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Topic:

**TASK-BASED LEARNING TO IMPROVE ENGLISH LANGUAGE SPEAKING
SKILLS**

**Research project prior to obtaining the title of Magister on English Pedagogy
as a Foreign Language**

Line of research:

INNOVATIVE PEDAGOGIES IN ENGLISH TEACHING

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DEDICATION

To my beloved mother who is the vital pillar that pushes me to become the man I am destined to be. With your example as a person and as a professional you gave me big boots to fill in, mom, I am trying.

To my life support, Camila, all I have done is for you; my love Pamela, this is a great step to be close to our dream.

To my dear little sister Belen, many small pushes become a big support.

To my father Washington, this is the result of your effort.

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To the excellent Pontificia Universidad Católica del Ecuador, a noble institution that has opened its doors to me, allowing me to acquire scientific knowledge and pleasant experiences that help me to strive every day to make this a better world.

It also gave me the extraordinary opportunity to meet incredible and valuable people such as all those who are part of the teaching, administrative and service staff, my dear friends and colleagues in this adventure and especially my tutor and professor, Janneth Chumaña PhD, who always showed me her support and patience and with professionalism guided me on the right path to achieve this achievement.

SUMMARY

El gobierno ecuatoriano acaba de reducir de cinco a tres las horas de inglés que reciben los estudiantes por semana. Esta decisión llevó a situaciones complejas como la reducción de los contenidos y el tiempo limitado para exponer a los estudiantes al idioma de destino considerando el enfoque que establece el Currículo Nacional de inglés como Lengua Extranjera. En consecuencia, es necesario aprovechar la asignatura “Horas de apoyo docente para reforzar y fortalecer el aprendizaje” para brindar a los estudiantes la oportunidad de practicar el idioma inglés para mejorar la habilidad oral. Las horas mencionadas permiten al docente crear espacios de aprendizaje para trabajar las necesidades educativas de los estudiantes y utilizar métodos de enseñanza acordes al tema a reforzar. Con respecto a esto, es importante alentar a los estudiantes a aprender el idioma inglés comparando la cultura del idioma de destino con la cultura de la lengua materna en actividades de aprendizaje basadas en tareas.

El objetivo de este proyecto de investigación es diseñar un conjunto de pautas que incluyan la metodología, los procedimientos de enseñanza, la evaluación y los recursos de retroalimentación necesarios para practicar el idioma inglés a través del aprendizaje basado en tareas. El enfoque de la investigación será cuantitativo y el diseño de la investigación será cuasi experimental. Además, se utilizará el grupo control y experimental incluyendo participantes del octavo nivel básico. El estudio aborda la modalidad socioeducativa y los instrumentos utilizados para la recolección de datos serán un pre test y un post test. Para cuando finalice la investigación, se espera que aumente la habilidad de hablar inglés de los estudiantes según el Ministerio de Educación de Ecuador.

Palabras claves: aprendizaje basado en tareas, habilidad para hablar, pautas.

ABSTRACT

Ecuadorian government has just reduced the English language hours that students receive a week from five to three. This decision carried out complex situations such as reducing the contents and the limited time to expose students to the target language considering the approach that the National Curriculum for English as a Foreign Language establishes. Consequently, it is necessary to take advantage of “Hours of teacher support to reinforce and strengthen learning” subject to give students the opportunity to practice the English language to improve the speaking skill. The mentioned hours allow the teacher to create learning spaces to work on students’ educational needs and use teaching methods according to the subject to reinforce. Regarding this, it is important to encourage students to learn the English language by comparing the culture of the target language with the culture of the mother tongue in engaging task-based learning activities.

The objective of this research project is to design a set of guidelines including the methodology, teaching procedures, assessment, and feedback resources needed to practice English language through task-based learning. The research approach will be quantitative and the research design will be quasi-experimental. Also, the control and an experimental group will be used including participants from the eighth basic level. The study taps into the socio-educational modality and the instruments used to gather data will be a pre-test and a post-test. By the time the research finishes, it is expected to increase student's English language speaking skill according to the Ecuadorian Ministry of Education.

Keywords: *task-based learning, speaking skill, guidelines*

INDEX

STATEMENT OF AUTHENTICITY AND RESPONSIBILITY	ii
APPROVAL SHEET	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
SUMMARY	vi
ABSTRACT	vii
INTRODUCTION.....	1
CHAPTER I. STATE OF ART AND PRACTICE	8
1.1. Background	8
1.2. Task-based learning.....	10
1.3. Speaking skills.....	19
CHAPTER II. METHODOLOGICAL DESIGN.....	33
2.1. Operationalization of the variables	33
2.2. Research design.....	34
2.3. Population and sample	35
2.4. Type of data collection.....	35
CHAPTER III. ANALYSIS OF THE RESULTS OF THE INVESTIGATION.....	59
3.1. Analysis of the pre-test and post-test results.....	59
CONCLUSIONS	67
RECOMMENDATIONS	68
BIBLIOGRAPHY	70
ANNEXES	77

INTRODUCTION

Language learning has been an area of great interest for many years since people understand the importance of becoming bilingual. Therefore, demands to acquire the English language and standards to be considered a person that can dominate the language have increased. One basic and practical skill when using a language is speaking, and learners are not able to orally transmit their ideas. Speaking is probably the most used skill, so it should be taught in the classroom, considering students' needs and meaningful real-life interactions that motivate learners to understand the importance of the target language. Achieving this is possible by applying tasks, including daily scenarios, performed in the classroom. Speaking is probably the most used skill, so it should be taught in the classroom considering students' needs and meaningful real-life interactions that motivate learners to understand the importance of the target language by applying tasks including daily scenarios performed in the classroom.

Some reasonable facts that promote this negative scenario where students are not developing speaking skills as they should be is the lack of practice. Learners cannot find opportunities to interact with people using the target language, so the exposure to the new language is minimal inducing the new knowledge to be stored in short-term memory. Even the reduced period per week that public schools offer to the English subject is a crucial factor that encourages students to consider the English language as a secondary subject. Consequently, the decline in interest in learning English leads to a cycle wherein students lack exposure to the target language, so they cannot practice it properly and enthusiasm for learning continues decreasing.

As of 2022, approximately 1.5 billion individuals globally were fluent in English, either as their first language or as a second language, surpassing the 1.1 billion speakers of Mandarin Chinese at the time of the survey. (Statista, 2022) The number of people using the English language is extensive, which means that this language is spoken using several accents, manners, new idioms, and spoken references to many cultures. This raises the difficulty of properly speaking English. Instructors need to design tasks to practice speaking skills according to learners' needs and contextualized casual situations.

Turning the attention to Latin America, the issues regarding English language speaking skills are not favorable. According to a report relying on the EF English Proficiency Index, in 2020, individuals aged 26 to 30 achieved the highest English proficiency scores in Latin America, averaging 511 points. Conversely, the younger age groups exhibited the lowest proficiency levels. (English Proficiency Age Gap in Latin America, 2020).

It means young English language learners do not have a good level of the mentioned language which is an effect of the educative system, which does not provide enough practice.

The scenario does not look better in Ecuador. A study carried out by Education First (2022) reveals that The EF English Proficiency Index has consistently identified connections between English proficiency and productivity, standard of living, innovation, and various other social and economic measures. According to the mentioned paper, it means that in Ecuador people with high economic resources have access to good quality English language learning. The public educational system reduced English language hours that students receive per week from five to three. In Ecuador, the English language is predominantly learned by privileged small groups, thereby fostering a scenario where casual or daily life English language practice is minimal or non-existent among the majority, who lack proficiency in the target language. In Ecuador, the English language is learned by privileged small groups promoting a scenario where casual or daily life English language practice is minimal or does not exist since most of the people are not able to speak using the target language.

In conclusion, practicing spoken English faces various challenges. These include accent, idiom usage, limited practice from an early age, reduced emphasis on English in public education, and restricted access to resources for language acquisition. Krashen (1985) mentions that effective engagement in the target language necessitates authentic communication, where speakers prioritize conveying and comprehending messages over the exact structure of their expressions. Therefore, the reasons mentioned do not allow learners to speak using

the English language in real-life meaningful situations because it is not possible to easily find people to communicate with the target language.

The research problem

At Eloy Alfaro School in Macas city of Morona Santiago province, the English language teaching methods presented some difficulties when implemented in the classroom at the moment of practice and development of the lessons. There are a lot of methods that are suitable for language learning but, in the context of this institution, the educators are not familiarized with the procedures to effectively teach English as a foreign language. Garder (1993) states that for each effective teaching exemplified by achievements like "Sesame Street" or the Suzuki method, numerous unsuccessful endeavors exist—so abundant, in reality, that quantifying them becomes challenging. Considering that English language teaching requires specific techniques, activities, and materials, and it can take years to develop an effective way to teach in the classrooms.

In addition, the English language course book has suffered several changes by the Ecuadorian Ministry of Education, and there are no permanent resources and training dedicated to the foreign language area. The constant changes and adaptations do not allow English language teachers to adjust their teaching. (Maffea, 2020) indicates that the inadequate resources impact students in various ways, resulting in them not fully benefiting from their education. They may grasp certain aspects of subjects and lessons, but they are deprived of the comprehensive understanding they deserve. Public schools cannot afford the resources required to effectively teach the English language. There are specific technological devices, visual resources, and written texts that are essential to ensure the optimal practice of the four skills.

It is important to mention that there are no specialized English language teachers in several public institutions, and this subject is often incorporated into the workload of general educators. Follow-up activities such as classroom visits, planning verification, and monitoring of achievement levels are essential for ensuring the effectiveness of the program. All the factors mentioned, create a school where the educators are not prepared and are not provided with the sources and training to

teach the English language. Therefore, there is poor evidence of learner's improvement in this subject.

Statement of the problem

The Ecuadorian Ministry of Education has established communicative approaches as the foundation for foreign language instruction. Therefore, the task-based learning method appears to be well-suited for this purpose. The information presented in the previous paragraphs leads to the following research question:

How can eighth-basic-level students achieve higher English language speaking skills through a task-based learning method?

Hypothesis

Null hypothesis (H0): The implementation of task-based learning method in the English language lessons will not improve eighth-basic-level student's English language speaking skills at Eloy Alfaro School.

Alternative hypothesis (H1): The implementation of task-based learning method in the English language lessons will improve eighth-basic-level student's English language speaking skills at Eloy Alfaro School.

General objective of the research

To implement task-based learning techniques to develop the speaking skills of eighth-grade students at Eloy Alfaro School.

Specific objectives of the research

1. To analyze the theoretical impact Task-based learning has on the development of English language speaking skills.
2. To identify the English-speaking skill level of eighth-grade students.
3. To design a proposal for the development of English-speaking skills through task-based learning.

4. To disseminate the results obtained with the educational community after statistical data analysis using educational blogs.

Methodology

The methodology used in this study deals with the social and educational fields, and it is supported by bibliographic research to verify the effectiveness of the methods, techniques, and instruments. The research contemplates, a review of different scientific databases to provide a better background. The sources to find the papers were ERIC, SciELO, Google Scholar, and as well as repositories from universities around the world. The revision of relevant documents was crucial to support the variables and effectiveness of the methodological procedures carried out in this study.

To achieve the main objective of the research, establishing task-based learning to develop English language speaking skills in eight basic-level students, a pre-experimental study was conducted through the application of a pre-test, an intervention stage, and a post-test within a single experimental group. The instrument used to collect data was the Cambridge English: Mover's test and its rubric. Hence, the research was quantitative like the gathered data. Further, the research utilizes objective measurement techniques, standardized instruments, and statistical analysis to quantify variables and identify patterns or relationships. With a focus on large sample sizes that aim for generalizability and replicability of the findings.

The Ecuadorian government requires that the contents be adjusted to A1 level learners for the experimental group working under the paradigm of the task-based learning method. According to Ministerio de Educación (2021) "estas competencias tienen por objetivo indicar con claridad qué destrezas acentúan el proceso de aprendizaje para la recuperación y fortalecimiento de las competencias fundamentales del siglo XXI; para esto se toman en cuenta criterios de desempeño y sus respectivos indicadores." (p. 7). The contents, strategies, and methodologies were designed by the skill performance criteria and evaluation indicators from the national curriculum of education proposed in 2021. To verify the reliability of the data collected, the Jamovi project software was used to carry out the statistics which

were Cronbach's alpha to measure the internal consistency or reliability of a scale or set of items in a research study. Moreover, Wilcoxon that measures whether the median difference between paired observations is significantly different from zero is the second statistic present in this research.

The population considered for this investigation were 31 students from eight basic levels at Eloy Alfaro School. The proposal application was conducted during face-to-face lessons in the classrooms. This took advantage of complementary hours of teaching to practice English language subjects. This proposal was also designed to create oral communicative spaces in the classroom. The sole experimental group was administered two distinct speaking section samples from the Cambridge English: Movers (YLE Movers) examination. The participants ages between 11 and 12 years old were ideal for using the standardized test to collect information.

Table 1.
Population

	Participants
Boys	21
Girls	10
Total	31

Source : Author's own

Research justification

This research takes place as a response to the pressing need to accomplish the learning outcomes established by the *Ministerio de Educación* (MINEDUC). These outcomes aim to teach English language through the promotion of communicative approaches, and critical thinking, as well as to the European Common Framework standards for the English language in public school classrooms. Recognized educational publications in many countries also support the usage of the methodology boarded in this study. It is considered an effective way to develop and improve in students the mentioned aspects promoted by the local government.

Connector missing, Moreover, it is essential to mention the theoretical justification promoted by Jane Willis (2005) about task-based learning. Other important contributors such as David Nunan and Mike Long set the stages to correctly implement task-based learning in the English lessons and shape important factors

such as specific activities, assessment, and teachers' role in each stage. Bases that are useful and are used nowadays with positive results in the educational community in different levels of learning with students of many ages.

Finally, teachers in the field of foreign languages are particularly interested because there is a clear procedure for implementing task-based learning in English language classes. In addition, educators who have been assigned to this area provisionally are a strong reason for this research to provide guidelines to develop the English language in the most efficient way given the resources available. Task-based learning is an adaptable method that motivates learners to use the target language and gives them a purpose to interact and work cooperatively, building the knowledge together with classmates and the teacher.

CHAPTER I. STATE OF ART AND PRACTICE

1.1. Background

The English language was the subject of major changes in the Ecuadorian public educative system, Accordingly, experimental research, longitudinal research, and comparative research encourage the usage of effective language teaching methods such as Task-Based Learning (TBL). Language Centers, Universities, and schools use this method to improve specific skills in the English language, promoting researches that support the variables of this study. The investigator made use of repositories of local and foreign universities to obtain the following data regarding the variables of this research.

Daga (2022) in her research entitled “Task-based learning method (TBL) in the development of English-speaking skills,” states that there is an improvement in the students’ speaking sub skills after implementing task-based learning and it is reflected in the post-test. In addition, the application of dynamic and interactive activities generate engagement from learners in the task cycle, and communicative activities under the parameters of Task-Based Learning enhance the speaking skills of the students.

Furthermore, Recalde (2019) conducted a study titled “Task-Based Learning *en el desarrollo de la destreza oral del idioma inglés*,”. The main finding was that the implementation of authentic usage of the target language and providing meaningful tasks was essential to contribute to the development of speaking skills effectively among students. Moreover, it mentioned the correct process to apply Task-Based learning which includes three phases emphasizing the task cycle.

Yaucán & Vallejo (2016) in the study named “Exploration of the Use of Task-Based Learning Approach and their Advantages in Speaking Development, in students of the tenth year "A" of basic education at "Amelia Gallegos Díaz" high school during the academic period 2015-2016” reports negative findings. The negative findings are attributed to the absence of feedback in the sessions and the limited participation of students, thereby creating a non-optimal environment for the application of Task-Based Learning and the promotion of speaking skills.

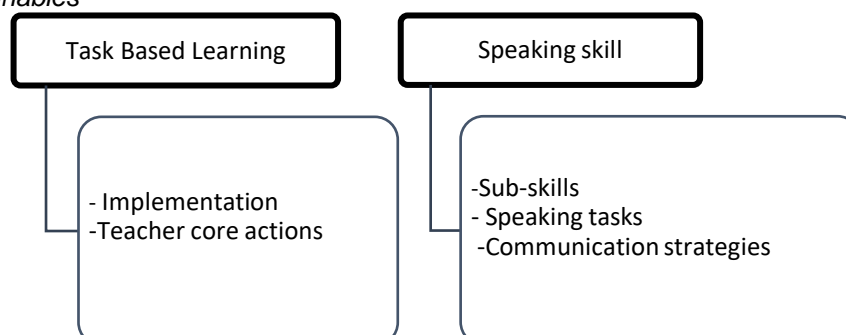
Besides, Safitri, Rafli, and Dewanti (2020) in the project titled “Improving Students’ Speaking Skills through Task-Based Learning: An Action Research at the English Department” declare the main finding was the improvement of three English language speaking subskills which are accuracy, vocabulary, and comprehension. Additionally, through group and pair tasks the students increased their confidence to produce the target language. Three phases of Task-Based Learning are also mentioned implicitly including the task cycle and a final feedback phase.

Likewise, Lume and Hisbullah (2022), in their study titled “The Effectiveness of Task-Based Language Teaching to Teach Speaking Skills,” claim that students who worked with Task-Based Language Teaching developed confidence to use speaking and also. Additionally, they obtained higher quantitative results in the post-test than students who learned the target language by using other English language learning methods.

Moreover, in the paper titled “Task-based learning approach in the development of the speaking skills”: The study investigated beneficial tasks like pair/group, open/close, information gap, and opinion gap tasks. These tasks, such as role-play, debates, questioning, and simulations, were found to significantly improve learners’ speaking skills when utilized within a Task-based approach. (Soria, 2019).

Considering the presented information, it can be stated that Task-based Learning, or Task-Based Language Learning, fosters learners’ English language speaking skills. It is important to mention that the negative results in the study carried out by Yaucán and Vallejo (2016) are the consequence of the incomplete application of the stages of Task-Based Learning.

Figure 1.
Research variables



Source: Author’s own

As shown in Figure 1, this study considers two variables which are divided into several dimensions and indicators to acquire a better comprehension of each one. The Task-Based Learning variable is summarized since its emergence in the educative field, including exploration of fundamental concepts. A similar description of the speaking skills variable will take place in the following paragraphs.

1.2. Task-based learning

Since the mid-twentieth century, English language learning had a strong belief supported by applied linguistics and pedagogues that consisted of prioritizing the students' initial acquisition of implicit grammatical rules. Afterwards, the repetition was implemented so that learners memorized the rules to finally produce meaningful communicative utterance in the target language. Initially, students lacked exposure to authentic language, resulting in "language input that learners are exposed to [being] bound to be artificial, merely serving to illustrate 'the structure of the day' and failing to show learners how target language users talk outside the classroom (Hall, 2016). Those procedures did not contemplate methods that allow learners to practice the language without grammatical restrictions.

In response to the old language learning perspectives, the idea is that people learn a language faster way when they use the target language for non-linguistic purposes, engaging in a real meaningful communication. Consequently, the communicative factor was introduced to this new way of learning a language and finally, a complex set of activities to complete was added. When students concentrate on completing a task, they are equally likely to acquire language as when they concentrate on language forms. Rather than being presented with a language structure or function to be learned, students are given a task to perform or a problem to solve (Harmer, 2010). In addition, the tasks designed for this purpose need to include engaging topics to motivate learners to complete the tasks.

The result of task-based learning (TBL) is its utilization of the content of a syllabus as a series of topics arranged in a logical order rather than centered on grammatical functions or linguistics forms since the tasks must be sequenced to engage learners communicate skills in the target language (Schwieter & Benati, 2019). Based on that consideration, TBL is flexible to implement in the classroom. In fact, TBL fulfill the

principles of the Ecuadorian curriculum of foreign language. The communicative language approach posits that language is best learned as a means of interaction and communication, rather than as a set of memorized knowledge (*“Lengua Extranjera – Ministerio de Educación”*) The Ecuadorian government promotes the communicative approach, so that the methods used in the class should comply with this conception.

Once the concept of task-based learning is settled down, it is crucial to provide clear definitions of tasks and differentiate between activities and exercises. A classroom task engages learners in understanding, manipulating, producing, or interacting in the target language, with a primary focus on meaning rather than form (Nunan, 1989). In addition, an activity, influenced by learner choice and open to reinterpretation by learners, that requires them to use language with a focus on meaning to achieve a specific objective (Bygate, Skehan, & Swain, 2001). This perspective on tasks enhances basic learning activities by imbuing them with a clear purpose and utilizing them for practicing the target language. In addition, there are specific criteria to make the distinction clear between task and activity, or exercise.

The emphasis in language learning tasks should primarily be on conveying and understanding meaning, rather than focusing solely on linguistic form. These tasks should present learners with a gap or a need to convey information, express an opinion, or infer meaning, prompting meaningful engagement with the target language. Learners should primarily rely on their linguistic and non-linguistic resources to complete the task, without explicit instruction on the language required. Instead, they may draw upon the language provided in the task to aid their performance. Importantly, language tasks should have a clearly defined outcome beyond mere language use, with learners aiming to achieve a specific goal stipulated by the task rather than focusing solely on linguistic accuracy (Ellis and Shintani, 2014).

Figure 2.
Differences in task-based language teaching

<i>Features</i>	<i>Long (1985, 2015)</i>	<i>Willis (1996) and Willis and Willis (2007)</i>	<i>Skehan (1998)</i>	<i>Ellis (2003)</i>
Natural language use	Yes	Yes	Yes	Yes
Course design	Target-tasks → pedagogic tasks	Pedagogic tasks	Pedagogic tasks	Pedagogic tasks
Task type	Primarily <i>unfocused tasks</i> (i.e., tasks not aimed at eliciting specific target features)	Unfocused	Unfocused	Unfocused and <i>focused tasks</i>
Task modality	Output-based	Output-based	Output-based	Both input-based and output-based
Focus on form	Yes—main task phase (negotiation of meaning)	Yes—posttask phase	Yes—pretask phase (strategic planning)	Yes—all phases
Learner-centeredness	Yes	Yes	Yes	Not necessarily
Rejection of traditional approaches	Yes	Yes	Yes	No

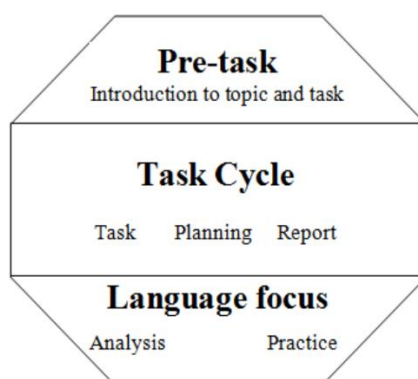
Source: Taken from Ellis, Skehan, Li, Shintani, & Lambert (2019)

Figure 2 sets the characteristics that many authors consider a task should have. From the concepts presented, a task is considered a complex activity or exercise that requires meaningful use of the target language. In other words, a task can be considered a set of exercises that elicit an outcome. An activity becomes a task when learners have a clear outcome to reach through a thinking process guided by the educator.

Stages

The following figure presents some stages of task-based learning.

Figure 3.
Task-based learning framework by Willis



Source: Taken from Ellis (1996)

Figure 3 shows the Task-based learning stages also used in this research. First, the pre-task stage, which usually is the shortest phase, involves the preparation of suitable material to present to the learners. During the Pre-task stage, the instructor discusses the topic with the class and may point out helpful vocabulary and expressions, assisting students in comprehending the task instructions (Harmer, 2017). To introduce the topic, learners must be able to recognize words and phrases that will be used in the next stages. Students' engagement during the pre-task is crucial, since this stage awakes learners' interest and involves them with relevant exposure to the target language (Prabhu, 1987).

The task cycle stage function is to provide learners with the environment to use the target language to complete meaningful tasks. This stage consists of three steps, which are also flexible to implement. The first step is the task, which is an essential space dedicated to learner's production of the target language, so that they can use all their knowledge of the language to complete the task (Willis, 2005). In the next step, called planning, learners are expected to have a discussion and prepare a socialization of their task. This ensures that language is not used as a single part but as a whole system to reach communication. (Ruso, 1999) "Task Cycle offers learners a holistic experience of language in use" (p. 3). As mentioned before, students have a clear purpose to use the target language in the classroom.

The final step of the task cycle stage, the instructor selects groups of students to present their tasks outcomes. In the classroom each group collectively prepares a

report on its findings and presents the report to the rest of the class (Thompson & Millington, 2012, p. 160). Often seen as the bigger issue for learners, the importance of this step lies in the opportunity for learners to discuss, prepare, negotiate, and exchange ideas about how to make a clear and understandable report of the task. During this final step of the task cycle, even if students make major errors, those are not important because the teacher must focus on the students' effort and their usage of grammatical and linguistic resources to report the task.

The final stage of task-based learning is the language focus, characterized as the phase in which students analyze and discuss particular features of a listening or reading text they have encountered during the task. Additionally, the teacher may facilitate practice sessions targeting specific language features prompted by the task. Ensure that you provide feedback in a tactful and positive manner. Offer examples of commendable expressions that you have heard or that students have used for the first time, and acknowledge other favorable aspects (Willis, 2005). In addition, this stage requires analysis and practice by the teacher and positive feedback, which is important to keep learners motivated.

As seen in previous paragraphs, task-based learning is more than a set of activities to practice or produce English language in the classroom further, it involves providing meaningful tasks to create communicative spaces for students. There are plenty of considerations to keep in mind to implement this, although it is a flexible method, some points require specific ways to apply to reach positive outcomes. As the TBL stages are clearly explained, there are important implications to designing an effective TBL course. Those implications are detailed below, and they are stages and teachers' core actions.

The first three stages mentioned in the previous paragraphs, set the basis to implement task-based learning in the language learning classroom. In the educational field, the acceptance of TBL as a method that provides positive results is well known. However, (Ellis, 1996) did not consider teaching scenarios where additional preparation is necessary. This study contemplates the previous mentioned stages and new ones to apply TBL in the classroom, considering

student's needs, syllabus demands, materials, assessment, evaluation of the program and the pedagogy that includes adaptation of the contents.

To correctly implement a task-based learning course, educators need to be clear with the idea that there is not a single route to deal with tasks in the classroom. Many variables that emerge in the class require the instructors' attention. For this purpose, it is important to mention the six stages stated by Long, Lee, and Hillman (1996) regarding needs analyses, syllabus design, task-based materials, methodology and pedagogy, task-based assessment, and program evaluation. The main distinction of the six stages proposed for task-based learning is the preparation that involves the application in the classroom and the further analysis to make once the lessons finish.

To create a qualified task-based learning class, some factors require the educators' attention. The needs analysis is the first step to constructing a fully developed TBL course. It consists of selecting the best resources to be presented to the students and realizing the communicative needs of learners. "Delivering the same course for everyone without first determining what they need to be able to do in the L2 is as unacceptable as it would be for a physician to prescribe the same treatment for all patients without first conducting a medical diagnosis." (Schwieter & Benati, 2019, p. 508).

In the context of implementing task-based learning to improve English language speaking skills, it underscores the necessity of understanding learners' specific requirements and abilities before designing instructional tasks. Just as a physician conducts a medical diagnosis to prescribe appropriate treatments for each patient, language instructors should assess learners' linguistic needs and proficiency levels to create tasks that are relevant, engaging, and effective in enhancing speaking skills. Task-based learning, with its focus on meaningful communication and real-life tasks, aligns well with this personalized approach, allowing instructors to tailor activities to meet the unique needs of learners and facilitate language acquisition in a more holistic and effective manner.

Syllabus Design becomes the second stage in a task-based course. As all the stages have a sequence, the resources selected previously were employed in the

syllabus so that there is no specific syllabus model. The syllabus based on a task-based learning method must contain tasks dedicated to the students considering the context of the people and the institution (Krahnke, 1987). The educator must contemplate the complexity of the tasks once there is the needs analysis of learners to correctly create a syllabus with tasks that foster students' practice and exposition to the target language.

The third stage is task-based materials, which are related to the selection of optimal resources that fulfill the need of being useful to complete the task and avoid becoming grammar-based. The selected materials for a TBL class are not adjusted to promote grammatical awareness of the target language, but materials used in real-life communicative situations (Long et al., 1996). These materials are closely related to realia rather than a course book. Text authenticity pertains to instances of spoken and written language that originated from genuine communication contexts (Nunan, 2004). Inside the classroom, text authenticity is the goal to achieve, so the instructor needs to understand that there is a process students need to complete to reach natural text authenticity.

The methodology and pedagogy must be considered when teaching using a task-based learning method. Method, in language teaching, can be defined as the notion of a systematic set of teaching practices based on a particular theory of language and language learning (Richards & Rodgers, 2014, p. 1). As pedagogy is a bigger term, there are many concepts to define it, but this study considers pedagogy as activities done with a clear awareness for promoting learning in another person (Watkins & Mortimore, 1999). Basically, in this stage, the flexibility of this method allows the teacher to select the most appropriate teaching philosophy to complete the language tasks. The educator, who knows the learners' needs and consciously sets the optimal material and syllabus, is the ideal person to select the methods and pedagogy.

In the fifth stage, the task-based assessment is introduced. While language educators are familiar with terms such as evaluation, assessment, and assessment criteria, the most efficient path to implementing assessment in task-based courses involves considering two commonly separated factors: the stated criteria in a rubric,

and observing how learners use their knowledge and abilities for communicative purposes. The task-based learning course is focused on providing opportunities to speak using the target language, so the assessment should consider the task completion and the development of communicative skills. Task-centered language assessment involves evaluating the quality of learners' communicative performances based on explicitly stated criteria. This assessment method focuses on goal-directed, meaning-focused language use, which necessitates the integration of skills and knowledge (Brindley, 1994).

Ultimately, program evaluation involves continuously verifying the effectiveness of task-based learning courses and their ability to yield superior outcomes compared to similar grammar-based programs like presentation practice production (PPP). Both courses seem to have too many similarities, and they are constantly compared through research over time. According to Long et al. (1996) the comparison research indicates that:

These explicit comparisons of grammar-based PPP and TBLT are small-scale and limited in several ways, but each suggests advantages for TBLT at both the process and product levels. Their findings support the claims discussed earlier (section 21.2), concerning the superior quality, quantity, and structure of task-based classroom interaction for L2 acquisition and its advantages for incidental learning.

Task-based Learning (TBL) course requires a deep understanding and correct execution of the six mentioned factors for an optimal design, implementation, and evaluation of the method in the classroom. In addition, the factors mentioned above can be adjusted to the teacher's criteria and context in each situation. This flexibility provides better results than methods that look similar but cannot provide the same or better results in language learning. The description of each of the boarded factors helps us to realize, as English language teachers, how to correctly apply the TBL method and the many ways it can be improved.

Teacher core actions

During the Task-based learning course, the teacher's actions vary according to each stage. It means that the educator becomes the professional that learners need during each stage of the TBL course. The fundamental actions undertaken by the educator involve assuming the role of a motivator for learners and facilitating task performance support.

Motivating the learner

The teachers' role during all the stages of the task-based learning course is essential to boost learners' acquisition of the target language and provide the opportunity to practice, reflect, and discuss ideas. In other words, the teacher's role is a key factor. The role can be boarded considering many views such as the teacher's role during each stage of the course or the role according to the type of tasks students are working on. For more practical purposes Branden (2006) suggests:

There are two core actions that we believe the teacher should take for tasks to elicit rich learner activity and to enhance the chances that this activity turns into actual learning. These are:

- a. motivating the learner to invest intensive mental energy in task completion;
- b. interactionally supporting task performance in such a way as to trigger processes such as the negotiation of meaning and content, the comprehension of rich input, the production of output, and focus on form, which is believed to be central to (second) language learning.

From a psychological perspective, Stipek (1993) mentions that motivation is constant if the educator knows the learner's context and influences. Therefore, the behavior is predictable and tends to have a common result. Motivating language learners is not an easy job for educators since there are students who go through every stage of the lesson passively. It means the curiosity and engagement required to interact and complete the task is not reached. The motivation for which learners start the lesson is crucial to set the learning environment and maintain students'

engagement and concentration. It is a role assumed by the teacher during all the TBL courses.

Supporting task performance

The support that language learners receive from the teachers is the second main role the teacher needs to acquire. "Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement." (Dörnyei, 1998, 117). Acting as support for students involves the teacher becoming a monitor, language adviser, chairperson and, changing the role during the course as going ahead in the different stages of the course.

The task-based learning course requires, as with other methods, a significant effort from the educator in terms of the teacher's core actions. The flexibility of this method demands adaptation according to the tasks designed and the stages, but keeping the motivation and support involves specific actions such as keeping the distance from learners and letting them find their way to complete the task. Also, provide students the tools to express their ideas in a more precise way, set the purpose of the tasks, introduce the content, presentations, and provide a summary of the lesson.

1.3. Speaking skills

Speaking is one of the productive English language skills often conceptualized as the ability to throw words to express an idea (Bygate, 1987). The reality is that speaking goes beyond, and this affirmation does not completely describe what it represents. Speaking is the root of human interaction that promotes the development of civilization through the interchange of ideas. It opens the door to many opportunities for personal and professional life, and its importance lies in managing it correctly. Bahrani and Soltani (2012) mentioned that in the classrooms, there might occur a misunderstanding. When referring to speaking skills, it's important to note that some learners, who possess proficiency in productive skills, especially speaking, often assume they already have a mastery of the target

language. Consequently, they may begin to produce slips and basic mistakes when using grammar that they believe they already know.

Speaking skills can be broken down into more parts speaking sub-skills for a better understanding of its nature and the procedure for learning a new language. Bygate (1978) mentions that It is the ability to manipulate grammar and vocabulary, and pronounce it correctly (...) It also involves the skill of resolving specific kinds of communication problems. These are firstly the negotiation of meaning and secondly the management of interaction (p.49). The mentioned sub-skills of speaking are detailed in the following paragraphs.

Speaking sub- skills

For this research, there are considered relevant English language speaking sub-skills and some traditional concepts such as grammar, vocabulary, and pronunciation. According to Cambridge Assessment English (2021) The criteria for assessing speaking skills consist of three aspects, each of which is scored on a six-point scale, ranging from zero to five. However, it is important to mention speaking sub-skills negotiation of meaning and management of interaction that takes place in each task-based learning lesson.

Grammar

It is common to consider grammar as a set of rules and pre-established structures that must be learned to understand a language or see grammar as pieces to use and organize in specific ways to be used as a communicative tool (Batstone, 1994). Grammar has to be analyzed exhaustively to comprehend what it involves so that the better comprehension educators have about grammar and its role in the language, the more effective the teaching-learning process in the classroom. Grammatical structures not only possess morphosyntactic form but are also utilized for conveying meaning in contextually appropriate ways, taking into account pragmatics (Larsen-Freeman, 2001). In a communicative lesson, the educator must avoid limitations of student's interactions due to grammatical structures.

Grammar is related to linguistics since it has a morphosyntactic, semantic, and pragmatic part. The morphosyntactic component refers to the group of rules and elements that are used to assemble coherent sentences. Semantics, on the other hand, is the transmission of the meaning that is complemented by the context. During task-based learning lessons, students can develop different meanings of the same word and the teacher must reduce those situations to avoid misunderstanding. Batstone (1994) states that the basis of grammar is syntax and morphology, and both are useful to improve meaning when expressing ideas.

Vocabulary

In language learning the term vocabulary is associated with new words to learn. In many methods, at the beginning of the lesson, the teacher provides new words to students, usually writing them on the board or showing flashcards. The purpose of that action is to introduce the topic and catch learners' attention. In the following phases of the lesson, students are required to use those new words called *vocabulary*. (Kremmel & Pellicer-Sánchez, 2020, 211) states that Although often conceptualized as individual words, vocabulary comprises a range of different types of lexical items, including various types of formulaic sequences. When students reach a certain level of speaking skills, the educator must realize how to boost learner's vocabulary by paying attention to the use of collocations.

For further comprehension, vocabulary breadth refers to the number of words a learner has in the repertoire, and it is directly related to the global comprehension of what vocabulary involves. It is basically what comes to our minds, as teachers or learners, as the first concept of vocabulary. The first concept of vocabulary that often comes to mind is the collection of words or lexical items in a language. This includes nouns, verbs, adjectives, adverbs, and other word types such as prepositions, conjunctions, and interjections. Additionally, vocabulary may also include phrases, idioms, and collocations, as well as knowledge of word forms and word families Most of the time the teacher fails at applying approaches or methodologies just considering the number of words learners know as vocabulary. For that reason, before complementation, the understanding of vocabulary "refers to "how well one knows a word" (Qian, 2002, p. 515).

The second complement of vocabulary is lexical fluency. Although fluency is difficult to define as a single element, in the phrase "Emily speaks three languages fluently," the term "fluently" can informally be replaced with "well," and fluency pertains to an individual's general proficiency (Kahng, 2022). It means that fluency often is linked to other terms such as... to complement it. Housen, Vedder and Kuiken (2012) state that fluency has a close relation with the pupil's domain of the target language, considering speed and efficiency as well as factors in understanding how well they can use a second language (L2) during oral communication.

Those components of vocabulary provide a deep understanding of what vocabulary involves and help instructors develop criteria to efficiently assess speaking skills. For this reason, it is important to consider grammar and vocabulary as a single indicator, which include other aspects to evaluate. The information board is useful for this study since it helps teachers to assess speaking skills by contemplating specific factors of vocabulary that are inside the evaluation criteria such as lexical fluency.

Pronunciation

People employ pronunciation every day, particularly when discussing the distinct linguistic traits of each spoken expression (Crowther, 2020). In other words, pronunciation is the sounds that symbols form with specific combinations. In the classroom, it is expected for students not to mix sounds when speaking or reading. Although it is normal for second language learners to correctly produce sounds like a native speaker in the classroom, most of the time, there are mistakes when students use the mother tongue sounds to pronounce the second language words. Pronunciation sub-skill of speaking deals with the correct production of the sounds avoiding mixing of sounds.

Negotiation of meaning

Negotiation of meaning refers to the ability that people have to transmit ideas using communicative skills (Bygate, 1987). In the language teaching environment, this refers to the student's ability to make another person understand the ideas they want to express. Consequently, there is a meeting point where the language is

clearly expressed, and the ideas are understood. In this sub-skill of speaking, learners are required to converge at this point as naturally as possible during an oral interaction. The speakers' preference to select the correct words to avoid ambiguity and misunderstanding is crucial to mastering this subskill and, of course, it fits perfectly with the other subskills of speaking such as vocabulary and pronunciation.

In the English language lessons, the teacher must be able to handle speaking scenarios that could be problematic for students. It is a common situation to see students get blocked because they do not know how to say one word in the target language. The negotiation of meaning needs work in those cases to develop the ability to look for other words to express the idea. By focusing pedagogies on semantic categories rather than solely on forms and functions, learners develop the metacommunicative awareness necessary for engaging in and interpreting L2 interactions (Compernelle, 2022). During the English language course, educators need to help learners find ways to understand the language and develop strategies to get and transmit ideas when speaking and avoid asking for clarification.

Management of interaction

At the moment of spoken interactions, there are no written rules about the person who speaks and the speaking order. It is a natural ability developed with practice and being exposed to scenarios such as debates, role-plays, group discussions, and presentations. In other words, management of interaction pertains to the process of determining who will speak next and the topic they will address (Bygate, 1987). In the educational language environment, this sub-skill is not well implemented since teachers tend to guide the speaking activity by providing a topic or limiting the options to talk about in the classroom. Although the learners are free to choose who starts the conversation, the management of interaction is not always developed in a natural way in the classroom because learners do not ask for clarification (Bailey, 2003).

In speaking, being able to manage the interaction involves controlling the topic and content of the conversation to avoid mentioning things that are not relevant to the oral interaction, so that the speaking activity does not turn without purpose. After becoming an expert on providing ideas that ensure the conversation, there is a

crucial factor that makes the exchange of ideas possible. It is not just politeness to let other people talk and not talk at the same time. More than that, the turn-taking practice to speak also deals with the spoken time a single person has for the intervention. For that reason, it is essential to succeed at sharing the control of the topic, content, time to talk, and turn-taking. During a task-based learning course, participants actively practice the mentioned factors, particularly in the task cycle stage.

Speaking tasks

To practice speaking skills, there are lots of activities, exercises, strategies, and tasks that can be implemented in the classroom. However, the task-based learning method involves the usage of complex activities or meaningful real-life tasks to practice the target language. Therefore, the primary objective of employing speaking tasks is to afford learners the chance to enhance their speaking abilities, ultimately leading to increased fluency (Goh & Burns, 2012). Even if the term task regards a more complex activity, it is important to mention that there are different levels of complexity between tasks. Some of them are considered the most representative speaking tasks and they are detailed below.

In real life, people belong to specific contexts and are exposed to the language in many ways. This suggests that individuals who grow up in the same location may have varying information management practices and do not necessarily possess identical knowledge. The purpose of communication gap tasks is to fill those gaps of information that take place during speaking. People share casual information during conversations but, sometimes, that information is not understood by the other person (Goh & Burns, 2012). Communication-gap tasks can be divided by the teacher into information-gap and context-gap tasks for better development and practice.

An information gap occurs when participants collaborating on a shared problem encounter a deficit of information (Doughty & Pica, 1986). In a task-based course, after the teacher provides the information, the educator organizes groups or pairs to make students share the information to complete an outcome. The logical order to complete this task includes the following steps. First, each member of the group

understands the presented information to be able to explain the information that is needed to other groups. Then each student explains the new information to their group. During this process, learners are expected to ask for clarification or repetition as many times as necessary. Students start with incomplete information, and they need to interact with other groups of students to obtain the full information.

The flexibility of this task is present in the option the teacher has to give the initial information to students. However, not all instruction is geared solely toward test-taking, and in certain courses, teachers may possess significant flexibility in choosing what will be evaluated and the methods used for assessment (Goh & Burns, 2012). A crucial factor is to promote collaboration among students, in each group and as the whole class to convey the meaning of the information necessary to complete the task.

On the other hand, context-gap tasks are more challenging than filling in missing information in a space. Learners need to comprehend the real context where the situations take place to be able to provide precise information. The difficulty is evident for educators when students are not able to produce one single word to fill a gap, but they can produce whole expressions (Garton & Tekin, 2022). Although students work in pairs or small groups as an information-gap task, they share the same initial information. The change is the opportunity to create new content from the initial information, so that listeners can understand. In other words, learners need to expand the information constructing new knowledge on their own to express it and be understood. The characteristic of flexibility is shared, but it differs since the students use the flexibility to express the information they have.

The second part of context-gap tasks belongs to the listener. Once the speaker adds more information to the initial one, the listener has the challenge of paying attention to details to be able to predict the information that will come next from the speaker. It is a mixture of listening for details and catching the global idea. This way, the input is produced naturally way by learners. As seen, tasks go beyond activities or exercises.

Table 2.
Examples of communication-gap tasks

Task	Communicative outcomes	Type of gap
a. Read/listen and compare.	Lists of similarities and differences.	Information.
b. Sequence and complete	Descriptions of pictures and compare text.	Information.
c. Construct and compare	Descriptions of procedures/process.	Information/context.
d. Ask and answer	Completed questionnaires.	Information/context.
e. Select and narrate	Short narratives	Context.

Source: Taken from Goh & Burns (2012)

Discussion tasks

This type of task requires students to share their thoughts with others, having as initial information their own experience and knowledge. In addition, learners have the purpose of reaching a solution considered good for both parts of the discussion. The teacher can carry out this task by setting a real-life context that requires discussion from individuals or groups of students to get a real solution. For that reason, learners need to get into the role of police officers, politicians, and others according to the situation. Practicing and becoming familiar with the content is important to avoid the lack of participation by interviewees, caused by poor knowledge of the discussion topic (Han, 2007). In general, people involved in discussions do not participate, because they do not know enough understanding of the contents.

It means that by implementing discussion tasks in the classroom, learners need to be clear with the material and how to use it to develop critical thinking and become engaged with topics. The content and resources provided to learners have to be relevant, and they must exist and be debated worldwide. This promotes the practice of the target language. The discussions also need to be complemented with different outcomes to be reached, such as recommendations, solutions, evaluation, and more, according to the type of discussion. The following table details those facts.

Table 3.*Discussion tasks and communicative outcomes*

Task	Communicative outcomes.
a. Discuss and propose.	Recommendations.
b. Discuss and organize.	Organized information.
c. Discuss and judge.	Evaluation.
d. Discuss and solve	Solution.
d. Discuss and plan	An action plan.

Source: Taken from Goh & Burns (2012)

Monologic tasks

To understand the nature of monologic tasks, it is necessary to set the meaning of monologue. A monologue refers to the individual oral performance by students aimed at practicing various aspects of the language system. This practice enhances both language skills and the self-confidence of the student (Karpovich, Sheredekina, Krepkaia, & Voronova, 2021). Students become performers in the classroom but, to obtain the optimal practice, it is recommended to work in small groups to reduce the shame and stress learners can develop when talking in public. Further, it takes advantage of class time to ensure whole class participation. In this type of task, performers have to present a topic, catch the attention of the audience, and make them understand the topic. This may be challenging because of the different students' backgrounds.

Tavakoli (2016) mentions about the use of monologues in language-learning courses

Frequent use of monologues in L2 fluency research can be attributed to several factors including a) the degree of control associated with a monologic task performance (i. e. simpler pragmatic demands for speech planning), b) predictability of the outcome of the performance, and c) clarity and ease of the procedures for measuring language produced in a monologic task. (p. 135)

Monologic tasks become flexible because the topic can be adapted to students' preferences and context. A good strategy is to ask students to perform a monologue without any previous preparation. In addition, the factors previously mentioned contribute to applying monologic tasks in the classroom since they seem to provide reliable data. As teacher, it is important to consider familiar topics since the goal of

the task is not to become an expert in the topic and the purpose is to create an environment to promote oral interaction about topics that learners can feel comfortable discussing in the classroom.

The speaking tasks are helpful to practice speaking naturally, focusing more on the meaning of the language rather than the form. Task-based learning shares the purpose of those tasks where the result is not the essential part of the process, but how learners reach to that point. The process is the central part where learners practice the target language as in the speaking tasks, even if they get a solution, a recommendation, a domain of the topic, and narrative facilities.

Table 4.

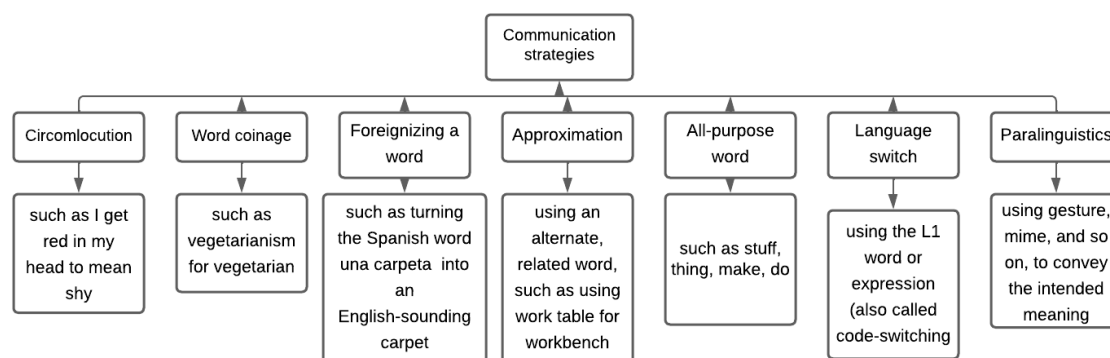
Types of monologic tasks

Task	Communicative outcomes.
a. Tell a story	Narrative texts
b. Respond and share	Personal reflections or reactions
c. Share personal anecdotes	Recounts of an incident or event
d. Give a talk	A range of texts that includes one or more of the following: explanation, process and procedure, description, or exposition (persuasive text).

Source: Taken from Goh and Burns (2012)

Communication strategies

Since people learn to communicate in diverse ways, it is common to appeal to contingent resources to be understood. The most common are circumlocution, word coinage, foreignizing a word, approximation, using an all-purpose word, language switching, and paralinguistic. Those are more frequently used for language learners, sometimes bending the language, in an attempt to communicate. According to Thornbury (2005), the main communication strategies are the detailed in the following graphic.

Figure 4.*Communication strategies*

Source: Taken from Thornbury (2005)

Circumlocution

This communicative strategy consists of using other words to express the initial idea that cannot be expressed because of the lack of vocabulary. This strategy is employed by learners, wherein they articulate or rephrase the target object or action (Soyunov, Rochsantiningasih, & Suparno, 2014). Inside the classroom, students often miss a word, especially during oral lessons, so they tend to use words such as *men pistol* instead of a

police officer or *robber*. For communicative purposes, this strategy to communicate is an effective way to balance imperfections in the knowledge of the target language (Scullen & Jourdain, 1999). In other words, during English language courses this strategy must be seen as a positive attempt to produce the language.

Word coinage

This strategy used to communicate consists of creating a new word no matter if that word is grammatically correct or already has another meaning. Language learners may find it possible to express the idea using a new word that sounds similar to what they intend to say. Therefore, Word coinage is the creative process through which a new word is formed (Mahmudah, 2017). Something usual, especially among young language learners, is the addition of the ending “tion” to Spanish words to make them English, such as *cuadernation*. This way learners try to use the target language even if they are not doing well, but they attempt to communicate.

Foreignizing a word

Frequently, word coinage is confused with foreignizing a word but foreignization advocates retaining the distinct expression of the source language and incorporating it into the target language (Li, Ran, & Xia, 2010). To have a better comprehension of this strategy, sometimes in the class, students use the word *table* to refer to a piece of wood instead of referring to a desk or similar furniture. This communicative strategy can be mentioned also as a translation strategy that takes place during oral interaction when the language needs to be produced and the idea needs to be transmitted to another person.

Spontaneous usage of foreignizing a word arises during the lessons when students get stuck in vocabulary and are not able to say a specific word, so learners incorporate English terms into Spanish. Some cases are words such as *internet*, which is an English word. Also, the word *selfie* is commonly used by Spanish speakers. Additional words used for this purpose are *manager* and *hobby*. There are more well-known examples but in the middle of the task-based learning lesson, some words used under this context are *yes*, *very good*, and *I agree* to express agreement, support, or affirmation.

Approximation

The Approximation strategy differs from circumlocution because it does not describe the unknown word. This communicative strategy takes place when students use words that complement the original one when producing animal sounds to talk about the animal. Another example during speaking situations in the classroom is saying *oh-oh* instead of saying that something is wrong. The sole method to approach language proficiency is by continually utilizing grammar over an extended period, thereby generating a broader and more extensive sublanguage (Polkowski & Skowron, 1997). As observed in preceding paragraphs, it may appear that students are disregarding grammar rules or altering language usage, but they do so to facilitate communication. Educators should consider those scenarios as positive interactions among students.

Through approximation, learners may not produce the exact answer, but educators must recognize the presence of the underlying idea and intention. Students mix the L1 and target languages to express feelings, agree, disagree, and uncertainty when they are in a secure environment to produce the target language. In certain instances, within classroom settings, specific examples arise that illustrate language usage. For instance, when employing the present continuous tense, rather than stating watching TV, students may opt to use *wachando la TV* in Spanish. Another situation with this communicative strategy is when talking about age in the class. Learners often say *I have twelve years* instead of saying *I am twelve years old*. In this scenario, while the idea and grammatical structure are present, refinement in execution is required. In such cases, incorrect answers may signify progress, as they indicate areas for improvement that the teacher can identify.

Using an all-purpose word

When there are gaps in the lexicon of learners, as individuals, English language teachers often rely on a safety net word that proves helpful in various situations. This way the overuse of those words becomes an all-purpose word. Language learners, in the process of mastering a language, often encounter gaps in their vocabulary. Therefore, they may resort to using words like *thing* or *stuff* as convenient alternatives to refer to objects or concepts, proving invaluable in situations where effective communication is paramount. Learners use this word as an attempt to reduce the lack of lexicon using a word in different contexts (Soyunov et al., 2014). Currently, learners often find themselves needing to discuss personal topics, and the verb "play" frequently emerges as a versatile option for communication among novice language learners.

To expand this explanation, specific examples that arise among young learners are helpful to understand and overcome the common situations in the class that struggle students when practicing speaking skills. Some of them are words such as *good* and *bad*. In an environment where the constant exchange of ideas and oral communication is essential to complete tasks, learners use those two words to express agreement and disagreement, answer questions. Additionally, they use them instead of simply saying yes or no. Another common scenario is the usage of

the verb *play*, especially when the teacher asks students for a verb to explain a tense. In most cases, the expression provided by students is to *play soccer* when producing sentences orally or in a written way.

Language switch

Language switch is also called code-switching. This communicative strategy consists of using the mother tongue during an L2 conversation. During spoken interactions, it is common to find students who are cheating and not using the target language in the English language class, but the teacher needs to pay special attention to the whole situation where students use their mother tongue. It does not seem fair that some learners make an effort to use the target language all the time and other students use the mother tongue to communicate. The reality is that it requires the ability to insert a specific word that has the same meaning, grammatically fulfill the space of the substituted word, and keep the idea. Students say *teacher, puedo ir al baño please?*

Young learners sometimes change between the mother tongue and target language when producing interesting sentences such as *Mi sister no like play soccer*. The usage of Spanish and English words is evident, and there is a level of similarity in the words that are used in the mother tongue. Moreover, when students introduce to the class, they talk about hobbies and tend to say *My hobby is escuchar música*. Another good example of a code-switch takes place at the moment learners ask for the meaning of words saying *teacher what is campeonato en inglés*.

The communicative strategies mentioned in the previous paragraphs help to develop efficient communication when there is a need to express something. In other words, when students are kind of desperate to transmit a message, they appeal to use of those strategies. It is essential to emphasize the genuine intention behind communication. Implementing meaningful tasks is crucial as they provide students with the necessary context to engage in communication effectively. Therefore, the introduced situations take place in a task-based learning course, and it is essential to identify those situations as communicative strategies to avoid considering that learners are cheating during the activities or they are not interested in the target language.

CHAPTER II. METHODOLOGICAL DESIGN

One primary reason for employing a quantitative approach was that it allows for the identification of patterns, trends, and correlations, providing insights into causal relationships and predicting future outcomes. Additionally, quantitative data analysis facilitated the application of statistical tests to test hypotheses rigorously, ensuring the validity and reliability of research findings. Overall, the quantitative approach offered a systematic and structured framework for investigating phenomena, making it an essential methodology in various fields of study. In addition, the purpose of this research was to measure the impact of task-based learning on speaking skills during English language classes at Eloy Alfaro School.

2.1. Operationalization of the variables

Table 5.

Variable's operationalization

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS		
Task-Based Learning	Stages	Needs analyses		
		Syllabus Design		
		Task-Based Materials		
		Methodology and Pedagogy		
		Task-Based Assessment		
		Program Evaluation		
	Teacher core actions	Motivating the learner		
		Supporting task performance		
		DEPENDENT VARIABLE	DIMENSIONS	INDICATORS
		Speaking Skills	Sub-skills	Grammar
Vocabulary				
Pronunciation				
Negotiation of meaning				
Management of interaction				
Speaking tasks	Communication-gap tasks			
	Discussion tasks			
	Monologic tasks			
Communication strategies	Circumlocution			
	Word coinage			
	Foreignizing a word			
	Approximation			
	using an all-purpose word language switch			

Source: Author's own

2.2. Research design

This investigation adopts the positivist paradigm due to its emphasis on objectivity, empirical evidence, and methodological rigor. Positivism ensures that research findings are grounded in observable facts rather than subjective interpretations. By employing rigorous scientific methods like experimentation and statistical analysis, this paradigm facilitates systematic and reliable investigations into phenomena, accounting for the variables pertinent to the research. Particularly beneficial for studies aiming to discern universal laws and establish causal relationships between variables, positivism contributes to the accumulation of knowledge and the advancement of various academic fields by establishing a robust foundation based on empirical data. Furthermore, the positivist paradigm advocates for the importance of generalizability and replicability in research, promoting findings that can be applied across different contexts and reliably reproduced by other researchers. Through its commitment to methodological rigor and systematic inquiry, positivism fosters the creation of knowledge that transcends individual perspectives and experiences, thereby enhancing the credibility and validity of research outcomes.

Moreover, this research is quantitative and provides a basis to explore the boarded variables. Explaining and making precise predictions are characteristics of this investigation that identify variables and measure them to produce knowledge (Park, Konge, & Artino Jr, 2020). In this research, it is considered a pre-experimental design to obtain reliable and measurable data.

According to Creswell & Creswell (2018) the specific experimental design procedures are the following:

Identify the type of experimental design to be used in the proposed study. The types available in experiments are pre-experimental designs, quasi-experiments, and true experiments. With pre-experimental designs, the researcher studies a single group and implements an intervention during the experiment. This design does not have a control group to compare with the experimental group. (p. 270)

Considering factors such as parental permission, internal institutional politics, and the national educational curriculum for foreign languages, the most suitable option was a single-group experiment involving a treatment stage. For this purpose, one class was selected to undergo the following steps: taking the first sample paper of the standardized pre-test, undergoing a five-week intervention stage, taking the second sample paper of the standardized post-test, and finally, analyzing the obtained data. It is necessary to mention that students took both standardized tests individually.

Due to the nature of the pre-experimental research design, a quantitative approach was deemed necessary. This approach enabled the researcher to mitigate the risk of missing data by employing numerical data and utilizing statistical analysis methods. Additionally, it facilitated better management of variables and interpretation of results. The previously exposed factors help this study to become a preliminary investigation. It aims to test the level together with the improvement of English language speaking skills and the impact that task-based learning lessons have on the mentioned skill.

2.3. Population and sample

This study used sample size determination as the method to select the population and sample. The total population includes four parallels of eight levels, 124 students. A percentage of 25% of eight basic-level students at Eloy Alfaro School participated as sample. Since there are four parallels of eight levels, the sample considered were the eight-level learners from parallel D, which are 31 students. Teen learners participated in this pre-experimental design research, so it is important to mention that the participants are teens. It is important to mention common characteristics of the participants such as Spanish as native language, the A1 English language level, and the age which is 12 years old.

2.4. Type of data collection

Cambridge Assessment has indeed played a significant role in the development of standardized tests that serve as investigative instruments. A1 Movers (YLE Movers) is not the exception and it is the second examination of Cambridge English: Young

Learners (YLE). The standardized speaking paper was used to measure students' speaking skills before and after the intervention stage. This paper contains four activities that require the test taker to first talk about the differences between two pictures. Second, tell a story based on some given pictures. Third, find the odd-one picture and explain, and finally answer questions about familiar topics such as family, friends, school, food, and animals.

To obtain numerical data, the corresponding rubric (Annex 3) was used with assessment indicators such as vocabulary and grammar, pronunciation, and interaction. Vocabulary and grammar consider range, extends, cohesion, and control. Pronunciation involves individual sound, stress, and intonation. Finally, interaction regards reception/responding; support required, and fluency/promptness. Each indicator has a zero to five individual scale fifteen the maximum grade and zero being the minimum.

Processing and analysis of information

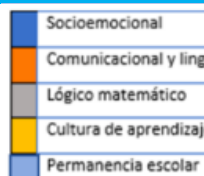
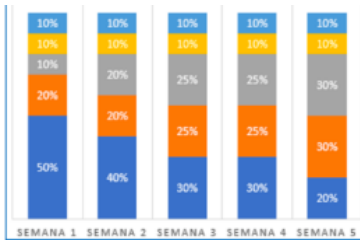
To ensure the reliability of the management of the numerical data, Jamovi project was used to analyze the collected numerical information. Since new software programs arise every day, the educative and investigative applications allow the researcher to process and analyze the information more effectively to avoid miscalculations. Moreover, the statistical analysis used in this research was Wilcoxon for paired samples to compare the pre-test and post-test results.

Context of the study

Approved by the Ecuadorian Minister of education, Eloy Alfaro School is considered a public educational institution located in Macas city of Morona Santiago, in the heart of the Amazon region in Ecuador. The institution has three sub-levels of education: elementary, middle school, and high school being from the initial one to tenth basic level. This school has 1100 students and each level has four parallels between 30-37 students. The institution is located in the urban area. It is considered the most emblematic school in the province since it is the first public school founded and due to its high-quality educative and cultural legacy.

Research proposal

Lesson plans and class procedures

1. INFORMATIVE DATA:							
Teacher	Omar Moyano	Area:	Foreign Language	Subject:	English	Level:	A1.1
Unit:	1	Planning Unit Title:	Teen Life	Student's age	11 – 12 years old	Scholar year:	2023 - 2024
Topic:	The importance and relevance of Ecuadorian music in our lives						
N° Periods for the development of the topic	Six periods	Start date	Thursday 5 th October	End date	Tuesday 7 th November		45 minutes
Transversal axes	Social-emotional Culture of learning Communication and Linguistic Logical-mathematical reasoning School permanence					 <p>Elaboración: Mineduc, 2023</p>	
Discipline Learning	Learning objectives: O.EFL 4.1 Identify the main ideas, some details, and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts. O.EFL 4.2 Appreciate and value English as an international language and a medium to interact globally. O.EFL 4.4 Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision-making.						
TRANSFER OBJECTIVES (Aims)							

<p>Objectives that are required for students to reach at the end of the program. By transfer objectives, it is understood the learners will be able to apply their knowledge and communicative skills to create new learning and regardless acquire the ability to express themselves using different strategies.</p>	<ul style="list-style-type: none"> • To communicate own ideas regarding the topic of the unit. • To study the teens' interests. • To recognize the physical spaces and places of the city. • To introduce vocabulary about clothing, sports, and music. • To internalize the importance of healthy habits. • To make students aware of the importance of personal interests. • To help students to understand vocabulary to develop effective group communication. • To help learners to talk about preferences. • To help students provide oral descriptions.
CRITERIA FOR ASSESSMENT	
<p>To assess the effectiveness of task-based learning in speaking skills, it will be considered the completion of the task and the development of communicative skills.</p> <ul style="list-style-type: none"> • Listening and reading for instructions to perform a task. • Listening to understand the main ideas and identify vocabulary. • Speaking using the target language to communicate in the group. • Speaking applying communicative strategies to express ideas. • Management of the speaking interaction with peers. • Usage of spoken grammar and vocabulary. • Spoken negotiation of meaning. 	
TEACHING OBJECTIVES	
PRE-TASK	<p>Introduction of the topic</p> <ul style="list-style-type: none"> • Introduction of the vocabulary. • Definition of the topic. • Introduction of teens' hobbies, places, clothing, music, and food. <p>Introduction of the task</p> <ul style="list-style-type: none"> • Local and worldwide influence on interests. • Understand written and oral instructions.
TASK-CYCLE	<p>Task</p> <ul style="list-style-type: none"> • Usage of vocabulary and grammar. • Transmit ideas using communicative strategies. • Speak using the target language. <p>Planning</p> <ul style="list-style-type: none"> • Discuss to organize and discern the information of the group. • Orally express agreement, disagreement, and preferences <p>Report</p> <ul style="list-style-type: none"> • Report the information • Fluency of ideas and usage of vocabulary.

LANGUAGE FOCUS	Analysis <ul style="list-style-type: none"> • Grammar: Usage of the implicit grammatical forms. • Vocabulary: Identifying and classifying common words and phrases. • Speaking: Communicative strategies to use the target language.
	Practice <ul style="list-style-type: none"> • Practice of social phrases • Usage of English dictionary
LEARNING OUTCOMES	
<p>By the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Orally talk about their personal preferences about music, places, clothing, and food. • Discuss to communicate agreement or disagreement on familiar topics. • Organize and discern information. • Use communicative strategies to be understood. • Work collaboratively. 	

Source : Author's own

LESSON PLAN					
TEACHING / LEARNING ACTIVITIES					
LESSON 1					
Teens interests					
SKILLS WITH PERFORMANCE CRITERIA	STRATEGIES	ASSESSMENT			
		ACHIEVEMENT INDICATORS	ACTIVITIES	TIMING	INSTRUMENTS & RESOURCES
<ul style="list-style-type: none"> •EFL 4.2.1. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) •EFL 4.2.6. Use other students' contributions in class as models for their own. •EFL 4.1.2. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups 	<p>Scaffolding for comprehension and production</p> <p>✓ Verbal Scaffolding Synonyms, and multiple examples. Teacher talk – modification of speech rate, articulation, and intonation to make their speech comprehensible. Body language – gestures, facial expressions, pantomime. Balanced use of display and referential questions. Strategically planned follow-up questions to push students to clarify and extend their ideas. Corrective feedback.</p> <p>✓ Procedural Scaffolding Predictable routines. Building background knowledge. Modelling. Learning centers. Presentations. Teaching formulaic “chunks” of language. Teacher talk – modification of speech rate, articulation, and intonation to make their speech comprehensible. Body language – gestures, facial expressions, pantomime. Grouping students to facilitate comprehension.</p>	<ul style="list-style-type: none"> • Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion. REF. (I.EFL.4.6.1.) (I.3, S.1, J.4). • Learners can follow and understand short straight forward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. REF (I.EFL.4.7.1.) (I.2, I.3, S.4). • I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural 	<p>Pre-task</p> <ul style="list-style-type: none"> • To start the lesson, the teacher introduces the word hobby to students and asks for ideas about the meaning of the word. After that, learners can use the dictionary to see the meaning and compare students answers with the dictionary findings. • Then, the teacher elicits a whole class brainstorming about the student's hobbies making learners to write their hobbies in the whiteboard. • After that, the teacher organizes learners in groups with four members and provides each group some flashcards with phrases to express agreement, disagreement, preferences and polite expressions to use during the lesson. • Learners are required to look for the meaning of unknown words from the flashcards. • The teacher asks students to design a booklet per group with the top 4 best hobbies the group considers the best. Mother tongue is not allowed during the task and they can use the flashcards to interact. • Learners are required to present the booklet to the class, including drawing graphics of the hobbies. <p>Task-cycle</p> <ul style="list-style-type: none"> • The teacher monitors learners' progress encouraging them to use the target language and discuss hobbies. • The teacher motivates students to talk about their favorite hobbies and decide an order for the top 4. Students are required to include the reason for selecting the hobbies. • Then, the teacher asks students to plan the presentation of the booklet. 	<p>45 min.</p> <p>170 min</p>	<p>Flashcards A4 format cardboards Whiteboard Markers Color pencils Pens Students' dictionaries</p>

<p>(differentiated by gender, ability, generation, etc.) including the students 'own.</p> <p>Source: Ministerio de Educación, 2021 p.62-68</p>	<p>✓ Instructional Scaffolding Visuals and imagery. Age-appropriate flashcards. Explicit training in interpersonal strategies is needed for collaboration. Well-scaffolded written and oral tasks that invite extended student discourse. Graphic organizers to elicit specific academic discourse patterns.</p> <p>Source: (Tedick & Lyster, 2019, p. 131-134)</p>	<p>groups. Learners can demonstrate socially responsible behaviors at school, online, at home, and in the community, and evaluate their actions by ethical, safety, and social standards. (J.3, S.1, I.1).</p> <p>Source: Ministerio de Educación, 2021, p. 62-68</p>	<ul style="list-style-type: none"> • After that, each group selects a member to present the booklet explaining why they decided on the hobbies for the top 4 and the reason for putting them in that order. <p>Post-task</p> <ul style="list-style-type: none"> • The teacher asks students for more words and phrases they need to communicate in the groups. The ideas exposed to learners are written on the whiteboard. • The teacher asks the groups to classify the new phrases and the ones provided at the beginning of the lesson considering asking, agreeing, disagreeing, polite expressions, and opinions. • Then, the teacher provides situations where students are required to use specific phrases from the analysis in the previous task and practice communication in each group. 	<p>45 min</p>	
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Source : Author's own

LESSON PLAN					
TEACHING / LEARNING ACTIVITIES					
LESSON 2					
Clothing					
SKILLS WITH PERFORMANCE CRITERIA	STRATEGIES	ASSESSMENT			
		ACHIEVEMENT INDICATORS	ACTIVITIES	TIMING	
				INSTRUMENTS & RESOURCES	
<ul style="list-style-type: none"> •EFL 4.1.1. Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes. •EFL 4.1.10. Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face to face relationships based on communication and cooperation. •EFL 4.4.2. Make and use a simple print or digital learning resource to compare and 	<p>Scaffolding for comprehension and production</p> <ul style="list-style-type: none"> ✓ Verbal Scaffolding Paraphrasing, synonyms, and multiple examples. Teacher talk – modification of speech rate, articulation, and intonation to make their speech comprehensible. Body language – gestures, facial expressions to support comprehension. Balanced use of display and referential questions strategically planned follow-up. Questions to push students to clarify and extend their ideas. Corrective feedback. ✓ Procedural Scaffolding Predictable routines. Building background knowledge. Modelling. Demonstrations. Grouping students to facilitate comprehension. Cooperative learning groups. Learning centers. Presentations. ✓ Instructional Scaffolding Visuals and imagery 	<ul style="list-style-type: none"> • Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures. Ref (I.EFL.4.1.1.) (I.2, S.1, S.2, J.1) • Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions ref (I.EFL.4.5.1.). (J.3, S.1, S.4) • Learners can use and make simple learning 	<p>Pre-task</p> <ul style="list-style-type: none"> • At the beginning of the lesson, the teacher asks students to stand up and stretch up a bit. After that, students are required to point to what the teacher mentions. The teacher sets the instruction, pointing to pants, shoes, t-shirts, shirts, socks, hoodies, sweaters, and hats. • Then, the teacher makes students sit in groups of 4 people and gives them the communication flashcards. Then the teacher elicits them to discuss the clothes with which they feel more comfortable, considering materials (leather, canvas, fabric, cotton, lycra, and denim) and colors and brands. • In the groups students write the differences between their clothes and their grandparent's clothes, considering the aspects learned in class. • After the teacher asks for volunteers to share with the class the group notes about their clothing and older people's clothing. The teacher shows an example to the class. • Next, the teacher requires students to prepare a poster of a boy, a girl wearing fashionable clothes, and an old man and woman wearing the common clothes they wear in our city. The poster needs to include, hats, shirt, pants, socks, shoes, and materials as well as brands. <p>Task-cycle</p> <ul style="list-style-type: none"> • The teacher looks around the groups in order to provide a repetition of the instructions or examples if it is required. • Then, the teacher monitors the learner's progress encouraging them to use the target language, flashcards, and English dictionaries and discuss about brands and materials of the clothes. 	<p>45 min</p> <p>170 min</p>	<p>Flashcards A2 format cardboards News paper Whiteboard Markers Color pencils Pens Students' notebooks Students' dictionary</p>

<p>contrast information in order to demonstrate understanding and command of a topic</p> <p>Source: Ministerio de Educación, 2021 p.62-68</p>	<p>Age-appropriate texts Explicit training in interpersonal strategies needed for collaboration. Sentences starters. Well-scaffolded written and oral tasks that invite extended student discourse.</p> <p>Source: (Tedick & Lyster, 2019, p. 131-134)</p>	<p>resources, both online and in print, in order to compare and contrast information. REF. (I.EFL.4.16.1.) (I.1, I.3, I.4, J.2, J.4)</p> <p>Source: Ministerio de Educación, 2021 p. 62-68</p>	<ul style="list-style-type: none"> • Learners are required to prepare a presentation of the poster to the class and prepare a script with the things they need to mention. • After, the teacher encourages volunteers for the presentation and motivates all the groups to participate. <p>Post-task</p> <ul style="list-style-type: none"> • The teacher asks learners about the brand and material of the clothes they are wearing at the moment. Learners will write on the whiteboard the required information. • Next, each group writes an answer to the following questions. <ul style="list-style-type: none"> - Why do older people wear those clothes? - What are the advantages of the young people's clothes? • - What is the most important thing when buying clothes? • Then, the teacher selects groups to read the answers to the whole class and motivate learners to say if they agree or disagree. 	<p>45 min</p>	
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Source : Author's own

LESSON PLAN				
TEACHING / LEARNING ACTIVITIES				
LESSON 3				
Places of my city				
SKILLS WITH PERFORMANCE CRITERIA	STRATEGIES	ASSESSMENT		
		ACHIEVEMENT INDICATORS	ACTIVITIES	TIMING
				INSTRUMENTS & RESOURCES
<ul style="list-style-type: none"> •EFL 4.4.2. Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic. •EFL 4.4.1. Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to audience and purpose. •EFL 4.2.3. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon 	<p>Scaffolding for comprehension and production</p> <ul style="list-style-type: none"> ✓ Verbal Scaffolding <p>Paraphrasing, synonyms, and multiple examples.</p> <p>Teacher talk – modification of speech rate, articulation, and intonation.</p> <p>Body language – gestures, facial expressions, pantomime to support comprehension.</p> <p>Balanced use of display and referential questions.</p> <p>Strategically planned follow-up questions.</p> <p>Corrective feedback.</p> <ul style="list-style-type: none"> ✓ Procedural Scaffolding <p>Predictable routines.</p> <p>Building background knowledge.</p> <p>Demonstrations.</p> <p>Grouping students.</p> <p>Cooperative learning groups.</p> <p>Learning centers.</p> <p>Presentations.</p> <ul style="list-style-type: none"> ✓ Instructional Scaffolding <p>Visuals and imagery.</p> <p>Age-appropriate texts.</p> <p>Teaching formulaic “chunks” of language.</p> <p>Explicit training in interpersonal strategies needed for collaboration.</p>	<ul style="list-style-type: none"> • Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. REF. (I.EFL.4.16.1.) (I.1, I.3, I.4). • I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one’s own writing. (I.3, I.4, S.3, J.2). • Learners can follow and understand short straight I spoken audio texts set in familiar contexts when the 	<p>Pre-task</p> <ul style="list-style-type: none"> • When starting the lesson, the teacher asks students about the route they take every day to go to school. Keywords such as “go straight, in front of, at the right, at the left, across, corner, etc.” are written on the whiteboard. The teacher adds more words like “corner, back, between, next to, at the back, along, and go past.” • Then, the teacher asks students to join in groups of four people and hand out a city map and communication flashcards to each group. Learners pass to the front of the class in order to write the meaning of the words on the whiteboard, and also write the meaning of the new words on the map, dictionary is allowed to use. • Next, the teacher will check the meaning with the whole class and provide further explanation if required. Students who participate are asked to select one place on the city map. The teacher matches two places in the city and elicits students to write the route to go from the first place to the second one. • To check students’ answers, each group needs to write the route when a student is reading the notes of the group to reach the place. Learners can politely interrupt when the route is wrong. The activity is repeated once all groups participate. • After that, the teacher requires students to write on the whiteboard their favorite places in the city, or the most popular ones. • The teacher asks students to draw a draft of the map of the city including all the places written by the learners on the whiteboard. Only a pencil and eraser are required for this activity. • Learners are explained how to build up a model of 	<p>50 min</p> <p>Flashcards A2 format cardboards A4 format cardboards Students’ dictionary Whiteboard Markers Color pencils Pens Pencils Eraser Students’ notebooks Small boxes (from matches, medicines, snacks, etc.) Paint Brushes</p>

<p>(or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.).</p> <p>Source: Ministerio de Educación, 2021, p.62-68</p>	<p>Sentences starters/frames. Well-scaffolded written and oral tasks that invite extended student discourse.</p> <p>Source: (Tedick & Lyster, 2019, p. 131-134)</p>	<p>message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. REF (I.EFL.4.7.1.) (I.2, I.3, S.4)</p> <p>Source: Ministerio de Educación, 2021, p. 62-68</p>	<p>the drawn map and the materials to use in the next class when assembling the city, such as cardboard, boxes of matches, or medicines.</p> <p>Task-cycle</p> <p>Part 1</p> <ul style="list-style-type: none"> The teacher monitors learners' design of the map of the city and provides personalized explanations to each group if required. Learners are required to discuss the materials they are going to use, draw the city with the places on the cardboard, and organize the script for the presentation of their favorite places. <p>Part 2</p> <ul style="list-style-type: none"> Once learners have the map in the cardboard, they are required to assemble the city and use the selected materials to locate their favorite places in the city. The teacher monitors learners' activities and provides suggestions if required. Also, examples to introduce places are provided by the teacher. Then, students present their map to the class and each member of the group says where his/her favorite place is and why the preference for that place. <p>Post-task</p> <ul style="list-style-type: none"> Next, the teacher asks students to locate their houses on the map and write in the notebook the route they take to reach their house from their favorite place in the city. Students work in groups but individual answers are required. After that, learners read aloud the route and the whole class try to guess the students' house location. Then, the teacher requires learners to write down the places they do not like, where is it, and the reason for the dislike. Then, students are going to read to the class the name of the place they do not like and make the class guess why the students do not like that place. After a few participations, the student reads his/her reason for not liking the place and asks for agreement or disagreement. The teacher asks students for more useful expressions to be added to the communication 	<p>180 min</p> <p>80 min</p>	
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			flashcards.		
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Source : Author's own

LESSON PLAN					
TEACHING / LEARNING ACTIVITIES					
LESSON 4					
Healthy food					
SKILLS WITH PERFORMANCE CRITERIA	METHODOLOGICAL STRATEGIES STRATEGIES	ASSESSMENT			
		ACHIEVEMENT INDICATORS	ACTIVITIES	TIMING	INSTRUMENTS & RESOURCES
<ul style="list-style-type: none"> EFL 4.1.6. Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes. EFL 4.1.8. Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and 	<ul style="list-style-type: none"> Verbal Scaffolding Synonyms, and multiple examples. Teacher talk – modification of speech rate, articulation, and intonation to make their speech comprehensible. Body language – gestures, facial expressions, and pantomime to support comprehension. Balanced use of display and referential questions strategically planned follow-up. Questions to push students to clarify and extend their ideas. Corrective feedback. Procedural Scaffolding Predictable routines. Building background knowledge. Modelling. Grouping students to facilitate comprehension. Cooperative learning groups. Learning centers. Presentations. 	<ul style="list-style-type: none"> I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3) 	<p>Pre-task</p> <ul style="list-style-type: none"> First, the teacher asks students about the three meals a person eats in the day. Next, the teacher selects students to answer the following questions: -What did you have for lunch? -What is your favorite food? -What food you don't like? The teacher introduces the words healthy and unhealthy to the class and motivates learners to reflect on their feeding habits asking for the benefits of healthy food. Then, the teacher asks students to join in groups of four people and take out dictionaries. Worksheets with food pictures are given to each group. Students need to recognize the food in the images and look for the meaning in English to write next to the pictures on the handout. Once each meaning is clear, students need to classify the food and ingredients according to their preference (Food I like, Food I don't Like). The activity is made in groups but there are individual answers. After that, the teacher explains to students they 	45 min	Handouts A4 format cardboards Whiteboard Markers Color pencils Pens Pencils Eraser Students' notebooks Students' dictionary

<p>face-to-face interactions.</p> <p>•EFL 4.2.2. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class.</p> <p>Source: Ministerio de Educación, 2021 p.62-68</p>	<ul style="list-style-type: none"> • Instructional Scaffolding Visuals and imagery Age-appropriate texts Explicit training in interpersonal strategies needed for collaboration. Sentences starters. Well-scaffolded written and oral tasks that invite extended student discourse. <p>Source: (Tedick & Lyster, 2019, p. 131-134)</p>	<ul style="list-style-type: none"> • Learners can communicate personal information and basic immediate needs in simple terms using grammatical structures and vocabulary seen in class (although there may be / frequent basic errors) REF. (I.EFL.4.8.1.) (I.1, I.2, I.3, S.1) <p>Source: Ministerio de Educación, 2021, p. 62-68</p>	<p>have to create a menu and recipe for healthy food for a complete meal, including soup, main dish, dessert, and a drink.</p> <ul style="list-style-type: none"> • Then, the teacher provides a handout with cooking verbs to each group. <p>Task-cycle</p> <ul style="list-style-type: none"> • The teacher assesses and facilitates learners' development of the task by providing extra explanations and providing examples of recipes. • The teacher monitors that all groups are working and correctly doing the activity. • Once the task (menu and recipes) are finished, each group socializes the menu to the whole class and explains how to prepare each dish of the meal. • Learners discuss the meal, dishes, and ingredients to prepare the healthy menu and present it to the class. • Next, all groups present the written menu to the class and explain how to prepare each dish. <p>Post-task</p> <ul style="list-style-type: none"> • The teacher asks learners for the menu they liked the most and would try to prepare. • Then, the teacher requires students to change their menus and provide suggestions to improve each dish or write what they would change in the menu. Each student writes a suggestion for a single dish on the menu. • The teacher asks students to read the answers to the whole class and discuss if the suggestion is agreed or disagreed. • At the end, students write the menu they liked the most. 	<p>170 min</p> <p>45 min</p>	
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Source : Author's own

LESSON PLAN					
TEACHING / LEARNING ACTIVITIES					
LESSON 5					
Music Stuff					
SKILLS WITH PERFORMANCE CRITERIA	STRATEGIES	ASSESSMENT			
		ACHIEVEMENT INDICATORS	ACTIVITIES	TIMING	INSTRUMENTS & RESOURCES
<p>•EFL 4.4.4. Write to describe feelings/ opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.</p> <p>•EFL 4.4.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.</p> <p>•EFL 4.2.5. Understand most changes in the topic of discussion if people speak slowly.</p> <p>Source: Ministerio de Educación, 2021 p.62-68</p>	<p>Scaffolding for comprehension and production</p> <p>✓ Verbal Scaffolding</p> <p>Synonyms and multiple examples.</p> <p>Teacher talk – modification of speech articulation and intonation.</p> <p>Body language – gestures, facial expressions, pantomime.</p> <p>Balanced use of display and referential questions.</p> <p>Strategically planned follow-up questions to push students to clarify and extend their ideas.</p> <p>Corrective feedback.</p> <p>✓ Procedural Scaffolding</p> <p>Predictable routines.</p> <p>Building background knowledge.</p> <p>Modelling.</p> <p>Demonstrations.</p> <p>Grouping students to facilitate comprehension.</p> <p>Dyads and cooperative learning.</p> <p>Peer editing, tutoring, feedback</p> <p>Role-plays and simulations.</p> <p>✓ Instructional Scaffolding</p> <p>Visuals and imagery</p> <p>Age-appropriate texts</p> <p>Explicit training in interpersonal strategies needed for collaboration.</p>	<ul style="list-style-type: none"> • I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) • Learners can convey and organize information using facts and details and by employing various stages of the writing process. REF. (I.EFL.4.17.1.) (I.1, I.3, S.4, J.2, J.4). • Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion. REF. 	<p>Pre-task</p> <ul style="list-style-type: none"> • When the lesson starts, the teacher asks students what kind of music they enjoy listening and continues with the following questions: <ul style="list-style-type: none"> - Who is your favorite singer/band? -What genre do you like the most? -What do memorize the lyrics of the songs? -What do you prefer lyrics or rhythm? -What Ecuadorian music do you know? • Then, the teacher motivates students to individually write in their notebooks the answers to the following statements including the song and author. <ul style="list-style-type: none"> -Music I listen to when I am happy -Music I listen to when I am sad -Music I listen to concentrate/ do homework -Music I listen to relax • Students are required to read to the class their answers without mentioning the reason they listen to the music. The rest of the class needs to guess when the students who read, listen to that music. • Next, students join in pairs and the communication flashcards are handed out to each group. In addition, the music vocabulary handouts are given too. • After that, the teacher explains that students need to create a short script and perform a dialogue talking about the music they like to listen to when they are in love and when going to a party. The dialogue must include: 1) greeting 2) Music preferred to being in love/going to a party 3) goodbye <p>Task-cycle</p>	<p>45 min</p> <p>170 min</p>	<p>Handouts</p> <p>Whiteboard</p> <p>Markers</p> <p>Pens</p> <p>Pencils</p> <p>Eraser</p> <p>Students' notebooks</p> <p>Students' dictionary</p>

	<p>Sentences starters. Well-scaffolded written and oral tasks that invite extended student discourse.</p> <p>Source: (Tedick & Lyster, 2019, p. 131-134)</p>	<p>(I.EFL.4.6.1.) (I.3, S.1, J.4)</p> <p>Source: Ministerio de Educación, 2021, p. 62-68</p>	<ul style="list-style-type: none"> • The teacher monitors students and provides extra explanations if required. The teacher shows dialogue models based on students' ideas. • The teacher facilitates phrases and expressions students can use in their dialogues and scripts. • Then, learners prepare for their presentations polishing and reading the script. When students participate, the teacher needs to have the script in order to provide help if it is necessary. • Each pair of students participates in the dialogue. <p>Post-task</p> <ul style="list-style-type: none"> • The teacher asks learners to join groups of four people, and discuss and write the name of a musical instrument the group considers is the most difficult to learn. Learners need to include the name of the instrument and at least four reasons why it is difficult. • Learners read aloud the reasons and the rest of the groups try to guess the instrument the group selected. • At the end, each student writes the instrument they consider to be the easiest to learn and why. 	45 min	
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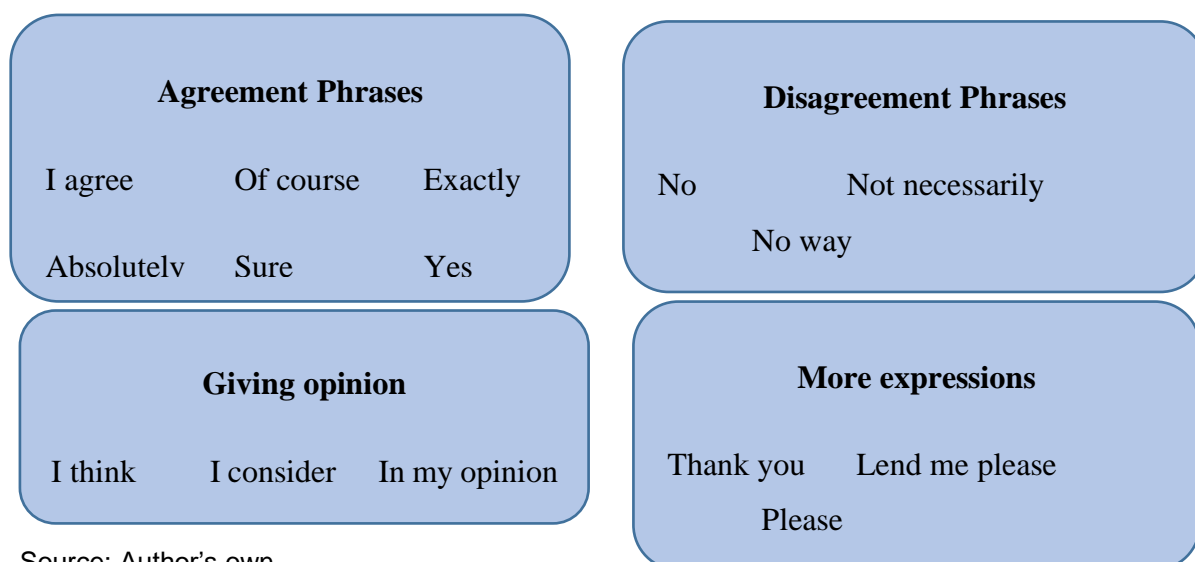
Source : Author's own

Teacher resources

Lesson 1

Figure 5.

Flashcards with expressions



Source: Author's own

Lesson 2

Clothes example

Figure 6.

Clothes for work and leisure



Source: Taken from YouTube (2023)

Figure 7.

Materials to Describe clothes

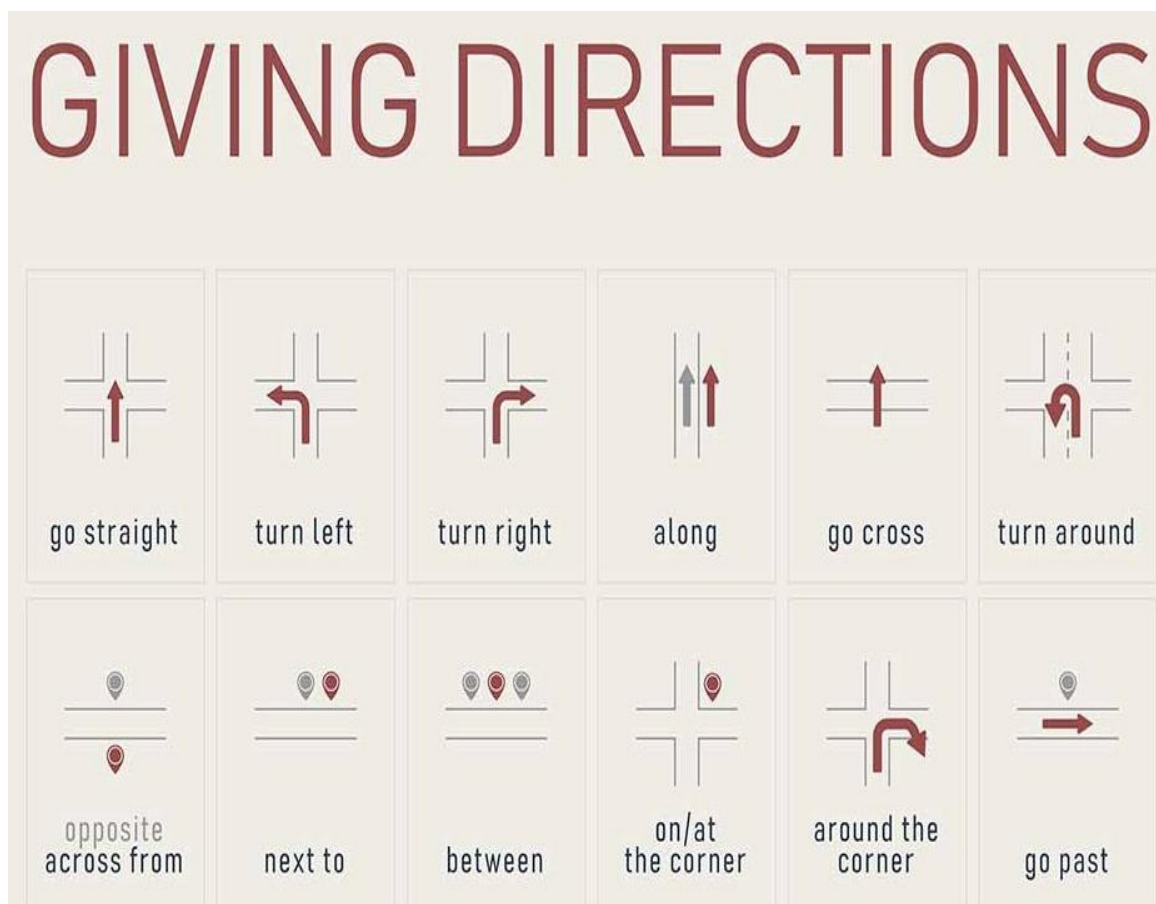


Source: Taken from ESL Advice (2023)

Lesson 3

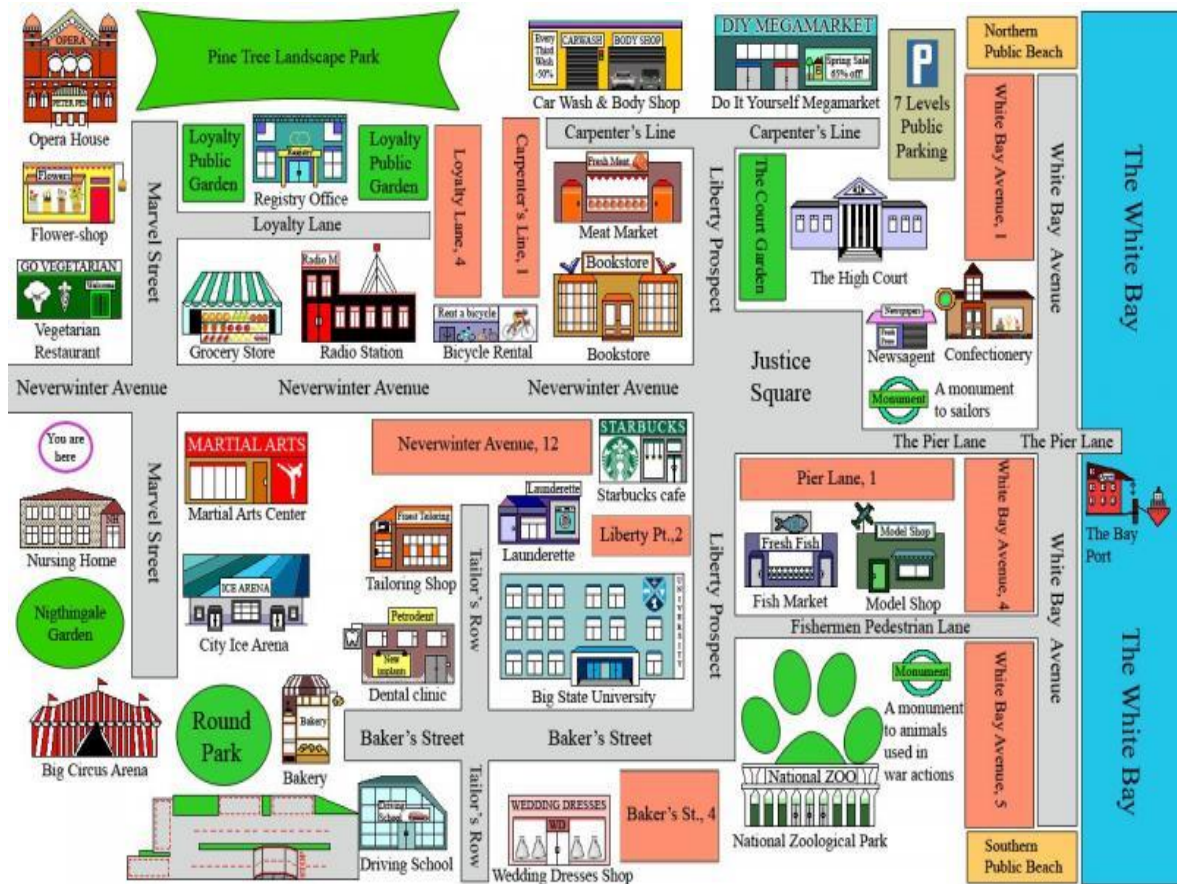
Figure 8.

Giving directions vocabulary

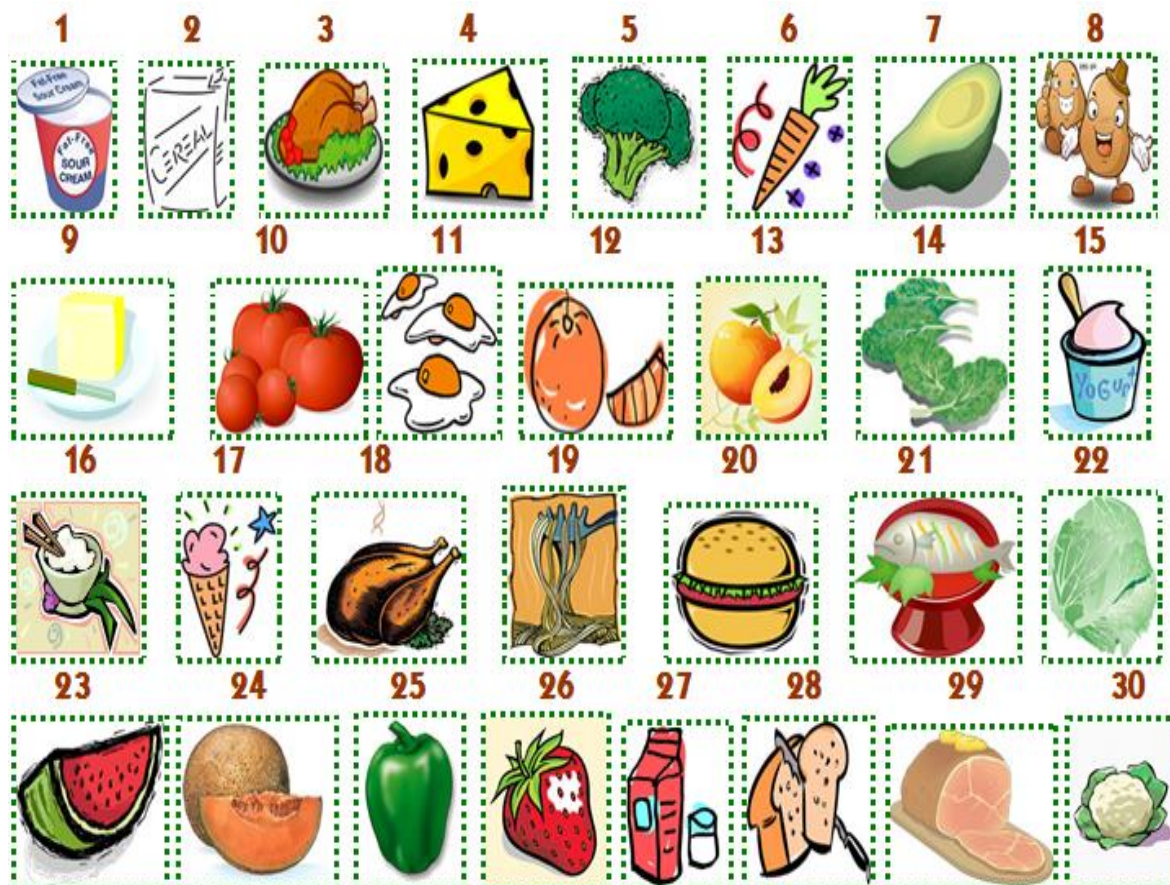


Source: Taken from Firstcry (2022)

Figure 9.
Places of the city



Source: Taken from EducaPlay (2022)

Lesson 4**Figure 10.***Food vocabulary*

Source: Taken from Repositorio de contenidos educativos (2023)

Figure 11.
Recipe example

Pancake Recipe

Ingredients
100g plain flour
300ml milk
2 eggs
1tbsp caster sugar
Lemon juice

Equipment
Sifter
Large mixing bowl
Kitchen scales
Measuring jug
Measuring spoons
Wooden spoon
Frypan
Spatula
Stove

Method

1. Sift the flour into the mixing bowl.
2. Crack the eggs into the bowl.
3. Pour the milk into the bowl.
4. Stir vigorously until smooth.
5. Pour a spoonful of the mixture into a hot frypan (you may want to use oil).
6. Turn the pancake when the bubbles begin to pop.
7. Serve sprinkled with lemon juice and sugar.

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ink saving Eco

Source: Taken from Twinkl (2023)












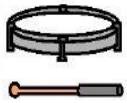













Figure 12.
Cooking verbs



Source: Taken from Vendatu (2023)

Lesson 5

Figure 13.
Music vocabulary

musical instruments 	piano 	organ 	saxophone 	trumpet 	trombone 	brass 	orchestra 
sounds 	guitar 	banjo 	electric guitar 	violin 	cello 	bass 	vocals 
choose 	drum 	bongos 	tambourine 	gong 	chime 	cymbal 	timpani 
listen 	record scratch 	whistle 	electric sounds 	weird voice sounds 	recorder 	clarinet 	flute 
play 	mic shout-outs 	claps 	beatbox 	airhorn 	buzz 	triangle 	cowbell 

Source: Taken from TOMi.digital (2023)

CHAPTER III. ANALYSIS OF THE RESULTS OF THE INVESTIGATION

3.1. Analysis of the pre-test and post-test results

The tests had the purpose of assessing student's English language speaking skills after the intervention stage of English language lessons through the application of task-based learning method. The tests were designed for A1 level young learners and included the following parts:

- ❖ Speaking part 1: this part tests describing pictures finding out the differences between two pictures.
- ❖ Speaking part 2: This part tests student's ability to describe things and events using a sequence of pictures as support material.
- ❖ Speaking part 3: This part tests describing pictures making the test taker identify the odd one from a set of pictures.
- ❖ Speaking part 4: This part tests learner's understanding and responding to personal questions.

In each part of the speaking assessment, the criteria to assess student's performance includes three indicators: grammar and vocabulary, pronunciation, and interaction. The scale to rank each indicator is from zero to five, being five the highest grade. Consequently, the maximum possible grade is fifteen points, and the lowest grade is zero. All participants took the pre-test and post-test, and it is important to mention that there were two different samples of the same test. Moreover, the tests assessed the development of speaking skills and the results from the 31 participants were compared and analyzed.

Pre-test

As detailed in chapter two, the selected test for the purpose of assess student's speaking skills was Cambridge English Movers (YLE Movers), and the results are presented in the table below.

Table 6.
Pre-test results

Participants	Assessing speaking			Total
	Grammar and vocabulary	Pronunciation	Interaction	
Participant 1	0	1	1	2
Participant 2	1	1	2	4
Participant 3	2	2	2	6
Participant 4	0	1	2	3
Participant 5	0	0	1	1
Participant 6	0	1	1	2
Participant 7	1	2	2	5
Participant 8	0	1	0	1
Participant 9	1	1	1	3
Participant 10	0	1	1	2
Participant 11	0	1	2	3
Participant 12	2	2	2	6
Participant 13	0	0	1	1
Participant 14	0	1	1	2
Participant 15	2	1	2	5
Participant 16	1	1	1	3
Participant 17	1	2	1	4
Participant 18	2	1	2	5
Participant 19	1	1	1	3
Participant 20	1	0	1	2
Participant 21	0	1	1	2
Participant 22	2	2	2	6
Participant 23	1	0	1	2
Participant 24	0	0	1	1
Participant 25	1	1	1	3
Participant 26	0	0	1	1
Participant 27	2	1	1	4
Participant 28	1	1	1	3
Participant 29	1	0	1	2
Participant 30	1	1	1	3
Participant 31	1	0	1	2
Average	0,81	0,90	1,26	3

Source: Author's own

Analysis

As delineated in the preceding table, the mean score for the grammar and vocabulary indicator is 0.85 points, for pronunciation, it is 0.90 points, and for interaction, it stands at 1.26 points. The total average is three points, considering 15 points as the highest score and zero the lowest. Each criterion has a maximum score of five points and zero as the lowest score. It is demonstrated that students' speaking skills is low. Moreover, the grammar and vocabulary indicators are the lowest in accordance with the results obtained in the pronunciation and interaction

indicators. The results put in evidence the need of an intervention stage to improve student's English language speaking skills.

Interpretation

The results are hugely preoccupying for the reason that the participants are in the eighth grade of basic education, and they have been in English language classes for almost nine years. There are some results that show better proficiency of speaking skills, but those results could have happened because those students were constant on discipline and demonstrated commitment during all the educative process. In addition, most of the mentioned students attend private institutions to learn English language. Moreover, the obtained data match with the findings stated by Education First (2022) Regarding the domain of the English language, it pertains predominantly to economically privileged groups. The Common European Framework of Reference for Languages are worldwide recognized requirements that certificate people with the ability to use a language on a six-points scale with A1 as the lowest grade and C2 as the mastery of the language. The Ecuadorian curriculum for foreign language considers this scale to design the levels of knowledge for English language in public educational institutions.

In relation to the pre-test results, students can be placed in the following level according to the Common European Framework.

Table 7.
Participant's English language speaking skills level

	Pre-test	Percentage
A1	0	0.00%
Less Than A1	31	100%
Total	31	100%

Source: Author's own

Interpretation

Table 7 indicates that 31 participants from the pre-test examination obtained results under the A1 level of speaking skill knowledge. In addition, 0 participants reached the A1 level stated as standard by the ministry of education based on the Common European Framework of Reference for Languages.

Test of data reliability

Table 8.

Cronbach's alpha test of the pre-test

Scale Reliability Statistics	
Cronbach's α	
scale	0.708

Source: Author's own

Analysis and interpretation

Since the Cronbach's alpha test provides results between 0 and 1, being >0 and <1.0 the scale that indicates the reliability of the instrument. With 0,708 as result of Cronbach's alpha test of data reliability, it is demonstrated that the gathered data is consistent, and the instrument is acceptable for the purpose of this investigation.

Post-test

Table 9.
Post-test results

Participants	Assessing speaking			Total
	Grammar and vocabulary	Pronunciation	Interaction	
Participant 1	2	1	1	4
Participant 2	1	2	2	5
Participant 3	3	3	3	9
Participant 4	2	1	2	5
Participant 5	1	1	1	3
Participant 6	1	1	1	3
Participant 7	2	2	2	6
Participant 8	2	1	1	4
Participant 9	2	2	2	6
Participant 10	2	2	1	5
Participant 11	1	1	2	4
Participant 12	3	2	3	8
Participant 13	2	1	1	4
Participant 14	2	2	2	6
Participant 15	3	2	2	7
Participant 16	2	1	1	4
Participant 17	2	2	2	6
Participant 18	2	2	3	7
Participant 19	2	2	1	5
Participant 20	3	2	2	7
Participant 21	1	2	1	4
Participant 22	3	3	3	9
Participant 23	2	1	1	4
Participant 24	2	2	1	5
Participant 25	2	2	1	5
Participant 26	1	1	1	3
Participant 27	2	2	1	5
Participant 28	2	1	1	4
Participant 29	3	1	2	6
Participant 30	2	1	1	4
Participant 31	3	1	2	6
Average	2,03	1,61	1,61	5,26

Source: Author's own

Analysis

As shown in table 9, in the post-test the average of grammar and vocabulary indicator is 2,03 points, the pronunciation indicator is 1,61 points, and the interaction indicator is 1,61 points. The total average is 5,26 points, considering 15 points as the highest score and 0 the lowest. It is demonstrated that student's speaking skills increased since the last test. In addition, the grammar and vocabulary indicator which used to have the lower grade, now is the highest one. The results indicate that there is an evident improvement of the participant's speaking skills.

Interpretation

The results seem to be positive and there is a remarkable increase of the grammar and vocabulary indicator of speaking assessment, which is important considering that this indicator was the lower in the pre-test results. All indicators showed improvement, but the clear development of grammar and vocabulary is the main and bigger positive result. Although the required A1 level of knowledge of speaking skill was not possible to reach, there was an evident improvement of participant's speaking skill in all the indicators of the rubric (annex 3).

Table 10.
Cronbach's alpha test of the post-test

Scale Reliability Statistics	
Cronbach's α	
scale	0.736

Source: Author's own

Analysis and interpretation

As mentioned in previous paragraphs, the acceptable result of Cronbach's alpha test to demonstrate the reliability of the instrument is $>0,7$ and <1.0 . The result obtained is 0.736, which is higher than the one obtained in the pre-test reliability test. The instrument is acceptable to use in the investigation and the data is consistent.

Hypothesis:

Null hypothesis (H0): The implementation of task-based learning method in the English language lessons will not improve eight basic level student's English language speaking skills at Eloy Alfaro School.

Alternative hypothesis (H1): The implementation of task-based learning method in the English language lessons will improve eight basic level student's English language speaking skills at Eloy Alfaro School.

Wilcoxon test for paired samples

Wilcoxon test is a no-parametric test designed to compare paired data, which is ideal for pre-experimental research. In this test, the means of the pre-test and post-test are compared to identify if there is significance.

Table 11.
Wilcoxon test

Paired Samples T-Test					
			Statistic	p	
Pre-est results	Post-test results	Wilcoxon W	0.00	< .001	
Descriptives					
	N	Mean	Median	SD	SE
pre -est results	31	2.97	3	1.54	0.276
Post-test results	31	5.26	5	1.61	0.289

Source: Author's own

Analysis and interpretation

The result of Wilcoxon test is <0.001 which is minor than 0.05. It indicates that there is a significant difference between the mean of the pre-test and the mean of the post-test. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis is valid (H_1). In other words, the average of the post-test of the experimental group is higher than the average of the pre-test.

Analysis of the impact of task-based learning

For many years, task-based learning obtained positive results to improve English language speaking skills. The positive impact is present in the tasks and activities that students perform during the lesson. Students feel motivated to use the target language because they communicate in real-life situations (Daga, 2022). This study shares similar positive findings since the content was attractive to learners and created a safe environment to communicate using the target language. In addition, the beneficial outcomes of task-based learning are supported in the logic sequence of the stages and the role that assumes the teacher in each stage (Recalde, 2019). As this research included more stages that authors as Ellis, Long, Lee, and Hillman

contemplate useful to develop TBL, the effective results in the lessons in student's critical thinking, arguing and socialization are positive.

In addition, speaking sub skills can improve due to task-based learning lessons. Positive impact in student's English language speaking sub skills such as vocabulary, accuracy, and comprehension had a positive effect (Safitri et al., 2020). The similarity of the positive impact is evident although, the improvement was in different speaking sub skills such as grammar and vocabulary, pronunciation, and interaction. Learner's confidence and motivation to communicate using the target language increased. The findings of (Lume & Hisbullah, 2022) prove that TBL promotes pupil's communicative skills and self-esteem in the classroom. The similarity with this study is present at the moment of verifying the improvement of interaction indicator in the rubric of the post-test.

CONCLUSIONS

- First, after a deep theoretical analysis of the task-based learning method, it is concluded that considering stages of TBL such as needs analyses, syllabus design, task-based materials, methodology and pedagogy, task-based assessment, and program evaluation are essential to conduct a better implementation of other aspects of the lesson such as procedure, teacher's role, assessment, and feedback.
- Second, after the pre-test examination and according to the rubric, it is concluded that at Eloy Alfaro School, eight basic level students do not reach A1 degree of English language speaking skill according the Common European Framework and the Ecuadorian Ministry of Education standards. The examination has a maximum score of 15 points, and the average score obtained by the participants was 3 points.
- Third, the research proposal of implementing task-based learning method in the English language class during five weeks with six periods per week provided positive results. The topic's lessons and materials included maximized learner's engagement. The methodological strategies carefully selected to fulfill the skills with performance criteria delivered sequential and natural development of the lessons.
- Finally, the findings and procedures of this study were shared in an online blog (annex 4) with teachers of Eloy Alfaro School in order to let them know there are other kind of methods such as task-based learning that allow them to improve their teaching practices. In addition, this blog includes a debate section that provides interaction and allow readers to access to the lessons plans result of this study.

RECOMMENDATIONS

- In accordance with the positive results obtained after implementing the task-based learning method and its improvement in speaking skills with this research, it is highly recommended to continue the labor made with this study. Additionally, it is important to refine the parameters, particularly the participants' grades, to gather more specific data that contributes to effective English language teaching and learning. As this study sets the context of a public school, it is suitable to resume the labor started at Eloy Alfaro School.
- Secondly, it is recommended to find out the most suitable strategies to organize the groups and work in the classroom to avoid monotonous work and keep up with the communicative environment in the classroom. Homogeneous groups, random groups, pair work, and even individual activities can be the active part when working on the designed tasks. For that reason, the teacher has to know the class and provide better organization that allows the best classroom management for students and the teacher.
- Third, identifying the strengths and weaknesses of the students helps to correctly apply the planned topics, activities, and learning outcomes. For that reason, it is recommended to take sufficient time to determine the learner's skills that need to be leveled and even consider sub-skills. Task-based learning relies on the utilization of meaningful tasks, offering learners a distinct purpose to engage with the English language and communicate with their peers.
- Finally, it is recommended to share practical examples and explanations with learners using the context of the task to suggest the importance of the task while clarification is provided to students. Avoiding tiring, repetitive, and tedious tasks is essential to ensure the task-based learning method continuance in future lessons. If needed, pauses on the methodology can work but it is suggested also not to interrupt the lesson or take breaks from

TBL before the lesson finishes. It can deteriorate the purpose and meaningfulness of the tasks.

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ANNEXES

Annex 1. Pre-test

Movers Speaking Summary of Procedures

The usher introduces the child to the examiner. The examiner asks the child 'What's your name?' and 'How old are you?'

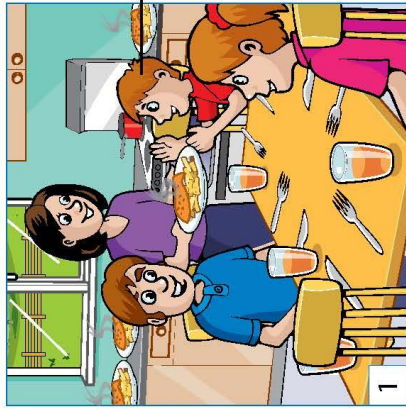
1. The examiner asks the child to describe several differences between the two Find the Differences pictures, e.g. 'Here it's a cloudy day, but here it's a sunny day.'
2. The examiner tells the child the name of the story and describes the first picture, e.g. 'These pictures show a story. It's called, "Fred loves food". Look at the pictures first. (Pause) Fred's at home with his family. They're in the kitchen and Mum's giving him his dinner.' The examiner then asks the child to continue the story. The title of the story and the name of the main character(s) is shown with the pictures in the candidate booklet.
3. The examiner demonstrates how to do this task with the first set of four odd-one-out pictures and then asks the child to choose one picture in the other three sets and say which is different and why. For example, 'You don't eat a book. You read it.'
4. The examiner asks questions about a topic, e.g. 'Let's now talk about parties. What do you eat at parties?'

Movers Speaking

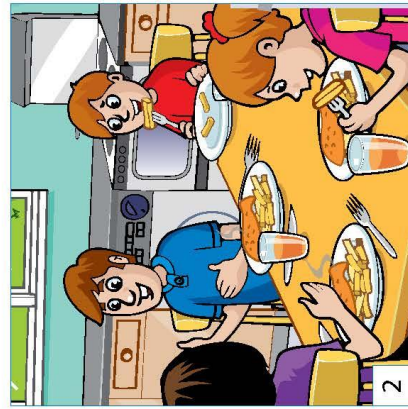


MOVERS SPEAKING. Find the Differences

Fred loves food



Fred



MOVERS SPEAKING. Picture Story

TEST ONE



MOVERS SPEAKING. Odd-one-out

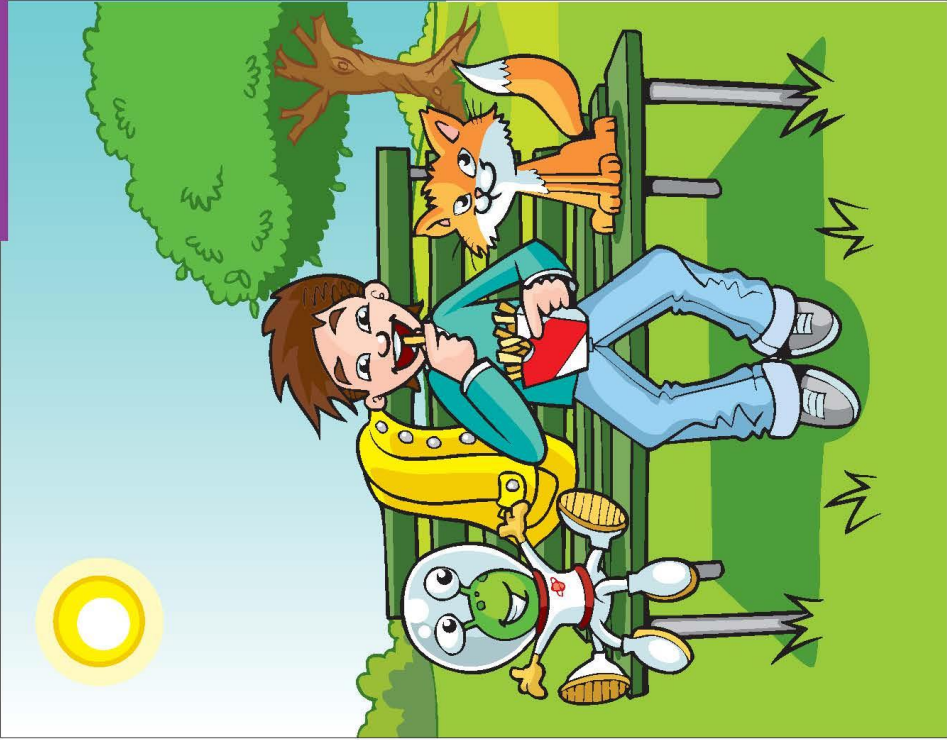
Annex 2. Post-test

Movers Speaking Summary of Procedures

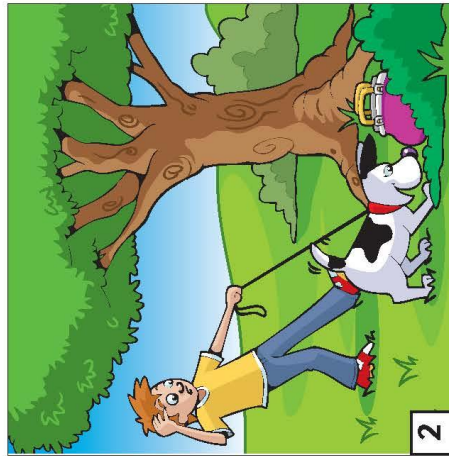
The usher introduces the child to the examiner. The examiner asks how old the child is.

- 1 The examiner asks the child to describe several differences between the two Find the Differences pictures, e.g. 'This is a bird but this is a cat.'
- 2 The examiner tells the child the name of the story and describes the first picture e.g. 'Fred is sad. He can't play football. His ball is very old. His mum's saying, "Take the dog to the park."' The examiner then asks the child to continue telling the story.
- 3 The examiner demonstrates how to do this task with the first set of four odd-one-out pictures and then asks the child to choose one picture in the other three sets and say which is different and why. For example, 'These are all animals, but this is a sweater.'
- 4 The examiner asks questions about the child, e.g. 'Who's the youngest in your family?'

Movers Speaking



MOVERS SPEAKING. Find the Differences



MOVERS SPEAKING. Picture Story



MOVERS SPEAKING: Odd-one-out

Annex 3. Rubric to assess speaking skills

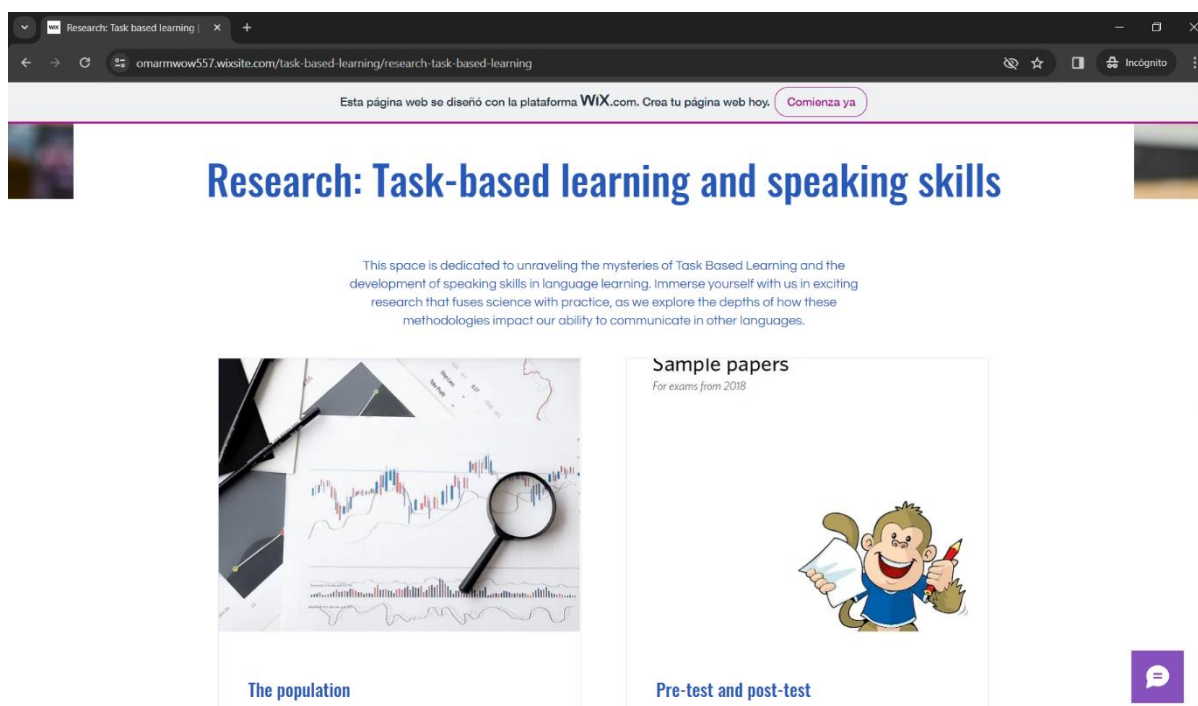
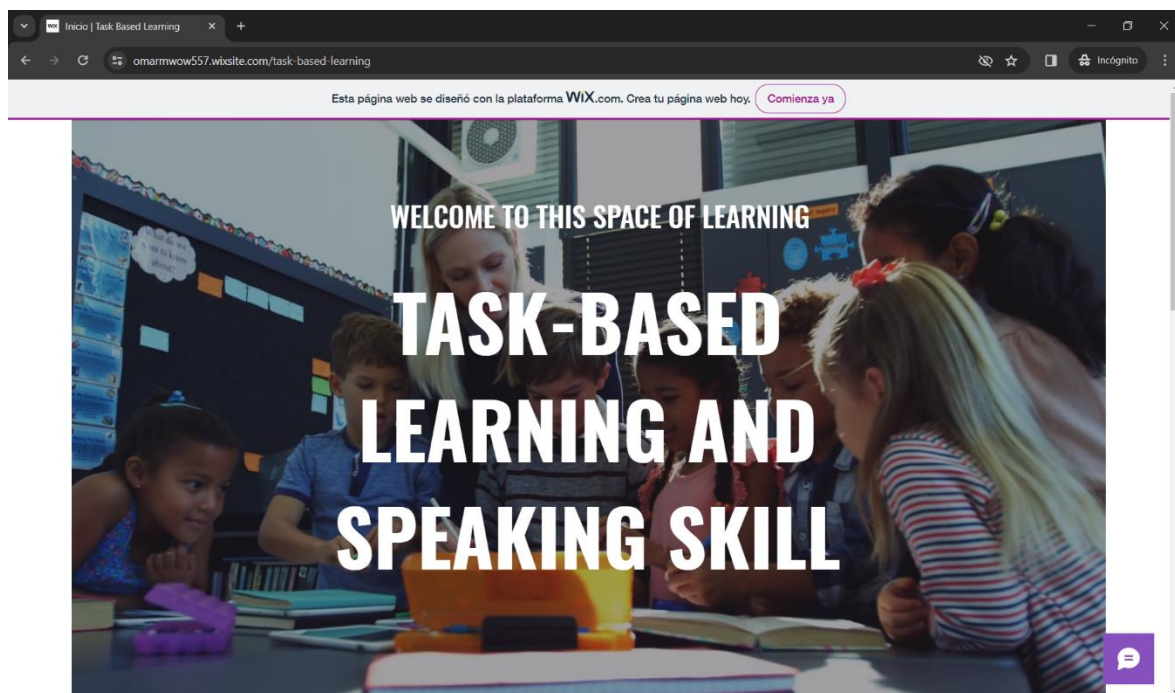
A1 Movers

	Vocabulary and grammar Range Control Extent Cohesion	Pronunciation Individual sounds Stress Intonation	Interaction Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with all test tasks. • Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. • Responds at word, phrase or longer utterance level. • Can join ideas with some simple linkers (e.g. <i>and, but, then, when</i>). 	<ul style="list-style-type: none"> • Is mostly intelligible. • Has limited control of word stress and intonation. 	<ul style="list-style-type: none"> • Responds appropriately to instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with most test tasks. • Produces some simple structures but makes some basic mistakes which may obscure meaning. • Generally responds at word or phrase level but may also produce some longer utterances. • Can join ideas with a few simple linkers (e.g. <i>and</i>). 	<ul style="list-style-type: none"> • Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress. 	<ul style="list-style-type: none"> • Responds appropriately to instructions, questions and visual prompts, although some support is required. • Is able to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> • Uses the vocabulary required to attempt some test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally responds at word level but may also produce phrases. • Can join words with simple linkers (e.g. <i>and</i>). 	<ul style="list-style-type: none"> • Sometimes may be difficult to understand. 	<ul style="list-style-type: none"> • Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	Performance does not satisfy the Band 1 descriptor.		
<p>Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.</p>			

Annex 4. Blog

Link to blog:


<https://omarmwow557.wixsite.com/task-based-learning>



THE PROPOSAL

omarmwow557.wixsite.com/task-based-learning/noticias-y-novedades/the-proposal

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The Research Proposal

The research proposal of implementing task-based learning method in the English language class during five weeks with six periods per week provided positive results. The topic's lessons and materials included maximized learner's interest in the different lessons. The methodological strategies carefully selected to fulfill the skills with performance criteria and evaluation indicators established by the ministry of education delivered sequential, logical and natural development of the lessons, especially when starting a new unit. Moreover, the activities coordinated with the timing and resources produced the ideal environment to practice and produce the target language and even improve the material provided by the teacher.

To your consideration:
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Discusiones generales

Comparte historias, fotos y más

Discusiones generales Ordenar según: Actividad reciente [Seguir categoría](#) [Create New Post](#)

We welcome you to the forum Bal M	0	0	4	11hs	
Your experiences with task-based learning! Bal M	0	0	0	11hs	
Help us to improve Bal M	0	0	0	11hs	

Annex 5. Pretest and post test





