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**Fostering Oral Production in 10<sup>th</sup> grade high school Chilean students: compulsory  
speaking time and task-based language teaching.**

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## **Abstract**

The basis of this project was to evaluate the impact of a furtherance of the communication competences by implementing a compulsory task-based speaking time in an EFL classroom of a public high school in Santiago. A pre-test and a post-test were designed to identify the speaking level of the participants in order to see if there was an improvement after the implementation. This approach focused on collaborative work, and oral skills, which are the basis for the communicative approach. Even though time was not enough for the implementation to work as expected, the results of the second test showed an improvement in other areas that were not expected, it means that the task-based speaking time might be more effective as long as the methodology had a long-time implementation, but also other factors appeared during the time the investigation was being done, such as the type of evaluation or the scaffolding implemented during lessons.

*Keywords: speaking, task-based learning, collaborative work, communicative approach.*

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## Introduction

Over the years, English has become one of the most important foreign languages in the world due to its use in business and scientific development as well as for international communication. As a matter of fact, company's websites around the world showcase their news, blogs and products in their native language as well as in English.

In Chile, the requirements for an intermediate level of English are very high. This can be seen in universities such as Pontificia Universidad Católica de Chile (PUC), which demands that all students graduate at least with a B1 level for most careers; however, there are some exceptions such as Engineer programs in which a B2 is required to graduate as well as in Anthropology, and some others related to politics or international law, in which a C1 is required (PUC, 2013). Because of the progressive English requirements, the State has made English mandatory from 5<sup>th</sup> grade (MINEDUC, 2009), which means that 12<sup>th</sup> grade graduated students should have a B1 level of English (MINEDUC, 2016:39). However, the teaching of the spoken English language at schools has not been as efficient as it should be, as it has been shown by SIMCE results which indicated that the 82% of 183,000 11<sup>th</sup> grade students were not able to communicate in English properly (Educacion2020, 2013), and the EF EPI which positions Chile under the average in the 45<sup>th</sup> position out of 80 countries (2017).

From our experience as pre-service teachers and former high school students, it seems that one of the most common problems in the EFL classroom in Chile is the passive role that students have due to the traditional teaching methods implemented and usually focused on developing the grammatical competence, writing and reading skills without considering or giving enough attention to the development of oral skills. In other words, students are not given

appropriate activities, time or situations to speak in the target language (TL) and get involved in a real English spoken environment. Hence, the question we need to ask ourselves is “What can we do to improve oral production in our lessons?”

In relation with the previous problem, the purpose of this research is to analyze and propose a different approach based on a compulsory task-based speaking time for every teacher to promote the development of oral skills through social interactions in the EFL classrooms of a subsidized school.

The relevance of this research lies in the fact that the way a foreign language is taught needs to change. This study proposes a different approach to language teaching and learning which attempts to overcome the lack of the speaking skills in the EFL classrooms by fostering social interactions, and compulsory task-based speaking opportunities through innovative, more interesting and entertaining strategies to work and engage students. Both students and teachers might benefit from this proposal, as it might be a good opportunity to provide more real-life situations to students to practice the use of the TL. Therefore, students might be able to interact and improve their cognitive capacities such as creativity and critical thinking, which are important to process the new information and learn more through this language (MINEDUC, 2016).

## **1.1 Research Problem**

Based on previous interactions and observations in the EFL classroom of the target school, it can be said that most teachers’ methodologies do not foster or practice enough oral production with students in the classrooms. This might be the result of working with textbooks, doing receptive activities following a traditional teaching method. As a consequence, the main

problem is referred to the few situations that most of the students have to practice spoken English in the EFL classroom.

## **1.2 Research Question**

Does the implementation of a compulsory period of task-based speaking activities in the EFL classroom improve high school student's speaking skills?

## **1.3 Hypothesis**

The implementation of compulsory task-based speaking activities improves speaking skills.

## **1.4 Null Hypothesis**

The implementation of compulsory task-based speaking activities does not improve speaking skills.

## **1.5 General Objective**

To evaluate the effectiveness of implementing a compulsory task-based speaking time in an EFL classroom for high school students.

## **1.6 Specific Objectives**

- a) To identify the level of speaking skills of two groups of students before and after the intervention.
- b) To elaborate task-based activities for a group in the EFL classroom.
- c) To determine the impact of the implementation of the task-based speaking lessons.



## **Theoretical framework**

Before continuing with the study, we need to understand and define relevant concepts, so that the reader can get through the research without complications.

### **2.1 Speaking**

There has been much research related to defining what speaking is. However, it is necessary to have in mind that two approaches have been adopted to define speaking. In words of Torkey, they can be referred as “the bottom-up and the top-down approach (2006).”

From the traditional bottom-up point of view, speaking is related to the production of auditory signals designed to provoke verbal responses in a listener or receptor (Torkey, 2006). In concordance with this approach, to teach speaking effectively, we should focus on teaching the smallest units or sounds firstly, so that the students can advance to the mastery of words and sentences in order to manage oral and written discourse properly (Cornblet & Carter, 2001).

On the other hand, referring to the top-down approach, Howarth (2001) defines speaking as a two-way process that involves a true communication of ideas, information and feelings. In other words, speaking is seen as the production of a spoken text or discourse as the cooperative act between two or more interlocutors in a shared physical context and time. In order to expand more the interesting and interactive feature of speaking, Torkey (2006) in his work refers to the conception of speaking as an interactive process in which meaning is constructed by producing, receiving and processing information. Moreover, it is necessary to consider that the form and meaning of this interactive process are dependent on the context in which it takes place, the physical environment and also the functions of language.

When people interact with others, they usually use language as the method of human interaction to make social contact, to establish rapport, or to build social relationships (Kaharuddin, 2014). According to Richards, when we spend time with friends, for instance, we tend to engage in discussion to seek or to express opinions, even to recount recent experiences and so on because we want to establish a comfortable zone of interaction. In this way, the author states that speaking can be recognized as a medium for maintaining social relationships between two or more participants (2008). It is what we normally call a “conversation” which is determined by an interactional function of language. For Richards, this primarily social function is focused more on the speakers and how they present themselves to each other than on the message. He also states that there are some relevant skills involved in interactional speaking: opening and closing conversations; recounting personal incidents and experiences; turn-taking; interrupting; reacting to others (2008).

However, there are other instances, in which participants only use language for communicating information clearly rather than maintaining a social interaction with others. According to the last idea, speaking can also be conceived as transactional when people attend a job interview, when asking someone where the nearest bus stop is, or when making a telephone call to obtain flight information. All situations imply that the central focus is on the message meaning and making oneself understood clearly and accurately (Kaharuddin, 2014). Nevertheless, in spite of the two distinctions between the two types, in most speaking circumstances, both interactional and transactional purposes are generally combined as they are two dimensions of spoken language. Therefore, as EFL teachers it is a must to conceive teaching speaking as a mean to promote oral production as part of transactional tasks and good social relations with others (Torky, 2006).

For the purpose of this research project, speaking will be defined as an interactive and social process in which the production and reception of the information (performance) involve a communicative purpose (function), a contextual or cultural aspect and the development of the linguistic competence (tools) which allow the spoken interplay to take place in different types of situations.

In the following sections, the focus will be on answering the following questions: “What do we understand by teaching speaking?”, “Have the language teaching methodologies had the same objectives throughout history?”, “Is it possible to identify an effective methodology to improve speaking skills in the EFL classroom?”

## **2.2 Teaching speaking**

During the end of the 20<sup>th</sup> century, teaching speaking has become very important as it has to do with the development of broad areas of mechanics, functions, pragmatics and social interactions. In other words, speaking is perceived as one of the most important skills for a person to be considered competent in a Foreign Language (FL) (Kurum, 2018). In this way, it is necessary to manage effective language teaching methodologies in order to make competent learners of a second language, and also be aware about the implications in the teaching of speaking.

### **2.2.1 Classroom implications in the teaching of speaking**

Teaching oral skills in an EFL classroom implies dealing with difficult situations in which teachers should be able to go through by using different strategies and encouraging students to take an active role in their learning.

According to Hedge, some important implications to be taken into account which are in concordance with TBLT are those of a) talking with students about spoken English, b) making accuracy-based practice meaningful, c) treating error in the classroom, e) managing classroom interaction (2000).

a) Talking with students about spoken English

An important aspect to be considered is the explicit discussion of the requirements to reach effective speaking. In this manner, Hedge proposes a series of strategies, which could be taught to students at the early stages of their learning, such as ways of opening a conversation, asking for clarification, getting information or keeping a conversation going. In addition, the author also states that it is necessary to talk about other aspects of conversation such as metalanguage (2000).

b) Making accuracy-based practice meaningful

In order to make a more effective learning process, students need to be exposed to suitable input and opportunities to produce output in controlled activities. According to Hedge, these controlled activities can focus on many things such as grammar, phonological aspects, or communicative functions whose aim is to get a higher degree of control in the student output (2000).

In addition, the author claims that it is necessary to give a look to four types of students' needs for activity design: i) *contextualized practice*, which is referred to providing situations in which a structure is commonly used; ii) *personalizing language*, which adapts the language in activities that encourage students to express their own ideas, feelings, preferences, and opinions; iii) *building awareness of social use of language*, which aims to

understand the relation between an appropriate social behavior and the language that is used; and iv) *building confidence*, which is related to raising confidence to produce language more automatically (Hedge, 2000).

c) Treating error in the classroom

To treat errors is a difficult task for the expected role of every teacher as there is always the chance to give an inconsistent error correction which might have negative effect in whole class. In this way, Hedge makes a necessary distinction between *systematic error*, which is related to the incomplete knowledge of the language, and *mistakes*, which might be consequence of different factors such as distractions, tiredness or difficult circumstances. In this way, teachers should pay more attention to fixed errors (as mistakes might be self-corrected if the learners are aware of them), and decide whether it is useful to provide feedback which can help the class to progress or not (2000). Even though error correction is part of the learning process and necessary to reflect and understand the errors, teachers should be sensitive at the moment of correcting a learner and make a balance between negative and positive feedback considering affective factors (Hedge, 2000).

d) Managing classroom interaction

When teaching in an EFL classroom, teachers have to be aware that there will be many situations in which students will not feel as speaking in English. Hedge states that it may be caused due to different reasons such as anxiety about not being understood or shyness to speak even in the first language (2000). Hence, it is a teacher's role to create a comfortable environment where students are able to experiment and take risks.

In this way, Hedge claims that a teacher should be able to provide tasks with gradual complexity, clear instructions and feedbacks. In addition, students need to be encouraged to work collaboratively even though a student's language level differs from others (2000).

### **2.3 Traditional methodologies**

At the beginnings of Language Teaching many authors emphasized on which was the best way to teach a language and what the learners needed so as to acquire it resulting in some of the major trends that influenced mainstream teaching. As stated by Kamhuber, the first methodology was the Grammar-Translation Method, which consisted in explicitly stating a grammar rule at the beginning of a lesson. The rule was usually in the native language of the learners so that they could master the rule and then apply it by completing sentences as a guided task, and then creating new ones to show understanding of the use of the grammar point. Even though it was very popular in Europe during the 19<sup>th</sup> century, the approach was questioned since it did not focus on all of the language skills but writing and reading, paying little attention to speaking and listening which led to frustration by students who were not able to communicate effectively. Additionally, translation exercises were not accurate to the context and reality of the learners, which provoked confusion among them when it came to the function of language (2010).

However, the Grammar-Translation method is still used nowadays in Chile, usually in textbooks where the reader can find a syllabus with the grammar points ordered from simpler to more complex items. Not long ago, English lessons tended to be focused on grammar, which was often explained in students' mother tongue hoping students could apply it using the foreign language.

At the end of the 19<sup>th</sup> century, the discipline of linguistics had a strong revival which brought new discussions and insights into the debate about what was the best way to teach a foreign language. Besides, the foundation of the International Phonetics Association and the International Phonetics Alphabet opened the door to the possibility of transcribing sounds. As claimed by Sweet, the reformers focused their studies on the necessity of humans to express and communicate using the spoken language over the written, supporting their ideologies on the foundation of the Association stating that the learner should hear the language before seeing it. He also wrote that to learn new words, it is necessary to put them into sentences that must be practised in a meaningful context, in contrast to Grammar-Translation and its isolated exercises (1899). The declining of this method was due to the fact that it was considered unnatural for the learner who acquired language mechanically. According to Thornbury, it was necessary to define a method which had its basis on how children learn a language since it was the most natural way to do it (2000) basing his declaration on Montaigne's statement (2003):

They never addressed me in any other language but Latin. As for the rest of the household, it was an inviolable rule that neither he nor my mother nor a manservant nor a housemaid ever spoke in my presence anything except such words of Latin as they had learned in order to chatter a bit with me [...] without art, without books, without grammar, without rules, without whips and without tears, I had learned Latin as pure as that which my schoolteacher knew—for I had no means of corrupting it or contaminating it (pp. 98).

During this era the notion of Natural Learning took a strong influence in the ideologies of the 19<sup>th</sup> century, the idea was to expose the learner to the target language not using the mother tongue in any circumstances, the teachers' labour was to find out a way to make the students

understand without translating but using demonstration, actual objects or pictures. Thornbury stated that it was better to use the language actively during classes rather than explaining explicit grammar rules, since children would learn grammar simply by the exposure to the language, that is to say, inductively (2000). These principles that were studied by many authors gave the basis for the Natural Method which is also known nowadays as the Direct Method. As claimed by Schmitt, this method was criticized since there were some principles that only could be applied to a group of learners, such as learning L2 as L1, which is possible only for kids but do not ensure learning with adults, since the latter already have knowledge of their language in contrast with kids that only know they are communicating without being aware of what a language is. Additionally, the author states that it was only effective for native-speaker teachers and there was a risk of acquiring incorrect rules of grammar, generating over exaggerations or extending-rules problems (2010). However, the Direct Method is seen during classes, specifically with little kids that do not know how to write yet, in this case, it is very useful but teachers in higher school still apply this method to their students even though it might be more complicated if they have not developed their language competences such as lexis.

Due to the criticisms to the Natural Approach, some applied linguists have supported the idea of using sound methodological principles for language teaching and learning. Richard and Rogers, expressed that a new method was emerging, the Audio-lingual Method, which consisted in the explanation of the grammar point at the beginning of the class in order to work on exercises later. However, the author claims that the students needed to discover the content. In other words, L1 was not used for explanations of grammar rules and learners had to learn them inductively (2014). The Audio-lingual method also consisted in sentence patterns that might happen in various situations which had to be repeated by the learners. At the same time, the



Reading Method covered what the older methods left aside which was reading comprehension and vocabulary by developing skills and techniques specifically for reading such as, skimming, scanning, extensive and intensive reading (Richards & Rodgers, 2014). Still, it has been considered a non-complete approach since its reading-centred methodology. The Audio-lingual method was criticized by Chomsky who said “languages were not learned by repetition but were generated from the students underlying knowledge of abstract rules” (1966), so that the method had its declination because of the lack of opportunity that gave learners to innovate or create their own utterances and situations, making language unnatural.

Currently, English teaching and learning has been centred on functional and communicative factors found in language with the basis on Finocchiaro who claims that language learning is learning to communicate (1988). According to Kamhuber, there is an approach that has widely established among the linguist community because of its easiness to be interpreted and adapted by the teacher experts, which is called Communicative Approach, also known as Communicative Language Teaching (2010). The next section will aim to describe this fundamental approach for making learners achieve their communicative goals in effective and interactional English speaking situations.

## **2.4 Communicative approach**

Nowadays, Communicative Approach (CA) or Communicative Language Teaching (CLT) is a method that focuses on the way interaction is presented as the objective and techniques necessary to learn a language. As a range of theories, it originated as a solution to a variety of criticisms that received many theories implemented during the time it was created, such as Saussure’s Structural Linguistics Theory which centred on how the elements of language

must be classified into different linguistic levels, therefore students of a second/foreign language had to master phonemes, morphemes, lexical categories, noun phrases, verb phrases and sentences type in order to acquire the target language (Searle, 1972). According to Richards & Rodgers (2014), there were two factors that incited the rising of Communicative Approach which were the increasing of the political and economic relations among European countries which led to the necessity of teaching adults the main languages of the European Common Market in order to work abroad. Secondly, the primary methods to teach a foreign language were Situational Language Teaching and Structural Linguistics Teaching, which assumed that before learners could use the language as itself in real life; they needed to study for a long time by using strategies such as grammar translation instead of interaction.

The first steps of CA as method were attributed to Dell Hymes who stated that language learning was a dynamic process that could not be supported by one of the many theories that rose in time but a mixture between one and the other could help a lot during the teaching-learning process. The author expressed there were rules of use without which the rules of grammar would be useless and vice versa (1997, as cited in Kibbe, 2017). Therefore, the use of concepts related to the Structural, Situational, Audio-lingual and Global theories led to the development of the communicative competence concept which gave the basis for the Communicative Approach methodology. According to Nadjoua, the latter contributed to the inclusion of the interaction among peers or between teacher and learner during the language acquisition process. Additionally, the author states that it was complemented with the development of teaching-learning styles such as audio-visual, necessary for the understanding of lexis through images so that recurring to the first language would not be necessary to identify vocabulary (2012).

Based on Kibbe (2017), there is no specific event to relate the birth of Communicative Language Teaching but since the previously mentioned authors shared their ideas with the world, different institutions and linguists have included this innovative approach into their teaching foreign languages processes and investigations thus focusing on communication.

In Chile, the Ministry of Education curriculum proposal mainly takes the guidelines of the Communicative Approach for English teaching (Communicative Language Teaching) and complements it with contributions from other approaches that place emphasis on communication. Based on the Communicative Approach, language ceases to be considered as a list of grammatical contents to be taught and becomes a means to communicate meanings and an interaction tool, in which the message and the use of language are relevant, and the topics are meaningful and interesting for the students. Likewise, the development of the four English language skills is emphasized so that students can communicate effectively and meaningfully, in different situations and with different communication purposes (Mineduc, 2012).

Despite the fact of CLT raising as the primary approach nowadays, many critiques and problems have been found during the application. Kibbe states that lesson plans that followed the principles of communication tend to disappear after the first minutes of a lesson since teachers move on from role-playing and team work to the traditional methods, such as repetition, grammar presentation and textbook practice (2017). Furthermore, as stated by Hussain (2018), CLT is only effective when the teacher and the students assume a significant role during the lesson. Teacher's role is to master fluency and to have an accurate dominion of spoken elements of language in order to become the role model inside the classroom which is directly connected to teaching pronunciation. That is to say since pronunciation is learnt by imitation and the educator can rely on knowledge of the mother tongue so that comparing it with the target

language might be a tool to handle peculiarities. Moderating the speed of pronunciation according to what she/he observes from her/his students since it is not accurate to keep on speaking while the learners do not understand a word from the educator. The idea is to manage the way to make them understand what is being said by using images, body language, etc. Lastly, the teacher must encourage interaction by asking questions to the students so that they are exposed to the target language and might be able to practice it.

On the other hand, the learner's role has to do with participating in discussions during the lesson, to maintain dialogue by using questions and answers, expressing her/his concerns about the language and not taking it for granted. It is also necessary that the learner's use of English could be taken out of the classroom by listening to music, watching films or participating in activities spoken with the target language (Hussain, 2018). In Chile, the National Curriculum suggests the use of Communicative Approach as the objective of the class. However, we have experienced during our school years and in our practicum that the tendency to start using textbooks and grammar-oriented lessons is still there because teachers have been required to do that by schools. As the objective of this investigation is to change this methodology in order to put emphasis on students' active role in their own learning, the next paragraphs highlight the importance of a learner-centred approach during lessons.

## **2.5 Learner-centred approach**

The Communicative approach demands that learners are the centre of each lesson, taking an active role. This means that when using CLT, teachers should also use a learner-centred approach.

As the name demands, the learner-centred approach builds knowledge based on the learner, working through their interests and selecting materials, activities and tasks respectively (Curran, 2006). It is necessary to encourage the interaction and negotiation between learners and teachers. From this view, learning is perceived as a collaborative enterprise in which the context must be considered as well as the methodology which may be unfamiliar for learners in some cases. When the methodology is unusual, teachers need to negotiate with learners in order to ensure that they are willing and motivated to learn according to that way of teaching (Curran, 2006). Therefore, something of immediate concern is the learning environment in which facilitators work, and managing new approaches carefully.

In order to give students a role in their own learning and keeping their frustration and anxiety at the lowest possible levels, it seems to be a good idea to use collaborative work or teamwork. In addition, it is necessary to consider the well-known concept of *scaffolding* as it is closely related to TBLT (Task-Based Language Teaching). Although there are many attempts to define this concept, Berk provides a good definition stating that *scaffolding* is a changing quality of support in which adults (teachers in this case) adjust the assistance they provide to in a suitable way for the student's current level of performance (as cited in, Verenikina 2008). Hence, it is necessary to consider the close relationship among collaborative work, scaffolding, and TBLT.

## **2.6 Task-based language teaching**

As the nature of languages is to evolve, each methodology is put to practice based on the needs of society; for example, during World War II, there was the Direct Method. In the 20<sup>th</sup> century, due to the globalization, open markets and Internet, a new form of language teaching needed to be developed, it was Task-Based Language Teaching (TBLT).

According to Rodriguez-Bonces, the evaluation of the effectiveness of TBLT has been made by many researchers, teachers and methodologists recently due to desire of educators to foster real communication and the exchange of meanings rather than forms. She also claims that another reason that brings about the interest for this approach is the fact that language learning is more effective when students are not focused only on linguistics forms (2010).

TBL has become a very important topic in terms of promoting process-focused syllabi and devising communicative tasks to increase the quality of learner's real language use through the emergence of the communicative language teaching approach (Jeon & Hahn, 2006). Curran claims that TBLT fosters activities as steps towards the achievement of task realization in which language is used immediately in the real-world context of the student, making language genuine. In the same line, he states that in this approach the main motivation and emphasis is communicative fluency in a naturally occurring context, where the teaching materials are selected and adapted from authentic sources to be used in a language classroom; language is selected according to the learners' needs with support from the facilitator, to achieve the objectives of the task (2006).

For some authors, there is a common held belief that if task-based instruction takes place, language learning is more significant and natural as tasks are considered to be the most effective means of promoting Second Language Acquisition (SLA) in the classroom (Rodriguez-Bonces, 2010). Richards and Rodgers also state that task work provides a better context for the activation of learning processes of students (2002).

In order to get to know more about what TBLT implies, its model and methodology as well as some of its historical and psychological background are going to be explained later on in this chapter.

### **2.6.1 Background of TBLT and social constructivism.**

Communication is the primary function of language since the emerging of it is due to the necessity of human beings to express their thoughts and feelings to other people. Lev Vygotsky (1978, as cited in Amineh & Davatgari, 2015) suggested that individuals internalized and used the language as long as there was a social context where knowledge was constructed. This statement was the basis to Social Constructivism which implies that the process of sharing individual views results in the construction of understanding by learners working together, however, this construction cannot be possible alone within individuals (Amineh & Davatgari, 2015).

In education, constructivism has its basis on students' knowledge and how the teachers considerate it in order to put it on practise (Mvududu & Thiel-Burgess, 2012). Jacobs & Toh-Heng state that a learning environment where students' development is effective must include: learner-centred classrooms in which their interests and needs are primary, activities to make them infer, think and reflect, teachers that encourage autonomy so that student control their own learning, also they have to make them feel as functional members of their communities (2013).

According to Hismanoglu, the constructivist theory of learning and communicative language teaching methodologies, the Task-Based Approach (TBA) has sprung up as a response to some limits of the traditional PPP approach characterized by the process of presentation, practice, and performance in which the learner is usually a passive agent in the classroom.

Moreover, the author states that the TBA conceives language learning as a developmental process which encourages communication and social interaction rather than a product internalized by focusing only on practicing items and grammar. Hence, he claims that learners master the target language more effectively when being exposed to significant task-based activities in a natural way (2011).

According to Sanchez (2004), since the second half of the 20<sup>th</sup> century, there has been much discussion and analysis about two main trends in language teaching methodology: the grammatical and the conversational approach. The author claims that these two approaches have been permanently in tension since both are representative of opposed formats that seem to show up again and again in different formats. For instance: written vs. oral language; learning grammar vs. learning how to speak; focus on form vs. focus on content. However, in the last decade of the 20<sup>th</sup> century, the need for communicating with people of different cultures and language, travelling and globalization triggered the search for new and more efficient methods more focused on communicating orally rather than writing or reading.

Within this context, the language teaching world witnessed the rise of the Task Based Approach (TBA) between the 80's and 90's as a natural evolution of the communicative method (Siliberti, 2017). TBA in language teaching was first introduced in 1982 by Phrabhu in his Bangalore research report (Hismanoglu, 2011). A defining characteristic about TBA is that the teacher is the one in charge to propose a final task and an objective which students have to reach through a series of smaller tasks, which will allow them to develop different tools for resolving that final task (Siliberti, 2017). Furthermore, Curran states that the TBA is very influential as it emphasizes more on the value of the information and experiences that participants bring to language learning sessions. He also believes that TBA depicts a better way for language learning



in non-formal contexts and encourages the development of a variety of skills necessary for the successful completion of real-life tasks (2006).

Therefore, the irruption of TBA is a leap forward for the EFL teaching and also an overcoming of the traditional methodologies focused on grammatical aspects. In other words, TBA is characterized by giving an important value to the communicative competence rather than the linguistic competence (Crespillo-Álvarez, 2011).

### **2.6.2 Defining task**

Specifying a unique idea of task in language teaching is not as simple as it might seem since everyday there are more attempts to defining it. Originally, some definitions of task involve “a tax, piece of work, everyday activity, job responsibility, or general activity for learners (Oxford, 2006).”

Looking at what happens in real life, Long states that a task is “a piece of work undertaken for oneself or for others, freely or for some reward [...] a task is everything we usually do in our daily routine, at work, at play, and in between (Long, 2006).” According to this perspective, some examples of tasks might be: painting a door, filling out an application form, taking a driving test, buying a pair of shoes, booking a table at a restaurant, and so on. Nevertheless, this perspective of the nature of tasks is far away from what happens in the classroom situation.

From a more pedagogic and operational point of view, Candlin refers to task as an activity that belongs to a series of differentiated problem-posing activities that can be sequenced involving learners and teachers in a joint selection of cognitive and communicative procedures applied to new or old knowledge, which aim to search and explore collectively different ways to

reach a goal in a social environment (1990, as cited in Siliberti, 2017). In other words, a task implies a problem that must be solved through different interactions aiming to reach a goal deploying cognitive and communicative procedures, either using already existing knowledge or creating new knowledge if necessary to complete the task. Following the same idea, Zanón asserts that a task is a work unit that accomplishes some requirements such as representing proper process of communication in real life; being identifiable as activity units inside classrooms (1995, as cited in Siliberti, 2017).

In relation with the previous reflections and adopting a closer definition to a language learning perspective, a task might be defined as a real specific activity, which must be interesting for students, whose realization must be done during the lesson as part of a didactic unit in which the communicative and learning processes are boosted in order to get the necessary tools for learning a new language (Fernández-López, 2010).

Even though there are various definitions of task, it is possible to find some common ideas among them. In order to provide a specific idea of task, we will keep a definition provided by Hismanoglu who states that a classroom task is an activity that involves a particular objective which has to be reached using communicative language in the process. Furthermore, for the author a task goes beyond a common classroom exercise as it is closely related to the extra linguistic world, which means that the type of discourse that emerges from task is similar to the one that emerges naturally in the real world (2011).

### **2.6.3 Task-Based stages**

It was already said in the previous points that TBA raises as an evolution of the communicative method where tasks were part of a process to achieve a greater objective

(Siliberti, 2017). Thus, from the 80's and 90's there were many TBL models for lessons. That is the case of Ellis (2003) who proposed a model focusing on meaning and real-context activities to enhance students to use language for real situations.

Ellis (2003) describes English language development as a process that occurs when teachers provide enough time to students to prepare and perform a task, and cares about form during communication. In his framework for designing task-based lessons, he pays some attention to three main characteristics of communicative tasks: consciousness-raising activities, focused communication activities and interpretation activities

As it is shown in Table 1, Ellis describes three stages for a lesson plan: in the first stage or (1) pre-task stage, students are shown the objective or final task that they have to reach and form is engineered by the structure of the task. Whereas in the second stage or the (2) during task stage, the activities have to focus on communication and performance. In this stage teachers are expected to promote fluent communication and find new strategies to make error correction focusing on form indirectly. Finally, in the (3) post-task, students are in charge of reporting and sharing with the group their understanding being exposed to any kind of input (2003). This model also shows some conditions under which tasks are to be performed. It suggests a variety of ways for the regulation of tasks. One of these is the time pressure which determines the amount of time provided to perform the task. In addition, task performance is also influenced by the familiarity with a topic. If the topic is interesting and relevant to learners, they will have more chances to engage and be motivated in the task (Rodríguez-Bonces, 2010).

<b>Pre-Task</b> (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
<b>During task</b>	Time pressure Regulating topic
<b>Post-task</b> (focused communication activities)	Number of participants Learner report Repeat task Reflection

Table 1: A framework for designing task-based lessons (Ellis, 2003)

Similarly, it is possible to identify three stages in Willis' task-based lesson plan in Table 2: (1) a pre-task stage where the topic is introduced and teacher motivates learners to perform the task. In this stage, knowledge has to be activated by exploring the topic and highlighting useful words or phrases which may be used in the task performance. Secondly, during (2) the task cycle, students are given real world tasks and the teacher monitors. The teacher should provide the necessary input and act as a facilitator. On the other hand, the students generally work in pairs or in small groups at this stage, they plan how to present their work, generally by sharing ideas about a final product; and report what they have concluded. Finally, in (3) language focus stage, the emphasis is placed on the language features used in the two previous stages. The teacher is in charge of providing opportunities for students to practice and reflect about specific features that emerge from the task (1996, as cited in Rodríguez-Bonces, 2010).

Pre-task		
<b>Introduction to topic and tasks</b>		
Teacher explores the topic with the class, highlights useful words and phrases. Learners may be exposed to examples.		
Task Cycle		
<b>Task</b>	<b>Planning</b>	<b>Report</b>
Students do the task in pairs or small groups. Teacher monitors; mistakes do not matter.	Students prepare to report. Accuracy is important, so the teacher stands by and gives advice.	Students exchange or present report. Teacher listens and then comments.
Language Focus		
<b>Analysis</b>	<b>Practice</b>	
Students examine then discuss.	Teacher conducts practice of new words.	

Table 2: Task-based lesson plan model (Willis, 1996, as cited in Rodriguez-Bonces, 2010).

As it can be seen TBLT moves from fluency to accuracy and then comes back to fluency again. This shows that even though form is important, it is not the main interest of this task model.

Having a flexible lesson plan model brings up many advantages such as students having the opportunity to think about their process and taking an active role in their learning. Therefore, despite TBLT is recent, it has demonstrated many advantages in Language Teaching (TL) which might be useful for TBL teachers.

#### **2.6.4 Teacher and student Roles in TBLT**

In a task-based lesson, the classroom culture that is required for a good educative context needs an actual commitment from teacher and learner, in which the first is a facilitator of knowledge who encourages learning to happen while the second has a more active role as (s)he is the one who has to do the learning.

In order to establish a proper learning environment, teachers have to provide knowledge by addressing students' needs and interests. Willis & Willis (2007) believe that teachers need to become organizers and leaders of discussion managing group or pair work. They should act as important motivators, who engage students in performing a task, as well as language experts capable of providing feedback.

According to Richards and Rodgers, it is possible to identify three main roles that teachers, who aim to implement TBLT in foreign language classroom, should perform. First off, it is stated that teachers need to take (1) *selector and sequencer of tasks* role. It means that the facilitator of knowledge has an active role in choosing; adapting and designing activities based on the learner's expectations, interests and language skill levels. Secondly, teachers have also to (2) *prepare learners for tasks*. Training for pre-task is necessary for language learners. In these activities, teachers might include topic introductions specifying task instructions and assisting students in understanding beneficial vocabulary to make the task objective easy to reach. The facilitators should be able to offer partial display or demonstration of the task process. As a third role, the same author indicates that teachers need to (3) *raise consciousness* about the task that is to be done. It means that the teacher deploys various form-focusing techniques such as covering pre-task activities promoting attention and focusing, examining texts, guided exposure of tasks, and employment of relevant material (2001, as cited in Hismanoglu, 2011).

Other factors not less important for facilitators to be aware of are: participants' ages and their social realities, their roles in youth work, their reason for learning the language; how participants are used to learning; previous learning experiences; and different ways of encouraging confidence in the learners (Curran, 2006).

On the other hand, the role of learners differs from being one of the passive recipients of comprehensible input; learners are in charge of taking the leading role in their own learning. According to Van den Branden, TBLT is characterized by learner-centred lessons in which students take the main part in the learning process. He also states that when choosing linguistics forms or negotiating course content in order to perform a task, students are autonomous. The teacher provides or suggests a series of options and the learners decide which one to begin with; in many of the tasks the students have also to be willing to work in pairs or groups which will need an adaptation for those learners who are used to work individually or those who prefer a whole class instruction (2006). Rodríguez-Bonces adds another role for learners stating that students must be risk takers and able to face challenges that involve the use of target language. For her, learners have to make the most of every chance to develop language during the task (2010).

For Richards and Rodgers, both teachers and learners in TBL are responsible for the development of classroom interaction by which he also identifies three main roles that the language learners who are exposed to the implementation of TBLT should carry out. In regard of the first role, learners need to be (1) *group participant* and be able to perform tasks either in pairs or small groups. The authors also propose that students have to be (2) *monitors* and employ tasks as a tool for facilitating the learning process in TBL. In addition, learners need to be given opportunities to observe how language is utilized in communication during classroom activities. As a third role, the authors claim that the learners have to become (3) *risk-takers and innovators* through the support of tasks which will push learners to exchange messages and acquire more linguistic resources. The point of such tasks is to enhance students to make guesses from

linguistic and contextual clues, to ask for explanation and collaborate with other learners (2001, as cited in Hismanoglu, 2011).

### **2.6.5 The Importance of the learning environment and learning styles in TBLT**

From our experience when students are asked to express themselves using the target language in an unfamiliar environment, sometimes they do not feel confident or capable to do a task which demonstrates the major influence of the learning environment. Sometimes learners feel as if they were in a deep pool where they are not able to swim, especially when they are working with other students much more confident than them. In that case Curran claims that teachers must be aware that they need to allow time for adjustment, encouragement and confidence building. In the same line, he states that the facilitators of knowledge need to be aware of the psychological dynamics of the group as these may have a great influence on the success of working groups concerned (2006). In other words, if a learner is working with a supportive group, he is more likely to gain greater experience than a learner working with a discouraging group.

TBL teachers have to foster a spirit of adventure among learners and prepare them to take risks. Therefore, the teacher is in charge of preparing tasks adapted for the different language levels of the students, in order to contribute to build proper learning conditions for a better environment. The structure of the learning environment in TBLT lies on a functional approach towards language learning in which learners are able to understand the contextual use of the target language and realize they are going to use it for real-world situations (Curran, 2006).

Conceiving TBLT from a more subjective perspective, the importance of being aware that every student learns differently cannot be overlooked. Even though learners may all have



similar concerns and interests, their learning backgrounds are likely to be different (Curran, 2006). Following the same line, Oxford states that the learner's interests influence the choice of strategies for achieving a task. Learners may perceive different difficulties according to their learning styles. In order to provide an example, we can look at a face-to-face communication task which is likely to be easier for a person with an extroverted learning style than an introverted learning style. As well as we can look at those learners whose learning style is highly analytic, concrete-sequential, and closure-oriented might do much better at accuracy and form focused tasks than fluency tasks (2006).

In an EFL classroom all students have their own experiences, feelings and attitudes. Some students may be used to didactic learning environment where they are not asked to provide the information, but to absorb it; some students; may not be able to give a controversial opinion or express themselves in a mixed group (Curran, 2006). Here is the importance for teachers to be aware that there are many different learning backgrounds and a variety of options in TBLT which will give chance to negotiate with the students an appropriate course of action or certain method to succeed in the task.

Hence, flexibility is an important agent in task preparation as the language input has to be suitably adapted to the students' need along different lesson stages. In the next point, these stages are going to be deepened and depicted more thoroughly by looking at different TBL models.

#### **2.6.6 Advantages and challenges of tasks in TBLT**

The task-based approach has shown to be a powerful and advance learning method. Its structure in the lesson plan permits to promote learning language knowledge and train different skills during the task performance (Hismanoglu, 2011). Whereas teachers are facilitators and

guide, learners are receptors and the most active agent. Lin believes that TBLT helps students to master and realize how to make full use of their communicative abilities. He also adds that it is also an opportunity to learn cooperatively and activate abilities to deal with the target language in a real-world way (2009).

For Hismanoglu, when learners put effort on performing a task, they have better opportunities to interact with others. Through this interaction, learners present their own meaning and try to comprehend each other making the language acquisition easier (2011). In other words, it is through the task-based methodology that students are provided a natural context for language use and have the chance to increase their ability to communicate effectively.

In an article for the International Journal of Applied Linguistics, Ellis lists a series of benefits provided by TBLT (2009): TBLT provides natural learning within the classroom context; meaning is over form, and it can also emphasize learning form; learners are provided a fruitful input of the target language; students are more likely to be motivated intrinsically; there is learner-centred educational philosophy, however, teachers have permission for input and guidance; TBLT also contributes to improve communicative fluency as well as accuracy.

Although task-based approach has many benefits for foreign language learning, there are some challenges and obstacles that have to be considered. Hismanoglu describes very well some challenges that TBL teachers must deal with to get their objectives: some limits of TBL rely on problems of conducting the instruction; teachers must show a high level of creativity and dynamism; teachers need time and resources to provide task-based teaching; TBL needs resources beyond the textbooks and related materials; teachers have to deal with the student attitude, some students may complain about TBL at first as it is a different method; the use of

the mother tongue which is not the target language; the fossilization of errors, some learners may use other communication strategies such as miming and employing gestures, or employing uncommon words; absence of commitment in students to worry about vocabulary and syntax (2011).

From the advantages and the challenges for TBLT, it can be inferred that students are needed to be active during the task-based lessons and learn how to work cooperatively with others in an environment where everyone feels part of the same process.

## **METHODOLOGICAL FRAMEWORK**

### **3.1 Participants**

The participants were 81, 10th grade high school students from a public school located in Puente Alto, a commune in the outskirts of the Metropolitan region in Santiago, Chile. The participants were enrolled in two different classes. 41 participants attended 10th grade A who were subjected to the interventions, while 10th grade B had 40 participants who had regular classes. Their ages ranged from 15 to 17 years old.

Based on the information provided by school officials, most families declared themselves as middle class.

#### **3.1.1 Sampling procedure**

The sample was a non-probabilistic sample, chosen due to our access to it, since the participants were part of the school assigned for our student-teaching experience and gave authorization to conduct/implement the investigation.

### **3.2 Materials**

For this study, two evaluation tools were used. One was a rubric that evaluated speaking and the other was a checklist.

- a) The rubric used was taken from the FCE test form Cambridge and adapted to fit the needs and requirements of the school, the academic coordinator and the teacher. All of whom approved the tool. Moreover, the indicators were taken from the study “The Effectiveness of a Task-Based Instruction program in developing the English Language Speaking Skills of Secondary Stage Students” (Torky, 2006) which were adapted following the suggestions or the

requirements of the already mentioned people. The rubric had four criteria, which were a) Use of English, b) Discourse management, c) Pronunciation and d) Interactive communication.

This project allowed us to identify the English level of the participants at the beginning and end. The first test was applied before the implementation of the TBLT method (pre-test), and the second (post-test) was after in order to check whether the intervention improved the speaking skills of students or not.

The pre-test consisted in showing them in pairs a PowerPoint Presentation (PPT) which contained 10 pictures related to their tastes in music, cartoons, sports and games. Each of them had the instruction “Describe what you can see in this image”. Students had 1 to 2 minutes to try to give as much information as possible about the particular image. During the description, the students were assessed using a designed rubric (see Appendix 1) which established a particular level of the speaking skill. The post-test had the same procedure as the pre-test; however, the images shown to students were related to the thematic unit, Sustainable Development, during the intervention (for specific information of the rubric, see Appendix 1).

b) The checklist was used by the evaluators in order to evaluate the attitudes of the participants during the pre and post-tests. Two aspects were observed and based on Brown’s definition “at the heart of all learning is a person's belief in his or her ability to accomplish the task” (2000):

- Participation: To answer questions asked by student and teacher.
- Self-confidence: Answering with no hesitation or a doubting tone.

Each criterion was composed by a behaviour to be observed (for specific information of the checklist, see Annex 2).

Additionally, to the checklist, a log was used by one of the investigators inside the classroom in order to register the outstanding behaviours observed during the interventions.

### **3.3 Research Design**

Due to the character of this study, the design was exploratory in nature and qualitative with descriptive statistics. It is exploratory because this research has not been done in Chile in the context of the study, and it is qualitative because of the tools used for the data collection and its analysis was qualitative in nature.

### **3.4 Procedure**

The students were exposed to this methodology during six classes in October, and it was based in the fourth unit “Sustainable Development”, proposed by MINEDUC.

In order to start explaining the procedure of the interventions, it is important to highlight that the students of the A group had two consecutive hours (90 minutes) on Mondays, and only one hour (45 minutes) on Thursdays and Wednesdays. On the other hand, group B had two hours (90 minutes) on Wednesday and 1 hour (45 minutes) on Friday mornings and 1 hour (45 minutes) on Friday at midday.

Each lesson was designed to last 90 minutes and followed the TBL approach and it was based on the requirements of the national programme and the request of the school. The lessons were reviewed and approved by the UTP and the head teacher.

### **a) Pre-test session**

This session took place during the last week of September at a public school located in Puente Alto, outside the classroom because the head teacher was making lessons. Students were called in pairs and they were asked to describe pictures which were related to their common interests. The evaluators conducted the test and took notes on the behavior of the students.

### **b) Interventions**

#### **Group A - intervention number 1 - 01/10/18**

In this lesson, there were 40 out of 41 students present. This TBL class and its teaching cycle were completed during the session. The lesson followed the standards established by MINEDUC using the TBLT method in which the focus was to introduce the main concept of sustainable development and the target grammar of it. First, the teacher showed videos selected specifically for the class. Then the teacher engaged the students by telling them some simple ideas about how to help the environment. The teacher asked for students' participation. Next, with the aid of a PPT, the teacher gave the instruction to students to get into groups of four in order to create a proposal to help sustainable development. Students worked for 40 minutes interacting in Spanish. After the time was up, two groups presented in English and Spanish what was asked. The main objective of the first class was achieved after they did what was asked.

#### **Group B – class number 1**

In this lesson, there were 35 out of 40 students present. This PPP lesson and its teaching cycle were completed during this lesson. The lesson followed the standards established by MINEDUC using the PPP method which consisted in introducing the thematic unit, Sustainable

Development, and the target grammar. The teacher started introducing the zero conditional showing its rules and grammar structures through a filling the gaps activity. Next, the teacher told students to open their textbook in order to translate a text related to Sustainable Development in which they had to use the target grammar. Then, the students had to create three sentences individually, using the zero conditional. Finally, the teacher started checking, one by one, in order to check whether they had worked in class or not. Students worked the whole lesson interacting in Spanish.

### **Group A - intervention number 2 - 02/10/18 – 03/10/18**

In this occasion, there were 37 out of 41 students present on Tuesday, and 39 out of 41 on Wednesday. This TBL class and its teaching cycle were completed in two sessions. The main objective was to provide students the importance of the sustainable development focused on the current social problems around the world. First, the teacher showed images related to the main topic in order to let the students talk and write on the board keywords. The objective of this first part was to make a brainstorm and to solve doubts in terms of new vocabulary associated to the unit. Next, a video, which was related to social problems, was shown. Then, the teacher asked the students what social problems could be found where they lived aiming to the next step which was the group task. The teacher finished the class after the explanation of the group task.

The following lesson, the teacher made a review about the previous class in order to explain the instructions to the groups again. The students had to choose one of the problems that they proposed last class and then identify what were the obstacles that provoked that problem in order to give a possible solution. Students worked for 25 minutes interacting in Spanish. After



the time was up, two groups presented what was asked. Finally, most of the students could understand the target grammar after the explanation.

### **Group B – lesson number 2**

In this lesson, there were 35 out of 40 students present. This PPP lesson and its teaching cycle were completed during this lesson. The teacher started the lessons talking to the students in order to know if they remembered what they did the previous class. After that, the students had to do several exercises which were related to the target grammar, Zero Conditional, in order to practice its structure and rules. Then, the teacher showed through the projector a song called “Earth Song” from Michael Jackson, which the students had to listen to and write ideas about the song. Finally, the students had to show their notebook to the teacher. Students worked the whole lesson interacting in Spanish again.

### **Group A - intervention number 3 - 08/10/18**

In this lesson, there were 38 out of 41 students present. This TBL class and its teaching cycle were completed during the session. The focus of this lesson was on letting the students talk about global warming and climate change. The teacher showed a video related to the main topic in order to give examples of solutions to these climate problems. After this, the teacher elicited information from the students, starting a brainstorm so as to encourage students to express ideas to solve these problems. Next, the teacher gave the instructions to the group about the task that had to be done. At this time, the teacher showed pictures related to causes and consequences. In groups, the students had to match them and write in their notebooks a cause and a possible consequence that could represent what was being shown. Then, student had to present their sentences to the class once the task was finished. Students worked for 35 minutes interacting in

Spanish. After the time was up, four groups presented what was asked from their seats. Once the students participated, the target grammar was explained. The students were able to achieve the main goal of the class.

### **Group B – lesson number 3**

In this lesson, there were 32 out of 40 students present. This PPP lesson and its teaching cycle were completed during this lesson. The teacher showed the video of the “Earth Song” by Michael Jackson again, but this time, the students had to translate the complete song. The students spent the whole class doing this. Students worked the whole lesson interacting in Spanish.

### **Intervention Number 4 – 09/10/18 – 10/10/18**

During this lesson, which is divided into two (Tuesdays and Wednesdays), there were 38 out of 41 students present both days. Also, this TBL class and its teaching cycle were completed in two sessions. The main objective of this class was to identify and describe situations related to the environmental problems using a particular grammar structure. The class started with a brainstorm oriented to environmental problems in order to make the students remember what they had seen in three classes. At the end of this stage, the teacher showed images which contained some of the concepts that the students said in order to match them with the corresponding word. Next, the teacher showed two poster examples related to actions that would help the planet if we took care of it. Their task was to elaborate a poster and present it in front of the class. The teacher gave just the instruction of the group task so as to make the poster the following lesson.

The following lesson, due to class disruptions and excessive talking from students, instructions had to be repeated many times, taking away about 15 minutes or group work time. Therefore, this provoked that they could not finish the poster making the main objective of the class to be not achieved.

#### **Group B – Lesson number 4**

In this lesson, there were 37 out of 40 students present. This PPP lesson and its teaching cycle were completed during this lesson. The teacher started the class asking the students if they had finished the translation of the song. Afterwards, the teacher wrote on the board several exercises related to the target grammar, Zero Conditional, and the vocabulary learnt from the song, in order to practice what they had seen during the previous lessons. Finally, the teacher told the students that they had to create a poster that had to be related to the thematic unit, Sustainable Development. The students spent the rest of the class doing this. Students worked the whole lesson interacting in Spanish.

#### **Intervention Number 5 – 22/10/18**

In this lesson there were 36 out of 41 students present. This TBL class and its teaching cycle were completed in two sessions. Due to the disruptions explained earlier in the intervention number 4, the teacher gave students 1 pedagogical hour to finish and present the poster. Then, to the suggestions of the head teacher, a worksheet was handed out for the students to complete.

Students were able to complete successfully almost half of the review worksheet without any problems.

### **Group B – Lesson number 5**

In this lesson, there were 39 out of 40 students present. This PPP lesson and its teaching cycle were completed in two sessions. The teacher started the class asking if they had finished their poster because they had to hand it in to the teacher in order to be graded. Then, the teacher handed out a worksheet to students related to the contents seen during the previous classes so as to study for the exam. Students worked the whole lesson interacting in Spanish.

### **Intervention Number 6 - 23/10/18 – 24/10/18**

During this lesson, there were 36 out of 41 students present on Tuesday and on Wednesday. This TBL class and its teaching cycle is the last part of the previous lesson and it was completed during the session. In this occasion, the students were focused on finishing the review worksheet. Even though, this is not TBL, it was a request from the head teacher. The students were able to solve their doubts with the teacher attempting to use spoken phrases in English. They achieved the main goal of the class working either alone, in pairs or groups.

### **Group B – Lesson number 6**

During this lesson, there were 34 out of 40 students present. This PPP lesson and its teaching cycle was the last part of the previous lesson and it was completed during the session. In this occasion, the students were focused on finishing the review worksheet. They achieved the main objective of the class working alone, in pairs or groups.

#### **c) Post-test session**

This session took place in the school previously mentioned, outside the classroom because of the same reasons. During this session, the students were called in pairs and they were

asked to describe pictures which were related to unit previously seen called Sustainable development. The evaluators conducted the test and took notes on the behaviour of the students.

## **RESULTS**

As stated earlier, two tests, pre and post, were administered to group A and B. The results will be divided and presented under the sub-headings of pre-test and post-test results.

### **4.1 Pre-Test Results**

The results from the pre-test indicated that 36 out of 41 participants from group A, and 32 out of 40 subjects from group B participated in the test. These results were divided into two, overall performance results and criteria performance results.

#### **4.1.1 Overall Performance Results**

According to the chart in Figure 1, in Group A, 13 participants were placed under the category of developing, nine as good, eight as very good and only six of them placed as excellent. For more details about the criteria, see Annex 1 in Appendix. This suggested that most of the students were not able to produce in the target language as they should have based on our national standards.

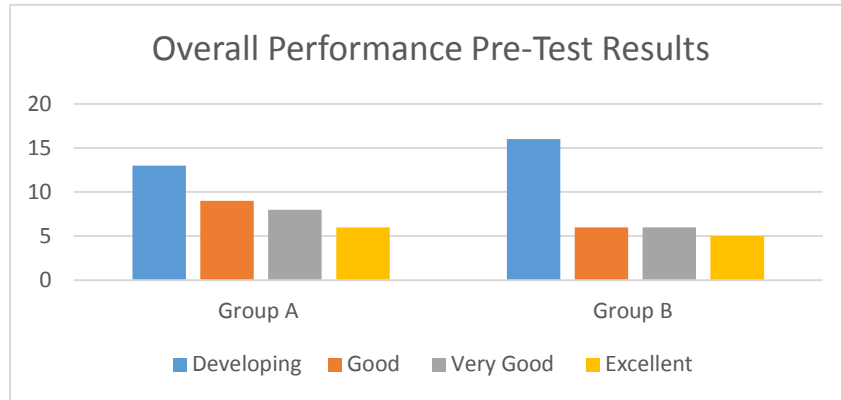


Figure 1.

Additionally, the results in Figure 1 show that in Group B, 16 participants were placed under the category of developing, six as both good and very good, and only five of them placed as excellent. Even though the results in both groups were similar, in general Group B had lower results. In relation to the last statement, most of Group B participants were not able to produce orally at the level stated by our national standards.

#### 4.1.2 Performance Criteria Results

The results obtained during the pre-test in relation with the criteria are represented in the following chart.

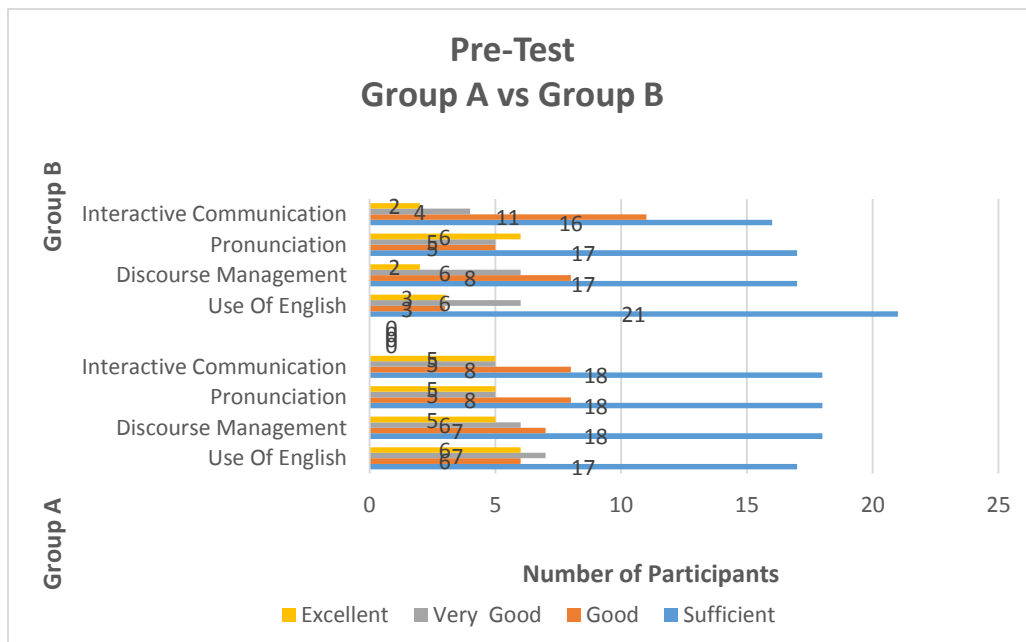


Figure 2.

Based on the chart in Figure 2, which compares Group A and B four criteria of the pre-test results, it can be seen that in Group A, the results related to Use of English indicated that 17 students (47,2%) were placed as developing, six students (16,6%) as good, seven students (19,7%) as very good and six students (16,7%) as excellent. In relation to Discourse Management, 18 students (50%) were placed under the category of developing, seven students (19,4%) as good, six students (16,6%) as very good and five students (13,8%) as excellent. In the Pronunciation category, results indicated that 18 students (50%) of the class were placed as developing, eight students (22,4%) as good, five students (13,8%) as both very good and excellent. In relation to the Interactive Communication category, whereas 18 students (50%) were placed as developing, eight students (22,4%) were under the category of good, and five students (13,8%) as both very good and excellent. It is relevant to highlight that even though most of the students from group A tended to possess a low level of spoken English, the first category (use of English) showed the best results among the four criteria.

Focusing on group B, we can see that 21 students (63, 63%) of the sample were placed as developing, three students (9, 09%) as good, six students (18, 18%) as very good and three (9, 09%) as excellent. Discourse Management showed that 17 students (51, 51%) of the sample were placed under the category of developing, eight students (24, 24%) as good, six students (18, 18%) as very good and two students (6, 06%) as excellent. In the category of Pronunciation, results indicated that 17 students (51, 51%) of the subjects were placed as developing, five students (15, 15%) as both good and very good, and six students (18, 18%) excellent. In relation to the Interactive Communication category, the results showed that 16 students (48,48%) were placed as developing, 11 students (33,3%) as good, four students (12,12%) as very good, and

only two students (6,06%) as excellent. Although group B had lower results than Group A, in the pronunciation category group B scored higher than group A.

## 4.2 Post-test Results

In this occasion, the results from the post-test indicated that 27 out of 41 participants from group A, and 28 out of 40 participants from group B participated in the test. As in the pre-test, results were divided in the same aspects which are summarized in Figure 3.

### 4.2.1 Overall performance Results

As it can be seen in Figure 3, when it comes to observe Group A results, five subjects were placed under the category of developing, 10 as good, 8 as very good and only four of them were placed as excellent. The results show an increase in most of the students who were in lower categories according to the pre-test results.

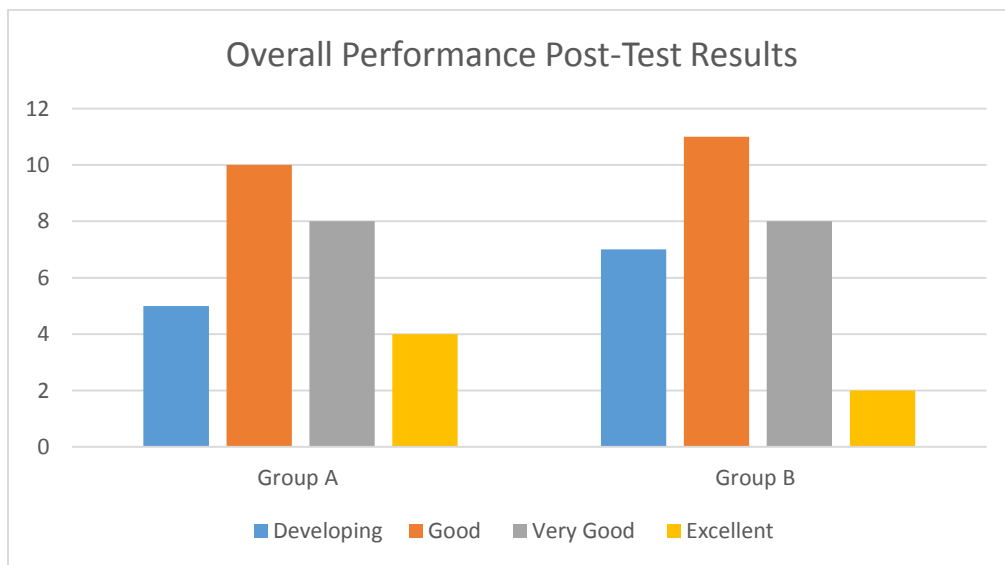


Figure 3.

Additionally, in Figure 3, the graph shows that seven subjects were placed under the category of developing, 11 as good, eight as very good and only two of them were placed as



excellent. This indicated that there were some participants in the developing category that improved their performance in the post test by which they were placed on the following level (good). Still, most of them were not able to use oral production in relation to what was expected. In addition to this, it is worth to mention that Group A and B have no longer similar results as Group A presented a higher increase than Group B.

#### 4.2.2 Performance Criteria results

The results obtained during the post-test in relation with the criteria are represented in the following chart.

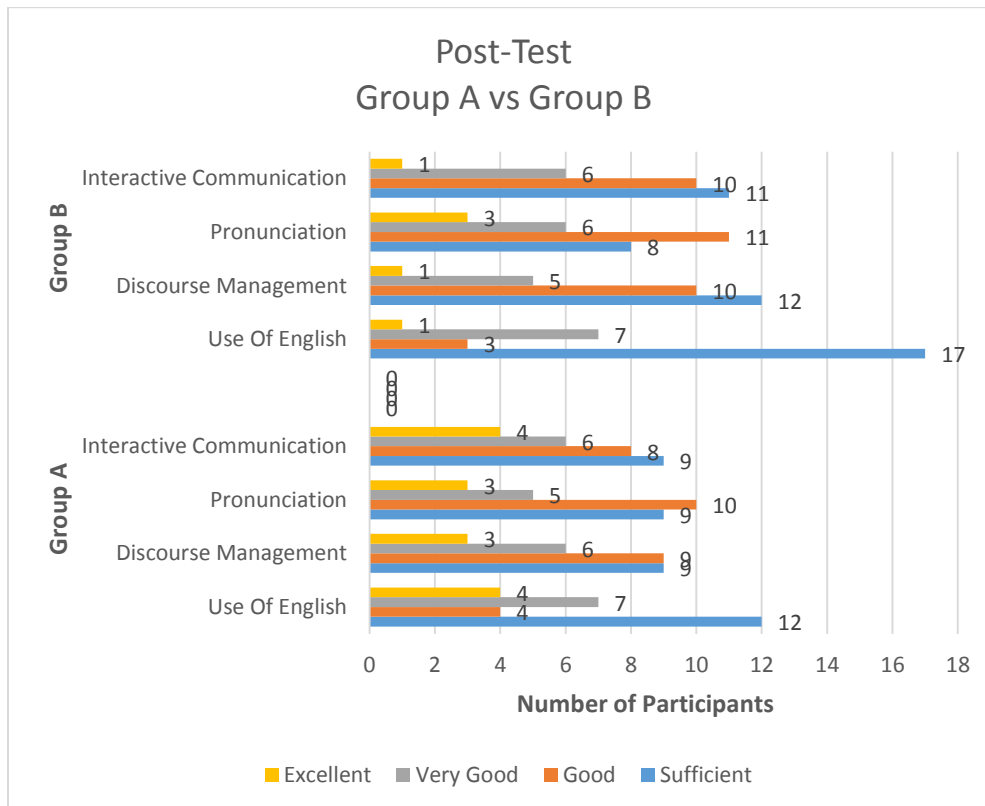


Figure 4.

According to the chart in figure 4, the results in Group A of the post-test related to Use of English indicated that 12 students (44,44%) of the sample were placed as developing, four students (14,8%) as good, seven students (25,9%) as very good and four students (14,8%) as

excellent. In relation to Discourse Management, nine students (33, 33%) of the sample were placed under the category of developing and as good, six students (22, 2%) as very good and three students (11, 1%) as excellent. What is more, in the Pronunciation category, results indicated that nine students (33, 33%) were placed as developing, 10 (37, 07%) as good, five students (18, 5%) as very good and three students (11, 1%) as excellent. In relation to the Interactive Communication category, the results showed that nine students (33,33%) were placed as developing, eight students (29,6%) as good, six students (22,2%) as very good, and four students (14,8%) as excellent.

As mentioned before, there was an improvement in every category. Nevertheless, the first criterion (Use of English) is still showing the highest results.

On the other hand, the results in group B show that in the Use of English category, 17 students (60,7%) of the sample were placed as developing, three students (10,7%) as good, seven students (25%) as very good and only one student (3,57%) as excellent. Discourse Management showed that 12 students (42, 8%) of the sample were placed under the category of developing, 10 students (35, 7%) as good, five students (17, 8%) as very good and one student (3, 57%) as excellent. In the category of Pronunciation, results indicated that eight students (28, 5%) of the subjects were placed as developing, 11 students (39, 2%) as good, six students (21, 4%) as very good and three students (10, 7%) as excellent. In relation to the Interactive Communication category, the results showed that 11 students (39,2%) of the subjects were placed as developing, 10 students (35,7%) as good, six students (21,4%) as very good, and only one student (14,8%) as excellent.

The results show a little improvement in most categories but a considerable decrease in the excellent level. However, it can be notice that pronunciation criterion is still the most positive result of all.

### 4.3 Pre-test Checklist

The results obtained during the pre-test in relation with the checklist is represented in the following chart.

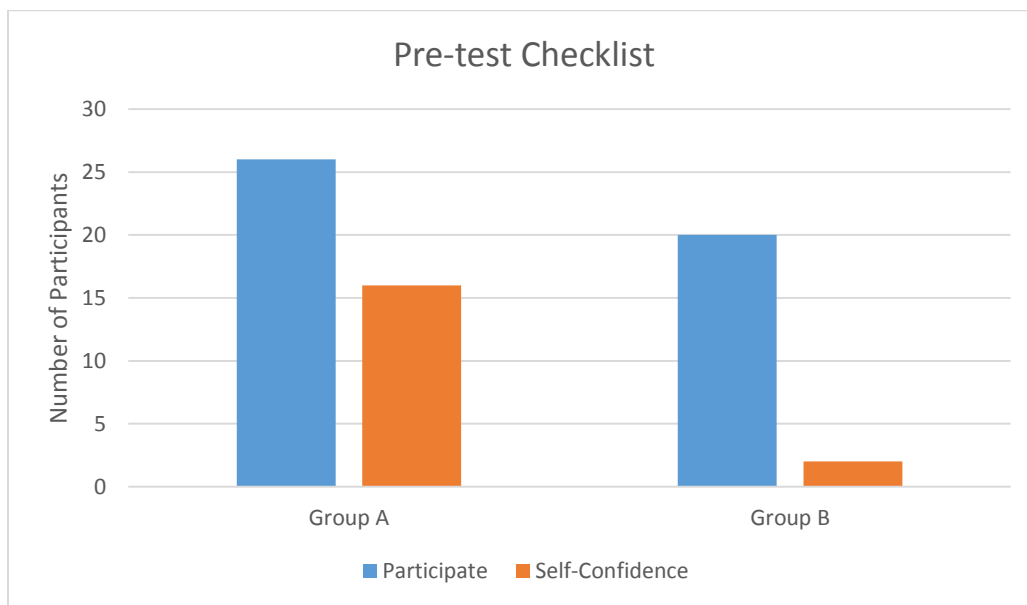


Figure 5.

The results presented in figure 5 correspond to the results obtained by the observation checklist used during the pre-test and post-test.

In relation to the participation criterion, in Figure 5, the results from group A showed that 26 (72,22%) out of 36 students were willing to answer the questions asked by the teacher and the remainder or 10 left (27,77%) did not participate in the English class. On the other hand, it can be observed that in group B 20 (60,60%) out of 33 students were willing to answer the questions asked by the teacher and the remainder or 13 left did not participate.

In relation to the Self-confidence criterion, it can be seen that 16 students (45,45%) from group A presented a self-confident attitude at the time of participating, while group B just two students (7,7%) of the whole class showed a self-confident attitude. In regard to the observations made during the test, we can assume that self-confidence is affected by the knowledge that they possess in relation to the English subject.

#### 4.4 Post-test Checklist

The results obtained during the pre-test in relation with the field notes are represented in the following chart.

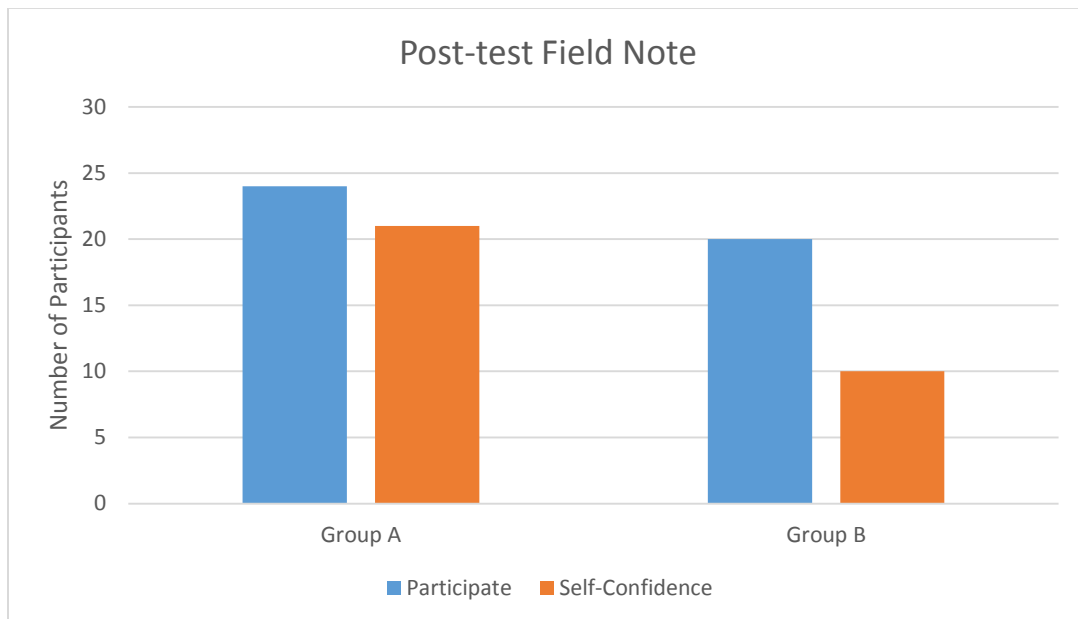


Figure 6.

According to the chart in figure 6, in relation to the participation criteria, the results from group A showed that 24 (88, 88%) out of 27 students were willing to answer the questions asked by the teacher and the remainder or 3 left (12, 12%) did not participate. On the other hand, it can be observed that in group B 20 (71, 42%) out of 28 students were willing to answer the questions asked by the teacher and the remainder or 8 left did not participate.

In relation to Self-confidence criteria, it can be seen that 21 students (78, 78%) from group A presented a self-confident attitude at the time of participating, while group B just 10 students (35, 72%) of the whole class showed a self-confident attitude.

On the other hand, group B had a considerably decrease in their both participation and self-confidence results. We assumed that is due to the lack of interest in terms of the English subject and that students were aware that there was no reward in participating.

As stated earlier, the collected data shows an increase in student participation. This could be the result of many factors, some of which will be addressed on the discussion session.

## **DISCUSSION**

This research aimed to evaluate if the implementation of a compulsory task-based speaking time in an EFL classroom improved high school students' speaking skills. The results showed that this was not the case. The ability to speak in students did not really improve. In this way, the hypothesis proposed was rejected supporting the null hypothesis.

Based on the overall performance results of the pre and post-test, one of the main findings showed that there was no significant increase in the oral skills of the students who belonged to both Group A and Group B. However, there are some positive aspects to be considered. It was possible to observe an improvement in Group A with respect to participation and self-confidence. Taking into account the observation field notes and the overall performance results of both groups, we were able to see some remarkable changes in the behaviour of students. After the implementation, they had more tools in terms of vocabulary in order to answer what could it be asked, we could appreciate that although the students did not have enough tools to understand some instructions or messages produced by the teacher when they

wanted to solve a doubt, they got more used to the idea of the teacher using English to answer them. What is more, those who had more skills in oral production were constantly trying to ask in English, which we thought was much more than what we expected. Another relevant observation gathered from some conversations between the evaluator and the participants is that they did like neither the teacher nor subject, which were the reasons to explain their reluctance to participate in the tests.

Even though the methodology implemented was not effective for the improvement of the speaking skill, Group A which demonstrated higher participation and confidence during the sessions and post-test in comparison to Group B, which was not exposed to TBLT. Hence, we assume that the implementation of a teaching methodology which fosters collaborative work and social interactions is encouraging for the participation of students and development of self-confidence.

In spite of the fact that students did not improve their speaking skills, we were able to have complete sessions using task-based activities for a group in an EFL setting. Furthermore, we could notice that this innovative methodology for students engaged the students as well as the teacher who was used to teaching through old teaching approaches.

Even though, the objectives of each session were fully achieved, it has to be said that it was not possible to implement the TBLT methodology as suggested by the literature. It was necessary to adapt it the school and the head teacher's requirements. Moreover, some students were reluctant to produce spoken English as they had never been exposed to these situations before. Nevertheless, as it was stated before, there was a considerable change in the way that

students progressively became more self-confident during the implementation of the task-based speaking lessons.

There are some factors that interfered with the implementation of this methodology, which could have negatively affected the results. These are:

a) Reduced time

The time for the interventions at school was too reduced. We were able to do only 6 interactions which were not enough to see a real improvement. We could have seen an improvement on speaking if we had had more time to do more interventions.

a) Class Schedule

The periods for implementing the TBL lessons at school were also affected by the division of some classes into two which usually delayed and made students miss the main objective of the previous lesson. Students need to be given adequate time to do the task, otherwise they may feel under pressure or demotivated.

b) The non-habit of using English in class by students and teacher

In order to promote the oral skill, the designed TBL lessons demanded a constant use of English at the school by both teacher and students, which was a surprise for most of the students. Since they had never been asked to speak English at the school, it was a difficult challenge for them. It was common to see many students who were not willing to use the English language during the lessons because they felt shy or did not manage enough vocabulary to express themselves, which surely was an obstacle for the achievement of the general objective.

c) Student's attendance

Almost a quarter of the participants were absent in each session. This implies that a relevant number of the participants were not exposed to the TBL speaking activities during the sessions. Besides, the absence of some students affected the participation and motivation of others. When we seek for an improvement of speaking, it is necessary to be constant in the process of learning, as getting into a language is something that requires a lot of practice.

Due to the fact that English has become one of the most spoken languages in the world, it was necessary to enhance new methodologies in EFL classrooms to upgrade the communication skills of students in Chile. Despite implementing TBLT in the target school did not improve the 10<sup>th</sup> grade school students' speaking skills, this new approach demonstrated to be an encouraging methodology to deal with the common problems in the EFL classrooms of our country. As observed, TBLT proved to be a different approach for the teacher and students, which leads students to participate more actively, collaboratively and more functionally in order to reach a given task. This is the reason why, teachers should take it into account and reconsider their teaching based on the old-fashioned methods that are still implemented in many schools. This is an innovative way to give students appropriate activities and situations to practice in the target language. Therefore, the analytical purpose of this research was accomplished successfully giving a different perspective and aspects to consider for future teaching related to the promotion of oral skills.



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## APPENDIX

### Appendix 1

#### Rubric

Student \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria:

- Use of English : To use relevant, adequate and appropriate range of vocabulary applying grammatical rules accurately
- Discourse management: To speak fluently demonstrating a reasonable rate of speech.
- Pronunciation: To use intelligible pronunciation
- Interactive communication : To manage a conversation in order to interact effectively to keep the conversation going

<b>Indicators</b>	<b>4 Excellent</b>	<b>3 Very good</b>	<b>2 Good</b>	<b>1 Developing</b>
<b>Use of English</b>  <input type="checkbox"/>	Student is able to produce sentences with less than 2 target grammar mistakes using related vocabulary.	Student is able to produce sentences and makes between 3 to 5 mistakes using target vocabulary.	Student is able to produce sentences and makes between 6-9 mistakes and uses some target vocabulary.	Student is not able to produce sentences with target grammar or vocabulary.
<b>Discourse Management</b>  <input type="checkbox"/>	Student is able to produce full answers in relation with what is being asked with no hesitation.	Student is able to produce full answers in relation with what has been asked with some hesitation.	Student takes a few seconds between words to respond what has been asked.	Student takes a lot of time between words to respond what has been asked
<b>Pronunciation</b>  <input type="checkbox"/>	Student makes between 0 to 2 mistakes in relation to target sounds.	Student makes between 3 to 5 mistakes in relation to target sounds.	Student makes between 6 to 9 mistakes in relation to target sounds.	Student makes more than 10 mistakes in relation to target sounds.
<b>Interactive</b>	Student expresses	Student expresses	Student does not	Student

<b>Communication</b>  <input type="checkbox"/>	a confident posture, asks and answers questions, and gives unrequired extra information with no support.	confident posture, asks and answers questions, and gives little extra information with little support.	express a confident posture, answers without asking questions. Student does not provide extra information.	expresses an unconfident posture and is not able to answer or ask question.  Student is not able to provide extra information at all.
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## Appendix 2

### Checklist of Attitudes

Student: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Statement	Yes	No
Participation: to answer to questions asked by student and teacher.	Student answer the questions.		
Self-confidence: To answer with no hesitation nor a doubting tone	Student shows a self-confident attitude.		



### Appendix 3

Class: 1	Date: October 1 <sup>st</sup>	Time: 90 minutes	Sequence: 1/6
PRE-SERVICE TEACHER: Monitoring teacher.		SCHOOL: Escuela Consolidada	
1. Main Objective: Introduce the main topic of sustainable development focused on vocabulary. At the end of the class, students will be able to express how frequently people help the environment and what solutions they can suggest if they are not doing it.			
2. Subsidiary aims: Review of Present Simple and Suffix –S rules.			
3. Skills/procedures:	4. Lexis:	5. Grammar	6. Function
<ul style="list-style-type: none"> <li>- Listening</li> <li>- Writing</li> <li>- Speaking</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Sustainable Development (Carpool, Hotline fixie, recycle, environment)</li> </ul>	<ul style="list-style-type: none"> <li>- Simple present. (+) – (-) – (?)</li> <li>- Suffix –s</li> <li>- Adverbs of Frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing ideas about how people can contribute to help the environment.</li> </ul>
Stages	Interaction	7.Evaluation	8. IT-Materials-Timing
9. Pre-task	The teacher will introduce the concept of “Carpool” showing to students a video called “Carpool Karaoke Vocal Battle” ( <a href="https://www.youtube.com/watch?v=kBKriij3ptQ">https://www.youtube.com/watch?v=kBKriij3ptQ</a> ). The students and the teacher will start a brainstorm related to the main topic in order to write the ideas on the board. Then, the teacher will speak about how he gets involve in the sustainable development including target grammar in order to express how frequently he helps the environment. Finally, the students will watch a video related to the “Hotline Fixie” movement that consists in riding bikes through the traffic in famous cities aiming to promote healthy life and look after the environment.	<ul style="list-style-type: none"> <li>- Oral Assessment (feedback)</li> <li>- Students are able to answer what is asked.</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Data Show</li> <li>- Video</li> <li>- Speakers</li> <li>- Computer</li> <li>- Marker</li> </ul> <p><b>Time:</b> 20 minutes</p>

	<a href="https://www.youtube.com/watch?v=UENhNuMbR6E">https://www.youtube.com/watch?v=UENhNuMbR6E</a>		
10. Task-cycle	<p><b>Task:</b> In groups, the students will have to find a problem that harm the environment and then propose a solution to it to see what vocabulary and structures they are using.</p> <p><b>Planning:</b> After the task is done, the group will prepare to report the class what they have propose.</p> <p><b>Report:</b> The students will report to the class and the teacher start writing on the board their ideas in order to give feedback when finishing.</p>	<p>(1) Teacher will check walking around the class if they have completed what was required.</p> <p>(2) Oral Assessment (feedback).</p> <p>Students are able to report what is asked.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Data Show</li> <li>- Computer</li> <li>- Marker</li> </ul> <p><b>Time:</b> 35 - 40 minutes</p>
11. Language Focus	<p><b>Analysis:</b> The students with the teacher's help will do consciousness about the language that has been used in the task. The teacher will show to students some examples that he wrote on the board while they were reporting in front of the class to clarify the grammar structures.</p> <p><b>Practice:</b> The teacher will do exercises (fill the gaps) in relation to the students' needs so as to cover those areas which were more difficult to them.</p>	<p>Students are capable of recognizing the grammar structures required.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Worksheet</li> <li>- Pen</li> <li>- Whiteboard</li> <li>- Marker</li> </ul> <p><b>Time:</b> 20 - 25 minutes</p>

Class: 2	Date: October 2 <sup>nd</sup> – 3 <sup>rd</sup>	Time: 90 minutes	Sequence: 2/6
PRE-SERVICE TEACHER: Monitoring teacher.		SCHOOL: Escuela Consolidada	

12. Main Objective: Recognize facts related to the global warming and climate change that affect the environment. At the end of the class, students will be able to recognize crucial issues about the environment so as to be aware of them.			
13. Subsidiary aims: Review of vocabulary related to Sustainable Development and Social problems.			
14. Skills/procedures:	15. Lexis:	16. Grammar	17. Function
<ul style="list-style-type: none"> <li>- Listening</li> <li>- Writing</li> <li>- Speaking</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Environmental Problems (Pollution, Global warming, Fires)</li> </ul>	<ul style="list-style-type: none"> <li>- Zero Conditional</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing ideas related to climate change and global warming.</li> </ul>
Stages	Interaction		18. Evaluation
20. Pre-task	<p>The teacher will show a video to students which is related to situations that incite the global warming and climate change. (<a href="https://www.youtube.com/watch?v=G4H1N_yXBiA&amp;t=37s">https://www.youtube.com/watch?v=G4H1N_yXBiA&amp;t=37s</a>). Then, the teacher gives oral examples about situations that can change those problems if we take the right measures (e.g.: If you use a fireplace, you contribute to pollution - If we use spray, we harm the environment”, “If you don’t recycle, landfills increase).</p>		19. IT-Materials-Timing
		<ul style="list-style-type: none"> <li>- The teacher will check walking around the class if they are watching the video.</li> <li>- Students</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Data Show</li> <li>- Video</li> <li>- Speakers</li> <li>- Computer</li> <li>- Marker</li> </ul> <p><b>Time:</b> 15 minutes</p>

		are able to answer questions about the video.	
21. Task-cycle	<p><b>Task:</b> The teacher will ask students which problems they can find in their daily environment in order to write them on the board. Then, in groups, the students have to choose one of these problems and identify what are the obstacles that provoke that problem in order to give a possible solution.</p> <p><b>Planning:</b> After the task is done, the group will prepare to report the class what they have propose.</p> <p><b>Report:</b> The students will report to the class and the teacher start writing on the board their ideas in order to give feedback when finishing.</p>	<p>(1) Teacher will check walking around the class if they have completed what was required.</p> <p>(2) Oral Assessment (feedback).</p> <p>Students are able to report what is asked.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Marker</li> </ul> <p><b>Time:</b> 35 - 40 minutes</p>
22. Language Focus	<p><b>Analysis:</b> The students with the teacher's help will do consciousness about the language that has been used in the task. The teacher will show to students some examples that he wrote on the board while they were reporting in front of the class to clarify the grammar structures.</p> <p><b>Practice:</b> The teacher will do exercises (complete the sentences) in relation to the students' needs so as to cover those areas which were more difficult to them.</p>	<p>The teacher will check the exercises on the board.</p> <p>(1) Students are capable of recognizing the grammar structures.</p> <p>(2) Students are able to answer what is being required.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Pen</li> <li>- Whiteboard</li> <li>- Marker</li> </ul> <p><b>Time:</b> 20 - 25 minutes</p>

Class: 3	Date: October 8 <sup>th</sup>	Time: 90 minutes	Sequence: 3/6
PRE-SERVICE TEACHER: Monitoring teacher.		SCHOOL: Escuela Consolidada	
23. Main Objective: Recognize the importance of sustainable development in order to identify social problems that affect the environment. At the end of the class, students will be able to recognize world problems so as to propose solutions using target grammar.			
24. Subsidiary aims: Review of Present Simple and Suffix –S rules.			
25. Skills/procedures:	26. Lexis:	27. Grammar	28. Function
<ul style="list-style-type: none"> <li>- Listening</li> <li>- Writing</li> <li>- Speaking</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- World Problems (Hunger, Lack of Education and Water, War, Poverty, Inequality)</li> </ul>	<ul style="list-style-type: none"> <li>- Simple present.</li> <li>(+) – (-) –</li> <li>(?)</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing ideas about how people can contribute to help the environment.</li> </ul>

		- Suffix –s	
Stages	Interaction	29. Evaluation	30. IT- Materials- Timing
31. Pre-task	<p>The teacher will show to students, pictures about social problems that affect the world. Then, the students and the teacher will start a brainstorm related to the main topic in order to write the ideas on the board. Next, the teacher will show a video which will be related to social problems. Finally, it will be given a worksheet which will contain images related to a video, so that the students will match the image with the right word. (<a href="https://www.youtube.com/watch?v=YY9nxG2ZQ7w">https://www.youtube.com/watch?v=YY9nxG2ZQ7w</a>)</p>	<p>- The teacher will check walking around the class and then through oral assessment.</p> <p>- Students are able to match the images with the right words.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Data Show</li> <li>- Video</li> <li>- Speakers</li> <li>- Computer</li> <li>- Marker</li> <li>- Worksheet</li> </ul> <p><b>Time:</b> 20 minutes</p>
32. Task-cycle	<p><b>Task:</b> The teacher will make groups. Through the Data Show, he will project 4 randomly organized pairs of images related to environmental problems which they will have to match them and then write one sentence that represents it being shown. (e.g: if you water plants, you reduce pollution).</p> <p><b>Planning:</b> After the task is done, the group will prepare to report the class at least two of their sentences.</p> <p><b>Report:</b> The students will report to the class and the teacher start writing on the board their ideas in order to give feedback when finishing.</p>	<p>(1) Teacher will check walking around the class if they have completed what was required.</p> <p>(2) Oral Assessment (feedback).</p> <p>Students are able to report what is asked.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Marker</li> </ul> <p><b>Time:</b> 35 - 40 minutes</p>

33. Language Focus	<p><b>Analysis:</b> The students with the teacher's help will do consciousness about the language that has been used in the task. The teacher will show to students some examples that he wrote on the board while they were reporting in front of the class to clarify the grammar structures.</p> <p><b>Practice:</b> The teacher will propose a “conditional chain” that it is related to the students’ needs so as to cover those areas which were more difficult to them. (e.g.: if we recycle, we help the planet – if we help the planet, we live longer – If we live longer...).</p>	<p>The teacher will check the exercises on the board.</p> <p>(1) Students are capable of recognizing the grammar structures.</p> <p>(2) Students are able to answer what is being required.</p>	<p><b>Materials:</b> - Whiteboard - Marker</p> <p><b>Time:</b> 25 - 30 minutes</p>
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Class: 4	Date: October 9 <sup>th</sup> – 10 <sup>th</sup>	Time: 90 minutes	Sequence: 4/6
PRE SERVICE TEACHER: Monitoring teacher.		SCHOOL: Escuela Consolidada	
34. Main Objective: Identify and describe situations that are related to environmental problems. At the end of the class, students will be able to give advices in order to solve those problems using target grammar.			
35. Subsidiary aims: Review of Present Simple and Zero Conditional.			

<p>36. Skills/procedures:</p> <ul style="list-style-type: none"> <li>- Listening</li> <li>- Writing</li> <li>- Speaking</li> <li>- Reading</li> </ul>	<p>37. Lexis:</p> <ul style="list-style-type: none"> <li>- Environmental Problems (Pollution, Global warming, Fires, Floods, Hurricanes)</li> </ul>	<p>38. Grammar</p> <ul style="list-style-type: none"> <li>- Simple Present (+)</li> <li>- Simple Future (+)</li> <li>- Zero Conditional</li> <li>- First Conditional</li> </ul>	<p>39. Function</p> <ul style="list-style-type: none"> <li>• Recognizing and Expressing issues related to environment</li> </ul>
<p>Stages</p>	<p>Interaction</p>	<p>40. Evaluation</p>	<p>41. IT-Materials-Timing</p>
<p>Pre-task</p>	<p>The teacher will start the class with a brainstorm related to environmental problems, in order to write some of these words on the board and associate them to the target vocabulary. Finally, the teacher will show pictures about global warming so as to the student answer aloud what is the right concept of the determined picture.</p>	<ul style="list-style-type: none"> <li>- Oral Assessment (feedback).</li> <li>- Students are able to answer information that is required.</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Data Show</li> <li>- Pictures</li> <li>- Computer</li> <li>- Marker</li> </ul> <p><b>Time:</b> 15 minutes</p>
<p>Task-cycle</p>	<p><b>Task:</b> The teacher will show posters which propose ways to avoid global issues. In groups, they will have to create their own poster using the target grammar learned in previous classes.</p> <p><b>Planning:</b> After the task is done, the group will prepare to report the class what they have propose.</p> <p><b>Report:</b> The students will report to the class and the teacher will choose 3 posters in order to give feedback when finishing.</p>	<p>(1) Teacher will check walking around the class if they have completed what was required.</p> <p>(2) Oral Assessment (feedback).</p> <p>Students are able to report what is asked.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Marker</li> <li>- Posters</li> </ul> <p><b>Time:</b> 40-45 minutes</p>



Language Focus	<p><b>Analysis:</b> The students with the teacher's help do consciousness about the language that has been used in the task. The teacher will analyze the chosen posters in front of the class to clarify the grammar structures.</p> <p><b>Practice:</b> The teacher will propose a “conditional chain” that it is related to the students’ needs so as to cover those areas which were more difficult to them. (e.g.: if we recycle, we will help the environment – if we help the environment, it will be cleaner...)</p>	<p>The teacher will check the exercises on the board.</p> <p>(1) Students are capable of recognizing the grammar structures.</p> <p>(2) Students are able to answer what is being required.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Pen</li> <li>- Whiteboard</li> <li>- Marker</li> <li>- Posters</li> </ul> <p><b>Time:</b> 25 - 30 minutes</p>
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Class: 5	Date: October 9 <sup>th</sup> – 10 <sup>th</sup>	Time: 90 minutes	Sequence: 5/6
PRE-SERVICE TEACHER: Monitoring teacher.		SCHOOL: Escuela Consolidada	
42. Main Objective: Remember how environmental and social problems have affected the world and how can be solved. At the end of the class, students will be able to talk about the current issues that the world is going through.			
43. Subsidiary aims: Review of Present Simple, Adverbs of frequency, Zero and First Conditional.			

44. Skills/procedures:	45. Lexis:	46. Grammar	47. Function
<ul style="list-style-type: none"> <li>- Listening</li> <li>- Writing</li> <li>- Speaking</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Environmental Problems (Pollution, Global warming, Fires, Floods, Hurricanes)</li> <li>- World Problems (Hunger, Lack of Education and Water, War, Poverty, Inequality)</li> <li>- Sustainable Development (Carpool, Hotline fixie, recycle, environment)</li> </ul>	<ul style="list-style-type: none"> <li>- Simple Present (+)</li> <li>- Adverbs of Frequency</li> <li>- Simple Future (+)</li> <li>- Zero Conditional</li> <li>- First Conditional</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing issues, ideas and solutions related to the world problems.</li> </ul>
Stages	Interaction		48. Evaluation
			49. IT-Materials-Timing
50. Pre-task	The teacher will start the class with a brainstorm asking to students what they remember about the unit in order to write some of these ideas on the board. In this manner, the teacher will start showing through a PPT main concepts of the different topics that it has been shown during the past lessons.	<ul style="list-style-type: none"> <li>- Oral Assessment (feedback).</li> <li>- Students are able to answer information that is required.</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Data Show</li> <li>- Computer</li> <li>- Marker</li> </ul> <b>Time:</b> 15 minutes
51. Task-cycle	<b>Task:</b> The teacher will give students a worksheet which will contain a wide review of all contents that were exposed during the past lessons with exercises focused on reporting those activities.	(1) Teacher will check walking around the class if they have	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Marker</li> <li>- Worksheet</li> </ul>

	<p><b>Planning:</b> After the worksheet is done, the group will prepare to report to the class what they have proposed at least in four activities.</p> <p><b>Report:</b> The students will report to the class and the teacher will check their answers in order to give feedback when finishing in private.</p>	<p>completed what was required.</p> <p>(2) Oral Assessment (feedback).</p> <p>Students are able to report what is asked.</p>	<p><b>Time:</b> 40-45 minutes</p>
52. Language Focus	<p><b>Analysis:</b> The students with the teacher's help do consciousness about the language that has been used in the task. The teacher will analyze the chosen activities in front of the class to clarify the grammar structures and possible questions.</p> <p><b>Practice:</b> The students will continue working on the worksheet in order to correct or finish it.</p>	<p>The teacher will check the exercises on the board.</p> <p>(1) Students are capable of recognizing the grammar structures.</p> <p>(2) Students are able to answer what is being required.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Pen</li> <li>- Whiteboard</li> <li>- Marker</li> <li>- Worksheet</li> </ul> <p><b>Time:</b> 25 - 30 minutes</p>