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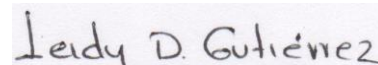
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AUTOR O AUTORES:

Primero y Segundo Apellido	Primero y Segundo Nombre
----------------------------	--------------------------

Calderón Ortiz

Liliana Paola

Gutiérrez Bustos

Leidy Diana

DIRECTOR Y CODIRECTOR TESIS:

Primero y Segundo Apellido	Primero y Segundo Nombre
----------------------------	--------------------------

Zuñiga Camacho

Gilma

ASESORA:

Primero y Segundo Apellido	Primero y Segundo Nombre
----------------------------	--------------------------

Zuñiga Camacho

Gilma

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<u>Español</u>	<u>Inglés</u>
1. Enfoque Basado en tareas	Task Based Approach
2. Producción oral	Oral production
3. Aprendizaje cooperativo	Cooperative Learning

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

Hoy en día el Inglés se ha convertido en uno de los idiomas más hablados en el mundo, por consiguiente, este estudio de investigación pretende desarrollar la producción oral a través del enfoque basado en tareas, con estudiantes de noveno grado de una institución pública del Huila, debido a que este fomenta el desarrollo de las habilidades orales e involucra a los aprendices en aprendizaje autentico y significativo, promoviendo interacción y cooperación. Este artículo presenta un estudio cualitativo de investigación acción, en donde se desarrollaron cuatro intervenciones pedagógicas implementando el modelo de aprendizaje basado en tareas de Willis, las tareas fueron planeadas de acuerdo a las necesidades los intereses y el contexto de los estudiantes. Los resultados evidenciaron progresos positivos en la producción oral durante y después de la realización de las tareas al mismo tiempo que los estudiantes fueron conscientes de su proceso de aprendizaje.

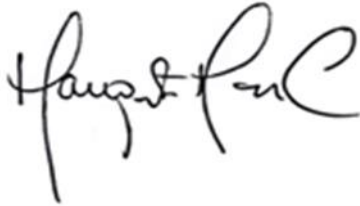
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ABSTRACT: (Máximo 250 palabras)

Abstract: Nowadays English has become one of the most spoken languages around the world, therefore this research study aimed to develop oral production through the use of Task Based Approach with ninth grade students from a public institution in Huila, since TBA foster the development of oral communication skills and engages learners in authentic and meaningful learning, promoting interaction and cooperation. This article presents a qualitative study carried out through action research in which four pedagogical interventions were developed implementing Willis' task model; the tasks were planned according to the students' needs, interest and context. The findings evidenced that students achieved positive progress in oral production during and after the tasks processes and at the same time make learners awareness of their learning process.

APROBACION DE LA TESIS

Nombre Presidente Jurado: Margarita María López Pinzón



Firma:

Nombre Jurado: Carlos Alcides Muñoz Hernández



Firma:

Nombre Jurado: María Fernanda Jaime Osorio



Firma:

Running Head: TBA: A PROPOSAL TO DEVELOP EFL ORAL PRODUCTION

Task based approach: a pedagogical proposal to develop EFL students' oral production

Liliana Paola Calderón Ortiz

Leidy Diana Gutiérrez Bustos

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

Didactics

Thesis Director

Gilma Zuñiga Camacho M.A.

Universidad Surcolombiana

Facultad de Educación

Maestría En Didáctica Del Inglés

Neiva

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Approval Note

Approved

Margarita Maria Lopez Pinzon

External Examiner`s Name

Universidad de Caldas

Institutional AffiliationDate of approval: August 5th , 2016

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Abstract

Nowadays English has become one of the most spoken languages around the world, therefore this research study aimed to develop students oral production through the use of Task Based Approach with ninth grade students from a public institution in Santa Maria Huila. TBA fosters the development of oral communication skills and engages learners in authentic and meaningful learning, promoting interaction and cooperation. This report presents a qualitative study carried out through action research in which four pedagogical interventions were developed implementing Willis' task model; the tasks were planned according to the students' needs, interests and context. During the development of the study some evidences were collected, such as individual and group interviews, field notes and students artifacts. The data collected was analyzed using Atlas.ti. The findings evidenced that students achieved positive results in oral production during and after the tasks processes and at the same time make learners aware of their learning process.

Key words: Task Based Approach, oral production, cooperative learning

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Introduction

This study analysed how students in ninth grade foster their speaking skills through Task-Based Approach (TBA). The purpose was to enrich the learning process in a contextualized way which gave learners the possibility to empower themselves and use the foreign language creatively and naturally, since this approach according to Willis (1996) represents a way to promote learning that involves meaningful and contextualized activities taking into account learner's needs, interests and context.

We considered this pedagogical strategy could also contribute to enrich their language learning environment where students engaged in real situations emerging from their own context. Moreover, we intended to foster contextualized conditions in our students by creating learning environments devoted to different situations in which they explored new possibilities to interact in the EFL classroom.

This study was conducted at Santa Juana de Arco High School in Santa Maria Huila, a public school that offers primary and secondary education to a population that comes from urban and rural areas. Students' families are mainly devoted to farming and related business activities. As in the majority of Colombian public schools, learners do not participate in the English classroom activities because they have been accustomed to have a passive and non-participant role in the classroom. In fact, most of them attended class to get information from the teacher without being actively engaged in the learning process. In Santa Juana de Arco School most learners remained silent in classes, lost their interest and got easily distracted. That's why we implemented Task-Based Approach as a way to get our students engaged in their own learning process and provide them with a significant tool to learn a foreign language.

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With this work we would like to contribute to our students learning and to position them in a situation that can give them tools to interact with the world as nowadays more people, even in rural areas are connected to the world with new technologies. At the same time, we are aware that the Colombian educational policies have been adjusted according to global tendencies; students should improve their competences of English by 2025 as the National Ministry of Education (MEN, 2016) proposes with the English National Program “COLOMBIA BILINGUE”. These changes suggest that when students finish their school, they should have an intermediate level (B1) according to the Common European Framework for Language Reference (CEFLR) . Moreover, English should be used as a tool to communicate with the world and at the same time to develop competences such as argumentation, solving real problems, understanding our context, and interacting (Article 115 of the General Law of Education, 1994). For this reason, we decided to implement TBA since one of its major advantages is that it makes a connection with real life in which teachers and students are able to control their own learning.

The study is organized into five chapters. In chapter one, we present the research problem along with the research questions, the research objectives and the justification; in chapter two, we explain the main theories and research studies that support our investigation, chapter three describes the research design, in which we refer to the type of study, the context, the participants and their characteristics along with the instruments used to collect data; it also describes the instructional design, in which we explain the principles that support our pedagogical implementation; in chapter four, we present the data analysis report and the findings of this research; finally in chapter six, we summarize the conclusions along with the pedagogical implications of this study.

Chapter I

Research problem

Rationale

Nowadays English has become one of the most spoken languages around the world, and it is a compulsory subject in high school according to the 1991's Law of Education and Colombian policies. The Ministry of Education has committed to create the conditions to make Colombians develop communicative skills in a foreign language since having a good English level enables people to access to better working conditions and educative opportunities providing them with a better quality of life. Therefore, it is essential to think about the teaching learning processes that are occurring within the schools in order to know what happens inside the classes.

Recently, the Minister of Education established with "The Basic Learning Rights": a benchmark to help improve school practices. These Rights report the main knowledge and skills that all students from sixth to eleventh grade in the country must develop. In addition they provide teachers with strategies and approaches to promote meaningful learning such as Task Based, (Task Based Approach, and TBA) project work and problem solving. (Suggested Curriculum Structured and Basic Learning Rights 2016). Therefore, Task based Approach represents a suitable strategy to promote oral production and meaningful interaction.

The main purpose of this research study was to explore and identify the way how the TBA can be implemented in a public school in Huila and provide EFL students with opportunities to develop oral production and communication skills through the use of contextualized tasks. The decision for implementing TBA was due to the lack of production and interaction of the students in the foreign language, since traditional teaching processes were evident in the school, like classes devoted to the teaching of grammar and vocabulary and the use

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of Spanish as the main medium for instruction. In this sense, Zambrano, Cárdenas and Insuasty (2011) state that challenging situations like large classes, few materials, lack of appropriate activities and unmotivated students do not foster language learning and the development of oral production. Therefore, TBA is an approach that allows teachers and students to design and develop tasks in context which contributes to improve the teaching and learning processes. The findings of this study shed light on how TBA can be implemented in a semi-rural context of Huila .

In conclusion, the impact of this study unveils insights about the outcomes of TBA implementation to develop EFL oral production in the classroom setting and represents a path for future researchers who may get interested in exploring and applying tasks according to specific learner's needs, interest and context.

Setting

Santa Juana de Arco high school was founded in 1964; its main mission is to offer academic and integral education, in order to prepare the students to construct their life project and to be ready for the requirements of a globalized world. The aforementioned evidence led us to conduct this research in order to improve the English language of the students, thus provide them with a significant tool to increase their competitiveness.

Currently, the Institution has 18 branches (4 are urban and 14 rural), and three shifts (morning, afternoon and weekends), additionally, it has two modalities, one is academic and the other one is a media technique, an Electronic Systems Technical program. The Institutional Educational Project (Proyecto Educativo Institucional: PEI) proposes a "Constructivism methodology" which considers the teaching- learning process as a self – construction that contributes to the development individual in order to modify their mental structure. The PEI's

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main objective is to foster skills and values such as dialogue, autonomy, freedom, democracy, responsibility, sincerity, respect, justice, honesty, cooperation and tolerance peace and environment respect.

The picture below (Figure 1) evidences farming as the principal activity, which provides a deeper overview about our students' context. Additionally in the following picture (Figure 2) there is the classroom setting and the participants for this research study.



Figure 1. The participants' context and background

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Figure 2. Classroom setting

The participants of this research study were a group of 38 students 21 girls and 17 boys, which average age was 14. The group was chosen because they were a homogeneous group who had similar characteristics related to behavior and English level.

Statement of the Problem

To be competent in a foreign language is one of the major challenges in a globalized world. For that reason, the National government has established educative policies in order to strengthen the quality of foreign language processes in Colombia. Nevertheless, in rural contexts where students have few opportunities to use the foreign language, it is necessary to involve them in such learning contexts in which they can learn and practice the language.

In Santa Juana de Arco High School it was evident that students did not communicate in the target language. In addition, language learning was not contextualized. Since students were given patterns of the language in isolation and meaningful learning was limited. Furthermore, there were few opportunities for students to produce language or interact among them orally, since

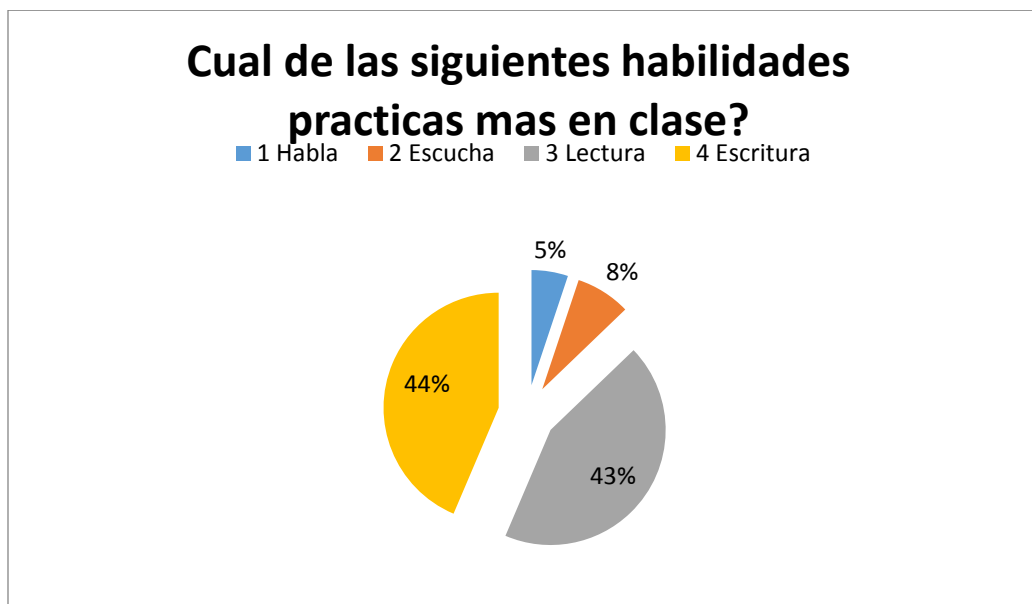
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students worked individually and the materials and the activities in the English classes were not appealing for them.

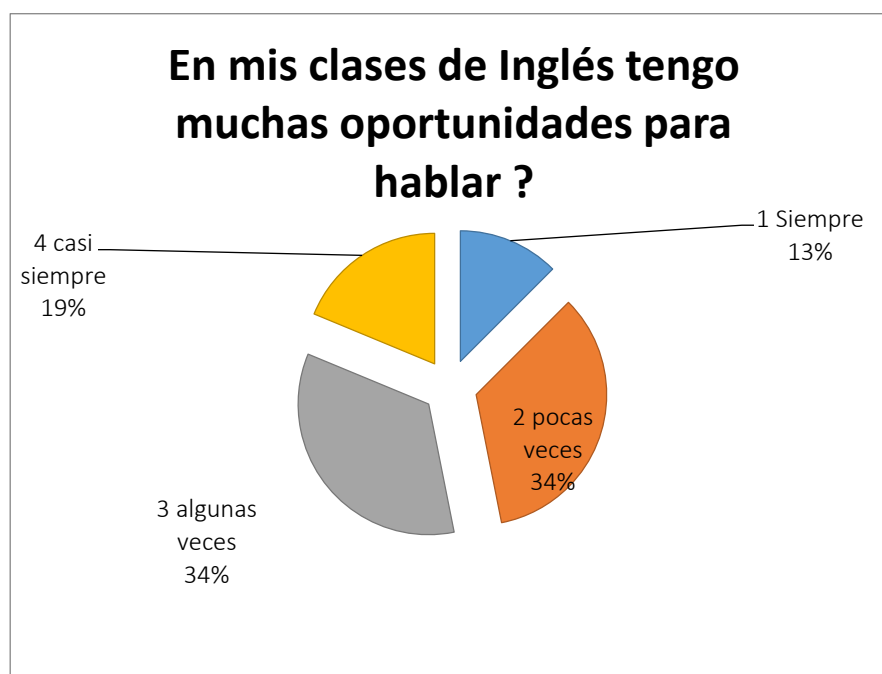
The previous consideration led us to comprehend the current situation that ninth graders at this school were facing. They revealed few opportunities to interact using EFL in the classroom setting; therefore there was a limitation of the development of oral production and the exposure to meaningful learning. The implementation of three instruments: Empirical observation, needs analysis survey and a community visit provided us with sustainable arguments to define and recognize the research problem.

Empirical observation data placed in evidence how the English learning process was focused more on reading and writing skills; since students develop exercises such as filling in the gaps, searchwords, crosswords and grammar tasks and; activities that did not allow to foster active participation in the classroom. Likewise, a needs analysis survey was implemented with a question inquiring about the abilities they practice more in class and allowed us to evidence that only 5% of the students mentioned the speaking skill (Graph 1). The survey also asked about how often they had the chance to speak in the target language and 68% confirmed that they did not practice English orally (Graph 2).

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Graph 1. Need analysis survey



Graph 2. Need analysis survey

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Furthermore, we did a community visit, by going around the school, taking pictures of the different places in order to have an idea about the social context and current situation that the participants were immersed in. Thus, we could evidence that they were involved in a very religious environment in which sacramental issues had a big relevance, as well as cultural celebrations as San Pedro's festivities, in which they participated in parades and selected the San Juanero queen. Another finding was the fact that student's families belonged to the rural area and depended mainly on farming activities such as coffee, granadilla, aloe vera, and bean crops.

In brief, the aforementioned instruments offered an overview to comprehend how limited the use of the language was inside and outside the classroom setting. The data analyzed in this phase of this research study evidenced the need to implement tasks as pedagogical intervention in the classroom in order to foster and encourage students' EFL oral production and interaction. Monsalve (2012) has researched about the implementation of TBA in classrooms obtaining positive results such as fostering students' EFL speaking and interaction. For this reason, our central purpose during this research was to design and implement meaningful tasks which encouraged students' oral production. Thus, implementing oral activities in class to encourage communication as the target of the project, let us recognize the starting points that lead us to identify and address the stated problem. That's why we posed the following research question and objectives of our study:

Research Question

- What incidence does Task Based Approach have in the development of oral production among ninth graders in an EFL classroom?

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Objectives

General Objective

- To explore how 9th graders develop EFL oral production through the implementation of TBA.

Specific Objectives

- To identify students' EFL oral production-performance when engaged in TBA.
- To determine students' attitudes and perceptions about their participation in learning activities when engaged in TBA.

Chapter II

Theoretical Framework

Related Studies

In the field of EFL context, several researchers have focused their attention on the implementation of TBA inside classrooms. In this section, we will present four studies that have been developed in different situations which contain relevant insights for our research study and offered a general panorama when implementing this approach.

The first study “Promoting Oral Production through the TBL Approach: A study in a Public Secondary School in Colombia” implemented by Peña and Onatra (2009) was an action research study carried out at Francisco de Paula Santander High school in Bogotá. The research was developed for nine months with seven grade students. It was a qualitative study and the information was gathered through audio recordings, field notes and proformas. Peña and Onatra (2009) asserted that students from a public secondary school need encouragement to develop their oral skill. From the authors’ perspective students were not allowed to use the language in a communicative way since they emphasized mostly the study on reading and writing skills. Therefore TBL was implemented in the classroom in order to foster and encourage student’s output. The results of the study let the researchers analyze the transactional and interactional activities in novice EFL learners. Besides student’s awareness of their learning process through TBL was demonstrated as well as their ability to correct their own mistakes.

The second study “Task Based Language Learning (TBLL): Old approach, New Style. A new Lesson to Learn” developed by Rodriguez and Rodriguez (2010) aimed at providing an overview of TBL and its application in the teaching and learning of foreign languages. This paper was written taking into account the teachers’ interest in promoting real and meaningful

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communication. Following the author's ideas the students learn better when they do not focus only on linguistic forms but on meaning. Regarding Richards and Rodgers' ideas (2004) as cited in Rodríguez and Rodríguez task work engages students in the learning process giving them the necessary input and output. This research study was a description of how to develop a lesson plan using TBL Learning Approach that could be applied by other researchers. In other words it was a proposal activity class using the TBL approach with a specific topic to demonstrate the stages of TBL in a classroom. Rodríguez and Rodríguez concluded that the implementation of TBL in classrooms can have a positive effect in the learning process of the students, and at the same time TBL offers more advantages to develop lessons plans due to the use of Tasks that engage learners to participate in the activities.

The third study "Promoting interaction in an EFL class using Task-based Language Learning" developed by Monsalve (2012), shows a pedagogical intervention in a High School in Tunja. The study aimed at improving interaction among the students making the learning process meaningful through the use of tasks. This pedagogical experience was performed in four phases related to TBLL. Besides the research study is related to the classroom setup that facilitates the students' production and interaction. The results demonstrated that students were engaged while working in tasks and the interaction and oral production increased. In conclusion the author asserts that TBLL and meaningful contexts allowed negotiation in meaning and lead to increase the interaction of the students, even though they sometimes used L1 and L2 to communicate what they needed in some stages of the tasks.

The last study, "The effect of using TBL in teaching English on the oral performance of the secondary school students" conducted by Alsagheer (2014) aimed at investigating the effect of a Task Based Learning Approach in teaching English in secondary school students' oral

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English performance. This study was carried out in a high school of Saudi Arabia with two focal groups of students. Twenty three students represented the experimental group and twenty one students belonged to the control group. The instruments implemented in order to collect data were oral performance tests and a rubric. Two units of a textbook were developed using TBL for the experimental group meanwhile the control group continued with their regular classes. The results revealed important differences between the two groups where oral English performance was improved in the experimental group, therefore the results discovered the effectiveness of TBL in an EFL setting.

The previous research studies were significant for our research study due to the fact that they implemented Task Based Teaching to develop and promote EFL meaningful learning, oral production and interaction and obtaining positive results in the learners' engagement to the tasks.

Literature Review

The purpose of this research study is to explore how 9th graders develop their EFL oral production through the implementation of TBA. Therefore we define the constructs found in the literature about TBA, oral production, fluency, accuracy and complexity that gives support to our project. The first construct TBA is related to the tasks in language learning and teaching according to Ellis (2003) and Willis (1996), and the second construct Oral production is supported by Skehan (1998), Burns and Goh (2012), Richards and Rodgers, Renandya (2002, 2004).

Defining tasks. Ellis (2003b) assembles the several relevant definitions of task that have been suggested by different researchers throughout the years. Nunan (1989 as cited in Richards & Rodgers, 2004) defines tasks in the following way:

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A communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. Furthermore the task has a goal to achieve in the classroom by the students (p. 224).

The process is really meaningful because tasks can be related to the students' contexts.

“A task is defined as an activity in which: meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome” (Skehan, 1996 as cited in Ellis, 2003, p. 4).

“A task is an activity which requires the learners to use their acquired language skills, with emphasis on meaning, in order to attain an objective” (Bygate, Skehan, & Swain as cited in Ellis, 2003, p. 5).

According to Willis (1996) tasks “are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (p. 23), these activities can involve different skills. Here the emphasis of tasks are understand and convey meaning to use the language in a meaningful way.

Task-Based Approach. Task Based Approach is based on the use of tasks for language teaching. Willis (1996) draws some principles that are similar to Communicative Language Teaching such as: (a) Tasks involve real communication, (b) Meaningful tasks foster leaning and, (c) Meaningful tasks support language learning process (Willis, 1996 as cited in Richards & Rodgers, 2004).

This approach is appropriate for developing tasks in different scenarios of the learning process as Richards and Rodgers. (2004) claim: “the role of tasks has received further support

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from some researchers in second language acquisition, who are interested in developing pedagogical implications of second language acquisition theory” (p. 223). Therefore TBA is an approach that can be developed in classrooms to get the goals of meaningful learning and it could be implemented in high schools to improve the teaching- learning process.

Willis’s Task-based model. Willis (1996) outlined a task- based model (TBM), which consist on three stages: Pre task, Task cycle and Language focus. In the first stage, the teacher introduces the topic by providing students suitable vocabulary and words they will use during the task cycle, in order to get students engaged with the task. In the second stage students make the performance of the task by pairs or groups, through the guidance of the teacher. And in the third stage the students have the opportunity to analyze specific language they work on. This model will be implemented in this research study (see Figure 3).

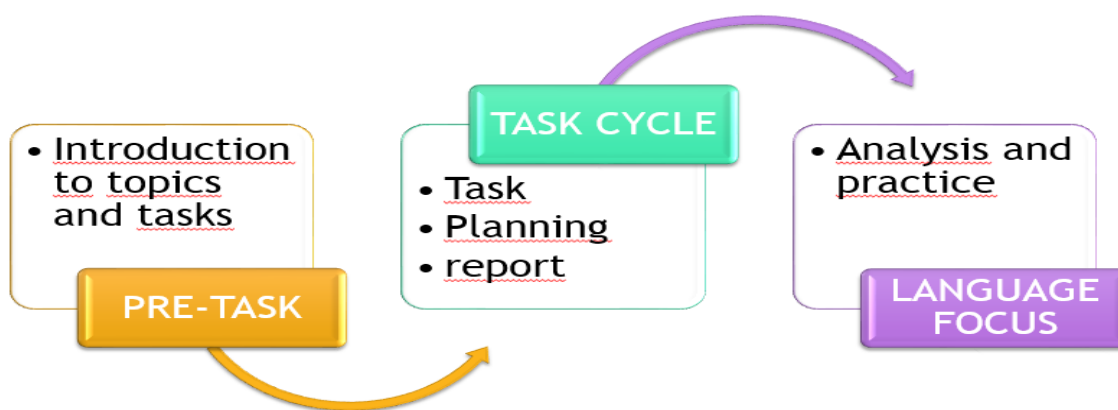


Figure 3. Task based lesson plan model

Pre-task. The purpose of the pre-task is to prepare students to perform the task in ways that will promote meaningful learning. Lee (2000 as cited in Ellis, 2003) claims the importance of this phase. He suggests that teachers must provide clear and organized instructions about what they are require to do and what outcomes they will have at the end of the task accomplishment.

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Besides, Dörnyei (2001 as cited in Ellis, 2003) asserts that pre- tasks should involve strategies for stimulating student's appetites to perform the task. According to Skehan (1996 as cited in Ellis, 2003)

there are alternatives available to the teacher during the pre-task phase, and these can be tackled procedurally in four ways: (a) supporting learners in performing a task similar to the task they will perform in the task cycle phase of the lesson, (b) asking students to observe a model of how to perform the task, (c) engaging learners in non-task activities designed to prepare them to perform the task, and (d) strategic planning of the main task performance (p. 245).

Task cycle. During the Task cycle stage, the students carry out the task in pairs or small groups while the teacher monitors from a distance. This cycle gives them speaking and writing contact with opportunities for students to learn from each other. The learners then plan how they will tell the rest of the group what they did and how it went, and then they report on the task either orally or in writing, and compare notes on what has happened. The task cycle also gives students opportunities to speak in the foreign language, both in private (where mistakes, doubts, and mispronunciations do not matter as long as the meaning is clear) and in public (where there is a need of the students to make an effort to correct form and meaning, when they realize they are wrong, therefore continue with the communication process). In addition, this phase holds three fragments: task, planning, report. Throughout the task, students do the activities in pairs or small groups. Teachers monitor the students' work; mistakes do no matter. In the planning fragment, students prepare to report. Accuracy is necessary, so the teacher stands by and give advice. During the report fragment of the task cycle students exchange or present report while the teacher listens to the comments.

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Language focus. In the Language focus stage, the learners observe and talk about exact features of any listening or reading text which they have looked at for the task and the teacher may present some form of preparation of specific language features which the task has provoked. Furthermore, the language focus stage involves two fragments: analysis and practice. In the first one students examine then discuss and in the second teachers conducts practice of unknown words giving the necessary feedback. As Willis (1996) states the aim of this stage is “to get students to identify and think about particular features of language form and language use in their own time and their own level” (p. 41), this lead to a deeper understanding to their meaning and use and the same time make students feel confident to participate in the activities.

Speaking skill. Speaking in English has played an important role in the EFL field, due to the necessity to communicate with others orally. For many years the teaching and learning processes have praised other skills such as reading and writing, even today in some exams such as SABER test and Exámenes de Calidad de Educación Superior (ECAES) these skills are privileged over listening and speaking. However, learners and teachers give listening and speaking a significant role.

As Richards cited in Burns and Goh (2012) state “the mastery of speaking skills in English is a priority for many secondary language learners” (p. ix), who see them as speakers of a language who want to succeed in communication. Teachers as well are interested in giving students more tools to use English to express their feelings, ideas and to interact with international speakers. Not long ago, dialogues with repetitive drills and patterns were followed in classes paying attention to form rather than meaning. Latter on the communicative approaches lead speaking to the negotiation of meaning and became a central part of teaching.

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Taking into account Richards' (2006) ideas there are some reasons why the speaking skill is neglected in the classroom, some of them are: the lack of emphasis on the development of the oral skill in the curriculum, the class activities that do not foster the oral ability, the kind of assessment that do not involve speaking. Fortunately, more teachers have become aware of these situations and are looking for new and motivating ways to develop the oral skills in the classrooms.

Oral production. Language production is a complex phenomenon, which involve a series of stages. Skehan (1998), drawing on an extending Swain (1995 as cited in Ellis, 2003), suggests that production has six roles:

1. It serves to generate better input throughout the feedback that learners' efforts at production elicit.
2. It forces syntactic processing (it obliges learners to pay attention to grammar)
3. It allows learners to test out hypotheses about the target language grammar
4. It helps to automatize existing L2 language knowledge
5. It provides opportunities for learners to develop "a personal voice" by steering conversations on to topics they are interested in contributing to (p. 111).

Skehan (1996 as cited in Ellis, 2003), suggest that production is quite relevant since in demands close attention to form but only sometimes. He distinguishes three aspects of production: 1) fluency, the ability of the learners to implement their system to communicate meaning in real time; 2) accuracy, the capacity of the learner to manage any level of difficulty and 3) complexity, the use of inter-language structure that are more complex and structured (p. 113).

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Another relevant aspect we must consider has to do with the Ministry of Education policies that encompasses the Common European Framework for Languages CEF in the teaching and learning processes. It describes what is production and interaction, the first one, production has to do with consulting information, understanding to produce an outcome like oral presentations, reports and others, the second one is the definition of interaction

at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already forecasting the remainder of the speaker's message and preparing a response. Learning to interact thus involves more than learning to receive and to produce utterances. High importance is generally attributed to interaction in language use and learning in view of its central role in communication (Council of Europe, 2002, p. 23).

In this point of view we can notice that production could be individual because it is the stage where the learner is gaining insights about what is being learned to show a product, besides, it can involve interaction with peers and the teacher to plan what he/ she is going to present, and interaction can be done with one or more partners during the process of task and the performance of the outcome too. It also involves negotiation of meaning and must fulfill some requirements of spoken language like fluency, accuracy, complexity, range and coherence to make one being understood by the others. (see Chart 1)

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Chart 1. Key features of learners' speech

Feature	Focus
Fluency	Meaning
Accuracy	Form
Complexity	Meaning and form

Fluency. It is related to the learner's capacity to communicate meanings in a specific context and time. Otherwise, fluency focus on the student's capacity to be involved in real time to process and with a similar flow to a native speaker. Besides, Burns and Goh (2012. p.43) states that "fluency represents the speech where the message is communicated coherently with "few pauses and hesitations, hence causing minimal comprehension difficulties for the listeners". Another definition of fluency offered by Richards (2006) asserts that it occurs "when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence" (p. 14).

Accuracy. Skehan (1996 as cited in Tabasco, 2006), claims that "accuracy has to do with a learner's capacity to accomplish any level of inter-language complexity he/she has currently achieved" (p. 1). In other words, accuracy contribute to define how well is language produced in relation to the rule system of the target language. Accuracy "implies a greater level of control, and perhaps with this, more conservatism in the approach to communication, with the learner possibly avoiding more demanding language forms in order that error can be avoided".

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Furthermore, Burns and Goh (2012) mention that “accuracy is the speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms” (p. 43).

Complexity. “Complexity and its attendant process of restructuring, relates to the stage and elaboration of the underlying interlanguage system. It has to do about how ambitious is the language which is produced. Focus on complexity emphasizes the learner’s capacity to use ‘cutting edge’ language, and to try to use the target language in the most advanced way” Based on Burns and Goh (2012) studies, complexity “relates to the speech where the message is communicated precisely. More advanced grammatical forms are used, such as subordination and clausal embedding, which are appropriate for speech in relation to the social and cultural context” (p. 43), also the roles of the participants.

We as teachers are concerned to ensure that students not only practice speaking in a controlled and mechanized way but also through interaction they can develop a meaningful practice to communicate. According to Ellis (2003) Interaction is seen as the social behavior that happens when one person transfers with another.

Based on Ellis (2003) Interaction can contribute to language acquisition. It suggests that if there more opportunities for negotiation there will be more acquisition. That means that interaction between learners leads to negotiation of meaning.

Cooperative Learning. Cooperative Learning foundations are based in several theories and have been well-defined by relevant academics. Based on Johnson (2001) Cooperative Learning is an effective teaching strategy in which students from each group implement a diversity of activities to improve their learning. According to Artz & Newman (1990)

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Cooperative Learning is defined as groups of students who work as a team to resolve a problem and accomplish a task.

Additionally, different theorists have provided important characteristics to Cooperative Learning. As Slavin (1990) states Cooperative Learning strategies have been implemented to increase academic performance. Based on Kagan (1995) Cooperative Learning encourages language acquisition since it provides comprehensible input in accurate ways and offers a motivational environment to the learners

According to Richards and Rodgers Cooperative Learning is an approach that engages students to work in pairs or groups in the classroom. As Olsen and Kagan (1992) state,

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchanged of information between learning groups and in which each learner is held accountable for his or her own learning and it is motivated to increase the learning of others. (Olsen and Kagan 1992, p. 8)

Taking into account the above definition Cooperative learning fosters oral production and interaction between learners, due to the assignment of students' roles and the organization of the activities giving priority to the cooperation and exchange of information during the realization of the tasks.

Chapter III

Methodological Design

Research Approach

This study applied a qualitative approach to analyze the needs of the students through surveys, empirical observation and community visit. As Creswell (2003) states

a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives or advocacy/participatory perspectives or both. It also uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies. The researcher collects open-ended emerging data with the primary intent of developing themes from the data (p. 18).

Type of Study

Action research was conducted to carry out this study. Stringer (2013) claims that “action research provides a means for people to more clearly understand their situation to formulate effective solutions to problems they face” (p. xv). Therefore we observed the situation that the students were facing and thought upon it. Moreover, Burns (2012) claims action research, involves reflective practice and the teacher as a researcher to look at specific issues according to the needs analysis and to plan and act in order to get some changes or results that could benefit the teaching- learning process.

According to Ary, Cheser, Rozavieh, and Sorensen (2010) action research provides descriptive explanations interpretations that intended to understanding a phenomenon using different kind of data such as interviews, observations and field notes.

Another relevant definition is stated by Kemmis and McTaggart (1988):

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Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the productivity, rationality and justice of their own social and educational practices, as well as their understanding of these practices and the situations in which the practices are carried out (p. 5).

Watts (1985 as cited in Ferrance, 2000) asserts that “action research is a process in which participants study their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

- Teachers and principals work best on problems they have identified for themselves
- Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently
- Teachers and principals help each other by working collaboratively
- Working with colleagues helps teachers and principals in their professional development (p. 1).

Participants

In this section we describe the students who participated in this pedagogical proposal, we also define ourselves as a language teachers, researchers and material developers.

Students. They were 38 ninth graders from Santa Juana de Arco high School, 20 girls and 18 boys, the age's average was 14. The English levels of the students varied from A to A+. The students were taught the language by developing exercises for the national test with a common curriculum with in a traditional methodology. Students' social stratum was 1 and 2. We, as researchers, took into account the following criteria to choose these participants, first the necessity to work on the speaking skill in the EFL setting, second, the acceptance of the

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students to participate in the project, finally the available time the students had to develop the study.

Criteria for selecting the convenient sample. We implemented this pedagogical proposal with all the ninth grader students, nevertheless we used a convenient sampling to analyze the data. As Martella, Nelson, Morgan, and Marchand (2013) claim “convenience sample involves using those individuals, objects or events that are available to the researcher” (p. 130), thus we used this convenient sample according to this principle.

We selected the sample population considering the students’ interest in developing their EFL oral skills. Second, the availability to work and time to be part of the project. Third, the access they had to the resources through either the internet or the school library. Lastly, having the parental consent to the students to be part of this research study.

Language teacher. We are two in- service teachers from public schools in Huila. We both hold a bachelor degree in Teaching Languages, and currently we are candidates of a Master in English Didactics. We have been concerned about how our students learning process, as Richards and Rodgers (2001) claim we have to take into account “the communication principle: activities that involves real communication promote learning” (p. 90), therefore in our classes we try to develop activities that engage our students in using topics in order for them to feel comfortable. In this way we could relate these activities to their lives, beliefs, interests, needs and context.

Teachers as researchers. We, as teacher researchers, are engaged in reflecting upon our daily practices in order to propose and carry out pedagogical interventions that lead to the improvement of teaching- learning processes. In that sense, we reflected about our own teaching practices, as well as students’ behaviors and performances toward the activities carried out in the

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classroom setting. Moreover, we implemented different procedures and techniques to collect data from students, such as: students' artifacts, interviews, surveys and video-recordings. We were interested in collecting, reflecting and analyzing the data to get the results and make suitable changes to overcome the detected difficulties in order to improve our teaching practice and our students learning process. In this way, we agree with Richards and Lockhart (2007) when he states

It is necessary to look objectively at the teaching and reflect critically on what one discovers. The information obtained through the process of exploring teaching can be useful in a number of ways... and serves for better self- evaluation and professional development” (p. 2). This leads us to grow as teachers and researchers.

Material developer. We both are aware about the relevance of developing materials, since they enrich our teaching practice and also foster the creation of a better teaching and learning environment. We, as -“material developers”- took into account the students' needs, interests and context in order to develop, adapt and implement the most suitable materials for them. Nuñez and Tellez (2009) assert “the teaching process is vital in the search for developing materials that satisfy students' objectives and styles, preferences and expectations” (p. 1).

Instruments and Data Collection Procedure

During the development of the study some evidences were collected, through field notes (Appendix C), individual interviews (Appendix E), and Video recordings 'transcriptions of students' power point presentations (Appendix D). Such instruments and documents provided a full picture of participant's learning related to oral production through the implementation of TBA.

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Chart 2. Instruments and Objectives

Instruments	Objective
Video recording	To find out about the level of the oral skill through the students' video recording transcriptions.
Student's interview	To obtain insights about students perceptions, feelings and attitudes towards the tasks developed in class using TBA
Teachers' field notes	To provide information about the different tasks developed in the intervention stage.
Students' artifacts (posters, power point presentations, worksheets)	To provide evidence of the English oral performance of the students

Video recording. Congruently, we video recorded the four pedagogical interventions in order to observe dissimilar facets of our teaching and students' performance and behavior; moreover video recordings provided us with precise information for the diagnostic stage According to Hopkins (2008) video recording allows teachers to obtain visual material of the teaching situation. Additionally it works as an aid to diagnose a situation and as a means of examining in detail a specific teaching lesson. After the video recording we wrote a transcription

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of each lesson, which gave us valuable information about students' attitudes and oral features that we had noticed throughout the classes.

Students' interview. In order to recognize students' insights regarding their participation in tasks as well as their feelings and attitudes we applied group and individual interviews, in which students expressed their impressions toward the whole process. As Turner (2010) states "interviews provide in-depth information pertaining to participants' experiences and viewpoints of a particular topic." (p. 1). Furthermore the information gathered from the interviews was valuable and it provided us with relevant information for the data analysis in terms of students' feelings and attitudes toward the tasks and students awareness of the learning process.

Teachers' field notes. One of the focal instruments we implemented in our research study was field notes. They represented a way of reporting observations and reflections upon our lessons. As Hopkins (2008) asserts field notes provide good on-going record; used as a diary they give good continuity and they are very simple to keep. Furthermore, field notes help to relate incidents and explore emerging trends. According to Brodsky as cited in Given (2008), field notes are record of descriptive details of people, places, things and events. For this study, we decided to use field notes, since it denotes a suitable instrument to gather information of events that occur in the classroom setting where students develop the activities. Based on this instrument (Appendix C) we described the lessons and analyzed the implementation of the tasks, and the students' performance. Furthermore, the field notes gave us relevant insights related to task implementation, and collaborative work.

Student's artifacts (power point presentations, posters, worksheets). They were used to establish, perceive and assess the work produced by students, and to identify their progress toward specific objectives. We could observe how the students developed the tasks through

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posters and power point presentations that they produced. Moreover, these artifacts were useful for the students, since the visual aids helped them to support their presentations. Arhar (2001) argues that artifacts offer detailed records that allow the researcher to originate different understandings from those given by observations and interviews. With this instrument we could analyze the students' performance, feelings and attitudes

To sum up, these instruments allowed us to observe, describe and analyze the research process in detail. The students' artifacts and the interviews offered evidence of the development of EFL oral production, also feelings and attitudes of the students as well as collaborative learning to accomplish the tasks. On the other hand, the field notes permitted us to register students' performance through the implementation of the TBA. We strongly think that the aforementioned instruments helped us to reflect upon our pedagogical intervention and research exercise.

Software Used to Analyze the Data

The previous documents were analyzed using Atlas.ti, which gave us some categories and subcategories according to the specific data giving support and answer to the research question and objectives stated at the beginning of the research study.

Atlas.ti is a computer software used in qualitative research to analyze data; the program provides a hermeneutic unit to keep records of the collected information (text or image) and let the researchers gather the information into categories and subcategories.

After the data was collected (interviews, field notes, video recordings), a set of codes and categories were used to classify the information. This data was sorted on Atlas.ti following three stages. First, we analyze and marked all the data by a code (student S1 field notes # 1, task #1 etc.). Second, while interpreting these codes we labeled the categories (teacher's role, context of

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classroom and task, student's oral performance and student's feelings and attitudes,). And finally the data was classified into the main category "students oral production using contextualized tasks" that reflect our research question.

Instructional Design

Taking into account the current situation the students of ninth grade were facing, and after analyzing the data collected, (survey), we could observe the lack of practice that impeded oral production in these students, therefore we planned four interventions, and each one developed a task to promote oral production. The lesson plans that were designed for the intervention took into account the students' context, needs and interests; for instance the first one was entitled Touristic Places of Santa Maria, the second one Santa Maria's crop, the third one Teenage Pregnancy and the last one Student's Life in different contexts. The interventions were designed taking into account Willis' (1996) model and after each one there was a process of reflection to improve the next one.

Pedagogical strategy. Task Based Approach (Task Based Language Teaching), according to Richards and Rodgers (2004) is defined as an approach founded on the use of tasks as the central unit of planning and instruction in the Language Teaching process. Willis (1996) defines a model of Task Based Approach taking into account some principles which involves real communication activities and meaningful task to promote learning.

In order to accomplish the aforementioned pedagogical strategy, we designed four tasks that allowed students to develop oral production and meaningful learning. Each task took into account students' context, needs and interest. This previous data was collected through needs analysis survey, empirical observation and community visit.

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Instruction objectives.

General objective. To design and implement four pedagogical interventions based on TBA to develop students EFL oral production

Specific objective. To explore the implications of tasks to foster oral production.

The Theory of Language and Language Learning

According to Richard and Rogers (2004) TBA involves several assumptions related to the theory of language:

1. Language is primarily a means of making meaning.
2. Multiple models of language inform TBL.
3. Lexical units are central in language use and language learning

Theory of learning of TBA also embraces general assumptions and principles that play an important role in the task process, such as:

1. Tasks provide the input and output processing necessary for language acquisition
2. Task activity and achievement motivates and engage learners.
3. Learning difficulty can be negotiated and for particular pedagogical purposes

Methodological Method and Approach

Cooperative learning was used during the implementation of the tasks. This was due to the group work they had to do in order to achieve the objectives and perform the activities.

According to Olsen and Kagan as cited in Richards and Rodgers (2001) CL is a

group learning activity organized so that learning is dependent on the socially structure exchange of information between learners in groups and which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (p. 192).

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On the other hand, Richards and Rodgers (2001 as cited in Olsen and Kagan, 2001) claim “cooperative learning is an approach to teaching that makes maximum use of cooperative activities including pairs and small groups of learners in the classroom” (p. 192).

Relation of the Instructional Design with the Research Question

The implementation of TBA allowed us to identify the incidents of the development of oral production in ninth grade students. Additionally, each task provided the students with opportunities to speak and interact in the foreign language. Likewise, the learners were engaged in the different stages of the tasks, because these were appealing and meaningful for them.

Instructional stages. In this section of the study we describe the steps for the implementation of TBA in order to develop ninth graders EFL oral production in a public school from Santa Maria –Huila.

These tasks were developed in the following stages

Pre-task: during this stage students were encourage to perform the task

Introduction to the topic and task: teacher supported students in performing a task similar to the task they had to perform in the task cycle phase of the lesson; they were asked to observe a model (provided by the teacher) of how to perform the task; additionally, formed groups in order to plan and prepare their performance.

Task- cycle: During this stage, students selected the specific issue they wanted to present based on the general topic.

1. Planning: the students planned what information they would include in their presentation, and what sources they would use in order to find the suitable data for their presentations. They had easy access to different sources of information such as the library and

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the internet room (punto digital) of the municipality. Additionally, in this stage students were exposed to EFL speaking and writing, and were given opportunities to learn from each other.

2. Report: the final product was presented based on the knowledge and information they collected. The students were allowed to present using different strategies and visual aids such as poster exhibition and power point presentations.

Topic selection and development. This pedagogical intervention was organized into four learning tasks. Through the implementation of a needs analysis survey given to the students, the lesson plans were designed taking into account the students' context, needs and interests. The first two tasks involved topics related to touristic places and crops of Santa Maria. And the following two topics were associated with teenage pregnancy and daily routines around the world

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Chart 3. Pedagogical intervention

Tasks	Time	Learning objectives	Tasks phases	Activities
First intervention Touristic places of Santa Maria	Three weeks (9 hours)	<ul style="list-style-type: none"> To recognize touristic places of Santa Maria To explain some information about places of Santa Maria 	Pre- task	The teacher uses a power point presentation to present a Colombian touristic place (Tatacoa desert) using some specific vocabulary. From that way teacher offers a model to thee students to make their own oral presentations.
			Task –cycle	Students choose the touristic place from Santa Maria; they organize themselves in order to know how they are going to collect the information and what things they need for the presentation. They search for information from different sources (internet, parents' knowledge)
			Language focus	Students make their poster and power point presentations. Finally they explain to their partners and answer their classmates' questions.
Second intervention Santa Maria's Crops	Three weeks	<ul style="list-style-type: none"> To express and report orally about some familiar crops from the region. To interact with others by making questions and answering them. 	Pre-task	The teacher introduces the topic by showing a video where the process is being shown in order to know what the stages of the production are.
			Task –cycle	Students collect the information and work together creating a poster or power point presentation to report to the class about the chosen topic.
			Language focus	Each group reports the topics. After each presentation there are 5 minutes to ask questions by the teacher and the partners and the presenters have to clarify doubts.
Third intervention teenage pregnancy	Two weeks	<ul style="list-style-type: none"> Brainstorm and discuss ways in which peers, parents, schools, and the media influence teenagers' decisions and behaviors regarding sex and pregnancy prevention. View and discuss the teen pregnancy segment of the 	Pre-task	The teacher asks questions to elicit information from the students about teenage pregnancy and shows a presentation about it.
			Task-cycle	Students look for information in web pages, at home with parents and relatives.
			Language focus	Students and teacher make a discussion about teenage pregnancy where they present their points of view

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		tv program “To the Contrary”		
Fourth intervention	Two weeks	<ul style="list-style-type: none"> • Be aware of the differences and similarities among life styles of the students from their region and other places of the world • Report about their life and others lives. 	Pre- task	The teacher introduces the topic about routines of a Colombian and a Spanish girl through a video and asks questions to the students
			Task –cycle	The students in groups choose different countries to describe the student’s routines in those countries, they look for information.
			Language focus	The students present a poster or a power point with the routine they have searched previously.
Student life in different context				

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Sample of workshop**Pedagogical Intervention #2 lesson plan**

Topic: How panela is made (the process)

Time: 240 minutes (4 hours)

Level: A1

Grade: 9th

Objective:

- to talk about some familiar crops from the region
- To interact with others by making questions and answering them.

Pre-task (60 minutes)

The teacher introduces the topic of how panela is made (crop) by showing some vocabulary and pictures. After that the process is shown through a video in order to know more about the production of the panela.

Some questions are asked:

Do you know sugar cane?

Do you grow sugar cane at farms?

What happens in the video?

How is panela made?

Where is the juice cooked?

Do you like sugar cane? Panela? What can you prepare with the panela?

After watching the video and answering the questions, the students are organized in groups.

They read a worksheet about how panela is made. The reading was organized according to the video and the previous knowledge they had.

Finally they shared their answers with their partners and read aloud the correct answers. Additionally, the teacher provides them with a model to make their own tasks. For instance, the students are required to work in groups of 4 and each group had to choose a specific crop from Santa Maria.

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Task (20 min)

After choosing the crops from Santa Maria the students have to assign roles in order to collect the information. Additionally, they decide how the information must be collected. Here the teacher supports and encourages student to develop the crop task.

Planning and preparing (40 min)

Students look for information and in groups start to plan how and what is the most important data for their crop in order to make a presentation and report, they also decide what kind of information must be presented in the procedure part and in final product part of the presentation. The teacher monitors the process, specifically in the written and oral part. since they must work on some structures and vocabulary.

Report (60 min)

In this last phase students present their poster and power point presentations. Providing all the material they could search from the different sources and show some relevant pictures from the crops. Besides, in the presentations they are asked to show different evidences from the crop such as the seed and the plant itself.

Language focus (60min)

Analysis

The teacher gives feedback after the presentations about the use of the language in terms of pronunciation and grammar accuracy. Besides, teacher offers comments about the presentations.

Practice

In this part the teacher gives a pencil to each student which have a printed animal in it, so they must organized themselves looking for animals. And in that way they are asked to complete a worksheet in which they must complete information from other crops by asking specific information. And they ask and answer question based on the information of the worksheet.

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How Panela is Made

1. Think about what the following words mean. Do you know any of them?

- sugar cane -farmer -stirred -molasses
 -boiled - wood -spoon -milled
 -trapiche - poured

1



2



3



4



5



6



2. Organize the process of the panela. Write the correct number from 1- 6 on each line. The first one is done for you.

___ The guarapo is boiled in these big rectangular or round metal pans and it is stirred with huge wooden spoons for some hours.

1. Panela is made from sugar cane juice. It is made in trapiches by farmers. Panela is a South American product.

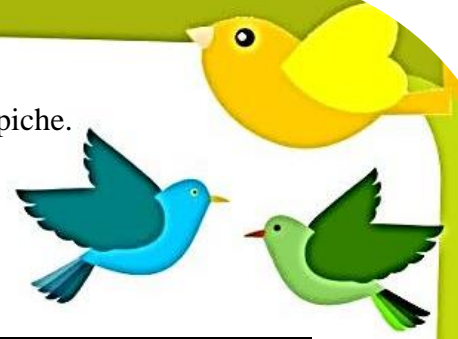
___ In that place the sugar canes are milled and juiced. The juice is called guarapo.

___ Finally panela is ready and it is used to prepare juices, desserts and snacks.

___ Then the juice become molasses and it is poured into small wood molds for drying there.

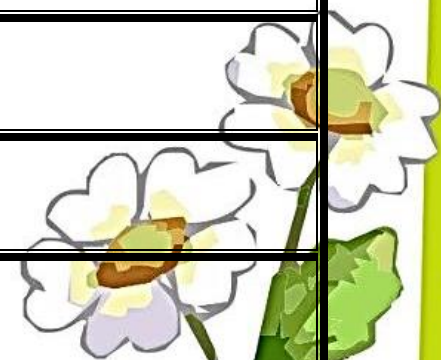
___. First the sugar canes are cut with machetes and are taken to the trapiche.

**SANTA JUANA DE ARCO
CROPS QUESTIONNAIRE**



CROP'S NAME:	
CROP PROCESS:	
HARVEST TIME:	
PLAGUES:	
CROP'S FINAL PRODUCT :	

CROP'S NAME:	
CROP PROCESS:	
HARVEST TIME:	
PLAGUES:	
CROP'S FINAL PRODUCT :	



Chapter IV

Data analysis and Findings

In this chapter, we explain the stages that we used to analyze the data collected from the field notes, video recordings, students' artifacts, and interviews. We present the research categories and subcategories of the analysis that we found when organizing, and triangulating the information with Atlas.ti.

Data Analysis Procedures

This research study aimed at developing ninth graders oral production through the implementation of TBA. In order to interpret and code the information we decided to organize and triangulate the data with Atlas.ti. This computer software allowed us to analyze data in a qualitative way leading with categories and subcategories.

For this data analysis, Atlas.ti software represented a practical tool to systematize the information gathered. The data was labeled by the number of the task, afterward the information was uploaded into the Atlas.ti. Subsequently, the software created a hermeneutic unit; including all the documents. Therefore, we read each document to establish patterns and find connections that led us to identify the emerging categories and subcategories. (Figure 1. Analytical model). As Grbich 2007, as cited in Saldaña (2013) emphasizes coding is “a process that permit data to be segregated, grouped, regrouped in order to consolidate meaning and explanation” (p. 8) A code can be a phrase, sentence, a student's artifact, video or any data collected through research. Thus those codes are organized into categories and subcategories which share similarities or repetitive patterns.

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This analytical model was the result of the process of coding and categorizing the data collected.

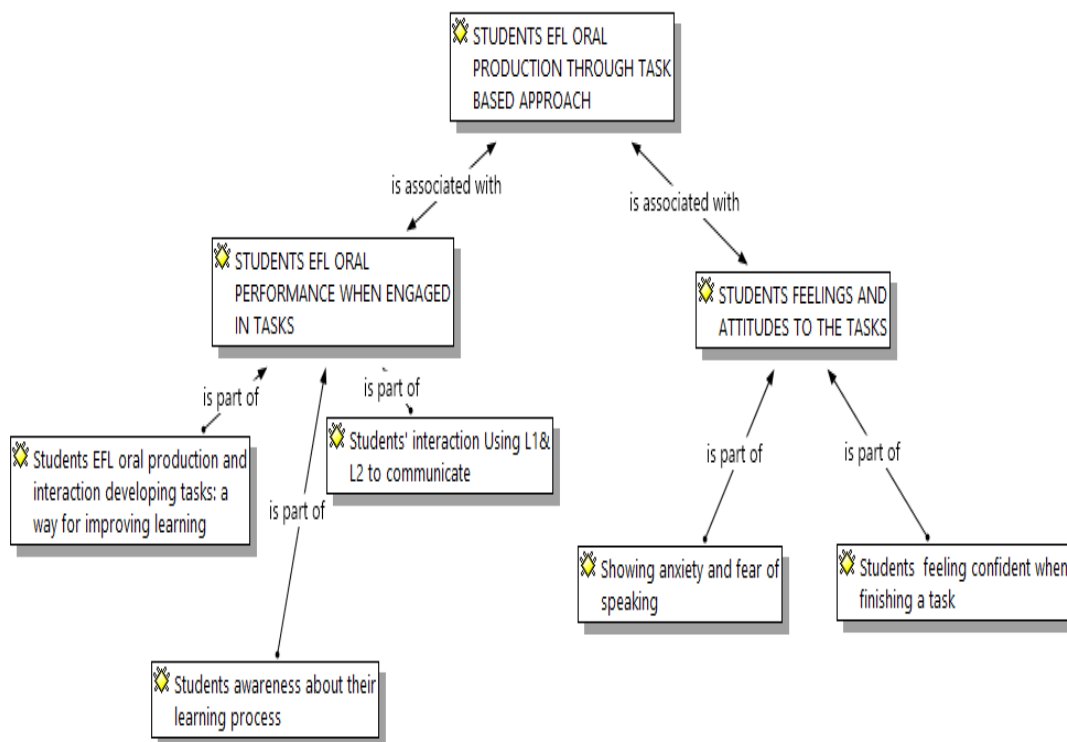


Figure 4. Analytical model

Findings

Based on the above analytical model graphic, the data was classified into two main categories: Students EFL oral performance when engaged in task, and students' attitudes and feelings to the task. Each one of these categories is divided into some subcategories as can be seen in the next chart#2.

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Chart 4. Categories and subcategories

Students' oral production through TBA	
Students' EFL oral performance when engaged in tasks	Students' EFL oral production and interaction developing tasks: a way for improving learning.
	Students' awareness about their learning process
	Students' EFL oral production interaction using L1 &L2 at the same time
Students' feelings and attitudes to the task	Showing anxiety and fear of speaking at the beginning of the task
	Students' feeling confident when finishing a task

Students' EFL oral performance when engaged in tasks. The students' EFL oral performance was quite evident throughout the tasks process and there were remarkable findings that are necessary to present into the following subcategories:

- *Students' EFL oral production and interaction developing tasks: a way for improving learning*, since the tasks were meaningful, the students produce orally in the foreign language to achieve the objectives. Additionally, the learners showed an improvement in fluency, accuracy and complexity during the task accomplishment. *The awareness about their learning process*, since they were conscious about their own progress. Finally, *Students' interaction using L1 &L2 at the same time* evidenced in students' performances when using some words in Spanish to develop the task.

The first category intended to respond our research question related to what incidence TBA have in the development of oral production in ninth graders in an EFL classroom and the

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objective that gives account of identifying students' oral production- performance when engaged in TBA. According to Willis (1996), tasks involve real communication, foster and support the language learning process, engaging students in the development of the task. Likewise, based on Skehan (1998) as cited in Ellis (2003), oral production serves to generate better input, helps to automatize the second language and provides opportunities for learners to develop oral interaction.

In this research study students were involved in meaningful activities, in which they accomplished a specific task. By working in groups they had to search for information using different sources for a specific issue and produced orally their findings such as power point presentations, posters session and discussion. In this way, they developed their oral skill by the implementation of TBA. The following sample was taken from video recording transcription task #1.

S10: good morning, my name is Erika Meneses. My companies are Tatiana, karol, Maylin and Karla. Our presentation is about Marsella Waterfall

S11: Marsella waterfall is located in Buena Vista village. It is about for kilometers from the town. It takes thirty cinco minutes to get there. Marsella water fall is 30 meters high and the temperature (mispronunciation) 28 degrees.

S12: in Marsella waterfall we can find (mispronunciation) find (well pronounce) different animals

Bird, mosquito, butterfly, spider, cicadas.

S13: in Marsella waterfall we can find different kind of plants. pringamosa plant , flowers and trees

S14: in Marsella waterfall we can do different kind of activities: swim (mispronunciation) climbing (mispronunciation)

S10: thank you very much

(Video recording transcription task # 1)

Students' EFL oral production and interaction developing tasks: A way for improving learning. This subcategory refers to the development of oral production and

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interaction while performing the task. According to Richards and Burns (2011), effective learning tasks and exercises offer opportunities for students to negotiate meaning, and expand language resources resulting in meaningful communication. During the implementation of TBA, we could evidence the improvement of oral production when students presented the different tasks through posters and power point slides. (see Figures 5, 6, 7 y 8).

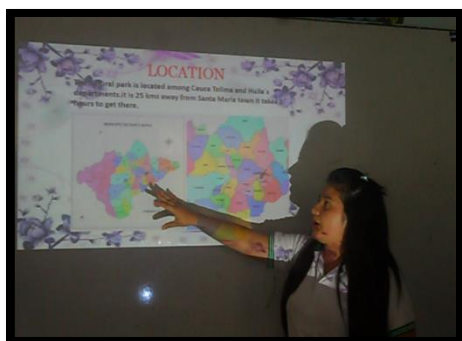


Figure 5. Task 1



Figure 6. Task 2

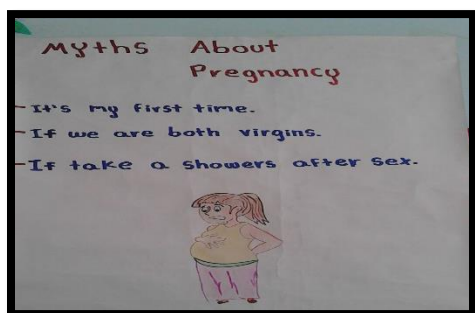


Figure 8. Task 3



Figure 7. Task 4

In these pictures, students were presenting a selected topic about touristic places and crops of Santa Maria through power point slides for the first and second task, and posters about teenage pregnancy and routines around the world for the third and fourth task.

The following excerpts in chart 5 demonstrated that students developed EFL oral production when reporting tasks. As Willis (1996) states in the task cycle phase, students

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reported to their partners and teacher information gathered about their selected topic, and the use of language represented the necessary instrument to carry out the tasks, using the language to communicate.

This subcategory also refers to the students' development of EFL oral performance in terms of fluency, accuracy and complexity. Skehan (1996) as cited in Ellis (2003) distinguishes three aspects of production: (a) fluency, the capacity of the learner to mobilize his/her system to communicate meaning in real, (b) accuracy, the ability of the learner to handle whatever level of interlanguage complexity he/she has currently achieved and, (c) complexity, the use of interlanguage structure that are cutting edge, elaborate and structured.

Chart 5. Category 1 - Subcategory 1

<i>Students' EFL oral production developing tasks: a way for improving learning</i>	<i>Fluency</i>	<i>Video Recording transcription Task # 1 (V.R.T. task #1)</i>
		<i>S1: Good morning, my name is Karen Alarcon, and my partners are: Omaira, Carolina, Naudy and Julian. Our presentation Natural Park Snow Covered of Huila. Location, natural park is the located among Cauca, Tolima and Huila Department. It is twenty kilometers away from Santa Maria town. It take to hours to get there.</i>
		<i>Video Recording Transcription Task #1 (V.R.T. task #1)</i>
		<i>S7: my name is Naudy catalina S8: my name is Lina Mora S9: my name is Juan Felipe Flor S6: our presentation is about cross of the hill S7: It is located in the municipality of Santa Maria Huila S8: It is about 3 kms from Santa Maria. It takes two hours (mispronunciation) to get there.</i>

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	<p><i>S9: the Hill cross is a beautiful mountain whose temperature (mispronunciation) is 20 degrees.</i></p>
	<p><i>Field note Task # 1 (F.N. task #1)</i></p>
	<p><i>Here the teacher shows a flash card and ask what is a desert, how is the desert</i></p> <p><i>Sts: is hot</i></p> <p><i>Teacher showing the picture: is arid, what is it?</i></p> <p><i>Sts: desert</i></p> <p><i>T: what is this?</i></p> <p><i>Sts : fosil</i></p> <p><i>T: what is it?</i></p> <p><i>Sts : cactus</i></p> <p><i>The teacher asked the students to put the words below the pictures</i></p> <p><i>Students wanted to participate.</i></p>
	<p><i>Field Note Task# 2 (F.N. task #2)</i></p>
	<p><i>At the beginning the students made the presentation about themselves and the crop. In this part students showed good fluency and pronunciation,</i></p>
	<p><i>Field Note Task # 3. (F.N. task #3)</i></p>
	<p><i>During the presentation we noticed that the students had improved their oral performance because they spoke more properly than in the first and the second tasks.</i></p>
Accuracy	<p><i>Video Recording Transcription Task #1. (V.R.T. task #1)</i></p>

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		<p><i>S2: In the natural park we can find animal like the tentacle, bird, fish, black bird, borugo and guacharaca</i></p> <p><i>S3: the plants a we can find palm wax and roble. The main sources of economy, cattle raisng, fish sale and potato grow.</i></p> <p><i>S4: the activities we can carry out, fishing(mispronunciation), camping , lodging the cabin, hiking (mispronunciation)</i></p>
		<p><i>Video Recording Transcription. Task#4. (V.R.T. task #4)</i></p>
		<p><i>S1: good morning my name is Yuki Li. I am twelve years old. I am from Beijin – China. My father ehh (short pause) kung fu trainer and mother scientist. I am going to talk about my routine. First, I get up at 6: 30. Second, I have breakfast at 6: 50. Third, I go to school at seven fifteen. And I start classes at seven thirty.</i></p>
		<p><i>Video recording transcription Task# 4 (V.R.T. task #4)</i></p>
		<p><i>ST3: good morning my name is Kate White. I am fourteen years old. I am from California. My father is and employee and my mother is a secretary. I am going to talk about my routine. First, I get up at eight o' clock, then I take a shower at eight ten. I have breakfast at eight thirty.</i></p>
		<p><i>Field Note Task #4 (F.N. task #4)</i></p>
		<p><i>The pronunciation of the students in the last presentation was really good and grammar aspects were well developed throughout the performance.</i></p>
		<p><i>Video Recording transcription Task # 3 (V.R.T. task #3)</i></p>

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	<i>Complexity</i>	<p><i>S1: I am going to present Pregnancy questions. The first question “What do you think about teen pregnancy.</i></p> <p><i>S2: In my opinion is a life change (mispronunciation) como tambien (using L1) teen mother not study (grammatical mistake).</i></p> <p><i>S1: Thank you</i></p> <p><i>S3: In my opinion is very risk</i></p>
		<p><i>Video Recording Transcription Task #3 (V.R.T. task #3)</i></p> <p><i>S1: thank you “Do you know any myths about pregnancy”</i></p> <p><i>S5: take a shower after sex</i></p> <p><i>S1: thank you</i></p> <p><i>S6: If I am on my period</i></p> <p><i>S7: If we are both virgin (mispronunciation)</i></p> <p><i>S1: what reasons motivate teenagers to have sex?</i></p> <p><i>S4: curiosity and peer pressure (mispronunciation)</i></p> <p><i>S3: Lack of communication with their parents (mispronunciation)</i></p> <p><i>S1: What are the consequences of the baby and the mother?</i></p> <p><i>S5: teen mother can't complete high school</i></p>

In the samples taken from V.R.T Task#1, the student 1 (S1), made her first presentation after planning and preparing the activity. Her oral production showed that in her speech she used a variety of structures with only occasional grammatical errors. And her pronunciation was usually clear with several mistakes, also long pauses were evident in her oral presentation. Besides, students 6,7,8,9 from the same task, took turns to report to the class. This sample described the students' fluency while developing the task cycle. As Willis and Willis(2005) states, “in carrying out a task the learners' principal focus is on exchanging and understanding

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meanings, rather than on practice of form or prespecified forms or patterns” (p, 3) this means that activities encourage students to participate in meaningful activities.

Based on F. N. Task # 1, F.N. Task #2 and F.N. Task #4 the students presented outcomes related to satisfactory levels of fluency and pronunciation, and it is evident the improvement of their oral performances throughout the tasks. Furthermore we could observe that they demonstrated more elaborated discourses during their presentations, and the use of a good variety of vocabulary and expressions was noticed as well as clear pronunciation.

Taking into account the video recording transcriptions for task 1 and 4, we could realize that students 1, 2, and 3 showed some misspelling words and a variety of structures with few mistakes. On the other hand, after the accomplishment of three tasks, the student 4 showed improvement on their performance in their grammatical aspects, As Burns and Goh (2012) state “accuracy is the speech where the message is communicated using correct grammar” (p. 43)

The excerpts from *V.R.T.Task #3*, where students carried out a discussion about teenage pregnancy, in which they asked and answered questions to each other. It also demonstrated that learners could use more difficult expressions to communicate in the foreign language. As Burns and Goh (2012) claim, complexity is related with “the learners’ capacity to use the target language in the most advanced way” (p. 43). This could be observed in the student’s speech when they used expressions to lead the discussion such as: in my opinion, I think that, I believe that.

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Students' awareness about their learning process. The second subcategory represents the awareness and consciousness of the students about their own learning process, according to Peña and Onatra's (2009) conclusions "teachers must keep in mind students' awareness of their learning process" (p. 21), on the other hand Willis (2005) describes that data from research studies revealed the students' awareness after doing tasks.

Chart 6. Category 1 - Subcategory 2

<i>Subcategory</i>	Excerpts. Field notes: F.N video recordings Transcriptions :V.R.T Students' interviews: S' .I
Students' awareness about their learning process	<p><i>Field Note Task #2</i></p> <p><i>F. N.Task #2. There was one particular episode in this presentation and was the fact that in one slide there was a spelling mistake and when the teacher asked about it students recognized and knew what the correct spelling of the word was.</i></p> <p><i>Students' Interview Task #1</i></p> <p><i>S'I. Task#1. T:¿Qué aspectos de la comunicación oral te ayudo a fomentar el desarrollo de la tarea?</i></p> <p><i>S1'I. Task #1. Que buscamos varias fuentes de información preguntando a nuestros abuelos.</i></p> <p><i>S2' 1 Task #1: Que voy aprendiendo a pronunciar.</i></p> <p><i>S3'I.Task # 1: el vocabulario</i></p>

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	<p><i>S4'I task # 1: aprender a hacer una presentación hablando en Inglés.</i></p> <p><i>S5' I.Task #1: la búsqueda de internet y los libros que hablan sobre la historia</i></p> <p><i>Students' Interview Task #4</i></p> <p><i>S1'I. Task # 4: Aprendí como se pronuncian palabras nuevas.</i></p> <p><i>S2'I Tasks#4 : a hablar en frente de otros</i></p> <p><i>S3' I. Task #4: que ya podemos hablar más rápido en inglés y sin equivocarnos tanto</i></p> <p><i>S4'I Task # 4: aprendí a expresarnos mejor en inglés.</i></p> <p><i>S5' I. Task #4: pude exponer un tema utilizando más palabras en Inglés.</i></p> <p><i>Students' Interview Task #1 &2</i></p> <p><i>S I. Task #1. T: ¿Cómo crees que te ayudo a mejorar tu aprendizaje?</i></p> <p><i>S2' Task #1. : Haber repasado y saber que podía.</i></p> <p><i>S2' Task #2: En el pronunciar mejor y en conocer más palabras.</i></p>
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The field notes showed that students became aware of their own mistakes when they were doing their presentations. Besides the students could correct themselves when they

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mispronounced words that they have learned through the activities, these facts arouse the consciousness about their own learning process.

In these samples, student 2 answered questions related to his performance. These interviews took place after the implementation of each task. And the answers unveiled that this student was aware of the process and the improvement he had had when carrying out Task Based Approach . Based on his answers we noticed that the student was conscious of his progress.

Students' EFL oral production and interaction using L1 and L2 at the same time.

This third and last subcategory describes how students used the mother tongue and the target language in order to maintain the communication going on. According to Monsalve (2012), the students speak in English and sometimes in Spanish during the task- realization to produce meaning and interact with the teacher and the rest of the group.

Chart 7. Category 1 - Subcategory 3

Subcategory	Excerpts. Field notes: F.N video recordings Transcriptions :V.R.T Students' interviews: S' .I
<i>Students' EFL oral production and interaction using L1 and L2 at the same time</i>	<i>Field Note Task #1</i> <i>F.N.Task "1. T: is located in the north of huila department</i> <i>T : how long it takes to you go there?</i> <i>Sts: demorado</i> <i>T how long cuanto tiempo:?</i> <i>St : thirty , thirty eight kilometros</i> <i>F.N. Task #1. Each time that students need help they ask the teacher using English and Spanish when they needed.</i>

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	<p><i>Field Note Task #2</i></p> <p><i>F.N. Task #2. Some students used L1 to ask and talk with their partners but they answered in their worksheet in English, otherwise some others used L2 to answer their worksheets.</i></p> <p><i>Video Recording Transcription Task #1</i></p> <p><i>V.R.T. Task #1. S3: In the natural park we can find animal like the tentacle, bird, fish, black bird, borugo and guacharaca.</i></p> <p><i>V.R.T. Task #1. S11: Marsella waterfall is located in Buena vista village. It is about for kilometers from the town. It takes thirty cinco minutes to get there. Marsella water fall is 30 (treinta) meters high and the temperature (mispronunciation) 28 degrees.</i></p> <p><i>Video Recording Transcription. Task #3</i></p> <p><i>V.R.T. Task #3. S1: I am going to present Pregnancy questions. The first question “What do you think about teen pregnancy.</i></p> <p><i>S2: In my opinion is a life change (mispronunciation) como también (using L1) teen mother not study (grammatical mistake).</i></p>
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In the previous excerpts we could clearly see that students tended to use L1 to fill gaps of unknown words when speaking, in that way keeping the fluency of the conversation, due to the necessity of giving and receiving the information. In this way, they could make themselves understood by their partners.

Students' attitude and feelings. This second category describes what their attitudes, feelings and perceptions were throughout the implementation of the task. It aimed at determining students' attitudes and perceptions about their participation in the learning activities when engaged in TBA. Therefore, it is divided into two sub-categories: *Showing anxiety and fear of speaking*, which is related to the nervousness and fear when students performed orally. The second subcategory *Students feeling confident when finishing a task* demonstrates the security they had when accomplishing the task.

Chart 8. Category 2 - Subcategory 1

Subcategory	Excerpts Field notes: F.N video recordings Transcriptions :V.R.T Students' interviews: S' .I
<i>Showing anxiety and fear of speaking</i>	<i>Field Note Task #1</i> F.N. Task #1. <i>Task Cycle Presentation</i> <i>Students presented their power point slides in order to provide information related to Santa Maria touristic places. In this stage, the students showed nervousness when they were speaking in front of the partners.</i>

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	<p><i>Field Note Task #2</i></p> <p><i>F.N. Task #2. In this part students showed good fluency and pronunciation, during the second part of the presentation some of them were nervous and the pronunciation was not very clear.</i></p> <p><i>Students' Interview Task # 1 &2</i></p> <p><i>T ¿Qué no te gusto?</i></p> <p><i>S2'I. Task #1. Haberme ponido nerviosa.</i></p> <p><i>S2' I. Task #2. No me gusto que a todos nos atacaron los nervios y se nos escuchó la voz toda nerviosa.</i></p> <p><i>S'3. I. Task#1. Que tenía mucho miedo de hablar en público.</i></p>
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Showing anxiety and fear of speaking. This first subcategory refers to feelings that students had when developing oral skills in front of the class with their partners. According to Peña and Onatra (2009), Pinter as cited in Willis (2005) oral activities create anxiety in students; nevertheless the use of the task contribute to lowering these levels.

In the excerpts above which were taken from students interviews of the first and second task, they were asked about what they did not like when completing the task and what suggestions they had for the upcoming sessions. These questions were answered after finishing each task, in order to know students feelings, attitudes and perceptions toward the activities developed.

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Based on F.N Task # 1 we analyzed the students' feelings during the task. It was evident that students showed anxiety and nervousness when they made the oral presentations in English about touristic places of Santa Maria. This was their first time they performed a task in front of their partners.

Regarding students attitude, most of them showed positive attitude and were engaged in the tasks. Although, there were few of them reluctant to take part in the tasks some others showed anxiety and fear of speaking in the first task, but after performing it, they felt more comfortable to continue working.

Students feeling confident when finishing a task. The second subcategory explains the students feeling of comfort and security while and after finishing a task. As Willis (2005), Peña and Onatra (2009), and Monsalve (2012), assert that meaningful tasks are relevant to increase students' confidence in the realization of task; due to the learning environment and the preparation of the task stages.

Chart 9. Category 2 - Subcategory 2

Subcategory	Excerpts Field notes: F.N video recordings Transcriptions :V.R.T Students' interviews: S' .I
<i>Students feeling confident when finishing a task</i>	<i>Field Note Task #2</i> <i>F.N. Task # 2. The next presentation was aloe vera crop. At the beginning the students were so nervous, but after a short pause they started to present their topic, feeling more relaxed.</i>

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	<p><i>Field Note Task #4</i></p> <p><i>F.N. Task#4. The students were more confident in the part of planning and preparing the task.</i></p> <p><i>Field Note task #4</i></p> <p><i>F.N. Task #4 Something remarkable about this presentation was the fact that the student showed confident and security toward the presentation. She managed the information in an outstanding way.</i></p> <p><i>Students' Interview Task #1 ,2, 4</i></p> <p><i>T. Respecto a la tarea ¿Qué te gusto más?</i></p> <p><i>S1' I. Task#1. Me gusto que así perdemos el miedo al hablar en público y también al hablar en otro idioma.</i></p> <p><i>S2' I Task #1. Hablar en inglés y saber que si podía enfrentar mis miedos hacia mis compañeros.</i></p> <p><i>S1' I Task #2. Que ya estamos más tranquilos y con más seguridad para hablar en inglés.</i></p> <p><i>S2' I. Task #2. La forma como se expresaron al pronunciar el idioma inglés que es lo más difícil y me gusto también porque asi vamos perdiendo el miedo de salir en público.</i></p> <p><i>S3' I. Task #4. Que ahora me siento mejor hablando en inglés que cuando hicimos las primeras tareas.</i></p>
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The students' interviews described that they started to feel confident and comfortable when performing in front of their partners. As they had practiced what they had to present previously. Based on the field note, we as researchers, also have noticed that students feel more confident and secure when they have to talk about a specific topic.

Based on several pieces of evidences from F.N. Task #4 we could notice that students gained confidence through the development of the tasks. Especially when preparing and presenting the tasks. On the other hand, it is significant to mention that it was evident in most of the students their spontaneity at the moment of speaking.

To sum up, this research study developed oral production and interaction through tasks with positive results in terms of fluency, accuracy, and complexity. Additionally, it increased students' awareness about their learning process. Likewise, contributing to lowering the levels of anxiety and nervousness, and increasing students' confidence when speaking.

Chapter V

Conclusions and Pedagogical Implications

The research question that led this study allowed the analysis of the incidence of TBA in the students' EFL oral production. Taking into account the findings and the main actions that were developed in this research study, we present three conclusions that emerged throughout this process: the first, the positive development of oral production when implementing Task in the classroom, the second, how the students changed their feelings and attitudes to the task during the process. The third, the topics that were meaningful because were related to the students' real life.

Development of Oral Production through Tasks

The first conclusion aims at the exploration of how ninth graders develop EFL oral production through the implementation of TBA. Based on Willis and Willis' model (1996), students developed different skills with positive results. As show in students' performances through presentations, conversations and discussion.

This first conclusion supports the fact that oral production can be improved through the use of TBA. According to Zambrano, Cardenas and Insuasty (2011) assert that task "are intended to promote a positive change in students' language acquisition process" (p. 71). In that sense tasks provided students with opportunities to develop their EFL oral skills. Specifically, students succeed in the principal aspects of oral production, such as: fluency, accuracy and complexity. They could develop these aspects since at the beginning they were given a model for presenting each task.

As regards to the same conclusion which is related to students' awareness about their learning, unveiled consciousness related to their improvement and development when carrying

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out a task. Additionally to this, we could conclude that this kind of task increased students' understanding about their learning process, since students could recognize their weaknesses and strengthens when performing orally, and at the same time they had the capability to reflect upon their learning process. As Peña and Onatra (2009) claims the students "have to learn how to cope with mistakes and drawbacks in the development of the task" (p. 21).

Students' Feelings and Attitudes: From Anxiety to Confident

Based on the second conclusion, students' feelings and attitudes to the task, we could perceive that students had feelings of nervousness and anxiety when they had to speak in front of the others during the task cycle. Nevertheless, throughout the following task performances, it was evident that students started to feel more comfortable using English to report outcomes to the class as well as interacting with teacher and partners. Peña and Onatra (2009), and Monsalve (2012), assert that meaningful tasks are relevant to increase students' confidence in the realization of task; due to the learning environment and the preparation of the task stages.

Significant Topics for Students' Lives

The topics chosen to develop the task were according to the students' needs and interest, this made the activities appealing for the students and encouraged them to participate during the whole process of the TBA. Besides, this also facilitated the development of the speaking skill, because the students felt comfortable to produce orally, aspects related to their real life. As Zambrano, Cardenas and Insuasty (2011) assert that tasks must have connections or relevance to a theme significant for the students' reality.

To sum up, Task Based represented a suitable approach for improving EFL oral production. It was enjoyable for the students and teachers, since it implemented several relevant and meaningful elements for their lives that encourage the learners and contribute to improve

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their learning process. Likewise, task also provided students opportunities to communicate when they had to work in groups.

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Pedagogical Implications

We consider that the implementation of TBA was interesting and useful, because it gave us the opportunity to reshape our EFL teaching practice as teachers and led students participate in different activities. Therefore, our pedagogical intervention was a relevant change in the students and teachers' learning environment.

This research study permitted us to realize the importance of developing task in our EFL classes, having positive impact in the participants and the school community, since they had the opportunity to present their outcomes to the whole institution. Additionally it was quite evident the improvement of oral production among students as well as the progress presented in the English academic results when they presented the final exam in the institution.

Throughout this research study we could evidence relevant results that shed light that adopting TBA was quite suitable for our context. One of the most outstanding outcome is the fact that ninth graders from Santa Juana de Arco High School were able to express and communicate with their partners in English, through the development of contextualized tasks.

Further Research

Taking into account the results and the pedagogical implications of our research study, we consider it important to research other issues such as the teacher's role when developing a task because we noticed that the teacher played an outstanding part in the task process, giving students a clear model of how the task must be executed and what was expected of them. We also suggest studying another relevant issue, like the classroom setup that could favor students' learning during the realization of the different activities in order to accomplish the tasks. Another important issue that we could observe was the use of technological resources when students were engaged in TBL, as some of them acknowledged the important role the internet played in searching for materials.

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Appendix A

Need Analysis Survey

**SANTA JUANA HIGH SCHOOL
ENTRY SURVEY**



Querido estudiante:

La siguiente encuesta está diseñada para conocer cómo te sientes y cuáles son tus necesidades en el momento de hablar y expresarte en Inglés. Realmente aprecio tu colaboración y honestidad al contestarla. La información arrojada será confidencial y será utilizada para propósitos académicos.

1. Te gusta la clase de Inglés?
 - Sí
 - No

2. Si tu respuesta es afirmativa, ¿qué actividades prefieres o te gustan más?
 - Resolver ejercicios gramaticales
 - Leer textos cortos
 - Hablar sobre algún tema interesante
 - Escribir textos cortos
 - Diálogos
 - Otros Cual? _____

3. Crees que el Inglés es importante?
 - Si
 - No
 - Por qué? _____

- 4.Cuál de las siguientes habilidades practicas más en clase?
 - Habla
 - Escucha
 - Lectura
 - Escritura

5. Que tan a menudo usas el Inglés para comunicarte en clase?
 - Frecuentemente
 - Algunas veces
 - Muy pocas veces
 - Nunca

6. Como consideras tu habilidad para hablar en inglés?
 - Excelente
 - Buena
 - No tan buena
 - Necesita mejorar
 - Lo logras con alguna dificultad

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7. Cómo te sientes hablando en Inglés?

- Ansioso (a) y/o nervioso(a)
 Normal
 Confiado(a) /relajado(a)

8. Cuál crees, es tu mayor dificultad cuando hablas en Inglés?

- La falta de vocabulario
 No te sientes bien con tu pronunciación
 La falta de fluidez
 Bajo nivel de autoestima y/o timidez
 Falta de motivación
 Otras Cual? _____

9. Con cual o cuales de los siguientes temas te sientes más cómodo a la hora de expresarte en Inglés (puede escoger más de una opción)

- Globalización
 Problemas sociales
 Aspectos culturales
 Aspectos ambientales
 Situaciones cotidianas
 Otros. Cuales? _____

10. Seleccione las actividades que te gustan a la hora de participar en clase (puede escoger más de una opción)

- Diálogos
 Presentaciones orales
 Dramatizaciones
 Debates

11. Como te gustan que sean las actividades en clase cuando practicas oralmente?

- En grupos grandes
 En grupos pequeños
 En parejas
 Solo(a)

THANKS FOR YOUR COOPERATION

LILIANA PAOLA CALDERON ORTIZ
LEIDY DIANA GUTIERREZ

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Appendix B

Pedagogical Intervention # 1. Lesson plan

Topic: touristic places (grow, crop)

Time: 180 minutes (3 or 4 hours)

Level: A2

Grade: 9°

Objective:

- To recognize touristic places of Santa Maria
- To explain some information about places of Santa Maria

Pre-task

Introduction to topic and tasks

During this stage teacher uses a power point slide to present a Colombian touristic place (Tatacoa desert) using some specific vocabulary. She starts showing pictures of: arid, desert, fossils, dry, forest, rattlesnakes and wildlife. After that she explains all the information from the desert such as its location, animals and people that can be found there, also the activities that can be practiced in this place. Finally she asks some questions from the presentation

- ✓ Where is it located?
- ✓ How long does it take to get there?
- ✓ What things can people find there?
- ✓ What activities can people do there?
- ✓ What's the weather like?

From that way teacher provides students with a model to make their own oral presentations. For instance, the students are required to work in groups of 4 and each group has to choose a touristic place from Santa Maria.

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Task cycle***Task*** (20 min)

Once they choose the touristic place from Santa Maria; they must organize themselves in order to know how they are going to collect the information and what things they need for the presentation. They search information from different sources (internet, parents' knowledge)

Planning and preparing (60 min)

Students look for information and in groups start to plan how and what they are going to report, they also give turns to participate giving roles and assignments to each one. The teacher is observing the process, provides feedback and explanation each time the students need help.

TBA: A PROPOSAL TO DEVELOP EFL ORAL PRODUCTION***Report*** (60 min)

In this last phase students make their poster and power point presentations, giving all the information they searched from the different sources and showing some relevant pictures from the places. Finally they are asked about information from the different places.

Language focus**Analysis**

The teacher gives feedback after the presentations about the use of the language in terms of pronunciation and grammar accuracy. Besides, teacher provides suggestions about the task in order to improve the following one.

Practice

In a round table teacher makes some questions to the students about the touristic places according to the presentations. Such as: where is located...

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Pedagogical Intervention #2 lesson plan

Topic: How panela is made (grow, crop)

Time: 240 minutes (4 hours)

Level: A1

Grade: 9th

Objective:

- To express and report in an oral way about some familiar grows and crops from the region.
- To interact with others by making questions and answer it.

Pre-task (60 minutes)

The teacher introduces the topic of how panela is made (grow; crop) by showing some vocabulary and pictures. After that the process is shown through a video in order to know more about the production of the panela. Some questions are asked:

Do you grow sugar cane at farms?

What happens in the video?

How is panela made?

Where is the juice cooked?

Do you like sugar cane? Panela? What can you prepare with the panela?

After watching the video and answer the questions, the students organize in groups. They read a worksheet about how panela is made. The reading must be organized according to the video and the previous knowledge they have.

Finally they share their answers with their partners and read aloud to say the correct answers. Additionally, teacher provides them with a model to make their own tasks. For instance, the students are required to work in groups of 4 and each group has to choose a specific crop from Santa Maria.

Task cycle***Task*** (20 min)

After choosing the crop from Santa Maria the students have to assign roles in order to collect the information. Additionally, they decide how the data must be collected. The teacher support and encourage student to develop the crop task.

Planning and preparing (40 min)

Students look for information and in groups start to plan how and what is the most important data for their crop in order to make a presentation and report, they also decide what kind of information must be presented in the procedure part and in final product part of the presentation. The teacher monitors the process, specifically in the written and oral part, since they must work on some structures and vocabulary

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Report (60 min)

In this last phase students present their poster and power point presentations. Providing all the material they could search from the different sources and show some relevant pictures from the crops. Besides, in the presentations they are asked to show different evidences from the crop such as the seed and the plant itself

Language focus (60min)

Analysis. The teacher gives feedback after the presentations about the use of the language in terms of pronunciation and grammar accuracy. Besides, teacher offers comments about the presentations.

Practice. In this part the teacher gives a pencil to each student which has a printed animal in it, so they must organized themselves looking for animals. And in that way they are asked to complete a worksheet in which they must complete information from other crops

Pedagogical Intervention #3 lesson plan

Topic: Teenage pregnancy

Time: 240 minutes (4 hours)

Level: A1

Grade: 9th

Objective:

- to express beliefs and opinion about teenage pregnancy
- to make students aware about the consequences of teenage pregnancy
- To interact with others by making questions and answer them.

Pre-task (60 minutes)

The teacher introduces the topic of teenage pregnancy through a video about the impact of teenage pregnancy (a documentary from séptimo día t. 'v. program). After that teacher makes some questions based on that, such as:

- What do you think about the video?
- What insights do you infer from the video?
- What do you think are the consequences of a teen mother?

Consequently, the teacher provides suitable words and phrases that are useful for making questions and answer:

Do you think...?

What are the consequences...?

I think...

I agree...

I believe...

First of all...

After that, the teacher forms students in groups and search information about one specific aspect of teenage pregnancy.

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Task cycle***Task*** (20 min)

Students choose the topic they want to learn, either contraceptive methods, reasons why young people decide to have sex, teen mother consequences, psychological impact, myths about pregnancy or preventions. Teacher guidance is a key to carry out this task.

Planning and preparing (40 min)

Students search for information about the topic they chose and in groups start to plan how and what is the most relevant data to collect, they also select the information and make the posters that are going to be presented as a final product. Additionally they are asked to represent the aspect that they are going to talk about through a visual aid. The teacher monitors the process, specifically in the written and oral part, since they must work on some structures and vocabulary.

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Report (60 min)

In this last phase the students present their posters. They report to the rest of the class the information they collect using drawings and specific data. The other students pay attention and take notes about each presentation to have a discussion later.

Language focus (60min)**Analysis**

The teacher gives feedback after the presentations about the use of the language in terms of pronunciation and grammar accuracy. Besides, teacher reinforces the expressions to give opinions and the specific vocabulary from the teenage pregnancy.

Practice

In this part teacher asks students to carry out a discussion among them, asking and answer questions about the different presentations and at they make a deep conclusion about this topic.

Pedagogical Intervention #4 lesson plan

Topic: Vidas paralelas (students' routine in the world) Time: 240 minutes (4 hours)

Level: A1 Grade: 9th

Objective:

- To express and report orally way about routines in different countries.

Pre-task (60 minutes)

The teacher introduces the topic about daily activities between a Colombian and Spanish girl from a video in order to catch the students' attention. After this the teacher makes some questions about both routines, the questions are

What happens in the video?

What time do they wake up?

What time do they go to school?

How do they go to school?

What time do they have breakfast, dinner, lunch...?

What time do they go to bed?

After watching the video and answering the questions. The students are asked to work in groups of 5 and each group has to choose a country among Colombia, Finland, USA, China and Germany.

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Task cycle***Task*** (20 min)

After choosing the country the students assign roles among them in order to collect the information from a student's routine in that country. Additionally, they decide how the information must be collected. The teacher supports and encourages students to develop the

Planning and preparing (40 min)

Students look for information and in groups start to plan how and what is the most important information for their presentation to report, they also decide what kind of data must be presented in the procedure part and in final product part of the presentation. The teacher monitors the process, specifically in the written and oral part, since they must work on some structures and vocabulary.

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Report (60 min)

In this last phase students present their poster and power point presentations. Providing all the material they could search from the different sources and show some relevant pictures from the routines.

Language focus (60min)

Analysis. The teacher gives feedback after the presentations about the use of the language in terms of pronunciation and grammar accuracy. Besides, teacher provides outstanding comments about the presentations.

Practice. After the teacher provides feedback to the students, they must reshape their presentation in terms of pronunciation and grammar. And finally they must discuss about their routine again, based on the feedback.

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Appendix C

Field notes No. 1 Task No. 1

September 17th

Pre – task

In this stage students were told about the objective of the task and how the classes were going to be developed. We could notice that they were interested in the activities (task). The teacher modeled the task. It was a presentation based on a touristic place of Huila and the students were asked about information related to the topic. Some students answered in English. After that, they were organized in groups and they selected a touristic place from Santa Maria. Then they discuss how they would collect the information.

Here the teacher showed a flash card and ask what is a desert, how is the desert

Sts: is hot

Teacher showing the picture: is arid, what isit?

Sts: desert

T: what is this?

Sts : fosil

T: what is it?

Sts : cactus

The teacher asked the students to put the words below the pictures

Students wanted to participate

Then the teacher showed a ppp and all the sts are paying attention to the presentation

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T: anyone has gone or anyone has visited the Tatacoa desert?

Alguno de ustedes conoce o ha visitado el Tatacoa desert?

Sts : no, yes

T: y que tal le parecio?

Sts:

The teacher continued with the presentation, where is located how is the weather

T: tourist go there with the purpose to see the stars at night, you know what I mean?

St: que van a ver las estrellas.

The Tatacoa desert has little pollution.

St<. que no hay contaminación

After the presentation finish the teacher ask some questions about it.

T: where is located the Tatacoa desert

Sts: en el norte

T: is locate in the north of huila department

T : how long it takes to you go there?

Sts: demorado

T how long cuanto tiempo:?

St : thirty , thirty eight kilometros

T from

Sts from neiva.

The teacher asked the sts to form groups and she explains the task the sts have to develop by choosing a place from santa maria and making a presentation

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During - task

Once they chose the touristic place from Santa Maria; they organized themselves in order to know how they were going to collect the information and what things they would need for the presentation. They searched for information from different sources (internet, parents' knowledge). The students prepared power point slides to make a presentation of a touristic place, they speak between them using the target Language to prepare their presentations. Each time that students needed any help they asked the teacher using English and Spanish when they needed.

Task Cycle Presentation

Students presented their power point slides in order to provide information related to Santa Maria touristic places. In this stage, the students showed nervousness when they were speaking in front of the partners

Field notes No2. Task No 2. Crops of Santa María

In the first part of the class the teacher greeted the students and introduced the crops' presentations. She made use of the different objects students brought to class such as coffee beans, aloe vera plant to introduce the first part of the presentations. So the first presentation was the bean's crop which was developed in power point slides. At the beginning the students made the presentation about themselves and the crop. In this part students showed good fluency and pronunciation, during the second part of the presentation some of them were nervous and the pronunciation was not very clear and several times they were just reading. Though the presentation was accomplish and the visual content was appealing, I think they could invest more time in their preparation. At the end of the presentation, teacher congratulated them. And teacher asked the

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students to take notes about the presentation since they are going to develop an extra exercise based on the presentations. Now, the teacher introduced the next crop which was coffee, they started with their personal information and began talking about their crop. The students explained were explaining the process taking into account the connectors of sequence and the grammatical structure of passive voice. While they were explaining the teacher asked the students for clarification in the second part of the process since they were too fast. So teacher used the objects they brought for their presentation like bags, seeds to make the presentation more understandable. Students did a good presentation in the sense that they presented the real products to the classmates, like coffee bags, coffee candies, coffee seeds and coffee plants. The presentation that followed was granadilla's crop. The students described the process in an organized way. But something that took my attention was the uninterested attitude of one of the integrant of this group. At the end of the presentation teacher made questions about the crop like the plagues etc. The next presentation was aloe vera crop. At the beginning the students were so nervous, but after a short pause they started to present their topic, feeling more relaxed. Something remarkable about the presentations was the way they presented, in their power point work they include only the images and the connectors of sequence, and they explained with very good acquaintance all the process. In the next presentation about passion fruit crop they showed good corporal expression and good use of the language. There was one particular episode in this presentation and was the fact that in one slide there was a spelling mistake and when the teacher asked about it students recognized and knew what the correct spelling of the word was.

In the next part of the class teacher gave students a pencil and each one had an animal, so the purpose was to organize ten different groups according the animal they had in their pencils. In this portion of the class students were much more active, most of them use name their animal English.

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Once they were organized in their groups they must full fill three charts with information about the different crops. The chart must include: the crop name, the crop process, the harvest time, plagues and crop's final product. They were asked to accomplish this exercise in English. For instance they could use questions such as: What was the crop process? What was the harvest time? What were some plagues? And name some final products.

Some students used L1 to ask and talk with their partners but they answered in their worksheet in English, otherwise some others used L2 to answer their worksheets. It was evident the use of the connectors and passive voice.

Field notes No. 4. Task No 4. ROUTINES OF THE WORLD

In the first portion of the class teacher introduces the topic through a video called “vidas paralelas”. The video was appealing from them because it showed the student's routine from two different countries (Spain and Colombia) but they did not know what the precedence from each was. The video transmitted a moral about nothings is what seems in the life. At the end of the video teacher made some questions related to the video such as: what time did they wake up, what time did they have breakfast, lunch, dinner...

Even, they talked about the moral because they got impressed about it. They thought that the poor girl was from Colombia and the rich one was from Spain when the reality was in vice versa. Once they accomplish this part of the class they were asked to make groups of five in which each student was assigned a country, Colombia, China, Finland, Germany or USA.

The teacher gave them the instructions about the task and what kind of information must be included in the presentations. The students got met together and decided how they were going to

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present, for instance they assigned roles to start searching the information and pictures for the power point presentation. The teacher provided guidance for each group in terms of grammar and pronunciation and also in terms of presentation.

The students were more confident in the part of planning and preparing the task. Since the presentation was based on connectors, ordinal numbers and routines, topics quite familiar for them. So in that sense, was easier for them to elaborate the presentations. They also showed interest in the routines from the different countries due to the interesting facts they found; such as the strictness from the China culture or the education system from Finland.

After complete this part of the task they were ready to report their presentation.

The first presentation was from China. In this presentation students assumed proper roles from that culture as: Yuki li; and also mentioned parents' activities. Later the student started describing the routine as if he were the student from that country. And the power point presentation was well organized and the pictures were attractive for their partners. Nevertheless he evidenced some difficulties in the pronunciation and grammar accuracy, it was noticeable that they had had progress since the first task.

Then teacher gave the turn to the next presentation about Colombian routine, the student started with the same structure as the previous one. Also she explained the routine of a student from Santa Maria, in which they could contrast the difference between the previous and the present routine such as, the time they start and finish their daily activities. Something remarkable about this presentation was the fact that the student showed confident and security toward the presentation. She managed the information in an outstanding way. The pronunciation of the students in the last

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presentation was really good and grammar aspects were well developed throughout the performance.

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Appendix D

Sample of Video Recording Transcription

Video recording transcription Task N# 1

T: Good morning students

STS: Good morning teacher

T: how have you been?

STS: very good thanks

T: I am excellent today because today we are going to make the presentations about touristic places of Santa Maria. So we have four different presentations which are: Nuestra Señora del Carmen Church, Natural Park, the Cross Hill and also we have Marsella waterfall. So we are going to start with Natural Park, so please the integrants of the presentation.

S1: Good morning my name is Karen Alarcon and my partners are: Omaira, Carolina, Naudy and Julian. Our presentation Natural park Snow covered of Huila. Location, Natural park is the located among Cauca, Tolima and Huila Department. It is 25 Kilometers away from Santa Maria town. It take to hours to get there

S2: the weather is very cold, the height is two thousand five hundred meters, the extension (in this part student had good pronunciation and fluency)

S3: In the natural park we can find animal like the tentacle, bird, fish, black bird, borugo and guacharaca

S4: the plants a we can find palm wax and roble. The main sources of economy, cattle raisng , fish sale and potato grow.

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S5: the activities we can carry out, fishing(mispronunciation), camping , lodging the cabin, hiking (mipronunciation)

S1: Thank you very much.

T: very good for the previous presentation. Now we are going to continue presenting the Hill of the Cross, which is a beautiful mountain that they are going to present

S6: Good morning my name is Daniela Aldana my partners are:

S7: my name is Naudy catalina

S8: my name is Lina Mora

S9: my name is Juan Felipe Flor

S6: our presentation is about cross of the hill

S7: It is located in the municipality of Santa Maria Huila

S8: It is about 3 kms from Santa Maria. It takes two hours (mispronunciation) to get there.

S9: the Hill cross is a beautiful mountain whose temperature (mispronunciation) is 20 degrees.

S: we can find a variety (mispronunciation) of plants such as (mispronunciation) orchid (misspelling), fruit trees

S6: I going to show the video (misword)

Activities to do in the Cross Hill

S:7: camping

S8: hiking

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S9: praying (mispronunciation) people used to go there in the hoy week (mispronunciation).

Thank you

T: very good for that presentation. Now let's continue with Marcella waterfall.

S10: good morning, my name is Erika Meneses. My companies are Tatiana, karol, Maylin and Karla. Our presentation is about Marsella Waterfall

S 10: Marsella waterfall is located in Buena vista village. It is about for kilometers from the town. It takes thirty cinco minutes to get there. Marsella water fall is 30 (treinta) meters high and the temperature (mispronunciation) 28 degrees.

S12: in marsella waterfall we can find (mispronunciation) find (well pronounce) different animals
Bird, mosquito, butterfly, spider, cicadas.

S13: in marsella waterfall we can find different kind of plants . pringamosa plant , flowers and trees

S14: in marsella waterfall we can do different kind of activities: swim(mispronunciation)
climbing (mispronunciation)

S10: thank you very much

T: very good for this presentation. It was an excellent presentation. Very good for marsella waterfall.

Now we are going to continue with nuestra señora del Carmen church

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S15: good morning my name is Nersy Ome bustos, my partners are merlly yuliana chala, keiry julieth bolaños and Maria Isabel Manjarrez. Our presentation is about nuestra señora del Carmen church.

S16: here it is a half before and after

S17: nuestra señora del Carmen church was founded on May 28th of 1948.

S15: in 1967 (she is nervous and smile) it was destroyed by an earthquake and their reconstruction was made by prebyster Regulo Suarez

T: oh, that is the history

S16: its location is in church of santa maria huila

T: where is ti located

S16: it is located in the downtown of santa maria Huila

T: can you see the church? Yes or not

STS: yes

S18: in the church we can find a priest and statues of saints.

S19: the activities we can do there are: praying, singing . the weather is cool

S16: thank you very much

T: very good for the presentation

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Video recording transcription Task # 3 . NOVEMBER 9TH 2015

S1 : I am going to present Pregnancy questions. The first question “ What do you think about teen pregnancy.

S2: In my opinion is a life change (mispronunciation) como tambien (using L1)teen mother not study (grammatical mistake).

S1: Thank you

S3: In my opinion is very risk

S1: ok, thank you. Second “ what are the disadvantages of being a teen mother

S2: in my opinion (pause) affect the future, anemia (smile) anemia no more

S1: thank you “ Do you know any myths about pregnancy

S5: take a shower after sex

S1: thank you

S6: If I am on my period

S7: If we are both virgin (mispronunciation)

S1: what reasons motivate teenagers to have sex?

S4: curiosity and peer pressure (mispronunciation)

S3: Lack of communication with their parents (mispronunciation)

S1: What are the consequences of the baby and the mother?

S5 : teen mother can't complete high school

S6: they have probability to have anemia and preeclampsia

S1: what contraceptive methods do you know?

S4: condoms, pills, the diu,

Video recording transcription task# 4. Presentations.

T: good morning students

STS: good morning teacher

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T: how have you been today?

STS: Very well. And you?

T: Great. Thank you very much. We are going to start with the presentations about students' routine from different countries. So I am going to ask you please make silence and listen to your partners and the presentation they have prepared. First we are going to start with china and we are going to know the students' routine in that country. So listen up to the presentation. So please students from china.

ST1: good morning my name is Yuki Li. I am twelve years old. I am from Beijin – China. My father ehh (short pause) kung Fu trainer and mother scientist. I am going to talk about my routine. First, I get up at 6: 30. Second, I have breakfast at 6: 50. Third, I go to school at seven fifteen. And I start classes at seven thirty.

At eleven thirty I have lunch, in the afternoon (mispronunciation) I have class of history and geography. And I finish class At 3: 30.

At seven thirty I have dinner and after dinner I keep (mispronunciation) study.

Thank you very much

T: thank you very much. We are going to continue with the next presentation. And this presentation is from our country. This is the routine from Colombia. So let's start. Please the Colombian students.

ST2: good morning my name is Lina perez. I am fourteen years old. I am in ninth grade, I am from Santa Maria – Colombia. My father is a farmer and my mother is a housewife. I am going to talk about my routine.

First I get up at 3: 35 a.m. second, I take a shower at 3: 40 a.m, then I have breakfast at four o'clock. After I get school at six o'clock. I leave school at 12:15. Next I have lunch at 12: 30 p.m . Then I do my homework at two o' clock p.m. at four o'clock I do farming activities. For example: feed animals and water the crop. At five I cook the dinner. And finally I go to bed at 8:00 p.m

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T: very good thank you very much. Well, there are several interesting things about china and Colombia you see. So we are going to continue the next presentation which is USA.

ST3: good morning my name is Kate White. I am fourteen years old. I am from California. My father is an employee and my mother is a secretary. I am going to talk about my routine.

First, I get up at eight o' clock, then I take a shower at eight ten. I have breakfast at eight thirty.

At eight forty five I start classes and then I have lunch. I have dinner at seven thirty

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Appendix E

Sample of Students' Interview

S1'. I Task # 1.

TEACHER: Con respecto a la tarea desarrollada contesta las siguientes preguntas.

¿Qué te gusto más?

S 1: Me gusto que así perdemos el miedo al hablar en público y también al hablar en otro idioma.

TEACHER: ¿Qué no te gusto?

S 1: Todo me pareció bueno.

TEACHER: ¿Qué aspectos de la comunicación oral te ayudo a fomentar el desarrollo de la tarea?

PARTICIPANT 1: Que buscamos varias fuentes de información, preguntando a nuestros abuelos.

TEACHER: ¿Cómo crees que te ayudo a mejorar tu aprendizaje?

PARTICIPANT 1: Que aprendimos a pronunciar palabras y a compartir en grupo.

S2'. I. Task # 1

TEACHER: Con respecto a la tarea desarrollada contesta las siguientes preguntas.

¿Qué te gusto más?

S 2: Hablar en inglés y saber que si podía enfrentar mis miedos hacia mis compañeros.

TEACHER: ¿Qué no te gusto?

S 2: Haberme ponido nerviosa.

TEACHER: ¿Qué sugerencia para mejorar las próximas tareas

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S 2: De pronto relajarnos o soltarnos de los miedos frente a las personas.

TEACHER: ¿Qué aspectos de la comunicación oral te ayudo a fomentar el desarrollo de la tarea?

S 2: Que voy aprendiendo a pronunciar.

TEACHER: ¿Cómo crees que te ayudo a mejorar tu aprendizaje?

S 2: Haber repasado y saber que podía.

S3. Task # 1

TEACHER: Con respecto a la tarea desarrollada contesta las siguientes preguntas.

¿Qué te gusto más?

S 3: Que conocí y supe muchas cosas que aún no sabía.

TEACHER: ¿Qué no te gusto?

S 3: Que tenía mucho miedo de hablar en público.

TEACHER: ¿Qué aspectos de la comunicación oral te ayudo a fomentar el desarrollo de la tarea?

S 3: El vocabulario

TEACHER: ¿Cómo crees que te ayudo a mejorar tu aprendizaje?

S 3: En el pronunciar mejor y en conocer más palabras.