

Fourth Graders' Co-construction of Monologues through Task-Based Learning Approach

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A research study presented as a requirement to obtain the bachelor's degree in Spanish and Foreign Languages with emphasis in English and French

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2. Descripción
<p>Trabajo de grado en el que se propone intervenir en los procesos pedagógicos de niños de cuarto grado del Colegio Prado Veraniego IED en el aprendizaje de Inglés como lengua extranjera a partir de observaciones y diagnósticos realizados a los estudiantes en los que se encontró que presentaban dificultades a la hora de hablar en inglés. De esta manera se aplica el enfoque por tareas y el trabajo cooperativo con el fin de construir monólogos y de esta manera desarrollar procesos y habilidades orales en inglés. Se encontró que los estudiantes desarrollaron fluidez y precisión en la lengua extranjera además de confianza en sí mismos. De esta manera ahora son capaces de hablar en inglés sobre ellos mismos, sus gustos, sus habilidades y asimismo mejoraron la convivencia en el curso.</p>

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4. Contenidos

El presente trabajo se encuentra organizado por capítulos que representan el procedimiento que se dio para aplicar el estudio de la siguiente manera: El capítulo 1 de introducción que se refiere a la contextualización hecha a los estudiantes del Colegio Prado Veraniego IED y al problema detectado en ellos tanto en su convivencia como en sus habilidades en inglés. Se presentan el objetivo general que es “Analizar cómo es la co-construcción de habilidades orales a través de la creación de monólogos usando el enfoque de aprendizaje basado en tareas” y sus objetivos específicos.

En el capítulo 2 se encuentra todo el marco teórico y conceptual sobre cada uno de los constructos usados en la investigación tales como “speaking” (habla), “monologues” (monólogos), y “Task-Based Learning” (aprendizaje basado en tareas).

El capítulo 3 se enfoca en el diseño de la investigación, la cual es de tipo “Investigación-acción” con enfoque cualitativo. Asimismo, se presentan los instrumentos de recolección de datos, los cuales son observaciones, videos y entrevistas.

El capítulo 4 es sobre la intervención pedagógica, en este capítulo se trata la metodología pedagógica como la manera de aplicar las clases siguiendo el modelo propuesto por Willis (1996) de tres etapas como la pre-tarea, el ciclo de tarea y el enfoque en la lengua.

El capítulo 5 se basa en el análisis de resultados, en el cual se presentan 3 categorías cada una con 3 indicadores que muestran los logros que cada estudiante estaba supuesto a lograr, donde se muestra si la intervención es satisfactoria o no.

Finalmente, se exponen los resultados, las conclusiones y algunas recomendaciones a la institución educativa y a futuras investigaciones relacionadas.

5. Metodología

El presente estudio se realiza siguiendo el enfoque cualitativo. Para la delimitación del problema se usó la observación no participativa registrada en notas de campo, un diagnóstico y una encuesta. Una vez delimitado el problema se aplicó el enfoque de aprendizaje basado en tareas y se registraron las intervenciones a través de observación participativa registrada en diarios de campo, se utilizaron materiales audiovisuales en las presentaciones de los estudiantes y, finalmente entrevistas realizadas a los mismos para llevar un seguimiento de sus procesos.

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6. Conclusiones
<p>En general, todos los constructos utilizados en las intervenciones tienen mucha influencia para desarrollar habilidades de habla. La co-construcción de monólogos desarrolla micro habilidades tales como la fluidez y la precisión, mejora la convivencia de los estudiantes en el aula y les da confianza en sí mismos al expresarse en inglés. El enfoque de aprendizaje basado en tareas es el medio para lograr la co-construcción de la habilidad de habla a través de las secuencias de tareas, los tipos de tareas y los componentes de una tarea.</p> <p>Finalmente, los resultados son muy positivos, los objetivos se alcanzaron y la intervención pedagógica tuvo éxito. Cada intervención tuvo resultados aceptables y satisfactorios. Estos resultados son significativos para futuras investigaciones en habilidades de habla a través del enfoque de aprendizaje basado en tareas.</p>

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Abstract

This research arises from observations, a survey and a diagnostic test made in Colegio Prado Veraniego IED school, where it was found that fourth grade students showed difficulties in learning English as a foreign language especially in speaking. Therefore, it is proposed to improve these skills, especially in monologues through the Task-Based Learning (TBL) approach and the cooperative work.

The main objective is to analyze the process of co-construction of speaking skills through the creation of monologues when using TBL. This is going to be carried out through the methodology of action research. The pedagogical proposal and the methodology of implementation are going to follow the model of Willis (1996) which has three main stages such as Pre-Task, Task Cycle and Language Focus through cooperative work.

Key Words: *Speaking as a Skill, Task-Based Learning, Action Research, Monologues*

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Chapter 1

Introduction

Characterization

The participants in this research are fourth grade students from Colegio Prado Veraniego IED. In the context of the school, the researcher keeps in mind the PEI, the mission and the vision of the institution and the surrounding area as well. In addition, it is important to consider the population: the students are characterized in terms of three principal aspects; the cognitive, the affective and the sociodemographic aspect.

Local Context.

Colegio Prado Veraniego IED has two branches; branch A is for high school, and the research takes place in branch B which is in *Prado Veraniego Carrera 53 a # 128-51*. This neighborhood is in the locality 11 Suba on the north of Bogota city. The neighborhood has economic activity in the industrial and commercial sectors, but the most relevant activity moves in the automotive sector (Durán , López , Ortiz, Torres, & Pardo, 2013). It might look like the neighborhood is noisy, but it is not. In fact, it is a calm neighborhood. Also, Durán et al. 2013 refer to the safety problems in the neighborhood such as drug consumption and crime of theft and how those problems affect the students of Colegio Prado Veraniego IED in both branches.

Institutional Context.

As it was mentioned, the institution has two branches, the branch A is for high-school and the branch B is for elementary school. There are two shifts, the morning shift and the afternoon shift. In the morning shift, there are 329 students, and in the afternoon,

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there are 325. The research is developed in the afternoon shift in course 404 with students aged from 9 to 10-year-old. Regarding the grades, there are two groups per grade in each shift, and there are approximately 30 children per group.

The institutional educative project, Proyecto Educativo Institucional (PEI) has as motto *Comunicación con calidad hacia el desarrollo humano (Communication with quality towards human development)*. The mission is to generate and strengthen cognitive social and practical processes in the educational community pointed towards the formation of competent human beings through communication with quality that allows them to appropriate values for a healthy coexistence. Regarding the vision, the school aims to position itself as an institution that prepares students to become committed to their human development at the local and national level by 2020, to continue their academic formation, to live their values and lead positive processes of social change to enable harmonious coexistence that allows the construction of a fair and solidary country.

In terms of English learning, the school lacks the tools to achieve the communicative competences. First, there are no English teachers and instead, the head teachers from each group teach the English classes even though it is not their field. Likewise, in the school there are not either special rooms for English learning or special materials such as books, flashcards, etc. Nevertheless, there are some resources for learning in general as one video beam with computer in each classroom and a multimedia classroom for technology class.

In conclusion, the school tries to offer the students a good and different learning experience. That is why the interventions of preservice teachers are important in order to meet the needs that students have regarding English learning.

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Participants Context

The participants in this research are thirty children in fourth grade from Colegio Prado Veraniego IED. The context of these students is characterized taking into account the observations made for two hours weekly, a survey and a diagnostic test applied to the students in order to know them in some fundamental aspects such as socio-demographic, affective, cognitive and their needs regarding English learning as well.

Firstly, on the observations written on the field notes (see appendix A), students' behavior showed that they have some problems with self-regulation (see appendix A, Field Note #3 paragraphs 2,5), they are very energetic, and they cannot stay doing anything (see Field Note #1 paragraphs 9,10). The students must do something all the time, or they lose control. Other coexistence problem detected in the students is the rudeness presented among them and against other people that are supposed to be in their charge, students do not respect their teachers and they hit each other. This is a hard problem, but it is important to say that those students are a minority.

Secondly, the survey is applied to all the students and divided in three categories; the first one is the socio-demographic aspect, the second one is the affective aspect and the third one is the cognitive aspect regarding English learning (See appendix B). Those are important aspects to bear in mind because they permit to know students' lives and personalities. Thus, students give personal information and the researcher can take it into account in the classes to implement methodologies that can be interesting and useful for students to learn in a suitable mode.

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In terms of the socio-demographic aspect, it is found that students are from social stratum 3 and most of them live in Prado Veraniego while the rest live in other neighborhoods located in Suba (see appendix B, graphic 1). Then, it is evident that it is easy for children to go to the school, since the majority of students live in the same neighborhood, otherwise, in environs neighborhoods. The students are used to going to the school by walking with their moms and guardians while some of them go by scholar bus.

One important part of the socio-demographic aspect refers to the family, 30% of the students live with their mom, dad and siblings; 20% of the students live with dad or mom and others; 10% of the students live just with their mom or dad; 10% of the students live with other family members as grandmother or uncle, aunt etc.; and 7% of the students live with their mom and siblings (see appendix B, graphic 2). The parents or guardians who work as employees are 46%, the independent workers are 30%; as well, 7% of them are peddlers. It can be inferred that most of the students live in non-traditional families.

Concerning the affection, just 13% of the students say that they are not happy, but they give some imprecise reasons. Most of the students like to go to school; their favorite subjects are Mathematics, Spanish and English; and their favorite free activities are listening to music, going to the park, and playing on the computer; 77% of the students like their classmates and just 10% do not. These results show that students have good lives in general terms and they feel comfortable with them.

With regard to the English class, the analysis of the survey shows that 83% of the students like to participate in class (see appendix B, graphic 4); 63% of the students would like to work in groups, 27% alone and 7% in both ways (see appendix B, graphic 5); in terms of behavior, 52% of the students feel that they are calmed and 28% diligent (see

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appendix B, graphic 6); 93% of the students like to learn English, 4% did not (see appendix B, graphic 7); the students that have the impression of being good at listening 36%, at speaking 16%, at writing 16% and at reading 15%; the students that feel they do the tasks in a fast way 87% and suitable 93%.

In conclusion, students are interested in the learning of the language and from their points of view, they are especially good at listening and do the tasks fast and suitable. Finally, they would like to work in groups in class because they are used to working alone.

Diagnosis

The diagnosis is supported by the analysis of data collection of field notes based on observations made for two hours weekly, and a diagnostic test created taking into account students' likes and previous knowledge as well as the Basic Standards of English Competences provided by the Ministry of Education in Colombia. (see appendix C) divided in five parts; the vocabulary section and the four competences in English.

Thus, the observations aim to analyze the students' behavior and interest in the English class. The students tend to participate in all classes, they are energetic, and they do some of the tasks that the teacher proposes for the class (see appendix A, Field Note #1 paragraphs 3,4; Field Note #2 paragraphs 2,18). Few students are not interested at all and therefore, they do not like to do the activities or participate, and they just bother the others.

Referring the first section of the diagnosis test, it comprehends the vocabulary part in which students are supposed to write some numbers in English, to match pictures of animals with the correct words and to write the names of some clothes. The results show that 69% of the students write the names as they pronounce them, but they do not have a

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correct spelling. In terms of clothes, the 80% do not know the vocabulary and they do not write anything. It shows that students lack basic vocabulary.

In the listening section of the diagnosis test, the students have a better score. They have to fill ten spaces while the teacher reads some descriptions about a character that students know and like. The words selected to fill in the transcript are common vocabulary such as colors, numbers, and physical characteristics; 36% of students do not write anything or just write down things at random, but the rest of the students 64%, can write the words although sometimes they have spelling mistakes.

In the writing section, the students must write five sentences describing a character known by them. The results are: 23% of the students do not write one word, 31% write some characteristics without considering the structure of a sentence, 45% of the students try to write sentences using characteristics and following a structure but it is incorrect. These results show that students cannot produce in English.

Reading and speaking are the skills in which students get the lowest scores. Firstly, in reading they have to organize a basic conversation between two people that contains greetings, age, origin, etc. The students do not follow the instruction and do it wrong. Just twelve students try to organize the conversation, but they fail. It shows that students sometimes misunderstand the instructions about what they are supposed to develop in the activities.

Secondly, in speaking, the students must answer some basic questions that the teacher asks them like how they are, how old they are and where they are from, and 99% of the students fail. Results show that on the one hand, they do not understand the questions, therefore they do not know how to answer them in English. In the second part of speaking,

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the students have to tell a monologue in which they must express their likes and dislikes and students do not pronounce a word.

This diagnostic shows the lack of competence in each of the communicative skills in English. The students do not know basic vocabulary showing the school's problems in regard to English teaching.

Statement of the Problem

Following on from this, it is evident that fourth graders of Colegio Prado Veraniego IED need to improve their communicative skills. As evidenced in the diagnostic test, students do not even know basic vocabulary and they cannot read, write or speak in English. They sometimes write isolated words as sentences, but they are not correct, or students do not know what they are writing because they just follow an example and try to write the same. It is a problematic when students produce some sentences, but they do not give meaning for them because they do not learn and they will forget those structures.

As it was observed, one of the problematics in this population is the lack of interaction in English among the students during the English class: they are used to working alone, and they do not know how to communicate in this language. According to Warda (2015), most of students face problems and difficulties in speaking because of the lack of vocabulary, anxiety, inhibition, or the fear of making mistakes and the like which reduce participation and interaction. (p.2).

As a consequence, speaking is the skill that receives the lowest score in the diagnostic test, but it is the most necessary when communicating with others because one can notice that most of the EFL students feel frustrated because they spend years learning

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English, but they cannot speak in that language (Segura, 2012). As students do not interact, they cannot express themselves in English and this can cause frustration and low interest in the students.

What is more, a language without speech and interaction is reduced to a *mere script* (Qureshi, 2016). Students often use English without the purpose of communicating, they just try to write sentences following some grammar rules that they entirely do not understand and when they have to use them, they do not know how to do it and the communicative act fails. When students first learn to speak a language, it can be easier for them to develop the rest of skills.

That is why the researcher focuses the research on Speaking Skill because through this skill students can achieve a suitable communication in English. The diagnostic test proves that students do not have speaking abilities and the observations evidence that they have coexistence problems and that is what the researcher find on the students.

Rationale of the Study

Based on the above, this study aims to implement a strategy in which fourth grade students from Colegio Prado Veraniego IED co-construct speaking skills. Taking into account the National Ministry of Education in Colombia (2006) proposal, it is important to learn English because of globalization and its importance as *universal language*. Therefore, the Ministry is promoting a bilingual program in which the objective is to “achieve citizens able to communicate in English, so that they can insert the country in the universal communication processes, in the global economy and in the cultural opening with standards

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internationally comparable.” (p.06). The PEI of the school has a similar purpose in which is stated *Communication with quality towards human development*.

This research focuses on speaking skills through monologues and according to the Ministry of Education in Colombia (2006) referring to monologues, fourth grade students should be able to express their feelings and moods, to talk about their likes and dislikes and to describe their strengths and weaknesses. In this way, students improve their speaking skills by co-constructing some monologues with their partners but just talking about themselves. It is proposed with the aimed of enhance students' coexistence in the classroom.

Likewise, in order to achieve a proficient communication in English, it is evident that the communicator must be skillfully in the four language skills. According to Qureshi (2016), the ability to speak capably provides several advantages such as the capacity to express thoughts, opinions, feelings, etc., not only to express them but also to share them with others. In this way, the speaker gets a better understanding of himself and others (p.4). Thus, when students develop speaking skills, they can know others and their coexistence is enhanced.

In this way, one of the main objectives when learning a foreign language is to be able to communicate needs in real contexts in order to create meaningful learning in the foreign language. That is the distinction made by Bygate (1987) in which knowledge is different from skill, it is not the same to know the structures and grammar rules if one cannot be able to use it in different situations.

That is why the purpose of this research is carried through the Task-Based Learning approach (TBL) which, according to Nunan (2004), is an approach in which one of the

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principles and practices is the emphasis in the interaction in order to communicate in the target language; besides, Ellis (2009) stated that TBL seeks to engage learners in the use of the target language by performing series of tasks. Also, TBL aims to allow learners to acquire new linguistic knowledge and to enhance their existing knowledge.

Consequently, an effective way to accomplish the aim of the research is through the Task-Based Learning approach and cooperative work. Bearing this in mind, at the end of the research, students will be able to talk about themselves through the creation of monologues and their health coexistence will increase.

Research Question and Objectives

Research question

How are 4th grade students monologue speaking skills co-constructed through Task-Based Learning approach in Colegio Prado Veraniego IED?

General research objective

To analyze how is the students' co-construction of speaking skill through the creation of monologues using the Task-Based Learning approach.

Specific research objectives

To determine the influence of the Task-Based Learning approach on the students' speaking skills.

To characterize speaking processes co-constructed by the students when creating monologues.

To identify the different strategies that students use in order to create monologues through the TBL.

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Chapter 2**Literature Review**

As stated throughout Chapter 1, the main objective of this research is to promote speaking skills in fourth grade students from Colegio Prado Veraniego IED using TBL approach and cooperative work in order to co-construct monologues. In Chapter 2 the theory about speaking, TBL and monologues is explained, as well some previous research studies that may help for this action research are exposed.

State of the Art

For this research, it is required to search about other investigations that have similar purposes or constructs. First, the state of the art takes into account the researches that consider both constructs: Speaking and TBL. Second, the criteria used to select the researches are that each research has similar aims and the results must help this research to improve in terms of methods and facts to consider during the investigation. Besides, in this state of the art are considered three researches from *Universidad Pedagógica Nacional*, three from other universities in Bogota and three from other universities in Colombia or in other countries.

Title, author and institution.	Objective	Finding	Importance
<i>The implementation of the task-based approach through the use of images to develop the oral skills of 405 students at Liceo Femenino</i>	This research sought to analyze the effects of Task-based approach to develop oral skills in fourth grade students using images.	The findings showed that students enhanced their oral production, they felt more motivated and interested in the English class. Besides, students were more aware of the processes in oral production.	This study is important to be mentioned because it evidenced that students can improve in their abilities when speaking in English and that the TBL is the

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<p><i>Mercedes Nariño school.</i> (Quiñones, 2014). Universidad Pedagógica Nacional.</p>			<p>approach that allows that. Also, because the images can be a useful tool for the design of the tasks.</p>
<p><i>Task-Based Learning Strategies and Autonomous Work: A Way to Develop Speaking Skills on Students.</i> (Rodríguez, 2014). Universidad Pedagógica Nacional.</p>	<p>This research had as objective: “To describe the impact of developing autonomous work through Task-based learning strategies on students speaking skill in textbook-centered classes.” (p.15)</p>	<p>The results showed that the teacher performed as a supporter for the introduction of material and skills in an effective way. Thanks to the design of classes through Task-based learning approach, the teacher was able to provide support beyond traditional limits like grammar. On the other hand, students assumed different roles depending on the phases developed to relate autonomy and language learning from parallel models. (pp. 47,48)</p>	<p>This research demonstrated that TBL is an approach which can give a significant support to the teachers, also to the students in order to increase autonomous work.</p>
<p><i>Implementing the task-based approach through plastic arts as a strategy to promote oral skills in 301 students at IED San José de Castilla</i> (Rojas, 2013). Universidad Pedagógica Nacional.</p>	<p>It is a research in which the participants are third graders, and it focuses on the promotion of oral skills through TBA and plastic arts. The objective is to determine if the implementation of the approach is appropriate to promote the students’ oral skills.</p>	<p>The findings showed that Task-based Approach was very important and favorably in order to develop the student’s oral skills. This examination showed that the approach can be useful in this population and that the oral skills can be promoted satisfactorily in it.</p>	<p>The importance of this research is that it evidenced that through the tasks implemented in a different and attractive way for students, the main objective will be accomplished.</p>

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<p><i>Fostering the speaking skill through task-based learning in EFL with third graders.</i> (Laverde, 2016). Universidad Libre.</p>	<p>The objective was to develop English speaking skills in 35 third graders to transform their passive behavior into active participation. Its design was based on concepts and principles taken from task-based learning approach.</p>	<p>The results showed that the use of task-based learning was interrelated with the enhancement of speaking performance and with participation because children executed tasks for learning English as means of communication.</p>	<p>The research evidences that TBL is very useful in terms of helping children to develop speaking skills and that it enhances participation in the English class.</p>
<p><i>Enhancing oral interaction skills in undergraduate students through Task-Based language learning.</i> (Ricard, 2013). Universidad Libre.</p>	<p>To develop, implement and evaluate lesson plans focused on the task-based language learning approach to enhance oral interaction skills in undergraduate EFL students in the first English level.</p>	<p>The tasks which demanded students to interact with one another during its elaboration in order to have a final outcome, allowed students to become more confident and motivated to learn the language.</p>	<p>This is important because the present research also focuses on increasing students' motivation and self-confidence. The research evidences that the tasks in TBL allow students to do it</p>
<p><i>Promoting Oral Production through the Task-Based Learning Approach: A Study in a Public Secondary School in Colombia</i> (Peña & Onatra, 2008). Universidad Nacional de Colombia.</p>	<p>The researchers found a problematic in terms of self-confidence when using the spoken language in secondary students. They decided to apply different kind of tasks to the students in order to help them make interactions and transactions among them by implementing the task-based approach.</p>	<p>It is important to provide the students with a confident learning environment to speak. This was the key to making classmates act in a sympathizing way. This meant that oral activities, both transactional and interactional, created less anxiety.</p>	<p>This research is important for the present one because it can be a guide about the implementation of the task-based learning approach in the classroom.</p>
<p><i>The effect of monologue memorization tasks on Iranian</i></p>	<p>This research had the objective to probe the effect of monologue</p>	<p>The findings revealed that when EFL learners memorize a monologue and</p>	<p>It is important because it shows that fluency can be enhanced through</p>

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<p><i>EFL learners' fluency.</i> (Faezeh & Hamed, 2017). Islamic Azad University.</p>	<p>memorization on EFL learners' speaking performance in Iran with 34 intermediate EFL students.</p>	<p>present it orally in a classroom, they are expected to get some improvements in their fluency of speaking.</p>	<p>the use of monologues, and this is one of the goals in this research.</p>
<p><i>The efficacy of topic familiarity on oral presentation: extensive speaking assessment task of Iranian EFL learners in TBLT</i> (Zarei, 2015). Islamic Azad University.</p>	<p>The influence of the familiarity that students have with the topics in regard to their oral production in oral presentations. The population were 30 girls from 14 to 17-year-old.</p>	<p>The findings of this research evidenced that the familiarization with topics in TBLT has a great influence. "[...] if learners are made familiar with the content and organization of passages or well-organized texts with familiar topics are provided, one of the benefits would be the fact that speaking is maximized." (p.94)</p>	<p>This is important to my study because I must take into consideration that the familiarity that students have with the topics proposed has influence on the results that students are going to show.</p>
<p><i>Enhancing the development of speaking skills for non-native speakers of English.</i> (Boonkit, 2010). Silpakorn University.</p>	<p>It was set in a course with Thai undergraduate students, the researcher focused on the improvement of speaking skills in students by the implementation of TBL.</p>	<p>The findings of the research were that tasks based on speaking for special communication helped participants to prepare for speaking, and when the task was well-prepared it became a strategy to minimize anxiety, and thus maximize speaking confidence. On the other hand, the researcher found a strength in the use of vocabulary. But, he found a weakness as well in regard to the grammar structure and pronunciation.</p>	<p>This study is important to mine because it shows that the approach is workable in terms of increasing students' confidence when creating monologues and it also shows that grammar cannot be moved away.</p>

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All the previous researches have importance in this study due to the evidences that they contribute. First, the use of TBL as a useful approach in order to enhance speaking skills because in all the researches the population show positive changes in their communicative competence after the realization of different tasks. It enhances speakers' self-confidence, thus their fluency and accuracy in most cases. Second, the use of monologues likewise can improve fluency and security on students when speaking in English. This shows that TBL is a good tool to achieve the proposed goals and objectives.

Theoretical Framework

In the theoretical framework the main theory for each construct is explained according to different authors and the vision of the researcher. The constructs in this research are: first Speaking as a skill, then the approach which is Task-Based Learning and finally Monologues which are the reports that students are supposed to co-construct. It is important to understand the theory with the aim to apply the constructs appropriately.

Speaking as a skill

In this research, Speaking is considered as a skill. Bygate (1987) suggests that the speaking is divided in two skills. The first one is a superficial skill in which one can use the structures and has the correct pronunciation, as well all the competences must be correct, and it is called *motor-perceptive skills*. The other skill is *interaction skill* that has more to do with the real or natural language use; which is twofold; the *processing conditions*, that refer to the speech under conditions of time; and the *reciprocity conditions*, which take into account the interlocutor and the conversation.

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In order to complement the interaction skill proposed by Bygate, Burns & Joyce (1997) define speaking as “an interactive process of constructing meaning that involves producing, receiving and processing information.” (p.17). The authors explain that the form and meaning are dependent on the context in which the communicative act occurs, the participants, as well the physical environment and the purposes. Both conceptions are the ones that have more importance while the development of this research.

It is important to remind that in this research the speaking is promoted through the creation of monologues. That is why the micro skills significant to enhance fluency and accuracy are proposed by Nunan (2003) for whom *accuracy* is the extent in which the real use of the language is similar to what students say in their reports, and *fluency* is the extent in which students can speak quick and with confidence, they do not present many *hesitations, unnatural pauses or false starts* (p.55).

In addition, Brown (1997) proposes fluency as the ability to speak fluently. Its signs include fast speed while speaking and only a few number pauses and pet words. These signs indicate that students do not have to spend much time searching for language elements to express messages. Accuracy concerns to the grammatical productivity in the speeches reported by the students.

Based on the above and the purpose of this research which tends to help students from fourth grade to become able to speak in English giving priority to the construction of meaning without forgetting the context of each specific situation. This interaction skill is promoted on the students through preparation and creation of monologues framed in real situations.

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Monologue

Resuming speaking as a skill, it can be divided into two forms, the first one is dialogue and the second one is monologue. According to Brown (2001), in a dialogue the speaker needs to talk and to communicate at the same time interchanging information with an interlocutor; whereas, in a monologue the speaker does not need another person in speaking turn because she/he is the only one that has a speech to express (p.227). These definitions show the evident difference between dialogue and monologue and it is important to take into consideration principally the monologue explanation.

Considering that this research aims to improve speaking skills through the co-construction of monologues, it is necessary to understand the Common European Framework monologue's conception. Monologues are part of the *Productive Activities and Strategies* in oral production, in which the speaker produces an oral text that is received by one or more listeners (p.58). This oral text can be a monologue called *Sustain Monologue* and refers to the description of experiences. In level A1, this kind of monologue is used by people in order to describe themselves, their likes and dislikes, and activities they do.

Following the conception of monologue, there are different forms to present it and Brown (2007) proposes them as oral reports, summaries or short speech. The last one is the form to be applied in fourth-grade students' tasks. According to Chastain (1988), depending on the form of monologue, learners must expand their general vocabulary and then, they can improve by listening simple sentences and afterwards complex sentences. In this way, they increase their knowledge and it is easier to create their own monologues.

Besides, it is important to clarify that in this research the conception of monologue as the memorized speech for a play or lecture, etc., is not considered. In this research

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students create and prepare their own monologues while talking about their own lives and experiences. Thus, the elements to evaluate in the students' reports are that they can express themselves through monologues and give real information to talk about their lives, they must be able to make themselves understood using other resources not only their voices but also their body language or pictures, drawings etc., also, they have to be self-confident while talking in English with no fear of judgment.

Task Based Learning Approach

The approach used to achieve the aim of the research is the Task Based Learning approach (TBL). To define what TBL is, it is necessary to understand first what a task is and the types of tasks, the components of TBL and finally TBL as experiential learning.

As reported by Nunan (1989) and Richards, Platt and Weber (1985) a task is different from activity and exercise because it has the particularity that uses language in which meaning is the priority. Besides, Breen (1989) (as cited in Nunan, 2004, p. 3) involves in the term *task* any kind of activities that use language even exercises. For others, as Prabhu (1987), a task is “an activity which requires learners to arrive at an outcome from given information through some processes of thought, and which allows teachers to control and regulate those processes” (p.101). This research focuses on meaning, and one of the definitions that comprises better all of the previous definitions of task is that one from Ellis in which tasks are “activities that call for primarily meaning-focused language use, and requires the participants to function primarily as ‘language users’ in the sense that they must employ the same kinds of communicative processes as those involved in real-world activities.” (2003, p. 3)

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Therefore, it is necessary to understand the task not just in general terms but in communication abilities. It is important to consider that Nunan (1989) also proposes the *communicative task* in which the task involves “learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.” (p.10). Then, the students from fourth grade must focus on meaning instead of just on the form when doing tasks of speaking and creating monologues. It is not useful that students focus just on the form because it does not imply a meaningful learning.

Components of the TBL.

Continuing with Nunan’s conception of communicative task, the author proposes, supported by Shavelson and Stern (1981), the main components that a task must have. The first component is the *content*, it refers to the subject to be taught; the second is *the materials*, which are the things that learners are supposed to manipulate; the next one is *the activities* defined as the things that students as well the teachers do during the lesson; the next component is *the goals* referring to the teachers’ general aims for the task; the other component is *students* in regard to their needs, interests and abilities; and finally, the *social community* considering the class as a whole and the sense of *groupness*. (Nunan, 2004, p. 40)

Those are the components to follow in this study. Besides, Willis (1996) proposes a model in which the teacher-researcher takes into account the components mentioned by Nunan. In this model Willis proposes three main stages: *Pre-Task*, that refers to the introduction to the topic and the tasks. In this stage, the teacher gives enough input in order

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to exemplify what students are supposed to develop during each task, and provides students with vocabulary and structures needed for the tasks.

The second stage is *Cycle Task* which is divided in turn into three moments; *Task*, in which students prepare to develop real tasks in groups; *Planning*, students prepare to report, and the teacher supervises them to see what they plan and how they do it; *Report*, in which students go to the front of the classroom and present their work to the whole group.

The last stage is *Language Focus*, in this stage students reflect about the possible errors or difficulties they have had during the reports. That is how the teacher-researcher develops each task considering the components and the model.

Types of Tasks

Considering the definition of task, it is important to recognize the types of tasks as well. Willis (1996) proposes six types of tasks which can be used during the interventions: *Listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, and creative task.*

The first type of task is *listing*, this task tends to increase the participation of students in class, it is developed through brainstorming while students draw on their own experience and previous knowledge; the second type is *ordering and sorting*, in which students sequence, categorize, and classify items in different ways; the third one is *comparing*, where students compare information, and identify common points and differences.

Continuing with the types of task, the fourth one is *problem-solving*, the process changes depending on the complexity of the problem and it challenges students' capacity to

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solve problems; the fifth one is *sharing personal experiences*, this task allows students to talk more freely about themselves; finally, the last task is *creative task*, which can involve two or more types of tasks.

Some of those tasks that can be developed by fourth-grade students are applied in the interventions. They vary according to the goals and the content to be taught, but the first type of task is used in more cases due to its way of increasing participation in students. That is the technique in which the tasks are planned.

Experiential Learning

This research bears in mind the conception of learning as *experiential*, and connected with the Task-Based Learning approach means *learning by doing*. According to Nunan (2004) experiential learning is a conceptual basis for TBLT (Task-Based Learning Teaching). In this conception, Nunan states that “intellectual growth occurs when learners engage in and reflect on sequences of tasks” (2004, p. 12). It means, learners have an important role in their learning processes and they take active part on it. Nunan also explains that experiential learning focuses on the learners’ immediate personal experience and Kolb (1984) in his model expounds that learners move from what they already know and can do to the incorporation of new knowledge and skills. Experiential learning also means that students learn best when doing and constructing knowledge instead of the teacher transmitting it to them.

In conclusion, TBL is an approach that refers to the tasks as a way of teaching a second language in a meaningful way because of its practical component. Taking into account that TBL focuses on meaning rather than form, experiential learning is the conception to be considered in this research. Due to this, TBL is an important tool in the

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research because it allows the teacher-researcher to reach the objectives and it is very useful when promoting speaking as a skill.

Chapter 3:

Research Design

In order to achieve the objectives of the present research, it is required to apply a methodology. Throughout this chapter, the type of research, the method, the data collection instruments, the procedures, the role of the researcher, the trustworthiness and the ethical issues are explained.

Research Paradigm

This study is qualitative which, according to Kalmbach Phillips & Carr (2010), “generally assume the nature of knowledge as fluid and subjective (as opposed to fixed and objective)” (p. 26). It means, it describes the reality of the research through the subjectivity and takes into account that reality is formed by culture, context, history, etc. The qualitative research also allows seeing a variety of points of view (at least three) which are the ones that may give the trustworthiness in the research defined by Lincoln & Guba (1985) as the equivalent to *validity* and *reliability* in quantitative methods.

Research Methodology

Regarding the method, this research uses the action-research method that “while emphasizing a rigorous search for knowledge, it is an open process of life and work, an experience, a progressive evolution towards a total and structural transformation of society of culture with successive and partially coincident objectives” (Fals Borda & Rahman , 1989, p. 213-214)

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Following this perspective of action-research and making emphasis in the classroom practice, Burns (2009) states action research as the interaction of two ways of activity which are *action* and *research*. In this way:

The action is located within the ongoing social processes of particular societal contexts, [...] and typically involves developments and interventions into those processes to bring about improvement and change. The research is located within the systematic observation and analysis of the developments and changes that eventuate in order to identify the underlying rationale for the action and to make further changes as required based on findings and outcomes. (pp. 289-290).

Therefore, the action research allows to intervene in the classroom in order to make changes to improve speaking skills on students. Besides, Kalmbach Phillips & Carr (2010) state that the action research aims to improve the teachers' practice and students' learning. This research uses such methods because it is necessary to make a change in the traditional ways of teaching English in order to improve students' abilities in this language.

Concluding, the Action-Research Method is very important in qualitative methods because of its changeable nature. It means, if some strategies do not work in the research, they can be changed in order to get better outcomes and findings. Thus, the role of the teacher is the teacher as self-reflective, inquiring, and motivated (Burns, 2009, p. 289). Those elements are crucials for the development of this research.

Data collection instruments

Considering the main objective of this research, it is needed to use at least three instruments in order to achieve it. The researcher uses them taking into account the

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qualitative instruments proposed by Creswell (2014). The author expounds that qualitative instruments “rely on text and image data, have unique steps in data analysis, and draw on diverse designs” (p.238). Following this author, the instruments of data collection to be used are:

Field Notes

Those are reported as observations. According to Creswell, “a qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi structured way, activities at the research site” (p.239). In this way, the teacher-researcher is a complete participant. One of the advantages proposed by Creswell is: the researcher can record the information as it occurs and that it is useful to notice some behaviors that can be uncomfortable for participants to discuss; regarding the disadvantages, the researcher could be intrusive, and there is some private information that the researcher cannot report.

Videos and Audios

This instrument has some advantages according to Creswell (2014), one of them is when it provides opportunities for the participants to directly share their reality and it may be an unobtrusive method of collecting data; the disadvantages can be the presence of cameras because it can disrupt and affect responses. In this research, the videos gathered in each report that students present are the instrument convenient to analyze students’ speaking skills and they are approximately two videos per month. The videos are useful in terms of the visual aid to see students’ corporal communication and to analyze different aspects such as confidence, comfort, expression, etc.

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Interviews

The last instrument is useful considering that the qualitative research gives importance to the participants and tries to elicit their views and opinions (Creswell, 2014). The advantages of this instrument according to the author are the usefulness when the participants cannot be directly observed, and the possibility for the researcher to take control over the line of questioning; the disadvantages are in terms of the researcher's presence because it can produce bias responses; another one is the fact that not all the people are equally articulate and perceptive.

Table of Categories

In order to analyze the Speaking Skills on fourth-grade students, it is necessary to categorize the constructs and to give indicators to each one of the categories. The following table shows the indicators that may give results to the analysis of Speaking Skills.

Unit of analysis	Categories	Indicators
SPEAKING SKILLS	Self-expression	Students develop a speech using real information to talk about themselves.
		Students are able to express their likes and dislikes with no fear of judgement.
		Students can make themselves understood when speaking in English.
	Autonomous Text construction	Students are able to co-construct monologues.
		Students can communicate their own likes through monologues with fluency.
		Students present accuracy when producing their monologues.
	Tasks proposed in class	Students perform each task for the class satisfactorily.
		Students produce and interact in the target language.
		Students plan their reports focusing specially on meaning.

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Population and sample

The population for this research are fourth-graders from Colegio Prado Veraniego IED. The course is 404 in the afternoon shift, they are 30 students aged from 9 years to 10 years old. The sample is twelve children selected in a purposive way, it means, four of the children are hardworking students, four are not so hardworking and finally four who are in the middle of them.

Procedures for data collection

The instruments mentioned are applied to the sample described before as follows: The field notes are made one each two classes for four hours by the teacher-researcher; the interviews are applied to the sample every two months; finally, the videotapes are taken in the reports made by the students, two per month. But some field notes, videos and interviews that are relevant for the study and the analysis are used.

Ethical Issues

As the population studied in this research are minors, it is necessary to obtain permission from their parents. Therefore, a letter of permission is signed by them and the teacher-researcher must talk to them and inform about the research, the elements that are used from the children as surveys, interviews, videos, audios, etc. They must be informed about who are the spectators of the study whether the research is public or just few people examine it. Also, they have to know that the names of the participants are not mentioned. (Kalmbach Phillips & Carr, 2010).

In conclusion, this methodology is useful because it can allow comparisons between the students' and teacher's perspective and the real process and products that each task

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generates as shown by the videos. As well, the instruments can give the trustworthiness to the study.

Chapter 4:

Pedagogical Intervention

Through this chapter, the language and learning visions that support this research are explained. Also, the approach used in this research that is Task-Based Learning approach or TBL are described. Besides, this chapter contains the instructional design that includes the lesson planning and the timetable to be developed during the intervention.

Vision of Language

In this research, language is viewed as *Self-Expression* that as Tudor (2001) states, language is not only used to achieve some communicative goals but “to build up personal relationships, express our emotions and aspirations, and explore our interests” (p.65). Thus, learners can express themselves when creating monologues without being worried about the possible mistakes that they can make during the speech considering that this language vision with its humanistic perspective encourages learners to share their experiences and feelings with no fear of judgement.

Therefore, this humanistic perspective is useful in this research because of two components proposed by Stevick (1990) that are relevant such as *feelings and personal emotions*, that reject the attitudes that can make people feel bad, as explained before, the students must have confidence in the others; the other component is *social relations* that refers to the encouragement of friendship and cooperation taking into account that in this research the cooperation is essential because learners work in groups. In this way, the structure of the language is not the most essential part but is the way as students can express their emotions, opinions, and talk about themselves.

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Vision of Learning

In regard to learning in this research, it is viewed as *experiential* which according to Tudor as cited in (Vera, Chapetón & Buitrago 2016) requires direct experience of the language and it implies two main factors as the introduction to extensive quantities of input in the target language and the use of the language for communicative purposes.

Additionally, the experiential learning according to Tudor (2001) follows the idea of *learning by doing* and it has five principles: the first one is that activities must be focused on processing and communicating messages; also, those activities should reflect the multidimensional nature of communication; the materials must be authentic; the encouragement of the use of communication strategies; and, the collaboration among the students when doing the activities.

Cooperative Language Learning

One of the aims of the research is to analyze the co-construction of speaking skills among the students. That is the reason why the Cooperative Language Learning (CLL) is significant in order to understand the importance of working in groups or pairs and it is considered as main part of the pedagogical methodology. Its definition given by Trong (2010), is that “Cooperative learning is defined as a set of instructional strategies in which small teams of pupils promote peer interaction and cooperation for studying academic subjects” (p.65). To give another point of view about the CL, Johnson & Johnson (1999) state that CL is “the instructional use of small groups so that students work together to maximize their own and each other’s learning” (p.25). In this way, the use of CL is useful to help students to learn in a different way and to have interaction and communication among them.

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Making emphasis in second language learning, the Cooperative Language Learning or CLL is implemented with the objective to promote *communicative interaction*. Also, it is considered as a *learner-centered* approach contrary to the *teacher-fronted* methods (Richards & Rodgers, 2014).

Through time, the CLL has taken a significative importance and it has been developed and refined. The main goals in CLL in learning a second language that have importance in this research are these:

- To provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.
- To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.
- To provide opportunities for learners to develop succesful learning and communication strategies.
- To enhance learner motivation and reduce learner stress and to create a positive affective classroom climate. (Richards & Rodgers, 2014, pp. 245-246)

In conclusion, it is very appropriate to apply the mentioned elements in the intervention in order to analyze the student's co-construction of speaking skills through the creation of monologues and the use of the TBL in fourth graders.

This research aims to promote or improve speaking skills on fourth grade students from Colegio Prado Veraniego IED. The TBL approach is the more convenient tool to achieve this; in that way, students are more motivated towards learning English as a foreign language. Besides, students are going to encourage self-confidence, and as they work in groups, they enhance cooperative work too.

The outcomes from this research are supposed to be useful for future researches and positive in the field of pedagogy. As in that school, students do not have English teachers, this research is beneficial for the students and the school.

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Instructional Design**Lesson Planning.**

The lesson plan for this research is realized under the model proposed by Willis (1996, p.38) as follows:

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 reports. Teacher listens and then comments.
Language focus		
Analysis	Practice	
Students examine then discuss.	Teacher conducts practice of new words.	

Implementation

Regarding the implementation, the lesson plan for each class is developed following the model of Willis (1996, p.38). The first stage is related to the pre-task, the second one is the task cycle and finally, the third stage is language focus.

In the pre-task called *Introduction to the topic and tasks*, the teacher presents the topic by giving examples and making learners feel motivated to perform the task. In this stage, the teacher shows the main vocabulary, the structures that students need when doing the task. In this way, the teacher calls to the previous knowledge or experiences that students might have in regard the topic and the task.

The task cycle is divided in three moments: 1) *Task*: it refers to the moment when students prepare real-world tasks in groups. In this moment, the teacher monitors the

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students and the mistakes are not really important; 2) *Planning*: in this moment, the students prepare to report (Willis, 1996), it is important the teacher to give the necessary input by acting as facilitator (Rodriguez-Bonces & Rodriguez-Bonces, 2010). Besides, the students plan how to present the outcome of the task. All the time they must be supervised by the teacher in order to achieve the goal of the class; 3) *Report*: in this stage, the students must make the presentation of the final products. After the students finish their planning and preparation, they are ready to perform, they can do it to the whole group or exchange their work with another group, it depends on the task.

The final stage is the language focus which according to Rodriguez-Bonces & Rodriguez-Bonces (2010) is when students have the opportunity to analyze the language structure and the possible mistakes made during the report. This shows that TBL does not take form as the most important part of the task model, but it takes it into account.

Timetable

It is important to consider that the tasks are developed by unit. Each unit is composed by 4 tasks. It means, one unit is developed for one month approximately.

1. General Information

Area: English Language

School: Colegio Prado Veraniego IED

School year: 2017-2018

Target Group: Fourth Grade

2. Objectives

2.1 Communicative competence objectives:

By the end of the second semester of 2018, fourth grade students are able to:

Linguistic Component	Sociolinguistic Component	Pragmatic Component
<ul style="list-style-type: none"> Talk about themselves using simple present. 	<ul style="list-style-type: none"> Differ the registers and use them in a suitable way. 	<ul style="list-style-type: none"> To use language in order to communicate their

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<ul style="list-style-type: none"> Express their likes and dislikes, etc. 		needs and express their opinions and emotions.
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3. Contents

THEME OF THE UNIT	TASKS	DESCRIPTION	INDICATORS	OBJECTIVES
Introducing Yourself. August 2017	11 th : Nice to meet you.	The teacher introduces herself showing students how to do it. Then students prepare a task by groups in which they make a brief conversation meeting each other. They report their work to the whole class.	<ul style="list-style-type: none"> Students develop a speech using real information to talk about themselves. Students produce and interact in the target language. Students perform the task for the class satisfactorily. 	<ul style="list-style-type: none"> To introduce oneself with a classmate. To learn how to meet someone using greetings.
	17 th : Personal Information	The teacher explains the basic information one gives to unknown people and exemplify with her own information. Then, each student makes a monologue using the model presented by the teacher and practice it with a partner in order to report to the whole class.	<ul style="list-style-type: none"> Students are able to co-construct monologues. Students produce and interact in the target language. 	<ul style="list-style-type: none"> To talk about themselves. To give personal information.
	24 th : Likes and dislikes with food.	The teacher presents vocabulary with fruits and vegetables to the students. She gives exposure to some verbs used to express likes such as: "Love" and "Like" and to express dislikes such as "Don't like" and "Hate". She asks students to make a mimic of each verb with the picture of a fruit, a vegetable or a kind of fast food. Then, students plan the task using flashcards, each one has a flashcard with a food word and they must think if they love it, like it, don't like it or hate it. Then they prepare a sentence using the pronoun I. They practice with a classmate the sentence and each student passes to the board and pastes the flashcard below the verb they want and say the sentence aloud.	<ul style="list-style-type: none"> Students develop a speech using real information to talk about themselves. Students are able to express their likes and dislikes with no fear of judgement. Students plan their reports focusing specially on meaning. Students perform the task for the class satisfactorily. 	<ul style="list-style-type: none"> To express their own likes and dislikes using vocabulary of fruits and vegetables.
What do you do? September 2017	7 th : Daily Routine: Pre-Task.	The teacher explains the meaning of the personal pronoun "I" to the students. The she describes her own daily routine to the students making mimics. Then, she elicits from students what she is talking about. After that, she gives students vocabulary to talk about daily routine using slides. Students must	<ul style="list-style-type: none"> Students perform each task for the class satisfactorily. Students produce and interact in the target language. Students plan their reports focusing specially on meaning. 	<ul style="list-style-type: none"> To learn about the verbs used to talk about daily routines. To understand the use of simple present.

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		draw the verbs in their notebooks.		
	14 th : Daily Routine. Task Cycle: Task.	The students must bring to the class five cardboards by eighth. Then, students work in groups in order to make a frieze per group. Then, they start to draw their own daily routines, with the time they do each action. The teacher explains how to say the hour in English.	<ul style="list-style-type: none"> - Students develop a speech using real information to talk about themselves. - Students are able to co-construct monologues. - Students perform each task for the class satisfactorily. - Students plan their reports focusing specially on meaning. 	<ul style="list-style-type: none"> - To learn vocabulary related to daily routines. - To say the hour in English.
	21 st : Daily Routine. Task Cycle: Planning and report.	The students must prepare their presentations using the friezes. They prepare their monologues in groups. After a while, they must present the friezes in groups and their daily routines saying the hour they use to do each activity in real life.	<ul style="list-style-type: none"> - Students develop a speech using real information to talk about themselves. - Students can make themselves understood when speaking in English. - Students are able to co-construct monologues. - Students present accuracy when producing their monologues. - Students produce and interact in the target language. 	<ul style="list-style-type: none"> - To talk about one's daily routine with accuracy and real information.
	28 th : Daily routine: Language focus.	The students reflect about the presentations finished last class. They say the mistakes they made and how they felt during the reports. The teacher gives a feedback about the presentations, she says the mistakes presented and she gives explanations about them. After, she asks students to draw a comic strip telling an extraordinary daily routine of the character they prefer.	<ul style="list-style-type: none"> - Students perform each task for the class satisfactorily. 	<ul style="list-style-type: none"> - To intensify the topic of daily routines in order to have it clear.
What do you like to do? October 2017	12 th : Hobbies. Pre-task.	The teacher talks about their own hobbies doing mimics. As students already know the verb like, they understand what she is saying. Then, she explains what hobbies are to the students. And she starts asking each student what they like to do. Each student says the activity and the teacher writes on the board what they like with the verb – ing. For instance: “I like playing soccer” after some sentences, she explains that after the verb like, an activity must use ing at the end as she wrote on the board. Then she asks students to say what they do not like and write the same “I don't like writing”. Then, students work in pairs and develop a	<ul style="list-style-type: none"> - Students develop a speech using real information to talk about themselves. - Students perform each task for the class satisfactorily. - Students plan their reports focusing specially on meaning. 	<ul style="list-style-type: none"> - To learn how to express hobbies using like + verb-ing. -To be exposed to much vocabulary related to hobbies.

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		worksheet that gives them more vocabulary related to hobbies.		
	19 th : Hobbies. Task Cycle.	Students work in pairs and they talk about the things each one like to do. Then, they prepare to report. Each student must say five things he/she likes to do. Then, students make the presentations to the whole group.	<ul style="list-style-type: none"> - Students develop a speech using real information to talk about themselves. - Students are able to express their likes and dislikes with no fear of judgement. - Students can make themselves understood when speaking in English. - Students are able to co-construct monologues. - Students can communicate their own likes through monologues with fluency. - Students present accurately when producing their monologues. - Students produce and interact in the target language. 	- To talk about their hobbies using like + verb-ing.
	26 th : Sports: Pre-task.	The teacher starts the class making a review with the vocabulary of hobbies, then, she makes a memory game to the students through hot potatoes. In this way, students must be attentive to the images about sports and the names. Then, students must draw the sports and write the names in their notebooks.	<ul style="list-style-type: none"> - Students perform each task for the class satisfactorily. - Students plan their reports focusing specially on meaning. 	- To learn sports vocabulary.
I like to play soccer. November 2017	2 nd : Sports: Task Cycle, Task-Planning.	The teacher makes a review about the verbs “do, play, and go” and put the verbs on the board. Then, she asks students to say the sports learned when a student says for example: “basketball” she writes it below the verb play and so on. Then, she elicits from students the use of each verb according to sports. Then, she explains it clearer. After that, she says “what do you like to practice?” And the teacher says, “In my case, I like to do exercises, I like to play volleyball and I like to go swimming”. She explains students to say like to and the verb. After that, students start to prepare the report. They must choose one sport with each verb and they prepare their speech using like to verb and sport.	<ul style="list-style-type: none"> - Students develop a speech using real information to talk about themselves. - Students are able to express their likes and dislikes with no fear of judgement. - Students are able to co-construct monologues. - Students produce and interact in the target language. - Students plan their reports focusing specially on meaning. 	- To understand the use of the verbs “go, play, and do” when talking about sports.
	9 th : Sports: Task Cycle: Report and Language Focus.	Students present their works to the whole group. Then, the teacher asks students which the common mistakes are they made during the reports.	<ul style="list-style-type: none"> - Students develop a speech using real information to talk about themselves. - Students can communicate 	- To talk about the sports, they like to practice or the ones they watch and know.

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		After that, she says the common mistakes and she explains again and ask them to write other five sentences but using “I don’t like to”.	their own likes through monologues with fluency. - Students present accuracy when producing their monologues. -Students produce and interact in the target language.	
I can do so many things! February 2018	8 th : Can – Can’t: Pre-task and Task.	The teacher gives complex vocabulary related to abilities to the students. She shows some flashcards and asks students to do the mimics of the activities. For example: “Touch your toes”, then she asks students “Who can touch the toes?” And students must raise their hands. Then she asks, “Who can’t touch the toes?” making the negative movement with the hand and head and the students raise their hands. Then, students write on their notebooks the words “can” and “can’t”, and under the words they draw the activities that they can do and the ones they can’t using the vocabulary given by the teacher.	- Students perform each task for the class satisfactorily. - Students plan their reports focusing specially on meaning.	- To be exposed to vocabulary related to abilities and the verb can.
	15 th : Can – Can’t: Task Cycle: Planning and Report. Language focus.	Students prepare their monologues in pairs. They must prepare the five abilities with can and the five with can’t that they already draw. Then they present their drawings and say their monologues. After that, the teacher asks them about the mistakes or difficulties they had to do it. She gives corrections and explains again. Then, students develop a worksheet with the verb can.	- Students develop a speech using real information to talk about themselves. - Students can make themselves understood when speaking in English. - Students present accuracy when producing their monologues. - Students produce and interact in the target language.	- To be able to express their own abilities using the verb can.

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Lesson Plan Model

Lesson Plan : Hobbies.

PRE-TASK		
Introduction to the topic and tasks		
Aim: To introduce the topic of hobbies (like + verb-ing) and to give the class exposure to language related to them.		
<ul style="list-style-type: none"> • The teacher talks about her own hobbies and she explains what hobbies are. She tries to elicit from some students their own hobbies. • The teacher explains how to talk about hobbies using like and verbs with ing. • The teacher asks students to organize by pairs and when she finishes giving examples, she gives a worksheet with more vocabulary related to the topic. 		
TASK CYCLE		
TASK	PLANNING	REPORT
The students continue organized by pairs to work. Then, the students have to talk about the activities given in the worksheet and which of them are the ones they like doing. They can add more hobbies as they want. Finally, they make a list with five of the activities that each one likes the most.	Students make sentences using those hobbies in order to report to the whole group. They must prepare at least five sentences.	Each pair of students is going to pass to the front of the classroom and present their work to the whole group. One student must make the question "What do you like to do?" and the other st answers with the five activities practiced, then that student says, "and you?" and the classmate answers his/her activities. The other students must pay attention to the group in front.
LANGUAGE FOCUS		
Analysis	Practice	
As the students payed attention to the other groups, they must say what was difficult for them and the mistakes that they noticed in the other groups in order to know the common mistakes that students made and the difficulties that most of them have.	In this stage, the students reflect about the common mistakes, and the teacher explains how to correct them. The students again work in pairs telling each other some hobbies or free time activities they do.	

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Chapter 5

Through this chapter the data management is explained, as well the data analysis is developed. The limitations and the achievements and the level of success are treated in the data management. Besides, in the data analysis, the table of categories exposed in Chapter 3 is analyzed. In this way, this chapter is to study the interventions made for two semesters and the goals reached during that time.

Data Management

First of all, it is important to mention the limitations presented during the interventions. The first limitation is the time length for each class. The time given by the school to do the interventions is two hours with the population and two hours with another group. Those two hours are reduced to 1 hour and 45 minutes because of the time that children spend arriving at class and other factors. Thus, the time is so reduced to do one task per class. Another limitation is the activities that school has such as flag risings, presentations, holidays, etc., which sometimes are at the same time of the English class.

Regarding the achievements, there are the ones expected. Comparing students in English class before the interventions, students reach the level in which they are supposed to be in fourth grade. They know more vocabulary, and their production as well their speaking skills are better. Another achievement is that students have self-confidence to speak in English, they do not present fear when talking in front of others. Finally, students have a healthy coexistence, despite the difficulties, in the end, students work as they are organized. In that order of ideas, the level of success is high.

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Data Analysis**Self-Expression**

The first category as seen in Chapter 3 is Self-Expression which, taking into account Tudor's statements, tends to analyze students' capacity to express themselves when talking in English with self-confidence. Fourth-grade students should be able to talk about their own lives making themselves understood and with no fear of judgment. The aim of this category is to enhance students' confidence when talking in another language, in this case, in English.

Indicator 1: Students develop a speech using real information to talk about themselves

The results for this indicator show positive changes in students' conceptions when developing the tasks. Contrary to the first classes, students now feel more comfortable when reporting their tasks, thus they use more information related to their real lives. For instance, in the activity related to Hobbies, the lesson plan aims to make students talk about what they like to do. (See Appendix D: Lesson Plan: Hobbies.)

In this task, students were supposed to learn how to describe their favorite activities using the verb like + verb-ing. In the end, students reported their tasks saying five activities they like to do the most. Taking into account the students sample, all of them achieved a real communication when talking about their hobbies using real information.

65. |
64. **Activity #4: TASK CYCLE: Report**
65. The students were prepared to report. The teacher recorded a
66. video of their presentations, so the other students must pay
67. attention and be quiet. Few students were doing other things and
68. they did not pay attention. But most of them were concentrated on
69. their classmates' performance. The students in their reports gave
70. true and real information about their hobbies.

64-70. The video recordings are important because according to Creswell (2014) they provide opportunities for the participants to directly share their reality. If students feel comfortable while speaking in English, they talk about themselves saying the truth, in this way, they learn easier. Nunan (2004) states that TBL relies on students' experiences and lives.

Field Note # 5, October 19, 2017

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For instance: Student 10 in his report said: “I like playing soccer, I like eating pizza, I like skating, I like horse”, despite he had some mistakes in terms of pronunciation and he forgot to say *riding* in *horse riding*, he said the things he liked doing because he had expressed some of them in the survey applied to characterize students as well. The same happened with the other students of the sample, the activities that they stated in the report were similar to those they mentioned in the first survey.

In this case, the indicator is accomplished by the students because TBL according to Nunan (2004) in experiential learning, focuses on students’ experience and lives. Students learn because they talk about their lives through the activities they like to do. In conclusion, the constructs used in the research help to enhance students’ confidence and to give their own information when talking in English.

Indicator 2: Students are able to express themselves with no fear of judgment.

The results of this indicator evidence that in the last tasks, students did not show fear when talking in English. In the first presentations, they did not want to pass to the board and talk in front of the others, but in the last activities, they were very excited about passing to report their tasks and they wanted to do it first. This is because before, they felt afraid of being judged by their classmates, they felt as the other students would laugh at them.

That is evidenced in the second interview made to the students after three months of doing the tasks. The researcher asked the students how they felt when doing their reports in front of the other students. Student 3 answered that in his first report he felt so nervous to talk in public because he was afraid of making mistakes and the other students laughed, but that after some activities he was more secure of himself despite he was still a little nervous.

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(Student 3, personal communication, November 9, 2017, See appendix F). The other students of the sample had similar answers and some of them said they did not have nerves after some presentations.

Another example can be found in the activity about sports. In this activity students were supposed to talk about their favorite sports using the verbs *do*, *play* and *go*. First, they were exposed to the vocabulary and then they had to prepare a report saying what they liked to practice using the three verbs. The students were excited to talk about that topic that most of the pairs wanted to pass to the board as soon as possible.

71. **Activity #4: TASK CYCLE: Report**

72. The students were prepared to report. The teacher recorded a
73. video of their presentations, so the other students must pay
74. attention and be quiet. The students passed to the front of the
75. classroom and they made their reports without shyness or
76. insecurity. They had to take turns in order to make the
77. presentations and most of the pairs were excited to pass and they
78. wanted to do it first.
79.

72-77. This research with its vision of language, according to Tudor (2001) allows students to do away with shyness. "Self-expression." They did not present fear of talking in front, as a matter of fact they wanted to take their turns first than others.

Field Note # 6, November 9, 2017

In terms of the outcomes in the activity, there were fewer errors than expected. For instance, student 5 made some errors such as "I like to do karate, I like to do play soccer, I like to do go cycling". And other students made a pronunciation mistake when they said /'sɪklɪŋ/ instead of /'saɪklɪŋ/. But they were aware of them in the language focus stage.

In conclusion, as students did not present fear of judgment, they could do their monologues in a suitable way. What according to Burns & Joyce (1997) means that students could construct meaning which depends on the context, the participants, and the

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purposes, so, as they were motivated and calmed they could achieve a satisfactory communicative act.

Indicator 3: Students can make themselves understood when speaking in English.

It means that students can use another type of resources in order to express in English what they want and with the aim that the other students understand it. In the beginning, sometimes students did not even know what they said, but after some activities, they did some mimics or showed pictures to describe what they wanted to say. It was easier for the others to understand the presentations and for them to remember their monologues.

One example is when students made the task of daily routines. In the activity, students worked in groups in order to do a frieze to explain their daily routines. They drew the different activities they do and the respective hours. When they had to report, some groups did not take the friezes to class, so they did mimics with the aim of representing the activities. They were recursive to understand the things they said and for the others to understand them.



Daily Routine Presentation
Video extract No. 4
September 28,2017
Min: 01:10
Appendix E

“I have breakfast at 8:50 am” -
Student 3.

In this video, students 3 and 6
were presenting their daily
routines.

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Daily Routine Presentation
Video extract No. 5
September 28,2017

Min: 00:48
Appendix E

“I take a shower at 7 a.m
o’clock”- Student 12
In this video, students 10 and
12 were presenting their
daily routines.

In this activity and in others, students considered the interlocutor. Thus, they could find different strategies to make themselves understood, according to Bygate (1987) one of the conditions in the *interaction skill* is the *reciprocity condition* that refers to the importance of the interlocutor. In conclusion, students developed an important speaking skill through the co-construction of monologues.

Autonomous text construction

The second category to analyze regards to the construction of monologues and their preparation in pairs or groups. Students must be able to talk about their own lives in English presenting *accuracy* and *fluency*. It is important to remark that students should focus on meaning rather than form, but the form is also a significative part of a language, so they can make some mistakes, though the idea is that those mistakes are the least as possible.

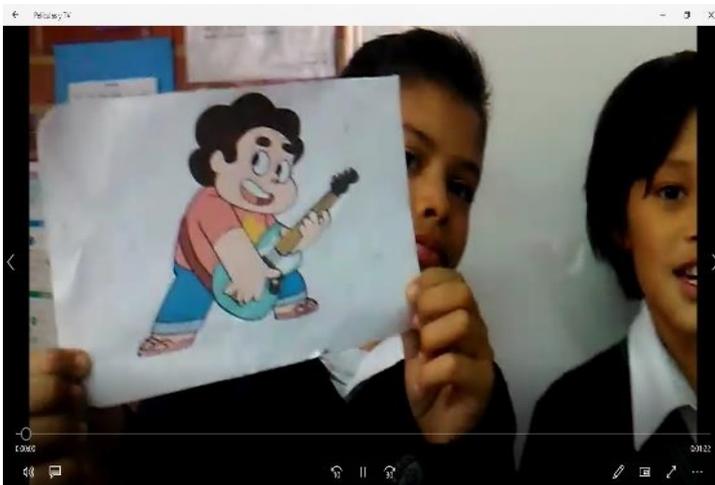
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Indicator 4: Students are able to co-construct monologues.

This research also aims to enhance students' coexistence through the cooperative work. Students are supposed to create their own monologues with the aid of their partners, either in their construction or in their practice. At the end of the interventions, students can work in groups cooperatively.

In the first sessions, students worked in groups of four people therefore, they presented inconveniences when working with some classmates and they were undisciplined. When they worked in pairs, it was easier for them to interact and to cooperate. But in the last presentations, they could work with the others in a suitable way, they sometimes presented differences, but they could do away with them.

In the activity related to the *description of characters*, students showed some incompatibility with the classmates they were working with. Even though they were able to make their monologues, they divided it into parts, and everyone talks about the character, the incompatibility was reflected in the preparation of the task because they did not want to work at the beginning and they did not communicate, but when they felt the pressure, they did the task.



Character's description report.
Video extract No. 3
August 31, 2017
Min: 00:01
Appendix E

"He is [...] he's brown, his eyes black" – Student 1

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Character's description report.
Video extract No. 3
August 31,2017
Min: 00:30
Appendix E

“He always wears pants blue, he
always wears sandal reds” –
Student 8.

The last pictures display one of the groups of the sample that presented troubles while preparing the task. In the end, they did an acceptable job describing Steven Universe's main character. They were able to co-construct the complete monologue taking into account the personal information of the character, the physical appearance description, the daily activities the character usually does and then, they divided into parts and everyone said something important. They had a correct use of the third person of the singular, for instance, student 8 said, “he always wears pants blue”. Despite he made one mistake related to the order of the adjective, he said the sentence with the correct use of the present simple.

This shows that students can overcome their differences in order to present a suitable report. Johnson & Johnson (1999) state that with the cooperative methodology students can work in groups to increase their learning and help the others to achieve it. In this way, despite the indiscipline facts that occur during the interventions, the CLL is an appropriate tool to work on speaking skills and monologues.

In conclusion, students can work in groups to help each other to enhance their learning. Despite the differences that students can present among them, they can

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communicate and organize the tasks. It is better to make smaller groups with the aim of reducing indiscipline, but it is advisable for students to work with others.

Indicator 5: Students can communicate their own likes through monologues with fluency.

When students started their presentations, they tended to hesitate all the time in their speeches, they paused a lot and sometimes, they completely forgot what they wanted to express. Currently, students present a big change, they pause few times and do not hesitate so much, they do not forget what to say and they try to say it fast.

In the activity when students had to talk about what they like to do, they showed a big difference in contrast with the first activities. Student 5 in the picture said the five activities he liked to do the most such as “I like camping, I like cycling, I like cooking, I like eating broccoli”. He never hesitated or paused during his speech. He presented fluency during his monologue.



Student's report.
Video extract No. 5
October 19,2017
Min: 00:11
Appendix E

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According to Nunan (2003), students present *fluency* when they can speak fast and with confidence and they do not have hesitations or unnatural pauses (p.50). It is evidenced in students' last presentations because they improved a lot in terms of self-confidence, therefore, they developed fluency in their speaking, which is a very important part when learning a foreign language.

In conclusion, the approach, and the methodologies used in the interventions are suitable to achieve the objectives. In this case, students improve fluency as a speaking skill after some interventions and activities made by them. Despite some students still pause or hesitate in their speeches, it is not as frequent as in the previous tasks, the results in this indicator are very positive.

Indicator 6: Students present accuracy when producing their monologues.

Likewise that *fluency* is a very important speaking skill, so is *accuracy*. In this way, students must develop accuracy as well in order to improve speaking in English. When students started doing the tasks, they felt very uncomfortable and they did not have self-confidence. They forgot their speeches and they did not have grammatical productivity because they did not pay attention to the rules. But after the interventions, students implicitly got the grammar rules and they were aware of the grammar mistakes committed during their reports.

The activity that evidenced those results was the one called *I can do so many things*. In that activity, students got some vocabulary about abilities and they had to create five sentences such as: "I can snap my fingers, but I can't touch my toes". Students presented accuracy in the pronunciation of *can* and *can't*. They also understand the rule of the verb

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with no need of explicit instructions about it. In the picture, student 1 was talking about his abilities, he said, “I can soccer... play soccer, but I can’t play American football.” The student realized that he was making a mistake, but he was able to correct it, that is grammatical productivity.



Student's report.
Video extract No.8
February 15,2018
Min: 01:07 / 01:14
Appendix E

Despite this research emphasizes in meaning rather than form, it is important that students implicitly get the grammar rules when talking. Nunan (2003) states *accuracy* as the similarity of the real use of the language with what students say in their monologues. In this way, the correct pronunciation in most of the students and their capacity to understand the rules give them the accuracy they need when talking in English.

In conclusion, the results are positive in terms of students speaking in a correct way and being aware of the mistakes. When students develop accuracy, they are able to speak English properly.

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Tasks proposed in class

The last category refers to the TBL approach. In this category is important the development of the tasks in a suitable way, taking into account the three main stages proposed by Willis (1996), the production and interaction in the target language, and the focus on meaning rather than form. The idea is to prove that TBL is an appropriate approach in order to enhance speaking skills and work in groups.

Indicator 7: Students perform each task for the class satisfactorily.

In TBL students must take an active part in the tasks performed in class. They should participate in the pre-tasks and learn the new vocabulary. Also, they should work in groups cooperatively, friendly and actively. They should be able to express their monologues presenting accuracy and fluency and finally, they can be aware of the grammar mistakes and be able to correct them in another activity.

Based on the above, it was difficult for students in the first tasks to carry them out. First, they have never worked with those methodologies, they were not used to working in groups and they never used to present orally in front of the class. But now, they are used to doing it and it is very easy for them to talk in public, to work in pairs without fighting or doing indiscipline.

One of the examples in which students did the task satisfactorily was in a review of actions. First, students participated in the Pre-Task stage when they had to say the verbs they knew in English:

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<p>10. Activity #1: PRE-TASK Review of Vocabulary about actions.</p> <p>11. The student-teacher asked the students to say the verbs that they</p> <p>12. knew and they had searched for. The students in the front of the</p> <p>13. classroom started to participate and they said some verbs and the</p> <p>14. teacher wrote them on the board. Some students are distracted and</p> <p>15. they did not participate.</p> <p>16.</p> <p>17.</p> <p>18. Then the student-teacher asked the students to stand up and she</p> <p>19. started to make mimics according to each verb. The students were</p> <p>20. attentive to the activity and they liked it. Just few students stayed</p> <p>21. sitting on their chairs and did not do anything.</p>	<p>10-15. One type of task to introduce the topic of the class is Brainstorming. (Willis & Willis, 2007). Also, in order to avoid the teacher giving the vocabulary useful for the task, Willis & Willis (2007) proposed that students can prepare the task at home while searching for vocabulary, topics, etc. The students that did not participate maybe had not done the homework.</p> <p>18-21. The students were very attentive during this activity. One of the components of TBL are the activities to do during the task. Nunan (2004)</p>
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Second, they worked in pairs in a suitable way, they had to practice the mimics of the verbs, and when a student said one verb, the other had to make the mimic and so on:

<p>30. Activity #3: TASK CYCLE: Planning</p> <p>31. The students started to practice some of the verbs seen in pairs.</p> <p>32. One student said one verb to the other and so on. They chose what</p> <p>33. verbs they went to essay to report.</p> <p>34.</p> <p>35.</p> <p>36.</p> <p>37.</p> <p>38.</p>	<p>30-33. In this part started the Cooperative Language Learning. Between the students, they help each other to learn the verbs and the mimics, if one did not remember the mimic of some verb, the other tries to teach to him/her. Johnson & Johnson (1999) state that CL is “the instructional use of small groups so that students work together to maximize their own and each other’s learning” (p.25).</p>
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Third, they did their reports performing what they practiced. In this stage, some students did not speak aloud, and some others did not pay attention to their classmates:

<p>40. Activity #4: TASK CYCLE: Report</p> <p>41. The students were prepared to report. The first group passed and</p> <p>42. make the presentation in a good way, but the students did not talk</p> <p>43. aloud because they were shy. So, the teacher asked them to speak</p> <p>44. louder, but some students could not do it.</p> <p>45. Meanwhile in the public, some students were not interested in the</p> <p>46. presentation of their partners, and other students were still</p> <p>47. practicing their reports, so they did not pay attention and the</p> <p>48. classroom was noisy.</p>	<p>40-48 It can prove that students need more time to plan the report, because the students did not pay attention to the others because they still were planning their own reports. It necessary to give more time for planning as Willis (2007) states. The activity was easy and maybe they did not need more time and some of them just were doing something else instead of planning.</p>
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Finally, in the last stage, students talked about the problems they found during the task:

<p>58. Activity #5: LANGUAGE FOCUS 59. At the end, the student-teacher gave a feedback and encouraged 60. students to say the things in common in which they had 61. difficulties during the task and they said things as that they did 62. not speak aloud enough, that they felt shy and, in some cases, 63. they could not remember the verbs. 64. 65. 66. 67.</p>	<p>58-63 The last stage of the task is proposed by Willis (1996) in which students must be aware of the possible mistakes in terms of target language structure and correct them. But, in this case, as it was an introduction to the present simple tense and it had not a grammar structure using, the students said the problems that happened during the report as shyness. This project with its vision of language, according to Tudor (2001) allows students to do away with shyness. "Self-expression".</p>
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In conclusion, most of the tasks were accomplished by students in a suitable way, and throughout the time, students were improving the development of the tasks. A task can be considered as satisfactory if it was an activity that focused on meaning and where the participants acted as 'language users' (Ellis, 2003). Also, if in the tasks students followed the model of Willis (1996) and they learned English working in that way. Thus, students performed the tasks satisfactorily.

Indicator 8: Students produce and interact in the target language.

While realizing the tasks, students should produce and interact in English. In the beginning, students did not interact in English because they did not know how to do it. They did not have the vocabulary or the structures. But, in the last activities made in class they tried it even they could not totally do it. They produce in English because they need to report the tasks, so the monologues were prepared and presented in English.

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It is evidenced in the activity when students said their daily routines. First, students prepared their reports making the friezes and they tried to interact in English when they were doing their drawings, for instance:

30. **Activity #3: TASK CYCLE: Planning**

31. The students started to make their friezes and drawings. Student 7

32. say to student 4: "Wake-up at 6:00 am" and student 4 started to

33. draw the clock in the correct hour in the frieze of his classmate.

34.

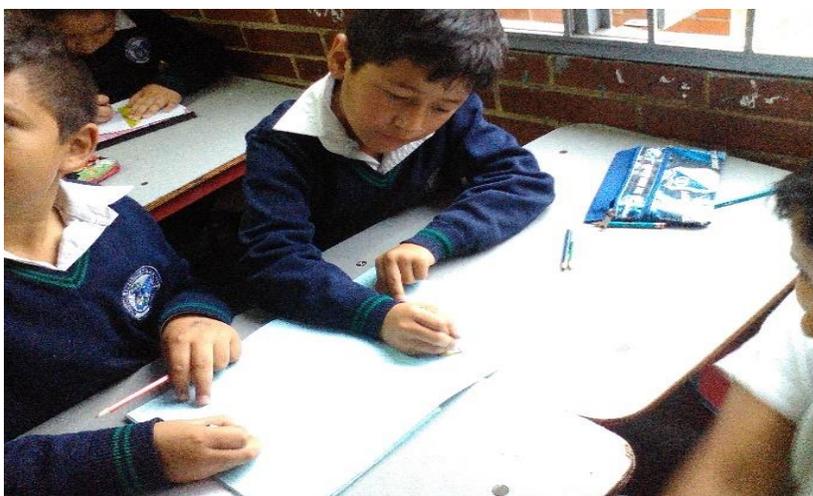
35.

36.

37.

30-33. Students interact in English while doing the planning of the task. If they can say some sentences and the others can understand them, it means that they are interacting. One of the characteristics of a communicative task is that students interact and produce in the target language and they focus on meaning rather than form (Nunan, 1989).

Field note No. 7 September 28,2017



Students 7 and 4 doing their friezes of their daily routines.

September 28, 2017

That is regarding interaction, whereas in production, students in the reports produced in English in all the tasks. In this case of daily routines, they made a monologue in English talking about their daily routines and the respective hours. Students achieved it presenting fluency and accuracy. Nunan (1989), explains that in communicative tasks students must comprehend, manipulate, produce and interact in the target language focusing the attention on meaning (p.10).

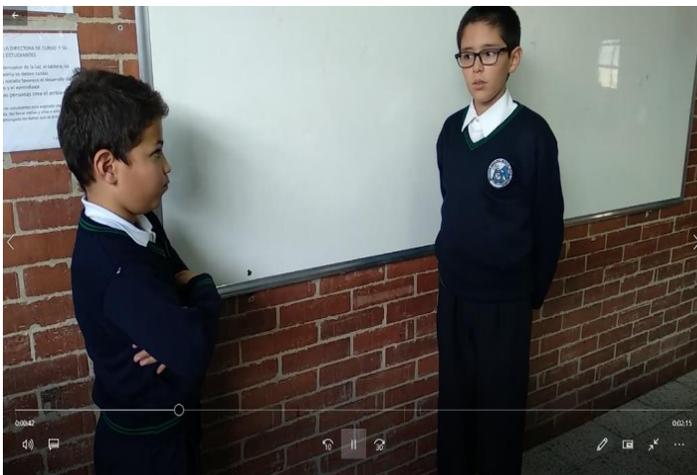
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In conclusion, students could interact and produced in English during the classes, but not all of the time, because for that they need more knowledge in English and an advanced level. They did what they could and for their level is very positive what they were able to do.

Indicator 9: Students plan their reports focusing especially on meaning.

Due to one of the characteristics of TBL is that tasks are focused on meaning rather than form as stated during all the previous chapters, it is an essential part to study in the tasks developed by the students. The way as the tasks were planned was very useful for students to give more importance to meaning. As they were not exposed to grammar exercises explicitly, they acquired the rules through the creation of the monologues.

In the activity in which students had to talk about their abilities and disabilities, students focused on meaning because they got the vocabulary in flashcards and they did the mimics to learn it. Then, they understood the meaning of *can* and *can't*, and when they had to do the monologues, they just thought about those things to say real information. For example: In his report, student 3 said, “I can skateboard, but I can’t... play the flute”. He thought about the activity he cannot do when he forgot what to say.



Student's report.
Video extract No.9
February 15,2018
Min: 00:42
Appendix E

“I can play the guitar, but I can't skate. I can skateboard, but I can't ... play the flute” – Student 3.

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In conclusion, when students focus on meaning rather than form, they can make a mental representation about the vocabulary and the things they want to say. In this way, the grammar structures can be implicitly taught to the students. That is the particularity of a task; according to Nunan et al (1989), a task is different from activity and exercise because it has the particularity that uses language in which meaning is the priority but without putting aside the importance of the structure.

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Summary of the Results

The results in general show positive changes in students' speaking abilities. When students made the diagnostic test, they did not pronounce a word when they had to talk about themselves. Now, they are able to talk about their own likes and dislikes, the things they can or can't do, their daily routines, and to make brief descriptions of some characters.

In terms of *self-expression*, students now have more confidence when talking in English. In the first interventions, students were so insecure, and they did not want to talk in the front of the classroom. They felt so shy and they did not speak aloud, due to their insecurity, they did not develop the tasks in a suitable way. However, after some interventions, students were accustomed to do the tasks in that way and to present their monologues in front of the classroom. Then, fourth grade students planned their tasks in groups with order and when they had to pass to the front, they did it with energy and spirit. They started to talk aloud and the other students to pay attention to the ones in the front.

Besides, when they developed confidence in the teacher and in their classmates, they started to use real information to talk about themselves without fear of judgment. The students' confidence problems were caused because of the fear to be judged in the class and to make mistakes during the speeches. After some tasks, students understood that they did not have to laugh at their partners because the same could happen to them, and the mistakes were totally accepted. As a result, students could express themselves using different strategies for the others to understand them.

Students also developed *autonomous text construction*. Despite students worked most of the time in groups or pairs, they were able to create their own monologues using their own information and to practice it with a partner. That is the co-construction

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mentioned during this research, students can produce their own texts, but they can get feedback from their classmates. Monologues were useful in terms that students knew what to say and to prepare individually but they could express it with the others and not just with one person as a dialogue. Thus, it was easier for students to prepare their reports and to learn from the others.

While producing and creating monologues, students could develop two important micro skills of speaking such as *accuracy* and *fluency*. When they created their monologues, they were careful of the structure they had to use to communicate what they want, when they practice their monologues with a classmate and they received feedback, they tried to correct their mistakes and to learn the correct way of saying it. Then, as they practiced their monologues, students felt more comfortable and confident to present them, so they did not present too many hesitations or pauses as in the beginning of the interventions, in this way the fluency was enhanced on students speaking skill.

Regarding the *tasks proposed in class*, in the end of the interventions, students made the tasks suitable and they knew what they had to do, and they followed instructions easier than in the first intervention. In this way, the outcomes were more satisfactorily in terms of students creating acceptable speeches and presenting them, they did not make many mistakes and their fluency improved significantly.

Regarding the methodology, the model of Willis (1996) to apply the TBL was very useful to enhance students' speaking skills and their coexistence. When students had Pre-Tasks, they increased their vocabulary such as daily activities, hobbies, food, main verbs in English, etc., they developed a lot of activities to learn that vocabulary and it was very

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useful because when they had reviews, they remembered a lot of the vocabulary. It means that the activities proposed were convenient for students without losing amusement.

While students did the Task Cycle, they enhanced coexistence, cooperation, and speaking skills. In the Task stage they gave ideas each other about what they wanted to do, in the Planning stage, they learned each from the other while practicing their monologues, and in the Report stage they lost insecurity and gain self-confidence. In this way, students passed to the front and they got satisfactory outcomes.

Finally, in the Language Focus stage, students were aware of their mistakes in terms of grammar structure, behavior, etc., they sometimes knew what the mistakes were but sometimes, they did not realize them. Thus, they received feedback from the teacher and they carried out another activity related to the topic in order to clear up the mistakes and to not commit them again.

Concluding, Task-Based Learning approach and monologues were very appropriate tools to achieve the aims of this research. First, students improved speaking skills; second, students enhanced their coexistence in the classroom and interacted more with each other; third, students gained self-confidence when speaking in English.

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Conclusions

Students' co-construction of speaking skill through the creation of monologues using the Task-Based Learning approach is developed through the work in groups by practicing the monologues with one or more classmates. As explained in Chapter 5, students co-construct and improve speaking skills through the realization of each task changing their prejudices of a traditional class.

When students accustom to work in groups and to cooperate among them, they can learn more from their classmates as in Cooperative Learning proposed by Johnson & Johnson (1999); also, students overcome difficulties in the construction of their monologues and they lose the fear of passing to the front and talk in public. Once this happens, students get fluency and accuracy, which are two important skills in speaking.

Regarding Task-Based Learning approach, its use is very productive and has a great influence in order to improve speaking skills particularly. As it has three main stages, those allow students to develop this skill through the input in the Pre-Task, the planning and the report in groups in the Task Cycle and finally the reflection made in the Language Focus, all of this focusing on meaning. In this way, and considering Nunan's vision of TBL, students have an important role in their learning processes and they take active part on it (2004).

Besides, speaking processes co-constructed by the students are: first, when they participate in the Pre-Task sharing the vocabulary that they already know and their experiences as well as learning new words; second, they plan their tasks in groups or pairs, what they are going to say and in which way; third, most of the students write their monologues in order to show the teacher if they have some mistakes; fourth, students

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practice with their classmates, it helps them to memorize the monologues and to get confidence, also they give feedback one to another; finally, they make their reports.

Concerning the strategies that students use to create monologues through the TBL approach are identified when they make drawings in the Task stage with the aim of having a mental representation of the speech that they are going to say. Also, students use the strategy of making mimics to remember some words that can be difficult for them to remember. Other strategy is to say the monologue to more than one classmate or even the teacher to see if they have mistakes and to get more confidence when doing the report.

In general, all the constructs used in the interventions have a lot of influence in order to develop speaking skills. The co-construction of monologues benefit the improvement of micro skills such as *fluency* and *accuracy*, enhance students coexistence in the classroom and gives them self-confidence when expressing in English. The Task-Based Learning approach is the mean to achieve the co-construction of speaking skill through the sequences of tasks, the types of tasks, and the components of a task.

Finally, the results are very positive, the objectives are achieved and the pedagogical intervention has success. Every session class and every intervention has acceptable and satisfactorily outcomes. These results are signigicative for future researches in speaking skills through Task-Based Learning approach.

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General Recommendations

Considering the previous conclusions, it is necessary to make some recommendations to the pedagogical practice inside the classroom, the institution and education in general. First, it is required to keep on the English learning processes in the students, because if they do not have more motivation to continue they will forget the things learned during those two semesters. That motivation must be enhanced through the use of different methodologies and resources, the traditional methods should not be used anymore and less when learning a second language.

Second, students should have more time for English class. Learning some language needs more than two hours per week, so if students can be more in contact with the language, and they can interact among them and learn in different ways through games, mimics, drawings, etc., instead of every class stay doing worksheets or writing in silent in their notebooks, their learning is going to be meaningful.

Third, students need to get better coexistence. If students work more in groups and they help each other, they will understand the needs of the others and the power they have to help them. So, the climate in the classroom will change, there won't be more fights or rudeness among students and they will learn fast, easy and suitable.

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Appendices

Appendix A

Field Notes

FIELD NOTE #1 School: Colegio Prado Veraniego I.E.D	Grade: 304	Date: February 16 th 2017
Head Teacher: Gloria González	Practitioner: Natalia Muñoz	
Number of Students: 27	Number of Students with special needs: 1	
<p>OBSERVATION:</p> <p>[...]</p> <p>3. Despite of there are some students that are not so concentrate, most of them participate a lot and they want to answer the questions that the preservice teacher does.</p> <p>4. The students are attentive to the cards and they learn the vocabulary very quickly. Sometimes they lose the control because of little things that happen in the classroom.</p> <p>[...]</p> <p>8. The student that has the special need does not participate in any of the activities in the class. Instead, he goes to the back with the community service girl and tries to draw some things.</p> <p>9. When the students have to change the activity, they lose the focus of the class. They get distracted and start to talk with the others, to yell, to walk around the classroom.</p> <p>10. The preservice teacher makes another activity in which the students must write. Some students write fast and stay calm, but others start to bother the others. Some of them hit their partners. Whereas, some students take a lot of time while writing.</p> <p>[...]</p> <p>17. One girl walks around the classroom and one partner stares at her. She says “chismoso, qué mira”. Another student is called “costeño”. Other girl makes an “L” with the hand in the forehead and says to other: “esto significa loser”, the other seem confused.</p> <p>[...]</p>	<p>INTERPRETATION:</p> <p>Some students are not interested, and they want to do something else.</p> <p>They lost the control because a window closed very loud. Maybe the students have a nervous personality.</p> <p>This student cannot do the things that the others, so the teacher does not pay attention to him.</p> <p>Some students finish the tasks very fast and they cannot be doing nothing, they need to be all the time busy.</p> <p>Those are some misbehaviors that students have. They are sometimes rude with the others.</p>	

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FIELD NOTE # 2 School: Colegio Prado Veraniego I.E.D	Grade: 304	Date: February 23 th 2017
Head Teacher: Gloria González	Practitioner: Natalia Muñoz	
Number of Students: 30 Boys: 17 Girls: 13	Number of Students with special needs: 1 absent.	
<p>[...]</p> <p>2. The preservice teacher wants to do a review of the last class using the flashcards and the mimics. All the students seem to be interested on the review and they do the mimics, except one girl, she is writing something on her notebook.</p> <p>[...]</p> <p>4. The teacher asks about the students that did not come last class and three of them raise their hands but they are lying.</p> <p>[...]</p> <p>Activity: (5mins)</p> <p>As the students are organized by lines (A,B or C) the teacher focuses on one line by time.</p> <p>6. He says to one line a number in Spanish and the students must look for the number in their bracelets and then tell aloud the number in English. One student is snoring to another in the ear. The other seems to be annoyed.</p> <p>[...]</p> <p>9. Two students are saying each other “fuck you”, two girls are walking around the classroom, one girl is drinking juice, and others like to stand up and go to talk to other students that are away from them. Each line has a lot of (+) or homework and one student go to the board to erase them.</p> <p>10. He takes the list and start to call each student. Meanwhile, the students are supposed to copy what is in the board. When the teacher calls someone, the others answer “presente” although they are not that student. The head teacher comes into the classroom and the students calm down.</p> <p>[...]</p> <p>18. The students like a lot the activity, some of them stand up to see and they seem to be very excited. When the teacher shows some TV program that they like, they scream or jump and smile, but when the teacher shows a program that they do not, they start to say “buuu”.</p> <p>19. The teacher shows an image of “Peppa” and the bigger students laugh a lot and the students that show</p>	<p>The students like preservice teacher methodology. They like to do mimics and remember things. The girl maybe did not finish to copy the last class.</p> <p>Maybe the students lie because they did not do the homework or they do no remember the mimics or just because.</p> <p>This student is not interested in the activity and wants to do something else, like distracts his partner. The use of points is the way how the preservice teacher gets to control students discipline.</p> <p>These are some behavior problems that students have and the most difficult for the teacher to control them. A minority of the students are rude, and hard to control. Nevertheless, those students are the ones that annoy the others and damage the classroom ambience.</p> <p>The students do not like to write or copy, so they start to make “jokes” to the teacher. That means that students do not respect the preservice teacher. The students respect more the head teacher than the preservice teacher. This is because sometimes the head teacher yells at them and punishes them.</p> <p>When the students can show their own preferences and they can know the other ones, they feel comfortable and they like to do it.</p> <p>The students seem to feel insecure and they care about what the other think of them. They want to be accepted by the others.</p>	

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<p>the thumb up, just turn the thumb upside down. Also, when the teacher shows a princess just girls show they like, just one boy show he likes and when the other boys laugh, he says that it is a lie.</p> <p>[...]</p> <p>21. When the students are writing the homework, the teacher asks the bracelets back and some students do not have them or they broke them.</p>	<p>Some students do not take care of the things that are not their property.</p>
<p>FIELD NOTE # 3 School: Colegio Prado Veraniego I.E.D</p>	<p>Grade: 304 Date: March 2nd 2017</p>
<p>Head Teacher: Gloria González</p>	<p>Practitioner: Natalia Muñoz</p>
<p>Number of Students: 29 Boys: 16 Girls: 13</p>	<p>Number of Students with special needs: 1 absent.</p>
<p>[...]</p> <p>2. The teacher gives the students another glossary and he starts to write on the board. During this, the students start to scream and talk with the others.</p> <p>[...]</p> <p>5. I tried to help the preservice teacher considering that the head teacher is not in the classroom and the students lose control in her absence.</p> <p>6. I pass around the classroom looking what the students are doing. There is one boy that does not do the task and is playing with other. I ask him to go to her place and do the task, he is rude and do not pay attention. Then, I have to stay there with him all the time, the student gets bored and goes to his place. I supervise him to do the task.</p> <p>[...]</p>	<p>The students must be all the time supervised to regulate themselves.</p> <p>The students just keep calm when the head teacher is in there. Maybe it is because she punishes them.</p> <p>This student is rude and has some behavioral problems. When he feels observed or when he feels that being rude does not affect the teacher, he changes his attitude.</p>

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The field notes are useful because they are one of the instruments to make the analysis of the results. If the field notes are concreted and objective, they can give important and real information about the facts that happened in the interventions. They also help the researcher to remember what students do each class.

Appendix B Survey Analysis

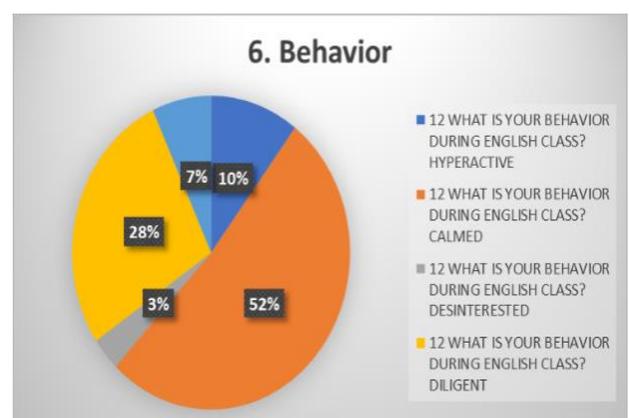
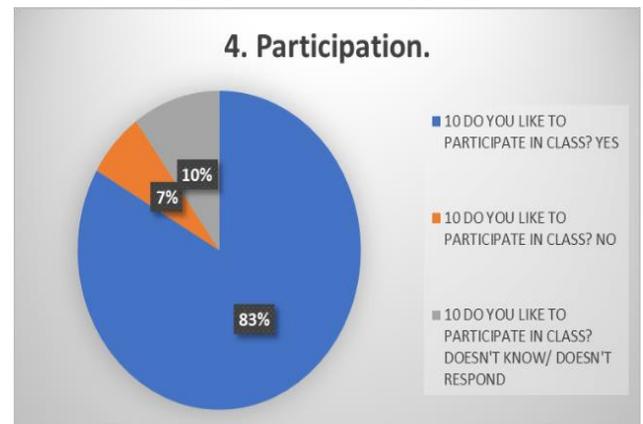
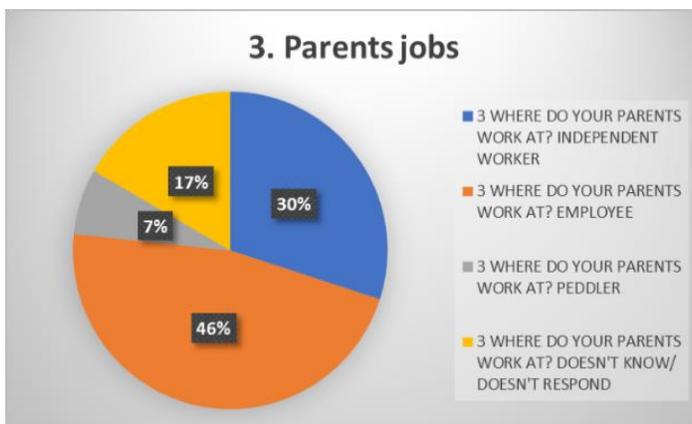
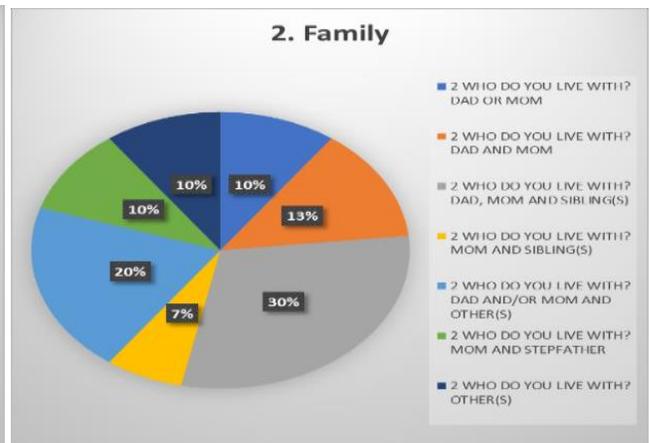
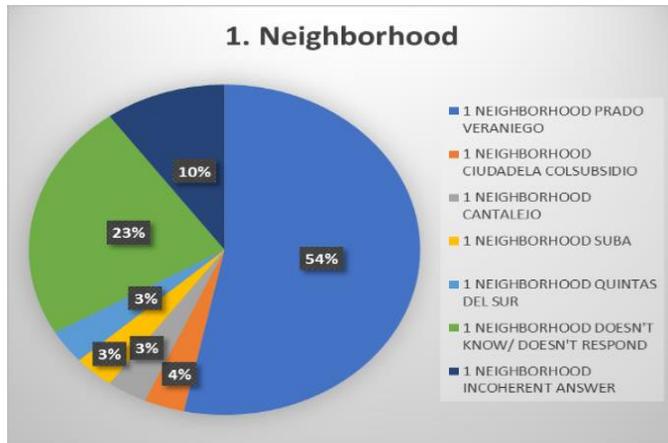
No.	Question	Answers	Number of people
1	NEIGHBORHOOD	PRADO VERANIEGO	16
		CIUDADELA COLSUBSIDIO	1
		CANTALEJO	1
		SUBA	1
		QUINTAS DEL SUR	1
		DOESN'T KNOW/ DOESN'T RESPOND	7
		INCOHERENT ANSWER	3
		DAD OR MOM	3
2	WHO DO YOU LIVE WITH?	DAD AND MOM	4
		DAD, MOM AND SIBLING(S)	9
		MOM AND SIBLING(S)	2
		DAD AND/OR MOM AND OTHER(S)	6
		MOM AND STEPFATHER	3
		OTHER(S)	3
		INDEPENDENT WORKER	9
3	WHERE DO YOUR PARENTS WORK AT?	EMPLOYEE	14
		PEDDLER	2
		DOESN'T KNOW/ DOESN'T RESPOND	5
		SCHOLAR ROUTE	6
4	HOW DO YOU COME TO SCHOOL?	WITH SOMEONE	22
		BY HIM/HERSELF	2

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5	DO YOU LIKE TO COME TO SCHOOL?	YES	25
		NO	4
		DOESN'T KNOW/ DOESN'T RESPOND	1
6	ARE YOU HAPPY?	YES	26
		NO	4
7	WHAT DO YOU LIKE TO DO IN YOUR FREE TIME?	READING	15
		WATCHING T.V	21
		PLAYING X-BOX	15
		LISTENING TO MUSIC	24
		GOING OUT TO THE PARK	24
		DOING HOMEWORK	22
		PLAYING ON THE COMPUTER	24
		PRACTICING ANY SPORT	22
		PLAYING ANY MUSICAL INSTRUMENT	12
		OTHER(S)	8
8	WHAT IS OR WHAT ARE YOUR FAVORITE SUBJECT(S)?	MATHEMATICS	15
		SPANISH	12
		ENGLISH	13
		COMPUTING	8
		ARTS	5
		CIENCE	2
		PHYSICAL EDUCATION	4
		INCOHERENT ANSWER	4
		DOESN'T KNOW/ DOESN'T RESPOND	5
		9	DO YOU LIKE YOUR PARTNERS?
NO	3		
SOME	2		
DOESN'T KNOW/ DOESN'T RESPOND	2		
10	DO YOU LIKE TO PARTICIPATE IN CLASS?	YES	25
		NO	2
		DOESN'T KNOW/ DOESN'T RESPOND	3
11	HOW DO YOU LIKE TO WORK IN CLASS?	PARTNERS	19
		ALONE	8
		BOTH	2
		DOESN'T KNOW/ DOESN'T RESPOND	1
12	WHAT IS YOUR BEHAVIOR DURING ENGLISH CLASS?	HYPERACTIVE	3
		CALMED	15
		DESINTERESTED	1
		DILIGENT	8
		OTHER	2
13	DO YOU LIKE TO LEARN ENGLISH?	YES	28
		NO	1
		DOESN'T KNOW/ DOESN'T RESPOND	1
14	OPEN QUESTION		
15	OPEN QUESTION		
16	WHAT IS EASIER TO LEARN IN ENGLISH FOR YOU?	LEARN VOCABULARY	21
		LEARN TO WRITE WORDS	21
		UNDERSTAND WHAT THE TEACHER SAYS	25
		UNDERSTAND WHAT THE SONGS SAY	22
		READ STORIES	19
		TALK WITH THE TEACHERS	21
		DOESN'T KNOW/ DOESN'T RESPOND	1
17	DO YOU DO YOUR ENGLISH TASKS IN A FAST WAY?	YES	26
		NO	1
		SOMETIMES	2
		DOESN'T KNOW/ DOESN'T RESPOND	1
18	DO YOU FINISH YOUR TASKS IN A SUITABLE WAY?	YES	28
		NO	1
		DOESN'T KNOW/ DOESN'T RESPOND	1

CO-CONSTRUCTION OF SPEAKING SKILLS THROUGH TBL

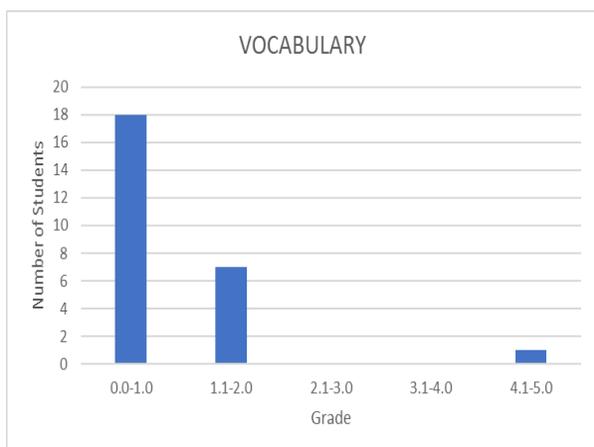
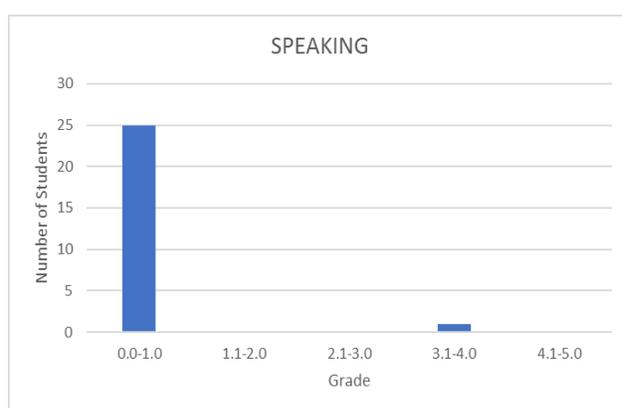
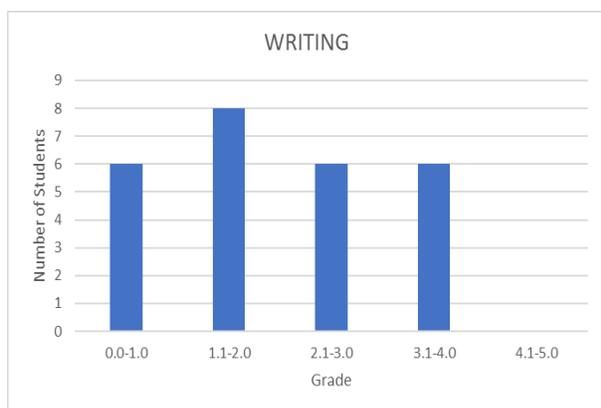
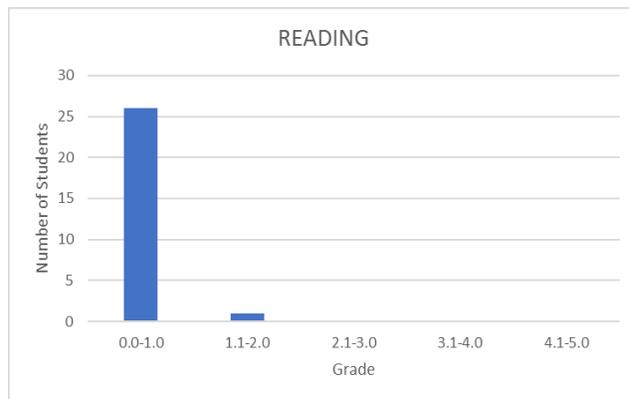
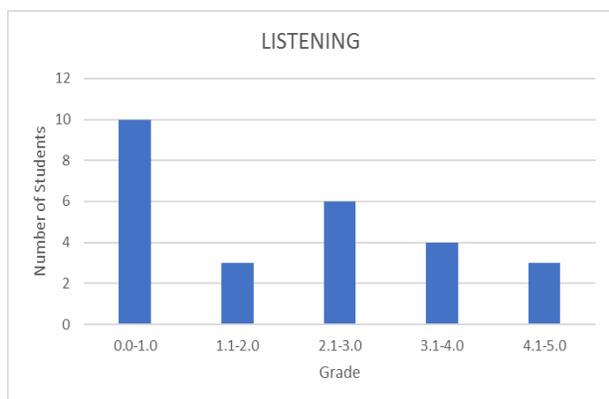
Graphics



CO-CONSTRUCTION OF SPEAKING SKILLS THROUGH TBL

Appendix C

Diagnostic Test Analysis



CO-CONSTRUCTION OF SPEAKING SKILLS THROUGH TBL

Appendix D
Lesson Plan

Lesson Plan: Sports

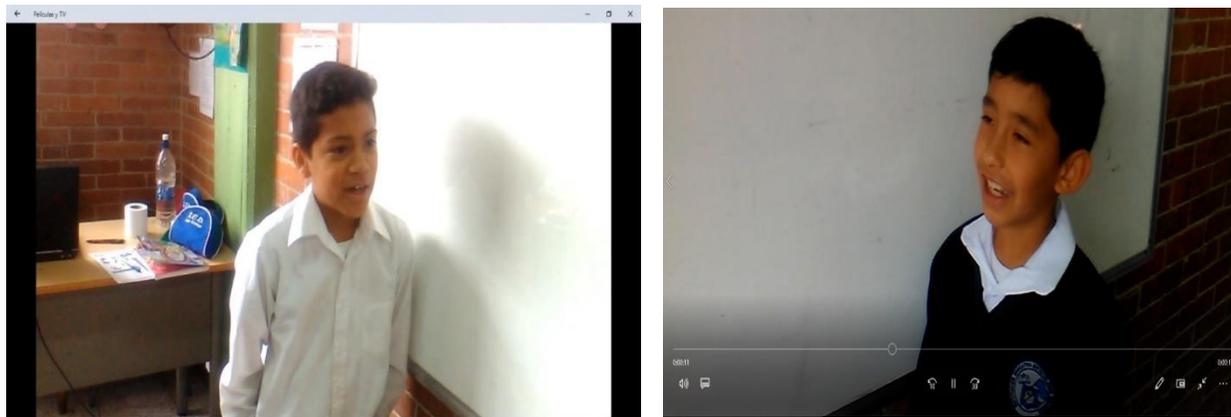
PRE-TASK		
<p>Introduction to the topic and tasks (20 min)</p> <p>Aim: To introduce the topic of sports using the verbs (do, play and go) and to give the class exposure to language related to them.</p> <ul style="list-style-type: none"> • The teacher presents the vocabulary related to some sports, physical exercises, etc., through a memory game. • The students draw the sports and write the names. • The teacher shows the three verbs used to talk about sports (do, go, play) and explains to the students when they can use each verb. 		
TASK CYCLE		
TASK	PLANNING	REPORT
<p>The teacher put the three verbs on the board. Then, she asks students to organize by pairs and she gives to each student a card with a sport or activity. The students must pass to the board in order and put the card under the verb it corresponds.</p> <p>The teacher asks students to write a sentence on the board using the verb and the sport in the flash card.</p>	<p>Organized by pairs, students must create three sentences, one using do, one using play and one using go. But all of those sentences must have the verb “like” for instance: “I like to go running.” They have to plan how to say the sentences and practice telling them each other.</p>	<p>Each group is going to pass to the front of the classroom and present their work to the whole group. The other students must pay attention to the group in front.</p>
LANGUAGE FOCUS		
Analysis	Practice	
<p>As the students payed attention to the other groups, they must say what was difficult for them and the mistakes that they noticed in the other groups in order to know the common mistakes that students made and the difficulties that most of them have.</p>	<p>In this stage, the students reflect about the common mistakes, and the teacher explains how to correct them. The students now write one sentence per verb but this time using “don’t like”.</p>	

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Appendix E

Videos

Video No. 5: Hobbies.



In this video, students reported their tasks in the activity of Hobbies developed on October 17, 2017. In this report, students talk about five activities they like to do the most using the verb Like + the activity in ing. For example: “I like playing soccer”.

Video No. 4: Daily Routine.



This video is the evidence of the activity related to the daily routines. In the picture number one, the students make a frieze to present their daily routines whereas in the picture number two, students make mimics to represent it. It was developed on September 28, 2017.

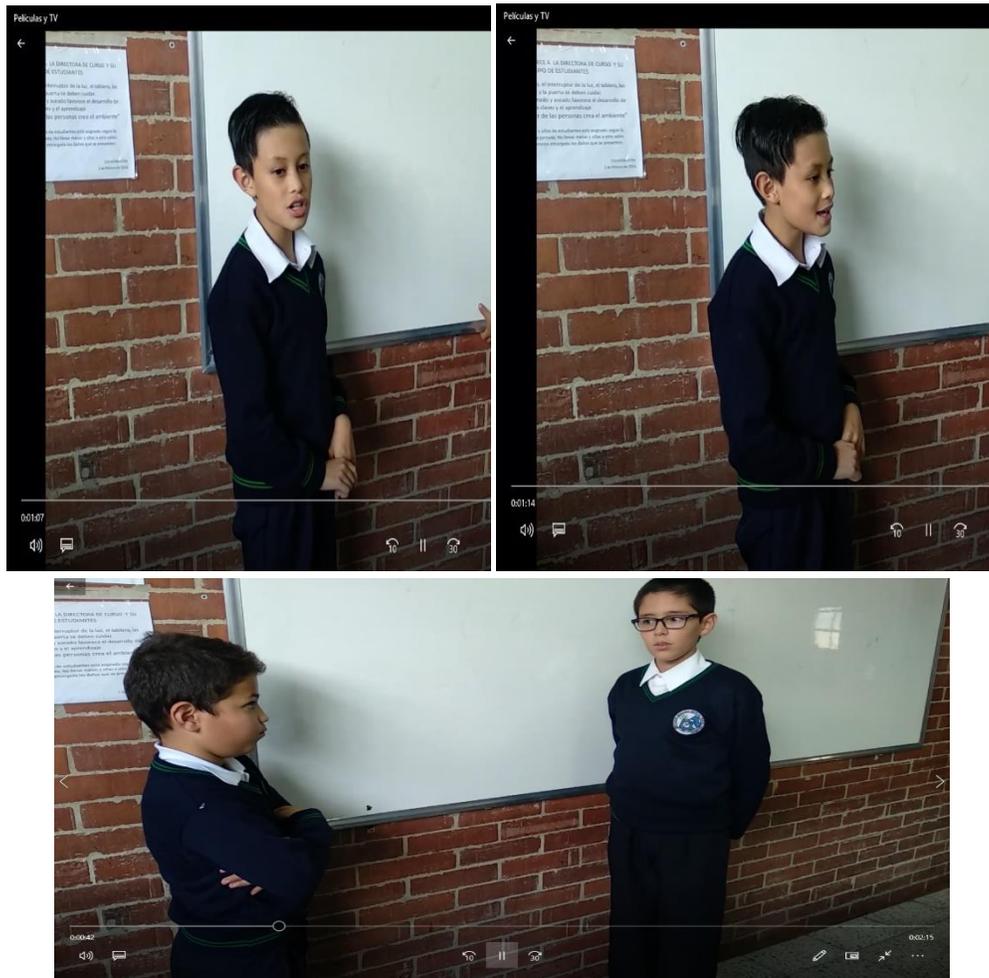
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Video No. 3: Character's Description



In this video, students are reporting their task about descriptions of a character. It was developed on August 31, 2017.

Video No. 9: Abilities.



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In that video, students talk about the things they can do and the ones they can't. It was developed on February 15, 2017.

The video is an important tool in order to evidence students reports and outcomes, when students get recorded is easier for the researcher to get the exact quotes about what students say and to analyze the results in a better way.

Appendix F **Interviews**

Interview: Student 3 and student 12, November 9, 2017.

I: Interviewer

S3: Student 3

S12: Student 12

I: Hola niños, por favor cada uno dígame su nombre completo

S12:

S3:

I: Les voy a hacer unas preguntas sobre la clase de inglés, primero díganme cómo se han sentido a lo largo de la clase de inglés. ¿Qué les ha parecido?

S12: Muy bien... Me ha parecido muy bien trabajar en equipo

S3: Sí, eso es verdad porque uno no sabe que en la Universidad nos toque trabajar en equipo y todos sean odiosos y ... no salga nada después.

I: ¿Les ha servido trabajar en equipo? ¿Han aprendido algo con sus compañeros?

S12: Sí señora.

I: ¿Por qué?

S3: Porque hemos aprendido a trabajar más juntos que antes que eso era... ¡ush! Muy individualista.

I: ¿Cómo se han sentido con las presentaciones en inglés y en público? (...)

S12: Bien...

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S3: Bien, igual un poquito de nervios da...

I: ¿Por qué les da nervios?

S3: Porque uno no sabe si se vaya a equivocar o algo...

I: ¿Qué pasa cuando se equivocan?

S3: Pues... con este curso pasa todo... Se burlan... de todo...

S12: Así es, se burlan, se ríen

I: ¿Y ustedes cómo se sienten cuando los demás se ríen?

S12: Muy mal, nos sentimos mal

S3: Muy mal profe porque eso nos quita la imagen...

I: ¿Ustedes creen que después de más actividades de este tipo, los niños van a dejar de burlarse y ustedes dejarán de sentir pena, o seguirá igual?

S3: No, eso con la experiencia se quita todo eso...

S12: Sí, tiene mucha razón...

I: Desde la primera actividad que hicieron al principio, a las que vamos hasta hoy, ¿Cómo se han sentido? ¿Más seguros, o igual?

S3: Ahí más o menos...

I: ¿Por qué más o menos?

S3: Pues nos sentimos más seguros por la experiencia de tantas exposiciones, pero aún hay un poquito de nervios.

I: Y en cuanto al inglés... ¿sí han aprendido algo en inglés?

S12: Sí, hemos aprendido harto

S3: Sí, es verdad...

I: ¿Qué han aprendido?

S3: Las pronunciaciones, las horas, los números, y eso...

S12: Muchas cosas.

I: ¿Les ha parecido interesantes los temas? ¿O Muy aburridos?

S12: Muy interesantes.

I: ¿Y cuando yo les explico los temas me entienden o no?

S3: Sí se le entiende todo profe.

CO-CONSTRUCTION OF SPEAKING SKILLS THROUGH TBL

I: ¿Sí les sirve la explicación para las presentaciones?

S12: Sí profe.

I: Por favor, cada uno diga un comentario general sobre la clase de inglés.

S3: La clase me ha parecido muy buena como para quitar ese individualismo y que esas burlas y que... porque acá a Juan y a Ingrid les han hecho bullying por el peso que tienen y la expresión corporal (...) que les dicen “albóndigas humanas” ... ya eso se les ha quitado.

S12: Pues la clase es muy bonita, nos ayuda a aprender mucho... mucho de lo que no sabemos, las pronunciaciones, números... y muchas cosas más...

I: Listo chicos, muchas gracias.