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TEMA

APPLYING TASK BASED LEARNING APPROACH TO
DEVELOP SPEAKING SKILLS IN TENTH GRADE STUDENTS

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ABSTRACT

This work has been undertaken to help young learners in the tenth grade raise their level of English as a second language. Recognizing that English now plays an important role in the educational and professional fields, this research has been conducted on some useful approaches that could be valuable in overcoming the fear of speaking English. Therefore, it has been considered that applying the Task-based Learning (TBL) approach in the classroom will be essential to enhance the students' motivation. Thus, this work contains information about many resources that an English teacher could take advantage of to have better student performance, such as methods, approaches, and useful strategies to improve speaking skills. Besides that, it has been chosen the Task-based learning approach was chosen because it has different kinds of activities to promote the development of speaking skills. This approach is significant as it fosters group learning. Learning a language in a group setting is a crucial factor in effective retention. Collaborating with others and gaining confidence in using the language are pivotal steps in language acquisition.

The sentence is well-structured and free of errors. It effectively conveys the idea that receiving positive feedback from both peers and teachers enhances confidence and motivation in communicating with others. Besides, the benefits for students are having solid knowledge of this method which will also increase teachers' prospects, so English teachers should learn about different kinds of tasks and activities that we can apply in the classroom keeping in mind that the students need to practice the skill. However, keeping the drills and language exercises to a minimum and including more task-based learning in the curriculum can help students use the target language immediately and retain words and grammar points more effectively.

Keywords: Task-based learning; approach; and speaking skills.





Resumen

Este trabajo se ha realizado con el propósito de ayudar a jóvenes estudiantes de décimo grado a elevar su nivel de inglés como segunda lengua conscientes de que hoy en día el inglés juega un papel importante en el ámbito educativo y profesional, se ha investigado sobre algunos enfoques útiles que podrían ser importante superar el miedo a hablar en inglés, por lo que hemos considerado que aplicar el enfoque de Aprendizaje Basado en Tareas (TBL) dentro del aula será fundamental para potenciar la motivación de los estudiantes, por ello este trabajo contiene información sobre muchos recursos que un estudiante de inglés puede utilizar. El maestro podría aprovechar para tener un mejor desempeño de los estudiantes, como método, enfoque y estrategias útiles para mejorar las habilidades orales, además de eso, se ha elegido el enfoque de aprendizaje basado en tareas porque tiene diferentes tipos de actividades para promover el desarrollo de las habilidades del habla, por lo que este enfoque es importante debido a que promueve el aprendizaje grupal, ya que aprender un idioma en grupo es un contribuyente muy importante para una retención efectiva, dado que colaborar con otros y adquirir confianza con el idioma es un paso clave para adquirir un idioma, por lo tanto, recibir comentarios positivos de compañeros y profesores aumenta la confianza y la motivación para comunicarse con los demás. Además de los beneficios para los estudiantes, tener un conocimiento sólido de este método también aumentará las perspectivas laborales como docentes, por lo tanto, los docentes de inglés aprender sobre diferentes tipos de tareas y actividades que podemos aplicar en el aula teniendo en cuenta que los estudiantes necesitan practicar la habilidad; sin embargo, mantener los ejercicios de lenguaje al mínimo necesario e incluir más aprendizaje basado en tareas en el plan de estudios puede ayudar a los estudiantes a utilizar el idioma de destino de inmediato y retener palabras y puntos gramaticales de manera más efectiva.





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Introduction

In today's globally connected and rapidly moving world, the ability to communicate effectively is not merely an advantage; it is an absolute necessity. Language, as a fundamental tool of human interaction, serves as the channel for sharing ideas, expressing emotions, and forging connections. The acquisition of speaking skills is not limited to linguistic competence; It involves a range of skills that go beyond language differences. Proficient speaking skills empower individuals to convey their thoughts, engage in meaningful dialogues, and negotiate their positions effectively. It serves as the entrance or starting point for engaging in classroom discussions, job interviews, business negotiations, and interpersonal relationships. Speaking skills not only enable individuals to articulate ideas but also to listen actively, comprehend nuanced perspectives, and adapt their communication style to diverse audiences. As 10th-grade students prepare for higher education and future careers, developing speaking skills is essential for their academic and personal growth. The ability to express

ideas clearly and confidently not only enriches their classroom experiences, fostering critical thinking and active participation, but also becomes crucial for interviews, presentations, and leadership roles in their journey to adulthood. Beyond the confines of the classroom, speaking skills acquire global significance. They empower students to interact with diverse cultures, bridge language gaps, and mold them into global citizens capable of contributing meaningfully to the international community. Proficiency in speaking not only unlocks doors to career opportunities but also promotes cross-cultural understanding, positioning students as effective communicators in a world where communication knows no boundaries.

As we delve into the implementation of task-based exploration of task-based learning to enhance speaking skills in 10th-grade students, it's crucial to emphasize the pressing nature of this undertaking. Speaking skills aren't merely a desirable aspect; they are vital for the comprehensive development and future achievements of our students. Cultivating these skills, we provide our learners with the essential tools to navigate a world where proficient communication is essential for accessing opportunities, fostering understanding, and creating a lasting influence.

Brief analysis and description of the situation that justifies the presentation of this proposal.

Tenth-grade students, despite having studied English for several years, may encounter challenges in expressing themselves verbally. Issues such as hesitation, anxiety, and a lack of vocabulary and fluency can hinder effective communication. It's worth noting that this challenge is not unique to a specific course; however, this project will specifically target the tenth grade of General Basic Education. The students in this course, aged between 13 and 15, exhibit a lower proficiency in English, primarily due to a lack of motivation for learning. Some students have become involved in delinquency due to economic constraints. The financial limitations experienced by these students are compounded by various factors including family abandonment, alcoholism, and unemployment,

which significantly affect their families and, consequently, the students themselves. All these aspects impact the academic development of the students, as many of them do not receive support at home in terms of task completion. It is also important to mention that most students come from households where parents have no academic preparation and, in some cases, are illiterate, which further hinders support for their children.

In addition to the challenges posed by the lack of face-to-face interaction, the students have spent the past two years receiving their tasks through WhatsApp groups due to the pandemic. This shift to virtual learning has had a significant impact on their performance and engagement. The limited interaction between students and the lack of direct interaction with the teacher has resulted in reduced opportunities for practicing and developing their speaking skills. Therefore, many of my students have become hesitant and shy when it comes to speaking in English. They often resist engaging in speaking activities and struggle to develop their oral proficiency. Recognizing this issue, conducting this research paper presents a valuable opportunity to address these challenges and contribute to their academic development. Implementing a task-based learning approach enhances students' motivation and creates a supportive learning environment that encourages active participation and the development of their speaking skills.

Statement of the problem to be investigated

Low students' motivation to learn English

Justification of the research

The main reason for embracing task-based learning is its aptness for enhancing the speaking skills of 10th-grade students, as it involves integrating genuine real-world tasks into the classroom environment. In simpler terms, task-based learning asserts that its principles are predominantly focused on real-life tasks as a cornerstone of the approach. This research to apply task-based learning (TBL) to enhance tenth-grade students' speaking skills is significant in the field of education. Language teachers should refer to task-based learning since, as mentioned before, it is a logical step stemming from CLT (Communicative Language Teaching). Advocates

of TBL (Task-Based Learning) contend that involving learners in task-based activities provides a more conducive context for activating learning processes compared to activities focused solely on language forms (Richards & Theodore, 2007)

This, in turn, provides enhanced opportunities for effective language teaching. In the TBL, language tasks serve as the fundamental unit for organizing and instructing language teaching. This justification outlines the reasons why this research is necessary and the potential impact it can have on student learning and engagement. Speaking skills play a crucial role in language acquisition and communication. Proficiency in oral communication is essential for students to effectively express their ideas, engage in meaningful conversations, and succeed in various academic and professional contexts.

Implementing TBL in this context allows us to create an environment that nurtures authentic communication and encourages active student participation in speaking activities. TBL provides opportunities for students to apply English in real-life situations, solve problems, and attain specific objectives. This not only enhances their speaking abilities but also cultivates critical thinking, collaboration, and creativity.

It's important to note that tenth-grade students play a significant role in their language learning journey. Many students at this age might experience a decline in motivation due to various factors such as lack of relevance, disengaging instructional methods, or limited opportunities for authentic language use. TBL, with its emphasis on meaningful tasks and genuine communication, can reignite students' interest and enthusiasm for learning English. By integrating their interests, personal experiences, and goals into the tasks, TBL can establish a learner-centered approach that bolsters intrinsic motivation and fosters a positive learning environment. The research on applying task-based learning to enhance students' speaking

motivation in tenth-grade students is justified by the pressing need to improve speaking skills, involve students in meaningful communication, and boost motivation in language learning. The outcomes of this research have the potential to positively influence students' language proficiency, academic achievements, and prospects.

Description of the relationship between the proposal and the research lines of the university.

The proposed project focuses on investigating the impact of task-based learning on speaking motivation and aligns with the university's overarching research goals in several ways. It harmonizes with the university's emphasis on innovative teaching methodologies and its commitment to enhancing language learning outcomes. By examining the effectiveness of task-based learning in bolstering students' motivation to speak, the project resonates with the university's mission to explore novel pedagogical approaches that advance student engagement and language proficiency. This endeavor contributes directly to the university's broader research lines centered on educational innovation, language acquisition, and motivation in learning, thereby reinforcing its commitment to pioneering educational practices and improving language instruction methodologies.

Object of the research:

The tenth-grade students at Ciudad de Ventanas school lack proficiency in English speaking

General Objective:

The primary aim of this research is to develop task-based learning activities aimed at enhancing speaking proficiency among 10th-grade students.

Specific objectives:

The specific aims are to:

- To identify the specific needs and challenges of tenth-grade students at Ventanas High School concerning their speaking skills.
- To develop a series of task-based learning activities tailored to address the identified needs and challenges of the students.
- To implement task-based learning activities in the classroom, ensuring they are engaging and effective for the students.

Description of the variables of the study***Independent variable***

Task-Based Learning (TBL) approach. This variable represents the teaching method or intervention that will be implemented in the research. It involves designing and implementing speaking tasks that simulate real-life situations and require students to use English to accomplish specific goals or solve problems.

Dependent variable

Speaking skills. Speaking is likely the dependent variable because the Task-Based Learning (TBL) approach, as the teaching method or intervention, is expected to impact or influence students' speaking abilities, motivation, engagement, and proficiency. The TBL approach, designed to simulate real-life situations for language use, is implemented to bring about changes or improvements in students' speaking skills. Therefore, the speaking skills are

influenced or dependent on the application of the TBL approach in this research context.

Description of research approaches, methods, and data collection.

Research approaches

- ***Qualitative Approach***

This approach focuses on exploring and understanding the subjective experiences, perspectives, and motivations of the students. Qualitative methods such as interviews, focus groups, and open-ended surveys can be used to gather rich, descriptive data about students' attitudes towards task-based learning, their perceived motivation levels, and their experiences with speaking skill development. Qualitative data can provide in-depth insights into the factors influencing students' motivation and the specific aspects of task-based learning that impact their speaking skills.

- ***Quantitative Approach***

This approach involves collecting numerical data to measure and analyze students' motivation levels and speaking skill development. Quantitative methods such as surveys with Likert-scale questions, standardized tests, and statistical analysis can be used to gather data on students' self-reported motivation, speaking proficiency scores, and other quantitative measures. This data can be analyzed to identify patterns, trends, and correlations, providing a more generalizable understanding of the effectiveness of task-based learning in increasing students' motivation and speaking skills.

For the project "Applying task-based learning approach to increase students' motivation to develop their speaking skills in 10th-grade students," both inductive and deductive methods can be used within the qualitative and quantitative research approaches. Here's an explanation of each

method and how they can be applied:

- ***Inductive Method***

The inductive method involves gathering specific observations and data to develop broader theories or generalizations. In the context of this project, the inductive method can be used within the qualitative research approach to explore students' experiences, attitudes, and motivations towards task-based learning. Through interviews, focus groups, or open-ended surveys, specific instances and perspectives can be collected and analyzed to identify patterns, themes, or theories related to students' motivation and speaking skill development. The inductive method allows for a bottom-up approach, where theories or generalizations are derived from specific observations.

- ***Deductive Method***

The deductive method involves testing existing theories or hypotheses through the collection and analysis of data. In the context of this project, the deductive method can be used within the quantitative research approach to measure and analyze students' motivation levels and speaking skill development.

Data collection methods

This study will involve a combination of methods. Firstly, a pre-and post-test questionnaire will be administered to measure students' speaking motivation. The questionnaire will consist of Likert-scale items and open-ended questions to capture both quantitative and qualitative data. Additionally, classroom observations will be conducted to observe students' engagement, participation, and speaking performance during task-based learning activities. These observations will be recorded using an observation checklist. Additionally, focus group interviews will be conducted with a subset of students to gain deeper insights into their experiences with task-based

learning and its effect on their speaking motivation. These various data collection methods will offer a comprehensive understanding of students' speaking motivation and enable data triangulation.

Description of the beneficiaries and their main characteristics

The students in tenth grade attend Ciudad de Ventanas school located in Ventanas City, Los Ríos province. This school hosts approximately 850 students. However, this research is specifically targeting tenth-grade students exhibiting low motivation levels toward learning English. Despite the expected A1.2 level set by the Ministry of Education of Ecuador, their proficiency remains significantly low due to insufficient language practice. Moreover, their reticence in speaking English is attributed to a lack of confidence. Additionally, they lack awareness regarding the importance of learning English as a second language. Therefore, I aim to seize every opportunity to address these issues.

Description of the research context

The research will take place at 'Ciudad de Ventanas High School, situated in Ventanas, 12D04 Quinsaloma-Ventanas Zona 5. This public high school caters to students from grades 9 to 12. The student body is diverse, encompassing students from various cultural backgrounds with differing proficiency levels in English. Regrettably, the school lacks modern facilities, including a language laboratory. The school's curriculum in English focuses on the four language skills: listening, speaking, reading, and writing. Typically, 10th-grade students at Ciudad de Ventanas High School are aged between 15 and 16 and have been studying English as a second language for several years.

Description of the practical contribution of the proposal

The proposed research on applying task-based learning to increase students' motivation to develop their speaking skills in 10th-grade students offers several practical contributions.

- **Enhanced Speaking Skills:** By implementing task-based learning activities, students will have the opportunity to practice and develop their speaking skills in a meaningful and interactive way. Through engaging in authentic tasks, they can improve their fluency, accuracy, and confidence in using English for oral communication.
- **Increased Motivation:** The task-based learning approach fosters intrinsic motivation by giving students a sense of purpose and relevance in their language learning. By engaging in tasks that simulate real-life situations and allow for personalization and choice, students are more likely to be motivated to participate actively and invest in their own language development.
- **Authentic Language Use:** The research proposal promotes the use of authentic and meaningful language in the classroom. By engaging in task-based activities, students are exposed to real-world language use, which can help bridge the gap between classroom learning and real-life communication. This practical application of language skills enhances their ability to effectively communicate in English outside the classroom.
- **Collaborative Learning:** Task-based learning encourages collaboration and teamwork among students. By working together on tasks, students can benefit from peer support, share ideas, and learn from each other's experiences. This collaborative aspect of the research proposal promotes a positive and interactive learning environment.

Chapter 1 Theoretical Framework

How to apply Task-Based Learning to develop speaking skills in an ELF classroom.

Through observation and the application of various teaching methods, it has been observed that students at Ciudad de Ventanas School exhibit limited interaction with teachers and peers. This is attributed to their apprehension about speaking English in public and their lack of confidence. This research aims to explore different aspects of developing their speaking skills through task-based learning, also known as task-based language teaching.

Through observation and applying different classwork, it has been noticed that students from Ciudad de Ventanas School have low interaction with teachers and peers due to their fear of speaking English in public and their lack of confidence, this work pretends to research different aspects to develop their speaking skills through task-based learning also known as task-based language teaching. (Mardell et al., 2023,p. 64)

The importance of English

In terms of the number of speakers and its global utility for international communication, English stands as one of the most significant languages worldwide. Spoken by over 380 million individuals primarily in the United Kingdom, the United States, and various countries formerly part of the British Empire, it holds a prominent position among Western languages.

English, however, is not the most widely used native language in the world. Chinese, in its eight spoken varieties is known to 1.3 billion people in China alone. Several European languages, like English, have been shaped significantly by historical influences, particularly due to European expansion since the sixteenth century. Spanish, following English in terms of speakers, boasts around 330 million speakers. This is followed by Portuguese with 180 million,

Russian with 175 million, German with 110 million, French with 80 million native speakers, and Italian with 65 million. Additionally, a language might hold importance as a lingua franca in a country or region, enabling diverse populations to communicate effectively. This is especially true in the former colonies of England and France, whose colonial languages have remained indispensable even after independence, often despite outright hostility to the political and cultural values that the European languages represent. (Baugh & Cable, 2002, p.3)

Task-based Learning Approach

Overview

Task-based learning (TBL) is the methodology to apply a wide range of sequenced activities designed to develop communicative skills. Thus, this research focused on the development of speaking skills. The topics discussed in communicative and task-based environments are of general interest to the learner. Task-based learning involves those instructions in which classroom activities are tasks like those that learners may engage in outside the second language classroom. Tasks may be complex, for example, creating a school newspaper, or easier, such as making a hotel reservation (Sang & Loi, 2023, p.23-33).

Task-based learning (TBL) is a sequence of activities in the lessons. Sometimes this approach is called task-based language teaching. In TBL lessons, students can solve tasks that involve a genuine use of the language rather than complete simple questions about grammar or vocabulary.

Task-based learning is an excellent way to get students engaged and using English. That, plus the collaborative element, builds confidence in language and social situations. It's also been shown to align with how we learn a language.

Recently, the popularity of Task-based learning (TBL) has made many researchers, teachers, and methodologists evaluate the effectiveness of this approach. Although it has been used for many years, its popularity has increased. One of the main reasons for this attention is the desire of educators to promote real communication or the exchange of meaning rather than forms. Another reason for such interest is the fact that practitioners advocate better language learning when students are not focused only on linguistic forms. Researchers believe there is less anxiety and learning is more effective if language form per se is not the priority. Language learning is more meaningful and natural. The task is currently considered to be the most effective means of promoting second language acquisition (SLA) in the classroom. For Willis (1996) a task is an activity “where the target language is used by the learner for a communicative purpose (goal) to achieve an outcome” it is more effective to use a meaning-based approach than a form-based approach. Students express their thoughts even if some of the language is inaccurate. In this respect, Skehan (1996) adds that those tasks primarily focus on meaning and resemble real-life situations.

Van den Branden (2006) explains how second language production, interaction, and negotiation of meaning are all aspects of improving second language acquisition (SLA). This author defines a task as “an activity that necessitates the use of language forms needed to perform a task; however, language is the means not the end. Language is the vehicle for successful communication in real-life communicative situations.

All the definitions given above share the idea that tasks are goal-oriented activities and meaning-centered; tasks are designed to facilitate students’ participation in meaningful activities. Language involves communication, and it occurs only when the environment offers the opportunity to exchange real and meaningful thoughts. Some of the differences rely on the fact

that a task has many purposes depending on the students' and teachers' needs.

Task-Based Learning Models

There have been many task-based learning models for class lessons. Ellis (2003) presented a model that focuses on meaning and real-world activities that demand learners process language for real situations:

Figure 1.

Task-based learning Model 1

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

A framework for designing task-based lessons. (Ellis, 2023)

According to this model, English language development occurs when learners are given enough time to prepare and perform a task. There is some attention to form while communication takes place. Communicative tasks reflect three main approaches: consciousness-raising activities, focused communication activities, and interpretation activities. As can be seen from Table 1, the pre-task shows students the grammar they will master in the future, and the form is engineered by

the design of the task. On the other hand, the task stage focuses on communication activities, for which performance is crucial. The way teachers handle error correction and how students react to the task are important. Teachers are expected to let communication flow and find strategies to make error corrections in such a way that indirect focus on form is accomplished. Finally, students report to class. They may be exposed to any kind of input and then share with the group their understanding.

Another task-based model was outlined by Willis (1996, p. 38), who used the format of Pre-task, Task Cycle, and Language Focus. This model will be used for the lesson plan exemplified in this work (Figure 2).

The table clearly shows three stages: pre-task, task cycle, and language focus. During the pre-task stage, the teacher identifies and introduces the topic, and learners feel motivated to perform the task. The teacher recalls and activates existing knowledge by exploring the topic and highlighting useful words and phrases that might be needed during task performance. The second stage, task cycle allows learners to perform real-world tasks with the teacher's monitoring. It is advisable to have students work in pairs or small groups at this stage. Also, while planning, the teacher should provide all the necessary input by acting as a facilitator. Learners plan how to present the outcome of their work, generally by exchanging and comparing final products, and students report the conclusions they have reached. The final stage, language focus, emphasizes language features used during the two previous stages. The language focus provides opportunities for students to analyze, and practice specific linguistic features arising from the task. All in all, task-based learning moves from fluency to accuracy and fluency again, which demonstrates that although the form is important, it is not the central part of the task model. (Rodríguez-Bonces & Rodríguez-Bonces, 2010, p. 165-178)

Figure 2
Task-based Learning Model 2

Pre-task		
Introduction to topic and tasks		
Teacher explores the topic with the class, highlights useful words and phrases. Learners may be exposed to examples.		
Task cycle		
Task	Planning	Report
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		
Analysis	Practice	
Students examine then discuss.	Teacher conducts practice of new words.	

Stages of Task-Based Language Learning. (Willis, 1996, p. 38)

Planning a Sequence for Motor Skill Learning

The capabilities that constitute prerequisites for the learning of a motor skill are the part skills that may compose the skill to be learned and the executive subroutine (the complex rule) that serves to control their execution in the proper order the relative importance of these two kinds of prerequisites depends largely on the complexity of the skill itself. To attempt to identify part skills for dart throwing, for example, would not be likely to lead to a useful sequencing plan, but in a complex skill such as speaking in English, practice of part skills is considered a valuable approach.

Planning instructional activities

The main difference in planning for multiple-objective and single-objective lessons is that the teacher or designer must plan how to present the events of instruction for multiple objectives. This model for lesson design proposes that the teacher or designer will determine a strategy for a

lesson by grouping objectives and events of instruction into instructional activities. An instructional activity is something the teacher does or has the student do, representing one or more events of instruction for one or more objectives. For example, showing a film is an instructional activity. The purpose of that activity may be to motivate the learner, present the content, or both. Likewise, a game in which the class is divided into two teams that compete in applying rules learned in a lesson may provide both motivation and the event ‘‘elicit performance.’’ A lesson, then, consists of one or more instructional activities which occur within a predetermined framework. The most common framework for a teacher-led lesson is a predetermined period. In this case, is to figure out what instructional activities are going to occur during this period (Driscoll, 2000, p.341).

Role-play, a comprehensive application of diverse communication technologies, serves as a dynamic strategy to cultivate language fluency, stimulate interactive engagement among students, elevate motivational levels, and distribute responsibilities equitably between teachers and learners. This multifaceted approach involves students immersing themselves in distinct roles, meticulously planning character attributes, and strategically selecting vocabulary tailored to the context. Significant insights from a study by Krebt (2017) underscore the substantial improvement in speaking skills observed among participants engaged in role-play within an experimental group. The findings illuminate the efficacy of this method in not only facilitating language acquisition but also in fostering a collaborative and participatory learning environment.

Storytelling is not limited to entertainment but is also used as an effective teaching tool in a language classroom. The students can improve their speaking proficiency and motivation by using storytelling techniques. Shy students can start to speak English in the classroom. The students will be able to experience meaningful learning in which they convey ideas, do some

reflection on the dialogs used, work together in groups, and construct new knowledge of what they have learned.

Drama is one of the speaking activities that can be carried out in the classroom. The application significantly contributes to the emotional quality of the EFL classroom. It helps to reduce speaking anxiety and promotes positive feelings toward the learning experience. Drama helps the students create authentic interaction while learning a language. It contributes to the enhancement of the student's English language proficiency as it can integrate the four skills in addition to providing the platform for the students to actively use and practice the target language with each other.

Those speaking activities mentioned above can be carried out through task-based procedures. The students may choose and repeat some activities as the outcome of the last phase (Bessadet, 2022, p. 525-533).

Components of Task-based Learning

In task-based learning, there are three frameworks (Willis, 1996). It requires the pre-task stage, Task cycle stage, and language focus stage. Pre-task demands topic introduction and task introduction. The topic introduction includes brainstorming, and the task introduction includes a demonstration of the task. Task-cycle phase is composed of tasks, planning activities, reporting, or presenting. In this stage, students are given tasks in pairs or groups. In planning activities, students plan and rehearse the task report within a group. In the reporting activity, students perform the task report. The final stage is language focus which splits into language analysis and practice. Language analysis aims to get students to identify language characteristics. For example, finding words or phrases related to the topic or finding the verb in simple past form.

Then, in language practice, the students practice the language features that had been identified (Dorathy & Mahalakshmi, 2016, p. 1822-1832).

Implementing Task-based Learning

According to Albino (2017), Task-based learning could increase fluency, grammar, utterances, and international language and transactional conversation. During the teaching process, the students were engaged in speaking because the task promoted meaning-making and focused on linguistic forms that use recasts as corrective feedback. Then, the students might be more fluent in speaking because the tasks were related to their real-life situations. Thus, tasks that are communicative and authentic could influence the students' speaking improvement.

From the explanation above, it indicates that task-based learning influences speaking. Through task activities, the students have a chance to practice speaking skills within their group. Then, they can negotiate meaning in determining the best opinions toward the topic discussion. They also do rehearsal activities which can train them to express arguments, ideas, and feelings through spoken language (Nita et al., 2020, p.162).

Considerations for Enhancing the Speaking Skills of Adult EFL Students.

Mastering a foreign language involves more than just understanding its grammar and vocabulary. It also requires acquiring knowledge of how native speakers use the language in real-life conversations, which can be a challenging task, especially for adult English as a Foreign Language (EFL) learners. Achieving fluency and appropriateness in speaking English is particularly demanding. To effectively guide adult learners in becoming proficient English speakers, we must examine the factors that influence their oral communication skills, the foundational elements of speaking proficiency, and the specific strategies and skills used in

communication.

Speaking a foreign language is complex because it necessitates using the language in social interactions while considering various factors. These factors include not only the spoken words but also the paralinguistic aspects like pitch, stress, and intonation. Additionally, non-verbal elements such as gestures, body language, facial expressions, and more can convey messages independently of spoken words. Moreover, these non-verbal cues can have different interpretations across cultures, making effective cross-cultural communication a challenge.

Furthermore, different cultures have varying expectations for interactions and anticipate different outcomes, which adds another layer of complexity to communication. Adult EFL learners, due to limited exposure to the target language and minimal contact with native speakers, often struggle with spoken English, particularly in terms of fluency, mastery of idiomatic expressions, and comprehension of cultural nuances. Achieving native-like proficiency in oral communication is a rare feat (Batang, 2016, p. 105-128).

Fostering EFL Learners' Speaking Skills through Interaction

Spoken language serves two fundamental purposes: interactional and transactional. The interactional aspect aims to nurture social relationships, while the transactional aspect focuses on conveying information and ideas. Interestingly, a substantial portion of our daily communication revolves around interaction. Proficiency in interacting with a language is crucial. Therefore, language educators should provide learners with opportunities for meaningful communication on relevant topics, with a special emphasis on learner-to-learner interaction. This learner interaction is the cornerstone of teaching language for effective communication because, as Rivers (1987) notes, "communication fundamentally emerges from interaction."

Within the classroom, communication is deeply rooted in activities that emphasize meaning. This demands that teachers carefully tailor their instruction to meet learners' needs. It involves teaching them how to actively listen to others, engage in meaningful conversations, and collaboratively construct understanding within a shared context. Through these interactions, learners naturally develop verbal and nonverbal communication skills as their language abilities grow.

Consequently, the dynamic exchanges of messages during these interactions empower learners to construct a discourse that effectively conveys their intentions in real-life communication scenarios (Hengki, 2019,).

Affective Factors in Language Learning

"The emotional aspects of learners play a pivotal role in determining the success or failure of language acquisition" (Oxford, 1990, p. 140). These affective factors in second language (L2) or foreign language learning encompass a range of elements, including emotions, self-esteem, empathy, anxiety, attitude, and motivation. Learning a new language, whether a second (L2) or a foreign language, is a multifaceted endeavor, often intertwined with human emotions.

Language learning can be a breeding ground for anxiety, as noted by Brown (1994). This anxiety can manifest as feelings of uneasiness, frustration, self-doubt, and apprehension. Speaking a foreign language, especially in public or in the presence of native speakers, frequently triggers anxiety. There are instances where extreme anxiety emerges when EFL learners find themselves at a loss for words or struggling to express themselves unexpectedly. Such experiences can lead to discouragement and a pervasive sense of failure. Unlike children, adult learners are acutely aware of how others perceive them. They approach language learning with a

heightened fear of making errors in speech, as such errors may be viewed as a public display of ignorance, particularly in cultures where "losing face" is a significant concern, as is the case in Chinese culture. The fear of making mistakes or the dread of "losing face" significantly contributes to the hesitation many adult learners experience when attempting to speak English fluently" (Bao & Liu, 2021, p. 463-470).

Components of Effective Speaking Proficiency

Language proficiency is a complex and multifaceted skill, encompassing various abilities and domains (Carrasquillo, 1994). Hymes (1971) suggests that language learners must not only grasp linguistic knowledge but also understand culturally appropriate ways of interacting in diverse situations and relationships. His theory of communicative competence integrates grammatical, psycholinguistic, sociolinguistic, and probabilistic language components. Expanding on Hymes's framework, Canale and Swain (1980) propose that communicative competence comprises four key components:

Grammatical Competence: This encompasses expertise in grammar, including morphology, syntax, vocabulary, and mechanics. In the context of speaking, it also involves pronunciation, intonation, and stress. Grammatical competence enables learners to use English-language structures with accuracy and fluency.

Discourse Competence: Beyond grammar, learners must develop discourse competence, which deals with how sentences relate to each other. Discourse rules, such as cohesion and coherence, ensure that communication holds together meaningfully. Effective speakers understand and apply these rules to convey ideas, relationships in time, cause-and-effect, contrast, and emphasis.

Sociolinguistic Competence: Language proficiency goes beyond linguistic knowledge; learners must understand the social and cultural expectations associated with the target language. Sociolinguistic competence involves knowing how to appropriately time and express speech acts. It helps learners gauge what comments are suitable, how to pose questions during conversations, and how to convey nonverbal responses in line with the conversation's purpose.

Strategic Competence: This component involves learners' ability to use various strategies to compensate for communication breakdowns. It includes skills such as paraphrasing, asking for clarification, or using context to infer meaning.

To become effective speakers, adult EFL learners need to acquire proficiency in these four components, enabling them to use language accurately, coherently, appropriately in social contexts, and strategically when faced with challenges."

This summarizes the various components underlying effective speaking proficiency in language learning (Chávez, 2019, p. 41-49).

The Role of Output in Language Acquisition

Before delving into the characteristics of ideal input for language acquisition, it's important to address the role of output, particularly speech, in the language learning process. The Input Hypothesis presents a somewhat surprising claim: we acquire fluency in speaking not primarily by practicing speaking itself but by comprehending input, which involves listening and reading. In fact, it's theoretically possible to acquire language proficiency without ever engaging in spoken communication. This was demonstrated in the case of first language acquisition by Lenneberg (1962), who studied a boy with congenital dysarthria, a condition affecting the speech organs, rendering him unable to speak. Despite his inability to speak, the boy exhibited perfect

comprehension of spoken English, indicating that he had developed language 'competence' without producing speech (Zhang, 2009, p. 91-100).

It's important to note that this boy was tested at age eight, and it's challenging to determine conclusively whether his lack of spoken output affected the speed of his language acquisition. It's plausible that if he could speak, his language development might have been slightly faster due to the indirect benefits that speaking can have on acquisition.

Output does play a role in language acquisition, but it's not a direct one. Put simply, the more you speak, the more others are likely to engage in conversation with you. Speaking contributes to the quantity of input directed towards the language learner. Moreover, it affects the quality of input provided to the learner. When conversing with language learners, people often adapt their speech, a phenomenon known as "foreigner talk." This adaptation aims to facilitate the learner's understanding. Conversational partners gauge how much to modify their speech based on the learner's comprehension and by listening to the learner's speech. A second language speaker who frequently makes errors has a noticeable accent, or hesitates may generally receive more modified input than a speaker who appears proficient and fluent."

Interference Between First and Second Languages.

The impact of a person's first language on their acquisition of a second language has been a focal point in language acquisition research. When it comes to young children learning a second language, their linguistic and cognitive processes often mirror those of acquiring their first language. Numerous studies have shown that children tend to employ similar strategies and linguistic features in both first and second-language learning. For instance, errors made by Spanish-speaking children while learning English are often attributed to typical developmental

patterns rather than interference from their first language.

In contrast, adults who embark on learning a second language are more susceptible to the influence of their first language, especially when there is a substantial time gap between their first and second language learning experiences. Whether adults are studying a foreign language in a classroom or immersing themselves in a new linguistic environment, they systematically approach the second language. They endeavor to formulate linguistic rules based on a variety of sources, including their native language, the target language, and input from teachers and peers.

While interference from the first language is noticeable in adult second language acquisition, it is not always the dominant factor. Adults may exhibit errors reminiscent of those made by children learning their first language. This is often due to their innovative interpretation of the second language and their attempts to deduce its rules independently of their first language. In some cases, the first language can act as a bridge, facilitating second language acquisition, rather than serving solely as an obstacle (Montrul, 2005, p. 199-249).

Chapter 2 Methodology

Development of the Research and Diagnostic Study

2.1 Research Approach

This research proposal aims to create a comprehensive framework encompassing research design, data collection methods, and analysis techniques. Within the field of research methodologies, two foundational approaches stand out: quantitative and qualitative methods. The quantitative approach involves gathering data in numerical form and facilitating meticulous quantitative analysis through formal and rigorous methods (Kothari, 2004). To achieve this specified a mixed-methods design, intending to merge qualitative and quantitative data. This combined approach is considered appropriate to comprehensively evaluate the impact of task-based learning on the speaking skills of 10th-grade students. This integration of qualitative and quantitative methods enables a holistic understanding of the research subject, allowing us to

balance or prioritize one method over the other based on the research objectives. The versatility of mixed methods is particularly advantageous in navigating intricate research scenarios, especially in interdisciplinary fields such as social and health research. Connecting the strengths of both qualitative and quantitative approaches, researchers can address complexities that might not be adequately explored by employing a single method. Across various domains, including psychology, health sciences, and education, mixed methods have found broad application. Importantly, these approaches are not necessarily explicitly labeled as "mixed methods" and can function without specific identification. Researchers can maximize the efficacy of mixed methods by utilizing them to their full potential, promoting their advantages across diverse applications (Creswell, 2009).

2.2 Research Method

According to Kothari (2004), research methods encompass various techniques used during the investigation of a research problem, categorized into three main groups: Data Collection Methods, Statistical Techniques for Relationship Establishment, and Accuracy Evaluation Methods.

In this research, a mixed-methods approach will be adopted, comprising both quantitative and qualitative components. The quantitative segment involves pre-tests and post-tests, while the qualitative aspect utilizes surveys. The primary objective is to enhance the speaking skills of 10th-grade students through the integration of a task-based approach. This study aims to offer valuable insights into effective teaching strategies, motivational factors, and targeted language development, particularly benefiting students with lower English proficiency levels.

2.3 Matrix Operationalization

Operationalization involves precisely outlining variables in quantifiable terms. It takes abstract ideas and shapes them into measurable factors, enabling empirical and quantitative measurement. In experimental research, particularly when using interval or ratio measurements, the scales are typically precisely defined and rigorous. Furthermore, operationalization establishes precise definitions for each variable, elevating result quality and enhancing the resilience of the research design (Sarwono & Marshal, 2022).

Operationalization is essential in this context as it provides a clear structure for defining and measuring elements related to TBL. This precision in defining variables related to TBL activities enhances the project's capacity to accurately measure the effectiveness of TBL in enhancing language learning outcomes. Moreover, operationalization contributes to the clarity and specificity of defining variables associated with speaking skills. Speaking skills, as defined by Richards and Renandya (2002), are crucial abilities enabling effective communication through verbal conveyance of information. Operationalization ensures that these skills are precisely defined, enhancing the project's overall research quality, and reinforcing the resilience of the research design. (Asuan, 2023, p. 6)

OPERATIONALIZATION MATRIX – TASK-BASED LEARNING				
Independent variable	Conceptual definition	Dimensions	Indicators	Scales
Task-Based Learning	Task-Based Learning (TBL) is the phase in which learners actively engage in the primary learning activity, which could involve tasks such as using, creating, or interacting in the target language (Nunan,	Individual activities	Opened tasks and closed tasks.	Excellent Very good Fair Poor
		Team work activities	Collaborative Problem Solving	
		Interaction Ss-Ss Ss- Tt	Students collaborate and interact with peers.	
		Student Engagement	Meaningful and relevant tasks to learners' needs and interests.	
		Task Authenticity	Meaningful and relevant tasks to learners' needs and	

	1985).		interests.	
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OPERATIONALIZATION MATRIX – SPEAKING SKILLS				
Dependent variable	Conceptual definition	Dimensions	Indicators	Scales
Speaking Skills	Speaking skills are defined as the skills that allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. (Richards and Renandya, 2002).	Fluency	Comfort	Excellent Very good Fair Poor
			Confidence	
		Vocabulary	Make notes	
			Grammar	
		Pronunciation	Stress	
			Intonation	
Rhythm				

2.4 Instruments

Pre-tests and post-tests are assessments conducted before and after a specific intervention, program, or educational activity to measure changes or differences in a particular variable or set

of variables. These assessments are designed to evaluate the impact or effectiveness of the intervention by comparing the participants' performance or outcomes before and after exposure to the intervention (Simkins, 2000). Using pre and post-tests as part of a quantitative paradigm in our project on applying task-based learning (TBL) to develop speaking skills in 10th-grade students is effective because it allows teachers to measure the change in students' speaking skills over time. By administering the same test before and after the TBL intervention, we will be able to directly assess whether there has been an improvement.

Surveys are an effective paradigm in projects as they provide a structured and efficient means of collecting both quantitative and qualitative data. They allow us to measure changes in students' speaking skills, assess the effectiveness of TBL, and customize interventions to meet the specific needs of 10th-grade students.

Pre-Test: A2 Level Speaking and Comprehension Evaluation

(Questions Integrated in Pre-Test to Evaluate English Proficiency)

GRADE: 10TH

Part 1: Speaking

Instructions: You will have a short conversation with the examiner. Please answer the questions as best as you can.

Introduce yourself. Share your name, where you're from, and your favorite hobby.

Describe your daily routine. What do you do in the morning, afternoon, and evening?

Part 2: Pronunciation

Instructions: Listen to the audio recordings and repeat the words or phrases as accurately as possible. Your pronunciation will be evaluated based on clarity and accuracy.



Repeat the following words:

Restaurant

Elephant

Beautiful

Celebration

Repeat the following sentences:

The sun is shining brightly in the sky.

She saw a snake in the garden.

Part 3: Vocabulary

Instructions: Choose the correct word to complete each sentence. You may refer to the provided word bank.

Word Bank:

Delicious

Adventure

Telephone

Magazine

Friends

My favorite food is pizza because it's so _____.

Last weekend, we went on an _____ to the mountains.





I like to read a _____ before going to bed.

I talk to my _____ on the _____ every day

Part 4: Comprehension

Instructions: Read the following short passages and answer the questions that follow.

Passage 1

Sarah loves to bake cookies. She mixes flour, sugar, and chocolate chips to make delicious treats.

Her friends enjoy eating her cookies.

What does Sarah like to bake?

Post-Test: A2 Level Speaking and Comprehension Evaluation

(Questions Integrated in Post-Test to Evaluate English Proficiency)

Part 1: Speaking

Instructions: You will have a short conversation with the examiner. Please answer the questions as best as you can.

Introduce yourself. Share your name, where you're from, and your favorite hobby.

Describe your daily routine. What do you do in the morning, afternoon, and evening?

Part 2: Pronunciation

Instructions: Listen to the audio recordings and repeat the words or phrases as accurately as possible. Your pronunciation will be evaluated based on clarity and accuracy.

Repeat the following words:





Butterfly

Delicious

Celebration

Elephant

Repeat the following sentences:

The black cat is playing in the garden.

The cheerful children are singing together.

Part 3: Vocabulary

Instructions: Choose the correct word to complete each sentence. You may refer to the provided word bank.

Word Bank:

Delicious

Adventure

Telephone

Magazine

Friends

Last weekend, we went on an _____ to the mountains.

I like to read a _____ before going to bed.

I talk to my _____ on the _____ every day.



Part 4: Comprehension

Instructions: Read the following short passages and answer the questions that follow.

Passage 2

Mike enjoys cooking spaghetti. He boils pasta, prepares a tasty sauce, and adds cheese for a delightful meal. His family loves his spaghetti.

What does Mike like to cook?

Survey

LEVEL: A2 GRADE: 10TH

- 1. Speaking Confidence: On a scale of 1 to 5, with 1 being "Not Confident at All" and 5 being "Very Confident," rate your confidence level in speaking English in front of others.**

Excellent Very good Fair Poor

- 2. How confident are you in your ability to pronounce English words correctly?**

Excellent Very good Fair Poor

- 3. Speaking Fluency: How would you describe your current fluency in speaking English?**

Excellent Very good Fair Poor

- 4. Speaking Vocabulary: On a scale of 1 to 5, with 1 being "Limited Vocabulary" and 5 being "Extensive Vocabulary," rate your current English vocabulary as it relates to**

Population

The population for this research is 35 tenth-grade students from Ciudad de Ventanas School.

Sample

There are 35 students in total, divided into two tenth-grade courses, labeled as A and B. This research project will be developed with 20 students in the “A” class.

Sampling

A group of 20 students from tenth grade A because this group has better academic performance.

Research question

How does the implementation of a task-based learning approach impact the development of speaking skills in tenth-grade students?

The research focuses on a population consisting of 35 tenth-grade students from Ciudad de Ventanas School, divided into two courses labeled A and B. The study selectively targets 20 students from class A for its research endeavors. The rationale behind this sampling decision lies in the observed superior academic performance of this group. By concentrating on a subset of the population that displays enhanced academic achievement, the study aims to explore whether this group's proficiency might contribute positively to the overall impact and effectiveness of the task-based learning approach.

The primary research question driving this study is: "How does the implementation of a task-based learning approach impact the development of speaking skills in tenth-grade students?"

This inquiry seeks to delve into the causal relationship between the introduction of task-based learning strategies and the consequent advancement of students' speaking abilities. The research

aims to elucidate whether the adoption of task-based learning methodologies results in notable enhancements in students' speaking proficiency within the specific context of tenth-grade education. Furthermore, the study aims to uncover the nuances of this impact by examining how the utilization of task-based learning techniques influences various aspects of speaking skills, including vocabulary usage, fluency, pronunciation, and overall communication effectiveness among the targeted group of students. The overarching goal is to discern the potential pedagogical benefits of implementing task-based learning to improve speaking capabilities among tenth-grade students.

2.7 Data Analysis and the Ethical Considerations

In designing the data analysis process for our research focused on evaluating the effectiveness of implementing a task-based learning approach to enhance speaking skills among 10th-grade students at Ciudad de Ventanas School, we've embraced a step-by-step methodology inspired by Roxy Peck's approach (2008). The process commences with comprehensive data collection, consisting of both qualitative pre-intervention and post-intervention assessments, including pre-tests, post-tests, and surveys. These assessments aim to capture the qualitative nuances of students' linguistic development and offer insight into their experiences throughout the intervention. Subsequently, data preprocessing involves calculating dataset means derived from pre-test and post-test scores to gauge proficiency levels, assisting in tailored intervention strategies, especially for those with lower proficiency levels. The systematic analysis of qualitative survey responses utilizes coding and categorization to reveal recurring themes linked to the impact of the task-based learning approach on speaking skills. Examining the qualitative pre-tests and post-tests, we aim to uncover changes in various speaking aspects, including vocabulary, fluency, and communication effectiveness, identifying trends and patterns within the

data. Visualization of survey findings employs charts and graphs to showcase students' self-perceptions and response changes before and after the intervention, while thematic maps illustrate key themes from qualitative responses, offering a comprehensive view of the study's outcomes.

2.8 Findings: Initial Diagnose

At the outset of this research project, a meticulously designed rubric was utilized to evaluate the speaking proficiency of tenth-grade students enrolled at Ciudad de Ventanas School, situated in Ventanas City. This comprehensive test was specifically administered to a selected sample comprising 20 students from class A. The test topic revolved around presentations focusing on inventions and their respective inventors, necessitating students to delve into web-based research exploring a diverse array of contemporary inventions. Notably, during this activity, certain students showcased exceptional motivation and dedication, investing substantial effort in their research and presentation preparations. This enthusiastic engagement was evident in their thorough exploration of inventors and their pioneering innovations, showcasing a commendable level of commitment and curiosity throughout the assignment, during one week students were preparing their presentations.

Oral Presentation Rubric: Speaking skills.

Teachers Name: **Maira Rodríguez and Luisa Cruz**

Student Name: _____

CATEGORY	4 Excellent	3 Very good	2 Good	1 Fair
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Vocabulary	Uses vocabulary appropriate for the audience. Extends vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience but do not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.

Volume	The volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume is often too soft to be heard by all audience members.
Posture and Eye Contact	Stands up straight and looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

Chapter 3 Presentation and Validation of the Proposal

This proposal has been carried out in Ciudad de Ventanas school. For approximately 6 months, tenth-grade students have been developing different kinds of task-based learning such as role play, presentations, and asking and answering questions. It pretends to demonstrate the results of this research were obtained during the process. The first instrument applied was a pre-test to assess the level of the students at the beginning of the work, after that, they made a post-test and finally, they answered a survey to rate their performance.

Pre-test results

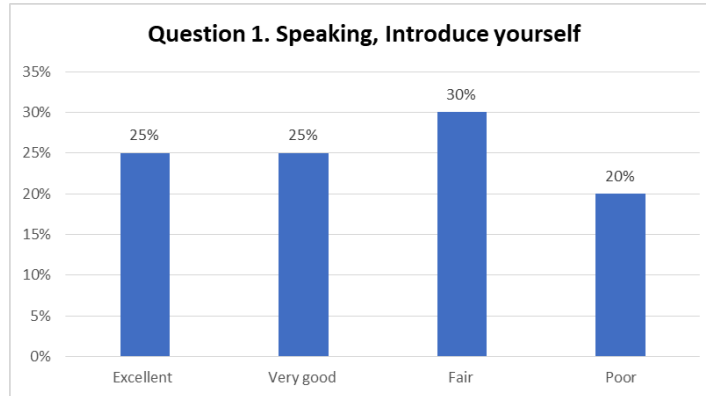
The pre-test has been systematically administered to gather preliminary data from 10th-grade students at Ventanas High School. The primary aim of this assessment was to pinpoint specific areas of weakness in the students' speaking skills, encompassing aspects such as speaking proficiency, pronunciation, vocabulary usage, and comprehension. Discerning these initial challenges, the collected results will serve as a valuable scale for evaluating the impact and effectiveness of the planned intervention, which involves the implementation of task-based learning activities. This comprehensive approach will enable researchers to tailor the intervention more precisely to address the identified areas of improvement in the student's language skills.

The data collected by the pre-test, where the task-based learning approach was implemented, in

Question 1. In the assessment of students' self-introduction skills, a notable portion demonstrated excellence and proficiency. A significant number of students performed exceptionally well, demonstrating a high level of competency in introducing themselves confidently and effectively. Moreover, a considerable proportion of students achieved a satisfactory level, indicating a reasonable ability to navigate self-introductions.

Figure 3.

Pre-test result Class A 10th grade

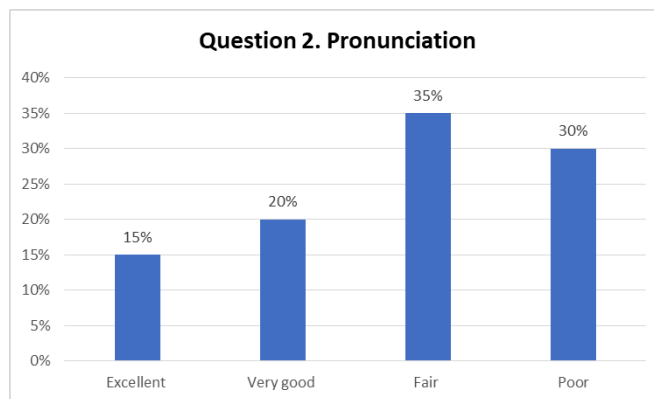


Note: Elaborated by Luisa Cruz and Maira Rodriguez (2024)

Question 2. Indicated that a portion of students excelled and performed very well in Pronunciation, while a larger percentage is still facing challenges in this aspect.

Figure 4.

Pre-test result Class A 10th grade

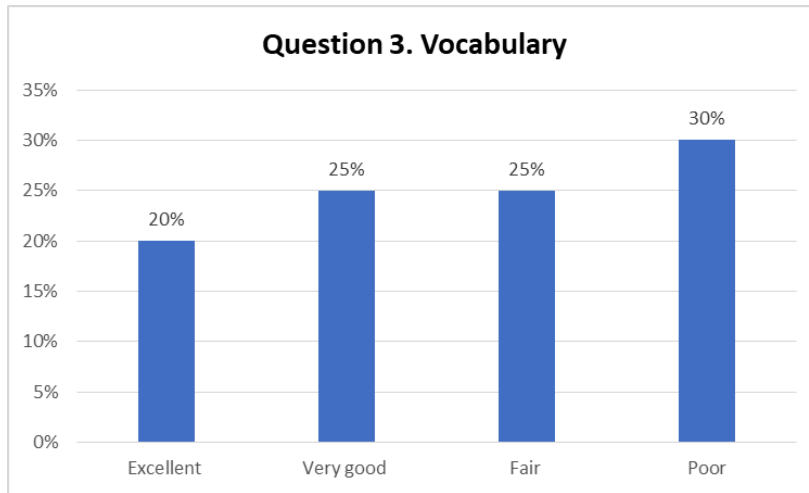


Note: Elaborated by Luisa Cruz and Maira Rodriguez (2024)

Question . Revealed that a minority of students excelled and performed very well in Vocabulary usage, while a larger percentage is still facing challenges with vocabulary

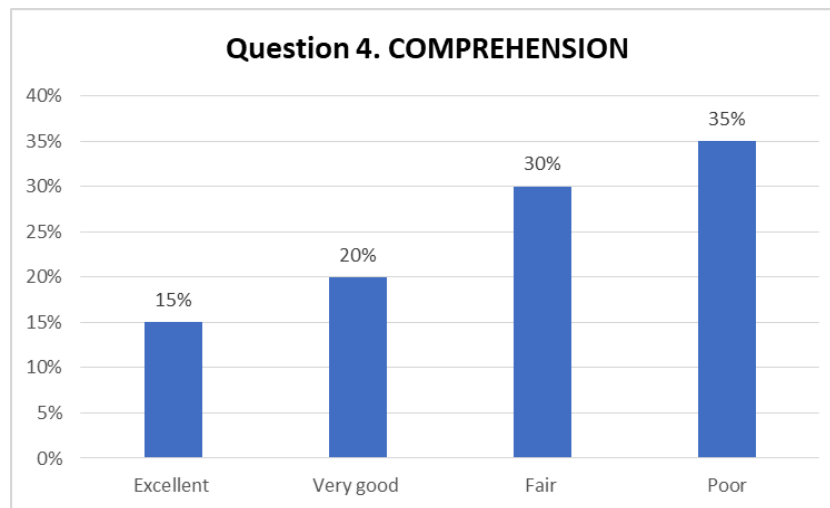
Figure 5.

Pre-test result Class A 10th grade



Note: Elaborated by Luisa Cruz and Maira Rodriguez (2024)

Question 4. indicated that a minority of students excelled and performed very well in listening comprehension, while a larger percentage is still struggling with comprehension.

Figure 6.**Pre-test result Class A 10th grade**

Note: Elaborated by Luisa Cruz and Maira Rodriguez (2024)

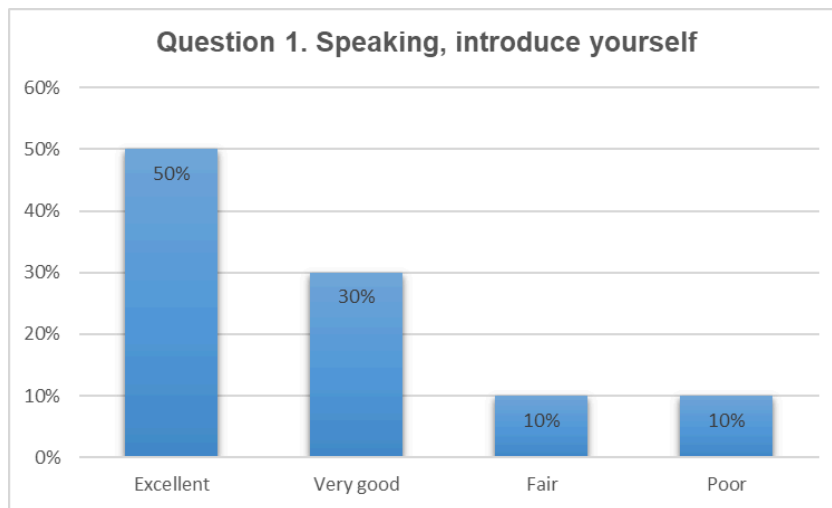
The post-test results

To apply the Post-test as a research instrument students received a link from a website that allows them to record their voices and send their answers. After applying the post-test, the following results were obtained, the test was composed of four questions. All the students took the test and demonstrated willingness to do it.

The results of the first question allow us to appreciate that after applying different kinds of tasks students have gained more confidence to speak in front of others since they were able to record their voices making their introduction, in this way, ten of twenty students were graded on the excellent scale. Therefore, these results have demonstrated that Task-based Learning is an effective approach to developing speaking skills.

Figure 7

Results obtained from students' introduction

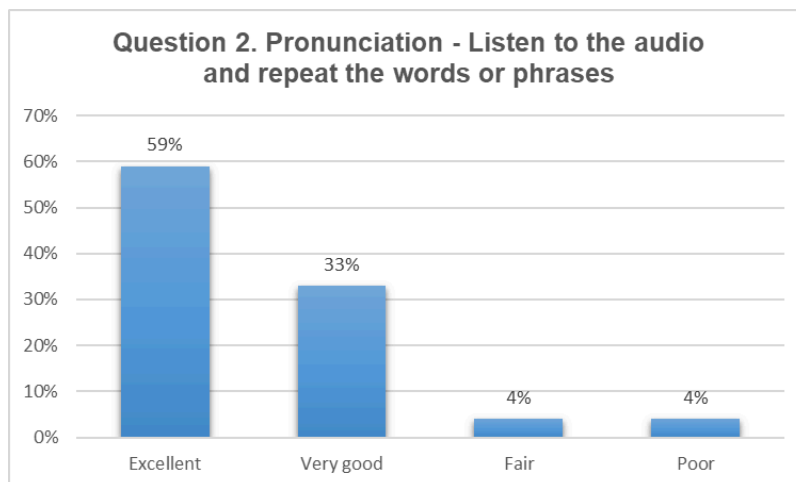


Note: Elaborated by Maira Rodríguez and Luisa Cruz (2024)

In the second question, the results obtained reveal that during this research students have improved their pronunciation, especially their confidence has raised during this process. so, tenth-grade students have been a better performance in speaking skills.

Figure 8

Students' pronunciation results.



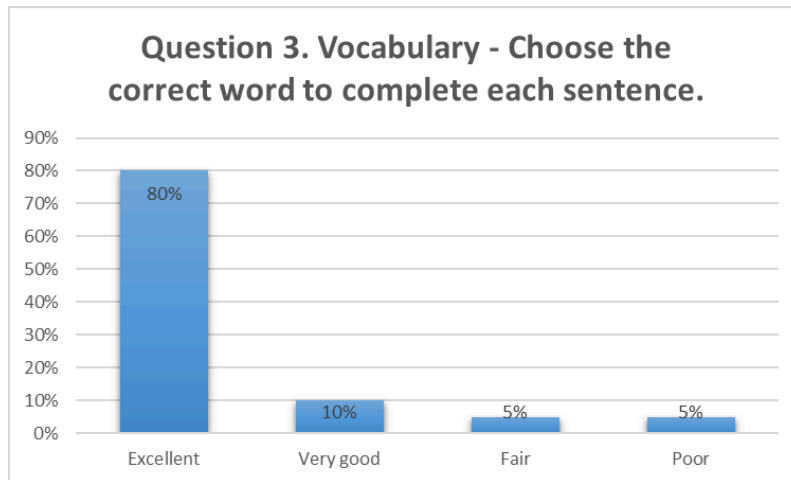
Note: Elaborated by Maira Rodríguez and Luisa Cruz (2024)

In the third question, the results show that students have increased their vocabulary and

feel more confident when they have to use new words, apart from that, the students have improved their pronunciation.

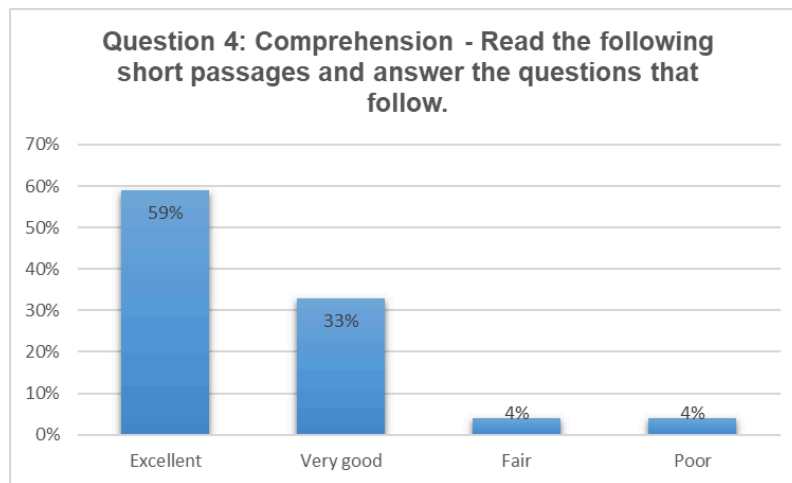
Figure 9

Students' vocabulary results



Note: Elaborated by Maira Rodríguez and Luisa Cruz (2024)

In the fourth question about reading comprehension the results obtained indicate that most of the students have improved their ability to understand what they read in English, and they were able to use new vocabulary to fill the gaps.

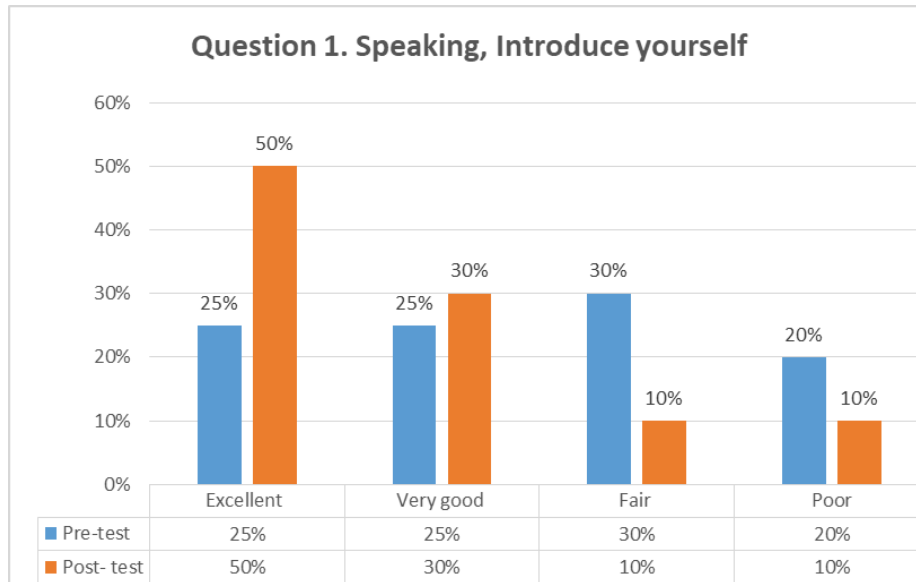
Figure 10**Reading comprehension results**

Note: Elaborated by Maira Rodríguez and Luisa Cruz (2024)

In the pre-test, students exhibited varying levels of proficiency in speaking and introducing themselves. After the intervention with task-based learning activities, there was a noticeable enhancement in students' speaking skills. A considerable number of students excelled in the post-test, signifying a substantial increase in excellent performance. Additionally, a significant portion of students continued to perform very well. The fair category saw a marked reduction, reflecting improved proficiency, and there was a similar decrease in the poor performance category. The post-test results overall indicate a noteworthy improvement in students' speaking abilities compared to the pre-test.

Figure 11

Results comparison between the Pre-test and Post-test in speaking

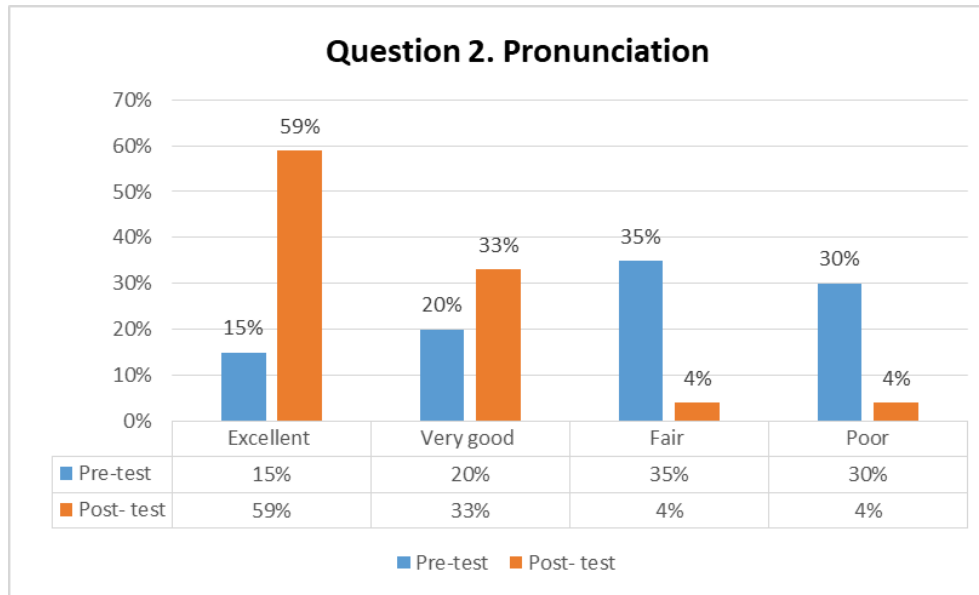


Note: Elaborated by Luisa Cruz and Maira Rodríguez (2024)

The implementation of task-based learning activities resulted in a significant improvement in pronunciation. Initially, some students displayed excellent performance in the pre-test, while others achieved a very good level. Some received a fair rating, and a portion performed poorly. Following the intervention, there was a noteworthy increase in the number of students excelling, accompanied by a substantial decrease in those who performed at a fair or poor level. In summary, the post-test outcomes indicate a substantial enhancement in students' speaking abilities compared to the pre-test.

Figure 12

Comparison of increasing pronunciation

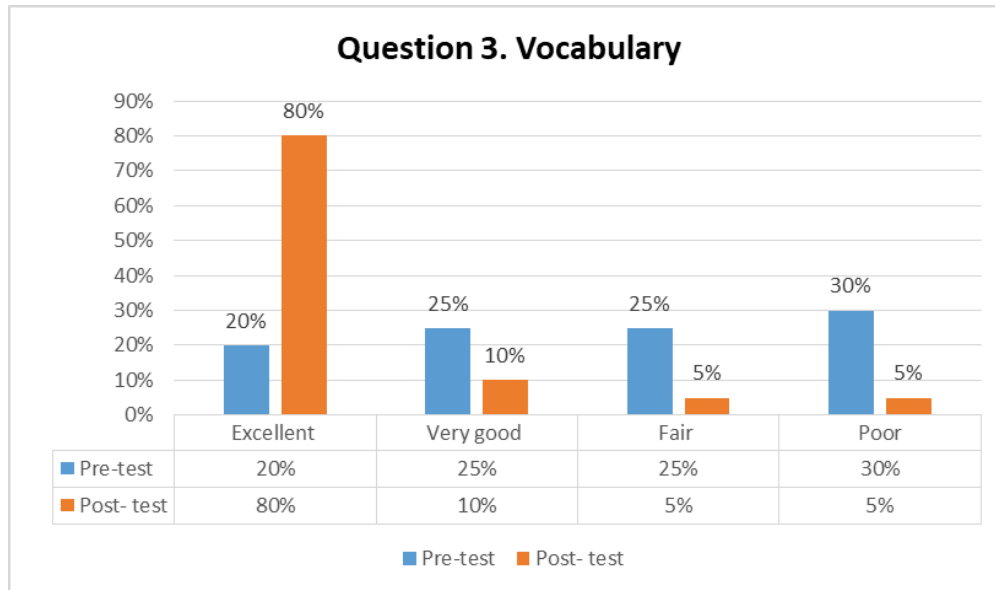


Note: Elaborated by Luisa Cruz and Maira Rodríguez (2024)

In the pre-test, students exhibited diverse performance levels, ranging from excellence and very good to fair and poor, particularly in vocabulary. After implementing task-based learning activities, the post-test outcomes revealed a significant enhancement. Notably, there was a considerable rise in the number of students excelling, coupled with a sustained presence of very good performance. Furthermore, both the fair and poor performance categories saw a notable decrease. Overall, the post-test results underscore a substantial improvement in students' vocabulary and speaking skills compared to the pre-test.

Figure 13

Vocabulary's increasing

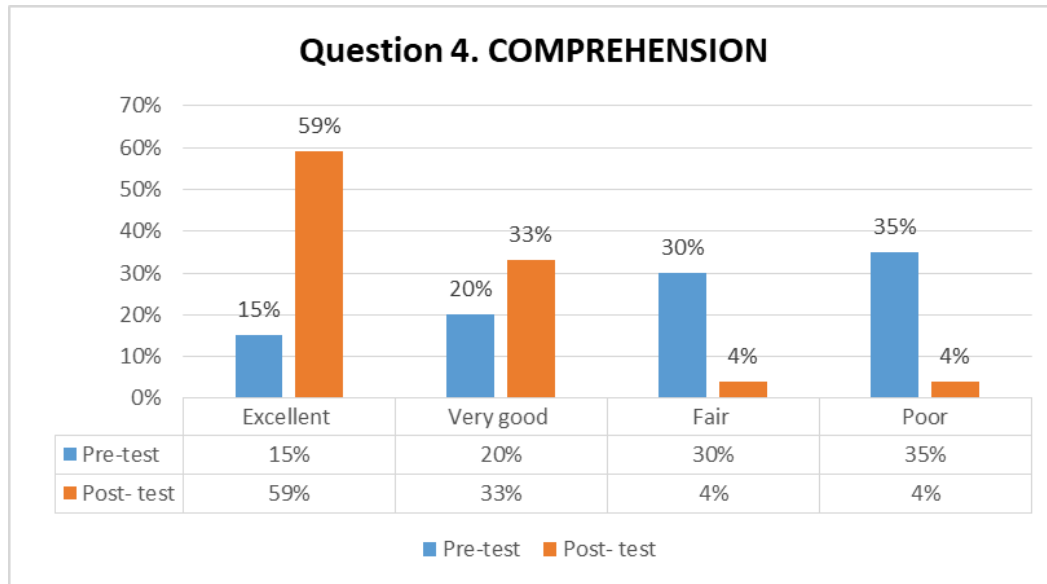


Note: Elaborated by Luisa Cruz and Maira Rodríguez (2024)

The integration of task-based learning activities led to a significant improvement in comprehension. Notably, there was a substantial increase in the number of students excelling, accompanied by consistently strong performance in the very good category. Additionally, both the fair and poor performance categories experienced a notable decrease. In summary, the post-test outcomes highlight a considerable enhancement in students' vocabulary and speaking skills compared to the pre-test.

Figure 14

Improving Comprehension



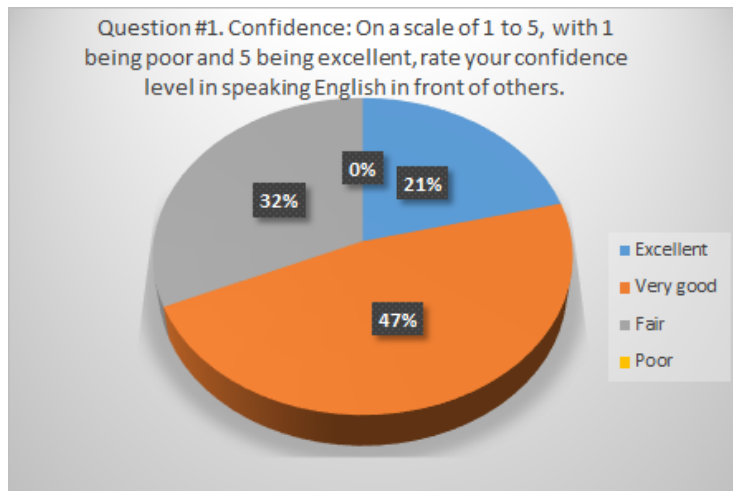
Note: Elaborated by Luisa Cruz and Maira Rodríguez (2024)

Survey results

At the end of the application of the pre-test and post-test, students surveyed how they felt during the development of this research project, the following graphics convey the information acquired. The first graph shows that the student's confidence in speaking in front of others has improved significantly.

Figure 15

Students' confidence has increased

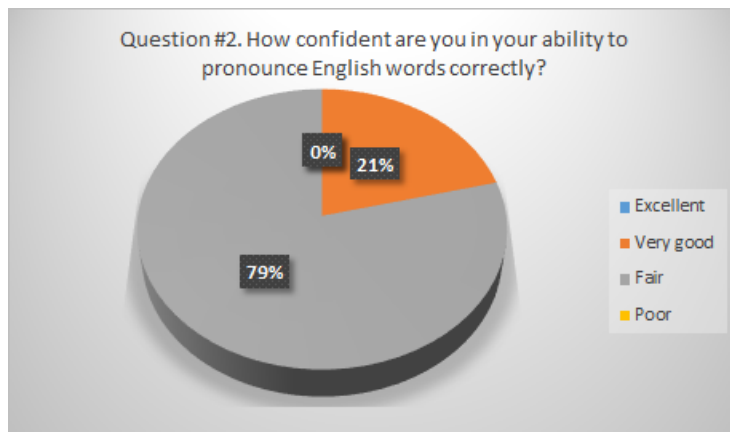


Note: Elaborated by Maira Rodríguez and Luisa Cruz (2024)

In the second question applied in the survey the results reveal that the ability to pronounce English words correctly is still pretty limited.

Figure 16

Students' ability to pronounce English words correctly

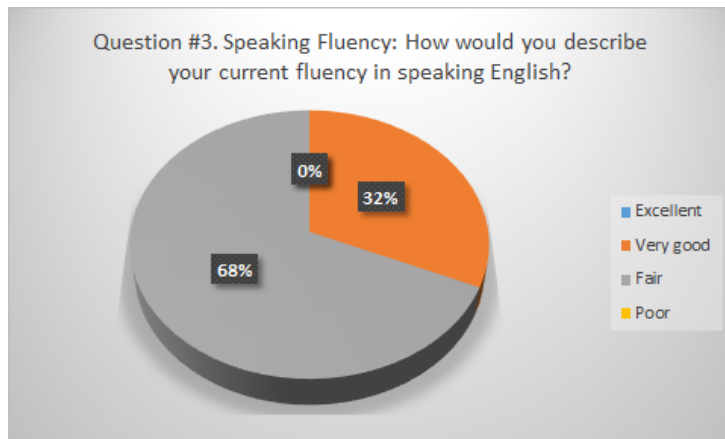


Note: Elaborated by Maira Rodríguez and Luisa Cruz (2024)

In the third question about students' fluency, the results show that need to learn more new English words. To achieve fluency it is necessary to know many words to express thoughts and feelings clearly and accurately.

Figure 17

Students' fluency

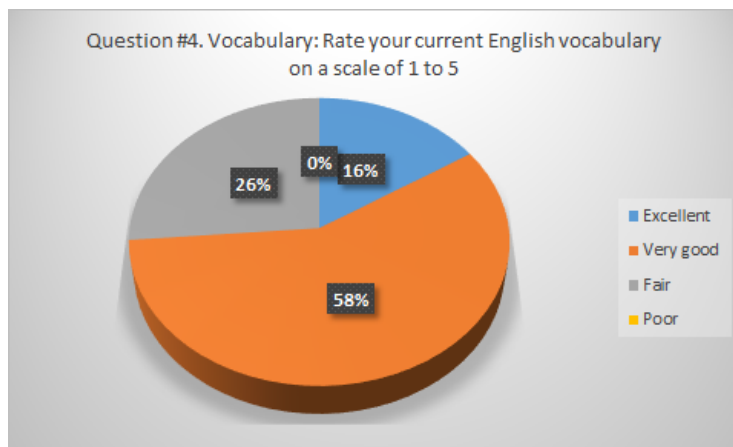


Note: Elaborated by Maira Rodríguez and Luisa Cruz (2024)

The results obtained in the fourth question reveal that students' vocabulary has increased after the implementation of Task-based learning.

Figure 18

Students' Vocabulary

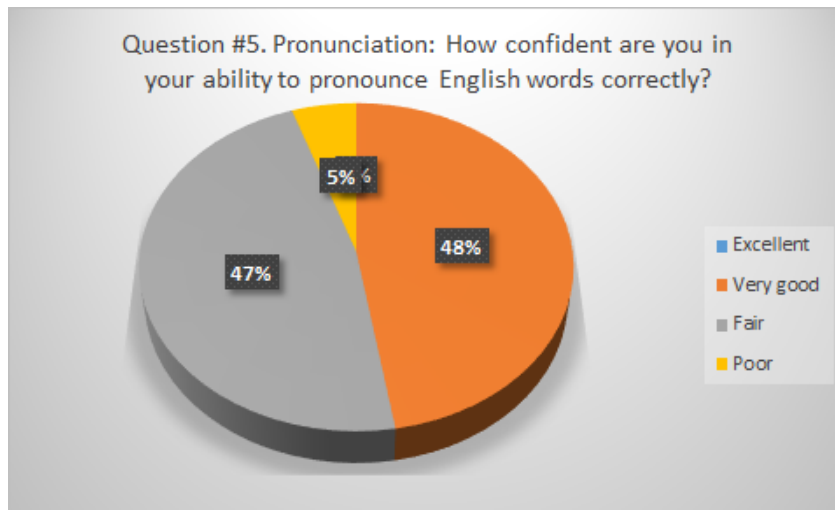


Note: Elaborated by Maira Rodríguez and Luisa Cruz (2024)

The results collected in the fifth question reveal that students feel more confident in pronouncing English words in front of others. They demonstrated more accuracy about what they say in the others tasks.

Figure 19

Students' confidence in pronouncing English words



Note: Elaborated by Maira Rodríguez and Luisa Cruz (2024)

The implementation of task-based learning activities resulted in a substantial improvement in students' speaking skills. In the pre-test, there was a varied distribution of performance levels, including excellence, very good, fair, and poor. Following the intervention, there was a notable increase in the number of students excelling, with a significant decrease in those performing at a fair or poor level. The post-test outcomes highlight enhanced proficiency in vocabulary, comprehension, and pronunciation. Specifically, students showed increased confidence in speaking English, improved pronunciation, and enhanced fluency. The data suggests a significant positive impact on students' overall speaking abilities and confidence in expressing themselves in English.

Conclusions

- ❖ In conclusion, the implementation of task-based learning activities has proven to be an effective approach to enhancing students' speaking skills. The emphasis on practical, real-life tasks not only engaged students but also provided them with valuable opportunities to apply their language skills in meaningful contexts. The positive outcomes observed in this study underscore the importance of incorporating task-based learning into language education for the holistic development of student's speaking abilities.
- ❖ Increased Engagement and Confidence. This research has demonstrated that task-based learning activities significantly contribute to increased student engagement and confidence in speaking English. The interactive and collaborative nature of tasks created an environment that motivated students to actively participate and communicate. As a result, students not only improved their speaking proficiency but also developed a more positive attitude towards using English as a means of communication.
- ❖ Integration of Language Skills. The integration of task-based learning into language instruction has successfully addressed the multifaceted aspects of language acquisition. Through carefully designed tasks, students not only improved their speaking abilities but also naturally developed listening, reading, and writing skills. This complete approach aligns with the communicative nature of language and provides a comprehensive foundation for students to express themselves effectively in English.
- ❖ Cultural Competence and Real-world Application. Task-based learning has not only enhanced linguistic skills but has also contributed to the development of cultural competence. The incorporation of culturally relevant tasks exposed students to diverse contexts, fostering a deeper understanding of language nuances. The real-world

application of language in tasks has prepared students for effective communication beyond the classroom, emphasizing the practical utility of their language skills.

- ❖ **Continuous Improvement and Adaptability.** The study's findings suggest that task-based learning is not a one-size-fits-all approach. It requires ongoing evaluation, adaptation, and innovation to meet the evolving needs of students. As language educators, recognizing the dynamic nature of language acquisition and being open to refining task-based approaches will ensure sustained improvements in students' speaking skills.

Recommendations

- ❖ **Incorporate Varied Task Types.** Based on the study's outcomes, it is recommended that language educators incorporate a variety of task types to cater to diverse learning styles and preferences. Balancing individual, pair, and group tasks ensures that students experience a range of speaking opportunities, promoting well-rounded language development.
- ❖ **Provide Ongoing Professional Development.** Recognizing the dynamic nature of language education and the importance of staying updated with innovative approaches, it is recommended that language educators engage in continuous professional development. Workshops, seminars, and collaborative sessions can offer insights into new task-based methodologies and effective strategies for enhancing students' speaking skills.
- ❖ **Integrate Technology for Authentic Tasks.** To further enrich the authenticity of tasks, integrating technology is recommended. Platforms such as video conferencing, language learning apps, and online collaboration tools can facilitate real-world communication scenarios. This approach aligns with the digital age and prepares students for contemporary communication demands.

- ❖ Encourage Self-directed Learning. Empowering students to take ownership of their language learning journey is crucial. Recommending resources, providing self-assessment tools, and encouraging independent research can foster self-directed learning habits. This approach instills a sense of responsibility and autonomy in students, contributing to sustained language development. Adapt Tasks to Cultural Sensitivities. Considering the cultural diversity of students, it is recommended to adapt tasks to be culturally sensitive and inclusive. Providing tasks that resonate with students' cultural backgrounds not only enhances engagement but also promotes a positive and respectful learning environment.
- ❖ Evaluate and Refine Task-based Approaches. To ensure the long-term effectiveness of task-based learning activities, it is recommended to conduct periodic evaluations of the implemented approaches. Collecting feedback from students, assessing the impact on speaking skills, and making necessary adjustments will contribute to the refinement and optimization of task-based language teaching methodologies.

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