitude toward learning
Negative attitude toward learning
High participation in class
Low listening comprehension skills
Low oral production skills
Misbehavior
Limited vocabulary knowledge
Low reading comprehension skills
High reading comprehension skills
High writing production skills

OBSERVATOR: Hans Martínez			
DATE:	September 3, 2020	COURSE:	10th
ACTIVITY	Daily routine.		
<p>Description: (The context, the learning process, describe everything that was observed)</p> <p>During the online class, three learners attended the session. Two of them accessed the meeting through the telephone of their parents. I started the class by asking learners in English about their daily lives. Learners said they did not understand the questions posed in English. I resorted to asking the same questions in Spanish. I specified that I only wanted to listen to a couple of answers from every participant. All of them eagerly responded to the question in Spanish. They kept their video cameras off because their Internet connection was unstable. However, they did not lose track of the activities while in class.</p> <p>Next, I asked them to write down on virtual board actions in English they knew about activities they regularly did. They followed the instructions and wrote the verbs in English as expected. I asked them to translate into Spanish the meaning of those words. All of them did it. I told them that we would watch a video about daily routines, and they should take notes from the video. I showed the video about daily routines and paused it several times. They could write down activities that we commonly did in our daily lives. After they watched the video, we took a look at the sentences they wrote down. Learners wrote down sentences like <i>I take a shower</i>, <i>I do my homework</i> among others.</p> <p>After that, the teacher handed them in a link to do an online exercise. First, they had to associate some images and actions in English. Second, they had to do an activity about filling in the gaps.</p>			

Learners had to complete the spaces with the correct verbs from the options the worksheet showed. I shared with learners the webpage Wordreference just in case they needed to look up a specific word. After that, I checked the answers with them to correct every question. Later, I shared the link of the application Quizziz with them. I told them that we would practice the topic using the application. I started showing a few actions in English. They needed to translate into Spanish the words that were in English in the application. There was only one learner who could perform the activity. The other two learners saw a black screen. Perhaps, their phones could not cope with two online web pages simultaneously; that is, using Google Meet and Quizziz at once was a difficult task for their low-quality phones.

I had to stop sharing my screen and started taking screenshots of the game. I sent the screenshots of the game to learners through WhatsApp. In this way, they could see every question of the game. For every question, they had four options and one correct answer. I chose one of learners to select the correct one. I did the same activity with all the questions. After I clarified any questions, I proceeded to play the game. The goal was to answer as many correct questions as possible in less time than their classmates. While playing on the website, one of learners could not continue answering the questions because his phone could not stand Google Meet and the game running concurrently. I asked him to wait until his classmates finished the activity. After they played the game, I reviewed their scores and the correct answers once again. Finally, I thanked all of them for attending the virtual meeting. We aim at meeting more often from now onwards.

Interpretation: (My perception, what I saw in the classroom in terms of learning, how did they learn? Slow? Fast?)

- Most of learners' English linguistic level is low

- One of learners possesses a good command of the English language.
- They know a few words in English, but it is not enough to have a language core in English.
- They have phones and WIFI connection.
- It is important to use one virtual tool at a time to avoid Internet connection difficulties.
- They seem to be eager to learn more English language.
- They are committed learners who behave during the whole session.
- They attend virtual meetings when asked to.
- They try to make extra efforts to participate in class and make part of this learning process compared to some of their peers.
- They need to hear instructions in Spanish to do the activities in English.
- They can understand basic instructions in written English language.
- They have some idea of the some of the forms of the English language.

Reflection: My viewpoint or position, according to what I observed

Based on what I observed, these three learners were willing to participate in all the activities I proposed that day. They paid attention to the explanation I gave that day. Plus, they asked questions about the video and the examples shown in the game. It could mean that even though their English level is low, they want to learn the target language. They have been studying English at school for several years, but due to the low number of hours, misbehavior from some of their classmates, and strikes, their learning has not attained the established goals for tenth graders. It would be appropriate to use only a few virtual tools to avoid their phones get blocked. Whenever I tried to share my screen

or use the application Jamboard, they mentioned that sometimes their phones played out. It is necessary to look for ways to allure the attention of more learners to the classes. Only three learners showed up that day.

Appendix 5: English Test

Universidad de Caldas

Facultad De Artes y Humanidades

Maestría en Didáctica del inglés

English Test



Grammar

1. What is your name?
 - a. My name is Luisa Fernanda
 - b. My phone number is 3216007797
 - c. My favorite food is beans
2. Where does Valentina go?
 - a. She going to La Herradura
 - b. She goes to La Herradura
 - c. She go to Le Herradura
3. Where are your parents from?
 - a. There are from Cartagena
 - b. They is from Cartagena
 - c. They does from Cartagena
4. How often do you go to the movies?
 - a. I go with my friends
 - b. Twice a week
 - c. I am at home

5. What is your phone number?
- a. My phone number is 3145899058
 - b. I live in Cali
 - c. My name is Sofía

Vocabulary

6. What is your favorite food?
- a. School
 - b. Chicken rice
 - c. Salsa music
7. Can you _____ English?
- a. Eat
 - b. Drink
 - c. Speak
8. Colombia had a _____ last night.
- a. Car
 - b. Game
 - c. Kick
9. What time is it?
- a. It's Monday
 - b. It's January
 - c. It's five o'clock
10. He likes to _____ chicken
- a. Drink

- b. Eat
- c. Sleep
- d. Run

Reading comprehension: Lea el artículo y elija si la respuesta correcta es falso o verdadero

A pizza

Daddy, let's order a pizza. That sounds like a good idea. They look at a menu in the restaurant. What kind of pizza do you want? Billy wants a large pizza. He wants a pizza with cheese, pepperoni, ham, and pineapple. His dad says that is a good choice. He calls the waiter. The waiter says they do not have any pineapple. Dad asks Billy what kind of ingredient he wants instead. Billy wants sausage instead. His dad orders sausage instead of pineapple. About 30 minutes later, the waiter serves the food. It is delicious.

11. Billy wants to order pizza.

True _____

False _____

12. His dad does not want to eat pizza.

True _____

False _____

13. Billy wants his pizza with chicken.

True _____

False _____

14. They do not have any pepperoni at the pizza place.

True _____

False _____

15. The waiter servers the food 30 minutes later.

True _____

False _____

Listening Comprehension

https://drive.google.com/file/d/1y9oV32mjkKps4145K_22NaqUA2VncD/view?usp=sharing

Complete el cuadro de la rutina diaria de las siguientes personas mientras escucha el audio.



Person	Activity	Time
Elizabeth	gets up	(1) _____
	(2) _____	12:00 PM
	(3) _____	6:00 PM
	(4) _____	7:15 AM
Oscar	watches the news	(5) _____
	(6) _____	6:30 PM
	(7) _____	7:30 AM
Alejandro	studies	(8) _____
	(9) _____	10:15 PM

Writing

Escriba su información personal en inglés usando el vocabulario que usted conoce. Escriba sobre sus hobbies y rutina diaria. (40 words)

Speaking

Usted hablará durante dos minutos sobre usted mismo, su información personal, su familia, y sus pasatiempos. Puede seguir el siguiente ejemplo como modelo para su presentation.

I am Stiven. I am fifteen years old. I am a learner. My family is small. I live with my mother, my father and my sister. I like to play soccer and use my phone. We are very happy. I like to go out with my friends. My favorite food is pasta and guava juice.

- Talk about your family: _____
- What kind of things do you like to do? _____
- What is your daily routine? _____

Appendix 6: Self-Assessment Rubric Action Stage

Universidad de Caldas

Facultad De Artes y Humanidades

Maestría en Didáctica del inglés

Self-Assessment Rubric



Apreciado estudiante, se le pide cordialmente responder a cada pregunta de manera sincera marcando la casilla que corresponda.

- 1- ¿El taller le ha ayudado a mejorar su conocimiento lexical en inglés?
 SÍ NO
- 2- ¿El taller le ha proporcionado una mayor velocidad al momento de expresarse de manera oral en inglés?
 SÍ NO
- 3- ¿El taller le ha ayudado a mejorar su conocimiento de estructuras en la lengua meta?
 SÍ NO
- 4- ¿El taller le proporcionó medios para que pueda interactuar activamente en inglés?
 SÍ NO
- 5- ¿El taller le ha ayudado a mejorar su pronunciación en inglés?
 SÍ NO

Comentarios:

Appendix 7: Non-participant Observation Checklist Action Stage

Universidad de Caldas

Facultad De Artes y Humanidades

Maestría en Didáctica del inglés

Non-Participant Observation Checklist



Learners' Performance	Number of Frequencies Total	Comments
Vocabulary The learner's range of words enhances communication.		
The learner's range of words is insufficient for communication.		
Fluency The learner's ease of speech enhances communication		
The learner lacks ease of speech.		

<p style="text-align: center;">Grammar</p> <p>The learner's range of structures enhances communication.</p>		
<p>The learner's range of structures is very limited.</p>		
<p>The learner doesn't have command of grammar structures.</p>		
<p style="text-align: center;">Interaction</p> <p>The learner is active in an interactive social situation</p>		
<p>The learner fails to interact in a social situation.</p>		
<p style="text-align: center;">Pronunciation</p> <p>The learner makes a correct use of the phonemes of the English language.</p>		
<p>The learner makes mistakes when pronouncing words in the English language.</p>		

Appendix 8: Teacher's Journal Action Stage

Universidad de Caldas

Facultad De Artes y Humanidades

Maestría en Didáctica del inglés

Research Project



JOURNAL N- 3

OBSERVATOR: Hans Martínez			
DATE:	May 24 2022	COURSE:	10
ACTIVITY	What does he look like?		

Learners started a new workshop that brought activities related to physical description. By the end of this workshop, Learners would be able to describe a person in English. This time, they were more receptive to actively participating in the tasks that involved interaction as a type of language. More specifically, they were willing to use the English language to describe their partners orally. On the other hand, some learners said it was unclear how to characterize a person in English because they did not know the words to do such a thing in the target language. Hence, the teacher offered the possibility to review this new vocab by showing a word bank related to a physical description in English on the board. The teacher told them they would practice the new terms of the workshop during different tasks of the upcoming sessions because they would help them to learn the new words to use in the main stages of the activity. They were glad to hear such thing as it would enormously help them to perform better in the entire workshop. They started, by using content in which they would receive input concerning terms and phrases to describe people in

English. They learned words, such as *strong, chubby, handsome, curly hair, tanned skin, and big eyes*. As for grammar structures, they practiced once again the ins and outs of the simple present and the verb *to be* as they were fundamental forms of the target language to describe anything in English. They showed that they could form sentences when using the specific functions for this purpose. They knew how we could depict someone else as some of these forms were clear this time. When the teacher asked them about spotting mistakes in the sentences he had written on the board on purpose, most of them could identify the errors. It showed they had learned some of the functions they had started before. They found the activities about oral interaction engaging, like the one in which they had to describe the people shown in the material. The activities related to reading comprehension or writing production were not that difficult due to any limitations regarding interaction in the target language. The teacher and learners still used L1 at some point to clarify and ask for help whenever needed. The teacher and the non-participant observer could highlight many moments in which they were involved in doing the tasks the workshop proposed. They also participated in class and tried to speak English when the teacher demanded it using the language function they had studied in the present workshop. They could connect several activities to their daily lives because they had to describe objects, people, and situations regularly. There were some moments in which they could not understand what the audio and teacher said in English, but after a few repetitions, they could grasp the meaning of the content. They could create their sentences in English and talk to the teacher in L2. They also did the activities in which they had to talk to their peers to do the tasks the workshop proposed. When they had to describe a monster they created for the final task, they were highly motivated to do it. They spent a good time doing this final task and trying to interact in the target language as a final product of this workshop. We could think that learners showed some slight improvement after implementing the first three

workshops in which they had high exposure to the L2 and were encouraged to use the target language to convey meaning. It is important to continue fostering these instances in which they can speak in English because they do not have the opportunity to use English elsewhere. At the same time, it is still relevant to resort to Spanish to give instructions and to address their questions whenever possible. It is positive that they could use English more often to go about the tasks the workshop included this time.

<i>List of codes</i>	<i>Number of frequencies</i>
Positive attitude toward learning	8
Good command of grammar	11
Interaction in English	7
Grammar difficulties	3
Speaking skill difficulties	3
Use of vocabulary in English	4

Appendix 9: Rubric Evaluation Stage

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Research Project



Oral Production Assessment Rubric				
Adapted from READI Oral proficiency criteria (Finch. A. E. and Sampson, K. 2004)	Low 2 pts	Basic 3 pts	High 4 pts	Superior 5pts
Vocabulary	The student's low range make communication difficult.	The student's range almost supports communication.	The student's range supports communication.	The student's range enhances communication..
<u>Fluency</u>	The student's low fluency makes communication difficult.	The student's ease of speech almost supports communication.	The student's ease of speech supports communication.	The student's ease of speech enhances communication.
<u>Grammar</u>	The student's low range makes communication difficult	The student's range almost supports communication.	The student's range supports communication.	The student's range enhances communication.
Interaction	The student speaks very little.	The student can communicate in a limited way	The student's interaction supports communication.	The student is active in an interactive social situation
Pronunciation	Pronunciation difficulties and low volume.	Some pronunciation difficulties.	Occasional pronunciation difficulties.	Few pronunciation difficulties

Appendix 10: Learners' Diagnostic Test Sample

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English Test

Name: Victor Manuel Rodriguez Celis 10 - 8

Grammar

Complete las conversaciones utilizando la opción correcta.

- What is your name?
 - a. My name is Luisa Fernanda
 - b. My phone number is 3245009778
 - c. My favorite food is beans
- Where does Valentina go?
 - a. She going to La Herradura
 - b. She goes to La Herradura
 - c. She go to La Herradura
- Where are your parents from?
 - a. They are from Cartagena
 - b. They is from Cartagena
 - c. They does from Cartagena
- How often do you go to the movies?
 - a. I go with my friends
 - b. Twice a week
 - c. I am at home
- What is your phone number?
 - a. my phone number is 3245960945
 - b. I live in Cali
 - c. My name is Sofia

Vocabulary

Elige la opción correcta

- What is your favorite food?
 - a. School
 - b. Chicken rice
 - c. Salsa music
- Can you _____ English?
 - a. Drink
 - b. Eat
 - c. Speak
- Colombia had a good _____ last night.
 - a. Car
 - b. Game
 - c. Kid
- What time is it?
 - a. Monday
 - b. January
 - c. It's five o'clock
- He likes to _____ chicken
 - a. drink
 - b. eat
 - c. sleep
 - d. run

6/20

10/10



my name is Victor, and i am from colombia, i am 10 years old in my time i play soccer, i go to school at 6 am. My favorite food is the ~~salsita~~, salsita, pupus. I go to the gym at 7pm

Reading comprehension

Lee el artículo y elige si la respuesta correcta es falso o verdadero

A pizza

Daddy, let's order a pizza. That sounds like a good idea. They look at a menu pizza do you want?. Billy wants a large pizza. He wants a pizza with cheese, His dad says that is a good choice.

He calls the waiter. The waiter says they do not have any pineapple. Dad asks: wants instead. Billy wants sausage instead. His dad orders sausage instead About 30 minutes later, the waiter serves the food. It is delicious.

1. Billy wants to order pizza
True (x)
False ()
2. His dad does not want to eat pizza
True ()
False (x)
3. Billy wants his pizza with chicken
True ()
False (x)
4. They do not have any pepperoni at the pizza place.
True ()
False (x)
5. The waiter serves the food 30 minutes later.
True (x)
False ()

20/20

10/20

Writing
Escribe tu información personal utilizando el vocabulario que conozcas. Escribe sobre tus hobbies, y rutina diaria. (40 palabras)

Speaking

Usted hablará durante dos minutos sobre usted mismo, su información personal, su familia, y sus pasatiempos. Puede seguir el siguiente ejemplo como modelo para su presentación. I am Stiven. I am fifteen years old. I am a student. My family is small. I live with my mother, my father and my sister. I like to play soccer and use my phone. We are very happy. I like to go out with my friends. My favorite food is pasta with guava juice.

Listening comprehension

Escucha a tres personas hablar sobre su rutina diaria. Completa los eventos y horas puntuales en cuadro de abajo.



Person	Activity	Time
	gets up	(1) 6:22 am
Elizabeth	(2) brush	12:00 pm
	(3)	6:00 pm
	(4) school	7:15 am
Oscar	watches the news	(5)
	(6) the family	6:30 pm
	(7)	7:30 am
Alejandro	studies	(8)
	(9)	10:15 pm

6/20

close not quite

Appendix 11: Self-Assessment Learners' Sample Rubric

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SELF-ASSESSMENT RUBRIC

Apreciado estudiante, se le pide cordialmente responder a cada pregunta de manera sincera marcando la casilla que corresponda.

1- ¿El taller le ha ayudado a mejorar su conocimiento lexical en inglés? SÍ NO VOC

2- ¿El taller le ha proporcionado una mayor velocidad al momento de expresarse de manera oral en inglés? SÍ NO ILZ

3- ¿El taller le ha ayudado a mejorar su conocimiento de estructuras en la lengua meta? SÍ NO GT

4- ¿El taller le proporcionó medios para que pueda interactuar activamente en inglés? SÍ NO ILZ

5- ¿El taller le ha ayudado a mejorar su pronunciación en inglés? SÍ NO PAL

Comentarios:
me gusta por que aprendi
como se pronuncian los
numeros en english
ILZ
GT
VOC
PAL



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SELF-ASSESSMENT RUBRIC

Apreciado estudiante, se le pide cordialmente responder a cada pregunta de manera sincera marcando la casilla que corresponda.

- 1- ¿El taller le ha ayudado a mejorar su conocimiento lexical en inglés? SÍ NO VOC
- 2- ¿El taller le ha proporcionado una mayor velocidad al momento de expresarse de manera oral en inglés? SÍ NO ILZ
- 3- ¿El taller le ha ayudado a mejorar su conocimiento de estructuras en la lengua meta? SÍ NO GT
- 4- ¿El taller le proporcionó medios para que pueda interactuar activamente en inglés? SÍ NO ILZ
- 5- ¿El taller le ha ayudado a mejorar su pronunciación en inglés? SÍ NO ILZ PAL

Comentarios:

mejora cada día mas mi escucha
Bilingüe y mi vocabulario

good class teacher hans.

PAL
ILZ
VOC

Appendix 12: Non-Participant Observation Checklist Sample

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Non-Participant Observation Checklist



Learners' Performance	Number of Frequencies Total	Comments
<p>Vocabulary</p> <p>The learner's range of words enhances communication.</p>	<p>xxx 3</p>	<p>Most of learners tried to use as much as possible all the vocabulary given by the teacher. However, few of them did it correctly.</p>
<p>The learner's range of words is insufficient for communication.</p>	<p>xx 2</p>	<p>Although the structure was not the given one, most of learners made a big effort to communicate their ideas when describing physical appearance, mostly when writing.</p>

<p style="text-align: center;">Fluency</p> <p>The learner's ease of speech enhances communication</p>		
<p>The learner lacks ease of speech.</p>	<p>Xxx</p>	<p style="text-align: center;">3</p> <p>Learners did not seem comfortable when they had to describe the monster. Some of them got frustrated because they could not find the appropriate words to complete their sentences and be fluent at the same time.</p>
<p style="text-align: center;">Grammar</p> <p>The learner's range of structures enhances communication.</p>	<p>Xxxxx</p>	<p style="text-align: center;">5</p> <p>Learners were able to use present simple to describe physical appearance. They knew when to use (am, is, are) correctly while writing.</p>
<p>The learner's range of structures is very limited.</p>	<p>Xx</p>	<p style="text-align: center;">2</p> <p>When it came to speak, it seemed to be more difficult for learners to use the present simple tense to</p>

		describe physical appearance and personality.
The learner doesn't have command of grammar structures.		
Interaction The learner is active in an interactive social situation		
The learner fails to interact in a social situation.	Xxxxxx 6	Learners were very shy and reluctant at the time they had to interact and speak. The teacher encouraged them to try by giving them simple vocabulary.
Pronunciation The learner makes a correct use of the phonemes of the English language.	xx 2	Some of learners tried to make a correct use of the phonemes while speaking guided all the time by the teacher.
The learner makes mistakes when pronouncing words in the English language.	Xxxxxxxx 8	Most of learners were very reluctant at the time they had to describe the characters in the workshop.

		The teacher had to be all the time cheering them at least to try to speak.
--	--	--