



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

MASTERY DEGREE STUDIES

PEDAGOGICAL ENGLISH DEGREE MASTERY

TOPIC:

**TASK-BASED LEARNING (TBL) AND ITS IMPACT ON THE
DEVELOPMENT OF SPEAKING SKILLS IN A2 STUDENTS OF
ELEMENTARY EDUCATION**

Thesis prior to obtaining the Master's degree in Education

Author:

Lic. Dayana Jadira Flores Encalada

Tutor:

Mg. Daniela Bonilla

AMBATO – ECUADOR

2026

**AUTORIZACIÓN POR PARTE DEL AUTOR PARA LA CONSULTA,
REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA
DEL TRABAJO DE TÍTULACIÓN**

Yo, Dayana Jadira Flores Encalada, declaro ser autor del Trabajo de Investigación con el nombre **“TASK-BASED LEARNING (TBL) AND ITS IMPACT ON THE DEVELOPMENT OF SPEAKING SKILLS IN A2 STUDENTS OF ELEMENTARY EDUCATION”**, como requisito para optar al grado de **Master in Pedagogy of National and Foreign Languages with a Specialization in English Teaching**, autorizo al Sistema de Bibliotecas de la Universidad Tecnológica Indoamérica, para que con fines netamente académicos divulgue esta obra a través del Repositorio Digital Institucional (RDI-UTI).

Los usuarios del RDI-UTI podrán consultar el contenido de este trabajo en las redes de información del país y del exterior, con las cuales la Universidad tenga convenios. La Universidad Tecnológica Indoamérica no se hace responsable por el plagio o copia del contenido parcial o total de este trabajo.

Los usuarios del RDI-UTI podrán consultar el contenido de este trabajo en las redes de información del país y del exterior, con las cuales la Universidad tenga convenios. La Universidad Tecnológica Indoamérica no se hace responsable por el plagio o copia del contenido parcial o total de este trabajo. Para constancia de esta autorización, en la ciudad de Ambato, a los 26 días del mes de marzo de 2026, firmo conforme:

Autora: Dayana Jadira Flores Encalada

Firma:

Número de identificación: 1850643725

Dirección: Pelileo, Av. Las acacias.

Correo electrónico: dayaflores1604@gmail.com

Número de teléfono: 0995988035

APROBACIÓN DEL TUTOR

En mi calidad de Tutor del Trabajo de Titulación “**TASK-BASED LEARNING (TBL) AND ITS IMPACT ON THE DEVELOPMENT OF SPEAKING SKILLS IN A2 STUDENTS OF ELEMENTARY EDUCATION**” presentado por Dayana Jadira Flores Encalada para optar por el Título de “**Master in Pedagogy of National and Foreign Languages with a Specialization in English Teaching**”

CERTIFICO

Que dicho trabajo de investigación ha sido revisado en todas sus partes y considero que reúnen los requisitos y méritos suficientes para ser sometido a la presentación pública y evaluación por parte del Tribunal Examinador que se designe.

Ambato, 26 de marzo de 2026

.....

Mg. Bonilla Yucailla Daniela Alejandra

DECLARACIÓN DE AUTENTICIDAD

Quien suscribe, declaro que los contenidos y los resultados obtenidos en el presente trabajo de investigación, como requerimiento previo para la obtención del Título de **Master in Pedagogy of National and Foreign Languages with a Specialization in English Teaching**, son absolutamente originales, auténticos y personales y de exclusiva responsabilidad legal y académica del autor.

Ambato, 26 de marzo de 2026

.....

Dayana Jadira Flores Encalada

CI: 1850643725

APROBACIÓN DEL TRIBUNAL

El trabajo de Titulación, ha sido revisado, aprobado y autorizada su impresión y empastado, sobre el Tema: **“TASK-BASED LEARNING (TBL) AND ITS IMPACT ON THE DEVELOPMENT OF SPEAKING SKILLS IN A2 STUDENTS OF ELEMENTARY EDUCATION”**, previo a la obtención del Título de **Título de Master in Pedagogy of National and Foreign Languages with a Specialization in English Teaching**, reúne los requisitos de fondo y forma para que el estudiante pueda presentarse a la sustentación del trabajo de titulación.

Ambato, 26 de marzo de 2026

.....

Mg. Heredia Quiroz Maria Augusta
PRESIDENTE DEL TRIBUNAL

.....

Mg. Crison Chavez Cristina Belen
VOCAL

.....

Mg. Bonilla Yucailla Daniela Alejandra

TUTOR

DEDICATORIA

I dedicate this work to my parents, who have been my greatest inspiration and unconditional support. Thank you for believing in me even in moments of doubt, for your sacrifices, and for teaching me that every goal can be achieved with effort, love, and perseverance. This accomplishment is as much yours as it is mine.

AGRADECIMIENTO

I would like to express my sincere gratitude to my thesis advisor for her guidance, insightful feedback, and continuous support throughout the development of this research. I am also grateful to the English Academy for allowing me to conduct this study with their sixth-grade students, whose participation was fundamental to achieving the objectives of this work. Finally, I extend my heartfelt appreciation to my family for their unconditional support, patience, and encouragement, which have sustained me through this academic journey.

INDICE DE CONTENIDOS

AUTORIZACIÓN POR PARTE DEL AUTOR PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL TRABAJO DE TÍTULACIÓN.....	II
APROBACIÓN DEL TUTOR.....	IV
DECLARACIÓN DE AUTENTICIDAD.....	V
APROBACIÓN DEL TRIBUNAL.....	V
DEDICATORIA.....	VI
AGRADECIMIENTO.....	VII
INDICE DE CONTENIDOS.....	IX
INDICE DE TABLAS.....	XI
INDICE DE FIGURAS.....	XII
REVISIÓN DEL RESUMEN EJECUTIVO.....	XIII
ABSTRACT.....	XV
INTRODUCTION.....	2
Importance and relevance	2
Problem tree	9
Research question.....	9
Hypothesis.....	10
Beneficiaries.....	10
Objectives.....	11
General objective	11
Specific objectives	11

CHAPTER 1.....	12
THEORETICAL FRAMEWORK	12
Previous Studies.....	12
Theoretical foundations.....	17
Interactionist Theory of Language Development	17
Constructivist Learning Theory	19
Communicative Language Teaching (CLT)	20
Task-Based Learning (TBL)	21
Origin and Development of TBL	22
Principles and Essential Features of TBL	23
The TBL Cycle.....	24
Types of Tasks in TBL.....	25
Advantages of TBL in Language Teaching	27
Challenges in Implementing TBL.....	27
Speaking Skills in EFL Contexts	28
Speaking as a Communicative Skill.....	29
Speaking stages	29
Common Difficulties in Speaking for EFL Learners.....	31
Strategies for Developing Speaking Skills.....	32
Assessment of Speaking Skills.....	32
Tips to assess speaking.....	33
How TBL Promotes Speaking Development.....	34
Pedagogical Implications of TBL for Speaking.....	35
CHAPTER II.....	36

METHODOLOGICAL DESIGN.....	36
Research approach and design	36
Description of the sample and the context of the research.....	38
Data collection process	39
b. Validity /Reability	40
Analysis of the results	46
Hypothesis Verification	63
CHAPTER III.....	67
PRODUCT	67
Innovative Proposal to the Problem / Result.....	67
Type of product.....	67
Objective of the proposal	68
Structure of the proposal	69
Description of the proposal	69
Innovative Proposal Evaluation	72
Validation of the Proposal.....	74
Conclusions	76
Recommendations	77

INDICE DE TABLAS

Table 1: Operationalization of Variables chart	41
Table 2: Cambridge-style Speaking Performance Scale (A2 Key).....	47
Table 3: Overall Averages of the Experimental Group	49
Table 4: Variance Experimental group	64

Table 5: Elements of the Innovative Proposal	69
Table 6: Lesson Plan Description Format.....	71

INDICE DE FIGURAS

Figure 1: Problem Tree	9
Figure 2: Task Based Learning task cycle	25
Figure 3: Part 1. Personal Questions.....	51
Figure 4: Part 2. Describing and Comparing Pictures.....	53
Figure 5: PART 3. Discussion / Collaborative Task.....	56
Figure 6: PART 4. General Conversation / Personal Interaction.....	59
Figure 7: Speaking performance before and after TBL intervention.....	65

REVISIÓN DEL RESUMEN EJECUTIVO

El presente trabajo de titulación analiza la efectividad del Aprendizaje Basado en Tareas (Task-Based Learning, TBL) en el desarrollo de las habilidades de expresión oral en 16 estudiantes de educación primaria con nivel A2 de inglés de la academia Ingenia. El problema identificado radica en el bajo nivel de fluidez, limitado vocabulario y escasa confianza para comunicarse oralmente en inglés, debido principalmente al uso de metodologías tradicionales centradas en la memorización de estructuras gramaticales. En este contexto, el objetivo de la investigación fue analizar el impacto del TBL en el mejoramiento de las habilidades del habla planteando como hipótesis que la implementación de esta metodología mejora significativamente el desempeño oral de los estudiantes. La investigación adoptó un enfoque cuantitativo con un diseño preexperimental de un solo grupo con pre-test y post-test, aplicado a una muestra de 16 estudiantes de nivel A2. Para la recolección de datos se utilizó una rúbrica de evaluación del habla basada en criterios de fluidez, precisión, pronunciación e interacción. Inicialmente, el pre-test evidenció deficiencias en la producción oral de los estudiantes; posteriormente, se implementaron seis sesiones basadas en TBL que incluyeron tareas comunicativas como juegos de roles, entrevistas y discusiones. Finalmente, el post-test permitió evidenciar una mejora significativa en el desempeño oral, reflejada en mayor fluidez, mejor pronunciación, ampliación del vocabulario y mayor seguridad al interactuar. En conclusión, los resultados confirman que el Aprendizaje Basado en Tareas constituye una estrategia

efectiva para potenciar las habilidades de expresión oral, al fomentar la comunicación significativa, la participación activa y el aprendizaje centrado en el estudiante.

Palabras clave: comunicación oral, post-test, pre-test, TBL

ABSTRACT

This study analyzes the effectiveness of Task-Based Learning (TBL) in developing speaking skills in A2 sixth-grade EFL students at Ingenia Academy. The research addresses the problem of students' limited oral proficiency, characterized by low fluency, restricted vocabulary, and lack of confidence when communicating in English. The primary objective was to assess whether the implementation of TBL strategies could enhance students' speaking performance. A pre-experimental design was employed, involving a single group of 16 students, with pre-test and post-test assessments used to measure progress. The intervention consisted of a series of task-based lesson plans designed to promote meaningful interaction and genuine communication. Data were collected through a standardized speaking test adapted from the Cambridge A2 Key (KET) and evaluated using a rubric based on CEFR descriptors. The results showed a noticeable improvement in students' fluency, pronunciation, interaction, and overall communicative ability after the implementation of TBL. These findings indicate that task-based activities effectively enhance speaking skills by providing students with opportunities to use language in authentic contexts. In conclusion, TBL proved to be an effective approach for developing oral communication in A2 learners within this specific educational setting.

Keywords: oral communication, pre-test, post-test, TBL.



INTRODUCTION

Importance and relevance

English has solidified its status as the leading global language, commonly accepted as a lingua franca in various fields including international politics, commerce, science, and technology. As noted by Crystal (2003), English possesses a unique global standing as it is officially or institutionally utilized in over seventy nations and is the most commonly taught foreign language across the globe.

Graddol (2006) highlights that this growth is not coincidental but is shaped by historical, economic, and technological elements, such as colonization, the emergence of the United States as a global force, and the impact of the internet and media. In the modern interconnected world, English serves as the favored language for cross-cultural dialogue and acts as a symbolic asset indicating access to contemporary society and global engagement. This worldwide distribution shows that English is no longer solely linked to native speakers but is part of a global community of users, transforming its function and securing its status as a means for growth and inclusion.

In the realm of education, English has emerged as a crucial pathway to academic achievement and intellectual interaction. Coleman (2006) points out that English is the main language of instruction in numerous universities in Europe, Asia, and Africa, allowing students to engage with esteemed programs and research. Phillipson (2009) also claims that English is crucial for spreading scientific knowledge, since most peer-reviewed journals and academic conferences utilize it as their primary language. Outside of higher education, English is

progressively integrated at earlier stages of education as governments acknowledge its crucial role in human capital development. In this regard, the incorporation of English in educational institutions guarantees that students are equipped to interact with worldwide knowledge systems and compete in global job markets. The significance of English in education goes beyond merely learning the language; it acts as a facilitator of academic movement, research recognition, and ongoing education, influencing the professional and intellectual paths of entire generations.

This current study is in line with the research focus that highlights the significance of instructing and acquiring English as a foreign language. Its emphasis aligns with the investigation of creative approaches, tactics, and practices that aid in enhancing speaking abilities in young students. In this regard, Task-Based Learning (TBL) serves as a key method, as it offers genuine communicative chances that enhance fluency, precision, and engagement among learners. Given contemporary educational trends, TBL is acknowledged as a method that enhances language proficiency while fostering motivation, teamwork, and independence in the learning experience. As a result, the chosen research line and the subject align in the quest for effective methods to enhance speaking skills and to address the challenges of English language teaching in the Ecuadorian setting.

According to the Constitution of the Republic of Ecuador (2008, Section Five, Article 26), *“La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado.”* In addition, el *Acuerdo No. 0041-14* establishes that the teaching of English is mandatory in schools and high schools across the country. Furthermore, the curriculum issued by the Ministry of Education in Ecuador (2016) emphasizes the development of communicative

competence, highlighting productive skills such as speaking. Given the current legal framework, English language learning is mandatory, which reinforces the importance of implementing methodologies that promote oral interaction. In this sense, Task-Based Learning (TBL) provides authentic opportunities for communication that align with the curriculum goals and national regulations, ensuring that students can develop fluency, accuracy, and confidence in speaking English as part of their integral education.

This research is highly pertinent because it supports the larger educational goals of raising English proficiency in Ecuador. It falls under the research line of language acquisition and pedagogy, focusing on innovative teaching methodologies to enhance communicative competence. Ecuador's national educational policies, which place a strong emphasis on the value of English fluency for both academic and professional achievement, further support the findings. This study is relevant and essential for improving language instruction in Ecuador since the Ministry of Education (Ministerio de Educación del Ecuador) has set recommendations to improve English teaching quality.

Furthermore, this study expands on previous national and international studies on task-based learning's efficacy in language instruction. For instance, research in Yemen found that TBL greatly enhanced students' speaking confidence, vocabulary learning, and fluency (Yemeni EFL Study, 2019). In a similar vein, a study carried out in Ecuador showed that the use of TBL improved students' oral proficiency as measured by the Cambridge PET exam. These results support the notion that TBL is a useful approach for developing speaking abilities in EFL students and ought to be widely used in language classes, as supported by

research from other areas.

In Latin America, English has been incorporated into educational policies to address the region's increasing demand for global integration and competitiveness. Mejía (2002) contends that English in Latin America transcends being just a school subject; it serves as a means for modernization and accessing global resources. Nevertheless, the British Council (2015) highlights ongoing structural challenges like insufficient teacher training, restricted classroom hours, and absence of genuine resources, which hinder the effectiveness of English teaching. Nations such as Chile and Colombia have committed to national initiatives aimed at enhancing English proficiency; however, disparities persist, particularly in rural or neglected regions. The view of English as a tool for social advancement continues to be prevalent, as it is linked to improved job opportunities and educational outcomes. Nevertheless, the state of English education in Latin America underscores the urgent necessity to enhance policies, distribute resources fairly, and create tailored strategies that connect aspirations with results.

In Ecuador, English is acknowledged as a key priority for education because of its important function in social, economic, and cultural advancement. The Ministry of Education (2016) launched the National English Curriculum with the goal of helping students reach a B1 proficiency level by the end of high school. Nevertheless, González (2019) indicates that the execution of this policy encounters considerable challenges, such as inadequate teacher training, oversized classes, and restricted teaching hours. Additionally, differences between urban and rural schools increase the challenges in meeting the suggested standards, leaving numerous students lacking the anticipated level of proficiency. In spite of these difficulties,

English remains seen as an essential element in equipping Ecuadorian students for global engagement and international prospects. Initiatives aimed at enhancing teacher training, integrating innovative methods like Task-Based Learning, and increasing access to genuine learning resources are slowly being acknowledged as vital measures for improving results. The situation in Ecuador shows that although advancements have occurred, fundamental enhancements are required to guarantee that English education achieves its purpose of fostering equity and competitiveness.

Task-based learning (TBL) has proven to be a highly effective method for teaching English as a foreign language (EFL), especially for improving students' speaking abilities. TBL prioritizes significant communication via practical projects over conventional methods, which focus more on rote memorization and grammatical accuracy. According to research, this method encourages student autonomy, involvement, and speaking confidence (Ellis, 2003). TBL implementation can offer a creative and student-centered way to enhance oral communication skills in Ecuador, where many students still struggle with English competency.

This study is significant because it has the ability to show how TBL affects EFL learners' speaking growth. Speaking is a basic language acquisition ability, but because there are few opportunities for real-world communication, many students struggle with confidence and fluency. TBL promotes students to use language for practical reasons by reorienting their attention from form to function, which improves their capacity for effective and clear idea expression (Nunan, 2004). For educators, curriculum developers, and legislators hoping to enhance EFL instruction in Ecuadorian schools, this study will offer insightful information.

The present research was conducted at a private educational institution that offers English as a Foreign Language (EFL) courses to children and adolescents. The specific group under study consisted of sixteen sixth-grade students, whose average proficiency corresponds to an A2 level according to the CEFR. During classroom observations and diagnostic evaluations, it was evidenced that students presented significant difficulties in their speaking skills, particularly in fluency, pronunciation, and the use of interactional strategies. These weaknesses limited their ability to communicate effectively in English, despite showing progress in grammar and vocabulary recognition. To address this problem, a quasi-experimental research design was followed, applying a pre-test to measure the students' initial performance, followed by a treatment stage consisting of a series of task-based learning (TBL) sessions, and finally a post-test to assess the results.

The objective of applying these instruments and methods was to verify whether TBL could foster improvement in oral communication. Preliminary findings, summarized here, suggest that students demonstrated more confidence in speaking, increased participation in interactive tasks, and measurable gains in fluency and accuracy, which justifies the relevance of the study and its contribution to strengthening speaking skills in the Ecuadorian EFL context.

Problem statement

Traditional teaching approaches that place more emphasis on grammar and written exercises than on communicative practice continue to be a serious obstacle to Ecuadorian EFL students' speaking skill development. Students' confidence, fluency, and general language skills are all impacted by this teaching method, which restricts their capacity to use English effectively in everyday contexts.

Despite the growing demand for fluency in English in both academic and professional contexts, a lack of classroom engagement and exposure to real-world communication causes many students to struggle with speaking. Students' ability to use English effectively and confidently is further hampered by the strict structure of traditional language training, which frequently keeps them from having meaningful discussions (Skehan, 2018).. Furthermore, students are discouraged from taking chances in communicating and from establishing natural speech patterns because traditional teaching approaches place more emphasis on accuracy than fluency.

An alternate approach that develops conversational abilities is Task-Based Learning (TBL), which involves assigning students meaningful activities that replicate communication in the real world. TBL offers an immersive learning environment that improves accuracy and fluency by combining role-playing, problem-solving exercises, and group discussions. Nevertheless, there is little empirical data supporting its efficacy in Ecuadorian classrooms, and its use is still restricted. Teachers frequently lack the necessary training to apply TBL effectively, which results in inconsistent application. Furthermore, teachers are deterred from fully embracing communicative approaches like TBL by institutional restraints like strict curricula and needs for standardized testing.

This study aims to examine how TBL affects the speaking abilities of EFL students while offering empirical evidence in favor of its application. This study intends to improve language instruction in Ecuadorian schools by tackling prevalent obstacles including a lack of communicative practice and a fear of making mistakes. The results will provide useful suggestions for educators and

legislators on how to successfully include TBL, guaranteeing that pupils develop the powerful oral communication abilities necessary for success in both the classroom and the workplace. The need for teacher preparation programs that emphasize communicative approaches will also be emphasized by this study, giving educators the tools they need to successfully integrate TBL in the classroom.

Problem tree

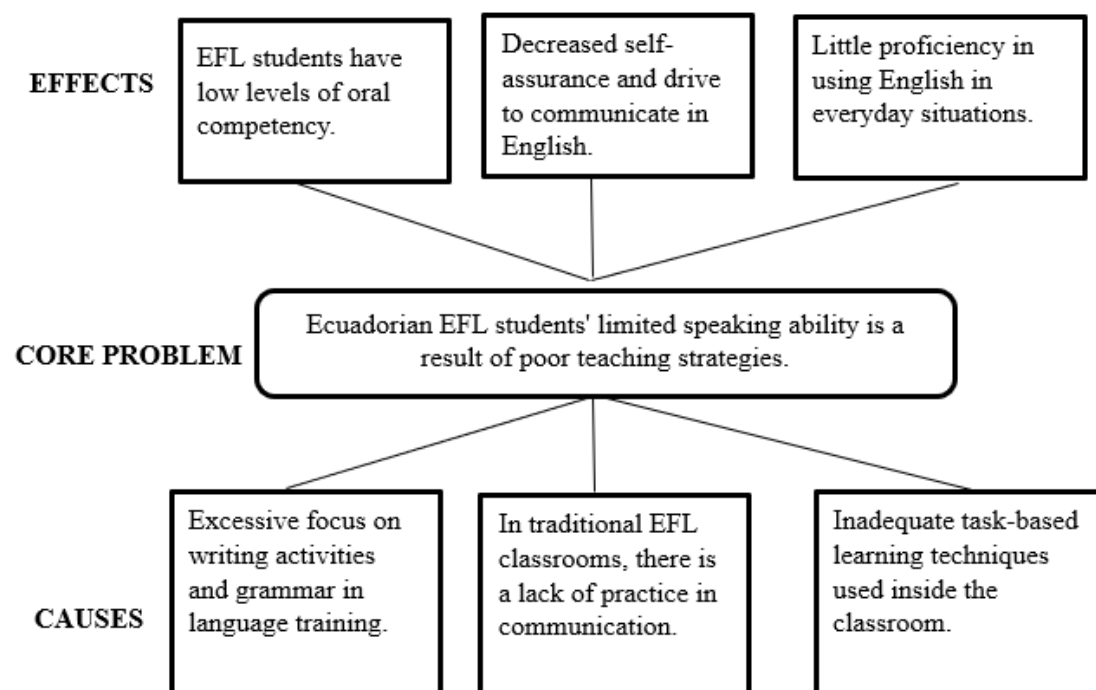


Figure 1: Problem Tree
Elaborated by: Dayana Flores

Research question

How does Task-Based Learning (TBL) impact the development of speaking skills in EFL students?

Hypothesis

Implementing Task Based Learning (TBL) techniques in EFL classrooms enhance English speaking skills development

Beneficiaries

A set of sixteen sixth-grade students at an English Academy will directly benefit from this study since they will receive targeted education utilizing the TBL approach. These students, aged 10 to 12 are in a crucial phase in their language and cognitive development. Interactive approaches like TBL, which encourage meaningful involvement in the target language, can significantly improve their capacity to learn a foreign language. These students will improve their fluency, confidence, and competency in speaking English by engaging in communicative exercises. They will also acquire vital communication skills that will help them in their future academic and professional pursuits.

Teachers at the English Academy will also acquire important knowledge about cutting-edge teaching techniques that improve language acquisition. Teachers will gain more expertise in creating and executing task-based lessons that increase student engagement and enhance learning outcomes through professional development sessions and practical practice. By offering empirical proof to back up the inclusion of TBL in curriculum, the study will also help educational institutions by guaranteeing that language training is in line with modern pedagogical practices. Data-driven suggestions on how to enhance English language instruction in Ecuadorian schools and match teaching approaches with global best practices will be given to curriculum designers and policymakers.

Additionally, by giving teachers the resources they need to successfully apply TBL in the classroom, this research will support teacher preparation programs. This study intends to promote a change in language teaching approaches nationwide by demonstrating the method's efficacy, guaranteeing long-term student success and sustainable gains in language acquisition.

Furthermore, by using effective language learning strategies, this study will give parents a greater understanding of how to support their kids' language development. The findings can be utilized to inform teacher training programs, encouraging educators to adopt communicative practices that prioritize language use in natural contexts. By using TBL, Ecuadorian schools may create an environment that motivates children to learn the language purposefully, preparing them to live in a global culture where proficiency in English is highly regarded.

Objectives

General objective

To analyze the effectiveness of Task-Based Learning (TBL) in developing speaking skills in A2 Sixth Grade EFL students at Ingenia Academy.

Specific objectives

1. To determine the initial speaking proficiency level of sixth-grade A2 EFL students at Ingenia Academy.
2. To design and implement Task-Based Learning (TBL) lesson plans to promote oral communication.
3. To compare students' speaking performance before and after the implementation of Task-Based Learning strategies.

CHAPTER 1

THEORETICAL FRAMEWORK

This chapter establishes the theoretical and academic foundation for the current study, concentrating on the essential concepts that underpin the inquiry into how Task-Based Learning (TBL) affects the enhancement of speaking abilities in learners of English as a Foreign Language (EFL). It details and clarifies the key concepts, principles, and structures connected to the teaching approach and the language skill being examined. This chapter aims to identify and explain the key concepts, elucidate their connections, and enhance the study with insights from multiple authors and recent research results. This theoretical framework not only underpins the research structure but also validates the importance of the study by linking it to the established body of knowledge in language education and acquisition. This chapter provides a strong conceptual framework that assists in shaping the research design and interpreting the findings

Previous Studies

Panduwangi (2021) carried out research that examines the effects of Task-Based Language Teaching (TBLT) on enhancing the speaking abilities of college students. Instructing on speaking poses difficulties because of different elements impacting both teachers and students. TBLT prioritizes the incorporation of real-world materials, placing tasks at the center of the teaching process. The research took place at a private college in Bogor, with sixty first-semester students participating from a non-English department. The participants were split into two categories: a control group and an experimental group, each consisting of 30 students. The control group was taught using traditional methods, while the

experimental group was educated through task-oriented approaches. To assess the impact of TBLT on improving speaking abilities, both groups undertook pre-tests and post-tests. The gathered data was examined with SPSS to assess if there was a statistically significant difference in the speaking performance of students between the two groups. Furthermore, surveys were conducted to grasp students' views on the English classes. The results showed that students in the experimental group demonstrated significant progress in both fluency and accuracy. Their answers in the questionnaires additionally backed these findings, suggesting enhanced self-assurance in speaking English following TBLT-based teaching.

This research directly backs the thesis regarding the efficacy of Task-Based Learning (TBL) in improving speaking abilities among EFL students. The study emphasizes how TBLT fosters an interactive and communicative atmosphere that greatly enhances students' fluency and precision. Through the use of real-world tasks and genuine materials, students in the experimental group could engage with language in significant contexts, which aligns with a fundamental tenet of TBL. Moreover, the study's implementation of pre-test and post-test assessments illustrates the significant advancements in students' speaking skills, supporting the claim that TBL is a successful teaching approach. Moreover, the rise in students' self-assurance shown in their questionnaire answers corresponds with the notion that TBL promotes a more relaxed and engaging learning atmosphere, diminishing anxiety and boosting active involvement.

Al-Tamimi, Muhsen and Ali Bin-Hady (2020) developed a study concentrated on recognizing the difficulties encountered by Yemeni EFL learners in speaking and enhancing their verbal communication abilities via task-based

teaching. A quasi-experimental research design was utilized to evaluate the level of enhancement in students' speaking skills, whereas a qualitative method was employed to examine the particular challenges faced by students. To guarantee effective teaching methods, the research took into account students' needs and motivation by conducting interviews regarding the challenges they face in spoken English. The study used non-probabilistic convenience sampling, choosing 20 first-year college students from Socotra Faculty of Education at Hadhramout University, Yemen, in the 2018-2019 academic year. The findings indicated that students faced challenges in multiple areas of speaking, such as phonological precision, restricted vocabulary, grammatical problems, maintaining oral interaction, and psychological obstacles like anxiety and insufficient confidence. Data analysis conducted with a paired sample t-test revealed a statistically significant enhancement in students' speaking skills, featuring a t-value of 5.349 and a p-value of .000 ($<.005$), indicating a considerable effect size ($ES = .53$). According to these findings, the research recommends that EFL instructors tackle these particular speaking difficulties when developing teaching strategies to improve students' communicative abilities.

This research offers crucial support for the thesis regarding the efficacy of Task-Based Learning (TBL) in enhancing speaking abilities in EFL students. The study emphasizes how task-oriented teaching can tackle various elements of speaking challenges, including pronunciation, grammar, vocabulary, and interactive fluency. The results indicate that employing practical tasks designed for students' requirements results in notable enhancements in their speaking skills. Moreover, the research highlights the significance of taking into account students'

viewpoints and motivation in language acquisition, reinforcing the notion that involvement in relevant activities promotes confidence and fluency.

Daga (2022) conducted research that examines the effectiveness of the Task-Based Learning (TBL) approach in improving English-speaking abilities among second-year high school students at Unidad Educativa "Cicalpa." A quasi-experimental approach was employed to determine the cause-and-effect connection between the independent variable, Task-Based Learning, and the dependent variable, students' English speaking skills. To evaluate students' progress and assess the outcomes, the research consisted of three stages: a pre-test, an intervention phase, and a post-test. Moreover, a validated sample exam from Cambridge's online platform was utilized, particularly a version of the Key English Test (KET), in conjunction with rubrics and assessment criteria for evaluating English-speaking abilities. The results show that both qualitative and quantitative dimensions of students' speaking skills enhanced considerably when analyzing pre-test and post-test outcomes. The Task-Based Learning approach is closely associated with the improvement and advancement of students' English speaking abilities, as their general language skills and sub-skills demonstrated significant growth.

This research supports the notion that Task-Based Learning (TBL) is a successful approach for enhancing speaking abilities in EFL learners, which directly correlates with my thesis. The study presents empirical data showing that learners who experience TBL-oriented teaching display considerable enhancements in fluency, accuracy, and general communicative ability. Utilizing

a structured experimental framework, which incorporates pre-tests and post-tests, enhances the credibility of the results and emphasizes the method's influence.

Bravo (2024) carried out a study that sought to show the efficacy of Task-Based Learning (TBL) in improving communicative abilities in English lessons. TBL focuses on enhancing communication skills by engaging in significant, practical activities. In order to assist this research, a literature review was performed to collect pertinent information. Furthermore, a quasi-experimental study was conducted involving two groups: a control group of 27 students and an experimental group of 33 students, who experienced the TBL methodology. The research employed the speaking component of the Cambridge PET exam for both pre-test and post-test evaluations, assessing students' performance according to four criteria: grammar and vocabulary, discourse management, pronunciation, and interactive communication. During more than ten intervention sessions, each ranging from 30 to 60 minutes, students participated in both open and closed individual and group activities that were in line with the TBL cycle, consisting of three phases: pre-task, task execution, and post-task.

Upon finishing the interventions, quantitative data were gathered and analyzed through the SPSS software, contrasting pre-test and post-test results. A non-parametric test was performed to evaluate the hypothesis, showing that TBL positively affected the experimental group. These students demonstrated significant advancements in fluency, intonation, communicative interaction, pronunciation, and their capability to utilize a wider array of vocabulary and expressions. According to these results, the research proposes that educators

should adopt the Task-Based Learning method to improve students' speaking abilities.

This research offers compelling proof that backs the argument regarding the cognitive and academic advantages of bilingual education, especially in enhancing students' speaking abilities via Task-Based Learning. The study emphasizes how TBL promotes effective communication by involving students in practical, real-life activities instead of mere memorization or disconnected grammar drills. Employing a structured quasi-experimental design, combined with pre- and post-test assessments, guarantees the reliability of the findings, bolstering the efficacy of TBL.

Theoretical foundations

In English as a Foreign Language (EFL) education, the success of any approach relies on the theoretical foundations that underpin it. Task-Based Learning (TBL) has become more significant as it is based on theories that highlight interaction, the social creation of knowledge, and the use of language for genuine communication. The theories presented, Interactionist Theory, Constructivist Theory, and Communicative Language Teaching offer a framework for comprehending how TBL enhances speaking abilities in young learners.

Interactionist Theory of Language Development

The Interactionist Theory posits that language acquisition is most successful when learners participate in communicative exchanges that necessitate the negotiation of meaning. Long's (1996) Interaction Hypothesis suggests that learners alter their language, request clarification, and adapt their statements to

enhance the clarity of communication. These modifications provide chances for learners to assimilate new language structures. Gass and Mackey (2007) elaborate that interaction encompasses three vital processes: comprehensible input, learner output, and feedback, all crucial for second language acquisition. This indicates that speaking practice should not be separated from communication; rather, it needs to take place in situations where learners actively share meaning.

Task-Based Learning directly addresses these principles. Learners engage in situations necessitating genuine exchanges through activities like information-gap, opinion-gap, and problem-solving tasks. For instance, when sixth graders at an English Academy undertake a task to explain their favorite hobby or team up to unravel a classroom mystery, they participate in discussions that enhance both fluency and precision. Ellis (2009) maintains that these chances for output are essential as they compel learners to reorganize their interlanguage and enhance their communicative proficiency. Consequently, the Interactionist Theory offers a solid rationale for TBL since it guarantees that speaking exercises are based on genuine, purposeful communication instead of mechanical memorization.

Additionally, the focus on interaction tackles the psychological obstacles that students frequently encounter, including anxiety and the fear of making errors. Engaging in pair or group activities provides learners with guided assistance from classmates, alleviating stress and boosting confidence in their speaking abilities. Mackey (2012) suggests that the interactive quality of tasks fosters a secure setting for learners to try out new vocabulary and structures, leading to a gradual enhancement of their oral skills. In Ecuadorian EFL classrooms, where chances to use English beyond school are scarce, the

Interactionist Theory highlights the importance of methodologies such as TBL that enhance communicative interactions in the classroom setting.

Constructivist Learning Theory

Constructivism highlights that learners actively build their understanding through experiences and interactions instead of just passively receiving information. Vygotsky (1978) argued that learning is essentially a social activity that takes place within the Zone of Proximal Development (ZPD), where students can accomplish more with assistance from instructors or through working with classmates. This concept aligns closely with TBL, as tasks are crafted to push learners slightly beyond their existing abilities while offering the essential support for success. Willis and Willis (2007) emphasize that TBL tasks enable learners to develop knowledge incrementally, bolstering their self-assurance in utilizing English.

In effect, this signifies that TBL involves students in significant situations where they must utilize their knowledge, explore new language, and collaboratively reach an understanding of meaning. For example, when sixth-grade students engage in role-plays that mimic shopping scenarios or discuss their families, they actively build linguistic knowledge that becomes more lasting and transferable. Richards and Rodgers (2014) emphasize that this active participation promotes deeper understanding and provides learners with skills applicable to new communication contexts. The constructivist viewpoint thus supports the use of TBL as a strategy that converts passive learners into engaged participants in their educational experience.

An essential element of constructivism is scaffolding. Teachers function as facilitators, guiding students by offering language models, corrective feedback, and organized practice opportunities. This assistance is slowly diminished as learners become more self-sufficient. Bada and Olusegun (2015) highlight that constructivist learning combines cognitive processes with social interaction, enabling learners to develop knowledge that is personally meaningful and socially significant. This study illustrates how the constructivist framework accounts for TBL's ability to improve speaking skills significantly: it encourages knowledge creation and positions speaking as a social and interactive ability that flourishes in relevant settings.

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) serves as the methodological basis from which TBL develops. CLT focuses on utilizing language for effective communication instead of solely memorizing grammar rules or disconnected vocabulary. Littlewood (2007) states that CLT aims to enhance fluency and accuracy by motivating learners to participate in actual communicative contexts. In this respect, TBL builds upon the concepts of CLT by organizing lessons around intentional tasks where communication serves as the main objective. Prabhu (1987), who was a forerunner of TBL, claimed that learners attain competence not solely through direct instruction but by participating in meaningful activities that necessitate the active use of the target language.

This method is especially beneficial for speaking skills since it emphasizes oral communication as the main goal. Activities like interviews, problem-solving games, and group projects reflect real-world communication requirements,

providing students the opportunity to hone their pronunciation, intonation, and interactive strategies in genuine situations. Thornbury (2005) emphasizes that verbal communication involves more than just understanding grammar and vocabulary; it requires fluency, spontaneity, and the skill to handle interactions. Incorporating these elements into classroom methods allows TBL to promote the development of students' speaking skills in ways that are relevant to real-life communication.

Additionally, both CLT and TBL emphasize a learner-centered approach. Rather than positioning the teacher as the exclusive authority on knowledge, both approaches enable students to engage actively in their education. Richards (2008) states that this transition boosts motivation and engagement because students sense control over their advancement. For sixth-grade EFL students at Ingenia Academy, this guidance is essential because young learners are more inclined to build confidence and interest when participating in lively, interactive activities. Therefore, CLT not only clarifies the teaching basis of TBL but also enhances its importance for cultivating speaking abilities in the Ecuadorian setting.

Task-Based Learning (TBL)

Task-Based Learning (TBL) is a teaching approach focused on employing real tasks to enhance language skills. As noted by Willis (1996), TBL highlights activities centered on meaning that mimic authentic language usage. Ellis (2003) elaborates that TBL enables learners to participate in meaningful interaction to accomplish defined objectives. Nunan (2004) emphasizes that the fundamental

principles of TBL consist of a learner-centered approach, an emphasis on communication, and the unification of language skills.

Unlike conventional language teaching, TBL encourages the use of language as a means to accomplish communication goals instead of merely concentrating on grammatical structure. It prompts learners to utilize their current language skills and progressively enhance them through task engagement. TBL also enables students to collaborate, reach consensus on meanings, and enhance their problem-solving skills. This learner-centered method promotes independence and enthusiasm, rendering language acquisition more pertinent and significant (Willis & Willis, 2007).

Origin and Development of TBL

Task-Based Learning (TBL), arose as a reaction to the constraints seen in conventional teacher-focused and grammar-oriented approaches like the Grammar-Translation Method and Audiolingualism. The initial conceptual basis for task-based instruction can be linked to the Bangalore Project, directed by Prabhu (1987), which suggested that students could learn a second language more efficiently by participating in tasks centered on meaning instead of through direct grammar teaching. Prabhu contended that procedural learning, through which students engage in problem-solving tasks, promotes natural language development without requiring explicit linguistic clarifications.

The framework was subsequently advanced and popularized by Ellis (2003) and Willis and Willis (2007), who positioned task-based teaching as a subset of Communicative Language Teaching (CLT) that progressed from structured dialogues to genuine communicative performance. As per Nunan

(2004), TBL emerged as a result of the larger movement towards learner-focused and performance-driven teaching, where significant communication is seen as both the objective and the means of instruction. Over the years, TBL has gained worldwide acceptance in EFL and ESL settings because of its versatility for various proficiency levels and its focus on practical language application.

Principles and Essential Features of TBL

TBL is based on the idea that language acquisition is most successful when learners participate in meaningful communication to accomplish defined goals. Willis (1996) defines a task as “an activity in which the target language is employed by the learner for a communicative goal to reach a result.” This sets tasks apart from conventional exercises since tasks emphasize meaning rather than form. Ellis (2009) points out that an essential feature of TBL is the necessity for learners to participate in genuine interaction instead of just rehearsing disconnected language forms.

A crucial concept is learner independence. Little (1991) asserts that learners are more motivated when they take charge of their learning, a situation inherently facilitated by task-oriented settings. Additionally, activities should encourage fluency over accuracy, enabling learners to use language freely without the worry of being corrected (Skehan, 1998). Ultimately, tasks must replicate authentic communication situations like problem-solving, negotiation, and information sharing, aligning with Long’s (1996) Interaction Hypothesis, which emphasizes the importance of meaning negotiation in the process of acquisition.

The TBL Cycle

The TBL cycle consists of three primary stages: pre-task, task cycle, and post-task. Willis (1996) indicates that the pre-task phase readies learners by presenting the subject and activity. The task cycle outlined by Skehan (1998) encompasses the task, planning, and reporting phases, promoting active communication. Ultimately, the post-task stage emphasizes language evaluation and feedback (Ellis, 2003).

Willis (1996) suggested a structured three-phase model for executing tasks: Pre-Task Phase: The teacher presents the subject, stimulates existing knowledge, and offers essential language content. Ellis (2003) highlights that preparation lessens anxiety and enhances performance by acclimating students to the communicative context instead of focusing solely on specific grammar drills.

Task Cycle: This includes Task Execution, Organization, and Documentation. Students finish the communicative task, work together on presenting findings, and share the outcomes. Skehan (1998) posits that this phase enhances fluency and negotiation tactics as students emphasize expressing meaning rather than structure.

Post-Task (Language Emphasis): The instructor gives corrective feedback and highlights helpful vocabulary or grammatical structures. Willis and Willis (2007) argue that instruction focusing on form should take place after communication to prevent disruption of fluency progress.

Every stage in the TBL cycle has a distinct educational purpose. The pre-task stage engages existing knowledge and presents pertinent vocabulary. Throughout the task cycle, learners engage in the activity using English for

meaningful communication, followed by group planning and reporting that boosts fluency and teamwork. The post-task phase facilitates reflection, error correction, and focused instruction, strengthening language structures and reinforcing learning (Willis & Willis, 2007).

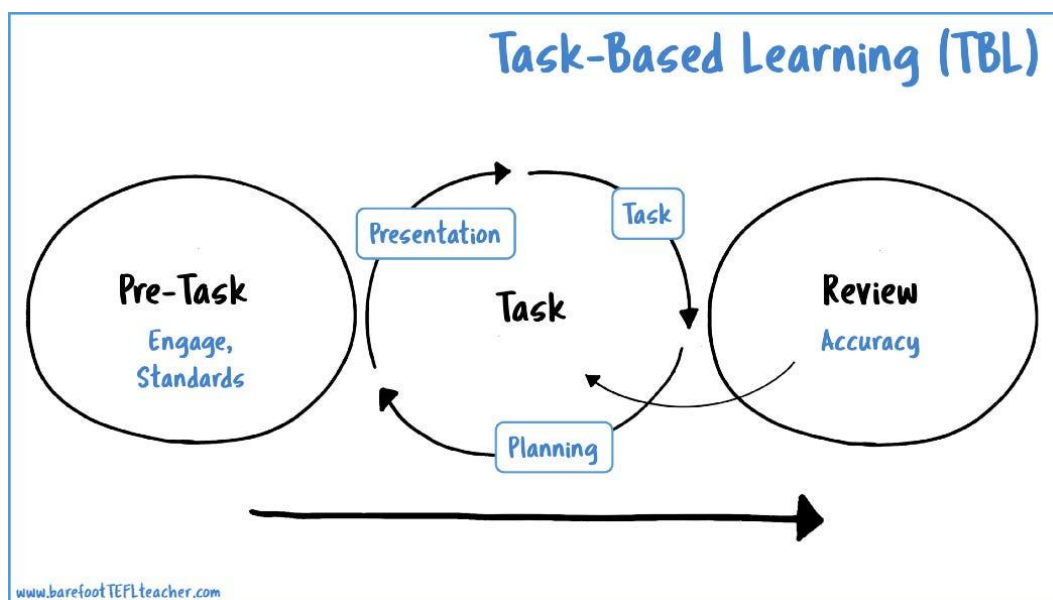


Figure 2: Task Based Learning task cycle
Elaborated by: Willis & Willis, 1996

Types of Tasks in TBL

Task-Based Learning (TBL) is a communicative approach that emphasizes the use of meaningful tasks as the central unit of language instruction. Instead of focusing solely on grammar or isolated language forms, TBL encourages learners to use the target language to achieve specific goals through interaction and real communication. According to Nunan (2004), Task-Based Learning (TBL) includes a range of task types designed to promote meaningful communication and the practical use of language. These tasks are centered on the idea that learners acquire language more effectively when they are engaged in purposeful interaction rather than isolated practice. Nunan emphasizes that tasks should focus

primarily on meaning, require learners to use their own linguistic resources, and lead to a clear communicative outcome. This approach encourages active participation and supports the development of real communicative competence.

One important category is information-gap tasks, where learners have different pieces of information and must communicate to complete an activity. This type of task promotes interaction, negotiation of meaning, and clarification strategies, which are essential for language development. Another key type is reasoning-gap tasks, which involve processes such as analyzing, comparing, or problem-solving. These tasks require learners to go beyond simple language use and engage cognitively, helping them to process language more deeply and meaningfully.

Additionally, opinion-gap tasks play a significant role in TBL, as they allow learners to express personal ideas, preferences, and attitudes. This type of task is especially valuable for developing speaking skills, as it encourages learners to produce extended discourse and communicate more freely. By sharing opinions, students also build confidence and improve fluency. These tasks create a more authentic communicative environment, where language is used to express real thoughts rather than simply practice forms.

Finally, Nunan distinguishes between real-world (target) tasks and pedagogical tasks. Real-world tasks simulate situations learners may encounter outside the classroom, increasing the relevance of learning. In contrast, pedagogical tasks are designed specifically for instructional purposes and are often adapted to students' proficiency levels. Both types are essential in TBL, as they provide structured yet meaningful opportunities for language use. Together,

these task types contribute to the effective development of communicative competence in language learners.

Advantages of TBL in Language Teaching

A key benefit of Task-Based Learning is the boost in student motivation and involvement. Given that tasks are frequently set within real-life situations, students are more inclined to perceive them as significant and pertinent (Ellis, 2003). As stated by Nunan (2004), students engage actively in the learning process, thereby boosting their intrinsic motivation. Additionally, Willis and Willis (2007) highlight that the cooperative aspect of TBL promotes a sense of belonging in the classroom, motivating students to engage more freely in speaking exercises.

TBL also fosters the growth of fluency and learner independence. By engaging in tasks repeatedly, students gain the confidence to speak more fluently and with reduced hesitation (Skehan, 1998). Moreover, activities prompt learners to independently determine their language usage, fostering autonomy. These advantages render TBL especially appropriate for EFL environments, where learners frequently don't get the chance to engage in speaking within meaningful contexts.

Challenges in Implementing TBL

Although it offers advantages, applying TBL in the classroom comes with multiple difficulties. Managing a classroom can be challenging, particularly in larger or mixed-ability groups, where collaborative tasks might result in distractions (Carless, 2007). Time limitations also create an issue, since preparing

and carrying out activities generally demands more time than conventional lessons (Ellis, 2009). Furthermore, educators might encounter opposition when shifting from grammar-centered teaching to a more communicative method (Butler, 2011).

Another significant issue is the absence of training and curriculum coordination. Numerous educators lack sufficient training in TBL methodologies and might find designing or managing tasks challenging (Jeon & Hahn, 2006). Additionally, in numerous educational frameworks, standardized curricula and assessments are not tailored to support communicative approaches, complicating teachers' efforts to incorporate TBL without institutional backing (Littlewood, 2007). Tackling these challenges necessitates extensive teacher training initiatives and policy adjustments emphasizing communicative skills.

Speaking Skills in EFL Contexts

Speaking, as a crucial skill in language learning, denotes the capability to generate spoken language proficiently and suitably in a specific situation. As stated by (Brown, 2001), speaking encompasses the creation, reception, and interpretation of information via spoken language. Burns and Joyce (1997) describe speaking as an interactive activity that involves creating meaning, receiving, and processing input instantaneously. Thornbury (2005) highlights that speaking is a multifaceted ability that combines different sub-skills, including fluency, accuracy, and pronunciation.

The essential elements of speaking encompass fluency, accuracy, pronunciation, vocabulary, and interaction strategies. Fluency denotes the capacity to communicate smoothly and without effort. Accuracy emphasizes the proper use of grammar, vocabulary, and pronunciation. Pronunciation includes the

emphasis, pitch, and tempo of spoken language. Utilizing vocabulary entails choosing suitable words to express meaning. Interactional tactics involve turn-taking, clarification, and correcting. These components are essential for successful verbal communication and are the focus of various teaching approaches, including TBL.

Speaking as a Communicative Skill

Speaking is distinct from other language abilities like listening, reading, and writing because it necessitates instant creation and engagement. Richards (2008) claims that speaking is frequently regarded as the most difficult skill because of its impulsive nature. As stated by Luoma (2004), speaking is fundamentally interactive and reliant on context, which is crucial for effective communication in real life. Harmer (2007) emphasizes that speaking is crucial for students to communicate their ideas and participate in significant discussions.

In everyday situations, speaking is frequently the main method of communication. It allows people to convey feelings, exchange thoughts, and engage socially. The cognitive and emotional components of speaking include memory, focus, self-assurance, and drive. Students must feel at ease and inspired to take chances in speaking. TBL meets these needs by fostering supportive settings where students engage in speaking through genuine and cooperative activities.

Speaking stages

Speaking development advances through multiple stages, each enhancing learners' ability to communicate effectively. As stated by Goh and Burns (2012),

speaking comprises cognitive and metacognitive processes that occur in a sequence of planning, execution, and evaluation. In educational terms, Harmer (2007) categorizes the speaking process into three primary phases: pre-speaking, while-speaking, and post-speaking.

Pre-speaking stage

The pre-speaking stage emphasizes readiness and the triggering of prior knowledge. Educators present the subject, teach vocabulary in advance, and demonstrate pronunciation. Thornbury (2005) indicates that this phase alleviates learners' anxiety and enhances preparedness by establishing specific communicative objectives. For example, activities like brainstorming, vocabulary games, and auditory exercises can prepare learners prior to production.

While-speaking stage

The while-speaking stage focuses on the act of communication itself. Students engage in the speaking activity be it a dialogue, discussion, or task, while teachers watch and offer limited assistance. Brown and Abeywickrama (2010) state that this phase prioritizes fluency rather than precision, enabling learners to generate longer speech, discuss meanings, and employ interactive strategies. The teacher's responsibility is to promote communication and guarantee equal involvement.

Post-speaking stage

Ultimately, the post-speaking stage focuses on reflection and feedback. Students and educators review performance, pinpoint mistakes, and emphasize effective communication techniques. Burns (2016) highlights that post-speaking

correction should target patterns instead of individual mistakes, utilizing feedback as a developmental resource. Educators may utilize this phase to review vocabulary, strengthen grammar, or allocate reflective journals.

Nation (2001) suggests merging all three phases into ongoing cycles that gradually enhance task difficulty. When students participate in continuous rounds of preparation, discussion, and reflection, they develop both fluency and precision. Thus, a structured speaking cycle that follows the principles of Task-Based Learning aids learners in internalizing language more efficiently while sustaining strong motivation

Common Difficulties in Speaking for EFL Learners

Numerous EFL students encounter difficulties in speaking because of anxiety and the fear of errors. Horwitz et al. (1986) recognize communication apprehension as a significant obstacle to language acquisition. Language anxiety can adversely impact performance and the desire to communicate. Krashen (1982) also highlights the importance of affective filters, as elevated anxiety levels hinder language acquisition.

Another challenge is restricted vocabulary and a lack of grammatical mastery. Students frequently have difficulty selecting the appropriate words or forming grammatically accurate sentences. As stated by Nation (2001), there is a strong connection between vocabulary size and speaking ability. Furthermore, minimal exposure to English and insufficient chances for practice impede speaking progress. Students in EFL settings might have limited opportunities to practice English beyond the classroom, hindering their fluency and self-assurance (Richards, 2008).

Strategies for Developing Speaking Skills

Different strategies can be utilized to tackle these challenges.

Communicative tasks like discussions, role-playing, and interviews create significant settings for practicing speaking (Larsen-Freeman, 2000). As stated by Ur (1996), engaging in interactional activities boosts the amount of time students spend speaking and lowers their anxiety levels. Nation and Newton (2009) recommend incorporating activities that enhance fluency and encourage the natural use of language.

Feedback and correction of mistakes are essential for enhancing speaking skills. According to Harmer (2007), corrective feedback allows learners to recognize their mistakes and enhance their accuracy. Moreover, combining speaking with other language abilities improves understanding and situational application. Listening exercises aid in the development of pronunciation and vocabulary, whereas reading and writing help in organizing ideas and ensuring coherence in spoken language (Brown, 2001).

Assessment of Speaking Skills

Evaluating speaking can involve both qualitative and quantitative approaches. Qualitative evaluation emphasizes characteristics like fluency, coherence, and interaction. Quantitative approaches encompass scoring rubrics and standardized assessments. Hughes (2003) recommends employing analytic scoring rubrics to assess various elements of speaking.

Instruments such as the Common European Framework of Reference (CEFR), Cambridge Key English Test (KET), and Preliminary English Test (PET) provide standardized benchmarks for assessing speaking skills. These instruments

offer standards for various skill levels and assist educators in evaluating advancement in an unbiased manner. Integrating these evaluations guarantees that teaching meets global standards and offers students defined objectives for advancement.

Tips to assess speaking

To guarantee an equitable and trustworthy assessment, various tips and techniques can be utilized. Teachers ought to create clear and transparent rubrics that outline what is being evaluated. As stated by Brown and Abeywickrama (2010), the criteria must encompass fluency, grammatical precision, pronunciation, vocabulary variety, and interactive communication. Rubrics need to incorporate observable descriptors that assist in teacher evaluation and student self-assessment.

Secondly, using various assessment formats enhances validity. For example, integrating peer assessment, self-assessment, and teacher evaluation facilitates the triangulation of outcomes, as proposed by Fulcher and Davidson (2007). Self-evaluation fosters contemplation and responsibility for one's learning, whereas feedback from peers enhances teamwork and insight into communication techniques.

Third, it is essential to offer helpful and prompt feedback. Burns (2016) suggests that feedback should focus on enhancement instead of correction, preserving learners' motivation. Rather than solely emphasizing mistakes, educators can showcase effective communication techniques to enhance confidence. Thornbury (2005) states that error correction should take place after

the speaking activity to prevent disrupting fluency, which is in line with post-task reflection in Task-Based Learning.

Fourth, documenting students' spoken performances can improve assessment consistency. Educators can examine recordings to reassess marginal cases and track improvement over time. This approach also aids formative assessment, enabling students to contrast their initial and subsequent recordings to pinpoint areas for improvement (Luoma, 2004)

How TBL Promotes Speaking Development

Task-Based Learning plays a vital role in enhancing speaking skills for EFL learners by offering them chances to utilize the language in relevant, practical contexts. As per Ellis (2003), TBL focuses on communication using tasks that replicate real-world situations, thereby improving students' capacity to articulate themselves fluently and suitably. Willis and Willis (2007) further emphasize that TBL enables learners to negotiate meaning, address misunderstandings, and work together to finish tasks, all of which are crucial for oral development. Skehan (1998) notes that TBL integrates fluency, accuracy, and complexity, aiding students in developing their speaking skills in a well-rounded manner.

Genuine communication chances are crucial for the success of TBL. Students participate in tasks like role-playing, discussions, interviews, and problem-solving activities that reflect daily communication. These activities promote unplanned interaction and assist learners in building confidence in using English beyond the classroom. By participating in these activities, students engage in turn-taking, request clarifications, and utilize discourse markers, improving

their interactional skills. Additionally, collaboration among peers in TBL fosters an environment where learners can give feedback to one another, enhancing self-reflection and metacognitive awareness regarding their speaking abilities.

Pedagogical Implications of TBL for Speaking

Incorporating TBL into language programs holds significant teaching implications. Initially, curriculum planners must focus on communicative objectives rather than on the memorization of grammatical rules. Nunan (2004) states that curricula must be structured around practical tasks that align with the needs and interests of learners. Educators need to receive training to carry out the TBL cycle successfully, which encompasses choosing tasks, providing scaffolding, and delivering feedback. Professional development initiatives can provide teachers with the resources necessary to foster engaging and student-focused settings.

Planning lessons should include the three stages of TBL: pre-task, task cycle, and post-task. Every phase is crucial in enhancing speaking abilities, from engaging previous knowledge to creating and improving verbal expression. Furthermore, evaluation methods need to be consistent with communication goals. Instead of depending only on written examinations, the assessment of oral performance should be conducted using rubrics that evaluate fluency, pronunciation, interaction, and coherence. By adopting these methods, teachers can promote significant speaking progress and guarantee that students are equipped to use English confidently in various situations.

CHAPTER II

METHODOLOGICAL DESIGN

This chapter outlines the methodological framework utilized for the research titled Task-Based Learning (TBL) and Its Influence on the Enhancement of Speaking Skills in A2 Elementary Education Students. It outlines the research methodology, framework, and processes that directed the investigation. The chapter starts by describing the research type and its methodological framework, highlighting the implementation of the quasi-experimental design to assess the effectiveness of Task-Based Learning on enhancing students' speaking performance.

Following this, the population and sample are detailed, encompassing the particular setting of an English Academy and the cohort of sixteen sixth-grade A2 learners involved in the intervention. The methods and tools for data gathering specifically, a pre-test, six TBL sessions, and a post-test are then explained. The concluding parts focus on data analysis methods, validity, and reliability to guarantee the trustworthiness and stability of the results. In summary, this methodological framework offers an organized and systematic basis for comprehending how Task-Based Learning affects the speaking progression of young EFL students

Research approach and design

This research employs a quantitative methodology, aiming to assess the impact of Task-Based Learning (TBL) on enhancing speaking abilities in sixth-grade EFL learners. Quantitative research is described by Hernández, Fernández, and Baptista (2014) as a systematic and impartial approach to gathering and

interpreting numerical data to elucidate phenomena. Its purpose is to identify patterns, forecast outcomes, and examine causal links among variables. This method is perfect for the present research as it enables the gathering of quantifiable data concerning students' speaking abilities prior to and following the application of the TBL approach.

Quantitative research prioritizes objectivity, generalization, and employs tools like tests, surveys, or organized observations to collect data. As stated by Creswell (2012), the quantitative approach entails recognizing a research issue, examining existing literature, defining an objective, gathering data through tools, statistically analyzing the information, and interpreting the findings in relation to the issue. By adhering to this procedure, the present study guarantees methodological rigor and validity, offering empirical support for the influence of TBL on students' oral communication abilities.

This research utilizes a quasi-experimental framework featuring a pre-test and post-test arrangement. A quasi-experimental design, as described by Cook and Campbell (1979), refers to a study where the researcher does not have complete control over how participants are assigned to either experimental or control groups, yet proceeds to implement an intervention and assesses its effects. In this research, the investigator will conduct a sequence of Task-Based Learning sessions during a specified timeframe and assess students' speaking abilities prior to and following the intervention. The quasi-experimental approach is suitable for educational research conducted in real-world environments where random assignment may not be feasible. In this study, all subjects are from the same classroom, which renders random assignment unfeasible. Nonetheless, employing

pre- and post-tests guarantees that variations in performance can be linked to the TBL interventions instead of external factors.

Description of the sample and the context of the research

The participants in this research consist of sixth-grade students attending a private English language academy focused on delivering exceptional EFL education. The particular sample includes sixteen students who are between 10 and 12 years old. These students were chosen because of their steady attendance, frequent classroom involvement, and similar English proficiency levels, which render them ideal candidates for this kind of intervention.

In educational research, the word “population” denotes the entire group of individuals who possess specific traits and from which a sample can be taken (Fraenkel, Wallen, & Hyun, 2012). A sample, conversely, is a portion of the population chosen for direct involvement in the study. In this research, the complete sixth-grade class constitutes both the population and the sample because of its manageable size and uniformity, which improve the study’s internal validity.

The selection of this group corresponds with the study’s goals and range. Elementary students are at a developmental stage where their communication skills are growing, which makes them excellent candidates for an intervention centered on speaking. Their cognitive and linguistic preparedness also facilitates the application of TBL strategies, which necessitate teamwork, problem-solving, and self-expression.

Data collection process

a. Techniques and Data collection instruments

This study's data collection is based on a combination of quantitative methods, specifically tailored to assess the development of speaking skills in EFL students using a task-based learning approach. Two main tools were employed a pre-test and post-test. These instruments facilitate the gathering of quantifiable information regarding student achievement and viewpoints associated with the intervention. Go to Annex 1 to view the pre-test and post-test format of the Cambridge KET exam speaking part.

The standardized speaking test taken from the Cambridge A2 Key (KET), aims to evaluate students' fundamental verbal communication abilities via a structured in-person dialogue. It is carried out in pairs and lasts around 8–10 minutes. The examination consists of two parts: in Section 1, learners respond to basic personal inquiries regarding familiar subjects like daily activities and choices. In Part 2, they engage with a partner through visual cues, posing and responding to questions. The assessment centers on grammar, vocabulary, pronunciation, fluency, and interaction. This structure provides a fair evaluation of students' communication skills at an A2 level.

The pre-test and post-test aim to assess students' speaking skills prior to and following the application of Task-Based Learning (TBL). Sanders (2019) states that pre- and post-tests play a crucial role in quasi-experimental designs for evaluating student advancement throughout the research duration. These oral assessment tasks emphasize essential aspects of speaking, such as fluency, pronunciation, grammatical correctness, vocabulary variety, and interaction

techniques. Two different test formats will be employed in the pre- test and post-test to prevent memorization while still ensuring consistency and comparability.

Every test session encompassed speaking activities centered around tasks, like describing a series of images, engaging in role-plays, and participating in pair discussions, which embody the fundamental principles of TBL. The assessment utilized a rubric modified from the CEFR A2 speaking standards, with sections scored on a five-point scale. These rubrics provide objectivity and enable dependable quantitative evaluation of learners' advancement in oral skills.

b. Validity /Reability

Heale and Twycross (2015) state that validity pertains to how well an instrument measures the concept it is supposed to assess. Therefore, professionals in the fields of applied linguistics and EFL pedagogy will assess and validate the pre-test and post-test. Their input helped ensure that the tools were aligned with the research goals and students' cognitive and linguistic growth.

The pre-test and post-test assignments were trialed with a limited number of students to assess clarity, timing, and rubric efficiency. Modifications were implemented according to pilot data and evaluator input. The criteria of the speaking rubric are derived from established CEFR descriptors, enhancing both content and construct validity.

Although the study did not include a control group, its validity is supported by the use of a pre-experimental pre-test/post-test design, which allows for the measurement of changes within the same group over time. According to Creswell (2014), this type of design can provide valid insights into the

effectiveness of an intervention when consistent procedures and reliable instruments are applied. Therefore, the systematic implementation of the treatment and the use of standardized assessment criteria contribute to the overall validity of the research findings.

To guarantee reliability, the evaluation process for speaking tests included trained evaluators. Inter-rater reliability was determined by having two assessors independently evaluate each speaking sample. Differences were addressed to attain agreement or averaged to maintain uniformity. The observation checklist employed in TBL activities during class adhered to well-defined indicators to minimize subjectivity and enhance the reliability of behavior monitoring.

Table 1: Operationalization of Variables chart

VARIABLES	CONCEPTUALIZATION	DIMENSIONS	INDICATORS	INSTRUMENTS	PURPOSE OF THE INSTRUMENT
Task-Based Learning (Independent Variable)	Task-Based Learning (TBL) is a communicative approach that emphasizes the use of real-world, goal-oriented tasks to promote meaningful language use and interaction. Learners acquire language naturally by engaging in activities that require comprehension, production, and negotiation of meaning rather than through explicit grammar instruction. (Willis, 1996; Ellis, 2003; Nunan, 2004).	TBL Cycle	Application of pre-task, task, and post-task stages following the framework proposed by Willis (1996).	Lesson plans designed under the TBL approach.	To implement communicative tasks that provide opportunities for interaction, negotiation of meaning, and authentic language use during classroom instruction.

	Task Design and Authenticity	Use of real-life communicative tasks such as role-plays, information-gap activities, interviews, and storytelling.	Lesson plans and classroom observations.	To promote meaningful communication and measure student engagement in authentic speaking situations.
	Learner Interaction and Autonomy	Evidence of pair or group collaboration, self-correction, and active participation during communicative activities.	Teacher observation checklist.	To observe how students collaborate, support peers, and gain confidence through task performance.

Speaking Skills (Dependent Variable)	Speaking skills refer to the ability to produce oral language that is accurate, fluent, and appropriate to communicative situations. It involves the coordination of pronunciation, vocabulary, grammar, and interactional strategies to express meaning effectively. (Burns & Joyce, 1997; Luoma, 2004; Thornbury, 2005).	Fluency	Ability to speak continuously with minimal hesitation and natural rhythm.	Standardized speaking pre-test and post-test adapted from Cambridge A2 Key (KET).	To measure students' improvement in fluency between pre-test and post-test.
		Accuracy	Correct use of grammar, sentence structure, and vocabulary in oral production.	Standardized speaking pre-test and post-test adapted from Cambridge A2 Key (KET).	To evaluate accuracy development after exposure to TBL instruction.

	Pronunciation	Clarity of speech, correct stress, intonation, and articulation of sounds.	Standardized speaking pre-test and post-test adapted from Cambridge A2 Key (KET).	To assess improvement in pronunciation intelligibility after the TBL treatment.
	Interactional Competence	Use of turn-taking, clarification requests, and appropriate responses during interaction.	Observation checklist and post-test evaluation rubric.	To assess learners' ability to sustain conversation and respond appropriately in communicative contexts.

Table 1. Operationalization of Variables Chart
Elaborated by: Dayana Flores

Analysis of the results

The information gathered from the pre-test and post-test was examined using Excel and the SPSS 22 statistical software to determine significant variations in students' speaking abilities following the execution of Task-Based Learning (TBL) activities. Creswell (2014) states that descriptive statistics provide a summary of data characteristics, whereas inferential statistics enable researchers to assess hypotheses and discern if noted differences are statistically significant. As a result, descriptive statistics offered a summary of the students' speaking abilities, while inferential analysis assessed the effect of TBL on enhancing English speaking skills.

The speaking assessments were evaluated with a performance-oriented rubric that corresponds with the Common European Framework of Reference for Languages (CEFR) A2 level descriptors (Council of Europe, 2020). This rubric assessed four essential elements: fluency, accuracy, pronunciation, and interactional competence, each rated from 0 to 5 points. Consequently, each student had a maximum score of 20 points. The scores were subsequently grouped into four performance categories: Poor (0–6), Average (7–12), Good (13–17), and Excellent (18–20). Please refer to Annex 2 to review the rubrics corresponding to the pre-test and post-test of the 16 students. These classifications indicate students' capacity to convey ideas clearly in known contexts using basic phrases and sentences, in line with A2 speaking performance criteria (Luoma, 2004; Thornbury, 2005).

The assessment of the students' speaking abilities prior to and following the TBL intervention showed significant enhancement. The pre-test outcomes showed restricted fluency, numerous pauses, grammatical mistakes, and a

noticeable lack of confidence in peer interactions. After six sessions of TBL-based teaching involving role plays, interviews, picture descriptions, and problem-solving activities, students showed enhanced fluency, more effective grammar and vocabulary usage, and improved interaction strategies like turn-taking and clarification requests

Table N° 2: Cambridge-style Speaking Performance Scale (A2 Key)

Score Range	CEFR Performance Descriptor (A2)	Interpretation
0 – 6	Below A2 – Limited speaking ability	Produces isolated words and memorized expressions; cannot sustain basic communication.
7 – 12	Emerging A2 – Partial control of language	Communicates simple ideas but hesitates frequently; limited vocabulary and grammatical control.
13 – 17	Secure A2 – Functional communication	Can describe familiar topics, use simple structures accurately, and interact with support.
18 – 20	Strong A2 / Approaching B1 – Confident communication	Maintains short conversations effectively; demonstrates fluency, confidence, and correct pronunciation.

Table2: Cambridge-style Speaking Performance Scale (A2 Key)

Elaborated by: Dayana Flores

Source: Council of Europe (2020). Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume.

Additionally, Appendix 3 contains a roster of students' names, the assessed speaking components, and the average scores related to each criterion fluency, accuracy, pronunciation, and interaction, rated on a scale from 0 to 5 points. These findings offer a comprehensive account of personal and collective performance prior to and following the intervention, enabling a straightforward evaluation of advancements in speaking ability.

The research employed a quasi-experimental approach, featuring a single group of participants who were not randomly assigned but intentionally chosen from a sixth-grade class at an English Academy. The group consisted of sixteen A2-level students, each of whom took part in both the pre-test and post-test phases. This design enabled the assessment of Task-Based Learning (TBL) efficacy on speaking improvement within the same group by evaluating students' performance prior to and following TBL sessions.

In relation to data gathering, prior approval was secured from the school principal and parents, ensuring ethical adherence and participant consent. After obtaining permissions, a pre-test aligned with the Cambridge A2 Key (KET) speaking format was conducted to evaluate students' initial oral skills. The assessment took around 10 minutes for each student and assessed four key areas: fluency, accuracy, pronunciation, and interactional ability. Every component was rated from 0 to 5, resulting in a maximum possible score of 20 points for each student.

After the pre-test, the experimental phase consisted of six TBL-based sessions structured according to Willis’s (1996) task cycle: pre-task, task, and post-task. Every session focused on fostering genuine communication through engaging activities like role-playing, describing images, conducting interviews, and tackling problem-solving tasks connected to known subjects. These sessions offered significant chances for students to employ English for actual purposes, enhancing their confidence and communication skills.

Upon finishing the intervention, a post-test mirroring the pre-test in structure and assessment criteria was given to gauge the students' advancement. This enabled a direct comparison of the two sets of results, showing significant enhancement in speaking ability especially in fluency, pronunciation, and interaction. The post-test findings verified that the use of Task-Based Learning greatly improved students' speaking abilities, showcasing its efficacy as a teaching method for A2 learners in primary education.

Table N° 3: Overall Averages of the Experimental Group

Overall Averages of the Experimental Group	Pre-test	Post-test
Above Average (17–20)	1	9
Average (9–16)	7	6
Below Average (0–8)	8	1
Number of Students	16	16

Table 3: Overall Averages of the Experimental Group
Elaborated by: Dayana Flores

The table indicates that during the pre-test, just one student achieved above-average performance, seven students scored at an average level, and eight students fell below average. This distribution shows that the majority of learners faced challenges with fluency, pronunciation, and self-assurance when speaking English at first.

Following the TBL intervention's implementation, the post-test results indicated significant progress: nine students performed above average, six students were at average, and just one student fell below average. This important change illustrates the beneficial impact of TBL on the improvement of speaking skills, as learners showed increased fluency, accuracy, and communicative ability following engaging, task-oriented activities.

These results are consistent with the viewpoints of Willis and Willis (2007) and Ellis (2009), who argue that TBL creates a conducive setting that motivates learners to use language in meaningful ways while enhancing accuracy via genuine practice. The findings further emphasize the success of communicative methods in promoting active involvement and enthusiasm in young students.

To conclude, the statistical and descriptive analyses demonstrate that Task-Based Learning positively and significantly influenced the students' speaking performance. The increase in post-test scores supports the alternative hypothesis, which asserts that TBL improves fluency, accuracy, pronunciation, and interactional competence among A2 EFL students. As a result, these results

provide important proof that supports the incorporation of task-based teaching in elementary English language classrooms.

Figure 3: Part 1. Personal Questions

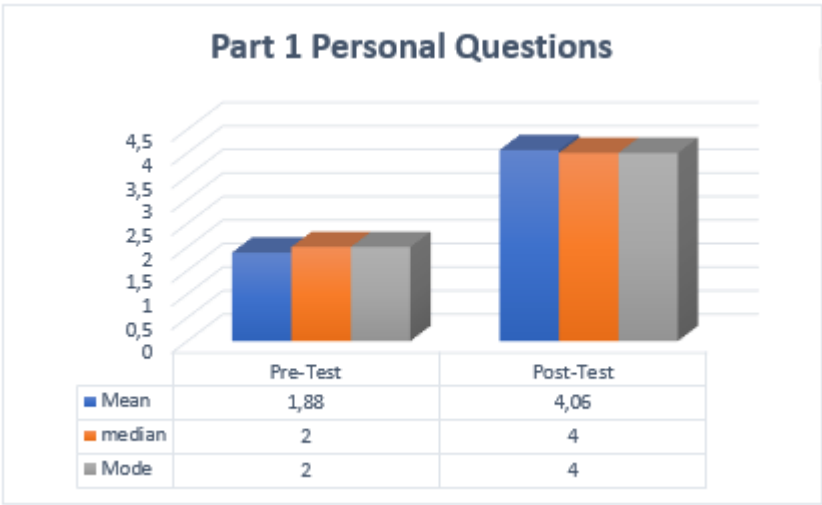


Figure 3: PART 1. Personal questions

Elaborated by: Dayana Flores

The initial graphic shows the outcomes for Part 1 of the A2 Key Speaking test, comprising an interview in which students answered personal questions regarding familiar subjects such as their family, hobbies, and school experiences. The initial group of columns depicts the pre-test outcomes of the experimental cohort, which attained an average score of 1.88, a median of 2, and a mode of 2. The subsequent set of columns displays the post-test findings, featuring a mean of 4.06, a median of 4, and a mode of 4. This significant rise shows a distinct enhancement in students’ speaking abilities, especially in fluency and self-assurance when sharing personal details in English.

Part 1 of the speaking assessment focused on assessing students’ capacity to engage spontaneously and respond to fundamental personal questions with clarity and accurate pronunciation. The findings indicate that the use of Task-Based Learning (TBL) significantly aided students' oral skills development. Willis

(1996) states that TBL focuses on genuine communication and enables learners to utilize the target language meaningfully via practical tasks that reflect real-world interactions. In this exercise, participants engaged in comparable interview-format tasks throughout the intervention, which probably assisted them in becoming more at ease and acquainted with the testing structure.

The enhancement can also be linked to the pre-task phase of the TBL cycle, during which learners were familiarized with vocabulary and sentence structures pertaining to personal details. This preparation phase served as linguistic support, allowing students to structure their thoughts and react more efficiently during the exam. Ellis (2009) states that TBL motivates learners to utilize their language skills while emphasizing meaning, thereby fostering fluency instead of rote repetition. The peer practice and pre-task modeling during lessons offered vital assistance, resulting in notable improvements seen in the post-test scores.

Conversely, the reduced pre-test scores suggest that, before the intervention, numerous students exhibited low confidence and fluency in generating spontaneous speech. According to Nunan (2004), EFL students frequently face challenges in speaking since classroom tasks are usually centered on accuracy-focused practices, resulting in minimal opportunity for authentic communication. The TBL lessons in this research changed that trend by establishing communicative settings where students were motivated to express themselves openly without worrying about errors.

These results align with the research by Jeon and Hahn (2006) and Carless (2007), which highlight that task-oriented teaching enhances motivation and

participation by providing students with a communicative objective. The steady enhancement from pre- to post-test indicates that students gained increased confidence and fluency via repeated tasks and feedback from their classmates and the teacher. Furthermore, the tasks' interactive aspect motivated learners to employ speaking strategies like clarification requests and turn-taking, improving their communicative skills.

Overall, the findings from Part 1 of the KET speaking assessment indicate that Task-Based Learning positively influenced students' spoken output, particularly in tasks involving brief, personal interactions. The shift from an average score of 1.88 to 4.06 shows that students successfully internalized linguistic structures and applied them in communication. This corresponds with the perspective of Littlewood (2007), who contends that effective language use in genuine situations results in more enduring learning outcomes. Consequently, this part of the analysis offers substantial proof that the incorporation of TBL strategies led to enhanced fluency, accuracy, and confidence in the sixth-grade EFL students.

Figure 4: Part 2. Describing and Comparing Pictures

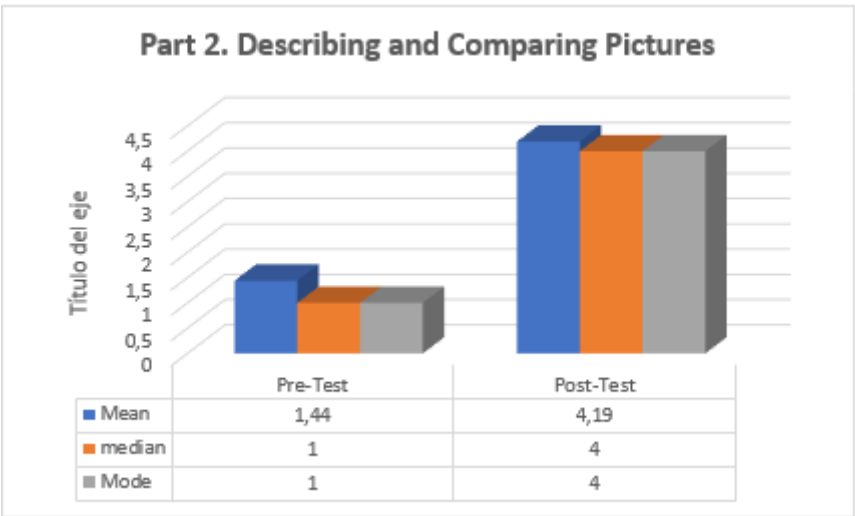


Figure 4: PART 2. Describing and Comparing Pictures
Elaborated by: Dayana Flores

The second graphic shows the outcomes for Part 2 of the A2 Key Speaking exam, where students needed to describe and compare two images utilizing suitable vocabulary and grammar. The pre-test findings indicate that the experimental group achieved an average score of 1.44, a median of 1, and a mode of 1. Following the TBL intervention, the post-test outcomes show a mean of 4.19, a median of 4, and a mode of 4, reflecting a significant enhancement in students' skills to articulate visual cues and convey comparisons with improved accuracy and fluency. This advancement indicates that the activities carried out during the study successfully improved the participants' speaking skills and language awareness.

In Part 2 of the speaking assessment, students needed to employ comparative structures and descriptive language while presenting their thoughts in a coherent manner. The poor pre-test outcomes indicate that, at first, students did not possess the required vocabulary and grammatical skills to effectively describe images. Richards (2008) notes that a significant challenge for EFL learners is their capacity to recall and utilize language naturally in relevant situations. The inclusion of task-oriented activities, like picture-description and comparison tasks in lessons, offered students multiple chances to hone these skills in communicative contexts, thus strengthening their language proficiency.

The enhancement noted in the post-test can be linked to the task cycle phase of the TBL framework introduced by Willis (1996), comprising task execution, planning, and reporting. In this stage, students participated in describing images together, while obtaining guidance from the teacher and

feedback from classmates. This exchange enabled them to enhance their sentences, fix mistakes, and sharpen pronunciation prior to delivering their descriptions. According to Ellis (2003), these interactional chances enhance language learning by prompting students to negotiate meaning and recognize linguistic deficiencies in their speech. The planning phase specifically aided students in structuring their thoughts and articulating ideas with greater confidence during the exam.

Additionally, the utilization of genuine and visually appealing resources enhanced students' involvement and enthusiasm. Jeon and Hahn (2006) emphasize that visual activities in TBL settings enhance learners' creativity and render communication more meaningful. In this research, images representing daily life scenarios prompted students to rely on their own experiences, enhancing both their engagement and self-assurance. Willis and Willis (2007) state that when learners engage in tasks similar to real-life situations, their language use becomes more authentic and fluid a trend noticeably demonstrated in the enhanced post-test scores of the experimental group.

Moreover, the substantial rise in the average score (from 1.44 to 4.19) indicates that TBL not only boosted students' vocabulary diversity and grammatical precision but also elevated their overall communicative ability. This corresponds with Butler (2011), who asserts that significant tasks promote cognitive involvement and language growth by prompting learners to concentrate on meaning while employing correct forms. The implementation of scaffolding methods like modeling, visual tools, and guided practice during the pre-task phase was also essential in aiding student learning.

In conclusion, the findings from Part 2 indicate that incorporating task-based lessons significantly enhanced students' abilities in descriptive and comparative speaking. The blend of genuine materials, organized feedback, and cooperative interaction enabled students to utilize English with greater accuracy and fluency. These results highlight the educational benefits of Task-Based Learning as a successful method for enhancing students' verbal skills, particularly through visual communication tasks that promote the use of descriptive and comparative language

Figure 5: PART 3. Discussion / Collaborative Task

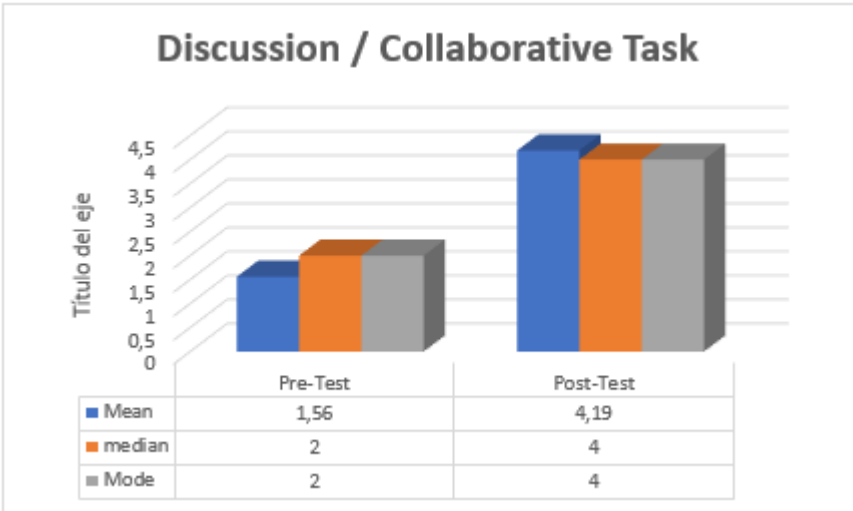


Figure 5: PART 3. Discussion / Collaborative Task
Elaborated by: Dayana Flores

The third graphic displays the outcomes for Part 3 of the A2 Key Speaking Test, which featured a collaborative activity where student pairs shared ideas, conveyed opinions, and reached decisions collectively based on visual or written cues. The pre-test findings indicate that the experimental group had a mean score of 1.56, a median of 2, and a mode of 2, whereas the post-test results demonstrate a mean of 4.19, a median of 4, and a mode of 4. This significant progress in all

areas indicates a distinct advancement in the students' skills for participating in interactive dialogue, sustaining conversations, and employing suitable techniques for negotiating meaning.

This segment of the speaking assessment demanded that students work together efficiently by articulating preferences, concurring and dissenting, and appropriately taking turns essential markers of communicative proficiency. The low pre-test scores indicate that prior to the intervention, students encountered difficulties like restricted vocabulary, grammatical errors, and reluctance to start or sustain conversations. Thornbury (2005) states that one of the ongoing challenges for EFL learners is building the confidence and fluency required for spontaneous conversation. These challenges were apparent during the pre-test, as numerous students depended on brief, disjointed answers or refrained from engaging entirely.

Following the implementation of Task-Based Learning, students demonstrated notable enhancement in their capacity to maintain conversations and engage naturally. Willis (1996) proposed a task cycle that includes task performance, planning, and reporting, enabling learners to engage in meaning negotiation within a supportive and communicative environment. In these stages, students collaborated in pairs and groups to finish problem-solving and opinion-gap activities that reflected the test Structure. Nunan (2004) highlights that collaborative interaction is crucial to TBL, offering learners chances to create comprehensible output while enhancing their linguistic accuracy and fluency. The steady increase in post-test scores shows that these organized interactions successfully improved students' skills in articulating opinions and participating in significant discussions.

Moreover, the teacher's involvement during the intervention was essential in offering support and targeted feedback. Vygotsky's sociocultural theory (1978) posits that learning happens most effectively in the Zone of Proximal Development (ZPD), where learners advance from supported to independent performance with guided assistance. In this study, the teacher demonstrated conversational techniques, like turn-taking and respectful disagreement, which students subsequently internalized while engaging in collaborative activities. This teaching method aligns with the perspectives of Willis and Willis (2007), who argue that teacher assistance during task execution helps students connect understanding with production.

In addition, interaction among peers was crucial in improving communication. Research conducted by Jeon and Hahn (2006) and Shabani and Malekdar (2016) indicates that peer scaffolding during task-based activities promotes increased learner autonomy and minimizes anxiety, as students are more at ease practicing English with their peers. Likewise, the collaborative aspect of the activities in this research motivated students to address one another's mistakes, exchange vocabulary, and collaboratively build understanding, resulting in increased involvement and enhanced speaking results. The significant rise in the average score from 1.56 to 4.19 indicates that these collaborative interactions had a beneficial effect on both fluency and interactional skills.

In summary, the findings for Part 3 indicate that Task-Based Learning greatly improved students' interactive communication abilities, especially in handling discussions and maintaining conversations. Students enhanced their language skills and showed increased confidence and eagerness to engage. This is in accordance with the principles of communicative language teaching presented

by Richards and Rodgers (2014), which highlight the importance of genuine interaction and authentic language use in enhancing speaking skills. To conclude, the collaborative activities in the TBL framework successfully enhanced students' fluency, accuracy, and conversational techniques, demonstrating the approach's significant potential for advancing oral communication among A2-level EFL students.

Figure 6: PART 4. General Conversation / Personal Interaction

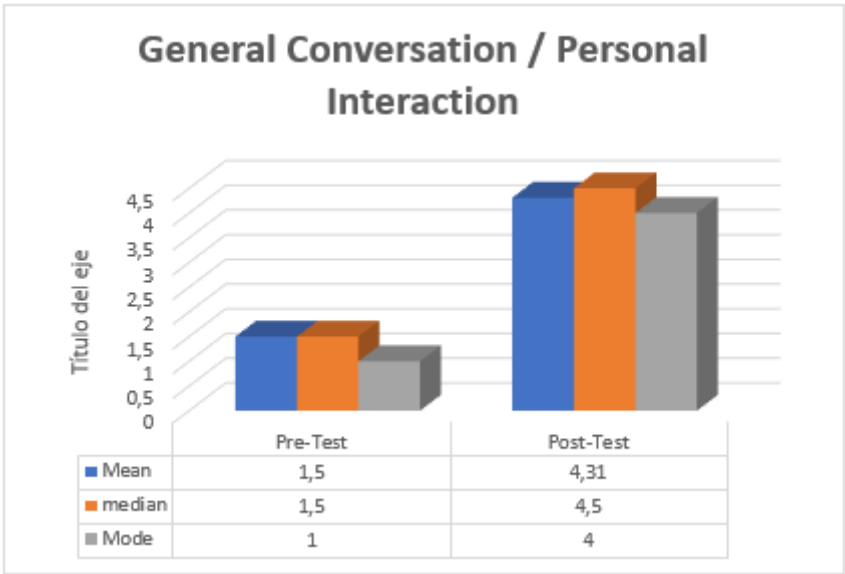


Figure 6: PART 4. General Conversation / Personal Interaction
Elaborated by: Dayana Flores

The fourth graphic displays the outcomes for Part 4 of the A2 Key Speaking Test, which assessed students' capability to sustain a general dialogue and share personal views on familiar subjects like daily routines, school life, and hobbies. The pre-test findings show that the experimental group achieved an average score of 1.50, a median of 1.5, and a mode of 1. Conversely, the post-test outcomes indicate a mean of 4.31, a median of 4.5, and a mode of 4. These numbers indicate a significant enhancement in the students' capacity to

communicate effortlessly, engage in interactions, and express coherent thoughts with fluency and assurance following the introduction of Task-Based Learning (TBL) techniques.

This section of the assessment asked students to reply instinctively and showcase their conversational skills by engaging in longer speaking exchanges. In the pre-test, numerous students found it difficult to give responses without extended pauses or prompts from the teacher, hindering their ability to maintain an organic conversation. Burns and Joyce (1997) assert that spoken interaction is among the most intricate skills to acquire, as it necessitates the simultaneous management of linguistic, cognitive, and social processes. Consequently, the initial low scores indicated that learners had minimal exposure to authentic communicative situations in the classroom before the TBL intervention.

Following the implementation of Task-Based Learning, the students demonstrated a significant improvement in their oral performance. The post-task stage of the TBL framework (Willis, 1996) was vital for this enhancement. At this phase, students considered their performance, obtained corrective feedback from the instructor, and worked on revising their answers. As stated by Ellis (2009), this reflective practice allows learners to concentrate on precision and language structure following fluency-based activities, leading to a more equal and successful language growth. The steady advancement in the mean, median, and mode shows that this repetitive cycle of executing, contemplating, and perfecting speech boosted both students' language skills and communication confidence.

The interactive aspect of the post-test task reflected authentic conversational scenarios, enabling learners to utilize the phrases and structures

they practiced in their lessons. According to Richards (2008), successful communication in a second language relies on learners' capacity to utilize language functions like expressing opinions, agreeing and disagreeing, and providing explanations, all of which were incorporated into the TBL tasks. The genuine and impactful communication opportunities offered during the intervention enabled students to apply these skills in the testing environment more smoothly and effortlessly.

Additionally, the significant rise from an average of 1.50 to 4.31 can be linked to the motivational factor of TBL. Jeon and Hahn (2006) state that tasks mirroring genuine communicative objectives emotionally and cognitively involve students, leading to increased participation and prolonged focus. In this research, students were greatly motivated when talking about subjects linked to their personal experiences, like preferred activities or school habits. This drive cultivated a feeling of responsibility for their education and promoted the natural use of English during speaking tasks.

Furthermore, the teamwork-oriented and encouraging classroom environment created by TBL lowered students' anxiety levels, which frequently hinder verbal output in EFL settings. Horwitz et al. (1986) indicate that anxiety related to language negatively impacts both fluency and the desire to communicate; nonetheless, when students are prompted to talk in low-pressure settings, their speaking performance enhances considerably. Throughout the intervention, the teacher encouraged peer assistance and positive feedback, enabling students to engage in practice without the fear of errors. This method resulted in increased self-assurance and fluency, shown by the improved post-test scores.

In summary, the results for Part 4 clearly demonstrate that Task-Based Learning effectively enhanced students' ability to engage in spontaneous conversation and express personal ideas with fluency and confidence. Through structured practice, reflection, and authentic communication, learners were able to internalize key speaking strategies and apply them successfully in the test. These findings align with the views of Willis and Willis (2007), who emphasize that TBL promotes both fluency and accuracy by integrating meaningful language use into real-world tasks. Consequently, this final section of the speaking test confirms the overall positive impact of Task-Based Learning on the development of communicative competence in A2-level students of elementary education.

The overall findings of the A2 Key Speaking Test demonstrated a significant enhancement in the students' speaking capabilities following the adoption of Task-Based Learning (TBL). The results of the post-test showed that students greatly improved their fluency, pronunciation, vocabulary, and grammatical precision. They could convey their thoughts more assuredly and engage organically in conversational contexts.

These results back the assertions made by Ellis (2003), Willis and Willis (2007), and Bygate (2015), who state that TBL promotes genuine communication, fluency enhancement, and cognitive involvement via relevant tasks. The students' shift from uncertain, brief replies to smooth, cohesive discussions demonstrates the beneficial effect of TBL on enhancing speaking skills in A2 learners. Consequently, Task-Based Learning has demonstrated to be a successful teaching method for enhancing communicative competence and increasing overall speaking performance in elementary education settings.

Hypothesis Verification

Evaluating the hypothesis is an essential phase in affirming if the adoption of Task-Based Learning (TBL) had a notable and quantifiable effect on students' speaking abilities. A paired-samples t-test was used to compare the pre-test and post-test scores of students in order to validate the research hypothesis. As per Creswell and Creswell (2018), the t-test is a statistical method utilized to ascertain if the discrepancy between two averages is statistically significant. In this context, the paired-samples t-test facilitated the comparison of the same cohort of students' performance prior to and following the intervention, confirming that the noted enhancements were attributable to the implemented TBL methodology rather than chance fluctuations.

According to Field (2018), the paired-samples t-test is especially useful for assessing the same individuals at two different times, enabling researchers to gauge the immediate impact of a teaching method. Consequently, this assessment was utilized to determine if the post-test outcomes indicated a statistically significant improvement in speaking performance relative to the pre-test results. The analysis revealed a distinct variation in the average scores, validating that students showed increased fluency, accuracy, and interactional competence following the TBL intervention.

As a result, the findings confirmed the alternative hypothesis (H_1), which posited that Task-Based Learning (TBL) significantly enhances the speaking abilities of A2 students in primary education. The null hypothesis (H_0), indicating that TBL does not significantly impact speaking development, was consequently dismissed. These results are consistent with earlier research by Ellis (2003), Willis and Willis (2007), and Nunan (2004), who highlighted that TBL improves learners'

communicative abilities through encouraging genuine interaction, significant communication, and active language application in actual situations.

Hypothesis

Implementing Task Based Learning (TBL) techniques in EFL classrooms enhance English speaking skills development.

Table N° 4. Variance Experimental group

Experimental Group	Sample	General Mean	Variance
Pre-test	16	7.187500000	14.6257142857
Post-test	16	16.375000000	8.9142857143
		Common Variance	11.76999999998

Table 4: Variance – Experimental group
Elaborated by: Dayana Flores

To assess the effect of Task-Based Learning (TBL) on enhancing speaking abilities, the average and variance of the experimental group's scores from the pre-test and post-test were computed. The pre-test average of 7.1875 indicates that students initially exhibited restricted speaking abilities. Following the implementation of TBL, the post-test average rose to 16.375, indicating a significant enhancement in fluency, accuracy, pronunciation, and interaction.

Variance analysis offers understanding into the reliability of student performance. Gravetter and Wallnau (2017) describe variance as a measure of

score distribution around the mean; greater variance reflects inconsistent learner performance, while lower variance implies more consistency. In this study, variance reduced from 14.6257 (pre-test) to 8.9142 (post-test), indicating that, alongside improvements, students became more uniform in their speaking abilities following TBL sessions.

These findings align with the views of Willis & Willis (2007) and Ellis (2018), who contend that TBL fosters communicative interaction and meaningful language use, enabling learners to enhance their speaking skills through authentic communication instead of merely repeating isolated structures. The decrease in variance shows that TBL advantages the entire group rather than just individual top performers, supporting the concept of collaborative learning and collective advancement

Figure 7. Speaking performance before and after TBL intervention

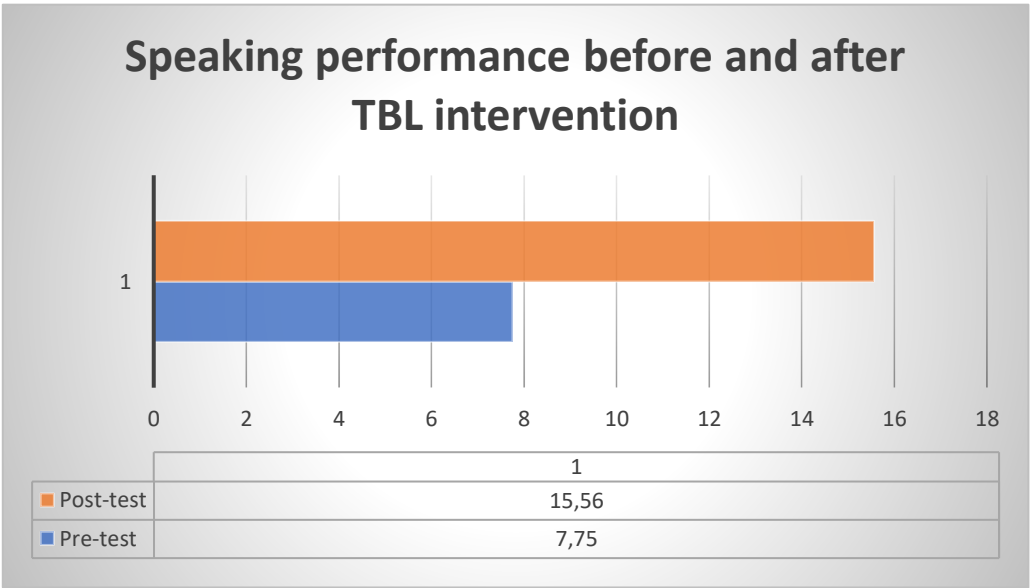


Figure 7: Speaking performance before and after TBL intervention
Elaborated by: Dayana Flores

Upon utilizing the paired-samples t-test to assess the speaking scores of the experimental group before and after the test, the analysis produced a p-value of 0.00001, significantly lower than the significance threshold of $\alpha = 0.05$. Creswell and Creswell (2018) state that if the p-value falls beneath the significance threshold, the null hypothesis should be rejected, indicating that statistical evidence supports the existence of a genuine difference. Similarly, Field (2018) indicates that a p-value beneath 0.05 suggests that the noticed change is improbable to have occurred by chance.

This study shows that the notable reduction in p-value indicates students exhibited statistically significant enhancement in their speaking abilities following the use of Task-Based Learning lesson plans. The average score rose from the pre-test to the post-test, indicating advancement in fluency, pronunciation, accuracy, and interactive strategies, factors aligned with the speaking criteria of the A2 Key (KET) exam.

These results empirically validate the alternative hypothesis: Task-Based Learning positively and significantly influences the enhancement of speaking skills in A2 learners. This enhancement corresponds with Ellis (2018), who contends that TBL encourages significant language usage in genuine communication, and Willis & Willis (2007), who highlight that tasks produce real interaction that boosts fluency and speaking confidence

CHAPTER III

PRODUCT

Innovative Proposal to the Problem / Result

This chapter showcases the proposal from the study. The research targets the issue found in the diagnostic phase: A2 English learners in sixth grade exhibit restricted fluency, accuracy, and interaction abilities in speaking. The absence of organized chances to engage in oral communication during actual tasks has hindered their advancement in speaking abilities.

The proposal addresses this requirement by creating an educational and innovative teaching tool rooted in Task-Based Learning (TBL), enabling students to enhance their speaking abilities via meaningful communication activities. The primary aim of this proposal is to enhance students' speaking skills by leading them through task cycles that promote verbal expression in authentic communication scenarios.

Proposal name

“Speak Up with TBL: Task-Based Learning Lesson Plans for Developing Speaking Skills in Sixth Grade EFL Students.”

Type of product

The chosen product is a booklet of 6 lesson plans that features Task-Based Learning (TBL) instructional sessions aimed at enhancing speaking abilities in young students. Willis and Willis (2007) describe TBL as a communicative teaching method where learners utilize the language to perform significant tasks

instead of just memorizing rules. Every task promotes authentic language application, meaning negotiation, and ongoing interaction.

Nunan (2004) states that a well-structured task offers learners a goal that transcends language practice: they tackle problems, organize, innovate, or share information. Consequently, the booklet includes speaking tasks like interviews, , role-plays, and games, enabling students to enhance their fluency, accuracy, pronunciation, and interaction skills.

French (2013) describes a booklet as a concise tool that presents information in an easily understandable and visually attractive layout, enhancing comprehension and education. In the same vein, Heaton (2024) asserts that booklets serve as very effective educational resources due to their organized sections, which enhance navigation and aid in knowledge retention. In educational environments, Shafia (2021) emphasizes that booklets assist in directing learning via structured and sequenced tasks.

According to these authors, the TBL booklet created for this proposal organizes lesson plans, materials, instructions, and speaking tasks visually in a clear and accessible manner. The tasks focus on actual situations pertinent to sixth-grade students (e.g., ordering meals, discussing daily routines, offering suggestions, organizing events), rendering verbal communication engaging and purposeful.

Objective of the proposal

To foster speaking fluency, accuracy, pronunciation, and interactional strategies in sixth-grade EFL students through didactically designed TBL lesson plans adapted to their age, context, and proficiency level.

Structure of the proposal

The proposal consists of a set of 6 lesson plans designed for 50-minute sessions, each one adapted to the linguistic level, needs, and interests of sixth-grade students. The lesson plans are framed within the Task-Based Learning (TBL) approach, following the cycle proposed by Willis (1996), which includes three main stages: pre-task (vocabulary presentation, language models, and ideation), task cycle (learners engage in the speaking activity in pairs or small groups, emphasizing fluency and comprehension), and post-task (focus on language by reflecting, correcting errors, and solidifying speaking strategies). This cyclical structure ensures that students are progressively guided from exposure to new language, through meaningful task performance, to reflection and language focus.

Each session is designed with clear communicative objectives that prioritize the development of speaking skills. The tasks are contextualized around themes that are both familiar and motivating for young learners, such as family, school life, food, hobbies and free time, celebrations, and community life. By connecting classroom activities to real-life contexts, students are encouraged to use English for authentic communication rather than isolated grammar drills.

Description of the proposal

Table N° 5. Elements of the Innovative Proposal

Section	Description
Cover	The cover features the title of the proposal: “Speak Up with TBL: Task-Based Learning Lesson Plans for Enhancing

	Speaking Skills in Sixth Grade EFL Learners.” The cover features images that represent communication, speaking activities, and a captivating design suitable for sixth graders.
Table of contents	Organized distribution of all lesson plans and sections of the booklet for easy navigation.
1. Purpose of the Booklet	The primary aim of this booklet is to enhance the speaking abilities of sixth-grade A2 students through engaging, communicative, and meaningful tasks rooted in the Task-Based Learning method. Every lesson enhances speaking fluency, accuracy, pronunciation, and interaction via authentic communication.
2. How to Use This Booklet	This booklet assists educators and learners by following a systematic approach based on Willis' (1996) TBL cycle: Pre-task, Task Cycle, and Post-task/Language focus. Every lesson features a warm-up activity, instructions for speaking tasks, scaffolding techniques, assessment guidelines, and resources. The manual focuses on students, emphasizes tasks, and encourages collaboration.
3. Lessons (1–6)	LESSON 1: Introducing Myself LESSON 2: My Daily routine LESSON 3: My Family and Friends LESSON 4: My School and Subjects LESSON 5: At the classroom

LESSON 6: Free time Activities	
4. Speaking Materials	Includes printable materials, vocabulary lists, visuals and role-play cards to support speaking tasks.
5. Rubrics and Assessment Tools	Rubrics adapted from Cambridge A2 (KET) Speaking descriptors, focusing on fluency, accuracy, pronunciation, and interaction.
6. Teacher Resources and Tips	Pedagogical guidelines on classroom management, speaking techniques, and strategies to reduce speaking anxiety.
7. References	All sources used in the design of the lessons, including academic authors (Willis, Nunan, Ellis, Cambridge Assessment).
8. Annexes	Evidence of implementation: lesson plan simples- screenshots of Genially prototype.

Table 5: Elements of the Innovative proposal
Elaborated by: Dayana Flores

Table N° 6. Lesson Plan Description Format

Lesson N°	1
Activity	Title of the speaking task (e.g., "Introducing myself").
Picture	A relevant image that contextualizes the speaking situation and supports comprehension.

Learning Objective	Defines what students will accomplish orally by the end of the lesson (aligned to CEFR A2 speaking descriptors).	
Time	Total time suggested for the lesson (50 minutes).	
Resources	Visuals, speaking cards, flashcards, projector/Genially link, rubrics.	
Stages	Description	TBL Techniques
Pre-task	Activating vocabulary, brainstorming, modeling the language.	Visuals, sentence starters, guided questions, pronunciation modeling.
Task Cycle	Students perform the speaking task in pairs or groups (role-play, interview, information gap).	Peer interaction, teacher monitoring, negotiation of meaning.
Post-task / Language focus	Students report results, receive feedback, and refine language form.	Corrective feedback, reflection, pronunciation drills, mini-recordings.

Table 6: Lesson Plan Description Format

Elaborated by: Dayana Flores

Access the following link to get the final version of the booklet

<https://view.genially.com/68ac602302f9842bc8bc6e95/interactive-content-speak-up-with-tbl>

Innovative Proposal Evaluation

Following the pre-test given to a chosen group of 16 sixth-grade students, the experimental group underwent a systematic intervention featuring Task-Based

Learning (TBL) lesson plans, each aimed at enhancing English speaking skills. The intervention included 8 lessons focused on tasks, along with pre- and post-test sessions. These lessons incorporated tasks that necessitated student interaction, meaning negotiation, and meaningful oral language production. The activities were in accordance with the A2 level communicative descriptors from the Cambridge English Qualifications (2020), guaranteeing that students engaged in speaking practice in authentic and age-relevant communicative contexts.

To assess the efficacy of this proposal, a post-test derived from the Speaking component of the Cambridge A2 Key (KET) exam was conducted following the intervention. Creswell and Creswell (2018) state that a post-test is a measurement instrument utilized to evaluate results and assess the impact of an intervention on participants. This study analyzed pre-test and post-test speaking performances to determine if Task-Based Learning enhanced fluency, accuracy, pronunciation, and interactive strategies. The findings provided numerical proof of change and highlighted particular aspects of oral skills that improved due to the TBL approach.

Additionally, the post-test results revealed information about each student's personal progress, allowing the researcher to pinpoint strengths, weaknesses, and the level of enhancement following the intervention. Brown (2004) emphasized that speaking assessment should assess not just linguistic accuracy but also the learner's communicative effectiveness. The assessment of scores prior to and following the intervention facilitated a thorough analysis of the effect that TBL had on oral performance.

Validation of the Proposal

In accordance with the guidelines established in the Universidad Tecnológica Indoamérica Thesis Manual, which outlines the steps necessary for confirming an innovative proposal, this study employs “METHOD 3: Validation through practical application.” (Universidad Tecnológica Indoamérica, 2018, p. 31). In this approach, the initial validation option pertains to the current research: “Confirmation of outcomes showing a change from the original diagnosis by executing the proposal, either wholly or in part, throughout the complete study sample.” (Universidad Tecnológica Indoamérica, 2018, p. 31).

This approach aligns with the research's essence as it encompasses all necessary components to show enhancement in the studied population: a pre-experimental group, a preliminary assessment, the introduction of a novel product, and the analysis of outcomes. In this instance, the subjects were 16 A2 students from a primary education establishment, who initially took a pre-test focused on the speaking portion of the Cambridge A2 Key (KET) exam to assess their starting speaking proficiency.

Given the diagnostic findings and the recognized challenges, restricted fluency, low self-assurance, and limited vocabulary usage a creative digital solution was put into action: “TBL SPEAK UP: Lesson Plans for Task-Based Learning to Enhance Speaking Skills in Sixth Grade EFL Learners.” This proposal includes a well-organized series of TBL-oriented speaking lessons, in which each class directs students through the phases outlined by Willis (1996): pre-task, task cycle, and language focus. These sessions feature interactive tasks like role-plays, interviews, information gaps, and brief presentations that

necessitate students to engage with English in a meaningful way, fostering authentic oral communication.

Following the execution of the proposal through 6 instructional sessions, a post-test focused on the speaking section of the A2 KET was given to assess improvement. The findings indicated a significant enhancement in students' speaking abilities, evidenced by improved fluency, enhanced pronunciation, and heightened confidence in verbal exchanges. The analysis of pre- and post-test scores shows that students transitioned from generating disconnected or rote phrases to participating in brief, significant discussions, indicating that the TBL approach positively influenced their spoken production.

In conclusion, as stated by Universidad Tecnológica Indoamérica (2018), “validation through practical application” (p. 31) was the most efficient approach for illustrating the effects of the proposal. The procedure, comprising initial assessment, execution of TBL speaking lessons, and concluding evaluation demonstrates that the Task-Based Learning method promotes considerable enhancement in speaking skill development, confirming the proposal's efficacy in a genuine academic environment.

Conclusions

The implementation of Task-Based Learning (TBL) proved to be effective in enhancing the speaking skills of the 16 A2 sixth-grade students at Ingenia Academy. After the intervention, students demonstrated greater confidence when expressing ideas, improved interaction during communicative tasks, and a more consistent use of basic grammatical structures. The use of meaningful tasks allowed learners to practice English in realistic contexts. Overall, TBL contributed positively to the development of their communicative competence.

The initial speaking assessment indicated that the 16 A2 students had a limited level of oral proficiency. Most learners showed difficulties in maintaining simple conversations, presented restricted vocabulary, and relied on pauses to express ideas. Pronunciation issues and lack of confidence were also evident during the pre-test. These results highlighted the need for an instructional approach focused on communication. Therefore, the baseline confirmed the necessity of implementing strategies such as TBL.

The design and implementation of Task-Based Learning lesson plans provided meaningful opportunities for the 16 students to engage in oral communication. Through interactive tasks, students participated more actively and showed increased motivation to speak in English. The structured stages of TBL facilitated gradual language production and supported comprehension. As a result, learners became more involved in classroom activities. This confirms that TBL promotes active learning and communicative use of language.

The comparison between pre-test and post-test results showed a clear improvement in the speaking performance of the 16 students. Learners

demonstrated better fluency, more accurate pronunciation, and improved interaction with peers. They were able to express ideas more clearly and with less hesitation. These changes indicate that the TBL intervention had a positive impact on their oral skills. Therefore, the results confirm the effectiveness of TBL in this specific group.

Recommendations

It is recommended that TBL be continuously applied in English classes at Ingenia Academy to reinforce students' speaking development. Teachers should incorporate task-based activities that promote real communication and student interaction. Additionally, lessons should be planned to maintain a balance between fluency and accuracy. Continuous exposure to communicative tasks can further strengthen learners' confidence.

It is recommended to conduct diagnostic speaking assessments at the beginning of each instructional period. This allows teachers to identify students' strengths and weaknesses in oral production. Based on these results, more targeted and effective lesson plans can be designed. Early identification of difficulties helps in selecting appropriate strategies.

Teachers are encouraged to design TBL lesson plans that are relevant and appropriate to students' proficiency level. Activities should include clear objectives, engaging materials, and opportunities for interaction. It is also important to provide guidance during task completion. Well-structured tasks can maximize student participation and language use.

It is recommended to apply pre- and post-assessment strategies regularly to evaluate students' progress. These tools provide measurable evidence of learning outcomes. Teachers can use the results to adjust their instructional strategies. Continuous evaluation helps ensure that teaching methods remain effective.

References

- Bravo, C. A. (2024). *Task-Based Learning in Speaking Skill*. Retrieved from <https://repositorio.uta.edu.ec/handle/123456789/41748>
- Bada, S. O., & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *Journal of Research & Method in Education*, 5(6), 66–70. <https://doi.org/10.9790/7388-05616670>
- British Council. (2015). *English in Latin America: An examination of policy and priorities in seven countries*. Retrieved from British Council.: <https://www.britishcouncil.org>
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy (2nd ed.)*. Longman.
- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices (2nd ed.)*. Pearson Education.
- Burns, A. (2016). *Teaching speaking: A holistic approach*. Cambridge University Press.
- Burns, A., & Joyce, H. (1997). *Focus on speaking. National Centre for English Language Teaching and Research (NCELTR)*. Macquarie University.
- Butler, Y. G. (2011). *The implementation of communicative and task-based language teaching in the Asia-Pacific region*. Retrieved from Annual Review of Applied Linguistics, 31, 36–57.: <https://doi.org/10.1017/S0267190511000122>
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches

- to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
<https://doi.org/10.1093/applin/I.1.1>
- Carless, D. (2007). *The suitability of task-based approaches for secondary schools: Perspectives from Hong Kong*. Retrieved from *System*, 35(4), 595–608.: <https://doi.org/10.1016/j.system.2007.09.003>
- Coleman, J. A. (2006). *English-medium teaching in European higher education*. Retrieved from *Language Teaching*, 39(1), 1–14.:
<https://doi.org/10.1017/S026144480600320X>
- Cook, T. D., & Campbell, D. T. (1979). *Quasi-experimentation: Design and analysis issues for field settings*. Houghton Mifflin.
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press.
- Crystal, D. (2003). *English as a global language (2nd ed.)*. Cambridge University Press.
- Crystal, D. (2012). *English worldwide*. In R. Hogg (Ed.), *The Cambridge history of the English language (Vol. 6, pp. 420–439)*. Cambridge University Press.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. . Pearson Education.
- Daga, G. (2022). *TASK-BASED LEARNING METHOD (TBL) IN THE DEVELOPMENT OF ENGLISH-SPEAKING SKILLS*.
- Derakhshan, A. (2015). The effect of technology on English language learners' speaking ability. *International Journal of Applied Linguistics & English Literature*, 4(4), 38–41. <https://doi.org/10.7575/aiac.ijalel.v.4n.4p.38>

- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Ellis, R. (2009). *The differential effects of three types of task planning on the fluency, complexity, and accuracy in L2 oral production*. Retrieved from *Applied Linguistics*, 30(4), 474–509.:
<https://doi.org/10.1093/applin/amp042>
- Flores, J., González, S., & García, M. (2017). *Application of the t-test in educational research: A practical guide*. . *Journal of Quantitative Education Studies*, 5(2), 34–45.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education (8th ed.)*. . McGraw-Hill Education.
- Fulcher, G., & Davidson, F. (2007). *Language testing and assessment: An advanced resource book*. Routledge.
- González, M. (2019). *Challenges in the implementation of the national English curriculum in Ecuadorian high schools*. Retrieved from *Profile: Issues in Teachers' Professional Development*, 21(2), 85–98.:
<https://doi.org/10.15446/profile.v21n2.74397>
- Goh, C., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
- Graddol, D. (2006). *English next*. . British Council.
- Hahn, I. J. (2006). *Exploring EFL teachers' perceptions of task-based language teaching: A case study of Korean secondary school classroom practice*. Retrieved from *Asian EFL Journal*, 8(1), 123–143. : <https://www.asian-efl-journal.com>

- Harmer, J. (2007). *The practice of English language teaching (4th ed.)*. . Pearson Longman.
- Hernández, R., Fernández, C., & Baptista, P. (2014). *Metodología de la investigación (6.ª ed.)*. McGraw-Hill.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). *Foreign language classroom anxiety*. . Retrieved from The Modern Language Journal, 70(2), 125–132. : <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Hugues, A. (2003). *Testing for language teachers (2nd ed.)*. . Cambridge University Press.
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Penguin.
- Jeon, I. J., & Hahn, J. W. (2006). Exploring EFL teachers' perceptions of task-based language teaching: A case study of Korean secondary school classroom practice. *Asian EFL Journal*, 8(1), 123–143.
- Kirkpatrick, A. (2010). *English as a lingua franca in ASEAN: A multilingual model*. . Hong Kong University Press.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. . Prentice Hall.
- Krashen, S. D (1982). *Principles and practice in second language acquisition*. . Pergamon Press.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching (2nd ed.)*. . Oxford University Press.
- Littlewood, W. (2007). *Communicative and task-based language teaching in East Asian classrooms*. Retrieved from Language Teaching, 40(3), 243–249. : <https://doi.org/10.1017/S0261444807004363>

- Long, M. H. (1996). *The role of the linguistic environment in second language acquisition*. In W. Ritchie & T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). Academic Press.
- Luoma, S. (2004). *Assessing speaking*. . Cambridge University Press.
- Mejía, A. M. (2002). *Power, prestige, and bilingualism: International perspectives on elite bilingual education*. Multilingual Matters.
- Ministerio de Educación del Ecuador. (2016). *National English curriculum guidelines*. Quito: Ministerio de Educación.
- Nasser Omer M. Al-Tamimi, N. K.-H. (2020). *TEACHING SPEAKING SKILL TO EFL COLLEGE STUDENTS THROUGH TASKBASED APPROACH: PROBLEMS AND IMPROVEMENT*. Retrieved from British Journal of English Linguistics: <https://orcid.org/0000-0002-4116-113X>
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. . Cambridge University Press.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.
- Nunan, D. (2004). *Task-based language teaching*. . Cambridge University Press.
- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Addison-Wesley.
- Panduwangi, M. (2021). *The effectiveness of task-based language teaching to improve students' speaking skills*. Retrieved from Journal Of Applied Studies In Language, 5(1), 205-214.: <http://dx.doi.org/10.31940/jasl.v5i1.2490>
- Phillipson, R. (2009). *Linguistic imperialism continued*. . Routledge.

- Piaget, J. (1970). *Science of education and the psychology of the child* (D. Coltman, Trans.). Orion Press.
- Prabhu, N. S. (1987). *Second language pedagogy*. . Oxford University Press.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. . Cambridge University Press.
- Rodgers, J. R. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.
- Roopa, S., & Rani, M. S. (2012). *Questionnaire designing for a survey*. The Journal of Indian Orthodontic Society, 46(4), 273–277.
- Sanders, M. (2019). *The importance of pre- and post-assessments in measuring student growth*. Educational Assessment Journal, 22(1), 1–4.
- Saito, K. (2011). Examining the role of explicit phonetic instruction in second language speech learning: An analysis of fluency, accuracy, and complexity. *Language Awareness*, 20(1), 1–16.
<https://doi.org/10.1080/09658416.2010.540326>
- Skehan, P. (1998). *A cognitive approach to language learning*. . Oxford University Press.
- Skehan, P. (2018). *Task-based language teaching: Theory and practice*. Routledge.
- Thornbury, S. (2005). *How to teach speaking*. Pearson Education Limited.
- Universidad Tecnológica Indoamérica. (2018). *Manual de titulación: Requisitos, procesos, normativas y lineamientos para la elaboración de trabajos de titulación de posgrado* (pp. 30–32). Editorial UTI.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. . Cambridge University Press.

Vygostky, L. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Willis, J. (1996). *A framework for task-based learning*. . Longman.

Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford University Press.

ANNEXES

Annex 1 Pre test- Post test KET exam speaking part

Pre test

Test 1

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates

To Candidate A

To Candidate B

B, do you work or are you a student?

Where do you live?

Thank you.

A, do you work or are you a student?

Where do you live?

Thank you.

Good morning / afternoon / evening.

Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

What's your name?

And what's your name?

Back-up prompts

Do you work? Do you study? Are you a student?

Do you live in ... (name of district / town etc.)?

Do you work? Do you study? Are you a student?

Do you live in ... (name of district / town etc.)?

Phase 2

Interlocutor

Now, let's talk about friends.

Back-up prompts

A, how often do you see your friends?

What do you like doing with your friends?

B, where do your friends live?

When do you see your friends?

Extended Response

Now A, please tell me something about one of your friends.

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

Back-up questions

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

Interlocutor

Now, let's talk about home.

Back-up prompts

B, who do you live with?

How many bedrooms are there in your house / flat?

A, where do you watch TV at home?

What's your favourite room in the house?

Extended Response

Now, B, please tell me something about the things you like doing at home, at the weekends.

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

Back-up questions

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

Test 1

Part 2 (5-6 minutes)

Phase 1

Interlocutor

3-4 minutes

Now, in this part of the test you are going to talk together.

*Place **Part 2** booklet, open at **Task 2a**, in front of candidates.*

Here are some pictures that show **different places to eat**.

Do you like these different places to eat?

Say why or why not. I'll say that again.

Do you like these different places to eat?

Say why or why not.

All right? Now, talk together.

Candidates

.....
.....

Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Interlocutor /

Candidates

Use as appropriate. Ask each candidate at least one question.

Do you think...

....eating on the beach is fun?

... eating in restaurants is expensive?

....eating at home is boring?

... eating at college/work is cheap?

... eating in the park is nice?

Interlocutor

So, **A**, which of these places to eat do you like best?

And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?)

*Retrieve **Part 2** booklet.*

Phase 2

Interlocutor *Allow up to 2 minutes*

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Do you like these different places to eat?



Post test

Test 2

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates

To Candidate A

To Candidate B

B, do you work or are you a student?

Where do you live?

Thank you.

A, do you work or are you a student?

Where do you live?

Thank you.

Good morning / afternoon / evening.

Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

What's your name?

And what's your name?

Back-up prompts

Do you work? Do you study? Are you a student?

Do you live in ... (name of district / town etc.)?

Do you work? Do you study? Are you a student?

Do you live in ... (name of district / town etc.)?

Phase 2

Interlocutor

Now, let's talk about music.

Back-up prompts

A, how often do you listen to music?

What music do you like best?

B, what is your favourite instrument?

Where do you like listening to music?

Extended Response

Now A, please tell me something about your favourite singer or group?

Interlocutor

Now, let's talk about shopping.

Back-up prompts

B, where do you like to go shopping?

What do you like to buy with your money?

A, who do you like to go shopping with?

What can you buy near your house?

Extended Response

Now, B, please tell me something about presents you buy for your friends.

Do you listen to music every day?

Do you like rock music?

Do you like the piano?

Do you like going to concerts?

Back-up questions

Where is your favourite singer from?

Why do you like them?

Do your friends like them too?

Do you like to go to shopping centres?

Do you like to buy clothes with your money?

Do you like to go shopping with your friends?

Can you buy food near your house?

Back-up questions

Where do you buy presents?

Do you like giving presents?

Have you bought a present recently?

Part 2 (5-6 minutes)

Phase 1

Interlocutor

3-4 minutes

Now, in this part of the test you are going to talk together.

Place Part 2 booklet, open at Task 2b, in front of candidates.

Here are some pictures that show different holidays.

Do you like these different holidays? Say why or why not. I'll say that again.

Do you like these different holidays? Say why or why not.

All right? Now, talk together.

Candidates

.....
.....

Allow a minimum of 1 minute (maximum 2 minutes) before moving on to the following questions.

Interlocutor /

Candidates

Use as appropriate. Ask each candidate at least one question.

Do you think....

...beach holidays are fun?

...city holidays are interesting?

...camping holidays are exciting?

...walking holidays are expensive?

...holidays in the mountain are boring?

So, A, which of these holidays do you like best?

And you, B, which of these holidays do you like best?

Thank you. (Can I have the booklet, please?)

Retrieve Part 2 booklet.

Phase 2

Interlocutor *Allow up to 2 minutes*

Now, do you prefer to go on holidays with your friends or with your family, B? (Why?)

And what about you, A? (Do you prefer to go on holidays with your friends or with your family?)
(Why?)

Which country would you like to visit in the future, A? (Why?)

And you, B? (Which country would you like to visit in the future?) (Why?)

Thank you. That is the end of the test.

Do you like these different holidays?



Taken from: Cambridge Assessment English. (2023). A2 KEY Speaking Test 1 and 2.

Retrieved from: <https://www.cambridgeenglish.org>

Annex 2

Access to the next link to show all the rubrics from the students:

<https://drive.google.com/drive/folders/1S6qyHGZ7nvr54XrLB1qXriy7zmUv9r8?usp=sharing>

Annex 3

RESULTS OF THE PRE-TEST AND POST-TEST (EXPERIMENTAL GROUP)

STUDENT NAME	PART 1 PRE	PART 1 POST	PART 2 PRE	PART 2 POST	PART 3 PRE	PART 3 POST	PART 4 PRE	PART 4 POST	PRE-TEST TOTAL (20)	POST-TEST TOTAL (20)
Ana Sofía	2	4	1	4	1	4	1	4	5	16
Carlos Daniel	3	4	2	5	1	4	2	4	8	17
Damaris Valentina	2	5	2	4	2	4	1	5	7	18
Emilio Sebastian	1	4	1	4	1	4	1	4	4	16
Victoria De Lourdes	3	5	2	4	1	4	1	5	7	18
Luis Alberto	2	4	1	5	1	4	1	4	5	17
Ahinara Cristina	1	4	1	4	1	4	1	4	4	16
Aleika Yamileth	2	5	2	4	2	4	2	5	8	18
David Alejandro	3	4	2	5	2	4	2	5	9	18
María Paula	2	4	1	4	1	4	1	4	5	16
Lizeth Estefanía	3	5	2	5	2	4	2	5	9	19
Angelica María	2	4	1	4	1	4	1	4	5	16
Anthony Joel	1	4	1	4	1	4	1	4	4	16
Alex Darío	3	5	2	5	2	4	2	5	9	19
Pamela Elizabeth	2	4	2	4	2	4	1	4	7	16
Ingrith Gabriela	1	5	1	4	1	4	1	5	4	18
MEAN	2.12	4.31	1.56	4.31	1.50	4.12	1.43	4.50	6.62	17.25
MEDIAN	2	4	2	4	1	4	1	4	6.5	17
MODE	2	4	1	4	1	4	1	4	4	16

