ENHANCEING ORAL INTERACTION SKILLS IN UNDERGRADUATE STUDENTS
THROUGH TASK- BASED LANGUAGE LEARNING

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Enhancing oral interaction skills in undergraduate students through task-based language learning.

Iván Darío Ricard Hernández

Oral interaction - task-based language learning - communicative language teaching

The main purpose of this research was to enhance the oral interaction skills in undergraduate students through task-based language learning at Unimiuto. Therefore, to conduct this project it was adopted action research according to Cohen and Manion (2000). Besides, in order to expose students to oral interaction environments I designed eight lesson plans close related with the final tasks the stakeholders had to carry out. Moreover, to gather and analyze the data were used instruments such as; field notes, video-recordings, and self-assessment form. And finally, throughout the triangulation of these instruments I found the recurrences and the common patterns among them in order to establish the categories and subcategories which answered the research question.

This research is built up of 27 references related to the enhancement of the oral interaction skills in undergraduate students which helped out to support and
establish a close relationship among them in order to answer the main research question of this project. For instance, Nunan, D. (1999) points out that “oral interaction can be seen as having a transactional or an interactional function”. In reference to tasks Willis, J. (1999) argues that “learning is fostered through performing a series of activities as steps towards successful task realization”. Similarly, Nunan, D. (2004) suggests tasks because “learners should be encouraged to move from reproductive to creative language use”.

**CONTENIDO / CONTENT**

This document is integrated by six chapters; the first chapter handles the literature review focuses on different constructs such as; (a) an educational interpretation of language teaching; (b) the Communicative Language Teaching approach (CLT); (c) Oral interaction and Task-Based Learning (TBL). The second chapter addresses the instructional design which deals with two principal features; the pedagogical strategy and the instructional phase. The third chapter deals with the methodological design which includes the research approach according to Cohen and Manion (2000). The fourth chapter shows the Data Analysis, in this section I reflect on the outcomes gathered through the triangulation of three different instruments analyzed to identify common recurrences and similar patterns among them. The fifth chapter does the conclusions, in this chapter; I present the main findings of the research, together with the implications involved in the enhancement of oral interaction skills in the EFL classroom. And finally the sixth chapter reflects on the limitation and further research.
METODOLOGÍA / METHODOLOGY

I assumed a qualitative type of educational research approach which used the steps of Action Research to explore phenomena as well as to plan and implement the project. It was descriptive in terms of the explicit definition of what I did, under which constructs I worked and the results I hoped to achieve, but at the same time it was close to becoming emancipatory, since it dealt with the creation of new situations and innovation in terms of the effect on students concerning their interaction and their lives.

CONCLUSIONES / CONCLUSIONS

In reference to the research question of this study, I concluded that the embryonic improvement of the students’ oral interaction was indeed facilitated with the help of the following aspects. (a) the relevance of learning English to interact and express their ideas when planning and performing the tasks; (b), the planning stage of the task in which they had to make decision to decide how to do it; (c), letting them select the types and kinds of tasks they got interested in, and (d), assigning real life tasks with which students felt identified.
Introduction

Taking a look at English teaching in Colombia, many of us would agree that one of the greatest needs many students have is to develop their conversational abilities in the foreign language. This is accentuated by both lack of exposure to real needs of communicating and interacting in English, and not having had enough time dedicated to the development of oral interaction skills in English. In this regard, while working at Minuto de Dios University, Bogotá South Regional (MD-BSR, hereafter) as an English teacher, during the first semester, 2011, I observed that the group of students involved in this project (first semester students of technology in Systems) was facing the problem aforementioned.

At the beginning of the first semester I realized and evidenced that the students faced great difficulties trying to interact with each other in English; they were unable to sustain a conversation on a familiar topic, or interact with each other when talking about the content of an assigned reading. Additionally, they found it quite difficult to refer to it in their own words. In spite of this, some of them did try to speak, but the moment they found themselves amiss, they automatically either reverted to Spanish or simply go silent, because of two basic reasons: they felt afraid of making mistakes while speaking in English, and they did not want other students laughing at them.

It was logical to me that the students need much more exposure to English to enhance their oral interaction skills in said foreign language. Consequently to confirm the observations done in class, and diagnose the students’ perceived
priority of developing the respective communicative abilities during the semester, I decided to conduct a survey in order to get information about the participants’ backgrounds in the target language (see annex 1 and 2).

Furthermore, to assess both their receptive skills (reading and listening), and the productive ones (writing and speaking), I found it necessary to have the learners take a mock basic Key English Test for schools (KET, hereafter), which shows at what level the person whose name appears on it can use English to communicate in simple situations and if he/she has a good foundation of knowledge in the language. In fact, it is the recommended evaluation to examine students at the A1- A2 level according to the Common European Framework (CEFR, hereafter), keeping in mind the contact they had with the language during their elementary or high school years.

The outcome of the mock KET confirmed that the great majority of the students enrolled in the study had low reading and listening comprehension/writing and speaking production levels. This last one being the lowest of the two, possibly as a consequence of the few English hours per week they had at either private or public schools. Moreover, some of them had several years of inactivity with the target language. As a result, when talking, the discussion lacked natural flow and it was not easy for the listener to follow. In several cases students did not either adjust their responses according to their interlocutors’ opinion or show intention to negotiate meaning.

For instance, instead of responding to other students’ views they just moved on to express their own when their turn came. They did not make any attempt to
compensate for vocabulary shortcomings, and when they did, they tended to use
direct translations from Spanish to English. Furthermore, they did not often signal
lack of understanding or interest, while interacting in conversations. In very few
instances did they ask for repetition, clarification, or confirmation. In this regard, as
teacher researcher, I considered that the above-mentioned situation demanded
taking action to help the participants enhance their oral interaction skills. Prior to
2012 the main goal in the Language Program at Minuto de Dios University, was to
develop both reading comprehension and writing production in English as a
Foreign Language (EFL, hereafter). In year (2012) they expanded it to include the
development of the receptive skills (listening and reading) and the productive skills
(writing and speaking). In brief, I consider that my research favors both the
students and University purposes in this issue, given the fact that a research
project in enhancing oral interaction skills has never been conducted at UM-BSR.

In short, the research problem highlighted is: The necessity of enhancing
oral interaction skills in undergraduate EFL students in the first English level. In
this way, the research question is: How may the implementation of Task-based
language learning enhance the oral interaction skills in undergraduate EFL
students in the first English level?, In consequence, the object of study of this
research is: the oral interaction skills of English as a foreign language. And, the
field of research is: The orientation of the oral interaction skills of undergraduate
EFL students in the first English level at MD-BSR. As well as this, the general
objective proposed is: To enhance the oral interaction skills in undergraduate
EFL students in the first English level at MD-BSR, by carrying out tasks specially
designed for said purpose, to help them become proficient at that level according to Common European Framework for Language. Consequently, in order to reach the general objective I found it necessary to formulate the following specific objectives:

1. To build a body of knowledge regarding the enhancement of the oral interaction skills in undergraduate EFL students in the first English level.

2. To characterize students in terms of their oral interaction skills by means of a survey and a mock KET bearing in mind both CEFR and the Estándares para la Enseñanza del Inglés.

3. To develop, implement and assess a pedagogical strategy based on the Task- Based Language learning approach (TBL, hereafter) for the enhancement of the oral interaction skills in undergraduate EFL students in the first English level.

To accomplish each one of the aforesaid objectives, I found necessary to establish the following scientific tasks.

1. The Building of a body of knowledge regarding the enhancement of the oral interaction skills in undergraduate EFL students in the first English level.

2. Characterization students in terms of their oral interaction skills by means of a survey and a mock KET bearing in mind both CEFR and the Estándares para la Enseñanza del Inglés.
3. The development, implementation and assessment of a pedagogical strategy based on the Task-Based Language learning approach (TBL, hereafter) for the enhancement of the oral interaction skills in undergraduate EFL students in the first English level.
Justification

To justify the realization of the present action research project, I thought of the resulting social impact it could have as a consequence of the implementation of both the broader and the specific context. First of all, I knew there were valid reasons that justified the importance of teaching and learning English for communicative purposes within our Colombian educational system, let alone the fact that it has become the “universal” language, and that it has become a graduation requirement for most students, as this may help them qualify to get better professional positions or take advantage of opportunities offered only to those who know it.

Universidad Minuto de Dios (MD-BSR), as a higher education academic setting, is engaged in promoting the study of education at a professional level, and language teaching, being part of its curriculum of studies, is meant to make an educational contribution in benefit to the professional opportunities of its graduate students. As a teacher at MD-BSR I have been able to take a look at my students needs and, as part of my professional and personal endeavor, I am committed to helping them make progress in reaching the objectives in their language program.

My reason for choosing this project was largely determined by the fact that very little attention has been given to student interaction during the previous years to the group of students concerned. As a result, they have developed inhibitions that have negatively impacted their oral performance. Therefore, the present action research project is considered worthwhile because it aims at solving a problem
many pre-service students usually have: not developing their English oral communicative competence at an appropriate level, nevertheless being promoted because they reached a passing grade in other areas of competence. Now, considering the polices of the MD-BSR Technology program, the group of students concerned will be required to pass an English proficiency test, which will evaluate their language proficiency level once they finish their studies.

Carrying out the project was feasible due to the fact that the director of the Technology Department at MD-BSR allows and welcomes projects within the program that contribute to the achievement of general and specific goals set for the students in their curriculum.

All in all, given the nature of action research projects, the results of this project will benefit not just the students concerned in this study but also those within the technology program. Therefore, through the implementation of this project, I sincerely hope to make a positive contribution to the learning community at MD-BSR and at other institutions where English is taught.
Chapter I

Literature review

Previous studies

Throughout this section of the paper I expose some previous studies in the field of English language teaching and learning, pertaining oral interaction skills and the implementation of tasks to improve said skills. The pedagogical interventions attempt to provide not only students but also teachers’ tools to become even more successful at learning and teaching the productive skills of English in terms of oral interaction. Likewise, these previous investigations at both international and national context help us teachers to build up some constructs that are very useful for this study such as those conducted by Bygate (1999), Forero (2005), Revesz (2007), and Gonzalez (2007), which I will explain in the following excerpts.

Bygate in (1999), whose fundamental question while conducting a study on Oral Tasks and Their Influence on Language Production was: Are there differences in the grammatical complexity of the learner’s oral second language use on two different task types? This question was pursued through the analysis of 67 Hungarian secondary school students of similar linguistic ability in English. Two task types were given to them; they self-selected pairs and were tape recorded carrying the tasks. The tasks chosen were (a) narratives, (which the author predicted would call for ‘significant imaginative demands, in extended unsupported monologue, which might increase or decrease the complexity of the language’), (b)
argumentation, in which Bygate suggested ‘might provide more scaffolding, both in terms of the dialogic nature of the collaborative task, which could also lead to greater complexity’. The results of the study were that the students produced more words per T-Unit in narrative than in argumentation, the higher number of words was not due to subordination, and however Narratives showed higher incidences of verb arguments whereas the argumentation task generated more individual verb forms, relative clauses were far more common in the narrative tasks than in argumentation tasks.

Furthermore, Revesz (2007) conducted a research project focused on form in task-based teaching, recast, complexity and L2 learning at Columbia University for her degree of Doctor in Education. The study employed a pretest-posttest-delayed posttest design, with three treatment sessions between the pretest and posttest. The participants were 90 adults EFL learners, randomly assigned to one of four comparison groups and a control group, but the control group only participated in the testing sessions. At the end, three main findings came to light: first, participating in communicative tasks combined with recasts led to greater L2 gains than completing tasks where no feedback was available. Second, the learners receiving recasts in the absence of photo support outperformed learners receiving recasts in the presence of photo support, and finally, the non-recast treatment with photo support yielded some advantage over non the non-recast treatment without photo support.

Conversely, Forero’s (2005), “Promoting Oral Interaction in Large Groups through Task-Based Learning,” in the Colombia Educational System, demonstrated
how five teachers used Task-based learning to improve oral interaction with a group of fifty seventh graders from Isabel II public school, in Bogotá D.C. The participants took an active part in the implementation of the tasks and were asked to answer two questionnaires. Some English classes were observed and recorded; and finally, At the end they concluded that Task-based learning was an appropriate method to improve oral interaction in large groups, and an enjoyable way for teachers and students to take advantage of the teaching learning process.

Gonzalez (2007) carried out an action research project in order to improve oral interaction in English by applying cooperative learning to seventh graders at Marco Fidel Suarez Public High school, in Bogotá D.C. She implemented some tasks related to real life and created work groups to do the different tasks. When finished, she concluded that cooperative work improves the social and affective development of the students by giving them opportunities to be known, have a fun time with their partners, and help each other. Students with higher levels of proficiency help those with lower levels. Cooperative work increases oral interaction; the students have the opportunity of speaking in pairs, within teams or small groups. Through the activities used in this project, they can express themselves freely and use the foreign language with more confidence. Finally, teambuilding and oral activities help the student increase vocabulary, express her / himself better, understand the language and actually dialogue more.
Theoretical Constructs

Reflecting upon the problem addressed in this research, considering the context in which it would be implemented, and carrying out the corresponding literature review, allowed me to gather relevant theoretical support for its execution. Therefore, the literature review focuses on different constructs such as; (a) an educational interpretation of language teaching; (b) the Communicative Language Teaching approach (CLT, hereafter); (c) Oral interaction and Task-Based Learning (TBL, hereafter).

Educational Interpretation of Language Teaching

Throughout this section I address some beliefs that are essential for a better comprehension of present language teachings. These conceptions are related to the theory of teaching and the cognitive theory of language learning. In terms of teaching a foreign language, there are some factors such as the environment in which teaching is carried out, the teacher and the learner interests, the methodology implemented, the learners’ self-confidence and the social beliefs about learning another culture. All those aspects influence the teaching and learning process.

Therefore, as teachers, we must reflect on what we teach and how it must be taught bearing in mind the learner’s interests. In fact, the purpose of guiding the teaching of a language is to provide the learner situations in which he or she keeps in touch with the target language. To this respect, Patiño, (2006 p.29) argues that
“Teaching is a social practice in which people’s behavior depends on their beliefs, and teaching without reflection is blindfolded because with no reflection there is no explanation, values, and attitudes generated by teaching.”

According to Stern (1994:497), language classroom studies constitute an important component of our understanding of language teaching, and therein, two aspects need to be considered: What the teacher does (educational treatment), and what the learner does (the learning process) since, language teaching is not simply expressed as teacher classroom behavior. Moreover, Educational treatment includes observable activities as reflecting upon teaching plans, intentions, work schemes, curricula, syllabuses and courses, and indeed, it is necessary to pay close attention to such behavior rather than talking about teaching in generalities.

The point of educational treatment is that it is provided as a course or curriculum. A language is taught over time, unfolds a certain structure or syllabus based on the principles of a language teaching approach, aims at establishing coherence in order to, systematically, develop proficiency and other learning outcomes. But classroom teaching is also viewed as the context of both a curriculum and activities, beyond the particular classroom setting. The teacher as a curriculum developer plans the activities, prepares or selects materials, adapts materials to particular uses, divides the total set of materials and the classroom activities into steps and stages, and lastly, as a classroom practitioner, may organize both in class and out-of-class events. Outside the classroom there may be private reading, homework assignments, projects, papers and other practice activities related to classroom language learning. Teachers also arrange student
exchanges; invite target language visitors and plan travel and other contact experiences with speakers of the second language. Teaching interpreted in terms of curriculum, is represented as a coherent set of planned actions with certain ends in view, based on the theoretical principles of an approach to the teaching of languages.

In terms of what learners do during their learning process, it has been claimed that successful language students have their own "special ways of learning". Stern and Rubin (1975) were probably among the first researchers who brought up the idea of successful language learners. The idea can probably help us understand more the nature of language learning and the role of language learning strategies, which facilitate the language learning process for others. Most of the research in the area has focused on the identification, description, and classification of useful learning strategies. Rubin (1975), suggested that good L2 learners are willing and accurate guessers, who have a strong drive to communicate and are often uninhibited (are willing to make mistakes), as they focus on form by analyzing and looking at patterns, take advantage of all practice opportunities, monitor their speech as well as that of others, and pay attention to meaning.

Language teaching / learning at public and private Colombian university programs take place under conditions determined by the administrative, educational and political interests of the institutions, and those conditions depend on the particular interests underlying the language programs carried out at each institution. Private universities are usually quite expensive and often considered
elitist, whereas public universities attract students from a wide variety of backgrounds. Both types of universities offer a wide range of choices in different programs. Given the socio-economic conditions in Colombian society, prospective students do not always have alternatives or options regarding the consideration of aspects such as the programs offered the ratio of professors to students, etc.

In Colombia, most academic settings / institutional features do not produce a highly cross-cultural and international living environment on the campus for the faculty and the students. Therefore, it is necessary to create appropriate environments to help students develop the abilities they will need in real life situations. In academic settings where the communicative approach is taken as the baseline to course design, two aspects of oral communication skills are important to consider: the focus on the classroom situation and the institutional contexts (Mohammed K. Ahmed). In other words, in an academic setting (as different from professional or everyday naturalistic settings), the classroom situation as the center of instruction and learning serves as the starting point for identifying specific curricular needs and selecting relevant tasks, but also the institutional contexts should be considered as they form the broader framework beyond the classroom situation and provide important input for designing language syllabus, particularly at the level of goals and objectives.

To conclude this part, both what the teacher does (educational treatment), and what the learner does (the learning process) need to be considered within the development of language teaching programs, and the focus on task-based learning being proposed considers these two aspects. The first aspect pertains to the roles
of the teacher, and the second, to what teachers can do to help their students develop their learning capacities and competencies, which implies the use of strategies to enhance learning.

The Communicative Language Teaching Approach

Within the Communicative Approach, a way to teach English, as a foreign language is what Savignon called: *Communicative Language Teaching* (CLT), as sited by Celce-Murcia (2001:13); the essence of which is the engagement of learners in communication in order to develop the respective competence. Along these lines, we learn from Nunan (2001), that in CLT, meaning is paramount, and communicative competence is the desired goal. In this sense, in CLT, language learning is learning *how* to communicate.

Savignon as cited in Celce-Murcia (2001:13) defines communicative competence as "the ability to function in a truly communicative setting, in a dynamic exchange in which linguistic competence must adjust itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors." Communicative competence involves the four communicative skills, but for the purpose of this project the focus is on oral communicative competence, and it is context-specific, which means that competent communicators must know how to make choices specific to each communicative situation.

Celce-Murcia (2001:13) affirms that the Communicative Competence includes knowledge of the grammar and vocabulary of the language, rules of speaking (e.g. knowing how to begin and end a conversation, knowing what topics
can be talked about in different types of speech events, knowing which address forms should be used with different people one speaks to and depending on the different situations; how to use and respond to different types of speech acts such as requests, apologies, and invitations; and how to use language appropriately

Here competence is what one knows, while performance is what one does. The question is how to develop a smooth transition between “skill-getting” and “skill-using”. The gap is difficult to bridge because the classroom environment by its very nature makes genuine communication extremely elusive and as we know, communication stems from necessity. This element is usually absent in a classroom situation, but necessity, in the form of doubt, or unpredictability of an “information gap,” can, however, be created in the classroom by involving the participants in activities they need to do in order to complete a task with specific outcomes students should be given a certain amount of choice in what to say, they should be required to ask questions to get information they need. In this way they may have a real reason for speaking and listening to each other. In this case we can say skill-getting is achieved through skill-using.

I consider that, as teachers, communicative competence also means a reassessment of our attitude towards correcting mistakes, since making mistakes is considered to be a necessary part of a learner’s progress towards the mastery of the language. When a learner acquires a new word or structure of function, she/he tends to find out what the boundaries of its use are by trying it out in different contexts. If a student is constantly terrified of making mistakes, she/he will not
master the language but only have a partial understanding of it. Students should, on the contrary, be encouraged to try out language without the fear of being shouted at if they happen to be wrong. Mistakes must of course be corrected, but this does not need to happen in front of the classmates. Emphasis on accuracy / correct production at all times can lead to serious inhibitions in the learners. For the sake of helping them develop fluency, upon having had the opportunity to practice the language in a fairly controlled way, the students should be able to try out on their own without too much interference from the teacher.

Building he learners’ confidence, creating an atmosphere of trust, teaching them to relax, takes time and demands exercises where the classmates work together and get to know each other well. For this purpose, it is suggested to include games, group and pair exercises intended to “loosen-up” the class, and create a relaxed and harmonious atmosphere. Even physical exercises can be considered, as they may help a person get ready to cooperate in the enhancement of oral interaction.

Considering Savignon, in Celce-Murcia (2001), the following components highlight the range of options available for syllabus planning, and suggest aspects that can be considered for the purpose of interrelating and sequencing tasks that may benefit the development of the learners’ oral / communicative interaction.

**Language Analysis** includes many of the exercises to focus attention on accurate forms of English grammar, including syntax, morphology, and phonology.
Pronunciation and patterned repetition of structural features can be helpful in focusing on form.

**Language for a Purpose** or language experience is the use of English for real and immediate communicative purposes. What is important to remember is to pay attention to the specific communicative needs of the learners in the selection, sequencing of materials to be used, and activities and tasks they are to carry out.

**Personal English Language Use** refers to the learners’ emerging identity in English, and implies, above all, having respect for the way they use English for self-expression. Although *Language Arts* activities provide an appropriate context for attention to formal accuracy, **Personal English Language Use** does not. In this case, the focus should not be on form but on meaning as learners express their personal feelings or experiences. This means more than simply restraint in attention to formal “errors” that do not interfere with meaning. It may even include the recognition that “native-like” performance may not, in fact, even be a goal for EFL learners, since the English language is increasingly used as a language of global communication, and the “non-native” users of its many varieties greatly outnumber the so-called “native” speakers. Therefore, the reference to the term “native-like” in the evaluation of communicative competence is inappropriate in today’s multicultural world. She observes that native speakers are never “ideal” and, in fact, vary widely in range and style of communication abilities.

Another aspect we need to consider is taking into account the affective as well as the cognitive aspects of language learning in the teaching program. As mentioned before, students should be engaged psychologically as well as
intellectually. In planning for CLT, we must remember that, in society, there are those who are leaders and those who prefer to be followers, both are essential for the success of group activities. In group-discussions there are always some who seem to do the most talking. Those who often remain silent in larger groups typically participate more easily in pair work. It is important to recognize the need to provide a variety of dialogue activities in order to increase the learners' motivation, get them involved, and benefit from the activity. Learners may easily lose interest if class exercises or games are allowed to become a routine or predictable.

**Theater Arts** Learners are expected to be aware of the socio-cultural rules of appropriateness. Familiar roles may be performed with little attention to style. New or unfamiliar roles require practice, and awareness of the effect of what / how we say something to others. Theater Arts is an opportunity to experiment with roles, to try things out, offering a great potential for learners to interact and practice the target language for real-life situations. Interactions may include scripted as well as unscripted role-plays, in which learners may experiment with feelings / moods in formal and informal situations. The role of the teacher is that of a coach, support provider, and to encourage the learner.

**Beyond the Classroom** refers to activities, which seek to prepare learners, once the language program is over, to use English for the maintenance and development of their communicative competence. The development of this component in a communicative curriculum begins with the discovery of learner interests, needs and opportunities that should be addressed in order to be able to fulfill those interests and needs using English outside the classroom. In an EFL
setting, the challenge for incorporating a “Beyond the Classroom” component is essential for both teacher and learners. English speaking residents or visitors may be available to frequent the classroom; providing authentic opportunities for communicating in English.

In essence, in every EFL program with a goal on oral communicative competence, special attention should be given to opportunities for meaningful language use, opportunities to focus on meaning rather than on form. Rather than using the mother tongue in the English class, teachers should promote the target language keeping a clear communicative purpose in mind. To do so, teachers should take special care to help students become aware that in their interactions they are not expected to understand every word. Instead, they should resort to using strategies that lead them to interpret, express, and negotiate meaning. This in turn, may help them to develop their oral interaction skills, which I will address in the following section.

**Oral interaction skills**

Several authors have stated different theories to define and help to promote oral interaction in the classroom. Ibarra (2001:44), talking about the relationship between interaction and communication says language is used with the immediate purpose of communicating the way we perceive, give meaning, and understand the world. And that interaction is also used to build social relationships that allow us to interrelate with each other. Therefore, one of the main characteristics of oral interaction is that, apart from instances when people are unable or not expected to
respond overtly to what is being communicated (e.g. news broadcasts, lectures), those engaged in communicative or oral interaction have to take each other’s feedback into consideration. For instance, sometimes it is necessary for the interlocutors to rephrase their message or answer questions.

Speaking spontaneously implies resorting to language expressions and phrases or chunks of language learned by heart. According to Nunan (2001), in authentic discourse we tend to be spontaneous, and in order to overcome unpredictability, as to what the outcome of the interaction might be, we turn to interaction routines, set phrases, and expressions that we use to assist us when speaking spontaneously.

Likewise, Bygate (1987: 34-35) suggests that oral interactions can be analyzed in terms of such conversational routines (which are considered predictable). Among the ones he mentions, the ones I consider relevant to the aims of this project are: “asking other person’s opinion”, “asking the interlocutor for information or language that he or she has forgotten”, “responding to requests for clarification from the listener(s), for instance by rephrasing, repeating, giving examples or analogies”, “indicating uncertainty about comprehension”, “indicating comprehension”, “asking for clarification”, “expressing appropriate agreement, reservations or appreciation of speaker’s point of view”, “turn taking or interrupting where necessary to express any of the foregoing”.

These conversational routines allow interlocutors to work interactively in their attempt to reduce unpredictability. It is the way they can make sure they are talking about the same thing, and what allows them to decide on what they are to
say next, and how to express it while they are speaking. This all implies adjusting their discourse to the listeners’ knowledge of the particular topic of the interaction, (fact which may affect the structure of the speakers’ utterance and the density of communicated information). Thus, oral interaction implies negotiating meaning, making sure who says what about whom, and when something happens. This reciprocal nature of the interaction facilitates communication as both speaker(s) and listener(s) co-operate to ensure mutual understanding (Bygate 1987: 12-13).

In functional terms, Nunan (1999:228), regarding Brown & Yule (1983a: 1-3; 1983b: 11-16), considers that the above routines present in oral interactions can be seen as having a transactional or an interactional function. Transactional talk is produced in order to get something, or get something done. Interactional language is produced for social purposes such as establishing/maintaining social relationships. Interactional spoken language is characterized by shifts of topic and short turns. The accuracy and clarity of information is not of primary importance, and facts/views are not normally questioned or challenged. In transactional spoken language longer turns are the norm and there is a clear topic. Since the effective transference of information is the goal, interlocutors are actively engaged in the negotiation of meaning.

Nunan (1999) also suggests that, in oral interaction, discourse is what allows us to understand and interpret grammatical features (syntax/form, semantics/ meaning) and pragmatics/ language use is present in utterances given within the context in which they occur. Looking at language as discourse allows us to see that effective communication involves achieving harmony between
functional interpretation and formal appropriateness. Coherence of discourse depends, therefore, on the ability of the language users to recognize the functional role being played by different utterances within the discourse. Language functions are expressed through speech acts people produce in oral interactions, for example, “apologizing”, “complaining”, “instructing,” “agreeing,” and “warning” – all of which imply propositional statements. Identifying the speech act being performed by a particular utterance can only be done if we know the context in which it takes place. What a speaker actually wants to achieve in functional, communicative terms is known as the illocutionary force of the utterance. These functions can often only be perceived from the context in which the piece of language occurs. The ability to identify the function of a particular piece of language will often depend on how well the person knows the context in question. Discourse comprehension in oral interaction requires more than the knowledge of words and grammatical structures used by the interlocutors. It is also necessary to identify the intention, what the speaker is trying to achieve through language.

Nunan’s (1999) Interactional hypothesis states that language is acquired as learners actively attempt to communicate in the target language. According to this view, acquisition will be maximized when learners engage in tasks that “push” them to the limits of their current competence. In other words, the target linguistic system can be learned best through the struggling need to communicate. Fluency in production and acceptable language is a primary goal, and thus, any device, which may help learners achieve this goal, is accepted. Even judicious use of native language is accepted where feasible, especially in beginning levels. In upper
levels, compensation strategies or any of the conversational routines should be increasingly incorporated in communicative interactions.

Regarding oral interaction between native speakers, some general features of spoken language can be observed. These features are the result of the speakers' efforts to facilitate their speaking production and/or the time constraints imposed on them by the nature of oral communication. Brown (1994) considers “strategic investment”—the learner's own personal commitment of time, effort, and attention—critical for the success of language learning and urges teachers to seize every opportunity to help learners develop and use strategies that will transform them into independent learners, capable of taking responsibility for their own learning. Regarding the strategies students may implement facilitate their speaking production and/or overcome the time constraints imposed on them by the nature of oral communication, Oxford (1990) suggests using compensation strategies to enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and vocabulary. Oxford offers ten compensation strategies: guessing by linguistic clues, guessing by other clues, switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using circumlocution or synonym. She conceptualized learning strategies into two categories: direct and indirect. The direct strategies include memory strategies, cognitive strategies, and compensation strategies. The indirect strategies include metacognitive strategies,
affective strategies, and social strategies. Oxford’s term “compensation strategies” and its definition are by no means agreed upon or accepted in the literature. In fact, few writers use the term. The most commonly found terminology is “communication strategies.”

A checklist of anticipated strategies was developed based on Oxford’s (1990) list of compensation strategies that seem to contribute to the improvement of oral communication include: Requesting more information, seeking confirmation of understanding, checking possibilities, asking for repetition: “What did you say?” or equivalent, using circumlocution, using synonyms or antonyms, and using metaphors, stories, experiences.

Some students avoid communication altogether, they panic and give up. These two “reactions,” are not very effective for learning or maintaining communication. Windle (2000) writes that such a strategy often creates an uncomfortable atmosphere that can obstruct further conversation practice, and, during exams, negative impact the student’s score. Teaching students positive strategies to communicate ideas with limited vocabulary and grammar will likely improve test scores, increase conversation practice, and help students become more communicatively confident and competent.

Abdesslem (1996) argues that highly motivated students become wary of classrooms that tend to focus too much on form instead of enabling them to interact in the target language. In addition, students without high motivation can become motivated through successful experiences interacting in the target language. Thus, teaching students compensation strategies can increase
motivation and improve student potential for success in learning the second language. Furthermore, effective deployment of compensation strategies can enrich student experience of meaningful communication, thereby boosting self-confidence and increasing student self-efficacy. For these reasons—motivation, self-confidence, and self-efficacy—compensation strategies are important skills to teach, as well as for effective communication ability in the target language.

To sum up this part, the goals of CLT depend on learner needs in a given context. The engagement of learners in communicative tasks may allow them to develop their communicative competence. Strategies have been found helpful in many contexts as a way of providing increased opportunity and motivation for communication. In this sense, task-based learning, which will be addressed next, is designed to provide learners with a maximum opportunity to use the target language with a purpose in mind.

**Task-Based Learning**

The aim of this part is to reflect on the theory concerning to task-based learning proposed by Nunan (2004), and Willis (1996), and it determines the role of TBL in order to enhance oral interaction skills in English language learners. In fact, this research is focused on Willis' proposal (1996), on TBLL, when she says that learning is fostered through performing a series of activities as steps towards successful task realization. This means, learners use language in similar ways as needed in the real-world context, which makes learning authentic. Thus, in task performance the focus is on using language as a vehicle to respond to real-world
needs. This means that, in TBLL, the language needed is drawn from the learners with help from the facilitator to meet the demands of the activities in a task. Carrying out TBLL relies heavily on learners actively experimenting with their store of knowledge and using skills of deduction and independent language analysis to fully exploit the situation. But of course, the participants are previously prepared for the task, so that they will be aware of the language they will need in order to carry it out successfully.

In this approach, motivation for communication becomes the primary driving force. It places the emphasis on communicative fluency rather than the hesitancy borne of the pressure in more didactic approaches to produce unflawed utterances. Exposure to the target language should be in a naturally occurring context. This means that, if materials are used, they are not prepared especially for the language classroom, but are selected and adapted from authentic sources. In the framework, the focus of attention is upon a final task. This task is defined as an undertaking that is authentic to the needs of the learners. It places emphasis on the value of the information and experiences, which participants bring to the language learning sessions. As participants share their knowledge, experience and opinions, they will be using previously acquired language, be exposed to new language and develop a variety of strategies for improving their oral language skills.

TBL also allows the facilitator to use authentic topic material, which is relevant to the participants’ needs and encourages the development of skills necessary for the successful completion of real-life tasks. In TBLL, lessons are
based on the completion of central tasks and the language studied is determined by what happens as the students complete it. The following principles would apply in the task-based approach to lesson planning, and would serve as guidelines: (a) course structuring in terms of a series of tasks (or activities) that are linked to each other in terms of skills and sub skills; (b) the tasks to be sequenced in terms of increasing complexity, culminating in a synthesizing task (or activity); (c) clear orientation, modeling, practice, and assessment criteria as part of the preparation for task performance; (d) peer and instructor feedback; (e) continuous emphasis on initiative and participation; (f) movement from teacher- to student-led activities; (g) constant use of small group work; (h) utilization of one's background knowledge and experience, and (J) Informal learning/social activities.

On the other hand, David Nunan’s task sequence is somewhat different. He starts with the same kind of pre-task to build the students’ schema, but he gives students controlled language practice for the vocabulary they might need for their task. They then listen to native speakers performing a similar task and analyze the language that was used. And after some free practice of language, they reach the pedagogical task where they discuss issues and make a decision. This is not like ‘PPP upside down’ since language focus activities lead towards a task rather than occurring as a result of it.

Nunan (2004:37) suggests it because ‘learners should be encouraged to move from reproductive to creative language use’. There is some confusion, then, about what Task-Based Learning means. In one view, tasks are the building blocks of a language course. Students perform the tasks and focus on language form as
they do the tasks, or as a result of having done them. In another version, however, tasks are still the building blocks of the course, but we will provide students with language to do them before they set out to perform these tasks. It is the first of these two approaches to TBL that is essentially based on the belief that ‘get performance right and competence will, with some prompting, take care of itself’ Widdowson (2003:18).

In spite of Willis and Nunan’s viewpoint about TBL, there are some critics such as William Littlewood, who, for example, has difficulty in pinning down exactly what it means and so wishes to abandon the term together (Littlewood 2004). Paul Seedhouse (1999:155) suggests that while it may be highly appropriate to base some learning on tasks, it would be ‘unsound’ to make tasks ‘the basis for an entire pedagogical methodology’. He points out that the kind of interaction which typical tasks promote leads to the use of specific ‘tasks-solving’ linguistic forms. On the other hand, Michael Swan (2005:376) worries that ‘while TBI may successfully develop learners’ command of what is known it is considerably less effective for the systematic teaching of new language’. In brief, Beglar and Hunt (2002:97) say that a central claim of TBL is that ‘opportunities for production may force students to pay close attention to form and to the relationship between form and meaning’

**Defining tasks**

‘Tasks’ are activities that call for primarily meaning-focused language use. Ellis (2003) makes a distinction between tasks and exercises. Accordingly, exercises ‘are activities that call for form-focused language use’. Whereas a task ‘is
concerned with pragmatic meaning’ (i.e. the use of language in context), an exercise ‘is concerned with semantic meaning’ (i.e. the systematic meanings that specific forms can convey irrespective of context). (p.4-5). ‘The aim of the task is to create a real purpose for language use and provide a natural context for language study’. Willis (1996), in view of that, students prepare for the task, report back after the task and then study the language that arises naturally out of the task cycle and its accompanying materials.

**TBL cycle according**

Willis (1996:52) suggests three basic stages: firstly, the pre-task; secondly, the task cycle and thirdly the language focus. In the Pre-task the teacher explores the topic with the class, and may highlight useful words and phrases, helping students to understand the task instructions and prepare. Students may hear a recording of others doing a similar task.

In the task cycle there are three stages namely (a) task, in which students perform the task, in pairs or small groups, while the teacher monitors from a distance; (b) planning in which students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered; and (c) report which is an invitation to the groups to present their reports to the class, or exchange written reports, and compare results.

Finally, in the Language focus stage there are two phases as follows: (a) analysis, where students examine and discuss specific features of any listening or reading text which they have looked at for the task; and (b) practice, where the
teacher conducts some form of practice of specific language features which the task has provoked or new words, phrases and patterns occurring in the data, either during or after the analysis.

**Four conditions for language learning**

There are certain principles that can help us to select and devise useful classroom activities that are most likely to stimulate learning depending on the individual cognitive styles. In this regard, Willis (1996 p. 11), envisions four conditions for language learning: (a) exposure to a rich but comprehensible input of real spoken and written language in use, this leads on to noticing small chunk of language typically used in particular context. For instance, *it doesn’t matter, I don’t know, what I think is*...involves isolating particular words and phrases, discovering what they mean and noting how they are used; (b) use of the language to do things (i.e. exchange of meanings). As well as input, output is now generally considered essential for language development, especially if learners wish to speak and/or write in the target language; (c) motivation to listen and read the language and to speak and write it (i.e. to process and use the exposure). The students need motivation to both process the exposure they receive, and use the target language as often as possible, in order to benefit from exposure and use; and (d) instruction in language (i.e. chances to focus on form). It is generally accepted that instruction which focuses on language form can both speed up the rate of language development and raise the ultimate level of the learners’ attainment.
Types of tasks

Different types of learners adopt different strategies for learning successfully. Good learners tend to have more strategies than weak ones, and they use them more regularly. O’Malley and Chamot (1990) cited by Willis (1996) identified three main types of strategy: first, **metacognitive** (organizing one’s learning, monitoring and evaluating one’s learning, etc.); second, **cognitive** (advance preparation for a class, using a dictionary, listing/ categorizing new words, making comparisons with other known languages, etc.); and third, **social** (asking for help, interacting with native speaker, etc.). However, Willis, J. (1996) proposes six types of tasks in order to provide opportunities and motivation for natural language use in a supportive environment. I present the six types of tasks in Table 1 below.

<table>
<thead>
<tr>
<th>TYPES OF TASKS</th>
<th>CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listing</td>
<td>Listing may seem unimaginative, but in practice, listing tasks tend to generate a lot of talk as learners explain their ideas. The processes involved are:</td>
</tr>
<tr>
<td></td>
<td>Brainstorming, in which learners draw on their own knowledge and experience either as a class or in pairs/group.</td>
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<td></td>
<td>Fact-finding</td>
</tr>
</tbody>
</table>
| 2. Ordering and sorting | These tasks involve four main processes: Sequencing items, actions or events in a logical or chronological order and experience either as a class or in pairs/groups. Ranking items according to personal values or specified criteria.  
Categorizing items in given groups or grouping them under given headings.  
Classifying items in different ways, where the categories themselves are not given. |
| 3. Comparing | Broadly, these tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points and/or differences. The processes involved are:  
Matching to identify specific points and relate them to each other.  
Finding similarities and things in common.  
Finding differences. |
| 4. Problem solving | Problem solving tasks make demands upon people’s intellectual and reasoning power, and, though challenging, they are engaging and often satisfying to solve. The process and time scale will vary enormously depending on the type of complexity of the problem. |
| 5. Sharing personal experiences | These tasks encourage learners to talk more freely about themselves and share their experiences with others. The resulting interaction is closer to casual social conversation in that it is not directly goal-oriented as in other tasks. |
6. Creative task

These are often called projects and involve pairs or groups of learners in some kind of freer creative work. They also tend to have more stages than the other task, and can involve combinations of tasks types: listing, ordering and sorting, comparing and problem solving. Out-of class research is sometimes needed.

The advantages of TBL

According to Willis, J. (1996), Task-Based Learning has some clear advantages, as follows: (a) unlike a Present Practice Production approach; the students are free of language control. In all three stages they must use all their language resources rather than just practicing one pre-selected item; (b) natural context is developed from the students' experiences with the language that is personalized and relevant to them; (c) the students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms; (d) the language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the course book; (e) TBL is a strong communicative approach where students spend a lot of time communicating during a task-based lesson, and (f) it is enjoyable and motivating. Furthermore, TBLT is believed to promote language acquisition by; (1) providing learners with opportunities to make the language input they receive more comprehensible; (2) furnishing contexts in which learners need to produce output
which others can understand, and (3) making the classroom closer to real-life language situations.

**Principles to task design**

**The authenticity principle**

In terms of language, the aspect that should be considered is the extent to which linguistic data that the learners work with is authentic, and to what extent the relationships between form and communication function are clear to the learner. Considering the purpose of this project, we can say that authentic data are samples of spoken and written language that have not been specially written for the purpose of teaching language. Nevertheless, we teachers have to make sure the tasks we assign are comprehensible to our students. The advantage of using authentic data is that learners encounter target language items in the kinds of contexts where they naturally occur.

**The form-function principle**

When designing tasks, the second key consideration concerns teaching language in ways that make form-and-function relationships match. In the case of the active / passive voice, the exercises in which learners are asked to carry out linguistic transformations (changing active sentences into passives and back again), may be fine for teaching new linguistic forms, but not for showing them how to use the forms for making meanings. In the previous case, the implicit message for the learner is that the two forms are alternative ways of saying the same thing.
The main point in activating this principle is to design tasks that require learners to use inductive and deductive reasoning to develop their own understanding of the relationship between form and function. This is a developmental process, and it usually takes learners many years to develop an accurate understanding of a particular relationship.

**The task dependency principle**

In relation to what learners actually do regarding the data they are working with, the key question is: What principles can we teachers draw on in order to arrive at an instructional sequence in which tasks flow logically from one to the next? Answer: design tasks in such a way that each succeeding task in the instructional sequence flows out of, and is dependent on the one that precedes it. In this way, a series of tasks in a lesson or unit of work forms a pedagogical ladder that enables the learner to reach higher and higher levels of communicative performance.

Another way to sequence tasks is from reception to production: listening and reading tasks usually come before writing and speaking. Consequently the former tasks can act as models for the learners, providing them with language and content to draw on when they come to produce their own language. In this case we are dealing with reproductive tasks: the student reproduces language provided by the teacher, the textbook, or the tape.

In contrast, there are creative tasks that require the learners to come up with language for which they have not been specifically cued; they are asked to put
together familiar elements in new or novel combinations. This is specifically appealing to learners’ motivation, as they will be able to incorporate an experiential philosophy of learning by doing, by having the opportunity to contribute their own ideas, and by making their own choices.

The European Framework of Reference presents an extensive production on language-using tasks that a learner may be required to tackle in order to deal with the exigencies of the situations that arise in the various domains. The Threshold Level 1990, for instance, gives examples of tasks in the personal domain: Personal identification: learners can say who they are, spell their names, state their address, give their phone number, say when and where they were born, state their age, sex, marital status, nationality, what they do for living, describe their family, state their religion, likes and dislikes, describe other people, and understand similar information from others. Tasks are, indefinitely large in number, so it is not possible to specify all the communicative tasks that may be required in real-life situations.

Teachers should reflect upon the learners’ communicative needs to specify the expansive tasks they should be equipped to face. By the same token, learners should also be engaged in the process as an aspect of awareness raising and self-direction.

In the educational domain it may be helpful to distinguish between the tasks which students are equipped / required to deal with as language users and those in which they engage as part of the language learning process itself. For instance:

* Types of tasks: simulations, role play, and classroom interaction;
* Goals: group-based learning goals;

* Outcomes: artifacts, texts, summaries, tables, presentations, and learning outcomes: negotiation, decision making; monitoring and evaluation of the relative success of the task conceived and as carried out, regarding relevance, difficulty, and constraints.

**Tasks and their role in language teaching**

Tasks are a feature of everyday life in the personal, public, educational or occupational domains. Task accomplishment by an individual involves the strategic activation of specific competences in order to carry out a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome. Tasks can be extremely varied in nature, and many involve language activities to a greater or lesser extent, for example: creative (telling a story), taking part in a discussion, giving a presentation.

A task can be very simple or very complex, it can involve a greater or lesser number of steps, and communication is an integral part of tasks where participants engage in interaction, production, reception or mediation, or a combination of two or more of these. Communicative pedagogical tasks aim to actively involve learners in meaningful communication, are relevant, and challenging, but feasible, and have identifiable outcomes.

Classroom tasks, whether reflecting real-life use or essentially pedagogic in nature, are communicative to the extent that they require learners to comprehend, negotiate and express meaning in order to achieve a communicative goal. The
emphasis is on successful task completions and consequently the primary focus is on meaning as learners realize their communicative intentions.

In considering task performance in pedagogical contexts it is necessary to take into account both the learner’s competence and the conditions and constraints to a particular task (which may be manipulated in order to modify the level of difficulty of classroom tasks) and the strategic interplay of learner competences and tasks parameters in carrying out the task.

Furthermore, tasks require the activation of a range of competencies such as knowledge and experience of the world; socio-cultural knowledge (concerning life in the target community and essential differences between practices, values, and beliefs in that community and the learner’s own society. Intellectual skills (mediating between two cultures), learning skills, and everyday practical skills and know-how; the learner will need communicative language (linguistic, sociolinguistic, and pragmatic knowledge and skills).

Successful task accomplishment may be facilitated, by the prior activation of learner’s competence. In the initial problem posing / goal setting phase of a task, provide / raise awareness of the necessity of linguistic elements, by drawing on prior knowledge and experience to activate the learners' appropriate schemata, and by encouraging task planning rehearsal. In this way the processing load during task execution and monitoring is reduced and the learner’s attention is freer to deal with any unexpected content or form-related problem that may arise, thereby increasing the likelihood of successful task completion in both qualitative and quantitative terms.
In assigning task-based activities, it is essential to keep in mind that learners comprehend the task assigned involving the strategic interplay of a range of learner competences and task-related factors. Individuals may differ considerably in their approach to the same task. Consequently the difficulty of any particular task for an individual, and the strategies which he / she adopts to cope with the demands of the task, are the result of a number of interrelated factors arising from his or her competences and individual characteristics, and the specific conditions and constraints under which the task is carried out. Besides that, there are affective and cognitive factors that should be considered, as mentioned before. Tasks realization should not affect the learners' self-esteem, but promote positive self-image and lack of inhibitions.

Therefore, for reluctant participants, it is recommended to have them work in small groups until they gain more confidence. Interaction and production demand support, time, clear goals, predictability, physical conditions, and participants. This includes going through a preparatory phase (training to assure the type of response required). The selection and organization of themes, sub-themes and specific notions is to be determined in the light of the assessment of the communicative needs on the learners concerned.

Task difficulty

As mentioned before, individuals may differ considerably in their approach to the same task. The difficulty to any particular task for an individual, and the strategies which he or she adopts to cope with the demands of the task, are the
result of a number of interrelated factors arising from his/her competences (general communicative) and individual characteristics, and specific conditions and constraints under which the task is carried out. For these reasons the ease or the difficulty of the task cannot be predicted with certainty. In language learning context consideration needs to be given to ways of building flexibility and differentiation into task design and implementation. This means bearing in mind the specific competences of the learner and factors that affect tasks difficulty, and manipulating task parameters in order to modify the task according to the needs and capabilities of the learner.

To conclude this chapter, the theoretical framework above presents the relevant aspects that need to be considered for the development and implementation of the present action research. In first place, language teaching views the role of the teacher and his/her participation as language instructor/educator, and its corresponding link with his/her students’ learning process; some features describing the setting for language teaching and learning at university programs is also considered for the development of language programs. Then, communicative Approach is described taking into account that the present action research project was carried out at a private university where its language program is based on this approach. To gain a deeper understanding of the implications of the project, oral interaction skills theories are described. Narrowing down to the focus of the project, the implications and conditions for the development of oral/communicative interaction are presented, followed by the description of task-based learning which represents the core of the study.
Lesson plan format procedure *Taken from Willis, J. (1996) components of the TBL framework.*

<table>
<thead>
<tr>
<th>Group:</th>
<th>Date:</th>
<th>Time:</th>
<th>No. of students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Task:**

**PRETASK (Including topic and task)**

<table>
<thead>
<tr>
<th>The teacher</th>
<th>The students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduces and defines the topic; Uses activities to help students recall/learn useful words and phrases; Ensure students understand task instructions; May play a recording of other doing the same or similar task.</td>
<td>Note down useful words and phrases from the pre-task activities and/or the recording; May spend a few minutes preparing for the task.</td>
</tr>
</tbody>
</table>

**TASK CYCLE**

<table>
<thead>
<tr>
<th>Task</th>
<th>Planning</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students</td>
<td>The students</td>
<td>The students</td>
</tr>
<tr>
<td>Do the task in pairs/ small groups. It may be based on a reading/listening text.</td>
<td>Prepare to report to the class how they did the task and what they discovered/decided; Rehearse what they will say or draft a written version for the class to read.</td>
<td>Present their spoken reports to the class, or circulate/display their written reports.</td>
</tr>
<tr>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
</tr>
<tr>
<td>Acts as monitor and encourages students</td>
<td>Ensures the purpose of the report is clear; Acts as language adviser; Helps students rehearse oral reports or organizes written ones.</td>
<td>Acts as chairperson, selecting who will speak next, or ensuring all students read most of the written reports. May give brief feedback on content and form. May play a recording of others doing the same or similar task.</td>
</tr>
</tbody>
</table>

**LANGUAGE FOCUS**

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students: Do consciousness-raising activities to identify and process specific language features from the task text and/or transcript. May ask about other features they have noticed.</td>
<td>The teacher: conducts practice activities after analysis activities where necessary, to build confidence.</td>
</tr>
<tr>
<td>The teacher: reviews each analysis activity with the class; brings other useful words, phrases and patterns to students attention; may pick up on language items from the report stage.</td>
<td>The students: Practice words, phrases and patterns from the analysis activities; practice other features occurring in the task text or report stage and enter useful language items in their language notebooks.</td>
</tr>
</tbody>
</table>
Once made the reflection on the theoretical framework which gives support to this kind of research study, I continue with the instructional design which is explained in the following chapter;

Chapter II

Instructional Design

This instructional design deals with two principal features; the pedagogical strategy and the instructional phase. The pedagogical strategy includes the explanation of the general and specific objectives of the pedagogical intervention, the definition of its pedagogical dimensions and the detection of its relationship with the research question. The instructional phase, involves the recognition of students’ profile in their oral interaction experience, the exploration of their oral interaction abilities, the interpretation of task as a concept, the selection of task issues, and the implementation of the pedagogical strategy.

Pedagogical Strategy

In this research, the TBL was assumed as a pedagogical strategy to observe and analyze the impact on enhancing the oral interactional skills in undergraduate first English level EFL students. To this respect, Correa (1999), as cited in Nuñez and Tellez (2012), claims that “the use of determined didactics and learning strategies consolidate thinking styles”. The first refers to the practices that teachers use to facilitate pupils’ learning. The second refers to the possibilities that students
have to identify and choose oral interaction strategies to reach the expected success in their learning process, in addition to those the teachers consciously select and model.

**General and Specific Objectives**

**General objective**
- To develop, implement and evaluate lesson plans focused on the task-based language learning approach to enhance oral interaction skills in undergraduate EFL students in the first English level.

**Specific objectives**
- To create a learning environment that allows oral interaction among students in English as a foreign language (EFL) classroom;
- To make students aware of the strategies they may use to develop their oral interaction skills;
- To provide students with language input resources in the foreign language that may help them express themselves spontaneously;
- To familiarize students with the cycle of tasks to help them enhance their oral interaction in EFL.

In order to reach these objectives I selected cooperative learning (CL), which is an educational approach that supports academic accomplishment by learners working in groups and that is closely related to the research inquiry. In
this regard, Kagan and Kagan (1998), point out that CL, “offers ways to organize group work, to enhance learning and increase academic achievement. “
Likewise, Calderon (1987), defines CL as a pedagogical strategy that promotes motivation, assists students in building a positive image of themselves supports the development of critical thinking, problem solving, and cooperative social skills.
In conclusion, we considered that by using this approach the students could socially construct their interaction and strengthen the enhancement of their oral interactional skills.

Pedagogical Dimensions

As the aforementioned strategy had not been previously implemented during English classes at Uniminuto BSR, I believed this could offer an innovative methodology that would lead students to progressively enhance their oral interaction skills in learning English as a foreign language.

The methodological approach underlying the Pedagogical strategy

The methodological approach following my pedagogical strategy is cooperative learning, which involves educational endeavor by pupils working in groups and reciprocal searching for acquiring meaning, solutions, and accomplishment of tasks. As pointed out by Leigh and MacGregor (1992), collaborative learning activities move away from teacher-fronted classes towards other more complex processes based on students’ discussion and involvement.
Contrasting traditional approaches, cooperative learning pushes for learners to increase thoughts, to endow with important facts while thinking and visualizing different answers to genuine or created troubles. Consequently, Golub (1998), as cited in Nuñez and Tellez (2012), considers that the term collaborative also suggests that learning is socially built by means of students’ dialogue and interaction. Moreover, I can engage learners to carry out group tasks which demand interaction.

**Relationship of the Pedagogical Strategy with the Research Question**

To distinguish my pupils’ background in holding oral interaction, I surveyed them to gather information about the types of topics argued, the kinds of strategies they used to maintain oral interaction, and the form in which classroom oral conversations were handled. Furthermore, to recognize students’ background in terms of their oral interaction experience, explore their oral interaction skills, and make them aware of the task as a concept, this research aims at responding to one basic question which is focused on the students’ enhancement of oral interaction skills through task-based language under the minimal principle of positive interdependence increased by working cooperatively.

Kagan and Kagan (1994), and Gillies (2007), point out that positive interdependence takes place when the members of the group work together in search of the group’s overall success, rather than individual ones thus, promoting student participation and individual responsibility. In this regard, Kagan and kagan (1998), say that “positive interdependence can be created by task structure; by the
way outcomes and / or means are defined” (p.45). In fact, when carrying out a class task, the students organized themselves into different groups to plan the task on which they could. They assumed different roles in terms of what each one had to say or do in the report phase of the task cycle. This demanded that they work together in the planning phase of the task cycle. Finally, to answer my research questions the pedagogical strategy was developed in the following three phases:

**Instructional Phase**

Once I explained the pedagogical strategy description I proceeded to describe the three phases which were implemented to help our students enhance their oral interaction skills/experience, and make them aware of the concept of holding tasks in the EFL classroom.

**Students Background on their Oral Interaction Experience**

Previously to apply the pedagogical strategy, we conducted a survey with the stakeholders to determine their background (personal information, English language training, oral interaction experience, and speaking strategies). This revealed that most of them attended public elementary and high school institutions in which there were few weekly English curriculum hours. Additionally, the classes they had were mostly conducted in their mother tongue (Spanish). The enhancement of their oral interaction skills was not the objective of the English training. Most notably, the great majority of students were neither familiar with the tasks as a source of interaction nor had previous experiences in oral interaction. (Appendix No 1)
Exploration of the Oral interaction Abilities

The main purpose of this phase is to distinguish pupils’ awareness of the tasks and their ability to interact with each other. I encouraged them to think of a task topic without disclosing the steps for doing a task or its. For these beginner undergraduate students, we organized a task based on the lesson being presently focused upon (according to the university program, under the topic of ‘’interviewing an EFL student about favorite things and stuff like that’’). With this strategy, I diagnosed strengths and weaknesses in oral interaction. The criteria I established to identify strengths and weaknesses are presented in the table below.

Table #

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weakness</th>
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<tbody>
<tr>
<td>Ss asked questions to get the information</td>
<td>Ss did not use compensation strategies.</td>
</tr>
<tr>
<td>Ss had the final task outcome</td>
<td>Not all of them participated in planning task.</td>
</tr>
<tr>
<td>Ss accomplished the communicative purpose.</td>
<td>Ss did not use strategies to make their massages understandable.</td>
</tr>
<tr>
<td>Ss used chunk of language</td>
<td>Ss did not ask for clarification of the task.</td>
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</tbody>
</table>

As to the importance of oral interaction and the task process, both teachers and students concluded that oral interaction and doing tasks were an unfamiliar assignment. As a result, they expressed to have difficulties to do it by interacting orally with each other.

Sensitization of the Task as a Concept

In this stage, I informed students about the concept of task through visual aid and explained to them what each one of task steps consisted of according to
Willis (1996). They learned its purpose, the steps in the task cycle, and all the phases required to obtain the final outcome of the task. Furthermore, I taught them the six types of task they could carry out focusing on what each task involved.

**The Selection of Task Issues**

Previously, to designing the lesson plans I applied a survey to know about students learning styles and the topics of their learning preferences based on Brown (2007). This tool provided me with a wider vision related to what and how to address the real life topics of interest to the learners. At the end of each lesson, I persuaded the students to take part in classroom group tasks in which they could utilize the vocabulary learned in the lessons to carry out the task being aware of the task cycle.

**Implementation of the Pedagogical Strategy**

The pedagogical strategy consisted on the implementation of eight lessons plans which were closely related to the tasks that the students were expected to perform such as; (a) Interview an EFL student or teacher about favorite things; (b) Doing a broadcast news; (c) Preparing a food recipe either healthy or unhealthy; (d) Planning my holidays; (e) Doing fortune telling sessions to predict the future; (f) Organizing a trial of the three little pigs against the wolf; (g) Creating an avatar movie; and (h) Go shopping at the market. The main goals of the lesson plans were to generate oral interaction one another and get students familiar with useful vocabulary and the language issues to be used during the planning and performing
phase of the task. It is important to note that the tasks the students performed were those they selected through the survey and, as per Willis (1996), were principally solving problems and creative tasks.

In this last phase, the students were instructed to take advantage of the learning settings generated to enhance oral interaction skills about topics of their concern. Likewise, they were required to employ the language they have been taught in the previous lesson plans to raise their self-confidence while handling oral interaction. Lastly, implementation of class tasks helped pupils’ confidence as they became aware of the importance of planning a task previously to be reported. Once the implementation of the pedagogical strategy was addressed, the next chapter explained the methodological design, the research question, objectives and approach, the type of study, the setting, the participants, the teacher researcher role, and the instruments to gather the data.

Therefore, I become aware of the great challenge the participants of this research project face in terms of the enhancement of the oral interaction skills as well as the importance of being able to communicate accurately in English. Reflecting on how to help the students overcome their difficulties in oral interaction, I decided to help change their negative attitudes towards interacting in English. Moreover, noting the academic semester at Uniminuto has sixteen weeks, and the students receive three English hours per week, the pedagogical proposal implemented is built up of eight lesson plans having tasks as the core of each one of them.
That is to say, that each lesson plan had a length of time of six hours in order to fulfill the English program of the academic period that corresponded to this specific group. During the implementation of the lesson plans the teacher researcher’s role was different depending on the stage of the task. Because the lessons are intended for the student to become the main character of the process, I will give them more talking time. For instance, I made sure the students understood the instructions given; furthermore, I sometimes acted as a monitor who encouraged the learners to perform the tasks doing their best. Moreover, I reviewed each activity with the class; brought other useful words, phrases and patterns to the students’ attention; and I noted language items from the report stage.

Also, I observed every single event taking place in the classroom in terms of how students react to each new topic they were exposed to, their behavior after and while making decision in group about the task to be performed, the way they carried out the tasks (I recorded some videos to get first-hand information) and finally, I wrote down in the field notes, their attitudes and language usage while judging the task performance of each other in the group and from the other groups.
Chapter III
Methodological Design

Research Approach

Due to the nature of this research project, in which we had to characterize, guide, observe, describe, interpret and analyze the way in which our students enhanced their oral interaction skills, we assumed a qualitative type of educational research approach which used the steps of Action Research to explore phenomena as well as to plan and implement the project. It was descriptive in terms of the explicit definition of what we did, under which constructs we worked and the results we hoped to achieve, but at the same time it was close to becoming emancipatory, since it dealt with the creation of new situations and innovation in terms of the effect on students concerning their interaction and their lives.

According to the classification proposed by Grotjahn (1987), this project was designed under the Exploratory-Interpretive Paradigm, whose characteristics are a non-experimental design, the work with qualitative data and an interpretive analysis. Thus, it dealt with the subjective perspective of the researcher advocating the use of qualitative methods because its main concern is the understanding a human behavior process from the participants’ own frame of reference.
Type of Research

We decided to use Action research because it is "practitioner research aimed at improving one's own practice" (McNiff, Lomax, and Whitehead 1996:7). According to Cohen and Manion (2000:226-27), action research is "a small scale intervention in the functioning of the real world and a close examination of the effects of such an intervention." Cohen and Manion (1985) as cited in Nunan (1992) provides another definition saying that it is “first and foremost situational, being concerned with the identification of problems in a specific context”. They also identified collaboration as an important feature of this type of research. As Kemmis and McTaggart (1988:9) put it, "The linking of the terms action and research highlights the essential feature of the method: trying out ideas in practice as a means of improvement and as a means of increasing knowledge." The action research was my choice because it involves processes of reflection and analysis in the classroom as a means to change or improve conditions of learning. Besides, in a small scale project as the one we are requested to do as a requirement for graduation, this model suits the purpose we intend to fulfill in terms of time and procedure.

Description and Application of the Research Method

To carry out this investigation, Action Research under the model offered by Cohen & Manion was chosen, as it provided the steps needed to contemplate the achievement of the goal:

1. Identify and formulate the problem
2. Discuss and negotiate with interested parties
3. Review Literature
4. Modify or redefine the initial problem as necessary
5. Select research procedures and methods
6. Select evaluation procedures
7. Implement the project over the required time period
8. Interpret the data obtained

Initially, I had observed a classroom situation in which I wanted to intervene in order to bring changes to it. The specific issue was my students’ performance in classroom activities that required oral interaction skills. This was reflected on their tests marks, and it would eventually also affect their FCE scores. Thus, I identified the problem as a research question in terms of the students’ abilities. I formulated a proposal which intended to find out whether Task-Based approach might enhance the oral interaction skills in undergraduate students when seeing a more consistent understanding and then becoming more proficient. The core of the decision process was intersected by discussion and negotiation.

Then, I started looking for theory on the basic and ancillary constructs of this project, namely: an educational interpretation of language teaching, the Communicative Language Teaching approach; Task-based language learning. Simultaneously, I gathered more relevant information about research in EFL, the methods for data collection teachers would use and the techniques for analyses and interpretation.
Since research is an ongoing cycle and a research question is redefined as one that advances during the process, the need to make several modifications emerged. For instance, the idea of selecting the task-based type arose after some advances as it seemed the most appropriate choice and it was followed by the use of TBL, which came as a result of that decision. Likewise, I had to consider *oral interaction theories* and include them in the theoretical framework linked to the learning aspects mentioned above on account of its connections with the teaching-learning process.

Next, I selected the research procedures and methods regarding the approach that would be taken and the objective or purpose of the study, which are stated in the chapter explaining the research design. After that, the evaluation procedures were considered due to the importance of this systematic process that would determine the extent to which instructional objectives are achieved by pupils. Additionally, I reasoned it would help me make decisions to solve any shortcomings in the program after having obtained information about the key issues.

**Context**

The present project was carried out at Minuto de Dios University South Regional, in Bogotá, within the program named “Technology in Systems”. As the name implies, the South Regional offers technological programs to the students living in the south end of the city. Most of the students are either sponsored by the
same University or the District Secretary of Education by means of the agreement of the Superior Education. These technological programs have the chance of being professionalized at the main branch of Minuto de Dios University after being culminated.

The mission of Minuto de Dios University is to foster professional education based on humanistic values, emphasizing the development of the students’ cultural identity, their discourse competencies, as well as the attainment of ethical compromise, leadership capacities and social responsibility that may contribute to the educational improvement of the region.

The program of studies is to be carried out in six semesters. Students attend classes from Monday to Friday, from 6:30 PM to 10:00 PM. They have three hours of English class a week. Students are engaged in a process for the acquisition of knowledge of the Spanish and English languages, and consider the development of pedagogical, research, axiological, linguistic and literary perspectives in the field of Technology.

Regarding the infrastructure and resources needed for the implementation of the language programs the University only has access to the classroom and it does not have a language lab room, because the infrastructure is within a high school (José Maria Córdoba) which belongs to the Distrito Capital; and only at night does the university have access to said room.
Participants

The stakeholders are thirty-five students of first semester of Systems Technology. There were nineteen male students and sixteen female students, ranging in ages from 18 to 40 years. These students communicated their interest in participating in this research project through a signed Consent Letter (see appendix 1), which guaranteed that their identity would remain private.

The group of students was relatively homogenous in terms of their English proficiency level; all of them demonstrated a positive attitude towards learning the target language and all were friendly amongst themselves. In terms of personality, some were more talkative than others, and all of them were eager to participate in the exercise.

Most of them came from public schools in which they had participated in class tasks on particular issues. However, they lacked an oral interaction center, and they were not aware of the task process. Thus, I considered it relevant to enhance their respective oral skills through Task-Based Language Learning.

Teacher-Researcher's Role

During the whole intervention process I was the English teacher of the group; therefore I had the role of guide and facilitator during the development of the lesson plans and tasks. Furthermore, I explicitly explained the way in which tasks were to be held and the aspects related to oral interaction. I was also a participant observer of each one of the events taking place in the classroom and collected
data from the students’ oral classroom interaction utilizing instruments designed to analyze and answer the established research study questions.

**Data Collection Instruments**

The core information–collecting tools that we employed during the academic semester were field notes, classroom observation, students' self-evaluation, audio and video recordings. I also conducted a background survey (appendix 1) with fictitious names, to establish gender, age, and years of language study, previous experiences in oral interaction, and other relevant aspects such as sources they consulted to look for additional information to hold the task. Additionally, I asked participants for permission to include their comments in a document I pretended to submit in for obtaining the Masters in Education Degree.

**Field Notes:** According to Hopkins (1995), field notes are practical and continuous ways of recounting, registering and reporting observations about, reflections on, and reactions to situations in the classroom thus, facilitating the exploration of emerging tendencies. For that reason, we took notes to observe and describe pupils' behavior while they were doing the task, and also focused remarkable consideration to the oral interaction setting generated by the tasks.

**Audio and Video recording:** Burns (2001) and Hopkins (1995), state that audio and video recordings are very good techniques for registering spontaneous reactions in the classroom. Both resources provide precise data about interaction patterns used. Additionally, they facilitate the teacher-researcher’s observation of the students’ impressions in relation to the class, the development of group and/or
pair work activities, aspects related to behavior, and implicit beliefs of the participants. To a certain extent, collecting the accurate data through these techniques eases the process of identifying patterns and relevant issues.

McKernan (1996) recommends analyzing information by using some questions related to aspects involved in the observation, the teacher’s role, the participants, the actions undertaken, the questions posed, the classroom organization, the verbal and non-verbal language employed, the protocols, and the symbolic language observed, among others. Thus, I focused my attention on the stakeholders’ behavior, their attitudes or reactions while holding the tasks and their oral interactions with the teacher. Moreover, I employed the conventions established by Joyce and Gollins (1996) as cited in Burns (2001). The transcriptions and codes employed were the following:

*Conventions*

<table>
<thead>
<tr>
<th>Conventions</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>Speaking turns are not respected</td>
</tr>
<tr>
<td>...</td>
<td>Short pause</td>
</tr>
<tr>
<td>(( ))</td>
<td>Untrue transcription</td>
</tr>
<tr>
<td>(( ? ))</td>
<td>Something indecipherable</td>
</tr>
<tr>
<td>(...)</td>
<td>Omitted transcription</td>
</tr>
</tbody>
</table>
The main goal of our observation disclosed, that the recordings documented both the way in which students carried out the tasks and the kind of oral interaction obtained through the tasks.

**Surveys:** Burns (2001) defines them as an alternative for compiling information and / or to complement interviews. Surveys require predetermined written questions and participants are supposed to be able to answer them. It is important to carefully prepare and pilot them beforehand to avoid ambiguities in reference to the information the instruments are intended to gather; researchers should also guarantee confidentiality of the participants.

**Self-evaluation and co-evaluation form**

The enhancement of this ability was monitored using a Self- and Co-evaluation format, completed by the students, to identify how they responded to the achievement of each one of their tasks. The Co-evaluation part, however, is not considered for the analysis and presentation of the results. It is considered only as a partial evaluation of the students' learning process as required by the centre evaluation polices.

Self-evaluation was chosen because it would involve the student making him/ her aware of his / her own learning process developing a sense of self-esteem and responsibility within it. The learners were aware, however, that this self-evaluation was only part of the whole, since individual and group oral performance, together with video-taping were also utilized.

Once we gathered the information, I used the inductive approach proposed by Thomas (2003), to reduce ample/broad raw data into concise data, to both
establish links between the purpose of the study and the results drawn from the unanalyzed information, and to build support for procedures and experiences emerging from the data. This allowed me to identify predominant patterns that I identified with the aid of color-coding techniques. At the end I established four research categories and five subcategories, which I will describe in the following chapter.
Chapter IV

Data Analysis

Results

In this section I reflect on the outcomes gathered through the triangulation of three different instruments analyzed to identify common recurrences and similar patterns among them. The first instrument, the field notes with the teacher’s observations; the second are the video recording transcriptions; and the third, the students’ self-assessment forms. From these instruments emerged the research categories and sub-categories which led me to look for the respective theory to support them in order to respond to the research question.

Teacher’s Field Notes

By means of the field notes I was able to document every single behavior, attitudes, language use, and interaction which took place in the classroom during each of the implementation lessons plans and the tasks’ phases. While in the process, I realized that in the planning phase of the task the students only used chunks of language and the vocabulary learned in the previous lessons in order to make group decisions. The rest of the time, they switched to their mother tongue to get their messages across. In this regard, they employed “False friend” words; these are words in the target language which look or sound as if they have the same meaning as some similar words in the learners’ mother tongue but do not. For instance, while a group was planning the task, one of the students said, “we
need to put an *advice* in front of the door* instead of saying an *advertisement*, because of the similarity to the word “*aviso*”, in Spanish. Furthermore, they asked for help either from classmates or the teacher when they did not know how to say some words in the target language and while working in groups they usually asked the teacher for clarification of the task. Finally, I noticed that giving the whole class a general explanation of the task was not enough. I asked some students to tell me what they were expected to do, and they did so perfectly; but when they were planning the task they got confused in spite of knowing what they had to do. I also circulated within the group giving support to encourage better outcomes of the task. Upon completion of the first instrument, I proceeded to the following;

**Video recording transcriptions**

The video recordings were done during the implementation of the eight lesson plans and the tasks performed; therefore, throughout the video recording transcriptions I could establish recurrences and common patterns as outlined in the field notes and self-assessment form. At the beginning of the implementation the students were more worried about the camera in the classroom, however, after the first task, they did not mind anymore if they were being filmed and they started to interact normally. Moreover, the recordings provided me with first-hand information in terms of the oral exchange taking place in the classroom while planning and performing the task. I then proceeded to the next instrument.
Students’ self-assessment

The first question of the self-assessment reads: “What do you like the most about tasks realization?” Of the eight tasks, 70% of the students answered that they were learning, that tasks encouraged them to learn and practice, and that they found them enjoyable. The second question reads: “What do you dislike of tasks realization? “Of the eight tasks, 65% of the students agreed that it was when they had to use their mother tongue to get their messages across or when they spent too much time discussing how to do a task. In the third question asked; “How do you feel while performing the task?” Of the eight tasks, 80% of the students answered that they felt motivated. In the fourth question asking, “Were you able to accomplish the task according to the instructions given by the teacher?” In the eight tasks, the students answered, “Yes”. The fifth question asked the students to rate (from 1 to 5) how much tasks realization allowed them to learn more English and put into practice their oral communicative skills; 90% of the students rated this 4. In question number six, the students had to evaluate (from 1 to 5) their fluency, pronunciation, interaction strategies, vocabulary, coherence and cohesion devises; 60% of the students rated gave it a 4. Once we have analyzed the outcomes of the self-assessment form, we address the results of the second instrument. (See appendix 6)
Data Analysis

The data analysis was elaborated, following the rules of the grounded approach where, according to Denzin and Lincoln, (1994); the theory arises from the data gathered to identify constructs, categories and relationship established among them. In addition, Bourke, Cikroratic, and Mack as cited in Nuñez and Tellez (2012), say that the grounded approach “…is an explanation of the variability in social interactions, the social structural conditions that support the interactions, the consequences of the interactions and the conditions that support changes in the interaction over the time”. They also support the effectiveness of this approach as employed in the qualitative research approach, because it involves the constant comparison of the data, in order to group and classify them for the construction of a theory.

I first collected the data during a complete academic semester, and transcribed some video recordings, comments on teacher-researcher’s field notes and self-assessment. Then I made an examination of issues, revised the video transcriptions, and then analyzed both the field notes, and the survey to identify patterns and recurrences. Once we had organized the information, we employed the color-coding technique to identify each one of the conversational routines in the interaction to unify the recurrent patterns bearing in mind their relation with the theory and the suggested research question. After that, we continued to contrast the information gathered, taking into account all: the methodology, the supporting theory and the research question, in order to draw conclusions, following Denzin
and Lincoln's (1994), methodological triangulation approach to data analysis, which implies using different sources for data collection; this approach permitted us to employ the teacher-researcher's field notes, video transcriptions, and self-assessment. The theoretical triangulation approach involves interpreting information from more than one theoretical perspective and source; therefore, we analyzed the information gathered considering the explicit presentation of the task cycle and the different types of tasks to be done, the kinds of conversational routines, and the oral interaction skills. My triangulation process consisted in collecting and interpreting the data through the instruments.

To further validate the findings, I used three types of triangulation strategies: the methodological, the theoretical and the practical. In the methodological triangulation, I assembled the data through field notes, video transcriptions and survey. The theoretical triangulation let me study the data through different perspectives such as explicit instructions on how to accomplish the task cycle and the different types of tasks, selections of the task by the students, the conversational routines, interaction skills, and so on. And in the practical triangulation, I performed my teacher-researcher role. Most importantly, the data gathering, and use of the instruments and analysis, revealed emerging patterns and recurrences.

**Research Categories**

I set up four categories and four subcategories to answer the research question. I divided the first, the third and the fourth categories into one subcategory
and for the second research category I identified two subcategories as shown in the table below.

**Categories for the main research question**

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Categories</th>
<th>Subcategories</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>How may Task-Based Learning approach enhance students’ oral interaction skills in undergraduate students?</td>
<td>1. TBLL: a source for Embryonic development of oral interactions</td>
<td>1.1 Planning phase: the key for oral interactions</td>
<td>- Video transcriptions</td>
</tr>
<tr>
<td></td>
<td>2. Students’ self-selected tasks increased oral interaction</td>
<td>2.1 Students’ motivation and confidence</td>
<td>- Teacher's Field notes</td>
</tr>
<tr>
<td></td>
<td>3. TBL facilitates inter personal relationships</td>
<td>2.2 Task performance reduces students' anxiety</td>
<td>- Students' self-assessment</td>
</tr>
<tr>
<td></td>
<td>4. Hindrances on the way</td>
<td>3.1. Respecting others' viewpoints when planning the task</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.1 Misunderstanding the task</td>
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</table>

**TBLL: A source for embryonic development of oral interactions.** This category and its subcategory are directly related to the main research question, "How may the implementation of Task-based Language Learning enhance the oral interaction skills in undergraduate EFL students in the first English level?" The
development of oral interactions, according to Bygate (1987) can be explained in terms of conversational routines such as asking other person’s opinion, asking for clarification and indicating uncertainty about comprehension, and turn taking or interrupting. More concretely, I evidenced this early development of oral interaction in the planning stage of the TBLL approach as explained in the following excerpts.

**S11**: I like the activity why we ask the teacher when we need.
**S8**: I not like because sometimes we speak in Spanish
**S5**: I like the activity because I ask when I didn’t understand the task I speak in Spanish and English when I didn’t know do the say that.
**S13**: I like the activity why we ask the teacher by help.
(Source: Self-assessment. Task: flight reservation)

They used both their mother tongue and the target language while they were organizing the fortune telling task, for instance:
**S9**: We...need... poner un advice in the door con el name of the Chaman.
**S10**: The... cost is five... billets....pay....pay ....pay ... my dinner....robber...
**S8**: You ....no....contest....my questions...
**S10**: yes, I ...say you will... be a exit... person...and.. and you will not live with your familiares.
(Source: Video transcription. Task: Fortune telling)

While the students were organizing the task to be performed they used to interact each other using isolated words or the vocabulary learnt in the previous lessons, the rest of the time they interacted in Spanish or foreignized words.
(Source: Teacher's Field notes. Task: Interviewing an EFL students)

**Planning phase: the key for oral interactions.** This subcategory answers the research question since the students showed great interest in and interacted more when doing challenging tasks that required exploring their creativity. In this planning stage, the learners utilized some conversational routines as they asked others' opinions; asked the teacher for clarification; showed uncertainty about comprehension by either asking their classmates and the teacher, or by using body language; and took turns or interrupted their classmates when planning the different aspects of the task (Bygate 1987). Moreover, to take group decisions the
students asked each other what they thought about how to do the task and chose the role of each one of the members of the group using the vocabulary learned in the previous lesson. In other words, they used the target language mainly to incorporate the new words or terminology studied in the English lessons.

In relation to this, Oxford (1990), offers some additional compensation strategies such as guessing by linguistic clues, switching to the mother tongue, getting help from peers, using mime or gesture, selecting the topic, adjusting or approximating the message, coining words, and using circumlocution or synonyms. Furthermore, Nunan (2004), argues that “the student has to be given controlled language practice of the vocabulary they might need for the task” (p.37). The author also considers that after free practice of the language the student reaches the pedagogical task where he or she participates in discussions and makes decisions.

The purpose of the lessons I developed for the pedagogical strategy of this project was to have the participants receive instruction in both vocabulary and the language they needed to perform the task. By this I mean that the learners were encouraged to move from reproductive to creativity language use, Nunan (2004). As noted before, when confronting a difficulty the students automatically resorted to either their mother tongue or words that they derived from it while interacting orally. This reinforced Brown's (2001) ideas, when he mentions that students build on previous language learning experiences, which he calls “the native language effect”, meaning that the mother tongue or L1 greatly influences the acquisition of the target language system, either facilitating or interfering on the comprehension
and production of L2. This process is called transferring the previous knowledge of their mother tongue.

In the same line of thought, Byrne (1991) believes that learners’ use of mother tongue is a natural factor of group and pair work activities “the students will sometimes start to use their mother tongue to express an idea - especially if they get excited” (p.34). As well as this, Byrne, Penny and Ur (1996), explain that students are likely to use the mother tongue, because it feels unnatural to speak to someone in a foreign language, and makes students feel less exposed if they are speaking their mother tongue. In essence, the student did make progress in the way they interact in class while planning how to solve the task, in particular by using the vocabulary and the language given in the lessons and turning to their mother tongue whenever necessary to convey meaning or as result of being highly involved in the task.

While the participants prepared to report to the class the manner in which they did the task together with their discoveries and conclusions, they mainly interacted by asking each other about the sequence followed or consulting the teacher about unknown words. They also employed the enumerative cohesive devices or sequence connectors like first, then, next, and finally when rewording what they would say or drafting a summarized written version of the task (Willis, 1996). In essence, the students took advantage of both the language studied in class and the type of tasks assign in the EFL classroom to further develop their oral interaction. The following transcriptions taken from the teacher’s field notes, video recordings and the self-assessment illustrate the previous statements:
During the task planning the students made decisions of how to do the task and what the role of each one of the members of the group was. They wrote down the script of the task to be reported asking the teacher for unknown words; however, in this planning stage they used the vocabulary learnt in the previous lesson. In other words, they used the target language mainly for the new words or terminology studied. In this stage, the students asked each other questions like a brainstorming to finally decide what to do in the task.

(Source: Teacher’s field notes. Task: Presenting a news broadcast)

S13: first… we… have to think in a…name gracioso…eh
S10: Eh…Que tal el Mago Candun?
S11: we….need….to …poner …interrupted
S13: …to put
S11: We need to put …a….advice in the door.
S10: Yes, with the name of the Chaman

(Source: Video transcription. Task: Predicting the future)

In the self-assessment in the question number 5, from 1 to 5 (5 being the highest score), rate how well the realization of this task allowed you to learn more English and put into practice your oral communicative skills. Most of them agreed that in the Interaction strategies: because when they did not know how to say some words in English they foreignizing them or asked someone else for help.

(Source: Self-assessment form. Task: Organizing a trial of the three little pigs against the wolf)

Having described and analyzed the first category and its corresponding subcategory, I will continue with the description and analysis of the second research category.

**Students’ self-selected tasks increased oral interaction.** This second research category responds to the main research question, since it shows that students enhanced their oral interaction skills as a consequence of being intrinsically motivated and self-confident during all phases of the task cycle. It was a result of negotiating and letting them choose the kinds of tasks they would like to do from a list suggested by the teacher-researcher. The tasks they liked the most were *solving problems* and *creative ones*, because they felt free to do them at their own pace for performance in front of the class. In this sense, Thornbury (2007), states that “…these tasks aimed at helping students uncover awareness tasks,
rather than merely presentation activities”. This view gives learners the possibility of discovering and even filling their knowledge gaps by themselves, but always relying on the teacher’s mentorship to guide their learning process and provide them with support and feedback where/when necessary.

The students showed great motivation to do the task and got truly involved, which led them to interact more and more frequently when planning the task to be performed. In this sense, Deci (1975, p. 23) as cited in Brown (2007, p. 88), considers that “intrinsically motivated activities are ones for which there is no apparent reward except the activity itself”. That is to say, that people seem to engage in the activities for their own sake and not because they (the activities) lead to an extrinsic reward. On the contrary, intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination. In reference to this, Brown (2007), in one of his interactive principles about intrinsic motivation states that “as students become engaged with each other in speech acts of fulfillment and self-actualization, their deepest drives are satisfied. And as they more fully appreciate their own competence to use language, they can develop a system of self-reward”. These two issues were evidenced at the moment of co-evaluating classmates after their task performance, during the report stage.

In addition, Rivers (1987, p 4) as cited in Brown (2007), declares that “through interaction, students can increase their language store as they listen to or real authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem solving task, or dialogue journals”. This leads us
to say that while orally interacting, the students used all the language learned regardless of the level they possessed. This, in turn, allowed them to explore and exploit the command of the language they had. The excerpts below evidenced the issues previously explained.

S4: we liked the activity because the teacher give we the opportunity of selection the task, we have to pensate more for do a good work.
S17: I liked the task because we can select the activity by that I feel we have use most our imagination to create the avatar movies
S2: We liked the task because we can make decision in the group to have the best idea of the avatar.
(Source: Self-assessment. Task: Creating an avatar movie)

I could realize that when students were doing the task that they selected by themselves they got more interested in doing their best, made more time making decisions on what to do and how to do it, each time they wanted to do in a better way the task performance.
(Source: teacher-researcher’s field notes. Task: Organizing the trial of the three little pigs against the wolf)

S3: we have ...pensate,... in algo barato...
S1: I propose ...to.... prepare ...a sandwich...
S5: and ...the ingredients?
S2: eh...pan... jamon...tomatoe...lechuga...cheese...
S3: I... like the ...idea ....
S1: We ...have...to decide the role de cada uno.
(Source: video transcription. Task: Preparing a recipe)

Students’ motivation and confidence. On the one hand, motivation is some kind of internal drive which pushes someone to do things in order to achieve something. In this sense, Williams and Burden (1997, p. 120) as cited in Harmer (2007, p. 98), define motivation as “a state of cognitive arousal which provokes “decisions to act”, as a result of which there is “sustained intellectual and/ or physical effort” so that the person can achieve some previously set goals. This was seen in the self-selected tasks the students performed, in which they searched for further information to complement the issue dealt with in the EFL class. What is
most interesting, shy students felt more motivated and confident to express their points of view within their groups.

Conversely, in his debate of motivation, Brown (2007) includes the need for ego enhancement as a prime motivator. This is the need “for the self to be known and to be approved of by others” (p. 169). As a result of re-enforcing the students’ ego, they may become gain self-confidence and achieve a degree of fleeting autonomy, but it can be a powerful incentive for taking further risks in this direction. In this regard, Thurnbury (2007) sustains that “autonomy is the capacity of self-regulate performance as a consequence of gaining control over skills that were formerly other-regulated” (p.90). The aforementioned issues, were revealed in the teacher-researcher’s field notes, video transcriptions and students self-assessment reporting on the joy and enthusiasm of learners when interacting and performing real life tasks. The samples that follow illustrate the aforesaid aspects.

Students looked for more additional information and interviewed people from their work place.
(Source: teacher's field notes. Task: organizing a fortune telling)
They said that they did not feel to be doing the task just to get a calcification, but to get fun. Most of them said that they felt self-confident and comfortable. [sic]
(Source: self-assessment. Task: Organizing a news broadcast)
S10: ahh…we… need …. to…do …the best in the presentation…eh…(..).
S8: um...I am.. agree…we… need …to surprise the teacher...
S6: no solo the teacher sino a nosotros mismos…the…important… ahora is… select the recipe….umm y que va hacer cada uno. [sic]
(Source: Video transcription. Task: Preparing a recipe)

So far, we have discussed the second subcategory of this research category. I will now proceed with the last subcategory.
**Task performance reduces students' anxiety.** It is generally known that being on the spot or individually exposed to perform in front of others may raise anxiety. From Tsui’s (1995) insight, “…much of the students’ reluctance to participate in classroom interaction has to do with apprehension, fear, and worry… this is bound to generate anxiety”. It is thus, recommended, to gradually manage the interaction to be done in class by properly preparing students to do so, as attested by Bailey (1991) “…interaction is obviously not something you just do to people, but something people do together, collectively”. This careful management of the type of interaction and the way in which it takes place while students perform their tasks in the EFL class, will most probably reduce students’ anxiety; it also corroborates Allwright and Bailey’s ideas (1991) as cite in Tsui (1995) of being respectful and sensitive to differences in cultural background of students and not forcing students to participate orally before they are prepared to do so.

In general, students who are motivated tend to be more self-reliable, have more possibilities to build good self-image and lower their levels of anxiety; are more likely to succeed in language acquisition (Krashen, 1985). For this reason, in our project both the language input given and the rehearsal students did of the task to be performed in the EFL class, made them feel less apprehensive to participate and interact orally with others and have more chances to succeed in the process of using learning a language to perform their tasks. Finally, Kleinmann (1977) and Scovel (1978) point out that there must be a difference between ‘facilitative anxiety’ and ‘debilitating anxiety’; the former refers to the kind of anxiety that aids a person to make an effort and perform better, and the later, produces the contrary effect.
This implies that the challenging task represented the facilitating anxiety whereas students’ self-selected and real-life tasks they performed represented the debilitating anxiety. The following transcriptions taken from the teacher’s field notes, video recordings and self-assessment illustrate the previous statements:

S10: ahh…we… need …. to…do …the best in the presentation..eh…(..).
S8: um..I.. am.. agree…we… need …to surprise the teacher…
S6: no solo the teacher sino a nosotros mismos…the…important… ahora … select the recipe….umm y que va hacer cada uno. [sic]
(Source: Video recording. Task: Preparing a recipe)

In the self-assessment most of the students agreed saying that they enjoyed the task and felt relax because they had the chance to choose it and that gave them more opportunity to use their creativity to accomplish the task. They said that they did not feel to be doing the task just to get a calcification, but to get fun. Most of them said that they felt self-confident and comfortable. [sic]

(Source: self-assessment. Task: Organizing a news broadcast)

I could realize that the students were more comfortable doing the tasks they selected, they could play with their imagination in terms of the costumes, instruments, how to act, and staff like that. When they did their performance in front of the class they seem without anxiety instead of that they seem to be passionate with the activity. Furthermore, they looked for more additional information and interviewed people from their work place. [sic]

(Source: teacher’s field notes. Task: organizing a fortune telling)

TBL facilitates inter personal relationships. This third category and its subcategory are directly related to the main research question "how may the implementation of Task-based Language Learning enhance the oral interaction skills in undergraduate EFL students in the first English level? In this regard, Richard-Amato (1996), states that the relationship between the assigned issues and students’ environment stimulates not only the reasoning process, but also the friendship among both the students themselves, and the teacher and the students. In this study, students were asked to solve problems and creative tasks and these two factors generated a friendly classroom environment in which students interacted, to some extent, more freely and openly. Besides that, the dual role of
the teacher, a facilitator and a researcher, aided them to create better relationships and perform better tasks.

As students interacted planning and performing the tasks, their communication took place in both the target language, mainly using the vocabulary learned, and the mother tongue, specially to foreignize words from English into Spanish. Indeed, Greenspan and Benderly (1998) consider that ‘communication develops through interaction, allowing the individual to become more self-reliable and make links between his/ her ideas and those of other people’. I interpreted this as the possibility students had to learn while working in groups, which in view of Kahone (1992), Richard and Rodgers (2005) and Tsui (1995) is cooperative learning; it primarily assumes that (a) the strongest students help the weak ones, (b) the group accounts for the learning tasks together, and (c) the members of the group create a friendlier setting that provides chances for them to be more active in their learning process, thereby changing the nature of the interaction. In reference to both communication and interaction, Ibarra (2002) sustains that the language should be used with a communicative purpose as we read the world and build social relationships that allow us to interact with each other. In brief, the type of task developed in the EFL class creates a real learning atmosphere which conducts to particular interaction skills. The excerpts below evidenced the issues previously explained.

S18: we …have…to… be in the university punctual..eh
S22: we… have to…teacher how can I say…confiar el uno en el otro…
T: trust on each other
S22: …we have to trust on each other because were are a group.
T: Yes, because, un grupo es tan fuerte como el mas debil de sus integrantes. [sic]
Source: Video recording. Task: Organizing a broadcast news)
In the first question of the self-assessment (What I liked the most about the realization of this task was) most of the agreed that they liked because it was a group task in which they had to trust on each other in order to perform the task in front of the class. Besides, they argued that it was a good idea to ask each group what they had thought to prepare to avoid repeat recipes. Finally, they said they liked because the other groups were not self-fish and share the utensils to decorate the table. [sic]
(Source: Self-assessment. Task: Preparing a recipe)

I noticed that students group were discussing to interview people from their work places which have done some previous English courses and they could help them to do the task in terms of being the interviewees. Some of them said that it was going to be difficult because they did not know them, but someone of them said that it was a great chance to meet new people. [sic]
(Source: Teacher-researcher’s field notes. Task: Interviewing an EFL student)

**Respecting others’ viewpoints when planning the task.** This subcategory of the third research category deals with the issue of listening to other’s point of view and incorporating the concept of turn-taking. To this respect, Bygate (1987) and Harmer (2001) suggests that when learners interact, they develop skills in the management of interaction, which includes listening to one another, understanding how the other participants are feeling, knowing how to take turns to speak. A feature that stands out in the oral interaction developed by the students is the fact of working in groups, which, allowed them to express their ideas and thought more openly and listen to each other’s standpoints. This may be the result of feeling safer working as a team than as an individual learner since the weak ones could at least interact partially within the group (Doff, 1991). This is confirmed by Ur (1991) when she agrees “students who are shy of saying something in front of the whole class, or to the teacher, often find it much easier to express themselves in front of a small group of their peers” (p.7). The following transcriptions taken from the
teacher's field notes, video recordings and self-assessment illustrate the previous statements:

The student relationship in the self-assessment students showed that even they were not agree with their partners’ viewpoint they were respectful when trying to add more information or give their own viewpoint about how to do the task. [sic]

(Source: Self-assessment. Task: Predicting the future)

In the planning stage of the task the students used their imagination doing brainstorming in order to integrate the idea of each one to have the task planned. They respected the way each one interpreted the task and tried to be respectful using polite words to .....[sic]

(Source: Teacher’s field notes. Task: Trial of the three little pigs against the wolf )

S1: what about? ....prepare Mojito.....we ...eh..buscamos the information, and explain de que pais es originario.
S5: I like the way your words together but....no creo que podamos traer eso a la universidad.
S1: Teacher....[laughting]..can....we..prepare...cocktail?
T: Yes, ofcourse, but don’t get drunk.
S5: entonces, I...hago the investigation de donde es originario el Mojito y la presentacion diapositiva.
S3: Entonces I present the ingredients...
S2: Good, tu dices la mitad de los ingredients and... I the rest of the ingredients.
S1: umm...I ...do the introduction de lo que vamos hacer and you the rest. [sic]

(Source: Video transcription. Task: preparing a recipe)

Hindrances on the way

Although we have said that TBLL is a source for embryonic development of oral interactions and facilitates inter-personal relationships, and that students' self-selected tasks increased oral interaction, there are still some obstacles in the path of interaction. This last research category is characterized by a single pattern dealing with the lack of understanding the tasks that students were expected to perform.

Misunderstanding the task. Problems promote uncertainty on the students about what they are supposed to be doing. Even though instructions take up a very
small portion of the lesson time, they are crucial. The necessary information needs to be communicated clearly and quickly, courteously but assertively. Regarding this issue, Ur (1996, 264) Ur (1991) and Byrne (1991) state that explaining instructions in mother tongue is acceptable especially with classes whose knowledge of the target language is not on a sufficient level yet. This provides a more expeditious and less discouraging alternative to long and complex target-language explanations (Ur, 1996). For the purpose of this study, I sometimes resorted to Spanish instructions to facilitate understanding of the task, as suggested by Parrot (1993) who thinks that instructions should be given in both languages, but at the same time, he is afraid that students may ‘switch off’ knowing that they will be repeated in their own language. By the same token, Nunan and Lamb (1996) note down that when the first language is used to give brief explanations of both grammar and lexis, as well as procedures and routines, it can greatly simplify the management of learning.

Besides using sometimes the mother tongue to give instruction to the whole class, during the task, I found it necessary to give individual clarifications to some students, the self-assessment form attests to that when asked what was the most difficult activity? the general answer was: “to understand the teacher’s instructions in English”, as documented in the following excerpts:

In the first lesson implemented which consisted in asking and giving personal information the teacher-researcher gave the task’s instructions in the target language, and ask some students to say what they were expected to do, and the students said it again; however, during the task planning and performing the task they did something different to what they had to do. [sic]
(Source: Teacher’s field notes. Task: Interviewing an EFL student or teacher)

In the self-assessment the students say that they get confused on what to do and how to do it, as result they felt frustrated because they could not accomplish the task in the best way; [sic]

(Source: Self-assessment. Task: Doing a flight reservation)

S4: I….was bored at the beginning because I didn't understand what I have to do in the task.
S7: we know lo que teníamos pero cuando… we.. were planning nos confundimos, por eso le preguntamos de nuevo al profe. [sic]

(Source: Video transcription. Task: Inviting a friend to holidays journey)
Chapter V

Conclusions

In this chapter, I present the main findings of the research, together with the implications for involved in the enhancement of oral interaction skills in the EFL classroom. Various issues came to light: first, Task-Based Language Learning is an instrument that facilitates embryonic development of students' oral interaction. Second, the students' tasks played a key role in the enhancement of their oral interaction skills, especially during the planning phase. Third, individual's conversational routines such as asking opinions from third parties, clarification from the instructor, indicating uncertainty about comprehension, and taking turns or interrupting greatly contributed to enhance oral interaction in the EFL classroom. Additionally, workgroup, mutual support for decision making in planning the task, and the conceptualization of the task cycle and the types of tasks also added to the development of student's oral interaction.

In this regard, the analysis of this last characteristic allowed me to point out that it can be gradually enhanced through the explicit instruction by means of the pedagogical strategy based on the task-based language learning approach, especially when students have been shown the different types of tasks they can do and given the possibility of selecting the topics and the kinds of tasks they would like to perform. The results in the enhancement of the students' oral interaction analyzed through their conversational routines were evidenced in their exposure to the realization and performance of the tasks in the classroom. This exposure
represented a challenge in both vocabulary learning and enhancement of their oral skills.

In reference to the research question of this study, I concluded that the embryonic improvement of the students’ oral interaction was indeed facilitated with the help of the following aspects. (a) the relevance of learning English to interact and express their ideas when planning and performing the tasks; (b), the planning stage of the task in which they had to make decision to decide how to do it; (c), letting them select the types and kinds of tasks they got interested in, and (d), assigning real life tasks with which students felt identified.

We may also conclude that for the participants, the use of individual conversational routines such as asking others’ opinion, asking for clarification, taking turns or interrupting, allowed them to plan and perform the tasks and build upon their oral interaction. Furthermore, doing tasks, which demanded them to interact with one another during the elaboration of the task to have a final outcome, allowed them to become more confident and motivated to learn the language.

The use of different conversational routines was characterized by some variables that facilitated their interaction in English, such as the application of non-verbal language, the use of their mother tongue and the search for help from the partners or the teacher to get their messages across. Likewise, the students foreignize some words while planning or performing the task to continue interacting.

Moreover, this research study also permitted us to notice that the frequent use of task-based learning, promoted interaction in the EFL classroom and
empowered the students to utilize the target language in a more real environment. The tasks also helped students become more active participants when working in groups, particularly in terms of expressing their ideas or asking for those of others. In this regard, Larsen-Freeman (2000), says that a foreign language is learned in real use with others, when there are opportunities of negation and linguistic exchange (as cited in Correa, 1999). These opportunities reinforce students' self-esteem and confidence to communicate in the target language.

The tasks led them to work cooperatively and gave them both individual and group responsibility. We agree with Gilles' (2007) remarks on teaching students how to interact when they work together in order to avoid rivalry and establish successful relationship. To do so, students should learn to listen to one another, express their ideas and take accountability of their own behavior. In addition to this, they may learn to respect turns, roles assigned and duties, understand differences in viewpoints, and make collective decisions. In this study, the students are encouraged to assume roles and duties as they make decisions when planning the task; they are also given the chance to broaden maximize their learning as they interact and listen to different opinions while planning or performing the task.

In sum, giving students the opportunity to define the types of tasks they preferred to perform change their role in the class from passive to more participative and positive in the classroom. Finally, I truly consider that this research has improved my pedagogical practice as teacher because as I implemented the task-based language learning in my class sessions I learned to
be more reflective and resourceful, and gained confidence in the creation of innovative learning experiences.
Implications

As a teacher-researcher, I believe that the results of systematizing this pedagogical strategy of Task-Based Language Learning with the purpose of enhancing undergraduate EFL students’ first-level English oral interaction is an alternative to foster said activity in the EFL classroom, not only at Uniminuto but also in other universities. This research was highly beneficial to my career because it taught me that to foster interaction through Tasks-based language learning activities (a) we (as teachers) should assume more active roles that favor the students’ development of oral interactions, motivation and confidence, and lowers their anxiety; (b) both the students and the teacher ought to contribute—as a team—to create a friendly learning environment that facilitates interpersonal relationships where there is respect for others' viewpoints when planning and performing tasks; (c) group work should facilitate to get to know each other and to become more active participants by interacting among themselves; and (d) the types of tasks and the way in which they are done should lead students to know that each person thinks differently and sometimes they have to accept others’ opinions which can contribute to achieve group objectives.
Limitation

Although I have said that TBLL is a source for embryonic development of oral interactions and facilitates inter-personal relationships, and that students' self-selected tasks increased oral interaction, there are still some obstacles in the path of interaction. The misunderstanding of the task to be performed dealt to problems which promote uncertainty on the students about what they are supposed to be doing. Even though instructions take up a very small portion of the lesson time, they are crucial. The necessary information needs to be communicated clearly and quickly, courteously but assertively.
Further research

How does the implementation of Task-Based Learning approach contribute to the development of undergraduate students' writing process?

How does the implementation of Task-Based Learning approach develop undergraduate students speaking skills?
References


LESSON PLAN No1: TASK: INTERVIEW AN EFL STUDENT OR TEACHER ASKING FAVOURITE THINGS AND PERSONAL INFORMATION.

A. Pre-task / warm up.
   • Brainstorming, in which learners draw on their previous knowledge about favorite things.

   Favorite things

   Read and guess

   I enjoy playing f__________
   We love l________
   They like to r________

   She is good at s__________
   They like to d________
   He likes d________c____

B. Watch, listen and write while watching the video DVD:

   • Jennifer
     a. Favorite city: ______________
     b. Favorite Actor: __________
     c. Favorite book: __________
     d. Favorite TV program: ______

   • Sean
     a. Favorite city: ______________
     b. Favorite Actor: __________
     c. Favorite book: __________
     d. Favorite TV program: ______
C. Ask the following questions to your partners, and then write the answer.

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<thead>
<tr>
<th>QUESTIONS</th>
<th>STUDENT # 1</th>
<th>STUDENT # 2</th>
<th>STUDENT # 3</th>
<th>STUDENT # 4</th>
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<tr>
<td>Actor</td>
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<tr>
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</tbody>
</table>

D. Read and complete what Mr Ricard likes to do in his spare time on week-ends.

Word Bank

Gym  watch  eat  football
get up  sleep  music
wake up  home  beers

Answer

On a typical weekend, first of all, I usually _______ at six o’clock and _______ at half past six in order to go to the _______. After that, I often come back _______ from the gym at nine. Next, I always _______ the Premier League. Then, I read the BBC News on-line. In the afternoons, I never______ because I go to _______ out, and, I go to play _______ with my friends. When the football game is over we frequently drinks some_______ and listen to _______. Finally, in the evenings, I come back home to _______.

1. What is Mr Ricard favorite sport?
   __________________________

2. What’s Mr Ricard favorite TV program?
   __________________________

3. What does Mr. Ricard usually read?
   __________________________

4. Where does Mr. Ricard often go in the mornings?
   __________________________
E. Write a paragraph about the things you like to do on weekends. Using order words.

Read to the class what you often do on weekends!

F. Look and complete the information with the words given.

My name is __________________________, I am __________ years old. I am a ______________ student. I want to become a __________________. I am from ______________ I live in ______________ and I live with ______________.

My e-mail address is ______________________ and my phone number is ______________________. I like sports such as:_______________________________.

G. Read, complete and share to the class.

My name is ________________________________, I am ____________ years old. I am a ________________ student. I want to become a ______________________. I am from ______________ I live in ______________ and I live with ______________.

My favorite ____________ is ________________ and I _________ at a disco. My favorite ____________ is ________________ and I _________ at a disco. My favorite ____________ is ________________ and I _________ at a disco. My favorite ____________ is ________________ and I _________ at a disco. My favorite ____________ is ________________ and I _________ at a disco. My favorite ____________ is ________________ and I _________ at a disco. My favorite ____________ is ________________ and I _________ at a disco. My favorite ____________ is ________________ and I _________ at a disco. My favorite ____________ is ________________ and I _________ at a disco. My favorite ____________ is ________________ and I _________ at a disco. My favorite ____________ is ________________ and I _________ at a disco.
H. Ask questions to find who your partners are.

<table>
<thead>
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<th>PROFESSION</th>
<th>WHERE/COME FROM</th>
<th>WHERE/LIVE</th>
<th>SISTERS/ BROTHERS</th>
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<tr>
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<td>Student</td>
<td></td>
<td>1 sister / 3 brothers</td>
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<td></td>
</tr>
<tr>
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<td>Hairdresser</td>
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<td>Place of Origin</td>
<td>Place of Residence</td>
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<td>Pilot</td>
<td>Cali</td>
<td>Palmira</td>
<td>2 brothers</td>
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<td>Chocó</td>
<td>Bahia Solano</td>
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<td>Soccer player</td>
<td>Tolima</td>
<td>Bogotá</td>
<td>1 sister/ 1 brother</td>
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<td>Juliana</td>
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<td>Student</td>
<td>Quindio</td>
<td>Armenia</td>
<td>3 sisters/ 1 brother</td>
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<td>Bogotá</td>
<td>Tunja</td>
<td>1 sister 3 brothers</td>
<td>348 96 47</td>
</tr>
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<td>Writer</td>
<td>Villavicencio</td>
<td>Barranquilla</td>
<td>2 sisters</td>
<td>328 48 65</td>
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<tr>
<td>Juliana</td>
<td>33</td>
<td>Teacher</td>
<td>Cartagena</td>
<td>Melgar</td>
<td>6 brothers</td>
<td>896 64 75</td>
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<td>Susan</td>
<td>35</td>
<td>Veterinarian</td>
<td>Cucuta</td>
<td>Girardot</td>
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<td>Carlos</td>
<td>38</td>
<td>Accountant</td>
<td>Monteria</td>
<td>San Andres</td>
<td>3 brothers</td>
<td>375 69 70</td>
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<tr>
<td>Johanna</td>
<td>27</td>
<td>Photographer</td>
<td>Acandi</td>
<td>Quibdó</td>
<td>3 sisters</td>
<td>550 68 32</td>
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<tr>
<td>Paola</td>
<td>45</td>
<td>Nurse</td>
<td>Bucaramanga</td>
<td>Filrida</td>
<td>4 brothers</td>
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<tr>
<td>John</td>
<td>25</td>
<td>Barman</td>
<td>Risaralda</td>
<td>Pereira</td>
<td>2 sisters 2 brothers</td>
<td>436 65 95</td>
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<tr>
<td>Ana</td>
<td>38</td>
<td>Hairdresser</td>
<td>Tunja</td>
<td>Duitama</td>
<td>2 sisters</td>
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<tr>
<td>Luz</td>
<td>19</td>
<td>Singer</td>
<td>Medellin</td>
<td>Envigado</td>
<td>4 brothers</td>
<td>457 85 79</td>
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</tbody>
</table>
LESSON No 3. TASK: PREPARING A FOOD RECIPE EITHER HEALTHY OR UNHEALTHY

Warm up:

- When to cook?
- Easy food to cook
- Types of food
- Why don’t people like to cook?
- Favourite food to cook
B. Read and complete the dialogue.

**CHEF VACANCY**

Student A: Good morning.
Student B: Welcome to Pacific  

Student A: I read in the  

Student B: Yes, but first I would like to ask you few questions.
How long have you been a chef?
Student A:  

Student B: Where did you work?
Student A:  

Student B: What do you like to cook?
Student A:  

Student B: Do you have any question?
Student A: Yes, how much do you pay? How many hours do I have to work in a day? When do you begin to work?

Student B: Thanks so much for coming; I will keep in touch with you.
C. Check ☐.

<table>
<thead>
<tr>
<th></th>
<th>Sugar &amp;</th>
<th>Fruits &amp; Veggies</th>
<th>Meat &amp; diary food</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. tomatoes, grapes, onions, oranges, carrots, apple, pineapple, banana, and spinach.</td>
<td>☑️</td>
<td></td>
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</tr>
<tr>
<td>b. rice, pasta, chocolate bar, potatoes, lentile cereals, and bread.</td>
<td>☐️</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>c. swimming, running, climbing, hiking, skating, jogging, horse riding, cycling, karate, tennis, and soccer.</td>
<td>☐️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. fish, milk, pork, beef, cheese, chicken, Eggs, and rabbit*</td>
<td>☑️</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Write and draw SHOULD ☑️ or SHOULDN’T ☐️.

a. For energy, you _______________ eat chocolate bars, pasta, rice, bread, and potatoes.

b. To digest your food properly, you _______________ forget to drink lots of water and fruit juices.

c. For strong bones, you _______________ drink milk and yogurt, and eat cheese and eggs.

d. For growing up, you _______________ eat lots of sweets and snacks. You _______________ eat meat and red beans.

e. For good body shape, you _______________ eat lots of fruits and veggies.

F. Complete.

a. Edna wants to become more active. She _____________________________
b. Rocio and Robert need to lose weight. They ____________________________.

d. Diego wants to be healthier. He ________________________________

G. Find the answer.

a. Why should I be more active?
b. Why should I exercise every

c. Which activities should I choose?
d. How much activity should I have?
e. Which food should I eat to be healthier?
f. What should I do to become more energetic?
g. What should I do to relax and sleep well?

1. To have an efficient, healthy heart and lungs.

2. You should exercise between 15 to 30 minutes a day.

3. You should select a variety of sports that help you grow.
4. Because the more active you are, the healthier you will be.

5. You should have a balanced diet. You shouldn’t eat only fatty meals or candies.

6. You shouldn’t watch too much TV and videos, use cars and elevators very often because they make you inactive.

7. You should eat chocolate bars, rice, potatoes, pasta, and bread.

5. Write and practice.

What should I do for a better body shape and health?

a. You__________________________________________

b. You should also__________________________________
H. Advice Tom. Match.

Tom is a lazy boy.  
He likes to eat lots of snacks.  
He doesn’t look neat.  
His hands look dirty.

He is not very active.  
His fingernails are always broken.  
His hair is scruffy most of the time.  
He is chubby.

Eight golden rules... to keep Tom's body neat & healthy

- a. You shouldn’t stay in bed late.  
- b. You should take a shower every day.  
- c. You should wash your hands before having your meals.  
- d. You shouldn’t eat lots of snacks.  
- e. You shouldn’t watch TV the whole day long.  
- f. You shouldn’t bite your fingernails.  
- g. You should comb your hair every day.  
- h. You should exercise every day.
predicting the future

LESSON No. 5. TASK: ORGANIZING A FORTUNE TELLING TO PREDICT THE FUTURE.

Warm up 20 minutes

WHAT WILL YOU DO IN THE FUTURE?

RELATED TO

PROFESSION
Sample: I will become a teacher

FAMILY
Sample: I will get marry

BELONGINGS
Sample: I will have a boat

B. Elicit information. ‘I WILL ALWAYS LOVE YOU’

What does the title ‘I will always love you’ say to you?
C. Listen to the song and fill the gaps.

**I ___ ALWAYS LOVE YOU**  
‘Whitney Houston’

If I should stay  
I would only be in your way  
So_______ go but I know  
I ________ think of you every step of the way  
I ________ always love you  
I__________ always love you  
You, you, my darling you  
Bittersweet Memories  
That is all I am ______ with me  
So goodbye please don’t cry  
We both know I am not what you  
You need.  
I _____life treats you kind  
And I ______ you have all you dreamed of  
And I ______ to you joy and happiness  
But above all this, I ______you love  
You , darling I ________you  
Oh, I _____ always , I ______ always love you.

D. Read and complete bearing in mind the pictures.
LIFE IN THE FUTURE

In 2090 people around the will live in the outer ___ ___ ___ __, and they will sleep with their families in space ___ ___ ___ ___ __. Everybody will need to wear ___ ___ ___ ___ ___ ___ clothe. Furthermore, people won't need to do anything anymore, because many ___ ___ ___ ___ will do all the work such as; cooking, laundry, homework, and staff like that. They will travel by ___ ___ ___ ___ __, and sophisticated naves. When people open their windows they will see the ___ ___ ___ ___ system.
E. Read, guess and write.

You will __________
Microsoft.

You will __________
millions of softwares.

You will win the award of the best __________.

You __________ the most famous __________.

F. Complete and practice.

What will you ________?

I’ll be a detective

______will you do?

I’ll make investigations.

______will you go?

I’ll go to USA to work in the DEA
G. Read and listen as two friends discuss the future.

**Ricard:** wouldn’t it be great if there were some way to be flown to another planet? I mean comfortably. Like a tourist.

**Rose:** forget about it. That’s not happening in our lifetime.

**Ricard:** don’t be sure. There was this piece on the news about someone trying to get investors to start up a space tourism company. There are even a couple of space tourism websites. It’s not as far off as you think.

**Rose:** Yeah, right! Who would invest in that? The cost would be astronomical. And the, to top it off, no one would go.

**Ricard:** I think you’re wrong. Lots of people would. I would. I think it would be a great investment.

**Rose:** well, I think it’s pretty far-fetched.

**Ricard:** hey, fifty years ago, who would have thought we’d be able to do all the things we do today?

**H. Discussion:** why does ricard think space tourism may not be so far off? Why does Rose think the possibility is far-fetched?

**What about you?** In your opinion, when might the following future events occur:

- The widespread use of flying automobiles
- Space tourism
- The widespread use of teletransportation.

**I. Pair Work.** Make a list of one modern innovation or technology in each of the following categories that would have surprised a person who lived 100 years ago. Explain why.

| Innovation or technology | The home |
J. Discuss the feasibility of future technologies

Grammar snapshot: Read the article and notice the passive forms.

JULES VERNE (1828-1905) was internationally renowned for his science fiction and adventure stories, many of which dealt with exploration of the sea, the interior of the Earth, and outer space. The 19th century in Europe was a time of great interest in developing science and technology, and Jules Verne was among the first writers to explore in fiction how people would be affected by technology in the future. Verne’s great writings deal with contemporary scientific innovation and its potential for human benefit or destruction.

Three of Verne’s early novels, Twenty Thousand Leagues Under the Sea, Journey to the Center of the Earth, and From the Earth to the Moon, expressed optimism that nature would be understood and controlled by humans through new technologies.

In these books, Verne’s heroes are scientists who travel to unknown places to gain knowledge that will benefit humanity.

In his later works, Verne is less optimistic about the future. In The Eternal Adam, for example, Verne is extremely pessimistic, portraying scientists as unscrupulous and willing to allow others to use their scientific discoveries and inventions for war and destruction.

Although a beloved storyteller, Verne will always be credited with having foreseen the invention of many modern machines and technologies.

Discussion: How do you think Jules Verne was able to envision so many future technologies? What future technologies are being predicted today?

Grammar explanation: the passive voice: the future, the future as seen from the past, and the future perfect.

The future
Use will be or be going to be + a past participle to make predictions and statements about the future in the passive voice.
For instance:

In the future, appliances will be linked to each other and to the Internet as well.
In coming years, our lives are going to be made easier by new home technologies.

The future as seen from the past
Use would be or was/were going to be + a past participle to make statements about the future as seen from the past in the passive voice.

For instance:

Verne predicted that spaceships would be taken into outer space.
He thought that one day nature was going to be controlled by humans.

The future perfect
Use will have been + a past participle to make statements in the future perfect in the passive voice.

For instance:

By 2090, commercial space travel will have been started.
Cities will have been built on the moon by the end of the century.

Note: The passive voice is often used when discussing science and technology. Use a by phrase when it’s important to name the agent (the performer of the action). For instance, our live will be improved by technology.

J. Look at the ad for the ‘home of the future’. Then, change the four statements in the ad from the active to passive voice.

Build your home of the future today with our complete kit

In your home:

✔ Robot will do household chores.
✔ Computers will turn heating and air-conditioning on and off.
✔ Space-age wiring will link appliances to the Internet.
✔ Solar energy will fully power your home.
ESSON No. 6. TASK: ORGANIZING A TRIAL OF THE THREE LITTLE PIGS AGAINST THE WOLF

Do you know the story of the Three Little Pigs?  
What are the characters of this story?  
How does the story begin?  
How does it end?  

B. Read the newspaper article

Newspaper report: This is the case everybody has been talking about for the last few weeks: how the Wolf attacked those defenseless little pigs to have them as his next dinner. The pigs have given their version of the story to the media, because as they have said "we are the victims here, we just want the wolf to get what he deserves", says the oldest of the pigs, whose house was strong enough not be destroyed by the wolf and it saved their lives.
C. Underline with black color all the verbs in past tense or present perfect, and underline all the nouns with red color.

According to the pigs, here is an account of the facts involving this crime:

The first pig built a house of straw.
The second pig built a house of wood
The third pig built a house of tricks.

One day, the big bad wolf was hungry,

and he blew down the first pig’s house. The little pig ran to his brother house.

The wolf was still hungry. He blew down the second pig’s house. The two pigs ran to their brother’s house.

The wolf was still hungry. He went to the third pig’s house. He blew and blew, but the house did not fall down.

He climbed on to the roof and jumped down the chimney.
He fell into the fire. He climbed up the chimney very fast and ran away.

The above is the version of the three pigs. The wolf has not given any declaration yet. He just said he is confident about going to court and he is sure that the Judge will find him not guilty.

e) Write the past tense or present perfect of the given verb in bracket bearing in mind the communicative intention.

News paper report: This is the case everybody _______________(be) talking about for the last few weeks: how the mean Wolf_________(attack) those defenseless little pigs to have them as his next dinner. The pigs______________(give) their version of the story to the media, because as they_______(say) “we are the victims here, we just want the wolf to get what he deserves”, says the oldest of the pigs, whose house was strong enough not be_____________(destroy) by the wolf and it _________(save) their lives.

Crossword...

<table>
<thead>
<tr>
<th>COE-EVALUATION</th>
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<tbody>
<tr>
<td>Name: __________________________ ID ____________________</td>
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</table>

Objective: evaluate your partner’s performance while carrying out the task according to the following aspects.

<table>
<thead>
<tr>
<th>Items</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
<th>Poor</th>
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</thead>
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<tr>
<td>Planning the activity</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Task presentation</td>
<td></td>
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<tr>
<td>Use of the expressions to present a point of view</td>
<td></td>
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<tr>
<td>Language fluency</td>
<td></td>
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<tr>
<td>Pronunciation</td>
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<tr>
<td>Grammar</td>
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**SELF-EVALUATION**

Objective: Evaluate your own performance during the task realization.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Strongly disagree</th>
<th>Disagree</th>
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</thead>
<tbody>
<tr>
<td>Did I learn how to present a point of view?</td>
<td></td>
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<tr>
<td>Could I talk about things bearing in mind the order in which the events happened?</td>
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<tr>
<td>Could I put in practice the target language?</td>
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<tr>
<td>Did the activity contribute to my learning process?</td>
<td></td>
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<tr>
<td>Could I interact orally with my partners?</td>
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<tr>
<td>Did I learn how to narrate past events?</td>
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<tr>
<td>Could I improve my pronunciation?</td>
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Lesson No. 6. Task: Planning a holiday journey

1. Complete. Use the word bank.

What are you going to do on vacation?

ride fly go visit take play(2) swim climb up read watch

a. They **are going to play soccer**.

b. They **swim** in the sea.

c. He **visits** his grandparent’s farm.

d. She **goes** to a vineyard.

e. They **ride** their bikes and **fly** their kites.

f. We **read** comics and magazines.

g. I’ **watch** video games and

h. They **take** long walks and **climb up** trees.
2. Guess Kevin’s plans. Complete.
   a. I’m not going to ________. I’m going to go to the mall by ________.
   b. I’m going to buy ________ and ________. I’m not going to buy candies.
   c. I’m also going to ________ soccer. I’m not going to the ________.
   d. I’m going to swim in the ________ with my ________.
   e. I’m not going to come back by bus. I’m going to take the ________.

3. Re-write.
   a. Kevin is going to ________________________. He is not going to ________________________.
   b. Kevin is ___________________________. He is not ___________________________.
   c. Kevin is also ___________________________. He ___________________________.
   d. Kevin is ___________________________.
   e. Finally, Kevin is ___________________________. He ___________________________.

4. What are you going to do on vacation?
I'm going to ________________________________________________.
I'm not __________________________________________________.
I'm also going to ____________________________________________.

1. Read and complete.

   * visit  **come**  **go**  miss
   * walk       enjoy     play  see (2)

   **Discover Galapagos Islands!**

   a. _____ to Galapagos Islands and _________ the
greatest marine reserve in Ecuador! The flight from
Quito takes just two hours.

   b. ____ on an adventure boat tour and _________
   Fernandina Island to _______ lots of marine iguanas
   soaking up the sun.

   c. Don’t _______ Elizabeth Bay where you can ________
   Galapagos ____________.

   d. ______ to the giant tortoise reserve in Santa Cruz
   Island and _______ with sea lions on beautiful beaches.
2. Read again and answer.

Andy

a. Where are you going on vacation?
b. Really? How are you going to travel?
c. What are you going to do on Fernandina Island?
d. What other places are you going to visit?
e. Wow, what a wonderful trip!

What is he going to take with him?

a. 

b. 

c. 

d. 

What is he going to do?

He is going ________ (hike), ________ (ride) a pony, and ________ (take) some pictures.

What are they going to take with them?

a. 

b. 

c. 

d. 

e. 

What are they going to do?

They are going ________ (camp). They are also ________ (fish) and ________ (hike).

Nicole

a. I’m going to go to____________________!
b. I’m ________________________________.
c. I’m ________________________________.

He is going ________ (hike), ________ (ride) a pony, and ________ (take) some pictures.

What are they going to do?

They are going ________ (camp). They are also ________ (fish) and ________ (hike).

e. Yes. I’m very happy!
4. Plan your free time. What are you going to do next weekend?

Date: __________________________

On Saturday I’m going to ______
___________________________________________________.
I’m also going to ______________
___________________________________________________.

On Sunday ______________________
___________________________________________.
I’m also _________________________
_______________________________________________.

LESSON 3

1. Label.

horse back riding
surfing- skating
fishing- hiking
swimming- snorkeling
bike riding – sailing

In my free time I go...
2. Play this guessing game. Use the Word Bank.

b. Chris is going to take a camera and a pair of binoculars. What is he going to do?

c. Jerry is going to take a camera and tickets. What is she going to do?


a. Kate and Robert **are going to travel** to Margarita Island by plane. They are **not going to** travel by ship.

b. Matt and Nick _______________________ a video in the video store. They ____________________ buy a book.

c. Beth ________________________________ her best friend to the pool in Seaside Water Park. They ___________________________ on the bumper water cars.
d. Jessica is going to ________ on the skating ring. She ___________________________ to the music store.

e. Edna is going to ______________ guitar lessons. She ___________________________ attend flute lessons.

f. Gloria is going to _____________________ her grandmother. She__________________________ to the beach.

1. Solve the crossword.

water cars  wave pool  crazy cars
water slides  roller coaster

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</table>

a. ___________________________ A

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<td>D</td>
<td>E</td>
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</table>

b. ___________________________ E
3. Write about your plans to visit your favorite amusement park in your city.

My favorite amusement park is: ________________________________

Next Sunday I’m ____________ (go) to ______ (go)
on a fascinating trip to ______________________ park.

I’m sure I ____________ (go) to ________ (enjoy)
all the ___________ on the water ___________ and ________, the
wave pool, the roller ____________ and the crazy ____________.

Why don’t you come with me? I’m sure you will love it.
Appendix No 1
UNIVERSIDAD LIBRE DE COLOMBIA
MASTER IN EDUCATION WITH EMPHASIS ON ENGLISH DIDACTICS
Survey 2

Name: _____________________________ Identity card: ____________________

Dear Pupils,

A warm and friendly greeting

I am currently conducting a research project to observe and analyze the way in which students enhance oral interaction skills through the implementation of Task-Based Learning (TBL). Hence, I invite you to participate in this project and I would appreciate your cooperation in completing the information below whose purpose is to collect data that allows me to obtain information about your background learning English.

1. Age: ______________ Genre: female: ______________ Male: ______________
2. Number of years studying English: ________________________________
3. Did you study in: (put a tick √ select only one option)
   a. A bilingual school (English) ☐
   b. A school with emphasis on English ☐
   c. A public institution without English emphasis ☐
   d. A public institution with English emphasis ☐
   e. A school or an English institute abroad ☐

4. Do you like English language? ☐ ☐
5. Did you hold speaking task at school? ☐ ☐
6. Which skills did you train the most at school?
   - Listening ☐
   - reading ☐
   - writing ☐
   - speaking ☐
7. If your answer to question (7) is affirmative, choose (√) tasks you worked on:

   a. Favourites things
   b. Doing an interview
   c. Preparing a trial
   d. Preparing a food
   e. Planning vacations
   f. Means of transportation
   g. Writing an article
   h. Other

7. Before doing the task report did you...?

   a. review your class notes about the topic of the task?
   b. review the corresponding topic in the xeroxes?
   c. discuss it with a classmate?
   d. read about the topic in other sources?
   d. other? ______________________

8. When planning a task in pairs/groups, did you...?

   a. express your opinion?
   b. give examples?
   c. interrupt your classmate politely?
   d. listen to your classmates’ ideas?
   e. change your mind after listening to your classmate’s ideas?
   f. try to persuade your classmates?
   g. Other? ______________________

I would appreciate if you give me permission to include this information in the document I intend to submit for publication. I plan to use a fictitious name to protect your privacy. If you accept, please write the name of your choice in the space provided: ______________________

Thank you for making the time to answer this survey.
Appendix No. 2

MOCK OF KEY ENGLISH TEST

PAPER: Reading and writing
TIME: 1 hour and 10 minutes

READING AND WRITING  PART 1

Questions 1-5
Which notice (A-H) says this (1-5)?
For questions 1-5, mark the correct letter A-H on your answer sheet.

Example:
0. You cannot use your phone. Answer:  
   A  B  C  D  E  F  G  H

1. You should put things back in the right place.

2. Go here if you have lost something.

3. You must walk in this place.

4. These students do not have a lesson.

5. You cannot go in through here

READING AND WRITING  PART 2

Questions 6-10
Read the sentence about an internet café. Choose the best word (A, B or C) for each space on the answer sheet.

Example:
0. Last month an internet café..........near Ivan’s house.
   A. Opened  B. began  C. arrived  Answer:  
   A  B  C

6. The internet café quickly became………..with Ivan and his friends.
   A. Favorite  B. Popular  C. Excellent

7. It only...........Ivan five minutes to get to the café.
   A. Takes  B. has  C. Gets

8. Ivan often ..........his friends there after school.
   A. Waits  B. Meets  C. Goes

9. The café has different ..........of computer games that they can play.
   A. Things  B. ways  C. kinds

10. Ivan thinks there is a lot of.......information on the internet.
    A. Certain  B. Sure  C. Useful
READING AND WRITING  PART 3

Questions 11-15
Complete the five conversations. For the questions 11-15, mark (A, B, or C) on your answer sheet.

Example:

0.

ANSWER:

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<th>B</th>
<th>C</th>
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</thead>
<tbody>
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</tbody>
</table>

11. Why didn’t you come to the pool yesterday?
   A. I didn’t see them there
   B. It was a great time
   C. I was doing something else

12. I have to go home now.
   A. Have you been before
   B. It’s still quite early
   C. How long was it for?

13. Whose phone is that?
   A. It’s not there
   B. Wasn’t it?
   C. I’m not sure

14. There weren’t any more tickets for the match.
   A. That’s a pity
   B. It isn’t enough
   C. I hope so

15. Shall we play that new computer game?
   A. It’s all right
   B. Yes, it is
   C. If you’d like to

QUESTIONS 16-20
Complete the telephone conversation between two friends. What does Josh say to Matt?

For questions 16 – 20, mark the correct letter A-H on your answer sheet.

Example:

Matt: Hi, Josh. It’s Matt.
Josh: 0 ………C………..  ANSWER:

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<thead>
<tr>
<th>0</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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Matt: Oh, sorry. I’m phoning about skateboarding competition this afternoon.
Josh: 16………………

Matt: Really? There was some information about it in our club magazine.
Josh: 17………………

Matt: just from 2:30 til 5 pm. They give out the prizes at 6 pm.
Josh: 18………………

Matt: the prizes are better this time. The Top prize is a skateboard.
Josh: 19………………

Matt: you’re much better than you were last year!
Josh: 20………………

READING AND WRITING  PART 4

Questions 21-27
Ana Johnson

Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics. She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. ‘I have lots of friends who swim and we’re very close. It’s much easier to have friends who are swimmers because they also have to get up early to practice like me and they understand this kind of life. But I’m not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I’ve made friends with swimmers from other Australian cities and from other parts of the world.’

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. ‘I don’t mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun’.

Example: 0. Ana’s home is in Melbourne.
A. Right B. Wrong C. Doesn’t say

21. Ana hopes she will become an Olympic swimmer.
A. Right B. Wrong C. Doesn’t say

22. Ana knows that she is better at short races than long ones.
A. Right B. Wrong C. Doesn’t say

23. Ana has won a lot of swimming competitions.
A. Right B. Wrong C. Doesn’t say

24. It is difficult for Ana to make friends with other people who swim.
A. Right B. Wrong C. Doesn’t say

READING AND WRITING PART 5
Questions 28-35
Read the article about a circus. Choose the best word (A, B or C) for each space, on your answer sheet.

A famous circus

The circus, Cirque du Soleil, began (0) Montreal, Canada. It was started (28) the Canadian Guy Laliberté in 1984. When he left college, Laliberté travelled around Europe and earned money (29) music in the streets. Not long after he returned home, he started Cirque with (30) friend, Daniel Gauthier. During the 1990s, Cirque grew quickly. It now does shows (31) over the world and the number of people working for it has grown from 73 to (32) than 3,500.

The Cirque does not have any animals, but (33) is music and dance and each show tells a story. (34) show, which is called Varian, is about a man who could fly. The show starts with him falling from the sky and tells the story of how he (35) to learn to fly again.

Example: A. in B. at C. to

ANSWER:
28. A. From  B. By  C. Of
29. A. Played  B. Plays  C. Playing
30. A. Their  B. His  C. Its
31. A. Some  B. All  C. Enough
32. A. More  B. Much  C. Most
33. A. This  B. It  C. There
34. A. One  B. Each  C. Both
35. A. Need  B. Must  C. Has

READING AND WRITING □ PART 6
Questions 36-40
Read the descriptions of some words about the free time that people have. What is the word for each one? The first letter is already there. There is one space for each other letter in the word. For questions 36 - 40, write the words on your answer sheet.

Example:
0. If you like reading about music and fashion, you may buy this. m _ _ _ _ _ _ _   0  M A G A Z I N E
36. People who like watching football often go to this place. s _ _ _ _ _ _ _
37. If you enjoy taking photographs, you will need this. c _ _ _ _ _ _ _
38. People who like swimming in the sea often go here. b _ _ _ _ _ _ _
39. You may play this instrument if you like music. g _ _ _ _ _ _ _
40. If you enjoy camping, you will need to take this with you. t _ _ _ _ _ _ _

READING AND WRITING □ PART 7
Questions 41- 50
Complete the message left on the internet by a girl from Mexico City. Write ONE word for each space. For questions 41-50, write the words on your answer sheet.

Example:
0  is

My name (0)........ Elisa Valdez. I'm twelve and I live in Mexico City. I (41)........ two brothers, Emilio and Miguel. Both of (42)........ are a few years older (43)........ me.
My sister, Maria, is (44)........ youngest in my family and it was her tenth birthday (45) .... week.
I love spending time (46)........ my friends. We often (47)........ shopping or play volleyball together. I really enjoy dancing too. I joined a dance school five years (48)........ and I go there twice (49)........ week to practise. I've learned a (50)........ of interesting things about my country's music and dancing.
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Sample taken from Cambridge University Press (2011xz)
### Appendix 5

**Learning styles checklist**

*Learner’s name: ________________________________*

Please, check one box in each item that best describes you. Boxes A and E indicate that the sentence is very much like you. Boxes B and D indicate that the sentence is somewhat descriptive of you. Box C indicates that you have no inclination one way or another.

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<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I don't mind if people laugh at me when I speak.</td>
<td>I get embarrassed if people laugh at me when I speak.</td>
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<tr>
<td>2</td>
<td>Like to try out new words and structures that I’m not completely sure of.</td>
<td>I like to use only the language I am certain is correct.</td>
<td></td>
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<tr>
<td>3</td>
<td>I feel confident in my ability to succeed in learning this language.</td>
<td>I feel quite uncertain about my ability to succeed.</td>
<td></td>
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<tr>
<td>4</td>
<td>I want to learn this language because of what I can personally gain from it.</td>
<td>I am learning this language because it is required.</td>
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<td>5</td>
<td>I really enjoy working with other people in groups.</td>
<td>I prefer to work alone than with others.</td>
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<tr>
<td>6</td>
<td>I like to absorb language and get the general gist of what is said or written.</td>
<td>I analyze details of language and understand everything.</td>
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<tr>
<td>7</td>
<td>If there is an abundance of language to master, I try to take things one step at a time.</td>
<td>I annoy by abundance of language presented at once.</td>
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<tr>
<td>8</td>
<td>I am not overly conscious of myself when I speak.</td>
<td>I monitor myself closely and conscious when I speak.</td>
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<tr>
<td>9</td>
<td>When I make mistakes, I try to use them to learn something about language.</td>
<td>When I make mistakes, it annoys me.</td>
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<tr>
<td>10</td>
<td>I find ways to continue learning the language outside the classroom.</td>
<td>I often look to the teacher for success.</td>
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Appendix No. 3

SURVEY 1 OUTCOMES

Dear students, the purpose of this survey is to obtain information about the most important needs you have regarding the development of your oral interaction in English. Please answer all the questions. If you have additional comments, you may write them on the back. If you need to, you may write in Spanish.

1. As a language student, which do you consider is the order of importance of the abilities you want or need to develop in this course? Rate the abilities with a number from one to five.
   - **Reading:** 2
   - **Speaking:** 18 = highest degree of importance at the moment
   - **Listening:** 6
   - **Writing:** 9 = lowest degree of importance at the moment.

2. Which ability do you think your teachers have tried to help you develop the most in previous courses? Rate each skill (1 to 5)
   - **Reading:** = 10
   - **Speaking:** 4 = the lowest degree of importance at the moment
   - **Listening:** = 5
   - **Writing:** 16 = highest degree of importance at the moment

3. In which form do you think you need or want to communicate better? **Orally** = 28 the highest degree of importance. **Written:** 7
   Why? porque es la habilidad que menos hemos desarrollado para aprender a comunicarnos.

4. Do you think oral communication is important for you?
   - **Yes** = 29 the highest degree of importance. **No** = 6 Why? Porque me brinda mejores opciones laborales.

5. What do you do when you want to communicate or understand something in English but you can’t? What strategies do you use?
   - **To communicate:** la mayoría usa palabras del español agregando al final –tion o las llamadas false friends.
   - **To understand:** la mayoría suele seguir el lenguaje corporal

6. Do you think you need to speak in English to other people?
   - **Yes** = 25
   - **No** = 10
   Why? La mayoría considera que Sí, porque deben practicar la oralidad.

7. If you have problems when you want to speak with others in English, mention the possible causes for not being able to do it.
La mayoría de los estudiantes coincidieron en que la inseguridad al pronunciar, la falta de práctica de la oralidad, la falta de vocabulario, como iniciar y terminar una conversación formal o informal, son las principales causas que les impiden hacerlo.

8. In your English class you like to work:

a. Alone =3
b. In pairs = 14
c. In groups = 18

THANKS FOR YOUR COOPERATION
# EVALUATION AND CO – EVALUATION FORMAT

<table>
<thead>
<tr>
<th>Subject: English</th>
<th>Term:</th>
<th>Level: Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS’ FORMAT FOR EVALUATION AND CO-EVALUATION OF ORAL PRESENTATIONS</td>
<td>Teacher:</td>
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<table>
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<tr>
<th>Student Name</th>
<th>Level</th>
<th>Day</th>
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<tbody>
<tr>
<td>SELF- EVALUATION</td>
<td>CO EVALUATION</td>
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1. What I liked the most about the realization of this task was:

- ................................................................
- ................................................................
- ................................................................
- ................................................................

1. What I liked the most about my classmate’s task realization was

- ................................................................
- ................................................................
- ................................................................
- ................................................................

2. What I didn’t like about the realization of this task was:

- ................................................................
- ................................................................
- ................................................................
- ................................................................

2. What I didn’t like about my classmate’s task realization was

- ................................................................
- ................................................................
- ................................................................
- ................................................................
3. While doing my task presentation I felt:
   a. Nervous
   b. Bored
   c. Motivated
   d. Self-confident / comfortable

4. Were you able to accomplish the task according to the instructions given by the teacher?
   Yes: ........ No: ......

5. From 1 to 5 (5 being the highest score), rate how well the realization of this task allowed you to learn more English and put into practice your oral communicative skills.

6. From 1 to 5 (5 being the highest score), how do you evaluate your:
   ☐ Fluency: ........
   ☐ Pronunciation:....
   ☐ Interaction strategies:.....
   ☐ Vocabulary: ........

3. During his/ her task presentation my classmate seemed to be
   a. Nervous
   b. Bored
   c. Motivated
   d. Self-confident / comfortable

4. Was your classmate able to accomplish the task according to the instructions given by the teacher?
   Yes: ........ No: ......

5. From 1 to 5 (5 being the highest score), rate how well - through the realization of this task - your classmate was able to use what was taught in class and put into practice his/ her oral communicative skill.

6. From 1 to 5 (5 being the highest score), how do you evaluate your classmate's
   Fluency
   Pronunciation:.........
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<th>Coherence and cohesion devises:</th>
<th>Inter. strategies /</th>
<th>Vocabulary:</th>
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<tr>
<td>Use of connectors....</td>
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<td>Organization of ideas......</td>
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Comments / suggestions on what can be done to help you improve your communicative competence

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Appendix No. 5

Field note form

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<th>LESSON PLAN</th>
<th>STRENGTHS – POSSITIVE ASPECTS</th>
<th>TASK</th>
<th>DIFFICULTIES / INCONVENIENTS</th>
<th>STUDENT’S ATTITUDES</th>
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Appendix 6
Task self-assessment result

Students’ self-assessment forms

**LESSON No. 1. TASK:** Interview an EFL student or teacher about favorite things.

1.1 what students liked about the task

<table>
<thead>
<tr>
<th>What students liked</th>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being filmed/ speaking in front of the camera</td>
<td>3</td>
</tr>
<tr>
<td>Being able to do the task</td>
<td>9</td>
</tr>
<tr>
<td>Interacting with others in English</td>
<td>13</td>
</tr>
<tr>
<td>Being able to learn</td>
<td>6</td>
</tr>
<tr>
<td>The information about duties at work</td>
<td>4</td>
</tr>
</tbody>
</table>

1.2 What Students disliked about the task

<table>
<thead>
<tr>
<th>What Students disliked</th>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking in front of the class</td>
<td>9</td>
</tr>
<tr>
<td>There wasn’t much information on the topic</td>
<td>8</td>
</tr>
<tr>
<td>Having to speak without reading</td>
<td>5</td>
</tr>
<tr>
<td>The classroom was too hot</td>
<td>5</td>
</tr>
<tr>
<td>Not being well prepared</td>
<td>6</td>
</tr>
<tr>
<td>Recording the interview with the teacher</td>
<td>2</td>
</tr>
</tbody>
</table>

1.3 Student’s feelings when presenting the task

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Nr. Of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nervous</td>
<td>14</td>
</tr>
<tr>
<td>Bored</td>
<td>3</td>
</tr>
<tr>
<td>Motivated</td>
<td>11</td>
</tr>
<tr>
<td>Self-confident / Comfortable</td>
<td>7</td>
</tr>
</tbody>
</table>

1.4 Were the students able to carry out the task according to instructions given by the teacher?

<table>
<thead>
<tr>
<th>Ability to carry out the task</th>
<th>Nr. Of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
</tr>
</tbody>
</table>

1.5. Students’ rating on how well the realization of the task allowed them to learn English and put it into practice their oral communicative skills, (5 being the highest score).

<table>
<thead>
<tr>
<th>Rating</th>
<th>Nr. Of students</th>
</tr>
</thead>
</table>
1.6 Students' rating on:

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Pronunciation</th>
<th>Vocabulary</th>
<th>Coherence</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

1.7 Students' comments / suggestions on what can be done to improve their communicative competence.

I need to learn more vocabulary (4).
I need to attend the tutoring to work on pronunciation (22)
I need to prepare myself better for the presentation (9)

**LESSON No. 2. TASK:** Doing a broadcast news

1.1 what students liked about the task

<table>
<thead>
<tr>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being filmed/ speaking in front of the camera</td>
</tr>
<tr>
<td>Being able to do the task</td>
</tr>
<tr>
<td>Interacting with others in English</td>
</tr>
<tr>
<td>Being able to learn</td>
</tr>
<tr>
<td>The information about duties at work</td>
</tr>
</tbody>
</table>

1.2 What Students disliked about the task

<table>
<thead>
<tr>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking in front of the class</td>
</tr>
<tr>
<td>There wasn’t much information on the topic</td>
</tr>
<tr>
<td>Having to speak without reading</td>
</tr>
<tr>
<td>The classroom was too hot</td>
</tr>
<tr>
<td>Not being well prepared</td>
</tr>
<tr>
<td>Recording the interview with the teacher</td>
</tr>
</tbody>
</table>

1.3 Student’s feelings when presenting the task

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nervous</td>
</tr>
<tr>
<td>Bored</td>
</tr>
</tbody>
</table>
1.4 Were the students able to carry out the task according to instructions given by the teacher?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

1.5. Students’ rating on how well the realization of the task allowed them to learn English and put it into practice their oral communicative skills, (5 being the highest score).

<table>
<thead>
<tr>
<th>Rating</th>
<th>Nr. Of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

1.6 Students’ rating on:

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Pronunciation</th>
<th>Vocabulary</th>
<th>Coherence</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1.7 Students’ comments / suggestions on what can be done to improve their communicative competence.

I need to learn more vocabulary (18).
I need to attend the tutoring to work on pronunciation (10)
I need to prepare myself better for the (7)

**LESSON No. 3. TASK:** *Preparing a food recipe either healthy or unhealthy*
1.1 what students liked about the task

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being filmed/ speaking in front of the camera</td>
<td>11</td>
</tr>
<tr>
<td>Being able to do the task</td>
<td>15</td>
</tr>
<tr>
<td>Interacting with others in English</td>
<td>9</td>
</tr>
<tr>
<td>The information about duties at work</td>
<td></td>
</tr>
</tbody>
</table>

1.2 What Students disliked about the task

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking in front of the class</td>
<td>5</td>
</tr>
<tr>
<td>There wasn’t much information on the topic</td>
<td>6</td>
</tr>
<tr>
<td>Having to speak without reading</td>
<td>7</td>
</tr>
<tr>
<td>The classroom was too hot</td>
<td></td>
</tr>
<tr>
<td>Not being well prepared</td>
<td>13</td>
</tr>
<tr>
<td>Recording the interview with the teacher</td>
<td>4</td>
</tr>
</tbody>
</table>

1.3 Student’s feelings when presenting the task

<table>
<thead>
<tr>
<th>Feeling</th>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nervous</td>
<td>6</td>
</tr>
<tr>
<td>Bored</td>
<td>2</td>
</tr>
<tr>
<td>Motivated</td>
<td>19</td>
</tr>
<tr>
<td>Self-confident / Comfortable</td>
<td>8</td>
</tr>
</tbody>
</table>

1.4 Were the students able to carry out the task according to instructions given by the teacher?

<table>
<thead>
<tr>
<th>Response</th>
<th>Nr. Of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
</tbody>
</table>

1.5. Students’ rating on how well the realization of the task allowed them to learn English and put it into practice their oral communicative skills, (5 being the highest score).

<table>
<thead>
<tr>
<th>Rating</th>
<th>Nr. Of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

1.6 Students’ rating on:

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Pronunciation</th>
<th>Vocabulary</th>
<th>Coherence</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
1.7 Students’ comments / suggestions on what can be done to improve their oral interaction.

I need to learn more vocabulary (20).

I need to attend the tutoring to work on pronunciation (5)

I need to prepare myself better for the presentation (10)

LESSON No. 4 TASK: Planning my holidays

1.1 what students liked about the task

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being filmed/ speaking in front of the camera</td>
<td></td>
</tr>
<tr>
<td>Being able to do the task</td>
<td>9</td>
</tr>
<tr>
<td>Interacting with others in English</td>
<td>19</td>
</tr>
<tr>
<td>Being able to learn</td>
<td>7</td>
</tr>
<tr>
<td>The information about duties at work</td>
<td></td>
</tr>
</tbody>
</table>

1.2 What Students disliked about the task

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking in front of the class</td>
<td>5</td>
</tr>
<tr>
<td>There wasn’t much information on the topic</td>
<td>3</td>
</tr>
<tr>
<td>Having to speak without reading</td>
<td>8</td>
</tr>
<tr>
<td>The classroom was too hot</td>
<td></td>
</tr>
<tr>
<td>Not being well prepared</td>
<td>12</td>
</tr>
<tr>
<td>Recording the interview with the teacher</td>
<td>7</td>
</tr>
</tbody>
</table>

1.3 Student’s feelings when presenting the task

<table>
<thead>
<tr>
<th>Feeling</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nervous</td>
<td>3</td>
</tr>
<tr>
<td>Bored</td>
<td></td>
</tr>
<tr>
<td>Motivated</td>
<td>23</td>
</tr>
<tr>
<td>Self-confident / Comfortable</td>
<td>9</td>
</tr>
</tbody>
</table>

1.4 Were the students able to carry out the task according to instructions given by the teacher?
1.5. Students’ rating on how well the realization of the task allowed them to learn English and put it into practice their oral communicative skills, (5 being the highest score).

<table>
<thead>
<tr>
<th>Rating</th>
<th>Nr. Of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

1.6 Students' rating on:

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Pronunciation</th>
<th>Vocabulary</th>
<th>Coherence</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1.7 Students' comments / suggestions on what can be done to improve their oral skills.

I need to learn more vocabulary (21).

I need to attend the tutoring to work on pronunciation (7)

I need to prepare myself better for the presentation (7)

**LESSON No. 5 TASK:** Organizing a fortune telling to predict the future.

<table>
<thead>
<tr>
<th>1.1 what students liked about the task</th>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being filmed/ speaking in front of the camera</td>
<td>11</td>
</tr>
<tr>
<td>Being able to do the task</td>
<td>17</td>
</tr>
<tr>
<td>Interacting with others in English</td>
<td>7</td>
</tr>
<tr>
<td>Being able to learn</td>
<td></td>
</tr>
<tr>
<td>The information about duties at work</td>
<td></td>
</tr>
</tbody>
</table>
1.2 What Students disliked about the task  
<table>
<thead>
<tr>
<th>Activity</th>
<th>No. Ss</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking in front of the class</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>There wasn’t much information on the topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having to speak without reading</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>The classroom was too hot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not being well prepared</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Recording the interview with the teacher</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

1.3 Student’s feelings when presenting the task  
<table>
<thead>
<tr>
<th>Feeling</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nervous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivated</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Self-confident / Comfortable</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

1.4 Were the students able to carry out the task according to instructions given by the teacher?  
<table>
<thead>
<tr>
<th>Answer</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

1.5. Students’ rating on how well the realization of the task allowed them to learn English and put it into practice their oral communicative skills, (5 being the highest score).  
<table>
<thead>
<tr>
<th>Rating</th>
<th>Nr. Of students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>26</td>
</tr>
</tbody>
</table>

1.6 Students' rating on:  
<table>
<thead>
<tr>
<th>Fluency</th>
<th>Pronunciation</th>
<th>Vocabulary</th>
<th>Coherence</th>
<th>Interaction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>
1.7 Students’ comments / suggestions on what can be done to improve their oral competence.

I need to learn more vocabulary (22)
I need to attend the tutoring to work on pronunciation (8)
I need to prepare myself better for the presentation (5)

LESSON No. 6 TASK: organizing a trial of the three little pigs against the wolf.

<table>
<thead>
<tr>
<th>1.1 what students liked about the task</th>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being filmed/ speaking in front of the camera</td>
<td></td>
</tr>
<tr>
<td>Being able to do the task</td>
<td>8</td>
</tr>
<tr>
<td>Interacting with others in English</td>
<td>18</td>
</tr>
<tr>
<td>Being able to learn</td>
<td>9</td>
</tr>
<tr>
<td>The information about duties at work</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.2 What Students disliked about the task</th>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking in front of the class</td>
<td>4</td>
</tr>
<tr>
<td>There wasn’t much information on the topic</td>
<td></td>
</tr>
<tr>
<td>Having to speak without reading</td>
<td>17</td>
</tr>
<tr>
<td>The classroom was too hot</td>
<td></td>
</tr>
<tr>
<td>Not being well prepared</td>
<td>12</td>
</tr>
<tr>
<td>Recording the interview with the teacher</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.3 Student’s feelings when presenting the task</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nervous</td>
<td></td>
</tr>
<tr>
<td>Bored</td>
<td></td>
</tr>
<tr>
<td>Motivated</td>
<td>32</td>
</tr>
<tr>
<td>Self-confident / Comfortable</td>
<td>3</td>
</tr>
</tbody>
</table>

1.4 Were the students able to carry out the task according to instructions given by the teacher?

<table>
<thead>
<tr>
<th>Yes</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>3</td>
</tr>
</tbody>
</table>

1.5. Students’ rating on how well the realization of the task allowed them to learn English and put it into practice their oral communicative skills, (5 being the highest score).
<table>
<thead>
<tr>
<th>Rating</th>
<th>Nr. Of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

1.6 Students' rating on:

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Pronunciation</th>
<th>Vocabulary</th>
<th>Coherence</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

1.7 Students' comments / suggestions on what can be done to improve their communicative competence.

I need to learn more vocabulary (7).

I need to attend the tutoring to work on pronunciation (12)

I need to prepare myself better for the presentation (16)

**LESSON No. 7. TASK:** Creating an avatar movie

<table>
<thead>
<tr>
<th>1.1 what students liked about the task</th>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being filmed/ speaking in front of the camera</td>
<td></td>
</tr>
<tr>
<td>Being able to do the task</td>
<td>16</td>
</tr>
<tr>
<td>Interacting with others in English</td>
<td>8</td>
</tr>
<tr>
<td>Being able to learn</td>
<td>11</td>
</tr>
<tr>
<td>The information about duties at work</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.2 What Students disliked about the task</th>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking in front of the class</td>
<td></td>
</tr>
<tr>
<td>There wasn’t much information on the topic</td>
<td>10</td>
</tr>
<tr>
<td>Having to speak without reading</td>
<td>5</td>
</tr>
<tr>
<td>The classroom was too hot</td>
<td>5</td>
</tr>
<tr>
<td>Not being well prepared</td>
<td>8</td>
</tr>
<tr>
<td>Recording the interview with the teacher</td>
<td>7</td>
</tr>
</tbody>
</table>
1.3 Student's feelings when presenting the task

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nervous</td>
<td>3</td>
</tr>
<tr>
<td>Bored</td>
<td></td>
</tr>
<tr>
<td>Motivated</td>
<td>30</td>
</tr>
<tr>
<td>Self-confident / Comfortable</td>
<td>2</td>
</tr>
</tbody>
</table>

1.4 Were the students able to carry out the task according to instructions given by the teacher?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

1.5. Students’ rating on how well the realization of the task allowed them to learn English and put it into practice their oral communicative skills, (5 being the highest score).

<table>
<thead>
<tr>
<th>Rating</th>
<th>Nr. Of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>19</td>
</tr>
</tbody>
</table>

1.6 Students' rating on:

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Pronunciation</th>
<th>Vocabulary</th>
<th>Coherence</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

1.7 Students' comments / suggestions on what can be done to improve their oral competence.

I need to learn more vocabulary (13).
I need to attend the tutoring to work on pronunciation (17)
I need to prepare myself better for the presentation (5)
LESSON No. 8. TASK: Go shopping at the market

1.1 what students liked about the task

<table>
<thead>
<tr>
<th>What students liked</th>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being filmed/ speaking in front of the camera</td>
<td></td>
</tr>
<tr>
<td>Being able to do the task</td>
<td>10</td>
</tr>
<tr>
<td>Interacting with others in English</td>
<td>14</td>
</tr>
<tr>
<td>Being able to learn</td>
<td>11</td>
</tr>
<tr>
<td>The information about duties at work</td>
<td></td>
</tr>
</tbody>
</table>

1.2 What Students disliked about the task

<table>
<thead>
<tr>
<th>What Students disliked</th>
<th>No. Ss 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking in front of the class</td>
<td>6</td>
</tr>
<tr>
<td>There wasn't much information on the topic</td>
<td>4</td>
</tr>
<tr>
<td>Having to speak without reading</td>
<td>13</td>
</tr>
<tr>
<td>The classroom was too hot</td>
<td></td>
</tr>
<tr>
<td>Not being well prepared</td>
<td>12</td>
</tr>
<tr>
<td>Recording the interview with the teacher</td>
<td></td>
</tr>
</tbody>
</table>

1.3 Student’s feelings when presenting the task

<table>
<thead>
<tr>
<th>Feeling</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nervous</td>
<td>3</td>
</tr>
<tr>
<td>Bored</td>
<td></td>
</tr>
<tr>
<td>Motivated</td>
<td>25</td>
</tr>
<tr>
<td>Self-confident / Comfortable</td>
<td>7</td>
</tr>
</tbody>
</table>

1.4 Were the students able to carry out the task according to instructions given by the teacher?

<table>
<thead>
<tr>
<th>Can they do it</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

1.5. Students' rating on how well the realization of the task allowed them to learn English and put it into practice their oral communicative skills, (5 being the highest score).

<table>
<thead>
<tr>
<th>Rating</th>
<th>Nr. Of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

1.6 Students' rating on:
1. Students’ comments / suggestions on what can be done to improve their communicative competence.

I need to learn more vocabulary (18).

I need to attend the tutoring to work on pronunciation (7)

I need to prepare myself better for the presentation (10)