RUNNING HEAD: A TASK-BASED SPEAKING COURSE

A TASK-BASED SPEAKING COURSE FOR NINTH GRADE STUDENTS OF

THE INSTITUCIÓN EDUCATIVA INOBASOL DE SOLEDAD

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ABSTRACT

The human being is in constant communication with other people. A person uses the language to do it, and the speaking is the skills employed for that. In spite of its importance in this process, the oral production is not worked enough in many public schools in our country. Due to this fact, the students of 9th grade of the Institución Educativa Inobasol selected speaking as the skill that they need to increase in the English learning process. In this paper appears the design of a syllabus, it is implemented and evaluated with the purpose the learners enhance their oral productions by means of the task-based approach. The TBA is according to the school curriculum, the pedagogical model, and the learners' need. This approach provided different tasks in real situations where is necessary students employ the speaking to share and provide information. In this document, also appears the outcomes achieved with the application of the TBA. This data was collected through checklists, and oral production of the students during the development a of the lessons

INTRODUCTION

In the language learning process is essential to develop the different skills as writing, reading, listening, and speaking. The last is important because it permits to carry out a communicative act. Although, many people consider that the speaking is the most difficult of them, it is not enough worked in classes. Maybe, this situation occurs because other abilities are evaluated in the ICFES test, which is established by the government. To develop this skill, for the speaker as well as the listener need to complete a process of transmission and reception of information. It has as advantage to provide immediately response of each member who participates in the situation. Due to this fact, the practice of speaking is an important aspect in the teaching and learning process of a foreign language

The students of ninth grade need to overcome their shortfalls in the speaking. Furthermore, they also require surpassing their fears of expressing their ideas in front other people. It is a hard, but not impossible work and this is the purpose of this project. For these previous reason the application of this study is important, because it provides opportunities to English teacher can identify constrains and seek the appropriate strategies. These will be applied correctly to help to the learners to improve their oral productions, and consequently their English level, which is one of the objectives of the education system.

The purpose of this work is to enhance the speaking skill of the students of ninth grader of Institución Educativa Inobasol by mean of the implementation of the task-based approach. Different tasks as role-plays, questions and answers, pictures descriptions among others are applied with the purpose of providing students the opportunity to express their ideas orally about specific topics. Likewise, some strategies as clarification, repetitions and activities such as games

and taking note are employed to bring learners the possibility of practicing in a dynamic way their oral productions.

With the goal of achieving positive outcomes in the improvement of the speaking skill, this project have some objectives proposed as:

- To identify the learning, target, and speaking needs that students of ninth grade of the Institución Educativa Inobasol have.

- To design an English course in order to enhance the students' speaking skill.

- To implement the task-based as approach to increase in the students their oral productions.

- To provide information about the results obtained with the implementation of the course.

The structure developed in this project starts with a rationale. After that, there is an explanation about the students´ needs in the English learning process. Likewise, in this paper appears a theoretical framework, the course design, the piloting, and finally the conclusions.

Firstly, in the rationale appears a short description about the role of the English in the world, Colombia, and the Institución Educativa Inobasol. In this part, it is demonstrated the influence and the expansion of this language throughout the world, which is an essential element in the students¨ learning process of different countries. Furthermore, it is cited the importance that the speaking skill has in the language learning process. Additionally, there is a brief explanation of the context where it is applied.

Afterwards, the results of the data collected are stated, which are obtained by means of a need analysis. The implementation of instruments allowed to determine the learning, target, and

speaking needs of the students. The outcomes obtained are described and portrayed by graphs. The data collected facilitated and provided teacher ideas about how to plan the lessons to develop with the purpose of increasing the speaking skill.

The next chapter is related to the theoretical framework. In this section, different definitions of speaking are mentioned. Authors as Brown (1994), Hughes (2002), and Nunan (2004) among others provide them. Likewise, some suggestions about speaking strategies are exposed. In this part, also appears information about the speaking subskills, the influence of affective aspects in the oral production, and the interaction. The task-based approach is other important topic developed. Different aspects of this as definitions, components, task-types, the syllabus, the principles, the sequences, the lesson design, and the learning and teaching process of this approach are stated

This project continues with the explanation of the course designed for it. Here are taking into account the approaches that could facilitate the development of this plan. Other elements as goal, objectives, syllabus, and the structure are explained. The units with their respective objectives are mentioned just as the methodology, teacher and learner´s role, the evaluation, and the lesson plans for the application of the approach selected.

Next, the piloting is presented. The information of outcomes achieved with the implementation of the task-based approach are referred. With the purpose of obtaining this data some instruments as checklists to the students, guideline observation to a teacher, and the teacher researcher´ reflection were applied.

Finally, in the conclusion are reflected the teacher´ impressions about the project developed. The positive and negative situations experimented are stated. Also appears the

aspects to improve in this labor as a teacher, and the results obtained with the implementation of

the task-based approach to enhance the speaking skill of the students of the ninth grade of the

Institución Educativa Inobasol.

RATIONALE

THE IMPORTANCE OF ENGLISH

In the last years, English becomes an international language. It is used in technology, economy, and globalization. It is spoken for many people around the world. "It is listed as the official or co-official language of over 42 countries and is spoken extensively in other countries where it has no official status. English plays a part in the cultural, political, or economic" (Graddol, 1997). The expansion of English has been so great that it can be the world´s unofficial international language. There are many speakers of others languages as Mandarin, who have their mother tongue, but they also speak English. In many countries around the world as Saudi Arabia and China English is their second language. In India, for instance, people speak different language inside the same nation, but English is spoken in whole country as a means that facilitates the communication among the inhabitants of different regions.

THE STATUS OF ENGLISH IN COLOMBIA

With the objective of improving the economy in Colombia, English becomes an essential fact in the work of many people. Besides, much information about different topic is provided in this language. It has different skills as writing, speaking, reading and listening; but these are not worked at the same percentage during the class, it influences in the low performance of students in this language. Due to this fact, in the schools, one of the objectives in the learning process is to acquire English as foreign language. However, in many of them, especially public, the students' English level is low. As a result, in recent years, Colombia has implemented the bilingual project through the Ministry of National Education for the years 2004-2019. It has the purpose of increasing the communicative competence in English according with the Common European Framework to improve the level of the students in this foreign language.

English becomes an obligatory subject in the learning teaching process. The government has invested in affording an appropriate preparation of the English teachers through of scholarship and trips abroad. It wants to increase in them their skills in this language to do a better job in the learning process. The project has as goal to prepare competent people in the workforce. With the Free Trade Agreement, many Colombian and foreign companies seek workers who speak this language to negotiate with clients and suppliers. Due to this fact, this language is an ally in working life.

CONTEXT

The Institución Educativa Inobasol (IEI) is a public school located in El Centro neighborhood, on the plaza of Soledad near to the Saint Anthony of Padua church. It has five sites, two for primary school, two for secondary, and one for the inclusion program with deaf children who do not have English classes. The students of this school have a great artistic potential, they have obtained prizes in theater, dance, but their English level is low. They have three hours of English per week. The qualifications are from one to ten, many of these students have a basic level in the different subjects.

The Social-cognitive is the model employed in the Institución Educativa Inobasol to educate to its students. This school has seven English teachers. Every year, the teachers of different subjects of study organize the syllabus. English program is fitted to the level of students. For this, some standards established for the government for this grade do not coincide with the level of learners that is low. For years, in this school the students did not work with books. Teachers had to use copies in their classes, but this year this situation has changed, now students have some books or modules for working in class.

This school has an audiovisual room with Internet for the distinct subjects. In some occasions, this room is not available because the students of afternoon session attend to classes in the morning and they use it, and sometimes it is occupied for teachers of different subjects. The work in this institution is hard because in many cases the students do not have the help of their parents to develop their homework, some of them are not able to read and write. In many cases, the learners live with their grandparents, who do not have any idea about the different themes worked in classes, and the pupils use their free time in other activities.

English teachers of this institution work with distinct strategies. Different competitions as cognitive, procedural, communicative, and behaviorist are worked with the objective to achieve better outcomes in the academic and social aspects. In the last two years, this school has improved its performance in the ICFES exam, but the students can still be better. The learners of Inobasol are aware that they have a low level of English. For this fact, they dislike when the English teacher speaks in this language, they prefer the use of the mother tongue in these classes. When students enjoy the English classes, this is rewarding for her teacher.

The Institución Educativa Inobasol de Soledad has as mission to provide an integral and inclusive education to children, young, adults, listener and deaf people. This school provides from preschool to high school with the objective of educating competent human being who contribute to the transformation of their context (IEI Community handbook, 2016). With the purpose of accomplishing these goals, in this institution there are different projects that have as purpose to allow students achieving excellence by preparing them for their working life. In English, for instance, the students of tenth and eleventh grade are working with blogs, which are used for the learners to obtain information about different themes and activities related to distinct topics. In addition, they have a tool called Vocaroo in which students record their voices and

send these recordings to the teacher. They also use Edmodo, a web page, which allows the teacher assesses the students' reading comprehension through a test with the different topics worked in classes. With these resources, they can practice values like responsibility, respect among others.

The Inobasol wants to be recognized as educational institution with a high quality according to the society' needs. It expects to train citizens, who can carry out in the academia and productive sector by means of agreement with technological and higher educational institutions of the region (IEI Community handbook, 2016). Regarding this conception, this school pretends the students improve their English level, and they can perform in different jobs where the knowledge of this would be necessary. If the students can speak and understand this language, they will have more opportunities of finding a good job. For this reason is necessary to enhance the English level of the learners and to work specially in the speaking skill.

THE IMPORTANCE OF SPEAKING

In the language acquisition process, there are different skills to develop as listening, speaking, reading and writing. Nevertheless, when a child learns his or her mother tongue, he or she puts in practice two of them. The children listen the voices of the people and round them, and when they have the capacity, they repeat the words they listen. After some months, they learn words and phrases and they can hold a small and simple conversation. Paradoxically, in the learning of a second or foreign language, many institutions work in other communicative skills and leave out the speaking that is essential in the interaction with others.

In some countries, the capacity of expressing ideas aesthetically is a precious gift. Hughes (2002) confirm this idea when expresses: "As far back as Ancient Egypt the art of

speaking has been connected to the skill of persuasion and the ability to influence in others by means of rhetoric" (p. 19). Due to this fact, the speaking must be one of the skills more developed in the learning of a language, and it has been included in the different curriculum related to education. In the acquisition process of a second or foreign language, the development of speaking skill is important. It allows students practice other skill as listening, and the same time the learners carry out the capacity of thinking and organizing ideas spontaneously at the moment of being required or necessary to complete a communicative act.

As social beings, the learners are in close communication with their peers and other people around them. The speaking facilitates the interaction among these people. Regarding this idea, Bygate (1987) considers it as a skill where is necessary to make decisions about they want to express in a specific situation, with the only purpose to keep the relationships with others. On the other hand, the speaking requires the development of other important aspects as to familiarize with the vocabulary necessary to a specific communicative act, to provide opportunity to create new ideas, to take in consideration the context, to use the body language, and to design a plan to carry out a certain task.

The put in practice of speaking skill can develop other aspects in the learners. For instance, the possibility of expressing coherence ideas orally increase the students' confidence. This ability can offer the opportunity of acting appropriately in different situations of the daily life, one such example is an interview for a job. The ability to speak fluently can demonstrate knowledge of a specific topic, assurance to carry out a task. It can provide advantages because somebody stands out from others.

THE STATUS OF SPEAKING AT THE INSTITUCIÓN EDUCATIVA INOBASOL

In the Institución Educativa Inobasol, there are students with many qualities for different aspects of the education process. However, they have some problems with the acquisition and the practice of the English. One of the possible causes that occasion this problem in the lack of English classes in the early years as learners. In this school, this language is studied in fourth and fifth grade, and in many cases, a person who does not have the enough knowledge about it teaches it. For this reason, they do not develop the different language skills, especially the speaking. Other factor that can influence in this situation is the fact that language teachers do not have the appropriate resources to work their classes. Taking in consideration this information, the students of the secondary school have low English level.

Regarding previous facts, in this project, a group of students of ninth grader of a public institution in Soledad was selected as subject of this research. They belong to families of low economical resources, for that they do not have the opportunity of learning and practicing English in a different place that school. They are not able to have a conversation with their teacher and peers.

During the process of identification of the topic of this project, the teacher researcher employed different instruments as questionnaire, interviews, and observation to collect data and to make analysis of these. Taking into account the information achieved with the students´ help, the speaking was identified as the principal problem in the English classes because it is the skill less wrought. Taking in consideration the previous knowledge and the teacher assistance, they can write sentence and they try of understanding texts, but they inhibit when they have to express

orally their ideas. During a conversation, they do not have the opportunity of using dictionary or asking to the teacher, and it is a big problem for them.

NEED ANALYSIS

In 1983, the researcher Richterich provided an opinion about the need; he states, "A need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment" (p.29). According to this definition, students can identify which are their necessities in the language learning process. For this reason, it is important that teachers collect data that can provide the essential information to do an excellent work. They can gather facts by means of different instruments as a questionnaire. This kind of tool was applied students of 9th grade of Institución Educativa Inobasol. The questionnaire included target needs questions, learning needs questions, and speaking questions. The first related to the different actions that a student has to do in a target situation. On the other hand, the learning needs expresses what he or she has to do with the purpose of learning. Finally, the speaking questions are directly linked to the skill (Hutchinson, 1987).

One of the purposes of a project in education is to try of identifying the problems that students could present in their learning process. To obtain the responses to the different questions about this specific situation, it is necessary to employ different tools with the goal of collecting data about it and seeking a better solution. This process started with the readings of texts of different authors about of classroom research, tools applied in a research and the analysis of data. In the second stage, the English teacher of Inobasol chose the group for this work. Many students of this institution have problems with their English level. However, for this study, the students of 9° B were chosen like a sample to obtain the information required for this research. In the third stage, English teacher applied some tools like interviews, questionnaires, and observations. The group of 9°B has thirty-five learners, but fifteen of them (42.8%) carried out the interview with fourteen questions and thirty students (85.7%) solved the questionnaire.

Although the English teacher of 9th B put in practice different communicative skills during the model class, the students recognized like their strength the writing on the board (46%). They like it because in this activity, they have time of organizing the ideas, making corrections, and obtaining the teacher´s help when they need an additional explanation. This situation can be appreciated during the classroom observation, during which several students were offered to pass to the board. On the other hand, they communicated their problem with the speaking (66%). They expressed their fears for sharing their ideas with other people.

Apart from the application of interviews and questionnaires, the English teacher employ class observations with the purpose to identify the strengths and weakness of her teaching process and the students´ attitude during the class. The first was applied for the same teacher; the information was cited in a model designed for her. A teacher of other institution carried out the second observation. During this, she identified a problem with the use of the time, because students spent more minutes than it was planned. Moreover, she considered that the context was a negative influence in some situations for the noise produced and the constant interruptions.

After collecting the students' information, it is necessary to do an appraisal of it. This procedure is known as need analysis, which can be used with different purposes. In this project, the questionnaire was focused on oral skills. It had as objective to identify the students' strengths and weakness with regard to speaking, to recognize the student´s needs to learn to speak in English, to determinate the interesting topics for them, as well as the preferred strategies. Furthermore, a good need analysis can provide teacher information about the students want and they lack to be better in a specific skill (Richards, 2001). In the need analysis is important the teacher knows what his or her students know, and what they do not know. At the moment that

students identify their needs, these become in wants. The results of the need analysis can change according to the situation and the participants.

Below, there is a summary of the data collected by means of the questionnaire applied to the students of ninth grade of Inobasol.

TARGET NEEDS

The students of ninth grade of Institución Educativa Inobasol (67 %) recognized they do not have the opportunity of speaking in English outside school. It is because their relatives and friends do not know this language. The school is the place where they can practice it. Many students (67%) think that speak in English is a need in times like these, because with the globalization this has become the international language. It is necessary in the technology, business, education among others subjects. A small group of students (11%) considered that learn English should be an obligation because it is fundamental in their future professional life.

A high number of students (67%) considered that speak in English is a task of intermediate difficulty. It is not easy, but it is not impossible to speak in this language. Only 11% of students thought that speak in English is not complicated. A large percentage of this group (67%) pondered that watch videos can be a good tool with which the English teacher can work in classes. The use of this aid facilitated the identification of the context by learners. Likewise, it provided the opportunity of listening the pronunciation of an English native language. Some students (19%) chose visual resources as a good instrument, because they prefer the use of images to practice the descriptions of situations. Besides, it is also important for them the fact that they can use the images during whole class.

   A big group of students (75%) considered that speak English could be beneficial for their

future, they could obtain a better job; this situation might change their life styles. The English

provides many opportunities to progress in these times, when the competence plays an important

role in the society. On the contrary, a small group (5, 5%) stated that speaking English is a tool

that allows knowing other cultures. On the other hand, most of the students (47, 2%) commented

they feel emotion when they had the opportunity of expressing their ideas in this foreign

language. Other group (33, 3%) expressed they felt fear when they had to speak in front to the

class.

Figure 1.Target needs question 1   Figure 2. Target need question 2
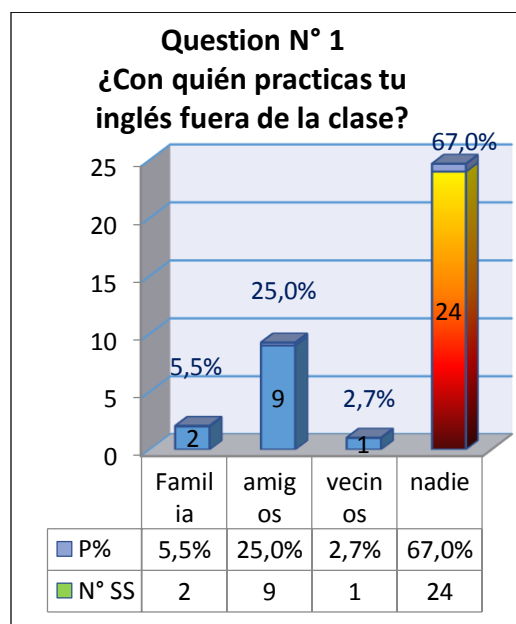
Question N° 1
¿Con quién practicas tu inglés fuera de la clase?

	Familia	amigos	vecinos	nadie
P%	5,5%	25,0%	2,7%	67,0%
N° SS	2	9	1	24

Question N° 2
¿En tu opinión cómo puede ser considerado el hablar en inglés?

	a) Obligación	b) necesidad	c) gasto	d) otro	No responde
P %	15%	67%	0%	16%	5%
N° SS	4	24	0	6	2
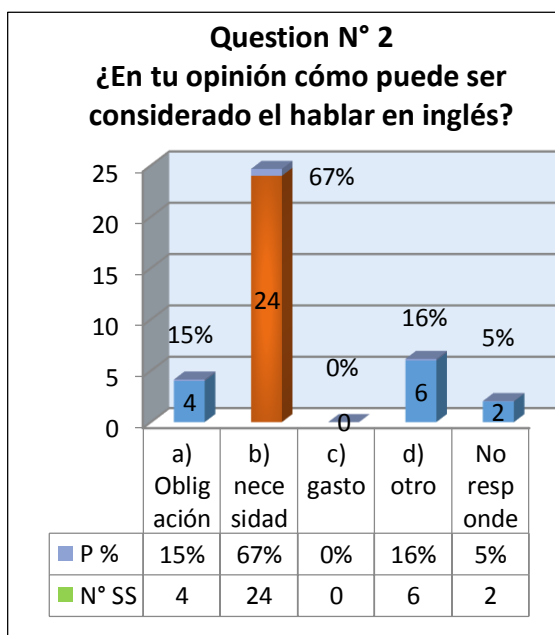
Figure 3. Target need question 3

Question 3

¿Con qué tipos de materiales te gusta trabajar en clases de inglés?

	a) Videos	b) Audios	c) Imágenes
P %	67%	14%	19%
N° SS	24	5	7
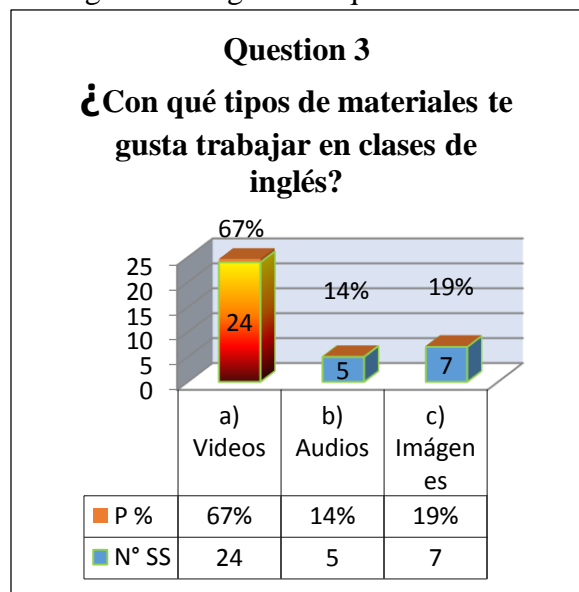
Figure 4. Target need question 4

Question 4

¿Para qué te puede servir el aprender a hablar en inglés?

	a) Hacer amigos	b) Viajar	c) Conocer culturas	d) Mejor futuro	e) Impresionar
P %		19%	5,5%	75%	
N° SS	0	7	2	27	
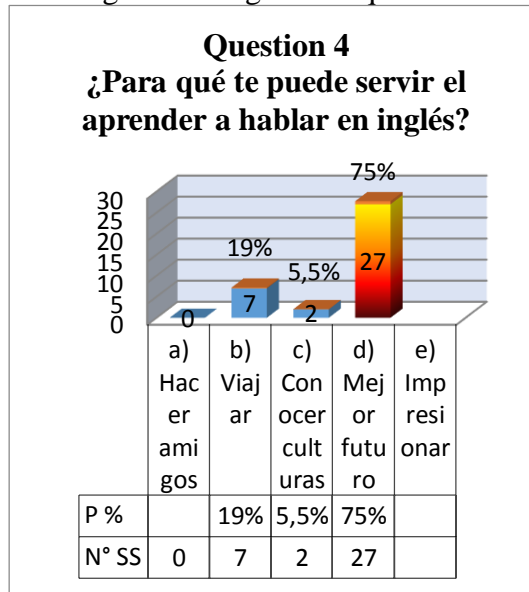
LEARNING NEEDS

A high percentage of students (66, 6%) considered group work is a good strategy to practice the speaking. It provides the opportunity of sharing ideas. However, some of them (8, 3%) expressed the dialogues are not the best tool for increasing this skill. On the other hand, some learners (44, 4%) stated that to talk in English inside and outside of the classroom could improve this skill. Another tactic selected for some students (33, 3%) was watching videos and movies to practice the pronunciation. Although, most of them (53%) commented that repeating words and sentences is adequate to enhance the pronunciation, another group (30%) expressed that recording audios with their voices is a good tool to listen them, to identify the mistakes, and to correct them. All this is necessary, because a high percentage (52, 7%) cited that the pronunciation as aspect to improve, and many of them (27, 7) stated that the acquisition of an appropriate vocabulary is also important in this task.

Figure 5. Learning need question 5

Question 5
¿Qué tipo de actividades prefieres al momento de hablar en inglés?

	a) Presentaciones	b) Diálogos	c) Dramas	d) Act. Grupales	e) Otro
P %	11,1%	8,3%	11,1%	66,6%	
N° SS	4	3	4	25	

Figure 6. Learning need question 6

Question 6
¿ En tu criterio cuál sería una buena estrategia a aplicar en clases de inglés para mejorar el habla?

	a) Esc. Canciones	b) Ver videos ypeliculas	c) Escuchar diálogos	d) Interactuar con hablantes	e) Practicar inglés dentro fuera del salón	f) otro
P %	2,7%	30,5%	11,1%	11,1%	44,4%	
N° SS	1	11	4	4	16	
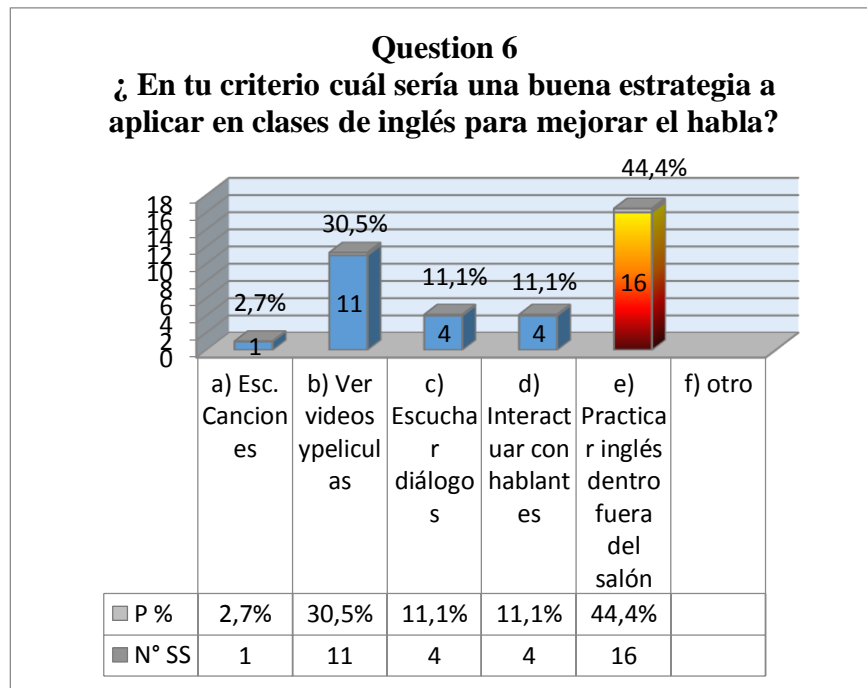
Figure 7. Learning need question 7   Figure 8. Learning need question 8
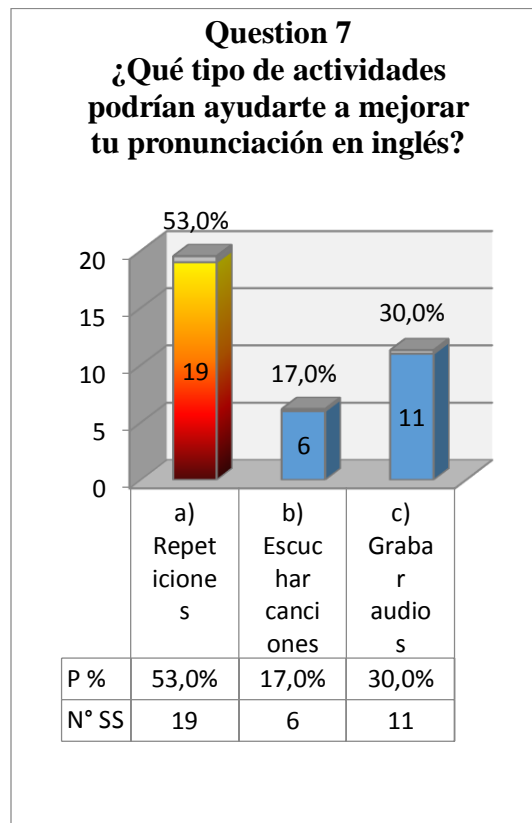
Question 7
¿Qué tipo de actividades podrían ayudarte a mejorar tu pronunciación en inglés?

	a) Repeticiones	b) Escuchar canciones	c) Grabar audios
P %	53,0%	17,0%	30,0%
N° SS	19	6	11

Question 8
¿Cuál de los siguientes aspectos consideras que más se debe desarrollar para mejorar el habla?

	a) Vocabulario	b) Pronunciaciòn	c) Fluidez
P %	30,5%	52,7%	16,6%
N° SS	11	19	6

A big group of students (66%) chose the association of images with words as a clever strategy to increase the vocabulary. A small percentage (11%) commented the use of a dictionary as an important ally to learn new words. Some learners (57%) stated they wanted to learn English, and this aspect is the factor that influences in their participation in the speaking class. Other of them (27%) considered essential the teacher' attitude. On the other hand, many of them (47%) commented that the lack of knowledge of English language could influence in the low intervention in the speaking activities. Nevertheless, a substantially number of learners (44%) selected the teasing of classmates as an element that inhibit during the classes. Most of learners (80%) expressed the practice of speaking in-group is better that work individually. When they work with others, they have the opportunity of interchanging information and controlling the

anxiety. Many students of this group (47%) cited that they have learned through an active

participation during the class. Likewise, another group (25%) thought that when they practice

dialogues they put in practice the English knowledge.

Figure 9. Learning need question 9

Question 9
¿Con qué tipo de actividades   podrías
ampliar tu vocabulario?

	a) Asociaciòn de imàgenes	b) Uso del diccionario	c) Complete	d) Mìmicas
P %	66,6%	11,1%	13,8%	8,3%
N° SS	24	4	5	3
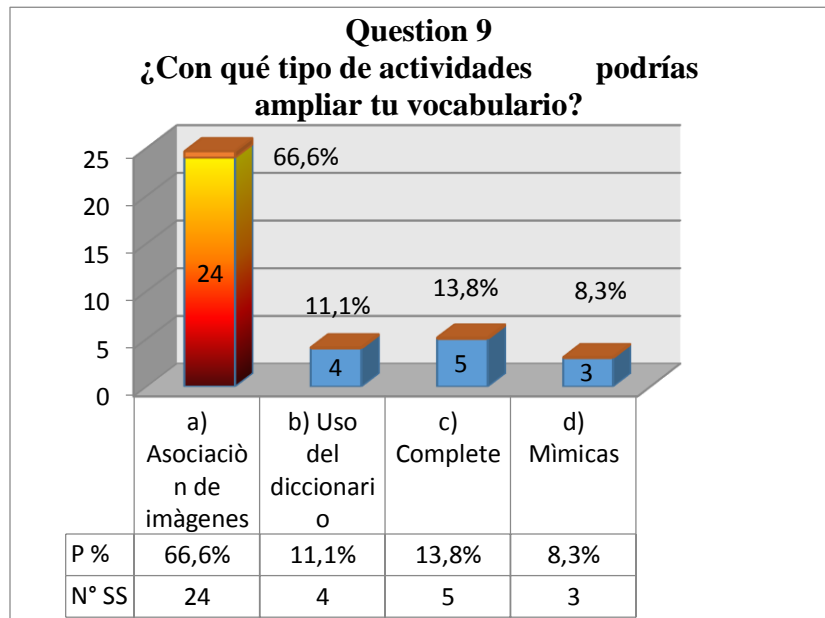
Figure 10. Learning need question

Question 10
¿Qué factores influyen para tu participación
en las clases de inglés?

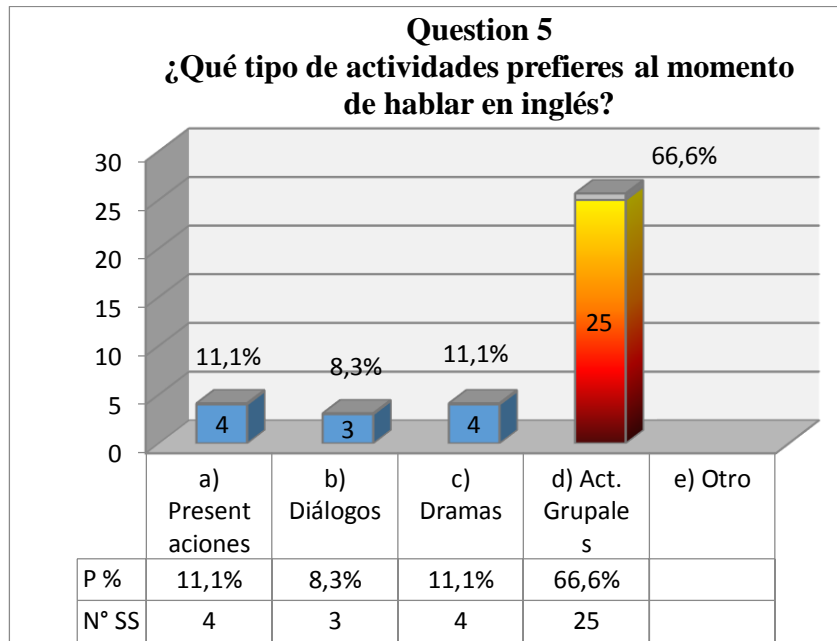|	a) Actitud del profesor	b) Ambiente de la clase	c) Querer aprender
P %	33,3%	13,8%	52,7%
N° SS	12	5	19

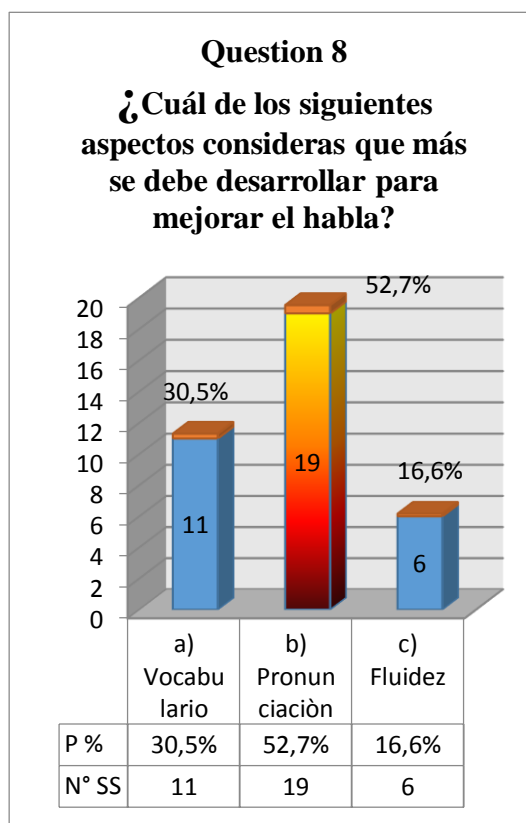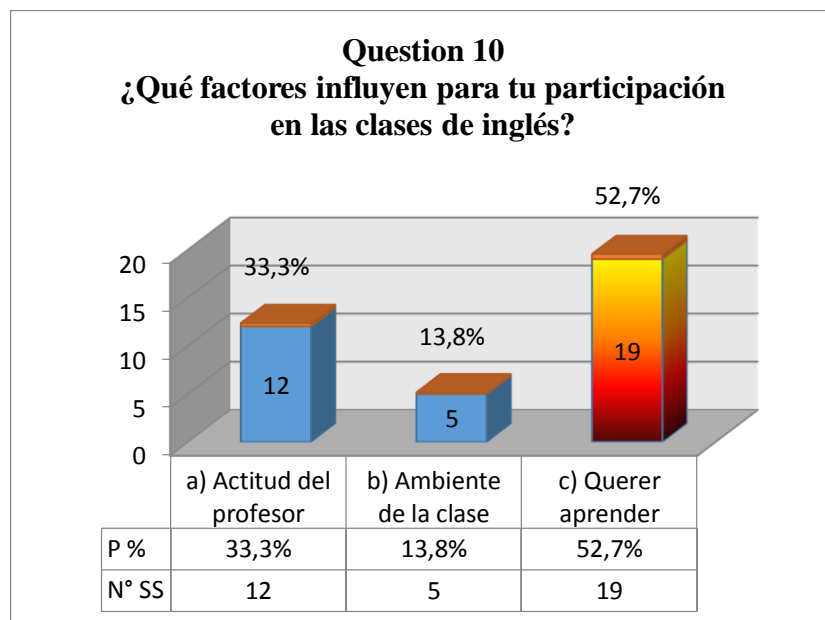Figure 11. Learning need question 11
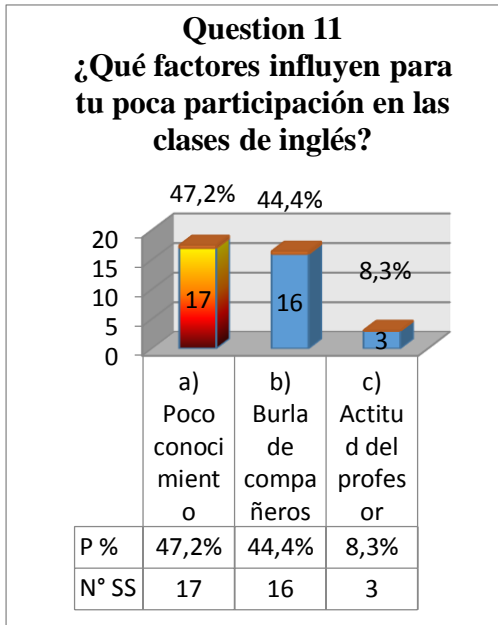
Figure 12. Learning need question 12

Question 11
¿Qué factores influyen para tu poca participación en las clases de inglés?

	a) Poco conocimiento	b) Burla de compañeros	c) Actitud del profesor
P %	47,2%	44,4%	8,3%
N° SS	17	16	3

Question 12
¿De qué manera prefieres practicar el habla en inglés?

	a) Individual	b) Grupal
P %	19,4%	80,5%
N° SS	7	29

Figure 13. Learning need question 13

Question 13
¿De qué maneras practicas oralmente lo aprendido en las clases de inglés?

	a) Participación en clases	b) Dialogando con los compañeros	c) Entonando canciones	d) Presentaciones	e) No resonde
P %	47,2%	25,0%	5,5%	16,6%	5,5%
N° SS	17	9	2	6	2
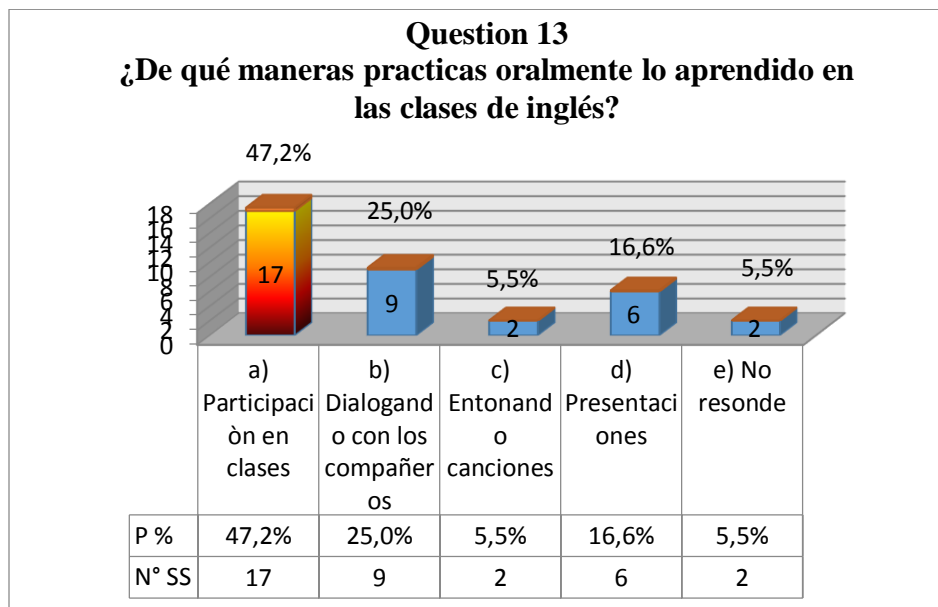
SPEAKING QUESTIONS

Although a high proportion of students (55, 5%) like to speak in English, others consider

that they do not have the ability to put in practice this skill. Due to this fact, many of them (64

%) considered their level to communicate orally their opinions was regular. A small group (0,

5%) stated that they had a good level to express their ideas orally. They considered that could try

of sharing their ideas with the guide and help of the teacher. Most of them (69%) chose the

hobbies as their favorite topic to talk in the English classes. Other chose the places and the

culture as interesting topic to work in the communicative acts.
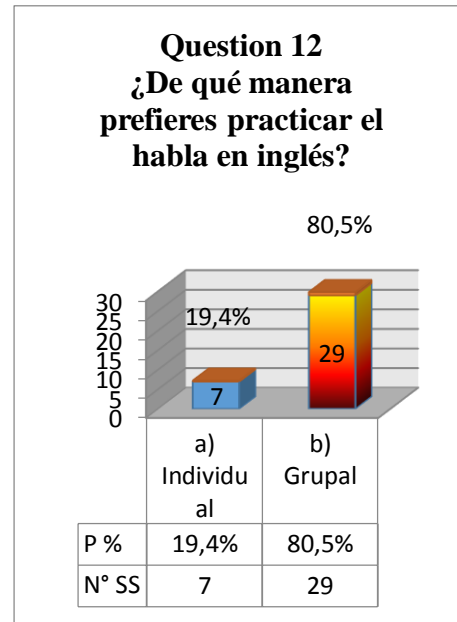
Figure 14. Speaking need question 14.   Figure 15. Speaking need question 15

Question 14
¿Te gusta comunicarte en inglés?

	a) Sì	b) No
P %	55,5%	44,4%
N° SS	20	16

Question 15
¿Cómo calificarías tu nivel para comunicarte oralmente en inglés?

	a) Bueno	b) Regular	c) Malo
P %	5,5%	61,1%	33,3%
N° SS	2	22	12

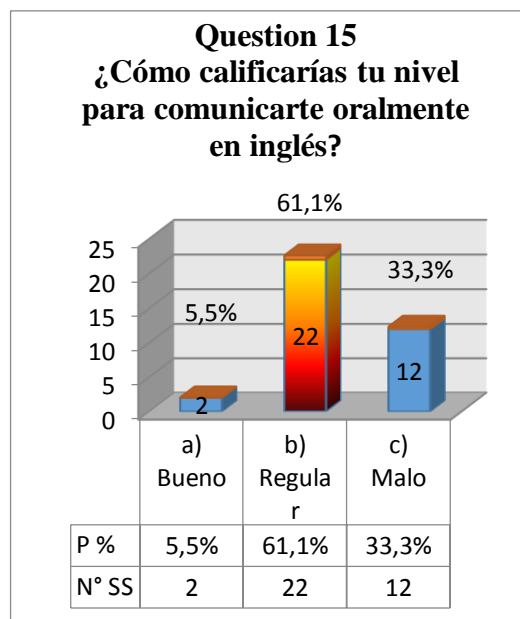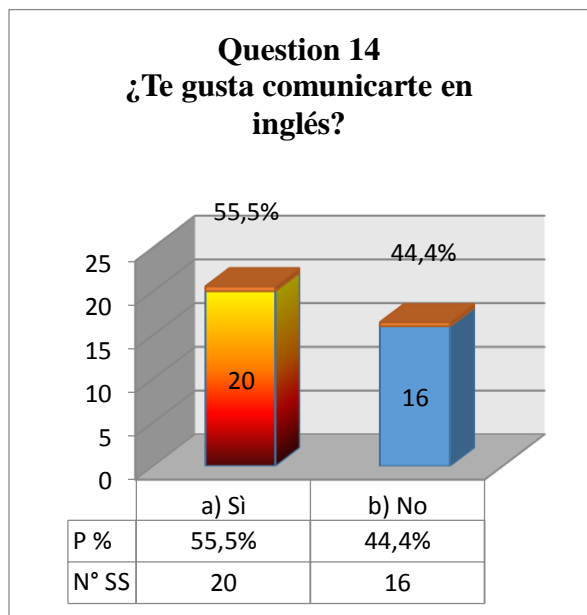Figure 16. Speaking need question 16   Figure 17. Speaking need question 17

Question 16
¿Según tu criterio, hablar en inglés puede ser considerado como una tarea?

	a) Fàcil	b) Difìcil	c) Ni tan fàcil ni tan difícil
P %	11,1%	22,2%	66,6%
N° SS	4	8	24

Question 17
¿Sobre cuáles temáticas prefieres hablar en inglés?

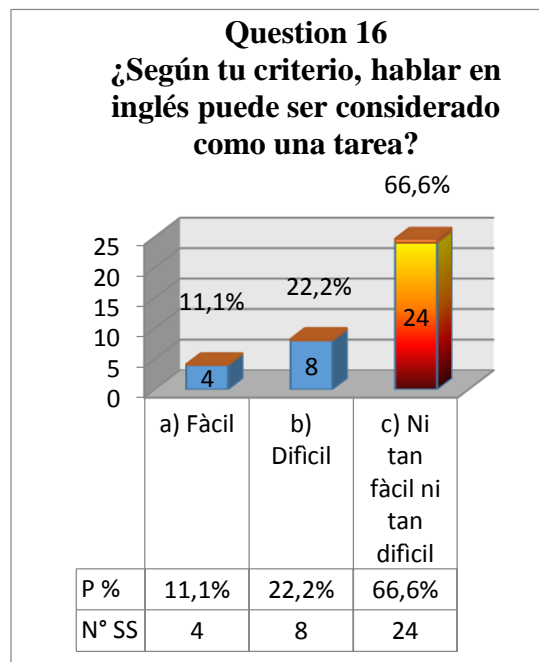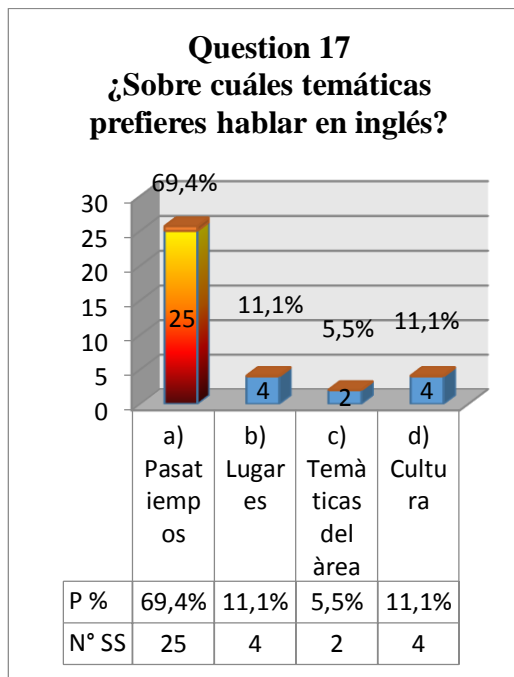|	a) Pasatiempos	b) Lugares	c) Temàticas del àrea	d) Cultura
P %	69,4%	11,1%	5,5%	11,1%
N° SS	25	4	2	4

With the data collected by teacher of Inobasol by means of a questionnaire applied to the students, she could realize that learners considered English as an important language in these days. For this reason, to learn English is a need. They are also aware that English can provide better job opportunities in the future. Although students admitted to learn English is easier in nowadays, at the same time they recognized that their level in the speaking skill of this language is regular. According with them, one of the aspects that influences in the low performance of speaking is due to fact that students do not practice English outside of the classroom, because people that they know do not speak it. They only work with this language in the class. Whereas the technology provides different tools to improve the speaking skill as videos, movies, and web pages, however, they use these instruments for eminently social tasks.

Despite students considered their speaking as regular, they commented that feel emotion when they had the opportunity of sharing ideas with others in this language. One of the factors

that influences in the participation of students in class is the desire to learn. The teacher´s attitude is another aspect that have a positive impact on the learners. She encourages them to practice speaking without taking into account the possible mistakes. Likewise, students stated there are some strategies helped them to improve their speaking as group work, oral presentations, dramas, and dialogues. These kinds of activities facilitate the interaction with other, and force them to communicate in English. The practice of this language inside and outside of the classroom, watching videos, and listening songs can help to students to better their performance in this subject. However, some aspects have a negative impact in the participation of the students in classes as the pressure of the classmates and the English little understanding among others.

Most of students of this group recognized the improvement of the pronunciation and vocabulary as essential aspects to develop the speaking skill. Learners commented that drills activities, recording audio with their voices, and listening songs are good strategies to encourage the pronunciation. On the other hand, the students use images, dictionary, and complete activities as tactics that can contribute to increase the vocabulary. In like manner, learners expressed that they prefer talk about topic interesting and renowned for that they chose to talk about the hobbies because they can tackle this topic with confidence.

Taking into account the information provided by students, the teacher can choose the appropriate tasks according to students´ needs to improve the speaking skill. Due to this fact, the task-based is the approach that fits appropriately to their interests and requirements.

THEORETICAL FRAMEWORK

At the moment of carrying out a project, it is necessary to search information about the different topics, which are necessary for this purpose. In a paper, this data appears in a section called theoretical framework. According to Kerlinger (1973), a theoretical framework provides concepts and definitions linked to the problem developed during the research. It is the starting point to obtain the necessary knowledge to achieve answers to the problem of this propose. The theoretical framework provides information about what has been said or has been done related to the theme. Taking into account, in this chapter appears different data about the speaking that is the topic of this paper.

Some theories in the field of the language provided by authors as Brown (1994), Hughes (2002), and Joyce (1997) among others will be mentioned in this theoretical framework to support this work. In the first section appears different definitions of the oral skill. In the second part, there is a brief description of speaking sub skill. The third aspect makes explicit references to different strategies employed to teach the speaking and its sub skills. It continues with the affective factors that influence in the level of the oral productions of the students during the English class. After that, the interaction as strategy to put in practice the speaking is presented. Finally, different topics of the task- based are explained, because it is the approach that will be implemented with the unique purpose of enhancing the speaking skill.

THE CONCEPT OF SPEAKING

Brown (1994) defines speaking as" an interactive process of constructing meaning that involves producing and receiving and processing information" (p. 54). In other words, by means speaking the person has the possibility of creating and sending message with the target of

transmitting facts. This author also considers that in the speaking process it is necessary to take into account the context, place or moment where the situation happens, the participants, the experiences of each one of the people involved in the act, the environment to understand the intention of the speaker, and the purposes of the communication

In 2004, Brown states that speaking is a productive skill, which can be observed directly or indirectly. However, these observations can have different results, which depend of the success of the listening. If the process of listening is not completed, the validity and reliability of the message is not regarded. According to this author, speaking is the outcome of a linguistic construction, in which it is necessary to select the appropriate words, to organize the correct structures, to have an adequate intonation for sending messages and transmitting ideas. On the other hand, it is essential the function of the listener in the communicative act to finish this process. If this person does not pay attention to the information provided by the speaker, he or she could not assimilate nor answer according to the situation. In this moment, the dialogue will be interrupted and the speaking process will not be completed.

Joyce (1997) defines speaking as a process where a person constructs and produces meanings, receives, and processes information. In other words, by means of this, the person has the possibility of creating messages, sharing, and assimilating data with the target of achieving a good communication. The speaker must select the appropriate structures according with the communicative situation to provide a message. Nevertheless, at the same time, he or she must also take into account that he or she becomes a part of a process, where it is necessary to assimilate and to understand the data provided for the others participants in this process to achieve a correct communication.

Hughes (2002) provides the definition of speaking as a skill and dynamic process that each person faces with the target of communicating information. She considers that a speaker can be carried out with other people according to the use that he or she makes of the language. In this situation, it is necessary to know the context where the communicative process happens because this has an essential influence in the speaking process. This author explains that in the speaking learning process, there are important aspects as gaze, affect, which are not worked because many teachers do not pay attention to the students´ fears and feelings. These can have a positive or negative effect in the learning process, due to the fact that they are very important to make an adequate use of the speech and obtain best outcomes. The implementation of an adequate vocabulary, the employment of a correct structure, the intonation to the words, and the selection of the appropriate situation to provide the message are important to send the information. These factors can contribute to achieve a correct answer by the listener, who should catch the information and make an interpretation of this to complete the procedure of the communication.

On the other side, Nunan (2004) says speaking consists in producing systematic verbal utterances to convey meaning. According to this definition, in spoken language is necessary to use an adequate vocabulary, to employ a structure, and to give an intonation to the words with the goal that the people understand the message sent it for the speaker, and the listeners catch the ideas. Many people can speak their language naturally. Nevertheless, when somebody has to speak in other language, there are different aspects that influence in this process. Some of them are the auditory, the person that receives the message, the time that the person who speaks has to express the ideas, the adequate intonation and stress according to the communicative situation, and the immediate feedback to demonstrate that person who listened the message understood it,

among others. For all previous reason speaking is not an easy process, it is necessary because for many students is a priority to learn to express, but it demands time and commitment to develop an appropriate work.

SPEAKING STRATEGIES

The development of a language skill, especially speaking, requires of different strategies, which have the mission of increasing it. Richards and Schmidt (2010) in the Longman dictionary defines a strategy is a set of actions, which are planned with the objective of achieving a purpose. Some researchers also have provided meaning for this word. For instance, Rubin (1975) defines strategies as "the techniques or devices which a learner may use to acquire knowledge" (p. 43). Other researcher interested in this topic is Oxford (1990) who considers strategy as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8).

With this in mind, different researchers have searched different ways to increase the speaking skill. They observed the students´ behavior in the language classes. Regarding the information collected, Rubin (1981) proposes a classification of the strategies that students can use to improve their oral production. He states there are strategies that affect directly the learning process. Among of them are clarification-verification, monitoring, memorization, guessing, deductive reasoning, practice.

Clarification-verification

The learners employ the clarification-verification when they ask examples of phrases or sentences where the word is used; they repeat it to improve their understanding (Rubin, 1981).

This strategy is used with the purpose of achieving more information in the development of a task to carry out in an appropriate way (O´Malley, 1990).

Monitoring

In the monitoring, the students identify their own mistakes and make the necessaries corrections to surpass them (Rubin, 1981). It provides students the possibility to follow-up their goals after of the application of specific strategies (Anderson, 2002). Monitoring permits the students' ongoing evaluation, and at the same time, it contributes to determine what was done appropriately and what aspects of the learning process need to improve.

Memorizing

To memorize, person can pronounce the word loud and express it several times to store in their minds (Rubin, 1981). When a student memorize, he or she can retrieve information. Likewise, learners employ the memory to associate images with sounds, relate the body language with words or expressions, and keep meanings (Oxford, 1990). Nevertheless, Purpura (1997) considers this strategy has a negative aspect because it employs to memorize vocabulary and structures at the beginning of the learning process, and this does not help students when they have to face test taking where they have to understand completely.

Guessing

In the process of language acquisition, a student can guess the meaning of a phrases, context or situation by means of the keys words (Rubin, 1981).

Deducting-reasoning

The put in practice of the deductive reasoning allows that people make comparisons about the use of the language between native and target language (Rubin, 1981). During of the development of this strategy, students can produce conclusions, which should be based on previous information, thoughts, or assertions (Johnson, 1999).

Practice

In the implementation of the practice, a learner can repeat sentences to facilitate its pronunciation. He or she listens with attention a phrase and try to imitate the articulation and intonation (Rubin, 1981). Although, practicing is considered as important strategy during the learning process, it is not developed appropriately. One of the possible causes for this situation is due to the difficulty of the language. In a class, students can repeat sounds, recognize and use patterns to develop this strategy (Oxford, 1990).

Indirect strategies

On the other hand, among the indirect strategies Rubin (1981) proposes to create opportunities for practice and production tricks. In the first, the teacher can use different situations that facilitate the practice of speaking as to favor the contact with native speakers, to start conversations with the purpose of students follow it, to use the language laboratory, to listen songs and TV shows. In the second, students can use synonyms; contextualize the dialogues to achieve better outcomes, and the interaction with their peers.

Metacognitive strategies

Having said that, O´Malley et al. (1985) also suggests three classifications of strategies as metacognitive, cognitive, and social/affective. In the first type, this researcher places to pay special attention to some aspects of the learning task as to plan listen to identify key words and phrases. Organizing the spoken discourse is considered other metacognitive strategy. Learners can monitor the development of a task with the objective of understanding and remembering information or the ideas produced in a specific situation. It is important to evaluate or to check the language activities or productions provided by the speakers.

Cognitive strategies

Furthermore, Weinstein and Mayer (1983) states as cognitive strategies the inference, summarizing, deduction, imagery, and transfer. A student puts in practice the inference when he or she deduces the meaning of a new word. The summarizing consists in synthetizing an information. The deduction is developed at the moment of using rules to a better comprehension of the language. The imagery is applied with the uses of images that facilitate the understanding of the information provided. The employment of a known information to figure out new data is called transfer.

Social-affective strategies

Among the social/affective strategies are the cooperation, the questioning for clarification and the self-talk. The group-work is an essential ally at the moment of solving problems, obtaining, and providing information. To ask additional explanations or examples is important to achieve a better comprehension of the data collected. If a student can have mental control, it contributes to develop a successful task (O´Malley, 1985).

Appealing

Douglas (2007) is other author who affords strategies to encourage the speaking skill. Some of them are asking for clarification with the use of the word what. Other is asking someone to repeat to achieve a better comprehension, in this case the speaker can use expressions as excuse me. He also suggests appealing for assistance from the interlocutor; the purpose is to provide a word or phrase used as example to create others. With the objective of obtaining a better understanding, the speaker can employ mime, the body language in an appropriate aid to reinforce an idea.

SPEAKING SUBSKILLS

When the students of a second language have the possibility to travel to a country, where English is the first language, in some occasions, they cannot understand to native speakers. For this reason, it is necessary to practice the speaking skill at any time. According to Richards (1986), a skill is the ability that one person has to do something in adequate manner. According to students' level and their needs, it is essential to develop some sub- kills, which are part of speaking, with the purpose to improve the performance of this. Among these sub-skills are fluency, accuracy, grammar, listening, and pronunciation.

Fluency

Day and Shapson (1987) defines fluency as "The ease and flow of the student's speech in comparison with native speakers" (p. 242). This sub-skill is developed when a speaker interacts and keeps a comprehensible communication, although he or she has deficiency with his or her communicative competence. The fluency is focused on the natural use of language; its target is to achieve a communication, and to seek a connection between the language and the context.

Teachers can develop the fluency by means of creative activities in the classroom as such as free discussion, role-play, and gap activities.

Free discussion provides students the opportunity to improve their fluency through their participation in talking about different topics. In these situations, they can express their opinions, interests, histories, experiences. In addition, in this kind of activity, learners can agree or disagree with the discussion and can make comparisons. In this exercise, the students have the option of using strategies with the objective to practice an interpersonal communication. The put in practice of this affords they can take and hold turns, listen and respect the participation of others, introduce a theme, elicit answers among others. Free discussion permits the group work and thereby easing the co-operative learning (Hedge, 2001).

Regarding Hedges (2001), who defines role-play as a set of activities from simple dialogue to achieve specific information to more complex simulations with different stages. This activity encourages to a great number of participants, who in occasions consider role-play is easier, because it does not tackle to cognitive challenge. For many students, role-plays yields them the opportunity to represent other persons with distinct opinions or interests. The role play`s participants have to take into account the setting, the kind of situation, the feelings and the function required for a specific occasion

The same previous author explains that in the gap activities one learner has information that the other does not have it. The purpose of this exercise is to share the data to achieve an objective. Each student has the mission of finding the facts that he or she does not know. For this reason, students have to use the target language to obtain the desired responses.

Other activity put in practice to improve the fluency is the best recording. In this, the learner speaks and records his or her talking, which was practiced beforehand to a better outcome. The student listens to the recording and identifies his or her mistakes with the purpose of improving them.

Accuracy

The accuracy in the speaking is the ability that speakers have to produce oral text without grammatical, vocabulary, intonation, and mistakes. It is focused on the construction of adequate language examples and it needs meaningful communication (Brumfit, 1984). This sub-skill can be develop by teachers by means of controlled practices, drills, activities where the use of grammar rules would be necessary, and exercises when students has the possibility of detecting their errors.

Grammar

One of the grammar definition is by Hartwell (1985) who defines it as "Set of formal patterns in which the words of a language arranged in order to convey a larger meaning" (p.352-353). If speaker makes an appropriate use of grammar, he or she demonstrates a good level in the learning process of a new language. Besides, he or she can express ideas more comprehensible. The grammar can be developed in the English classes by means of different activities, one instance could be to encourage to the students to read different kind of text, which can be commented with an academic language. In addition, the reading of a text provides learners the possibility of making an oral summarize of the content of this. Other activity used with the purpose of improving the grammar is the encounter of a word in distinct contexts. This has as objective that students can internalize the definition. Another strategy that can be applied in the

English class, to improve the grammar is to help students translate from academic to social

language. The teacher can use models to teach the students to paraphrase an academic text with

the target to convert into an informal language, which facilitates the comprehension of the

message.

Pronunciation

The pronunciation is defined as the production of significant sounds (Dalton, 1994). The

stress, the intonation, and the rhythm employed for the speaker to communicate an idea are also

part of the pronunciation. This sub-skill can be developed though different activities planned for

the classes. For example, if during a reading activity, teacher identifies words or phrases

unknown for the students, he or she can do the presentation of this vocabulary with the correct

pronunciation. Other exercise that helps to improve the pronunciation is to list words and to

locate the stress on them, it is with the purpose that students practice it. When students read

aloud in front other, it is a good opportunity to identify the mistakes of the pronunciation and

make the appropriate corrections. Practice spelling with different words can be an aid to

encourage learners to deduce the pronunciation of a new word. The pronunciation model carried

out by the teacher during a reading activity, it is an appropriate way to identify the pronunciation

of a specific word. Other tool that facilitates the pronunciation is the tape recording of a text by

the students. This activity renders students the opportunity of listening his intonation, the rhythm

many times, and to make corrections.

Listening activities

The listening activities can improve the speaking. This sub-skill allows improving the

pronunciation, and affording teachers the opportunity to encourage to their students to participate

in discussion about the exercise realized. Among the activities that permit to work the listening are watching videos, movies, and TV programs in English.

Macroskills and microskills

On the other hand, Brown (2004) comments than in the speaking learning process, students can develop macroskills and microsklls. A learner promotes the microskills of speaking when he or she can difference English phonemes, produce chunks, employ adequately stress patterns, and he or she uses appropriate number of words with the purpose of transmitting ideas. A student also improves his microskills speaking when applies strategies and cohesive devices in his speech, when he or she employs distinct types of words. All of this with the purpose of communicating his ideas.

In respect of macroskills, the students put them in practice when they are able to use them with correction styles, conversation rules, pragmatic conventions, and interruptions in a conversation when it would be necessary. The implementation of links, connectors with the objective of relating ideas, events, and information, it is a proof of the practice of macroskills in the speaking. A learner can also show his macroskills in speaking when he or she uses strategies such as rephrasing makes interpretations of texts and assess the level of understanding of his interlocutor (Brown, 2004).

In conclusion, many authors consider that speaking is an interesting theme, but a complex skill to develop. Due to this fact, they have postulated different strategies with the purpose of improving the performance level of this ability in the English language learners.

THE INFLUENCE OF AFFECTIVE ASPECTS IN LEARNING TO SPEAK A FOREIGN LANGUAGE

For many people speak in public is not an easy task. Many factors can influence positively or negatively in this. This situation is not an exception in the classroom, especially when students have to speak in a language that is not their mother tongue, for example in the English class. English has some peculiarities; one of them is the pronunciation because in this language the words do not sound like they are written. For this fact, the learners when have to speak in the class they feel nervous and anxiety. This is due to they fear for the peers´ jokes when they make a mistake.

According to Bloom (1976), in the learning process the students should associate, in any task, the cognitive with the affective (attitudes, self-steem, interests, and values) for achieving better outcomes. Yuan (2012) defines affect as emotions or feelings that are experienced for the beings. He considers that in the language learning there are two affective factors, which influence in this process. The individual aspects that include anxiety, motivation, self-steem, inhibition, and the other is the relationship between learner and teacher that include empathy, interaction among others.

White (1959) states self-steem as self-.evaluation of the emotions, which depends of the appropriate relationship with the environment. Marsh (1996) expresses that through the self-steem the learners can evaluate their abilities, and attributes. Consequently, if a student considers that he or she does not have ability in a specific subject, he or she has low academic self-steem. Besides, Brown (1993) explains that one person has low self-steem the negative feedback affects the self-evaluation, which become worse. On the other hand, when a person with a high self-

steem receives an adverse feedback, he or she maintains his or her self- evaluation and restores his or her feelings.

The anxiety can be considered as the biggest affective factor that can influence negatively and damage the learning process. One of the people who has this perception is Guo (2013). He expresses that the anxiety can be associated with feelings of frustration and worry. This factor reduces the desire of participating in class, especially in oral activities. The negative attitude complicates the appropriate performance in the language learning. For all preview factors, the language teachers should create a relaxing learning environment. They can employ group work and games with the purpose that students feel more comfortable. The teacher´s attitude is an important element to reduce the students´ anxiety. He or she should treat equal to all students, he or she does not show preferences for a specific person or group. It is also essential in the learning process that teacher encourages and motivates to students, He or she should not put an emphasis on the language mistakes that students make, appropriate words and a smile can help to reduce the anxiety.

One of the strategies than can help to reduce the anxiety in the language class is the implementation of affective space.This tool allows to establish a supportive atmosphere with the drama space, where students take risk to participate in dramas. The representation of a specific scene facilitates the collaborative work, which is the aim preferred to students to work in language classes.

INTERACTION

The term interaction in the Longman dictionary (Richards and Schmidt, 2010) is defined as ¨the way in which a language is used by interlocutors" (p. 289). It is focused on the use of the

language among students and learners-teacher (Tsui, 2001), and it has the purpose of sharing ideas or information. On the other hand, Vygotsky (1978) as essential element considers the interaction in the learning process. Apart from this, Piaget (1929) explains that when a student interacts with his or her peer, he or she has the opportunity of receives different opinions, which can change his or her perspectives when they need to create knowledge.

The interaction is an essential factor in the development of tasks by learners. It is employed in pairs, group, and individual work. It also has the aim of reducing the teacher-talk, and providing learners the opportunity of having a better participation in the classes (Allwright, 1984). The interaction facilitates the communication, and one way of ensuring to achieve this goal. The designing of activities should be based on real situations (Littlewood 1981). In the practice, it results with the production of all people who participate in the communicative act.

According to Allwright (1984), during the classroom interaction is necessary takes into account five aspects to appropriate development as management of turn, topic, task, tone, and code. The first element, it is related to the order of each participation. The second concerns to the content of each contribution provided by the participants. The task consists of any requirement done to each participant to take part in the work to carry out. The tone refers to the emotional atmosphere created by the participants when they express their ideas. Each situation has a particular tone depending of the learner´s intention. The code is to address to the language selected by the learners during the interaction process. It must be known by the participants to achieve the objectives proposed for each situation.

In 1989, Moore states that in a classroom there are three interaction types such as learner-content, learner-instructor, and learner-learner. Firstly, the learner-content interaction is carried out when the students interact with the content of a specific subject; they understand and acquire

knowledge by means of a mental process. Holmberg (1983) designates the previous situation as "internal didactic conversation". Due to this fact, the learners internalize the information and have a conversation with themselves with the data obtained of the texts.

The second interaction type is related to the connection between teacher and student. For many of them, the teacher plays an important role in the learning process because he or she motivates them to learn. A teacher can be an instructor, an adviser. He or she can support or enhance learners to achieve the objectives established in the formation process. A teacher should provide feedback, and the same time, he or she has to employ different tools to identify the students' strengths and weakness with the purpose of doing the changes and applying the necessary strategies to surpass the problems set out (Moore, 1989).

The interaction learner-learner consist in exchanging ideas with other classmates by means of conversations, pair work, and group work. However, at certain times the students can talk with themselves. In this kind interaction it is not necessary the presence of the teacher. This kind of interaction is an excellent ally in the process of acquisition of knowledge, in like manner; it helps learners to prepare to work in the society with an appropriate behavior according to the needs required (Moore, 1989).

TASK-BASED APPROACH

There are different ways to teach a language. Task-based is one of the approaches proposed to put in practice this procedure. According to Larsen (2000), the purpose of the task-based is to provide the learners a specific situation when is necessary to use the language. For that, it is important to supply the adequate context. In the task-based, the work group is essential, because this facilitates the interaction among students. They need to express their ideas and to understand of peers´ opinions to complete the communication. The implementation of the task-

based permits that students solve problem situations and negotiate between the information that

they know and the data provided by their peers and the teacher. On the other hand, for Candlin

and Murphy (1987), the task-based approach helps students to improve their English language by

means of the continuous use of this in the real world.

Task-based syllabus

Hutchinson (1987) states that a syllabus is an official paper where what will be learnt

during the course appears. It includes goals, objectives, topics, and methodologies. Syllabus is

the guider for teachers and learners in the learning process. Regarding the information provided

by Wilkins (1974), there are two macro syllabi, which are the synthetic and the analytic.

The synthetic syllabus

In the Synthetic syllabus, the language is learnt fragmentally. The linguistic elements are

used separately at the moment of employing them in a specific situation. The learning, in the

synthetic syllabus, is a process of putting together different parts of the language to store

information that contributing to the construction of a more complex structure. The students have

to use a limited representation of the language. Regardless of working with parts of the language,

the synthetic syllabus expects that learners acquire experience to apply these fragments in future

communicative purposes, when they have learnt to integrate them, to associate them, and to

synthetize them. The lexical, structural, and notional are model of syntactic syllabus.

The analytic syllabus

In contrast to this, the analytic affords speaker the possibility of using language with

some modification according to the particulars needs. It leaves aside the traditional rules,

because it is not necessary to use the language in units. Alternatively, speakers can employ the different parts at the same time to communicate with others. The analytic syllabus permits that students develop the inducement of rules and the application of the linguistic prior knowledge during the communicative act. The procedural process and task syllabus are examples of analytic.

Additionally of the Wilkins´, propose, three types of syllabus appear for task-based approach as procedural, process, and task syllabus, which are suggested by Long & Crookes (1992).

Procedural syllabus

Prabhu (1980) applies a work at the Regional Institute of English in Bangalore, India. It was taken as a model to develop the procedural syllabus. He considers that the input is important, but there are others important aspects that should be considered. For instance, the acquisition of linguistic structure can be a subconsciously act, which is developed by means of internal systems of rules and principles. In the procedural syllabus, the meaning is the most important element in the language use. The development of tasks in the procedural syllabus should be considered as a challenging for the students. It is with the purpose of awakening the interest of the learners for completing the task. The students have to solve problems presented as tasks making an appropriate use of the language forms. Nevertheless, for Long and Crookes (1992) this syllabus has some disadvantages that can damage the process. These negative aspects are: 1) this kind of syllabus does not have the procedures to select the adequate tasks taking into account the students´ needs. 2) It does not offer a grading or sequencing for the tasks (Ellis, 2003). 3) It does not focus on form.

Process syllabus

Other kind of syllabus is known as process syllabus. It was proposed by Breen and Candlin (1980). It tries to answer the question posed by Breen (1984) "Who does what with whom, on what subject-matter, with what resources, when, how, and for what learning purpose(s)?" (p. 56). This author states that in the process syllabus appears the negotiation in the learning process when a teacher needs to design a syllabus. In it, the opinion of the learner is important at the moment of selecting the course´s priorities, because it is focused on the learners and their learning. Candlin (1984) expresses that in this is necessary the planning of the strategies applied according to students will learn. He considers that the acquisition of the knowledge, the assimilation, and the practice of this it is important for the process syllabus. The learner as center in this procedure has the possibility of choosing the objectives, the topics, the tasks, and the methodologies implemented in the learning process. Nevertheless, Kouraogo, (1987) and White, (1988) criticize this syllabus. They claim that it does not have a specific model of evaluation. Besides, they consider that the distribution of the authority in the classroom would be a disadvantage, because the learners would have the power to make decisions. This fact is not admitted as appropriate for some societies.

Task   syllabus

Regarding to the task-based syllabus, Long and Crookes (1992) state that it is composed by a set of tasks to achieve a specific objective. It is a new option to work the language learning, distant of the traditional linguistic one. As well as syllabus, the task-based has advantages and disadvantages. For instance, some authors consider that assessing the student' learning by means of task-based criterion-referenced is a positive aspect. Due to this, it need to determine if the

students can or not perform a task, and it does not pay attention to the grammar aspect (Long and Crookes, 1992).

On the other hand, Willis (1996) expresses that many teachers feel frustration when they have to apply the PPP approach during the class. This is because the students do not acquire the language expose them to an activity designed by the teachers. They consider that the advantage of the task-based lies in the fact that the students are tackled to real situation in a specific context, when they have to use appropriately the language. In light of presenting the different opinions, it is important to comment the opinions of Bachman and Palmer (1996) with respect to the task-based syllabus. They state that foster students with a low level to a task when they have to use the language can be a problem to develop adequately it. Skehan (1998) exposes another negative consideration. He states that the implementation of task-based syllabus might cause the students´ disappointment, because they have to work with time pressure to finish a task. The use of real situation to encourage students to practice the language is important, but it is necessary takes into account the language form.

Task-based Principles

The implementation of an approach requires considering some principles, which can facilitate the work. The task-based approach has different authors as Long and Crooke (1992), Ellis (2005), and Nunan (2004) who propose some steps to develop a task.

Other author who is interested in the task-based principles is Ellis (2006). He proposes eight postulates to facilitate the design of the lessons to create activities, where the learning process and the development of the skills progress by means of the collaborative work to reinforce the knowledge.

The first principle consists in ***ensuring an appropriate level of task difficulty***. It suggests providing the strategies necessaries that allow the development of tasks with a degree of difficulty.

As a second principle is to ***establish clear goals for each task-based lesson***. The selection of the strategies and appropriate methodologies, according to the objectives, permits the advancement of the tasks where the use of the target language is essential.

Developing an appropriate orientation to performing the task in the students is other principle provided by Ellis. The teacher should sensitize students about the importance of developing a task for educational purposes. Fun is important in a task, but the learning is more important. According to the task performance, the students can know their advancements in the learning process.

The principle number four makes explicit reference to e***nsure that students adopt an active role in task-based lessons***. The students should participate fully in the tasks designed to the development of the lessons. They are active elements in the meaning negotiation when the language problems appear.

The fifth principle is ***to encourage students to take risks***. The students should be prepared to face tasks where they have to experiment with language. When the students apply different methodologies to develop tasks, they are taking risks to improve the language performance.

The next principle contemplated is to e***nsure that students are primarily focused on meaning when they perform a task.*** A task has as purpose to foster activities where the students

have to perform the target language in a specific context in a real situation. This goal is achieved if students are motivated to complete the task and to obtain better outcomes.

The principle number seven consists in ***providing opportunities for focusing on form.*** The authors Willis and Skehan (1996) consider that in the TBA is necessary takes into account the language form. They consider that it can be worked in the during-task stage as basis to practice the use of communicative language.

Finally, ***requiring students to evaluate their performance and progress*** is the last principle suggested by Ellis. The students need to be aware of their performance during the task. It can help them to recognize their progress. Likewise, a student who evaluates his or her work can recognize his or her progress, and at the same time, he or she can apply the necessaries strategies to achieve better outcomes.

Long and Crookes (1992) propose a task-based language program that is based on seven principles, which are explaining the in the next paragraphs

Number 1: Conduct a task based needs analysis to identify the learners´ current or future target task. The purpose of this principle in to face the students to real situations that happen in their everyday life and their near future, for instance going to the cinema, going to a restaurant, among others.

Number 2: Classify the target tasks types. In this case, it is necessary to organize the activities according to the time, because in many occasions it is not enough. Besides is essential to identify the tasks developed in-group. It is important that teacher takes into account the level of complexity of the tasks to organize them from easier to more difficult.

Number 3: From target, task derives pedagogic. To implement a task is necessary that teacher recognizes the level of students, the needs, and the ages. The teacher has to use the appropriate materials and activities according to the situation in which students participate to achieve the purposed goal.

Number 4: Sequence the pedagogic tasks to form a task syllabus. It is necessary to organize a set of units with objectives to a better development of the work.

Number 5: implement the syllabus with the appropriate methodology and pedagogy. The syllabus needs to select the appropriate methodology according to the task proposed. The idea is not implement general strategy, it is better to apply procedures related to the target situation to achieve better outcomes. The purpose of the TBA is to encourage students to participate in real communicative situations. For this reason, it is not necessary to provide negative feedback that can inhibit the participation of the students in the activities.

Number 6: Assess students achievements using task based. The students´ evaluation should be continuous. It is with the purpose of identifying the students' strengths and correcting the mistakes present in the task to a better work. Each task must be measured with the purpose of determining if the goals were or not achieved. This procedure permits to apply the corrections immediately.

Number 7: Evaluate program. Besides of the students, it is also necessary to evaluate the program to determine if the process implemented in the class was appropriated. This step permits the teachers assesses their methodologies.

Additionally of the steps proposed by Long and Crookes, Nunan (2004) postulates seven principles as scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. These must be taken into account in the development of a task.

The first principle is *scaffolding.* It is applied when the teacher provides the supporting and instructions necessaries to develop a lesson. A student cannot use the language with communicative purpose if the teacher does not contribute with the appropriate framework to complete a task.

As a second principle, Nunan proposes *task dependency*. During the development of a lesson, the tasks should have a logic sequence. Each one has a direct connection with the previous. Due to the logical order is necessary to complete a pedagogical task. In the task dependency, others principles are involved as the receptive-productive and the reproductive-to creative. In the receptive-productive principle, the students employ more time in the receptive tasks (listening-reading) than in productive tasks (speaking-writing). The reproductive-to creative is further reflected in the enchainment of the different tasks worked.

The third principle is the *recycling*. The learning is not a process completed. This is a misconception, because the students are learning all time, it happens piecemeal. In the language learning process, the students do not develop the task one hundred percent without using the linguistic forms learnt previously, for that this a cycle. Students employ in a specific situation prior and new knowledge.

The *active learning* is other principle proposed by Nunan. In it, the most important is the practice. In the language class, the students learn with the use of the target language in distinct activities as dialogues, complete of charts, and listening. This principle emphasizes in the

importance of each student must be active part in his or her learning. They learn with the application of the knowledge. The teacher provides the instructions and the respective feedback.

The principle number five is the *integration.* The students have to learn a language in an integrated way. Nunan states that a teacher has to explain the linguistic forms, communicative function, and semantic meaning at the same time. During the application of the systematic syllabus, the linguistic forms, grammar, lexical and phonological components are isolated. For this reason, the exponents of the Communicative Language Teaching consider that this syllabus was not completed. They consider that the language cannot be learnt if it is focused only on form. It is necessary to foster the opportunities to use the language in a communicative way. Due to this fact, the recently linguistic works have as challenge to combine the different aspect of the language in the teaching and learning process.

The purpose of the sixth principle, *reproduction to creation*, is to promote tasks where the students work from reproductive ways to creative language uses. In the reproductive stage, the students develop activities center on the form, meaning, and functions of the language. In the creative stage, these aspects are considered essential to practice the communicative tasks.

The last principle proposed by Nunan is the *reflection.* One of the purposes of the learning process is that students will be able to reflect about their education. If the students are aware of the conditions of the learning process, they will have better performance in their tasks.

Task-based sequencing for a unit

Every approach needs to organize the units that integrate the syllabus. For the task-based approach, Nunan (2004) proposes a set of tasks sequences to develop the topics to work during the course. These will be explained in the next chart.

Sequences	
Schema building	Set of exercises to introduce topic, contexts, and vocabulary, which are necessaries to complete the task.
Controlled practices	Providing to students controlled practice where the structures and functions of the target language are required to develop a communicative task
Authentic listening practice	Students are exposed to listening activities by means of authentic or simulated conversations where the participants are native speakers.
Focus on linguistic elements	Practicing of exercises focused on linguistic elements in a communicative context.
Provide freer practice	In this step, the students have the opportunity of use the language with more complex structures by means of freer activities with the purpose of completing a task.
Introduce the pedagogical task	Student faces a real situation where he or she has the possibility of applying the knowledge acquired during the development of the topic by means of the selection of an appropriate task.

Table 2. A sample of sequencing taken from "Task-based language learning" (Nunan, 2004).

Task-based learning and teaching (TBLT)

The task-based language teaching (TBLT) is an advanced version of the Communicative Language Teaching (CLT), and it provides basis to design the language curriculum. The TBLT is formed by a set of communicative activities as field experiences, classroom activities, inviting guest speakers, and talking about interesting themes for the students (Ellis, 2003). Stern (1992) considers that the strong version of CLT can be developed by means of different strategies, not only with tasks. However, these can be worked in distinct way, especially when the learners do

not have the appropriate opportunities of using the target language in real communicative situations. For instance, when they practice their learning in a context where the foreign language is not required.

In the put in practice of TBLT, the methodology is an important aspect that teachers should take into account. The application of task-based pedagogy requires identifying what students need to learn and how they will do it (Kumaravadivelu, 1993). At the moment of designing a task-based syllabus, it is essential to select the tasks to work, the sequence of them, and the procedures employed by the development of these (Skehan 1996). The TBLT has a close relation with the Humanistic approach, because the learners' emotions are important. It encourages students recognize their feelings and share their own experiences with others. This situation facilitates to awake the students motivation and to improve the learners self-steam.

Regarding the task-based language learning, this prompts in the importance of focusing on the process rather than product. The task proposed to emphasize in the importance of the communication and the meaning language (Patil, 2005). Wilson (1986) considers that in the development of a task, it is not practice to atomize the language when it is using. However, at the same time, he considers that language can be learnt with the employment of distinct suitable linguistics resources to achieve a pertinent communicative situation. The teacher role consists in providing the language items necessaries to carry out the task. He or she can also assist and guide students to complete the activity when the problems appear. If a student has the possibility of work in a specific task, he or she can negotiate and comprehend the meaning of language. Besides, if the students receive the constant feedback by teacher, they might improve his or her task performance. When the learners have the adequate atmosphere and their teacher provides them enough instructions, they work motivated and increase their wishes to learn.

Task definitions

Breen (1987) defines task as " a range of work plans which have overall purpose of

facilitating the language learning from the simple and brief exercise type to more complex and

lengthy activities" (p.23). According to this definition, a teacher should use a plan with different

kind of communicative activities with the target of improving the acquisition of a language; in

this specific case, the appropriate practice of the speaking skill in the English classes.

On the other hand, Richards (1996) affords a definition of task focused on pedagogical

aspect. For this author, every action or activity done by people needs comprehension of the

language to develop and to achieve the expected outcomes. In these situations, the teacher has to

provide the specifications to students fulfill the action. The objective of using distinct tasks in

language learning is to use it with communicative purposes. This definition is applied in the

language classrooms, and outside of them.

Nunan (2004) provides other definition of task that is focused on the teaching learning

process. He defines this term as:

> a piece of classroom work which involves learners in comprehending,
>
> manipulating, producing, or interacting in the target language while their attention
>
> is focused on mobilizing their grammatical knowledge in order to express
>
> meaning, and in which the intention is to convey meaning rather than to
>
> manipulate form. The task should also have a sense of completeness, being able to
>
> stand along as a communicative act in its own right" (p.4).

Taking into consideration the above explanation, a task is each of the actions planned by

teacher in the classroom focused on the appropriate use of the language with communicative

purposes (Richards, 2006). It is a good instrument to carry out in the language learning (Breen, 2007). When the students develop a task, they have to use their prior knowledge to organize their ideas with the objective of sharing their opinions and information to achieve listeners´ understanding (Nunan, 2004).

Any task should have a set of components that facilitate the process to obtain better outcomes. These aspects are explained below.

Task components

A task contains several elements that a teacher has to take into account to develop a better activity. Aspects as learners´ goals, leaners´ procedures, the context, the teacher´s role, the learner´s role, among others are criteria that teachers should consider when he or she designs an appropriate task according to the learner´s needs. Consequently, three theories from different authors about task components will be explained in the following paragraphs.

As first exponent of the task components appears Candlin (1987). He proposes a list with different elements that ought to be considered by teachers to apply appropriate tasks regarding the learning process needs. The input, teacher and student´s roles, the setting, the actions, the monitoring, outcomes, and the feedback are essential aspects to design a task. The information that students receives and its appropriate use to learn is important in the learning process. In the development of a task to determine the functions of teacher and learner is essential. Each person that participate in this must know what his or her role is for a better performance. Taking in consideration the context is necessary in the design of an activity, because the purpose of a task is to use real situations. The implementation of different actions in a logical order is a good

strategy to achieve the purpose goal. It is also important that during the development of the task the teacher monitors the events and presents the corrections to improve the work carried out.

On the other hand, Shavelson and Stern (1981) propose a set of necessary elements to plan a task. These authors suggest taking into account the next aspects:

- Content: topics according to the subject to developing in the classes.

- Materials: the elements that students use during the implementation of the task.

- Activities: set of exercises worked in the classroom with the purpose of carrying out the classes.

- Goals: These compasses guide the teacher´s work to conclude a task successfully.

- Students: they are the center of learning process. Due to this, it is necessary to know their needs, interests, strengths, and weakness to organize a good lesson.

- Social community: the students are daily in contact with different people.   For this reason, they play an important role in their learning.

As opposed to the theory proposed by Shalvenson, Wright (1987) states that in task design there are only two important aspects that are necessary to develop this process. These elements are input data and an initiating question. All information that students need to carry out an action should be catered for teacher, materials, learners, and context. The data collected by students is necessary at the moment of practicing a task. Wright asserts that goals and outcomes are not strictly required because these can change during the advancement of the task.

Task types

Each of the researchers focused on task mentioned above have proposed a classification of tasks. To do the appropriate selection, they have taken into account a set of indicators according to the activities planned to complete a situation. Author as Prabhu (1987), Pattison (1987), and Richard (2001) have dedicated time in their researches to classify the task. In the next paragraphs will be presented the different typologies.

Firstly, there is a proposal provided by Pattison (1987). He suggests seven types of tasks, which will be explained below.

Questions and answers: in this kind of task, one of the participants selects a specific theme of a list suggested. Other member of the class asks him or her questions with the purpose of identifying the topic to choose. In the learning process, the implementation of interrogations and responses offers the possibility of working with the structure and functions to reinforce the concepts carried out.

Dialogues and role-plays: one of the purposes of this task is to practice the expressions of ideas in which the participants do not have to memorize the information. The objective is that students participate spontaneously in a dialogue or role play where is necessary to use the target language to communicate the messages.

Matching activities: the purpose of this task is to relate two parts that are necessary to complete the information. In the development of this, the students match concepts, phrases or ideas.

Communication strategies: in this task, the students can use the target language with the objective of paraphrasing, borrowing, and creating new words to send information. The learners can reinforce the data transmitted by means of gestures and corrections. It is possible that during the development of the task, the students ask teacher feedback and suggestions to achieve better results.

Pictures and pictures stories: the visual aids can be an ally at the moment of transmitting information. In the language learning process, the students can organize a story to identify similarities and differences and to make descriptions among other activities.

Puzzles and problems: a situation that requires solution is proposed and the learners should employ the prior knowledge and his or her experience to supply the answers and provided the possible solutions.

The last task type stated by this author is called *discussions and decisions*. In this kind of activity, learners tackle a real situation where they can provide others information. Students make decisions and defend their positions with suitable arguments exposed when they participate in discussions.

In like manner, Richards (2001) states five kind of activities as jigsaw tasks, information-gap tasks, problem-solving tasks, decision-making tasks, and opinion-exchange tasks

In the first type*, jigsaw tasks*, learners obtain the information in parts, and they have to collect data to organize a logical text. The group work is the appropriate strategy implemented in the development of this task.

With the ***information-gap tasks,*** the information is divided in different parts and each learner or group has one of them. Students have to share information and to negotiate with others to complete the activity.

In some tasks, the students have to face a problem and to try of searching the solution taking into account the information provided. This exercise is called ***problem-solving tasks***.

The fourth type proposed by Richards is ***Decision-making***. In this a problem is presented and the learners have to figure out it. This is completed when the students make a decision to provide a solution to the dilemma presented.

The last Richards' task type is known as ***opinion-exchange***. It has as objective that learners express their opinions about a specific situation. In it, the respect is an important aspect, which must be taken into account, because the participants´ reactions can be distinct.

Furthermore of the Pattison and Richards typology, there is other classification provided by Prabhu (1987), this author proposes three types of task: information gap, reasoning gap, and opinion gap.

The purpose of ***information gap*** is to transfer or to provide information from one person to another. This task needs the participation of two or more people, because the data is divided between the members that taking part in the situation.

On the other hand, in the ***reasoning gap*** activity, the people have the possibility of searching and finding new information draw from data provided. In this type of task, some different strategies are developed like reasoning, inferences, deductions and others.

Finally, the third type of task proposed by Prabhu is the ***opinion gap***. This kind of activity has as objective to relate a real situation with the preferences, opinions, and feelings of the participants in the fact. The arguments are necessary in this kind of task to justify the opinions.

Finally, it is important to mention the task type proposed by Nunan (1999). He states a classification integrated for five categories as cognitive, interpersonal, linguistic, affective, and creative. Each category is formed for different criteria to range some activities put in practice in the classes.

Cognitive	
Classifying	Putting things that are similar together in groups. Example: Study a list of names and classify them into male and female.
Predicting	Predicting what is to come in the learning process. Example: Look at the unit title and objectives and predict what will be learned
Inducing	Looking for patterns and regularities. Example: Study a conversation and discover the rule for forming the simple past tense.
Taking notes	Writing down the important information in a text in your own words.
Concept mapping	Showing the main ideas in a text in the form of a map
Inferencing	Using what you know to learn something new
Diagramming	Using information from a text to label a diagram
Interpersonal	
Co-operating	Sharing ideas and learning with other students. Example: Work in small groups to read a text and complete a table.
Role playing	Pretending to be somebody else and using the language for situations that you are in.

	Example: You are a reporter. Use the information from the reading to interview the writer.
Linguistics	
Conversational patterns	Using expressions to start conversations and keep them going. Example: Match formulaic expressions to situations.
Practicing	Doing controlled exercises to improve the knowledge and skills. Example: listen and conversation and practice it with a partner.
Using context	Using the surrounding contexts to guess the meaning of an unknown word, phrase, or concept.
Summarizing	Picking out and presenting the major points in a text to summary form.
Selective listening	Listening for key information without trying to understand every word. Example: listen to a conversation and identify the number of speakers.
Skimming	Reading quickly to get a general idea of a text. Example: Decide if a text is a newspaper, article, a letter or an advertisement.
Affective	
Personalizing	Learners share their own opinions, feelings and ideas about a subject. Example: read a letter from a friend in need and give advice
Self-evaluating	Thinking about how well you did on a learning task, and rating yourself on a scale.
Reflecting	Thinking about ways you learn best.
Creative	
Brainstorming	Thinking of as many new words and ideas as one can. Example: Work in a group and think of as many occupations as you can.

Table 2. A sample of task types by Nunan taken from "Task-based language

teaching" (Nunan, 2004).

The lesson design

Different authors as Zanon (1994), Lee (2000), and Prabhu (1987) among others have proposed a structure for the lessons whose principal component is a task. However, these researchers coincide in determining three aspects for the planning lesson of a task-based class. The first aspect is the pre-task, the second is during the task, and finally is the post task (Ellis, 2003).

Pre-task

The purpose of the pre-task stage is to prepare students to develop a task in an appropriate way. It can facilitate the acquisition of the knowledge. In the English speaking classes, the pre-task should motivate the students to participate in the communicative act. In this stage, the teacher can use posters, pictures, and other materials to develop active lessons. Skehan (1996) suggests some alternatives to apply during the pre-task with the objective of achieving better outcomes.

Firstly, he expresses the necessity of ***design a similar activity to the task will develop in the next stage*** to prepare to students with their work. Secondly, he proposes ***providing a model.*** When the teacher presents students a model of the work to performance, they have the opportunity of analyzing and making conclusions about the task. This kind of activity familiarizes the students with their next activities. This author also explains the importance of ***employing non-task preparation activitie***s. In this stage, the goal is to reduce the cognitive and linguistic aspects, to provide students the possibility of using their time in organizing schemata according that they want to express. One of these exercises is to work with the vocabulary related to the task worked.

Newton (2001) states three ways to introduce the unknown vocabulary for instance to make predictions. This activity consists in making a list of the possible words related to the topic. Another strategy consists in employing the dictionary to look up the terms. Finally, students can

match the new words with the appropriate meanings. Another pre-task activity consists in *to design a strategic planning.* The teacher provides students a work plan task, and they choose the priority. Skehan (1996) considers that during the application of this step, the learners have to identify their needs to organize the plan in an appropriate way. This stage can be closed with *a summary and final comment.* The purpose of this is to recognize which process was completed and which task was developed adequately.

During task

In this stage, the main task is presented. The objective is use the target language in a real situation to complete the communication. Students can work in pairs, in groups because this kind of activities force to students to speak to share ideas or opinions, and the teacher monitors the activity. Ellis (2006) suggests two methodological options to develop in this stage: task performance options and process options.

Task performance options: this kind of methodology is subdivided in three. Firstly, students has to develop task with time pressure. The teacher has the opportunity of selecting if the students can finish the task in their own time or the teacher establishes the deadline time. Lee (2000) states that is a better option that teacher determines the time for the task, because students can spend it in another less relevant aspects to achieve the goal of the task. The second option, it is related to the possibility that students use the input data when they develop their tasks. Finally, the third option includes an element of surprise with the purpose that students employ more time in the task, organize and share the information, and practice more the target language.

Process options: there is a difference between performance options and process options. At the first, the options can be selected before of the task application. Nevertheless, in the

second, it happens during the development of the task. In the process options, the teacher has to

conduct the discourse of the students toward the knowledge (Eraut, 1994), and the theory

selected for the task (Schön, 1983). Students put in practice the knowledge that they have

acquired by means of an appropriate performance in the task. The socio-cultural aspect can

influence in the development of a task. It is important that students work in task that they

consider meaning for them, because this aspect awakes the motivation to participate. Many

teachers consider that the use of L2 is essential during the whole development of the task.

However, others think that the employment of L1 can be an aim at the moment of solving a

language problem arose during the application of the task. There are some kinds of processes,

which should be taken into account by the participants in the task to achieve better outcomes.

They are: 1) Discourse that is essentially 'conversational' in nature. 2) Discourse that

encourages the explicit formulation of messages. 3) Opportunities for students to take linguistic

risks. 4) Occasions where the task participants focus implicitly and/or explicitly on specific

linguistic forms. 5) Shared goals for the task. 6) Effective scaffolding of the participants' efforts

to communicate in the L2.

Post task

This stage has the purpose of reinforcing the topic developed. During this step, students

can repeat tasks to improve. Bygate (2001) and Lynch and Maclean (2000) state that when a

student replicates a task can encourage it. The conditions in the second and third opportunities

can be equals or can change. Besides, learners have the possibility of assessing their learning

process, and making reports about them. Other strategy employed in this stage is the comparison.

Students can listen audios or watch videos, where fluent speakers practice the same task and

draw conclusions. With this practice, the learners make reflections about their task performance,

and present reports about them. The reports can be presented orally or written way. The teacher role is to encourage to students to carry out their reflections. Furthermore, learners can select, identify, and classify common words and phrases to use in their target language (Ellis, 2003). The practice of different tasks employing the language can facilitate the meaning inferences. In the post-task, students can work focused on form to enhance their language performance.

COURSE DESIGN

APPROACHES TO COURSE DESIGN

In the language teaching and learning process, there are different aspects as context, students´ need and the students´ goals, among others. These should be taken into account for achieving excellent results in this task. The students are essential elements in the education, for this reason, teachers should find the necessary tools to guide them. A teacher must know the interests, strengths, weakness, motivation and the level of the learners to help them to develop appropriately knowledge and skills. For the English classes, the teacher has to identify the students´ purposes to acquire a foreign language. This factor can motivate and facilitate the learning process.

Hutchinson and Waters (1987) define course design as " the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge"(p. 65). In other words, in the design of a course the teachers take the students´ need and choose the appropriate theories about learning, and employ the methodologies required to do of the language learning a successful work. It is important that in the English course design, the teachers choose the suitable approaches that can contribute to select the objectives, contents, methodology, strategies, and necessary tools that permit to obtain good outcomes with the students.

At the moment of designing a course, many teachers take into account their experiences, the contents and strategies suggested by books or the experts´ recommendations. However, to create an excellent program the teachers should select the pertinent approaches according to the

needs and level of the students. Anthony (1963) explains that an approach is a set of different principles focus on the language learning, which will be reliable through the time. On the other hand, Richards (1982) considers that an approach is formed for beliefs related to the language teaching learning. These authors have worked in the language acquisition to find the methodologies that can contribute to improve the students' performance. In an appropriate course design, the teacher must consider the approach to education, approach to learning, and approach to learning language.

One of the objectives of the education is the integral formation of the learners. Besides, in these days, the education expects that the learners will be competitive persons, human beings who are able to face the reality, to solve problem, to cope in the society, and among others. For the previous reason, the approach to education selected for the course design for the ninth grade of Institución Educativa Inobasol is the hermeneutic. Rorty (1980) provides a definition of **hermeneutic approach** that is related to the process of educating citizens who ask questions to make agreements, they can take decisions with autonomy and participate of the society' changes. The purpose of the implementation of this approach in a course design is to collaborate in the formation of human beings with the capacity of emitting judgments, of giving opinions about different real situation. Besides, the put in practice of this approach develops into the learners the ability to take decisions for themselves and to decide for their lives. This approach goes beyond of acquiring knowledge; this is important and necessary to develop appropriately tasks.

The study carried out at Inobasol searches that students develop communicative competence, because they use the language as a means to interact with others persons. Due to this, between the approaches focused on the study of the language for the course design, the **functionalist approach** was chosen. The main exponent of the functionalist approach is Michael

Halliday (1973). He explains the language is an important resource. This approach allows the study of the relations between the people and their context. Besides, it is essential for the study of the language use that speakers do. It cannot be studied isolated, it is necessary to recognize that it belongs to one activity more complex that is the communication. Consequently, for the functionalist approach is basic to put in practice the different skills of the language in the learning process, because the interaction with others people and the understanding of the message is fundamental to do a good interpretation during the communicative act.

The interaction is one of the strategies that students employ with the purpose to develop oral skills. However, to practice this task properly, it is necessary the acquisition of knowledge of different aspects of the communicative act. For instance, a speaker has to take into account the context, the content, and the situation when the conversations take place. For the reason expressed above, the approach to learning selected for this course design is the **socio-cultural.** According to Vygotsky (1978), the mental process can be developed by means of the social interaction. For the social cultural approach the context, the situation when the events happen are important to complete a communicative process. The purpose of this task is to improve the speaking and apply some strategies as the contextualization and the continuous contact with the others persons. Due to this fact, the put in practice of the social cultural approach is a good option.

GOALS AND OBJECTIVES

In the design of the course for the students of ninth grade of the Institución Educativa Inobasol, three objectives have been selected: a target, learning, and a human goal with the intention of contributing to improvement speaking.

GOALS	GENERAL OBJECTIVES
Target *Development of speaking skill*	Students should be able to express their ideas coherently about interesting topics in oral way.
Learning: *The use of different speaking strategies.*	Students should be able to use different speaking strategies
Human: *Encouragement of students' respect for other people's ideas.*	Students should be able to listen to their peers understanding and respecting their opinions.

Table 3. Goals and objectives.

TEACHING POINTS

1. The vocabulary related to the different topics to develop in ninth grade.

2. The implementation of hobbies and others kind of activities.

3. The use of present tense to describe activities.

4. The use of different speaking strategies as questions and answers, dialogues and role plays, Matching activities, pictures and pictures stories, puzzles and problems, discussions and decisions, jigsaw activities.

5. The use of short videos related to the topics worked in class for group work.

6. The freedom to express the ideas.

7. The respect for others´ opinions

THE SYLLABUS FOCUS

Regarding the syllabus, this course design points out the **learner-centered**. This type of syllabus is characterized for being constructed during the interaction between teachers and

students. It is based in the students´ interests to encourage the participation of them in each task proposed in their learning process. An interesting definition of "Learner centered" was provided by McCombs (2000). He defines this syllabus as:

> the perspective that couples a focus on individual learners - their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs - with a focus on leaning - the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners" (p.5).

The first step in this process is the collection data to know the students' needs (Moss, forthcoming). Another important aspect that is necessary to take into account when teachers choose the syllabus is the selection of the contents, which are negotiated by them and students. Based on the topics, the materials and different activities are elaborated. The evaluation in this kind of syllabus is continuous, because it happens during the planning and development of each phase and it is presented as informal monitoring (Nunan, 1988).

The selections of the approaches to education, learning, and language learning, which will be implemented in this course design, are the basis to choose the appropriate syllabus focus, according to the needs of this project. At the moment of selecting, the syllabus for this work was necessary to consider that each one of them has advantages and disadvantages. For this reason, it is essential to analyze what is the best option for this course. It has to be coherence with the purpose and needs of this task. Taking into account the above recommendations, the teacher decided to select the **task-based approach** as the proposal to develop speaking in the students of ninth grade of the Institución Educativa Inobasol (IEI).

The task-based approach has as objective the development of different tasks to achieve a specific purpose (Long and Crookes, 1992). This course has as scope to improve the speaking skill of the students of IEI. Due to this, the tasks to develop with the implementation of this approach are focused on the practice of oral activities. However, the implementation of the TBA in this course must take into account the students' needs and their English level.

The tasks planned for this course have as goal to face students to a real situation, where they need to use the language to provide information about a specific topic. The task-based is considered a suitable approach to students of this group. It allows working the speaking by means of different strategies as questions and answers, dialogues, role-plays, matching activities, pictures description among others; which can facilitate the work designed for this course.

Another reason that motivates the selection of the TBA is that learners can express their ideas spontaneously, because they performance tasks of real situations. In many occasions, when students prepare oral presentation and dialogues, they memorize the information; and it does not contribute to the development the speaking skill. If a person knows the situation, he or she can organize the ideas much easier because he or she does not follow a specific structure. It is necessary to organize a coherence message, but in this situation, it is important to achieve a real communication put in aside the grammar rules.

The implementation of the TBA, as an ally in the improvement of the speaking skill, allows students searching solutions to problems formulated with the only objective of practicing the speaking. Students can work in pairs or group. It is an appropriate strategy to develop the secure on the students and at the same time, it strengthens their self-steem. By means of

conversations, students can share information, ideas, opinions and it permits that students can obtain more information to increase their knowledge.

In addition, it is important to consider that the TBA provides students with the possibility of participating in activities where they can expose their ideas, and listen to others´ opinions. The put to practice this kind of task promotes the respect for the other peers in the classes. The participation in the search of solutions to different problems, the take of decisions, and the exchange of ideas can facilitate the improvement of the scholar environment.

THE SYLLABUS SEQUENCE AND STRUCTURE

In order to develop the task-based, which was the approached selected for this course, it is essential to establish the sequence and the structure of the tasks that will carried out. The teaching points are the departure to determine the sequence.

Nunan (2004) suggests a set of the sequence to carry out the approach, with the purpose of achieving successful results in the teaching learning process. The schema building is the first step in the sequence postulated by the previous author. In this phase, the teacher uses a group of exercises with the objective of introducing the main topic, identifying the context and introducing the vocabulary required for the theme worked in class. Secondly, the teacher employs the controlled activities. These are a set of exercises with which students work the functions and the structure of the language to accomplish a communicative task. The listening activities are another important strategies employed to enhance the pronunciation, because the learners have the opportunity of hearing native speakers and practicing dialogues with appropriate intonation. After that, learners can freer practice, they use structure a little more complex that are required to finish a task. Finally, the teacher introduces the pedagogical task, a

proper task is chosen to develop the main topic, and the students represent a situation in which they can employ their knowledge to achieve the goal.

Additionally, the implementation of the TBA in this course design allows applying the grading sequence. It means that the teacher can choose the order of the activities. She starts with the easiest task; after that, she continues with others exercises a little more complex and she ends with the most difficult task (Moss, forthcoming). This kind of sequence provides students the possibility of practicing gradually to improve in each stage and to fulfill the communicative act.

Regarding the previous information, it is important to identify the necessary task-based stages to complete a task. Incidentally, this aspect, Ellis (2003) proposes the implementation of a lesson plan for the TBA that includes three different steps that facilitate the practice of this. She commends the carry out of the following phases: pre-task, during task, and post-task. The pre-task prepares and motivates students to participate in the task. After that, in during task the main task is presented. It is focused on the objective proposed; the students can employ the language target to face a real situation, when the learner can apply knowledge acquired ongoing of the lesson. Finally, in post-task the topic worked is practiced to reinforce. The teacher and students can assess their performance to value their work, and the same time to determine if the goal was achieved.

As far as structure concerned, there are different options, between them are linear or systematic, spiral or cyclical, and matrix. Firstly, the linear also called step-by step consists in developing each one of the teaching points projected in the units. It has advantages as easy design and use. As disadvantages, it is necessary to comment that the teaching points are carried out in isolated way, and the topics are not repeated. Secondly, the cyclical consists in

interrelating the teaching point's one with the other. It provides the opportunity that a topic can be worked in different moments with the purpose of going into detail a specific theme. The matrix is the other model; it is formed of columns and rows. In the rows appear the units to work during the course, and in the columns are cited other aspects developed in the classes as skills, grammar, etc. (Moss, forthcoming).

Taking into the account the previous explanation, the structure syllabus that fit with this course is the matrix. The matrix is regarded the most suitable for this course, because it permits to select and to organize the different topics, strategies and tasks appropriate to develop this syllabus. The design of this structure is a matrix or table, which allows identifying the different aspects to work during the class in a clear way. Besides, with the implementation of it, the teacher can explain a specific topic and use another one worked previously in class with the purpose of reinforcing the understanding of a specific activity (Moss, forthcoming).

	Reading	Writing	Listening and Speaking	Grammar and Vocabulary
Unit 1: The Family	Extract from *My Family and Other Animals* by Gerald Durrell	A description of the members of my family.	Listen to a report on one-parent families. Discussion.	Members of the family. Descriptive adjectives (people). Expressing opinions
Unit 2: Holidays	Postcards from abroad	What did you do on your holiday?	Describing favourite places. Discussion of holiday destinations	Past tenses. Descriptive adjectives (places).
Unit 3: At Work	A job description	Writing a letter of application	An interview for a job	Present and future tenses. Modal verbs

Table 4: A sample of Matrix structure taken from "Making a sandwich" (Moss, forthcoming)

SPECIFIC OBJECTIVES

In order to performance in appropriate way this course, it is necessary to establish a set of specific objectives for each unit. The teaching points are the basis to design the aims proposed for the different topics to work in classes. They pointed on the speaking competence, the strategies, and the contents selected to develop each unit.

The specific objectives for the Unit 1 are:

Students should be able to…

Speaking competences:

➢ Participate in oral activities as role-plays, interview, pictures descriptions where they can express ideas about holidays.

➢ Use the target language to describe activities as practice a sport and go to the mall, and other activities related to the holidays.

Speaking strategies

➢ Produce role-plays about sports taking into account model worked in class to.

➢ Carry out question and answers related to likes and dislikes to improve the speaking skill

➢ Describe orally pictures about activities that people do in a mall.

➢ Narrate short events about activities at the beach by means of pictures stories.

Content:

➢ Identify and use in different tasks expression related to the sports in dialogues.

➢ Express ideas related to activities to do in a mall using images.

➢ Ask and express ideas about things that they like or dislike to do on holidays by means of games and questions and answers.

Unit 2

Students should be able to…

Speaking competence:

➢ Complete oral activities with positive outcomes.

➢ Be understood themselves in the oral activities using appropriate expressions

➢ Converse with the appropriate intonation patterns to facilitate the understanding of the information transmitted.

Speaking strategies

➢ Ask and give information about their favorite music by means of question and answers.

➢ Interchange ideas and opinions about the movies through dialogues.

➢ Pose problems and suggest solutions about what to buy in a day shopping.

➢ Participate in discussions, where they share information about common topic.

➢ Act in drama about interesting topic as watching TV.

Content

➢ Report places and objects making in appropriate way.

➢ Ask for and give information about their favorite music, movies, or TV shows.

➢ Identify and use expression related with leisure activities.

Unit 3

Students should be able…

Speaking competence

➢ Follow a conversation related to familiar places.

➢ Plan dialogues according to their level taking into account their interests.

➢ Support ideas orally in front to the class.

➢ Select the appropriate words to express their ideas.

Speaking strategies

➢ Interchange information about what expressions to use in a restaurant by means of questions and answers.

➢ Ask and provide data through the participation in role-plays.

➢ Narrate short stories about activities at camp using pictures as support material.

➢ Provide and support ideas related to the fans of a soccer team by means of the participation in debates.

➢ Search information about Soledad using questions.

Content

➢ Express orally qualities about people, animals and places.

➢ Make comparisons between different places as zoo, museum.

➢ Participate in simulations related to stay in a hotel.

Unit 4

Students should be able to…

Speaking competences

➢ Follow a conversation related to familiar places.

➢ Plan dialogues according to their level taking into account their interests.

➢ Support ideas orally in front to the class.

➢ Select the appropriate words to express their ideas.

Speaking strategies

➢ Describe images about a touristic place as a mean to practice the speaking skill.

➢ Participate in debates to propose solutions related to the animals in danger of extinction.

➢ Take part in discussions about the positive and negative aspects of Barranquilla and

Soledad' museums.

➢ Act in drama to play a scene in a hotel.

Content

➢ Express orally qualities about people, animals and places

➢ Make comparisons between different places as zoo, museum.

➢ Participate in simulations related to stay in a hotel.

COURSE METHODOLOGY

In this course, students of ninth grade of Institución Educativa Inobasol will develop their speaking skill. Due to this fact, in this will be applied different activities as games, taking notes, projection of videos with the purpose of developing active classes that motivate the students' oral production through tasks to improve this skill. Likewise, in the carry out of the lessons set strategies proposes by Rubin (1994) for instance clarification-verification, monitoring, memorization, practice will be developed to achieve better results. In this project, the summarizing as cognitive strategy suggested by Weinstein and Mayer (1986) will also be used. The social-affective aspect is important to the collaborative work, for that the O'Malley` ideas (1985) related to this topic will be taken into account. Additionally, the strategies proposed by Douglas (2007) as repetition and appealing will be applied to improve the speaking skill of the group of students chosen.

Regarding the approach, the task-based is selected for this course. Different authors as Prabhu (1987), Nunan (2004), and Pattison (1987) suggest different tasks with the purpose of practicing the speaking in real situations. The tasks selected for this course with the objective of achieving a better performance in this skill are questions and answers, dialogues, role-play, matching activities, pictures stories, puzzles and problems, discussions and decisions, and jigsaw activities.

Questions and answers

This kind activity is similar to the gap activity, but in this case the participant has the opportunity to choose a topic from a list and the other participant formulates questions with the purpose of guessing the selection made for the first. Questions and answers permit reinforcing

the concepts studied in the classes. The implementation of this task allows the interaction between students when they share information.

Dialogues and role-plays

In this kind of activity, the texts can be written or be spontaneous. However, when the students have the opportunity of participating in a dialogue or role-play, they can express their ideas without memorizing. The implementation of this task can provide qualified outcomes. During the development of the role-plays, the students can assume a different role, this fact permits increasing the students´ confidence, who participate unplanned in the oral activity.

Matching activities:

The students need to relate two parts to complete the information. Learners have to match concepts, phrases or ideas. The comprehension is an essential element to carry out this task, if the student does not understand the outcomes will be different to expected. The put in practice of this task permits that the learners make effort being understood. This situation encourage the students to use the target language to share and obtain information.

Pictures and pictures stories

Many learners prefer visual aids to obtain information. The use of images can be employed to organize a story, to identify similarities and differences among other activities. The teacher can use the pictures to present a vocabulary and to create short stories. The learners can promote the creativity when they narrate a fact. This task gives every student assurance to select and apply the appropriate vocabulary to construct a message and to present it to their peers.

Puzzles and problems

These tasks can be used in different classes. The learners should guess using the information provided. In this task, a student employs the prior knowledge and his or her experience to supply the answers. It has as a purpose to practice the speaking and the listening skills, because the learners have to provide facts and the same time their peers have to understand the message to obtain the answer or to provide a solution to the problem posed. It permits the use of the target language in a real situation, which facilitate the students´ participation.

Discussions and decisions

Learners can be faced a real situation, where they have the opportunity of sharing ideas with others. Students make decisions and defend their positions by means of an active participation in discussions. The round tables and debates are excellent strategies to carry out this kind of task. The students have to obtain the necessary information about a specific topic to support their arguments.

Jigsaw tasks

It is put in practice when learners have the possibility of receiving information presented in parts and gathering to organize a logical text. The group work is the most suitable strategy for this task. The students can develop the confidence, when they have the opportunity to work with others. On the other hand, the organization of ideas requires that learners understand the information to provide a logical order. For this previous reason, it is necessary to make an appropriate use of the target language to achieve the proposed objectives.

Teacher´s role

In TBS, teachers´ role is active because they support the students in the different tasks. Consequently, the teachers have diverse roles. First, teachers work collaboratively with the students. Second, teachers are facilitators of knowledge, instructions, and interactions; because they promote the tasks and provide the necessary information to develop the selected task. They also prepare the students to carry out the necessary actions to achieve the proposed objective. Third, they motivate the students to participate in the different tasks, and they provide the appropriate feedback when it is necessary. The teachers can use distinct strategies to tackle the students to use the language in a real situation. They are responsible for sharing the content, promoting group work (Willis, D. & Willis, J., 2008).

Learner´ role

In like manner as teachers, the students have different responsibilities during the implementation of TBA. The learners take risks when they participate in the development of distinct tasks proposed to this course. They are negotiator, because they can arrange with the teachers the selection of the topics to work during the classes, which are selected according to students´ needs and interests (Nunan, 2004). Due to this fact, they are essential elements in their learning process, because they produce and share ideas and information with their teachers and peers. They are active part in the collaborative work to increase their confidence. They plan and monitor their work to identify their progresses and mistakes and to make corrections to achieve better outcomes during the class´ activities.

Evaluation

The evaluation is an important aspect in the TBA because it permits to establish the

students´ progress and their problems during the development of the task. Nunan (2004) defines

evaluation as "a broad, general set of procedures involving the collection and interpretation of

information for curricula decision-making. This information will generally include data on what

learners can do and cannot do in the language" (p. 138). In this course, the evaluation can happen

in any time during the classes, because the continuous evaluation contributes to detect the

possible mistakes and make the appropriate corrections in the suitable time.

Students´ Assessment

The tasks developed with this group are assessed in different ways. The teacher can use

different kind of evaluations as formative, summative, self-evaluation, co-evaluation, and

ongoing process. The formative is carried out during the course, and it has as purpose of

identifying the aspects that the students need to improve to achieve better outcomes (Cowan &

George, 2013). This kind of assessment allows the students develop the next task in an

appropriate way because they will take into account the teachers´ suggestions. The

implementation of formative evaluation allows teachers to identify the limitations to propose

new strategies to improve the outcomes (Fuchs, 1986). In this group, the students are evaluated

continuously taking into account different aspects as the participation, their progress, their

motivation, and their interests to surpass their difficulties. The teacher makes suggestions with

the objective of students follow them to improve their performance.

On the other hand, the summative assessment is applied at the end of the program. Its

objective consists of determining how a person has learned, his or her progress in an established

time (Heritage, 2008). Although, this kind evaluation is implemented when the curriculum finishes, it can be used to assess the program and make the appropriate implementation with the purpose of improving the next outcomes (Brown, 1993). The teacher can apply it at the end of the term with the purpose of establishing the advantages or disadvantages of the program. In our school, IEI, the students have to do an exam at the end of each term related to the topics carried out during over a term. The speaking is evaluated by means or oral activities, where the students have the possibility of developing that they learned during a fixed period. The students should demonstrate their advances taking into account the suggestions afforded by the teacher.

Regarding the self-evaluation, this strategy to assess is developed by psychologists to ask their patients evaluate themselves with the objective that they identify their progress in a specific situation. It can be considered as a challenge for many students, because they have to recognize if they achieved the goals proposed for the course (Konzelmann & Schmid, 2011). In the classroom, the teacher encourages the students to identify their strengths and weakness in a specific topic or task, with the only purpose of improving their outcomes. Although, this kind of evaluation can be seen as subjective exercise, the learners need to put aside their feelings to be objective, and this way they can examine their work, make the appropriate corrections, and change their results. In this course, when the students finish a task and observe the other works, they can assess their performance. In that moment, the teacher provides students the feedback with the only purpose of they do a better fulfillment in the next task.

Apart from that, the teacher uses the co-evaluation as another strategy to assess the students' performance, and it has two evaluators in this process (Newman). The participants can belong at the same range or being in equal level (Pastor, 2005). When the assessment is applied, the students need to pay attention to the peers' performance to emit opinions. This work requires

much responsibility because they need to be objective to value the work of others. The students have to put aside the feelings and to be sincere to provide criteria that can aid to improve them. One of the strategies proposed by Green and Lam (2002) to evaluate the speaking activities consists in choosing one student who works as observer and focus on the participation of a specific peer in an oral activity.

With the practice of the speaking skill, a teacher can evaluates different aspects. One of these factors as the level of participation of the students in a specific activity. The coherence to express the ideas, the performance in the dialogues, and the logical sequences of the events during the moment of telling stories are other elements to take into account to asses this skill. The body gestures during the acting out or dramatizations, the clarity when students express their opinions, the validity of the arguments to supporting ideas, among others are essential in a communicative act. Taking into account all these previous aspects, students make effort to do a better performance of a specific task.

Materials

In the development of a course, the design of materials and its appropriate use can become an ally for the teacher and learners. Taking into account the skill to increase, students´ interests, the contextualization, and the task-based approach, the power point presentation of dialogues, video, worksheet are some materials employed during the class. The use of the technology and the colors in the printed material catch the students' attention and awake their motivation.

The evaluation of the materials is carried out at the end of the class. By means of a checklist, the students express if these were appropriated to the topic and at the same if they

facilitated the comprehension of the task to develop. With the implementation of the checklist to evaluate them, teacher recognizes that this instrument has strengths and weakness. The formulation of specific question in a category of a checklist to evaluate a material can change the design of this, because a teacher with the help of this instrument he or she can offer students a good tool for a better work. On the other hand, the students' reactions when they are in contact with the materials can provide information about the effectiveness or not of them.

INSTITUCIÓN EDUCATIVA INOBASOL
9TH GRADE ENGLISH PROGRAM
NAME OF THE COURSE: SPEAKING ABOUT HOBBIES
GRADE: 9th   **NUMBER OF UNITS: 4**
GOALS: **Target Goal**: Development of oral skills **Learning Goal**: Students should be able to use different speaking strategies. **Human Goal**: Promote on the students the respect for other people's ideas.
General Theme of the Course: Hobbies
UNIT 1: HOLIDAYS

Objectives
Students should be able to…
Speaking competences:
➢ Participate in oral activities as role-plays, interview, pictures descriptions where   they can express ideas about holidays.
➢ Use the target language to describe activities as practice a sport and go to the mall, and other activities related to the holidays.

Speaking strategies:
➢ Produce role-plays about sports taking into account model worked in class to.
➢ Carry out question and answers related to likes and dislikes to improve the speaking skill
➢ Describe orally pictures about activities that people do in a mall.
➢ Narrate short events about activities at the beach by means of pictures stories.

Content:
➢ Identify and use in different tasks expression related to the sports in dialogues.
➢ Express ideas related to activities to do in a mall using images.
➢ Ask and express ideas about things that they like or dislike to do on holidays by means of games and surveys.

Topic	Task	Linguistic features	Speaking strategies	Evaluation	Standards
Sports	Increasing vocabulary by means of puzzles.	Verb TO BE Wh-question words. Simple present	Dialogues related to sports.	Self-evaluation Co-evaluation Formative Ongoing process.	Participo en una con-versación cuando mi interlocutor me da el

				Level of participation in informal conversations on social topics.	tiempo para pensar mis respuestas.
	Practicing dialogues about sports.				
Likes and dislikes	Asking and answering questions through a game about you like and dislike to do on vacations	Simple present Wh-questions. Like and dislike	Question and answer with the implementation of a game related to students` likes and dislikes to do on holidays	Coherence in the formulation of questions and supply of answers on topic familiar to students. Summary of information of the speakers' provide.	Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco.
Activities to do in a mall	Talking about activities students do in a mall by means of pictures descriptions.	Simple present. Preposition of places. Preposition of time.	Pictures descriptions related to activities in a mall.	Commenting the favorite activities to do in a mall	
Let´s go to the beach	Narrating stories about strolls by the beach through pictures stories Matching of images of some Colombian	Simple present. Adverbs of frequency	Group-work to recounting stories about going to the beach. Acting out	Telling a story by means of pictures (Lanzaraton and Wagner, 1996).	

	cities with descriptions. Finding words related to activities students can do at the beach in a scrambled letters. Asking and answering questions about a video of a family at the beach. Dramatizing scenes about familiar activities at the beach.			

UNIT 2: ENJOYING LEISURE ACTIVITIES

Students should be able to…

Speaking competences:
  - ➢ Complete oral activities with positive outcomes.
  - ➢ Be understood themselves in the oral activities using appropriate expressions.
  - ➢ Converse with the appropriate intonation patterns to facilitate the understanding of the information transmitted.

Speaking strategies
  - ➢ Ask and give information about their favorite music by means of question and answers.
  - ➢ Interchange ideas and opinions about the movies through dialogues.
  - ➢ Pose problems and suggest solutions about what to buy in a day shopping.
  - ➢ Participate in discussions, where they share information about common topic.
  - ➢ Act in drama about interesting topic as watching TV.

Content
  - ➢ Report places and objects making in appropriate way.
  - ➢ Ask for and give information about their favorite music, movies, or TV shows.
  - ➢ Identify and use expression related to leisure activities.

Topic	Task	Grammar	Strategies	Evaluation	Standards
My favorite music	Applying question and answers to gather information about students' favorite music.	Simple present Like and dislike I prefer…	Questions and answers about the students' favorite music Students sing in front to the class their favorite songs	Self-evaluation Co-evaluation Formative Summative Ongoing process Participation in the activities. Level of performance on a speaking task. Comprehensible presentation of ideas. Appropriate use of the language to do descriptions. Coherence in the narrations.	Uso lenguaje formal o informal en juegos de rol improvisados según el contexto.
Do you like the movies?	Participating in dialogues to share information about movies. Making short descriptions about famous movies. Guessing the movie according to the information provided by students. Retelling stories	Questions words. Simple present Sequence words.	Students in pairs make dialogues about quite well known movies. Sharing opinions with the peers about their favorite movies. Short narrations of students` favorite movies.		Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco.

Go shopping	Incorporating vocabulary about clothes and objects by means of puzzles. Planning to go shopping and to make decisions.	Simple present How many- How much Numbers There is- there are I like I don´t like	Proposal of the problem about what does and buy in the mall. Suggesting possible solutions to this problem.		Monitoreo la toma de turnos entre los participantes en discusiones sobre temas preparados con anterioridad.
Watching TV	Identifying the adequate TV program taking into account the dialogues presented by the students Acting shorts scenes of the important TV series	Question words. Simple present. Expressions about preferences	Pair's discussion about their favorite TV program. Presentation of a short drama about one representative scene of students´ favorite TV program.		

UNIT 3: AROUND TOWN

Objectives
Students should be able to
Speaking competence
  ➢ Follow a conversation related to familiar places.
  ➢ Plan dialogues according to their level taking into account their interests.
  ➢ Support ideas orally in front to the class.
  ➢ Select the appropriate words to express their ideas.
Speaking strategies
  ➢ Interchange information about what expressions to use in a restaurant by means of questions and answers.
  ➢ Ask and provide data through the participation in role-plays.
  ➢ Narrate short stories about activities at camp using pictures as support material.
  ➢ Provide and support ideas related to the fans of a soccer team by means of the participation in debates.
  ➢ Search information about Soledad using questions.

Content
  ➤ Express orally qualities about people, animals and places.
  ➤ Make comparisons between different places as zoo, museum.
  ➤ Participate in simulations related to stay in a hotel.

Topic	Task	Grammar	Strategies	Evaluation	Standards
At the restaurant	Formulating questions and giving answers. Conversing in 1813 Restaurant.	I would like… Can I agree… I disagree	Students ask questions and provide answers about what kind of food they like or dislike. Presentation of role-plays in a restaurant.	Self-evaluation Co-evaluation Formative Ongoing process Level of participation in the activities. Performance in the oral presentations. Use of the target language in the descriptions. Organization of the ideas in the narrations. Level of clarity in the oral contributions.	Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto.
At camp	Playing with information. Narrating stories about camp' adventures by means of pictures.	Simple present Sequences words.	By means of the game "Hot potato" students listen and answer questions. Description of images related to camp` activities Narrations of camp´s stories by means of images		Me arriesgo a participar en una conversación con mis compañeros y mi profesor.
Tour in Soledad	Formulating questions to get information.	Questions words Simple present	Asking questions and providing answers about a video of Soledad. Creation and presentation of		

			an interview between a guider and a visitor in Soledad		
At the stadium	Explaining how people feel after a soccer match. Debating about the positive and negative aspects of Junior' fans	Simple present I consider… I think... I feel	Students ask peers about badges of different teams. Formulation of questions and give answers about a video where Junior plays. Debate about people´s reaction when Junior wins or loses.		Monitoreo la toma de turnos entre los participantes en discusiones sobre temas preparados con anterioridad.

UNIT 4: INTERESTING PLACES

Objectives
Students should be able to…
Speaking competences
  ➢ Follow a conversation related to familiar places.
  ➢ Plan dialogues according to their level taking into account their interests.
  ➢ Support ideas orally in front to the class.
  ➢ Select the appropriate words to express their ideas.
Speaking strategies
  ➢ Describe images about a touristic place as a mean to practice the speaking skill.
  ➢ Participate in debates to propose solutions related to the animals in danger of extinction.
  ➢ Take part in discussions about the positive and negative aspects of Barranquilla and Soledad' museums.
  ➢ Act in drama to play a scene in a hotel.
 Content
  ➢ Express orally qualities about people, animals and places
  ➢ Make comparisons between different places as zoo, museum.
  ➢ Participate in simulations related to stay in a hotel.

Topic	Task	Grammar	Strategies	Evaluation	Standards
An amusing theater play.	Increasing my vocabulary Participating in dialogues. Making descriptions	Simple present Adjectives	Crossword Description of images. Listening a dialogue. Creation of a dialogue	Self-evaluation Co-evaluation Formative Ongoing process Level of participation in the activities. Clarity in the arguments to support the ideas. Performance in the dialogues. Level of creativity. Poise in the dramas.	Me apoyo en mis conocimientos generales del mundo para participar en una conversación.
Visiting the zoo	Searching information to complete the messages. Suggesting ideas to solve difficult situations.	Adjectives Comparatives Superlatives	Sharing opinions about different animals. Students organize in two groups to make a debate about animals in danger of extinction.		Monitoreo la toma de turnos entre los participantes en discusiones sobre temas preparados con anterioridad
The museum	Questions and answers. Discussion	Questions words Simple present Adjectives	Visit to the Bolivarian Museum in Soledad. Question and answer. Projection of images of other museums in Barranquilla and other cities of Caribbean Coast. Free discussion about the positive and		Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco.

			negative aspects of the different museums in Barranquilla and Soledad.		
A hotel	Questions and answers Drama	Question words Simple present, adjectives	Reading about interesting hotels in the country. Formulation of questions about the answer. Presentation of the vocabulary. Listening a dialogue related to a hotel. Dramatization of a scene in a hotel.		

LESSON PLAN TEMPLATE 1

Name of the teacher: Erasminia Montero	Class / grade: 9°	Number of students: 36
Average ages of students: 13- 16	Unit/Topic: Holidays / Sport	Level of students: A1

Allotted time for the development of the lesson: 3 hours

Goal/Standard / Competence: By the end of the lesson, ninth grade students should be able to talk about their favorite sport by means of role-plays.

Specific objectives for this class (at least 3): By the end of lesson the students should be able to:
- Share ideas in oral way with their peers about their favorite sports participating in dialogues.
- Participate in dialogues about specific topics.
- Respect the turns during the participation in dialogues.

Assumed Knowledge: justify, explain, and respect other`s opinions making use of Simple present (affirmative, negative, and interrogative form), sports, wh questions, adjectives, expression times, the days of the week, adverbs of frequency.

Linguistic knowledge that will be developed in this class: Speaking

Materials that will be used in this lesson:
 Worksheet

Task stages	Strategy	Teachers´ procedure and activities students will perform.	Teacher´s expressions	Materials	Alloted time
Pre-task	Association of images to increase the vocabulary.	The students receive a copy where appears a crossword with images related to the sports. The students complete the crossword with the names of common sports as soccer, baseball, among others. They take into account the pictures. To check the activity, the teacher provides some clues words to each	When you practice this sport, you	Copies Board Market Computer Video beam CD	30 minutes

		sport and the students identify them. The students participate with other short descriptions about to specific sports. The teacher practices the pronunciation of the vocabulary. The teacher provides a model of a dialogue when two people speak about their favorite sport using power point presentation with audio. The teacher asks questions about the dialogue and personal opinions and the students answer.	need a bat and a ball. What is the favorite sport of the characters? What is your favorite sport? Why is your favorite sport? Where do you practice? When do you practice? Do you like the tennis?		
During task	Talking about the favorite sport by means of role-plays and the onion activity.	Taking into account the structure of the dialogue and the questions stated by the teacher, one of the students goes in front to the class and the teacher chooses another student to participate in a role-play, which is called "My favorite sport". One of them ask the question, his or her peer answer. After that, the students change the turn After the presentation of the role-plays, the students get organize in two lines and they locate face to face to interchange opinions about the sports (onion activity). Each of them talk about his or her favorite sport			50 minutes
Post-task	Identifying the mistakes to make the	The teacher provides the feedback of role plays related to their favorite sport, and the students			20 minutes

	appropriate corrections	make the corrections to express their ideas in a better way			

LESSON PLAN 2

Name of the teacher: Erasminia Montero	Class / grade: 9°	Number of students: 36

Average ages of students: 13- 16   Unit/Topic: Holidays / Like and dislikes   Level of students: A1

Allotted time for the development of the lesson: 3 hours

Goal/Standard/Competence: By the end of the lesson, ninth grade students should be able to state what kind activities they like and dislike doing on weekends by means of the implementation of role-plays and games.

Specific objectives for this class (at least 3): By the end of lesson the students should be able to:
- Express what activities they like and do not like.
- Interchange opinions with their partners by means of a game.
- Respect opinions to differ from theirs.

Assumed Knowledge: justify, explain, and respect other`s opinions making use of Simple present (affirmative, negative, and interrogative form), wh questions, adjectives, expressions I like, I dislike, because, common verbs (paint, listen, watch, read), and expressions of quantity (very much, a little…).

Linguistic knowledge that will be developed in this class: Speaking

Materials that will be used in this lesson:
Flash cards, worksheets.

Task stages	Strategy	Teachers´ procedure and activities students will perform	Teacher´s expressions	Materials	Alloted time
Pre-task	Reinforcing the vocabulary related to activities by means of images.	The students are organized in two groups. Each group chooses a student who goes in front to the class. The learner takes a piece of paper of a bag where appear free time activities as sing, watch TV, or listen to music. The student has to make the mimic of this activity. He or she cannot talk. The others members of the group have to identify the action. They have one		Flash cards Board Market Computer Video beam	30 minutes

		minute to do it. If this group does not recognize the action, the turn is to another group. The group with more successes will be the winner. The teacher shows some free time activities by means of power point presentation. The teacher practice the pronunciation of it. After that, she makes some questions using these images, for example: Do you like watching TV? Do you like listening to music? What kind of music do you like? What kind of music do you dislike? Teacher provides to students copy with a short dialogue. The students read the dialogue, after the teacher reads it, and some of them go in front to the class and put in practice a short conversation with some questions of the dialogue. Teacher projects a power point that has the image of the game called snake and ladders. She provides students the instructions to play this game.			
During task	Development of a game with questions related to what students like and dislike do on weekends	In pairs, students will play snake and ladder, in this students will use a dice and a photocopy. The copy has some question for the students to answer. All the participants in the game will be in the start square. Who begins the game will throw the dice and will move according to the number of spaces the dice shows. If in the square, there is a question his or her peer formulates the interrogation and he or she has to answer. If the response is correct, he or she can advance the number of squares that the dice provides. If the answer is not		Worksheet	60 minutes

		correct, he or she goes back to the initial position that he or she has before throwing the dice. Square with ladder is equal advance, square with snake tail is equal go back.			
Post-task	Reorganization of the ideas applying the suggestions made by teacher.	After that, a student go in front to the class and he or she explains what free time activity he or she likes or dislike to his or her peer, they cannot read their notes, they have to express orally their ideas The teacher asks about the preferences of their students. The teacher provides the feedback to improve the ideas. The students make pictures to represent what like and dislike to one of their peers and the other have to identify who is the students with these preferences or rejections.	What does Freddy like to do on weekends? What does Omar dislike to do on weekends?		60 minutes

LESSON PLAN 3

Name of the teacher: Erasminia Montero	Class / grade: 9°	Number of students: 36
Average ages of students: 13- 16	Unit/Topic: Holidays/ Holidays	Level of students: A1
Allotted time for the development of the lesson: 3 hours		

Goal/Standard/Competence: By the end of the lesson, tenth grade students should be able to state orally what kind activities they can carry out in a mall employing pictures.

Specific objectives for this class (at least 3): By the end of lesson the students should be able to:
- Express what activities they do in a mall and which places they can visit.
- Share opinions with their partners about their personal interests when they visit a mall.
- Respect opinions to differ from theirs.

Assumed Knowledge: justify, explain, and respect other`s opinions making use of Simple present (affirmative, negative, and interrogative form), wh questions, adjectives, common verbs (paint, eat, watch, go).

Linguistic knowledge that will be developed in this class: Speaking

Materials that will be used in this lesson:
Flashcards, realia, worksheet

Task stages	Strategy	Teachers´ procedure and activities students will perform	Teacher and students´ expressions	Materials	Alloted time
Pre-task	Checking previous knowledge.	Teacher distributes pieces of paper to the students. Some of them have verbs, and on the others appear pictures. The students have to match the illustrations with the appropriate action. If they do not organize the pairs, they have to pay penance. Teacher shows the vocabulary related to actions that students could do in a mall for instance to eat, to go to the		Computer Video beam Speakers	50 minutes

		movies, to talk to friends among others, by means of a power point presentation. Teacher and students practice the pronunciation of the vocabulary. Teacher projects a video where appears different places of the Plaza del Sol. After that, she makes some comprehension questions about the activity that they can do there. The teacher models a dialogue about a visit to the zoo, it with the purpose of providing students to a guide to create one related to activities done in shopping centers. Teacher narrates a short story about the different activities that she does in a zoo using flash cards.	Which places do you find in the Plaza del Sol? What can you buy there? When do you go to Plaza del Sol? What can you do in Plaza del Sol?		
During task	Expressing different point of view about activities to do in a shopping mall.	Students organize in pairs for drawing a sequence of pictures to express the activities that they usually do in a shopping mall. When they finish, each group goes in front to class and each member has to explain what he or she does in a mall taking into account the pictures that they are showing. The others students have to listen and take notes about their peers are explaining. With the purpose of developing this exercise, the teacher provides a worksheet to collect the information.			50 minutes

Post-task	Reorganization of the ideas applying the suggestions made by teacher.	Students go in front to the class, and they summarize the most important activities that their peers usually do in a mall. Teacher provides the feedback necessary to improve the next presentations.			30 minutes

PILOTING

In the development of the present task-based speaking course, three lessons out of the four designed of unit 1 were applied. Students were selected to do simulations and to take SABER test during the piloting. Additionally they participated in the creativity week, realized improvement activities for the term, and submitted exams in the different subjects. The purpose of this work was to determine the effectiveness or not of the task-based approach in the speaking classes. Two instruments as checklist and guideline observation were employed with the purpose of collecting data and analyzing the students' performance during the classes. Apart from that, a self-reflection was redacted to describe the teacher perception about the classes. The comments and outcomes obtained of each class were taking into account with the objective of improving the next.

In the following paragraphs, each of the tools implemented to assess the class will be explained to provide clear information about the different tasks worked in this course.

CHECKLIST

The students had the possibility of expressing their opinions about the classes by means of a checklist. It had four categories with different criteria that were used to assess the efficiency, the methodology, the activities, and the materials of the classes. They had the opportunity of evaluating the different stages of the class through of criteria as very agree, agree, disagree, and very disagree. At the end, they could write some suggestions with the purpose of improving the next class. The checklists were implemented at the end of each lesson and they filled in for each

learner that participated in the class. With the implementation of this exercise, the teacher put in practice the development of the human goal.

According to the checklist´ outcomes, the students expressed that they understood the topic, for this reason they achieved the goal proposed for it. The themes selected for the classes were adequate and contextualized, for instance in the first class, the learners could talk about their favorite sports. Most of the students had much information about it; however, some girls did not have much understanding about this thematic. Nevertheless, they had the opportunity of taking an important role in the second and the third class. They could express their ideas about their favorite free time activities, and the actions that they could do when they visit a mall. Similarly, they pointed that the environment and the teacher attitude motivated the students' participation.

Regarding the methodology, the learners stated that the teacher made the appropriate selection of topic and strategies. She provided clear explanations and adequate advices, it influenced in the satisfactory class development because the students were motivated to participate leaving aside their fears. Almost all students considered the class´ evaluation suitable, but some of them commentated that they need more time to practice their speaking. They considered that the methodology was an important aspect to the suitable development of the class and it facilitated the comprehension of the topic and the tasks despite the fact that the instructions and explanations were provided in English. The teacher employed all strategies that allowing the students' understanding.

According to the students, the tasks developed during the class awaked their interest. They prefer dynamic class because it motivates their participation. During the task, the students

streamed forward in pairs to present their role-plays (lesson 1) to play games (lesson 2), and to paint pictures. Previously, they had expressed their preferences to the group work, due to this fact the teacher decided to carry out this kind of tasks that were in conformity the students´ needs and interests. Learners had the opportunity to comment their preferences during the development of each lesson, by means of different games, dialogues, and illustrations. They also stated that the tasks were organized logically and it facilitated the intervention of many of them.

Related to the materials, the students expressed these were appropriate and they motivated their participation, due to they worked as model to complete the task assigned by the teacher. They consider the visual aids as an excellent ally during the development of the class. In the development of lessons, the use of pictures of situations and places known was a positive aspect because the students identified them and this favored the topic domain and the students' participation.

For instance in the first lesson a Junior`s game and Renteria's photo in the slides were used to introduce the dialogue, many students identified the characters. In the third lesson the images and a video of Plaza de Sol was an excellent option to contextualize the task, because the learners often visit this mall. Besides, the use of colors in the copies caught the attention of the students. The listening and the reading of the dialogue facilitated its pronunciation and comprehension. With the implementation of the role-plays, the students were willing to participate. In the first topic, they were nervous, but in the third lesson, the participation was more spontaneous.

Summarizing, when the teacher asked students their opinions about the speaking lessons, they employed words as excellent and good to assess the classes. Besides, they stated that the

classes liked because were dynamic and the interaction of their friends contributed the appropriate development of the task. The teacher's attitude was a key point to achieve the objectives proposed for the speaking classes.

REFLECTION ABOUT GUIDELINE OBSERVATION

The implementation of a guideline observation has as objective to determine if the development of the speaking class was appropriate. This instrument has nineteen questions about the different stages of the task. A master´s classmate observed, completed, and wrote her impressions about the presentation of the topic, the activities, materials and students-teacher´s attitudes. This work carried out with the unique purpose of providing an objective opinion about the teacher and students' performance during this section.

According to my colleague, the class whose topic was "Free time activities", had an appropriate development; there was a good selection of materials and task. Besides, students participated with motivation because they had the opportunity of putting in practice the topic by means of a game. Teacher provided adequate explanations and feedback. In some occasions, teacher employed expressions in her mother tongue and body language to a better comprehension. Teacher observer considered that students achieved the objective formulated for the class, due to the fact that they was able to express orally their likes and dislikes about the theme developed. Nevertheless, she stated that the goal could be simpler; teacher should use more sentences with names of places, which were familiar to students with the purpose of putting in practice the contextualization, and at the same time locate students in their real situations.

All recommendations suggested by the colleague were applied in the next class. Due to this fact, in the lesson, "Activities in a mall" were employed images and video of Plaza del Sol,

this place is a recognized mall in Soledad. The other observation provided by the teacher observer was to change the classroom to facilitate the students' movement around it, for this reason, the class was developed in other place in better conditions.

The observer stated that during the class, the development of the pre-task during was excellent and it awaked the learner's participation. She considered as an excellent idea to talk about the most famous shopping center of Soledad for the contextualization of the activity. Due to this fact the students were familiarize with the topic Besides the objective was clearer and it contributed to be achieved by students, also there was an appropriate distribution of the time.

Regarding the task and post- task stages, the teacher observer commented the increase of the students' participation during this class in comparison with the previous one. The teacher provided models that facilitated the put in practice of the task assigned for this class. It consisted in drawing images about activities that people do in a mall and explaining them orally in front to the class. It was funny for them because they had to draw and they were laughing of their pictures. For this reason, they did not have any impediment to perform and participate in an active way. All students should listen the peers' presentation because they had to do an oral report about the presentations. On the other hand, the observer highlighted the teacher attitude that motivated the students´ participation. She answered any question the students had, she engaged them all the time to take active part in the class and she guided them for the fulfillment of the task.

SELF-REFLECTION

The implementation of this instrument has as goal to asses an to determine if the approach (task-based)selected to apply in the speaking class with the students of tenth grade was

appropriated, and at the same time to establish if the objectives purposed for the class were achieved by students. For this reason, in these lines it appears the teacher´s impressions about the class´s positive and negative aspects. In the same way, it is also necessary to mention the problems arose during the class and the miens to improve.

First, during the plan of the first class, the teacher took in consideration the students' purposes related to the topic to work, they chose hobbies. Due to this, the theme to develop was sports. For this reason, from my point of view, the students achieved the objective proposed for the lesson because they expressed their ideas, about an interesting topic for them. It was a key element because the learners could talk regarding a subject known, they are faced to this kind of information every day. Although, the environment of the class was comfortable since we worked in the multipurpose room, the different stages set out spent more time than expected. Due to the fact, the activities required more explanations.

As far as is concerned to the strategy applied during the lesson, the role-play was chose as the appropriate task to develop the speaking in these classes. Students knew this methodology because they have the opportunity of practicing short conversations in previous classes. Besides, the fact of work in pairs is an essential factor to obtain a better students' participation. Some students had been motivated since the sports is an easy thematic for them. They asked questions and answered the teacher and peers' questions. It was a clear indicator that the activity was understood and developed in an appropriate way. Other aspect to highlight of the speaking class about sport was the use of strategies by students with the purpose of developing the activity assigned. In the presentation of role-plays, the students switched some expressions in Spanish, and they used body language to make themselves understood. Some learners expressed their

ideas slowly and spoke in low voice. In occasions, some students asked teacher´s help to employ specific words they did not know. All these tactics facilitated to carry out the task.

On the other hand, during the implementation of the class, some problems affected the development of this. The teacher has classes with the group selected to apply the thesis, in different days, one hour per day. At the second day, the teacher could not have access to the multipurpose room, because another teacher and their students (SENA´s project) took it out. Additionally, the teacher and the students could not find other tools to work and she had to change all the activity for this day and she worked others strategies for the next day. Furthermore, some aspects must be improved to achieve better outcomes. One of them was the time distribution. Due to the fact, students spent more of established time, and it changed the development of the activities. In addition, it is necessary to practice the formulation of questions, because some students had little problems with it. Another situation to improve is the students' confidence. They should have more opportunities to participate orally in different activities with the objective of controlling the learners' nervous.

As soon as the second class, the teacher had to do some changes in the lesson plan, taking in regarding some problems presented in the previous lesson to give an illustration the time, the multipurpose room´ use, and students' confidence. The students practiced their speaking provided information about their peers. The topic employed for this lesson were free time activities, and the learners had chance to express their likes and dislikes about this theme. The learners participated with motivation in the different stages of the task planned for the lesson. They had a good performance and some of them improved the formulation of questions because it was reinforced previously.

As for the strategy implemented in this lesson was a game, which was employed by students to collect data about their partners. The game was a challenge for the learner, because they did not know it. However, by the sample fact that it was a game, it motivated the participation of the students to the point of wanting to play for longer than planned. In the first class, the teacher selected the pairs to develop the task, but some students did not feel very comfortable working with a specific peer. Taking into account this fact, in the second class the learners had the opportunity of choosing their partners. This situation was positive for them.

On the other hand, in this lesson another English teacher observed the class. At the beginning, her presence in the classroom made students felt a little uncomfortable. Nevertheless, after some minutes they worked normally. It is necessary to highlight in this lesson different students participated; maybe it was possible because two students who often participate they were not in class.

Regarding the time, in the second class there was a better time´s handling. One of the factors that influenced in it was the activity worked in the warming up. In the first lesson, the students carried out the activity alone and spent more time. For this reason, in the second, the teacher decided to do the activity in-group, and it allowed a better development. With respect to the space, for the second lesson I asked the multipurpose room in advance to the principal with the purpose of avoiding possible constrains with the use of the computer and video beam. .

The third lesson had as topic "Activities in a mall". In the development of this class, the colleague and tutor´s recommendations were taking into account, due to this fact, the students talked about the activities that they do in Plaza del Sol mall. It is a familiar place for students

because they go there with their family at the weekends. This situation made easier the put in practice of the task because the students expressed real ideas.

This class was more dynamic, the students participated in a match to make pairs with the vocabulary related to the topic, they presented dialogues taking into account the model provided by the teacher. The task of the class was to draw pictures about the activities that they in a mall, after that, students went in front to the class and explained their illustrations, putting in practice the speaking skill. The students stated that this task allowed developing the speaking skill in a fun and easy way for that they enjoyed it. As post-task, the learners had to listen the peers´ ideas and took notes because they had to present orally the information provided by the classmates. Despite of the students had to do different things; they were motivated during all the class. They liked the topic and the task and this fact contributed to increment the participation level and improve the students´ performance.

The classroom employed for this class was wider to provide better conditions to the students work. The presence of other teacher in the classroom did not embarrass the students; apparently, they are becoming adept to this situation. It is a positive aspect because they are gradually overcoming their fears. However, there is an aspect that has not been able to surpass and it is the use of the mother tongue by students during the class. They developed the task in English, but they use Spanish in other situations, they have the habit of translate the sentences expressed by the teacher. This situation could be improved little by little.

REFLECTION ON THE DESIGN AND SELECTION OF ACTIVITIES AND MATERIALS

The classes had the stages established by the task-based approach as pre-task, during task, and post-task. In the development for the first lesson "Sports", in the pre-task the students worked with a color copy with images and clues associated with the issue to the class. The use of colors in the copies caught the attention of the students. The activity was laid out to thirty minutes, but the students spent more time. One of the causes of this situation was due to some students did not remember the names of the sports. Another activity was the presentation and the listening of a dialogue related with the sports. The students were able to answers the questions asked by teacher with regard to the dialogue.

During the task, the students streamed forward in pairs to present their role-plays where they commented their preferences, most of them recognized soccer as their favorite sport. At the moment of formulating the questions the students ask the collaboration of the teacher especially in the aspect related with the vocabulary, they wanted to use words whose translation in English was not known. They participated in the activity talked about their favorite sport.

In the second class, the students participated in a game in which they have to do mime of actions and they peers had to identify them. It motivated the class. On the other hand, the teacher employed a power point presentation to introduce vocabulary and to present a dialogue related to the class theme. The conversation model was shorter of the first class one, with the purpose of a better comprehension. The main task consisted in game called "Snake and ladder" which was played with color copies and dice. The students enjoyed this task because they liked it. They wanted more time to develop the game. During the game, the students asked questions about their free time activities and their partner had to answer in order to progress in the game. The topic was familiar for the students and facilitated the development of this. After that, the students had to report in oral way their peers' preferences. The work in pairs produced positive outcomes.

At the third lesson, the students moved around the classroom in the pre-task, it activated the learners' participation and more students were involved in this activity in comparison with the previous class. They matched pictures with action, after that, the teacher confirmed the pairs by means of the power point presentation of the vocabulary, this situation kept the students´ interest. Additionally, the teacher presented a short dialogue, which was the model to create the role plays related to the topic "activities in a mall" which was interesting by students. The presentation of a video about Plaza del Sol mall with the teacher´s voice motivated to the students to pay attention because they recognized the different places presented. The task was another positive experience due to the fact that the learners had to paint. It liked them and allowed them to laugh with their own and peers' creations. They used the pictures to talk about the activities that they carry out when they go to Plaza del Sol.

In general, the selection of the known issues, the employment of materials contextualized, and the implementation of games and dynamic tasks provide better opportunities the students to engage to participate in the class and at the same time that they improve their speaking skill. The models and the appropriate scaffolding gave by teacher contributed to achieve the objectives proposed for each class. Gradually, the students could surpass their fears and took risks to put aside the weakness and this way they can obtain a better performance during the speaking classes.

CONCLUSION

Over the years, as teacher I have gained experiences about different aspects related to my profession. Nevertheless, the implementation of this project gave the opportunity of exploring additional factors that can contribute in the improvement of my work. At the beginning of this a set of objectives were proposed, one of them was to identify the students´ need. This data was collected through the application of instruments as interviews, questionnaires and interviews. In some occasion, I had the opportunity of share ideas by orally with them, but in this situation, not all learners participated. Nevertheless, the use of these tools provided all learners of the group the possibility to express their interests, necessities, and expectations with the put in practice of this plan.

On the other hand, with the development of this project, I had access to much information about activities, strategies, and approaches related to the speaking skill. I could read about the experiences of researchers who have been interested in improving their labor and they have searched different ways to achieve their objectives. Likewise, the possibility of knowing the learners needs, their opinions, and contexts contributed to select the appropriate topics and the approach to work. It allowed designing a syllabus suitable to enhance the skill object of this thesis.

All information that I obtained of the different texts, the opinions of my students, the experiences of my colleagues, and the observation of my peers' and my own classes permitted me to identify my strengths and weakness and of my students. This way, I could design a course, elaborate materials, and implement the appropriate approach, activities or strategies according to the necessities of the group, which allowed achieving the second objective. All this work enriched my role as a teacher.

The development of this research provided me the opportunity to take into account different aspects that they previously could not access as the student's opinions to select a topic, the contextualization, and focusing on a specific skill leaving grammar to one side. In this study, I employed instruments to collect data as interviews, questionnaires, observations, and checklists that afforded me the opportunity of knowing the ideas and thoughts of my students and colleagues.

The information obtained by means of the tools mentioned previously, it contributed to a better development of the English classes. Regarding the viewpoints of people involved in the teaching learning process, the lessons caught the learners´ attention, and indeed, it allowed sharing experiences with others, which strengthened my role as a teacher. The knowledge acquired in the master and with the implementation of this research improved my work. In this moment, I can design a course according to the group needs.

This study had another objective, which consisted of enhancing the speaking skill of a group of students of Institución Educativa Inobasol. The task-based was the approach selected to employ during the English classes to pursue this goal. The implementation of this provided

positive results, but at the same time reflected some constrains, which can appear at any time in the teaching learning process.

Among the aspects to highlight during the application of the TBA in the speaking classes were the participation of students in the selection process of the topics. Due to this fact, the themes were interesting and familiar for them. The teacher employed different tasks during this work as role-plays, questions and answers, and pictures description. These tasks provided appropriate outcomes as to awake the motivation of students; it was reflected in increasing the learners' participation. The group work was as essential ally to boost the learners' confidence. The contextualization of the theme also influenced in the achieving of objectives proposed. Due to this situation, students took risks to express their ideas in front to the class because they knew the theme to develop the tasks chose for each lesson.

Although the students put in practicing their speaking in each class carried out, there were some constrains which should be overcome. One instance could be the time; there was not enough time to apply the different lessons of the course design. For this reason, it is necessary to continue with the implementation of the other classes to achieve even better outcomes. On top of that, it is necessary that the school to acquire more technological resources that allowing to implement innovative and active classes in the different subject. These resources contribute to students' understanding. Other problem presented during this study was the fact that the students practiced in higher percentage other skills as reading and writing. Due to this fact, in the first class was necessary to change the students' perception about the oral production. With all information previously exposed had developed other objective posed at the beginning of this project.

Regarding the results obtained, the implementation of this research gave me the opportunity of recognizing the necessity of employing the task-based approach in the English classes of all grades to improve the speaking skill. With the purpose of realizing this target, the different teachers of this subject must develop a collaborative work to enhance this skill in the students of Inobasol.

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FUNDACIÓN UNIVERSIDAD DEL NORTE
DEPARTAMENTO DE IDIOMAS
MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS
CUESTIONARIO
INSTITUCIÓN EDUCATIVA INOBASOL

NOMBRE: _____ GRADO: _____

FECHA: _____ EDAD: _____

PROFESOR: _____ JORNADA: _____

La aplicación de este cuestionario tiene como objetivo identificar las necesidades,

preferencias de los estudiantes de 9° de esta institución, así como también las posibles

estrategias a aplicar para el desarrollo de la habilidad del habla en las clases de inglés.

Por tal motivo es necesario responder estos cuestionamientos con sinceridad para realizar

un mejor trabajo en esta asignatura.

TARGET NEEDS		
¿Te gusta comunicarte en inglés?	a) Sí	
	b) No	
¿Cómo calificarías tu nivel para comunicarte en inglés?	a) Bueno	
	b) Malo	
	c) Regular	
¿Con quién prácticas tu inglés fuera de la clase?	a) Familia	
	b) Amigos	
	c) Vecinos	
	d) Con nadie	
¿En tu opinión, cómo puede ser considerado el aprender a hablar en inglés?	a) Una obligación	
	b) Una necesidad	
	c) Un gasto innecesario	
	d) Otro	
	¿Cuál?	
¿Según tu criterio, hablar en inglés puede ser considerado como una tarea?	a) Fácil	
	b) Difícil	

	c) Ni tan fácil, ni tan difícil	
¿Con qué tipos de materiales te gusta trabajar en clases de inglés?	a) Videos	
	b) Audios	
	c) Imágenes	
¿Para qué te puede servir el aprender a hablar en inglés?	a) Para hacer amigos en el extranjero	
	b) Para poder viajar a países de habla inglesa	
	c) Para conocer otras culturas	
	d) Para tener un mejor futuro	
	e) Para impresionar a las personas	
¿Qué tipo de emociones despierta en ti las clases de inglés?	a) Emoción	
	b) Temor	
	c) Frustración	
	d) Tensión	
	e) Preocupación	
LEARNING NEEDS		
¿Al momento de hablar en inglés, qué tipo de actividades prefieres?	a) Presentaciones orales	
	b) Diálogos	
	c) Dramas	
	d) Actividades grupales	
	e) Otro ¿Cuál	
¿En tu criterio cuál sería una buena estrategia a aplicar en clases de inglés para mejorar el habla?	a) Escuchar canciones	
	b) Ver videos y películas	
	c) Escuchar diálogos	
	d) Interactuar con otros hablantes	
	e) Practicar el inglés dentro y fuera del aula	
	f) Otro ¿cuál?	
¿Qué tipo de actividades podrían ayudarte a mejorar tu pronunciación en inglés?	a) Las repeticiones	
	b) Escuchar canciones	
	c) Grabar audios para autoevaluarse y corregir errores	
	a) Vocabulario	

¿Cuál consideras que es el aspecto que más se debe desarrollar para mejorar el habla?	b) Pronunciación	
	c) Fluidez	
¿Con qué tipo de actividades podrías ampliar tu vocabulario?	a) Por asociación de imágenes	
	b) A través del uso del diccionario	
	c) A través de ejercicios de complete	
	d) A través de mímicas	
SPEAKING QUESTIONS		
¿Sobre cuáles temáticas prefieres hablar?	a) Pasatiempos	
	b) Lugares	
	c) Temáticas de área	
	d) Cultura	
¿Qué factores influyen para tu participación en las clases de inglés?	a) La actitud del profesor	
	b) El ambiente de la clase	
	c) El querer aprender	
¿Qué factores influyen para tu poca participación en las clases de inglés?	a) El poco conocimiento	
	b) La burla de mis compañeros	
	c) La actitud del profesor	
¿Al momento de practicar el habla en el inglés, cómo prefieres hacerlo?	a) Individual	
	b) Grupal	
¿Cómo practicas lo aprendido en las clases de inglés?	a) Con participación activa en la clase	
	b) Dialogando con los compañeros	
	c) Entonando canciones	
	d) A través de presentaciones	

APPENDIX B
INSTITUCIÓN EDUCATIVA INOBASOL
INSTRUMENTO PARA EVALUAR UNA CLASE

Grado: ___º   Nivel de inglés: A1

Clase a evaluar: Sports (Speaking class)

Con el fin de conocer la opinión objetiva de los estudiantes acerca del desarrollo de la clase, no se hace necesario registrar el nombre de la persona que servirá de evaluador.

Propósito de la evaluación

Con la aplicación de esta checklist, se pretende determinar si la clase cumplió con el objetivo propuesto para la misma.

Aspectos a evaluar

Los criterios a tener en cuenta para la evaluación de la clase son: la efectividad de la clase, para lo cual es necesario tomar en consideración la metodología seleccionada por el docente, las actividades realizadas y la selección y utilización apropiada de los materiales empleados para la misma.

Instrucciones

Lee con atención cada uno de los criterios a evaluar y marca con una X la respuesta seleccionada las cuales están representadas por las siguientes expresiones.

4	Muy de acuerdo
3	De acuerdo
2	En desacuerdo
1	Muy en desacuerdo

CATEGORIAS	CRITERIOS	4	3	2	1
Efectividad de la clase	El objetivo de la clase fue alcanzado				
	Comprendí la temática tratada en la clase				
	La temática desarrollada en la clase de habla me motivó a participar				
	El ambiente de la clase influyó para que participara				
	Participé espontáneamente durante el desarrollo de las actividades de habla				
	Mostré dominio de la temática y de la clase en general				

	Mostré interés durante las actividades de habla propuestas por el profesor				
Metodología	Las estrategias empleadas por el profesor para el desarrollo de las actividades de habla fueron buenas				
	La temática y actividades de habla escogidas para el desarrollo de la clase se relacionan con mi entorno				
	La temática escogida para las actividades de habla contribuyó en mi participación				
	La forma en que se evaluaron las actividades de habla fueron acertadas como...				
	La actitud del profesor influyo en mi desempeño durante las actividades de habla propuestas				
	Comprendí las instrucciones dadas por el profesor para realizar las actividades de habla				
	Tuve La colaboración del profesor durante la clase				
	El profesor me brindó las explicaciones necesarias para mejorar mi participación.				
	Las actividades de habla propuestas por el profesor fueron coherentes				
Actividades	Las actividades de habla trabajadas durante la clase me motivaron a participar				
	El orden de las actividades de habla propuestas estuvo bien.				
	las actividades aplicadas durante la clase contribuyen al desarrollo de mi habla				
Materiales	Los materiales visuales empleados durante la actividades de habla fueron apropiados				
	Los materiales empleados durante la clase motivaron mi participación.				
Observaciones: Escribe tu opinión acerca de la clase					

APPENDIX C

INSTITUCIÓN EDUCATIVA INOBASOL
OBSERVATION GUIDELINE

Name of the school: _____   Grade: _____
Age: _____   Date: _____
Teacher: _____   Topic:_____
Numbers of students: _____   Level _____
Time of observation: _____

Purpose

To determine if the purpose established for this lesson was achieved. A colleague

observes each stages of the class with the objective of assessing the performance of the teacher

and the students during the development of it. Different aspects of the class as planning and

development of the class, the participation of students and the factors to improve, and other

terms are evaluated to improve the implementation of the task based approach in the speaking

classes. It is important to emphasize that the teacher`s opinions should be objective to identify

the strengths and the weakness to put into practice the necessary strategies to obtain better

outcomes on the part of the students.

	Criteria	Yes	No	Comments
Pre-task stage	Preparation of the topic			
	Appropriate selection of material			
	Presentation of the objective			
	Distribution of the time			
	Warm up – Motivating strategy			
During the task	Presentation of the topic			
	Prior knowledge required			
	Clarity in the instructions provided by teacher			
	Activities applied in the class are adequate to develop the speaking			
	Level of contextualization of the activities			

	Participation of the students in the class.			
	Good students' English level during the activities.			
	Appropriate teacher` attitude during the class			
	Resources employed during the class			
	Activity applied to evaluate the class			
	Students achieved good outcomes			
Post-task stage	Teacher provided feedback			
	Additional explanations by teacher			
	Adequate class´s environment			
Aspects to improve				
Observations				

Observer   Teacher

APPENDIX D
INSTITUCIÓN EDUCATIVA INOBASOL
ENGLISH ACTIVITY
NAME: _____   GRADE: _____   DATE: _____

Complete the crossword with the appropriate sports.
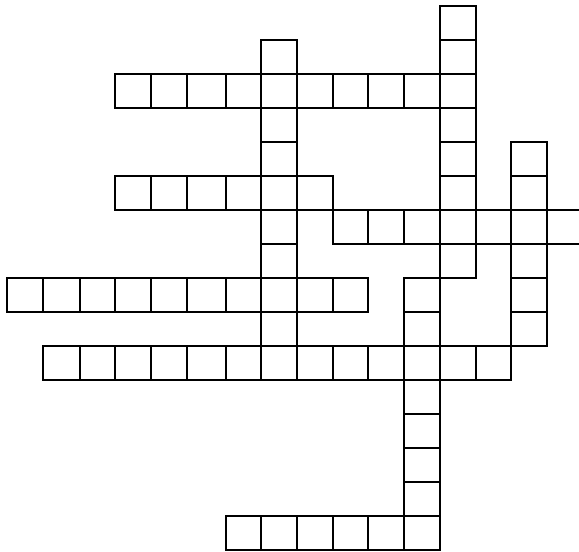
Across

3. This sport requires agility
5. James Rodriguez practices it
6. Quintana is good at this sport
7. You can practice this sport on a Court or at the beach
9. Colombia got a gold medal in it
10. This sport requires special gloves

Down
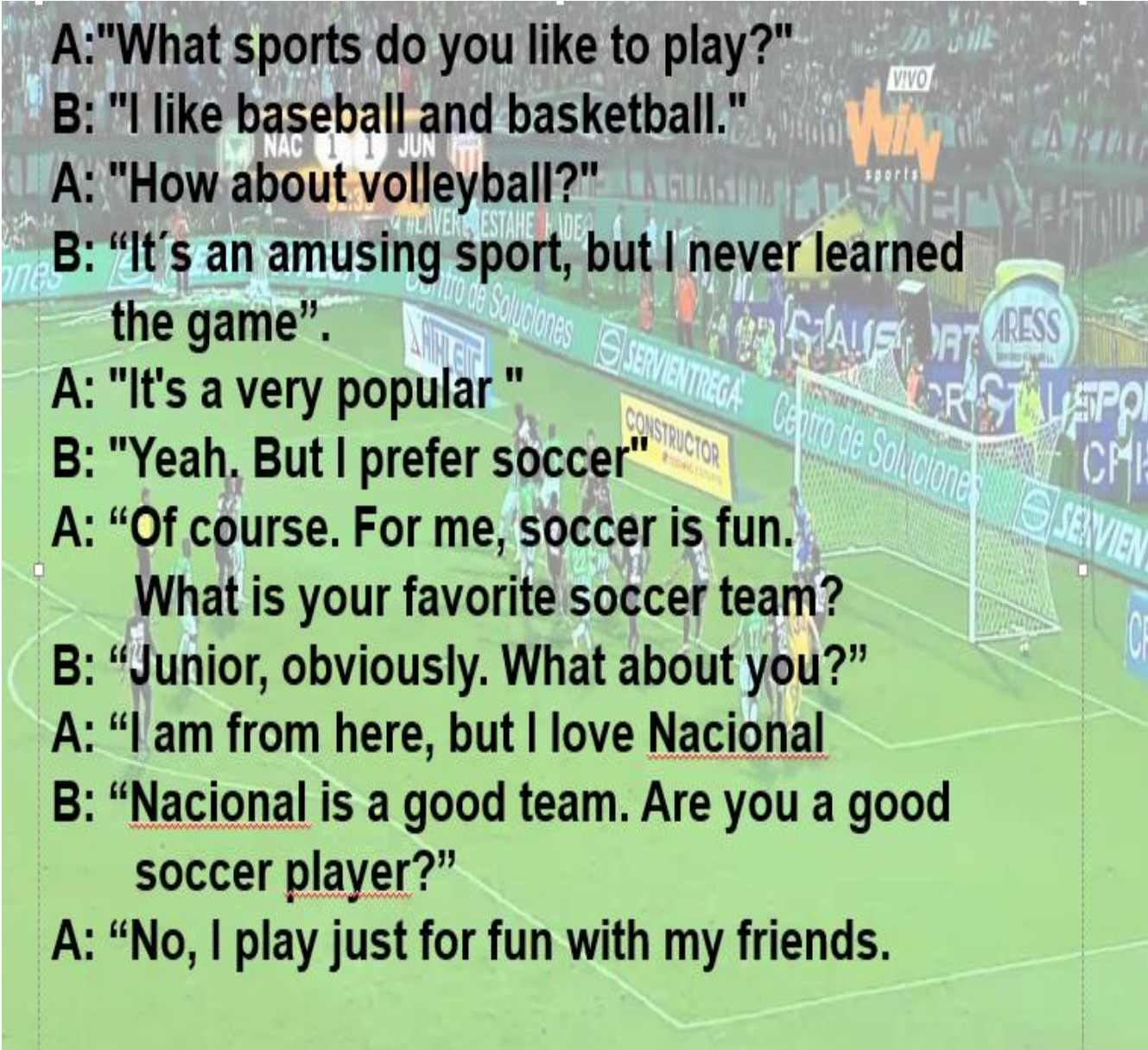
1. Edgar Rentería practices this sport
2. You should be tall to practice this sport
4. In this sport you need a racket and a ball
8. It is practiced in the water

APPENDIX E

Soccer

Basketball

Baseball

Volleyball

Tennis

Swimming

Boxing

Cycling

Weight lifting

Gymnastic

APPENDIX F
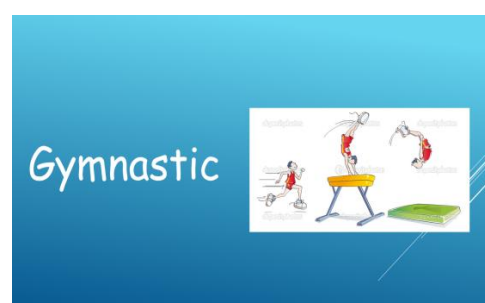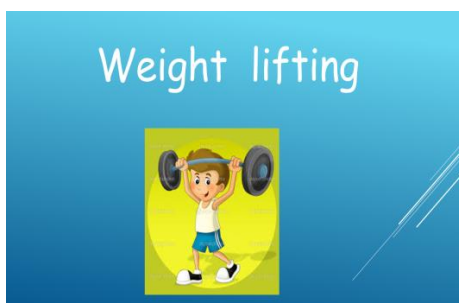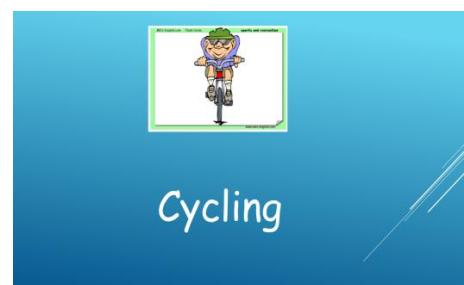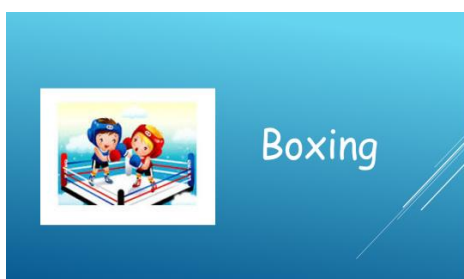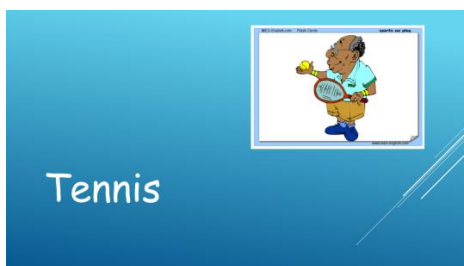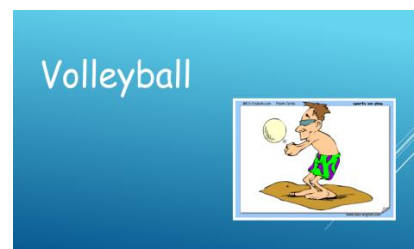
Dialogue Lesson 1

A:"What sports do you like to play?"
B: "I like baseball and basketball."
A: "How about volleyball?"
B: "It´s an amusing sport, but I never learned
     the game".
A: "It's a very popular "
B: "Yeah. But I prefer soccer"
A: "Of course. For me, soccer is fun.
     What is your favorite soccer team?
B: "Junior, obviously. What about you?"
A: "I am from here, but I love Nacional
B: "Nacional is a good team. Are you a good
     soccer player?"
A: "No, I play just for fun with my friends.

.

APPENDIX G

Vocabulary Lesson 2 Free time activities

WATCH TV

LISTEN TO MUSIC

PLAY VIDEO GAMES

DANCE

TEXTING

GO SHOPPING

APPENDIX H

Dialogue Lesson 2

Rosa: Hi, Freddy

Freddy: Hello Rosa. Rosa do you like ice cream?

Rosa: Yes, I love it.

Freddy: Let's buy one. I invite you.

Rosa: I really like vanilla ice cream. Freddy what is your favorite ice cream flavor?

Freddy: I like the lemon. And what about your favorite food?
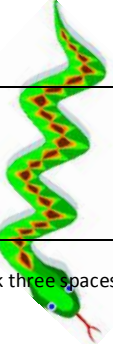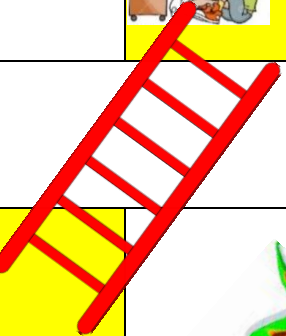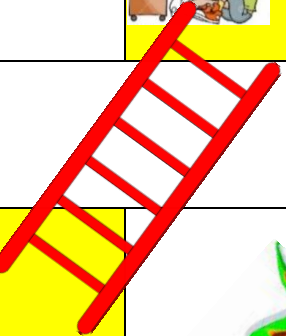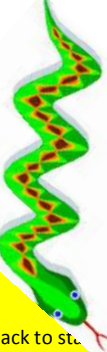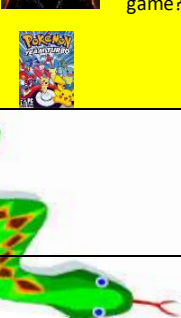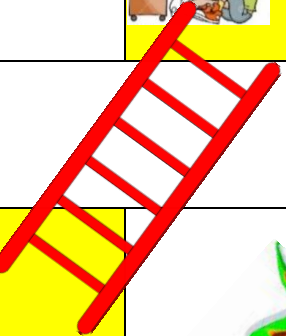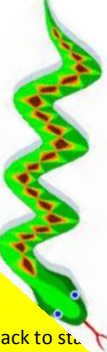
Rosa: I like the fish, it is my favorite and you do you like the fish?

Freddy: Ohhh I'm sorry I dislike the fish. I prefer the chicken.

Rosa: Hey Freddy thanks for your invitation, but I have to go to class.
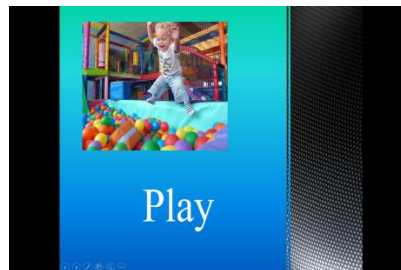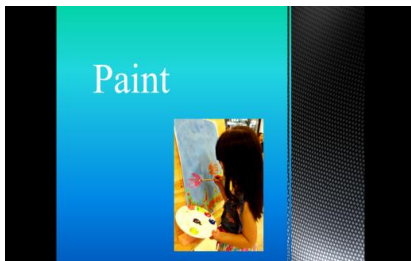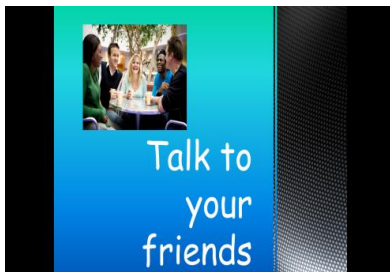
Freddy: Ok Rosa bye

FINISH		What is your free time...?	Which music do you dislike to dance on weekends?	Do you like to dance Champeta?
				Who do you like to talk on the phone with?
	Go back three spaces	Do you love to play video games?		What is your favorite video game?
Do you love Harry Potter?				
Do you like horror movies?		Do you like to go to Plaza del Sol?		
		Go back to start	Which music do you like to listen to?	
START	Do you like texting?		Where do you like to go shopping?	

Snake and ladder: Free time activities: Throw the dice and move according to the number the dice says. If you step on a ladder you have to climb it, but if you step on the snake´s tail you go backwards to its head.

And now report it
When I played with _____ he/she told me that he/she likes _____, _____, _____, and she/he dislikes _____, _____, and _____

APPENDIX J

Vocabulary Lesson 3

Watch movies

Buy

Talk to your friends

Eat

Drink coffee

Window shopping

Paint

Play

Take pictures

A TASK-BASED SPEAKING COURSE
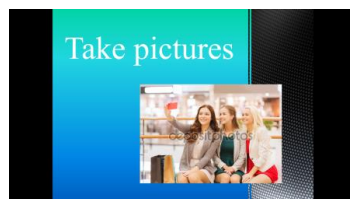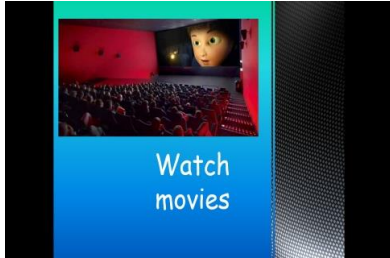
APPENDIX K

Dialogue Lesson 3

Aldair: Hello, Alexandra, How are you?
Alexandra: Fine, Aldair. What about you?
Aldair: Very well. Alexa, what do you on your
             weekends?
Alexandra: Different things. For example I like to go
             to the zoo
Aldair: The zoo? Where is it?
Alexandra: It is in Barranquilla, on Vía 40.
Aldair: And what activities can you do there?
Alexandra: You can see animals, eat ice cream, visit
             the museum, touch the birds, take
             pictures, and the kids can play in a Little
             park.
Aldair: Can I go with my family?
Alexandra: Of course, with your mother, with your
             father, who ever you want to go. It is an
             excellent plan to the weekends.

A TASK-BASED SPEAKING COURSE

APPENDIX L

Activity

Summarizing

Listen to your partners, take notes and complete the sentences with the appropriate information about the activities they do in a mall.

When____ _____goes to Plaza del Sol, he / she _____

He / she eats _____

He / she buys _____

He / she goes with his / her _____