


	<b>GESTIÓN SERVICIOS BIBLIOTECARIOS</b>						  
	<b>CARTA DE AUTORIZACIÓN</b>						
<b>CÓDIGO</b>	<b>AP-BIB-FO-06</b>	<b>VERSIÓN</b>	<b>1</b>	<b>VIGENCIA</b>	<b>2014</b>	<b>PÁGINA</b>	<b>1 de 1</b>

Neiva, Agosto 19 de 2016

Señores

CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN

UNIVERSIDAD SURCOLOMBIANA

Ciudad

El (Los) suscrito(s): Sandra Milena Ramírez Ortiz, con C.C. No. 36.068.064 de Neiva, autor(es) de la tesis y/o trabajo de grado titulado Real – life tasks to foster oral production presentado y aprobado en el año 2016 como requisito para optar al título de Magister en Didáctica del Inglés; autorizo (amos) al CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN de la Universidad Surcolombiana para que con fines académicos, muestre al país y el exterior la producción intelectual de la Universidad Surcolombiana, a través de la visibilidad de su contenido de la siguiente manera:

Los usuarios puedan consultar el contenido de este trabajo de grado en los sitios web que administra la Universidad, en bases de datos, repositorio digital, catálogos y en otros sitios web, redes y sistemas de información nacionales e internacionales “open access” y en las redes de información con las cuales tenga convenio la Institución.





- Permita la consulta, la reproducción y préstamo a los usuarios interesados en el contenido de este trabajo, para todos los usos que tengan finalidad académica, ya sea en formato Cd-Rom o digital desde internet, intranet, etc., y en general para cualquier formato conocido o por conocer, dentro de los términos establecidos en la Ley 23 de 1982, Ley 44 de 1993, Decisión Andina 351 de 1993, Decreto 460 de 1995 y demás normas generales sobre la materia.

- Continúo conservando los correspondientes derechos sin modificación o restricción alguna; puesto que de acuerdo con la legislación colombiana aplicable, el presente es un acuerdo jurídico que en ningún caso conlleva la enajenación del derecho de autor y sus conexos.

De conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, “Los derechos morales sobre el trabajo son propiedad de los autores” , los cuales son irrenunciables, imprescriptibles, inembargables e inalienables.

Sandra Milena Ramírez Ortiz



	<b>GESTIÓN SERVICIOS BIBLIOTECARIOS</b>					  	
	DESCRIPCIÓN DE LA TESIS Y/O TRABAJOS DE GRADO						
<b>CÓDIGO</b>	<b>AP-BIB-FO-07</b>	<b>VERSIÓN</b>	<b>1</b>	<b>VIGENCIA</b>	<b>2014</b>	<b>PÁGINA</b>	<b>1 de 3</b>

**TÍTULO COMPLETO DEL TRABAJO:** Real – life tasks to foster oral production

**AUTOR O AUTORES:**

Primero y Segundo Apellido	Primero y Segundo Nombre
Ramírez Ortiz	Sandra Milena

**DIRECTOR Y CODIRECTOR TESIS:**

Primero y Segundo Apellido	Primero y Segundo Nombre
Artunduaga Cuellar	Marco Tulio

**ASESOR (ES):**

Primero y Segundo Apellido	Primero y Segundo Nombre
Artunduaga Cuellar	Marco Tulio

**PARA OPTAR AL TÍTULO DE:** Magister en Didáctica del Ingles



**FACULTAD:** Educación

**PROGRAMA O POSGRADO:** Maestría en Didáctica del Ingles

**CIUDAD:** NEIVA      **AÑO DE PRESENTACIÓN:** 2016      **NÚMERO DE PÁGINAS:** 70

**TIPO DE ILUSTRACIONES (Marcar con una X):**

Diagramas\_\_\_ Fotografías\_\_\_ Grabaciones en discos\_\_\_ Ilustraciones en general\_\_\_ Grabados\_\_\_ Láminas\_\_\_  
Litografías\_\_\_ Mapas\_\_\_ Música impresa\_\_\_ Planos\_\_\_ Retratos\_\_\_ Sin ilustraciones\_\_\_ Tablas o Cuadros\_\_\_

	<b>GESTIÓN SERVICIOS BIBLIOTECARIOS</b>						
	<b>DESCRIPCIÓN DE LA TESIS Y/O TRABAJOS DE GRADO</b>						
<b>CÓDIGO</b>	<b>AP-BIB-FO-07</b>	<b>VERSIÓN</b>	<b>1</b>	<b>VIGENCIA</b>	<b>2014</b>	<b>PÁGINA</b>	<b>2 de 3</b>

**SOFTWARE** requerido y/o especializado para la lectura del documento:

**MATERIAL ANEXO:**

**PREMIO O DISTINCIÓN** (*En caso de ser LAUREADAS o Meritoria*): Meritoria

**PALABRAS CLAVES EN ESPAÑOL E INGLÉS:**





<u>Español</u>	<u>Inglés</u>
1. Aprendices de Inglés como lengua extranjera	Efl Learning
2. Aprendizaje Significativo	Meaningful Learning
3. Producción Oral	Oral Production
4. Tareas de La vida cotidiana	Real – life tasks

**RESUMEN DEL CONTENIDO:** (Máximo 250 palabras)

Uno de los mayores retos para los docentes de secundaria es la producción oral en los estudiantes de inglés como lengua extranjera. Además, algunas de las estrategias que se implementan en el aula no involucran a los estudiantes en situaciones comunicativas reales, en las cuales ellos puedan participar activamente. Para llenar este vacío, este estudio examina el efecto del uso de las tareas de la vida cotidiana con el fin de promover la producción oral en un contexto, en donde el aprendizaje de inglés no es una de sus mayores preocupaciones. La intervención pedagógica fue diseñada utilizando el modelo basado en tareas propuesta por Willis (1996) y teniendo en cuenta las preferencias e intereses de los estudiantes. Este estudio cualitativo de investigación acción se llevó a cabo en la Institución Educativa Misael Pastrana con un grupo de estudiantes de décimo grado. Los datos fueron recolectados a través de notas de campo, grabaciones de vídeo y entrevistas. Teniendo en cuenta los datos recogidos, se busca que los profesores utilicen tareas de la vida real en el aula para que los estudiantes se involucren en aprendizajes significativos y de esa manera los procesos orales se fortalezcan.

**ABSTRACT:** (Máximo 250 palabras)

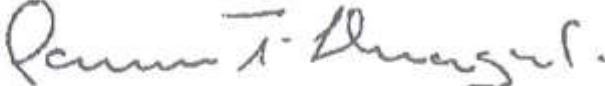
Oral production in EFL learners is always a challenge for most teachers in high school level. Additionally, some of the strategies that are implemented in the classroom do not engage students in real communicative situations in which they can participate actively. To address this gap, this study examines the effect of using real life tasks in order to

	<b>GESTIÓN SERVICIOS BIBLIOTECARIOS</b>					 IED 4081 IC 7084-1	 ICFP 205-1	 ICNet CO-SC 7384-1
	DESCRIPCIÓN DE LA TESIS Y/O TRABAJOS DE GRADO							
<b>CÓDIGO</b>	<b>AP-BIB-FO-07</b>	<b>VERSIÓN</b>	<b>1</b>	<b>VIGENCIA</b>	<b>2014</b>	<b>PÁGINA</b>	<b>3 de 3</b>	

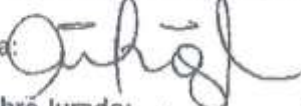
promote oral production in an EFL context where English is not a main concern. The pedagogical intervention was designed using the model of a task-based lesson proposed by Willis (1996) and taking into account students' preferences and interests. This Qualitative Action Research study was carried out at Misael Pastrana Borrero High-School with a group of tenth grade learners. Data were collected by means of field notes, video recordings and interviews. Considering the data gathered, teachers are encouraged to use real life tasks in the classroom so that students are involved in meaningful learning and in that way oral processes are fostered.

#### APROBACION DE LA TESIS

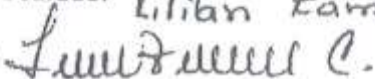
Nombre Presidente Jurado: Carmen Tulia Zuluaga Corrales

Firma: 

Nombre Jurado: Lisseth S. Rojas Baneke

Firma: 

Nombre Jurado: Lilibian Zambrano C.

Firma: 

Running Head: REAL – LIFE TASKS TO FOSTER ORAL PRODUCTION

Real – life tasks to foster oral production

Sandra Milena Ramírez Ortiz

Master thesis presented as a partial requirement to obtain the degree of Magister in English

Didactics

Thesis Director

Marco Tulio Artunduaga Cuellar MA.

Universidad Surcolombiana  
Facultad de Educación  
Maestría En Didáctica Del Inglés

Neiva

2016

**Approval Note**

Master with Distinction

---

Carmen Tulia Zuluaga Corrales

---

External Examiner`s Name

Universidad de Caldas

---

Institutional Affiliation

Date of Approval: August 5<sup>th</sup>, 2016

### Acknowledgements

First of all, my gratitude goes to my thesis advisor, Marco Tulio Artunduaga, for his continuous support, time and guidance. Also, I would like to thank at Surcolombiana University for this master program which has contributed to enrich local knowledge. Finally, thanks to my family and friends who always encouraged me to learn.

## Table of Contents

	Page
Introduction.....	9
Rationale.....	13
<b>Chapter I. Research Problem.....</b>	<b>15</b>
Statement of the problem.....	15
Related Studies.....	18
Setting.....	21
Research Question.....	23
Research Objectives.....	23
<b>Chapter II. Theoretical Framework.....</b>	<b>25</b>
Communicative Competence.....	25
Colombian Policies on Basic Foreign Language Competence.....	27
The use of tasks to promote oral production.....	29
Tasks Development.....	30
<b>Chapter III. Methodological Design.....</b>	<b>33</b>
Type of Study.....	33
Participants.....	34
Instruments and Data Collection.....	35
Instructional Design.....	37
<b>Chapter IV. Data Analysis and Findings.....</b>	<b>45</b>
<b>Chapter V. Conclusions and Pedagogical Implications .....</b>	<b>58</b>
Conclusions.....	58



REAL – LIFE TASKS TO FOSTER ORAL PRODUCTION	5
<b>References</b> .....	62
<b>Appendixes</b> .....	65

**List of Tables**

Table 1. Taxonomy of tasks in Willis & Willis (2007).....	32
Table 2. Sample of a lesson.....	38
Table 3. Tasks implemented during the project.....	41

**List of figures**

Figure 1. Results of question 4. Needs analysis.....	16
Figure 2. Results of question 5. Needs analysis .....	17
Figure 3. Participants during the break time .....	21
Figure 4. Poster Sporting Event.....	43
Figure 5. Primary Doc Manager Hermeneutic Unit.....	45
Figure 6. Assigning Codes.....	46
Figure 7. Emerging categories.....	47
Figure 8. Competences developed in oral production.....	50
Figure 9. Features of the Linguistic competence.....	51
Figure 10. Feature of the pragmatic competence.....	53

**List of Appendices**

Appendix A. Students' consent form.....	<b>65</b>
Appendix B. Sample of Likert Scale.....	<b>66</b>
Appendix C. Sample of Teacher's Field Notes.....	<b>67</b>
Appendix D. Sample of Students' Interview.....	<b>68</b>
Appendix E. Transcript of Oral Production.....	<b>69</b>
Appendix F. Students' Interview Answers.....	<b>70</b>

**Abstract**

Oral production in EFL learners is always a challenge for most teachers in high school level. Additionally, some of the strategies that are implemented in the classroom do not engage students in speaking activities. To address this gap, this study examines the effect of using real life tasks in order to promote oral production in an EFL context where English is not a main concern. The pedagogical intervention was designed using the model of a task-based lesson proposed by Willis (1996) and taking into account students' preferences and interests. This Qualitative Action Research study was carried out at Misael Pastrana Borrero High-School with a group of tenth grade learners. Data were collected by means of field notes, video recordings and interviews. Considering the data gathered, teachers are encouraged to use real life tasks in the classroom so that students are involved in meaningful learning and in that way oral processes are fostered.

*Key words:* EFL learners, meaningful learning, oral production, real life tasks

### **Introduction**

One of the challenges in EFL settings is to involve students in speaking tasks in which they can participate freely and actively. Most of the time, students complain about their poor level of vocabulary and pronunciation as determinant factors that prevent them from speaking English. This issue is also related to the lack of motivating activities to promote speaking, most of the time the topics used in class, to promote speaking, are not relevant or meaningful for the students. Additionally, some of them are afraid of making mistakes when speaking and finally some students do not know the words or the appropriate expressions to talk in class.

According to Dee Fink (2003) students need to be encouraged to relate what they learn in the classroom to their lives and apply or use what they learn to new situations. In many cases, students are reluctant to take part in oral activities because they do not see any relevance between the topic and the speaking activity with their daily lives. For those reasons, the main purpose of this research project was to explore how the use of authentic tasks can foster oral production in EFL learners. This topic was chosen based on some findings from a survey, a community visit, students' voices and some classes' observations. When EFL learners were asked about the skill they wanted to improve, the most usual answer was speaking in spite of the fact that they do not participate actively in speaking activities.

During the last decades, researchers have been interested in using tasks for promoting language learning. (Ellis, 2003, Van den Braden, 2006, Willis, 1996). According to Richards and Rodgers (2004), “engaging learners in task work provides a better context for the activation of learning processes” (p.223). For that reason, the main objective of this study was to examine the effect of authentic tasks in the oral production of

a group of EFL learners. When tasks' authenticity takes place, students may increase their participation in speaking activities in a meaningful and joyful way. As defined by Nunan (1989) defines tasks are "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form" (p.10) . According to this definition, this action research project involved the students in the selection of the topic, It also required them to look for information, prepare and present the topic, share the task with their partners and reflect about the task. This is why, It is important for teachers to find out and implement strategies to increase students' oral production because as Willis (1996) suggests "learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened" (p.7). For this reason, oral production is more effective when a task is part of the student's life; thus, students can become highly engaged in the majority of the activities.

This project is organized in five chapters. Chapter 1 describes the problematic situation with EFL learners at a public high school in La Plata – Huila related to oral production and the lack of participation in speaking activities. Also, this chapter includes some related problems that have been explored by other researchers in the field of oral production. Chapter 2 presents the perspective of some theoreticians regarding the topic of oral production, task based approach, authenticity and significant learning. Chapter 3 explains the methodology undertaken in this study, the pedagogical design, the description of the participants and the instruments used to collect data. In chapter 4, data analysis is explained and results of the study presented.

Data were collected from three different sources during the implementation of the project. These instruments included teacher field notes, video recording and interviews.

The data was analyzed using Atlas.ti, a software for qualitative data analysis. Finally, in Chapter 5, conclusions are presented as well as the limitations of the study and the pedagogical implications.



### **Rationale**

Even though the use of tasks to promote communicative competence has increasingly been gaining importance in EFL contexts, real life tasks are not taken too often into consideration in small EFL settings where students seem to be reluctant to learn English. This study was developed with the purpose of engaging students in their language learning process, particularly through the use of real life tasks. It was also intended to modify the way in which the English lessons had been conducted as well as to change the passive role that students have had in the classes. Students were expected to participate more actively in classes while at the same time they could perceive English as part of their lives. What is more, implementing tasks let students express their ideas, opinions and interests and in that way their voices are taken into account in the process of knowledge construction.

It is expected that students can benefit from the results of this study as it could provide useful information on the use of real life tasks as an alternative to foster oral production, especially for those students who are not used to participating in the speaking activities. The results of this study are also relevant because they involve teachers in a different way of teaching. Most of the time, teachers tend to complain about the lack of students' commitment in their learning process but our role as teachers implies to enquiry about their lives and contexts and in doing so we can realize of the need to find solutions, to establish action plans and to conduct studies based on their local realities and needs. It is necessary that learning a foreign language be seem as a dynamic process rather than as the teaching of isolated topics and mechanic, decontextualized activities. EFL processes

require us as educators to develop communicative competence in a more natural and meaningful way.

## Chapter I

### Research Problem

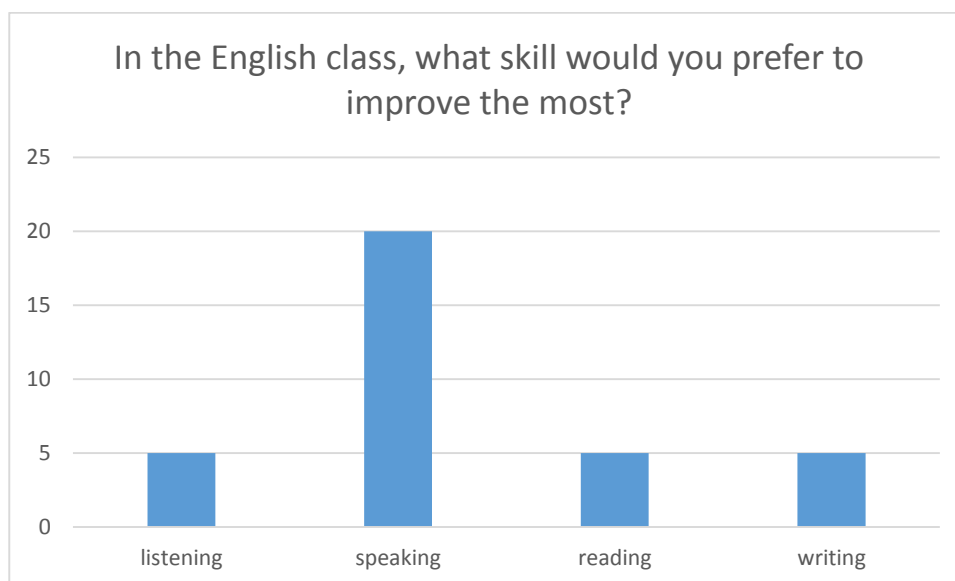
#### Statement of the problem

In certain educational institutions especially in small towns where English is not a priority, there are limited opportunities to practice the language; therefore, the school becomes as one of the most important places where communicative practices are generated. However, when developing any kind of activity in the classroom that involves speaking, most of the students appear reluctant to participate actively and their motivation to get involved in those speaking activities is very low or almost null. Ur (1996) states that there are some factors that cause difficulty in speaking: inhibition, mother-tongue use, nothing to say and low or uneven participation. These aspects were evident during class observations in which tenth graders avoided speaking in English because they argued that during the previous years, classes were only focused on grammar exercises, translation and repetition. Additionally, students stated that they had spent only two hours of English classes per week and most of the time they did not have a permanent English teacher. Taking into account my personal experience as an English language teacher, I noticed that in most of the classroom activities students seemed nervous, afraid and unconfident especially when performing oral activities

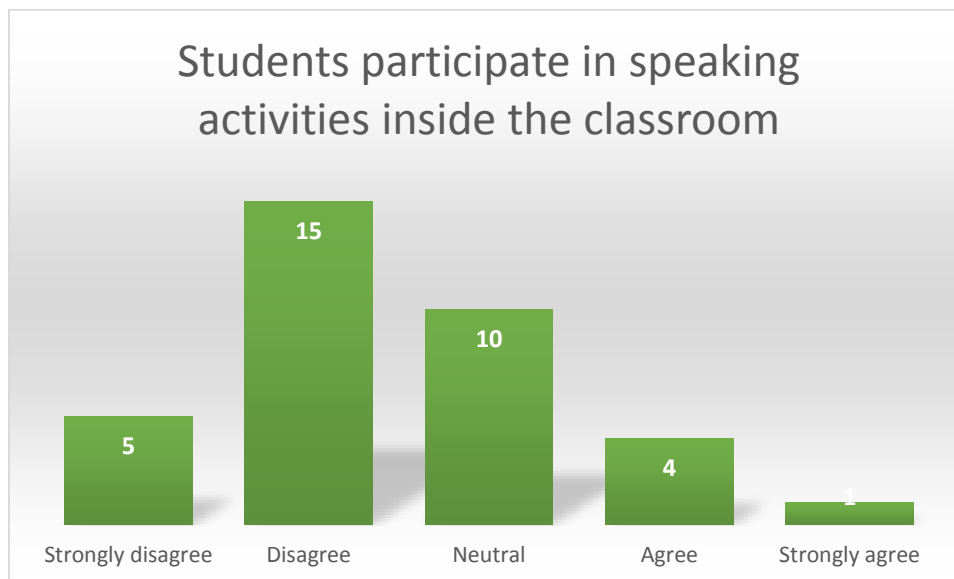
The situation described above encouraged me to explore alternatives to work on those special cases. Then, class observation and a survey were used at Misael Borrero Pastrana School in La Plata – Huila with tenth graders in the first term of the year, 2015. What was evident during the process of observation was the difficulty for students to participate in activities that included speaking. For this reason, the teacher-researcher

conducted a needs analysis survey to 35 students aged 14-15 on April 2015. A summary of the data gathered is presented below:

- 24 out of 35 students did not participate actively in speaking activities. Taking into account their opinions, this situation is presented because students have limited vocabulary, the lack of confidence at the moment of speaking and the activities are not interesting for them.
- 30 students admitted that they did not practice speaking inside the classroom, because they prefer to use their mother tongue to communicate with their partners and they think if they use English in the classroom their partners are not going to understand what they say.
- 20 students gave a positive response to improve their speaking skill. Students think that speaking is one of the most important skill to be developed when learning a foreign language.



**Figure 1.** Results of question 4. Needs analysis



**Figure 2.** Results of question 5. **Needs analysis**

These findings allowed the teacher- researcher to identify a problematic situation, the lack of participation in speaking activities. Additionally, it was necessary to conduct an informal interview in which students had the opportunity to provide more details about what was happening in the oral activities. After analyzing the results, many tenth graders argued that they did not feel comfortable when speaking in class, but they were interested in practicing vocabulary, pronunciation and in speaking more in English. Also, students claimed for “interesting classes and updated topics” (taken from students voices). These students felt that their biggest problems at the moment of speaking were lack of vocabulary, poor pronunciation, fear of partners’ comments and lack of interest in the topics. Those difficulties at the moment of speaking is clearly related to what Prieto, 2007; Urrutia & Vega, 2010; Zambrano, Monje & Perea, 2010 state through their research studies in relation to oral production in EFL learners. These authors claimed the need to provide strategies to encourage students to speak in English.

Bearing this information in mind, it is important to consider the use of authentic tasks as a way to foster EFL learners' oral production. Thus, by using tasks that are meaningful and authentic for students, their confidence and participation at the moment of speaking is expected to increase.

### **Related Studies**

In the EFL field there have been many authors who deal with the topic of difficulties in oral production (in terms of difficulties at the moment of speaking) and at the same time state strategies to improve that skill. According to Richard and Renandya (2002) "learning to speak a foreign language requires more than knowing its grammatical and semantic rules" (p.204). In that sense, there is a need to look for different strategies to develop the communicative competence in EFL learners, involving students' in the selection of the topic and contents, planning meaningful and communicative activities, creating a positive atmosphere inside the classroom and to encourage students to use the foreign language as much as possible.

This section presents some research studies that focus on strategies to improve EFL learners' oral production. These studies contributed to guiding this research project as they helped to enrich the theoretical support and methodological design.

Prieto Castillo (2007) carried out an action research study with students from eleventh level to help them to express better orally. This author draws on Johnson's (2001) ideas about cooperative learning as a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Findings showed that cooperative learning strategies encourage students to participate in the activities and interact with their partners.

Prieto Castillo's (2007) findings also emphasizes that "the topics generally allowed students to discuss and think about their real life. Their personal and previous knowledge were always taken into consideration. They found reasons to express themselves and to share." (p. 84).

The process of oral production in EFL learners implies that students need to be able to use the language to communicate their ideas, feelings or opinions without thinking too much about the errors they can make. In this respect, Urrutia and Vega (2010) carried out a study where students avoided taking part in oral activities mainly because of lack of confidence. For this reason, the authors implemented games to provide opportunities for free expression in a comfortable way. The results showed that games are "motivating and exciting experiences" because they allowed students to feel more confident when speaking and also to create a positive atmosphere in the classroom. The researchers also noticed that students learnt more vocabulary and improved their pronunciation. One of the recommendations of this study suggested the use of "different visual aids (pictures, flash cards, etc) in order to develop even more the ability to speak in a free, comfortable and motivating way" (p. 24).

One strategy to promote oral production on EFL context is the use of tasks. During the last years, the use of tasks have provided teachers with a useful alternative to engage students in a meaningful context whose main objective is to make the language learning process more meaningful and natural. For Nunan (1989) a task is " a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form" (p.10), in that sense, students take an active role during the process of learning: selecting, deciding, producing and communicating their ideas.

On the other hand, one of the major concerns of language learning is the use of “authentic materials” in the classroom. In Nunan’s (1989) opinion, authentic refers to material that is not designed for language purposes. From this interpretation, authentic might be considered authentic if it has a clear relationship with the reality. Moreover, Guariento and Morley (2001) argue that tasks’ authenticity depends on four aspects: a genuine purpose, real world purpose, classroom interaction and learner’s engagement. Additionally, Lazaraton (2001) states that “when teaching speaking skills, EFL teachers need to be particularly adept at organizing class activities that are authentic, motivating and varied. The use of authentic, engaging materials should be the basis for in – class activities” (p. 110). Authors such as Becerra and McNulty (2010) involved students in choosing the topics and goals for the English class. It was necessary that the students could make connections between what is taught in the classroom and what is happening outside of it. For this reason, empowering students in their learning process and involving students in authentic tasks are excellent strategies to foster oral production in EFL learners.

Similarly, Zuñiga G., Escobar D. & Ferrer M., (2010) conducted an action research study aimed at understanding the effect of a task based approach on the oral production of undergraduate students at Universidad Surcolombiana. Researchers used surveys, field notes and transcripts of students’ oral production. Findings revealed important changes in teacher and student’s roles. Through the use of tasks, teachers become facilitators and students take an active role in their learning process because they are able to take advantage of the tasks, making decisions and taking risks when they express their ideas. Also, participation increases and the classroom atmosphere becomes more positive

All of these studies enlightened this research, because they showed different ways to improve oral production through strategies such as cooperative learning, games, tasks and



meaningful learning. However, when talking about tasks, most of the time they have been designed and adapted to specific circumstances. With this research, the main point of departure was to select and design authentic tasks in terms of students' reality and interests.

### **Setting and Rationale**

This project took place at Misael Pastrana Borrero School which is a state institution located in La Plata Huila. The school is divided into two sites with 1500 students approximately. The northern location has students from sixth to eight level and the main site located downtown has the students from eighth to eleventh levels. Because of the teacher-researcher's schedule and facilities, the course 1003 was selected to implement the project. In this course, there were 18 female students and 20 male ones whose ages ranged from 14 to 17 years old. See figure 3. This group presented similar conditions in terms of low socio economic conditions and ethnicity but differences in type of personality and leadership.



**Figure 3.** Participants during the break time

Regarding the educational aspect, tenth graders English level is not very high because of factors such as the low number of class hours, two or three per week; moreover there has not been a permanent English teacher in the previous levels; consequently, most of the time other subject teachers have been in charge of those classes. For this reason, it

was necessary to spend some weeks in order to balance the academic level of the students. Additionally, tenth graders were not used to taking part in speaking activities; likewise, the students did not even use the common expressions or commands in class.

In relation to the cultural aspect, it is important to mention that some of the participants belong to the School soccer team and they have represented the institution in different championships. Also, there are some students who belong to dancing groups and the orchestra of the school.

There were two reasons to conduct this research study. The first one is related to my personal experience as a language teacher. Throughout the years of my teaching practice I have noticed that most of the problems that arose when implementing speaking activities in the classroom stemmed from not taking into consideration students' opinions. Teachers' attention appeared to be mainly concentrated on developing the topics proposed in the syllabus and never took the time to reflect on the students' likes or opinions. What is worse, many times teachers only focused on the speaking skill as a controlled activity in which students perform a role play, sketch or songs.

One of my personal goals was to empower my students in their learning process, to make them take risks and to encourage them to participate in class without seeing their mistakes as a problem but as a way to learn.

The second reason is related to the contextual issues that stress the importance of conducting research in this area. According to Brown (2002) "the communicative competence is the goal of a language classroom" (p. 13). To do so, it is necessary to take into account important aspects in the process of achieving communicative goals. Brown (2002) states that these goals imply that teachers "give attention to language use and not just usage, to fluency and just accuracy, to authentic language and context and to students"

(p. 13), that is to say, teachers need to establish connections between the classroom and real life.

Taking into account the previous reasons, it is necessary to look for strategies to increase students' motivation towards learning English and to make students active participants in constructing the learning process. These students are really interested in developing their communicative competence; thus, when asked about their English learning experience they manifested their desire to improve their level and their oral skills. As a result, it is significant to use appropriate strategies and alternatives to foster oral production, to generate opportunities to negotiate meaning and to promote collaboration between themselves.

### **Research Question**

Despite the fact that some different research studies have implemented strategies with EFL learners to improve the speaking skill, it is still evident that the lack of students' oral participation is the biggest issue we have to face. There are several factors which hinder the achievement of good results, among them we can cite: fear of making mistakes, low levels of vocabulary, lack of motivation and interesting topics for the students. As an alternative to deal with this problem, authentic tasks have been thought of as an alternative to bring students reality to the classroom as a way to foster oral production. Then, according to the previous aspects, the research question is:

What impact do authentic tasks have in fostering oral production?

**Research Objectives**

**General Objective:** To examine the effect of authentic tasks in the fostering of oral production.

**Specific Objectives:**

1. To determine the type of authentic tasks that facilitate oral production.
2. To establish what competences in oral production are fostered by the use of authentic tasks.
3. To promote meaningful learning

## Chapter II

### Theoretical Framework

#### Communicative Competence

Recently there has been a growing interest to improve communicative competence in EFL classrooms. One of the authors who has dealt with the topic of teaching speaking is Burns (2012) who states that “speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes –cognitive, physical and socio-cultural- and a speaker’s knowledge and skills have to be activated rapidly in real time” (p. 166). In other words, it is important to involve students in different meaningful situations in which they can use their previous knowledge in order to understand and to interpret their reality.

Richards and Renandya (2002) claim that the majority of language learners study English with the purpose of developing proficiency in speaking (p. 201). However, students at Misael Pastrana Borrero High School consider speaking as one of the most difficult skills to develop because of factors that affect the development of such skill; among them we can find the limited number of class hours dedicated to English, the fear to receive negative comments from their partners and the lack of vocabulary. In spite of those difficulties, oral production is at the same time one of the skill students at 10<sup>th</sup> level would like to improve.

When designing activities to develop the speaking skill, it is necessary to recognize the different functions of speaking. Brown and Yule (1983) make a distinction between two functions of speaking: talk as interaction and talk as transaction. The first one refers to the use of the language for establishing and maintaining social relations between people and the second one refers to how people use spoken language to exchange information (as cited in Richards, 2008, p. 69). However, Richards (2008) includes an extra function: talk as

performance, which refers to public talk or the transmission of information (p.70). For the purpose of this project, it is necessary to give more attention to the transaction and performance functions because those functions are more related to the problematic situation and with the standards demanded for oral production to 10<sup>th</sup> level students.

On this respect, Hedge (2002) establishes some aspects of the speaking competence. The first one is to determine a relationship between the knowledge of the language and the communicative practices. In other words, it is necessary to identify the different types of situations in which the language is produced. The second factor is to permit students to communicate their own ideas, opinions, beliefs or preferences. For that purpose, the learner requires a background knowledge, expressions and vocabulary. And the last factor refers to the social function of the language. Those factors imply that teachers conceptualized the speaking activities, providing students to use English in real situations in order to develop the communicative competence. This is similar to Chastain (1998, p. 330-358) who states that “speaking is a productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct”. (As cited in Prieto, 2007). For this reason, the process of oral production in EFL learners implies that teachers guide students in the process of being able to use the language in different situations.

Taking into account that students from 10<sup>th</sup> level felt afraid of speaking during the classes because of their partners’ jokes or comments, it is relevant to plan appropriate speaking activities that foster their oral production. Hedge (2002) states that it is important to construct self-confidence in the students by the use of meaningful activities, to create a positive atmosphere in the classroom and to work in pairs to develop fluency. (p. 276). In agreement with these ideas, teachers are expected to be the ones who generate better

learning conditions in which the whole class becomes active participants working in teams by helping and collaborating with each other, in terms of respect and understanding.

Similarly, Eyring (2002) claims that “Teachers wishing to humanize the classroom experience treat students as individuals, patiently encourage self-expression, seriously listen to learner response, provide opportunities for learning by doing, and make learning meaningful to students in the here and now” (p. 334)

### **Colombian Policies on Basic Foreign Language Competence**

In 2006, the Ministry of Education of Colombia presented “Los Estándares Básicos en Competencias en Lenguas Extranjeras: Inglés” whose main objective was to determine the route that teachers had to follow when teaching English. Those standards were adopted from the Common European Framework (CEF), an international regulation for language learning programs, in order for Colombian students to be more competitive and competent in a globalized world. Despite some criticisms, those standards are part of the policies and regulations which have to be taken into account when designing the English curricula.

According to the Basic Foreign Language Competence Standards: English (2006), one of the most important aspects to develop is the communicative competence which consists of three major competences: linguistic, pragmatic and sociolinguistic. Based on The Common European Framework (2002), linguistic competences refers to “lexical, phonological, syntactical knowledge and skills and other dimensions of language as a system” (p.13) and includes not only the formal part of the language but also how to apply the rules in different situations. Pragmatic competence is concerned with “the functional use of linguistic resources (production of language functions, speech acts). Also, this competence includes the use of cohesion and coherence in the discourse. The last

competence is the sociolinguistic which refers to the social use of the language, “its sensitivity to social conventions” (p.13)

The Common European Framework establishes six levels for the organization of language learning and public achievement: Basic User (A1 and A2), Independent User (B1 and B2) and Proficient User (C1 and C2). Colombia adapted those levels to the reality of the Colombian context. The Levels are: Beginner (A1), Basic 1 (A2.1), Basic 2 (A2.2), Pre-intermediate 1 (B1.1) and Pre-intermediate 2 (B.1.2). In this case, 10<sup>th</sup> graders belong to Pre-intermediate 2 (B 1.2). In relation to this project, the participants have a basic level of English. Taking into account the problematic situation of this level, it is essential to focus on the “Spoken Production”.

According to The Common European Framework (2002), Spoken Production includes some criteria related to: “overall spoken production, sustained monologue, describing experience, sustained monologue: putting a case, public announcements and addressing audiences” (p. 58). Each criteria states different abilities. For overall spoken production, the criteria is: “can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points”. For sustained monologue, describing experience: “can give detailed accounts of experiences, describing feelings and reaction, can relate details of unpredictable occurrences, can relate the plot of a book or film and describe his/her reactions, can describe dreams, hopes and ambitions, can narrate a story”. For sustained monologue, putting a case: “can briefly give reasons and explanations for opinions, plans and actions” (p.60).

According to the Colombian English Standards, those previous skills need to be developed in 10<sup>th</sup> graders when assessing the monologue skill. In order to reach the level



proposed for 10<sup>th</sup> students, it is necessary to take into account those abilities when designing the activities for the implementation. Additionally, it is important to create a positive atmosphere in the classroom to engage students to participate in speaking activities. As such, learners can express their opinions, ideas or thoughts without feeling afraid of making mistakes. Willis (1996) claims that one way to create an engaging setting is using the language with meaningful purposes. With this view, the use of tasks offers many advantages when designing communicative activities to foster oral production.

### **The use of tasks to promote oral production**

During the last years, the use of tasks have provided teachers a useful alternative to engage students in a meaningful context whose main objective is to make the language learning process more meaningful and natural. There are many definitions about what a task is. For Nunan (1989) a task is “ a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form”(p.4) . In this way, students will have an active role during the process of learning: selecting, deciding, producing and communicating their ideas. Another author is Willis (1996), who states that “a task is an activity where the target languages is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (p. 23). As a result, learners will use the language to communicate their ideas so that the final objective will be attained. Another author who provides important insights about tasks is Skehan (1998) who proposes that “a task is an activity in which meaning is primary, there is a communication problem to solve, and the task is closely related to real – world activities.” (As cited in Richards and Renandya, p. 97)

The last definition adds the term “real – world activities” which is closely related to the term authentic.

One of the major concerns of language learning is the use of “authentic materials” in the classroom. In Nunan’s (1989) opinion, “authentic refers to any material which has not been specifically produced for the purpose of language teaching”. However, Nunan (1991) proposes different ways of characterizing activities within a communicative framework and within the criterion of authenticity, “the activities can be either real – world or pedagogic. Real world tasks are tasks that a regular person would do in a real world context. Pedagogic tasks are recreated in the classroom to serve as exercises for practicing and for using the language”. From this interpretation, an authentic task might be considered authentic if it has a clear relationship with the reality. Guariento and Morley (2001) argue that tasks authenticity depends on four aspects: a genuine purpose, real world purpose, classroom interaction and learner’s engagement. According to Guariento and Morley (2001) “to integrate input and output, reception and production, is to mirror real world communicative processes, and is something that all teachers concerned with moving towards authenticity should aim to do”.

As cited in Becerra and McNulty, (2009), students can have the opportunity to link subject matter to interesting and accessible topics and other situations for this purpose (Ashburn, 2006). Therefore, for significant learning experiences, the key is to integrate learning to the students’ context and letting them apply what they learn to other situations (Williams & Burden, 1997).

### **Tasks development**

Willis (1996) used a task – based lesson with three stages: Pre – task, task cycle and language focus. Pre – task is the moment when the teacher explores the topic with the class,

highlight useful words and phrases and learners are exposed to examples. Some useful procedures in this part could be: to use materials to lead into a topic, to brainstorm ideas, to compare, to share ideas, to provide a model, to do a similar task and to allow the students time to plan. In the task cycle, students do the task in pairs or small groups and they prepare the report and the teacher monitors the process. When students present the report, the teacher listens and comments. This report indicates the process learners have followed to accomplish the tasks as well as the conclusions they reached. The final stage is language focus which provides opportunities for students to analyze and practice specific linguistic forms.

Nunan (1991) states five basic components of a task: goal, input, activity, setting, roles of the teacher and the learner. The goals are the intentions behind any learning tasks which are systematically arranged towards achieving processing, production and interaction skills. The input refers to the data that form the point of departure for the task and can be derived from a wide range of sources: letters, newspaper extracts, memo note, shopping lists, recipes, etc. Nunan (1991) proposes three general ways of characterizing activities: rehearsal for the real world, skills use and fluency/ accuracy. Learner role is concerned with the student's partaking in a particular enabling or communicative task. Students take an active role into the process of learning in order to make the process more effective, easier and more enjoyable. Teacher is a facilitator but also an observer and a guide. Finally, the setting refers to the way the classroom is organized for each activity: individual work, pair work or group work.

One way to integrate task based approach is by going from topics to tasks. For the purpose of this project, the topics were selected taking into account students' opinions, interests and real-life activities. When the topic has been chosen, the teacher can implement

different kinds of tasks which are classified according to cognitive processes. Willis & Willis (2007) have identified the following set of tasks (Table 1)

**Table 1.** Taxonomy of task types in Willis & Willis (2007)

<b>TASK TYPES</b>	<b>EXAMPLES OF SPECIFIC TASKS</b>
<b>LISTING</b>	Brainstorming, fact finding, games based on listing: quizzes, memory and guessing.
<b>ORDERING AND SORTING</b>	Sequencing, ranking ordering, classifying
<b>COMPARING AND CONTRASTING</b>	Games finding similarities and differences, graphic organizers
<b>PROBLEM – SOLVING TASKS</b>	Logic problem prediction
<b>PROJECTS AND CREATIVE TASKS</b>	Newspaper, posters, survey fantasy
<b>SHARING PERSONAL EXPERIENCES</b>	Storytelling, anecdotes, reminiscences
<b>MATCHING</b>	Words and phrases to pictures

### **Chapter III**

#### **Methodological Design**

This chapter describes the methodological design of the project. Firstly, the type of study used to investigate the research questions, then the descriptions of the participants, then it focuses on instruments and data collection and concludes with the instructional design of the project.

#### **Type of Study**

This study emerged from a continuous observational process which was carried with tenth graders in an EFL classroom. Through direct observation several difficulties were identified such as poor vocabulary, reluctance to speak in class and the lack of participation in speaking activities. To approach the mentioned issue, a set of authentic tasks were designed in order to encourage students to participate in class. The tasks considered everyday topics that were selected by the students and required them to work not only in class but also outside the classroom.

This study properly fits within the Action Research parameters, considering that it is mainly based on classroom research carried out by the teacher-researcher in order to reflect, analyze, improve and evaluate a particular issue found in the local context.

According to Burns (2003) action research is a form of self – reflective inquiry conducted by participants in a social situation. For these purposes, critical reflection about our teaching practices and the learning process are required. In addition, Nunan and Bailey (2009) state that “action research represents a particular stance... in which the practitioner is engaged in critical reflections, on ideas, the informed application and experimentation of ideas in practice, and the critical evaluation of the outcomes” (p. 227) the authors agree

that reflection is one of the main aspects during the research process. In the same position, Creswell (2009) claims that “the process of research involves emerging questions and procedures, data typically collected in the participant’s setting” (p.23). For this reason, it was essential to observe and interview the participants in the classroom.

This project follows the stages proposed by Kemmis and McTaggart (1985): “Planning, action, observation and reflection” (p.11). Planning implies to identify a problematic situation in our communities using different kinds of instruments. This step was carried out through the use of different instruments such as class observation, community visit and students artefacts. In terms of action, it was necessary to analyse the problematic situation, in this case, lack of participation in speaking activities, and to design and implement the proposal. After that, observation provides important insights about the development of the strategy. To do that, the use of video recordings and transcripts of the classes let the researcher know strengths and weaknesses of the planned tasks. Finally, and probably one of the most important moments, reflection, includes the students’ and teachers’ perceptions about the implementation.

### **Participants**

The participants of this study were students from tenth level and have studied in the school for more than 3 years. These students were selected for convenience in terms of schedule and availability. In spite of the fact that all tenth graders developed the tasks planned in the implementation of the pedagogical proposal, only eight students with different levels of English were randomly chosen to analyse data. Four boys: Juan, Jhon Pablo, Augusto and Nelson, and Four girls: Alejandra, Marylin, Daniela and Valentina. The participants of the project share similar conditions in terms of socio economic conditions,

age and special interests in music, technology and sports. Most participants are basic users or beginners (A1 and A2), some of them with an elementary background knowledge of English, mostly acquired from previous levels. According to the Common European Framework such learners can interact in a simple way, repeat or paraphrase at a lower rate of speech, still their spoken interaction and production was limited. Due to the fact that the students are under 18 years old, all the participants and their parents signed a letter of consent indicating their acceptance to participate

Misael Pastrana Borrero School focuses their syllabus on reading and writing processes in order to prepare students for Pruebas Saber 11; as a consequence, oral skills receive little attention. This project encourages students to participate in speaking tasks, to increase their oral production and to make learning more meaningful for them. To do that, it was necessary to start the project listening to students' voices in order to know their interests and likes.

### **Instruments and Data Collection Procedures**

The teacher – researcher used some instruments that allow the collection of data, analysis, understanding and description of using authentic tasks to foster oral production. During the preliminary stage of the project, some techniques were used to determine a point of departure. These sources included empirical observation, community visit, Likert scale, literature map and students' voices. Sharkey & Clavijo-Olarte (2012) argue that “community-based pedagogies are curriculum and practices that reflect knowledge and appreciation of the communities in which schools are located and students and their families inhabit. It is an asset-based approach that does not ignore the realities of

curriculum standards that teachers must address, but emphasizes local knowledge and resources as starting points for teaching and learning” (p. 131).

First, through empirical observations, the teacher could identify some concerns in students’ work when there were speaking activities in the classroom. Creswell (2009) claims that “a qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site” (p.239) in that sense the teacher-researcher could share with the participants in their real setting to know more about the problematic situation.

The next source was a survey, which was used to inquire into students’ opinions and ideas about the problematic situation. One essential point was students’ voices because they provided useful and significant data related to the previous survey. Additionally, a literature map and a Likert scale were used in order to support the problematic aspect, namely the lack of students’ participation in speaking activities. Creswell (2009) states that a literature map is “a visual picture (or figure) of groupings of the literature on the topic that illustrates how your particular study will contribute to the literature, positioning your study within the larger body of research.”(p.64)

During the implementation of the tasks data was collected from different sources. First, data came from direct observation and the analysis of the lessons and my students’ attitudes. Second, information also derived from my students’ performance and reflections. The instruments included teacher field notes, video recording and interviews. Hopkins (2008) argues that “field notes is a way of reporting observations, reflections and reactions to classroom problems” (p. 103), for this reason the teacher-research used field notes to make comments about the class, show impressions and processes in students’ work while









the task was implemented. The video recording and the transcript of the oral production were used to analyse the task as well as the oral production of the students. Finally the interview provided important insights about students' perception of the task. These three instruments were used during each implementation.

### **Instructional design**

The term implementation refers to the pedagogical design of the task. The topic of each implementation was selected taking into account the results of an informal survey about students' likes that was applied at the beginning of the process in an attempt to include their opinions in the lesson planning. That informal survey gave the opportunity to know about the most usual topics students shared with their friends and the topic they would like to talk about. The topics were: sports, organizing a party (11<sup>th</sup> graders farewell), music and embarrassing moments.

The teacher-researcher implemented four different authentic tasks designed for the pedagogical intervention. Each task (three hours each) was planned as part of a task based approach established by authors like Nunan (1989) and Willis (1996) who share the idea that tasks are goal – oriented and meaning centered. For this reason, each task was designed to facilitate students' participation in meaningful activities. The lesson plan presented in Table 2 shows the procedure students follow in order to accomplish the final goal, in this case, to talk about their music preferences.

**Table 2. Sample of a lesson**

<p><b>TASK BASED LESSON No. 2</b></p> <p><b>OBJETIVE:</b> Students will be able to report about the music they save in their mobiles.  <b>TOPIC:</b> Music Forever  <b>TIME:</b> 120 minutes  <b>LEVEL:</b> A2  <b>GRADE:</b> 1003</p>		
<p><b>TASK SEQUENCE</b></p> <p><b>Before the class, the teacher asks the students to bring their cellphones with their favorite music and one of their favorite’s video clips</b></p> <p style="text-align: center;"><b>PRE - TASK</b></p> <p><b>AIM:</b> To introduce the topic of music and to give the class exposure to language related to them.  <b>INPUT:</b></p> <ul style="list-style-type: none"> <li>• Extracts from some music tracks: jazz, rock, salsa, electronic, romantic music, rap, reggetton, pop, etc.</li> <li>• Power point presentation with some pictures related to: SINGER, CONCERT, TITLE TRACK, SONGS, BAND, LYRICS, and AUDIENCE.....</li> </ul> <p><b>PROCEDURE:</b></p> <ol style="list-style-type: none"> <li>1. Students listen to some music tracks and say the name of the type of music.</li> <li>2. Then, the teacher displays a power point presentation with vocabulary and expressions related to music. (Attached: PPP) . The teacher uses the images to provide as many information as possible.</li> </ol>		
<p>Album / CD / Track</p> 	<p><b>Singers</b></p> 	<p><b>Lyrics</b></p> 
	<p><b>Band</b></p> 	<p><b>Concert</b></p> 

**Awards**



**Expressions for describing music**

- It has a catchy melody;
- It has a fast tempo;
- It's very cheesy;
- It's a timeless classic;
- It brings back memories;
- It was a smash hit.

**Useful expressions**

- The mood of the music is...
- The song is about...
- The singer's voice is...
- The singer reminds me of....
- The video makes me think of....
- What I like about the song is...
- What I like about the video is...
- I don't like....



- Cuando los angeles lloran MANA
- Sueño de Libertad JUANES
- Zombie CRAMBERRIES
- Heal the World MICHAEL JACKSON
- Ode to my family CRAMBERRIES

3. During the presentation the teacher involves the students asking questions to the students: **what is your favorite type of music? What is your favorite artist? What is the song you like the most? Tell me a title track of one song you have in your cellphone, etc.**

**Task – cycle**

**Task 1**

**Aim:** To describe a video clip

1. The teacher will show the video clip of the song “ZOOMBIE” by CRAMBERRIES.

First of all, the teacher starts talking about the band: numbers of members, their names and their position in the group and the instruments they play. Then, students watch the video clip and the teacher explains what appears in it and the message. The teacher uses the previous vocabulary and expressions

2. After that, the teacher presents her top 5

**Task 2**

**Aim:** To prepare an oral report about music

1. Students will select 5 songs and 1 video clip from their cellphones.
2. Students will prepare an oral presentation about the description of their favorite video clip. Then, they will present their top 5

**FINAL TASK**

Each student will present his/her oral presentation about music. In this task students will use the expressions and the vocabulary related to music. This task will be individually.

At the end the students will vote for the favorite songs and those songs will be played during the break at the school radio station.

During the implementation stage, all students were asked and encouraged to participate actively in the tasks. Each task follows Willis (1996) proposal: Pre – task, task cycle and language focus. In the pre – task the teacher explores the topic with the class, highlight useful words and phrases and learners are exposed to examples. In the task cycle, students do the task in pairs or small groups and they prepare the report. In the final stage, language focus provides opportunities for students to analyze and practice specific linguistic forms.

It is important to highlight the procedure taken into account for the implementation of each task. First of all, it was necessary to determine the topic of the tasks based on students' interests and reality when planning the tasks and the expected outcome. Next, to select and design the material for the class. Finally, to design the instrument to reflect about the tasks. It is essential to mention that each task implied two weeks due to extra factors such as: changes in the schedule, administrative meetings and extra conferences. Also, the teacher-researcher recorded each one of the oral productions of the 35 students.

The teacher-researcher decided to apply two different types of group work to encourage oral production. The first task was focused on pair work, the second one individual work, the third one was group work and the last one was done individually. Those oral productions tasks were based on the topics that they had suggested according to their interests. (see Annex 2)

The four (4) tasks are presented in the next chart (Table 3)

**Table 3.** Tasks implemented during the project

<b>Week</b>	<b>Task</b>	<b>Materials</b>	<b>Objective</b>
<b>1-2</b>	Oral presentation about a sporting event.  <b>TASK TYPE</b>  Creative task: poster	<ul style="list-style-type: none"> <li>• Reading about a sport called Octapush.</li> <li>• Video about a sport called Bosaball</li> <li>• Posters about sporting events</li> </ul>	In pairs students will be able to do an oral presentation about inviting their partners to a sporting event.
<b>3-4</b>	Oral presentation about Music  <b>TASK TYPE</b>  Sharing personal experiences	<ul style="list-style-type: none"> <li>• Extracts from music tracks.</li> <li>• Power Point Presentation about music</li> <li>• Video about a song</li> <li>• Cellphones</li> </ul>	Students will be able to present a power point presentation about the music they like the most and use to save in their mobiles.
<b>5-6</b>	Oral presentation about Farewell to Eleventh students  <b>TASK TYPE</b>  Project task	<ul style="list-style-type: none"> <li>• Power Point Presentation about Parties</li> </ul>	Students will be able to present a proposal for a farewell activity (party) to 11 <sup>TH</sup> students
<b>7-8</b>	Oral presentation about embarrassing moments	<ul style="list-style-type: none"> <li>• Film tracks about embarrassing moments.</li> </ul>	Students will be able to share with their partners an

	<p style="text-align: center;"><b>TASK TYPE</b></p> <p>Sharing personal experiences</p>	<ul style="list-style-type: none"> <li>• Power Point Presentation about key vocabulary</li> </ul>	<p>embarrassing experience. (video recording)</p>
--	---	---	---

The starting point was to inquiry students about their personal experiences when speaking. The activity showed that the students were aware of the importance of speaking and they wanted to improve it. The majority of the students also argued that most of the time they understood when the teacher speaks in English but they found difficulties when talking in English. Those difficulties refer to lack of vocabulary, pronunciation and fear of speaking in front of the class. What is more, students did not find interest in the topics of the speaking activities. I concluded that students needed to carry out significant tasks (ones related to their interests) but also authentic tasks (tasks that students perform in their real life) as way to foster their communicative competence.

For this project, four tasks were designed and implemented. The first task (oral production about a sporting event) was selected because sports is one of the students' favorite topic and also tenth graders are the ones who organize the school championship. For the development of the task, students were organized in pairs where they had the opportunity to share information about their favorite sports (equipment, place, conditions, and rules, among others). Additionally, each group received a tablet to watch a video about some sporting events. During the development of these activities, the majority of the group was anxious but at the same time enthusiastic. The students used their mother tongue to share ideas but little by little the students lowered their anxiety and started to use vocabulary and expressions in English and they even asked about new words. To present the task, students required to

design a poster in which they showed their creativity, the vocabulary and expressions already learned. The teacher monitors and answers questions. The final product of the tasks was to prepare a poster about a sporting event and to invite their partners to participate in the event.

See figure 4.



**Figure 4.** Posters Sporting event

The second task, organizing a farewell party, consisted of a proposal for a Farewell Party. Students needed to work in groups to collect their partners' ideas, to select the best ones, to organize their opinions and to present their proposal to the rest of the group. In spite of that, some students continued using Spanish, it was evident that they spoke more in English because they wanted their ideas to be clear in order to be chosen for the 'real' party. Students enjoyed the task because they had the chance to express their ideas about what they would like to do for 11<sup>th</sup> students. In their real context tenth graders organized a farewell party for eleventh graders.

As the first and second task were prepared in groups, the next task was carried out individually. It consisted of an oral presentation about their favorite music. Students prepared a power point presentation in which they had the chance to talk about their favorite singer, their favorite songs as well as showing their favorite video clip explaining why they liked it. This task was very interesting because participants were engaged when using technology, particularly when they were allowed to use their cellphone to show their favorite songs and when designing the presentation for the whole group.

The final task required students to record themselves talking about an embarrassing experience. For this task, the teacher showed students some pictures related to some expressions and vocabulary and then students watched some movie tracks about embarrassing moments. This was a funny part of the task because the participants started to make relationships with something similar in their life. The final product of the task was that the students shared with their partners a funny or a shaming story. Many students added to their presentation the use of gestures, tone of voice, hand and eyes movements.

Finally, one aspect that helped to address and accomplish the objectives of the study was the fact that during the tasks the students supported each other in terms of cooperation and group work.



## Chapter IV

### Data analysis and Findings

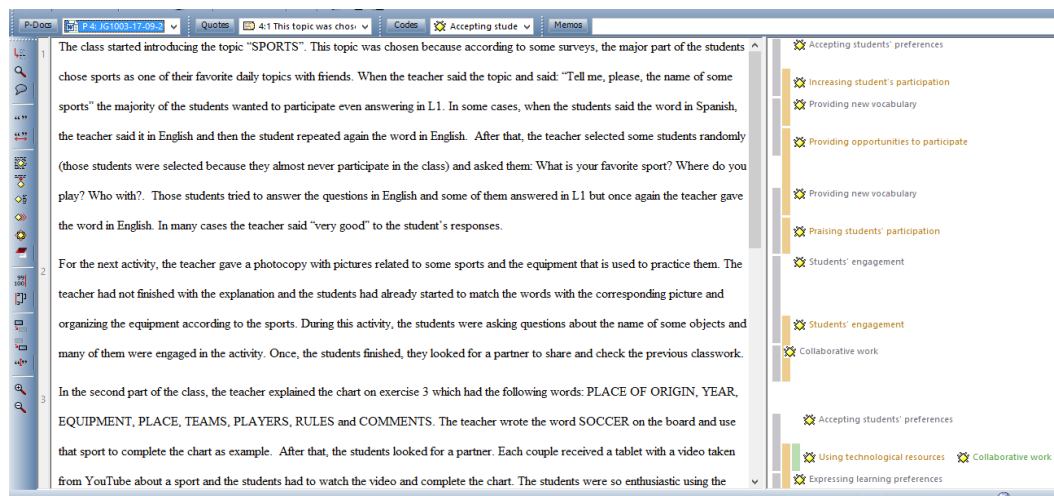
For the development of this project four tasks were implemented: Task 1 Sporting Event, Task 2 Music Forever, Task 3 Farewell Party and Task 4 Embarrassing moments. During the implementation of each task three instruments were used to collect data: field notes, video recording with its transcript and students' interviews.

The first step in the analysis process was to install a software called ATLAS.ti which is a program that allows the analysis of qualitative data. This software allows researchers to create a hermeneutic unit which contains the documents to start coding. To do that, it was necessary that the field notes, the students' final oral report and the interviews were transcribed into a Word doc. At the end, twelve documents were created and they were labeled with the letter J for the field notes, letters OP for the transcript of the oral production and letter I for the interview. Additionally, each document had the number of the group (in this case 1003) and the date of the session (e.g. JG1003-17-09-25). As shown in figure 5.

Nombre	Fecha de ...	Tipo	Tamaño
backup of SANDRA RAMIREZ	08/11/201...	ATLAS.ti Hermeneutic Unit	17 KB
IG1003-13-11-2015	26/04/201...	Formato de texto enriquecido	53 KB
IG1003-15-10-2015	28/10/201...	Formato de texto enriquecido	64 KB
IG1003-25-09-2015	27/10/201...	Formato de texto enriquecido	46 KB
IG1003-28-10-2015	26/04/201...	Formato de texto enriquecido	40 KB
JG1003-06-10-2015	28/10/201...	Formato de texto enriquecido	46 KB
JG1003-10-11-2015	26/04/201...	Formato de texto enriquecido	44 KB
JG1003-17-09-2015	27/10/201...	Formato de texto enriquecido	49 KB
JG1003-21-10-2015	26/04/201...	Formato de texto enriquecido	40 KB
OPG1003-12-11-2015	26/04/201...	Formato de texto enriquecido	40 KB
OPG1003-15-10-2015	07/11/201...	Formato de texto enriquecido	83 KB
OPG1003-21-09-2015	27/10/201...	Formato de texto enriquecido	48 KB
OPG1003-27-10-2015	26/04/201...	Formato de texto enriquecido	40 KB
SANDRA RAMIREZ	04/03/201...	ATLAS.ti Hermeneutic Unit	17 KB

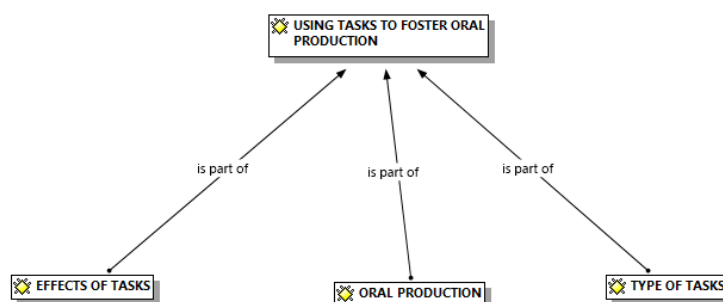
**Figure 5.** Primary Doc Manager. Hermeneutic Unit

Once the hermeneutic unit was created, the second step was to import the files to be analyzed. The analysis started with the identification of the themes related to this study. Thus, the teacher-researcher examined the information, marked segments of the data and assigned codes to them. As it is shown in Figure 6.



**Figure 6.** Assigning codes

After the previous process with all the documents, some patterns were found and grouped into some categories. The first main category, the effect of using authentic tasks in students' oral production, helped to know the competences in oral production that are fostered when using tasks that was the second category. Finally, using authentic tasks inside the classroom brought the opportunity to determine the type of tasks that facilitate oral production which is the third category. The emergent categories are shown in figure 7.



**Figure 7.** Emerging categories

The first category gave information about how the use of authentic tasks has a direct effect on students' oral production in terms of engaging the students in speaking tasks. To do that, it was necessary to listen to students' opinions in order to design meaningful and interesting activities for them. The tasks designed and the materials used had the purpose of breaking students' difficulties that affected their oral production. During the implementation it was seen that students little by little started to increase their participation in the activities because students' needs were taken into account, not only as language users and learners but also as people who are able to make decisions and to give opinions. The following abstracts taken from learners' interview and the teacher's field notes show that the tasks carried out had a positive effect on the students' oral production.

Sample 1

**IG1003-15-10-2015.rtf - 2:16 [Que puede hacerla a mi gusto, ..] (16:16) (Super)**  
 Que puede hacerla a mi gusto, puse más de mi empeño para que saliera bien bonito y pudiera decir bien mis cosas sobre mis gustos.

Sample 2

**P 2: IG1003-15-10-2015.rtf - 2:29 [Los temas que nos ponen son de..] (32:32) (Super)**  
 Codes: [Relating tasks to students' lives] [Student's engagement]  
 Los temas que nos ponen son de nuestra vida entonces nos apropiamos del tema y aprendemos.

## Sample 3

**P 5: JG1003-06-10-2015.rtf - 5:4 [The class started and the stud..] (6:6) (Super)**

Codes: [Student's engagement]

The class started and the students were eager to attend the class because of the cellphones and the music

Sample 1 and 2 were taken from the interview after the implementation related to sports (Task 1). It is important to highlight that from the beginning of the process the students were encouraged to participate using daily life topics that were interesting for them. Also, the students were able to choose the topics they would like to talk about. This issue can be seen in sample 1 stated in which one of things that the student remarked is that he did the best to present their final product because he wanted to show his likes in a better way. Additionally, that student argued “puedo hacerla a mi gusto” in that moment the student took an active role in the learning process making decisions according to his interests. Also, sample 2 provided a general insight about the task in which she remarked the importance of using tasks related to her life because that connection facilitated the presentation of the task. Finally, sample 3 taken from the teacher's field notes indicated that the use of technological devices, such as cellphones, engaged the students to participate during the task.

At the end of each implementation, an interview was carried out in order to involve students in a process of reflection about the tasks. This was done to enable students to give opinions, ideas and perceptions about what they had already experienced with the development of the task. I realized that students improved their self-confidence and adopted a different perception towards learning English. One of the question was: would you like to perform similar tasks? Yes / No and Why? Here some of the answers.

**P 2: IG1003-15-10-2015.rtf - 2:37**

Codes: [Reflecting on the learning process]

Sí, porque así podre soltar más el lenguaje.

**P 2: IG1003-15-10-2015.rtf - 2:42**

Sí, porque es interesante, así aprendemos más inglés y perdemos el miedo a la exposición.

**P 3: IG1003-25-09-2015.rtf - 3:5**

Preste mucha atención en las tareas realizadas, pues creo que fueron muy adecuadas para nuestro inglés, que aunque no lo hablamos a la perfección cada día vamos logrando aprenderlo.

**P 3: IG1003-25-09-2015.rtf - 3:35 (39:39)**

Aprendemos nuevas palabras que nunca habíamos dicho y a pronunciarlas mejor.

The previous opinions showed that the implementation of the different tasks helped students to be involved in speaking activities particularly to overcome some difficulties at the moment of speaking such as fear, inhibition and having nothing to say. This was evident in expressions like “perdemos el miedo a la exposición” “aunque no lo hablamos a la perfección cada día vamos logrando aprenderlo” and “así podre soltar más el lenguaje”.

One aspect that had a positive effect on the oral production was the one related to group work. During the development of the project students had the chance to work individually or in groups, because it was important to take into account students’ preferences at the moment of presenting their oral report. The most important fact was that students helped each other while developing the different tasks. Hence, a good atmosphere was created in the classroom to motivate students to participate during the whole tasks. The following abstracts are part of the teacher’s journal and students’ interview.

P 2: J1003-13-11-2015.rtf - 8:16 (3:3)

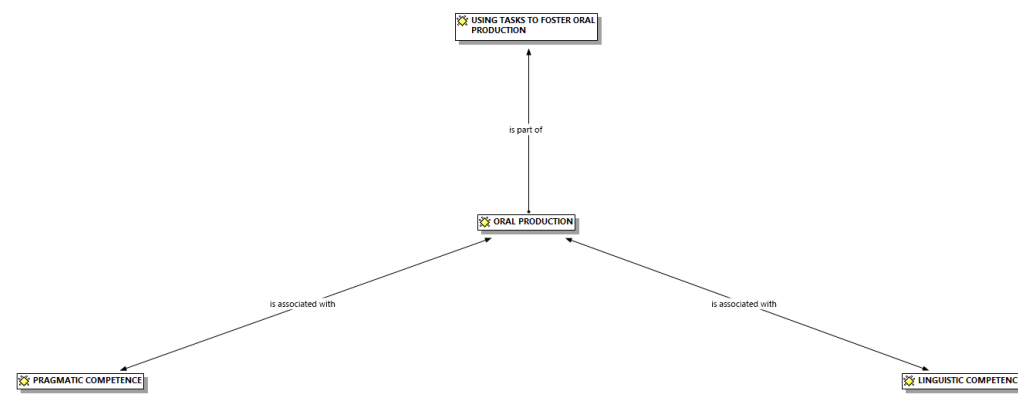
What was interesting in this part was the students' attitude, they were helping each other while doing the activity

P 1: IG1003-13-11-2015.rtf - 1:19 (19:19)

Me gusto trabajar con mis amigos sobre el tema. Ellos me ayudaron mucho

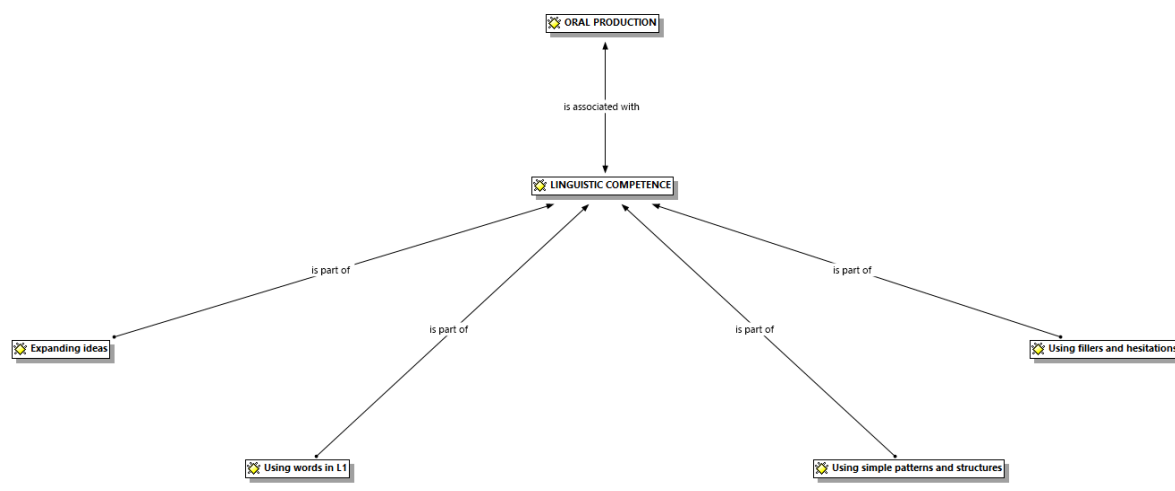
This study also found that **students' participation in oral activities increased** because they were engaged during the task, as they asked for new information, paid attention to their partners' oral presentation, helped others to construct their information and also students felt comfortable when speaking. This category gave the opportunity to observe that the students started making decisions about their learning preferences. This is a positive aspect because of the empowerment of the students related to their learning process.

The second category has to do with the competences in oral production that are fostered when using tasks. After the analysis of the oral production of the students, it was noticed that the use of tasks had an evident impact in the development of the oral production in terms of linguistic and pragmatic competence. This can be seen in Figure 8.



**Figure 8.** Competences developed in oral production

At the beginning of this project, the students did not like to participate in speaking activities but after the implementation of authentic tasks, students started to participate actively in the task. It was observed that students started **using more words orally**, even if they were used in a wrong form. This aspect was not a difficulty because mistakes in terms of grammar, pronunciation and intonation were tolerated because the main idea was to foster students' oral production. See Figure 9.



**Figure 9.** Features of the linguistic competence

In connection with this category, important findings emerged when students were reported their information. First of all, students used images to help themselves be understood when speaking. Also, students were able to express their ideas following a linear sequence of thoughts and in some cases they used examples to support their ideas. What is more, when students did not know a word or they had forgotten the word, they said the word in Spanish and continued with the oral report. The following abstracts show some parts of the students' oral production:

"My **favorite** band is Cultura Profetica ... ehh... their **singer** is Willy Rodriguez... ehh Their .. Their.. **Message** ... the bob Marley and my favorite **singer** is Marlon Javier Castro ...El es o sea He is Dread Mars I... eh...

*"It is a sport where ...compete of 2 teams of 5 players each.."*

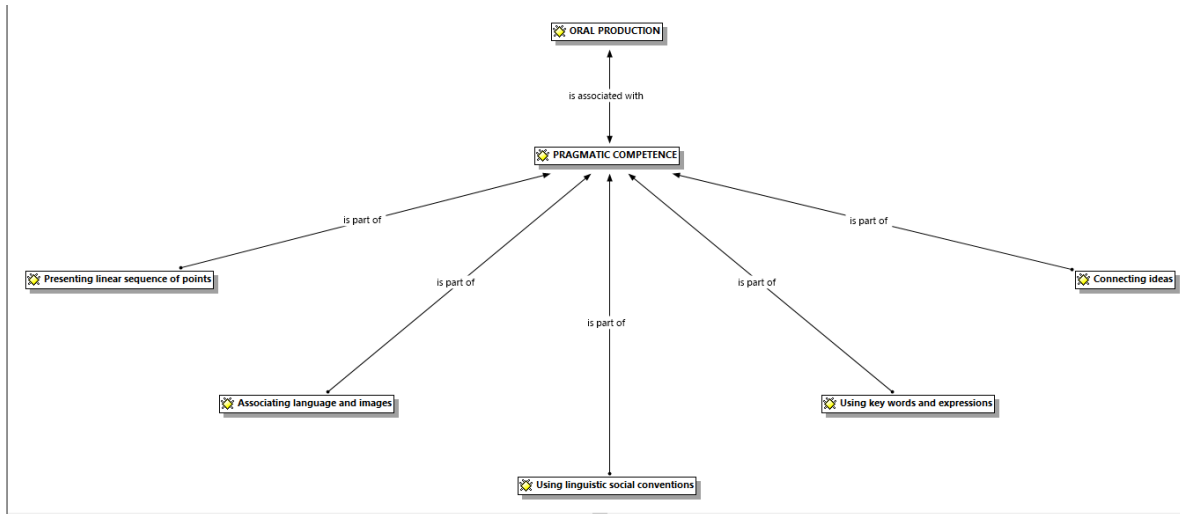
*"My favourite song singer is John Alex Castaño... sing ranchera and has 25 years..."*

*"I have ... speak to the rector of the school for the permission ..umm..  
The party of the eleven ... students..."*

The extracts above illustrate specific features related to the linguistic competence. It was noticed that there were some difficulties with the use of some grammatical structures such as the use of third person (sing ranchera) the verb to be (and has 25 years), the absence of some words (I have.. speak) and the use of the mother tongue (El es o sea He is). Other common aspect at the moment of speaking was the fact that students used fillers and hesitations, such as (umm, eh) to connect their ideas or to think about the next word. What is important to consider is that the previous strategies were not an obstacle at the moment of understanding the message. At the end of the tasks, it was evident that students improved their oral production because after the implementation of this project, the students started to produce more complex sentences related to daily situations and were more willing to participate in speaking activities.

Other competence that was fostered by the use of authentic tasks was the pragmatic competence. It was observed that tasks helped students to organize the message in a coherent way, to connect ideas, to present linear sequence of points, to use key words and expressions and to associate language and images. Those features are shown in figure 10.





**Figure 10.** Features of the Pragmatic competence

There are some important issues to highlight regarding the way the students presented their report. The first one has to do with vocabulary. The students started to express their ideas using new words and expressions. The second one is that students tried to connect their ideas in a coherent way in order to maintain their performance. The last one was that the students tried to present their thoughts and opinions using different type of strategies to make themselves be understood. As the following abstracts show:

**QU: 11:59 OP Music (54:54)**

"Good morning friends... good morning teacher... I talk of Katty Perry... Katty Perry ehh name real is Katherine Hudson... live in Santa Barbara, California, United States October 25... ehh better known as Katty Perry... is a singer...ehh... songwriter uhmm...producer and American

**QU: J Sports 12:3 (7:7)**

While the students were explaining they were showing the pictures.

**QU: OP Sports 12:3 (7:7)**

"We want to have students... a cordial invitation two days soccer tournament... dos ... no... two teams..."

In the first abstract, the student tried to organize the information to present her ideas in a coherent way. In spite of the fact that there were some pauses, they were not a barrier to understand the main idea. In the second example, the student presented his report using socio linguistic conventions of the language (greetings) and then he presented his report in a linear sequence of ideas. One important finding was that during the presentations there were some oral strategies used by the students to compensate their limitation with the language: the use of L1 and the use of posters or slides when they were explaining. It could be noticed the effort of the student to maintain communication with the rest of the group.

During the implementation of the tasks the students increased their vocabulary because they incorporated the use of new words (fall down, book, snacks, guests, ashamed, among others) during their presentation. Additionally, students were really interested in showing their opinions and ideas to their partners, in some cases they asked the teacher or their partner for the words they had forgotten. Finally, it was noticed that, in spite of some difficulties at the moment of speaking, the students tried to make themselves understood using mimics or gestures. When they said words they showed the image in the posters or sometimes they did mimics in the case of embarrassing moment, the student said “the glass fall” he represented with action the words. The information above is shown in the following extracts:

**QU:6:13 J Embarrassing moments (14:14)**

She talked about it using mimics and different gestures to make herself understood...

**QU: OP Farewell party**

“After... you say the words eh... grade eleven... uhmm students stay the space... enjoy the music and start the dance (the student move)”

**QU: OP Embarrassing moments 11:81 (22:22)**

One day ... me was the house de one friend... me drink water...uhmm... the glass ... fall down (she did the action)... I ashamed ...

**QU: OP Farewell Paty**

"For the party... ehh.. we do... cards ... for invitation... the guests are students... eleven... the teacher (the student asks: alquilar en English) (someone says book) ... book El Hostal... uhmm snacks son candy...

Finally, when the students answered the question: "Do you think that the previous tasks help to improve their oral production? Yes / No and Why?", it was clearly stated the participants' positive perceptions towards the implementation process and it was noticed that the students improved their oral production. Comments such as "conocemos nuevas palabras", "demostrè que puedo hablar bien el inglès", "soy capaz de aprender màs", "se expresan mejor las ideas", demonstrated that when using tasks related to students' personal lives, the students find a connection with the topic of the tasks, in that sense, their participation in speaking activities increased. This is shown in the following excerpts.

**QU: I Farewell Party**

¿Considera que las áreas realizadas le ayudan a fortalecer su producción oral en ingles" SI NO Por qué?

S1: si, porque conocemos nuevas palabras y a defendernos en ingles

S2: si, porque conocemos más acerca de los temas y aprendemos muchas palabras nuevas.

S3: si, porque se expresan mejor las ideas y nos ayuda a manejar

**QU: I Sports**

**S4: Los temas que trabajamos son cosas cotidianas y estamos familiarizados con ellas y se nos hace más fácil decir.**

S5: Si, ahora hablamos un poco más en inglés.

S6: Que me ayuda en mi pronunciación y expresión oral en inglés.

S7: si, nos ayuda a expresar nuestras ideas y cosas o cuentas que planeamos hacer en inglés y eso nos ayuda mucho

With regards to the final objective which was about the type of tasks that facilitate oral production, I found that tasks related with sharing personal experiences, talking about their likes or creating something seemed to be the most effective ones. For instance, when participants were asked about what they like the most about the tasks they answered “nos incluyen frente a las decisiones”, “expresar las ideas para el desarrollo de una fiesta”, “que dimos a conocer nuestro gusto por la música”, “conocer los gustos de mis compañeros”, “que trabajamos con actividades de la vida cotidiana”, among others. Taking into account the students’ answers, to develop authentic tasks, in terms of having a connection with their real life, those tasks helped students to improve their oral skills, since carrying out this activity they had the opportunity to enrich their vocabulary and express themselves in English.

T: ¿Qué fue lo que más le gusto de la tarea?

S1: Lo que más me gusto fue que es del deporte algo que conozco

S2: Fue que el tema era deportivo y es algo que nosotros conocemos y que personalmente me gusta

S3: Aprendí nuevas palabras

S4: Que aprendí más sobre el deporte que quise exponer, aprendí a hacer invitaciones y me sentí seguro con él.

S5: Que tuvimos la oportunidad de expresar y poder hablar en inglés y así iremos aprendiendo

S6: Que podíamos ser creativos para realizar el afiche y que escogimos el deporte que más nos gusta

S7: Que trabajamos con actividades de la vida diaria y eso nos facilita el aprendizaje.

S8: Fue algo a nivel de un estudiante de decimo, aparte de es fácil y se comprende de manera rápida y la participación de todos los estudiantes.

Those answers were very valuable due to the fact that the participants expressed positive perceptions toward the implementation and their enjoyment performing the task. What is more, the topics, the materials and the resources were important factors in the development of the tasks. These elements engaged students in the different activities and allowed students to feel part of the process. Therefore, their previous knowledge, their

personal experiences and opinions were taken into account at the moment of presenting the tasks, in that sense, students found reasons to express and share their ideas.

To sum up, I found that during the implementation process of the authentic tasks and as it was evidenced throughout this study, the participants established a connection with the tasks due to the fact, that the topics, objectives and final product were relevant, meaningful, interesting and useful for them. I also realized that students increased their participation in the speaking tasks, no matter if they were pronouncing wrong or well and even if they had forgotten any word. The students were able to build a meaningful and logical message and share this information with their partners.

## **Chapter IV**

### **Conclusions**

The main motivation for this research study was to find out what effect authentic tasks have on the oral production of EFL learners. Oral production was examined in terms of the ability of the students to produce the foreign language in real communicative situations. Although, many studies have investigated the role of tasks to develop students' communicative competence, few studies, such as this one, have considered the use of authentic tasks inside the classroom taking into account students' interests and likes. Based on the findings one can assure that authentic tasks, the ones related to students daily lives, produce a positive effect on the students in terms of engagement and confidence-building. These tasks allow students to construct their knowledge based on their background knowledge, to share ideas with their partners and to promote real communicative situations inside the classroom. The use of authentic tasks promote meaningful negotiation with the students about what they want to learn. In that sense, by being actively involved in the teaching-learning process, students become committed decision- makers in terms of learning content as well as careful evaluators of their own performance. In this way, they start becoming more reflecting because tasks provide an excellent opportunity to be engaged in their own learning making it a meaningful process. Tasks also provide the context for meaningful communicative practices.

Regarding the general objective of the study, it can be assured that participants are now more willing to speak in class as a result of being actively involved and engaged during the development of the project. What is more, some of the students who were not

used to participate in class activities are now encouraged and supported by their partners and little by little gained more confidence and started to show a more active role.

One important factor is the one related with reflection. Students start to deal with processes of self-reflection about strengths and weakness during the development of the tasks. As a consequence, students look back about their performance and analyze what they have done well and what they need to improve. Time for reflection is important when planning a task, in that way, students are going to have time to think of their learning. Therefore, reflection is necessary at the end of the task cycle because students can share their opinions and perceptions with their peers.

Another important aspect this study deals with is the types of authentic tasks that facilitate oral production. Participants report that the four speaking tasks let them to express and share their ideas freely. Therefore, it is essential to keep a constant dialogue with the students in order to listen to their voices in terms of their favorite topics and take them into account so that students become involved and engaged. Thus, the starting point is to create a connection with the students, to make them part of the process and to create a positive atmosphere inside the classroom. For this reason, when the teacher presents a task, the use of brainstorming activities help the students to participate in class, first by using isolated words in English, also by asking their partners or even by using their translators to find out an unknown word because students need and want to say something about the topic. Also, tasks related to everyday topics such as music or embarrassing moments are really interesting for the participants because they are given the opportunity to share personal experiences with their classmates.

The findings of the study also show that the students feel more confident at the moment of presenting their oral production when during the task cycle, they have the chance to see a model of the final outcome, in that way, participants are aware of what it is expected to be reached. As a result, participants improve their performance in each stage because they have the chance to challenge themselves to do their best and can adjust their presentations to improve what is not going well. This is only possible with a continuous practice and permanent support of teachers and peers. In this regard, authors such as O'Malley & Valdes (1996) state that “to prepare students for an oral report, give them guidelines on how long to speak, how to choose the topic and what areas to address on a topic” (p. 87). Students need to have a clear understanding of what is expected from them in terms of what to do and for this reason, teachers need to provide clear instructions to guide students in the aspects to be included in their presentation. It does not mean, that students present something mechanic or automatic. The idea is that they have a sample but they are free to create their own task exploring their potential and creativity. Furthermore, planning tasks in which students have the opportunity to work with their partners collaboratively for designing and reporting is a factor to obtain better reports in oral production.

Another argument in favor of using authentic tasks is the use of technology. Technology is part of students' lives and reality and teachers need to incorporate cellphones, electronic devices and computer labs in their classes. It is significant to highlight the effort and the commitment shown by the participants during the development of the tasks. Cellphones and computers can be used as part of the class and for pedagogical purposes. When used as tools which students can use to look for extra information, prepare



oral presentations and to record themselves, students are allowed to demonstrate independence and to build strong content knowledge. Additionally, using technology students are able to have authentic and meaningful learning experiences.

By developing authentic tasks, students can foster some competences in their oral production. First of all, there is some enhancement of linguistic competence because students are able to report information about topics of interests. For example, to give information about a sporting event, to describe a proposal for a farewell party and to talk about their favorite music genre. In spite of the fact that there were some grammatical mistakes during the oral presentations, it is important to highlight that participants produce more sentences using a coherent structure. It can be concluded that the use of authentic tasks permit the students to increase their confidence at the moment of speaking because they do not concentrate too much on linguistic forms but on reaching their objectives .

The second competence that is fostered through the use of authentic tasks is the pragmatic one. The use of tasks enrich the learning process and encourage students to participate in class. To have the opportunity to express their ideas and opinions about their own experiences and context, makes students use different strategies to be understood. For example, through the use of gestures or to associate language with images. This was a very meaningful progress because previous to the implementation of the study, the student - participants considered speaking in English something difficult and challenging.

From this study, teachers can be encourage to look for alternatives to support students in their learning process but specially to overcome those difficulties that affect the development of the communicative competence.

### References

- Burns, A. (2003). Collaborative action research. Cambridge: Cambridge University Press
- Common European Framework of References for Languages: learning, teaching and assessment. (2001). Cambridge, UK: Cambridge University Press.
- Creswell, J. (2009) Research Design: Qualitative, Quantitative and Mixed Methods Approaches.
- Dee Fink L. D. (2003). What is significant learning? Retrieved August 30, 2010, from [http://trc.virginia.edu/Workshops/2004/Fink\\_Designing\\_Courses\\_2004.pdf](http://trc.virginia.edu/Workshops/2004/Fink_Designing_Courses_2004.pdf).
- Eyring, J. (2002) Experiential and Negotiated Language Learning. In M. Celce-Murcia (Ed) Teaching English as a second or foreign language (pp.334-336). Boston, MA: Heinle & Heinle
- Guariento, W. & Morley, J. Text and task authenticity in EFL classroom. ELT Journal Vo. 55, October 2001. Oxford University Press
- Harmer, J. (2007). The practice of English language teaching. England: Pearson Education.
- Hedge, T. (2002). Teaching and Learning in the language classroom. Oxford: Oxford University Press
- Hopkins, D. (2008). A teacher guide to action research. Fourth edition. Open University Press
- Kemmis, S., & MacTaggart, R. (1985). The action research planner. Victoria: Deakin University Press
- Teaching English as a second or foreign language, Marianne Celce- Murcia, editor 3<sup>rd</sup> edition.

Ministerio de Educación Nacional. Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. 2006. Santafé de Bogotá: MEN

Nunan, D. & Bailey, K (2009). Exploring Second Language Classroom Research: A comprehensive guide. Boston

Nunan, D. (2004). Task based language teaching. Cambridge: Cambridge University Press.

O'Malley, J.M., & Valdez-Pierce, L.V. (1996). Ch. 4: Oral Language Assessment. In Authentic assessment for English Language Learners. Boston: Addison Wesley

Prieto, C. Improving Eleventh Graders' Oral Production in English Class through Cooperative Learning Strategies. Profile Vol. 8, Septiembre 2007. ISSN 1657-0790. Bogota, Colombia. Pages 75-90.

Richards, J.,& Renandya, W. (2002). Methodology in language teaching: An anthology of current practice. Cambridge: Cambridge University Press.

Richards, Jack C. (2008). Developing Classroom Speaking Activities; from theory to practice. Cambridge University Press.

Rodriguez- Bonces, M. & Rodriguez – Bonces, J. Task-Based Language Learning: Old Approach, New Style. A New Lesson to Learn. Profile Vol. 12, No. 2, July, 2010. ISSN 1657 0790. Bogota, Colombia. Pages 165 – 178

Sharkey, J., & Clavijo-Olarte, A. (2012). Community-Based Pedagogies: Projects and Possibilities in Colombia and the U.S.

Ur, P. (1996). A course in language teaching. Cambridge: Cambridge University Press.

Urrutia, W., & Vega, E. Encouraging teenagers to improve speaking skills through games in a Colombian Public School. Profile Vol. 12, No. 1, January 2010. ISSN 1657-0790. Bogota, Colombia. Pages 11-31

Willis, J. (1996). A framework for Task- based learning. Edinburg: Longman

Zambrano, L., Cardenas-Clarors, M., & Insuasty, E. A. (2011). Communicative Learning Task: A practical guide for English teachers. Neiva: Universidad Surcolombiana

Zuñiga G., Escobar D., Ferrer M. (2010). Desarrollo de la habilidad oral a través de tareas. Neiva: Grupo de Investigacion Comuniquemos. Neiva: Universidad Surcolombiana

**Annex 1. Student's Consent Letter**

Universidad Surcolombiana  
Facultad de Educación  
Maestría en Didáctica del Inglés

**Carta de consentimiento informado**

Título del proyecto de investigación: IMPLEMENTACION DE TAREAS AUTENTICAS PARA EL FORTALECIMIENTO DE LA PRODUCCION ORAL EN INGLES

Yo, Sandra Milena Ramírez Ortiz, estudiante de la Maestría en Didáctica del Inglés, me encuentro realizando una investigación como requisito de grado. El objetivo de la investigación es examinar el efecto de las tareas auténticas en el desarrollo de la producción oral en Inglés.

Para el desarrollo de este estudio se requiere la participación de su hijo(a) mediante la respuesta de cuestionarios, encuestas y grabaciones audio-orales.

La participación de su hijo(a) es voluntaria y si desea retirarse no tendrá consecuencias negativas de ninguna naturaleza. El informe final de la investigación no hará referencia a los nombres de los estudiantes ni a ninguna característica que los identifique. La información recolectada y los análisis correspondientes solamente se utilizarán para responder los objetivos del proyecto. Copia del informe final reposará en la Institución, la cual ha sido informada sobre el desarrollo del proyecto.

Consentimiento informado por parte del Padre de familia.

NOMBRE DEL ESTUDIANTE \_\_\_\_\_

NOMBRE DEL PADRE DE FAMILIA \_\_\_\_\_

FIRMA \_\_\_\_\_

**Annex 2. Likert scale survey.**

INSTITUCION EDUCATIVA MISAEEL PASTRANA BORRERO

GRADO 1003

PROYECTO: Implementación de estrategias para fortalecer la habilidad de habla en inglés.

MAESTRIA EN DIDACTICA DEL INGLES

Instrucción:

Por favor, lea atentamente las oraciones y escoja solo una opción de acuerdo a su situación real marcando con una “X”

En la clase de Ingles	Totalmente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Totalmente de acuerdo
1. Los estudiantes participan en las actividades de habla					
2. Los estudiantes utilizan el inglés para dirigirse a sus compañeros y docente					
3. Existen diferentes formas de trabajo grupal (parejas, trios, grupos)					
4. Los estudiantes practican ingles fuera del aula.					

5. ¿Cuál habilidad le gustaría fortalecer en la clase de inglés?

Leer \_\_\_\_\_ Escuchar \_\_\_\_\_ Hablar \_\_\_\_\_ Escribir \_\_\_\_\_

6. ¿Qué temáticas le gustaría trabajar en la clase de inglés? Marque las de su

preferencia.

-Noticias \_\_\_\_\_

-Información personal \_\_\_\_\_

-Música \_\_\_\_\_

-Películas \_\_\_\_\_

-Deportes \_\_\_\_\_

-Problemas de los jóvenes \_\_\_\_\_

-Otros \_\_\_\_\_ Cuáles? \_\_\_\_\_

**Annex 3. Sample of Teacher's Field Notes****Universidad Surcolombiana****Facultad de Educación****Maestría en Didáctica del Inglés****FIELD NOTES****DATE:** \_\_\_\_\_**LEVEL 1003****TASK** \_\_\_\_\_**HOUR** \_\_\_\_\_

Previously to the class, the teacher asked the students for bringing their cellphones to the class with the music they use to listen to every day. This situation was quite interesting for the students because they did not know the reason of the cellphones and they were asking all the time, even during the break, about the next class. Also, it was necessary to book the audiovisual classroom because the teacher was going to work with video beam, computer and speakers.

The class started and the students were eager to attend the class because of the cellphones and the music. The teacher showed the first slide that said “MUSIC FOREVER” and immediately the students realized about the topic of the class. The students started to tell comments like: “teacher, hablaremos de music”, “it is music”, “profe, listen my celular”. In this moment, the students were so enthusiastic and they were looking for music in their cellphones and showing their partners their favorite songs. In order to make the students focus on the topic, the teacher asked questions such as: What is your favorite type of music? What is your favorite song? What type of music do you have in your cellphone? Etc. Then, the teacher played the tracks of some songs and the students said the genre (the students participate telling the genres in Spanish and some genres were translated to English by the teacher). Most of the students participated in the activity and some of them played songs from their cellphones with the genre they were listening to (those students played the song and said the genre in English).

**Annex 4. Sample of student’s interview about the tasks**

**ENCUESTA A ESTUDIANTE**

**OBJETIVO:** Conocer la opinión de los estudiantes sobre el tema \_\_\_\_\_ que busca examinar el efecto de las tareas auténticas en la producción oral de los estudiantes.

Lea y conteste teniendo en cuenta su desempeño en el desarrollo y presentación de las tareas.

**COMENTARIOS**

¿Cuál fue su actitud frente a las tareas realizadas?

---



---



---

¿Qué fue lo que más le gusto de la tarea?

---



---



---

¿Qué fue lo que menos le gusto de la tarea?

---



---



---

¿Considera que las tareas realizadas le ayudan a fortalecer su producción oral en inglés?  
 SI \_\_\_\_\_ NO \_\_\_\_\_ Por qué?

---



---



---

¿Le gustaría realizar tareas similares? SI \_\_\_ NO \_\_\_\_\_ Porque

---



---



---

¿Qué sugerencias tendría para lograr un mayor desarrollo de la habilidad oral?

---



---



---



**Annex 5. Sample of transcripts****TASK 2: MUSIC FOREVER**

## STUDENT 001

“Good morning, I **come** to present (students laughs, one student says: dejelo) the work... my favorite song singer is John Alex Castaño.. **sings** ranchera and has 25 years. It really like the music and is very happy listen to it... Is a genre of popular music, let's listen to it... Music... **Favorite** artist Jhon Alex Castaño, Music genre rancheras ... Instruments use: trumpet, violet, clarinet...

Describe songs... I **made me** feel happy, I **made** me feel **passionate**, I **made** me feel incredible

Teacher: When do you listen to Alex Castaño? (No answer)

Teacher: What time? In what moment do you listen to Alex Castaño? (One student says en que momento)

Student: Ahh

Student: A menudo

Teacher: ok, frequently

Student: What most **like** the song is about have a time waiting for a **someone**... having joy time (The student presents the video)

Teacher: Is this your favorite video?

Student: Si... yes!

(The student presents the video)

Teacher: Ok, Why do you like that video? (No answer)

Tell me the reason, why do you choose that video? (No answer)  
(one student says “ que por que le gusta”)

Student: happy, it is beautiful, is music popular

## STUDENT 002

Hi students, my music rock, my name XXXX ... (students say ohhh... some laughs). (One students says “mira Creed”) My band is Creed, Maroon 5, Colplay... (One student says “fantastic”)

Singers: Sugar Maroon 5... On the last ride.... thinking on love.... give me place **by** Coldplay.... Look the video Sugar... (One student says “Sugar es azucar”)

It catchy melody... fast tempo.... Beautiful people... (One student says “singer is papasito”) it made me feel happy.

## STUDENT 003

Good morning... ehh... (Students laughs) today I am going to speak my favorite music **genre** is the reggae. Reggae is from Jamaica in 1960... ehh... the most exponent was Bob Marley. ... ehh... the musical ... ehh... instruments is saxophone, bongos, trumpet, clarinet... ehhh.. Battery, bass, trombone and guitar. This is more music. My **favorite** singers is Vicente Garcia, Cultura Profetica and Dread Mar I.

Vicente Garcia is a **singer** Dominican Ex - Vocalist of band Calor Urbano... ehh... They... they exit for ... ehhh... Solo (students' laughs)... como asi se dice en ingles... (The teacher says “yes, solo, continue, please) ... yo se...

**Annex 6. Sample of results of student's interview about the tasks**

INTERVIEW 003

TASKS Farewell Party

T: ¿Cuál fue su actitud frente a la tarea realizada?

S1: Responsable, propositiva, participativa y muy importante

S2: De responsabilidad

S3: Responsable

S4: Muy buena y comprometida con el tema

S5: Buena, aunque me intimide un poco porque no estaba segura de unas palabras

S6: Buena ya que me gusto sobre que se trataba

S7: Buenas, me sentí seguro con el apoyo de mi grupo

S8: Mi actitud fue un poco nerviosa

T. ¿Le gustaría realizar tareas similares? SI NO ¿Por qué?

S1: Si, porque nos hace perder el miedo al público y nos ayuda a mejorar el habla en ingles

S2: si, nos ayuda a afianzar nuestro aprendizaje

S3: si, hacen aprender cosas de nosotros

S4: si me ayuda a mi aprendizaje

S5: si, desarrollo más mis habilidades.

S6: si, me gusto trabajar con mis amigos sobre el tema

S7: si, siempre que hagan hablar de un tema que conozco

S8: si, voy expresando mi comprensión oral y dejar un poco la pena

T: ¿Qué fue lo que más le gusto de la tarea?

S1: Si, Me hace perder el miedo de hablar en publico

S2: Que nos incluyen frente a las decisiones que se van a tomar

S3: Uno aprende a hablar más en inglés.

S4: el poder investigar la opinión de mis amigos y poder realizar una fiesta.

S5: Saber que yo tenía que hablar en ingles

S6: investigar lo que me gusta hacer en las fiestas y aprender sobre eso en inglés.

S7: expresar las ideas para el desarrollo de una fiesta tan importante en el colegio

S8: Que voy aprendiendo más.

T: ¿Considera que las tareas realizadas le ayudan a fortalecer su producción oral en inglés? SI NO ¿Por qué?

S1: Si, Porque nos ayuda a investigar y preguntar sobre la pronunciación en inglés.

S2: Si, ahora hablamos un poco más en inglés.

S3: si, le hacen mejorar más la forma de hablar

S4: Que me ayuda en mi pronunciación y expresión oral en inglés.

S5: si, porque practico más de seguido

S6: si, nos ayuda a expresar nuestras ideas y cosas o cuentas que planeamos hacer en inglés y eso nos ayuda mucho