

PROMOTING A MEANINGFUL ORAL PRODUCTION THROUGH TASK-SUPPORTED
TEACHING

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FACULTAD DE CIENCIAS Y EDUCACIÓN

UNIVERSIDAD DISTRITAL FRANCISCO JOSE DE CALDAS

BOGOTA

2017

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ABSTRACT

This paper presents an action research project that looks into the structuring of relevant tasks that may foster English language oral proficiency in an intensive course with teenagers and adults, the study took eight weeks with five groups per day among three to fifteen students and it was conducted in three stages. The problem observed consists in the fact that the EFL learners do not seem to retain information in long-term memory. They claimed that classroom instruction does not serve to understand English outside the classroom i.e., 'real English'. Swan (2005) proposes Task-Supported Teaching (TST) as a new approach to teach EFL. The data was collected with surveys, interviews, observations and videos contemplating these variables: students' progress, beliefs, goals and meaningful tasks. With a multiple case study method to analyze the data which demonstrates students participate more when the tasks are related to their real environments and allow them to use all abilities they have in English. This project expects to inform the academy and the teachers on the relevance of TST geared to enhancing the curriculum.

Keywords: Meaningful Learning, Oral production, and Task-Supported Teaching

INTRODUCTION

Teaching is a complex process because teachers need to take into account learners' needs when they design a course and they have two ways, the first one is to continue traditional ways of teaching, repeating the same practices without main results on learning. Alternatively, teachers can dare to propose new alternatives and practices to teach in order to improve the quality of learner learning experience.

This action research internship expects to inform the educational community about the application of Task-Supported Teaching in an English institute curriculum and the results obtained during the intervention. The project is divided into five main chapters in which are explained all the process carried out by the pre-service teachers.

Chapter I contains the problem statement and what are the expect results to obtain once the intervention was applied. Then, Chapter II is focused on the literature review that was relevant to understand some research in education field related to task supported teaching. Chapter III takes into account the theoretical framework which was necessary to support the action research project. Moreover, Chapter IV explains the research design used in the application of the internship and all the relevant information about the institute in which was applied the project. Chapter V contains the data analysis made by researchers using the instruments mentioned in Chapter IV, and the pedagogical implications the researchers considered fundamental to improve the practices inside the institute and in its curriculum design.

JUSTIFICATION

The justification of this proposal deals with exploring ways of implement Task-Supported Teaching to promote learners' oral production. Furthermore, to encourage teachers to create and implement activities according to the student's age, level, and context. This study not only informs future teachers of the research findings, also it is a way to make them think about methods that they sometimes do not use in class because of lack of time, interest or even because of institution policies. It wants to promote future studies in which teachers figure out useful activities in class based on what readers found in this research project.

Activities implemented for students' motivation and for the comprehension of contents are the base to create a curriculum focus on students' goals, in that way they are going to feel English as a tool to improve not only their professional and academic lives but also to know the world with another culture knowledge.

The activities proposed are applied in the design of the curriculum in the institute in which the internship was applied in order to the practices created by students will engage them to obtain better results in English proficiency after the course will be finished, also, teachers could change the way they plan their lessons in which the main objective will be promote students' satisfaction learning a foreign language as English.

CHAPTER I.

PROBLEM STATEMENT

To discover the research problem a pilot survey was designed about students' learning process.

Kvale (1996, p. 14) regarded interviews as “an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situation of research data.” In this way, the interview helped the project to understand better the phenomenon in different learners' perspectives than others instruments where people's voices and feeling are not relevant. Berg (2007, p. 96) talks “the importance of interviewing is not only because it builds a holistic snapshot, analyses words, reports detailed views of informants; but also because it enables interviewees to speak in their own voice and express their own thoughts and feelings” (as cited Hamza Alshenqeeti, 2014, p. 39)

Baron (1982) says the English teacher is often considered as an “unattractive grammar mongers whose only pleasure in life is to point out the faults of others” (Cited by Kiran, Rehman and Khan, p 423). They would like to feel motivated if they could not only use English for studying, but also for entertainment and real use it means use the foreign language in everyday activities in which English will be required.

Teachers need to be conscious of the importance of improving teaching practices to provide meaningful learning in each class. Moreover, applying Task-Supported Teaching to the instructional design allow researchers and teachers to improve research on classroom dynamics as a research area in order to implement new practices that contribute to learners' learning experiences as unforgettable and useful in their daily lives.

RESEARCH QUESTION

How Task-Supported Teaching may promote oral production in an English class?

OBJECTIVES

General Objective

- To appraise the role of Task-Supported teaching to promote oral production in an English class.

Specific Objectives

- To illustrate the meaningful tasks for students to promote oral production.
- To compare students' process with a priori knowledge in order to recognize the progress during the intervention.
- To join real context and tasks to promote oral production.

Internship Objectives

- To appreciate American School Way curriculum in order to improve English teaching practices.
- To implement the research project focus on oral production improvement on students through Task-Supported Teaching.
- To identify the methodology implemented in the institute by teachers to create an innovative and flexible educational project.

CHAPTER II.

LITERATURE REVIEW

In this chapter, the project is going to point out researches which have been a concern in the areas of the educational field. Many of these researches have proposed and explained innovative methodologies which have had better results than the dominant paradigms. The purpose of using these researches is due to the importance to take into account the benefits, issues, evidence, methodologies and results that they found in the use of task methods, oral production, and meaningful learning experiences. The literature review used different authors who carried out and presented these themes in a variety of context and this paper focused on their application to oral production.

Task Approaches

Khodabakhshzadeh, H. Mousavi, B. (2012) proved the effectiveness of post-task activities in the improvement of accuracy and fluency in L2 using two different ways in an oral production process. The first one in a private space and the second one in front of the classroom. The task-based lesson had three phases (pre-task phase, the main task phase, and the post task phase), the study focused its attention on post task phase because it provided an opportunity for repeated performance allowing students to practice the previous English knowledge they gained in the lessons. The study had 45 students interested in the IELTS oral performance, they were divided into three groups, and each one had a different way to performance their proficiency level, the group who performed in front of the others outperformed in fluency measures and the group who performed in front of the class and private were more accurate than the others.

Buitrago (2015) developed research where the focus was communication competence through

Task Based Learning. She argues TBL (Task Based Learning) approach allowed students to learn vocabulary. This is an important aspect because vocabulary acquisition is considered as a tool to achieve the high level of proficiency in the target language (Boers & Lindstromberg, 2008). In this research, a teacher used a pre- task with 10th graders. Students developed different activities as reading, music topics, games, etc. With those activities, the learners expanded their vocabulary, express better ideas in writing and speaking, but not all the population had the good results due to the lack of students' motivation and the few teacher's experience.

BavaHarji, M. Gheitanchian, M. Letchumanan, K. (2014) focused their study on the effects of tasks with different levels of complexity using to promote learners' oral production in a multimedia task-based class. The study had 57 EFL adult learners as participants during 16 weeks developing 12 tasks in three performance phases. They were evaluated fluency, accuracy and complexity of their oral performance using the material provided by researchers. As a tool, a web page was used to post the material used in the study like videos, texts, audios, etc. In that way, students could interact with their partners and teachers. The oral production activities made students talk about their experiences and thoughts. The use of multimedia material improved students' oral production in terms of accuracy, fluency, and complexity because they were practicing more time with the closest tool to learn.

Ruso (2007) executed research in the Eastern Mediterranean University where student's native language was Turkish and they began the ESL. This study had 54 learners whose countries were Turkey, Turkish Republic of Northern Cyprus, Jordan, Israel, Kuwait and Pakistan. The TBL was helpful because students were motivated and they wanted to learn because of it. Students could practice more when the teacher is not the focus of the class. Even

though, the using of TBL let students make conversations, students did not like the same task or task without goals.

Lochana, M. Deb, G. (2006) accomplished an action research in Bangalore in order to change the methodology in the classroom and prove it had a major role in the learning process. They used the mandatory textbook activities gave by the school, however, they transformed traditional activities into tasks and they applied them inside the classroom to enhance oral proficiency learners. The main purpose of the project was to give teachers reasons to be resourceful to overcome the obstacles that education system had due to the control and systematized process itself and in that way make learning more meaningful for learners. The study had 28 students as population and duration of four months. School incentivized teachers for re-design the content into meaningful tasks. Preparing non-text based tasks allowed to have more learning effectively. The use of tasks instead of traditional activities allows students be more interested in learning English.

Franco, C., and Muñoz, L. (2000) implemented an action research study at La Peninsula School. In this place, they found out the teachers were focused on listening and speaking activities but, they did not likely consider writing as a potential skill which students could manage creatively in English. The researchers developed a curriculum focus on how task-based activities promote children's writing of text in English as a foreign language. They decided to use task- based syllabus because it provided an excellent language input when students were involved in activities where they were challenged to use the language communicatively and through this kind of approach children were responsible for their own process and for the decision they took in relation to their work.

At the beginning of the course, students did not want to assume their role as the principal character of the process because they were not accustomed to be the active constructor of the learning process. They believed themselves as poor English learner, however, at the end of the classes, this research found that task promoted creative writing because children had the principal role to decide what kind of text they wrote and decided what meanings to convey. They were challenged with the task because they had to select the vocabulary according to their needs, organizing ideas, using punctuations, etc. The material had pictures about animes and cartoons that students like for instance Dragon Ball, Flintstones, and Sailor Moon.

Furthermore, when teachers designed the different tasks, they understood a crucial think “a teacher bears in mind the learners’ prior knowledge and that the learning activities developed the necessary foundations, abilities, and strategies” (p.141). Their opinion was relevant because the syllabus at Peninsula School developed activities with the purpose of having listening and speaking skill with excellent competencies but students’ needs, their backgrounds and context were not take into account in the classes and it was the reason to begin the project with writing skill. Finally, this research discovered the benefits and the issues of tasks because Franco and Muñoz debated:

EFL teacher should not see task-based learning as a magical box in which they choose, design and apply activities at random. On the contrary, the task should be based on some specific theoretical and pedagogical principles for designing, selecting, sequencing and integrating (p.141)

Fajardo, N (2011) developed research about The Construction of Meaning through Text-Based Tasks: A Starting Point to Disclose Ideologies in a Group of Preservice Social Studies

Teacher. He promoted a qualitative research that described the relation between meaning and text-based tasks in a university in Colombia during 16 weeks with two classes per week.

The researcher was developed with 26 preservice social studies teachers who were in VII semester. Fajardo as a teacher and researcher negotiated the topics with students and according to these, he designed the task. This is one of the main in Task-Supported Teaching because the teacher has to be concern about the importance of students' interests and after the teacher recognizes them; the teacher can create, develop and use the task. In this researcher, the classes were divided into two terms, the first one was about historical background issues and the second one was contemporary issues. Those two terms let students express their previous knowledge about historical issues and they could develop meaningful tasks.

Task-Supported Teaching changed the typical classes focused on forms avoiding students' participation in the process; they were empty glasses in which teachers pour the knowledge there. Fajardo (2011) expressed his opinion about what was the role as a teacher and a tool in class:

I have not come today to teach you English. I am going to share with you how to learn English and step by step you will be more independent from me, the teacher. It will be possible if we work on issues of importance to you and to me, under socio-critical perspective. (p.12)

In that fragment, Fajardo's point of view is shown when he explained the importance of changing the education itself in which the roles of participation allow the real interaction student-teacher and not only a mandatory system of powers where only one statement is true.

Ellis (2006) explained tasks are divided into the phases. Pre- task, during the task and post task. In the pre- activities where pupils and teacher planned the performance of the task; during the task, students were the focus on the task and finally, the post- task involved procedures after the main phase (Cited by Fajardo, 2011: 43). At the end of this study, the researcher concluded Task Based on the text was a good option where EFL was characterized by rejection, boredom, or lack of interest. The uses of American issues motivated students to practice a FL which was a bridge between perspectives.

Throughout the level of the task, students had a lot of opportunities to face the challenge, then, they were engaged in English language learning. Students were satisfied when they could speak, write, listen and read in English in an FL. Fajardo (2011, p.128) says: “Teachers require developing tasks relevant to students’ interest, needs, professional, and individual differences.”

Saeidi and Farshchi (2015) wrote an article in which assured that in content-based classroom students did not have the opportunity to practice the foreign language because of the lack of time and the few opportunities to practice outside the classroom. This action research project was developed in Tabriz in a private school with 60 female students who were evaluated through a proficiency test in order to homogenize the groups. The project had two months duration and the tasks were completed using pre-task and post tasks measuring the learners’ process. At the beginning of each class, researcher taught to students the communication strategies in order they could use in real contexts. Content-based teachers needed to take into consideration while planning lessons the four-language skills. Finally, teaching communicative strategies was an effective way to improve learners’ oral competence.

McNulty and Becerra (2010) carried out an action research, it took nine months with 20

students (10 boys and 10 girls) whose ages ranged from 14 to 17, they were chosen randomly in tenth grade of a public school in Medellin. The researcher examined the experiences of the students in EFL classes took into consideration the lower results of English proficiency level using the grammar-based unit. For that reason, it was redesign into a topic-based unit including students' interests and needs in order to create significant learning and to motivate students to learn English. When teacher integrated students in the design and implementation of the topic-based unit, students become more active in the learning process and started to be motivated to learn and participate in all activities; also they reported positive perceptions about learning with and from others. The data was collected by students' perceptions, goals, activities and their achievements.

Communicative Competence

Jaime and Insuasty (2015) developed a study to identify and analyze the Teaching Practices which have Effects on Students' Communicative Competence. Teaching English as a foreign language (TEFL) has the goal to take into account teacher practices because the communicative approaches depend on. They understood the importance of communicative approaches because principles of learning underlying these approaches are as follows:

1. Meaningful learning experiences occur because of the new knowledge.
2. Learning a second language is because pupil can use it in the real context.
3. The success of communicative language learning depends on the quality of opportunities that the student is given to using the language.
4. An environment where the learner can talk about their lives without restrictions.

5. The intention which involves negotiation between teacher and learners makes the process of communication and acquiring the second language easier.

Wang, H. & Shih, S. (2011) investigated the influence of types of oral elicitation tasks and types of language in the lexical collocation errors in speech. They knew the importance of tasks because it allowed learners to have fluency and accuracy in their speech. The project used action research as the method, and it had 42 major students training in an intensive English course in the four skills; Chinese and English were the languages used to verify the collocations errors because the study was carried out in China. Analyzing the results seventeen mainly productions of lexical collocations used English for thinking, 20 primarily thought in Chinese mingled with English and none thought in other languages. EFL learners' type of language for thinking lexical appreciably influences their oral production of lexical collocations. Results revealed that learners primarily using Chinese mingled with English in thinking had the lowest inaccuracy rate.

The Master thesis by Parra, M. (2012) reported action research developed in English classes at a public school in Bogota with 30 students of sixth grade. The researcher analyzed the social interaction between students in an inquiry-based learning environment in which collaboration and participation played an important role. The inquiry process based on drugs consumption allowed students to interact and share different opinions about that phenomenon using English to discuss. The activities changed the students' perception of English classes and the dynamics used by the teacher. Collaboration and participation were a means for the reinforcement of skills to problem-resolution, and decision-making talking about drugs consumption phenomena. Mediation and joint activity were key elements in their social dynamics that promoted a higher sense of community within the EFL classroom.

In contrast, the dissertation by Malicka (2014) of her doctoral thesis pointed the role of Task-Based Language teaching in the development of L2 oral production performance. The researcher explored the impact of internal tasks and the conditions on a range of outcomes, such as the frequency of conversational episodes, the performance and the development of oral production during the task complexity and sequencing. A private university of tourism in Barcelona was the place in which the action research was carried out, 117 students were chosen through a proficiency test in order to participate in the study. The study had simple and complexity tasks to measure students' performance. Accuracy and lexical complexity were being the areas which showed an increase when task demanded were high. When task performed was in an alternative order different areas presented advantages like speech rate and lexical complexity.

The fourth article by Muller (2006) assured there is a danger of focusing language forms before task performance because students concentrated on the forms predetermined on pre-task phase and they were not free to use their own ideas or explore new language forms. The main problem from teachers to use task-based methodology was the use of textbooks inside classroom because the content was evaluated at the end of the semester. This action research was carried out in Japan with 36 students and they were asked to complete a picture task and a written form about the picture using the genuine language given by the textbook and the original one that students used. Students both used original language and manipulated textbook forms. Furthermore, using pre-task language helped students to feel more comfortable and confident when they needed to complete oral tasks.

Literature review conclusions

The reports gave the study more understanding of the main concepts the research wants to

develop in the action research study. First, meaningful learning is a broad concept so the study needs to focus on one aspect in order to narrow the research project. The idea is to develop a syllabus in which Task-Supported Teaching is the center of the content and students will propose the topics they want to learn. Tasks will contain familiar knowledge to the learners in order to create new knowledge that will be retained in the long-term memory generating meaningful learning, taking into account the type of tasks and students' interest the study will develop the classes and the material will be chosen carefully.

Furthermore, oral production is the process in which learners express in an accurate and fluency way their ideas and thoughts so it is important to design the activities taking into account the learners' goals and the interest they have to learn EFL. The concepts presented in the reports are useful for the research to have a clearer view of what to do. They allowed the study to narrow the proposal and to design the syllabus that is going to be used during the project.

In addition, the oral performance in front of others helps learners to prepare their presentation and be more confident about what they are talking about, so the research is going to focus on oral activities in front of the classmates, rather than private sessions. The main goal is to students prepare their presentations and ask teacher when they have any doubt, but during the process, they will be conscious about what they are learning, but the most important are that knowledge gained will be permanent.

The articles found in databases reports the results on Task-based learning and teaching used in English classes in order to analyze the advantages and disadvantages in oral production students' performance. Taking into consideration the results, the decision made was the process to take in mind when the research study starts, in a first moment, it would be necessary to design

pre-tasks to involve students and present basic structures to students in the order that they gain new knowledge and practice in the tasks present after. The most important factor is that in the planning phase activities (plan the activities, know the new vocabulary and prepare for the action phase) must allow students to be free to use their knowledge and the new one in the tasks.

Tasks need to be realistic to students in the way that the learning experience will be meaningful when students have the knowledge and the right structures to use L2 students will feel comfortable and motivated to participate in the activities presented in the course. The most usual fact is students feel uncomfortable to speak in English because they do not want to make mistakes.

The research plans to use the research methodology proposed by Becerra (2010), Khodabakhshzadeh, H. Mousavi, B. (2012), and Malicka, A. (2014). The nature of the problem seems to demand action research in which teacher will be a researcher at the same time, implementing the method proposed and proving its effectiveness.

Those authors reported in their projects effectiveness in the results using Task-Based learning to improve oral production on students, taking into consideration that researchers would negotiate the content that will be implemented in English classes. At the beginning, they would present simple dialogues and presentations, then discussions, forums and role-plays will be developed inside a classroom, they will prepare and have one rehearsal in order to feel comfortable when they are in front of the class.

Finally, the goal as researchers is students will improve their oral production using Task-Supported Teaching, and be motivated learning EFL.

CHAPTER III

THEORETICAL FRAMEWORK

This section presents the main concepts that help the project to construct an understanding of the phenomenon.

Communicative Language Teaching

Communicative Language Teaching (CLT) approach allowed teachers and students to express the knowledge they had and gained during the learning process; Berns (1990) underpinned on CLT as a view of language as communication, in which language was a tool to express feelings and thoughts and to interact with others.

Speakers have a purpose to communicate about something to someone, either orally or in writing. When teachers apply Task-Supported Teaching (TST) in the design of the curriculum (Swan, 2005) promote oral production on students because TST engages students in tasks according to the level but the most important fact is that students have the opportunity to practice the knowledge in speaking tasks.

Byram (1997) considered that people could know the forms of a language, the grammatical competence and the use of a second language but it is not all. Speakers need empathy to get in the situation of the other party, considering how it interprets the message according to their cultural framework.

Each society interprets the same message in different ways due to the different kind of cultures, values and interactions that is why Communicative Language Teaching needs to be focus in these areas. Hymes (1997) expressed:

...para realizar una comunicación exitosa, no solo se requiere elaborar enunciados gramaticalmente correctos, sino que la lengua sea empleada de forma acertada según la situación en la que se realiza la comunicación, y esta situación está determinada de manera social. En otras palabras “la competencia es el conocimiento subyacente general y la habilidad para el uso de la lengua que posee el hablante-oyente” (Cenoz, 2004, p. 451).

Communicative language teaching not only helps a person speaks in another language furthermore it is important to emphatic specific differences:

“Was among the first researchers to point out the limitations of structural theories of language. He introduced a distinction between competence (the monolingual speaker listeners’ knowledge of language) and performance (the actual use of language in real situations) (Chomsky, 1959)” (Buitrago, 2015, p. 97)

Thus bringing the sociolinguistic perspective into Chomsky’s notion of competence.

Keith Folse (2006) in his book *The Art of Teaching Speaking* analyzes the different concept of oral production and five important aspects for him in the development of it. He expounds oral production has been one of the skills which has a lot of issues, myths and teacher and student have to face them. Nevertheless, oral production or speaking activities not only must help students to speak an EFL or ESL but also a process where English is the bridge which let students participate, interact, have fun and learn about other cultures.

Teachers have to find activities and create specific lessons and material depends on the students’ interest and the kind of task. A speaking class is considered acceptable when the

activities have different options of a task and they should have five (5) key terms which are relevant such as fluency and accuracy; interlanguage; comprehensible input; push output and negotiation of the meaning.

Fluency and Accuracy

Speaking activities have those main concepts which are relevant but dissimilar. Folse (2006) says fluency refers to the ability to the amount language produce in a task which includes vocabulary. In the other hand, accuracy refers to the linguistic correctness of what is said in the task. The speaking activities could be the focus on fluency or accuracy but sometimes both.

Some students believe speaking is only fluency and they do not avoid the grammar mistakes. Errors are an important part of the speaking process because through them students could be aware of the accuracy term.

Fluency could arise when students have more contact with the language and for that reason speaking activities are important. Learners have the purpose to speak depend on their needs and they could get specific vocabulary and attitudes for learning a language. One of the reasons that causes a lot of people could not speak fluency and accuracy because of the tiredness.

Speaking activities will search that students participate how much possible because they could find the ability to talk and have specific structures in the areas of vocabulary, grammar, pronunciation, cultural information and even fluency and accuracy depend on the task for that reason the preparation of the task is very relevant.

Interlanguage

Keith Folse argues about interlanguage meaning and students' implications. Interlanguage is

found between the L1 and the L2. At the beginning of the learning process, students have the L1 which has the control of the L2 and students could make some mistakes however errors are important because the student will identify and be conscious about the learning process when they get the control of the L2.

The error will exist when students are learning new structures and when they reach the new grammar topic; they will have fluency and accuracy, for that reason error always exist.

Comprehensible Input

The comprehensible input relies on the people who are in the talk, speech rate and the vocabulary as Folse Explains. The vocabulary in an L2 has basic structures but there are some collocations, idioms expression and phrasal verbs which can interrupt the dialogue between two persons.

People have the thought that if they speak faster they are experts in an L2. In spite of that thought, the communication process has involved a speaker and a listener and they identify the ideas if they keep in mind about the speech rate. For example, teachers could have a message and their speech rate is slowly, the message can be more compensable for the majority of the students due of the speech.

Negotiation of Meaning

The communication depends on the listener and the speaker's empathy. A conversation neither is people nor grammar. The conversation required the exchange of information or message between two or more people. If two people are interested in talking, they could negotiate the meaning of the information through questions, restating and clarifying.

Finally, those five concepts which have been explained by Folse are relevant in the research process because the tasks will be developed bear in mind them and students could realize about the impact of the speaking's factor which are involved.

Oral Production

Bueno, Madrid and McLaren (2006) argue that oral production is the most difficult skill for students to develop due to the fear of mispronouncing, or they do not have the knowledge to express their ideas. Chuang (2009) identify that teachers believe that oral test and exercises in a class are the most challenging to create, administer, and score. Additionally, Brown (1994) noted the set of features that characterize oral discourse which students have to develop are:

- Contractions, vowel reductions, and elision;
- The use of slang and idioms
- Stress, rhythm, and intonation
- The need to interact with at least one other speaker. (as cited Segura, 2012, p. 21)

Take into account those perceptions, oral production has considered as the most important of the four skills because students have to achieve satisfactory English language proficiency standards but at the same time, teachers have to develop a lot of activities to make learners to practice oral production in order students will be able to have an effective communication.

Task Approaches

Task-Based Learning (TBL) (Nunan, 1989) is the process of teaching and learning a language using language itself to develop tasks. Students have a problem or objective that need to be solved with freedom in order to approach the problem or objective. In addition, David Nunan

describes the task as “an activity (or technique) where students are urged to accomplish something or solve some problem using their language. Preferably, this activity is open-ended; there is no set way to accomplish their goal” (1989). It means the task has a clear purpose and is well oriented and allows students to use the knowledge in real situations using language to learn the language.

TST links CLT and TBL in the way students can be conscious about their learning process and practice the new knowledge, they are gaining in each task. The most important aspect of this project promotes oral production on students through TST to create meaningful learning on students. In that way, they can retain the knowledge in the long-term memory (Ausubel, 1968) to use not only at the present but also in future situations when the knowledge will be necessary to solve new problems if teachers assign tasks to students inside the classroom.

Task- Supported Teaching (Swan, 2005) is an approach in which teacher is only a resource on students’ learning process, students can negotiate the syllabus with the teacher in order they can be motivated to learn English. There are three phases in this method: planning, acting and reflection, as the purpose is students can be conscious about their learning process. Swan (2005) proposes Task-Supported Teaching, which is halfway between Communicative Language Teaching (CLT) and Task-Based Learning (TBL). Task-Supported Teaching (TST) can offer learners a more meaningful engagement and a more negotiated syllabus than CLT and TBL.

It is characterized for its three stages (pre-task, task and post task) applied in the approach to design the lessons, the pre-task is the previous stage in which teacher is seen as a guide from students who gives the relevant knowledge they need to solve the task proposed, in this stage students ask about any doubt they have, also, they can use the previous knowledge to create a

new one. The task is the step in which the students use the previous knowledge and the new one in order to achieve the goal propose by the teacher, they could apply any knowledge in order to be ready for the post-task in which the final product is shown taking into consideration the correct use of knowledge without teacher's intervention.

Samuda and Bygate's (2008) characterize task supported teaching as follows:

- Tasks are important, but not the sole element in a pedagogic cycle.
- Tasks are used in conjunction with different types of activity
- Tasks are one element in the syllabus, but not necessarily the defining element
- Tasks may be used as an element of assessment, but not necessarily as the defining element. (as cited Dolgova, 2012, p. 130)

In Dolgova words (2012, p. 130): "task do not work as the principal element for organizing the entire syllabus and assessment design, but they can use as a supplementary teaching material to let students practice the form in semi- authentic context." In this way, a task supported teaching is a bridge between teacher and students' goals.

Nunan, (1989) considered a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is 3 principally focused on meaning rather than form" (p.10). He suggested that in all definitions of tasks, one can see communicative language use where the learner focuses on meaning instead of linguistic structure.

According to Nunan (1991:10), a task is "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than on form" quoted in 22 by Franco and

Muñoz.) He considered tasks are composed of goals, input date, activities, setting, and rules. (Cited by Franco and Muñoz, 2000:25). In this form, the task can provide an interesting place where students can participate in real contexts and according to the input their experiences are changing and becoming challenged for them. In the next graphic, is represented the main points that the research has to notice in the designing of a syllabus whose center of attention are tasks:



Figure 1. Task's Elements (Own Production)

The graphic takes into account the previous concepts gave by the different authors. Even though the tasks will be an important part in the developing of the classes, promoting the oral production and the developing of the action research, they need other important elements which are around it such as the goal, roles, setting, input, data and the activities. Those elements, TST and meaningful learning experiences will promote the growth of vocabulary, student's confidence and the long term memory.

The role of students and teacher will be defined taking into account TST. The teacher will be the facilitator of the pre-task and the students' guider during the task and post- task. In the other

hand, students will be the center of the tasks and depend on them the development of the classes.

The institute has implemented the technological resources to improve student's proficiency and their motivation. In this way, the teacher will create different activities which promote ways to learn and to interact during the sessions.

Moreover, curriculum design is an important aspect in this study, the main purpose is to make an impact in the institute curriculum in order to change the processes students follow creating an improvement in their oral production. Richards (2013), claimed there are three types of curriculum designs taking into consideration the type of study researcher wants to follow and the goals to achieve (forward, central, or backward design). The backward design is implemented in the design of the lessons according to the previous need analysis and a careful statement of the desired results or outcomes researcher wants to acquire.

This design starts with the decision of the desired results or outcomes proposed by students, it needs to be a careful statement in order to achieve the outcomes and to assure students are going to obtain the knowledge for specific purposes. The language will be performed outside classroom and the communicative skills are acquired for developing them in specific situation in real tasks.

Meaningful Learning

Meaningful learning also concerns on the learner's responsibility (Ülgen, 1997). Learners perceive the situation and internalize themselves, organizing the information, and a new meaning is developing in their mind, in a mechanical learning knowledge is accumulating in the mind without reorganizing, meanwhile meaningful learning allows students to reorganize knowledge and link it to the new one.

According to Blaich and Wise (2011) meaningful learning is the process of input that allows students to have a permanent knowledge which can be used at any time of their lives; however, teachers want learners to achieve higher kind of learning, but they use the same practices to teach that are not effective at promoting such learning. Byram (1997) considered that people can know the form of a language or the grammatical competence and the use of a second language depend on the context but it is not all. Speakers need empathy to get in the situation of the other party, considering how it interprets the message according to their cultural framework.

If teachers want to change their students' learning perspectives is necessary to start changing the practices they used to teach, and in that way, it assures they are going to have a better experience in order to apply in their real activities as a casual fact. However, if teachers do not take into account their needs related to learning, the course design will be unsuccessful because they are not going to be situated in a real environment and students are going to get lost in learning process.

The meaningful learning experience is considered as the knowledge gained that helps students to implement in their real lives, solving real issues. This project is focused on giving students vocabulary they can use in real contexts to improve their professional lives. Boettcher (2006) described meaningful learning in three aspects:

- Learning that changes one's brain structure.
- Learning that supports and enables growth of more knowledge.
- Learning that changes a person's life.

Meaningful learning is the process in which a person changes his attitude towards learning,

for that reason, people feel motivated to learn and the learning process will be easily for them, acquiring the useful knowledge they can use in their real lives, it does not matter the purpose of learning. That makes a difference in a student's brain and life helping him to achieve a better learning process and students would enjoy it.

Dee Fink (2003) regarded learning as when students change. This change leads to significant learning, according to the author, when there is some permanence of the learning process. In that way, teachers play an important role in order to provide this kind of experience to students. In addition, teachers need to look beyond on students' learning process and understand how they learn and apply new techniques and methodologies, providing students the importance of the knowledge to use in their lives.

Ausubel (1968) proposed meaningful learning, as "a clearly articulated and precisely differentiated conscious experience that emerges when potentially meaningful signs, symbols, concepts, or propositions are related to and incorporated within a given individual's cognitive structure". He wanted to highlight the fact a person can link knowledge with previous experiences creating meaningful learning. It means it is not only specific knowledge of some topic but also all the characteristics that are covered by the learning environment in those way students realize and be conscious about the learning practice.

Changing students' learning perspectives implies to change the way they are learning and apply new practices to teach, as result students could be sure they are going to have a better experience in order to use in their real activities as a casual fact. However, if teachers do not take into account students' needs related to learning the course design would be unsuccessful because they are not going to situate a real task for the outcomes students want to achieve learning

English.

Long Term Memory (LTM)

Memories have the goal of remembering us different experiences in the past and allow the teachers and students to gain and expand the process of learning a language. Teachers want their students will not forget the vocabulary, grammar rules and the different activities and students hope that they will not forget every aspect of their classes in order to arise the English proficiency. Nevertheless, students will not keep, retain and recall the information for a long time and the learning process starts having some troubles.

Lindsey, Shroyer, Pashler and Mozez (2014) claim that forgetting is ubiquitous. Regardless the nature of skills, the material will be taught, the age of students and their background, forgetting happens. In the other hand, Sprenger (2003) says that people could stop forgetting the memories if they are conscious of their learning styles and develop some specific strategies to avoid deprivation, lack of concentration or forgetting (as cited Davis, Sandra, 2007, p. 3)

Mastin (2010) explains the memory is the ability of encoding, storing, retaining and subsequently recalling information of past experiences. Memory has the total experiences that people could get during their whole life. The memories as Mozez /2014) says give us the capability to learn and adapt previous experiences as well as to build relations.

Atkinson and Shiffrin (1968) explains that the information goes through three stages: sensory, short term memory and long term memory (as Cited Cynthia 2013, p. 5). We could understand the long term memory has some stages which are relevant to learn a language. May (2013) claims that memory is made up of different systems that can work together or independently.

First, the system has declarative memories and no declarative memories. Declarative memory is consciously because the person decides what information will be keep and the information could be a short term or long term. In the other side no declarative memories are unconsciously and it does have any effort.

Sprenger (2013) explains as Atkinson and Shiffrin three main stages of the memory process. First, the sensory memory is where the learning styles comes in. The sensory memory works with the information and the brain. In this stage, the information is entered to the brain and it could enter through sounds, images, sight, touches and tastes. Secondly, the immediate memory is a step where the memories are saved in the brain. There are four factor that affect this memory: interest, understand, prior knowledge and intent.

Moreover, Sprenger (2013) points out that the short term memory is between the immediate and long term memory. The short term memories take a few clues of a specific category depend of the person's purpose and this is why people usually forget the information because they are thinking in the present and the memories quickly decay

Finally, Tulvin (1972) proposes three kind of long term memory: episodic, semantic and procedural memory. First, a procedural memory is responsible for knowing how to do things. This process is unconsciousness. Second, a semantic memory has the information which is related to the culture, behaviors and general knowledge about the word and it is consciousness, finally, an episodic memory is related to the ability of storing information about events which people felt.

CHAPTER IV

RESEARCH DESIGN

This study aimed at analyzing the role of Task-Supported Teaching to promote a meaningful oral production in an English class. This chapter will provide information about the type of study, type of research, the description of the context of the study, instruments and finally the pedagogical implications.

Type of Research

Qualitative research was taken in the process of the research paradigm due it is focused on understanding the phenomenon in a deeply way. Participants' view is the focus of this paradigm and researcher generates the new hypothesis based on previous investigations. (Johnson. B., Christensen. L. 2007).

The inquiry followed one of the three stages. In the first, learners responded a survey that captured how they perceived their EFL process; they deemed it was not realistic, and that it was not helping them much. (*See Appendix 1*). In a second stage, the first lesson was designed according to the survey which was analyzed. (*See Appendix 2*). A note was made about their preferences; which influenced the design of the next units. In a third stage, the teacher-researcher used an oral production rubric, an observation format, a participation format and a video in order to analyze the progress learners made.

Type of Study

Action research best fits take into account the research purpose because it focuses on

understanding an educational system as a changing process, so this type of study engages teachers in identifying an area of focus, and be more effective in the teaching process (Burns, A. 1999). The objectives of action research are to engage teacher in researching about educational issues. Through this type of study, the researcher will carry out observations and interviews as techniques using observation formats, video recordings and surveys in order to understand the concepts of dynamic activities and meaningful learning experiences.

Creswell (2011) argued action research had two different areas of concern, however, these were different. The first one was a specific educational issue to solve which involves students and the second one is the kind of design which let teacher not only providing an opportunity to reflect on our practices but also evaluating a curriculum which is proposed depend on the context.

The cycles (Burns, 2010) of action research identify the problem, planning what is going to do in order to solve the problem, act to implement the plan, observation in which researcher collect the data and analyze them to obtain the results, and finally, reflect and share the results.

Mills (2011) reflected on the benefits of developing an action research at educational environments, he said:

- Encourages change in the schools.
- Foster a democratic approach to education
- Empowers individuals through collaboration on projects
- Positions teachers and other educators as learners who seek to narrow the gap between practice and their vision of education
- Encourages educators to reflect on their practices

- Promotes a process of testing new ideas (Cited by Creswell, p578)

Population

American School Way (ASW) is an institute where people could learn English and French. It has been considered one of the most relevant academies not only in Bogotá but also in different places around Colombia. The research was done in a branch which is located in the west of Bogota City.

This institute has a mission that includes students and the society's benefits related to equity, productivity and competence. Its curriculum is called flexible and innovative. This is the mission of ASW: "Convertimos conocimiento en valor para nuestros estudiantes, mediante la aplicación de un proyecto educativo flexible e innovador, contribuyendo al desarrollo de nuestra sociedad, en términos de equidad, productividad y competencia".

One of the objectives to ASW is being recognized as a language institute whose methodologies and strategies are effective in teaching foreign languages and contributing to the bilingualism programs, this is the vision:

"Para el año 2020, American School Way (Instituto Americano para el Trabajo y el Desarrollo) será reconocida como una institución que se caracterice por la eficacia en la enseñanza de las lenguas extranjeras, siendo actor preponderante en el cumplimiento de los objetivos del programa nacional de bilingüismo propuesto por el estado."

ASW English Curriculum:

The English curriculum in ASW is composed by six levels. Every level is related to the Common European Framework of Reference and specific books which are distributed by

Pearson Education house publisher. The levels are Fundamental (A1), Top Notch 1 (A2), Top Notch 2 (B1), Top Notch 3 (B1), Summit 1 (B2) and, Summit 2 (B2).

A normal class has maximum six students whose level is the same (A1; A2; B1; B2). Each one of the students has different activities through the class because all have their own process of the English's book. They could have two pages of the book, a video, writing practice, skill assessment or speaking test depend on how long they have been studying. The teacher must divide the one hundred minutes between the numbers of learners and promote the six student's activities. After they have finished two units of the books, the students will be enrolled in a specific class which is called immersion. The immersion class has students from the levels Fundamental, Top Notch 1 and Top Notch 2. The goal of this class is to promote oral production regardless the levels of proficiency.

In the immersion classes, the population is integrated by maximum fifteen scholars. The learners come from different careers, the range of age of the population is around 23 years old, and they are pondering English as a tool to obtain better job offers, travelling and as a requirement to graduate.

The classes were planned depend on student's necessities, surveys and interviews in a large classroom with some technological resources (technological board, television. Video beam), for that reason, the tasks proposed will be developed using videos, articles, and PowerPoint presentations.

Instruments

The data will be collected through video recordings, survey, direct observation, and interviews that show the process followed by the teen learners. Researchers will observe their

own practices and students using random these instruments during the different classes in order to perceive feelings, attitudes, methodologies, etc. Consequently, is needed to either keep the daily journal and takes field notes after each intervention.

Video recording is a significant resource for collecting data due to the multimodal character of social interaction. According to Heath, C., Hindmarsh, J., & Luff, P. (2010) the use of audio-visual recordings allow researchers to have a complete point of view of the study with the fine details of the conduct and interaction that are unavailable to other instruments, moreover through this instrument the researcher can access to a natural environment in which the activities arise in ordinary habits and it can be analyzed with scrutiny and as many times researcher needs to do it.

The video was recording taking into consideration the context in order to be completely understood. The main supports to choose this instrument are because it is sharable to other participants and they can be invited to reflect and discuss it, it allows researcher to re-awaken the memories and experiences in which in a later analysis the things not noticed at the first analysis can be captured, also, it has some limitations that need to be considered as it can be edited to represent the order events in new ways, it generally records interaction over short periods of time and the video analysis takes time to watch and review and it is difficult to meaningfully summarize.

According to Herman & Bentley (1993), in a survey the researcher needs to allow people answer in their own terms using their experiences, values and points of view for that reason is necessary to avoid using technical terms, instead of that is better to implement normal words in the questions. Furthermore, when people feel comfortable they answer in an accurate way and give the answers researcher needs to evaluate the effectiveness of the method implements in the

research design proposed by the research.

According to Kvale (1996, p. 174), an interview is "a conversation, whose purpose is to gather the description of the life-world of the interviewee". In that perspective, the answers supported researcher to have a clear idea of the phenomenon, and the interviews allowed learners to be specific about their learning process and feel comfortable to express their frustrations related to the development of skills in English as a foreign language. In addition, interviews allowed a researcher to recognize the importance of Task-Supported Teaching to create a meaningful learning environment in the learner's oral production at the same time they are learning English as a foreign language.

Yin (2011) exposes the methods to collect data which refers to the collection of organized information, usually as the result of experience, observation or experiment. Interviews are divided into two types, structured and qualitative, the structured one is easier to analyze the data but it is not useful to go deeper in the information that researcher wants to collect; qualitative interview has not an scripted relationship between participants and researcher, also there is not a complete list of questions and allows researcher to stay neutral and gets more information in a more comfortable environment for participants, and the intervention allows participants to speak in modest amounts maintaining rapport. For those reasons, the type of interview chosen for the study is the qualitative interview in order to obtain the clearest data as possible in which participants feel relaxed to talk and express what they really feel.

To triangulate the information, the data gathered from students' oral performances based on the rubrics and video recordings researcher will use as instruments to collect the data. That data will be contrasted with the data from the theory and antecedents consulted in academic databases

to tackle the phenomena found at the beginning of the research project.

Chronogram

The research was done in 8 weeks. Every week had a specific activity which promoted the oral production and real tasks.

Week	Lesson Title	Date	Shift
1	My Life is a Roller Coaster	March 9t, 2017 (Thursday)	1-9 pm
		March 10th, 2017 (Friday)	4.20 pm-9 pm
2	Getting acquainted.	March 16th (Thursday)	1-9 pm
		March 17th,2017 (Friday)	4.20 pm-9 pm
3	My job interview.	March 23th, 2017 (Thursday)	1-9 pm
		March 24th, 2017 (Friday)	4.20 pm-9 pm
4	How to be successful in life	March 30th, 2017 (Thursday)	1-9 pm
		March 31st, 2017 (Friday)	4.20 pm-9 pm

PROMOTING A MEANINGFUL ORAL PRODUCTION THROUGH TASK-SUPPORTED TEACHING

Week	Lesson Title	Date	Shift
5	Movies forum	April 6th, 2017 (Thursday)	1-9 pm
		April 7th, 2017 (Friday)	4.20 pm-9 pm
6	Sharing personal experiences	April 20th, 2017 (Thursday)	1-9 pm
		April 21st, 2017 (Friday)	4.20 pm-9 pm
7	Talking about my life	April 26th, 2017 (Wednesday)	4.20 pm-9 pm
		April 27 th, 2017 (Thursday)	1-9 pm
		April 28th, 2017 (Friday)	4.20 pm-9 pm
8	I am a dreamer	May 3th, 2017 (Wednesday)	4.20 pm-9 pm
		May 4th, 2017 (Thursday))	1-9 pm
		May 05th, 2017 (Friday)	4.20 pm-9 pm

CHAPTER V

DATA ANALYSIS AND FINDINGS

This chapter will discuss the statistical results measured by the instruments. The analysis of the data collected will take into account the video recording, surveys, direct observations, and interviews that show the process followed by the learners. As a source to analyze the participation, taking into consideration it as on task mode by participants, tallies were the way to measure it in each class intervention.

A tally sheet is *a device used by researchers to report the frequency of student behaviors, activities, or remarks.* (Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. 1993, page. 17). In order to measure the student's' participation a tally sheet was designed especially for this project (see annex in page 86) in which some conventions were created in order to identify the possible implications specified if there were any.

Need Analysis

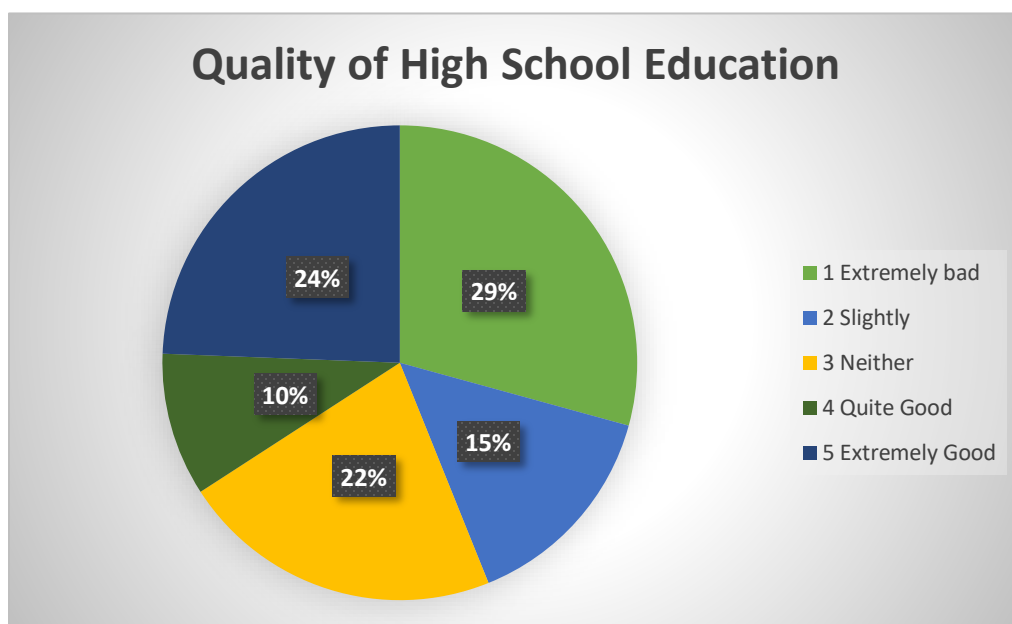
A survey (appendix 1) was created to find out the main issues of the students and the institute. The next tables and graphics had the results which were relevant to develop the instructional design and the findings.

English classes at school.

The graphic 1 shows the category named according to the second question of the survey, it shows the quality of English classes in the place where students finished high school. Learners had chosen from 1 (bad) to 5 (excellent) to qualify the English classes' quality.

2. De 1 a 5 (1=muy mala, 5= excelente), ¿cómo califica la calidad de enseñanza de inglés en su colegio? — ¿Por qué?

Table 1.



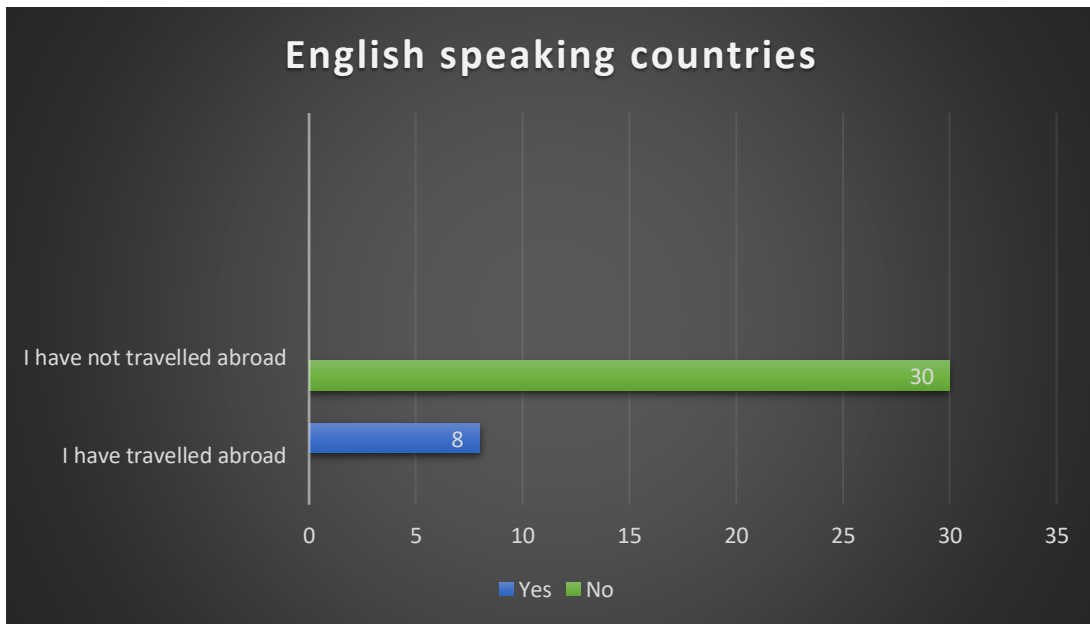
Graphic 1

As can be seen from the graphic 1, students considered their English classes were not acceptable. The data was analyzed according to students' responses in question No. 2 of the survey applied at the beginning of the intervention. The reasons were: students did not have enough English classes, teachers were not qualified and the classes were focused on writing, grammar and reading. In the other hand, students who claimed having good experiences because of new methodologies, professional teachers and each topic had enough time until students got

it. According to those perceptions, learners decided to study in a place that did not have those weaknesses. This analysis allows the design of the classes avoiding the ways students felt they did not have a significant English learning process.

Traveling experience in English speaking countries.

The graphic number 2 represents if students have had experiences abroad in English speaking countries.



Graphic 2

1. ¿Ha viajado a lugares donde tiene que comunicarse en inglés? Sí ____ No ____
¿fue una experiencia fácil o difícil? ¿A qué lugar viajó?

Table 2.

Despite of the fact that students were learning American English for travelling as one of the reasons, most of them had not visited an English spoken country yet. There were a few students who visited United States and London and they considered those travelling experiences were difficult because sometimes people could not understand them. In order to understand students' needs related to English learning, this question showed the goal they want to achieve and how important they considered travelling abroad improve their English proficiency level.

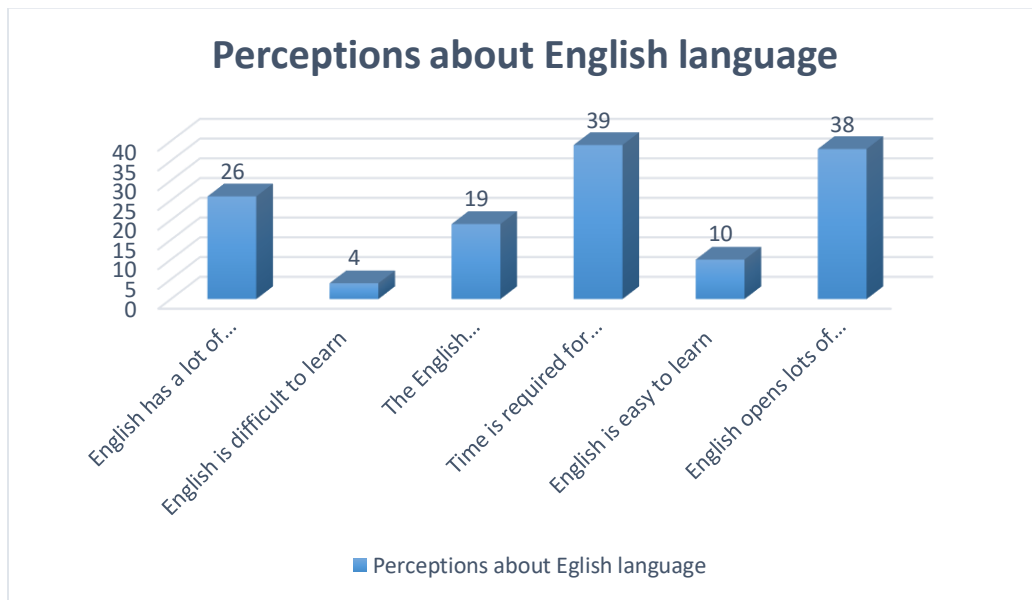
Perception about English language.

Graphic 3 presents a visual representation of students' perceptions in relation to English language before the internship.

Seleccione los enunciados que pueden describir su sensación cuando está en una clase de inglés:

Inglés es una lengua que cuenta con demasiado vocabulario.		Inglés es una lengua fácil para aprender	
Inglés es una lengua muy difícil de aprender, comprender y hablar.		Inglés es una lengua que me abre grandes oportunidades (laborales y personales).	
Inglés es una lengua donde su pronunciación es difícil.		Inglés es un gran problema	
Para aprender inglés se requiere tiempo		He invertido tanto dinero y no ha funcionado	

Table 3.



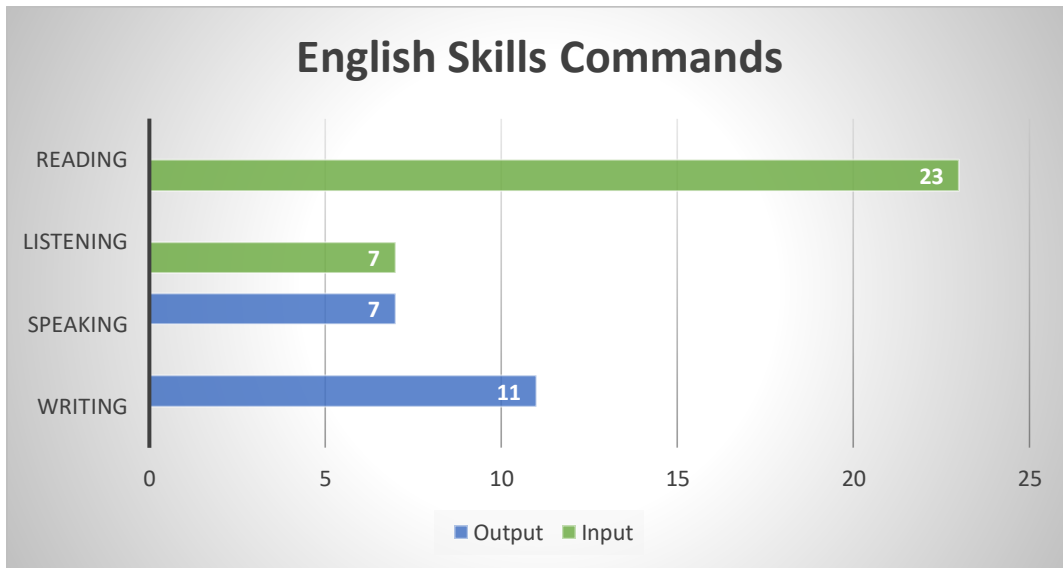
Graphic 3

There were six (6) main perceptions about English Language. Those perceptions were: English has a lot of vocabulary, English is difficult to learn, the English Pronunciation is hard, time is required for learning, English is easy to learn, English opens lots of opportunities.

As can be seen in the graphic 3, the majority of students had in mind that if they want to speak English and have finest opportunities, they will spend a lot of their time to learn English. As researchers- teachers, we were impressed by the student's persistence in learning English, most of them came to class after a long workday hour with only a few hours of sleep.

English skills commands.

At the beginning of the research was necessary to identify the pupils' main issue depending on the language skill. The graphic 4 presents students' English skills in which they consider they have more domain.



Graphic 4

5. ¿En cuál de las siguientes habilidades considera que tiene un dominio del inglés? ¿Cuáles son las razones que le facilitaron aumentar esa habilidad?

A. Escribir B. Hablar C. Escuchar D. Leer

En su opinión, ¿qué es más importante aprender en la clase de inglés? Enumere de 1 a 6 siendo 1 la más importante y 6 la menos importante.

Leer ___ Escribir ___ Escuchar ___ Gramática ___ Vocabulario ___ Hablar ___

Table 4.

Those results in the graphic 4 were relevant to identify the problem in the institute and to develop the different tasks during the internship and to arise the oral production through Task

Supported Teaching. The biggest leap was in the input skills. Students considered vocabulary as a key point between listening and reading because the comprehension bank with it. Students said “es fácil de identificar cuando lo has leído o lo has escuchado”.

Even though reading and listening gave students confidence, the output skills had the lowest commands. Students considered the only way to develop writing is having grammar, good memory, vocabulary and self-work. In the other hand, speaking could be better when they practice in real context.

According to the previously statements, the researcher identified the main problems and develop the proposal to solve them. The goal was promoting oral production through meaningful learning activities which give the students the vocabulary and the real context with Task Supported Teaching.

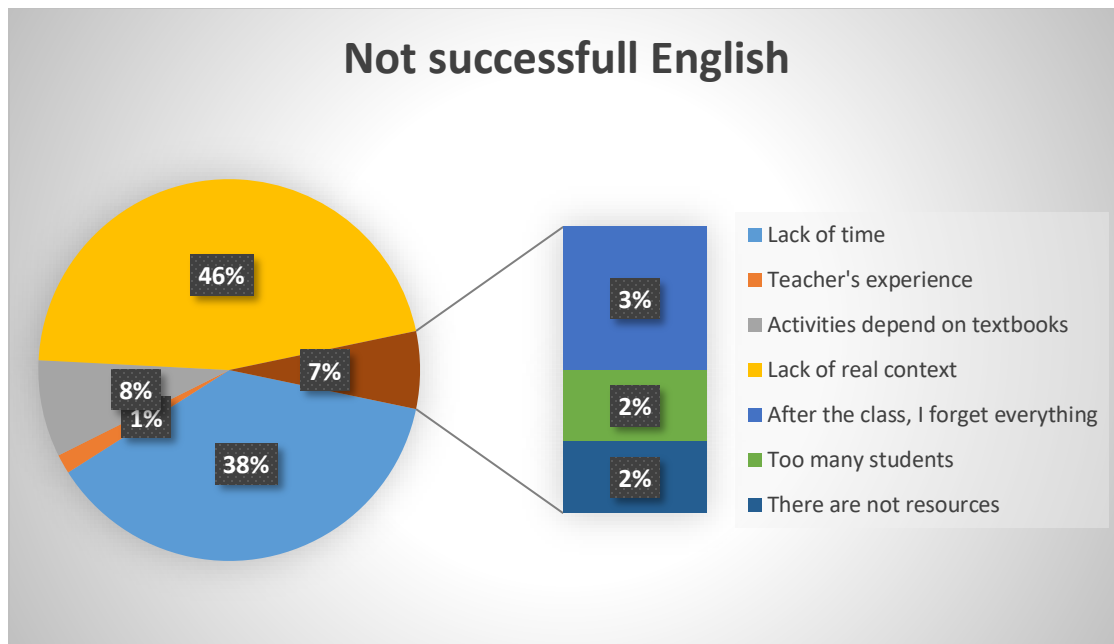
Why have not some students succeeded in Learning English?

Graphic 5 gives a list of possible issues why students have not learned English.

7. ¿Por qué cree que aún no ha aprendido al 100% inglés?

No cuento con el tiempo suficiente para estudiar inglés	Después de cada clase siento que no aprendo y no lo intento más.
El profesor no sabe cómo enseñar inglés	Somos demasiados estudiantes en clase y no puedo aprender
La metodología y actividades se basan en la información del libro.	No tenemos los suficientes recursos para aprender inglés
No puedo practicar en contextos reales.	Otro:
Otros:	

Table 5.



Graphic 5.

This data was very important for the research process because not only the problem was identified but also its reasons. The main reasons are the lack of time and real context. As reported by the students, the different classes were taking the possible solution related to meaningful learning experiences which work with the long term memory and real context. Moreover, in table 5 there is the question which students checked as the reasons they felt are the responsible of their lower proficiency level, the majority (45.9%) perceived the lack of real context is the main problem to learn English and retain the knowledge in the long term memory.

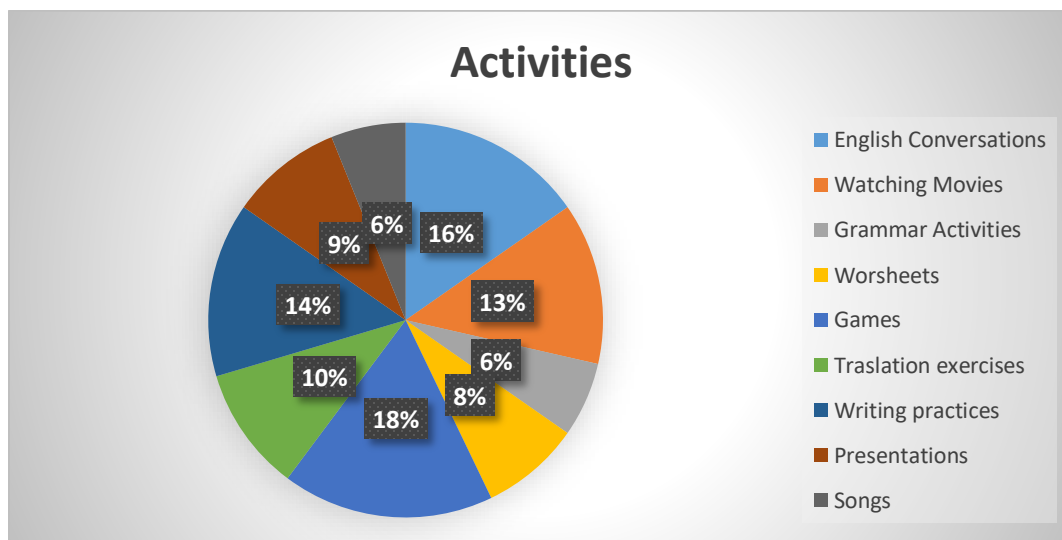
Activities to learn English.

The graphic and table 6 have the data related to the activities students prefer for learning English in order to incorporate them during research.

8. Seleccione las actividades que le ayudaron a mejorar su nivel de habla en la clase de inmersión

Diálogos en inglés ___ Ver películas en inglés ___ Explicación de gramática ___ Ejercicios en guías ___ Juegos ___ Traducción de pequeños cuentos ___ Elaboración de escritos ___ Ejercicios de vocabulario ___ Exposiciones ___

Table 6.



Graphic 6

The numbers capturing the different activities that students wanted to have in the immersion classes. It reflected the necessity of student to have new experiences. During the different developed in the internship, we developed all the activities which included individual, pairs and small groups of working. The immersion classes did not have grammar activities and translations exercises because Task Supported Teaching enhanced the oral production without those activities.

Finally, despite in this project the teacher was seen as a tool by the students, they claimed that the teacher should be kind and patient to solve doubts. Demanding student's interactions and the developing of the activities must be important. Teachers should understand that each one of the students is a world with some learning styles and weaknesses to learn a language and for that reason the teacher should always help them.

Tallies

The participants were not the same in each intervention as seen in figure 2. Per each day there were five different groups around 23 years old, the first three groups (A, B, C) have participants between 15 - 25 years from 1.30 to 6.00 pm, and the last two (D, E) between 25 – 40 year taking into account the last groups have a schedule from 6.00 to 9.30 pm.

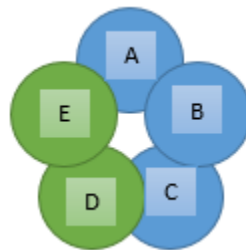


Figure 2.
(Own Production)

Figure 2, shows the relation among the groups in the intervention and how the tallies were analyzed taking into consideration that lesson plans were the same per day for all the groups and the findings were different according to the population. Moreover, the tallies are analyzed using the three stages (pre-task, task and post-task) identifying the variables that influence the results.

Three letters were used to categorize the participation (P, D, O*) of students (see figure 3), the

Participant Observation

Date: _____ First Group

How many students? : _____

St	Gender	Pre-Task	Task	Post-Task
1	M F			
2	M F			
3	M F			
4	M F			
5	M F			
6	M F			
7	M F			
8	M F			
9	M F			
10	M F			
11	M F			
12	M F			
13	M F			
14	M F			
15	M F			

P Taking Part D Participate with Difficulties

O* Without Participation

Possible Categories:

Special Situation: (Own Production)

Figure 3.

P (1) means that students took part of the task and try to do his best, D (2) means the participation with difficulties and the O* (0) is when student do not have any participation on tasks for any reason. The numbers next to the letters were used to analyze the information that analysis was obtained through the mode of the number of participations.

The categories obtained by the analysis allow to have a better understanding of the results of the intervention at the institute. The first one is language development in which are included pronunciation and fluency factors, and the second one is attitudes which has shyness and lack of confidence in public speaking.

First of all, the pre-task is categorized for having participation by students, although a few students did not participate on pre-task due to attitude's category which influences students' participation, this category was more visible on the first three groups due to the average age. As Byram (1997) assured speakers need to have an empathy with the situation to feel comfortable to understand the message according to their cultural framework, so teens are less confident with their knowledge due to the lack of empathy with the situation.

The first intervention (see table 7) there was not applied a tallie to determine the participation because it was the preliminary study of the population, as an evident fact the pronunciation mistakes made students felt uncomfortable when they talked and also the lack of vocabulary made them feel bad due to the fact they did not know how to speak English properly. In that way, the lesson plans in each pre-task explained the previous vocabulary for the task so students did not have any excuse to speak.

Lesson Plan No 1

Lesson Title: My Life is a Roller Coaster
Communicative Goal: Being able to talk about daily activities; asking/ answering questions to learn more about someone
Objective: Explaining and illustrating common routines Americans do.

Table 7.

Figure 4 explains the schema to analyze if Task-Supported teaching promotes oral production in each intervention during the intership.

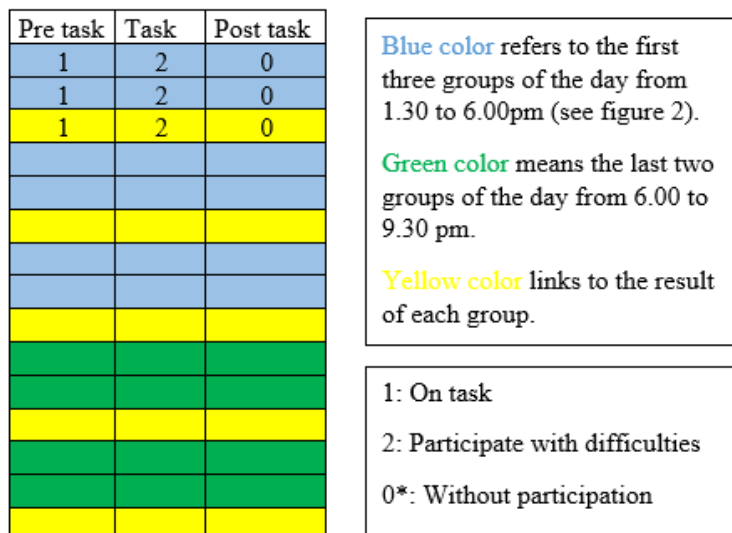


Figure 4.

Table 9 contains the charts of results from lesson 6 to lesson 8 in which is evident that those lessons had a better participation scale, and it is not due to accuracy but it is for the necessity for learning English for a purpose, so they try to do their best to obtain better results, the tasks proposed influence the learning process to improve the aspect to increase professional development. Therefore, students asked more to obtain answers and solve the task in a complete way using the knowledge obtained and putting it in practice, and not only learning a language with words without sense and they felt comfortable to talk in another language taking into consideration it will help them to improve their professional lives through the learning of English as a foreign language.

Pre task	Task	Post task	Pre task	Task	Post task	Pre task	Task	Post task
1	2	1	1	1	1	1	1	1
1	2	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
2	1	2	2	2	0	1	1	1
2	1	0	2	2	0	2	1	1
1	1	1	2	2	0	1	1	1
1	1	1	2	1	1	2	1	2
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	2	1	2
1	1	1	1	1	1	2	1	1
1	1	1	1	1	1	1	1	1
1	1	2	1	1	2	2	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	2	1	1	2	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	2	2	2
2	1	1	2	1	1	1	1	1
2	1	1	2	1	1	1	1	1
2	1	1	2	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	2	1	1
2	1	1	2	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	2	1
1	2	1	1	2	1	0	0	2
2	1	1	2	1	1	1	1	1
1	1	1	1	1	1	1	1	1
LESSON 6			LESSON 7			LESSON 8		

Table 9.

However, a few amount of students had some complications applying the knowledge to be on task but it did not affect the process of others because they helped them to improve their

speaking level. The role of students was active with an autonomous process in which they did their best to achieve tasks and learning goals related to their professional development. The category identified in those groups was the language development, students did not have fluency when they talk and also there were some pronunciation mistakes in speaking tasks but they overcome them and follow the tasks without major problems.

Finally, Task-Supported Teaching allows students to be conscious of their learning progress and they can apply the knowledge into real tasks, the tasks engaged students in the speaking sessions and they were motivated, they felt English can be a fun tool. The knowledge acquired can be seen to retain in long-term memory because after some classes they could apply the previous knowledge in a correct way.

Video

A video was recorded in group E (7.30-9.00 pm) due to the participants were more on task than the others. However, inside it there were some teenagers but they also take participation on task in order to match up to their classmates. This instrument allows researchers to have a better understanding of students' performance, difficulties they faced in tasks and how they felt using Task-Supported Teaching approach inside class.

First of all, there are ten students in each class and they were previously informed about the recording during the class in order to be more comfortable in front of the camera. At the beginning, most of them were really scared of talking in front of others and also of a camera because they were insecure about their knowledge, all were anxious for the classmates' response about their mistakes and some others were shy due to they were lower level. Although, there were most students that the other groups, the task was focused on sharing their life experiences

with others, in that way all were ready to listen others and be conscious of the language uses avoiding to make the same mistakes when the teacher corrects them.

An important fact was that students in fundamental level but older were riskier than the youngest ones because they do not take into consideration the others' reaction about their performance and they accepted the corrections in a good way, different from the younger ones that they were forecast about the grammar use when they spoke so they tried not to participate in many occasions.

When the teacher gave the task to students, all of them were calmer than the beginning due to the felt linked with the topic and identified with some others' life experiences. They understood that English is a tool which they could use it to talk about their lives and they felt comfortable as when they speak in their native language. In that sense, students' attitude and aptitude changed for better they partook to share their exposure in life using English with others does not matter the mistakes they could make.

As be immerse in an English class they tried to do their best, so when students do not have enough vocabulary the fluency was affected but they used other words to make themselves understood and when they did not find an accurate word they implemented kinesthetic language. Moreover, all were enthusiastic with the task and they had fun with others support in the class, teacher asked to a specific person in order all took participation on class, consequently they faced their fears of talking in front of others, the task allows them to be open to speak in English.

Likewise, teacher played a video that showed different people funny stories that can happen to everyone and they gave opinions of their own lives and if something similar happened to them. Students laughed a lot and they understood English is more than a tool to succeed in life.

At the end of the post task, teacher asked students to express their feelings about the lesson

and of they liked the class and some recommendations to improve the immersion class, they took part and expressed their thoughts.

1. *It was a nice class...because you can practice...more your speaking and your listening*
2. *I like mmm...the practice and the ... Listening to the classmates*
3. *I think It is good because different of the other class and also practice with the partners*
4. *Bueno... It is new for me ... Is important the practice with the classmates for eh...listening eh... Speaking*
5. *You're so right. It is important for me because now I like listening, speaking. I think that this class is very important because we need to speak more to the other people maybe in class you can learn different words or different I don't know and but in Immersion is different because you need to speak all the time. You try learn different words but you feel good because you need to speak all the time*
6. *Comparison Immersion class in this class I think I speak more than the other class is good I like I like*
7. *It's different because you explain writing for speaking and listening*

According to the previous fragments of students' thoughts about the intervention applied all agreed our intervention was successful due to their practice a lot on the contrary to other immersion class, also, the class was different because the activities allow them to be more active in English learning process.

PEDAGOGICAL IMPLICATIONS

Not only this internship enhanced the student's oral production, but also the professional development as teachers and researchers. In this time, being teachers required a lot of ample experience, willingness, patience and responsibility that was gained during the planning, development and reflection after each intervention. At the same time, being researchers required to observe every intervention through this multiple case study and to figure out some issues.

The strengths and weaknesses were linking with the students and the lack of teacher-researcher experience. The lesson plans had to adapt to the student's interests, motivation, and attitudes. These situations made teachers to behave in a different way and gaining experience in education and research fields.

Through the uses of real tasks, students enhanced their oral productions, for this reason, teachers should include tasks that create and develop activities which go to the long term memory and increase the participation and the negotiation of meanings between the learners. Although each academic of language has specific methodologies to work on with the students, teacher should uphold motivation because it is very relevant to face difficult situations when the students do not want to participate in the activities due to their fears of being judge and lack of confidence.

The coordinator of American School Way observed the findings about this project because it helps to organize the future immersion classes related to the activities performed. Now, the teachers understand the importance of preparing the classes because they believed speaking classes make students to talk without steps or did whatever activity. Teachers need to take

advantage of the topics that student's considerer relevant in their real lives and according to it the classes will create new ways to interact between students and teachers.

Finally, this internship was also relevant because of the changes promoted in this academy and in the student's perception about speaking. Some students were glad when took again immersion class because they felt the topics were linked to their personal improvement. Moreover, they learnt English as a foreign language through an innovative methodology, which will be useful for their lives.

CONCLUSIONS

This research project expects to inform teachers on the relevance of methodological issues. The study wants to promote further studies on TST in which both teachers and learners propose tasks that they feel are meaningful, useful and that stimulate long life learning in order to improve teaching and learning practices due to the advanced changes in the teaching fields taking into consideration students' needs.

Task-Supported Teaching is the approach which allows students to feel comfortable learning a language knowing that it is not as difficult as some people or methodologies show, as personal advice English curriculum could include this approach to create a more relevant impact on students learning process. The project claims using a backward design to create a curriculum leaves better results on learning processes for the reason that students' needs are the center of the design, in that way, the tasks that are applied help them to improve not only their language proficiency but also to be conscious about what they are learning and that it has a real purpose to be used in everyday environments.

When Task Supported teaching is applied inside English curriculum, students speak more than before, which occurs due to the tasks are significant for them. Moreover, using other methodologies allow students and teacher to create a comfortable environment for learning, in which the most important fact is to learn and reinforce previous knowledge for instance, the students solve the tasks proposed and the previous knowledge is a main key, it allows students to be more successful developing speaking skills inside class promoting oral production.

The internship had more than forty groups and the development of educational inclusion was outstanding because each student was different in sense of backgrounds, professions, ages,

learning route, etc. Promoting oral promotion with all those groups was very interesting because the task worked regardless of their differences.

However, the tasks were better exploited by population between 25-40 years old due they found them more realistic and they wanted the language to grow as professionals because the tasks serve in their daily lives. As well, adults understand the importance of becoming aware in a language due to the higher development of societies and the requirements that arise every day so they exploit as much as possible the tools teacher (guider) offers them in sample tasks. On the other hand, the youngest still did not have a clear goal to achieve English as a foreign language for becoming better professionals acquiring new knowledges for their lives. Although, when the majority of the population were adults, younger students tend to participate more in order to live up to their classmates.

The tasks related to real contexts promoted the participation creating a meaningful learning environments due to students thought they were linked to their lives and helped them to increase their English knowledge improving their speaking proficiency level which can be used not only when they will travel abroad for academic or professional purposes but also in everyday activities or even at academic events when English is required or to obtain a scholarship, all of those purposes could increase them as professional in their expertise areas of study.

Task-Supported Teaching allowed the participation among students from the higher level to the lower one, in some occasions, students with a better comprehension of the language helps others with lower proficiency level to achieve the tasks' goals, promoting an empathic environment in which they feel comfortable to express their ideas using English as their tool, it does not matter if students make mistakes because they understood mistakes are an important

part of the process of learning a language.

The contributions were left to the random population during the time that the internship was applied. First, a new approach changed the perspective of learners and teachers' role. Students had the main role because they were performing the activities and the teachers were supporting them to resolve doubts about vocabulary. Second, a new way to deal with the activities proposed in the EFL class using Task-Supported Teaching because students' necessities, lacks and needs were taken to create the task. Third, the tasks were developing and creating with all the possible analysis because they were very relevant though promote meaning learning experiences that goes to students' long term memory.

The most impressive achievement was the role that teacher took, allowing students to have a meaningful learning without any intervention, teacher gives them the vocabulary needed to achieve task, linking the previous knowledge with the new one, students only ask teacher pronunciation and vocabulary doubts forcing themselves to do their best learning English, that help them to understand they had the control in learning processes.

Finally, having different types of groups according to their English proficiency level help teachers to rethink the methodologies used inside the classroom in order to create a diverse curriculum in which all needs are included. It was a useful environment for the tasks because they were flexible and though for all the population it does not matter the English language level they had, all have capacities to improve their oral production, in that way they feel they can learn English solving tasks related to their natural environments.

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APPENDICES

Survey

It was applied at the beginning as a need analysis tool and at the end to evaluate the intervention

Universidad Francisco José de Caldas

Facultad de Ciencias y Educación

Edad: _____ **Profesión:** _____ **Nivel de inglés:** _____

Como fuente importante para la planeación y el desarrollo las clases de inmersión se han creado este cuestionario.

Objetivo: Identificar las experiencias que ha tenido el estudiante en el aprendizaje de Inglés como lengua extranjera.

¿En qué instituto estudia inglés? _____ ¿Hace cuánto tiempo estudia inglés? _____

1. ¿Ha viajado a lugares donde tiene que comunicarse en inglés? Sí ____ No ____

¿Fue una experiencia fácil o difícil? ¿A qué lugar viajó?

2. De 1 a 5 (1=muy mala, 5= excelente), ¿cómo califica la calidad de enseñanza de inglés en su colegio? _____ ¿Por qué?

3. ¿Por qué está estudiando inglés?

4. Seleccione los enunciados que pueden describir su sensación cuando está en una clase de

inglés:

Inglés es una lengua que cuenta con demasiado vocabulario.		Inglés es una lengua fácil para aprender	
Inglés es una lengua muy difícil de aprender, comprender y hablar.		Inglés es una lengua que me abre grandes oportunidades (laborales y personales).	
Inglés es una lengua donde su pronunciación es difícil.		Inglés es un gran problema	
Para aprender inglés se requiere tiempo		He invertido tanto dinero y no ha funcionado	

Cuántas horas semanales practica inglés fuera del instituto _____

5. ¿En cuál de las siguientes habilidades considera que tiene un dominio del inglés? ¿Cuáles son las razones que le facilitaron aumentar esa habilidad?

A. Escribir B. Hablar C. Escuchar D. Leer

En su opinión, ¿qué es más importante aprender en la clase de inglés? Enumere de 1 a 6 siendo 1 la más importante y 6 la menos importante.

Leer ___ Escribir ___ Escuchar ___ Gramática ___ Vocabulario ___ Hablar _____

6. Describa una clase de inglés que usted considera pertinente y de la cual logró aprender.

7. ¿Por qué cree que aún no ha adquirido un alto nivel de inglés?

No cuento con el tiempo suficiente para estudiar inglés		Después de cada clase siento que no aprendo y no lo intento más.	
El profesor no sabe cómo enseñar inglés		Somos demasiados estudiantes en clase y no puedo aprender	
La metodología y actividades se basan en la información del libro.		No tenemos los suficientes recursos para aprender inglés	
No puedo practicar en contextos reales.		Otro:	
Otros:			

8. Seleccione las actividades que le ayudaron a mejorar su nivel de habla en la clase de inmersión

Diálogos en inglés ____ Ver películas en inglés ____ Explicación de gramática ____ Ejercicios en guías __ Juegos ____ Traducción de pequeños cuentos __ Elaboración de escritos ____ Ejercicios de vocabulario ____ Exposiciones ____

¡Muchas Gracias por su colaboración!

Lesson Plan Format

Below there are the lesson plans that were used during the internship in ASW. We created the template according to task supported teaching. The first is a template and then, the real lesson plans.

Lesson Title:		
Communicative Goal:		
Objective:		
Focus Language Feature:		
<input type="checkbox"/> Grammar:	<input type="checkbox"/> Vocabulary:	<input type="checkbox"/> Listening:
<input type="checkbox"/> Speaking and Pronunciation:	<input type="checkbox"/> Reading:	<input type="checkbox"/> Writing:
Other		
Description of Classroom and Student Population:		
Group:		
Average Attendance:		
Proficiency Level:		
Language Spoken:		

Copies and Material:
Handouts:
Material:

Welcome and Introductions	Notes
Task 1:	
Pre- Task	
Task	
Post- Task	

Lesson plan adapted

Observation Format

In order to observe every task during the different classes this format was taken to.

Peer to Peer Classroom Observation Form

Observer: _____ Teacher Observed: _____

Date: _____ Time: _____ Subject: _____

1. Focus on Curriculum		
1a. What is the learning objective?		
Objective: _____		
1b. Learning objective is evident to the students:		
<input type="checkbox"/> Evident <input type="checkbox"/> Not Evident <input type="checkbox"/> Unable to determine		
1c. Learning objective on target for grade-level standards		
<input type="checkbox"/> Yes <input type="checkbox"/> No		
2. Focus on Instruction		
2a. Identify instruction practices		
<input type="checkbox"/> Coaching	<input type="checkbox"/> Modeling	<input type="checkbox"/> Teacher-direct Q and A
<input type="checkbox"/> Discussion	<input type="checkbox"/> Presentation	<input type="checkbox"/> Testing
<input type="checkbox"/> Hands-on Exp.	<input type="checkbox"/> Providing Directions	<input type="checkbox"/> Lecture
<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Providing Practice Opportunities	_____
2b. Identify grouping format		
<input type="checkbox"/> Whole group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Individual		
2c. Identify research-based instructional strategies		
<input type="checkbox"/> Identify similarities and differences	<input type="checkbox"/> Cooperative Learning	
<input type="checkbox"/> summarizing/note taking	<input type="checkbox"/> Setting objectives/feedback	
<input type="checkbox"/> Reinforcing effort/recognition	<input type="checkbox"/> Generating/testing hypotheses	
<input type="checkbox"/> homework/practice	<input type="checkbox"/> Cues/questions/advanced org.	
<input type="checkbox"/> nonlinguistic representations		
3. Focus on the Learner		
3a. Identify student actions		
<input type="checkbox"/> Listening	<input type="checkbox"/> working with hands-on	<input type="checkbox"/> Speaking
<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	
3b. Identify instructional materials:		
<input type="checkbox"/> Computer Software	<input type="checkbox"/> Overhead/board/flip chart	<input type="checkbox"/> Video
<input type="checkbox"/> Manipulatives	<input type="checkbox"/> Published print materials	<input type="checkbox"/> Web sites
<input type="checkbox"/> Hand held tech	<input type="checkbox"/> Real-world objects	<input type="checkbox"/> Worksheets
<input type="checkbox"/> Lab/activity sheet	<input type="checkbox"/> Student created material	_____
<input type="checkbox"/> Oral	<input type="checkbox"/> Textbook	
3c. Determine level of student work		
<input type="checkbox"/> Recalling Information (knowledge)	<input type="checkbox"/> Breaking down info into parts (analysis)	
<input type="checkbox"/> Understanding info (comprehension)	<input type="checkbox"/> Putting information together in new ways (Synthesis)	
<input type="checkbox"/> Using information in a new way (apply)	<input type="checkbox"/> Making judgements and justifying positions (Evaluate)	
3d. Determine levels of class engagement		
<input type="checkbox"/> Highly engaged – Most students are authentically engaged		
<input type="checkbox"/> Well managed – Students are willingly compliant, ritually engaged		
<input type="checkbox"/> Dysfunctional – Many students actively reject the assigned task or substitute another activity		
4. Focus on Classroom Environment		
<input type="checkbox"/> Materials are available in the classroom	<input type="checkbox"/> Students interact with classroom environment	
<input type="checkbox"/> Models/exemplars of quality work posted	<input type="checkbox"/> Student work displayed	
<input type="checkbox"/> Routines and procedures are evident	<input type="checkbox"/> Scoring rubrics are displayed/provided	
5. Do you see evidence that the teacher is responding to the different learning needs in the classroom?		
<input type="checkbox"/> A Lot <input type="checkbox"/> Some <input type="checkbox"/> None <input type="checkbox"/> Unable to determine		

Observer Reflection: In what ways has the lesson you've observed impacted your thinking and/or future classroom practices?

**** Give the completed form to the Teacher Observed the day of the observation**

Teacher Observed Reflection: What went well throughout the lesson? What would you do differently next time:

**** Teacher observed should give the completed form to the Principal within two days of the observation**

Participation Format

Below there is the format to identify student's participation during the pre-task, task and post-task.

Participant Observation

Date: _____ First Group

How many students? : _____



St	Gender	Pre-Task	Task	Post-Task
1	M F			
2	M F			
3	M F			
4	M F			
5	M F			
6	M F			
7	M F			
8	M F			
9	M F			
10	M F			
11	M F			
12	M F			
13	M F			
14	M F			
15	M F			

P Taking Part D Participate with Difficulties

O* Without Participation

Possible Categories:

_____ | _____

Special Situation:

Worksheets

Below you will find the different material which was applied during the internship.

Worksheet No 1

Schedule

It was used to promote students' participation related to their daily activities.

My Weekday Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
After School					
Dinner					
After Dinner					
Before Bed					

Worksheet No 2

Role Play Cards

It was used to promote students' participation related to job interviews.

Jobseeker 1 (Male)

Your name is Tim Chung and you are an experienced Korean chef. You are 55 years old. You have been living in Sydney since you were ten and learnt to cook Korean food from your mother and then from the Sydney school of Korean Cuisine. You used to own your own Korean restaurant in Sydney's south side but you sold it, because you are getting older. You are hoping to retire in ten years. You speak English better than Korean but still speak Korean well. You are an Australian citizen.

Jobseeker 2 (Female)

Your name is Han Eun Hwang and you are 30. You are Korean and are in Australia on a 2 year work visa. You are from Busan and worked in a Korean restaurant in Busan for ten years before you came over to Australia. You studied Korean Cuisine at the Seoul Centre for Culinary Arts. In the Korean restaurant, your job was Second Chef and you left the job because you want to be a Head Chef. You are hoping to get a job in Australia so you can extend your visa and move to Sydney permanently.

Your name is Peter McDonald and you are 35. You are a Canadian who has been fascinated with Korean food since teaching English in Korea. You learnt to cook Korean food formally at the Toronto College of Cuisine and have worked in a Korean restaurant in Toronto for 5 years. For 2 of the 5 years you were the Head Chef there. You left the job however, because you had an argument with the restaurant owner over the menu. You decided to move to Australia because it is warmer and you want to work here for at least a year. You're not sure if you are going to move permanently yet. You speak English as a first language and studied Korean in Korea for two years.

Jobseeker 4 (Female)

Your name is Tina Kim and you are a college graduate from Korean Cuisine College of Melbourne. You are 24. You are ambitious and want to work as a Head Chef in a Korean restaurant but don't have experience. You worked at the Melbourne Casino whilst at College as a kitchen hand for two years. You are an Australian citizen but you were born in Korea. You have moved to Sydney from Melbourne with your boyfriend for his job. You speak fluent Korean and English. Your boss at the Casino praised your hard-work and dedication.

Jobseeker 5 (Male)

Your name is Kim Ra Son and you are Korean. You are 37 years old and have married an Australian woman. You have moved to Australia permanently. In Korea, you worked at a restaurant called 'The Outback' which is how you met your wife. You worked as a head chef there for ten years and had good relationships with all of your co-workers. You speak fluent Korean but your English is still not very good. You are taking English as a Second Language classes at Sydney University and your wife helps you to study English. You studied Korean food at Daegu Food College and worked for two years in a Korean restaurant before getting the job as the Head Chef at 'The Outback'

Worksheet No 3

Employment Application

They were applied to promote students' participation related to job interviews.

<h1 style="margin: 0;">Employment Application</h1>		COMPANY OR EMPLOYER NAME: _____ Position applying for: _____
EMPLOYEE INFORMATION		
Name: _____		
Last	First	Middle
Telephone: _____	Email: _____	Alternate telephone: _____
Address: _____		
Are you able to perform the essential functions of the position with or without accommodations? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If necessary for the job are you older than: <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 (Check one) <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 21		
I am legally eligible for employment in the U.S.? <input type="checkbox"/> Yes <input type="checkbox"/> No		
I am seeking a permanent position: <input type="checkbox"/> Yes <input type="checkbox"/> No		
I will be able to report to work _____ days after being notified I am hired.		
If necessary for the job, I am able to: Work overtime? <input type="checkbox"/> Yes <input type="checkbox"/> No Provide a valid Alaska Driver's License? <input type="checkbox"/> Yes <input type="checkbox"/> No If so, fill out the following: Issuing state: _____ Type: _____ Endorsement(s): <input type="checkbox"/> Hazardous Material <input type="checkbox"/> Passengers <input type="checkbox"/> Tankers <input type="checkbox"/> Tank with Hazardous Materials <input type="checkbox"/> School Bus <input type="checkbox"/> Double/Triple trailers		
Work the following shifts: (check all that apply) <input type="checkbox"/> Any <input type="checkbox"/> Day <input type="checkbox"/> Night <input type="checkbox"/> Swing <input type="checkbox"/> Rotating <input type="checkbox"/> Split <input type="checkbox"/> Graveyard Other: _____		
EMPLOYMENT HISTORY		
List most recent employment first. Include summer or temporary jobs. Be sure all your experience or employers related to this job are listed here, in the summary following this section or on an extra sheet of paper if necessary. No more than 10 years history recommended.		
Employer name and address:	Position title/duties, skills:	Start date:
_____	_____	End date:
_____	_____	Reason for leaving:
_____	_____	_____
Pay: \$ _____	Supervisor: _____	Telephone: _____
Per: _____	_____	_____
Employer name and address:	Position title/duties, skills:	Start date:
_____	_____	End date:
_____	_____	Reason for leaving:
_____	_____	_____
Pay: \$ _____	Supervisor: _____	Telephone: _____
Per: _____	_____	_____
Employer name and address:	Position title/duties, skills:	Start date:
_____	_____	End date:
_____	_____	Reason for leaving:
_____	_____	_____
Pay: \$ _____	Supervisor: _____	Telephone: _____
Per: _____	_____	_____

EDUCATION				
	Institution name	Years completed	Field of study	Graduate or degree
High school				
College/university				
Business/technical				
Additional				

MILITARY	
Are you a veteran?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Duty/specialized training:	_____

SKILLS & QUALIFICATIONS
Other qualifications such as special skills, abilities or honors that should be considered:
Types of computers, software, and other equipment you are qualified to operate or repair:
Professional licenses, certifications or registrations:
Additional skills, including supervision skills, other languages or information regarding the career/occupation you wish to bring to the employer's attention:
Typing speed: _____ per minute

REFERENCES				
List two personal references who are not relatives or former supervisors.				
Name	Address	Telephone	Occupation	Years known
Name	Address	Telephone	Occupation	Years known

CONTACT	
In case of accident or illness, please contact: Name:	Daytime phone:
Address:	Relationship:

INFORMATION TO THE APPLICANT
As part of our procedure for processing your employment application, your personal and employment references may be checked. If you have misrepresented or omitted any facts on this application, and are subsequently hired, you may be discharged from your job. You may make a written request for information derived from the checking of your references.
If necessary for employment, you may be required to: supply your birth certificate or other proof of authorization to work in the United States, have a physical examination and/or a drug test, or to sign a conflict of interest agreement and abide by its terms. I understand and agree to the information shown above.
Signature of Applicant _____
Date _____

Adjectives

<p>Strengths</p> <p>Adaptable Flexible Hard- working Reliable Friendly Loyal Trustworthy Honest Persistent Determined Tolerant Open-minded Detailed-oriented Efficient</p>	<p>Strengths</p> <p>Achiever Initiator Mediator Quick learner Leader Expert Team Player Problem- solver Competent</p>
<p>Weaknesses</p> <p>Aggressive Intolerant Shy Impatient</p>	<p>Weaknesses</p> <p>Selfish Lazy Arrogant Fearful Bossy</p>
<p>Shifts</p> <p>Full Time Part Time Split Any</p>	<p>Shifts</p> <p>Day Swing Graveyard/ Night Night Rotating</p>

Worksheet No 4

Private Information

It was applied to promote oral production related to daily conversations.

Personal Information	Name: Profession:
Tell me a little about yourself	
Are you studying?	
What are your hobbies?	
Tell me about the most important person in your life?	
What are your future plans?	
What are your strengths?	
What are your weaknesses?	
Work	
Tell me about your last one job?	
Why do you want to work here?	
What salary are you seeking?	
Do you want to work part time or full time?	
Do you have any questions?	

Worksheet No 5

Song: Imagine (John Lennon)

They were developed to promote students' participation related to world's issues.

I- Match the columns:

Imagine there's
It's easy
No hell
Above us

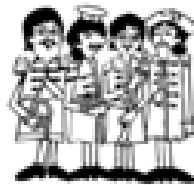
only sky
below us
if you try
no heaven



Imagine all the people
Living for today

II- Put the sentences in order according you heard:

- () Nothing to kill or die for
- () Imagine there's no countries
- () And no religion too
- () It isn't hard to do



Imagine all the people
Living life in peace

III-Complete with the missing words:

someday	dreamer	world	only
---------	---------	-------	------

You may say, I'm a _____
But I'm not the _____ one
I hope _____ you'll join us
And the _____ will be as one

IV- Circle the correct form:

Imagine no ~~possessions~~ / ~~correction~~
I wonder if ~~you fan~~ / ~~you can~~
No need for greed or ~~stronger~~ / ~~hunger~~
A Brotherhood ~~you can~~ / ~~of man~~

Imagine all the people
Sharing all the world

You may say, I'm a ... (REPEAT)



Issues of Colombia



Worksheet No 6

Experiences

This PowerPoint presentation was created to promote students' participation in individual activities.

