

The Implementation of Task-Based Language Teaching for The Development of the
Communicative Competence of 6th Graders

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Submitted to the School of Human Sciences

In Partial fulfillment of the Requirements of the Degree of B.A. in English and French

Linguistics and Languages Department

English - French Program

University of Nariño

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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.

Artículo 1ro del Acuerdo No. 324 de octubre 11 de 1966 emanado del Honorable Consejo Directivo de la Universidad de Nariño.

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*To God, for thy wisdom and love, to my parents, for their unconditional support, and to my
ideal partner Esteban, for his patience and support.*

Jenny A. Quiroz C.

To God and to my parents, specially to mom for her advice, support and patience.

Kevin J. Melo C.

Resumen

El Aprendizaje de Lengua basado en Tareas es un enfoque flexible que promueve el desarrollo de la competencia comunicativa de los estudiantes. De esta manera, el propósito de este estudio fue la implementación del Aprendizaje de Lengua basado en Tareas bajo las condiciones de enseñanza en la Institución Educativa Municipal Libertad, donde el uso de metodologías tradicionales ha influenciado el proceso de aprendizaje de los estudiantes. Además, para la realización de este proyecto se llevó a cabo el uso de entrevistas y rubricas con una muestra de cuarenta estudiantes como medio para la recolección de información para el propósito de este estudio. Finalmente, mediante el uso de tareas los estudiantes desarrollaron las habilidades comunicativas haciendo uso la lengua meta para propósitos reales. En consecuencia, este proceso permitió analizar la efectividad del aprendizaje de lengua a base de Tareas para el desarrollo de la competencia comunicativa

Palabras Clave: Competencia Comunicativa, Habla, Escucha, Enfoques Comunicativos, Aprendizaje de Lengua a base de Tareas. Tarea.

Abstract

Task-based Language Teaching is a flexible approach that promotes the development of the communicative competence of students. In this sense, the purpose of this study was the implementation of Task-based Language Teaching under the teaching conditions at Libertad High school where the use of traditional methodologies has influenced the learning process of students. Additionally, for the realization of this project interviews and rubrics were carried out with a sample 40 students as a way for gathering data for the purpose of this study. Finally, through the use of tasks students developed the communicative abilities making use of target language for real purposes. In consequence, this process allowed to analyze the effectiveness of Task-based Language Teaching.

Key Concepts: Communicative Competence, Listening, Speaking, Communicative Approaches, Task-based Language Teaching, Task.

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The Implementation of Task-based Language Teaching for the Development of the Communicative Competences for 6TH Graders

The development of this research study will start with the description and the statement of the problem that students and teachers from Libertad High School (Institución Educativa Municipal Libertad) experience in the learning and teaching process of English as a foreign language. In addition, several reasons that support and make this research relevant in our context will be explained. Additionally, some possible limitations that this research may have during the process of application will be presented. Second, the information about the number of students, the age, the gender, and the characteristics where this study will take place will be provided as a way to contextualize this research. Moreover, this research study will present a brief review of the literature related to the communicative approaches and the post method era pointing out their background, relevance, and decline. Likewise, Task-based Language Teaching (henceforth TBLT) will be addressed describing the objective, the principles, the syllabus design, the role of teachers and learners and the principal aspects concerning tasks. Third, paradigm, qualitative research design, type of research, the main aspects related to the context, data collection, research procedure, chosen techniques for the data collection, validation criteria, pilot study, data analysis and the ethical issues will be defined and explained. Fourth, regarding the administrative aspects, this project will present a timetable with the expected framework of time and an affordable budget required for carrying out this research study.

Chapter I: The research problem

Problem Description

Since 2006, The Ministry of Education (Ministerio de Educación Nacional, henceforth MEN) has established a set of guidelines for the teaching of English in Colombia. These policies are based on the Common European Framework of Reference (CEFR) where students from 1st to 3rd grade are expected to be placed in the beginner level (A1), students from 4th to 7th grade are expected to be placed in the basic level (A2), students from 8th to 11th grade are expected to be placed in the pre-intermediate level (B1), and English teachers are expected to be placed in the pre-advanced level (C1) (Men, 2006). However, these parameters have been partially achieved as it has been evident in the National Standardized Test (Pruebas Saber) where the results obtained by students were lower than expected, and it has continued to happen in previous years (Men, 2013). Additionally, this has been reflected in the studies that placed Colombia in the last position out of all of the South American countries. (Education First, 2016).

Some of the reasons that could have explained the obtained results are, primarily the English proficiency level of teachers which is currently placed under the levels established by the MEN, and then a number of three hours per week assigned to the teaching of English at high school level which is not enough time for the achievement of the expected objectives. (Sanchez, 2013) However, the use of traditional methodologies like The Grammar-Translation Method, The Audio-Lingual Method, and The Lexical Approach is the most significant factor that greatly affects the teaching of English in Colombia (Ayala, 2012), considering that the employment of these methodologies is focused on the development of grammar and vocabulary rather than on the development of the communicative competence. Likewise, a possible explanation for the continuous application of these methodologies may be the training teachers get based on the

traditional methods (Cardenas&Miranda, 2014). To conclude, it has been evidenced that the mentioned difficulties affect considerably the development of the communicative abilities of learners, in this sense if the conditions previously described still persist there will not be a meaningful change as the one required by the guidelines for the teaching of English.

Problem Statement

The research applied in the field of methodology for the teaching of languages has demonstrated that teachers in Colombia still use traditional methodologies that difficult the development of communicative competence of learners (Sanchez&Obando, 2008). In our context, this has been a relevant aspect that probably influenced the teaching of English at Libertad High School (Institución Educativa Municipal Libertad) affecting students to communicate effectively. In this manner, the Ministry of Education in Colombia has proposed in the bilingual program (Programa Nacional de Bilingüismo) the establishment of communicative approaches oriented to allow learners to interact in English language (Men, 2014). Therefore, this study suggests Task-based Language Teaching (TBLT) as a possible solution in order to analyze how effective TBLT is in the development of the communicative competence, more specifically on the Listening and Speaking skills, in 6-7th graders at school level.

Objectives of the Study

General objective

To analyze the effectiveness of the use of TBLT in the development of the communicative competence, specifically listening and speaking skills at a 6-7th grade level.

Specific objectives

- ✓ To identify the current high school conditions before the implementation of Task-based Language Teaching

- ✓ To diagnose the English level of students through an Oral Proficiency Interview
- ✓ To determine the effectiveness of Task-based Language Teaching for the development of the Listening and Speaking on students of 6-7th grade.

Significance of the study

Through the implementation of communicative approaches at public high school level in Colombia, learners of English as a foreign language make progress by means of the reinforcement of the communicative abilities (Ministerio de Educación Nacional, 2006). In this manner, this study suggests Task-Based Language Teaching as an alternative approach to minimize the impact produced by the use of traditional methodologies based on grammar. Likewise, this approach develops the four abilities of language, more specifically, it is focused on the communicative skills; in this sense, learners will be engaged in meaningful activities that enable them to use grammar while they use the language for real purposes (Willis & Willis, 2009). Additionally, this is a suitable methodology for the teaching of English at Libertad High school since this approach does not demand a large amount of materials or economical resources in contrast with other methodologies.

Task-Based language teaching is an approach that will enhance the communicative English proficiency of students. Therefore, TBLT could be implemented as a means to mitigate the effect produced by the current unfavorable teaching and learning conditions previously described in the problem statement. Finally, based on the theoretical framework of this study, this research project proposes a website (<https://taskproject.wixsite.com/task>) that includes a set of tasks as a practical element for students of 6-7th grade to develop the communicative competence through tasks. Additionally, this study will serve as a research data contribution and as an experimental background process for the future application of TBLT with young learners.

As a conclusion, TBLT may be an effective contemporary methodology that develops the communicative competence of learners.

Limitations

In order to carry out this research project, some limitations could interfere with the implementation of Task-Based Language Teaching for the development of the communicative competence. Consequently, the results and the impact of this research could be negatively influenced by the following limitations. First, the period of time provided by the institution might not be enough for the implementation of TBLT. Second, this research project does not demand a large amount of money but there must be an affordable budget for its application. Third, the school could interfere with the development of this research if it rejects the requested permission. Finally, teachers might not be willing to participate in the implementation of TBLT. As a conclusion, the effect of the application of this approach could vary taking into account the mentioned limitations.

Chapter II: Theoretical framework

Geographical Delimitation

The central building of Libertad High school (Institución Educativa Municipal Libertad) is located in comuna 6, on Carrera 13 No. 8 – 30 and the headquarter is located in Las Lunas neighborhood. The school has several resources for students and teachers, described as follows. There are 150 classrooms, 1 auditorium, 4 soccer-basketball fields, 2 cafeterias, 7 toilets and 9 computer rooms. In addition, 2 audiovisual rooms with capacity for 50 people in each one, 2 computers, 1 stereo, 2 video beams and 2 screens. Likewise, the institution has 1 chemistry laboratory, 1 physics laboratory and 1 technological laboratory. Furthermore, there is 1 bilingual English room with 28 computers and headphones, 1 television and 1 board. Similarly, there is 1

library with capacity for 30 people; there are around 1500 books from general subjects, 20 English dictionaries, and 50 Spanish dictionaries. Additionally, there are 2 technological rooms, one room with capacity for 40 people, 1 video beam, a smart board, 40 laptops, 40 tablets, 1 stereo and the other with capacity for 30 people, 15 computers and headphones, 1 board, 1 camera, a television studio and a recording studio (Institución Educativa Municipal Libertad, 2011).

Related Research

Aspects as national and international research carry out in the field of methodologies will be displayed in order provide a global view about the implementation of Task-based Language Teaching and to support the realization of this research.

In order to carry out this research project, it is necessary to include information about previous national research related to the implementation of Task-based Language Teaching in an EFL (English as Foreign Language) setting. In this sense, this research project has selected some researches that can provide theoretical and experienced support for its realization. First, a research paper presented by Gonzales, L. & Arias, N. (2009). Titled as “Enhancing Oral Interaction in English as a Foreign Language Through Task-based Language Activities” from Universidad de Cordoba, Colombia. This paper is concerning about the disintegration of the policies established by the MEN and the criteria for the teaching of English into the classroom. Thus, this project carried out a research study through the use of tasks as a pedagogical strategy to integrate these standards and the language skills in an English class. Finally, the results of this paper showed that the use of Task-based Learning in an English class was an effective strategy to integrate standards and improve the English proficiency level of students. Second, the research project titled “Implementing Task-based Language Teaching to Integrate Language Skills in an

EFL program at a Colombian University” carried out by Cordoba, E. (2016), at Universidad de la Amazonia, Colombia. Thus, this research project was carried out with six students from first semester of an EFL program in a public university in Colombia with a qualitative methodology. Additionally, the objective of this research was the implementation of TBLT in order to integrate language skills and help students to enhance their communicative competence. The results indicated that the implementation of TBLT promoted the integration of the four skills in an EFL setting. As a conclusion, this research stated that TBLT is an advisable approach in the improvement of the integration of the skills and language competence.

It is significant to consider two international studies where Task-based Language Teaching approach was applied. Thus, a research carries out by Dickinson, P. (2010) titled as “Implementing Task-based Language Teaching in a Japanese EFL context” analyses the advantages and disadvantages of this application. Moreover, a quantitative method was used where questionnaires and interviews were carried out in order to validate the collected data. The obtained results were positive because once the approach was applied through tasks, discussions, and games, students were compelled to use the language and to produce output within the classroom. In like manner, in the research: “perceptions and implementations of Task-based Language Teaching among secondary school EFL teachers in China” carried out by Xiongyong, C. (2011). The objective of this study was to measure the perception that teachers have about the implementation of Task-based Language Teaching on curricula in China. The methodology used in the research paper is quantitative and analytic. In addition, the author stated that teachers should promote authentic experiences rather than teaching grammar and vocabulary. Finally, the conclusions showed that through the utilization of this approach teachers were able to accomplish the expected goals. After the compilation of information about the previous research

has been displayed, this research project will continue with the most relevant theoretical aspects that support this research study.

Literature review

In this section, a definition of listening and speaking, communicative competence will be provided, and a chronological organization of the most relevant communicative approaches for the teaching of English are going to be displayed.

Listening

The term of listening has diverse meanings according to the field from which it is defined. The fields of linguistics, psychology, phonology, and sociolinguistics among others contribute with their definitions for a better understanding of this process. Thus, listening is defined as a receptive ability based on the act of receiving language rather than producing. In this manner, listening is considered as the process of understanding information where the role of the listener could vary, and could be active or passive according to the situation. That is to say, when the listener is involved in an act of communication, he or she listens, reacts in an appropriate way and asks for clarification when it is needed (Lindsay & Knight, 2006). On the other hand, speaking is a productive skill which considers listening as the basis to understand a message, process it and produce an act of communication.

Speaking

Speaking is defined as a productive ability similar to writing which is part of the four abilities of communicative competence. Speaking permits the production of formal and informal language in order to express opinions, ideas, thoughts, beliefs, and logical messages to other people (Spratt, M.; Pulverness, A. & Williams, M., 2005). Listening and Speaking are

components of Communicative Competence where interaction between two or more individuals is promoted making use of language for real purposes.

Communicative Competence

To establish a process of communication, it is essential for the learner to know the basis of the language in order to understand and use language productively in an actual context. Communicative language competence is composed by the communicative competence which is defined as a common interaction between two or more individuals making use of the target language in a real context (Council of Europe, 2001). Among its components are listening, which consists on the comprehension of language sounds. Speaking, defined as the employment of language with the purpose of transferring a message. Reading, understood as the abstraction of a message from a text. Writing, defined as the ability to transmit a message making use of signs. Additionally, the linguistic competence is composed by the following components: lexis, grammar, phonology, pragmatics, and sociolinguistics (Rivers, 1973). Those components are relevant aspects taken into account in the field of teaching and learning languages and specifically in the development of the communicative competence, one example of this is displayed in some communicative approaches as the Natural Approach, Communicative Language Teaching (CLT), Cooperative Language Learning (CLL), Content-Based Instruction (CBI), Content Language Integrated Learning (CLIL) and Task-based Language Teaching (TBLT). In this first part, this research is going to address a brief review about the Community Language Learning (CLL).

Community Language Learning (CLL)

A wide range of contribution has been made to the field of the communicative approaches. For instance, in 1951, the counseling-learning theory for the teaching of languages

was the foundation for the development of community language learning, an approach proposed by Charles A. Curran and his associates. CLL considers both the human behavior and the academic performance of students as the basis for the learning of a language. Therefore, for CLL, the affective component is the most significant aspect that allows students to be confident in their abilities in order to have a good outcome in their experiences of language learning. Community language learning is defined as a collaborative interaction between the teacher-learner-community, where the teacher will support the needs of students and where the learner will accomplish aims through group work (Richards & Rodgers, 2001). To sum up, CLL is an approach that supports students from a humanistic and linguistic perspective in the learning process of language. However, the absence of guidelines for the syllabus design may interfere in the statement of objectives, and consequently, the process of evaluation will be negatively affected. These limitations were the starting point for authors to promote the creation of current communicative approaches as the one proposed by a group of applied linguistic and other contributors.

Communicative Language Teaching (CLT)

After the decline of previous methodologies for the teaching of communicative language, in 1957, the learning of English was entirely oriented to the teaching of grammar based on syntactic structures proposed by Noam Chomsky. This linguistic theory received several critics because it did not provide sufficient elements for the learning of languages. Thus, during the 1960s in Britain, a group of applied linguistics and other contributors began a process which emphasized the development of communicative competence considering the cultural and pragmatic aspects of language. Communicative Language Teaching (CLT) is an approach that promotes the development of the four abilities of language as listening, speaking, reading and

writing. The main goal of CLT takes place when the speakers use their previous linguistic knowledge to communicate effectively within their social context (Richards & Rodgers, 2001). In like manner, Tracy Terrell sought to continue with the attempt of developing communicative competence, that is how in 1977 Terrell proposed the Natural Approach.

The Natural Approach

Tracy Terrell proposed the Natural Approach in 1977 as an alternative approach to the teaching of English which was based on the theory of second language acquisition proposed by Stephen Krashen, (1981). It is defined as a consistent approach adaptable to several needs, and whose main goal is to allow learners to use the target language to communicate with others. Since learners have a direct exposure to language input, it is expected they would develop the ability to communicate messages in daily situations making use of the target language (Krashen & Terrell, 1983). As a conclusion, the natural approach is the result of the improvement of previous methods of language teaching, and it is centered around the association of lexis and listening with the aim of reproducing the act of communication. Once the goal for the teaching of English was identified, authors considered necessary to include other aspects that influence the learning of a language. E.g. the use of cooperation as a way to foster psychological aspect and to learn a language cooperatively.

Cooperative Language Learning (CLL)

From the levels of this approach, cooperation needs to be understood as the action to work cooperatively in order to achieve a mutual objective oriented to benefit all the involved members. Cooperative Language Learning is a communicative approach which is part of Collaborative and cooperative learning; it is focused on peer and group work making use of cooperative activities that include the interaction between the learners within the classroom. In

the United States, John Dewey, the principal promoter of Cooperative Language Learning, established this approach for the teaching of language instead of the use of traditional methodologies for teaching that foster competition rather than cooperation. CLL promotes critical thinking, encourages cooperation and foments communicative competence through social interaction. CLL is a communicative approach where learners are required to work cooperatively as a means to enhance communicative competence. However, it is relevant to state that the lack of any type of syllabus could affect its effectiveness (Richards & Rodgers, 2001). The previous process of research attempted to focus on group work to solve and mitigate aspects that could affect the learning of languages. Likewise, research continued incorporating new elements oriented to facilitate the learning of languages, an evidence of it is the teaching of content through the employment of target language as the case of CBI and CLIL.

Content-Based Instruction (CBI) and Content and Language Integrated Learning. (CLIL)

Content-Based Instruction (CBI) is an approach to the teaching of language that was proposed by a group of experts in the educational field of The United States. At the same time, Content and Language Integrated Learning (CLIL) appeared as a similar approach proposed by the European Commission in Britain. They converge in contents since both are based on learning a language by means of obtaining content from other related academic subjects rather than the study of the linguistic features of the language. Thus, language learning will be more effective when learners make use of language in order to understand specific content. Consequently, language becomes a need for the learning of a language. As a conclusion, CBI and CLIL are communicative content approaches which involve the learner in the development of communicative competence considering academic contents. Nevertheless, the implementation of CBI and CLIL demand from teachers special training on specific contents or a high proficiency

level of language for content teachers (Richards & Rodgers, 2001). In the attempt of continue proposing approaches to facilitate the development of the communicative competence, Brown proposed The post-method era as the way to allow teachers to leave the idea of using created methodologies and start with the idea of proposing their own approaches considering the needs of their context.

The Post-Method Era

The field of languages has been searching for appropriated methods and approaches for the teaching of languages. In this manner, methods are defined as a set of strict directions to be followed that guide the process of teaching and which are based on the theory of learning a language. On the other hand, approaches are defined as a flexible set of assumptions that serve as foundations for the process of teaching and learning a language. In the 1970s, a diversification of methods appeared, and during the 1980s a variety of approaches surged as a revolutionary alternative for language teaching. Both originated as a solution to the problems faced by language teachers and they were considered a great contribution in their moment; currently they have some limitations in the teaching and learning field. Consequently, the post-method era establishes some recommendations to follow where teachers are enabled to construct their own methods and approaches based on their experiences, their philosophy of teaching and the needs of their context. It does not mean that methods and approaches should be left aside but they could be adapted considering the conditions of the context (Richards & Rodgers, 2001).

Task-Based Language Teaching (TBLT)

Authors wanted to go further including as many aspects as possible in the teaching and learning of languages. Thus, the need to have more flexible and complete methodologies emerged as the idea of incorporating significant aspects of preceding approaches. Hence, one of

the lastly approaches is TBLT defined as a communicative flexible approach because of its adaptability to other approaches and methods. Examples of this are Topic-based, Theme-based, Content-based and Project-based instruction among others where tasks could work in combination with any other type of activity. Furthermore, Task-based language teaching is suitable for learners of different backgrounds and English proficiency level. (Van den Branden, 2006). Thus, teachers will set down their objectives considering the needs of students and their context. (Richards & Rodgers, 2001). Similarly, several types of syllabi and objectives employ tasks as the basis for the planification of teaching language. In this sense, students are provided with practical tasks that motivate them to use meaningful language primarily for real purposes.

Task-based language teaching is an approach whose basis for the teaching and learning of languages are found in the employment of tasks as the main element for the development of the communicative abilities, putting emphasis on the focus on meaning but also considering form when it will be necessary (Nunan, 2004). In addition, the foundations for TBLT are centered mainly on the acquisition-learning hypothesis proposed by Krashen in 1981. This hypothesis addresses conscious learning defined as the process utilized merely learning the rules of language. Likewise, the monitor hypothesis stated by Krashen is conceived as the process of auto-analysis, generated in the production of speech; in TBLT this process is not a stimulating procedure employed in the output production. Finally, the input hypothesis claims to be the comprehension of language, the negotiation of meaning and the production of output which are processes reflected in the development of tasks (Krashen, 1981). On the other hand, the subconscious acquisition refers to the use of language for communicative purposes which according to Nunan, (2004) are one of the principles for Task-based Language Teaching.

Output is relevant in the learning process because learners learn how to use a language by using it rather than applying their grammatical knowledge (Hatch, 1978). Additionally, it is relevant to mention that learners do not need to know every single item of grammar for producing and using language. They are able to communicate and at the same time they improve their linguistic knowledge by using language (Ellis, 1984). Considering the theoretical foundations of TBLT some principles that guide the process of teaching, the syllabus considerations, and the role that the teacher and learner are expected to play are proposed by Nunan.

Seven Principles for TBLT

Nunan, (2004) proposed a set of principles as a guideline for the development of Task-based Language Teaching. First, teachers will give students specific assistance where learning occurs; TBLT will adjust the provided support considering the needs of students, i.e. when teachers remove the scaffolding precipitately they will not utilize the language independently. On the other hand, when teachers give scaffolding lengthily, learners will not develop the ability of using language autonomously. Second, task dependency. Learners are involved in a series of tasks, starting from the lowest to the highest-level activity. Once students are able to accomplish one activity successfully, they can be allowed to move to the next one. Third, recycling. Learners will become proficient in a specific component of language where they have been exposed under different conditions and moments, as much in the linguistic as in the functional language factors. Fourth, active learning. The learning process occurs when learners use language in a participative way while they are learning. Thus, learners are expected to produce their knowledge instead of obtaining it passively from teachers; in this sense, teachers participate in the learning process but not as a central part. Fifth, integration. Learners learn best when all the

components of language are included in the teaching process by means of form, function, and meaning. Sixth, reproduction to creation. Learners are motivated to reproduce the language provided by the teacher and to create language itself. Seven, learners are provided with several possibilities that enable them to make reflections about their learning process considering the negative and positive results (Nunan, 2004).

Syllabus Design

Although there are several types of syllabus design, Task-based Language Teaching has developed its own considering task as the principal aspect and taking into account Macro function, Micro function and grammar as the guidelines for syllabus design. In this sense, the macro function refers to the use of rehearsal tasks or real world activities that only become an active task if they have a pedagogical aim. Then the micro function proposes tasks with a communicative approach, and by means of practicing grammar; as a result, students are able to produce more accurate language (Nunan, 2004).

Teacher and learner role

The role is defined as the participation that teachers and learners perform in the learning process or in a specific learning task considering the rapport between them. It is relevant for students to be aware of their role as learners in order to become more proficient learners. Additionally, a student might accomplish a set of features in order to be “a good learner” of a language, who should be also critical, reflexive and autonomous (Rubin & Thomson, 1982). Learners are allowed to assume an active role in order to regulate their learning process by themselves, in this sense learners should imitate a set of expected characteristics. If learners perform a specific role, teachers are expected to assume a different one. However, some difficulties could appear during their learning process when there is a disagreement between the

role of the teacher and that of the learners (Nunan & Pill,2002). Moreover, there are three principal functions that communicative teachers should perform: first, the teacher as a facilitator of communication, second the teacher as a participant, and third the teacher as an observer (Breen & Candlin, 1980). After having analyzed the role of the teacher, he or she will apply a specific set of tasks with learner as the aim of allowing them to develop and improve their communicative competence,

Task

The core concept of Task-based Language Teaching is a “task” defined from a pedagogical perspective as any activity within the classroom that enables learners to employ the grammatical aspect of language with the purpose of understanding, analyzing and producing an act of communication in the target language. In addition, tasks are categorized as rehearsal and active tasks; understanding rehearsal tasks as real world activities and active tasks as activities with a pedagogical purpose (Nunan, 2004). Based on the latter, ranges of authors have provided their own contribution to the definition of the concept of task. First, the concept of task as a set of activities whose aim is to facilitate learning and which have a precise objective to be accomplished through the employment of suitable input and procedures which are provided in different stages starting from the basic activities to the more elaborated ones (Breen, 1987). A particular organization for curriculum, syllabus, materials is graded taking into account the characteristics of the learners in the design of simple or complex tasks (Richards et al,1986).

Furthermore, a task is an activity within the classroom where learners employ the target language considering a communicative objective with a view to obtain a specific result. In addition, a task requires for learners the understanding of a message and the use of language for communicative purposes (Willis & Willis, 2001). In order to accomplish this aim, it is

indispensable for the learner to make use of the linguistic features and of the four abilities of language that emerge in the employment of language for real world conditions and for the negotiation of meaning (Ellis,2003). Finally, those tasks are based on the use of communicative language where learners are focused on meaning rather than form, which are constructed taking into account the curriculum, as establishing a specific goal and applying the principle of recycling, syllabus, by integrating skills and assessment, by determining the accomplishment of the goals stated during the learning process. (Nunan, 2004).

Goal of a task

Goals are all the intentions behind a learning task. They link task and curriculum and explain the reasons learners have in order to do or perform a specific task and which are not always explicit. Furthermore, they are based on the needs of the learners or the students and their context considering the philosophy of the teaching of the institution and teachers, and are designed for short and long term plans (Nunan, 2004).

Input for a task

Listening, reading, writing and speaking and any other source of language use are a set of elements that teachers employ to provide input for learners. Hence, the input learners acquire may be measured by the teacher according to the student level and needs. Besides, it is important to consider the use of authentic and nonauthentic input since it benefits learners to reinforce their input acquired and to develop an output through the use of tasks (Nunan, 2004).

Setting for a task

The organization of the classroom in communicative approaches as TBLT is defined by a diversity of forms, where cooperative work is greatly significant considering second language theory. Some examples of setting are individual, per work, small group work, whole class and

all the forms the teacher considers necessary (Wright, 1987 as cited in Nunan, 2004). On the other hand, the influence of technology has generated that the setting goes beyond the walls of the classroom and takes place through the use of the internet, cell phones and technology platforms as a way to promote the learning of languages (Nunan, 2004).

Procedure for a task

Procedure refers to the set of instructions needed to handle the input students have. Thus, in order to verify whether a task is following an appropriate procedure, it is necessary to consider authenticity which consists in turning basic or real-life activities into more elaborated activities (Candlin & Edelhoff, 1982). Moreover, a task framework allows the interpretation of the content of any material, keeping in mind the purpose of it and not just the material itself. On the other hand, the task procedure ought to validate the equivalence between rehearsal understood as the real-life activities that become into an active task when a pedagogical purpose is included on it. (Widdowson, 1987). Finally, the process of learning is based on developing accuracy and fluency as a complement to this process. Hence, teachers should regulate their function deciding which of them are more relevant and in what precise moment (Brumfit, 1984).

Creation of a task

The creation of tasks is guided by the goals and objectives described in the curriculum and syllabus which are aspects that orient the process of teaching. The process of creating a task should involve the statement of a clear goal for the development of a task. Also, it may be considered the manner to utilize input in terms of the use of authentic input. In addition, it should be considered whether the purpose of a task is rehearsal or active. Finally, the evaluation is the last step which allows the analysis of the results obtained after the implementation of a task (Nunan, 2004).

Evaluation of a task

The evaluation of tasks is a reflective process carried out mainly by the teacher and which consists of examining to what degree is a task well designed in terms of quality and if it follows the principles of TBLT. Nevertheless, the evaluation of tasks does not mean that this process should be done frequently, that is to say, the process of evaluation may be considered by nonexperienced teachers in the early stages of the creation of tasks or as a mode for experienced teachers to corroborate the process involved in their creation of them. Additionally, different instruments, e.g, checklist, videos, per teacher assessments or other elements can be employed as a strategy of evaluation (Nunan, 2004). (A summary of a checklist will be included in the appendix of this research project)

Chapter III: Methodological Designed**Research Paradigm**

The main aim of the paradigm used in this study will be based on qualitative design, since the main objective of this study is to analyze if TBLT approach is effective in the development of the communicative competence of 6th graders at Libertad High School.

Qualitative research

Qualitative research is a paradigm which seeks to describe, interpret and analyze everyday issues conducted under natural conditions (Anderson, 1987). In this sense, the nature of this research project is qualitative since its objective is to analyze to what extent TBLT is effective in the development of the communicative competence rather than ranking the communicative English proficiency level of learners. Moreover, observation and interviews will be used as principal methods to gather data considering they provide the researcher with a set of

information based on behaviors, experiences, and situations which take place in a specific time and context (Strauss, 1998).

Type of Research

Action research is a systematic approach that involves the researcher in the following process: first, the identification of a particular problem which affects the community, which is based on personal experiences and observation. Second, a detailed description of the problem. Third, the implementation of a possible solution, and finally, the analyses of its possible effectiveness (Hitchcock & Hughes, 1995). In this manner, action research will be conducted when the teacher identifies the difficulties that the learners face in the development of the communicative competence. Then the teacher studies the possible reasons that produce this problem. After that, the teacher implements TBLT for the development of the communicative competence considering the particular needs of the context and the level of learners. Lastly, the teacher determines the effectiveness of the implementation of TBLT based on his/her systematic and structure observation and the interviews to students. Finally, the researcher shares the obtained results with the school community.

Research Techniques

Interviews and observation are systematic instruments of qualitative research which describe and analyze the information collected from a social context (Marshall & Rossman, 2006). Additionally, interviews are instruments similar to conversations where one or more participants can interact with the interviewer to obtain useful information for the purpose of the study (Mishler, 1986). Thus, interviews provide significant information about the communicative abilities of learners; more specifically Listening and Speaking, before the implementation of the approach and after carrying out this research study. In this sense, considering the needs of

students of 6th grade, an Oral Proficiency Interview (OPI) and a rubric will be adapted based on the guidelines for the teaching of English in Colombia and the English syllabus provided by the institution with the purpose of determining the current English level of learners.

Setting

The setting of the research study will take place in Libertad High School (Institución Educativa Municipal Libertad), a public high school located in commune 6, at Carrera 13 No.8-30, Panamericana Avenue, surrounded by San Miguel, Niza, Ciudad Jardín and Maria Isabel neighborhoods, in the city of San Juan de Pasto, department of Nariño, Republic of Colombia. This Institution has around two thousand three hundred (2,300) students, 46.2% of them are boys and adolescents and 53.8% are girls and adolescents. The socioeconomic backgrounds of students vary between the lowest one (1), two (2) and the highest three (3) strata. Besides, this is a public school with three distinct academic shifts (morning, afternoon and evening school). (Institución Educativa Municipal Libertad, 2011)

Population

The population of the research study will be taken from Libertad High School (Institución Educativa Municipal Libertad), located in Carrera 13 No. 8-30, on the Panamericana Avenue, San Juan de Pasto, Nariño, Colombia. This institution has around two thousand three hundred (2300) students, 46.2% of them are boys and adolescents, 53.8% are girls and adolescents. Besides, this is a public high school with three school shifts (morning, afternoon and evening school shifts). Forty (40) students from sixth grade will be chosen who come from different socioeconomic backgrounds: from the lowest one (1), two (2), to the highest three (3) strata (Institución Educativa Municipal Libertad,2011).

Sample

Taking into account the population of the study, a group of forty students from the 6-7th grade of the morning session will be chosen based on the research techniques. The selected students are aged between 11 to 12 years old, 26 of them are female and 14 are men (Institución Educativa Municipal Libertad, 2011).

Research Procedure

In order to carry out this research project whose purpose is to analyze if TBLT is effective at Libertad High School in Pasto. The following steps will be implemented: first of all, the institution, the principal, the English Teacher and students of 6-7th grade, and all of the people involved in this project will be asked for permission and their collaboration mentioning that the realization of this research project will not affect students academically. Then students from 6-7th grade will take an initial sample of an Oral Proficiency Interview to determine their current English level. The OPI will be developed by interviewer 1 (I1) and interviewer 2 (I2) who will divide the sample of 40 students into group 1 (G1) and group 2 (G2) of 20 students in each one. During the first session, G1 will be interviewed by I1 and G2 will be interviewed by I2. Then during the second session, G2 will be interviewed by I1 and G1 will be interviewed by I2. The length of the interview could be 7 minutes per student in each session as enough time to find out whether students have or not the expected English level (Hughes, 1989) allowing for time in which interviewers will register the gathered information through rubrics and a video recorder. The process to carry out the interview will consist in a conversation between the interviewer and the students where the needed questions will be asked considering the elementary (A2) English level where students are expected to be placed, interviewers will provide clear instructions in English mainly and in Spanish as way to avoid misunderstanding and they should be followed in

the corresponding order. Besides, students are allowed to use the word “next” when they do not answer the question, they do not understand it or they do not know how to answer it. However, the use of the word “next” will be considered as a non-answer question. Then the interviewer will verify that the rubric corresponds to the name and code of the student. The sample of the OPI has 5 sections divided into: section 1 and 2, with a number of 90 general questions. Section 3, with a number of 20 opinion questions. Section 4, with a number of 10 role plays. Section 5, with a number 10 possible situations. In like manner, it is necessary for interviewers to ask a minimum of question per section: section 1 and 2, 15 questions. Section 3, 3 questions. Section 4, 1 question, and section 5, 1 question. After that, the rubric should be filled out at the end of the students’ performance and the same process should be performed by interviewer 1 (I1) and interviewer 2 (I2). Lastly, a final sample of an OPI will be carried out in order to analyze the progress, the current English proficiency level of students of 6-7th grade and to analyze if TBLT approach is effective. Finally, the conclusions of this research and a letter of gratitude will be sent to the institution, the principal, the English teacher, the students and all the people involved in this study.

Pilot Study

The pilot study will be focused on the OPI and will be carried out with a different sample of 15 students from 6-6th grade at Libertad High School. In this manner, first, the people involved in this process will be asked for permission. Second, interview questions will be piloted in order to establish if they are clear and understandable for students. Third, to analyze if the length of time for carrying out the OPI is adequate. Fourth, to determine the feasible setting conditions to accomplish the OPI. Finally, considering the findings, the researchers will perform

the pertinent changes in order to minimize the range of error in the use of the research techniques for the real application of the project.

Validation Criteria

The triangulation of this research project will be carried out by means of interviews, rubrics and video recorders which are going to determine the English proficiency level of students. Subsequently, the previous instruments will make a comparison between the information compiled, providing more support to the validity of this project and to analyze the effectiveness of TBLT in the development of the communicative competence of students.

Data Analysis

The data collected during the development of this research will allow analyzing the effectiveness of Task-Based Language Teaching after its implementation under the specific conditions of the context. In the first step, an initial sample of an Oral Proficiency Interview will be applied in order to determine the English level of students through rubrics. Finally, a second sample of an OPI will be carried out with students to analyze the effectiveness of TBLT in the development of the communicative competence.

Ethical Issues

In order to accomplish this study, the following ethical aspects will be taken into account: First, the institution, directors, teachers, students and other people involved in the project will be asked for permission. Second, the course to carry out this study will also be chosen. Third, the researchers will explain and guarantee that there will not be negative consequences after the development of the research. Finally, a letter of gratitude, a presentation and a copy of this research project will be sent to the institution.

Chapter IV Administrative Aspects

Timetable

Year	2016			2017					
Activities	October	November	December	January	February	March	April	May	June
Months									
Preliminary Project									
Project Production									
Design of Instruments									
Presentation of the final report									
Oral defense									

Table 2: Budget

Item	Cost	Unitary Cost	Total
Paper and photocopies	100	150	15,000
Transportation	300,000	1	300,000
Web designed	20,000	1	20,000
Printed Poster	20,000	2	40,000
Pen	600	10	6,000
Pencil	600	10	6,000
Printing	1000	30	30,000
		Total	567,000

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Appendices

A2

Level

Tasks

6TH

Grade

Designed according to the CEFR, the Guidelines for the Teaching of English in Colombia and the 6th grade English Syllabus of Libertad High School

Task-based Language Teaching

TBLT is an alternative approach to minimize the impact produced by the use of traditional methodologies based on grammar. Besides, this approach develops the four abilities of language more specifically it is focused on the communicative skills; in this sense, learners will be engaged in meaningful activities that enable them to use grammar while they use the language for real purposes. (Willis&Willis, 2009) Additionally, this is a suitable methodology for the teaching of English at Libertad High school since this approach does not demand a large amount of materials and economical resources in contrast with other methodologies.

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2017

All about me

The learner will be able to interact with others in real life situations making use of simple language (school, classroom, street, meeting new students)

Period

1

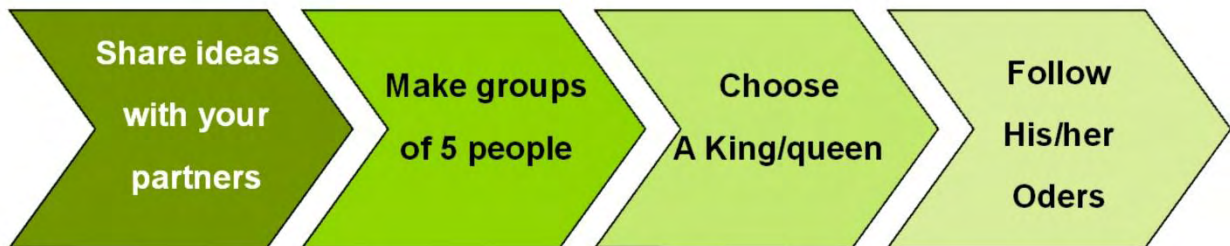
Task 1

My English Class

Goal Students will talk about themselves and describe the classroom in very basic situations.
Skills Listening, reading
Setting Whole Class

1. Complete the following chart with the information you listen

The King/Queen Says	
Stand up	
	Listen Carefully
Raise your hand	Put your hand down
Erase the board	
	Read
Look at the board	
	Clap your hands
Turn around	
	Make a line
Turn on the lights	





The group that follows all the orders correctly will win the game.

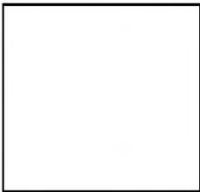
Task 2

Who am I?

Goal Learners can talk about themselves and others
Skills Listening, speaking, reading, writing
Setting Whole class, pair work.

1. Fill out your own card as in the example
2. Be creative, you can choose another nationality, name, age, etc
3. Be ready to present it in front of the class in pairs

Who am I?		
Name	Akyllama	
Age	25	
City	Tokyo	
Country	Japan	
Nationality	Japanese	
Language	Japanese, Russian	
Job	Engineer	
Description	Short, black hair, black eyes, shy	

Who am I?		
Name		
Age		
City		
Country		
Nationality		
Language		
Job		
Description		

Task 3

Meeting a Family

Goal The student will be able to understand and give information about himself/herself

Skills Listening, speaking, reading, writing

Setting Whole class, individual work



Ugly	Black	Bald	Elegant	Brown	Fit
Blue	Beautiful	Gray	Red	Fat	Yellow
Blond	Green	Handsome	Pink	White	Large
Short	Old	Smart	Rich	Poor	Young

Describe each member of the families as in the example. Use the adjectives from the box

Guerrero Family

Ana is Carlos' sister, she is 20 years old, she is beautiful, she is fit, she has white skin, she is blond, she has long hair, she has brown eyes, she is elegant and she is smart...

Burbano Family

Guess Game

1. Choose a friend to do the game
2. Your teacher will give you a piece of paper with a word to guess
3. Put the piece of paper in your forehead
4. Make questions to guess the right word
5. remember you have just one minute to guess

That's all about me

Goal	The Learner will be able to introduce himself/herself as well as and other providing a general description about other people
Skills	Listening, Speaking, reading, writing
Setting	Whole class, individual work



Talking

1. Choose at least one picture with the members of your family
2. Prepare a 5 minute presentation
3. Include a brief description for the members of your family
4. Be ready to answer questions.



Checklist for evaluating a task		
		Yes No
1	Is the task simple: a) for you. B) for your students	
2	Does the task take into account the level of the learners?	
3	If not, could it be modified to make it simpler or more complex	
4	Is the task appropriate considering pedagogical purposes	
5	Is the task appropriate considering real world purposes	
6.	To what extent does the task engage, motivate and encourage stu-	
7.	Is the task a source of input?	
8.	Does the task claim to be authentic?	
9.	Is the task linked or connected to the goal?	
10	Does the task have a suitable procedure to accomplish the goal(s)?	
11	If not can it be modified?	
12	Does task cooperative work?	
13	Is the task emphasized on focus and form? How?	
14	Are the roles of the students and teachers appropriate?	
15	Is the setting appropriate in the class conditions?	
16	Does the task promote actual communicative interaction	
17	Are learners able to stimulate to negotiate meaning	
18	Does anything unplanned happen while the task is performed?	
19	Is the task connected to types of activities and tasks?	
20	If not can those activities be connected to the task?	
21	Does the task allow learners to evaluate their performance?	
22	Is the task designed considering the resources and the experience of the teacher?	
Observations		
3		
11		
20		

Sample of an

OPI

Oral Proficiency Interview

A2

Level

According to de CEFR

Sample of an Oral Proficiency Interview (OPI)

Instructions

In order to carry out this sample of an OPI, the following directions should be taken into account

1. Each interview should take a period of 7 minutes per student
2. The instruction will be given mainly in English mainly and in Spanish if necessary in order to avoid confusion
3. Verify that the rubric corresponds to the student name and code.
4. The OPI is divided has 5 parts divided into (section 1 and 2, 90 general questions, section3, 20 opinion questions, section 4, 10 role plays, and section 5, 10 possible situations). This order ought to be followed in the corresponding order.
5. The interviewer should choose a specific number of questions per section:

Section	Minimum number of questions
Section 1 and 2	15 questions
Section 3	3 questions
Section 4	1 questions
Section 5	1 questions

6. The rubric should be filled out at the end of the students' performance.
7. The same process should be performed by interviewer 1 and 2 (I1 and I2)

Suggestions:

1. The setting to carry out the interview should be appropriate (no sound interruptions)

2. Students are allowed them to use the word “next” in case they do not understand the question, if do not know the answer or how to answer the question. (however, the use of the word “next” will be taken as a no answered question)
3. It is necessary to clarify that the avocation of this interview will not academically affect the students.

Sample of an Oral Proficiency Interview (OPI)

Elementary Level A2 according to the CEFR

Section 1 and 2: 90 General Questions

Personal Information

1. What is your name?
2. What is your first name?
3. What is your surname?
4. Can you spell it?
5. How old are you?
6. Where are you from?
7. What’s your address?
8. What is your phone number?
9. What is your e-mail address?
10. What do you do?

The Members of the family

11. Who are the members of your family?
12. How old are your parents?
13. Can you describe your mother? (father, brother, uncle, aunt, sister, cousin)
14. What is your father’s phone number? (mother, brother, uncle, aunt, sister, cousin)
15. Do you have pets? What is the name of your pet? Can you describe it?

Likes and dislikes

16. What is your favorite color? Why?
17. What is your favorite animal? Why?
18. What is your favorite TV program?

19. What apps does your cell phone have?
20. What is your favorite kind of music?
21. What is your favorite restaurant? Can you describe it?
22. What is your favorite song?
23. What kind of films do you watch?
24. Can you recommend me a book? (give reasons why)
25. What food do you like?
26. Do you like mathematics? Yes/no, why?
27. What is your favorite subject?

Describing someone or something

28. Where do live? (describe the place where you live)
29. How many rooms there are in your house? (flat)
30. How many TVs there are in your house?
31. What is the typical food in your city?
32. Who is your best friend?
33. How old is he or she?
34. Where does he or she live?
35. Who's the tallest person in your class? (smartest, shortest, happiest, saddest, most peaceful, the angriest?)

Daily Routines

36. What time do you go to bed?
37. What time do you get up?
38. What days do you have English class?
39. What time does your English class start and finish?
40. Who is your English teacher?
41. What sport do you practice?
42. In your opinion what is the best day of the week? Why?
43. How often do you use your computer? (cellphone)
44. How long are you on Facebook? (Whatsapp, Snapchat, Instagram)

Hobbies and Skills

45. What musical instrument do you play?

46. How did you learn it?
47. What sport do you practice?
48. How often do you practice it?
49. Say two things you can do well and two things you can't do
50. Say three things you can or can't do in class
51. Can you describe your hobbies
52. How often do you go out with your friends?
53. Where do you usually go with your friends?
54. Do you prefer to go to the park walking or by bicycle? Why?

Talking about your city

55. Which is the best shopping mall in Pasto?
56. Where do you buy your clothes?
57. How do you go there?
58. Where is the closest bus station?
59. How do you go from your house to your school?
60. What kind of transport do you use?
61. How long do you spend going from your school to your house?
62. What is the nicest park to go?
63. What is the most representative place of your city?
64. How many libraries do you know in your city? What is the most important?

Future Plans

65. What are you going to do after class?
66. Where are you going to go?
67. What are you going to have for lunch/dinner?
68. What homework are you going to do?
69. What are your plans for the next weekend?
70. What would you like to do during your next holidays?
71. Would you like to learn another language? Which one? Why?
72. Would you like to drive a car/ motorcycle?
73. What kind of things would you like to do in the future? (2, 6, 10, 15 years)

Advices

74. What you should or shouldn't do if you can't sleep well?
75. During Easter week you should or shouldn't eat red meat and why?
76. What should you wear in a winter or rainy day?
77. What should people learn at school?

Section 2

Something to remember

78. Think about a place where you were happy when you were a child
79. Who was the first person you spoke this morning?
80. Do you like taking photos? Explain why? What was happening in the photo?
81. What activities did you do last week?
82. What did you do during the weekend?
83. What TV programs did you watch?
84. What did you do on your last vacations?
85. Where did you go?
86. Who did you go with?
87. What sport did you practice?
88. What music did you listen?
89. Have you ever bought something you never wore it?
90. Have you ever danced in uncomfortable shoes?

Section 3: 20 Opinion Questions

1. How important are vegetables for a healthy life?
2. What do you think about cheating in an exam?
3. Would you like to do volunteer work?
4. What would you consider in the moment of adopting an animal?
5. Do you think birds should be domestic animals?
6. Would you like to have a relationship through Facebook?
7. How would you describe yourself mentally?
8. What do you think should be taught at school?
9. Should teachers assign homework? Why?
10. Should people use a bicycle as a mean of transportation? why? Why not?
11. What do you think about corruption in our country?

12. Do you think your city is a safe place?
13. Do you think rich people should help poor people?
14. Should cyclist wear head protection?
15. Do you think you must be over twelve years old to have a mobile phone?
16. Is television an educative resource for children?
17. Should students wear a uniform at schools?
18. Do you think pubs should serve beer to people under 18 years old?
19. Should parents control teenagers' social networks
20. How important is the school in the life of a person?

Section 4: 10 Role Play

1. If you were the president of Colombia, what would you do?
2. If you were a hero, who would you like to be?
3. What super power would you like to have?
4. If you found one million pesos, what would you do?
5. What would you do, if you found your favorite Youtuber?
6. What concert would you like to attend?
7. If you could be someone else for one day, who would you like to be?
8. If you won the lottery, what would you like to do?
9. If you could travel to a planet of our solar system, what planet would you choose?
10. If you could ask for three wishes, what would you ask?

Section 5: Possible Situations

Supposed that...

1. You are a scientist, what would be your greatest contribution for the society.
2. Your airplane falls down in the middle of an island and you don't have any food or pure water.
3. You wake up in a country where people don't speak your language.
4. Someone stole your cell phone on the street.
5. You are having lunch, there are lots of free tables and a stranger sits down in your table.
6. You are coming home with a friend and a car driver offers you a ride.
7. You are invited to a friend's house and you broke a glass.
8. You pay a bill and the cashier gave you more change.

9. You walk on the street and you look a car accident
10. You are in a restaurant and someone forgot a cell phone on the chair. (handbag, laptop, USB device)

Student Name		Code	
Interviewer Name		Date	
Oral Proficiency Interview (OPI) – Elementary Level according to the CEFR			
	Does not reach the minimum -A	Basic User	Independent user
	A1	A2	B1
Production	The student does not reach the minimum required level of proficiency	The learner is able to interact with others and express his/her ideas considering daily life activities. The learner still presents some difficulties to maintain a conversation.	The learner is able to handle a conversation in a foreign place in its specific language. The learner is able to communicate with others through non complex conversations addressing familiar topics.
Vocabulary	The student does not reach the minimum required level of proficiency	There is a basic range of vocabulary and phrases used to talk during specific situations.	There is enough vocabulary to communicate utterances of daily life situations, events, work, travel, study, and hobbies.
Pronunciation	The student does not reach the minimum required level of proficiency	The learner pronounces a restricted set of learnt words, phrases and expressions which can be difficult to understand by native speakers who use language in their same linguistic group	The learner pronounces clearly in a comprehensible way, despite the fact his/her foreign accent is occasionally perceptible and in sometime mispronunciation happens.
Comprehension	The student does not reach the minimum required level of proficiency	The learner understands familiar phrases when people communicate in simple and clear ways	The learner understands messages that are transmitted in simple ways and a low speed related to familiar topics as study, work and hobbies

Fluency	The student does not reach the minimum required level of proficiency	The learner can handle short expressions making use of pauses to look for additional ways to express ideas	The learner can communicate in basic understandable ways, making use of pauses and evidence the reformulation of expressions	The learner can maintain an understandable conversation still making use of pauses. The reformulation is even evident
Grammar	The student does not reach the minimum required level of proficiency	The learner demonstrates restricted mastery of small number of grammatical structures and learnt sentences	The learner employs some easy structures properly, but she/he continues making some simple mistakes. e.g. the learner almost always confuses tenses and omits recognizing agreement; however, it is commonly clear the learner tries to express	The learner employs logically and correctly a set of common "routines" and patterns related to expected events. The learner interacts in common contexts in a logical and precise way; he/she has a good mastery in general although there is a perceptible influence of the mother tongue. Error happens but it is still clear the idea the learner want to express.