

**Task-Based Language Teaching Method and Speech Proficiency in fourth graders at
Susana Trochez de Vivas school in Caldono-Cauca: An Action Research Project**



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Bachelor's degree Program in Modern Languages, English and French

Santander de Quilichao

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APPROVAL**UNIVERSIDAD DEL CAUCA**

The Undersigned Committee of Human and Social Sciences School approves the project developed by Xiomara Velasco Velasco and Edilson Mauricio Pabón Pabón entitled:

Task-Based Language Teaching Method and Speech Proficiency in fourth graders at Susana Trochez de Vivas school in Caldono-Cauca: An Action Research Project

Judge: _____

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Oral defense location and date:

Dedicated to

To our beloved families who, moved by love and unconditional support, have made our efforts worthwhile.

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Abstract

The present action-research in the educational area aimed to strengthen the process of developing oral expression skills in the subject of English in fourth grade students of a rural school in Caldono, Cauca. The results indicate that the Task-Based Language Teaching methodology is relevant in the development of oral expression skills because it contributes to improve the classroom management and environment in the context of teaching English as a foreign language (EFL) and, it favors the development of oral expression in English students, allowing students to share personal experiences and develop their interpersonal skills.

Keywords: oral expression, Task-Based Language Teaching, English as a foreign language (EFL).

Resumen

La presente investigación-acción en el área educativa pretendió fortalecer el proceso de desarrollo de habilidades de expresión oral en la asignatura de inglés en estudiantes de grado cuarto de una escuela rural de Caldono, Cauca. Los resultados señalan que la metodología de Enseñanza de Lenguas Basada en Tareas es pertinente en el desarrollo de las habilidades de expresión oral porque contribuye a mejorar la gestión y el ambiente del aula en el contexto de la enseñanza del inglés como lengua extranjera (EFL) y, favorece el desarrollo de la expresión oral en los estudiantes de inglés, permitiendo que los alumnos compartan experiencias personales y desarrollen sus habilidades interpersonales.

Palabras clave: expresión oral, enseñanza de lenguas basada en tareas, inglés como lengua extranjera (EFL).

Introduction

Currently, the interest in learning foreign languages, especially English, has increased significantly due to the rapid evolution of science and technology and globalization, particularly in the academic, scientific and business sectors. With respect to the teaching-learning process of the English language, it is currently intended that the student is able to communicate effectively in real contexts, which necessarily implies having sufficient skills to convey their message and interact effectively with their interlocutors. Task-based learning is a method that promotes interaction and oral communication, providing the student with a natural context for the use of the language. language use.

The present research paper elaborated on task-based learning as a method for the development of oral expression focused on students' difficulty in speaking English. It is undeniable that this is a skill of significant importance as it is essential for communication. Speaking is one of the most important skills and often the one that takes the most time to develop. In addition, it would include the other skills of reading comprehension, listening comprehension, and writing. written expression.

For the following study, eight sessions based on the task-based learning method were conducted to help students develop oral expression, considering the dimensions of pronunciation, grammar and vocabulary, interactive communication, and discourse management. and discourse management.

Justification

As far as second language acquisition research is concerned, there is a theoretical basis to support the idea that Task-Based Language Teaching (TBLT) is a pedagogical approach that can meet all the requirements for effective second language learning and acquisition in very different contexts and among very different learners (Castro, 2020). The Task-Based Language Teaching method is characterized by the fact that it addresses communication learning through interactions in the target language, includes authentic texts in the different learning scenarios, provides opportunities for learners to focus not only on the language but also on their own learning experience, and links language learning both in and out of school. That is why this research project is conducted with the intention of analyzing how the Task-Based Language Teaching method enhances English speaking skills.

Throughout the world, Task-Based Language Teaching has been used in the process of teaching second languages, as in this case, the teaching of English. In some parts of the world, TBLT has had a high percentage of effectiveness in language acquisition, demonstrating that the method improves the speaking ability of learners. Being able to communicate with others is very important in the language field, as not being able to express ideas or not being able to handle special features such as fluency leads to poor interaction and weak communication when interacting with English speakers.

Task-Based Language Teaching, one of the emerging and dominant methods in education in recent decades, is based on the development of communicative competence and has served as a model in the design and development of a didactic proposal in English (Gustín, 2019). Therefore, as this is a recent method with high effectiveness in teaching and acquisition of English, it provides teachers with fresh techniques and methodologies in the academic process.

Furthermore, it is feasible to conduct this research because regardless of the type of population and its linguistic characteristics, the results have been positive and the studies show the effectiveness of the method with which it is intended to provide a solution to the problem posed.

This project is potentially viable because it could generate positive changes in the students who were part of the research population. In this case, it improved one of their skills in their second language learning process, such as speaking skills. According to Willis & Willis (1996), with the Task-Based Language Teaching method, learners gain confidence, feel liberated, their motivation increases, learn more, and become better communicators. In other words, this research project is aimed at solving the problem of the limited English proficiency that students face throughout their learning process.

In accordance with the studies that have been previously referenced, the Task-Based Language Teaching method has proven to be highly effective in the teaching-learning process of a foreign language, in this case, in English and specifically, in the ability to speak. Despite being a relatively modern teaching method, it has been shown that its use and implementation has generated satisfactory results in the study groups. Hence, the convenience of developing this research because through it we can enhance the ability to speak and, consequently, students may become able to communicate in any social context. In this sense, this research project was carried out through a practical-observational process with which it is expected to generate a significant effect on the focus population.

Objectives

General Objective

- To determine the impact of the Task-Based Language Teaching method in the improvement of speaking ability in a group of fourth-grade elementary school students at the Susana Trochez educational institution in Caldono Cauca.

Specific Objectives

- To analyze the context of the population under study by means of a pre- and post-test.
- To design and implement a weekly work plan based on TBLT to supply the oral expression needs of the focus group.
- To measure the impact of the Task-Based Language Teaching method on the speaking skill on the target group of students.

Problem Statement

Second language acquisition has been a recurring field of investigation in recent years and specifically, the study of the English language has become one of the main topics of research around the world. Nowadays, the need to interact with others has increased and communication has become an essential element in social interaction between people. Individuals need to use English as a foreign language precisely, to be able to carry out communicative processes with each other. However, one of the main problems that can be found in this area is the low level of English speaking ability. Today, speaking is a very valuable skill for people to communicate with others in a foreign language, but it is a productive skill that needs to be mastered.

As Latin American nations seek to increase their competitiveness and possibilities for economic growth, skills gaps of various types emerge and potentially represent serious obstacles. English proficiency is one such skill. According to a report made by the language academy BBE Languages (2021), some Latin American countries such as Peru, Brazil, Chile, Colombia, and Ecuador, among others, have a problem in the process of learning English because students are not able to communicate effectively. This report shows that the problem is not the lack of interest of the students to learn English but it is due to the inadequate methodology used in the classes and it is a consequence of the fact that the ability of the students to speak English is limited.

Colombia is one of the countries with the lowest level of English in the world according to this report. Although some competitive strategies have been implemented to improve the level of the language, such as the National Bilingualism Program, the problem of learning English as a foreign language is increasingly notorious and is a clear sign of the educational inequality that the country is experiencing. For example, according to the SABER 11 and SABER PRO tests, it

can be observed that the knowledge of the English language is low, which is why 90% of the high school graduates reached the A1 category and only 2% reached the B1 level.

Oral fluency is very important in learning English, the teacher can teach many topics in different ways, but the purpose is to teach to think not only about the learning outcome in the classroom but to be able to look beyond the learning of each student in different contexts. This means that the purpose is for the student to be able to develop their ideas in different places with different tools. Therefore, it is important to use methods that favor oral expression in the English language.

In this way, this research is focused on applying the Task-Based Language Teaching method in a group of 4th-grade elementary school students with the aim of improving their speaking skills. The purpose of this study is to answer the following research question: what is the impact of the Task-Based Language Teaching method on the improvement of English language speaking skills in a group of students in 4th grade of primary school at the Susana Trochez Educational Institution in Caldono, Cauca?

Methodological Aspects

This research project was carried out using the qualitative research method which is a scientific approach based on observation, hypothesis, experimentation, and conclusions that seek to explain a particular phenomenon. It also collects and analyzes non-numerical data to understand concepts, lived experiences, or behaviors. That is why it is necessary to use the qualitative method because it helped to comprehensively contextualize the problem, to analyze the subjective reality, increase the proximity between the research project and the researched issues, and to be closer to the phenomenon in context.

In this sense, the qualitative design that best fits the research problem is the Action Research design. Bassey (1998), defines action research as an examination that is conducted to understand, evaluate and eventually change with the purpose of improving educational practices. This method combines two types of knowledge, theoretical knowledge, and knowledge of a given context. Likewise, the researcher fulfills two essential roles: that of the researcher and that of the participant. This qualitative design is composed of the following stages:

- Initial diagnosis: a pre-test was applied to evaluate the English level of a group of fourth-grade students of the Susana Trochez School in Caldono-Cauca, according to the following indicators: pronunciation and clarity, fluency, grammar and vocabulary, and comprehension.
- Action plan: establish the action plan through a structured lesson plan based on the Task-Based Language Teaching method to delimit the objectives and organize the sequence of activities.
- Take action: implementation of the action plan by means of the activities designed.

- Final diagnosis: a post-test was carried out in order to determine the impact of the method on the level of speaking ability in a second language, in this case, English.

The purpose of this research is to find out which variables are related to each other. For this reason, this paper seeks to determine the existing relationship between Task-Based Language Teaching and oral communication. Willis & Willis (1996) describe Task-Based Learning as an approach to language learning in which activities are developed in a purposeful manner with a specific outcome. During the application of this method, learners must communicate and cooperate with each other to accomplish the tasks, which are based on their interests, needs, and objectives.

In the case of oral expression, Thornbury (2001) defines it as a linguistic skill related to oral speech production. Therefore, the student must know the grammatical structures and handle a range of appropriate vocabulary that allows him/her to communicate in a language. In addition, the student must speak with proper pronunciation and it is also essential that the student knows interactive strategies that allow him/her to express him/herself fluently, all this in order to organize a logical, coherent, and understandable discourse.

Instruments

It is important to understand that learning tasks provide the opportunity for the promotion of skills such as expressing oneself, understanding, discovering new meanings, testing the ability to understand others effectively, confirming acquired competencies, and other important aspects for the verification of acquisition and communication in a second language. In this order of ideas, before the pre-and post-test, the interviewer started with personal questions, such as How old are you? What is your full name? Do you have siblings, how many? To introduce the evaluation segments where the interview was conducted in three similar phases as for the pre and post-test with flash cards. In the first phase, the examiner asked the child to describe several differences between the two pictures. In the second phase, there were four pictures with different actions, in which the child had to say what actions are represented in the pictures and in the last phase there were eight pictures; the child had to select at least three of them to create a short story. In the third phase, the data collected in the pre-and post-test was scored with the help of a rubric to determine the level of speaking ability of students.

Finally, a registration of each session was also carried out and a field diary was filled out as an instrument and mechanism for data collection.

Referential Framework

Conceptual

The communicative approach considers language as a means that favors interpersonal communication. It integrates the linguistic skills of oral expression, written expression, listening comprehension and reading comprehension and seeks for authentic language to play a major role and, in addition, to be developed in real contexts. The activities aim to produce information and promote real communication interactions (CEFR, 2002).

The teaching process is organized with progressively decreasing control activities and consists of three stages: presentation, in this phase the student understands the meaning of the contents presented by the teacher; practice, here the student remembers and exercises what he/she has just learned; in addition, he/she receives constant feedback from the teacher; and production, this is the moment when the students show their autonomy and use the knowledge acquired in communicative contexts.

After having reviewed theoretical aspects concerning the communicative approach in English language teaching, it can be affirmed that these theoretical bases coincide with the principles of the task-based method detailed below.

The speaking ability is one of the most important language skills when carrying out a communication process. In this regard, speaking was defined as an interactive process of meaning construction that involves producing, receiving, and processing information (Brown, 2007; Burns & Joyce, 1997). To improve speaking skills in a foreign language, in this case, English, it is necessary to resort to modern and effective teaching methods and practices. The Tasked-Based Language Teaching (TBLT) approach is appropriate because, on the one hand, it

improves the classroom environment in the context of teaching English as a foreign language and, on the other hand, it is a method that promotes oral communication, providing the student with a natural context for the use of the target language.

Task-based language learning is a method used for teaching foreign languages that emerged around the 1990s and is an evolution of the communicative approach. Willis (1996) first proposed a didactic framework that organizes classroom interaction based on tasks, arguing that "a task is a goal-oriented activity with a specific outcome, where the emphasis is on the exchange of meaning rather than on producing specific forms of language". This method considers that language teaching should be conducted through tasks that simulate everyday life situations. During the application of this method, students should participate, communicate, and cooperate with each other during the performance of the task.

Larsen (2000) considers that the goal of task-based learning is to provide the learner with a natural context for language use, since while the learner performs the task, he/she interacts in the target language.

In the school environment, despite the pedagogical method used and the degree of teaching, the task has been a tool that has been present throughout the evolution of the school and whose objective has been and is to reinforce the contents that are taught. In the teaching of a second language, it is necessary that these tasks meet specific requirements that serve as a unit of articulation with the curriculum of the process. That is why the task must jointly incorporate objectives, methodology, content, and evaluation in its structure. This incorporation gives it a double application characteristic, the unit of the study plan and the unit of work in the classroom (Ellis, 2003).

A task is a teaching tool that can enhance the speech fluency development of EFL learners. In accordance with Rohani (2011), tasks are worth using because they help learners in focusing on meaning, learn the real language, and stimulate the natural acquisition process. This statement is supported by Hismanoglu and Hismanoglu (2011), who have stated that “the type of discourse emerging from a task is aimed to be similar to the one that emerges naturally in the real world”.

In this sense, it is obvious that in order to learn to speak a language, it is necessary to practice it. Therefore, the teacher must offer the student various opportunities to practice speaking. According to Harmer (2007), activities to develop oral expression should have a communicative purpose that encourages the student to engage in different oral exchanges. In the same way, the teacher, through an oral activity, involves the student not only in the oral encoding of a message, but also in other aspects of the spoken language such as pronunciation, intonation or accentuation practice.

The types of activities to develop oral expression are very varied:

- Motivational and stimulating activities: according to Harmer (1991), stimulating activities are useful for oral production, as they create a real need for communication and cooperation.
- Teamwork and collaborative activities: although it is correct to state that the teaching process should be individualized, that is, allowing students to work independently and at their own pace, it is also necessary to promote group work and collaboration among students. As Díaz and Hernández (2004) point out, students learn more, like school more, establish better

relationships with others, increase their self-esteem, and learn values when they work in cooperative groups than when they work in an individualistic and competitive manner.

- Activities through games: Cassany et al (1998) mentions that games have a playful and motivating component and allow students to become actively involved in the activities, where the main objective is for students to perform a task, solve a problem, complete exercises with gaps in information, etc.

It is important to highlight that these types of activities promote the development of meaningful learning in the learner. According to Ausubel (2002), meaningful learning is a cognitive process that develops new knowledge, so that it can be incorporated into the student's cognitive structure, knowledge that can only arise if the contents have a meaning that relates them to previous ones, facilitating the interaction and restructuring of the new information with the pre-existing one.

Contextual

The educational institution Susana Trochez de Vivas is located in the department of Cauca, specifically in the municipality of Caldono. It is a largely indigenous territory, which indicates that many of the students belong to indigenous communities. Despite being a municipality affected by the presence of armed groups and heavily hit by violence, this town, and its inhabitants today, thanks to agricultural work of their land have moved forward, proving to be resilient.

This educational institution is public and serves approximately 630 students. This institution has only one English teacher for high school and for elementary school, an elementary

school graduate is in charge of teaching the respective class. It is important to point out that English classes meet 2 hours a week and that there are 25 to 35 students per classroom.

Resources at the Susana Trochez de Vivas school are very limited. For instance, it has computers but they are not sufficient for the number of students so they have to be shared and unfortunately, there is no library and no access to the internet connection. Although the institution is located in a central part of town, it does not have transportation for its students who live in rural or remote areas, so they have to get there by their own means.

This research project had a focus group of approximately 26 participants. To date, no research on a second language, such as English, has been conducted at this institution, which indicates that this was the first one.

Previous research

In this order of ideas, several studies have been carried out in this regard. For example, Albino (2017), did an investigation in which the participants were a group of 40 students who were randomly selected from the 360 students who were in the ninth grade at PUNIV-Cazenga. Twenty-two of them were men and 18 women, and their ages ranged from 16 to 18 years. A case study design was used, in which audio-recorded picture descriptions and audio-recorded interviews served as research instruments. These instruments were used to gain insights into how learners improved their speaking fluency and what their perspectives were on being taught with the TBLT approach. Regarding audio-recorded picture descriptions, three learners (the case studies) were randomly selected from the 40 learners, and their speeches were analyzed to evaluate how the learners improved their speaking fluency in the TBLT approach. In conclusion, this study was an attempt to gain some insights into how learners could improve their speaking fluency in the TBLT approach. The features that were identified indicated that the TBLT

approach might be successfully used to help the EFL learners at PUNIV-Cazenga in improving their speaking fluency not only in the classroom but also outside of it.

Furthermore, Silva (2019), developed a research study whose methodology corresponded to a pre-experimental design. In this sense, the independent variable, task-based learning, was intentionally manipulated to see its effect and relationship with a dependent variable, oral expression. To carry out this research, the following methods were applied: analytic-synthetic, the analytic-synthetic method, and the hypothetical-deductive method. The participants of this research were 80 students enrolled in the English III course of the School of Industrial Engineering of the Instituto Superior Tecnológico Senati. From the data and samples collected, it was possible to conclude that task-based learning favors the development of improvement in the grammar and vocabulary dimension, pronunciation, interactive communication dimension, and discourse management dimension.

In addition, Sumarsono et al. (2020), conducted a research project where the research method used was experimental research. The population of the study was the students of SMAN 8 Mataram. The sample of the study was two classes of second-grade students, in obtaining the sample, cluster random sampling, as was used to determine which class is used as an experimental class and which class is used as a control class. Each class was divided into two groups, students who have high Self Efficacy and those having low Self Efficacy. It was concluded that Task-Based Language Teaching (TBLT) improved the discourse performance of students since this method focused on giving students tasks or material to be discussed during the teaching process and learning. The activity implemented through this method generated confidence in the students to perform their oral skills. Their self-efficacy also significantly influenced the students' speech performance.

Likewise, Septiyana (2019), led an investigation whose participants were 24 students of Islamic Economics. This study used the research and development method. The steps used in this study consisted of seven of the ten steps adopted from Sugiyono, namely Power and Problem, Data Collection, Product Design, Design Validation, Design Review, Product Test, and Product Review. There were several instruments used in this study, including the questionnaire and the interview. In a conclusion, this research yielded that the responses of the students towards the English-speaking materials using Task-Based Language Teaching (TBLT) which were distributed to 24 Islamic Economics (Esy) students from IAIN Metro were very good, therefore the English-speaking materials English that use Task-Based Language Teaching (TBLT) are considered reasonable to use. The researchers give the suggestions, namely, 1) for English teachers, these English-speaking materials can be used as a reference to teach Islamic economics students to speak, 2) for students, these teaching materials can add knowledge and practice their oral performance skills, especially in the field of English for economics, 3) for other researchers, similar English-speaking materials can be further developed with different materials.

Similarly, Lara (2018), carried out a research based on a population of A2-level students attending the Language Center of the Faculty of Political and Administrative Sciences of the National University of Chimborazo. The methodology was the didactic strategies related to the didactic methodology that defines the didactic interaction that occurs in the classroom and it was a research that had a qualitative-quantitative approach. To conclude and according to the author, in this research, each phase of task-based learning, such as pre-tasks, task cycles, and language contributed to improving English speaking ability because each of them focused on students developing their ability to communicate adequately through work on tasks aimed at improving it.

The previous research works are related to our research proposal because they have similar variables to those applied in this project. This being a novel method, it has had a positive impact on its application within the study group selected in the studies already done. In addition, the results that have been obtained with these investigations through the task-based teaching method have demonstrated high effectiveness in the process of improving the ability of speech and what makes up this as fluency, active communication, and pronunciation, in this case, in the English language.

Project timeline and Budget

Project timeline

I Stage:

Activities	Months																								
	September					October					November					December					January				
Discussion on initial ideas																									
Guided group work																									
Guided group work																									
Referential Framework																									
Guided group work																									
Problem Statement and Justification																									
Objectives																									
Guided group work																									
Methodological aspects																									
Guided group work																									
Instruments																									
Description of the context and Participants																									
Timeline and Budget																									
Preparation of preliminary project document																									
Socialization of preliminary project																									

II Stage:

Activities	Months														
	March			April			May			June					
Conducting the experiment	■	■	■	■	■	■	■	■	■						
Data collection										■	■				
Analysis and Interpretation												■	■		
Conclusion and Recommendations														■	■

III Stage:

Activities	Months														
	August			September			October			November					
Elaboration of the report				■	■	■	■	■	■	■	■	■			
Final Substantiation														■	■

Budget

Item	Amount
Stationery	\$350.000
Per diem	\$500.000
TOTAL	\$850.000

Data collection and Analysis

This research dealt with the analysis, design, implementation and measurement of a weekly work based on the task-based language teaching method for the improvement of oral expression skills in a group of fourth grade students of the educational institution Susana Trochez de Vivas in Caldono Cauca.

This section then presents the quantitative and qualitative findings found during the process after the work conducted in the classroom. In order to determine the effectiveness of the methodology called TBLT., variables such as time, population and educational setting were taken into account. In this sense, a pre-test and a post-test were carefully selected as instruments that were adapted to the needs of the population under study and which served in a decisive way for data collection and thus measure the flexibility and effectiveness of this approach.

The results of both the pre-test and post-test are shown below:

Table 1. Consolidated results of the pre-test.

Results obtained by the participants in the pre-test, calculating the mean and standard deviation for each participant and in general for the group.

Participants	PRE-TEST					
	Pronunciation & Clarity	Fluency	Grammar & Vocabulary	Comprehension	Mean	SD
Participant 1	1	1	2	2	1,5	0,6
Participant 2	1	1	3	2	1,8	1,0
Participant 3	2	1	3	2	2,0	0,8
Participant 4	1	1	2	1	1,3	0,5
Participant 5	1	1	1	1	1,0	0,0
Participant 6	1	1	1	1	1,0	0,0
Participant 7	1	1	1	1	1,0	0,0

Participant 8	2	1	2	1	1,5	0,6
Participant 9	2	2	3	2	2,3	0,5
Participant 10	2	2	2	2	2,0	0,0
Participant 11	1	1	2	1	1,3	0,5
Participant 12	3	2	3	2	2,5	0,6
Participant 13	1	1	1	1	1,0	0,0
Participant 14	1	1	1	1	1,0	0,0
Participant 15	1	1	1	1	1,0	0,0
Participant 16	3	2	3	2	2,5	0,6
Participant 17	1	1	2	1	1,3	0,5
Participant 18	2	2	2	2	2,0	0,0
Participant 19	2	1	2	2	1,8	0,5
Participant 20	3	2	3	2	2,5	0,6
Participant 21	2	1	2	1	1,5	0,6
Participant 22	2	2	2	2	2,0	0,0
Participant 23	1	1	1	1	1,0	0,0
Participant 24	2	1	2	2	1,8	0,5
Participant 25	2	2	3	2	2,3	0,5
Participant 26	1	1	1	1	1,0	0,0
<i>Average of each item</i>	<u>1,6</u>	<u>1,3</u>	<u>2,0</u>	<u>1,5</u>	<u>1,6</u>	<u>-</u>

Gral Mean	1,6
SD	0,5

The data in the table above reflect the scores obtained by each of the participants in the four parameters to be assessed, which are pronunciation and clarity, fluency, grammar and vocabulary, and comprehension. In addition, it shows the calculation of the mean and the standard variation both individually and as a group that were obtained with this initial diagnostic instrument.

It can be affirmed that most of the population under study had very limited English language skills at the beginning of the process. During the implementation of this pre-test it was also possible to notice that it was difficult for them to answer the questions proposed in this

instrument, basically because they did not understand or did not know about the topics they were being asked about.

It is pertinent to say that this situation is due to the fact that the school where this research was carried out does not have an English teacher and that it is the teacher in charge of the grade who dictates and teaches all the subjects. It was also evidenced that on repeated occasions the English class did not take place and that other activities or classes were preferred instead. This fact, of course, implies that the students do not have a decent and adequate training in the English foreign language and, therefore, their abilities are not at the level that would be expected. That is, according to the Basic English Learning Rights and the Suggested English Curriculum, at this grade level, the student understands the general idea and some details in a short and simple informative text about known and interesting topics; asks and answers, orally or in writing, questions related to "who, when and where", after reading or listening to a short and simple text whenever the topic is known; exchanges simple opinions about a topic of interest, through simple and known sentences and; compares basic characteristics of people, objects and places of his/her school and community, through simple sentences (MEN, 2006).

The foregoing is represented first, in the overall average, which is certainly low and which reveals that the preliminary conditions in which the focus group was found were precarious. And second, by calculating the standard deviation (SD) as a metric to better understand the data sets, which proved that the variation is relatively high. This indicates that the scores obtained by each of the participants are somewhat dispersed among themselves, i.e., that the English proficiency of the population with respect to the four indicators measured is very varied and uneven.

Table 2. Consolidated results of the post-test.

Results obtained by the participants in the post-test, calculating the mean and standard deviation for each participant and in general for the group.

Participants	POS-TEST					
	Pronunciation & Clarity	Fluency	Grammar & Vocabulary	Comprehension	Mean	SD
Participant 1	2	1	2	3	2,0	0,8
Participant 2	1	1	4	2	2,0	1,4
Participant 3	2	1	3	3	2,3	1,0
Participant 4	1	1	3	1	1,5	1,0
Participant 5	1	1	2	2	1,5	0,6
Participant 6	1	1	2	1	1,3	0,5
Participant 7	1	1	2	2	1,5	0,6
Participant 8	2	1	3	2	2,0	0,8
Participant 9	2	2	4	3	2,8	1,0
Participant 10	2	2	3	3	2,5	0,6
Participant 11	1	1	3	2	1,8	1,0
Participant 12	4	3	4	3	3,5	0,6
Participant 13	1	1	2	2	1,5	0,6
Participant 14	1	1	2	2	1,5	0,6
Participant 15	1	1	1	1	1,0	0,0
Participant 16	3	2	4	3	3,0	0,8
Participant 17	1	1	2	2	1,5	0,6
Participant 18	2	2	3	3	2,5	0,6
Participant 19	2	1	3	2	2,0	0,8
Participant 20	3	2	4	3	3,0	0,8
Participant 21	2	1	3	2	2,0	0,8
Participant 22	2	2	3	2	2,3	0,5
Participant 23	1	1	1	2	1,3	0,5
Participant 24	2	1	3	2	2,0	0,8
Participant 25	2	2	4	3	2,8	1,0
Participant 26	1	1	2	1	1,3	0,5
<i>Average of each item</i>	<i>1,692308</i>	<i>1,3</i>	<i>2,8</i>	<i>2,2</i>	<i>2,0</i>	<i>-</i>

Gral Mean	2,0
SD	0,6

The data in the preceding table reflect the scores obtained by each of the participants in the four parameters to be assessed, which are pronunciation and clarity, fluency, grammar and vocabulary, and comprehension. In addition, it shows the calculation of the mean and standard deviation both individually and overall that were achieved with this final diagnostic instrument.

From this table corresponding to the post-test, it can be inferred that there was an important change with respect to the pre-test and the results generated there. In this instance, the improvement was noticeable, the participants showed progress in their learning process and when applying this instrument, it was proved that they acquired and improved their skills not only to communicate and transmit messages, but also to execute tasks in context efficiently. The participants were able to give more solid and structured answers to the questions asked through this mechanism, thus demonstrating that the method employed had a positive impact on the target population.

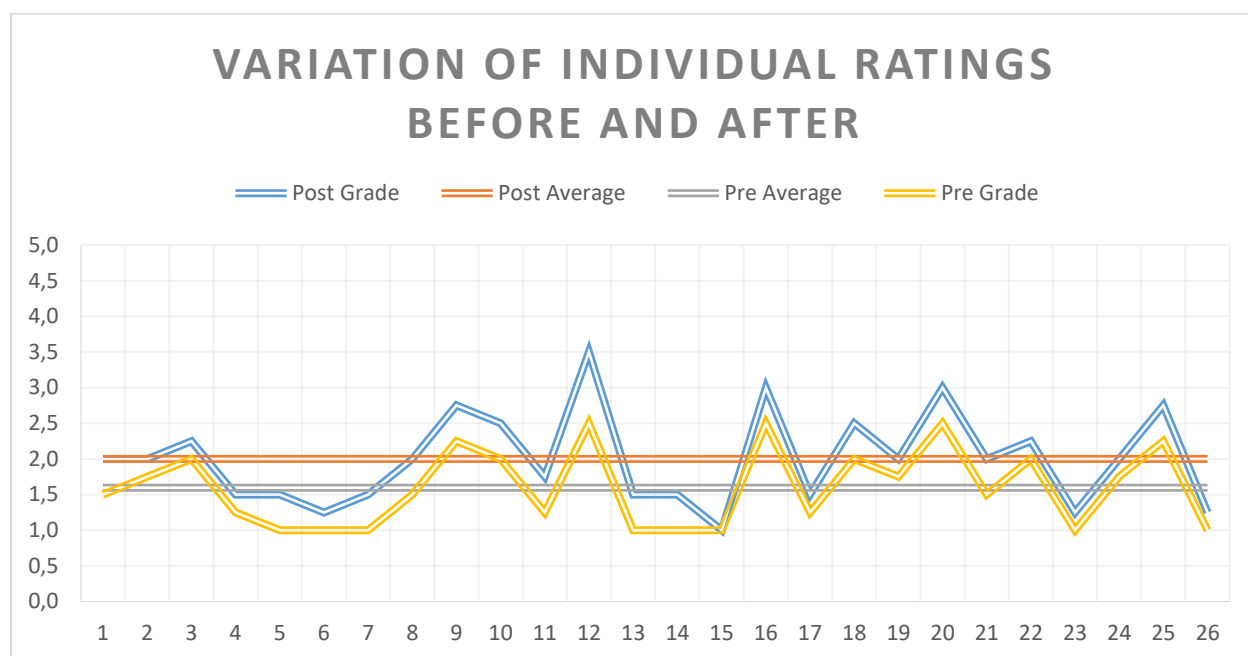
Framed in the topic in question, the averages of the participating population went up and, consequently, the overall average. This is supported by the fact that each one of the indicators to be diagnosed improved, given that during the sessions classes and activities were carried out with clear objectives and, above all, aimed at covering the ability of speech and its respective components. As for the standard deviation (SD) achieved, it can be said that it is low and can be explained by the fact that the scores reached by the students were less dispersed compared to those of the pre-test. This shows that the level of English up to this point was somewhat more uniform and balanced.

Thus, with regard to the quantitative aspect, factors such as the variation of individual ratings before and after, the individual difference with respect to the average, the increase in

individual qualification and the change in individual performance were taken into account, as detailed below:

Figure 1. Variation of individual ratings before and after.

This graph shows the variation in the scores obtained by the participants.



This first graph shows the ranges of the initial results, Pre grade (identified with the yellow color) and Pre average (identified with the gray color); and the ranges of the final results, Post grade (identified with the blue color) and Post average (identified with the orange color). Also, it is observed that the vertical axis is composed of a scale from 0.0 to 5.0 and that the horizontal axis is composed of the total number of participants.

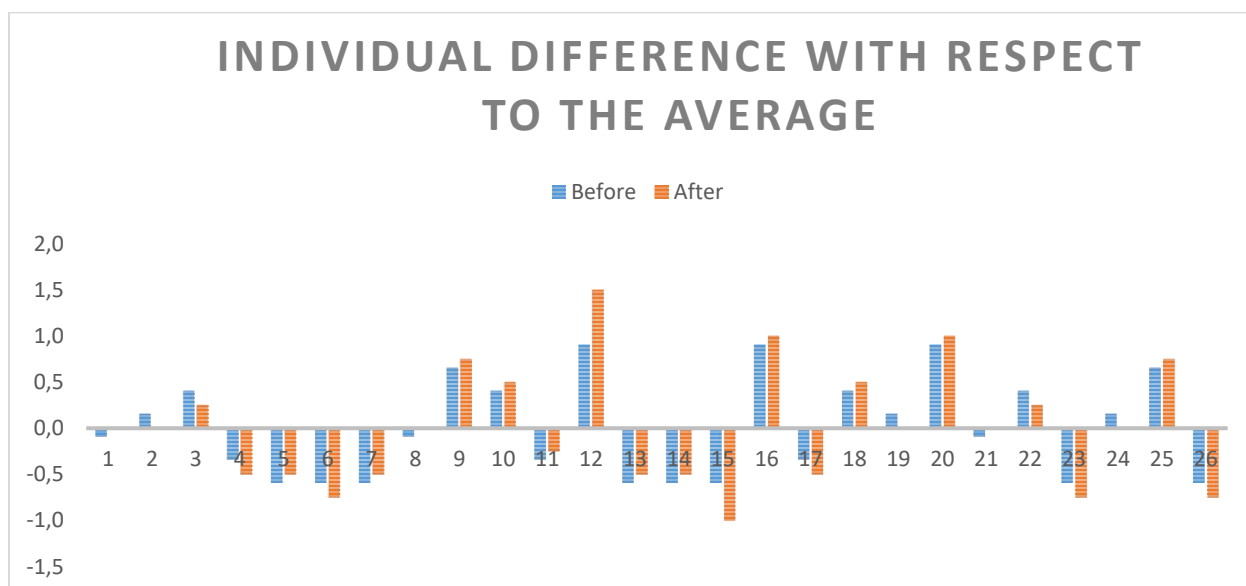
The data reflect that although some participants were below the pre-test and post-test averages, a few were above both averages. It can also be seen that in both the pre-test and post-test scores the trends retain the same direction. Furthermore, this scheme shows that the variation between the two averages is not very wide, being in this case 0.2 tenths.

This means that at the end of both instruments, each participant maintained his or her performance. That is, those who were below average in the pre-test also remained below average in the post-test, and those who were above average followed the same trend. Therefore, it can be inferred that there were no atypical results.

This graph also shows that the shortcomings found in the initial diagnosis and that the sufficiency in terms of language proficiency was very low and even in some cases null. Most of the participants stated that they had no knowledge of the topics they were asked about and this consequently caused them to not know how to give the expected answer to the aforementioned initial diagnosis. However, the data from the final diagnosis showed that there was not much progress, but significant, since most of the students knew and were able to respond to what was requested during the execution of this instrument. There were much more structured, complete and clear answers that show that they acquired a consolidated knowledge and that justify in some way the efficiency of the task-based language teaching method put into practice.

Figure 2. Individual difference with respect to the average.

This graph represents the variations of the averages of the students during the pre-test and post-test.



This second graph illustrates the individual averages before and after the instruments were applied. The vertical axis is composed of a range between -1.5 and 2.0 and the horizontal axis is composed of the total number of participants.

The information provided indicates that the difference between the averages of the two instruments is not very marked for the most part. Likewise, the data obtained show that 13 of the 26 participants achieved a significant score after the post-test, being above the average. This implies that the other 13 participants remained below the average and that, in spite of making progress, they did not succeed in having an outstanding score. Given these circumstances, this fact is a clear indication to take into consideration that the English language competencies with which this group of students was found were unequal and once again it is evident that the teaching of the English foreign language in rural and public institutions is inefficient and poorly attended.

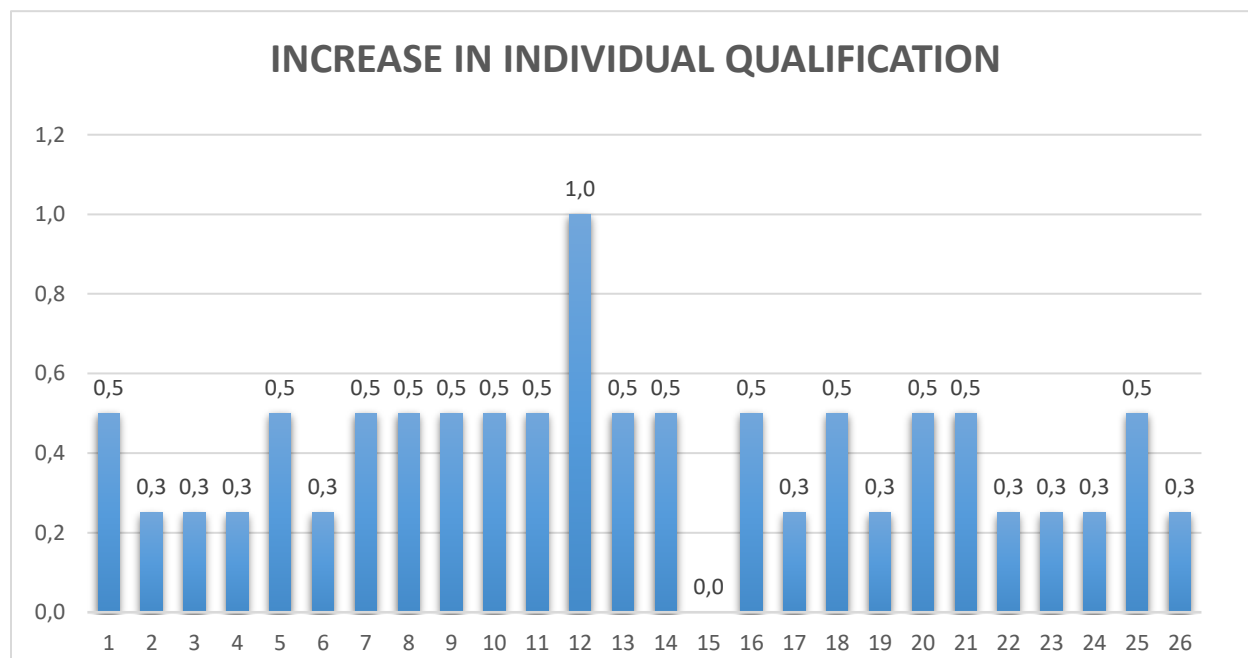
Similarly, it is perceived that participants 1, 8 and 21 had no progress in the post-test and remained below average. Moreover, it is relevant to say that participants 2, 19 and 24, although they were above average in the pre-test, like the previous participants, did not make advances in the post-test. This can be explained by the fact that these students, throughout the process, repeatedly did not participate in the activities proposed during the classes and, instead, were engaged in other activities. This situation probably caused their performance to be inadequate and, therefore, their learning was directly interrupted and affected.

Nevertheless, it is worth noting that in general terms the participants gained confidence, their motivation increased and they became better communicators since the activities implemented through this method generated confidence and determination in the students to

perform their oral skills. Their self-efficacy also significantly influenced the discursive competence of this population under study.

Figure 3. Increase in individual qualification.

This graph shows the increase in scores of the participants.



This third figure indicates the increase obtained by each participant with respect to the two instruments implemented. On the one hand, the vertical axis shows a scale from 0.0 to 1.2 and, on the other hand, the horizontal axis shows the total number of participants.

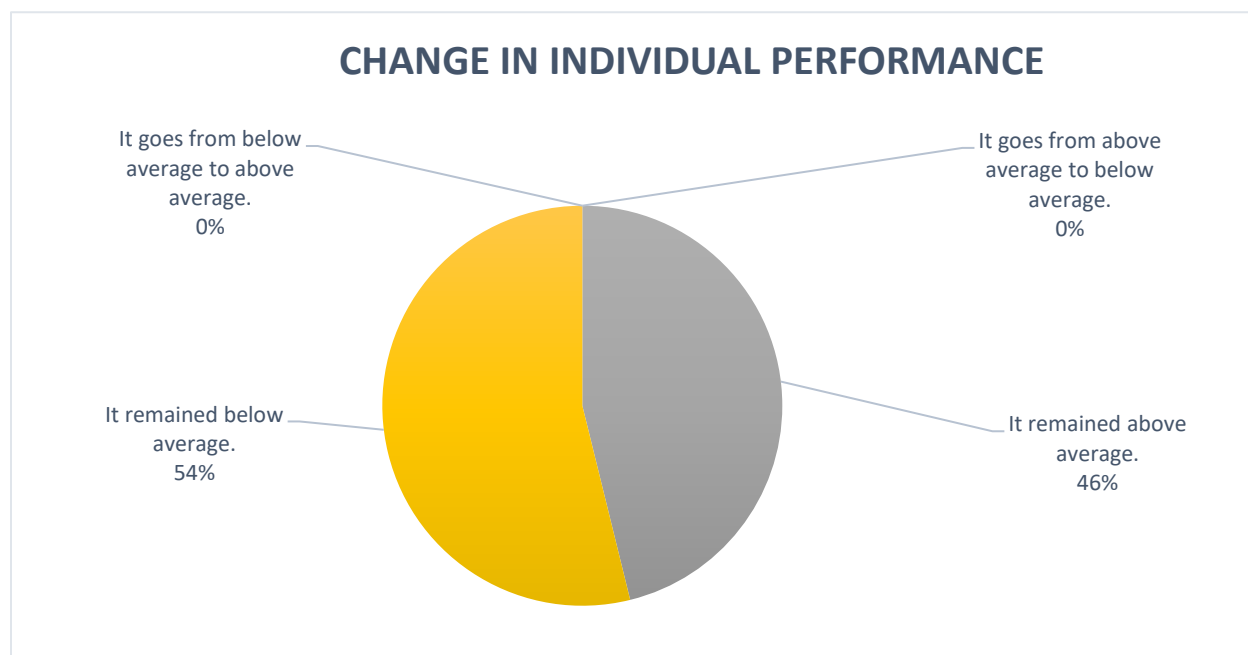
To highlight here, 14 of the participants obtained an increase of 0.5 tenths and 10 of them obtained an increase of 0.3 tenths with respect to their individual grades. This confirms that the application of the project had a real and significant impact on most of the participating population, resulting in improvements in the effective acquisition of a second language, in this case English. In addition, it proves the effectiveness of the different activities that addressed precisely the learning of communication through interactions in the target language.

There were two cases in particular, one in which participant number 15 did not make any progress during the process. It could be observed that during the implementation of the research this student, despite the fact that the activities were varied, did not follow the instructions of the delegated tasks, nor did he pay attention to the explanation of the topics and almost all the time he was generating disorder in the classroom, which unfortunately implies that his performance was not good.

The other case, in which participant number 12 had a significant increase in his scores in relation to the rest of the participants, being 1.0. It was very satisfying to see the progress of this student who, from the beginning, stood out above his classmates and who in turn showed great interest and pleasure in learning.

Figure 4. Change in individual performance.

This graph shows the percentage change that each of the participants had with respect to their performance.



This fourth figure reveals the changes obtained by each participant. Here there are four specific categories to be determined: "from below average to above average", "from above average to below average", "remained below average" and "remained above average".

The results obtained demonstrate that 12 of the 26 participants remained above the average, representing 46% of the total population under study, and that 14 participants remained below the pre- and post-test averages, i.e. 54% of the same population. Additionally, the data of this representation reveal that none of the participants go from being below the average to being above the average nor that none of them go from being above the average to being below the average.

This information implies that the task-based language teaching implemented here improved the discourse performance of the participants because this method was centered on giving the learners tasks or material to discuss during the teaching and learning process. Each phase of task-based learning contributed to improving English speaking ability because each phase focused on learners developing their ability to communicate adequately by working on tasks aimed at improving it.

In spite of this, it is worth noting that, although there was an evolution in the population participating in the research, the individual scores obtained are still low. In other words, these data evidence that even though task-based learning favored the development of improvements in the grammar and vocabulary dimension, pronunciation, interactive communication dimension and discourse management dimension, the performance achieved by the participants is still small.

During the implementation of the classes, a register was kept of each of the sessions and a field diary was filled out as an instrument and mechanism for data collection. This section, then, corresponds to the qualitative part.

Analysis session No. 1

During the first approach, it was possible to identify the lack of English language skills of the participating population. This fact can be justified by the fact that the students do not have an English teacher, but only one teacher in charge of all areas. In addition, it was found that the time allocated for teaching the foreign language was not adequate, thus exposing the insufficiency in the learning of the language. According to the Basic English Learning Rights and the Suggested English Curriculum, the hourly intensity should be 2 hours per week. However, in this institution the students received 1 hour and sometimes there was no English class at all.

Something interesting to highlight during this encounter was that most of the students stated that they understood and spoke the Nasa Yuwe language, which is characteristic of this locality. This is due to the fact that a large part of the population of this municipality belongs to the Nasa indigenous community.

Analysis session No. 2

Within the framework of this first class, it was evident that the students were able to comply well with the proposed activities. However, at the moment of putting into practice their oral expression, they presented notorious difficulties in terms of pronunciation. In several moments, they tried to mix Spanish and English to give answers. This indicates that they have not been immersed in the language and that they are not aware of learning it.

It was also observed that some students showed greater agility, which allowed them to execute the activities more efficiently than others. Associating the learning of new concepts with different movements makes the assimilation of a new language more effective and long lasting for learners, this is known as Total Physical Response. Here it is important to emphasize that each person has unique capabilities and that learning depends on them.

It is important to say that in this intervention it was recognized that one student stood out above the rest. Upon investigating this situation, it was possible to define that this was due to the fact that she receives private English classes, which made her level in the language superior to that of her classmates.

Analysis session No. 3

In this session, there were disagreements among the students of the different groups to work as a team. This event can be based on the fact that it was found that in the classroom the students were divided or distributed in a peculiar way, in one half of the classroom there were only girls and in the other half only boys.

It is probably this condition that made it difficult for the students to mix and mingle in order to carry out a good and successful collective work. Nevertheless, the results obtained at the end showed that they were able to relate to each other and develop the activity.

It is worth mentioning that the regroupings in this school year were important because they were found to promote social interaction and also the ability to adapt to new environments, there was elimination of acquired roles both individual and group, there was suppression of rivalries and short and medium term improved the performance of the student in particular, and the class in general.

Analysis session No. 4

On the one hand, during the passage of this class it was possible to establish that this type of activities pleased and motivated the students to participate in them. Not only did they capture their attention, but they were also successful in being developed successfully. On the other hand, it was noticeable during these activities that it was not possible to establish mixed groups for the development of these activities.

However, at this point in the process the students already felt able to associate what they were learning with particular experiences. For example, they began to relate emotions to situations or experiences in their daily lives. Some expressed moments or things that made them feel happy in their day-to-day lives, others expressed circumstances that affected them and in which they might feel sad.

Thus, it was proved that there was significant learning since a process that encompassed emotional, motivational and cognitive dimensions took place. The students used the acquired knowledge and jointly linked it with experiences and/or situations they had lived. Personal beliefs and motivation played a very important role in this type of activities.

Analysis session No. 5

For this meeting, although the students showed very good disposition and actively participated in the activities, there was a bit of euphoria in the development of the activities. The students were talking at the same time increasing their tone of voice, which caused some disorder during the class. Perhaps certain rules or norms should have been imposed to avoid this type of occurrence and to prevent the progress of the class from being interfered with.

Rules in a school environment play a major role in helping to maintain student discipline. Accordingly, it was found that following rules not only has an impact on academic performance, but also on interpersonal coexistence.

Analysis session No. 6

Throughout this intervention, order was evident. This is due to the fact that certain rules were imposed to carry out the session. Likewise, the activities suggested here showed a positive impact since the students completed the activity even before the expected time.

These types of tasks, besides being fun, were very important to work on in the classroom because they involved all the students, improved communication among them, promoted concentration and mental agility, fostered creativity and logical reasoning, favored autonomy and attention, and very importantly, stimulated learning and thus allowed the students to become familiar with the target language.

Analysis session No. 7

For this class, it is important to mention the skills already acquired by the students. Here they demonstrated valuable progress and it was reflected in carrying out the proposed activity, making use of structured forms and appropriate communicative skills in the English language.

During the filming process it was very nice to see how the students felt encouraged and motivated to do it. This activity showed that the process had been successful and had good results.

One of the students stood out in her participation. Apart from Spanish, this student has very well developed linguistic skills in the Nasa Yuwe language. Language and culture have been deeply intertwined in her life and, learning a new language may have fostered cultural

awareness and understanding, which then implies that this student has been able to better understand different cultures and perspectives. In this sense, it is considered that this is what helped her to have a timely performance in her own learning process, in this case, of the English language.

Analysis session No. 8

In this, the last session, the significant progress made by the students was noted. The development of this activity derived favorability. That is, acquiring new vocabulary and improving their communicative skills helped them to give clear and structured answers to this final diagnosis.

The errors and deficiencies presented at the beginning of the process were evidently reduced, indicating that the students appropriated and improved their language skills in the focus language. These results proved that the task-based language teaching method applied here was useful and adequate to improve the English language skills in general, but, specifically the speaking skills of this experimental group.

In the same way, the implementation of the task-based approach was positive in the sense that it allowed the development of the oral production of the participants in a pragmatic way because, on the one hand, it made possible the collective construction of knowledge through the exchange of information in order to transmit a specific message and, on the other hand, it brought the real world into the classroom through contextualized communication situations.

Discussion

With respect to the teaching of the English language, what is currently sought is for the student to develop not only his or her skills in the use of grammatical structures or manage a large amount of vocabulary, but also to be able to express him or herself eloquently and easily in real situations, that is, to be able to express him or herself orally in this language. In order for this to be achieved, the student must have effective training that allows him to develop sufficient skills to transmit his message and interact with his interlocutors. The objective of this study was to determine whether the use of the task-based language learning method favors the development of oral expression in fourth grade English students of the Susana Trochez de Vivas educational institution in Caldon, Cauca.

In order to apply this approach, a task-based learning intervention program was developed as a method to develop oral expression in English language learners, which was organized and distributed in eight sessions, where each session had as its objective the completion of a task and, likewise, was based on the interests, needs and objectives of the students. Each session was divided into three phases: the first phase was the pre-task, the second the task cycle and the third phase the language focus.

In relation to the general hypothesis, task-based learning favored the development of the oral expression of the English students of the Susana Trochez de Vivas educational institution, since the results obtained, indicate that the program promoted the progress of the speaking skills of the students, thus confirming that the use of an appropriate methodology, considering the interests and needs of the students, in addition to the use of contextualized language allows the students to develop their skills to communicate effectively in the English language.

These results are in line with those found by Albino (2017), Silva (2019), Sumarsono et al. (2020), Septiyana (2019) and Lara (2018), the same ones mentioned and detailed in the theoretical framework, and who obtained similar results when applying pedagogical intervention approaches that fostered the advancement and improvement of oral expression in the English foreign language.

This project based on task-based language learning as a method to develop oral expression in English learners proposed a set of activities that allowed students to interact during the development of the tasks, using the language productively and receptively in contexts that were not previously practiced, that is, they had to react to a situation posed, exchange points of view, express suggestions or recommendations, which is supported in this type of communicative approaches. The teaching method used in this project allowed the student to assume the main role in their learning, since the tasks were based on meaningful and useful topics for the students, where their previous knowledge was considered, which allowed remarkable progress during the process.

Regarding the first component evaluated, task-based language learning improved the pronunciation and clarity of the population under study. The students improved their pronunciation, since during the development of the tasks, it was ensured that the students were communicating in this language and the pronunciation errors of the words were corrected in a timely manner, also encouraging the correction among themselves.

The students were allowed to interact with their interlocutors as a group, practicing the correct pronunciation of the words, considering also the intonation of the sentences when they wanted to emphasize an important meaning and accepting the accent of the mother tongue when it was not an impediment to communication. During the different presentations of the students,

we as researchers and teachers in charge assumed the role of facilitators and guides providing the necessary help according to the needs of the students. In addition, errors in pronunciation were noted and feedback was provided at the end of each session.

As for the second component calculated, task-based language learning demonstrated a significant improvement in the fluency of the students. During the completion of the tasks, interaction among students was promoted at all times. The sessions were designed in a way that presented an accessible challenge to the students where group work was actively encouraged, which allowed the student to develop a positive interdependence with the group members. Furthermore, students employed interactive strategies such as maintaining eye contact, the use of facial expressions or asking confirming questions, in order to maintain a fluid and natural interaction as much as possible.

It was determined that this method of teaching English enhanced the use of the language in real-life situations and that it inherently prioritized fluency and interaction. This promotional practice helped students not only to share their personal experiences, but also to develop their interpersonal skills.

Regarding the third component analyzed, task-based language learning improved grammar and vocabulary in the focus group of students. The application of this type of research work allowed students to recall previously learned grammatical structures and vocabulary and to connect them to personal experiences. These findings show once again that this pedagogical intervention, which had the objective of fostering the oral expression of the students, addressing current issues and topics of general interest, allowed the management of grammatical structures and vocabulary in everyday and relevant situations.

Similarly, task-based language learning as a method for developing speaking skills in this group enabled students to work collaboratively by coordinating efforts to achieve a common goal, encouraging and supporting each other in the creation of grammatically correct structures and the use of a varied and appropriate vocabulary to convey the intended message. This led to better relationships with their peers, increasing their self-esteem and promoting the learning of values.

The proposed activities stimulated reflection on their own learning, identifying problematic grammatical areas and allowing them to increase their lexicon. In addition, group processing made it possible for students to move to the level of metacognitive reflection about their own learning process.

Concerning the fourth and last estimated component, task-based language learning improved the discourse management and comprehension of the students because the students used all their linguistic resources in order to understand and express their ideas and opinions. Additionally, because the topics were elaborated according to the interests of the students, contextualized and authentic language was used.

This method helped to improve the discourse management and comprehension of the students because they developed the four linguistic skills (reading, writing, listening and speaking) to communicate effectively and transmit an adequate message.

These results showed that this type of pedagogical interventions with the use of techniques based on communicative tasks and with the purpose of developing the oral production of the students, favors the development of oral expression. Providing students with meaningful

situations made them communicate actively, using all their linguistic resources and simultaneously developing their critical thinking and intersocial skills.

This is how this research project designed and implemented was successful in meeting the needs of the group of students. Moreover, the objective of the research was achieved and the efficacy of the use of this approach in improving the learning process of the participants was validated. At the same time, it was demonstrated that the relationship between the task-based approach and oral expression in English is linked, since the development of tasks in a real environment and context allowed the students to focus on their learning more extensively and without pressure.

The results obtained are in agreement with what this study finds since task-based learning encouraged students to use language creatively and to practice English in a free classroom, where errors were considered natural and allowed rather to focus on fluency and the message. In addition, the students were involved in using their abilities to work individually and also in groups to develop communicative competence, which is what is contained in oral expression.

This methodology proved to be useful and appropriate for the focus context. Challenging the short application time of the task-based language teaching (TBLT) approach and its relationship to classroom management through the intervention, the period was constructive, as the improvement in classroom management techniques was certainly successful. It is important to say that the homework assignments were appropriate for low English language learners, as they increased their participation and engagement in each lesson, challenging adverse opinions and statistics.

Nevertheless, it was possible to observe and find that in the educational institution Susana Trochez de Vivas, educational practices focused on the storage of information rather than on the development of capabilities to process it are still in force. Emphasis is placed on passivity rather than on the activity of the subjects involved. School spaces, in turn, are not usually used as an environment that favors relationships between students and teachers, with other students and with both, with knowledge.

It was found that this educational context faces shortcomings related to the preparation and appropriation of materials and physical spaces that provide tools to develop profitable teaching processes. Therefore, students do not internalize the learning, production and execution of the acquired knowledge. It is worth mentioning that the culture of English is not promoted, nor is a real expectation generated around the importance and necessity of the English area as a component that strengthens the educational profile of the student and the future professional profile.

In addition, it was possible to infer that this school is not qualified to meet the needs demanded by the area of English, given that the teacher in charge did not master the language to teach it, and that the hourly intensity stipulated for the development of the area in primary grades is not sufficient to provide a high quality bilingual education, which allows for the development of fruitful teaching processes.

Unfortunately, in educational institutions such as this one, classrooms continue to face a lack of resources, primary school teachers continue to face the duty of teaching in all areas, even though they are not trained to do so, and economic resources continue to be scarce, thus leaving cognitive gaps in the educational process of the students because they do not have the necessary tools to recreate better teaching and learning processes.

The implications of implementing this approach in this type of institutions are that millimetric parameters and schedules, infrastructures measured in number of conventional classrooms, emphasis on basic competencies and standardized evaluations limited in their content or repressive methods such as the rejection of courses for those who do not obtain achievements established in a rigid curriculum would be left aside. In other words, there should be a restructuring of the different curricula and a structuring of motivational tools that allow students to feel interested and attracted by knowledge, to develop reflective spaces that guide them to inquire about the importance of acquiring new languages and the usefulness for them of assimilating progress.

However, despite the predominance of traditional pedagogies, there are innovative approaches and tools that aim at modifying teacher-student relationships and that use schools as a communication environment where knowledge is constructed in a dynamic that involves experiences, interactions, contexts and knowledge coming from the different actors in the learning process.

Thus, after conducting this research, our main deduction is that the implementation of TBLT in this educational institution, leaves several contributions in the school community since as a modern teaching strategy it encouraged students to improve their skills in collaborative work, cooperation and problem solving, because in addition to supporting learning, it stimulated the development of critical thinking and activates the process of prior knowledge that fosters the student's ability to face a new cognitive construction.

Task-based learning helped learners by placing them in a situation and developing language through its use. Getting learners to focus on achieving a goal where language became a tool made language use a necessity. It is important to remember that from this approach a task is

a work plan to achieve an outcome and involves a primary focus on the pragmatic meanings of language. Learners require opportunities to communicate in the target language with others, they also need exposure to a context and the opportunity to practice what they have learned.

In this sense, the task-based teaching approach provided numerous opportunities for meaningful application of knowledge. As they were part of the process of this approach, students were able to experience language and acquire it naturally, as they had the need to communicate in a variety of circumstances and situations.

The implementation of TBLT allowed the students to be aware of the learning outcomes, as well as to have fun and be motivated through the search for and construction of knowledge, based on interaction and appropriation of the context. This method promoted social learning through interrelation and teamwork, allowing participants to acquire competencies in communication skills, while exchanging ideas, learning to listen to their peers and developing creativity, as well as constructing their own knowledge. Thus, the students were forged with characteristics that enriched not only their bilingual profile but also their social performance.

The activities included in this teaching method generated in the student greater interest in actively participating in the development of plans, evaluations and projects focused on topics of the daily environment, in which expression was the essential tool for sharing and improving knowledge. One of the advantages of the use of TBLT was that it promoted the development of communicative competencies by being in continuous interaction and having the need to share information through activities carried out during classes, based on constant communicative exchange and the deepening of specific topics, which in turn were the focus of problems in the classroom, since students used to be afraid of sharing knowledge and expressing themselves in public.

The task-based approach to language teaching as a teaching model turned us as researchers and teachers in charge into tutors and facilitators, worked together with the students and designed tasks that allowed the student to develop decision and freedom in the teaching process. It also allowed the students to have autonomy over the progress of their educational process and to improve interpersonal aspects. Through the use of the TBLT method, the confidence and independence of the participants was developed, self-esteem and positive attitudes towards work techniques were increased, and autonomy was strengthened by keeping the student immersed in knowledge and learning, while performing tasks focused on the real context. In this case, the student became the protagonist of his or her acquisition, consolidating his or her personality and acquiring the basis for structuring a bilingual profile.

Promoting the acquisition of a foreign language through the implementation of TBLT contributed to the construction of a responsible, autonomous and critical academic profile, since it encouraged constant practice, planning and the resolution of daily issues that strengthened communication skills. It is worth mentioning that each person develops different learning mechanisms, which should be taken into account when using teaching strategies. There are those who develop a facility for learning through art, those who learn by reading, writing and expressing themselves assertively, those who see and learn from reality in a quantitative way and prefer to constantly compare and inquire, or those who perceive and acquire knowledge through observation. This is how the use of the task-based approach to language teaching facilitated in this case the dynamism of the tasks, deepening the improvement of qualities that favored the acquisitive development of the student by allowing the coupling of different academic activities that focused on the diversity and effectiveness of academic tasks of greater interest to the student.

Future Research

A frequent weakness of communicative approaches to foreign language teaching is the neglect of the intercultural dimension. Cultural knowledge is often treated as an added element that has been excluded and reduced to the study of general information about a given place, i.e., the focus is on learning facts about the target country.

In the last two decades, much of the research on task-based language teaching has attracted the attention of both researchers interested in second language (L2) acquisition and teachers in charge of curriculum design and development. The emergence and development of the task-based approach has been implemented and disseminated as a response to the traditional dominance of the teacher as the central figure in teaching, and one of the aspects that the task-based approach emphasizes is the relevance of culture.

For this reason, and as a result of the present research and the findings obtained, as researchers we suggest that future research projects include the task-based approach to language teaching for the development and promotion of interculturality, taking into account that, on the one hand, the type of population under study is varied, with participants coming not only from indigenous settlements but also from afro-descendant and mestizo communities and that, on the other hand, culture is an important component in the teaching of foreign languages. Such a research could be beneficial due to the fact that the characteristics of the participants who are part of the target group make up a multicultural classroom. Furthermore, such a study could be beneficial because it focuses on showing difference from another perspective, so that disrespectful attitudes, stereotypes and discrimination towards participants from different cultural groups, starting in this case, with classmates, can be reduced.

On the one hand, the task-based approach is a modern approach that focuses on the meaningful learning of students. On the other hand, the intercultural approach takes advantage of the cultural richness of the learner to understand/learn the culture of a new language. Both elements are essential as new trends in teaching indicate that students learn a language to communicate in real contexts. This fusion of the two perspectives aims to establish parameters both in the didactic perspective and in the integration of cultural aspects in the teaching-learning process of a language in the classroom, which are potentially very interesting to develop in future or complementary work.

An investigation of this type can help to recognize the human being as a multicultural individual and to understand that it is important to achieve a coexistence in the midst of cultural diversity where respect and appreciation for difference prevails. Task-based language teaching can be highly effective since it makes it possible to develop activities in an order that privileges the study of culture, as well as meaningful communication among students, without neglecting the grammatical aspects that are implicitly included and studied during the course of each task.

The context of foreign language teaching, despite having historically defined parameters on how to approach the teaching-learning process, can and needs to be further explored in the face of the need to form communicatively, socially, culturally and politically competent speakers who are capable of being empathetic and assertive citizens.

In this way, language is taken not only as a tool for communication, but also as an instrument for intercultural reflection. Furthermore, the inclusion of an intercultural communicative approach that integrates cultural knowledge in language learning represents important benefits in the mastery of English by students, since no one can master a language

without prior knowledge of its culture, otherwise misunderstandings and errors of comprehension could occur during communication.

Interculturality in the context of TBLT and speech skill development may be a very interesting area to explore in a subsequent project as it would provide fostering fundamentals such as:

- Impact of interculturality on speaking tasks: examines how the inclusion of intercultural elements in speaking tasks within the TBLT framework influences the motivation, engagement, and quality of oral production of students. How does cultural understanding affect performance in speaking activities.
- Development of intercultural competence: assesses how the use of culture-based tasks (such as discussing cultural issues, making cultural comparisons, cultural role-plays, etc.) within the TBLT approach impacts the intercultural sensitivity and competence of students in relation to their speech.
- Analysis of student perception: conduct surveys or interviews to understand how students perceive the integration of intercultural elements in speaking tasks under the TBLT approach. Do they feel that this enriches their learning experience and enhances their ability to communicate in a multicultural context?
- Evaluation of materials and resources: analyzes the effectiveness of materials and resources used in TBLT to foster intercultural competence and their impact on the development of oral proficiency. Are there specific strategies or types of materials that are most effective in enhancing intercultural competence while developing oral proficiency?
- Comparison between different cultural contexts: compare how the implementation of TBLT with an intercultural approach differs in different cultural and linguistic contexts. Are

there significant differences in the development of orality or in the attitude towards interculturality according to culture or region?

The promotion of interculturality in foreign language classrooms undoubtedly leads both actors in the teaching-learning process to explore and build their identities as diverse and empathetic individuals, so that targeting these dynamics becomes an opportunity to form integral beings in a world that needs more understanding, participation and fraternity.

Conclusions

Acquiring a second language such as English is of utmost importance in a globalized world. It is a dynamic tool that allows acquiring knowledge, as well as transferring it. The importance of learning English as a means of communication translates into work and interpersonal improvements. That is why learning this language during schooling is crucial. In this sense, after completing the stages of this action-research project, it is concluded that although the intervention was fruitful, it is also essential to address issues that arose in the process of the project and that continue to make it difficult for students to feel the necessary confidence to communicate in a second language.

The main objective of this research was to determine the impact of a lesson plan and activities based on the task-based language teaching method to improve the oral expression skills in English as a foreign language of the students of the educational institution Susana Trochez de Vivas in Caldono Cauca. For this purpose, three specific objectives were addressed. The first one was to analyze the context of the population under study by means of a pre-test, this was accomplished through the aforementioned instrument and also through the first meetings with the school community. Aspects such as apathy, exclusion, lack of teamwork and communication deficiencies were identified. These were addressed in each class and a great improvement was observed after applying the weekly work plan based on TBLT.

These interactions also made it possible to identify cultural aspects of the students, such as the fact that there are not only students from indigenous communities, but also afro-descendants and mestizos. This is due to the fact that there are communities of this type that are settled in this territory and therefore parents bring their children to this educational institution.

This multicultural event revealed the importance of protecting community values and working from intercultural perspectives and real contexts that promote coexistence and respect.

As for the second objective, which was to design and implement a weekly work plan based on TBLT to meet the oral expression needs of the target group, eight lesson plans were designed and implemented with the students, in this case fourth graders. Each session involved methodical and varied activities that linked communicative, learning and expression concepts with specific English objectives. As a result, an analysis was carried out where the findings were grouped into two parts, one quantitative and the other qualitative.

In the first one, there were four specific factors such as the variation of individual grades before and after, the individual difference with respect to the average, the increase in individual grade and the change in individual performance. Thus, it was possible to establish that the activities implemented showed a positive effect, the students began to practice individually and in groups, to share their knowledge in English and to have an assertive communication. The qualitative part was supported by a field diary in which notes were recorded regarding the various sessions, activities and situations and their respective interpretation and/or analysis. Through this instrument it was possible to prove that in spite of certain difficulties presented at the beginning and during the process, there was an outstanding impact and improvement not only in speaking skills, but also in listening, reading and writing skills in the participating students.

At the same time, we realized that it was a challenge to break with the dynamics of traditional education, so managing discipline and classes at times was difficult because the children were used to traditional ways of being disciplined and taught.

Now, regarding the third objective of this research, which was to measure the effect of the task-based language teaching method on the ability of oral expression in the group of students under study, one of the greatest challenges in education was met and carried out, which was to give way to a modern methodology and make students understand and adapt to a new way of learning, participating and creating.

To complement the above, the task-based language teaching methodology should be included in school spaces since it is not only a strategy that prioritizes interaction and exchange of messages among students, but also addresses the autonomous learning of students. This method could also be advantageous for problem solving through real contexts that develop both communicative and transversal skills.

Finally, as future teachers, we know how important it is to implement renewed methodologies in the classroom because we know that in many cases education is focused on teaching only one subject without thinking about the students or the context in which they work or to which they are addressed. With this research in which we were living first hand the whole process, we were able to see how important it is to promote the development of speaking skills from a communicational point of view, emphasizing the message, but also providing planned spaces to generate confidence and security in the students, to gradually reduce the communicative deficiencies of expressing oneself in another language and with other people, and thus develop this communicative skill at an educational and sociocultural level.

Recommendations

- The University of Cauca should have a program or agreement with rural institutions in the region to facilitate access to knowledge and innovative methodologies in the teaching of a second language.
- Teachers and students of the Bachelor's degree Program in Modern Languages, should consider implementing the task-based language teaching (TBLT) approach to improve classroom management and atmosphere in the context of teaching English as a foreign language (EFL), since it focuses on the interests of students by designing and planning tasks according to their realities. Furthermore, it enriches learning and, therefore, all aspects of the classroom.
- The educational institution Susana Trochez de Vivas in Caldono Cauca should increase the hours dedicated to the foreign language and recognize its importance for the optimal development of students. Even, educational institutions in general, should integrate this approach in the area of education as it could shed light on what to adjust in the teaching of English in the development of speaking skills, both at the planning and methodological level. Likewise, it could be a relevant tool for analyzing factors that hinder the development of this skill in students.
- We recommend future researchers to further study the study of oral expression in the English language and to consider this research as a starting point for further research in the field of English language teaching.

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Appendices

Appendix 1: Pre - test

Find the 7 differences between the two images.

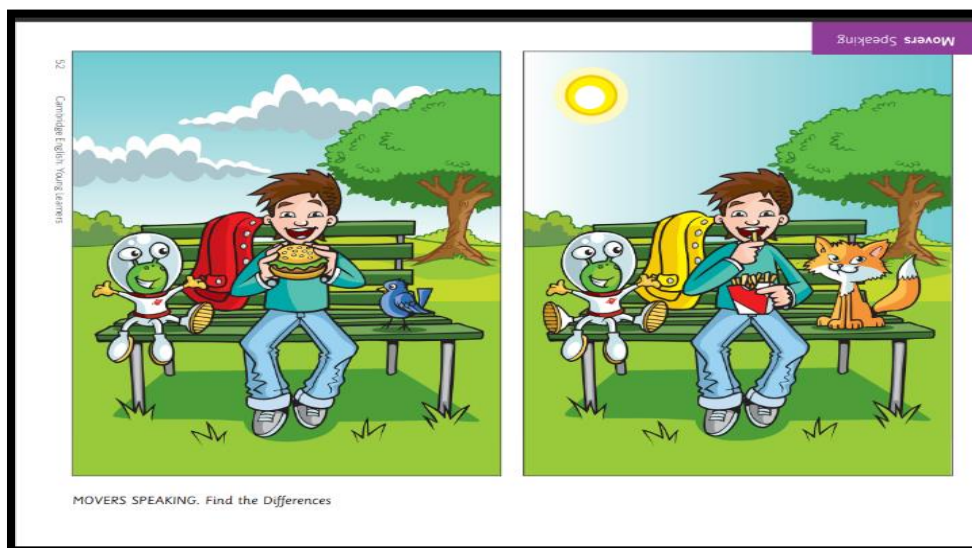


Image taken from *Cambridge English Young Learner*

The following 4 images represent an action, describe each one of them.

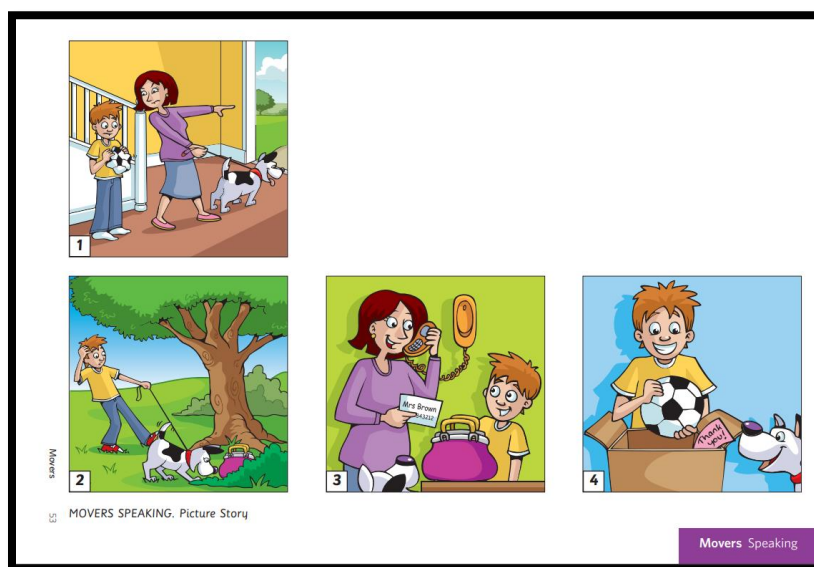


Image taken from *Cambridge English Young Learner*

Here is a set of 8 images. Choose at least 3 of them that catch your attention and create a short story.

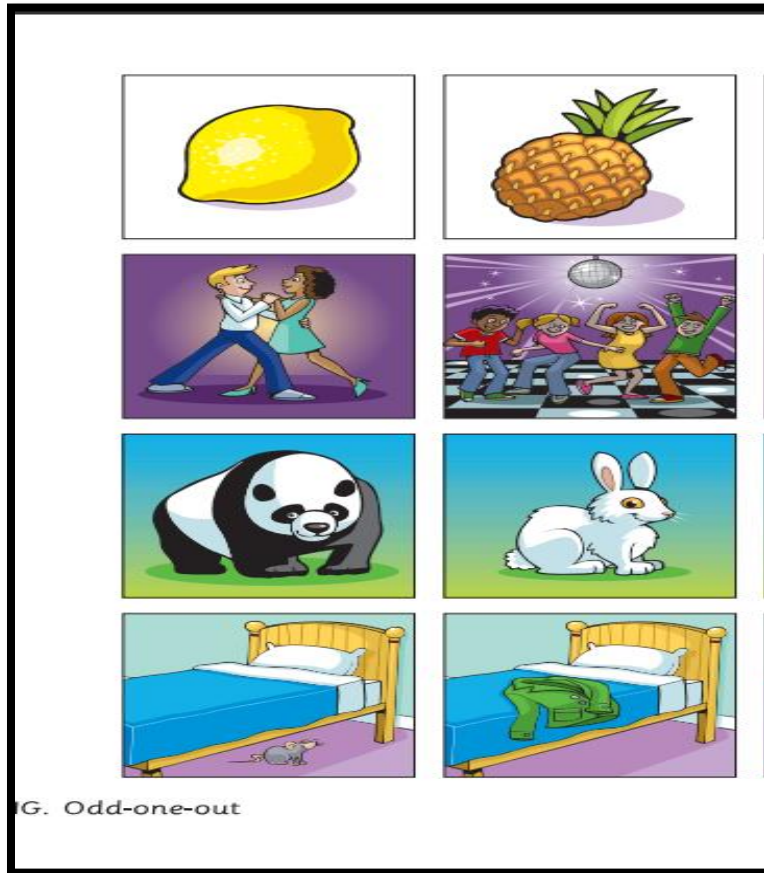


Image taken from *Cambridge English Young Learners*.

Appendix 2: Post - test

Find the 7 differences between the two images.

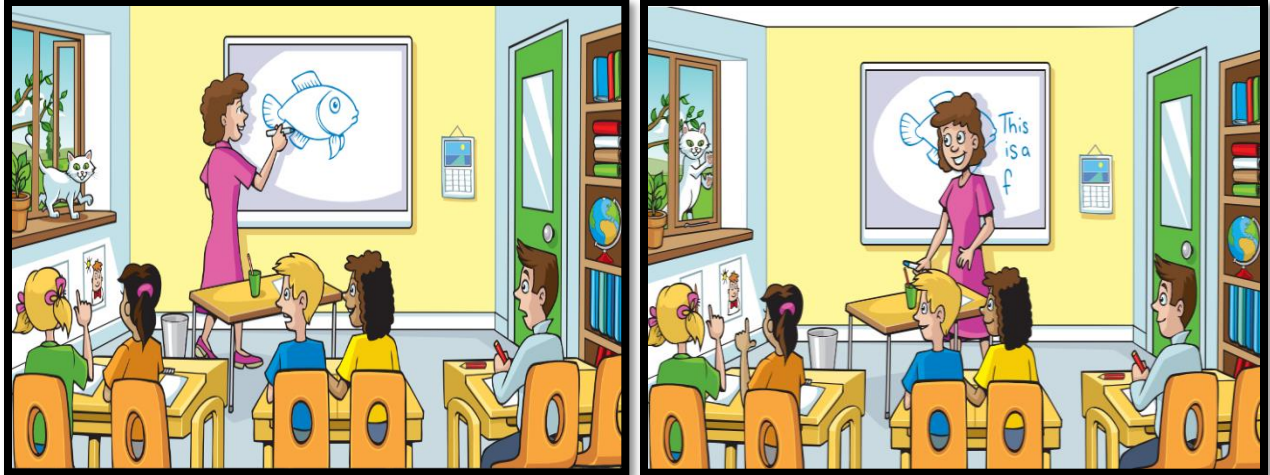


Image taken from *Cambridge English Young Learners*.

The following 5 images represent an action, describe each one of them.

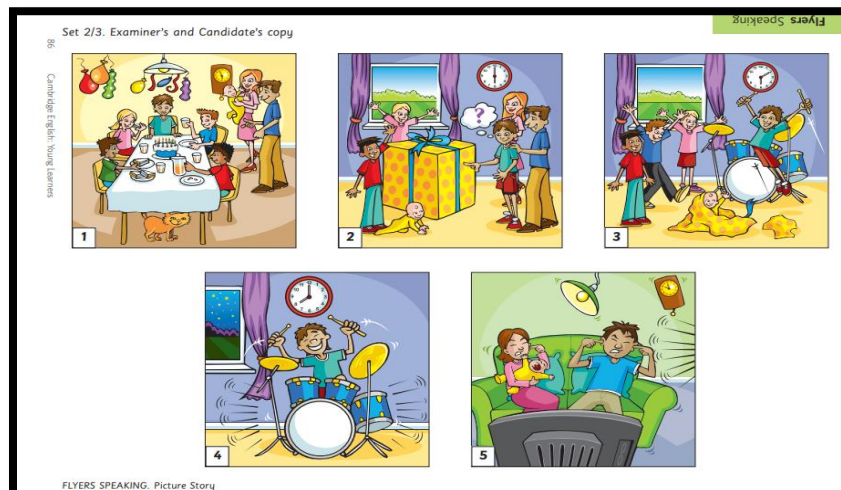


Image taken from *Cambridge English Young Learners*.

Here is a set of 8 images. Choose at least 3 of them that catch your attention and create a short story.

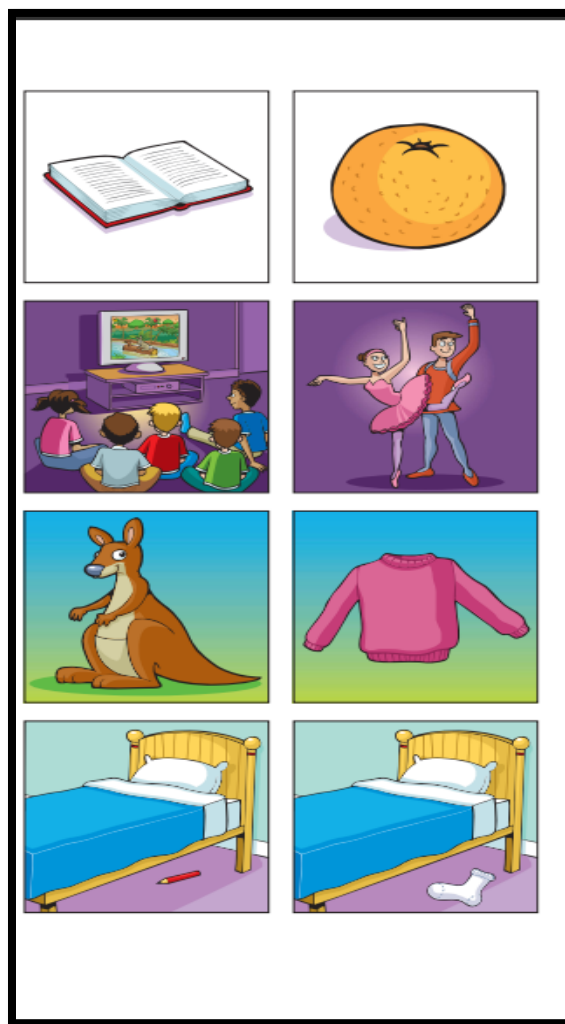


Image taken from *Cambridge English Young Learners*.

Appendix 3: Rubric

The following rubric is based on the Basic English Learning Rights and the Suggested English Curriculum, a tool proposed by the Ministry of National Education (MEN) and is composed, on the one hand, of four parameters: pronunciation and clarity, fluency, grammar and vocabulary, and comprehension; and, on the other hand, of four levels of qualification: poor, fair, good and excellent.

	Poor 1pts	Fair 2pts	Good 3pts	Excellent 4pts
Pronunciation & Clarity 4 pts	<u>Poor</u> Student's pronunciation was in comprehensible.	<u>Fair</u> Student's pronunciation made understanding difficult.	<u>Good</u> Student's pronunciation was understandable with some errors.	<u>Excellent</u> Student's understandable pronunciation with errors that did not interfere with comprehension.
Fluency 4 pts	<u>Poor</u> Student was able to ask or respond to questions but with significant hesitation and pauses. The answers were awkward and incomprehensible.	<u>Fair</u> Pausing and hesitations interfered with the audience's understanding of the response. Answers were awkward and incomprehensible to understand at times.	<u>Good</u> Pausing and hesitations did not interfere with the audience's ability to comprehend the speaker's message.	<u>Excellent</u> Students were able to communicate clearly with no difficulty. Answers were clear and comprehensible.
Grammar & Vocabulary 4 pts	<u>Poor</u> Student used a minimal amount (1 or 2 words) of the grammar and vocabulary of the lesson.	<u>Fair</u> Student used a sufficient amount of the grammar and vocabulary of the lesson.	<u>Good</u> Student used some of the grammar and vocabulary of the lesson.	<u>Excellent</u> Student was able to use vocabulary and structure of the lesson. It is clear that the student would use the material outside in real life application.
Comprehension 4 pts	<u>Poor</u> Student answered the question but not related to the question. The answer was very limited to one or two words.	<u>Fair</u> Student showed partial understanding of the question. The answer was quite limited and left the audience with more questions than answers.	<u>Good</u> Student showed a good understanding of the question. The answer was quite limited and left the audience with more questions than answers.	<u>Excellent</u> The student fully understood the question(s) asked and answered completely and with details and enthusiasm.

Appendix 4: Field diary format

This is also one of the formats through which the information on the findings was analyzed:

Field Diary N°		
Activity/Topic		Date:
Observers		
Objective		
Location		
Applied method		
People involved		
SEQUENCE OF ACTIVITIES		
1...		
2...		
3...		

Appendix 5: Field diary n° 1

Field Diary N° 1		
Activity/Topic	Pre-Test	Date: 05/05/2023
Observers	Xiomara Velasco – Mauricio Pabón	
Objective	To determine the level of the four aspects to be evaluated with respect to the ability of oral expression in English.	
Location	Susana Trochez de Vivas Educational Institution, Caldono-Cauca.	
Applied method	TBLT	
People involved	Students and researchers.	
SEQUENCE OF ACTIVITIES		
<p>1. Students must find the seven differences between the two images provided.</p> <p>2. Students must describe different actions according to the situations represented in four images..</p> <p>3. A set of eight images is provided. Students have to choose at least three of them that catch their attention and try to create a short story.</p>		

Appendix 6: Field diary n° 2

Field Diary N° 2		
Activity/Topic	Colors	Date: 12/05/2023
Observers	Xiomara Velasco – Mauricio Pabón	
Objective	Students should be able to identify colors in English.	
Location	Susana Trochez de Vivas Educational Institution, Caldono-Cauca.	
Applied method	TBLT	
People involved	Students and researchers.	
SEQUENCE OF ACTIVITIES		
<p>1. Students must guess the riddle after the teacher reads it. (The riddle is in Spanish, but students must say the answer to the color in English.)</p> <p>2. Students are divided into 3 groups called primary, secondary and tertiary. Their mission is to classify the objects in the class according to the three color groups.</p> <p>3. To reinforce the theme, students listen to a song. Then, they identify and underline from a group of colors the ones mentioned in the song.</p>		

Appendix 7: Field diary n° 3

Field Diary N° 3		
Activity/Topic	Fruits	Date: 19/05/2023
Observers	Xiomara Velasco – Mauricio Pabón	
Objective	Students should be able to identify the names of fruits in English.	
Location	Susana Trochez de Vivas Educational Institution, Caldono-Cauca.	
Applied method	TBLT	
People involved	Students and researchers.	
SEQUENCE OF ACTIVITIES		
<p>1. The class is divided into 4 groups representing the types of fruit: sour, semi-acid, neutral and sweet. Each group is given a puzzle that symbolizes each of the fruit groups. Each group assembles the assigned puzzle and identifies the fruit and the group to which it corresponds. The monitor supervises and provides feedback if necessary.</p> <p>2. Four groups are formed. Each group is assigned a different fruit. Each member of each team pronounces the name of the corresponding fruit. The group that correctly pronounces the name of the assigned fruit gets points. The monitor supervises and provides feedback if necessary.</p>		

Appendix 8: Field diary n° 4

Field Diary N° 4		
Activity/Topic	Emotions	Date: 02/06/2023
Observers	Xiomara Velasco – Mauricio Pabón	
Objective	Students should identify and name emotions in English.	
Location	Susana Trochez de Vivas Educational Institution, Caldono-Cauca.	
Applied method	TBLT	
People involved	Students and researchers.	
SEQUENCE OF ACTIVITIES		
<p>1. Bingo cards are distributed to all students. The cards are shuffled. The cards are drawn one at a time, calling out the emotion that has come up. Each student marks the emotion on his or her bingo card. The first one to mark all the emotions on his or her bingo card calls "BINGO" and wins the game.</p> <p>2. A story is read and new vocabulary is identified, especially vocabulary related to emotions. Some questions are asked to determine reading comprehension.</p>		

Appendix 9: Field diary n° 5

Field Diary N° 5		
Activity/Topic	Farm animals	Date: 16/06/2023
Observers	Xiomara Velasco – Mauricio Pabón	
Objective	To identify and name the different farm animals in English.	
Location	Susana Trochez de Vivas Educational Institution, Caldono-Cauca.	
Applied method	TBLT	
People involved	Students and researchers.	
SEQUENCE OF ACTIVITIES		
<p>1. Each student writes his or her favorite animal on a piece of paper and then the pieces of paper are exchanged. Each student makes a representation of the animal, while the rest of the group tries to guess which animal it is.</p> <p>2. A series of cards with farm animals are shown. Students have to say the name of the animal according to the card shown.</p>		

Appendix 10: Field diary n° 6

Field Diary N° 6		
Activity/Topic	Professions	Date: 25/07/2023
Observers	Xiomara Velasco – Mauricio Pabón	
Objective	Students should recognize and represent different professions.	
Location	Susana Trochez de Vivas Educational Institution, Caldono-Cauca.	
Applied method	TBLT	
People involved	Students and researchers.	
SEQUENCE OF ACTIVITIES		
<p>1. The class is divided into two teams. One student from each team comes to the front of the class and takes a card or drawing of a profession from a bag. The student then has to act out the profession without making a sound, while his or her team tries to guess it. The team that guesses correctly wins a point.</p> <p>2. Each student is given an alphabet soup. The purpose of the task is for the students to find the words corresponding to the professions and color them in.</p>		

Appendix 11: Field diary n° 7

Field Diary N° 7		
Activity/Topic	Personal information	Date: 08/08/2023
Observers	Xiomara Velasco – Mauricio Pabón	
Objective	Students should be able to recognize themselves while encouraging their oral expression.	
Location	Susana Trochez de Vivas Educational Institution, Caldono-Cauca.	
Applied method	TBLT	
People involved	Students and researchers.	
SEQUENCE OF ACTIVITIES		
<p>1. Students are given a form to fill in with their basic personal data, such as name, age, likes and dislikes. To determine the effectiveness of the activity, a video is made where students answer the questions proposed in the form.</p> <p>The monitor supervises and provides feedback if necessary.</p>		

Appendix 12: Field diary n° 8

Field Diary N° 8		
Activity/Topic	Post-Test	Date: 15/08/2023
Observers	Xiomara Velasco – Mauricio Pabón	
Objective	To evaluate and measure the level of the four aspects to be evaluated with respect to the ability of oral expression in English.	
Location	Susana Trochez de Vivas Educational Institution, Caldono-Cauca.	
Applied method	TBLT	
People involved	Students and researchers.	
SEQUENCE OF ACTIVITIES		
<p>1. Students must find the seven differences between the two images provided.</p> <p>2. Students must describe different actions according to the situations represented in five images.</p> <p>3. A set of eight images is provided. Students have to choose at least three of them that catch their attention and try to create a short story.</p>		