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**UNDERGRADUATE WORK**

**IMPLEMENTATION OF TASK BASED APPROACH TO FOSTER SEVENTH GRADERS' COMMUNICATIVE COMPETENCES AT CENTRO ESCOLAR NAPOLEÓN RÍOS IN 2019**

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# DEDICATIONS

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# INDEX

# ABSTRACT

Action research is aimed to make a change in social or educational situations to improve their practice and understanding; therefore, the purpose of this research project was to foster seventh grader's communicative competence by implementing the task based approach, and it was conducted under the mix method, including both quantitative and qualitative paradigm to get a wider analysis of the problem and results. In order to know how this approach fosters seventh grader's communicative competences, it was necessary to have an intervention period of approximately four months in which the tasks based on the approach were developed. During this period of interventions, the data collection instruments: observations, interviews, check lists, and tests were administered to determine which activities and how the approach fostered students' communicative competence, and the results showed that the exposure to task based activities such as memory games, brain storming, bingo, matching tasks, pair-work, and questions and answers was effective to foster such competence. Also, it was concluded that the tasks: jigsaw and familiar songs did not contribute for the development of students' communicative competence; however, all the tasks provided students with an interactive learning environment that improved their confidence, participation, and willingness. Consequently, the $H_A$: "The seventh graders' communicative competences are fostered after the implementation of task-based approach" was accepted. Nevertheless, the results indicated that the task-based approach can reach better outcomes if it is implemented with more resources, time, and commitment, also with students who have more English language proficiency.

# INTRODUCTION

The research study "The Implementation of Task Based Approach to Foster Seventh Graders' Communicative Competences at Centro Escolar Napoleón Ríos In 2019" is focused on analyzing how the implementation of Task Based approach helped to foster seventh graders' communication skills. Moreover, this study contains five chapters described below.

Chapter I "Statement of the Problem" focus on a depth description of the phenomenon and the main purpose to conduct this research investigation. It also includes the research question, the description of the problem, the justification of the study, scope of the research, the research objectives including one general and three specific ones, and the baseline. All this guided the researchers in the analysis of the effectiveness of incorporating Task Based Approach to foster students' communicative competences.

Chapter II "Theoretical Framework" submits the different theories about the implementation of Task Based Approach and about communicative competences. Therefore, it includes important concepts to understand better this research investigation and the different type of tasks to improve students' communicative competences.

Chapter III "Methodology" sets up the type of study that was applied by the researchers and the different stages through which the researcher investigation was carried out. Likewise, it includes the instruments that were used during this investigation.

Chapter IV "Analysis and Interpretation of Data" presents the analysis and interpretation of all the information gathered through the research instruments which were addressed not only to the seventh graders' from morning Group, but also to the teacher in

charge of the group. Besides, some proposals are based on the different results. Otherwise, it reflects about the quantitative and qualitative results obtained at the end of this research investigation, and it helped researcher evaluate their implementation of the approach.

Finally, Chapter VI "Conclusions and Recommendations" presents a set of conclusions and recommendations that the researchers got at the end of the research investigation. Therefore, the recommendations are addressed to students and teachers, and future researchers, so that a deeper investigation can be done on this or related topics.

# CHAPTER I

# STATEMENT OF THE PROBLEM

Communication plays an important role in society since all the relationships and social connections rely on it. Without communication, the actual society and the world in general could not have the enormous development and growth that have been achieved. Communication exists since the beginning of humans in earth. It is said that the history of communication dates to ancient times approximately 200,000 years ago with the emerging of speech; then, symbols were developed about 30,000 years ago, and finally writing was developed about 7,000 years ago. However, communication did not stop there; instead, it has continued to grow and improve over the years to this day.

All this development occurred during different stages and eras. First, during the Stone Age, there were no languages; therefore, little communication processes were followed by humans. Here, humans started using signs and non-verbal communication to communicate among themselves. Moreover, they used methods such as runners, birds, arrows, smokes and shouts to communicate. As humans become more and more organized, different kind of languages and communication methods were developed.

Then, in the Bronze Age, human beings invented writing which revolutionized and started a new period of communication. A good example of this new written form of communication is the Egyptian hieroglyphs and the Indus Valley script. They had alphabet, writing, and paper. After the development of oral and written communication, people in Europe discovered printed text communication in the late nineteenth century, and this century

was called "Era of Communication Revolution". Some technological innovations of this era were: telephone, telegraph, newspaper presses, photography, and postal system. In the Modern Era, there were a great variety of means of communication such as television, radio, computer, and internet. Finally, in the late twentieth century, a new era started for communication with cellular phones, and instant communication anywhere in the world.

Otherwise, education is an area that has been benefited with the progress of communication over the years due to advancement in communication techniques. Learning a foreign language, especially English, allows people to communicate with others in different countries; this education process is called Second Language Acquisition, and it consists on mastering a foreign language and its complexity. The effectiveness to fulfill this process is influenced by the methodology used, socio-cultural aspects, motivation, etc. It also relies on the development of appropriate communicative competence since this is the use of language in social communication. For Krashen and Terrell (1995), the primary goal of language learning should be the natural development of such competence; for that reason, teachers should focus their methodology on fostering students' communicative competence.

## 1.1. Description of the Problem

English is the predominant language nowadays all over the world; for that reason; it is important to teach English either in private or public schools since a very young age. Teaching English in public schools in El Salvador has been present since the creation of the plan 2021 (MINED, 2009) due to the importance of this language to communicate worldwide. In most of the public schools in El Salvador, students receive English classes from three to five hours a week only, which is not enough to develop the four macro skills:

speaking, writing, listening, and reading. Moreover, during the classes, students are not provided with activities that help foster their communicative competence. This seems to be a big problem to achieve the objectives of the educational program.

However, the teaching and learning process of this language in junior high school level in El Salvador have always presented numerous difficulties to be successfully achieved. These problems are related to the methodology used by the teachers, lack of interest from students, and lack of appropriate resources. In Centro Escolar Napoleón Ríos, seventh graders are the ones who have just started to learn English as a second language. It is important to mention that most of these students do not have any background knowledge about English since they were not taught during previous years. Through a diagnostic study, researchers identified several problems related to the inadequate teaching style and the design of the lessons in the classroom. The first part of the problem, in this case, is the dependency on the usage of textbooks. According to Cunningsworth (1995), textbooks serve to supplement teachers' instructions, and teachers are responsible to evaluate the books and decide how and when to use them. However, in the case of seventh grade in Centro Escolar Napoleón Ríos, it was noticeable that each class consisted mostly of solving the exercises from the textbook after very short explanations of the topics. This practice neither allowed students to be exposed to an interactive second language learning environment nor boosted their motivation to use the language in the classroom.

Moreover, by means of an observation guide, researchers realized that the type of activities students developed during the class were not effective to stimulate the development of proper communicative competence. Some of the common activities that were developed

in class were repetition of words, short dialogues memorization, fill in the blank activities, and transcription of information from the book. Rarely, the students had the opportunity to listen to audios, to watch videos, to sing a song, or to discuss about a topic. It was also noticed that the teacher did not follow a lesson plan and did not prepare activities based on objectives which were important components of a lesson that turn the lesson organized, smooth, and properly aimed. The teacher assumed the role of an explainer rather than a facilitator; as a consequence, students became passive learners when they did not have enough engagement and participation opportunities inside the class. Related to this matter, Klippel (1984) states: "Learning is more effective if the learners are actively involved in the process. Learner activity in a more literal sense of the word can also imply doing and making things (p. 5)". Thus, the teacher must know their students' needs to choose combined activities and strategies that impact positively seventh graders' communicative competence.

The second part of this problem was that the teacher in charge of not only seventh grade but also of the three grades of junior high school level had adopted this teaching style as an adequate way to teach. In an interview addressed to the teacher, she said that she followed a lesson plan based on MINED's plan in each class, that she used a textbook only as a support for her classes, and that she developed other activities. Additionally, she said that all the students participated in the activities, and that the activities were focused on writing and reading skills. The seventh grade teacher added that she used more English than Spanish in the class, but the research team noticed through observations that she used more Spanish than English in her classes even though the students said they understood the target language when she explained.

In contrast to what the teacher said, researchers noticed, by means of an observation, that the teacher did not follow a lesson plan during the class; therefore, the objectives of the classes were not mentioned at the beginning, the time for each activity was not managed properly, and the class did not begin with a warm-up and finish with a wrap-up activity. The activities did not have a pre, during, and post structure neither. Finally, the class was based on the exercises of the textbook. All these deficiencies affected the process of fostering students' communicative competence; for that reason, researchers were interested on implementing the task-based approach which according to Richards and Rodgers (2001), can fix the inadequacies of other types of language teaching. Moreover, the purpose of this approach is to shift from teacher-dependence to learner independence and to help students communicate with clear and practical outcome and specific purpose.

## 1.2 Justification of the Study

Communicative Competence consists on the mastering of rules of the language and the ability to use these rules to convey and interpret meaning. Communicative competence is derived from many models that experts have established in order to explain their components which are classified in linguistic, sociolinguistic, pragmatic, strategic, language macro skills...etc. (Ahmer & Pawar, 2018, p. 310)

To develop English communicative competence in El Salvador as well as in many other countries where English is taught as a foreign language is an aim that learners struggle to achieve even though it depends on many factors related to teachers, syllabus, teaching situation, environment, and learners themselves as well. There are many learning strategies or activities that are usually selected for enhancing or fostering language learning. These

activities that enhance language learning are usually communication-based activities and task-based activities. These activities usually play a big role in fostering communicative competence and enabling communication skills in comparison to those strategies of imitations, memorization and repetition drills that mainly concern about language and its structures rather than the use of that language.

Many traditional methodologies in the English language teaching begin by teaching grammatical forms from a book and then go on to set communicative activities in which teachers believe that students will use those forms. However, the initial aim of Task Based Approach is to encourage learners to engage in meaning with the language resources they already have, so they are able to use the language as much as possible.

This research project is essential since it demonstrated that the implementation of Task Based Approach fostered communicative competence in seventh graders in contrast with the traditional teaching style that was used in the classroom which did not provide enough suitable activities to foster and enhance students' communicative competence. This action research had a great impact on seventh graders since it was the first time students from Napoleon Ríos were exposed to a completely interactive method in the English subject.

In addition, the implementation of Task Based Approach benefited students in many ways such as more exposure to language, tasks related with real-life language needs, contexts that facilitate second language acquisition, among others. Some of the advantages of this approach are that students are more likely to develop intrinsic motivation. Task Based Approach is applicable and suitable for students of all ages and backgrounds, students are free to use whatever vocabulary and grammar they know, rather than just the target language

of the lesson, and Task Based Approach helps students pay close attention to the relationship between form and meaning.

The implementation of Task Based Approach allowed the most appropriate activities for a better understanding, learning, knowledge and comprehension of the different topics of the English language in which the seventh graders enhanced their communicative competence.

## 1.3 Scope of the Research

Developing communicative competence in English beginners' students seems to be one of the biggest challenges for most of the teachers in public schools in El Salvador that require involving long time organization, planning, commitment and continuous innovative methods and approaches that facilitate the teaching- learning process. In addition, it becomes hard for teachers to apply different approaches to develop students' ability to communicate when the syllabus itself remains oriented to teach mainly grammatical forms and the written language. Time is an important factor since new learners need more dedication and attention during the lesson, but in public schools, students only receive from three to five hours a week in which graders are not engaged in communicative activities; instead, the teacher is the one who tends to communicate more in the classroom.

In a diagnostic study carried out from February 19th to March 1st addressing Seventh Graders from Centro Escolar Napoleón Ríos, it was observed that developing communicative competence was not a primordial goal in the teaching syllabus; as a consequence, students had very limited exposure to communicative activities in the class. The lesson did not provide many activities in which students could freely express, or interact with each other with their

own ideas and experiences. The lesson was limited to grammatical structures or vocabulary, and little dialogues repetition; though, this did not usually result in effective input since students were not able to communicate simple expressions and opinions spontaneously, or to comprehend common conversation in the class. Besides this, students asserted that they had little practice in their oral and listening skills.

Another factor observed by the researchers was that activities developed in the lesson lacked sequence and coordination. Sometimes, it was perceived that activities were not previously and carefully organized; as a result, students only followed directions given by the teacher to develop the activities but they were not conscious of the specific purpose of the given practice. Thus, when goals were not explained and fixed, students could not get the involvement and engagement that was expected in their own learning. One disadvantage of this teaching style rebounds in the perception of a routine and tedious class for the students who might be discouraged when they realized their needs regarding their L2 learning process did not seem prosperous.

For all of these previous factors, researchers considered that students' management of written and oral language was important, and that different approaches and strategies should be implemented in order to let students learn in a more collaborative and refreshing environment where they had higher exposure to communication settings. Therefore, the research team carried out an action research project to test the impact of Task Based Approach to foster students' communicative competence. Thus, students were able to experience activities in a more interactive way, and they were able to have more participation and communicative involvement during classes.

This study was carried out with seventh graders and their respective teacher who helped and supported in the decisions and strategies that were applied at Centro Escolar Napoleón Ríos. Task Based Approach was suitable for this group since the majority students were true beginners (they have never taken English subject before), and they received plenty of activities oriented to develop their communicative competence in a more student-centered manner. Even though the four macro skills: writing, speaking, listening, and reading are necessary to develop a proper English language proficiency, this study was mainly focused on the speaking form of communication. Finally, the investigators worked 3-hour classes per week, from May to July, 2019.

## 1.4 Research Question

How does the implementation of Task Based Approach foster seventh graders' communicative competence at Centro Escolar Napoleón Rios in 2019?

## 1.5 Research Objectives

### 1.5.1 General Objective

To foster communicative competence through the implementation of Task Based Approach in seventh graders at Centro Escolar Napoleón Rios.

### 1.5.2 Specific Objectives

a) To determine which activities focused on Task Based Approach foster seventh graders' communicative competence.

b) To expose seventh graders to a set of meaningful activities built on Task Based Approach to foster their communicative competence.

c) To measure to what extent the implementation of Task Based Approach fosters communicative competence in seventh graders.

## 1.6 Baseline

The investigators addressed the seventh grade group including the teacher in charge on February 19th to discuss about the problematic and consider all students perspectives about the problem and the possible factors that contribute to it; besides, the opinion of the seventh graders' teacher was also important in providing the researchers with a wide view of the situation. The researchers designed a diagnostic questionnaire (Appendix D) for seventh grade students with multiple choice answers in order to know their concrete opinions and perspectives; moreover, the investigators addressed the teacher with an interview (Appendix E) to know her specific point of view about the phenomenon, and eventually an observation checklist was also used to identify specific behaviors during the class. These tools provided the researchers with a deep scene of the situation in English classes for seventh graders, and it helped them to identify and establish the problem.

First, by means of the questionnaire, students expressed that they are willing to learn English as they are excited because it is a new subject for them though they feel limited during the class; for example, they rarely sing songs, have warm-ups, listen audios or have group discussions. They feel that they are not given much opportunity to participate in the class since most of the time they work on filling in the book, repeating vocabulary or sentences. They suggested the teacher to develop more appealing activities and audio-visual

aids that motivate them to participate and speak more in the class. On the other hand, the teacher who was addressed by means of an interview said that she plans her class activities according to the syllabus contents and objectives. She added the students show enthusiasm and at least half of them participate in her activities, for example, in reading dialogues or solving exercises on the whiteboard. When she was asked about which skill had more priority in her activities, she commented that her activities were more oriented to develop writing and listening skill; thus, this was confirmed by the students later since they commented they would like to develop more activities that improve their speaking and listening skills, instead of writing activities focused only in grammar structures.

In this sense, after having explored the different aspects, the whole group: the seventh graders, their teacher, and the research team committed themselves to look for new strategies and approaches oriented to create positive changes to the problem as all of them acknowledge the importance of finding early solutions in order to provoke changes that better seventh graders second language acquisition process.

# CHAPTER II

# THEORETICAL FRAMEWORK

The development of communicative competence has been the subject of interest of many linguists such as Chomsky, Hymes, Canale, and Swain since they discovered that the key of a proper Second Language Acquisition process is the effective development of such competence. Because this competence is the responsible of social communication, educators should adapt their teaching methods in order to foster students' communicative competence. Klippel (1984) suggests that a good teaching method is the one in which students are involved in the process. Due to not all the teachers implement methodologies that help students foster their communicative competence by interaction, experts have devised different approaches to help teachers facilitate and improve their method so that students develop their communicative competence. An approach that provides students the opportunity to interact among them is the Task Based Approach; this is an interactive approach that can easily fix the inadequacies of other methods, and it has the purpose of encouraging students' independence to learn. Even though this approach is based on developing tasks, it does not leave grammar apart, and it is divided into sections that fulfill each of students' necessities. For that reason, one of the objectives of this research is to test the effectiveness of this approach to foster the communicative competence in beginners at junior high level.

## 2.1 What is competence?

At the time to define competence, Chomsky (1965) refers to the knowledge of a person, and he does not include ability and capacity in here. Thus, for him they are different

from competence while Taylor (1988) seems "competence as a state or product, not as a process; he distinguishes between competence and proficiency, because he describes proficiency as the ability to make use of competence, and it is dynamic and relates to process and function" (as cited in Dornyei and Thurrell, 1995, p.6) In other words, all human beings have been gifted with the capacity to interact using their intelligence, character and thoughts in all the aspects of their lives so they can use their communicative competence in a dynamic way. Moreover, Competence is the relationship between all the features that a person has inherent to produce the language and the accomplishment to apply it in order to produce accurate language in a given setting.

## 2.2 What is communicative competence?

Communicative competence is defined in different ways by many linguistics. Chomsky (1965) differentiates competence and performance as he states: "competence (the monolingual speaker-listener's knowledge of language) and performance (the actual use of language in real situations). Only under the idealization set forth in the preceding paragraph is performance a direct reflection of competence" (p.4).  In this sense, Chomsky defines the relation between competence as the previous knowledge about the language itself, and performance as the way how the language is developed by the speaker at the time to communicate.  Furthermore, performance is a complement of competence since the individual will not be able to use the language to communicate without the knowledge.

According to Hymes (1972), "communicative competence is defined not only as an inherent grammatical competence but also as the ability to use grammatical competence in a

variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence" (as cited in Bagarić & Djigunović, 2007, p.95).

Canale and Swain (1980) and Canale (1983) say that communicative competence refers to the unconscious or conscious knowledge of the language that the individual possesses, and it also refers to the capacity of the individual to communicate using this knowledge (as cited in Bagarić & Djigunović, 2007). "There are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfill communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principle " (as cited in Bagarić & Djigunović, 2007, p.96)

## 2.3 Components of communicative competence

According to the Common European Framework (2001), competence is defined "as the sum of knowledge, skill and characteristics that allow a person to perform actions" (p. 9). In this sense, it is related with the proficiency that a person has for developing a specific ability in order to performance an activity.

The Common European Framework (2001) establishes three main components in communicative language competence which are divided in: *linguistic, sociolinguistic* and *pragmatic*. Thus, a speaker must use language correctly not only based on grammatical rules, but also based on communicative competence. However, grammar is important at the time to convey meaning. Also, these three components must be taken into account at the time to teach.

## 2.3.1 Linguistic competences

According to Tienson (1983), "The notion of linguistic competence as a cognitive system that produces knowledge not antecedently present in the mind of the subject, e.g., knowledge of grammatical relations in response to certain stimuli is an important contribution to philosophical understanding of linguistics, and of cognitive psychology in general". Tienson refers to the direct relationship between background information and the influence of the environment.

Chomsky (1965) defines linguistic competence as the innate ability to speak a language and create messages never heard before that each human being has. He also states that each human being has internalized grammatical operations that are developed as his or her colloquial capacity develops.

According to Common European Framework (2001), Linguistic competences include "lexical, phonological, syntactic knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realizations" (p.13). In other words, Linguistic competence is the dimension and quality of knowledge, vocabulary, and how the speaker organizes this knowledge and lexicon to use this knowledge.

a) Lexical competence

According to Marconi (1997), lexical competence is "…as part of overall linguistic competence; more particularly, it is regarded as part of semantic competence, the knowledge and abilities that underlie a speaker's understanding of a language." (p. 77). It refers to the

ability to produce the language according to the acquisition of previous knowledge in the speaker.

As stated by The Common European Framework (2001), lexical competence "is the knowledge of, and ability to use, the vocabulary of a language, consists of lexical elements and grammatical elements" (p. 110). It is the ability to relate the act of speech and the part of the sentences elements.

Lexical elements include:

- **Fixed expressions**, consisting of several words, which are used and learnt as wholes, and Fixed expressions include:

  1. Sentential formula, including: Direct exponents of language functions such as greetings, e.g.: How do you do? Good morning! among others

- **Fixed frames**, learnt and used as unanalyzed wholes, into which words or phrases are inserted to form meaningful sentences, e.g.: 'Please may I have". other fixed phrases, such as:

  1. Phrasal verbs, e.g. to put up with, to make do (with);

  2. Compound prepositions, e.g. in front of. (Common European Framework , 2001, p. 110)

  b) **Grammatical competence**

According to Chomsky (1965), grammatical (linguistic), just as theoretical and practical knowledge is defined with a specific number of rules, which set up correct sentences with correct grammar functions. It states that grammatical competence develops a series of

rules with the purpose to create adequate languages skills in order to improve language performance. (As cited in Millrood, 2014, p.5).

According to Ur (1988), "Grammar can be defined as the rule of how to combine and construct words into larger units in aspect of meaning" (p.4). In this sense, grammar is a complex system in the brain that is used to speak correctly; it is related with the capacity to produce the language. Moreover, the speaker creates the ability to analyze and encode the features that a language has; this is called grammatical competence. Therefore, it is important to mention the different categories that grammar has.

As claimed by Common European Framework (2002), there are grammar features such as:

- **Grammatical elements** belong to closed word classes, e.g. (in English):

a.      articles (a, the)

b.      Quantifiers (some, all, many, etc.)

c.      demonstratives (this, that, these, those)

d.      Personal pronouns (I, we, he, she, it, they, me, you, etc.)

e.      Question words and relatives (who, what, which, where, how, etc.)

f.      Possessives (my, your, his, her, its, etc.)

g.      Prepositions (in, at, by, with, of, etc.)

h.      auxiliary verbs (be, do, have, modals)

i.      conjunctions (and, but, if, although)

j.      Particles (e.g. in German: ja, wohl, aber, doch, etc

k.  categories, e.g.: number, case, gender concrete/abstract, countable/uncountable (in)transitive, active/passive voice past/present/future tense progressive, (im)perfect aspect

l. classes, e.g.: conjugations declensions open word classes: nouns, verbs, adjectives, adverbs, closed word classes

m. structures, e.g.: compound and complex words phrases: (noun phrase, verb phrase, etc.) clauses: (main, subordinate, co-ordinate) sentences: (simple, compound, complex)

n. Processes (descriptive), e.g.: nominalization affixation suppletion gradation transposition transformation

o. Relations, e.g.: government concord valency (CEF, 2001, p. 111).

**c) Phonological competence** involves a knowledge of, and skill in the perception and production of:

- **the sound-units (phonemes)** of the language and their realization in particular contexts (allophones);

- **the phonetic features** which distinguish phonemes (distinctive features, e.g. voicing, rounding, nasality, plosion);

- **the phonetic composition of words** (syllable structure, the sequence of phonemes, word stress, word tones); (CEF, 2001, p. 116).

- **Sentence phonetics** (prosody)

According to Beckman (1996), "it has been demonstrated to play some role in parsing the grammatical structure of utterances of texts that might otherwise display surface (syntactic) ambiguity" (p.7). It refers to the part of the phonological system which deals with the right pronunciation and accentuation in the speech.

- **Sentence stress and rhythm**

According to Murcia, Dornyei, & Thurrell. (1995)," rhythm refers to an alternation of phonetically and/or phonologically strong and weak syllables organized in a principled way" (p.6). It refers to the emphasis certain syllables have in words of the sentences in order to create harmony at the moment of the speaking.

- **Intonation**

It refers to the oral system to utterance words to produce verbal communication which exposes pitch direction. This means that intonation is perceived as the different changes in the voice that can be produced by the speaker. (Crystal, 1969).

## 2.3.2 Sociolinguistic Competences

The term Sociolinguistic Competence was defined by Canale and Swain (1980) as the learners' ability to use language appropriately in various social contexts. In other words, this competence deals with the ability to interact in different social environments according to cultures, traditions, norms that a language carries.

**Linguistic markers of social relations**

According to the Common European Framework (2001), Linguistic markers are determined by some factors as a) relative status, b) closeness of relation, c) register of discourse are different in every language and culture.

- use and choice of greetings:

    1. On arrival, e.g. Hello! Good morning!

    2. Introductions, e.g. How do you do?

3. leave-taking, e.g. Good-bye . . . See you later (CEF, 2001, p.119).

**b) Politeness conventions**

Common European Framework (2001) says: "They vary from one culture to another and are a frequent source of inter-ethnic misunderstanding, especially when polite expressions are literally interpreted". (p.119). It express proper expression that a community or given place has.

- 'Positive' politeness, e.g.:

1. showing interest in a person's well-being;

2. sharing experiences and concerns, 'troubles talk';

3. expressing admiration, affection, gratitude;

4. offering gifts, promising future favors, hospitality;

5. Appropriate use of 'please', 'thank you', etc. (CEF, 2001, p. 119).

## 2.3.3 Pragmatic competences

Canale (1988) defined the term pragmatic competence as the knowledge of contextually appropriate language use, and he included some elements such as "illocutionary competence, or the knowledge of the pragmatic conventions for performing acceptable language functions, and sociolinguistic competence, or knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context" (p.90).

### a. Discourse competence

It refers to the performance pupils develop in order to outcome the language with concordance; furthermore, it is related with the capacity to express themselves properly with

adequate grammar sentences and expressions. In their model of communicative competence, Canale and Swain (1980) and Canale (1983) associate discourse competence with the cohesion and coherence of utterances or sentences. Besides, it is the capacity to assimilate, produce and promote new ways of language as narrations, role plays, and impromptu speech with good arrangement of different kind of ideas.

- **Flexibility to circumstances**

Flexibility refers to the "Learners' ability to reformulate ideas in different ways in order to give emphasis, differentiate according to the situation, and to eliminate ambiguity" (CEF, 2001, p. 124). It is the capacity that students have to produce their knowledge and to distinguish unclear ideas in order to create their own criteria.

- **Turn taking:** The appropriate intervention in discussion, exploding appropriate language to do so.
- **Thematic Development:** Development of elaborated descriptions and narratives, integrating sub-themes to support and add details and examples.

**b) Functional competence**

Functional competence refers to the learner's ability to produce and comprehend the utterer's intentions; for this, the learner needs to be sensitive to "appropriate expressions" to achieve certain functions in a given speech situation. Functional competence should be, strictly speaking, combined with discourse competence, going beyond the sentence level into the discourse level (CEF, 2001, p. 125). Students develop the capacity to articulate the act of speech with a proper interpretation of ideas that help them to improve their verbal communication.

- **Micro functions** they are usually used in conversations when the individuals agree, give opinions, and give suggestions (CEF, 2001, p. 125).

- **Macro functions**: it is defined as: "categories for the functional use of spoken discourse or written text consisting of a sequence of sentence or sometimes extended. Macro Functional categories are: Description, Narration, commentary, exposition, explanation, and demonstration. (CEF, 2001, p. 125).

## 2.4 What is task?

In a general sense, Long defines a task as: "everything a person does in everyday life, at work and in between" (as cited in Nunan, 1989, p5). In this sense, some examples of tasks are: painting a fence, dressing a child, buying a pair of shoes, taking a drive test, typing a letter, etc. However, Nunan (1989) considers that this definition is non-technical and non-linguistic since all the examples provided do not involve language. Richards and Schmidt (2002) defined the word task related to teaching as: "an activity which is designed to help achieve a particular learning goal" (p.539). This pedagogical perspective helps make a distinction between "pedagogic" tasks and "real-word" tasks. On the other hand, Willis (1996), in her book *A Framework for Task-Based Learning*, uses the term task to refer to activities in which the learners use a target language for a communicative purpose or goal in order to achieve an outcome.

### 2.4.1 Task components

Nunan (1989) explains that a task contains two main components: some form of data input data, which might be either verbal (e.g. a dialog or reading passage) or non-verbal (e.g.

a picture sequence), and an activity derived from the input. Other elements present in a task are goals and roles for teachers and learners either implicitly or explicitly.

A task can be characterized as follows:

**a) Goal:** Goals are the vague general intentions behind any given task e.g. exchanging personal information.

**b) Input:** It refers to the data that forms the point of departure for the task e.g. questionnaire on sleeping habits.

**c) Activity:** Activities specify what learners will actually do with the input which forms part of departure for the task e.g. reading questionnaire or asking and answering questions about a topic.

**d) Teacher role:** e.g.  Monitor and facilitator

**e) Learner role**: i.e. Conversational partner

**f) Setting:** It refers to the classroom arrangements specified or implied in the task, and it requires consideration of whether the task is to be carried out wholly or partly outside the classroom e.g. classroom pair work.

## 2.4.2 Steps of the task- Task Process

The task based approach does not consist only of developing a series of tasks; for that reason, Willis (1996) describes the task based approach as consisting of three main phases: Pre-task, task cycle, and language focus, and some of these have sub phases.

**a) Pre-task**

During this phase, the teacher introduces the topic and the task by highlighting useful words or phrases. This is usually the shortest stage in the whole framework, approximately between two and twenty minutes; however, the length of the stage depends on the learners' degree of familiarity with the topic and type of task. Also, during the pre-task, the teacher gives instructions and ensures that all the students understand the goal and know what to do.

**b) Task cycle**

This is the second stage of the task based learning framework, and it has three components which are: task, planning, and report.

- **The task stage:** here, the students do the task either in pairs or small groups. The role of the teacher in this stage is to monitor and encourage, not to teach, and the teacher has to avoid helping students. The task ends when most pairs or groups have finished, and it is good to comment positively on how students have done the task; with this, the class tend to proceed smoothly into the following stages

- **The planning stage:** right after the task stage, it comes the central part of the task cycle or planning phase. Here the teacher gives time to the students to plan how they will report what they did during the task stage. According to Willis (1996) after the task stage has stopped, the teacher needs to do the following:

1- Explain students that one member of the pair or group will report the findings of the task to the whole class

2- Be clearly about the purpose of the report

3- Tell students who the audience will be

4- Explain what kind of report students will take (oral presentation, with or without written notes, written display)

5- Make sure that students know what sources they can use such as dictionaries, text books, etc.

6- Set students a time limit

7- Tell students how long their presentation or report should be

8- Give roles to each member of the group so that all of them participate

In contrast to the task stage, in which the teacher just monitors, gives instructions, but does not help students, here, the teacher has the role of language adviser, and he or she helps students prepare their report.

- **The report stage:** this is considered the natural conclusion of the task cycle. During this stage, the teacher has the role of chairperson who introduces the presentation, sets a purpose for listening, nominates who speaks next, and sums up in the end. It is also important to give students feedback after their presentation. This stage gives students a stimulus to upgrade and improve their language. It also encourage them to think about form and meaning , accuracy as well as fluency

c) **Language focus (Analysis and Practice)**

This is the final phase of the task based learning framework, and it adds an opportunity for explicit language instruction. The purpose of these activities is to get students

to identify and think about particular features of language form and language use in their own time and level. These will help students recognize these features when they meet them again either inside or outside the classroom.

- **Language analysis activities**

These types of activities are sometimes called consciousness-raising activities, language awareness, or even meta-communicative task. They follow the task cycle; for that reason, they cannot consist of decontextualized presentations or practice of language items in isolation; they involve learners in a study of the language forms that were actually used or needed during the cycle. Analysis activities give learners time to systematize and build on the grammar they know already, to make and test hypothesis about the grammar and to increase their repertoire of useful lexical items.

- **Language practice activities include:**

a) Repetition

b) Listen and complete

c) Gapped examples

d) Progressive deletion

e) Unpacking a sentence

f) Repacking a sentence

g) Memory challenge

h) Concordances from common words

i) Dictionary exercises

j) Personal recordings

k) Computer games

## 2.5 Task Based Approach and Communication

Task Based Approach has its origins with the development of the Bangalore Project or Communicational teaching project from 1979 to 1984. The project was intended to

improve the situational oral approach, competence and communication. This project promoted a totally different way of learning from focused on meaning rather than on form. Prabhu (1987) defines task as activities that are carried out in the classroom, and activities that are focused on meaning which involve learners actively in their learning process instead of focused activities based on content as it was a common practice/approach at that time. Moreover, Prabhu explains "competence as "grammatical competence" (the ability to conform automatically to grammatical norms) and communication as a "matter of understanding or conveying meaning" (Prabhu p.1).

The term "tasks" has been used since the late 70's, but they were called "communicative activities". TBA (Task Based Approach) is also familiarized with the Communicative Language Teaching (CLT) as both are centered in communication and intensive interaction. Moreover, Nunan (2004) differentiates both methods as he refers to CLT as a "broad, philosophical approach to the language curriculum" that has emphasis in theories and researches. On the other hand, he refers to TBA as "a realization of this philosophy at the levels of syllabus design and methodology". (p.10)

Moreover, TBA (Task Based Approach) provides much priority in interactive and authentic activities in which learners get involved in situations that they can perform in their real life. "After all, we use language for transmitting messages, which is content, and association of meaning and language is perceived as close to reality" (Sanchez 2004 p.41). For Vigotsky, language and social interaction are closely related since the individual needs to interact with others so that he or she acquires linguistics abilities that will help them to communicate. Another expert who gives a valuable contribution to the definition of this

approach is Ellis: "TBL is mostly about the social interaction established between learners as a source of input and means of acquisition, and involves the negotiation of meaning, communicative strategies, and communicative effectiveness" (Ellis 2003, p. 320). It is common that in the classroom students take a role of listeners only, and the teacher the role of an explainer. According to Ellis (2003) most active student participation in relation to other conditions such as performance orientation, focus on meaning and form, goals, level of task difficulty will make a huge difference in the learning process of students.

## 2.5.1 Conditions for Language Learning

Willis (1996) establishes four essential conditions in which an effective learning language takes place: exposure, use, motivation and instruction.

### a. Exposure

It is important that students are exposed and experience a wide range of vocabulary and language in general in order for them to use it and understand it in the real world. It involves listening or reading or both, and the quality of this exposure it is more essential than the quantity.

### b. Use

Besides the exposure of the language, it is essential for students to know how to use the language in a real context, and the different types of practices are fundamental for language development. The teacher should provide students any kind of condition and opportunity to communicate and express their thoughts and feelings; in this way, students will use the language for real purposes, so they will use the language that they already know.

### c. Motivation

The teacher should stimulate students' interest during the class, so they will learn anything from that. Satisfaction, success and confidence are key factors in sustaining motivation since when students feel that they have achieved anything by their own effort, they will be more likely to keep participating on each activity and their confidence level will rise.

### d. Instruction

When a teacher designs and gives instructions to students, they will not necessarily learn the things in that specific order; some students will learn things in a different way or order. The activities should be aimed at focusing on meaning, so the information will be more beneficial in a long term, and the language will be understood and produced naturally.

## 2.6 Types of Tasks

### 2.6.1 Info- gap tasks

Phrabu (1987) defines it as "task that involves a transfer of giving information from one person to another or from one form to another, or from one place to another" (as cited in Nunan 2004 p.57). These types of tasks require students to figure out the received information and transfer meaningful information to the other student or place in order to get the total information. Thus, in such process, students will use different strategies as "criteria of completeness and correctness in making the transfer" (as cited in Nunan 2004, p.57). Info-gap activities tasks allow many opportunities for students to infer and transmit information

in a verbal way because they can interact with others while questioning and answering, while clarifying meaning and correcting each other.

a) **Pair work:** students work in pairs, and each of them has a part of the overall information (an incomplete image). Then, they are told to explain their part of the information to the other.

b) **Complete tabular representation:** Students are given a piece of text of a particular topic, and they are told to full fill the table by selecting the most important data that is on the piece of text.

c) **Questions & answers**

These activities basically involve students to ask and give answers based on a determined frame or topic. The info- gap is created while they communicate and comprehend the different pieces of information. The questions are asked to gather information student A does not have from student B, for example, student A asks student B about the most popular places in his city and vice versa. Pattinson (1987) describes that these activities can be developed with various topics and structures, and more, they have freedom to express and communicate their own ideas (as cited in Nunan 2004, p.57)

d) **Jigsaw tasks**

"Tasks that involve learners in combining different pieces of information to form a whole" (Richards as cited in Nunan 2004, p.58). In addition, he provides the next example: students are formed in groups of three or more. Each of them has a different piece of a story

so their aim is to communicate to complete the story in a logical sequence. Jig saw are very flexible activities because they let students get involved in reading, listening and speaking.

## 2.6.2 Reasoning gap task

In these types of activities students develop reasoning and critical thinking skills since they are needed to understand information they are given, and then, create new information and reproduce it by interpreting, assuming, analyzing, and identifying their own feelings and thoughts about the information provided. According to Phrabu (1987), these activities are different from info-gap activities because the information to be produced is not similar with the information given at the beginning. In other words, these tasks have a different result and the new piece of information is connected with the first by reasoning and critical inference.

### a) Timetables

Timetables are a great way to have students bring up thoughts opinions and create new ideas about certain topics. These types of activities are developed by combining other activities as discussions, listings, etc. Willis and Willis (2007) describe an example of this activity applied by an argentine teacher in her classroom: the teacher leads a discussion about a specific school time table: "How many subjects are there? How long do you spend on each subject? And so on. Later, she has the students work in groups to create their ideal school time table. After that, they will share their timetable with the whole class and another discussion will take place when the teacher asks questions "So, you would like to have math five times a week? At the end, the teacher sums up with a table on the board with every group ideas. Willis stays: "at each stage learners may wish to mine the language they have been exposed to in order to find language to help them express their own meanings" (p.27). Willis

explains that this activities help students to transmit and use language based on meaning rather that form, and the teacher does not control their use of language during the activity since they can even use their mother tongue to communicate even though vocabulary input before the activity must take place.

**b) Brainstorming**

Willis (1996) explains that listing activities such as brainstorming and fact finding "may seem at far too simple, but the linguistic challenge can vary according to what you ask learners to list, it could result in a list of words or short phrases or even quite complex sentences" (p.66) Brainstorming may be a very adaptable task to all ages and topics. Students become active learners and use their logic and basic knowledge regarding a topic to create ideas and even get more knowledge about a topic, and best, they achieve this knowledge by interacting with others and using their second language in a natural way.

## 2.6.3 Problem solving tasks

Problem solving tasks encourage students to bring up possible logical solutions to different situations or issues given. Besides, it is a way to provoke discussions "and also offer scope for a variety of writing activities including note taking, drafting and finalizing proposals for solutions¨ (Willis 1996, p.27). "Real life problems may involve expressing hypothesis, describing experiences, comparing alternatives, and agreeing a solution". (Willis 1996, p.27)

Willis (1996) expresses that the teacher must give a good presentation of the problem by explaining and giving some further knowledge about it, and the teacher must be clear

about what she expects their students to achieve with the task. Topics and problem issues are important key in the engagement of the students, so the teacher must choose topics or problems that students are related with. Thus, they will be motivated to discuss and provide solutions to it.

**a.      Puzzle**

Pattinson (1987) says: "Once again there are different types of puzzles and problems. These require learners to make guesses, draw on their general knowledge and personal experience, use their imagination and test their powers to logical reasoning" (as cited in Nunan 1989, p.68). Willis says that these tasks are good to have students compare different scenarios or situations, and finally find a solution to the problem. "Note however that if the cognitive load is to great, i.e. if the problem is highly cognitively demanding, learners will have less spare mental capacity for composing what to say while trying to find the solution in real time" (Willis and Willis 2007, p. 101) .Moreover, they provide an simple example on how to use puzzles with real beginners as following: "These can be based on a geometric drawing with shapes, sizes and colors. How many diff shapes can you find in this big square? How many small triangles? Big ones? Big blue ones?" (Willis and Willis 2007, p. 101)

**b)  Bingo**

According to Willis (1996) this game is a great opportunity for real beginners to be exposed to a set of phrases and vocabulary as she states that vocabulary and common expressions are the basis for students who are starting learning a target language. Also, she explains that this activity may be developed and adapted to any topic such as numbers, alphabet, colors, etc.

Willis (1996) explains to us that students can even draw their own bingo cards:

"They black out four squares, leaving five blank. You then call out two alternative numbers, or words from lexical sets for them to choose from and fill in the blank squares. Each learner will then have a slightly different card. Then you can call the items out once at a time, or let each group do so in turn, until someone call Bingo" (p.122).

**c) Matching tasks**

According to Willis and Willis (2007) matching activities are excellent to implement with real beginners since they are exposed to a variety of vocabulary, and also most of them are controlled by the teacher. There are many alternative ways to develop these tasks including listening and reading, for example, students start by listening their teacher talking about a series of different objects or elements, so they naturally start relating words and phrases to meanings. The teacher may start talking about fruits, then she continues describing bananas until students understand the meaning of what a banana is, and they can relate the image or idea in their heads with the real object or picture. Not only pictures can be used to develop matching activities but shapes, colors, descriptions, caption cards, photos, short texts and summaries.

**2.6.4 Dialogues and Role plays**

Role plays are activities that consist of assigning students a role of different participants in a situation, and students perform what possible might happen in that situation. It is also called simulation and role playing. Moreover, Willis (1996) states that role plays are problem-solving tasks that can have an outcome or not depending on the situation and

what this requires to perform. Roles plays in which students have to solve a problem or bargain are consider task because they provide an outcome for each side. On the other hand, role plays in which students only perform predefined roles to practice a language structure are not considered task because there is no an outcome to achieve as when they try to convince someone or explain something fully.

According to Pattinson (1987), the key succeed in a role play is to give legible directions and establish clear aims to achieve; in that way, students will be more willing to participate and learn than when they just repeat and practice (as cited in Nunan 1989 p.69).

## 2.6.5 Pictures

Many tasks can be stimulated or based on visual things through the use of pictures since learners are highly attracted by images rather than text. Willis (1996) pointed out this type of tasks as a possible starting point: spot the difference, describe and arrange, describe and draw, story-line through pictures, pictures for memory games, etc. These tasks stimulate learners to engage with the topic first, so then, they will be ready for further information and development of the class once the teacher catches their attention.

## 2.6.6. Memory Game

It is also called concentration, and it consists of memorizing the location of items, words, phrases, or numbers. Willis (1996) states that a memory game can be derived from another tasks like listing task. For example, after an object presentation, teacher can take them into a bag and take out one to talk about it; then, students discuss among them the order

in which teacher took out the items. This means teachers can turn many tasks into memory games.

### 2.6.7 Classifying task

Classifying is a cognitive strategy task in which students order or put together things that are similar into the corresponding category (Nunan, 2004). Willis and Willis (2007) say that students can have the option of creating their own categories to classify the things, or the teacher can establish the categories for students to list the things into them, but each choice will have a different outcome on students. If the teacher let students to create their own categories, he should also give them one or two ideas, so they will be more oriented. However, if the teacher establishes the categories to students, they will feel more secure of what they are doing, but they will be more limited while producing the language.

### 2.6.8 Familiar songs

Another way to engage students and build a dynamic, energetic, and interesting class is by using songs; Willis (1996) affirms: "Songs make a welcome change. Listening, then, matching words to music, words to song lines, or simply following the words written down can offer a different kind of learning opportunity" (p.123). Singing might be engaging for most teenagers, and they may get interested in the actual meaning of the song which also exposes to a variety of common expressions. Students become more attracted to learn vocabulary if they are enjoying the process, and music provides the perfect conditions for students to learn the language in comfortable surroundings.

### 2.6.9 Predicting task

Predicting is another cognitive strategy task in which students will have to imagine what is to come in the learning process or the topic of the class (Nunan, 2004). The purpose of this task is to prepare students for the understanding of a certain topic. According to Willis and Willis (2007) "Other prediction tasks can be set up as stimulus for oral discussions or a writing task. These make excellent preparation for content-based learning" (p.97). Prediction tasks engage students' curiosity or attention into the class, and there is usually a definite solution, however students will be free to express their opinions about it, and the language will be produced without limitations.

### 2.6.10 Oral presentations

According to Al-Issa (2002), oral presentation is a task implemented in new learning methods such as progressive education, communicative language teaching classroom, and student-centered approach which have the purpose of "making the classes communicatively dynamic by encouraging students to take initiative, think beyond the mandated textbook, and use language creatively, purposefully, and interactively" (p.227).

This kind of task is "an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency" (King, 2002, p.1). Even though most of the students are overwhelmed with the research and communication skills that are necessary for a successful presentation, King (2002) affirms that this task provides students with a learning experience and teach lifelong skills that will be beneficial to learners in all school subjects as well as later in their careers if the presentation is properly guided and organized. (p1).

In this task, the teacher plays an important role to facilitate, support, organize, and guide students' learning by doing the following:

·        Establishing guidelines

·        Grouping and scheduling students' presentations

·        Choosing and assigning topics

·        Dealing with technical problems

·        Evaluating and giving feedback

Moreover, Al-Issa (2002) establishes the following advantages of this task related to students' communicative competences:

·        Integrating language skills: Al-Issa (2002) says that "while the presenter is presenting his or her work, everyone else is reading the notes, listening to the talk, and taking notes in preparation for asking the presenter questions about the topic." (P.228-229)

·        Practicing speaking: Oral presentations is an effective way to encourage the presenting students to practice meaningful oral English and the rest of the class to practice listening.

·        Making decisions: Oral presentations allow students to make their own decisions about the topic and information as well as the resources

·        Preparing for real-life: "presenting in the classroom prepares students for the job market that they will enter when they leave school" (Al-Issa, 2010, p. 230)

· Promoting Learner-centeredness: With oral presentations, students leave memory and transmit ion-based learning, and they adopt a dynamic, reflective, and independent learning as well as critical thinking. Students learn through discovery and research, and they take responsibility of their own learning.

## 2.7 Advantages of Task Based Approach

- **It provides learners spontaneous interaction**

According to Ganta (2015), learners receive multiple chances to use words or structures they already know and learn new words and expressions by interacting with others. Learners are free to use the language they want, and they are encouraged to problem solving activities rather than in grammar or language structure activities that can be less stimulating for them. Thus, students develop their cognitive competence as well as their communicative competence as they do the task.

- **It gives opportunities to learn vocabulary**

There are many activities that help teachers to introduce vocabulary to students and to make their students practice the vocabulary. Such activities include: brainstorming, word webs, cooperative dictionaries search, or matching lists of words to definitions. By group work interaction students can be given opportunities to learn new words from others in a natural and unconscious way. He also says that teacher can use interactive glossaries to make their students negotiate meaning and understand new words. (Newton 2001, as cited in Ganta 2015).

- **It provides essential conditions for language learning**

Task Based Approach provides four conditions to language learning if it is well implemented which according to Willis (1996) are: exposure, use, motivation and instruction. In TBA students are exposed to various interactive activities in which they can use the language with a determined purpose. Thus, motivation takes place when students perform the task because they relate to the real world. "Task Based learning creates conditions which enhance language learning spontaneously. It prepares learners to use language in the real world (Andon 2010, as cited in Ganta 2015 p. 2764)

- **Students' active involvement**

This approach is considered highly student centered since the learners take the most important role in the development of the tasks and as a consequence, their learning process. TBA emphasizes in students' personal experiences and comprehension of the language as they participate actively and reflect during the task process. Different approaches focus more on transmitting knowledge from teacher to student, and they do not give students the opportunity to experience with the language.

## 2.8 Disadvantages of Task Based Approach

- **Important amount of time**

According to Leaver and Kaplan, one significant disadvantage of this approach is time as it requires a lot of time investment to plan, organize and build a syllabus designed with different processes and stages. Also, it is hard to accurately estimate the time that

students will take to complete each task; mostly, when they are not used to develop this type of tasks in real life situations. In U.S government schools, teachers were trained by administrators and other experts in order to improve their knowledge and abilities to develop this method (as cited in Elmahdi 2016).

- **Task Difficulty**

According to Candlin, the difficulty of a task is determined by factors such as "The cognitive load and clarity of the goal of the task, code complexity and interpretive density of the language to be used were some of the criteria considered in establishing the difficulty of a task" (as cited in Ganta 2015 p. 2765). As he mentions, there are many factors that contribute in making a task difficult or not. All these factors and others as time pressure, speed, number of participants, familiarity of the topic, familiarity of the task, and clarity of directions and goals will definitely regulate how difficult learners consider the task. It is also a challenge for teachers to choose adequate tasks according to the level of students.

- **Cognitive and Linguistic demands**

Another disadvantage in the classroom when applying Task Based Approach is that learners may have difficulty in understanding the task, so more time and resources would be needed. Second, students, especially beginners might feel overwhelmed if they do not know the vocabulary or structures to be used to develop the task. Tasks that require speaking as role plays or describing differences are hard to apply with learners who are starting to learn a second language since they are not able to maintain a conversation so they become demotivated, and they lose confidence when practicing the language. (Ganta, 2015)

- **Lack of authentic material text books**

Also, there is not many authentic material text books focused on TBA. This is a great limitation for teachers developing the approach since they need more time to look in different sources such as articles, magazines, and newsletters, or they need to create their own material. (Leaver & Kaplan, as cited in Elmahdi 2016)

- **Low importance to training teachers**

Another obstacle teachers might face is that they are not given proper instruction of strategies and techniques about this method. Most of teachers do not feel comfortable with it due to the time that requires to plan, and the little or null knowledge they have about its implementation. Hui states that "the teacher, who attempts to succeed in conducting TBLT, is requested to have adequate knowledge on the instructional framework related to its plan, process, and assessment" ( as cited in Elmahdi, 2016, p. 306)

- **Authenticity of tasks**

Another disadvantage of this approach mentioned by Ganta (2015) is that it requires the implementation of real life situations as tasks in the classroom, and sometimes it is a challenge for teachers to adjust activities that might occur in real world situations, for example, describing a picture to someone else so that they can draw the image. Some activities as the mentioned before are not considered fully authentic tasks; however, they still provide the learner with the conditions for communication and interaction to take place.

# CHAPTER III

# METHODOLOGY

This chapter presents the process that researchers used to integrate all the elements of the study "Implementation of Task Based Approach to Foster Seventh Graders' Communicative Competences at Centro Escolar Napoleón Rios in 2019" in a coherent and logical way. First, the paradigm and design are defined; then, to detail these phases, the sampling procedure and the preliminary phase are described. Moreover, the researchers explain how they reached out and defined the problem, and other elements such as the planning phase, literature review, and operationalization of variables, the validation of instruments, type of study, and the population for this to be a reliable research. It is important to mention the timeline which describes the sequences of the steps that were carried out in this investigation. Finally, a budget is presented to indicate all the resources and services that the investigators used and how much they spent during this process.

## 3.1 Paradigm and Type of Study

To carry out the investigation "Implementation of Task Based Approach to Foster Seventh Graders' Communicative Competences at Centro Escolar Napoleón Ríos in 2019", researchers conducted an action research paradigm under the mixed method study. The qualitative paradigm was part of this investigation, and it had the purpose to know how efficient the implementation of this approach was. Moreover, researchers explain through

this paradigm how the approach improved the communicative competences in the classroom.

Furthermore, researchers use a quantitative paradigm to present the numerical measure of the investigation: the result of the pre-test and post-test. Finally, the researchers collected and analyzed the results by using a mixed method study.

## 3.2. Sampling Procedure

One of the most populated schools in Santa Ana is Centro Escolar Napoleón Rios, and it has two groups of seventh graders students, morning and afternoon. The researchers decided to narrow the target population taking into account the whole morning group with thirty three students. The researchers focused on such group to develop the study "Implementation of Task Based Approach to Foster Seventh Graders' Communicative Competences at Centro Escolar Napoleón Rios in 2019", and they selected the population based on students' background knowledge and level of communicative competence since seventh graders are true English beginners. Hence, all the students were part of the study.

Since the whole population were conveniently available to participate in the study, a convenient sampling was needed. Thus, all the students were taken into account in the study, and they participated in all the data collection process.

## 3.3. Preliminary phase

In this stage, to carry out the research study "Implementation of Task Based Approach to Foster Seventh Graders' Communicative Competences at Centro Escolar Napoleón Rios in 2019" , the research team described how they approached the phenomenon, the target

population, and how they managed the preliminary diagnostics to construct the baseline. Besides, the researchers provided an explanation about how they identified and defined the problem of study.

### 3.3.1. Approaching the field of study

On February 19th, researchers presented a permission letter to conduct observations, and to address the students and teacher. Lately, a second permission letter (Appendix A) was presented to the principal of Centro Escolar Napoleón Rios to implement the plan of action aimed to foster students' communicative competence and expose students to a different way of learning. At the same time, the research team and the population held a reflection section where important aspects of the problematic were discussed. As a result, the participants committed themselves to be part of the research project and cooperate to provoke positive changes.

Researchers observed the problem at Centro Escolar Napoleon Rios where seventh graders showed deficiency in their communicative competences in the English Subject by conducting several non-participant observations (Appendix B, C), researchers approached the field of study and realized the existence of the problem. To have an extended scene, they carried out a diagnostic questionnaire (Appendix D) for the students and an interview (Appendix E) addressed to the teacher to know her view of the problematic.

After having the results of the questionnaires (Appendix D), the research team recognized that the majority of students agreed that they were not exposed to activities in which they could improve their communicative competence since classes were based mostly

on a textbook and writing activities; therefore, this teaching style did not help students to encourage to speak and interact actively with the language.

Consequently, the teacher in charge of the English subject in seventh grade was also addressed by means of an interview (Appendix E). In this interview, she expressed that she developed the class based on the MINED's syllabus and a textbook. She said that reading and writing activities had more emphasis in her classes, and that all the students participated in her class. However, through several observations, the investigators noticed some factors that depended on the teaching style used by the teacher that affected students' learning process.

Researchers used all the collected data through observations, questionnaires, and interviews to start the selection and formulation of the problem which is the core of this investigation.

### 3.3.2. Definition of the problem

Researchers started to observe to have a clear idea of the situation in the classroom and the problems that affected their performance. On February, 2019, researchers started to identify the problem, and for this, they carried out several observations. They used a questionnaire addressed to all the students of seventh grade to know their opinion about the subject, the difficulties they faced, and their expectations related to their performance/learning. Moreover, the investigators used an interview addressed to the teacher in charge of seventh grade to know her point of view about student's attitude and participation in the class and the strategies she used in a detailed way. Additionally, researchers started to

write a journal in which they wrote down the observations about the development of the class to have important information details of each session.

The research team realized by means of a non-participant observation (Appendix B, C) that students showed low performance/efficiency in their communicative competences in the English subject. Some factors that affected their learning dealt with the teaching style used in class. Though the observations, it was noticed that the lessons did not include interactive activities for students, neither they followed an intended sequence. Students basically memorized words and structures for written test, but they did not know how to use the knowledge to speak, write, or understand what someone said. Also, it was noticed that students showed low enthusiasm and participation during classes.

Later on, the investigators addressed students by means of a questionnaire (Appendix D) to know student's perception of the phenomena. Students expressed they were interested in speaking English since it was the first time they were taught. However, they said that they only solved exercises on the textbook, repeated vocabulary and dialogues, and sometimes they did not understand the topics completely and felt frustrated at the time to have evaluations. Students accepted that they needed to develop activities that allow them to speak, pronounce, and practice what they have learnt in the previous class. They said they were willing to develop more activities that were focused on speaking English and acquire vocabulary.

Additionally, researchers got the teacher's opinion by means of an oral interview (Appendix E). In this interview, the teacher was asked about lesson planning, the purpose of the activities, classroom arrangement, participation, and macro skills, school's resources,

student's motivation, and technology. First, she discarded the use of technology to teach English due to the lack of resources and the difficult access to the computer center. Then, she expressed that her classes were based on MINED's syllabus and that she used a textbook as a support for her classes. Also, she said that speaking activities are rarely developed in the classroom and that half of the students are motivated and interested on learning the language.

Based on what it was gathered through the tools of the diagnostic study, researchers took into consideration the most relevant findings to establish the problem to investigate which are the necessity to develop students' communicative competence and the non-effective teaching and learning style used in the classroom. Besides, the investigators needed to know students' level of communicative competence; as a result, they evaluated students through a short oral presentation activity which served as a pre- test or diagnostic test (Appendix G) that gave important and meaningful information to execute the plan of action. Such results were compared and analyzed with the final results at the end of the study.

Furthermore, taking into account the information gathered in the observations carried out, the questionnaires addressed to students, the interview addressed to the teacher, and the results of a pre-test, researchers considered proper the utilization of the Task Based approach to foster communicative competence in seventh graders at Centro Escolar Napoleon Rios. Additionally, researchers consulted their tutor before the definition of the problem so that it was innovative, valid, and worth it to develop.

## 3.4 Planning Phase

After the administration of the diagnostic study which was a preliminary stage to pre-write and formulate the problem, researchers started to work on a solid theory for the development of the research study. Based on all the theories and information related to the topics of interest, task based approach and communicative competence, researchers started to work on the operationalization of the variables, the plan of action, the data collection tools, and the validation of these. A more detailed description of the stages of the planning phase is presented below.

### 3.4.1 Literature Review

To carry out the research called "Implementation of Task Based Approach to Foster Seventh Graders' Communicative Competences at Centro Escolar Napoleón Rios in 2019" it was fundamental to build a substantial theoretical framework for this to be a reliable and effective research. Therefore, researchers used the existing information found in books, e-articles, and previous researches about the main topics. Additionally, it was necessary to buy some e-books that were not available for free on the web and to subscribe to some websites that provided reliable and useful information to support with experts' opinion the elements of the theoretical framework. Some of the authors consulted were Phrabu, Richards & Rodgers David Nunan, Jane Willis, Noam Chomsky, among others.

Some of these books related to the topics task based approach and communicative competences are Second Language Pedagogy by N. S. *Prabhu, Common European Framework of Reference for Languages: Learning, teaching, assessment, Task-Based Language Teaching by David Nunan, Doing Task-Based Teaching by Jane and David Willis,*

*and Aspects of the theory of syntax by Noam Chomsky.* Each of these books provided researchers with trustful and useful information for the definition of each variable, its indicators and sub indicators, and for the creation of data collection tools. Finally, the sixth edition of APA system of documentation was used by researchers to cite the experts' ideas taken from books, articles, and e-journals.

### 3.4.2 Operationalization of the Variables

All the resulting variables from the collected information were discussed by the research team and their advisor before they chose the definitive ones. In this process, researchers considered if the variables were measurable or not and how they could be measured. Two variables were chosen: "the task based approach" and "communicative competence"; and researchers made sure the indicators of the variables were observable, testable, and valid for the population studied. Then, based on the theory, researchers discussed each element of the two variables and selected the indicators and sub-indicators which served later to create the instruments to collect data for the study.

### 3.4.3 Data Collection Instruments

The researchers designed instruments after the operationalization of the variables and indicators, and they took into consideration the objectives of the research work. All of the instruments helped to gather important data which was analyzed to get the study results. First, the research team used a pre-test at the beginning of the study to know students' level of communicative competence before the implementation of the approach. Later, researchers used an observation checklist, a survey when the first phase of action ended, and finally, they

used two interviews, and a post test that indicated students' improvement. A journal was taken into consideration to help for the triangulation of all the gotten data.

For the pre-test, the students presented at the front of the class while researchers evaluated them by using an Evaluation checklist criteria (Appendix G) that consisted of seven items, a scale ranging from 1- 10, and a comments section. Next, another observation checklist (Appendix F) was used which consists of nineteen statements to be rated with yes, no, and not applicable, including a comments section according to what observed in every session. This helped researchers to determine which task-based activities helped students improve their communicative competence, and at the same time, it helped them corroborate seventh graders' exposure to Task Based Approach.

 Then, at the end of the first phase of action, the research team addressed students with a survey (Appendix H) of nine close and open ended questions to know their opinions of their own learning progress, and the activities based on Task Based Approach. Moreover, to collect data for the final results, an interview (Appendix I) was used in order to know students' perspective of their learning after the interventions sessions, and another interview (Appendix J) was used to know the English teacher's perspective and opinion of her students' improvement at the end of the interventions.

Finally, the research team assessed a post-test to measure students' communicative competence improvement at the end of the interventions. This instrument consisted of an Evaluation checklist criteria (Appendix K) consisting of seven items that were rated from 1- 10. Researchers obtained quantitative information about students' improvement that the

research team compared with the results of the pre-test carried out at the beginning of the study.

### 3.4.4 Validation of Data Collection Instruments

The investigators designed each instrument based on the operationalization of the variables and based on each of the indicators. Furthermore, each of the instruments is intended to collect meaningful data to verify the achievement of the objectives of the study. Thus, the investigators delimited the instruments under the criteria of "face" and "construct" validity to make sure that the indicators from the operationalization of variables measure what is intended to be measured. To validate the instruments, the researchers consulted some experts and made sure that all the recommendations gotten in the validation process (Appendix L) were taken into account to improve the instruments, make the necessary arrangements to make them valid and accurate to get meaningful and valid data.

### 3.4.5 Validity

To assure validity in this investigation, researchers checked that the instruments were coherent and consistent towards the elements that the team looked for. The research team will assure validity based on three important aspects which are: Baseline validity, Interpretative Hermeneutics and Triangulation. Baseline validity helped the investigators to obtain and analyze and compare data from the beginning of the research until the investigators get the concluding results of the study. Interpretative Hermeneutics will be used in each reflection stage that the research team conducted along with the target population. Finally, triangulation will help researchers to compare all the data gotten from each instrument; thus, they will provide a deeper and extended analysis of the final results.

### 3.4.6 Ethical Aspects

In the development of the research "Implementation of Task Based Approach to Foster Seventh Graders' Communicative Competences at Centro Escolar Napoleón Rios in 2019" investigators considered some ethical aspects to assure the students' participation in this research. The researchers were aware about the importance of the population's participation and commitment; that is why, they were respectful towards the teacher and authorities of the Institution who were willing to help them to develop the research study. Also, the integrity of the participants had to be assured, and it was important to make students enjoy the role they play in the investigation. Based on that, the researchers established a polite and respectful relationship between the researchers and the target population. The students were aware of their participation importance as the same as the teachers involved in the investigation project.

Some others Ethical Aspects that were considered are the voluntary participation, which is important to get the information in this investigation. Non-discrimination, confidentiality, anonymity, honesty and objectivity was used to handle the information given by the students and to protect their personal information.

### 3.5 Execution Phase

In the execution phase, the research team explained how the whole investigation was carried out. It contains in a detailed manner the description of the plan of action, data processing, data interpretation and analysis of results.

## 3.5.1 PLAN OF ACTION OF THE FIRST AND SECOND PHASE

| | | | | | |
|---|---|---|---|---|---|
| Planning Phase | Reflection section:<br>Researchers, the teacher and Seventh grade students from Centro Escolar Napoléon Rios gathered to discuss important aspects of the development of the study. | February 19TH 2019 | • Surveys<br>• Observation Checklist<br>• Interviews | • Carlos Anibal Martinez<br>• Nancy Yessenia Avila Olivares<br>• Maria Fernanda Navarro<br>• Iris Iveth Angel<br>• Tatiana Beatriz Jiménez Martínez | Researchers and the population got together to conduct reflection section to discuss important aspects of the problematic, and to have a deep scene of the deficiencies students faced in the English subject. At the same time, they committed to look for strategies to provoke changes. |

| | | | | | The students showed lots of enthusiasm in the development of the study. Teacher answered all the researchers' questions, and she seemed willing to participate in the project, too. |
|---|---|---|---|---|---|
| Initial Exploration | The investigators held a meeting in order to start looking for strategies, methods or approaches that would help students foster their communicative competences. This information helped the research team to build the theoretical framework. | February 19th- April 12th | <ul><li>Books</li><li>Online encyclopedias:</li><li>E-journals</li><li>Teacher's syllabus</li></ul> | <ul><li>Carlos Anibal Martinez</li><li>Nancy Yessenia Avila Olivares</li><li>Maria Fernanda Navarro</li><li>Iris Iveth Ángel</li><li>Tatiana Beatriz</li></ul> | All the members of the research team gathered to look for reliable information in books, websites, research papers, e-journals to determine the methods and approaches |

| | | | | | more suitable to teach seventh graders and to develop activities that foster their communicative competences. |
|---|---|---|---|---|---|
| Jiménez Martinez | | | | | |
| Pre- test | • Researchers administered a pre -test to students. This helped to the validation of results at the end of the project. | April 25th-26th | • Evaluation check list | • Carlos Anibal Martinez<br>• Maria Fernanda Navarro<br>• Iris Iveth Angel | Researchers evaluated students' communicative competence by means of a mini oral presentation. All the students participated in pairs and performed at the front of the class while researchers evaluated by |

| | | | | | using a criteria checklist in which different aspects were taken into account such as: pronunciation, vocabulary, fluency, and others. The students had been notified of such evaluation with anticipation. |
|---|---|---|---|---|---|
| First Phase | ● Researchers reinforced topics from unit 1 and 2 | May 2nd-May 17th | ● Whiteboard<br>● Markers<br>● Photocopies<br>● Memory Gam | ● Maria Fernanda Navarro<br>● Iris Iveth Ángel | Researchers reinforced some topics from unit 1-unit 2 implementing several activities. Students were really excited, and they participated in |

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| | | | e chart<br>• Class room Obje cts<br>• Less on plan | | every activity. However, 4 students showed lack of enthusiasm and little participation in this session. |
| | Common classroom commands | May 23th-24th | • Whit eboar d<br>• Mark ers<br>• Less on plan<br>• Phot ocopi es<br>• Bing o game | • Maria Fernanda Navarro | Researchers noticed that students had difficulties to relate verb "to be" with demonstrative adjectives. Also, some students did not pluralize nouns. Moreover, students mispronounce d some numbers like 13, 15, and 3. Most of the students were involved in the tasks, |

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| | | | | except three of them who did not want to work, but in the end, they were engaged in the activities, and they participated. |
| Family members | May 30th-June 7th | • Whiteboard<br>• Crossword puzzle<br>• Family tree pictures<br>• Photocopies<br>• Markers<br>• Students' notebooks | • Carlos Anibal Martinez<br>• Tatiana Beatriz Jiménez | Researchers noticed that most of the students already knew vocabulary regarding family, so they were very active in the activities developed. Also, half of studens was missing on May 30th, so the students tended to get less distracted |

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|---|---|---|---|---|---|
| | | | | ● Less on plan | |
| | Family relationship and possessive case | June 6th – 7th | ● Family tree chart<br>● Photocopies<br>● Markers<br>● Whiteboard | ● Nancy Ávila | Even though there was a lot of outside disturbance, students were motivated to participate during the tasks. Researchers noticed that students mastered the "use of possessive case and verb to be". Researchers established the date for the first phase evaluation |
| Evaluation of the First phase | To conduct reflection, investigators addressed students by means of a questionnaire.<br>Also, students' improvement was evaluated by means of a mini oral presentation. | June 13th-14th | Questionnaire<br>Evaluation Checklist Criteria | ● Iris Iveth Angel<br><br>● Nancy Avila | The investigators addressed students' opinion and perspectives about their |

| | | | | | performance and improvement by means of a semi structured questionnaire. In addition, the research team evaluated students' progress in terms of an oral presentation on June 13th. Each Student willingly exposed about their own family tree at the front of the class. Besides, the research team reflected on the activities implemented in the classroom, students' |
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| | | | | | performance and improvement. As a result, researchers decided to continue with the activities stablished in the theoretical framework without major changes since it was noticed that students showed enthusiasm motivation and improvement according to the results obtained through a questionnaire and the oral performance |
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| Second Phase of action | Moods & Emotions | June 20th-27th | • Less on plan<br>• Board | • Tatiana Jimenez<br>• Iris Iveth | Students were able to develop the activities during the |

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|---|---|---|---|---|---|
| | | | • Book<br>• Music Speakers<br>• Photocopies<br>• Markers | | class since they understood the directions that the teacher gave them. Moreover, the researchers felt motivated since the students showed enthusiasm to improve their knowledge. |
| | Physical Descriptions | July 11th-12th | • Pieces of paper<br>• Board<br>• Markers<br>• Notebooks<br>• Textbook<br>• Pencils<br>• Pictures | • ·Nancy Avila<br>• ·Anibal Martínez | Students acquired new vocabulary by the implementation of the activities that encouraged them to enhance their performance in the classroom. Students very excited during the activity, |

| | | | | | but they did not understand directions. It was noticed the activity was too difficult for their level. |
|---|---|---|---|---|---|
| | Countries, Nationalities & Languages | July 18th | • Text book<br>• Chart<br>• Pieces of paper<br>• Board<br>• Speakers<br>• Notebooks<br>• Memory Game | • Tatiana Jimenez<br>• Fernanda Navarro | The students behaved well and were engaged in the different activities developed in the class. Some peers decided to participate willingly and be the first ones to pass at the front of the class in the dialogue activity about countries nationalities and languages. |

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| | | | | | Even the students who were not very motivated in the first sessions of the project were very active, and engaged in the dialogue activity. |
| Evaluation of the Second Phase of Action | The research team met with the students and teacher to collect data by using an interview addressed to six students and an interview addressed to the English Teacher.<br><br>Moreover, student's improvement was evaluated by means of an oral presentation in which they used the different vocabulary and structures they have learned during the intervention's sessions. Different aspects of their communicative competences were observed and evaluated to have a clear and deep view of their improvement. | August 8th-9th | • Inter view guide for stude nts<br>• Inter view guide for teach er<br>• Eval uatio n Chec klist | • Carlos Aníbal Martínez<br>• Maria Fernanda Navarro<br>• Iris Iveth Ángel | Investigators asked six students from the class to be interviewed outside the classroom to know their perception about the strategies and different activities implemented during each session and their improvement. They were addressed |

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| Analysis of collected data | August 9th - August 16th | • Voice recorder<br>• Video Camera<br>• Guide to analyze* video<br>• Photocopy of the lessons | | only under their permission and contentment, and they were asked to be recorded.<br>All students were evaluated by using an Evaluation Checklist to measure their improvement of Communicative Competences at the end of interventions. |
| | | • All the instruments used to collect data<br>• (Observation checklist | • Carlos Aníbal Martínez<br>• Nancy Yessenia | The research team will gather to analyze instrument by instrument and item by item to |

| | Meeting with Seventh Graders and English teacher to share final results | September 27th | s, Interview Guides, Journal, Questionnaires)<br>• Videos, photos<br>• Guide to analyze videos. | Avila Olivares<br>• Maria Fernanda Navarro<br>• Iris Iveth Ángel<br>• Tatiana Beatriz Jiménez Martínez | conduct deep analysis of results.<br><br>According to the objectives, research questions, and hypothesis set at the beginning of the study, the investigators exposed after careful interpretative and comparative analysis of results, their final conclusions. |
| | | | • Final analysis and conclusions of results | • Carlos Aníbal Martínez | A final session was conducted in order to share the final results and conclusions of the study. |

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| | | | <ul><li>Nancy Yessenia Avila Olivares</li><li>Maria Fernanda Navarro</li><li>Iris Iveth Ángel</li><li>Tatiana Beatriz Jiménez Martínez</li></ul> | |

### 3.5.2 Data processing

Once the instruments were approved and validated, the research team administered the instruments to the Seventh Graders at Centro Escolar Napoleon Rios. They collected data by means of an Evaluation Checklist for the Pre-test (Appendix E), a second Observation Checklist for every session (Appendix F), a Survey (Appendix G), an Interview Guide addressed to students (Appendix H), a second Interview addressed to the English teacher (Appendix I), an Evaluation Checklist for the Post- test (Appendix J) and the Journal details gotten in every session of the study were organized and processed according to the objectives set at the beginning of the study. Furthermore, in a computer program such as Microsoft Excel and Microsoft Word, the research team presented this information through summary tables with categories for qualitative data and graphs and tables for the quantitative data.

### 3.5.3 Data interpretation and analysis

After having collected and processed the information, the research team presented the results of the collected data based on the objectives. All the information obtained through every instruments used in this study was analyzed. Instrument by instrument and item by item was classified, analyzed and interpreted with the help of triangulation and the baseline. Researchers presented a complete and deep analysis of the results, and they were able to deny or accept the hypothesis established at the beginning; as a result, their final conclusions about the investigation were exposed.

## 3.6. Timeline

The research team created a table containing all the activities and the dates for such activities. Most of the dates will be tentative and can be changed due to some unexpected activities that seventh graders at Centro Escolar Napoleón Ríos might interfere in the plan.

**3.6.1 Timeline**

| Activity | Responsibles | Months | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov |
| Research Team Formation | Research Team | ■ | | | | | | | | | | |
| Choosing the Topic | Research Team | | ■ | | | | | | | | | |
| Approaching the Field of Study | Research Team | | ■ | | | | | | | | | |
| Diagnostic Study | Research Team | | ■ | | | | | | | | | |
| Definition of the Problem | Research Team | | | ■ | ■ | | | | | | | |
| Literature Review | Research Team | | | | ■ | | | | | | | |
| Operationalization of Variables | Research Team | | | | ■ | | | | | | | |
| Elaboration of the Action Project | Research Team | | | ■ | | | | | | | | |
| Revision of the Action Project | Advisor | | | | ■ | | | | | | | |
| Incorporation of the Suggestion made by the Advisor | Research Team | | | | ■ | | | | | | | |
| Presentation of the Action Plan to the Advisor | Research Team | | | | ■ | | | | | | | |

| Task | Responsible | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Elaboration of Data Collection Instruments | Research Team | | | | ▓ | ▓ | ▓ | ▓ | | | | |
| Validation of Data Collection Instruments | Research Team | | | | | | | | ▓ | ▓ | | |
| Collection of data | Research Team | | | | ▓ | ▓ | ▓ | ▓ | ▓ | | | |
| Analysis of data | Research Team | | | | | | | | | ▓ | ▓ | |
| Writing the final report | Research Team | | | | | | | | | | ▓ | ▓ |
| Oral presentation | Research Team | | | | | | | | | | | ▓ |

## 3.7 Budget

Also, the researchers included an estimate amount of money they invested on this project. The budget describes the various services and materials that the research team used since the first stage, the intervention and the final stage.

### 3.7.1 Supplies

| Material | Costs |
|---|---|
| Pens | **$0.75** |
| Pencils | **$0.75** |
| Printer ink | **$16.00** |
| Printer paper | **$7.00** |
| Stapler | **$1.00** |
| Staples | **$1.00** |
| **Total** | $26.50 |

### 3.7.2 Services

| SERVICES | | |
|---|---|---|
| Service | **Cost** | **Total** |
| **Photocopies** | $0.02/page * 60 copies | **$1.20** |
| **Internet** | $25.00 a month | **$25.00** |
| **Other expenses (food, transportation, and electricity** | $75 per student | **$375.00** |
| Total: $404.00 | | |
| TOTAL BUDGET EXPENSES: $430.50 | | |

## 3.8 Operationalization of Variables

| Research question | General objective | Specific objective | Hypothesis | Units of analysis | Variables | Definition of the variables | Indicators | Instruments |
|---|---|---|---|---|---|---|---|---|
| How does the implementation of Task Based Approach foster seventh graders' communicative competences at Centro Escolar Napoleón Rios during year 2019? | To foster communicative competences through the implementation of task based approach in seventh graders' at Centro Escolar Napoleón Rios | a) To determine which activities focused on task based approach foster seventh graders' communicative competences  b) To expose seventh graders to a set of meaningful activities build on task-based | If seventh graders are exposed to TBA, it will foster their communicative competence. | Seventh Graders' at Centro Escolar Napoleón Ríos | **Independent variable: Task Based Approach** | **Task-based Approach** It consists on a piece of work as part of the class that aims students' to comprehend, manipulate, produce and interact with the target language by focusing in meaning rather than form. | **Info-gap task**<br> • Pair-work<br> • Complete tabular representation<br> • Questions & Answers<br> • Jigsaw tasks<br>**Reasoning gap task**<br> • Brainstorming<br>**Problem Solving Tasks**<br> • Bingo<br> • Matching tasks<br>**Dialogues**<br>**Pictures**<br>**Memory game**<br>**Classifying tasks** | Questionnaires Interview |

| | | approach to foster their communicative competences.<br><br>c) To measure to what extent the implementation of task-based approach fosters communicative competence in seventh graders | | | | | **Familiar songs Oral presentations** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | **Dependent Variable: Communicative Competence** | **Communicative competence is** the synthesis of an underlying system of knowledge and skill needed for communication. | **Linguistic competence**<br>● Lexical competence<br>● Grammatical competence<br>● Phonological competence<br><br>**Sociolinguistic competence**<br>● Linguistic markers of social relations<br>● Polite expressions<br><br>**Pragmatic competence**<br>● Discourse competence | Pre-test<br><br>Post-test<br><br>Evaluation Checklists |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | • Functional Competence | |

# CHAPTER IV

# ANALYSIS AND INTERPRETATION OF HOW THE IMPLEMENTATION OF TASK- BASED APPROACH FOSTER SEVENTH GRADERS' COMMUNICATIVE COMPETENCE

In order to inquire into the potency of the task-based approach to foster seventh-graders' communicative competence, researchers carried out action research under the mix method, including the quantitative and qualitative paradigm. The population was seventh graders from Centro Escolar Napoleón Ríos in Santa Ana, and all the students agreed in being part of the study. Moreover, in order to know how this approach fosters the communicative competence, researchers established three specific objectives: to determine which activities focused on task-based approach foster seventh-graders' communicative competence, to expose seventh graders to a set of meaningful activities built on task-based approach to foster communicative competence, and to measure to what extent the implementation of task-based approach fosters seventh graders' communicative competence. The quantitative and qualitative results were gathered by means of different instruments such as interviews addressed to both students and teacher, observations were done by researchers, surveys to evaluate each phase of the plan of action, and pre and post-test addressed to students; all these instruments were addressed from April to August. The results are discussed below.

## 4.1 Objective: To determine which activities focused on task-based approach foster seventh-graders' communicative competence

### Table 1: Data gathered about pair work task

| Pair-work | | |
| --- | --- | --- |
| Observation / Journal Observation | Students' interview | Teacher's interview |
| -They were using the vocabulary and the expressions during the task<br>-The task was satisfactory<br>-All the students were participating and engaged in the activity | - Fun<br>-learning of more vocabulary<br>-Share together<br>-partnership<br>-It helped me a lot<br>-If I do not know a word, my classmate helps me | -a positive task for their motivation and participation<br>-partnership |

**Source:** Journal and Observation guide addressed to students from May 2nd to August 2nd and interviews addressed to students and 7th Grade teacher on August 8ht-9th**,** 2019.

Pair work is part of info-gap activities, and it involves students to transfer information from one person to another. This was confirmed based on results of table 1. Pair-work allowed students to the learning and use of vocabulary and expressions as they were developing the task. Also, it was noticed that most of the time, the goals of the lesson were accomplished with this task because it was a good sort of speaking practice that kept students motivated and involved in the activity as they were helping each other with their peer during the activity by understanding and transmitting ideas. As Phrabu (1987) explains this type of info-gap task allows many opportunities for students to infer and transmit information in a verbal way because they can interact with others while speaking or correcting each other.

**Table 2: Data about completing tabular representation**

| Complete tabular representation | | |
|---|---|---|
| Observation Checklist / Journal | Students' interview | Teacher's interview |
| -Students used the vocabulary and expressions they had learned in the previous class<br>-Students were able to express and use the structures<br>-Students could express the sentences using the right intonation<br>-Students understood the topic | -more vocabulary<br>-It helped me with the comprehension of the topic<br>-Fun<br>-Easy | -lack of attention<br>-distractions |

**Source:** Journal and Observation guide addressed to students from May $2^{nd}$ to August $2^{nd}$ and interviews addressed to students and 7th Grade teacher on August 8ht-9th**,** 2019.

In the Completing tabular representation student filled up a table with simple sentences using possessive case and having "the Simpson family tree" on the board as reference to complete the sentences. This task resulted effective to enhance vocabulary, grammar, pronunciation, and understanding in the students; researchers noticed that with this type of task, students had the opportunity to use previous knowledge in their performance reflected in correct pronunciation and writing of sentences. It helped them to understand the topics easily and amusingly. However, two students affirmed in the interview that this was a difficult task since they did not understand the directions due to their lack of attention. Moreover, it was an activity that required full attention and concentration. Another fact is that students were provided with photocopies and visual aids on the board which facilitated their understanding and their development of the task.

## Table 3: Data gathered about Questions and answers task

| Questions and answers | | |
|---|---|---|
| Observation Checklist / Journal | Students' interview | Teacher's interview |
| -Students were using vocabulary and expressions related to the topic<br>-They had some difficulties to answer the questions using the structures<br>-The majority of students mispronounced some words, but after correcting them, they used the proper pronunciation. | -more vocabulary<br>-it helped me with the comprehension of the topic<br>-a little difficult<br>-sometimes I made some mistakes | -a difficult task for their level<br>-they have to read to understand<br>-it helps them to practice and memorizing |

**Source:** Journal and Observation guide addressed to students from May 2nd to August 2nd and interviews addressed to students and 7th Grade teacher on August 8ht-9th, 2019.

These activities basically involved students to ask and give answers based on a determined frame or topic. The info- gap is created while they communicate and comprehend the different pieces of information. Pattinson (1987) comments that these activities can be used to teach various topics. Questions and answers tasks helped students to use the vocabulary and expressions of the different contents because they were asking and giving information to each other based on a given topic. At the same time, students were building "focus on form" since they practiced different grammar structures. However, students struggled a lot when answering simple questions to the other student because they were not able to build a sentence without making mistakes; that is why, students expressed this type of task was difficult. On the other hand, students felt more confident to speak when they were not corrected by the teacher during the activity. The mere intention with these tasks is not mastering grammar structures but achieving successful communication as Sanchez(2004)

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states: "After all, we use language for transmitting messages, which is content, and association of meaning and language is perceived as close to reality" (41).

**Table 4: Data gathered about Jigsaw Task**

| Jigsaw task | | |
|---|---|---|
| Observation Checklist / Journal | Students' interview | Teacher's interview |
| -Students practiced vocabulary<br>-It was a difficult activity<br>- the goals of the task were not reached<br>-students struggled a lot making sentences<br>-students got distracted a lot<br>-they did not follow directions | -learned more vocabulary<br>- difficult<br>-pronunciation was difficult for me<br>-I practiced my pronunciation | - lack of discipline<br>-the task didn't reach the objective.<br>-Pronunciation was difficult for the majority<br>- not appropriate for their level |

**Source:** Journal and Observation guide addressed to students from May 2nd to August 2nd and interviews addressed to students and 7th Grade teacher on August 8ht-9th, 2019.

Jigsaw tasks are info- gap tasks in which students transfer or give information from one person to another. As table 4 presents, it was noticed that students found this task difficult. The task consisted on working in pairs and describing a "famous person" using physical appearance adjectives. Student A was required to use sentences such as "He is medium height", or "she has short hair" while Student B tried to guess.

This was part of the language focus stage; unfortunately, the goals of the task were not reached as they did not follow directions, they did not remember vocabulary, they struggled a lot making sentences, and they mispronounced most of the words. Besides, students got distracted a lot and misbehaved during the activity. They got excited at the beginning, but

when they started having difficulty to ask and answer questions, they lost enthusiasm and started talking about things not related with the topic. In addition, the teacher tagged this activity as "not appropriate for seventh graders". According to Willis (1996), when students feel that they have achieved anything by their own effort, they will be more likely to keep participating on each activity and their confidence level will rise.

On the contrary to the previous statement, as students felt the task too difficult to develop, they got stressed and lost motivation. Also, the level of difficulty of the task influenced students' performance since students needed further preparation to develop it, and time class was not enough.

**Table 5: Data gathered about Brainstorming tasks**

| Brainstorming | | |
|---|---|---|
| Observation Checklist / Journal | Students' interview | Teacher's interview |
| -Students used their previous knowledge<br>-Student were actively participating | -learned more vocabulary<br>-a little difficult | -boosted their motivation and participation<br>-Students already knew some vocabulary that they used during the activity |

**Source:** Journal and Observation guide addressed to students from May $2^{nd}$ to August $2^{nd}$ and interviews addressed to students and 7th Grade teacher on August 8ht-9th**,** 2019.

As it is shown on table 5, brainstorming activities were effective to have students use the vocabulary they already knew such as "greetings" or "family members", and "adjectives for the physical description". At the same time, students became logical and creative as they used words they already knew, and they were able to learn new words as they interacted with

others. Willis (1996) affirms brainstorming activities "may seem at far too simple, but the linguistic challenge can vary according to what you ask learners to list" (p.66).

Moreover, according to Willis, this is one of the top activities to enhance vocabulary, pronunciation, and memorization with real beginners. Equally, researchers observed this activity enhanced students' motivation and participation when the activity was developed in the whole class because all of them were active and enthusiastic during the activity

**Table 6. Data gathered about role plays and dialogue tasks**

| Role-plays and dialogues | | |
|---|---|---|
| Observation Checklist / Journal | Students' interview | Teacher's interview |
| -Students could use the structures studied previously<br>-It helped them with their pronunciation<br>-In each presentation, students used greetings and introductions<br>-Students were willing to participate | -fun<br>- worked together<br>-helped me with pronunciation<br>-felt more confident<br>-a little difficult<br>-partnership | -Helped them with their confidence<br>-They practiced their pronunciation |

**Source:** Journal and Observation guide addressed to students from May 2nd to August 2nd and interviews addressed to students and 7th Grade teacher on August 8ht-9th, 2019.

During the interventions, students practiced and performed dialogues and role-plays several times. Also, researchers gave directions and established the criteria to take into account during the role plays, and that helped students to succeed in their performance and to make them feel more confident when they had to participate in front of the class. As Pattinson (1987) said: "the key success in a role play is to give legible directions and establish clear aims to achieve; in that way, students will be more willing to participate and learn than when they just repeat and practice" (as cited in Nunan 1989 p.69). That was noticeable during their participation, and they showed progress in their pronunciation since they practiced many times as it is shown on table 6, as well as they received feedback of the words they mispronounced.

## Table 7: Data gathered about memory game and bingo tasks

| Memory game and Bingo | | |
|---|---|---|
| Observation Checklist / Journal | Students' interview | Teacher's interview |
| -This activity helped students to use the expressions used in class <br> -Students produced sentences correctly and understood the expressions the teachers said <br> -It was a little difficult for students to pronounce some words, but later, they were asked to repeat after the teacher, so they got familiarized with the pronunciation and vocabulary <br> -The task was oriented to build vocabulary <br> -Students were very enthusiastic and enjoyed the activity | -Fun <br> - Helped me in writing and pronunciation <br> - A little difficult <br> -More vocabulary | -Effective <br> -Fun <br> -Helped their vocabulary <br> -They practiced their vocabulary |

**Source:** Journal and Observation guide addressed to students from May 2$^{nd}$ to August 2$^{nd}$ and interviews addressed to students and 7th Grade teacher on August 8ht-9th, 2019.

As the results showed, these tasks were effective for students to learn and practice vocabulary. Thus, as Willis (1996) said, these games were a great opportunity for real beginners to be exposed to a set of phrases and vocabulary as she states that vocabulary and common expressions are the basis for students who are starting learning a target language, as well as these games, were easily adapted to introduce different topics during the interventions.

**Table 8: Data gathered about matching task**

| Matching task | | |
|---|---|---|
| Observation Checklist / Journal | Students' interview | Teacher's interview |
| -Students were able to identify the expression for each picture<br>-They practiced vocabulary and expressions<br>-They were able to apply the previous knowledge | -Easy task<br>-Entertaining<br>-Learnt more vocabulary | -Easy task<br>-Helped them with vocabulary |

**Source:** Journal and Observation guide addressed to students from May 2nd to August 2nd and interviews addressed to students and 7th Grade teacher on August 8ht-9th, 2019.

Table 8 showed that this task was easy to understand and oriented to learn and practice vocabulary for students. According to Willis and Willis (2007) matching activities are excellent to implement with real beginners since they are exposed to a variety of vocabulary, and also most of them are controlled by the teacher. Similarly, the teacher in charge and students agreed that it helped them to learn more vocabulary.

**Table 9 Data gathered about familiar songs task**

| Familiar songs | | |
|---|---|---|
| Observation Checklist / Journal | Students' interview | Teacher's interview |
| -Students were not willing to sing since they did not know the majority of the words in the lyrics neither the song<br>-Students understood the indications, but they did not know how to use the vocabulary to fill in the sentences | -Difficult to understand<br>-Fun<br>-It did not help me<br>-I did not know the song | -Difficult to their comprehension<br>-They did not know either understand the song |

| | | |
|---|---|---|
| -Students were not comfortable with the activity since it was not the type of song that they were accustomed to listen<br>-Students were able to identify the previous vocabulary related to the topic, however, they did not listen and identify the new vocabulary into the song | | |

**Source:** Journal and Observation guide addressed to students from May 2$^{nd}$ to August 2$^{nd}$ and interviews addressed to students and 7th Grade teacher on August 8ht-9th**,** 2019.

Singing might be engaging for most teenagers, and they may get interested in the actual meaning of the song which also exposes them to a variety of common expressions, however, in this case, the task was not effective on their learning because students did not know nor understand the song since researchers played a song that was not very familiar to them, and the lyrics of the song were difficult for students to understand.

According to the results, this task was not effective on students for many reasons like the type of song, the new vocabulary, and their listening comprehension skill at their English level. As students expressed, even though it was a fun task, the song was difficult to understand for them, so it was not significant on their learning.

## Table 10. Data gathered about oral presentations task

| Oral presentations | | |
|---|---|---|
| Observation Checklist / Journal | Students' interview | Teacher's interview |
| -Students were nervous<br>-Some students were not prepared, and they made their presentation in the class<br>-Students showed progress in their last oral presentation<br>-Very few students needed to read the information | -A little difficult<br>-Made me feel nervous<br>-Difficulties in pronunciation<br>-Learnt more vocabulary and expressions<br>-Helped me with my confidence | -Big challenge<br>-it helped their confidence<br>-Positive task<br>-Their progress was noticeable |

**Source:** Journal and Observation guide addressed to students from May 2$^{nd}$ to August 2$^{nd}$ and interviews addressed to students and 7th Grade teacher on August 8ht-9th**,** 2019.

As it is shown on table 10, oral presentations were a challenging task for students since they had to apply previous knowledge and use their ability to speak in public. The majority of them showed evidence of nervousness and difficulties with their pronunciation; however, that did not stop them to succeed on the task. As the students expressed in the interview, the task helped them with their confidence, and they learned more vocabulary and expressions. Also, it is important to mention that they showed signs of progress during the different oral presentations that they had through all the interventions. Their responsibility was reflected during this task since they had some time to prepare their presentation, and even though some students prepared their presentation in class, they participated in the end and showed their interest in the subject.

Even though most of the students were overwhelmed with the communication skills that are necessary for a successful presentation, King (2002) affirms that this task provides students with a learning experience and teach lifelong skills that will be beneficial to learners

in all school subjects as well as later in their careers if the presentation is properly guided and organized. (p1). Moreover, the researchers and the teacher in charge noticed that the majority of the students showed progress due to this task since they spoke freely without reading their notes, so this shows progress with their confidence at the time to speak.

## 4.2 Objective: To expose seventh graders to a set of meaningful activities built on task based approach to foster communicative competence.

**LINGUISTICS COMPETENCES**

**Table 11 Students use of vocabulary and expressions**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | x | | |
| Classroom objects | x | | |
| Common classroom commands | | | X |
| Family members | | | X |
| Family relationship and possessive case | x | | |
| Moods & Emotions | x | | |
| Physical Descriptions | x | | |
| Countries, Nationalities & Languages | x | | |
| Total | 6 | | 2 |

**Source:** Observation guide addressed to seventh graders from May 2$^{nd}$ to August 2$^{nd}$, 2019.

The ability to use different words and expressions is called "lexical competence. According to Marconi (1997), it is "the knowledge and abilities that underlie a speaker's understanding of a language." (p. 77). One of the most important objectives when working with English beginners was enhancing their lexical competence so that they were able to use common words and expressions. Thus, it is the first step for beginners to start building

understanding of the language. According to what researchers observed in the different sessions, the majority of students used vocabulary and expressions of previous contents when they developed the tasks. Only in the topic of common classroom and family members students did not apply vocabulary from previous topics since these topics were new and not related with the previous one. However, they applied "family member" words that they have previously learnt in the following topics successfully.

**Table 12. Students' production of correct sentences and understanding when listening**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | X | | |
| Classroom objects | | x | |
| Common classroom commands | X | | |
| Family members | X | | |
| Family relationship and possessive case | X | | |
| Moods & Emotions | X | | |
| Physical Descriptions | | x | |
| Countries, Nationalities & Languages | X | | |
| Total | 6 | 2 | |

**Source:** Observation guide addressed to seventh graders from May 2nd to August 2nd 2019.

Indeed, the intention of TBA is aimed to achieve communication by understanding and conveying meaning. Despite this, grammar is important when learning a language and cannot be isolated completely. Chomsky (1065) remarks that "grammar is based in the theory and practice of rules that create correct sentences". The information gathered in table 12 shows that in most of the topics, student's ability to produce logical and correct sentences was satisfactory. In contrast with the topics such as classroom objects and physical descriptions, students struggled a lot and confused demonstratives, plural/singular nouns, pronouns "he/ she", verbs "is/has", so being this the case, further practice and explanation was done.

**Table 13. Students pronunciation of words and sentences with the correct stress and intonation**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | | X | |
| Classroom objects | X | | |
| Common classroom commands | X | | |
| Family members | X | | |
| Family relationship and possessive case | X | | |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | X | | |
| Total | 7 | 1 | |

**Source:** Observation guide addressed to seventh graders from May 2nd to August 2nd, 2019.

Phonological competence is related with the phonemes and the phonetic features, yet the researchers realized that the students were able to produce words in a correct way using the right intonation and rhythm in the pronunciation of the greetings expressions topic. Worth mentioning that they had difficulties with pronunciation during the first sessions, and they continued struggling in some aspects such as the sounds /ð,θ/ and the pronunciation of some numbers. However, it is expected that beginners mispronounce some words. In the end, their phonological competence was fostered due to activities such as short dialogues and oral presentations assigned by the researchers.

## SOCIOLINGUISTIC COMPETENCE

**Table 14** Students use of greetings, introductions, goodbye expressions

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | X | | |
| Classroom objects | X | | |
| Common classroom commands | X | | |
| Family members | X | | |
| Family relationship and possessive case | | | X |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | X | | |
| Total | 7 | | 1 |

**Source:** Observation guide addressed to seventh graders from May 2nd to August 2nd, 2019.

The linguistic markers help speakers build learner's ability to communicate easily by using the different discourses according to relative status, closeness of relation, and discourse (CEF 2001). A more detailed analysis showed that the sociolinguistic competence was noticeable to a certain degree since linguistic markers and polite expressions were required to be used in some tasks. Moreover, it was easy to build up a polite relationship inside the classroom because students got easy familiarized with the common greetings and introduction expressions such as "Good morning" , "Goodbye", "How are you?", "Have a nice day", "My name is", and some others . They were able to apply linguistic markers and polite words, but students used them at the beginning and at the end of the class only when the teacher encouraged them to use them.

## PRAGMATIC COMPETENCE

**Table 15. Students capacity to arrange ideas to create short descriptions, short dialogues according to different settings**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | | | X |
| Classroom objects | X | | |
| Common classroom commands | X | | |
| Family members | X | | |
| Family relationship and possessive case | | | X |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | X | | |
| Total | 6 | | 2 |

**Source:** Observation guide addressed to seventh graders from May 2nd to August 2nd, 2019.

The knowledge a speaker possesses of the proper use of language is leading to the development of the communicative competence in beginners since their discourse competence development deals with their ability to express themselves properly. In this table, the observations gave relevant information related to this competence. In most of the contents as table 15 shows, students' discourse competence was developed since the activities such as oral presentations, short dialogues, and short descriptions were suitable to foster this competence since students had the opportunity to practice their ability to arrange their ideas in order to express themselves in a meaningful way.

On the other hand, the content "Greetings and Expressions" was an initial topic in which only common expressions were used, so students did not have the opportunity to develop their discourse competence, as well as, the topic "Family Relationship and Possessive Case", the activities developed were oriented to practice possessive case structure by using the Complete Tabular Representation task

**Table 16. Students' production and interpretation of ideas in a conversation**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | | X | |
| Classroom objects | | X | |
| common classroom commands | | X | |
| Family members | X | | |
| Family relationship and possessive case | | X | |
| Moods & Emotions | | X | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | X | | |
| Total | | | |

**Source:** Observation guide addressed to seventh graders from May 2nd to August 2nd, 2019.

The development of functional competence is important to produce and comprehend logical messages with meaning during a conversation (CEF 2001). During the interventions, students were exposed to interactive tasks that included dialogues, short role plays, and questions and answers. These activities were intended to develop their ability to communicate by giving opinions, giving suggestions, and by expressing agreement although students did not accomplish their functional competence owing to their vocabulary and grammar level, and insufficient time to practice.

**TEACHER ROLE**

**Table 17. The teacher follows a lesson plan according to the Task Based Approach**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | X | | |
| Classroom objects | X | | |
| Common classroom commands | X | | |
| Family members | X | | |
| Family relationship and possessive case | X | | |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | X | | |
| Total | 8 | | |

**Source:** Observation guide addressed to seventh graders from May 2nd to August 2nd, 2019.

The research team developed lesson plans according to every single aspect of the Task Based Approach to obtain the expected results on the students' communicative competence. In every single class, the team was prepared with a lesson plan elaborated with different stages that were developed during the class such as: pre-task, task cycle and language focus. Moreover, the activities were implemented with the purpose to encourage students to enhance their communicative competence and performance in the classroom.

**Table 18. The teacher develops activities based on the established objectives**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | X | | |
| Classroom objects | X | | |
| Common classroom commands | X | | |
| Family members | X | | |
| Family relationship and possessive case | X | | |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | X | | |
| Total | 8 | | |

**Source:** Observation guide addressed to seventh graders from May 2nd to August 2nd, 2019.

Since researchers used lesson plans focused on task based approach, each objective was intended to foster students' communicative competence and provide enough oral and written practice so that students were able to interact among them. Since all the tasks had to be goal oriented, the role played by the teacher was meaningful to develop the tasks following the steps in the Task Based Approach since the teacher equaled the facilitator and moderator.

**Table 19. The teacher elicits students to use vocabulary previously learned in class.**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | X | | |
| Classroom objects | X | | |
| Common classroom commands | X | | |
| Family members | X | | |
| Family relationship and possessive case | X | | |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | X | | |
| Total | 8 | | |

**Source:** Observation guide addressed to seventh graders from May 2nd to August 2nd, 2019.

Through all the interventions, researchers used activities in the different sessions to encourage students use the vocabulary previously learnt and to acquire new words. Some activities were used in the pre task stage, during and at the end as a matter of practice (language focus) to assure students' lexical knowledge in every content.

**Table 20. The teacher gives a good introduction of the topic by using games, demonstrations among others**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | X | | |
| Classroom objects | X | | |
| Common classroom commands | X | | |
| Family members | X | | |
| Family relationship and possessive case | X | | |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | X | | |
| Total | 8 | | |

**Source:** Observation guide addressed to students' communicative competences from May 2nd to August 2nd ,2019

During the interventions, researchers included warm-up activities at the beginning of some contents for catching students' attention and making the class enjoyable for both teachers and students. Researchers used some different tasks such as memory games, bingo,

brainstorming, pictures, and questions before starting the lesson, and they allowed learners

to understand the words and their meaning by playing as well as to remember words easier.

**table 21. The teacher gives students clear directions about the tasks**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | X | | |
| Classroom objects | X | | |
| Common classroom commands | X | | |
| Family members | X | | |
| Family relationship and possessive case | X | | |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | X | | |
| Total | 8 | | |

**Source:** Observation guide addressed to seventh graders from May 2nd to August 2nd, 2019.

Willis (1996) states that giving clear directions is fundamental for the task cycle; therefore,

researchers always were clear when giving instructions for the development of the tasks.

Although students had difficulties to understand the instructions due to their English level,

researchers provided the translation of the directions to their native language when it was

necessary in order to successfully complete the task and achieve the objectives.

**Table 22.  The teacher uses audio aids and visual aids**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | X | | |
| Classroom objects | X | | |
| Common classroom commands | | | X |
| Family members | X | | |
| Family relationship and possessive case | X | | |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | X | | |
| Total | 8 | | |

**Source:** Observation guide addressed to seventh graders from May 2nd to August 2nd, 2019.

For most of the topics, it was necessary to use visual aids (charts, pictures, flashcards, and magazines) and in some cases audio aids (speakers, songs) for students to have a better understanding of the topic. Using Visual aids and Audio aids definitely helped researchers elicit student's participation by means of catchy materials and activities. Besides, it helped seventh graders to develop and complete an assigned task successfully.

**Table 23. The teacher involves all the students by using pair-work.**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | X | | |
| Classroom objects | X | | |
| Common classroom commands | X | | |
| Family members | X | | |
| Family relationship and possessive case | X | | |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | X | | |
| Total | 8 | | |

**Source:** Observation guide addressed to students' communicative competences from May 2nd to August 2nd, 2019

According to Prabhu (1987) task based approach is intended to involve learners actively in their learning process by developing real-life task with educational purposes. For that reason, researchers included in the lesson plans activities such as dialogues, short presentations, questions and answers, and pair work which are the ones that most closely resemble real-life situations and provide interaction and knowledge for students.

**Table 24. The teacher gives adequate time for students to do the tasks**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | X | | |
| Classroom objects | X | | |
| Common classroom commands | X | | |
| Family members | X | | |
| Family relationship and possessive case | X | | |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | X | | |
| Total | 8 | | |

**Source:** Observation guide addressed to seventh graders from May 2nd to August 2nd, 2019.

Researchers were very careful to assign the time for each activity in the lesson plans. Consequently, It was the teacher's responsibility to explain students how long each activity would take in the different stages. Not always the activities were completed in the established time; some activities required extra time due to unexpected situations, or due to the complexity of the task.

**Table 25. The teacher helps students whenever it is necessary.**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | X | | |
| Classroom objects | X | | |
| Common classroom commands | | | X |
| Family members | X | | |
| Family relationship and possessive case | X | | |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | X | | |
| Total | 7 | | 1 |

**Source:** Observation guide addressed to students' communicative competences from May 2nd to August 2nd ,2019

The teacher in charge of each class paid attention to each student in the classroom during the development of the tasks, and it was evident that most of students needed some help to understand how to do the task; however, the teacher gave only clues or minimal help, for as

Nunan (1989) claims that the teacher's role is of monitor and facilitator. The teachers helped students when it was necessary in all the tasks and classes; only for the "Common classroom commands" topic, researchers avoid giving extra help or clues because students were able to manage this topic.

**Table 26. The teacher listens to students answers or conclusions after students complete their task, and gives feedback**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | X | | |
| Classroom objects | X | | |
| Common classroom commands | X | | |
| Family members | X | | |
| Family relationship and possessive case | X | | |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | X | | |
| Total | 8 | | |

**Source:** Observation guide addressed to seventh graders from May 2nd to August 2nd, 2019.

Willis (1996) states that during the report stage, the teacher plays the role of jury who choose students to present the results of the task, and during the sessions, the researcher in charge of the class knew the importance of listening to everything students said. Table 26 demonstrates that researchers verified students' reports and gave feedback to correct mistakes.

**Table 27. The teacher makes sure all students understood the content**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | X | | |
| Classroom objects | X | | |
| Common classroom commands | X | | |
| Family members | X | | |
| Family relationship and possessive case | X | | |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | | X | |
| Total | 5 | 3 | 1 |

**Source:** Observation guide addressed to seventh graders from May 2$^{nd}$ to August 2$^{nd}$, 2019.

In the following table, during the development of each contents the teachers had to be sure about the assimilation of students' knowledge to improve their communicative competence. First, the majority of contents were assimilated by the students since almost all of them understood the topics. Only in Countries Nationalities and Languages, the teachers in charge were not able to complete the Language focus stage to further practice due to time factors.

**Table 28. The teacher reinforces practice on language notes (grammar).**

| No. CONTENTS | YES | NO | N/A |
|---|---|---|---|
| Greetings expressions | | | X |
| Classroom objects | X | | |
| Common classroom commands | X | | |
| Family members | X | | |
| Family relationship and possessive case | X | | |
| Moods & Emotions | X | | |
| Physical Descriptions | X | | |
| Countries, Nationalities & Languages | | X | |
| Total | 6 | 1 | 1 |

**Source:** Observation guide addressed to seventh graders from May 2$^{nd}$ to August 2$^{nd}$, 2019.

The task based approach model of Willis (1996) establishes the Language focus as the final step of the approach, and it consists on providing students with practice to know and identify features of language form and language use. Thus, researchers followed all the steps

and provided enough practice for students to reinforce their knowledge about grammar or vocabulary during the development of only six contents. However, during the development of the topic "Greetings expressions" it was not applicable because only common expressions were taught, and on the topic "Countries Nationalities and Languages" time was insufficient to develop practice in Language Focus stage.

## 4.3 Objective: to measure to what extent the implementation of task based approach fosters communicative competence in seventh graders.

Students' communicative competence was assessed through the administration of an oral production pre and post-test. The same criteria was taken into account during the pre and post-test. To assess this part, the researchers assigned a score based on the criteria of the evaluation sheet. The results were the following.

Table29. Student's scores from the pre and post test

**Source obtained from the scores of the pre and post-test assessed to students on April 25th and August 8th-9th, 2019**

| Student # | PRE-TEST | POST-TEST | (D) | (d - d̄)² |
|---|---|---|---|---|
| 1 | 7.5 | 8.6 | -1.1 | 0.00058264 |
| 2 | 6.6 | 7.7 | -1.1 | 0.00058264 |
| 3 | 8 | 9.9 | -1.9 | 0.679203329 |
| 4 | 6.6 | 7.4 | -0.8 | 0.076099881 |
| 5 | 8.6 | 9.3 | -0.7 | 0.141272295 |
| 6 | 9.3 | 9.3 | 0 | 1.157479191 |
| 7 | 7.3 | 8.1 | -0.8 | 0.076099881 |
| 8 | 6.5 | 7.9 | -1.4 | 0.105065398 |
| 9 | 8.3 | 8.1 | 0.2 | 1.627824019 |
| 10 | 7.6 | 7.7 | -0.1 | 0.952306778 |
| 11 | 7.8 | 9.1 | -1.3 | 0.050237812 |
| 12 | 6 | 8 | -2 | 0.854030916 |
| 13 | 6.8 | 7.6 | -0.8 | 0.076099881 |
| 14 | 6 | 6.6 | -0.6 | 0.226444709 |
| 15 | 5.8 | 7 | -1.2 | 0.015410226 |
| 16 | 6.5 | 8.1 | -1.6 | 0.274720571 |
| 17 | 7.5 | 9.3 | -1.8 | 0.524375743 |
| 18 | 6.1 | 7.4 | -1.3 | 0.050237812 |
| 19 | 5.6 | 6.6 | -1 | 0.005755054 |
| 20 | 6 | 6 | 0 | 1.157479191 |
| 21 | 7.8 | 8.6 | -0.8 | 0.076099881 |
| 22 | 5.1 | 7.7 | -2.6 | 2.322996433 |
| 23 | 5.3 | 7.7 | -2.4 | 1.75334126 |
| 24 | 6 | 7 | -1 | 0.005755054 |
| 25 | 6.1 | 6.9 | -0.8 | 0.076099881 |
| 26 | 5.6 | 7.9 | -2.3 | 1.498513674 |
| 27 | 7.1 | 5.8 | 1.3 | 5.644720571 |
| 28 | 5 | 8 | -3 | 3.702306778 |
| 29 | 6 | 6.3 | -0.3 | 0.60196195 |
| TOTAL | 194.4 | 225.6 | -31.2 | 23.73310345 |
| MEAN | 6.70 | 7.78 | | |

In order to analyze the results obtained from the tests assessed before and after the implementation of the task based approach, the researchers used a type of statistic test that helped them to corroborate the validation and significance of the investigation addressed to seventh graders.

The results showed on Table 29 were treated with the Paired T-test for dependent variables since the scores that the students obtained depend or were related with the evaluations assessed before and after the implementation of the tasked based approach. Through this test, researchers intended to represent the probability of error involved in accepting the research hypothesis about the existence of a difference.

- Hypothesis

For this, researchers established two hypotheses in order to show a significant result of the investigation in which one hypothesis is accepted and the other is rejected according to findings.

| | In Words |
|---|---|
| $H_0$ | The seventh graders' communicative competence are not fostered after the implementation of task based approach. |
| $H_A$ | The seventh graders' communicative competence are fostered after the implementation of task based approach. |

- Decision Rules

The researchers established the parameters from the distribution table of T Student for the previous hypothesis. Using alpha of 0.05 with a lower tailed test, a two tailed test and

df=N-1= 28, the researchers determined from the *t* table (see appendix N and O) that the critical values are:

Two tailed (±2.048)

Lower tailed (-1.7011)

- The procedure for the paired sample t-test is the following:

Standard deviation formula:                    Paired T-test formula:

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N-1}}$$                    $$t = \frac{\bar{d}}{S_d / \sqrt{n}}$$

$$sd = \sqrt{\frac{23.73310345}{28}}$$                    $$t = \frac{-1.07586207}{\frac{0.92065783}{\sqrt{29}}}$$

$$sd = 0.92065783$$                    $$t = -6.29299439$$

Where:

| | |
|---|---|
| Mean d (d̄) | -1.07586207 |
| n= sample size | 29 |
| The critical value of a t-distribution with (n – 1) degrees of freedom | 1.7011 |
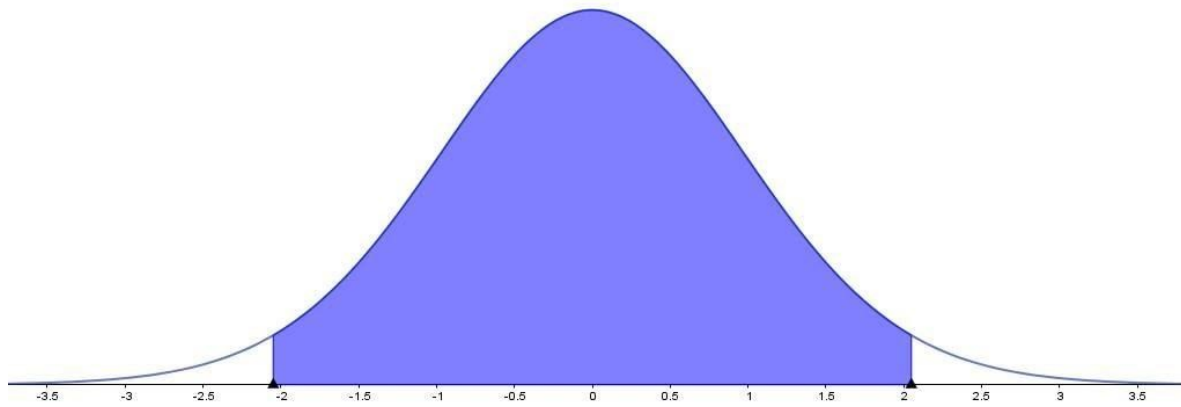
Graph 1. Two tailed bell curve

Since the $t$- statistic, which is equivalent to -6.29299439, is smaller than the critical value, which is -2.048, the researchers rejected $H_0$ and asserted the alternative $H_A$; in other words, the seventh graders' communicative competences were fostered after the implementation of task based approach because of the differences of means with a level of significance of 0.05, which means 95% of trust, as it is showed on the graph 1.

Thus, the results previously mentioned establish that there is a significant difference on the results obtained, and it may correspond to the results from the pre-test or post-test after the implementation of the task based approach. In that way, the researchers determined in

which of the results from the tests there was the improvement through a one tailed test (lower).

Graph 2. Lower tailed bell curve
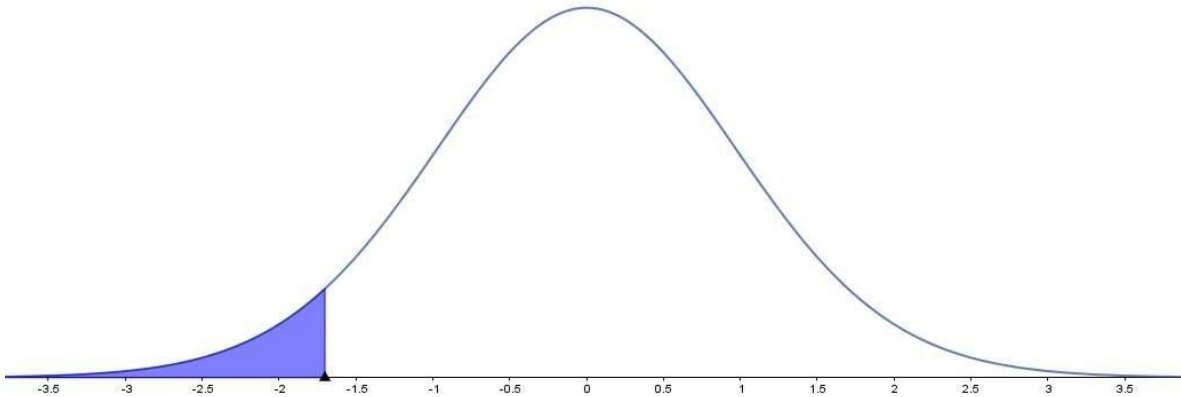


Since the *t*- statistic, which is equivalent to -6.29299439, is smaller than the critical value, which is -1.7011, the researchers reject $H_0$ because of the difference in which was established that "the seventh graders' communicative competences are not fostered after the implementation of task". In other words, the difference of the means obtained after the post-test is bigger than the mean obtained on the pre-test as it is shown on graph 2.

**Graph 3. Oral production pre and post-test average**
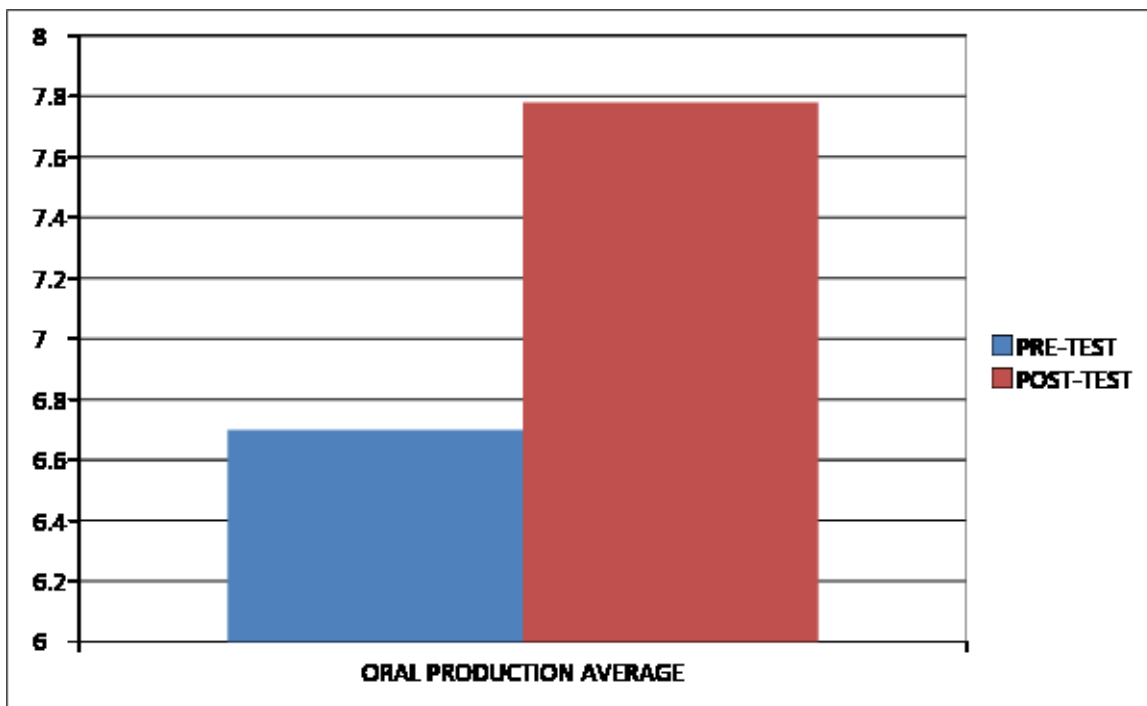
**Source: Averages taken from the results of the pre and post-test assessed on April 25th and August 8th-9th.**

The means (average) gotten at the end of the pre and post-test were the following:

$X_1$: 6.70 (pre-test)

$X_2$: 7.78 (post-test)

Thus, there is a remarkable difference between both tests, and the researchers determined that the post test was the one that marked the difference after the implementation of the task based approach. So, the researchers demonstrated that the $H_A$: "The seventh graders' communicative competences are fostered after the implementation of task based approach" is accepted. That means there was a significant improvement in students' communicative competence after the implementation of the task based approach in comparison with the average obtained on the pre-test as it is shown on graph 3.

Moreover, the oral production pre and post-test represented a big challenge for students. The majority of students showed signs of nervousness while presenting the topic, and they also made some errors in pronunciation and grammar. However, it was noticeable their improvement on the post- test according to the final results.

## 4. 4 General analysis of results

### 4.4.1 Which activities focused on task based approach foster seventh graders' communicative competence?

Richards and Schmidt defined a task as "an activity which is designed to help achieve a particular learning goal" (p.539) and Willis refers it as an activity in which students use the target language to communicate to achieve an outcome. With this in mind, researchers studied carefully the Task-Based Approach steps, components, and tasks to implement in this research study. Investigators not only attempted to answer the effectiveness of the approach to foster seventh graders' communicative competence, but also, they needed to know which tasks based on TBA were more effective for students' communicative competence.

During the several interventions conducted by the researchers, students were exposed to different task activities in which they practiced with the English Language in a more interactive and communicative manner. As a result, there were some activities that helped students to build lexical competence. Some of these tasks were: pair work, questions and answers, brainstorming, memory game, bingo, and matching tasks. In pair work activities, students were exposed to a high amount of speaking practice where they used vocabulary and expressions of previous contents, and they shared their ideas freely by interacting and

correcting each other. This type of task resulted in enjoyable and beneficial for students since they felt even more enthusiastic and motivated when they were given the space to apply their vocabulary knowledge and their own ideas. Similarly, Questions and Answers tasks allowed them to use words and expressions they knew from previous lessons, structures, as well as to practice pronunciation. However, Questions and Answers became a more demanding activity for students since they needed to use grammar structures; consequently, most of the students presented difficulty to produce correct sentences without mistakes, and they tended to doubt when giving answers. In addition, brainstorming, memory game, bingo, and matching tasks were activities used either at the beginning as pre- tasks to introduce vocabulary or as language focus to reinforce the use of new words or expressions they have learned during the lesson. These tasks were essential to have all students engaged and participating; for example, students enjoyed a lot this type of activities since it was an easy way to learn vocabulary and pronunciation by playing.

Furthermore, based on the results gathered, some other activities that helped students' communicative competences significantly were complete tabular representation, Dialogues and Role plays activities, and Oral presentations. Tabular representation is part of info-gap tasks in which students were required to figure out the received information and transfer meaningful information to the other student or place in order to get the total information. In this case, this task helped them to build vocabulary related to "family members" and "possessive case". This task was effective for students to enhance vocabulary, write short sentences and have a deeper understanding of the topics. Although all of the students completed the task, some of them found it difficult as it required them to pay attention and concentrate a lot during the task.

Moreover, Dialogues and Role-plays and Oral presentations were a complete challenge for students who barely have had the opportunity to speak in front of their classmates before. These tasks fostered students' use of vocabulary depending on the topic, production of sentences, understanding of meaning, pronunciation, as well as the production of dialogues and descriptions (pragmatic competence), and explanation of simple topics. Thus, based on results, these tasks were of great significance in seventh-graders' learning. Besides, students developed confidence at the time to speak and build a partnership. Moreover, as they were more involved in this type of activity and proper conditions were set, students became more likely to participate in the task willingly. It is also considered these tasks clearly effective due to the evident progress students had from the beginning to the end of the intervention sessions.

Even though most of the tasks implemented during the investigation were effective to foster the elements of the communicative competence on students, two of them did not contribute to the development of such competence because it was not possible to carry them out effectively. Jigsaw task required full concentration from students, vocabulary, time to practice, and creation of correct sentences to describe; unfortunately, the task was not completed properly due to time factors and students' difficulty to use vocabulary and build sentences to describe, lack of concentration and lack of practice. Similarly, familiar songs task allowed researchers to have a dynamic, energetic, and interesting class, but it did not contribute for students' learning. Researchers deduce this task was not effective owing to the difficulty of the song since it was unknown for students; therefore, students were not able to acquire the vocabulary related to the topic "moods and emotions" nor understand the lyrics of the song.

**4.4.2 To expose seventh graders to a set of meaningful activities built on task based approach to foster communicative competence.**

During the implementation of the task-based approach, it was noticeable the significant changes in every aspect of the teaching and learning process, reflected in students' overall performance during the tasks. Since the main objective of this research is to foster seventh-graders' communicative competence, the improvement achieved by the implementation of the approach are discussed below following the elements of the communicative competence.

**Linguistic competence**

Linguistic competence includes: lexical competence, grammatical competence, and phonological competence, and the Common European Framework (2001) defines it as the dimension and quality of knowledge, vocabulary, and how the speaker organizes this knowledge and lexicon to use it.

Researchers were conscious of the importance to expose students to several activities that helped them to build lexical competence and activities in which they practiced that vocabulary as Tienson (1983) affirms that the use of vocabulary previously learnt is reached due to the direct relationship between background information and the influence of the environment. The results indicated that students used their previous knowledge during most of the classes and tasks even in the first intervention when students only owned few vocabularies. This was supported with the results of the interviews for both teacher and students who affirmed that the vocabulary was one of the improved aspects.

In relation to the grammatical competence, Ur (1988), states "Grammar can be defined as the rule of how to combine and construct words into larger units in aspect of meaning" (p.4). In this case, researchers did not expect seventh graders to manage grammar structures accurately due to their English level as it was their first educational experience with the target language. Despite this condition, researchers found out that students were able to produce correct sentences with logical meaning though there were always slight mistakes that were reduced during the implementation of the approach.

The final element of linguistic competence is phonological competence which according to The Common European Framework (2001), is the knowledge and skill in the perception and production of the sound units, sentence stress and rhythm, and intonation (p.116). Regarding to this competence, students started the intervention period making many pronunciation mistakes as they had difficulty with the sounds /ð,θ/ and being afraid of speaking aloud. However, results confirmed that students improved their pronunciation, stress, and intonation through the development of every task in which they were exposed such as pair-work, dialogues, questions and answers, and oral presentations.

**Sociolinguistic competence**

Canales and Swain (1980) state that sociolinguistic competence deals with the ability to interact in different social environments according to cultures, traditions, and norms that a language carries. During this investigation, students were encouraged to use only linguistic markers and polite expressions in most of the sessions due to their English level since they used greetings, introductions, and goodbye expressions during some tasks. However, students used these expressions mostly when the teacher asked them to use it. Consequently,

the research team assumes this competence was not fostered as it was expected, for students did not show signs of using linguistic markers and polite expressions by themselves at the end of the interventions.

**Pragmatic competence**

Canale (1988) defines pragmatic competence as the knowledge of contextually appropriate language use, and it includes discourse competence and functional competence. Regarding discourse competence, researchers expected seventh graders to express themselves properly and in a meaningful manner. As a result, students developed the ability to arrange their ideas to communicate with adequate grammar and expressions through oral presentations, short descriptions, and short dialogues used in most of the contents.

Functional competence was focused to students to express themselves adequately in conversations. Differing from discourse competence, researchers realized that students did not develop this competence because they needed to master their lexical competence (vocabulary, grammar, pronunciation, and intonation) first, so that they developed strategies at the time to exchange ideas.

**Exposure to task based approach by the teachers**

Willis (1996) affirms that exposure and experience is an essential condition for an effective learning language to take place, and researchers through the implementation of the task based approach exposed students to a series of activities intended to use the language for a communicative purpose. In the implementation of this approach, the teacher's role was essential to get significant results since task based approach follows a complex structure to develop during the class.

The effectiveness of some activities to foster the communicative competence relied on the role performed by the teachers who made sure to give an appropriate introduction of the topics, and to give clear directions of the task. Moreover, they included tasks based on the approach, and tasks that followed the objectives of the research and the syllabus, elicit the use of previous knowledge, and give enough time for the activities. They also involved all students in the development of the tasks, helped students when needed, and provided enough practice and feedback. These actions were part of the different steps of the approach; therefore, it was clear that the approach was applied properly and thoroughly.

## 4.4.3 To what extent does the implementation of task based approach foster communicative competences in seventh graders?

Finally, the results demonstrated that students scored higher in the post test since there was a remarkable improvement. The mean (average) gotten in the pretest was 6.70 while in the post test, it was 7.78. Even though the difference is not so high, the results of the post-test pointed out a noticeable improvement in students' scores after being exposed to the Task Based Approach. Besides, the result of the T- test reflected that there was a significant difference in the means (averages). Thus, the implementation of the approach fostered seventh graders' communicative competence which was reflected on the post test.

# CHAPTER V

# CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Conclusions

After the analysis of the results gathered during the interventions by means of questionnaires, interviews, pre and post-tests, and observations, researchers got significant conclusions related to the development of communicative competence on seventh graders from Centro Escolar Napoleón Rios in Santa Ana in 2019 through the implementation of task based approach. Based on the analysis and interpretation of results, the research team obtained the following conclusions:

5.1.1 The most significative tasks that helped students to foster their linguistic competence were: brainstorming, memory game, bingo, matching tasks, pair-work, and questions and answers.

5.1.2 The findings also confirmed a positive effect of Dialogues and Oral presentations to foster students' communicative competence. However, such activities represented a challenge for beginners and required a high amount of practice to be developed successfully.

5.1.3 When seventh graders were exposed to the Task Based Approach, they became motivated and confident about using the English language as they participated in constant interactive real-life tasks that allowed them to express themselves freely without much correction.

5.1.4 It was concluded that sociolinguistic competence was not fostered successfully since students must achieve a higher level of their linguistic competences first so that they are able to interact using the English language in different social environments.

5.1.5 Students developed discourse competence which deals with the ability to express themselves properly by using good arrangement of ideas, but they did not develop functional competence which deals with the ability to communicate and interact in conversations.

5.1.6 After the implementation of the task based approach, a positive remarkable difference resulted between students' oral performance grades. Therefore, the research hypothesis was confirmed.

## 5.2 Recommendations

**For future researchers:**

5.2.1 Teachers should be aware of the importance of the development of students' communicative competence present in the English language learning process.

5.2.2 Teachers should use adequate strategies to plan the lesson so that every activity is related and pursuing specific goals.

**For future researchers:**

5.2.3 Researchers should implement the Task Based Approach on a population with some level of English proficiency to have better results.

5.2.4 Future researchers should consider to invest a considerable amount of time for the implementation of the Task Based Approach.

5.2.5 Future researchers might conduct an experimental investigation of one group treated with the Task Based Approach compared to another group that is not treated.

## 5.3 Limitations

Implementing Task Based Approach to foster seventh graders' communicative competence required intensive previous organization and planning to act; nevertheless, there were some factors that interfered over the execution of the action project:

5.3.1 Due to the complexity and the amount of time the approach demands for every task stage, three-hour class were not enough to finish some activities completely since sometimes students took more time to develop the activities.

5.3.2 There was not enough existing information about activities focused on task-based approach on books for researchers to apply them during this investigation.

5.3.3 The execution of some tasks was not satisfactorily completed since students' English proficiency was not appropriate for a conversational level.

5.3.4 Holidays and school activities prevented researchers from teaching as it was established on the action plan, so there was not continuity on the classes.

5.3.5 At the beginning, researchers expected to work with 33 students, unfortunately, researchers could not count with all the students due to different factors that made them missed classes. In the end, the study was finished with the participation of 29 students.

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# APPENDIXES

# Appendix A

Santa Ana, 08 de abril de 2019

Licenciada Angélica Avelar Vázquez

Directora Centro Escolar Napoleón Ríos

Como es de su conocimiento, los alumnos egresados: Nancy Yesenia Ávila Olivares con carnet AO14008, María Fernanda Navarro López con carnet NL13002, Iris Iveth Ángel con carnet AA09045, Carlos Aníbal Martínez con carnet MA13010 y Tatiana Beatriz Jiménez Martínez con carnet JM10013 de la carrera de Licenciatura en Idioma Inglés: Opción Enseñanza de la Universidad de El Salvador, Facultad Multidisciplinaria de Occidente, realizaran una investigación-acción denominada "Implementación del método basado en tareas para fomentar las competencias comunicativas en las alumnas de séptimo grado" Este tipo de investigación requiere que cada uno de los miembros del grupo de investigación participen de forma activa, por tanto la participación del alumno investigador Carlos Aníbal Martínez es vital, al igual que todas las alumnas y la docente de Inglés para generar un cambio significativo y así cumplir con los objetivos establecidos en la investigación antes mencionada.

Los alumnos investigadores son conocedores del reglamento interno que rige la disciplina de dicha institución y se comprometen a cumplirlo al pie de la letra.

Agradeciendo su comprensión,

Atentamente.


Msc. Sonia de Marroquín                                 M.A. Edgar Pérez

Docente Directora                                    Jefe del departamento de Idiomas

# Appendix B

**UNIVERSITY OF EL SALVADOR**
**WESTERN MULTIDISCIPLINARY CAMPUS**
Observation Checklist addressed to Seventh Graders and Teaching methodology

**OBJECTIVE: To collect diagnostic information for further research study.**

**INSTITUTION: CENTRO ESCOLAR NAPOLEÓN RÍOS**

**Grade and Section:** _____     **Date:**
_____

**Direction:** mark with an "x" the square with YES or NO according to what you observe in the class.

| Student | | | Observations |
|---|---|---|---|
| **Criteria to observe** | **Si** | **No** | |
| Students wait insede the classroom before the teache arrives | | | |
| Students pay attention to the class | | | |
| Students carry cellphones | | | |
| Students follow directions given by the teacher | | | |
| Students participate during the class | | | |
| All the students have books | | | |
| Students use their cellphones with educational purposes | | | |
| Students share their doubts | | | |
| Students work togetehr with tehir classmates | | | |
| Students produce the language as is required by the teacher | | | |
| If a student does not have a book, another student shares his or her with the classmate | | | |

# Appendix C

**UNIVERSITY OF EL SALVADOR**
**WESTERN MULTIDISCIPLINARY CAMPUS**
Observation Checklist addressed to Seventh Grade teacher

**OBJECTIVE: To collect diagnostic information for further research study.**

**INSTITUTION: CENTRO ESCOLAR NAPOLEÓN RÍOS**

**DATE:** _____

| CRITERIA | YES | NO | COMMENTS |
|---|---|---|---|
| 1. The teacher shows enthusiasm in the class. | | | |
| 1. The teacher develops an introducing activity | | | |
| 1. The teacher management her subject | | | |
| 1. The teacher uses clear directions and instructions | | | |
| 1. The teacher engages all students in the class | | | |
| 1. The teacher stimulates students lower and higher order thinking | | | |
| 1. The teacher has good class management and space | | | |
| 1. Clear goals are set for every class | | | |

| | | | |
|---|---|---|---|
| 1. The teacher uses pre, during and post activities | | | |
| 1. The teacher uses a book only to reinforce students' knowledge | | | |
| 1. The teacher uses visual ads and didactic material for the class (photocopies, books, charts, flashcards, pictures, etc.) | | | |
| 1. The teacher reflects lesson planning in her/his classes | | | |
| 1. Every activity follows to achieve a set objective | | | |
| 1. The teacher provides meaningful and varied vocabulary to students | | | |
| 1. The teacher manages a good class atmosphere and discipline in the class | | | |
| 1. Good time management | | | |
| 1. The teacher promotes group learning in the activities | | | |
| 1. The teacher uses audio aids to enhance students listening skills | | | |
| 1. The teacher expose students to different audios, songs, videos or podcasts. | | | |
| 1. The teacher uses technology to teach the lesson | | | |

| | | | |
|---|---|---|---|
| 1.      The teacher uses the projector, laptops, cd-player, internet or apps. | | | |
| 1.      The teacher use laboratory to develop activities for the class. | | | |
| 1.      The teacher is well trained to uses technology in the class. | | | |
| 1.      The teacher motivates students to use app, games, or virtual classroom platforms, and social networks for the subject purposes | | | |
| 1.      The teacher closes the lesson with a reflective activity | | | |
| 1.      The teacher provides feedback and answers students doubts | | | |
| 1.      The teacher assigns homework according to the lesson goals. | | | |

# Appendix D

**Universidad de El Salvador**
**Facultad Multidisciplinaria de Occidente**

**OBJETIVO: Encuesta dirigida a los alumnos de la materia inglés con propósito de recolectar información diagnóstica para realización posterior de investigación científica.**

**Las respuestas serán grabadas con consentimiento y con previa notificación.**

Centro educativo: _____

Grado y sección: _____

**Instrucción: Cada pregunta debe ser respondida con un si/no y porqué o alguna explicación adicional dependiendo de la pregunta.**

1- ¿Cuántas horas de inglés reciben a la semana?

- 3
- 5
- Más de 5

2- ¿El profesor o la profesora utiliza un libro de texto para dar las clases?

- Si
- No

3- ¿Los y alumnos y alumnas utilizan un libro de texto con los temas y actividades durante la clase?

- Si
- No

4- si la respuesta a la pregunta 3 es si, ¿El libro es proporcionado por el centro educativo gratuitamente?

- Si
- No

5- Si la respuesta a la pregunta 3 es No ¿Cuáles son los métodos utilizados para dar la clase?

- Copiar de la pizarra
- Explicaciones orales
- Uso de fotocopias
- Juegos
- Otras actividades (especificar)_____

6- ¿Cuenta usted con su propio libro de inglés?

- Si
- No    ¿por qué? _____

7- Durante la clase, ¿Cuáles son las actividades que realiza el o la profesora con mayor frecuencia?

- Resolver ejercicios del libro
- Copiar de la pizarra

- Conversaciones
- Ver videos
- Escuchar canciones

8- ¿En cuáles de las siguientes habilidades del inglés se enfocan más las actividades o las clases del profesor o profesora?

- Escribir
- Hablar
- Leer
- Escuchar

9- Durante la clase, ¿Cuál idioma usa más el profesor o la profesora?

- Solamente español
- Solamente inglés
- Bastante inglés y poco español
- Bastante español y poco inglés

10- En una escala del 0 al 5, ¿Cuál es el nivel de su habilidad para entender lo que el profesor o profesora dice en inglés?

- 0
- 1
- 2
- 3
- 4
- 5

11- ¿El profesor o profesora realiza actividades para mejorar la habilidad de escuchar en inglés?

- Si
- No

12 ¿Con qué frecuencia se realizan actividades de escuchar?

- Todas las clases
- Una vez a la semana
- Una vez a la semana
- Una vez al mes

13 ¿Con qué dispositivo tecnológico se realizan las actividades de escuchar?

- Reproductor de MP3
- T.V o Smart T.V
- Computadora
- Teléfono celular

14 ¿El centro escolar cuenta con centro de cómputo?

- Si
- No

15 ¿Con que frecuencia hacen uso del centro de cómputo para realizar una actividad en inglés?

- Una vez a la semana
- Una vez al mes
- Nunca

16- ¿Alguna vez el profesor o la profesora ha asignado una tarea en la que tengan que hacer uso de internet o el celular?

- Si
- No

17- ¿Cuenta usted con servicio de internet en casa?

- Si
- No

18- ¿Compra usted paquetes de internet móvil?

- Si
- No

19- ¿Posee usted un teléfono celular con sistema Android o IOS?

- Si
- No

20 ¿Has utilizado tu teléfono para aprender inglés?

- Si
- No

21 ¿Cómo utilizas el teléfono para practicar inglés?

- Escuchar música
- Ver videos
- Usar una aplicación
- Leer textos
- Otros _____

22- ¿Se siente usted motivado o motivada a aprender inglés en su centro educativo?

- Si ¿por qué?_____

- No ¿por qué? _____

23- En una escala del 0 al 5, ¿Cuánta es su motivación para aprender inglés?

- 0
- 1
- 2
- 3
- 4
- 5

24- ¿Considera usted que el uso de tecnología podría motivar más a los estudiantes a aprender inglés?

- Si
- No

25- ¿Considera usted que el uso de tecnología ayudaría a mejorar la habilidad de escuchar en ingles de los estudiantes?

- Si
- No

26- Ordene del 1 al 4 las habilidades dependiendo de la dificultad de dominio que estas presentan para usted, siendo numero 1 la más fácil y 4 la más difícil.

- Escuchar
- Escribir
- Hablar
- Leer

# Appendix E

**Universidad de El Salvador**
**Facultad Multidisciplinaria de Occidente**

**Entrevista dirigida a la encargada de la materia inglés con propósito de recolectar información diagnóstica para realización posterior de investigación científica.**

**Las respuestas serán grabadas con consentimiento y con previa notificación.**

**CENTRO ESCOLAR NAPOLEÓN RÍOS**

Maestro/a: _____

Grado y sección: _____

**Instrucción: Cada pregunta debe ser respondida con un si/no y porqué o alguna explicación adicional dependiendo de la pregunta.**

1. ¿Prepara algún tipo de guion de clase propio en cada ocasión, incluyendo actividades, o sigue el protocolo del libro de texto?

2. ¿Las actividades que realiza en cada clase va basado en enfoque a objetivos?

3. ¿Realiza algún tipo de arreglo especial en el orden de los pupitres de los alumnos, o los ordena de manera especial?

4. ¿Los alumnos son participativos en las actividades y clase en general?

5. ¿En qué prioridad sus clases desarrollan o ayudan a mejorar las siguientes habilidades: Reading, writing, speaking and listening? De menor a mayor prioridad.

6. ¿Las actividades de comprensión auditiva que realiza están enfocadas al significado en contexto o a la forma gramatical?

7. ¿Qué recursos de los siguientes utiliza en sus clases?

8. -libro –grabadora –audios o canciones –proyector
   – presentaciones de power point –fotocopias – videos –pizarrón

9. -televisión -tablet

10. ¿Realiza las actividades de audio que posee el libro?

11. ¿El centro educativo posee un centro de cómputo funcional y activo?

12. ¿Realiza o pudiera realizar alguna clase en el centro de cómputo?

13. ¿Los alumnos tienen accesibilidad para usar el centro de cómputo ya sea para tareas o actividades de la clase?

14. ¿Utiliza algún tipo de tecnología para realizar sus clases? ¿Y si es así qué tipo de tecnologías?

15. ¿Qué tecnologías o dispositivos posee el centro educativo?

16. ¿Les deja tareas en línea a sus alumnos?

17. ¿Utiliza alguna plataforma en línea o red social para mantener comunicación e interacción educativa con sus alumnos, como por ejemplo un grupo de fb o alguna aplicación de celular?

18. ¿Sabe de alguna plataforma o aplicación de celular que los estudiantes pudieran usar para mejorar su inglés?

19. ¿Le interesaría incorporar más tecnología en sus clases?

20. ¿Siente que sus alumnos están interesados en la materia? Le demuestran motivación?

# Appendix F

**UNIVERSITY OF EL SALVADOR**
**WESTERN MULTIDISCIPLINARY CAMPUS**

**"The implementation of task-based Approach to Foster Seventh
Graders' Communicative Competence at Centro Escolar Napoleón Ríos during year
2019"**

**Observation Checklist**

**Teacher:** _____     **Content:** _____

**DATE:** _____     **No. STUDENTS:** _____

**OBJECTIVES:** To determine which activities focused on task based approach foster students communicative competences.

| LINGUISTIC COMPETENCES | | | | |
|---|---|---|---|---|
| **N°** | **INDICATORS** | **YES** | **NO** | **N/A** | **TYPE OF TASK** |
| 1. | Students use vocabulary and expressions of previous contents when they participate in the task | | | | Comments: (Name of the task used in the lesson that help students to develop this competence) |
| 2. | Students produce correct sentences and understand what they hear during task development | | | | |
| 3. | Students pronounce words and sentences with the correct stress and intonation | | | | |
| **PRAGMATIC COMPETENCE** | | | | |
| 4. | Students produce short dialogues, descriptions according to different settings/ contexts | | | | |
| 5. | Students are able to describe, expose, and explain simple topics | | | | |
| **SOCIOLINGUISTIC COMPETENCE** | | | | |
| 7. | Students use greetings, introductions, goodbye expressions | | | | |

| | TEACHER ROLE | | | | |
|---|---|---|---|---|---|
| 8. | The teacher follows a lesson plan according to the TBA | | | | (Comment your partner's' performance for each indicator. It can be a suggestion, or something positive you noticed) |
| 9. | The teacher develops activities based on the established objectives | | | | |
| 10. | The teacher elicits students to use vocabulary previously learned in class. | | | | |
| 11. | The teacher gives a good introduction of the topic by using games, demonstrations among others | | | | |
| 12. | The teacher gives students clear directions about the tasks | | | | |
| 13. | The teacher uses audio visual aids | | | | |
| 14. | The teacher involves all the students by using pair-work and group work. | | | | |
| 15. | The teacher gives adequate time for students to do the tasks | | | | |
| 16. | The teacher helps students whenever it is necessary. | | | | |
| 17. | The teacher listens to students answers or conclusions after students complete their task, and gives feedback | | | | |
| 18. | The teacher makes sure all students understood the content | | | | |
| 19. | The teacher reinforces practice on language notes (grammar). | | | | |

# Appendix G

**UNIVERSITY OF EL SALVADOR**
**WESTERN MULTIDISCIPLINARY CAMPUS**

**"The implementation of task based Approach to Foster**
**Seventh Graders' Communicative Competence"**

**At Centro Escolar Napoleón Ríos during year 2019**

**Observation Checklist to evaluate student's oral presentation**

**Student's**
**Name:**_____ **Date:**_____

**OBJECTIVES:** To measure to what extent the implementation of task based approach fosters communicative competences in seventh graders.

| CRITERIA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Use of vocabulary and expressions | | | | | | | | | | |
| Grammar (Production of correct sentences) | | | | | | | | | | |
| Pronunciation | | | | | | | | | | |
| Adequate tone of voice | | | | | | | | | | |
| Explanation of the topic (clearness of ideas) | | | | | | | | | | |
| Use of studied structures | | | | | | | | | | |
| Creativity | | | | | | | | | | |
| **GRADE** | | | | | | | | | | |

**OBSERVATIONS:**

_____
_____
_____
_____

# Appendix H

**UNIVERSITY OF EL SALVADOR**
**WESTERN MULTIDISCIPLINARY CAMPUS**

**"The implementation of task based Approach to Foster Seventh
Graders' Communicative Competence"**

**At Centro Escolar Napoleón Ríos during year 2019**

**Observation Guide addressed to Seventh Grade Students          DATE:_____**

**DATE:** _____

**OBJECTIVE:** to verify if the task based activities developed in the interventions foster students' communicative competence

**SURVEY ADDRESSED TO STUDENTS**

Indicación: Responda las siguientes preguntas con una x en la casilla de acuerdo a su criterio personal y a su experiencia durante las intervenciones.

1. ¿Considera usted que el sistema de estudios implementado por los investigadores le ayudaron a mejorar sus habilidades de inglés? Si ____    no____

¿Por qué?

_____
_____
_____

2. ¿Cómo considera usted las actividades desarrolladas en clase?

Organizadas            Divertidas            Difíciles            Adecuadas


¿Por qué?

_____
_____
_____

3. ¿Con qué frecuencia participa usted en las actividades desarrolladas en clase?

Siempre            Casi siempre            A veces            Nunca


4. ¿De qué manera las actividades desarrolladas en clases le han ayudado a su aprendizaje?


Poseo más vocabulario

Entiendo más al escuchar

Soy capaz de decir oraciones cortas

Entiendo el significado de las palabras y oraciones

5. ¿Cómo considera usted que aprende más?

Individualmente            En pareja            En grupo

¿Por qué?

_____

_____

_____

6. ¿Considera que que el tiempo  asignado a cada actividad es adecuado?

                   Sí                            No

Por qué?

_____

_____

_____

_____

7. En base a las actividades desarrolladas en clase, ¿En qué tipo de actividad le gusta o participa más?

        Escuchar            Hablar            Leer            Escribir

8. ¿Cree usted que el uso de carteles y medios audiovisuales como carteles, objetos reales, audios, videos entre otros  ayudan a comprender mejor los diferentes temas?

  Sí                no

¿Por qué?

_____

_____

_____

9. Mencione 3 tipos de actividades o juego desarrollado en clase que le ayudaron a entender mejor un tema:

_____

_____

_____

_____

# Appendix I

**UNIVERSITY OF EL SALVADOR**
**WESTERN MULTIDISCIPLINARY CAMPUS**

**"The implementation of task based Approach to Foster Seventh Graders' Communicative Competence"**

**At Centro Escolar Napoleón Ríos during year 2019**

**Interview guide addressed to Seventh Grade Students   DATE:_____**

**OBJECTIVE:** To ascertain how the implementation of Task Based Approach foster seventh graders' communicative competences.

**Indicación:** Responda las siguientes preguntas de acuerdo a su criterio personal y a su experiencia durante las intervenciones.

1. Describa su experiencia en cada una de las siguientes actividades que se realizaron durante las intervenciones y mencione si fueron o no efectivas en su aprendizaje en cuanto a  vocabulario, uso de expresiones, escritura, habla, pronunciación, capacidad de mantener una conversación corta. Mencione si fueron divertidas

   - Trabajo en pareja

   - Preguntas y respuestas (entre alumnas)

   - Completar en tablas de representación (Tabla de Simpson's family)

   - Actividad "Adivina el youtuber" (Jig saw task)

   - Actividad "lluvia de ideas" (brainstorming)

   - Juegos de memoria y bingo

   - Canciones en inglés

   - Presentaciones orales

   - Juego de roles (diálogos)

   - Actividades de relacionar (Matching task)

2. ¿Se siente usted más motivada a participar en las actividades que se realizan en clases? ¿Por qué?
3. ¿Del 1-10 cuánto vocabulario o expresiones ("good morning", "how are you") considera que ha adquirido durante las actividades? ¿Por qué?
4. ¿Se siente capaz de escribir y decir oraciones cortas en ingles? ¿Por qué?

5. ¿Del 1-10 cómo autoevalúa su pronunciación en inglés?
6. ¿Suele recordar y usar los saludos y expresiones de cortesía en inglés en clases o a fuera de clases con sus compañeras, familia o amigos?
7. ¿Se considera usted capaz de entablar una conversación simple en ingles? ¿Por qué?
8. ¿Del 1-10 qué tanto comprende al escuchar el inglés cuando su maestro habla? ¿Por qué?
9. ¿Considera usted que se siente más segura a la hora de hacer una presentación oral en inglés? Si/No Porqué
10. ¿Cómo cree usted que pudiera mejorar su habla y comprensión en inglés?
11. ¿Qué aspectos o factores considera usted que limitan o dificultan su desempeño en Inglés?
12. ¿En cuáles de los siguientes aspectos/áreas ha mejorado más su aprendizaje del inglés?

a.     Posee más Vocabulario
b.     Uso de expresiones (saludos)

c.     Escritura de oraciones simples y cortas

d.     Decir oraciones simples y cortas

e.      Pocos errores de pronunciación

f.     Uso de expresiones de cortesía

g.     Capaz de escuchar y entender

h.     Capaz de leer y entender a nivel básico

**UNIVERSITY OF EL SALVADOR**
**WESTERN MULTIDISCIPLINARY CAMPUS**

**"The Implementation of Task Based Approach to Foster Seventh Graders' Communicative Competence"**

**At Centro Escolar Napoleón Ríos during year 2019**

**Interview guide addressed to the Seventh Grade English Teacher**

**Teacher's Name:** _____ **DATE:** _____

**OBJECTIVE:** To ascertain how the implementation of Task Based Approach foster seventh graders' communicative competences.

1. ¿En cuáles de los siguientes aspectos/áreas cree usted que han mejorado más las alumnas sobre en el aprendizaje del inglés?

   - Poseen más Vocabulario

   - Uso de expresiones (saludos)

   - Escritura de oraciones simples y cortas

   - Decir oraciones simples y cortas

   - Pocos errores de pronunciación

   - Uso de expresiones de cortesía

   - Capaz de escuchar y entender

   - Capaz de leer y entender

2. ¿Cuáles de las siguientes actividades o tareas considera usted que fueron más significativas para el aprendizaje de las alumnas?

   - Trabajo en pareja

   - Preguntas y respuestas (entre alumnas)

   - Completar en tablas de representación (Tabla de Simpson's family)

- Actividad "Adivina el youtuber" (Jig saw task)

- Actividad "lluvia de ideas" (brainstorming)

- Juegos de memoria y bingo

- Canciones en inglés

- Presentaciones orales

- Juego de roles (diálogos)

- Actividades de relacionar (Matching task)

3. ¿Cree usted que hubo cambios respecto a la motivación o interés y participación de las alumnas hacia la materia de inglés?

4. ¿Qué otros cambios concretos deberían implementarse a fin de obtener cambios sustanciales en el aprendizaje del idioma Inglés en las alumnas?

5. ¿Podría decir que el método implementado por el equipo de investigadores fue adecuado o no para las alumnas?

6. ¿Considera usted que fue efectivo el método implementado por el equipo de investigadores para el nivel de inglés que poseen las alumnas en 7° grado?

7. ¿Qué limitantes considera usted que hay para poder aplicar el método basado en tareas implementado por los investigadores?

# Appendix K

**UNIVERSITY OF EL SALVADOR**

**WESTERN MULTIDISCIPLINARY CAMPUS**

**"The implementation of task based Approach to Foster Seventh Graders' Communicative Competence at Centro Escolar Napoleón Ríos during year 2019"**

**Observation Checklist to evaluate student's oral presentation**

**Student's Name:** _____ **Date:** _____

**OBJECTIVES:** To measure to what extent the implementation of task based approach fosters communicative competences in seventh graders.

| CRITERIA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Use of vocabulary and expressions | | | | | | | | | | |
| Grammar (Production of correct sentences) | | | | | | | | | | |
| Pronunciation | | | | | | | | | | |
| Adequate tone of voice | | | | | | | | | | |
| Explanation of the topic (clearness of ideas) | | | | | | | | | | |
| Use of studied structures | | | | | | | | | | |
| Creativity | | | | | | | | | | |
| **GRADE** | | | | | | | | | | |

**OBSERVATIONS:**

_____

_____

_____

_____

# Appendix L

## EXPERT VALIDATION SHEET

**Date of validation:** _____

**Validator's name:** _____

**Direction: indicate your rating based on the following scale.**

**Scale:** **5**-Excellent     **4**-Very Good     **3**- Good     **2**- Needs Improvement     **1**-Poor

| Items | Scale | | | | |
|---|---|---|---|---|---|
| **1. Clarity of Instructions and Items** | **5** | **4** | **3** | **2** | **1** |
| a. The instructions and items are written in simple, specific, clear, and comprehensible manner. | | | | | |
| b. Each item is written in a brief, concise, and unambiguous way. | | | | | |
| c. The words and concepts utilized in the instrument can be well understood by the respondents. | | | | | |
| 1. **Accuracy and Suitability of Items** | **5** | **4** | **3** | **2** | **1** |
| **a.** The range of items cover all the indicators to be measured. | | | | | |
| b. The number of items is suitable to represent the indicators. | | | | | |
| c. The items are designed to properly measure the indicators. | | | | | |
| **3. Objectivity and Rating System** | **5** | **4** | **3** | **2** | **1** |
| a. Each item requires a specific and measurable answer. | | | | | |
| b. Response options cover all significant alternatives. | | | | | |
| **c.** Scoring is appropriate for the items. | | | | | |
| 1. **Overall Presentation and Organization** | **5** | **4** | **3** | **2** | **1** |

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| a.      The instrument is neat and organized. | | | | | |
| b.   Items are free from clerical and grammatical errors. | | | | | |
| **1.      Attainment of Purpose** | **5** | **4** | **3** | **2** | **1** |
| a.      The instrument as a whole fulfills the objectives for which it was designed. | | | | | |

**Overall Remarks/Suggestions:**

_____
_____
_____
_____
_____
_____
_____

**Lesson**           **8:**           **Unit**           **3**
**Content 8: Nationalities**
**Date: Thursday-18 July 2019**
**Teacher:** _____

**NATIONALITIES**

**Objective:** students will be able to create short dialogues and to talk about different countries and nationalities.

**Materials:** paper, markers, eraser, books, lesson plan, board, chart,

**<u>Pre-task:</u>**

- Ask students to open their book on page 46
- Tell them to look at the table and read each country, nationality and language with them.
- Make them repeat after the teacher
- Then, paste the next dialogue on the board and tell them that you have invited a friend who comes from Germany
- Perform a "semi role play" with your friend to show the students.

**Dialogue:**

**A:** Hi, My name is Akiko Hayashi

**B:** Hi, I'm Alexa Haber. Nice to meet you.

**A:** Nice to meet you too.

**B:** Where are you from?

**A:** I'm from Japan, and you?

**B:** I'm from Germany.

**A:** What language do you speak in your country?

**B:** I speak German. How about you?

**A:** I speak Japanese.


**<u>Task:</u>**

- Read the dialogue with them and make them pronounce.

- Students have to choose a piece of paper randomly, and they will be assigned a country
- Have them work in pairs
- Tell them they will follow the example on the board and write their own dialogue according to the country they chose.

1) Italy
2) China
3) Spain
4) Japan
5) Canada
6) Germany
7) Australia
8) France
9) England
10) El Salvador
11) United states
12) Brazil
13) Argentina

## Report Stage:

- Put a song and play " the hot potato"
- Have 5 pairs to read their dialogues at the front.
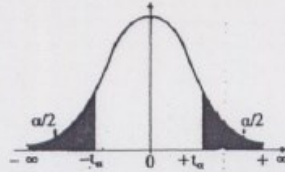
## Language Focus

## Memory Games

- Present memory game on the board
- Have 2 groups (A and B)
- The group that matches more countries and nationalities, win!
- Use this activity to reinforce pronunciation and vocabulary.

**Tabla 6**

**Distribución t de Student**



| α \ g.l | 0.50 | 0.40 | 0.30 | 0.20 | 0.10 | 0.05 | 0.02 | 0.01 | 0.001 |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.000 | 1.376 | 1.963 | 3.078 | 6.314 | 12.706 | 31.821 | 63.657 | 636.619 |
| 2 | 0.816 | 1.061 | 1.386 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 31.598 |
| 3 | 0.765 | 0.978 | 1.250 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 12.929 |
| 4 | 0.741 | 0.941 | 1.190 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 8.610 |
| 5 | 0.727 | 0.920 | 1.156 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 6.869 |
| 6 | 0.718 | 0.906 | 1.134 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 5.959 |
| 7 | 0.711 | 0.896 | 1.119 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 5.408 |
| 8 | 0.706 | 0.889 | 1.108 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 5.041 |
| 9 | 0.703 | 0.883 | 1.100 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.781 |
| 10 | 0.700 | 0.879 | 1.093 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 4.587 |
| 11 | 0.697 | 0.876 | 1.088 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.437 |
| 12 | 0.695 | 0.873 | 1.083 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 4.318 |
| 13 | 0.694 | 0.870 | 1.079 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 4.221 |
| 14 | 0.692 | 0.868 | 1.076 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 4.140 |
| 15 | 0.691 | 0.866 | 1.074 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 4.073 |
| 16 | 0.690 | 0.865 | 1.071 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 4.015 |
| 17 | 0.689 | 0.863 | 1.069 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.965 |
| 18 | 0.688 | 0.862 | 1.067 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.922 |
| 19 | 0.688 | 0.861 | 1.066 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.883 |
| 20 | 0.687 | 0.860 | 1.064 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.850 |
| 21 | 0.686 | 0.859 | 1.063 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.819 |
| 22 | 0.686 | 0.858 | 1.061 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.792 |
| 23 | 0.685 | 0.858 | 1.060 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.767 |
| 24 | 0.685 | 0.857 | 1.059 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.745 |
| 25 | 0.684 | 0.856 | 1.058 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.725 |
| 26 | 0.684 | 0.856 | 1.058 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.707 |
| 27 | 0.684 | 0.855 | 1.057 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.690 |
| 28 | 0.683 | 0.855 | 1.056 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.674 |
| 29 | 0.683 | 0.854 | 1.055 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.659 |
| 30 | 0.683 | 0.854 | 1.055 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.646 |
| 35 | 0.682 | 0.852 | 1.052 | 1.306 | 1.690 | 2.030 | 2.438 | 2.724 | 3.592 |
| 40 | 0.681 | 0.851 | 1.050 | 1.303 | 1.684 | 2.021 | 2.423 | 2.705 | 3.551 |
| 45 | 0.680 | 0.850 | 1.049 | 1.301 | 1.679 | 2.014 | 2.412 | 2.690 | 3.521 |
| 50 | 0.679 | 0.849 | 1.047 | 1.299 | 1.676 | 2.009 | 2.403 | 2.678 | 3.497 |
| 60 | 0.679 | 0.848 | 1.046 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 3.461 |
| 80 | 0.678 | 0.846 | 1.043 | 1.292 | 1.664 | 1.990 | 2.374 | 2.639 | 3.417 |
| 100 | 0.677 | 0.845 | 1.042 | 1.290 | 1.660 | 1.984 | 2.364 | 2.626 | 3.391 |
| ∞ | 0.674 | 0.842 | 1.036 | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 3.291 |

## Distribución $T$ de Student

| k \ p | 0,55 | 0,60 | 0,65 | 0,70 | 0,75 | 0,80 | 0,85 | 0,90 | 0,95 | 0,975 | 0,99 | 0,995 | 0,9995 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 0,158 | 0,325 | 0,510 | 0,727 | 1,000 | 1,38 | 1,96 | 3,078 | 6,314 | 12,71 | 31,8 | 63,7 | 637 |
| 2 | 0,142 | 0,289 | 0,445 | 0,617 | 0,816 | 1,06 | 1,39 | 1,886 | 2,920 | 4,30 | 6,96 | 9,92 | 31,6 |
| 3 | 0,137 | 0,277 | 0,424 | 0,584 | 0,765 | 0,978 | 1,25 | 1,638 | 2,353 | 3,18 | 4,54 | 5,84 | 12,9 |
| 4 | 0,134 | 0,271 | 0,414 | 0,569 | 0,741 | 0,941 | 1,19 | 1,533 | 2,132 | 2,78 | 3,75 | 4,60 | 8,61 |
| 5 | 0,132 | 0,267 | 0,408 | 0,559 | 0,727 | 0,920 | 1,16 | 1,476 | 2,015 | 2,57 | 3,36 | 4,03 | 6,86 |
| 6 | 0,131 | 0,265 | 0,404 | 0,553 | 0,718 | 0,906 | 1,13 | 1,440 | 1,943 | 2,45 | 3,14 | 3,71 | 5,96 |
| 7 | 0,130 | 0,263 | 0,402 | 0,549 | 0,711 | 0,896 | 1,12 | 1,415 | 1,895 | 2,36 | 3,00 | 3,50 | 5,40 |
| 8 | 0,130 | 0,262 | 0,399 | 0,546 | 0,706 | 0,889 | 1,11 | 1,397 | 1,860 | 2,31 | 2,90 | 3,36 | 5,04 |
| 9 | 0,129 | 0,261 | 0,398 | 0,543 | 0,703 | 0,883 | 1,10 | 1,383 | 1,833 | 2,26 | 2,82 | 3,25 | 4,78 |
| 10 | 0,129 | 0,260 | 0,397 | 0,542 | 0,700 | 0,879 | 1,09 | 1,372 | 1,812 | 2,23 | 2,76 | 3,17 | 4,59 |
| 11 | 0,129 | 0,260 | 0,396 | 0,540 | 0,697 | 0,876 | 1,09 | 1,363 | 1,796 | 2,20 | 2,72 | 3,11 | 4,44 |
| 12 | 0,128 | 0,259 | 0,395 | 0,539 | 0,695 | 0,873 | 1,08 | 1,356 | 1,782 | 2,18 | 2,68 | 3,06 | 4,32 |
| 13 | 0,128 | 0,259 | 0,394 | 0,538 | 0,694 | 0,870 | 1,08 | 1,350 | 1,771 | 2,16 | 2,65 | 3,01 | 4,22 |
| 14 | 0,128 | 0,258 | 0,393 | 0,537 | 0,692 | 0,868 | 1,08 | 1,341 | 1,761 | 2,14 | 2,62 | 2,98 | 4,14 |
| 15 | 0,128 | 0,258 | 0,393 | 0,536 | 0,691 | 0,866 | 1,07 | 1,337 | 1,753 | 2,13 | 2,60 | 2,95 | 4,07 |
| 16 | 0,128 | 0,258 | 0,392 | 0,535 | 0,690 | 0,865 | 1,07 | 1,333 | 1,746 | 2,12 | 2,58 | 2,92 | 4,02 |
| 17 | 0,128 | 0,257 | 0,392 | 0,534 | 0,689 | 0,863 | 1,07 | 1,330 | 1,740 | 2,11 | 2,57 | 2,90 | 3,96 |
| 18 | 0,127 | 0,257 | 0,392 | 0,534 | 0,688 | 0,862 | 1,07 | 1,328 | 1,734 | 2,10 | 2,55 | 2,88 | 3,92 |
| 19 | 0,127 | 0,257 | 0,391 | 0,533 | 0,688 | 0,861 | 1,07 | 1,325 | 1,729 | 2,09 | 2,54 | 2,86 | 3,88 |
| 20 | 0,127 | 0,257 | 0,391 | 0,533 | 0,687 | 0,860 | 1,06 | 1,323 | 1,725 | 2,09 | 2,53 | 2,84 | 3,85 |
| 21 | 0,127 | 0,257 | 0,391 | 0,532 | 0,686 | 0,859 | 1,06 | 1,321 | 1,721 | 2,08 | 2,52 | 2,83 | 3,82 |
| 22 | 0,127 | 0,256 | 0,390 | 0,532 | 0,686 | 0,858 | 1,06 | 1,319 | 1,717 | 2,07 | 2,51 | 2,82 | 3,79 |
| 23 | 0,127 | 0,256 | 0,390 | 0,532 | 0,685 | 0,858 | 1,06 | 1,318 | 1,714 | 2,07 | 2,50 | 2,81 | 3,77 |
| 24 | 0,127 | 0,256 | 0,390 | 0,531 | 0,685 | 0,857 | 1,06 | 1,316 | 1,711 | 2,06 | 2,49 | 2,80 | 3,74 |
| 25 | 0,127 | 0,256 | 0,390 | 0,531 | 0,684 | 0,856 | 1,06 | 1,315 | 1,708 | 2,06 | 2,48 | 2,79 | 3,72 |
| 26 | 0,127 | 0,256 | 0,390 | 0,531 | 0,684 | 0,856 | 1,06 | 1,314 | 1,706 | 2,06 | 2,48 | 2,78 | 3,71 |
| 27 | 0,127 | 0,256 | 0,389 | 0,531 | 0,684 | 0,855 | 1,06 | 1,313 | 1,703 | 2,05 | 2,47 | 2,77 | 3,69 |
| 28 | 0,127 | 0,256 | 0,389 | 0,530 | 0,683 | 0,855 | 1,06 | 1,311 | 1,701 | 2,05 | 2,47 | 2,76 | 3,67 |
| 29 | 0,127 | 0,256 | 0,389 | 0,530 | 0,683 | 0,854 | 1,05 | 1,310 | 1,699 | 2,04 | 2,46 | 2,76 | 3,66 |
| 30 | 0,127 | 0,256 | 0,389 | 0,530 | 0,683 | 0,854 | 1,05 | 1,303 | 1,697 | 2,04 | 2,46 | 2,75 | 3,65 |
| ∞ | 0,126 | 0,253 | 0,385 | 0,524 | 0,674 | 0,842 | 1,04 | 1,282 | 1,645 | 1,96 | 2,33 | 2,58 | 3,29 |

P (T ≤ t) para k grados de libertad. Por ejemplo, para k = 2 grados de libertad,
P (T ≤ 0,142) = 0,55. P (T ≥ 0,142) = 0,45.

# ANNEXES

**Picture 1: Students during a dialogue practice**





**Picture 2: Researchers developing a memory game activity**

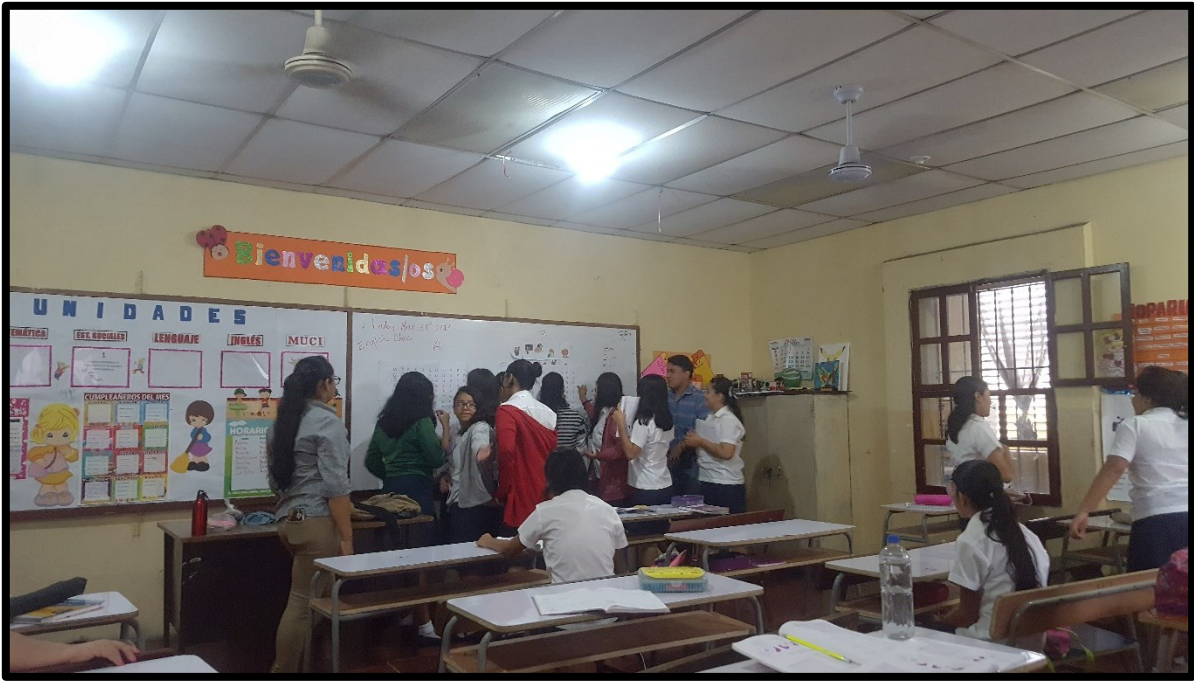**Picture 3: Researchers and student during Report Stage**



**Picture 4: Researcher using visual aids during the class**

**Picture 5: Researcher and students during a warm-up activity**



**Picture 6: Researchers and students during comple tabular representation task**

**Picture 7: Students during a cross word as a pre-task activity**



**Picture : Researchers using charts and pictures**

**Picture: Students working in a pair-work actiity**



**Picture: Family tree students' Oral Presentation**

**Picture: Students in Oral presentations (post-test)**

**Picture 12: Researchers and seventh graders at the end of interventions On August 9th.**