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ESCUELA DE LINGÜÍSTICA

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“ENHANCING SPOKEN PRODUCTION ON B1 TEENAGERS AT PUCESA  
THROUGH TASK-BASED COMMUNICATIVE ACTIVITIES”

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## **ABSTRACT**

Task-based Approach is a significant component in the development of language teaching curriculum. This approach uses tasks, which are goal-oriented and learner-centered that help students use real language to get a specific outcome that in the case of this study is to communicate in a comprehensible manner. Speaking is an essential part of second language learning and teaching. Teaching speaking is not just to let students to repeat or memorize dialogues, but they should be able to use the language in real life situations. This dissertation seeks to demonstrate that the use of Task-based Learning Approach and its framework enhance spoken production in B1 students when they do different speaking activities that give them opportunities to use the target language meaningfully. The activities adapted to TBL framework encourage students to interact and participate in real life situations using appropriate attention-getting devices and conversation strategies. This study will be an interesting source for teacher to create dynamic and novel speaking lessons for their students in order to promote interaction and real communication.

**Key words:** task – communication – meaningful – comprehensible - clear

## **INTRODUCTION**

Spoken production involves the acquisition of a variety of strategies, which are related to the development of oral skills and students should learn from basic levels and improve throughout the English learning process.

This dissertation attempts to contribute to the research process in the teaching field by using Task-based learning framework to enhance students' spoken production. TBL approach uses tasks as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language. To accomplish such purpose, a quasi-experimental study was applied to confirm the applicability of TBL.

This study begins with observations to set the main problems that B1 students have when they use the target language to communicate their ideas. Based on this, the purpose of this study is to use task-based learning framework to enhance B1 students' spoken production. To know students' opinion about their oral abilities, a questionnaire was applied in order to find out students' preferences, weak and strong abilities as well as the type of activities they would like to do for improving their spoken production.

The first chapter describes TBL approach, its principles, framework as well as the students and teacher's role when it is applied in the classroom. This approach combined with other theories such as experiential learning and cooperative learning make the learning process pleasant for the learners. The learners have the opportunity to express themselves, and they can develop their critical thinking as well as integrate human values when learners are working in pairs or groups.

The research's methodology and the activities used in the study are described in chapter two. This chapter explains the group of subjects who were chosen for the research, the procedure of the study and the instruments that were used to obtain the data. Speaking lesson plans are illustrated with specific objectives to achieve at the end of each class.

Finally, chapter three covers the results' analyses of the data collected and make comparisons between pre-test and post-test results and discover whether students' spoken production has improved or not through the activities based on TBL framework. This chapter also contains conclusions and recommendations.

## **JUSTIFICATION**

Task-based Learning (TBL) is one of the approaches that has been used since the 19<sup>th</sup> century to teach English as a Second Language or a Foreign Language to improve speaking skills. This approach started with a “Communicative Teaching Project” that was applied by Prabhu (1987), who is the first practitioner of TBL, he adopted tasks in order to stimulate students to acquire the language in a natural manner. He proved that tasks work better in schools and high schools in Bangalore. Then, after his project, there were other practitioners of TBL like Willis, who experimented with TBL and she proposed a framework (pre-task, task-cycle and language focus) to provide students an optimum environment for language learning. TBL based its principle on meaningful communication and learners’ centered oral tasks which motivate students to use English language creatively and spontaneously.

Nowadays, speaking English is essential for people to use it in different fields such as academic, business, tourism or in your daily life. People need to speak English and communicate intelligibly in order to express their ideas and opinions in a clear manner. Most of the Ecuadorian educative institutions have oriented their English teaching programs to develop students’ communicative competences using different methods such as communicative language teaching. However, most of the students who have studied English more than ten years are not able to communicate comprehensibly. It is common for English teachers to face a big problem when they ask students to speak, because some students do not feel confident to use English in the class for different reasons. For instance, inhibition, mispronunciation, lack of vocabulary, mother tongue use, low participation, etc. It occurs especially when they have to interact with other students in different oral activities.

TBL framework helps students to activate target language prior knowledge and they are able to use their previous experience to use the language in a meaningful way. Most of the time the English course books provide the same type of activities to develop speaking skills that are not successful to encourage students to natural communication. Using TBL for enhancing students’ spoken production is a great approach that teachers could use in their classes

because its framework provides different stages where students can have different opportunities to use real language and communicate intelligibly.

Based on the characteristics that this approach has for speaking purposes, the researcher has used it to prove if it could help B1 students from Catholic University to improve their speaking skills. This study has a variety of activities that have been adapted from the course book they use, as well as activities taken from other sources that were used according to students' age and interests. This study could be a guide for teachers who had seen that their group of students have problems with speaking skills. Thus, teachers could follow the TBL framework to create a better teaching-learning environment to motivate students as well as encourage them to use the target language in different situations.

TBL framework could be taken as one of the strategies use in the teaching-learning process in different educative institutions (primary, high school or higher levels). This study could be the start line for other researches in order to know how this approach and its framework would work to improve speaking skills if we refer to genre, culture, or age issues.

## LITERATURE REVIEW

This literature review includes the most up to date information regarding the proposed topic of this dissertation, which is the use of Task-Based Approach to improve B1 students' spoken production. This information aims at providing readers with the necessary background to understand this dissertation's actual contribution.

Nguyễn Thị Thu Hiền (2013) in a study called *Using task-based language teaching to increase students' participation in speaking lessons* supports the importance of using task-based approach to encourage students to use the language and increase students' participation in speaking tasks. After her study, she states that TBL helped to increase students' participation in a 100% and their oral ability has improved a lot. This approach helped students overcome their weak abilities in speaking and made them feel more motivated to produce the language in the class with their partners and instructor.

Yasemin Kırkgöz (2011) in her work entitled *A blended learning study on implementing video-recorded speaking tasks in task-based classroom instruction* states that TBL has numerous benefits and when it is blended with the use of technology, it would be more conducive to developing student teacher's ability to communicate as fluent as native speakers of English. She mentions that TBL provides the context of meaningful classroom interaction as well as focuses on meaning and communication. She concludes saying that a speaking course based on the principles of TBL can be conducive to promoting students' speaking proficiency along with developing their knowledge of language.

The Task-based approach to teach oral communication has a wide potential in communicative effectiveness and L2 acquisition says M. Mojibur Rahman (2010) in his work *Teaching Oral Communication Skills: A Task-based Approach* where he explains that speaking is the mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. Students need to speak well in their personal lives, future workplaces, social interactions,

and politic endeavors. M. Mojibur Rahman states that TBL gives learners confidence to speak and communicate with whatever language they know and use language purposefully and cooperatively.

Similarly, Noor Malihah (2010) worked in a project called *the effectiveness of speaking instruction through Task-based Language Teaching* and she states that speaking is a crucial part of second language learning teaching and teaching speaking is not merely to let students repeat or memorize dialogues, but they should be able to use the utterance to communicate in real situations. Noor Malihah sustains that Task-based approach is the alternative to solve the problem where learning is developed through performing a series of activities as steps towards successful task realization. One alternative approach to enhance students' confidence of speaking is use task-based approach, each student should get the same opportunity to experience the learning process by putting him in a situation in which he can decide alone mainly the way of expressing and accepting experience of using the target language.

Moreover, she thinks that Task-based learning is advantageous for the student because it is more student-centered and allows more meaningful communication. Although the teacher may present target language in the pre-task, the students are ultimately free to use the grammar structures and the vocabulary they want. This allows them to use all the language they know and are learning, rather than just the 'target language' of the lesson. Furthermore, as the tasks are likely to be familiar to the students (e.g. buying a ticket), students are more likely to be engaged, which may further motivate them in their language learning.

Ying-Ying Chuang (2009) in her study *Task-based Language Approach to Teach EFL Speaking* asseverates that Task –based Language Approach has emerged as a significant component in the development of the target language. One of its basic principles is the use of tasks, which are goal-oriented and learner-centered, as classroom learning activities in which learners use real-life language to achieve a specific outcome. She believes that teachers' belief could guide learners toward a real-life communicative environment, and students would benefit from interacting with peers through task-based activities, participants

could have more chances to communicate in the target language and enhance their language ability. Therefore, creating a real-life environment in the classroom was needed, and pedagogical tasks provided a good model. On the other hand, students built up their self-confidence and self-fulfillment through task-based activities, dared to express their ideas, and learned to work together in class through task-based activities not only their language ability but also their communicative ability improved rapidly.

Ali Akbar Khomeijani Farahani (2009) in his project *a study of Task-based Approach: The effects of Task-based Techniques, Gender, and Different Levels of language proficiency on speaking development* states that TBL is an approach that helps students communicate in different fields such as cultural and social. Thus, he used TBL for his project for two main reasons. One was his personal commitment to a form of teaching that treats language primarily as a tool of communication rather than an object for study or manipulation. Clearly, if learners are to develop the competence they need to use a foreign language easily and effectively in situations they encounter outside the classroom, they need to experience how language is used as a tool for communication in the classroom. The second reason was his wish to see how second language acquisition develops not just as an autonomous discipline but also as an applied area of study. He believes that Task-based language teaching is based on the principle that having learners perform tasks which help them develop knowledge and skill in the second language in accordance with the way their own language learning mechanisms work. Tasks function as devices for creating the conditions required for language acquisition. According to one body of theory, learners need opportunities to engage in meaning negotiation in order to obtain the kind of input that works for acquisition and to experience occasions when they are pushed to use the second language more precisely and appropriately.

Tareq Mitib Murad (2009) in his work *The effect of Task-based Language Teaching on Developing Speaking Skills among the Palestian Secondary EFL Students in Israel and Their Attitudes towards English* states that Task-based language teaching (TBLT) improves students' speaking skill and develops students' attitudes towards English. TBLT gives the students a chance to practice their English by using different activities in real world tasks and in a stress free atmosphere in the classroom setting. Through TBLT procedures, students

have more time to discuss the task topic using their personal experiences either with other mates or with the teacher. She asserts TBLT improves students' oral social interaction, and through his study he confirms that TBLT could be one of the most appropriate teaching procedures that may help students to communicate accurately and fluently with other English speakers.

Throughout this literature review, many studies and projects have been conducted using Task-based Approach to improve students' speaking abilities. This approach has contributed to the teaching field positively. The core idea of this whole review is to propose the incorporation of task-based communicative activities in an EFL classroom. The information provided served as a solid ground in which this dissertation based its thoughts to make an actual contribution to the EFL teaching field in order to enhance communicative skills without leaving aside students' interests and cognitive, linguistic and social aspects.

## **BACKGROUND INFORMATION**

The traditional teaching tendency that was teacher-centered has shifted to learner-centered, due to the teachers' needs to find new strategies, methodologies and techniques to make students' learning meaningful and practical. Task-based language learning (TBL) proposed by Jane Willis has helped teachers to make classes more interesting and meaningful, and has given learners the opportunity to integrate their cognitive, linguistic and affective skills when they are learning a new language.

The purpose of a communicative task is to encourage students to develop their speaking skills towards the creation of a meaning system. Willis proposes a task-framework that is developed in three stages: Pre-task, Task-Cycle and Post- Task. This framework will help teachers to organize in a better way a task and the most important, to achieve the teaching – learning process, as well as, encourage students to improve their spoken production.

This study was done with a sample of twenty B1 students who are studying English at PUCESA. These students were from 15 to 17 years old (at the time of the study) whose main problem was not to produce the language (English) clearly and not make their speech easily understood in different situations, like speaking in front of the class, having a conversation with a partner, among others. This group of students does not feel confident doing it. Through observation and note taking, I have found out that students did not feel confident to speak English because of different reasons. The most common reasons are that the topic was not interesting for them and sometimes they use their mother tongue as a source when they do not know a word in English. Moreover, they are afraid to be criticized and make mistakes, it is difficult to find the right word, or sometimes they do not have anything to say.

The purpose of this study is enhancing these students' spoken production by facing them to different activities built on Task Based Learning (TBL) proposed by Willis. She states that TBL is applicable in a variety of learning contexts, no matter what the level, age, culture, mother tongue, motivation, and previous learning experiences of the students are. Tasks can

vary in length and complexity according to the level of the class. These tasks can be designed or adapted to the group we are going to work with, emphasizing them on spoken production.

Through this quasi-experimental study, the researcher wants to find out if activities based on TBL can help or not this specific group of students to improve their spoken production following the structural framework of TBL proposed by Jane Willis.

## **OBJECTIVES:**

### **a. GENERAL OBJECTIVE:**

Determine how Task-Based Learning works in a speaking English class through communicative activities and lesson plans based on TBL framework to improve spoken production in B1 students.

### **b. SPECIFIC OBJECTIVES:**

- Describe how TBL (Task-based Learning) approach can be applied in speaking classes to make them more dynamic and meaningful.
- Apply TBL (Task-based Learning) framework to plan speaking classes and motivate students to use the target language clearly and comprehensibly.
- Provide teachers with useful speaking activities that could help them encourage English learners to use the language in a meaningful manner.

# **1. CHAPTER ONE: THEORETICAL FRAMEWORK**

## **1.1 Task-based Approach**

### **1.1.2 Task-based Approach History**

Since last decades, teachers have been concerned about how to improve real speaking with ESL students, trying to provide them with an environment where genuine and meaningful communication could take place and not simply one where students practice language on its own sake.

The Task-based Approach has been used in the learning-teaching world since the last decade of the 20<sup>th</sup> century, and it is connected with the project made by Prabhu “Bangalore Project”. This project initiated in 1979, was applied in India and completed in 1984. The main objective was to improve the SOA (situational oral approach) to emphasize speaking competence and natural communication.

Prabhu (1987) stated “competence is to be understood as ‘grammatical competence’ (the ability to conform automatically to grammatical norms) and communication ‘as a matter of understanding or conveying meaning’”. Creating the most appropriate learning-teaching environment for students was one of the teacher’s role to encourage students to be part of meaningful situations.

According to Prabhu (1987), “most methods are heavy rooted in linguistic theories, theories of learning or theoretical assumptions on the nature of linguistic communication”. However, changes in methodology were more frequent and pressing for teachers and learners. Communication was a need among different cultures and languages and it was the prior skill teachers and learners focused on. People needs to communicate more orally than only in writing, thus teachers have to engage them in real situations.

Based on Bangalore Project, Prabhu (1987) states that “In contrast to form based approach, Task-based Approach involves the specification, not of a sequence of language items, but of

a sequence of communicative tasks to be carried out in the target language.” Task-based approach grows out of the more general notion of *Communicative Language Teaching* (CLT). Hymes (1971) stated that “notion of communicative competence encouraged a more critical look at language and sharpened awareness of the need to make language relevant to students needs and to provide opportunities for language use in the classroom”.(pg.98). This means that communication is one of the competences learners have to develop in order to communicate in a comprehensible way, and teachers have to provide meaningful tasks to make learners use the target language in real situations.

Wilkins (1976) specified two elements to CLT:

The first one was to do with syllabus specification. Instead of specifying a syllabus in terms of grammar and lexis, the ‘communicative syllabus’ narrowed a set of notions and functions, identifying the semantic and pragmatic needs of the learners and proposing ways of meeting these needs as efficiently as possible. Thus, instead of teaching specific items like ‘simple past’ or ‘present perfect’, the syllabus began by providing students specific tasks to practice the target language. The second strand in CLT was methodological. There was an emphasis on language use in the classroom, and this was seen as a practice of language use in the real world. (pg.87)

On the other hand, Task-based approach sees language use as an active force in language learning, with the task itself focuses on both syllabus planning and methodology. The study of language itself may enhance effective learning, but it is secondary to language use.

A similar approach like Prabhu’s is mentioned by Breen and Candlin (1987) in their advocacy of a process syllabus. Breen and Candlin<sup>1</sup> agree with Prabhu in that they see the basic unit of syllabus design and classroom methodology as an activity of some kind, which means that it is focused on language use through tasks, rather than as a specific language item.

Breen and Cadlin (1987) make a difference between *process syllabus* and *procedural syllabus* in two ways:

(1) The role of the teacher is not to determine unilaterally how the learning process will be organized and sequenced, but to consult learners and help them realize their own learning plan.

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<sup>1</sup> Breen,P. and Candlin, C. (1980). *Applied Linguistics: The Essentials of a Communicative Curriculum in language teaching*, 1 (2), 89-112.

(2) Prabhu's procedural approach deliberately avoids all focus on language. Students operating with the process syllabus, however, may choose for themselves to focus explicitly on language form. (pg.89)

Whereas, Breen and Candling agree Prabhu, Long and Crooks (1992)<sup>2</sup> have criticized the procedural and process syllabi on three aspects:

- (1) The syllabus does not offer procedures for basing task selection on an analysis of learners' needs.
- (2) They do not offer criteria for task sequence.
- (3) They do not make allowance for a systematic focus on form. (pg.30)

### 1.1.3 What is a 'Task'?

'Task' has been defined by different authors, who have not shared the same, defining criteria. Whereas, Nunan (2004)<sup>3</sup> defines a communicative task as "a piece of classroom work, which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form." Jane Willis (1996)<sup>4</sup> defines a task as an activity, "where the target language is used by the learner for a communicative purpose in order to achieve an outcome". Tasks may help to the production of a more detailed and complete target language syllabus to motivate the students and focus the attention of teachers and learners on meaning and communicative language use.

According to Prabhu (1987)<sup>5</sup> "Task is an activity which requires learners to arrive an outcome from given information through some process, and which allow teachers to control and regulate that process."(pg.24). With this definition Prabhu explains that two features are explicit which are connected with what is going on in the project (final product) and the process of the project (while doing the activity). This activity helps learners to be autonomous in order to build their own path of learning.

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<sup>2</sup> Long, M.H. and crooks, G. (1992). *Three Approaches to Task-based Syllabus Design*. TESOL Quartely, 26 (1), 27-55.

<sup>3</sup> Nunan, D. (2004). *Task-based Language Teaching*. Cambridge: Cambridge University Press.

<sup>4</sup> Willis, J. (1996). *A Framework for Task-based Learning*. London: Longman.

<sup>5</sup> Prabhu, N.S. (1987). *Second Language Pedagogy*. Oxford: Oxford Univerity Press.

On the other hand, Long (1985)<sup>6</sup> defines ‘Tasks’ focusing on what people do in real life: “A piece of work undertaken for oneself or for others, freely or for some reward.”

Thus, examples of tasks include dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a check, finding a street destination and helping someone across a road. (pg.89)

In other words, by ‘task’ is meant many things people do in everyday life, at work, at school, at play, and in between. Tasks are the things people will tell you they do if you ask them and they are not only to applied linguistics. The definition described above needs to be adapted to classroom situations; creating or adapting different activities where learners can do an activity to get the final goal.

Crookes agrees with Long’s Task definition because it supports their proposal for Task-based syllabi (the process based), however, Crookes (1986)<sup>7</sup> gives his own definition from a classroom perspective and states that “‘Task’ is a piece of work or an activity, usually with a specified objective, undertaken as a part of an educational course, or at work.”(pg. 1) Both definitions are rooted to a main goal that is communication, which is basically linguistic forms.

From a pedagogic and operational point of view, Candlin (1987)<sup>8</sup> asserts that:

‘Task’ is one of a set of differentiated, sequenceable, problem solving activities involving learners and teachers in some joint selection from a range of varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance or foreseen or emergent goals within a social milieu” (pg.10).

This means that learners are immersed in a variety of activities where they can solve problems and achieve their goals. Throughout this process, learners are able to use their

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<sup>6</sup> Long, M. H. (1985). *A role for instruction in second language acquisition: task-based language training*. In K. Hyltenstam & M. Pienemann (Eds.). *Modelling and Assessing Second Language Acquisition*. Clevedon, England: Multilingual Matters. 77-100.

<sup>7</sup> Crookes, G. (1986). *Task classification: a cross-disciplinary review (Technical Report No. 4)*. Honolulu: University of Hawaii at Manoa, Social Science Research Institute, Center for Second Language Classroom Research.

<sup>8</sup> Candlin, C.N. (1987). *Towards task-based learning*. In C.N. Candlin & D. Murphy (Eds.). *Lancaster Practical Papers in English Language Education. Vol. 7. Language Learning Tasks*. Englewood Cliffs, NJ: Prentice Hall. 5-22.

prior-knowledge or create new ones in order to complete the task. Candlin (1987) mentions that “the ‘task’ has to be performed in the classroom focusing on communication; procedures and goals are mentioned as two ingredients of a task.” Thus, learners will gain in their linguistic skills through the language practice needed to perform the task.

Skehan (2001)<sup>9</sup> emphasizes on four features and says that “‘task’ is an activity in which: meaning is primary, there is a problem to solve, the performance is outcome evaluated, and there is a real world relationship” (pg. 12-13).

There are different criteria around the definition of ‘Task’; however, nowadays teachers have to use different points of view in order to organize the class task in a better way. Task-based Approach gives teachers a guide to plan a real task – a real project to take advantage from it and make learners use the language in real life situations. The main goal is to present learners a more motivated activity-task, where they feel comfortable and confident to produce the target language. At the end of each project, learners can get a final product by solving problems, thus it helps learners to develop their critical thinking.

#### **1.1.4 Task-based Approach in the Classroom**

The task-based approach gives a more specific and practical usage in the framework of communicative language teaching. “What differs task-based approach from other communicative approaches, such as the content-based or the theme-based, is that it is somewhat more language-based. Language-based in this case is not in a traditional sense of focusing on the structure of language, but rather, it is focusing on the functional purposes for which language must be used and on the learners’ pragmatic language competence” (Brown, 1994)<sup>10</sup>. To put the task-based approach on a more practical sense and to have a well-planned lesson, the goal, input from the teacher, techniques, the role of the teacher, the role of the student, and evaluation must all be carefully considered.

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<sup>9</sup> Skehan, P. (2001). *A Cognitive Approach to Language Learning*. Oxford: Oxford University press.

<sup>10</sup> Brown, H.D. (1994). *Teaching by Principles*. Englewood Cliffs, NJ; Prentice Hall.

### 1.1.5 The Task-based Methodology Framework

According to Skehan (1996)<sup>11</sup>, there are three pedagogic goals for task-based approach. The three goals are:

“(1) *Accuracy*: concerns how well language is produced in relation to the rule system of the target language. (2) *Complexity/Restructuring*: complexity concerns the elaboration or ambition of the language that is produced, and the process that enables the learner to produce more complex language is restructuring. (3) *Fluency*: concerns the learner’s capacity to produce language in real time without undue pausing or hesitation”. (pg.36)

Willis (1996:52)<sup>12</sup> states that in order to achieve the three goals described above in English teaching and learning classroom, many tasks would usually be done in a framework, which was developed over a period of time and proved to be effective. She proposes a framework, which is divided in three stages: (1) Pre-task; (2) Task Cycle; and (3) Language focus; as it is described in the chart below:

<b>Pre-task</b>	<b>Introduction to topic and task:</b> Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare.
<b>Task Cycle</b>	<p><b>Task:</b> Students do the task, in pairs or small groups. Teacher monitors from a distance.</p> <p><b>Planning:</b> Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered.</p> <p><b>Report:</b> Some groups present their reports to the class, or exchange written reports and compare results.</p>
<b>Language Focus</b>	<p><b>Analysis:</b> Students examine and discuss specific features of the text or transcript of the recording.</p> <p><b>Practice:</b> Teacher conducts practice or new words, phrases and patterns occurring in the data, either during or after the analysis (Willis 1996: 38).</p>

(Willis, 1996)<sup>13</sup>

<sup>11</sup> Skehan, P. (1996a). *A framework for the implementation of task based instruction*. *Applied Linguistics*, 17, 38-62.

<sup>12</sup> Willis, J. (1996). *A Framework for Task-Based Learning*. London: Longman.

<sup>13</sup> Willis, J. et al. 1996, pg. 52.

In the first stage 'Pre-task' Willis suggests that the teacher has to be a facilitator, who has to exploit the chosen material. The material has to be related to the task and the teacher has to think how it is going to be presented and explored with learners, e.g. by exploiting pictures, by watching a video clip, or by looking at a text: among others. The material can be used for topic content to highlight useful words or phrases. The teacher decides how much language work and will be needed by the learners. It is necessary to know that the main goal of using a piece of material is a *pre-task* lead in. e.g. *material exploitation*: using a picture/text, etc. to introduce the topic; *brainstorming*: making a list, comparing ideas, sharing experiences; *activating language*: eliciting and providing vocabulary.

The second stage is 'Task Cycle', which is divided in three elements: *task, planning and report*. This stage is separated from the previous stage because while in the first stage, learners are involved with the vocabulary connected with the topic to be discussed; the second stage, throughout the three elements, involves learners in a discussion of their attitudes towards it, and they prepare their arguments for a debate, or their ideas for a leaflet to draw people's attention to the issue. Learners prepare their input for tasks. e.g.: planning a report, doing a role-play, writing a questionnaire, thinking of pros and cons in a debate, brainstorming the necessary target language, and eliciting and providing the necessary vocabulary to do the task. In this stage, learners are ideologically and linguistically ready for the task.

Moreover, whether the task is done by recording, displaying, working as a group or in pairs, the focus will be on a successful realization of the task to get the final product at the end of the class. Thus, learners produce, perform and present their task. e.g. producing a poster, performing a role-play, having a debate, producing a leaflet or giving a presentation.

In the first two stages, learners put their emphasis on the meaning of their language, while in the third stage 'Language Focus', they focus their attention on the form. This stage includes two steps: language analysis, and language practice.

## **1.2 Cooperative Learning**

Cooperative Learning is a method, which has been applied since early 1900's. Authors like John Dewey (one of the primary figures associated with philosophy of pragmatism), Kurt Lewin (promoted research for Group Dynamics), Jean Piaget (Constructivism Theory), and Lev Vygotsky (Cognitive and Social development theory) have contributed to the study of cooperative learning as a teaching method to combine with their theories. These researchers and their theories have helped to develop different studies in a teaching English classroom throughout time.

### **1.2.1 What is Cooperative Learning?**

According to Johnson and Holubec (1994)<sup>14</sup> “Cooperative Learning is the instructional use of small groups through which students work together to maximize their own and each other's learning”. Cooperative Learning needs working together toward a common goal. It promotes negotiation, initiation, planning and evaluation among students as well as gives them responsibilities to create a learning community where all of them participate in meaningful ways.

### **1.2.2 The Benefits of Cooperative Learning**

David and Roger Johnson (1994)<sup>15</sup> mention several benefits that students will get when Cooperative Learning is applied in a classroom.

- Students appreciate the value of team work in order to solve problems and complete tasks.
- Students learn and develop research skills.
- Cooperative Learning allows students to enhance their ability to manage ideas and information to get a common goal.

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<sup>14</sup> Prince George's County Public Schools. A Guide to Cooperative learning. Access ( February 28 – 2014), from <http://www.pgcps.org/~elc/learning1.html>

<sup>15</sup>Teaching with Technology Initiative. (2002-2003). Cooperative Learning. Access ( February 28 – 20014), from <http://www.ndtw.org/Blackboard/P2SST2/cooperativelearning.htm>

- Students observe, imitate and learn from each other.
- They share a sense of accomplishment.
- Cooperative Learning builds motivation to make learning an enjoyable experience.

### 1.2.3 Essentials of Cooperative Learning

Five elements differentiate Cooperative Learning from easily putting students in groups to learn. Johnson and Holubec (1994)<sup>16</sup> have listed the following basic elements:

1. *Positive Interdependence*: Students are aware that each student affects the work and success of the others classmates. The work is structured so that students must share information in order to complete their cooperative tasks.
2. *Face to Face Promotive Interaction*: The teacher encourages students to help each other. Students share resources with each other, provide constructive feedback, challenge other members' reasoning and ideas, keep an open mind, act in a trustworthy way, and promote a safe feeling for all by reducing anxiety.
3. *Individual Accountability/Personal Responsibility*: Even though students work together, they also perform independently. Each individual's performance is assessed. Students must take personal responsibility for working toward the group goal or goals.
4. *Interpersonal and Collaborative Skills*: Students learn and use appropriate social skills that include leadership, decision-making, trust building, communication, and conflict-management.
5. *Reflection/Group Processing of Interaction*: To better develop the group process, students must analyze how well they are achieving their goals while maintaining effective working relationships.

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<sup>16</sup> Starting Point Teaching Entry Level Geoscience. (2010). Cooperative learning. Access ( February 28-2014) , from <http://serc.carleton.edu/introgeo/cooperative/whatis.html>

## 1.2.4 Types of Cooperative Learning Groups

Johnsons and Holubec(1994)<sup>17</sup> mention that there are three main types of cooperative learning groups that have different characteristics, purposes and application: (1) *Informal Cooperative Learning Groups*: It helps to minimize time in a task and increases the amount of material retained by students as well as their comfort working with each other. It is organized with few students; (2) *Formal Cooperative Learning Groups*: This type of group is used more for an extended project, which will be developed by several weeks. Students will apply different techniques of working together cooperatively. (3) *Cooperative Base Groups*: It is a long-term project, which makes students to work during a year. They have to support each other not only in academic way, but also in other aspects of their lives. This type of group promotes to use social skills among students and make partners to complete the task and achieve the group goal.

## 1.2.5 Cooperative Learning in the Classroom.

Cooperative Learning can be applied in the classroom through different activities, which go from the simpler activity like a class exercise to the more complex like a project. According to Johnson<sup>18</sup>, this type of tasks can be classified as low, medium and high, these terms refer to the faculty students' time investment. *Low* tasks are done in the class with informal groups, simple exercises that take less than 15 minutes. *Medium* tasks are done in one or two classes with more formal groups, and it can be accomplished inside or outside the class. *High* tasks are related to complex activities and are applied with formal groups in several class periods. These activities can be done inside or outside the class. Cooperative Learning is used in different classroom settings from simple to complex tasks as well as online classes.

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<sup>17</sup> Johnson, D. W. & Johnson, R. T. & Holubec, E. (1994). *Cooperative Learning in the Classroom*. Edina, MN: Interaction Book Company.

<sup>18</sup> Starting Point Teaching Entry Level Geoscience. (2010). How to use Cooperative Learning. Access (February 28-2014), from <http://serc.carleton.edu/introgeo/cooperative/howto.html>

Five main steps described by Johnson (1994)<sup>19</sup> are used to design and implement cooperative learning in the classroom, which make a strong difference among applying a simple group work and a cooperative learning group.

1. *Pre-Instructional Planning*: Planning in advanced helps to establish specific cooperative learning technique to use and get an effective group work. Plan out how groups will be formed and structure how the members will interact with each other.
2. *Introduce the Activity to the Students*: Teachers have to explain the task to students and the steps they have to follow to complete the task, as well as how the cooperative work has to be done describing to them the components of positive interdependence. Time limits have to be set up in order to clarify any question.
3. *Monitor and Intervene*: This stage is where students work independently in groups doing the task explained. Teacher circulates and monitors students to collect data through observation, and checks if students understand the assignment, provides feedback and encourages them for working together. If some students in a group have problems, teacher can help them and get on the right track.
4. *Assessment*: While teacher is monitoring students' work during the task, she can do some informal assessment. However, once the group finishes their project, both instructor and group should assess work.
5. *Process*: Group processing means to ask the groups to self-evaluate their performance and set goals for themselves to improve their cooperative work.

#### **1.2.5.1 Cooperative Learning Techniques**

Barkley, Cross and Major (2005)<sup>20</sup> mention that there are several techniques which are categorized by different skills that students will be able to improve. These categories include techniques for:

- **Discussion**: Communicating e.g. Think Pair-Share, Round Robin, Buzz Groups, Talking Chips, Three-Step Interview, and Critical Debate.

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<sup>19</sup> Johnson, D. W. & Johnson, R. T. & Holubec, E. et al. , 1994

<sup>20</sup> TI/Pedagogies. Collaborative learning. Access (February 28-2014), from

[http://www.creighton.edu/sites/www.creighton.edu/files/TL-Pedagogies-Collaborative%20Learning\\_0.pdf](http://www.creighton.edu/sites/www.creighton.edu/files/TL-Pedagogies-Collaborative%20Learning_0.pdf)

- **Reciprocal teaching:** Explaining, providing feedback, understanding alternative perspectives e.g. Note-Taking Pairs, Learning Cell, Fishbowl, Jigsaw, and Role Play.
- **Graphic organizers:** Discovering patterns and relationships e.g. group grid and sequence chains.
- **Writing:** Organizing and synthesizing information e.g. Dyadic Essays, write-pair-share, and Peer Editing.
- **Problem solving:** Developing strategies and analysis e.g. send-a-problem, mind mapping, and three-stay, one-stray.

### ***1.2.5.2 The Teacher and Student's Role in a Cooperative Learning Classroom***

#### ***1.2.5.2.1 Teacher's Role***

At the beginning, the teacher designs meaningful tasks, which requires the active participation of each student in different groups to accomplish a common goal. The teacher's role in a cooperative class is a Task-setter, and later when the groups are working the teacher is monitoring students' work and the learning process. The teacher also provides students with on-going feedback and assessment of the groups' progress.

#### ***1.2.5.2.2 Student's Role***

When students are working in it is necessary to assign a task and a role for each member of the group such as: *Facilitator, Recorder, Reporter, Materials Manager, Time Keeper, and Checker among others.*<sup>21</sup> Teacher will decide the number of students in each group and the different roles that are going to be needed for the task. Thus, the teacher elaborates Role Cards for each group, which will be helpful to make students participate actively and work for a common learning goal. The main objective of the role cards is that each student will know and understand how his/her individual task and role will contribute to the success of the group. These roles should be rotated in different cooperative tasks or projects.

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<sup>21</sup> Prince George's County Public Schools. A Guide to Cooperative Learning. Access (February 28-2014), from <http://www.pgcps.org/~elc/learning1.html>

## **1.3 Experiential Learning**

### **1.3.1 Experiential Learning Theory History**

Experiential learning or learning by doing has a long history since several teachers used it as a strategy of learning outside the classroom. Students' experience has seen as a valuable tool to create knowledge and promote human development in the 4<sup>th</sup> century B.C. As Aristotle stated that "There using the language of knowledge is no proof that they possess it." Thus, he explained that theory is not understood until a person has the ability to apply it. Adventure education programs, which take learners into the outdoors, use students' prior-knowledge and experiences to achieve their learning goals. In the 70's, experiential learning has emerged as a recognized field of education and it was established as the Association for Experiential Education (AEE) in 1977.

During the 70's, John Dewey (1938) stated that "learning through experiences has been valued as an important foundation in formal educational settings." He has challenged educators in 1910's, 20's, and 30's to develop educational programs that are not far apart from students' prior experiences in different fields of their lives.

There were many psychologists, sociologists, and educators such as: Piaget, Chickering, Tumin, Bloom, Friere, Gardner, and Lewin who believed that the value of experience is not necessarily as a replacement to theory and lecture, but in addition to it.

For David Kolb (1984)<sup>22</sup> "Experiential learning states that learning is a multi-dimensional process, beginning from concrete experience, to observation and reflection, then to the formation of abstract concepts and generalizations, to testing implications of new concepts in new situations."

Experiential learning has been known since last decades and it has been used as a good theory that is used in the teaching-learning process because teachers can use students' experiences to activate their prior-knowledge and give more input to develop different skills in the target language.

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<sup>22</sup> Kolb, D. (1984). *Experiential Learning: Experience as the source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall.

### 1.3.2 Experiential Learning Theory

Kolb (1984) affirms, “Experiential Learning Theory (ELT) provides a holistic model of the learning process and a multilinear model of learner development, both of which are consistent with what we know about how people learn, grow, and develop.” This theory is called Experiential learning because it focus on the students’ experiences in order to have it as a central role in the teaching-learning process which emphasises that ELT is different from other learning theories.

According to Kolb (1984)<sup>23</sup>, there are two reasons why it is called “experiential”:

1. To emphasize cognition over affective and behavioural learning theories that deny any role for subjective experience in the learning process.
2. It is its intellectual origins in the experiential works of Dewey, Lewin, and Piaget. Taken together, Dewey’s philosophical pragmatism, Lewin’s social psychology, and Piaget’s cognitive-development genetic epistemology form a unique perspective on learning and development.

The following are the six propositions that Experiential Learning scholars agree and ELT integrates:

- *Learning is best conceived as a process, not in terms of outcomes:* It refers to engage learners to be immersed in a process that best improve their learning through meaningful activities that includes a correct feedback. As Dewey states “...education must be conceived as a continuing reconstruction of experience: ... the process and goal of education are one and the same thing.” (Dewey 1897: 79)<sup>24</sup>
- *All learning is re-learning:* Learning-teaching process provides students different opportunities to examine, test and integrate new ideas to their prior-knowledge based on their experience with a specific topic.
- *Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world:* Students face different situations in their learning process where they have to solve conflicts, differences or disagreements. They show different

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<sup>23</sup> (August 31,1999) Experiential Learning Theory: Previous Research and Directions. Access (January 12 2014), from <http://www.d.umn.edu/~kgilbert/educ5165-731/Readings/experiential-learning-theory.pdf>

<sup>24</sup> Kolb 84, (Mayo 2006) Experiential Learning: Experience as the source of Learning and Development. Access (January 10 2014), from <http://academic.regis.edu/ed205/kolb.pdf>

thoughts, feelings according to the situation, which helps them to develop their critical thinking.

- *Learning is a holistic process of adaptation:* The learning-teaching process is not just related to cognitive skills but also it involves affective and social skills. Thus, learners are able to express, perceive and behave according to the situation and they can adapt different methods to solve problems, make a decision or use their creativity.
- *Learning results from synergetic transactions between the person and the environment:* Providing a meaningful environment makes learners create patterns where they can connect their prior knowledge and experiences to the new ones, as well as, the influence that these new experiences can determine learners' choices and decisions, which can influence in their future lives. Thus, students are able to create themselves through their own experiences.
- *Learning is the process of creating knowledge:* A. constructivist theory of learning is proposed by ELT through which students' social knowledge is created and it is recreated in their personal knowledge. It is related more to the pre-existing knowledge the learners have and then they will be able to fix their ideas combining with the new input gotten.

### ***1.3.2.1 Overview of Experiential Learning***

Learners get and take in information through their senses as well as they learn by doing. Most of the time, students are in their silent period where they are acquiring the knowledge by watching and listening to others. Then they try to do things on their own. This helps learners to be interested in and motivates them to self-discover.

For instance, if we remembered how we learnt to ride a bike, we realised that it was difficult at the beginning; we continued trying to manage that ability until we mastered it. In some cases, in spite of the consequences the individual decides if he continues or takes a new and different action to do it. It means that we combined the experience with a reflection that teach us more than a manual of how to do a specific action.

In the book *Experiential Learning*, David Kolb (1984)<sup>25</sup> describes learning as a four-step process :“(1) watching and (2) thinking (mind), (3) feeling (emotion), and (4) doing (muscle).” Kolb based his theory on the work of different scholars such as Dewey who states that learning has to be based on experiences, Lewin who affirms that it is important that learners have to be active in the learning-teaching process, and Jean Piaget affirms that multiple intelligences is the result of the interaction - individual and environment.

According to Kolb (1984), the learners have immediate concrete experiences that let them reflect on new experiences from different points of view. Thus, using these reflective observations, learners are involved in abstract conceptualization, creating generalizations or principles that combine their observations with other theories. Learners use these generalizations or theories as guides for next actions. Another concrete experience is the result, but this time at a more complex level.

David Kolb<sup>26</sup> describes some steps that we need to know for being effective learners:

1. Perceive information
2. Reflect on how it will impact some aspect of our life
3. Compare how it fits into our own experiences, and
4. Think about how this information offers new ways for us to act.

Learning- Teaching process requires more than watching, listening, moving, or touching to learn. Learners integrate what they sense and think with what they feel and how they behave. This integration is important because teachers will have just passive participants, and passive learning and it does not engage their higher brain functions or stimulate their senses referring to i+1, that means we integrate new knowledge into their existing schemes.

Most of the time, instructors teach learners to describe, analyse, apply and then implement their new learning, while learners can learn better if they practice a skill, analyse their practice and then they repeat their practice until they manage or master it, so, then we describe that learners understand and learn what they are doing. They are able to internalize the knowledge to add to their prior-knowledge.

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<sup>25</sup> Kolb et al., 1984, p.

<sup>26</sup> Nccic, (August 2009) *The Experiential Learning Cycle*. Access (January 12 2014), from [http://www.mncpd.org/docs/THE\\_EXPERIENTIAL\\_LEARNING\\_CYCLE.pdf](http://www.mncpd.org/docs/THE_EXPERIENTIAL_LEARNING_CYCLE.pdf)

Learners do not have to be seen as empty buckets where the instructor pours the knowledge inside their brains. Learning by doing lets students develop their skills in a better way based on their prior-knowledge and experiences that will help them to internalize new schemata. Instructors have to be aware that experiences teach real-life skills and they can use them to activate students' previous schemata and change practice for praxis.

### ***1.3.2.2 Experiential Learning and Learning Styles***

When talking about the outcome of 'learning by doing' we must pay careful attention to the fact that even though it is a meaningful way for learners to really attain (or generate) knowledge, not all people learn the same way.

Kolb's theory on Experiential Learning integrates learning styles or as he calls them the preferences students have for learning. These learning styles are based on a four-stage learning cycle. The learning cycle proposed by Kolb provides a good way to understand learners' different learning styles, and how they can be applied in order to help to the learning-teaching process.

This cycle of learning is included as a central principle of the Experiential Learning Theory in which immediate or concrete experiences are the basis of observations and reflections. Moreover, when these observations and reflections are assimilated into abstract concepts learners create new experiences.

David Kolb<sup>27</sup> develops and represent this process as a learning cycle or spiral as follows:

1. Concrete Experience - (CE)
2. Reflective Observation - (RO)
3. Abstract Conceptualization - (AC)
4. Active Experimentation - (AE)

And includes a four-type definition of learning styles, for which Kolb used the terms:

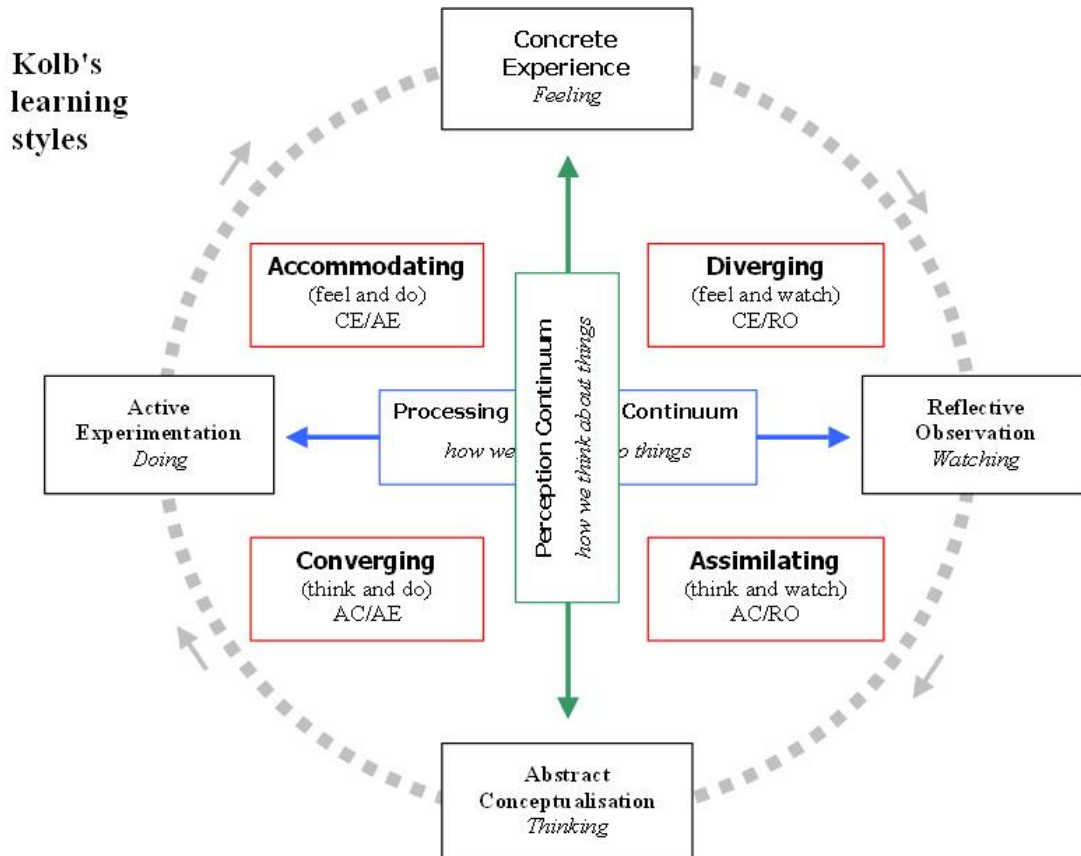
1. Diverging (CE/RO)
2. Assimilating (AC/RO)

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<sup>27</sup> Business balls. (2013) Kolb Learning Styles. Access (January 14 2014), from <http://www.businessballs.com/kolblearningstyles.htm>

3. Converging (AC/AE)
4. Accommodating (CE/AE)

**Diagram of Kolb's Learning Styles<sup>28</sup>**



© concept david kolb, adaptation and design alan chapman 2005-06, based on Kolb's learning styles, 1984  
Not to be sold or published. More free online training resources are at [www.businessballs.com](http://www.businessballs.com). Sole risk with user.

### ***1.3.2.3 Effectiveness of Experiential learning.***

Now that the process of Experiential Learning has been looked at, it would be really important to mention some of the reasons that make it effective in the English Classroom.<sup>29</sup>

<sup>28</sup> Business balls. (2013) Kolb Learning Styles. Access (January 14 2014), from <http://www.businessballs.com/kolblearningstyles.htm>

<sup>29</sup> Pulkit Arora. Experiential Learning –Term Paper. Access (January 14 2014), from [http://www.academia.edu/1057509/Experiential\\_Learning\\_-\\_Term\\_Paper](http://www.academia.edu/1057509/Experiential_Learning_-_Term_Paper)

- **Equality:** Learners are exposed to a common experience where all of them are equal in their knowledge about the tasks they will do.
- **Developing relationships quickly:** Doing a task, learners face different opportunities to interact with their classmates when they are sharing their ideas. The most important is that they are able to communicate, cooperate and make effort to achieve a common learning goal. Thus, students develop relationships easily.
- **Disequilibrium:** Sometimes, students would face different challenges and problems that could make students be in a disaster or disequilibrium. In spite of these, learners have to organize themselves around the new challenge they have to achieve their learning goals.
- **Projective technique:** Learners have to overcome with this disequilibrium through problem-solving skills, project management ability as well as leadership style onto the experience.
- **Decreased time cycle:** The amount of time between the project or challenge and the results are restricted and as result of these consequences and decisions are examined and improved in an easy way.
- **Meta Learning:** Learners during their teamwork are able to evaluate their performance and reflect on the things they could improve such as leadership, problem solving skills, teamwork and communication.
- **Chaos and Crisis in a Safe Environment:** When Learners are working in groups, they face different experiences like chaos, disorder, crisis, miscommunication among others. These situations make learners develop strategies to manage them and finally get their common goal.
- **Kinesthetic Imprint:** Learners have a kinesthetic imprint which helps them to develop their cognitive principles through graphics, images and activities that involve physical and mental dimensions.
- **Common language / company mythology:** Each learner's experience provides different fields that can be used to develop their knowledge through a common language, experience and story that are related to the work environment.
- **Encourage Risk Taking:** The experience allows learners to face different challenges and risks, which help them to learn from their mistakes. Each learner taking a risk encourage others to take on something outside of their comfort zone and activate their schemata.

- **Diversity of Strengths:** The activities are designed to have different elements that challenge a range of team role skills. The group can have the input from all the members of each group to get better common results. Working individually cannot get success but the diversity of ideas and opinions can help the group to succeed.
- **Fun:** This learning-teaching environment provides an enjoyable and meaningful way to learn about and develop team and management process skills. Fun is a very important aspect of effective learning with learners who will feel more confident in order to develop their skills and the creativity they have to participate in each activity.

## **1.4 Common European Framework: B1 students' competences in spoken production.**

### **1.4.1 What is the Common European Framework?**

According to the Council of Europe, “the Common European Framework provides a common basis for the elaboration of language syllabi, curriculum guidelines, examinations, textbooks, etc. across Europe.”(pg.10)<sup>30</sup> This framework describes in a comprehensive way what language students have to learn what to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The framework also defines levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis.

#### ***1.4.1.1 Common Reference Level B1: Global Scale.***

The table below taken from the Council of Europe CEF.<sup>31</sup> (pg.24) describes global skills that B1’ students need to achieve at the end of the English course.

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<sup>30</sup> Council of Europe. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Access (February 22 -2014), from

[http://www.coe.int/t/dg4/linguistic/source/framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)

<sup>31</sup> Council of Europe. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Access (February 22 -2014), from

[http://www.coe.int/t/dg4/linguistic/source/framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)

The Global Scale is based on a set of statements that describe what a learner can do. The ‘can do’ statements are always positive; they describe what a learner is able to do, not what a learner cannot do or does wrong. This helps all learners, even those at the lowest levels, see that learning has value and that they can attain language goals. (pg.24)

<b>B1 Independent User</b>	<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>Can deal with most situations likely to arise while travelling in an area where the language is spoken.</p> <p>Can produce simple connected text on topics which are familiar or of personal interest.</p> <p>Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>
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#### *1.4.1.2 Common Reference Level B1: Self-assessment Grid.*

CEF from Council of Europe describes the different skills B1 learners need to have to be in this level and as the study’s proposal is to improve spoken production, the following chart explains the skills learners have to achieve at the end of the study.

Can do’ descriptors are provided for reception, interaction and production. There may not be descriptors for all sub-categories for every level, since some activities cannot be undertaken until a certain level of competence has been reached, while others may cease to be an objective at higher levels. (pg.25)<sup>32</sup>

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<sup>32</sup> Pearson Longman. Teachers’ Guide to the Common European Framework. Access (February 22 – 2014), from <http://www.euddansk.dk/wp-content/uploads/2013/04/cefguide.pdf>

<b>S P E A K I N G</b>	<b>B1 Independent User</b>	<b>Spoken Interaction</b>	<p>I can deal with most situations likely to arise while traveling in an area where the language is spoken.</p> <p>I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>
		<b>Spoken Production</b>	<p>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.</p> <p>I can briefly give reasons and explanations for opinions and plans.</p> <p>I can narrate a story or relate the plot of a book or film and describe my reactions.</p>

#### ***1.4.1.3 Common Reference Level B1: Qualitative Aspects of Spoken Language Use.***

Common European Framework consider different components that each learner needs to have to get a high communicative competence. These components are described as follows:

Communicative language competence can be considered as comprising several components: *linguistic* (lexical, phonological, syntactical knowledge and skills), *sociolinguistic* (sociocultural conditions of language use) and *pragmatic* (functional use of linguistic resources).(pg.29)<sup>33</sup>

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<sup>33</sup> id

	<b>RANGE</b>	<b>ACCURACY</b>	<b>FLUENCY</b>	<b>INTERACTION</b>	<b>COHERENCE</b>
<b>B1</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

#### 1.4.1.4 Communicative language activities and strategies

According to the CEF (Common European Framework)<sup>34</sup>, to carry out communicative tasks:

Learners have to engage in communicative language activities and operate communication strategies. Many communicative activities, such as conversation and correspondence, are *interactive*, that is to say, the participants alternate as producers and receivers, often with several turns. (pg. 57)

In other cases, as when speech is recorded or broadcast or written texts are sent out or published, producers are separated from receivers, whom they may not even know and who are unable to respond. In these cases, the communicative event can be regarded as *speaking*, *writing*, *listening* to or *reading* of a text.

*Strategies* are a means the language user exploits to mobilize and balance his or her resources, to activate skills and procedures, in order to fulfil the demands of communication in context and successfully complete the task in question in the most comprehensive or most economical way feasible depending on his or her precise purpose.

The CEF states that in *oral production (speaking)* activities the language user produces an oral text which is received by an audience of one or more listeners. For example: speaking activities include:

- ✓ public address (information, instructions, etc.)
- ✓ addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc.).

They may involve, for example:

- ✓ reading a written text aloud;
- ✓ speaking from notes, or from a written text or visual aids (diagrams, pictures, charts, etc.);
- ✓ acting out a rehearsed role;
- ✓ speaking spontaneously;
- ✓ singing.

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<sup>34</sup> Council of Europe. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Access (February 22 -2014), from [http://www.coe.int/t/dg4/linguistic/source/framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)

Common European Framework illustrates scales that are provided for:<sup>35</sup>

**1. Overall spoken production.**

	<b>OVERALL SPOKEN PRODUCTION</b>
<b>B1</b>	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

**2. Sustained monologue: describing experience.**

	<b>SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE</b>
<b>B1</b>	<p>Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.</p> <p>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</p> <p>Can give detailed accounts of experiences, describing feelings and reactions.</p> <p>Can relate details of unpredictable occurrences, e.g. an accident.</p> <p>Can relate the plot of a book or film and describe his/her reactions.</p> <p>Can describe dreams, hopes and ambitions.</p> <p>Can describe events, real or imagined.</p> <p>Can narrate a story.</p>

**3. Sustained monologue: putting a case (e.g. in debate).**

	<b>SUSTAINED MONOLOGUE: PUTTING A CASE</b>
<b>B1</b>	<p>Can develop an argument well enough to be followed without difficulty most of the time.</p> <p>Can briefly give reasons and explanations for opinions, plans and actions.</p>

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<sup>35</sup> id

#### 4. *Public announcements.*

	<b>PUBLIC ANNOUNCEMENTS</b>
<b>B1</b>	Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.

#### 5. *Addressing audiences.*

	<b>ADDRESSING AUDIENCES</b>
<b>B1</b>	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.  Can take follow up questions, but may have to ask for repetition if the speech was rapid.

To act as a speaker, writer, listener or reader, the learner must be able to carry out a sequence of skilled actions. To speak, the learner must be able to:

- *plan* and *organize* a message (cognitive skills);
- *formulate* a linguistic utterance (linguistic skills);
- *articulate* the utterance (phonetic skills).

The skills described above are the ones that were used to adapt or create the different activities used in the speaking lessons to improve spoken production in students from PUCESA.

## 1.5 Hypothesis

“Task Based Learning” Approach allows students to be exposed to meaningful speaking activities in order to improve their spoken production using their personal experiences to communicate and build their own knowledge.

### 1.5.1 Research Conceptualization

#### *1.5.1.1 Dependent Variable*

- **Spoken Production:** to communicate and express ideas and feelings in a comprehensible way.

#### *1.5.1.2 Independent Variable*

- **Task-Based Communicative Activities:** This dissertation’s proposal to enhance spoken production in B1 teenagers with adapted communicative activities that promote comprehensible communication.

#### *1.5.1.3 Definitions*

- **B1 Students:** lower-intermediate students who are able to keep interaction and express what they want and feel as well as describe and understand familiar topics.
- **Teenagers:** Adolescents from 15 to 18 years old attending to English open-courses in Pontificia Universidad Católica del Ecuador Sede Ambato.
- **Comprehensible Communication:** to use English to communicate with a comprehensible speech and fulfill authentic purposes.
- **Adapted Communicative Activities:** designed and adapted activities by the teacher to provide an ideal situation where language (English) is used.
- **Meaningful Activities:** a set of activities with specific learning objectives based especially on students’ interest and previous experiences in order to create a positive classroom environment.

## **2. CHAPTER 2: METHODOLOGY**

### **2.1 Universe and Sample**

Pontificia Universidad Católica del Ecuador Sede Ambato (PUCESA) is a university located in the center of Ecuador in Tungurahua Province. It is an academic community, which belongs to the National System of PUCE and promotes scientific and technological knowledge, as well as, the humanist, professional and cultural students' development to satisfy the needs of Ecuadorian society.

Languages and Linguistic School is part from PUCE Ambato, which prepares students to communicate in foreign languages (English and French). The English program has eight levels and it is developed in four cycles: Elementary Level (I and II), Pre-intermediate Level (III and IV), Intermediate Level (V and VI), and Advanced Level (VII and VIII). Students are able to develop the four skills (Listening, Reading, Writing and Speaking) through different learning-teaching techniques and communicative methods.

This institution offers an appropriate environment to apply communicative activities based on Task based Language Learning Approach. The present research is a quasi-experimental study because the researcher took only one group of subjects to apply TBL approach in order to adapt different communicative activities to improve students' spoken production.

The subjects chosen for this quasi-experimental study were twenty teenagers from 15 to 17 years old, attending to the fourth level English open course at PUCESA as part of their instruction to get their proficiency certificate at the end of eight levels that offers the English program at this institution. This group of students has a good English background knowledge. The communicative activities, which were adapted from the course book students had, were based on different topics the book presented in each unit as well as the grammar points they had to practice. These activities were adapted and planned based on

Task-based framework (Pre-Task, Task Cycle and Language Focus) to be applied twice a week for two months.

This proposal was presented to the Languages and Linguistic School Director Ing. Eduardo Hong who accepted this study and he was enthusiastic to know that this group of students would be facing this approach as an innovative way to improve their spoken production. As well as, PUCESA will benefit itself because it fits with its methodology and principles. The director of the school strongly supported the quasi-experimental study in the school he precedes since the beginning of the study.

## **2.2 Proposal**

Task-based Learning is an approach which proposes a dynamic task framework to carry out meaningful communicative activities where students and teacher will enjoy the teaching-learning process. This approach provides the teacher a good cycle for different tasks as well as it promotes the use of real-life language. Task-based framework optimizes conditions for language learning such as exposure to the target language, opportunities to use the target language for expressing meaning and motivation to engage with exposure and use students' prior-knowledge.

The efficiency of the communicative activities adapted and designed based on Task-based Learning approach will be tested on 15 to 17 year-old teenagers who will be the sample of this study to improve their spoken production by tasks where students are placed in different situations like a real world. They will use their previous experiences to build their knowledge in situations where oral communication is essential for doing a specific task. Teenagers need to face a relaxed and motivated teaching environment to use the target language and express their ideas, feelings and opinions based on topics of their interest. Because of their age, they have to be involved in communicative tasks which help them to interact with other classmates and produce the target language.

This is an approach to teach a second language that looks for engaging learners in interactive authentic language use by having them perform a series of meaningful tasks. As David Nunan says it provides three essential elements: language data, information, and opportunities for practice. These three elements can be planned through meaningful tasks where the target language is used by students for a communicative purpose in order to achieve an outcome. The teacher will use different task activities, which help students to be exposed to the target language as well as cooperate, listen and respond to students' needs.

The TBL makes teachers be more creative when they are planning an oral activity for students, not just the common oral activities that the English textbooks have. Teachers can decide which tasks work on or when try a new task and give feedback when they are monitoring students work.

The activities proposed in this study are merely speaking activities where the main objective is to motivate students to use the target language in different classroom organizations as well as pair and group work. These activities were planned to be used twice a week for two months. Students have the opportunity to interact with their classmates and also use the target language to communicate their opinions, feelings, ideas; describe experiences, dreams, hopes; narrate stories and so on. The tasks that were chosen for this purpose encouraged students to be creative and also activate their prior knowledge and combine it with the new input got in each speaking class.

### **2.3 Methodological Design**

This study was carried out with several instruments that helped to get the data needed. It started with an observation sheet to identify the main aspects to be improved for spoken production. Twenty students from 15 to 17 year-old were observed to determine the main problem that students had to communicate using the target language. The subjects of the study took an oral pre-test to begin the research and faced the treatment for this study. The

activities based on TBL that were used, were adapted from different sources such as books, handouts and webpages. The data was got from questionnaires, checklists, and a post-test.

The study was executed since August 2013. The treatment was applied to the subjects in nine weeks with speaking classes of 60 minutes each one twice a week during August, September, October, November and December in the second semester 2013 at PUCESA.

The content for the lesson plans were taken from the book *Face-to-Face Intermediate* second edition by Cambridge University Press, which is used at PUCESA. Some of its activities were adapted in order to match with the TBL framework (Pre-Task, Task Cycle, Language Focus and Analysis and practice). This helped to test TBL in the speaking classes as well as to continue with the curriculum of the English program. The eighteen lesson plans' contents belong to the Unit 4 - 5 - 6 - 7 and 8 from the book mentioned above, which are divided in four lessons each unit. Each week has two lesson plans for each speaking class, which were on Tuesdays and Thursdays.

During the study, the researcher used a checklist to monitor students' weekly progress as well as a teacher's journal that helped to take notes of the most common students' errors made during speaking activities to give the correspondence feedback. The checklist criteria was elaborated based on the description of B1 students' skills in the CEF (Common European Framework). At the end, study participants took a post-test to compare if there was progress or not.

## **2.4 Research Instruments and Procedures**

### ***2.4.1 Observation Form***

This observation form (Appendix 1) was designed and applied in August since the beginning of the semester before the pre-test to find out students' weaknesses when they are speaking English. The researcher observed students when they were using the target language to express their ideas or communicate with others in pair or group work. It helped the inquirer

to realize what was the starting point of the whole group in order to elaborate the other tools for testing TBL and also the activities to be adapted according to the students' needs.

#### ***2.4.2 Questionnaire***

This questionnaire (Appendix 2) was elaborated to know the students' criteria about their weaknesses and strengths in speaking. This instrument was done based on different aspects such as cognitive, affective and psychological. The information got from the questionnaire helped the researcher to adapt the activities according to their needs and interests as well as know about the students' reasons to not always use the target language to communicate their ideas when they are working in group or in pairs. It was applied before the pre-test.

#### ***2.4.3 Tests***

Students took a pre-test (Appendix 3) as the first step of the study, which results were used for quantitative analysis. This pre-test helped to know the strengths and weaknesses that each student had at the beginning of the study before applying TBL communicative activities. The same structure and criteria were taken for the post-test in order to measure if the treatment designed worked or not and if the objectives of this study were reached. The pre-test and post-test were useful to compare the results gotten at the beginning and at the end of the study. The rubric used to evaluate these tests was designed based on CEF B1 spoken production criteria.

#### ***2.4.4 Progress Checklist***

The progress checklist (Appendix 4) was used by the teacher to keep a record of each student and their weekly progress during their performance in each TBL communicative activity. The parameters for the checklist was based on CEF criteria as well as the results of the pre-test. This tool helped the inquirer to monitor students' work during speaking classes and

adapt the activities for the next class based on the students' abilities they needed to exploit more.

#### ***2.4.5 Teacher's Journal***

This journal (Appendix 5) was employed to register the most common mistakes made by students during the speaking classes. These notes helped the teacher to do an activity to correct those mistakes as a whole class and give feedback at the beginning of the next class. In spite of using the echo technique during the TBL speaking activities to correct students' errors, the subjects for this study need extra time to make them aware of their common errors. The teacher used different techniques such as unscramble sentences, correct sentences, listen to and find errors, among others.

### **2.5 Design Description**

The application of the Task Based Learning Framework for communicative activities in order to make students have a better-spoken production began with the application of a pre-test, and then the speaking classes based on TBL framework were planned twice a week and finally a post-test was applied on to compare the results.

In the nine weeks, teacher designed eighteen speaking lesson plans where the TBL Framework was the guide for adapting the communicative activities and covered the contents from the course's curriculum. During these nine weeks, students faced speaking classes where they had the opportunity to improve their spoken production especially when they have to work in pairs or groups. The activities, which will be described in each lesson plan, were adapted from different sources and according to students' needs and interests.

The lesson plans were elaborated to be applied for 60 minutes twice a week to improve subjects' spoken production. This lesson plan could be used as a reference to help teachers

achieve a better understanding how to improve different skills into the classroom using the TBL Framework.

The objective in this study is to help students use the target language in a meaningful way and in a comfortable environment to promote comprehensible communication. Thus, the researcher presents an example of the lesson plan that was used during this study applied to the subjects.

### LESSON PLAN N° 1

**Time Limitation:** 60 minutes

**Students' Level:** Low - Intermediate (B1)

**Number of Students:** 20

**Week:** one

**Topic:** Musical Experience

**Objective:** At the end of the class, students will be able to give straightforward description about students' best ever-musical experience.

STAGE	ACTIVITY	INTERACTION	TIME
Pre-Task	<b>Matching:</b> Look at the picture and match with the correct collocation. (music Vocabulary)	T – Ss Ss - Ss	5'
	<b>Brainstorm:</b> Have you ever been in a concert? Do you play a musical instrument?	T-Ss Ss-T	5'
Task	<b>Listening:</b> Listen to Nikki and Danny's best ever-musical experience. What was especial about each one?	T-Ss Ss-Ss	5'
	<b>Information Gap:</b> Complete the chart with	Ss-Ss	10'

	your partner's information. (pair work)		
<b>Planning</b>	Organize the information you have got from your partner.	Ss-Ss	10'
<b>Report</b>	Describe your partner's musical experience to the class.	S-Ss	10'
<b>Analysis</b>	Listen to your recordings and identify some errors you have made.	S-S T-Ss	5'
<b>Practice</b>	Speak about your partner's experience.	S-Ss	10'

In order to protect the students' identities participating in this study, the subjects of this group are represented by letters (A to J) throughout the whole project, and these ten students were chosen randomly for the analysis of the results. These letters assigned to each subject will serve just for general result analysis purposes; they do not attempt to provide any individualized information.

### ***2.5.1 Pre-test and Post-test description***

The pre-test was applied at the beginning of the semester in August, which helped to begin the study and the application of the treatment to improve students' spoken production. The format of the post-test was the same as the pre-test in order to achieve reliable results, also compare the results of the study, and find out whether or not the students had improved their spoken production.

These tests were divided into two sections:

- The first one was to have a conversation with a partner about a specific topic that teachers provided them based on the topics students have practiced according to the curriculum they were studying.
  
- The second part was a free speaking activity where students have to talk about a topic they like most.

To evaluate these tests, the researcher elaborated a rubric based on the main spoken abilities a B1' student has to develop in their spoken production. This rubric was based on the common Reference Levels: qualitative aspects of spoken language use for B1 students.

<b>DIMENSION</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Range</b>	Incorporate a variety of old and new vocabulary. Speaks clearly and imitates accurate pronunciation.	Utilizes a variety of old and limited new vocabulary. Speaks clearly and attempts accurate pronunciation.	Relies on basic vocabulary. Speech is comprehensible in spite of mispronunciation.	Uses limited vocabulary. Mispronunciations impede comprehensibility.
<b>Accuracy</b>	Makes few errors in the following areas: - Verbs in utterance when necessary with appropriate subject-verb agreement. - Noun and adjective agreement. - Correct word order and article adjectives. Errors do not hinder comprehensibility.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.	Makes utterances that are so brief that there is little evidence of structure and comprehensibility is impeded.
<b>Fluency</b>	Quick continuous flow Natural pauses	Occasionally hesitation, searching for words Self-corrects and responds to cues.	Halting, hesitating Visibly translating before responding Can rephrase and respond	Frequent hesitations, searches for words. Overly translates questions before response. Repeats question word before respond

<b>Interaction</b>	Eagerly initiates speech, utilizing appropriate attention getting devices. Easily asks questions and speaks spontaneously.	Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.	Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.	Is reluctant to initiate speech and struggles to ask questions. Speech is halting.
<b>Coherence</b>	Clarifies and continues conversation, using all or some of the following strategies: - circumlocution - Intonation - Self-correction - verbal cues	Uses all or some strategies, but may need occasional prompting.	Uses some strategies and needs frequent prompting to further the conversation.	Uses few strategies, Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting.

### ***2.5.2 Speaking Lesson Plans Focusing on Task-based Framework for enhancing B1 students' spoken production.***

The following speaking lesson plans describe the activities, which were applied to the subjects in order to improve their English spoken production. These communicative activities followed the task –based framework: Pre-task; Task Cycle (Task, Planning, and Report); Language Focus (Analysis and Practice). Each lesson plan had a specific objective that fit with the competences described in the CEF (Common European Framework) Spoken production for B1 learners.

❖ Week One

**LESSON PLAN N° 1**

**Time Limitation:** 60 minutes  
**Students' Level:** Low - Intermediate (B1)  
**Number of Students:** 20  
**Week:** one  
**Topic:** Musical Experience

**Objective:** At the end of the class, students will be able to give straightforward description about students' best ever-musical experience.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Matching:</b> Look at the picture and match with the correct collocation. (music Vocabulary)	T – Ss Ss - Ss	5'
	<b>Brainstorm:</b> Have you ever been in a concert? Do you play a musical instrument?	T-Ss Ss-T	5'
<b>Task</b>	<b>Listening:</b> Listen to Nikki and Danny's best ever-musical experience. What was especial about each one?	T-Ss Ss-Ss	5'
	<b>Information Gap:</b> Complete the chart with your partner's information. (pair work)	Ss-Ss	10'
<b>Planning</b>	Organize the information you have got from your partner.	Ss-Ss	10'
<b>Report</b>	Describe your partner's musical experience to the class.	S-Ss	10'

<b>Analysis</b>	Listen to your recordings and identify some errors you have made.	S-S T-Ss	5'
<b>Practice</b>	Talk about your partner's experience.	S-Ss	10'

## LESSON PLAN N° 2

<b>Time Limitation:</b>	60 minutes
<b>Students' Level:</b>	Low - Intermediate (B1)
<b>Number of Students:</b>	20
<b>Week:</b>	one
<b>Topic:</b>	Modern Adventures

**Objective:** At the end of the class, students will be able to describe and narrate a journey they have been on.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<p><b>Jigsaw pictures:</b> Find the partners that have another piece of the jigsaw. (Extreme Sports)</p> <p><b>Pair work:</b> Discuss the questions What's the most adventurous thing you've ever done?</p>	<p>Ss - Ss</p> <p>T-Ss</p> <p>Ss-T</p>	<p>5'</p> <p>5'</p>
<b>Task</b>	<p><b>Listing:</b> Think of an interesting journey you've been on. (When, Reason. Who, What, etc)</p>	Ss-Ss	10'
<b>Planning</b>	<p>Topic in pictures and words: Ss organize their ideas to narrate their story.</p>	Ss-Ss	10'
<b>Report</b>	<p>Onion Ring: Tell the story to your partner. Which story is the most interesting?</p>	S-Ss	10'
<b>Analysis</b>	<p>Scramble sentences: SS order the sentences to make difference between past simple, past continuous and past perfect.</p>	<p>Ss-Ss</p> <p>T-Ss</p>	10'

<b>Practice</b>	Ss use their story to find information where they can combine past simple with past perfect.	Ss-Ss	10'
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❖ Week Two

**LESSON PLAN N° 3**

**Time Limitation:** 60 minutes  
**Students' Level:** Low - Intermediate (B1)  
**Number of Students:** 20  
**Week:** two  
**Topic:** Our new home

**Objective:** At the end of the class, students will be able to give reasons and explanations for opinions, plans and actions.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Word Search:</b> Find the words and classify them in three categories: homes and buildings/parts of a home/location.	Ss - Ss	5'
	<b>Pair work:</b> Where do you prefer to live? In an apartment, a detached house or in a terraced house.	S-S	5''
<b>Task</b>	Read about three places to rent. Compare the places, make big and small differences.	Ss-Ss T-Ss	10'
<b>Planning</b>	Pair Work: Organize the information of the houses to describe to the class, which the best option is. Use comparatives.	Ss-Ss T-Ss	10'
<b>Report</b>	Real State Agency: Convince the audience (classmates) to rent one of	Ss-Ss	15'

	the houses you and your partner are offering.		
<b>Analysis</b>	Make a list of comparisons the use. Which one show small difference and big difference.	S-S T-Ss	5'
<b>Practice</b>	Tap the balloon and use adjectives to compare houses (as..as/ more..than/ less..than/slightly)	Ss-Ss	10'

## LESSON PLAN N° 4

<b>Time Limitation:</b>	60 minutes
<b>Students' Level:</b>	Low - Intermediate (B1)
<b>Number of Students:</b>	20
<b>Week:</b>	two
<b>Topic:</b>	Birthdays

**Objective:** At the end of the class, students will be able to describe events, real or imagined.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Jigsaw reading:</b> Ss read about Birthday Traditions around the world and share the information with their partners.	T – Ss Ss - Ss	10'
<b>Task</b>	<b>Mind map:</b> Complete the mind map with information about your memorable birthday.	Ss-Ss	5'
<b>Planning</b>	Make notes about your most memorable birthday: where you were, who you spent your birthday with, what you had to eat and drink, what present you got, what you did during the morning, afternoon and evening.	Ss-Ss	10'
<b>Report</b>	Onion ring: Tell each other about your memorable birthdays. Which do you think is the most interesting.	S-Ss	15'
<b>Analysis</b>	List the verbs they used in their presentation and describe Verb-pattern.	S-S T-Ss	10'

<b>Practice</b>	Tic-Tac-Toe: Group work: Choose one of the verbs and make sentences with the correct verb pattern.	S-Ss	10'
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❖ Week Three

**LESSON PLAN N° 5**

**Time Limitation:** 60 minutes  
**Students' Level:** Low - Intermediate (B1)  
**Number of Students:** 20  
**Week:** three  
**Topic:** Make up your mind

**Objective:** At the end of the class, students will be able to give reasons and explanations for opinions, plans and actions.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Pair work discussion:</b> Do you find it easy to make decisions? Why or why not? What was the last big decision you made? How did you decide what to do?	T – Ss	10'
<b>Task</b>	Work on your own and read about a problem you have and think of three ways you can deal with the problem.	S-S	10'
<b>Planning</b>	Decide what will happen if you choose each of the options you thought of.	S-S	10'
<b>Report</b>	Work with Ss B and Ss C. Take turns to talk about your problem and your options. Discuss what will happen if you choose each option. Ss B and Ss C will give some suggestions and ask follow up questions.	Ss-Ss	15'
<b>Analysis</b>	<b>Unscramble sentences:</b> Order the sentences, infer	S-S T-Ss	5'

	the difference of Make, and Do usage.		
<b>Practice</b>	<b>Cloze reading:</b> Complete the paragraph with the correct use of MAKE or DO. Read the passage and discuss the most possible solutions with the class.	Ss-Ss T-Ss	10'

## LESSON PLAN N° 6

<b>Time Limitation:</b>	60 minutes
<b>Students' Level:</b>	Low - Intermediate (B1)
<b>Number of Students:</b>	20
<b>Week:</b>	three
<b>Topic:</b>	The Village Festival

**Objective:** At the end of the class, students will be able to develop an argument well enough to be followed without difficulty most of the time.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Group Work Discussion:</b> Have you ever been to a festival or street party in your city? What sort of entertainment is there at traditional festivals in your country? What are the best and worst things about going to a festival?	T – Ss Ss - Ss	10'
<b>Task</b>	<b>Group Work:</b> Plan with your partners a festival and the different entertainment it will offer for tourist and local people.	T-Ss Ss-Ss	15'
<b>Planning</b>	Discuss with your partners and elaborate a poster to promote the festival.	Ss-Ss	10'
<b>Report</b>	Present the poster to the class and persuade them to visit your city and be part of the festival.	Ss-Ss	10'
<b>Analysis</b>	Make a list of the different expressions they use to get an agreement (Discussion language)	S-S T-Ss	5'

<b>Practice</b>	Choose the best Festival and support your decision with agreement expressions.	S-Ss	10'
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❖ **Week Four**

**LESSON PLAN N° 7**

**Time Limitation:** 60 minutes  
**Students' Level:** Low - Intermediate (B1)  
**Number of Students:** 20  
**Week:** four  
**Topic:** What would you do?

**Objective:** At the end of the class, students will be able to give reasons and explanations for opinions, plans and actions.

<b>STAGE</b>	<b>ACTIVITY</b>	<b>INTERACTION</b>	<b>TIME</b>
<b>Pre-Task</b>	<b>Pair work:</b> Look at the pictures. What would you do If you were in that situation?	Ss – Ss	5'
<b>Task</b>	Pair Work: An Imaginary Island: What would you do if you ruled that island?	S-S	10'
<b>Planning</b>	Design your Island and draw what this island would have: thinks about different issues you will manage. (Education, transportation, touristic places, etc.)	S-S	10'
<b>Report</b>	Work with your partner organize your ideas to present them to the class and convince your classmates that your island is the ideal to live.	Ss-Ss	15'
<b>Analysis</b>	<b>Complete the sentences:</b> complete with your own	S-S T-Ss	10'

	ideas and follow the correct structure.		
<b>Practice</b>	<b>Open discussion:</b> Ss will discuss what would be the most important aspects to consider to rule the island.	Ss-Ss T-Ss	10'

## LESSON PLAN N° 8

<b>Time Limitation:</b>	60 minutes
<b>Students' Level:</b>	Low - Intermediate (B1)
<b>Number of Students:</b>	20
<b>Week:</b>	four
<b>Topic:</b>	Make up a story

**Objective:** At the end of the class, students will be able to narrate a story.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Picture Puzzle:</b> Ss work in pairs and find the correct picture. They describe what they see in the picture and the situation it shows.	Ss - Ss	5'
<b>Task</b>	<b>Pair work:</b> Look at the picture and make up a story about it. Give as many details as you can.	T-Ss Ss-Ss	10'
<b>Planning</b>	Work with your partner and decide characters of the story, setting, main problem important events and an interesting ending.	Ss-Ss	10'
<b>Report</b>	<b>Onion ring:</b> Show your picture to the class and narrate the story to your partners.	Ss-Ss	15'
<b>Analysis</b>	Tenses maze: Find the correct path to form sentences.	S-S T-Ss	10'
<b>Practice</b>	Compare sentence they use in their story with the ones on the maze and compare	S-Ss	10'

	structures. When we use those tenses.		
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❖ Week Five

**LESSON PLAN N° 9**

**Time Limitation:** 60 minutes  
**Students' Level:** Low - Intermediate (B1)  
**Number of Students:** 20  
**Week:** five  
**Topic:** Social Networking

**Objective:** At the end of the class, students will be able to give a prepared presentation on a familiar topic, and explain main points with reasonable precision.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Group work:</b> Discuss with your partners these questions: In what ways do social networking sites help people's social lives? What problems can social networking sites cause? How is social networking affecting teenagers and children, do you think?	T- Ss Ss – Ss	10'
<b>Task</b>	Group work: Discuss with your partners the advantages and disadvantages of social networking. Take notes in the chart.	Ss-Ss	10'
<b>Planning</b>	Make a PP presentation to explain the advantages and disadvantages of social networking and support your ideas.	Ss-Ss	10'
<b>Report</b>	Present it to the class and discuss with them what	Ss-Ss	15'

	social networks are the most common used.		
<b>Analysis</b>	<b>Vocabulary</b> <b>quilt:</b> Complete the worksheet with vocabulary related with computers. Define it and draw sth to remember the meaning.	S-S T-Ss	10'
<b>Practice</b>	Use the vocabulary to describe your abilities with the computer.	Ss-Ss T-Ss	5'

## LESSON PLAN N° 10

<b>Time Limitation:</b>	60 minutes
<b>Students' Level:</b>	Low - Intermediate (B1)
<b>Number of Students:</b>	20
<b>Week:</b>	five
<b>Topic:</b>	Can you tell me...?

**Objective:** At the end of the class, students will be able to take follow up questions, but may have to ask for repetition.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Video:</b> Watch the video and write down at least five questions you listen to during the video. Classify them in direct and indirect questions.	Ss – Ss T-Ss	10'
<b>Task</b>	<b>Pair work:</b> Create a conversation “In the office”. One of the students is new in the office and need that sb helps him/her with information of the office.	T-Ss Ss-Ss	10'
<b>Planning</b>	Set the situation and practice the conversation using direct and indirect questions.	Ss-Ss	10'
<b>Report</b>	Present the conversation to the class. Ss will write down what kind of questions their partners use in the conversation. (direct or indirect)	Ss-Ss	15'

<b>Analysis</b>	Pair work: compare your notes check which questions are direct or indirect.	S-S T-Ss	5'
<b>Practice</b>	Change the direct questions to indirect.	Ss-Ss	10'

❖ Week Six

**LESSON PLAN N° 11**

**Time Limitation:** 60 minutes  
**Students' Level:** Low - Intermediate (B1)  
**Number of Students:** 20  
**Week:** six  
**Topic:** Angry Planet.

**Objective:** At the end of the class, students will be able to relate details of unpredictable occurrences. (Natural disasters)

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Group work:</b> Read about different news teacher brought about natural disasters. (Ss A – B – C)	T-Ss Ss – Ss	5'
<b>Task</b>	Share the information you have in the news with your partners and create a new ending.	Ss-Ss	10'
<b>Planning</b>	Read the news, retell the story and make up a new end for the news. Organize a news report of each one.	Ss-Ss	10'
<b>Report</b>	SA-B-C present their News Report to the class. Choose the best ending.	Ss-Ss	15'
<b>Analysis</b>	<b>Cloze reading:</b> Ss read the passage (news) and complete with the correct form of the verb (passive voice).	S-S T-Ss	10'
<b>Practice</b>	<b>Group work:</b> Ss A-B-C check their news and change	Ss-Ss T-Ss	10'

	some of their sentences to passive voice.		
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## LESSON PLAN N° 12

<b>Time Limitation:</b>	60 minutes
<b>Students' Level:</b>	Low - Intermediate (B1)
<b>Number of Students:</b>	20
<b>Week:</b>	five
<b>Topic:</b>	Recycle!

**Objective:** At the end of the class, students will be able to give detailed experiences, describing feelings and reactions.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Pair work:</b> Discuss these questions with your partner: Are there any recycling laws in your country? If so, what are they? Can you recycle things where you live? If so, what do you recycle? What do you throw away that could be recycled?	Ss - Ss	5'
<b>Task</b>	<b>Pair work:</b> Write four positive and four negative things about the city you live. Design a recycle program for your city.	T-Ss Ss-Ss	10'
<b>Planning</b>	Complete a template with the main information of your recycle program and organize with your partner a presentation to support your project.	Ss-Ss	5'
<b>Report</b>	Present your project to the class and support it.	Ss-Ss	20'

<b>Analysis</b>	Discuss the different ideas to choose the best recycle program.	S-S T-Ss	10'
<b>Practice</b>	<b>Matching:</b> Ss will match pictures with quantifiers and use them in context.	S-Ss	10'

❖ Week Seven

**LESSON PLAN N° 13**

**Time Limitation:** 60 minutes  
**Students' Level:** Low - Intermediate (B1)  
**Number of Students:** 20  
**Week:** seven  
**Topic:** My Time Line (Past-Present-Future)

**Objective:** At the end of the class, students will be able to relate a straightforward narrative or description as a linear sequence of points.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Find someone who:</b> Ss walk around the class trying to find partners that does /did/ will do a series of activities.	Ss – Ss	5'
<b>Task</b>	Draw your life timeline to talk about you and your life in the past, present and future. Mention 3 events in each part of the timeline.	T-Ss Ss-Ss	10'
<b>Planning</b>	Organize the information you are going to present in your timeline. Choose the most important events for you.	Ss-Ss	10'
<b>Report</b>	Onion ring: Show your timeline to your partner and explain the event you chose. Your partner will ask to get extra information about each event.	Ss-Ss	15'
<b>Analysis</b>	<b>Pair work:</b> Ss will self-correct their mistakes	S-S T-Ss	10'

	making difference between the different tenses they use in their description.		
<b>Practice</b>	<b>Hot seat:</b> Ss will make questions in different tenses to ask about some information about their partners.	Ss-Ss T-Ss	10'

## LESSON PLAN N° 14

<b>Time Limitation:</b>	60 minutes
<b>Students' Level:</b>	Low - Intermediate (B1)
<b>Number of Students:</b>	20
<b>Week:</b>	seven
<b>Topic:</b>	It's the best in the market!!

**Objective:** At the end of the class, students will be able to deliver short advertisements on a specific product.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Video:</b> Watch the video and take notes about the most catching slogans and the characteristics that an advertisement has.	T-Ss Ss – Ss	10'
<b>Task</b>	<b>Pair work:</b> Create an advertisement of a product you are going to sell to the class.	Ss-Ss	10'
<b>Planning</b>	Choose a product , create a catching slogan, describe the characteristics of the products (prize, size, how it is different from others)	Ss-Ss	10'
<b>Report</b>	Present the product to the class and convince them that it is the best in the market, and compare with other products in the market. Class will choose the best advertisement.	Ss-Ss	20'
<b>Analysis</b>	Make a list of the different adjectives each group has used in their presentation.	S-S T-Ss	5'

<b>Practice</b>	Use the list of adjectives to make comparisons with the different products Ss presented.	Ss-Ss T-Ss	5'
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❖ Week Eight

**LESSON PLAN N° 15**

**Time Limitation:** 60 minutes  
**Students' Level:** Low - Intermediate (B1)  
**Number of Students:** 20  
**Week:** eight  
**Topic:** Jokes and Jokes

**Objective:** At the end of the class, students will be able to tell jokes and describe them.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Pair work:</b> Ss read some jokes and walk around the class to find a partner that has the opening or ending of the joke. When all groups have finished, they read the complete jokes.	Ss – Ss	10'
<b>Task</b>	<b>Pair work:</b> Create two jokes to tell the class. Use some phrasal verbs.	T-Ss Ss-Ss	10'
<b>Planning</b>	Think of the funniest joke you will tell to the class and combine with a phrasal verb.	Ss-Ss	10'
<b>Report</b>	Tell the jokes to the class and choose the funniest.	Ss-Ss	10'
<b>Analysis</b>	Make a list of phrasal verbs that your partners used in their jokes.	S-S T-Ss	10'
<b>Practice</b>	<b>Chinese whisper:</b> Write sentences with the phrasal verb given.	Ss-Ss T-Ss	10'

## LESSON PLAN N° 16

<b>Time Limitation:</b>	60 minutes
<b>Students' Level:</b>	Low - Intermediate (B1)
<b>Number of Students:</b>	20
<b>Week:</b>	eight
<b>Topic:</b>	Thirty-second futures

**Objective:** At the end of the class, students will be able to describe dreams, hopes and ambitions.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Pair work:</b> Look at the pictures and describe what are the dreams, hopes or ambitions that the people in the picture show. Are they similar to yours. Yes/No Why?	T-Ss Ss - Ss	10'
<b>Task</b>	<b>Group work:</b> Play a board game where you have to talk about your future dreams, hopes and ambitions.	T-Ss Ss-Ss	10'
<b>Planning</b>	<b>Group work:</b> Ss work their way around the board. Each one will have 30 seconds to talk about the topic given.	Ss-Ss	10'
<b>Report</b>	Talk about the topic given using the correct form of future tense.	Ss-Ss	10'
<b>Analysis</b>	<b>Continue the sentence:</b> complete the short paragraph with the correct form of future.	S-S T-Ss	10'
<b>Practice</b>	<b>Chain drill:</b> Continue the story my dream vacation...	S-Ss	10'

❖ Week Nine

**LESSON PLAN N° 17**

**Time Limitation:** 60 minutes  
**Students' Level:** Low - Intermediate (B1)  
**Number of Students:** 20  
**Week:** nine  
**Topic:** Perfect Match

**Objective:** At the end of the class, students will be able to give detailed information about a specific person.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Video:</b> Ss will watch a video about a Tv show "Blind Date". Ss will take notes about the aspects that they talk about in the TV show.	T-Ss Ss – Ss	10'
<b>Task</b>	Complete information about two friends or relatives and try to find partners for them.	Ss-Ss	10'
<b>Planning</b>	Complete some information about one female friend or relative, who both need new partners. Exchange the information and find new couples.	Ss-Ss	10'
<b>Report</b>	Walk around the class and find suitable partners who have similar interests. Tell to the class the reasons why they are suitable.	Ss-Ss	10'
<b>Analysis</b>	Look at the sentences that you complete to check the	S-S T-Ss	10'

	verbs that are followed by the gerund.		
<b>Practice</b>	<b>Tic tac toe:</b> Choose one verb and use it in a sentence with the correct use of gerunds.	Ss-Ss T-Ss	10'

## LESSON PLAN N° 18

<b>Time Limitation:</b>	60 minutes
<b>Students' Level:</b>	Low - Intermediate (B1)
<b>Number of Students:</b>	20
<b>Week:</b>	nine
<b>Topic:</b>	Dare or Truth

**Objective:** At the end of the class, students will be able to describe feelings and reactions as well as ask follow up questions or ask for repetition.

STAGE	ACTIVITY	INTERACTION	TIME
<b>Pre-Task</b>	<b>Group work:</b> Ss will unscramble sentences, identify the tense of each one, and make some similar examples using their own information.	T-Ss Ss - Ss	10'
<b>Task</b>	<b>Dare or Truth:</b> Ss will play in groups and will initiate a conversation according to the topic that the teacher will give them. (Present, past and future Tenses)	T-Ss Ss-Ss	10'
<b>Planning</b>	Spin the bottle to see what would be your partner to do the dialogue. Look at the topic given.	Ss-Ss	10'
<b>Report</b>	Create a conversation about the topic given and ask follow up questions to get more information.	Ss-Ss	10'
<b>Analysis</b>	Classify the sentences in tenses. Discuss with your partner the different uses of each tense.	S-S T-Ss	10'

<b>Practice</b>	Complete the sentences with the correct verb tense.	Ss-Ss	10'
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The activities developed in these eighteen plans (9 weeks) helped the teacher make students to improve their spoken language with communicative activities following a TBL framework. These tasks were combining in some of the stages with experiential learning to activate students' prior knowledge as well as cooperative learning strategies to encourage them to work as a team for getting a common goal that it was to improve their speaking skills.

### ***2.5.3 Task Based Learning Communicative Activities to enhance Spoken Production.***

The activities based on Task-Based Framework used during the nine weeks as best described as follows:

## INFORMATION GAP

**Type:** Pair Work

**Objective:** To give straightforward description about students' best ever-musical experience.

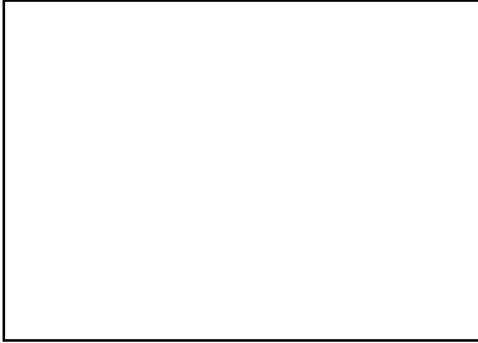
<b>Your best ever musical experience</b>	<b>My partner</b>
What was the experience? (a concert, a club night, etc.)	<hr/> <hr/>
Where and When this happened	<hr/>
Where you were living at the time	<hr/>
What you were doing around that time (work, studies, etc)	<hr/>
Who you were with on that day	<hr/>
The main events of the story	<hr/>
What you did afterwards	<hr/>
Any other interesting information	<hr/>

## TOPIC IN PICTURE AND WORDS

**Type:** Pair work

**Objective:** To describe and narrate a journey they have been on.

\_\_\_\_\_ **in Pictures and Words**<sup>36</sup>

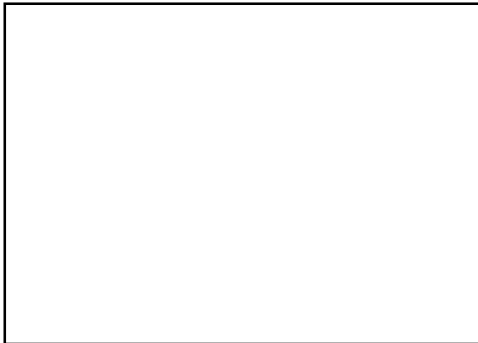


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<sup>36</sup> Taken from: Herrera, S., Kavimandan, S., and Holmes, M. (2011). *Selected Instructional Aids from Crossing the Vocabulary Bridge*. New York and London: Teachers College Press.

## THREE PLACES TO RENT<sup>37</sup>

**Type:** Pair work

**Objective:** To give reasons and explanations for opinions, plans and actions.

PROPERTIES TO RENT ➤ Bristol B&W

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**BISHOPSTON**  
Spacious terraced house in friendly neighbourhood



Three bedrooms (two double and one single), bathroom, large living room, new kitchen, loft, gas central heating, attractive front and back gardens.  
**Unfurnished**  
**£1,100 pcm**

**REDLAND**  
Large detached house in quiet residential area



Large kitchen/ breakfast room, three double bedrooms, new bathroom, living room, electric central heating, garage, front and back garden.  
**Unfurnished**  
**£1,350 pcm**

**HOTWELLS**  
Spacious flat on top floor of new apartment block



Two double bedrooms, bathroom, kitchen, living room, electric central heating, air conditioning, balcony with river views, parking space.  
**Unfurnished**  
**£1,200 pcm**

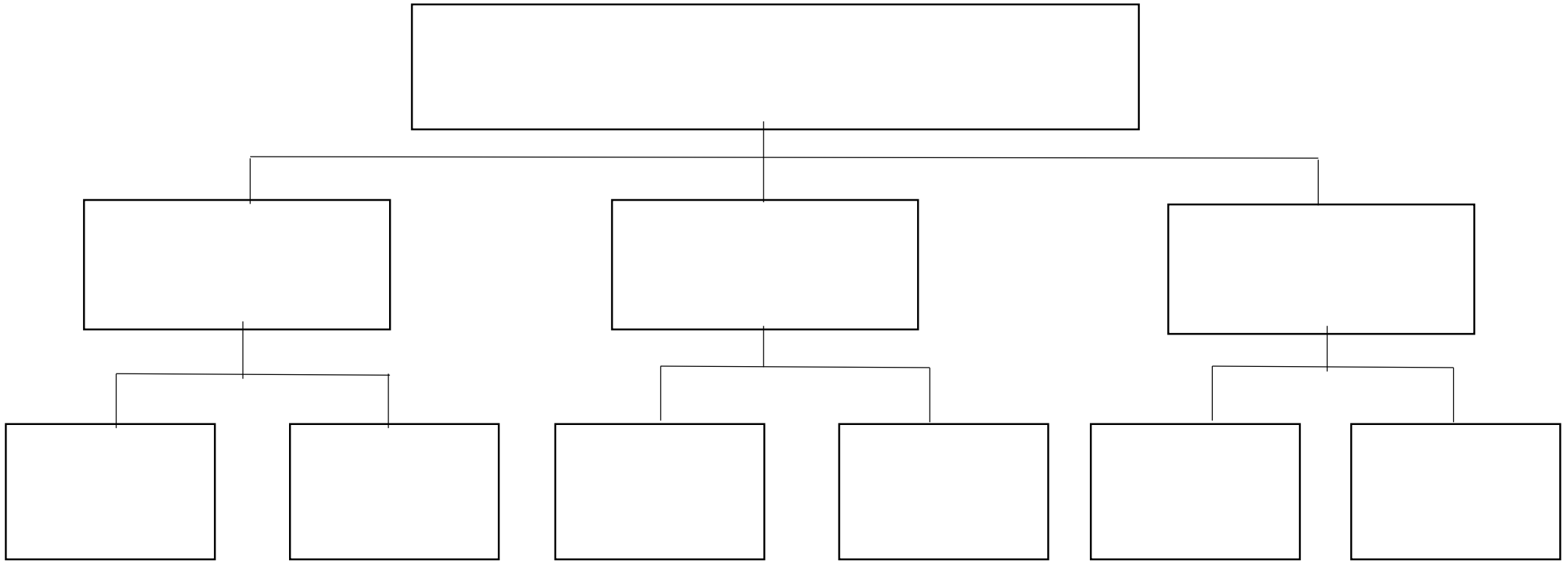
BISHOPSTON	REDLAND	HOTWELLS

<sup>37</sup> Taken from: Redston, C., and Cunningham, G. (2013). Face2Face Intermediate Student's Book. Cambridge: University Press.

## MIND-MAP<sup>38</sup>

**Type:** Individual work

**Objective:** To describe events, real or imagined.



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<sup>38</sup> Taken from: Herrera, S., Kavimandan, S., and Holmes, M. (2011). *Selected Instructional Aids from Crossing the Vocabulary Bridge*. New York and London: Teachers College Press.

## PROBLEM SOLVING<sup>39</sup>

**Type:** Individual / Group Work

**Objective:** To give reasons and explanations for opinions, plans and actions.

### Student A

Your cousin got divorced recently and moved out of his house, so you invited him to stay for a few days. It's now six weeks later and he's still living with you. He isn't working at the moment, so he just stays at home and watches TV all day. He's driving you crazy and you want him to move out.

### Student B

Yesterday you were in a department store and you saw your friend's wife, Kathy, put some make-up and a skirt in her bag and walk out of the shop without paying for them. Kathy and her husband are quite rich, but you know they're having problems with their marriage.

### Student C

You work for a big company that has offices all over the country. You're very good at your job and you like your colleagues, but your new boss, Colin, never gives you any interesting work. Your old boss, Maria, is now Colin's manager.

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<sup>39</sup> Taken from: Redston, C., and Cunningham, G. (2013). Face2Face Intermediate Student's Book. Cambridge: University Press.

## THE VILLAGE FESTIVAL

**Type:** Group Work

**Objective:** To develop an argument well enough to be followed without difficulty most of the time.

**FESTIVAL'S NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_ **BUDGET:** \_\_\_\_\_

**COORDINATOR:** \_\_\_\_\_ **PLACE:** \_\_\_\_\_

**PLAN FOR THE FESTIVAL:**

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**MAIN EVENTS:**

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**ARTISTS/MUSICAL GROUPS:**

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**SPONSORS:**

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## IMAGINARY ISLAND

**Type:** Pair Work

**Objective:** To give reasons and explanations for opinions, plans and actions.



## PUZZLE-MAKE UP A STORY

**Type:** Pair Work

**Objective:** To narrate :



# SOCIAL NETWORKING


**Type:** Group Work

**Objective:** To give a prepared presentation on a familiar topic, and explain main points with reasonable precision.



This slide features a green background with the title "SOCIAL NETWORKING" in large white letters, and "ADVANTAGES AND DISADVANTAGES" in smaller white letters below it. In the top left, there is a cluster of colorful icons for social media actions: "Share Photo", "Tweet Like", "Music Friends", and "Views". In the top right, there is a blue network diagram with the text "SOCIAL NETWORK". At the bottom center, there is an icon of five stylized human figures in different colors (green, blue, yellow, orange, purple) with speech bubbles above them, representing communication.

### ADVANTAGES



This slide illustrates the advantages of social networking. It includes a laptop displaying a video call with a man's face, a globe surrounded by various national flags with two figures standing on either side, a group of people in a meeting room, a screenshot of an instant message window showing a message from "HarmlessUser23" with a link, a central network diagram, and a grid of social media icons including Facebook, YouTube, Email, Plus, Twitter, Messenger, CS, Google, LinkedIn, and others.

### DISADVANTAGES



This slide illustrates the disadvantages of social networking. It features a syringe, a circular "CYBER BULLYING" warning sign with a red border and a diagonal slash, listing terms like "RUMORS", "gossiping", "threats", "name-calling", "harassment", "mean words", "lies", "involve", and "teasing". Below the sign is a collage of words related to mental health: "Stress", "Grief", "Anxiety", "Depression", "Frustrated", and "Shame". On the right, there is a cartoon illustration of a person being bullied by others, with a "facebook" logo nearby.

## CAN YOU TELL ME...?

**Type:** Pair Work

**Objective:** To take follow up questions, but may have to ask for repetition.

**Student A:**

You are new in the office and need some information about the different things you are in charge. Look at the direct questions and change them to indirect to use them in the conversation. You can add any other questions.

Where is the Copy Center?

What time do the bus leave?

Who is the director's office?

What time does the cafeteria open?

**Students B:**

Someone is new in the office and needs your help. Give all the information he/she needs and use follow up questions to have a conversation. Ask also some things you need to know about your new coworker.

## ANGRY PLANET

**Type:** Individual / Group work

**Objective:** To relate details of unpredictable occurrences. (Natural disasters)<sup>40</sup>

### **Student A: Typhoon Haiyan – Philippines**

Considered one of the strongest storms ever to make landfall, Typhoon Haiyan tore through the central Philippines November 8, killing nearly 6,000 people and displacing more than 3.6 million. The 13-foot storm surge and up to 235-mph wind gusts largely wiped out coastal cities and destroyed much of the region's infrastructure, such as roads, water and sanitation systems, and telecommunications lines.

Within one month of the storm, World Vision had reached almost 150,000 people with emergency food, shelter, medical attention, and other assistance. It is preparing long-term efforts to help people in as many as 80,000 households in the disaster-prone country get back on their feet.

### **Student B: Hurricanes Manuel and Ingrid – Mexico**

Two separate storms overwhelmed western Mexico with rain in September, triggering widespread flooding and landslides. More than 200,000 people were affected in Guerrero state alone. In Acapulco, five feet of mud overtook vehicles and destroyed homes.

World Vision staff provided families in the Xochistlahuaca and Santa Catarina River communities in Guerrero with food, blankets, and tarps. In the long term, we will provide clean water, sanitation kits, and construction materials to help families rebuild their homes.

We will also operate Child – Friendly Spaces, where children have a safe place to learn, play, and receive counseling.

### **Student C: Earthquake – Central Visayas, Philippines**

Just three weeks before Typhoon Haiyan hit Central Visayas, a magnitude-7.2 earthquake rocked the same region, killing 222 people, displacing 350,000, and damaging or destroying about 73,000 buildings. Thousands of displaced or homeless quake survivors still had not found adequate shelter before Haiyan blew through.

World Vision provided affected families with food and basic household supplies in the days after the quake.

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<sup>40</sup>Taken from: Huber, C. (2013) Five of the worst natural disasters in 2013. Access (September 2013), from <http://www.worldvision.org/news-stories-videos/2013-top-natural-disasters>.

## RECYCLE PROJECT

**Type:** Pair Work

**Objective:** To give detailed experiences, describing feelings and reactions.

PROJECT'S NAME: \_\_\_\_\_

PLACE: \_\_\_\_\_

APPROXIMATELY TIME: \_\_\_\_\_

FOR THE PROJECT

MAIN ISSUE: \_\_\_\_\_

MAIN GOAL: \_\_\_\_\_

SPONSORS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

PROJECT STEPS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

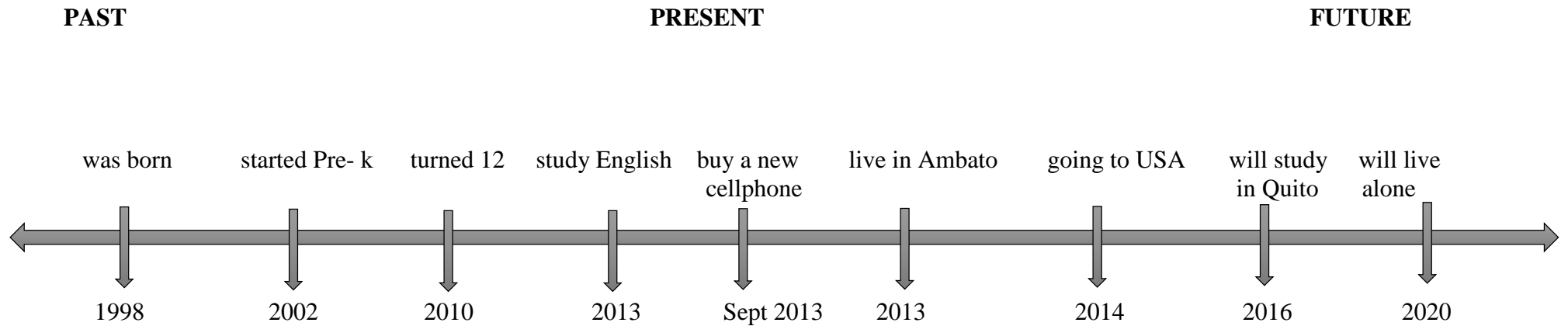
PROJECT RISKS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## MY TIMELINE (PRESENT- PAST-FUTURE)

**Type:** Individual work

**Objective:** To relate a straightforward narrative or description as a linear sequence of points.



## IT'S THE BEST IN THE MARKET!

**Type:** Pair work

**Objective:** To deliver short advertisements on a specific product.



## JOKES AND JOKES<sup>41</sup>

**Type:** Pair Work

**Objective:** To tell jokes and describe them.

11B Phrasal verb jokes	
<p><b>Student A</b></p> <p><i>Openings</i></p> <p>Where do cows <u>go out</u> for the night?</p> <p>What <u>goes up and down</u> but doesn't move?</p> <p>Why was the skeleton so lonely?</p> <p>Why did the belt get sent to jail?</p> <p>Where do bees <u>get on</u> buses?</p> <p><i>Endings</i></p> <p>Because she <u>ran away</u> from the ball.</p> <p>Well, <u>pull yourself together</u> then!</p> <p>The Bee Bee Cee.</p> <p>When they <u>run out of</u> words.</p> <p>Because he wanted to see a butterfly.</p>	<p><b>Student B</b></p> <p><i>Openings</i></p> <p>Which TV channel do bees <u>switch on</u> after work?</p> <p>Why was Cinderella <u>thrown out</u> of the basketball team?</p> <p>Why did the boy <u>throw butter out</u> of the window?</p> <p>When do bees hum?</p> <p>Doctor, Doctor, I feel like a pair of curtains.</p> <p><i>Endings</i></p> <p>The temperature.</p> <p>Because it <u>held up</u> a pair of trousers.</p> <p>Because it had no body to <u>go out</u> with.</p> <p>At buzz stops.</p> <p>They <u>go out</u> to the moo-vies.</p>

<sup>41</sup> Taken from: Foster, S., Hird, J., Jones, M, McMahon, N, Maggs, P., & Maldonado, C. (2002). *Inside Out: Resource pack-Pre-intermediate*. Great Britain: Macmillan Publishers Limited.

## THIRTY-SECOND FUTURES<sup>42</sup>

**Type:** Group Work

**Objective:** To describe dreams, hopes and ambitions.

**8A** *Thirty-second futures*

**START** →

**FINISH!**

**1** Your next holiday

**2** Your best friend's ambitions

**3** What you're doing this weekend

**4** What you are most looking forward to

**5** Your next big purchase

**6** Your career plans

**7** An appointment you must not forget to keep

**8** Your next meal

**9** Your next journey

**10** Your next planned sporting or physical activity

**11** Something in the future you are worried about

**12** What you are doing after this class

**13** The next time you're meeting up with anybody from your family

**14** The next clothes you plan to buy

**15** Any plans you have to improve your health

*Speak for 30 seconds about...*

<sup>42</sup> Taken from: Foster, S., Hird, J., Jones, M., McMahon, N, Maggs, P., & Maldonado, C. (2002). *Inside Out: Resource pack-Pre-intermediate*. Great Britain: Macmillan Publishers Limited.

## PERFECT MATCH<sup>43</sup>

**Type:** Individual / Group Work

**Objective:** To give detailed information about a specific person.

**6B** *Perfect match*

**♀ All about her**

This is \_\_\_\_\_ .  
She is my \_\_\_\_\_ .

**Good qualities**

She likes \_\_\_\_\_ in her free time.  
She loves \_\_\_\_\_ .  
She sometimes enjoys \_\_\_\_\_ with her friends.  
She doesn't mind \_\_\_\_\_ .  
She hates \_\_\_\_\_ .

**Bad qualities**

She doesn't bother \_\_\_\_\_ at weekends.  
She can't stand \_\_\_\_\_ .  
She spends too much time \_\_\_\_\_ .  
She prefers \_\_\_\_\_ to \_\_\_\_\_ .  
She wastes time \_\_\_\_\_ when she is at work.

**♂ All about him**

This is \_\_\_\_\_ .  
He is my \_\_\_\_\_ .

**Good qualities**

He likes \_\_\_\_\_ in his free time.  
He loves \_\_\_\_\_ .  
He sometimes enjoys \_\_\_\_\_ with his friends.  
He doesn't mind \_\_\_\_\_ .  
He hates \_\_\_\_\_ .

**Bad qualities**

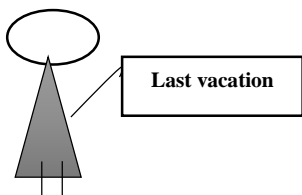
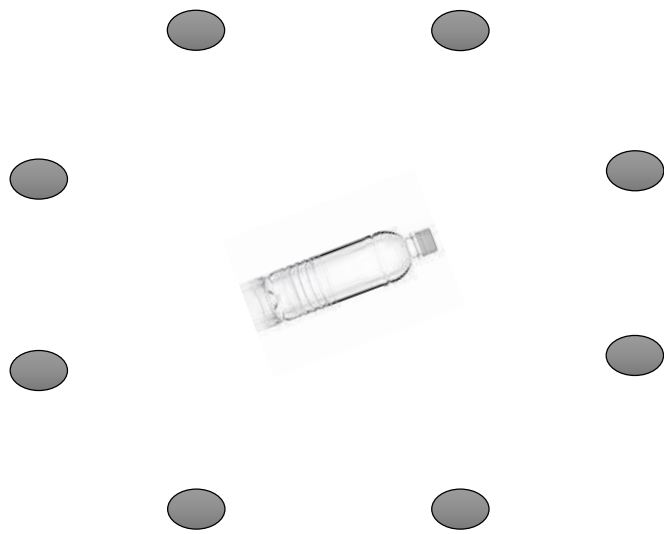
He doesn't bother \_\_\_\_\_ at weekends.  
He can't stand \_\_\_\_\_ .  
He spends too much time \_\_\_\_\_ .  
He prefers \_\_\_\_\_ to \_\_\_\_\_ .  
He wastes time \_\_\_\_\_ when he is at work.

<sup>43</sup> Taken from: Foster, S., Hird, J., Jones, M, McMahon, N, Maggs, P., & Maldonado, C. (2002). *Inside Out: Resource pack-Pre-intermediate*. Great Britain: Macmillan Publishers Limited.

## DARE OR TRUTH

**Type:** Group Work

**Objective:** To describe feelings and reactions as well as ask follow up questions or ask for repetition.



These activities were applied to the subjects to improve their spoken production as well as motivate them to feel confident to use the target language when they are interacting with others.

In the next chapter, the data collected is going to be used for the analysis to find out if these activities helped students to produce the language in a better way as well as to have a comprehensible communication with their partners.

### **3. CHAPTER THREE: ANALYSIS AND RESULTS OF THE DATA COLLECTED**

This chapter will show the results which have been gotten from the quasi-experimental study. It is important to mention that this study started by using a Spoken Production Observation Form to set the base line of the research and the interaction between the subjects in pair or group work. Afterwards, a questionnaire was given to the students in order to find out their opinion about improving their English Spoken Production and what kind of activities they would like to do.

According to the results that were gotten from the pre-test, the researcher developed speaking activities over 9 weeks to be applied in two classes every week in order to improve students' spoken production, taking advantage of their interest to practice the language and interact with subjects from the same age.

During the 9 weeks, students faced different speaking activities based on Task-based Approach and its cycle. These activities were evaluated permanently through a checklist elaborated based on the spoken production criteria for B1 students in the CEF (Common European Framework). At the end of the study, a post-test was applied to find out if the activities based on the task-based approach cycle had helped subjects improve their spoken production.

#### **3.1. Spoken Production Observation Form**

Before beginning the study, the researcher observed how the students' performance was when they were working individually, in pairs or groups, and they have to do a speaking activity. This spoken production observation form (see appendix 1) helped to set the base line of the research, because with the observation the researcher could be aware of the main problems that students faced when they had to produce the language.

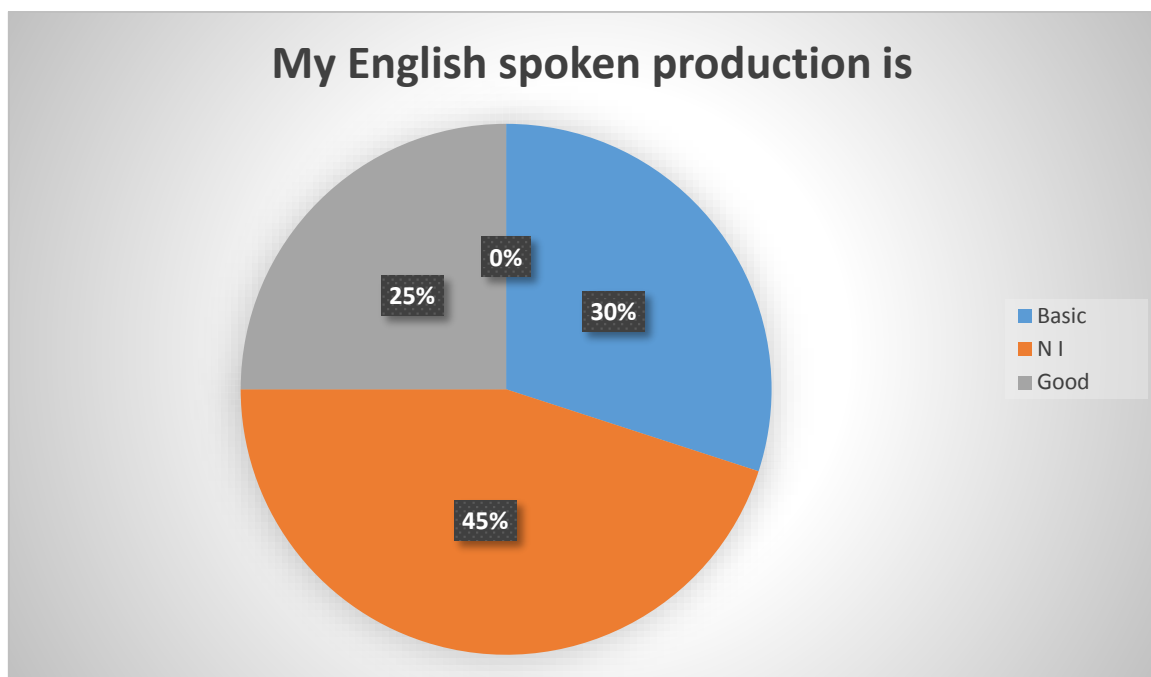
The results of the observation could show that most of the subjects:

- Hardly ever seem to understand the English that other classmates used.
- Do not pronounce well enough to be understood.
- Do not manage the necessary grammar and vocabulary.
- Some students manage to say what they wanted.
- Find easy to share ideas with their classmates.
- Consider different ideas to come to a decision.
- Agree to the decisions they made.

### **3.2. Student's Questionnaire Results**

From the data collected in the students' spoken production questionnaire (See Appendix 2), the researcher found that students think that their spoken production is:

- Good 25%
- Needs Improvement 45%.
- Basic 30%.

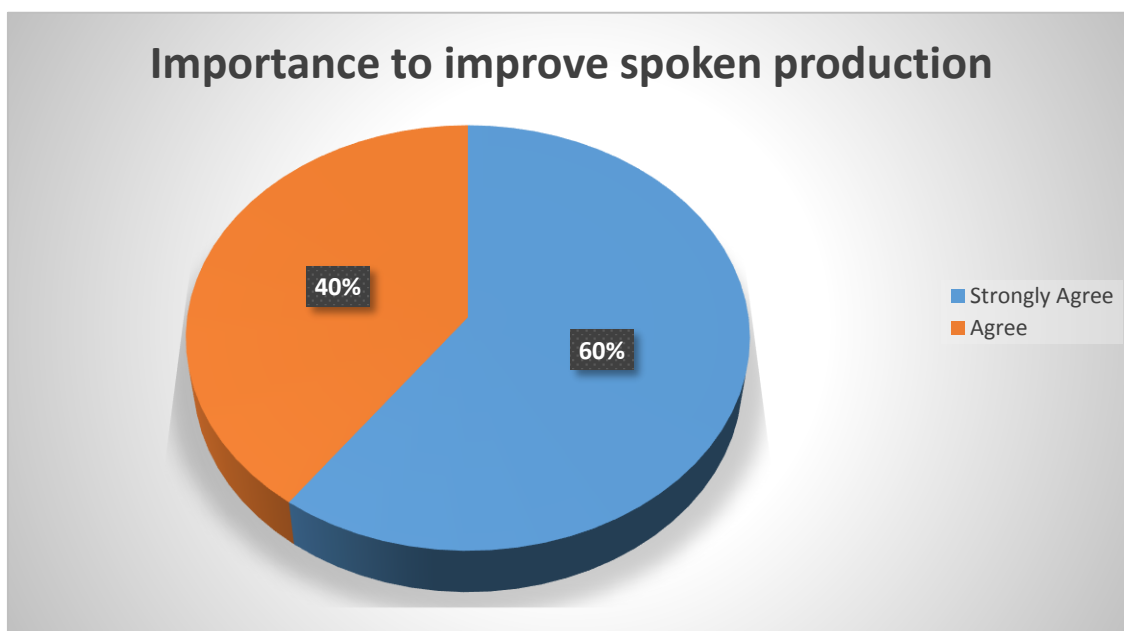


**Graph N° 1: Students' Spoken Production Questionnaire: Question 1**

Students gave different reasons for their answers such as:

- They have lack of vocabulary.
- Pronunciation problems.
- Do not use the grammar structures correctly.
- Transfer from L1 to L2.
- They do not speak fluently.

However, they think that it is important to improve their English spoken production, thus, 60% of the students strongly agree, and 40% agree to improve it.

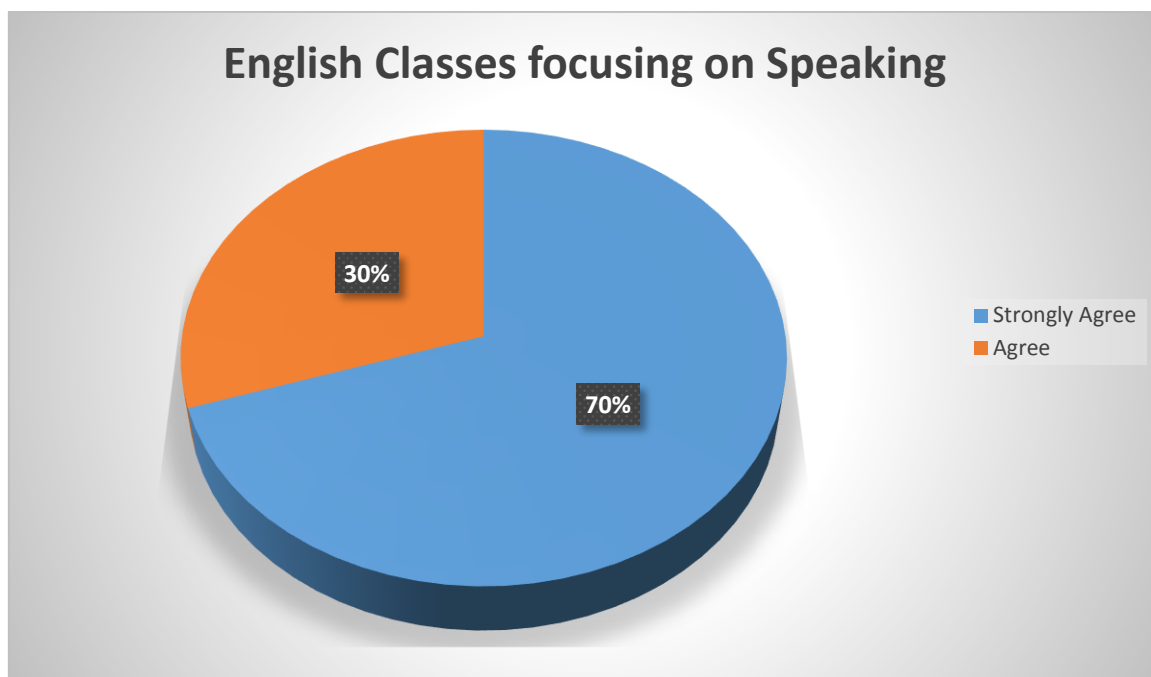


**N° 2: Students' Spoken Production Questionnaire: Question 2**

According to the students' answers to the question number 3, the most common problems when they speak English are:

They do not feel confident.	8 ss
They are not able to find the right words to express their ideas or opinions.	16 ss
They are not able to transmit their thought clearly.	16 ss
They use Spanish when they work in pairs or groups.	10 ss
The topic to be discussed is not of their interest.	12 ss
They feel scared to make mistakes and being criticized.	10 ss

Students were aware that they needed to improve their spoken production and that they have to overcome the problems listed above by having English classes just focusing on speaking. 70% of students strongly agree while 30% of them agree that if they have speaking classes they will have more opportunities to practice English in a meaningful way.



**Graph N° 3: Students' Spoken Production Questionnaire: Question 4**

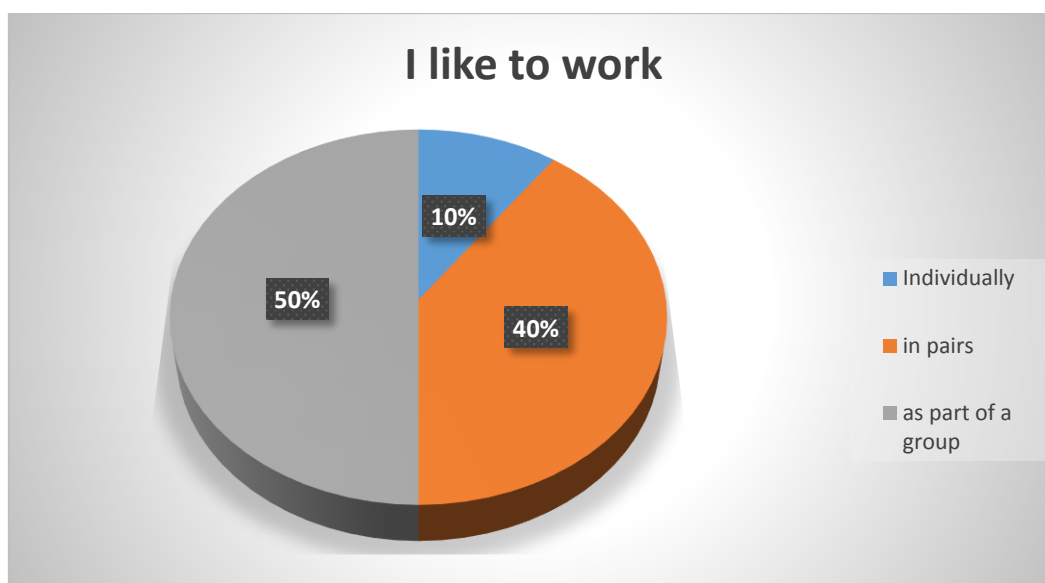
There are different activities that students would like to do in order to improve their spoken production, thus , most of them prefer questions and answers, exchange opinions, decision-making, information gap, problem solving and picture stories activities among others.

These preferences were taken from a list of activities that was provided in question number 5, which helped the researcher to design and adapt the different speaking activities for the study.

Questions and answers activities.	15 ss.
Dialogue and Role Plays.	5 ss.
Pictures and picture stories.	7 ss.
Discussions.	5 ss.
Jigsaw activities.	8 ss.
Information gap activities.	10 ss.

Problem solving.	9 ss.
Decision-making.	11 ss.
Opinions exchange activities.	15 ss.

Based on the students' answers in question number 6, some students prefer to work as part of a group while others prefer to work in pairs or individually. These answers helped to organize the speaking activities in a better way in order to encourage interaction among the students.



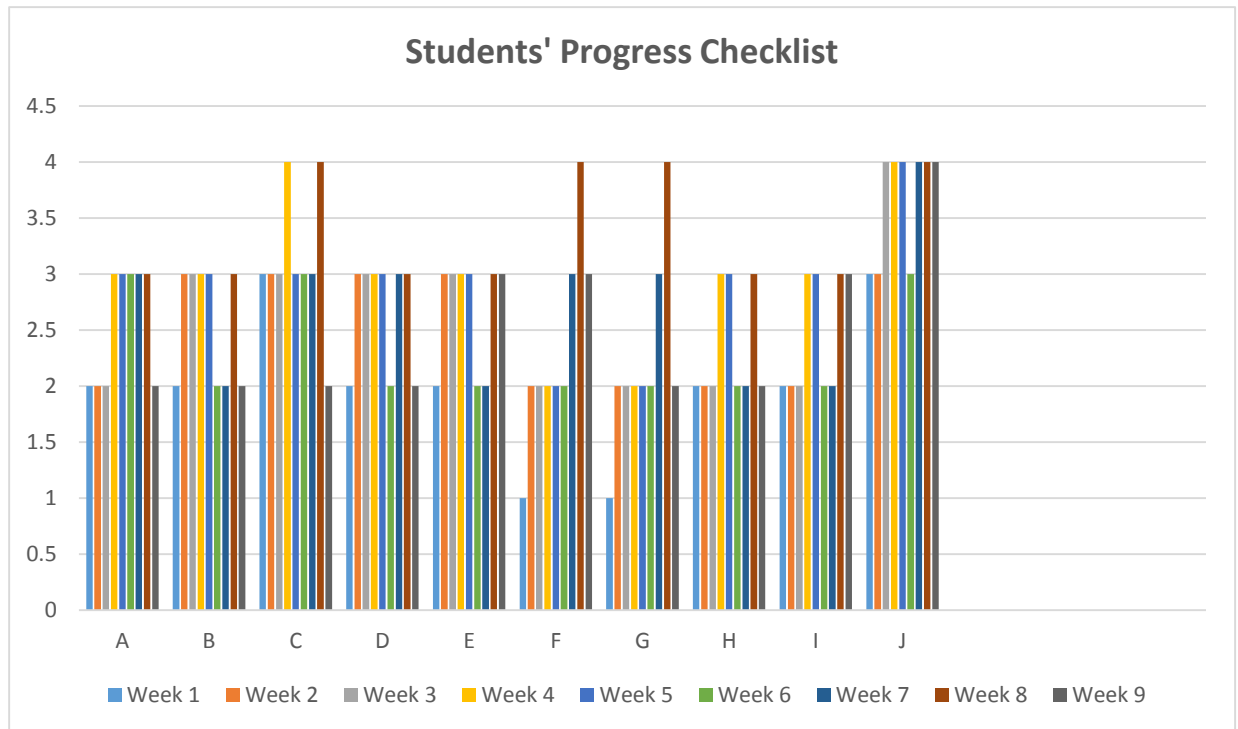
**Graph N° 4: Students' Spoken Production Questionnaire: Question 6**

### **3.3 Students' Progress Checklist Analysis.**

During the nine weeks, the researcher was monitoring students' progress through a checklist (see appendix 4), which was based on B1 spoken production criteria according to CEF (Common European Framework). The checklist was designed for the 18 speaking classes and a B1 spoken production criterion for each day. The grading scale was divided in four parameters to grade the progress of each student:

- Four (4) represents 100%.
- Three (3) represents 75%.
- Two (2) represents 50%.
- One (1) represents 25%.

It is important to mention that for the analysis and comparison of the results in this study 10 students from 20 were chosen randomly. These students were identified with letters from A to J to avoid using their real names.



**Graph N° 5: Students' Progress Checklist Analysis**

As we can see in the graph above, six from ten students (A, B, D, E, H, and I) had improved their spoken production slightly in a 25%; it means that they can use the language in different situations with some grammar and pronunciation problems that they could overcome with some extra practice. Two from ten students (F and G) who began with a low percentage (25%) in the first week, they could improve their skill in spoken production in a 50%. This

shows that they had overcome some of their weaknesses in spoken production and use English in a better way. Students (C and J) began with a high percentage (75%) and during the study, the different activities helped them to improve in some spoken production aspects, thus, they use English smoothly in different situations they had faced throughout the study.

### **3.4 Spoken Production Pre-test and Post-test – A global Analysis**

Since this study was based on enhancing spoken production, a pre-test (see appendix 3) was elaborated in order to find the students' weak and strong abilities in English spoken production. The format of the Spoken Production post-test was the same as the pre-test in order to get reliable results, also compare the results at the end of the study, and find out whether or not the students had improved their spoken production through activities based on Task-based Approach cycle. It is important to mention that a Rubric was used to evaluate each student in the pre-test and post-test. This rubric was designed according to the common Reference Levels: qualitative aspects of spoken language use for B1 students (Range, Accuracy, Fluency, Interaction and Coherence).

These tests had two sections:

- The first one was to have a conversation with a partner about a specific topic that teachers provided them based on the topics students have practiced according to the curriculum they were studying.
- The second part was a free speaking activity where students have to talk about a topic they like most.

#### ***3.4.1 Spoken Production Pre-test Results***

Throughout analysis of the pre-test, which was checked by a native speaker, the main problems that students had were:

❖ **RANGE:**

Limited vocabulary.

Mispronunciation.

❖ **ACCURACY:**

Grammar errors: Subject verb agreement and sentence structure.

❖ **FLUENCY:**

Translating before responding.

Hesitation.

Rephrase and respond.

❖ **INTERACTION:**

Difficult to initiate speech.

❖ **COHERENCE:**

Rarely responds with frequent prompting.

Do not self-correct.

The pre-test was taken by 20 students from fourth level (Intermediate Level). It was graded over 20 points and in order to get an average of students' performance in spoken production, the researcher took the highest, the median and the lowest score, and then got the mean grade of the group.

❖ High Score	17
❖ Median Score	11
❖ Low Score	5
❖ Mean	11

From these results, the researcher can state that students' spoken production level is good and they need to improve some of the aspects mentioned before. The following chart shows the pre-test results of the ten students chosen randomly as a sample of this analysis.

PRE-TEST RESULTS (SAMPLE: 10 STUDENTS)										
STUDENTS	A	B	C	D	E	F	G	H	I	J
DIMENSION										
RANGE	2	1	4	2	1	4	2	2	1	3
ACCURACY	3	1	3	2	2	3	3	2	1	3
FLUENCY	2	1	3	3	2	3	2	2	1	3
INTERACTION	2	1	3	2	2	2	2	1	1	3
COHERENCE	2	1	3	2	2	2	2	1	1	3
TOTAL	11	5	16	11	9	14	11	8	5	15

Graph N° 6: Pre-test Results (Sample: 10 students)

### 3.4.2 Spoken Production Post-test Results

According to the results, which were got in post-test, students continue having problems such as:

❖ **Range:**

Mispronunciation

❖ **Accuracy:**

Some errors in structure

❖ **Fluency:**

Occasional hesitation.

❖ **Coherence:**

Need occasionally prompting.

This shows that most of the problems that they had at the beginning of the study were overcome. Their spoken production has improved in a 50% in some cases, while in other cases a 25%. It is important to mention that students need to have more practice in pronunciation and grammar structures.

The average scores from the spoken production post-test were:

❖ High Score	19
❖ Median Score	15
❖ Low Score	9
❖ Mean	15

Based on these results, the researcher stated that students had a satisfactory improvement in their spoken production, and also that they are able to use the language better than at the beginning of the study. The chart below shows the post-test results of the ten students chosen as sample for the analysis of the data.

POST-TEST RESULTS (SAMPLE: 10 STUDENTS)										
STUDENTS	A	B	C	D	E	F	G	H	I	J
DIMENSION										
RANGE	3	2	4	3	4	3	3	2	3	3
ACCURACY	3	2	3	3	3	3	3	3	3	3
FLUENCY	2	2	3	3	4	3	3	2	3	4
INTERACTION	3	2	4	2	4	3	3	2	3	4
COHERENCE	3	2	3	3	3	3	3	2	3	3
TOTAL	14	10	17	14	18	15	15	11	15	17

Graph N° 7: Post-test Results (Sample: 10 students)

At the beginning of the study, the students had many problems in their spoken production especially with fluency, accuracy and coherence. However, analysis of the post-test showed that students were able to overcome most of their spoken production weak abilities when compared with the pre-test results.

### **3.5 Spoken Production Pre-test and Post-Test Analysis – A Deep Study.**

The previous analysis was done in a general way in order to determine whether there was a progress or not as a group since the beginning until the end of the study.

In order to have a clearer idea of how students had performed in spoken production, ten students were chosen from the whole group and analyzed them individually in order to get more reliable results in this study. The students were chosen randomly, and their performance was analyzed according to the following dimensions taken from the Common Reference Levels: Qualitative Aspects of Spoken Language use for B1 students.

- ❖ Range
- ❖ Accuracy
- ❖ Fluency
- ❖ Interaction
- ❖ Coherence

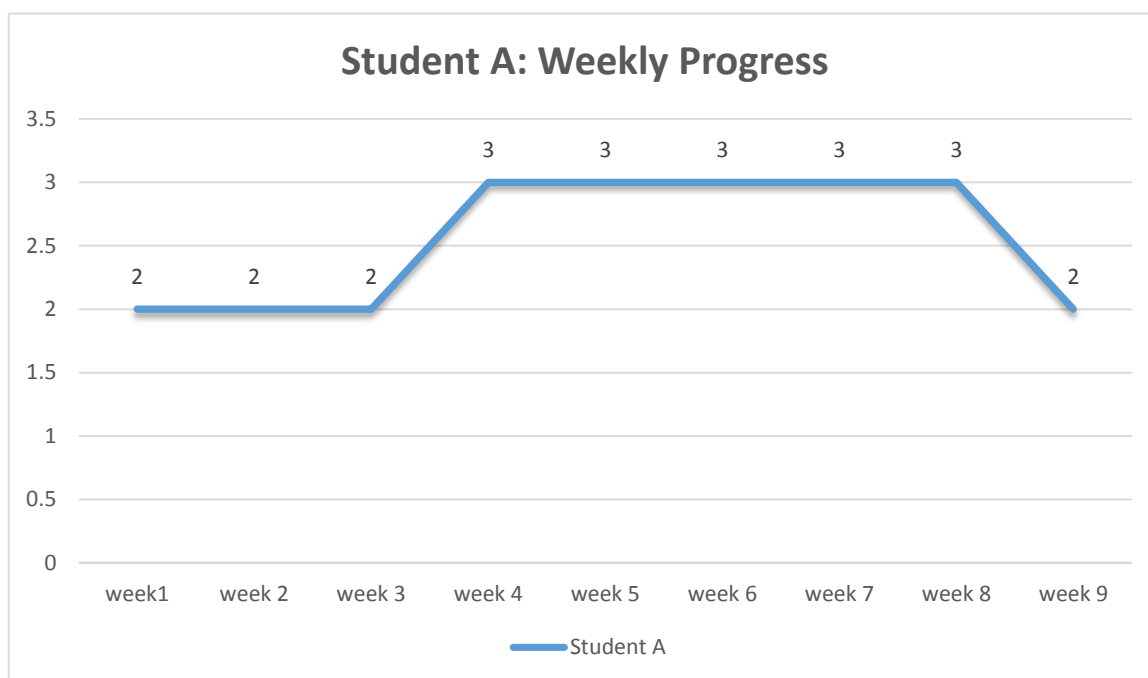
Using these dimensions, the researcher elaborated a chart, which helped her to take notes on each student's weak ability. The results were compared at the end of the study.

### 3.5.1 Spoke production Pre-test and Post-test Individual Analysis.

The following charts show if students improved their spoken production. The researcher also presents a conclusion of each student comparing the results at the beginning and at the end of the study.

#### 3.5.1.2 Student A: Individual Analysis

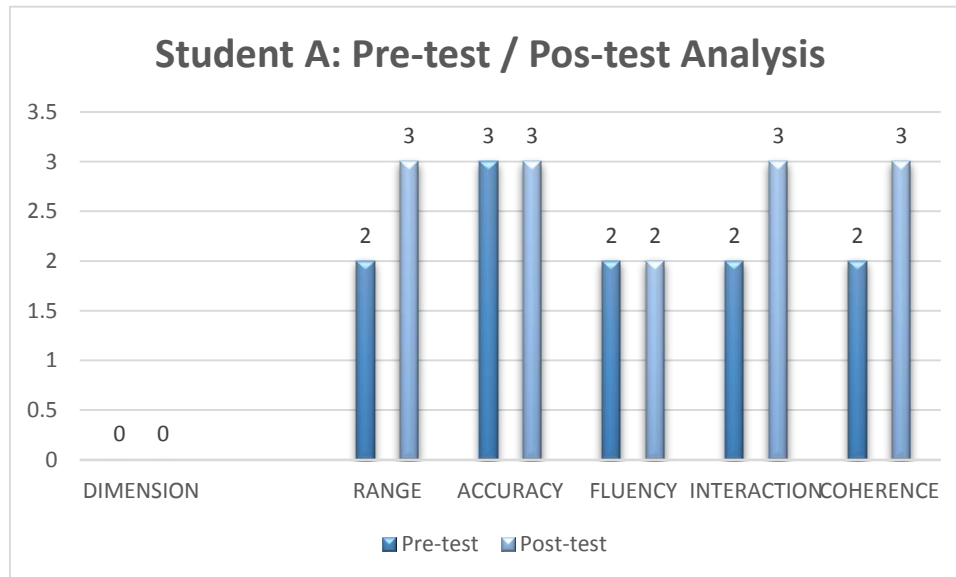
##### 3.5.1.2.1 Weekly Progress



**Graph N° 8: Student A: Weekly Progress**

The graph above shows the weekly progress of the student A. This student has begun with problems of fluency specially when he had to describe or narrate a specific event, but in the following weeks, he slightly overcame these problems and we could see that at the end of the nine weeks there was a fair improvement.

### 3.5.1.2.2 Pre-test and Post-test



Graph N° 9: Student A: Pre-test and Post- test Analysis

Student A has shown a slightly improvement in three of the five dimensions:

- *Range* that means this student uses a variety of old and new vocabulary now, while at the beginning of the study used just a basic vocabulary.
- *Interaction*: at the beginning of the study, student A had difficulties to initiate a speech or a conversation, but at the end of the study, he is able to initiate speech and make questions that are more comprehensible.
- *Coherence*: most of the time, student A needed some prompting to make questions and give answers to continue the conversation, but now he is able to connect ideas in a linear sequence of points and use self-correction.

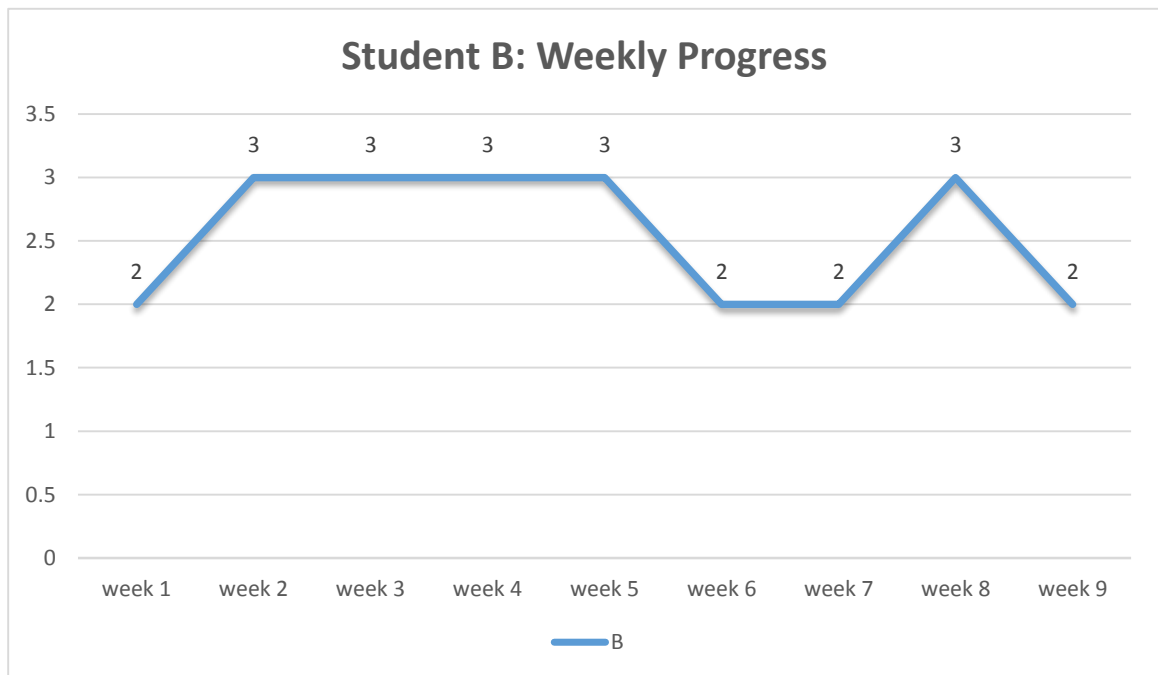
Based on the results got from the pre-test (11/20) and post-test (14/20) and comparing them, we can state that Student A has improved his spoken production in a 15%. He had increased his range of vocabulary and it has helped him to develop a better speech.

STUDENT A			
DIMENSION	PRE-TEST	POST-TEST	
RANGE	2	3	25%
ACCURACY	3	3	0%
FLUENCY	2	2	0%
INTERACTION	2	3	25%
COHERENCE	2	3	25%
<b>TOTAL</b>	<b>11</b>	<b>14</b>	<b>15%</b>

Table N° 1

### 3.5.1.2 Student B: Individual Analysis

#### 3.5.1.2.1 Weekly Progress

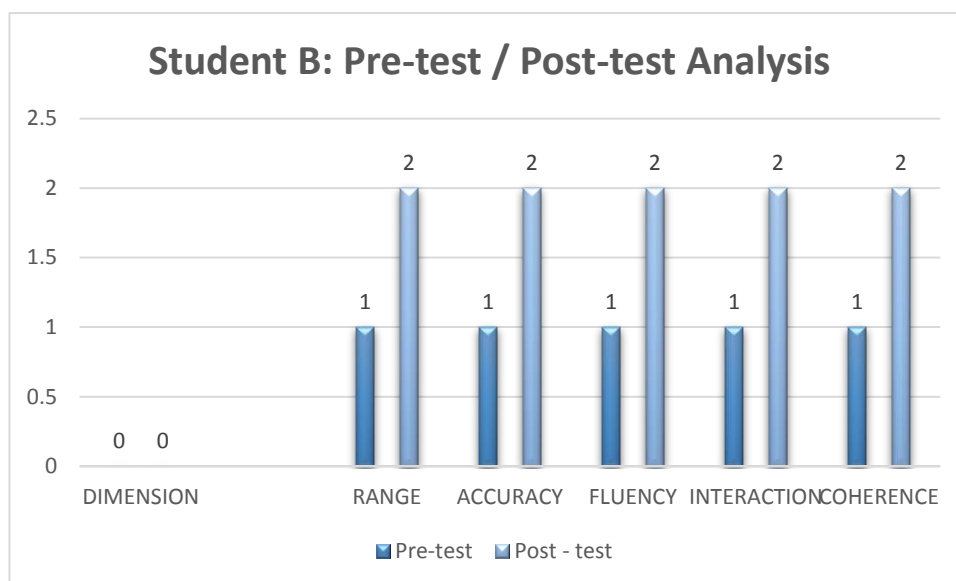


Graph N° 10: Student B: Weekly Progress

This graph shows the weekly progress of the student B. At the beginning of the study, he had grammar structure problems that impeded to communicate smoothly, as well as his range of vocabulary, which was not enough to have a comprehensible speech. However, during

the nine weeks and the speaking activities he has done, he improved gradually and communicated in a comprehensible way, thus, we can affirm that there was a significant improvement in his spoken production.

### 3.5.1.2.2 Pre-test and Post-test



Graph N° 11: Student B: Pre-test and Post- test Analysis

Student B has shown a moderately improvement in the five dimensions:

- *Range*: Student B had limited vocabulary and pronunciation problems that affected the communication at the beginning, but later after the nine weeks he has shown that he is able to communicate not in a fluently way but his speech is comprehensible in spite of mispronunciation.
- *Accuracy*: At the beginning of the study, student B had problems with some grammar structures that impeded his communication. In the post- test, he has shown that he makes several errors but can structure his ideas a bit better.
- *Fluency*: Student B showed frequent hesitation in his speech, sometimes he translated questions or information before response, now he rephrases and responds but with difficulty.

- *Interaction:* For student A was difficult to initiate speech in a presentation or in a conversation with their partners because he did not feel confident enough. He overcame a little bit this difficulty and sometimes initiated speech with some hesitation.
- *Coherence:* Most of the time, student B did not participate frequently in a conversation because he rarely responded to sustain it. The post-test results show that he needs frequent prompting to further the conversation.

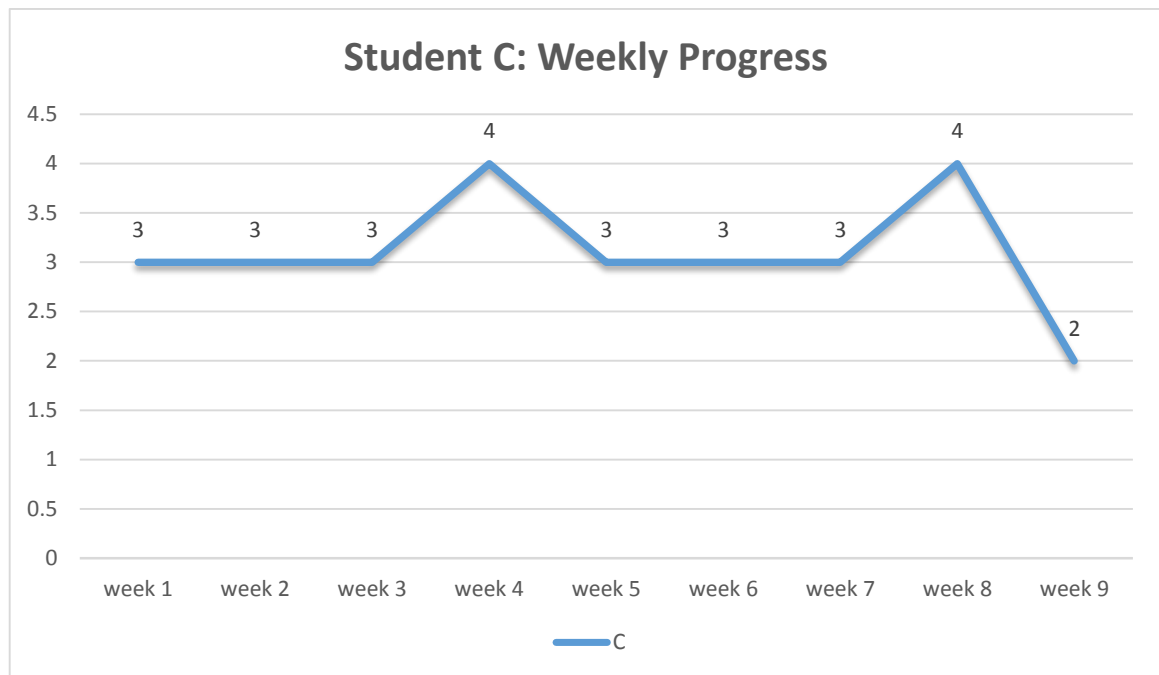
According to the results got from the pre-test (5/20) and post-test (10/20) and comparing them, we can affirm that Student B has improved his spoken production in a 25%. He had increased his range of vocabulary, overcome some grammatical structures and tried to communicate in a comprehensible way.

<b>STUDENT B</b>			
<b>DIMENSION</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	
<b>RANGE</b>	1	2	25%
<b>ACCURACY</b>	1	2	25%
<b>FLUENCY</b>	1	2	25%
<b>INTERACTION</b>	1	2	25%
<b>COHERENCE</b>	1	2	25%
<b>TOTAL</b>	<b>5</b>	<b>10</b>	<b>25%</b>

Table N° 2

### 3.5.1.3 Student C: Individual Analysis

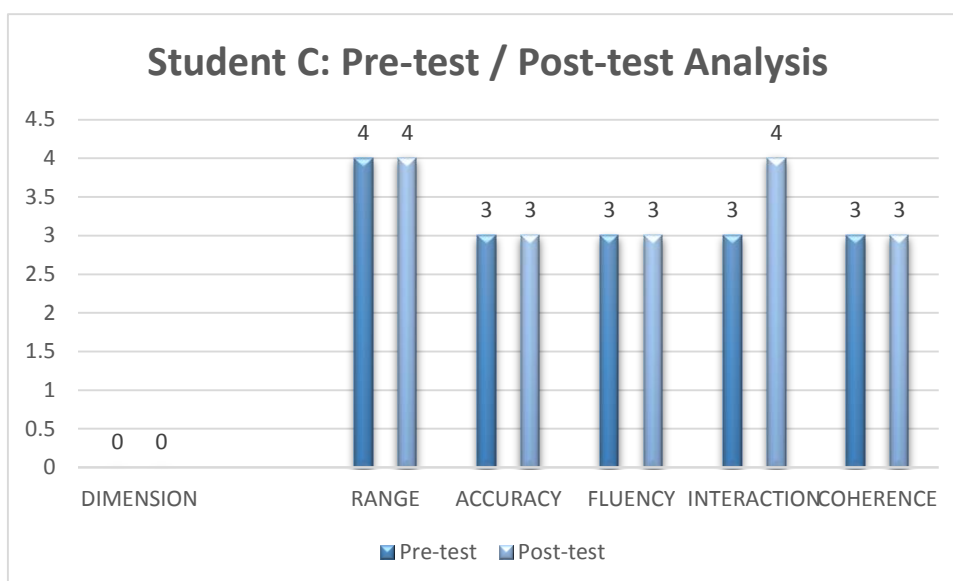
#### 3.5.1.3.1 Weekly Progress



**Graph N° 12: Student C: Weekly Progress**

The graph describes the weekly progress of the student C. He began the study with a great level of fluency and he has showed it through the different activities he had done during the nine weeks. One of the difficulties, he had was develop an argument well enough, but he had demonstrated that he is able to communicate in a comprehensible way. In spite of his good fluency, he needs to overcome some grammatical errors like subject verb agreement, among others.

### 3.5.1.3.2 Pre-test and Post-test



**Graph N° 13: Student C: Pre-test and Post- test Analysis**

Student B has shown a slightly improvement in one of the five dimensions:

- *Range*: Student C did not have any difficulty with this dimension because he had a great range of vocabulary.
- *Accuracy*: He stays in the same level because he continues having problems with some grammatical structures.
- *Fluency*: Student C occasionally hesitates and self-corrects to respond. There was not any improvement in this dimension.
- *Interaction*: The speaking activities had helped him to improve the interaction in spoken production, especially in being confident to initiate speech and speak spontaneously.
- *Coherence*: To overcome this dimension, student C has to use in a better way some strategies such as correct intonation, and in some cases express his ideas without occasionally prompting.

In accordance with the results got from the pre-test (16/20) and post-test (17/20) and comparing them, we can state that Student C has improved his spoken production in a 5%.

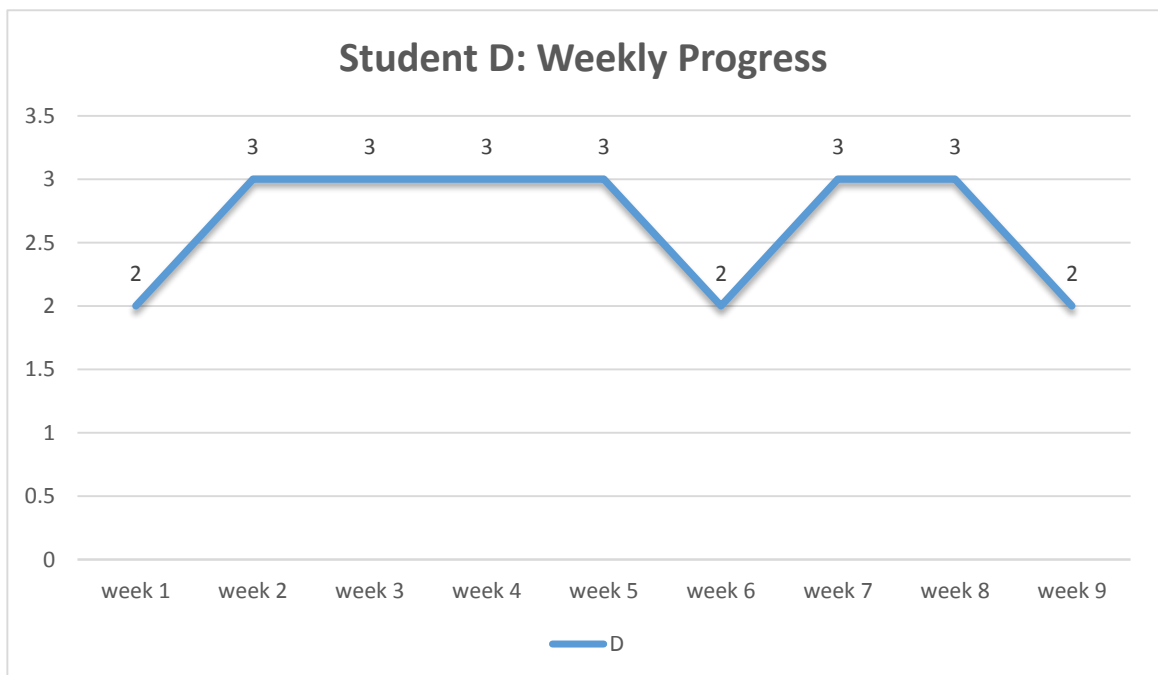
We could notice that there was not a considerably improvement with this students, but it is important to mention that he has a good level of English and he can communicate comprehensibly.

STUDENT C			
DIMENSION	PRE-TEST	POST-TEST	
RANGE	4	4	0%
ACCURACY	3	3	0%
FLUENCY	3	3	0%
INTERACTION	3	4	25%
COHERENCE	3	3	0%
<b>TOTAL</b>	<b>16</b>	<b>17</b>	<b>5%</b>

Table N° 3

### 3.5.1.4 Student D: Individual Analysis

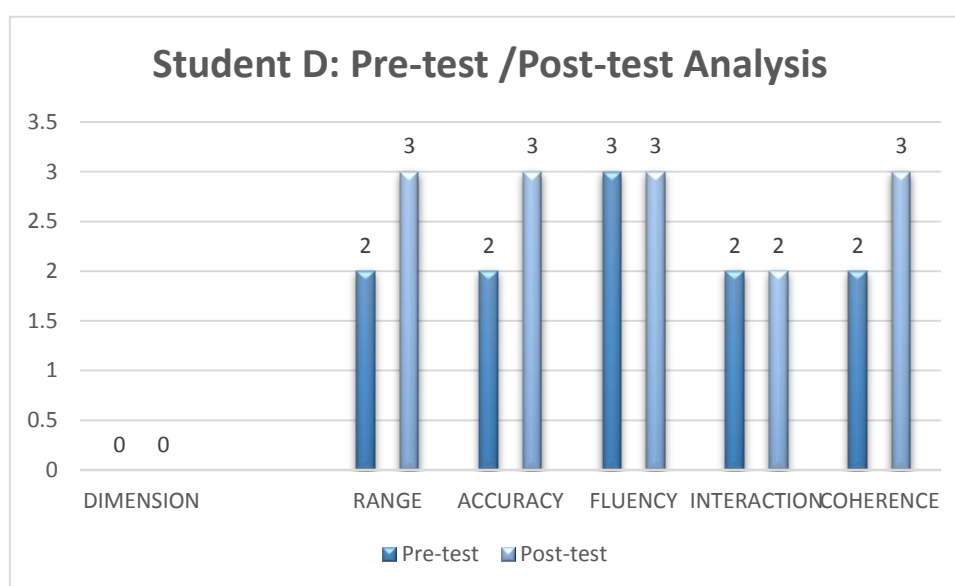
#### 3.5.1.4.1 Weekly Progress



Graph N° 14: Student D: Weekly Progress

This graph shows the weekly progress of student D. We can see that she has had a gradual progress during the nine weeks. Student D has begun with some difficulties such as developing an argument, giving a detailed description of a specific topic or giving reasons or explanations, among others. This student had overcome some of these issues during the treatment and improved her fluency. Based on the data from the chart, we can state that there was a fair improvement.

### 3.5.1.4.2 Pre-test and Post-test



**Graph N° 15: Student D : Pre-test and Post- test Analysis**

Student D has shown a gradual improvement in three of the five dimensions:

- *Range:* Student D used a basic vocabulary and had some problems with pronunciation that did not let her have a comprehensible communication at the beginning of the study, but after the nine weeks, she has shown that she is able to use and combine old and new vocabulary as well as overcome with pronunciation problems. This helped her to speak clearly.
- *Accuracy:* Student D had problems with some grammar structures that did not let her have a clear speech such as subject-verb agreement, nouns and adjective order

among others; however, she can communicate now in a comprehensible way. She needs to practice some grammar structures in order to overwhelm her weaknesses.

- *Coherence*: At the beginning of the study, Student D used some strategies like self-correction and verbal cues but she often needed frequent prompting from the teacher or partners, but in the post-test, she demonstrated that she is able to communicate with occasional prompting.

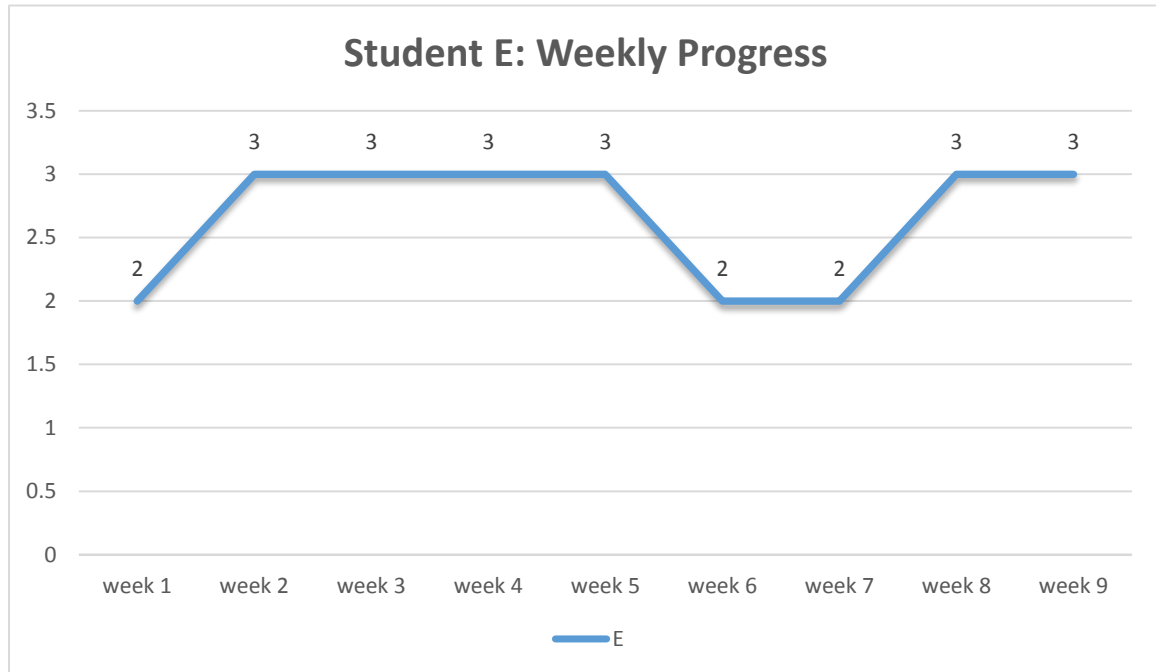
Based on the results got from the pre-test (11/20) and post-test (14/20) and comparing them, we can notice that Student D has improved her spoken production in a 15%. She had increased his range of vocabulary, overcome some grammatical structures and tried to communicate in a comprehensible way.

STUDENT D			
DIMENSION	PRE-TEST	POST-TEST	
RANGE	2	3	25%
ACCURACY	2	3	25%
FLUENCY	3	3	0%
INTERACTION	2	2	0%
COHERENCE	2	3	25%
<b>TOTAL</b>	<b>11</b>	<b>14</b>	<b>15%</b>

Table N° 4

### 3.5.1.5 Student E: Individual Analysis

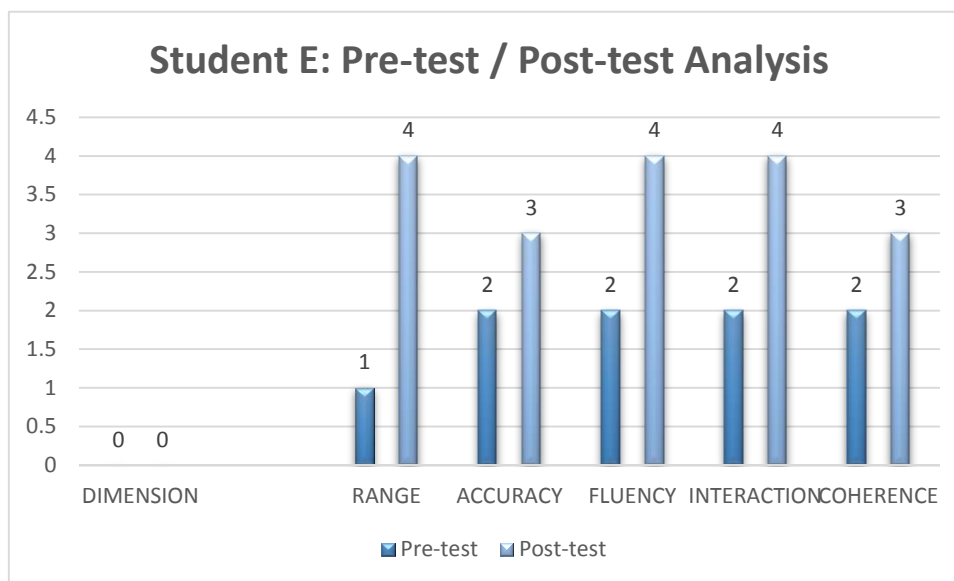
#### 3.5.1.5.1 Weekly Progress



**Graph N° 16: Student E: Weekly Progress**

The graph above shows the weekly progress of student E. She had some problems when she had to describe, or narrate a story as well as when she had to support her opinions, plans or actions. However, during the nine weeks she had improved in different aspects like fluency, use of correct grammar structures, and pronunciation among others. Student E has improved gradually and she is able to have a comprehensible speech.

### 3.5.1.5.2 Pre-test and Post-test



Graph N° 17: Student E: Pre-test and Post- test Analysis

Student B has shown a considerably improvement in the five dimensions:

- *Range:* At the beginning of the study, student E had limited vocabulary and pronunciation problems that affected her communication, but after the nine weeks, she has shown that she is able to communicate fluently and imitates accurate pronunciation.
- *Accuracy:* Student E had problems with some grammar structures that impeded her communication. In the post- test, she has shown that she makes several errors in structure, but it cannot affect or interfere with a comprehensible communication.
- *Fluency:* Student E showed frequent hesitation in her speech, sometimes she translated before responding and she can rephrase and respond too. After the nine weeks of the study, she had a considerable improvement, now she is able to communicate with quick continuous flow and her speech is comprehensible.
- *Interaction:* This student sometimes had difficulties to initiate speech in a conversation with their partners and sometimes asks and speaks with some

hesitation. At the end of the study in her post-test, she feels more confident to initiate speech, speaks spontaneously and is able to ask questions in a better manner.

- *Coherence*: Most of the time, student E needed frequent prompting to continue the conversation, used few self-correction and circumlocution, but when she took the post-test, she has shown that she may need occasionally prompting to further the conversation and use self-correction.

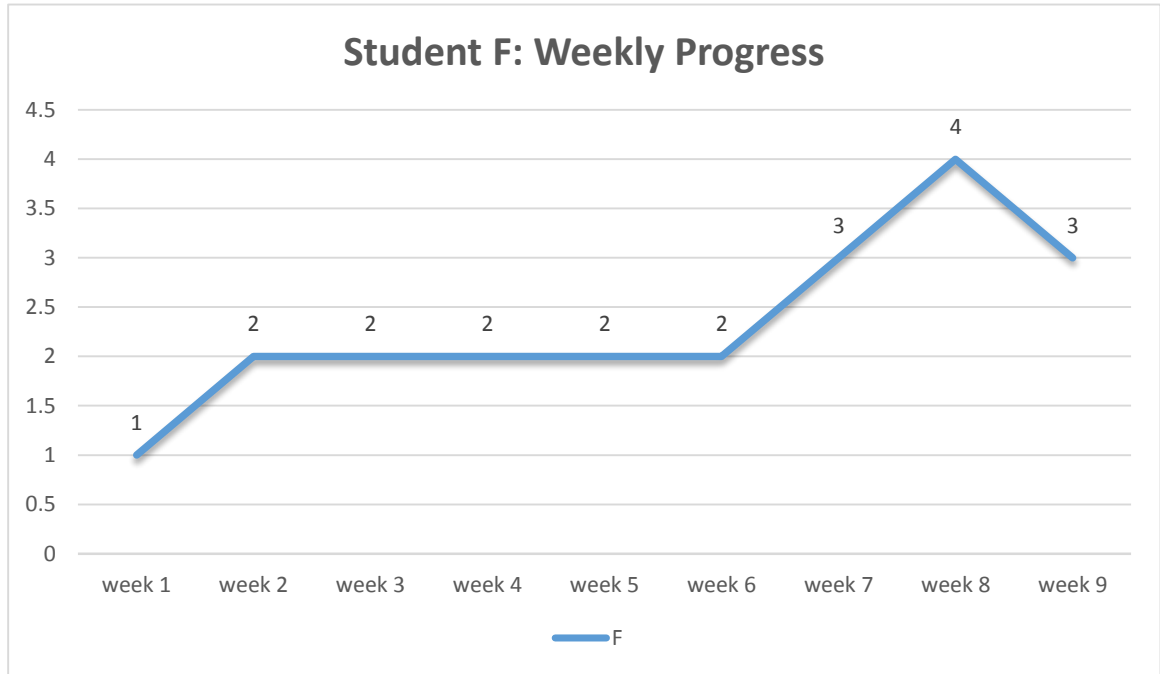
Based on the results got from the pre-test (9/20) and post-test (18/20) and comparing them, we can state that Student E has improved his spoken production in a 45%. She had increased her range of vocabulary, overcome some grammatical structures and communicate in a comprehensible way.

STUDENT E			
DIMENSION	PRE-TEST	POST-TEST	
RANGE	1	4	75%
ACCURACY	2	3	25%
FLUENCY	2	4	50%
INTERACTION	2	4	50%
COHERENCE	2	3	25%
<b>TOTAL</b>	<b>9</b>	<b>18</b>	<b>45%</b>

Table N° 5

### 3.5.1.6 Student F: Individual Analysis

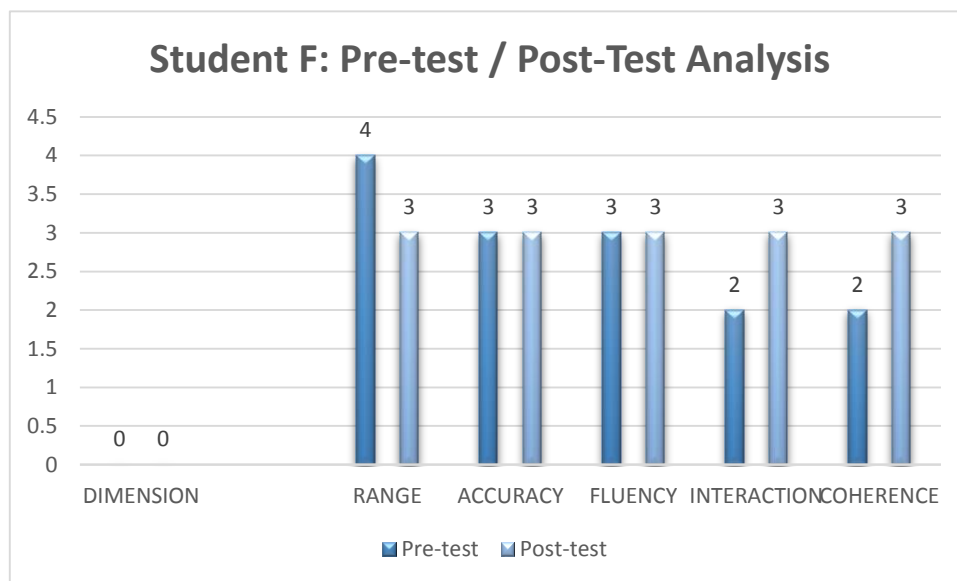
#### 3.5.1.6.1 Weekly Progress



**Graph N° 18: Student F: Weekly Progress**

The graph above shows the weekly progress of student F. This student had some problems of pronunciation, grammar structures to describe specific events or support her ideas or opinions. During the nine weeks, she did the speaking activities and overcame some of the weaknesses she had, but not in a high percentage. We could see that at the end of the nine weeks there was a fair improvement.

### 3.5.1.6.2 Pre-test and Post-test



Graph N° 19: Student F: Pre-test and Post- test Analysis

Student F has shown a slightly improvement in two of the five dimensions:

- *Interaction:* At the beginning of the study, student F sometimes initiated speech and asked questions with hesitation, but now, she is willing to initiate speech and have a conversation in a comprehensible way. She overcame a little bit this difficulty.
- *Coherence:* Student F did not use self-correction or a good intonation as well as she needed to frequent prompting to have a fluent speech. The post-test results show that she needs occasional prompting to further the conversation.

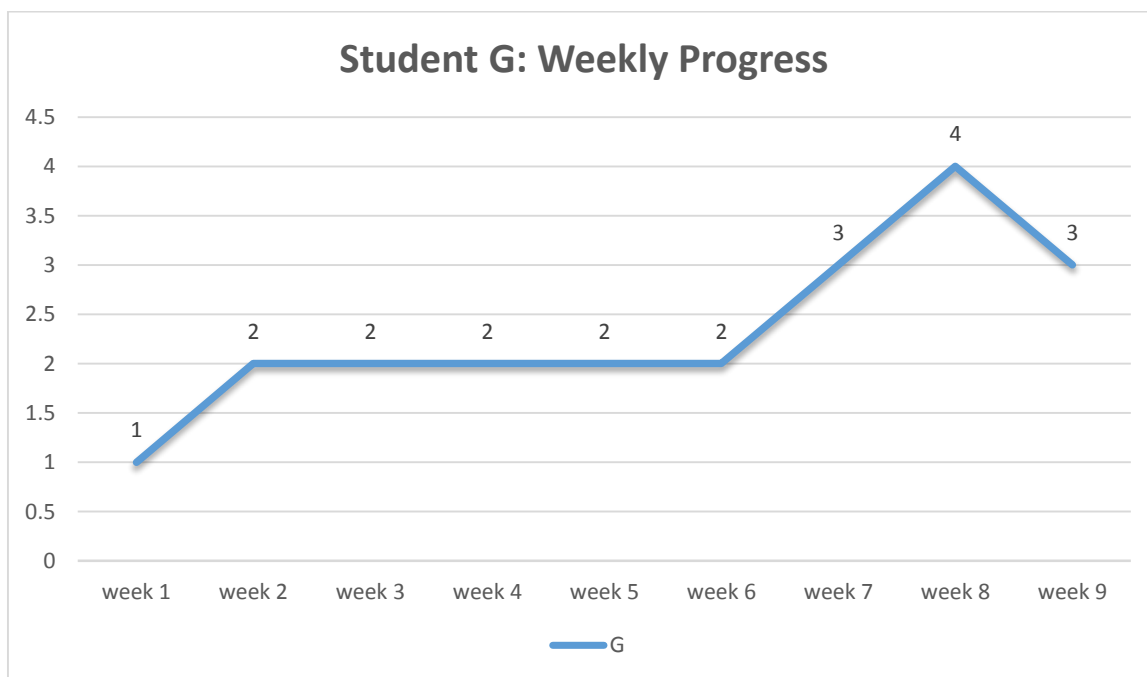
Based on the results got from the pre-test (14/20) and post-test (15/20) and comparing them, we can assert that Student F has improved her spoken production in a 10%. She had increased his interaction in speech in spite of some pronunciation problems. She is able to share her ideas and opinions more clearly.

STUDENT F			
DIMENSION	PRE-TEST	POST-TEST	
RANGE	4	3	0%
ACCURACY	3	3	0%
FLUENCY	3	3	0%
INTERACTION	2	3	25%
COHERENCE	2	3	25%
<b>TOTAL</b>	<b>14</b>	<b>15</b>	<b>10%</b>

Table N° 6

### 3.5.1.7 Student G: Individual Analysis

#### 3.5.1.7.1 Weekly Progress

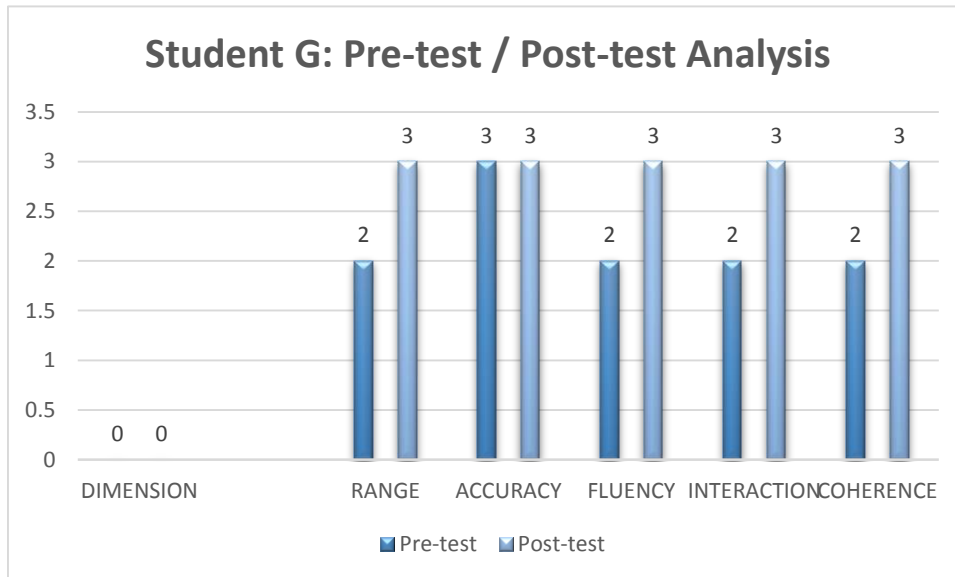


Graph N° 20: Student G: Weekly Progress

For the graph above, we could say that student G has begun with problems of fluency to relate descriptions in sequence events, support his ideas and opinions clearly. In spite of these weak abilities, he could communicate comprehensibly. During the nine weeks, he has improved gradually to overcome his difficulties. Now he is able to describe dreams and

imaginary situations and tell jokes in English as well as give enough support to his opinions and ideas.

### 3.5.1.7.2 Pre-test and Post-test



Graph N° 21: Student G: Pre-test and Post- test Analysis

Student G has shown a great improvement in four of the five dimensions:

- *Range*: Student G had a basic range of vocabulary and pronunciation problems that affected the communication at the beginning of the study, but after the nine weeks, he has shown that he is able to use a variety of old and limited new vocabulary and speaks clearly with accurate pronunciation.
- *Fluency*: He hesitated during his speech and sometimes he translated his ideas before responding, so he rephrased and responded when he speaks. In the post-test, he showed that he self-corrects and responds with occasional hesitation, but he takes times to search for words.
- *Interaction*: For student G sometimes initiated speech using attention-getting devices such as overt-response questions and make statements that surprises among others. He overcame these difficulties and now, he is able to keep a conversation or

presentation using appropriate attention-getting devices. Because of this, he can speak evenly.

- *Coherence*: Student G did not self-correct and needed frequent prompting to keep his speech. The post-test results show that he is able to self-correct and may need occasionally prompting to further the conversation.

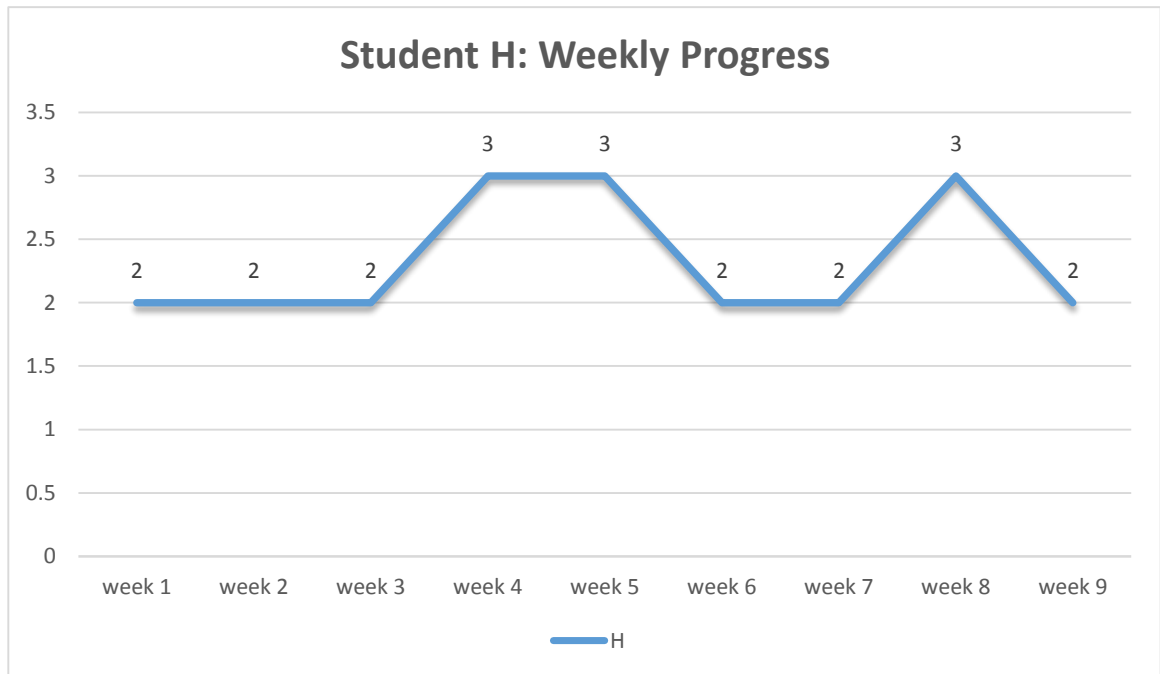
According to the results got from the pre-test (11/20) and post-test (15/20) and comparing them, we can state that Student G has improved his spoken production in a 20%. He had increased his range of vocabulary, overcome some grammatical structures and tried to communicate in a comprehensible way.

STUDENT G			
DIMENSION	PRE-TEST	POST-TEST	
RANGE	2	3	25%
ACCURACY	3	3	0%
FLUENCY	2	3	25%
INTERACTION	2	3	25%
COHERENCE	2	3	25%
<b>TOTAL</b>	<b>11</b>	<b>15</b>	<b>20%</b>

Table N° 7

### 3.5.1.8 Student H: Individual Analysis

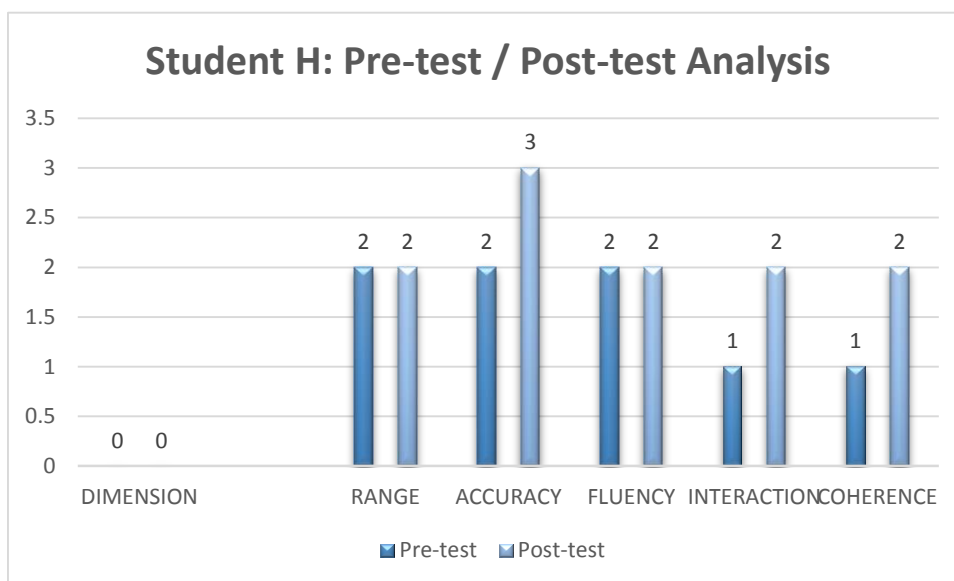
#### 3.5.1.8.1 Weekly Progress



**Graph N° 22: Student H: Weekly Progress**

The graph above describes the weekly progress of student H. This student has begun with problems of fluency, grammar structure, and pronunciation among others, which affected her communication. She could not describe events and support her opinions. During the nine weeks, she has managed her weaknesses a little bit and can communicate but she continues having problems to speak clearly and comprehensibly. We can say that her improvement was not considerable.

### 3.5.1.8.2 Pre-test and Post-test



**Graph N° 23: Student H: Pre-test and Post- test Analysis**

Student H has shown a slightly improvement in three of the five dimensions:

- *Accuracy:* At the beginning of the study, student H had problems with grammar structures that impeded her communication. In the post- test, she has shown that she makes several errors but can structure her ideas a bit better and can communicate but with some pronunciation problems.
- *Interaction:* For student H was difficult to initiate speech in a presentation or in a conversation with her partners because she did not feel confident enough. She does not have enough vocabulary to communicate and needs to practice more and overcome with some grammar errors. During the nine weeks, she overwhelmed with some of her weak abilities and she is able to use few attention-getting devices but she continues hesitating during her speech.
- *Coherence:* Most of the time, student H did not participate frequently in a conversation because she rarely responded to sustain it. The post-test results show that she needs frequent prompting to further the conversation. She needs to develop other abilities in order to have a better spoken production.

Based on the results got from the pre-test (8/20) and post-test (11/20) and comparing them, we can state that Student H has improved her spoken production in a 15%. She had overcome

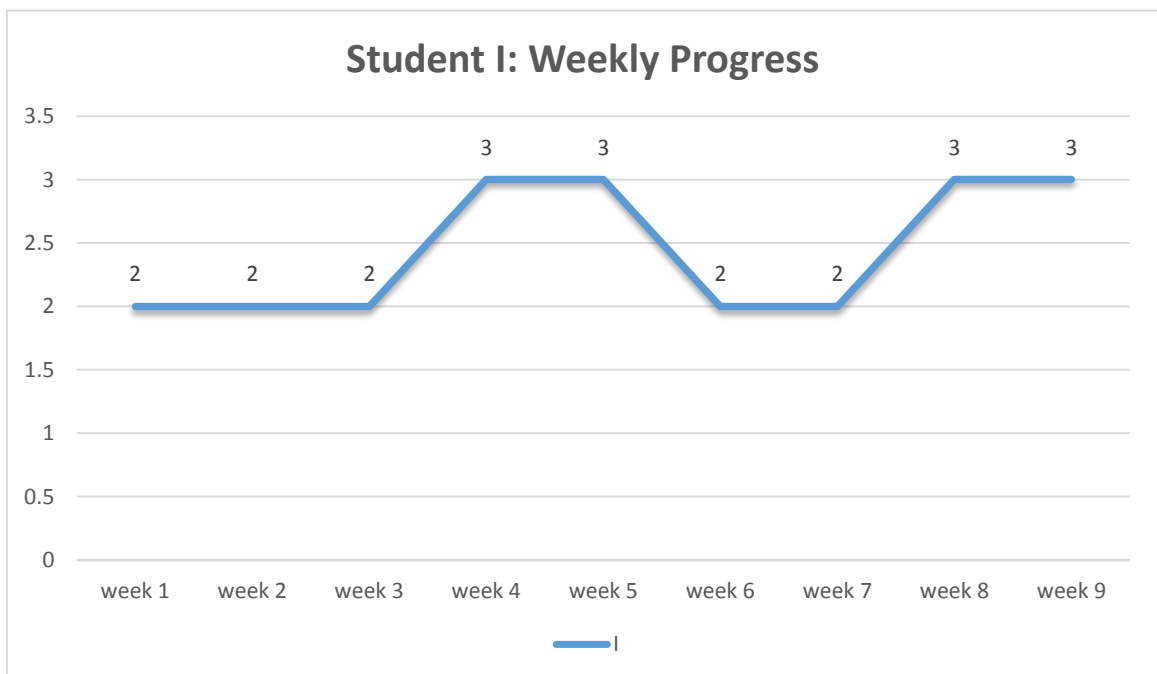
some grammatical errors and tried to communicate in a comprehensible way in spite of her pronunciation and fluency problems. She is a learner who will need more practice with the language.

STUDENT H			
DIMENSION	PRE-TEST	POST-TEST	
RANGE	2	2	0%
ACCURACY	2	3	25%
FLUENCY	2	2	0%
INTERACTION	1	2	25%
COHERENCE	1	2	25%
<b>TOTAL</b>	<b>8</b>	<b>11</b>	<b>15%</b>

Table N° 8

### 3.5.1.9 Student I: Individual Analysis

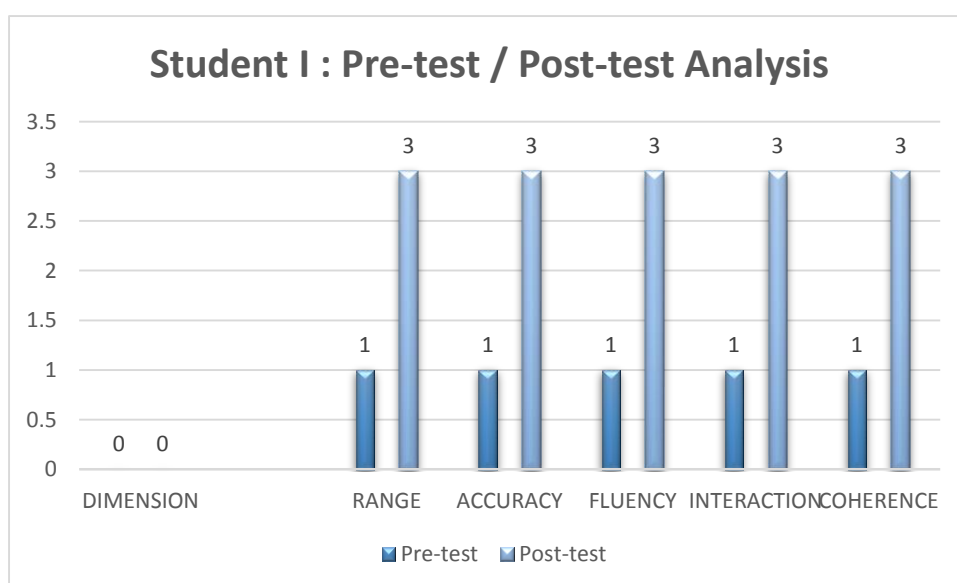
#### 3.5.1.9.1 Weekly Progress



Graph N° 24: Student I: Weekly Progress

The graph above shows the weekly progress of student I. He could not describe events, plans experiences in a comprehensible manner. He showed pronunciation problems as well as grammar and fluency that impeded him to communicate clearly. During the nine weeks of study, he could practice using the language and interact with his partners in order to enhance his spoken production gradually. At the end of the study, he is able to describe different events, experiences, plans and make presentations about familiar topics. Student I has overcome most of the weak abilities he had at the beginning of the study.

### 3.5.1.9.2 Pre-test and Post-test



Graph N° 25: Student I: Pre-test and Post- test Analysis

Student I has shown a great improvement in the five dimensions:

- *Range:* Student I had limited vocabulary and pronunciation problems that affected the communication at the beginning, but after the nine weeks he has shown that he is able to communicate more fluently, and his speech is comprehensible and tries to attempt accurate pronunciation
- *Accuracy:* At the beginning of the study, student I had problems with grammar structures such as verb-subject agreement, sentence structure that affected his

communication. In the post- test, he has shown that he makes several errors but can structure his ideas better and do not affect overall comprehensibility.

- *Fluency*: Student I showed frequent hesitation in his speech, sometimes he translated questions or information before response, now he self-corrects and responds to different situations but when he speaks with occasional hesitation.
- *Interaction*: For student I was difficult to initiate speech and struggled to ask questions and his speech was halting. He overcame these difficulties and now he is willing to initiate speech using appropriate attention-getting devices and he can ask questions and speak clearly.
- *Coherence*: Most of the time, student I did not participate frequently in a conversation because he rarely responded to sustain it and he needed frequent prompting to keep his speech. At the end of the treatment, he may need occasional prompting to further the conversation and use self-correction and some verbal cues.

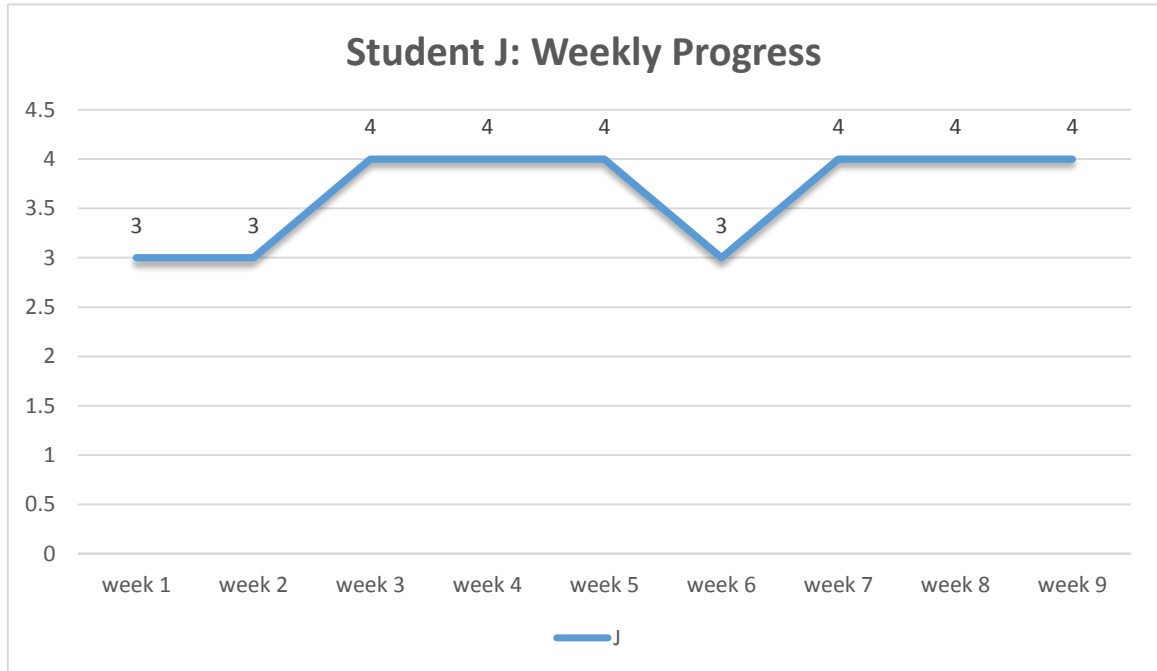
According to the results got from the pre-test (5/20) and post-test (15/20) and comparing them, we can affirm that Student I has improved his spoken production in a 50%. He had increased his range of vocabulary, pronunciation, overcome some grammatical structures and communicate in a comprehensible way.

STUDENT I			
DIMENSION	PRE-TEST	POST-TEST	
RANGE	1	3	50%
ACCURACY	1	3	50%
FLUENCY	1	3	50%
INTERACTION	1	3	50%
COHERENCE	1	3	50%
<b>TOTAL</b>	<b>5</b>	<b>15</b>	<b>50%</b>

Table N° 9

### 3.5.1.10 Student J: Individual Analysis

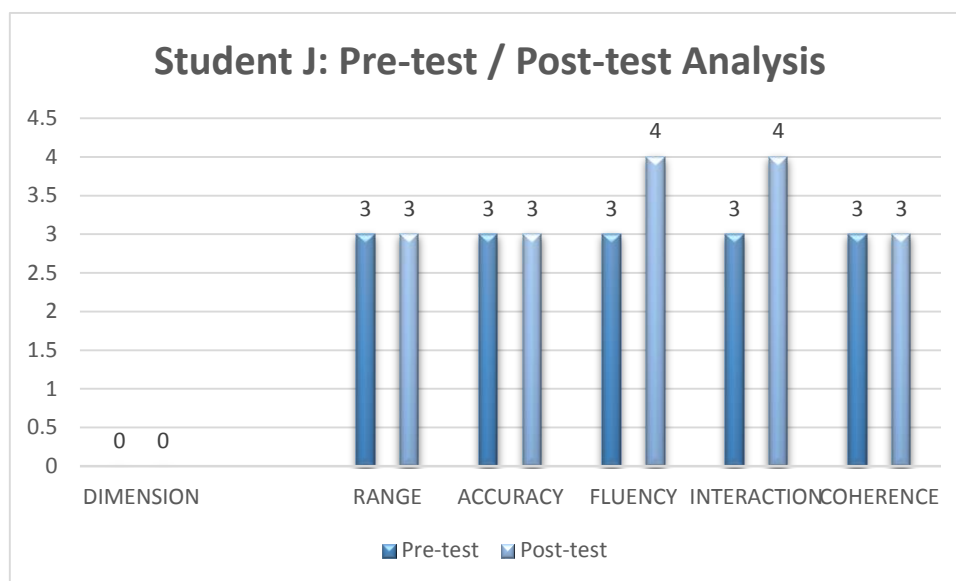
#### 3.5.1.10.1 Weekly Progress



**Graph N° 26: Student J: Weekly Progress**

For the graph above, we could say that student J has a good level of English and her speaking abilities are good. This student has worked very well and the main problems that she had were a few pronunciation problems and some grammar mistakes. During the nine weeks, she has demonstrated a lot of interest to overcome her weak abilities. Now, she has a better pronunciation, can interact and keep her speech fluently and comprehensibly.

### 3.5.1.10.2 Pre-test and Post-test



**Graph N° 27: Student J: Pre-test and Post- test Analysis**

Student J has shown a slightly improvement in two of the five dimensions:

- *Fluency*: In the pre-test, she used self-correction and responded with occasionally hesitation, but in the post-.test she improved and her speech was more fluent and did not hesitate frequently. Student J is able to communicate and speak clearly.
- *Interaction*: This student rarely asked for prompting and when she was speaking used some strategies like good intonation, and self-correction. In her post-test, she demonstrated she could express her ideas and opinions with coherence, clarify, and continue conversation.

Based on the results got from the pre-test (15/20) and post-test (17/20) and comparing them, we can state that Student J has improved her spoken production in a 10%. She has improved her fluency, overcome some grammatical structures and she is able to communicate in a comprehensible way.

STUDENT J			
DIMENSION	PRE-TEST	POST-TEST	
RANGE	3	3	0%
ACCURACY	3	3	0%
FLUENCY	3	4	25%
INTERACTION	3	4	25%
COHERENCE	3	3	0%
<b>TOTAL</b>	<b>15</b>	<b>17</b>	<b>10%</b>

Table N° 10

## CONCLUSIONS

This dissertation has applied and analyzed the effectiveness of Task-based approach framework in speaking classes for B1 students to improve their spoken production. The following conclusions can be drawn from the present study:

- This proposal demonstrated that the use of TBL framework enhanced students' production and helped students develop communicative strategies.
- TBL framework works as a valid teaching tool for EFL teachers to create more dynamic and meaningful speaking activities in order to motivate and encourage them to use the target language in real situations.
- The application of this study demonstrated that students responded better to activities based on TBL framework, than to the common activities we can find in a textbook.
- However, some students did not improve their spoken production in a high percentage, TBL gave them the opportunity to increase their self-confidence and feel motivated to communicate comprehensibly.
- In TBL, teachers can assume different roles (monitor, guide, selector/sequencer of task, etc.) when performing the tasks for assisting students individually or as a group.
- Task-based language teaching encourages students to develop a positive attitude towards the target language

## **RECOMMENDATIONS**

During the nine weeks of this study, the researcher has thrown some recommendations in need of further investigation:

- The TBL approach can be combined with other skills (reading, listening and writing) for improving the use of the target language in oral and written form.
- This study should be done by a longer period to achieve better results and overcome most of the problems students had at the beginning of it.
- TBL procedures can be used by English teachers in the learning-teaching process, so it can improve students' accuracy and fluency and create a meaningful learning environment in which students can have a good attitude towards the target language.
- Designers who develop curriculum could include TBL in the English course books, and create activities and tasks that could be in the teacher and student's book.
- Teachers should use TBL in their daily planning to make their classes more dynamic and create novel speaking lessons for their students in order to promote interaction and real communication.

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**APPENDIX N° 1:**

**SPOKEN PRODUCTION OBSERVATION FORM**

**CLASS:** intermediate B1 students.

**DATE:** August 2013

**OBSERVER:** Carmen Guerra

**OBJECTIVE:** To set the base line of the research.

In relation of spoken production in the learning process.

Did the students

	<b>never</b>	<b>hardly ever</b>	<b>sometimes</b>	<b>always</b>
manage to say what they wanted?	1	2	3	4
seem to understand the English that the other used?	1	2	3	4
manage to keep the talk going smoothly?	1	2	3	4
pronounce well enough to be understood?	1	2	3	4
use suitable words and phrases?	1	2	3	4
manage the necessary grammar?	1	2	3	4
manage to clear up problems without mixing language?	1	2	3	4
have opportunities to share their ideas with all group members?	1	2	3	4
consider a number of ideas before coming to a decision?	1	2	3	4
agree to the decisions that were made?	1	2	3	4

**APPENDIX N°2**

**PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR SEDE AMBATO**

**STUDENTS' SPOKEN PRODUCTION QUESTIONNAIRE**

**Skill:** Spoken production

**Name:** \_\_\_\_\_ **Age:** \_\_\_\_\_

**Level:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Your opinion is worthy to carry out this research. Please, answer the following questions and be honest with your answers.**

**Mark an X inside the parenthesis that shows your criteria.**

**1. How good is your spoken English?**

- 1. Very good ( )
- 2. Good ( )
- 3. Needs development ( )
- 4. Basic ( )

**Why?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Is it important for you to improve your English spoken production?**

- 1. Strongly agree ( )
- 2. Agree ( )
- 3. Undecided ( )
- 4. Disagree ( )
- 5. Strongly disagree ( )

**Why?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Which do you think are the most common problems when you speak English? (You can mark more than one option.)**

- 1. You do not feel confident. ( )
- 2. You are not able to find the right words to express your ideas or opinions. ( )
- 3. You are not able to transmit your thought clearly. ( )
- 4. You use Spanish when you work in pairs or groups. ( )

- 5. The topic to be discussed is not of your interest. ( )
- 6. You feel scared to make mistakes and being criticized. ( )
- 7. Others:

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**4. Do you think that if you have English classes just focusing on speaking, would it help you to improve your spoken production?**

- 1. Strongly agree ( )
- 2. Agree ( )
- 3. Undecided ( )
- 4. Disagree ( )
- 5. Strongly disagree ( )

**Why?** \_\_\_\_\_

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**5. Which activities would you like to do to improve your English spoken production? (You can mark more than one option)**

- 1. Questions and answers activities. ( )
- 2. Dialogues and Role Plays. ( )
- 3. Pictures and picture stories. ( )
- 4. Discussions. ( )
- 5. Jigsaw activities. ( )
- 6. Information gap activities. ( )
- 7. Problem solving. ( )
- 8. Decision –making. ( )
- 9. Opinions exchange Activities. ( )

**6. Do you like to work...?**

- 1. Individually
- 2. In pairs
- 3. As part of a group

**Why?** \_\_\_\_\_

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**THANK YOU FOR YOUR HELP!**

### **APPENDIX N° 3**

#### **PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR SEDE AMBATO**

#### **SPOKEN PRODUCTION – INTERMEDIATE B1 STUDENTS**

#### **PRE –TEST /POST-TEST**

#### **Instruction:**

Students are evaluated based on a rubric.

#### **1. Have a conversation with your partner about one of the following topics:**

- The Secret of Happiness.
- How I manage the stress in my life.
- Many people spend most of their time at work.
- My best/worst travelling experience.
- My dream house.
- Birthday's traditions around the world.
- Making decisions a difficult or an easy task.
- Written evaluations are good/bad for students.
- Superstitions in Ecuador and around the world.
- How technology affects our daily life.
- Global warming: causes and effects.

#### **2. Tell to your partners and teacher about any familiar topic that you are interested in. Give as many details as you can about it.**

<b>DIMENSION</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Range</b>	Incorporate a variety of old and new vocabulary. Speaks clearly and imitates accurate pronunciation.	Utilizes a variety of old and limited new vocabulary. Speaks clearly and attempts accurate pronunciation.	Relies on basic vocabulary. Speech is comprehensible in spite of mispronunciation.	Uses limited vocabulary. Mispronunciations impede comprehensibility.
<b>Accuracy</b>	Makes few errors in the following areas: - Verbs in utterance when necessary with appropriate subject-verb agreement. - Noun and adjective agreement. - Correct word order and article adjectives. Errors do not hinder comprehensibility.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.	Makes utterances that are so brief that there is little evidence of structure and comprehensibility is impeded.
<b>Fluency</b>	Quick continuous flow Natural pauses	Occasionally hesitation, searching for words Self-corrects and responds to cues.	Halting, hesitating Visibly translating before responding Can rephrase and respond	Frequent hesitations, searches for words. Overly translates questions before response. Repeats question word before respond
<b>Interaction</b>	Eagerly initiates speech, utilizing appropriate attention getting devices. Easily asks questions and speaks spontaneously.	Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.	Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.	Is reluctant to initiate speech and struggles to ask questions. Speech is halting.

<b>Coherence</b>	Clarifies and continues conversation, using all or some of the following strategies: <ul style="list-style-type: none"> <li>- circumlocution</li> <li>- Intonation</li> <li>- Self-correction</li> <li>- verbal cues</li> </ul>	Uses all or some strategies, but may need occasional prompting.	Uses some strategies and needs frequent prompting to further the conversation.	Uses few strategies, Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting.
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**APPENDIX N°4:**

**STUDENTS' PROGRESS CHECKLIST**

LEVEL: INTERMEDIATE B1

STUDENT	WEEK 1		WEEK 2		WEEK 3		WEEK 4		WEEK 5		WEEK 6		WEEK 7		WEEK 8		WEEK 9	
	DAY 1	DAY 2	DAY 1	DAY 2	DAY 1	DAY 2	DAY 1	DAY 2	DAY 1	DAY 2	DAY 1	DAY 2	DAY 1	DAY 2	DAY 1	DAY 2	DAY 1	DAY 2
CRITERIA SPOKEN PRODUCTION CEF B1	1	7	9	6	9	8	9	7	11	12	4	3	2	10	3	5	2	3
A																		
B																		
C																		
D																		
E																		
F																		
G																		
H																		
I																		
J																		
K																		
L																		
M																		
N																		
O																		
P																		
Q																		
R																		
S																		
T																		

**CRITERIA SPOKEN PRODUCTION CEF B1**

1	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.
2	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
3	Can give detailed accounts of experiences, describing feelings and reactions.
4	Can relate details of unpredictable occurrences.
5	Can describe dreams, hopes and ambitions.
6	Can describe events, real or imagined.
7	Can narrate a story.
8	Can develop an argument well enough to be followed without difficulty most of the time.
9	Can briefly give reasons and explanations for opinions, plans and actions.
10	Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field.
11	Can give a prepared straightforward presentation on a familiar topic within his/her field.
12	Can take follow up questions but may have to ask for repetition if the speech was rapid.

GRADING SCALE	
4	100%
3	75%
2	50%
1	25%

**APPENDIX N°5:****TEACHER'S JOURNAL (Sample)**

<b>WEEK:</b> <i>One</i>	<b>DAY:</b> <i>One</i>
<b>GRAMMAR:</b>  <i>For my opinion</i> <i>Take a photos</i> <i>the exam is more hard than the oral exam/is more easy</i> <i>people is....</i> <i>Technology in the actually</i> <i>For do something</i> <i>Is the best important in the world</i> <i>I know very people</i>	
<b>PRONUNCIATION:</b>  <i>Chemistri</i> <i>Phenomen</i> <i>cupols</i> <i>break pronounced instead of bread</i>	
<b>TRANSFER L1 TO L2:</b>  <i>Technology in the actually</i> <i>This notice (news)</i> <i>Not assist instead of not attend</i>	

**Remarks:** *lack of confidence to ask for help to their partners, hesitation, lack of vocabulary.*