TEACHERS' BELIEFS ABOUT TASK-BASED LANGUAGE TEACHING AS A MEANS

TO DEVELOP THE SPEAKING SKILL AT IEM NORMAL SUPERIOR DE PASTO

By:

Diana Katherine Erazo Pantoja

Camila Verónica Cortés Santacruz

Submitted to the School Of Human Sciences

in Partial Fulfillment to the Requirements for the Degree of B.A

in the English And French Teaching Program

Linguistics and Language Department

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NOTA DE RESPONSABILIDAD

Las ideas y conclusiones aportadas en este proyecto de Trabajo de Grado son responsabilidad

exclusiva de los autores.

Articulo 1ro del acuerdo No. 324 de octubre 11 de 1966 emanado del Honorable Consejo

Directivo de la Universidad de Nariño.

Nota de aceptación

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Asesor.

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Jurado.

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Alex Amed Castillo

Jurado.

San Juan de Pasto, Junio de 2019

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Este trabajo de grado es dedicado a mis padres Eduardo y Yolanda por quienes me esforzado en salir adelante. También es dedicado a mis padrinos José y Miriam, a mis tías y primo(a)s que me han apoyado en todo el proceso de esta grandiosa carrera. Finalmente un agradecimiento muy especial a los profesores del programa de inglés-francés cuyas enseñanzas me han ayudado a fortalecerme y a cumplir mis metas. ¡A todos muchas gracias!

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Camila Verónica Cortés Santacruz

Resumen

Este estudio se realizará con el fin de entender las creencias de los profesores a cerca de una de las metodologías más influyentes para desarrollar la habilidad del habla a través de un enfoque basado en el uso de Tareas Pedagógicas en las cuales el uso del idioma en contextos similares a los de la vida real es de gran importancia. Sin duda, los profesores son participantes esenciales en el salón y sus tendencias metodológicas determinan el éxito del proceso de aprendizaje del inglés. El propósito de este trabajo será conocer los puntos de vista de los profesores sobre la utilidad de este enfoque para el desarrollo del habla.

Para este estudio se aplicará un diseño Básico Interpretativo dentro del paradigma Cualitativo en el que la muestra serán los profesores de inglés de secundaria de la Institución Educativa Municipal Escuela Normal Superior de Pasto. Para recolectar datos se utilizarán entrevistas como un medio para obtener la información pertinente.

Palabras clave: Creencias de los profesores, enseñanza del idioma basado en el uso de tareas, habla, tareas

Abstract

This study will be conducted in order to understand teachers' beliefs about one of the most influential methodologies to develop speaking through the use of pedagogical tasks. In Task-Based Language Teaching the use of the language in similar contexts to real-life situations is of great importance. Undoubtedly, teachers are essential participants in the classroom and their methodological tendencies will determine the success of the English learning process. The purpose of this study will be to know teachers' viewpoints on the usefulness of the approach for the enhancement of speaking,

For this study a Basic Interpretative design will be applied within the qualitative paradigm, where the sample will be the English teachers of secondary studies at I.E.M Escuela Normal Superior de Pasto. For the information gathering, interviews will be used as a means to obtain the pertinent information.

Key words: Teachers' beliefs, TBLT, speaking, tasks

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Chapter I: Research problem

Introduction

Teaching a new language has become significant for many people in Colombia. Teaching English in this setting might be challenging for teachers since they have to provide learners with appropriate tools and strategies. In consequence, it is important that teachers work with methods and approaches that allow learners to practice their language abilities and communicative competence.

Bearing this in mind, in 2014 Colombian government proposed a program called "Colombia Bilingüe," so teachers could help students to improve their English level for communicating effectively in different contexts in order to get better jobs and study opportunities in the future. Gonzales (2010, p. 340) claims that the purpose of this program is to strengthen the English communication skill in citizens with international standards, so that, they might be able to involve the country in the processes of international communication, global economy and cultural opening. Subsequently, the concern in elementary and high schools for teaching English has increased remarkably. Teachers now have the necessity to seek for the appropriate methods to teaching this language. Besides, teachers need to find the most appropriate way to instruct learners in the speaking skill, since it is an important factor for communicating in real life contexts or even in the Colombian setting.

This study will inquire on teachers' beliefs about Task-Based Language Teaching for instructing learners in the speaking skill based on different speaking tasks. This approach was selected because TBLT has become an influential and attention-grabbing method that many teachers from different parts of the world are applying to their English lessons. Besides, various

researchers and teacher educators have strongly advocated for TBLT as an innovative approach for the acquisition of communicative competence, as they have applied it to their own language teaching experience (Ellis, 2003, p. 222).

Problem Statement

Over the last years, various methods and approaches have been applied to enhance the speaking skill among foreign language learners. One of them is Task-Based Language Teaching (TBLT) where language is developed as meaning more than form. Through this approach, learners will develop genuine communication activities that will serve them to handle real life situations. The reason why TBLT fosters the development of speaking is because it helps students to practice the target language through tasks that require them to communicate and interact. The importance of this skill being well taught resides on the necessity for learners to master speaking to a level where they feel confident when communicating. That is why many language learners worldwide study English so that they may become more proficient speakers (Richards & Renandya, 2002, p. 201)

Recently in Colombia, there have been changes and improvements regarding the development of speaking, although many problems may be still found in this setting. For instance, in Colombian high schools, learners do not have enough exposure to the target language as elementary and high schools only have two or four hours a week to study English (Ministério de Educación Nacional de Colombia, 2006, p. 31). Besides, there is the implementation of traditional methods to the teaching practices, due to the low level of communicative competence from the part of some teachers (Cardenas & Miranda, 2014, p. 55). Teachers might talk more than the students and in the worst-case scenario, using their native language. Besides, the stated objectives for learning English in Colombia have not been reached.

A diagnosis conducted during 2003 and 2005 in 11 regions of the country, showed that only 6.4% of an 8th and 10th graders sample acquired the expected level. One of the main explanations to the lack of proficiency is the low level of performance of the teachers since the same diagnosis showed that only 11% of the teachers reached the expected level (MEN, 2005).

For this reason, Colombian Ministry of Education proposed the "Suggested English Curriculum structure" (MEN, 2016) where one of the main focus is the development of tasks for communicative competence instruction from 6th to 11th grade. With this proposed methodology, it is expected that students will be able to interact, communicate and share knowledge as well as develop their own human and professional potential (MEN, 2016). Additionally, several studies on the field of TBLT and its effect on speaking have been implemented in Colombia. Significant studies agree on the use of tasks; for example, a thesis submitted for a master's degree for Universidad Libre de Colombia revealed that by the final task, students showed improvement in pronunciation, accuracy, rapport and fluency (LaVerde, 2016, p. 45). More specifically in Nariño, TBLT has been implemented with the purpose of improving speaking as an alternative to the inefficiency that has been encountered in the schools of the region (Cañizares & Samudio, 2007; Rosales & Velasquez, 2010; Urbina, 2011).

Although TBLT might have been gaining recognition among Colombian teachers, it might be important to know what teachers believe about this approach and how effectively they can implement it in their teaching practices, after considering their students' needs, expectations, goals and the time allotted to teach English. Taking the above situation into consideration, the following research question is posed. What are the beliefs the teachers hold about TBLT as a means to develop the speaking skill with 9th to 11th graders at IEM Escuela Normal Superior de Pasto?

Objectives

Main Objective

- To describe the beliefs teachers have about TBLT as a means to develop the speaking skill with 9th to 11th grade of IEM Escuela Normal Superior de Pasto.

Justification

Many studies and projects have been designed in Colombia and Nariño to address certain issues on the most appropriate methodology for teaching a skill or a topic. Nevertheless, few investigations have targeted teachers' opinions about these methods and its applicability to the Colombian context. Thus, the importance of this project resides on the necessity to investigate teachers' beliefs about TBLT, a popular approach that has grown in numerous educational contexts in Colombia.

In most cases, teachers might follow the curriculum of the institution where they work in an attempt to achieve the stated goals. However, it might be important to inquire whether they perceive TBLT as a suitable approach for speaking enhancement or not. Certainly, teachers play an important role in the classroom and the way they perceive TBLT will determine to what extent they may incorporate it in their teaching practices. Moreover, being aware of teachers' viewpoints about TBLT might lead to new investigations and fieldworks in different educational institutions, especially for working on the speaking skill.

Chapter II: Literature review

Teachers' beliefs

Many authors have tried to define the term 'teachers' beliefs' according to different perspectives and contexts. Hence, there is not just one definition for this term. Zheng (2015, p. 14) adopts an overall definition about teachers' beliefs; thus, he states that 'beliefs' are psychological thoughts, representations and understandings regarding EFL teaching and learning.

Undoubtedly, teachers' attitudes and beliefs on EFL learning and teaching influence in great deal the way classroom instruction is fulfilled. Teachers' responsibility falls on determining the way their lessons will take. For this, it is important for them to assess students' needs prior to making decisions on how their teaching practices are going to be held. Teachers base their beliefs on the goals, values, roles, the environment they work at and their understanding about their teaching practices (Richards & Lockhart, 1999, p. 30) Moreover, teachers' beliefs are significant to the way they perceive their teaching practices and the approaches, techniques or the methods they use in the classroom (Garcia 2001, p. 59). When they are aware of how exactly they are proceeding when teaching, they might make better decisions. Furthermore, they could replace old ideas or beliefs for new and better ones so they might enhance essential aspects, such as, teachers' practices and students' learning process.

Task-based Language Teaching

Task-Based Language Teaching (TBLT), also known as Task-Based Instruction (TBI) or Task-Based Learning (TBL), is one of the current alternatives approaches and focuses mainly in the use of tasks to support the learning process as language is studied in a communicative way.

Richards and Rodgers (2001, p. 223) define it as an approach whose core unit is the use of tasks for language teaching, planning and instruction. Accordingly, in TBLT tasks are the basis of the teaching-learning process in which students will make use of authentic language as one would do in real-life situations.

TBLT is based on some of the principles of Communicative Language Learning and has been considered its 'strong version' as language use is of supreme importance (Larsen-Freeman & Anderson, 2011, p. 150). In this approach, it is believed that for an appropriate learning to occur it is necessary to involve real communication activities. Thus, TBLT offers a great series of activities to foster language use in the classroom and to make it a site for interaction and manipulation of language. TBLT supporters propose that the activities conducted in the classroom promote significant language use. In addition, teachers need to replicate the conditions found in situations of real life inside the classroom in order to make language learning more authentic.

In order to have a clearer idea of TBLT's rationale, it will be important to understand what a 'task' means according to different authors who have explored the field of this approach and who have also implemented it in their teaching practices.

Definition of tasks

There have been several definitions regarding the term 'task' starting from the 80's where Prabhu (1987, p. 24), exposing the outcomes of the Bangalore project, referred to a 'task' as "an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process". Additionally, Breen (1987, p. 23) defined task as a series of workplans that facilitate language

learning even from the easiest exercise to the most difficult activities, like problem solving or decision making tasks.

As TBLT has been recently supported by researchers, its advocates have attempted to provide more elaborate definitions. Thus, the term task is referred to a complete 'piece of classroom work' where students comprehend, manipulate and produce the target language to express meaning through the activation of their grammatical knowledge. Nunan (2004, p. 4). Hence, tasks are not intended to be a means to manipulate form. The final purpose is then, the production of language taking into consideration that form is fundamental for learners to express accurate meaning but should not be the only linguistic aspect teachers and students would be extensively working on. Besides, another complete definition is stated by Ellis (2003); He defines pedagogical task as 'a work plan' that involves students in processing all of the linguistic resources at their disposal to achieve an outcome, where there is a primary focus on meaning , however, some structures or forms may be chosen for the completion of the task (Ellis, 2003, p. 16). He highlights the importance of the attention given to the meaning of the language since the outcome of the task is similar to the language one would use in real life situations. Hence, the main intention of developing a task is that students be able to communicate in the target language as if they were facing daily life situations.

Shorter definitions for task have been provided. That is the case of Larsen-Freeman & Anderson (2011, p. 149) who state that tasks have meaning and students need to communicate in order to complete them. Moreover, Willis (1996, p. 23) asserts that tasks can be considered as activities where the learner uses the target language communicatively in which an outcome must be achieved. A central definition found among all the ones stated above is that pedagogical tasks are classroom activities where the language is used to its maximum and the four linguistic skills

are integrated with the purpose of achieving a linguistic outcome. That outcome is judged in terms of how well a student is able to communicate. For this reason, speaking is being addressed as the main issue to be overcome through this approach.

Type of Tasks

Before mentioning the different existing type of tasks, it is necessary to remark that one of the general misconceptions about TBLT is that it is not assumed to pay attention to grammatical patterns, nor vocabulary or linguistic components whatsoever, just exclusively to the use of language and meaning making. Bearing this in mind, Ellis (2009, p. 223) has clarified the misunderstanding by making a distinction between focused tasks, where any specific linguistic feature is used to complete the task, and unfocused tasks where learners make use of all the linguistic and pragmatic knowledge they have to achieve the expected outcome. Depending on the type of task, learners might need to use certain grammatical structures as these might help the student complete the task more easily. Task-based language teaching does not necessarily neglect the focus on any structural pattern. It just promotes the contextualization thereof in order to achieve language proficiency as it is used in useful communication. This type of tasks can be developed in class by teachers working with basic users or for those novice teachers who would like to explore the methodology of tasks.

Tasks may also be input-providing when learners accomplish the outcome by listening and reading or output prompting when they engage in meaning-making tasks by speaking or writing (Larsen-Freeman & Anderson, 2011, p. 160). Other types of tasks where learners manipulate the language in a meaningful way are: information gap tasks, jigsaw tasks, problem solving tasks, decision making tasks, opinion exchange tasks, reasoning gap tasks, creative tasks, close tasks, open tasks: real-world tasks and pedagogic tasks.

As well as a great variety of tasks and language teaching activities found in TBLT, it is important to mention that in TBLT the objectives are established considering specific learners' needs (Richards and Rodgers, 2001, p. 230). Therefore, learners and teachers play an important role in the language learning process. Learners engage in tasks and activities being able to control their learning instead of just assimilating the content provided by a teacher or a workbook (Nunan, 2004, p. 67). As interaction is facilitated by the development of tasks, learners should also get engaged in group participation. Learners could do several tasks either in pairs, small or large groups. This promotes negotiation of meaning and cooperative help as group work is a great source of opportunities to interact and talk (Willis & Willis, 2007, p. 149). They also need to notice how language is used in communication without neglecting messages form. That is to say, a task is achieved having in mind the language form as well as how it can be used in real life communication. Teachers on the other hand act as facilitators of the content and the sequencing of tasks taking into consideration the learner's needs, their level and their current abilities (Larsen-Freeman & Anderson, 2011, p. 156). Teachers become monitors who are incessantly assessing the current necessities of the learners to guide them until the final step for the successful completion of a task.

TBLT is an approach that favors the integration of skills (speaking, listening, reading and writing). The use of activities that promote language use in real life come to be an indispensable tool of creativity from the part of the teacher so as their students get interested in a whole variety of elements. However, on this paper the chosen skill to address has been speaking since it is considered essential to determine how successfully a learner can communicate.

Defining communicative competence

Before addressing speaking, one might need to look briefly at the term 'communicative competence'. Definitions provided on this concept have been found since the 70's where Hymes (1972, p. 277) proposed that Communicative Competence is the ability to know 'when to speak, when not', being able to know what kind of topics a person would address depending on the interlocutor, how to address them, when and where. Being able to use the language in appropriate ways is as important as knowing about the language itself. Effective communicators will use all their knowledge acquired from social experience and interaction. Organizational, pragmatic, strategic, and psychomotor components should be basis in any language classroom instruction as communicative competence is the goal. Learners need to focus more on the use given to the language instead of just focusing on the structural forms of that language combining both fluency and accuracy and on the use of language in context so they can apply it on real-life situations (Brown, 2001, 69). Being communicative competent according to Canale & Swaine (1980, p. 4) means that any target language speaker should not only have embedded knowledge of the grammatical structures but also should know how to use that language depending on the sociolinguistic context.

Savignon (1983) on her part has distinguish some main characteristics of Communicative Competence stating that it is a dynamic concept that depends on the negotiation of meaning between two people in both written and spoken language. The context is specified and it takes place in different situations. Competence and performance are perceived as the 'what' and the 'how' respectively and the participants involved cooperate for successful communication (Savignon, 1983, p. 8-9). Accordingly, effective communication depends on how much a person knows about the language as well as how well he can use it in real contexts and make appropriate

use of the cognitive and behavioral processes involved when speaking in a second or foreign language.

Speaking

What is speaking?

Being considered one the hardest skill to develop, speaking plays a role of paramount importance in the language learning process. Communication is the main objective for learners in any language and their success is determined by how effectively they are able to communicate in the second or foreign language (Lazaraton, 2001, p. 103). Speaking is a skill that merits attention for the first language (L1) as well as for the second language (L2) or target language. It is essential to interact with other people in the real world and academic settings. Bygate (2003, p. 7) claims that: "our learners need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged". Speaking is useful for learners to convey their ideas and thoughts naturally. But why is it difficult to develop? There are several aspects that need to be considered to achieve an acceptable speaking performance. Brown (2001, p. 270-271) lists them as follows:

- Clustering: referring to the use of phrases put together not just word by word.

- Redundancy: used to make meaning clearer by the locator; reduced forms: all contractions, elisions and sort vowels usually found in a native way of speaking.

- Performance variables: hesitations, pauses, backtracking and corrections.

- Colloquial language: sometimes there is little knowledge about dialects, idioms and phrases in local languages.

- Rate of delivery: the speed to make a speech fluent, stress, rhythm and intonation: several messages are conveyed and may differ depending upon these elements.

- Interaction: being the space of creativity of conversational negotiation.

Additionally, there are more factors that learners need to take into consideration if they want to master speaking. Harmer (2007, p. 344) states that, if students need to gain fluency in English when speaking, they are required to pronounce phonemes correctly, pay attention to stress and intonation and speak coherently. It is a process that requires the optimum conditions inside and outside the classroom that can lead to its practice.

Learning to speak

When learning to speak in a foreign language it is important to highlight the similarities between the L1 regarding the mental process involved. Thornbury (2005, p. 28) affirms that as well as L1 speakers, L2 speakers also produce speech through a process of conceptualizing, then formulating, and finally articulating while monitoring themselves. These mental processes are not easy to master neither in the L1 nor in the L2. Practice and high exposure to input are required to reach effectiveness in a conversation. Harmer (2001, p. 271) claims that effective speakers have to produce and organize language in their own heads, so that it gets comprehensible and meaningful when they express it. Both L1 and L2 speakers may become effective if they are exposed to right practice and interaction. This would imply speakers to carefully listen to and understand the others while managing proper turn-taking.

The entire mental processing that students do is related to the knowledge and the experience students have about the new language. For instance, a person learns how to employ the structures, expands the repertoire of structures in stages, and then learns to place these

structures in discourse. However, it may also occur quite the opposite way. That is to say, first the student learns how to converse, then how to interact and finally he creates syntactic structures (Nunan, 1991, p. 46).

Methodology for teaching Speaking

New methods and ideas have emerged to change the traditional way of teaching. One of the most revolutionary approaches is Communicative Language Teaching (CLT). According to Bailey (2003, p. 50), using this method teachers tend to diminish accuracy and focus on the way learners communicate in the second language. Hence, in CLT considerable factors are bear in mind such as teachers and learners' roles, types of learning, materials, activities, etc. A great variety of teaching activities enhances and encourages learners to develop speaking as they may involve in social interaction activities such as conversations, discussions, dialogues, role plays, simulations, skits, improvisations, and debates (Richards & Rodgers, 2014, p. 96). All these changes and new ideas have created an innovative way of teaching. Richards (1990, p. 84) also considers that textbooks involve a range of direct approaches that focus on specific elements of the oral interaction, such as, turn-taking, topic management, questions, strategies, or indirect approaches that allow learners to do oral interaction with group work, task work, among other strategies.

Speaking in the L2

Generally, when people learn to speak, they might find clear similarities and distinctions between their first and a second language. For instance, one may notice that the required mental processes are similar in learning to speak either language. Thornbury (2005, p. 2) expresses that the first notable feature is that speaking is a real time and linear action; it means that words

follow words and phrases follow phrases. The speech is produced in an utterance-by-utterance way (the spoken equivalent of sentences) which is generally independent of each other. This production is characterized by spontaneity; in other words, the speaker has a limited time to prepare the speech that is intended to be expressed.

On the contrary, speaking fluently in other language is the aspect that differs from the L1. Learners need to take into account speed, pauses at the time of speaking and the ability to know when to make those pauses.

Another distinguished difference is the opportunity to talk. When students are learning English in a foreign language context, the classroom is the only place where they have opportunities for practice. Even in the classroom, it is difficult to speak at all times, because the teacher is the person who does nearly all the talking. Correspondingly, Bailey (2003, p. 55) mentions that many investigations have shown that teachers talk approximately 50 to 80 percent in the classroom. This situation is not only unfavorable for practicing some patterns in speaking, such as, pronunciation or stress and intonation, it might also bring frustration, concern and fear at the moment of speaking in the classroom. The combination of these drawbacks results in anxiety and lack of confidence when learners are asked to speak (Thornbury, 2005, p. 28).

Communication strategies

The communication strategies that learners use in real situations or in the classroom are important features to consider. Knowing these strategies is essential for learners, so they can take advantage of the numerous ways to acquire accuracy in speaking. Bygate (2003, p. 42) claims that teachers have to be concerned with discovering how communicative skills are learnt. This implies to learn about the way learners communicate when they are not effective communicators yet. Bygate (2003, p. 42) also talks about achievement strategies and reduction strategies, he

expresses that: "these types of strategies aim to compensate for a problem of expression. The learner anticipates a difficulty in expressing what she intended – indeed the difficulty may have been explicitly signaled by the interlocutor, who has not understood the speaker's first attempt."

On the other hand, Thornbury (2005, p. 30) mentions some encountered strategies in learners. These are: circumlocution, word coinage, foreignizing, approximation, using an all-purpose word, language switch, paralinguistics and appealing for help. He also talks about avoidance strategies (similar to Bygate's) and discourse strategies. He refers to avoidance strategies as when the message the speaker intends to give is not possible to utter, the speaker uses other words or changes the message completely. A discourse strategy refers to the repetition of words and phrases. He takes them from other speakers to make the communication easier and keep a sense of fluency in the conversation. All these strategies are essential for learners, especially when they are at the beginning level, but at the same time learners need to know that their excessive use will lead to unnatural conversation. Students need to be attentive to know how a real conversation works and we should help them to use some important phrases (Harmer 2007, p. 344).

Classroom speaking tasks

There is a great range of tasks and activities for practicing speaking that teachers can use in the classroom. According to Nation & Newton (2009, p. 20), these tasks should be short, and they should call learners' attention in order to keep them interested. Moreover, they should set several opportunities for students to interact in the second language.

Among the most common activities used in the classroom, Bailey (2003, p. 56-58) lists the following:

- Information gap: Some students have information that other students need in order to complete a task and vice versa. Students talk to share information and complete the activity. Examples are: giving directions to other classmates, drawing and describing a picture and describing, arranging items or filling up gaps.

- Jigsaw activities: these are multidirectional information gap. For instance, each group of students is given information that other groups are missing. At the end they all combine the information to complete the task.

- Role-plays: this involves getting students to perform specific roles in the L2. They can do it with written scripts or impromptu roles.

- Simulations: these activities are more prepared since props and documents are needed to give a more realistic setting in the classroom. Students and teachers can bring into the classroom different elements such as accessories, costumes, ornaments etc…

- Contact assignment: this activity requires the students to talk with people in the target language outside the classroom. In foreign language contexts student can talk to tourists, exchange students or international business people. The purpose is to interview these people using the target language and then report it to the class.

Students and speaking

Learners might have different feelings at the time of speaking in another language. According to Harmer (2007, p. 345), it might be easier for students to talk and interact if they have the appropriate English level and they are provided with the right conditions (suitable topics and feasible tasks). Nevertheless, within the classroom, some students might be reluctant to speak in the target language. Nation & Newton (2009, p. 112) mention some possible causes for this. These are: inadequate vocabulary, inadequate control of grammar, lack of fluency, shyness

and lack of encouragement. It is necessary for teachers to assess the situation and encourage learners to be risk- takers and speak with more confidence. Correspondingly, these authors state some solutions to the possible causes; for example, the use of activities where learners can study the vocabulary in advance, the implementation of control on grammar techniques, the creation of small groups for simple activities and the change of activities to more difficult ones when learners feel that level of confidence (Nation & Newton, 2009, p. 112)

Chapter III: Methodology

Research method

The method of this research work will be Qualitative. Ary, Jacobs, Sorensen & Razavieh, (2009, p. 420) propose that "qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting" Accordingly, English teachers' understanding on task-based language teaching as a way to develop speaking will be exposed through this investigation. The aim of this work will be to describe the issue presented in natural conditions and how the participants engage in comprehending the proposed approach which is aiming at the improvement of their teaching practices.

Type of research

Through a Basic Qualitative Study researchers may inquire into a topic of concern in order to find information that will help them to understand a phenomenon, a process, or a particular point of view from the participants' perspective as well as to understand the lived experiences by the others (Ary et al., 2009, p. 453). In this sense, how English teachers

perceive TBLT and its importance in the foreign language instruction will be the subject of this

research.

Information collection techniques

Interviews

Interviewing is the most common technique used to collect information in qualitative

research. Interviews are an excellent way to discover teachers' views, experiences and

perceptions toward the use of TBLT for speaking instruction in the classroom. King & Horrocks

(2010, p. 3) propose some important features in a qualitative interview. First, they suggest that

qualitative interview has a flexible and indeterminate style. Next, people's personal experiences

are more important than common opinions or views, and finally, the connection between

interviewer and interviewee is essential to this method. Considering the objective of this

research project, interviews between teachers and observers are the best manner to directly

identify and determine teachers' feelings toward using TBLT to improve the oral skill in

students. First, for observers it is necessary to think about the right questions to ask. As an

example, the most appropriate questions for the teachers who participate in this research are:

- Do you teach speaking in your classes?

- Do you feel comfortable when teaching speaking?

- Do you give enough time to your students for practicing the L2 inside the classroom?

- Do you use different activities to let your students practice this skill?

- Do you observe difficulties on your learners when they are speaking in the target

language?

- Have you ever implemented TBLT in your classes?

- Do you believe TBLT is helpful to teach speaking?

Description of the context

This study will be conducted in I.E.M Escuela Normal Superior. This high school is

located in La Aurora neighborhood in Pasto, Nariño- Colombia. This institution is a co-

educational public school with lower middle socio-economic status where preschool, elementary

and secondary studies are offered.

Setting

I.E.M Escuela Normal Superior de Pasto is located in an urban area, at Carrera 26 No. 09

– 05 La Aurora neighborhood, in Pasto, Nariño, Colombia. It is surrounded by San Felipe and

Capusigra neighborhoods and the well-known Pan-American avenue. It is a public elementary

and high school with two schedules; one in the morning and the other in the afternoon. There are

5 English teachers distributed among secondary grades. It sums a total of 3.139 students. They

are distributed in the following way: in the morning there are 2.296 and in the afternoon there are

843 students. The number of students in each classroom range from 38 to 46 students. The social

background of the students varies from one, two and three strata.

Purposeful sampling

The population of the research project will be 5 English teachers of secondary school at

I.E.M Escuela Normal Superior de Pasto, 3 in the morning and 2 in the afternoon. There are 2

men and 3 female teachers and their ages range from 35 to 60 years old. The teachers have been working for a long time. The most long-service teacher has been working there for 20 years. They are full-time teachers with B1 and B2 level. Two male teachers have a bachelor degree in languages and the three women have diploma courses and specializations.

Chapter IV: Information collection analysis and discussion

Two important steps will be considered as proposed by Cresswell (2014, p. 196). In the first one, teachers' responses will be more generally analyzed based on the qualitative paradigm. As in the second step, the analysis will be made more specifically regarding the Basic Interpretative Study which has been the chosen design for the study. The information will be organized, read and coded to be finally analyzed and reported.

The information collected through interviews might display information associated with the research question. For this reason, the purposeful sample has been carefully identified (teachers of secondary school at I.E.M Escuela Normal Superior de Pasto). A detailed description of the analysis of teachers' responses toward the use of TBLT should be obtained at the end of the study. Having all the information gathered, it is necessary to transcript all the teachers' answers from the interviews. Next, all the information must be analyzed to identify all the difficulties, conditions and outcomes obtained from this research. This will help us make assumptions and notice if all the information collected fulfills the research question and the general and the specific objectives. In order to do this, five important and common steps used in qualitative information analysis will followed:

1. First, their responses to the interviews will provide information that is going to be selected as not all the information they provide may be relevant for the analysis of the information. The selected information needs to be focused on answering the research question

about the perceptions of the teachers toward the use of TBLT and its effectiveness on speaking. It is necessary to get familiar with the information obtained from the interviews. All the transcripts of the answers, records and notes must be read several times so that researchers can identify and organize the most significant information.

2. To center the analysis, it is important to identify key questions that the researchers are going to answer through the analysis. Simply focus the analysis on the answers to a particular question or topic, that in this case is, teachers' beliefs about TBLT for teaching speaking.

3. Next, one of the most important steps is to categorize the information. From the transcripts, records and notes some categories might emerge. For this research, all the information should be classified in the following way:

- Teacher's traditional beliefs about teaching speaking

- The advantages teachers might obtain from implementing TBLT in their classrooms

- The difficulties that teachers might find at the moment of implementing TBLT in their classrooms

- The possible modifications or additions that teachers might do a Task-based curriculum

- The affinity between teachers, students and TBLT for teaching speaking.

4. The next step will be to identify patterns and make connections. Once the information has been categorized, a generalization of these categories must be done, and a meaningful explanation should be generated. For example, from the previous categories the most relevant pattern to obtain might be: the most important and valuable language skills for teachers inside the classroom (reading, writing, speaking, and listening); or the materials (books or guides) teachers use, specifically, the materials or strategies for teaching speaking. After having

identified the patterns, it will be easier to make connections and get a final description or conclusion.

      5. Finally, the information will be interpreted and explained. A detailed description of the analysis of teachers' responses toward the use of TBLT will be presented at the end of study. With all the themes, patterns and connections we can continue with the interpretation of information and explanation of findings. Taking into account the context, setting, the students' English level, the teachers' experience, their familiarity with TBLT and their methodology used before some assumptions can be made. Teachers' perceptions toward using TBLT in the classroom might vary; some of them might feel comfortable using this approach, while others might feel unfamiliar with it.

Chapter V: Administrative aspects

Timetable

YEAR	2018							2019					
ACTIVITY/ MONTH	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Preliminary Project	▓												
Project Development		▓	▓	▓									
Instruments Design				▓	▓	▓							
Project Fulfillment							▓	▓	▓				
Final Presentation										▓	▓	▓	▓

Budget

QUANTITY	CONCEPT	COST PER UNIT	TOTAL COST
120	Copies	$50	$6.000
	Transportation	$6.400	$96.000
2	Notebooks	$1.000	$2.000
2	Pencils	$700	$1.400
TOTAL			$105.400

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