Implementing Task-Based Learning to enhance eleventh graders' oral production

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by

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Abstract

Nowadays, English has become an essential tool for communication and an educational goal; however, students often face challenges related to confidence and strategies to express themselves. This study examined the impact of Task-Based Learning (TBL) on the oral production of eleventh-grade students at a public school in Bogotá. The study adopted qualitative action research with 21 students (aged 16-19). Data was gathered through teacher journals, artifacts and semi-structured interviews. The intervention which focused on communicative tasks, real-life situations and student-centered learning, revealed through triangulation that TBL fostered two main aspects in students: social-affective and cognitive strategies. Overall, these findings highlight that TBL is an effective method to build up oral production, an essential aspect of language learning. Moreover, TBL enhanced students' confidence, fostering active participation and promoting meaningful learning environment.

Keywords: Communication, cognitive and socio-affective strategies, collaboration, oral production, task-based learning.

Resumo

Hoy en día, el inglés se ha convertido en una herramienta esencial para la comunicación y un objetivo educativo; sin embargo, los estudiantes a menudo se enfrentan a retos relacionados con la confianza y estrategias para expresarse. Este estudio examinó el impacto del aprendizaje basado en tareas (TBL) en la producción oral de los estudiantes de undécimo de una escuela pública de Bogotá, y adoptó una investigación-acción cualitativa con 21 estudiantes (entre 16 y 19 años). Los datos se recopilaron a través de diarios de los profesores, artefactos y entrevistas semiestructuradas. La intervención se centró en tareas comunicativas, situaciones de la vida real y aprendizaje centrado en el estudiante, reveló mediante la triangulación que el TBL

fomentó dos aspectos principales en los estudiantes: estrategias socioafectivas y cognitivas. Estos resultados ponen muestran que el TBL mejoró la confianza de los estudiantes y promovió su participación activa en las actividades del aula.

Palabras clave: Aprendizaje basado en tareas, colaboración, estrategias socioafectivas y cognitivas, producción oral.

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Chapter I. Introduction

Political context

English has been the most widely spoken and utilized language globally for decades, enabling individuals who learn it to enhance their personal development, as it is recognized as "the language of science, of aviation, computers, diplomacy, and tourism" (Mahu, 2012, p. 374). Thus, mastering English is an essential educational goal, enabling individuals to get a high reward in terms of positions in business, science and technology, political institutions, and academia. As a consequence, there is an increasing demand for bilingual programs between Colombian middle and upper classes because it is considered to be high-status (Mejia, 2004).

As a result, in Colombia, students have increasingly aimed to achieve bilingualism, which is described as "the different degrees to which an individual is able to communicate in more than one language or culture" (MEN, 2006, p.5, as cited by Usma, 2009). This is reflected in Law 115 of 1994, which mandates that students must learn at least one foreign language and possess the ability to use it (Ministerio de Educación Nacional, 1994). Therefore, the Colombian education system has made foreign language education a core subject, integrating it deeply within the curriculum to foster bilingual proficiency in future generations (Bonilla & Tejada-Sanchez, 2016).

As a direct result of these efforts, Colombia has undertaken substantial initiatives, including the National Bilingual Program, which is "oriented to educate citizens who are able to communicate in English and may contribute to incorporating the country into the processes of universal communication, global economy, and cultural aperture, with internationally comparable standards" (MEN, 2006, p. 6). where the program’s objective is "to have citizens capable of communicating in English, with internationally comparable standards, that insert the

country in the processes of universal communication, in the global economy and in the cultural opening" (Fandiño et al., 2013, p. 366). However, the implementation of these educational policies is predominantly concentrated in major urban centers, such as Bogotá and Medellín, where resources and political support are more readily available.

Statement of the problem

Recent statistics from ICFES for 2023 reveal a significant enhancement in the classification of schools within the district, based on the ICFES Saber 11 exam results. Specifically, 69 schools received the highest classifications of A+ and A, representing an increase from 57 schools in 2022 and 51 schools in 2021 (SED, 2023). This upward trend indicates a positive shift in educational quality within the district over recent years, reflecting sustained efforts to improve academic performance and standards in the public education of 11th graders.

Although, many citizens have become resigned about the limited English instruction provided in public schools. Since a clear disparity exists between public and private schools in Bogotá, as Usma (2009) highlights “Students in public schools are not given the same conditions existing in the private sector” (p. 124). Students of eleventh-grade in Bogotá had a very low level of English, which makes it hard for them to communicate and join speaking activities. Also, they had very few chances to practice speaking, and classes usually focus more on grammar and reading than on communication. Because of this, their speaking skills do not improve well, showing the need to use new teaching methods that fit our situation to help them speak better.

In addition, critical thinking is essential for students to moderate impulsivity, over-reliance, misunderstandings of cause-effect relationships, and the tendency to dismiss critical thinking as irrelevant. Bourn (2018) argues that "students and participants in training courses require to effectively engage in the global society of today; there is a need to move from debates surrounding skills for the twenty-first century to address directly the real-world issues of today, moving beyond abstract concepts such as teamwork, critical thinking and problem-solving to locate the skills debate within the context of globalisation" (p. 10). In addition, cultivating critical thinking equips students with the analytical tools necessary to navigate complex information, enabling them to discern biases and evaluate the credibility of sources, which is increasingly vital in an era characterized by information overload.

Consequently, Task-Based Learning (TBL) may serve as a transformative pedagogical approach with the potential to foster students' critical thinking and facilitate content learning through authentic interactions (Salih, 2014). Moreover, TBL implements oral communication that enhances interactions by providing instant feedback, promoting clarity, and encouraging active participation. Additionally, oral communication is effective for quickly resolving conflicts and making informed decisions. By promoting self-directed learning and intercultural competence, TBL empowers students to manage their language acquisition effectively. This approach creates a dynamic learning environment that fosters self-expression, peer collaboration, and deeper understanding, ultimately improving academic outcomes.

Given these considerations, the following research addresses the subsequent question and pursue the objective outlined below:

What are the effects of implementing Task-Based Learning on 11th-grade students' oral production in a public school in Bogotá?

Research Objective

To determine the effects of implementing Task-Based Learning on 11th-grade students' oral production in a public school in Bogotá.

Specific Objectives

- To analyze students' ability to engage in group discussions and collaborative work in supporting the development of oral production.
- To examine how TBL influences students' confidence in oral production.
- To explore the learning strategies used by students as a result of the implementation of TBL.

Rationale

Despite the Colombian education system's efforts to enhance proficiency in EFL through initiatives like the National Bilingualism Program, the overarching objective of fostering a community proficient in EFL remains unmet. This failure is attributed to several factors, including the lack of adequate teaching materials and the presence of underqualified teachers (Fandiño-Parra, 2012, as cited by Cárdenas, 2006).

Consistently, the use of flexible methodologies and didactic guides as supplementary materials for teachers and students is considered highly significant (Caicedo et al., 2018). Accordingly, TBL works as an effective methodology that promotes real-life language use, as the activities serve as a "vehicle for the presentation of appropriate target language samples to learners – input which they will inevitably reshape via application of general cognitive processing capacities" (Long and Crookes, 1992, p. 43). For that reason, this research aims to

provide a reference point for transforming classrooms into collaborative, communicative spaces that foster meaningful learning experiences in EFL. Due to this, the use of TBL may contribute to renovating the old teaching methods; creating spaces for the students to have meaningful learning generating authentic learning scenarios where they can see a reflection of real-life situations.

In Bogotá, a significant issue within the education system is that many students in their final year of school are unable to communicate effectively in English as a Foreign Language (EFL). This challenge stems from the use of inadequate teaching materials, limited teacher preparation, and the absence of engaging, student-centered methodologies. Consequently, learners often become disengaged and struggle to see the relevance of English in their academic and personal lives. TBL which emphasizes performance-based learning through active use of the target language, provides learners with opportunities to develop effective communication skills while internalizing linguistic competence and minimizes the gap between theoretical knowledge and practical application in the classroom (Muhammad et al., 2009). By utilizing this methodology, teachers can implement tailored materials that address students' specific needs, facilitating more effective language acquisition.

Among the various pedagogical approaches, TBL has been discussed as an effective method for language instruction, as it can enhance student engagement and facilitate language acquisition. The implementation of TBL in the classroom offers teachers a structured way to foster motivation among students, particularly by enabling them to view assessments as attainable goals—objectives they might otherwise find difficult to achieve independently (Naranjo, 2015). Incorporating TBL into second language education, specifically English in

this context, can promote both teaching effectiveness and students' metacognitive awareness of their learning processes.

This research aims to provide educators with guidance on utilizing TBL as an instructional tool to enhance second language acquisition. The research presented seeks to serve as a comprehensive reference for transforming classroom environments into collaborative and communicative spaces, where learning experiences are meaningful and aligned with pedagogical best practices. Additionally, this study aims to serve as a guide for teachers who wish to use this tool as a teaching method in their classrooms, facilitating the meaningful acquisition of a second language (L2) by students. By fostering greater awareness of their learning processes, TBL could facilitate more effective language acquisition, thereby supporting the goals of the national bilingualism program. Furthermore, this research aligns with the distinctive biopsychosocial and cultural approach of the bilingualism program, as TBL focuses on the student's development through authentic contexts and collaborative work. Ultimately, the materials and strategies for L2 instruction must be carefully tailored to the learners' needs and the competencies required to develop their oral proficiency.

Chapter II. Theoretical Framework

To understand the pedagogical and communicative dimensions in this project—specifically Task-Based Learning (TBL), oral performance, and the teaching-learning process—it is essential to explore the interconnections between these concepts. By examining these relationships, educators can make more informed decisions that enhance instructional strategies and foster the development of communicative competencies in EFL learners. In that sense, we will begin by delving into the concept of Task-Based Learning, establishing connections with the other key concepts to achieve a clearer perspective.

Developing didactic materials under a Task-Based Approach to foster EFL classes

In the educational context, Tomlinson (2011) asserts that "the term ‘teaching’ is used to refer to anything done by materials developers or teachers to facilitate the learning of the language" (p. 3). Consequently, language teaching encompasses the specific techniques and methodologies employed by educators to advance students' language acquisition, thereby facilitating the learning process. This perspective underscores the critical role of purposeful and methodologically sound instructional strategies in optimizing language learning outcomes.

Consequently, a range of methodologies, approaches, and strategies is currently available to facilitate the acquisition of a foreign language. One of the most widely recognized is Communicative Language Teaching (CLT), which prioritizes enhancing learners' communicative competence over exam performance and structural mastery (Richards & Rogers, 1986). Nevertheless, due to the absence of specific teaching methods within CLT, educators have entered the “Post-Method Era,” characterized by the selection, adaptation, and integration of various methodological components tailored to meet student's diverse needs (Kianiparsa, 2015).

As a consequence, TBL appears as a method that emphasizes the use of real-life situations to render language learning more practical and communicative, with the objective of enhancing students' oral performance through meaningful interactions (Galarza et al., 2020). However, students frequently exhibit passive engagement, reducing their participation to merely listening to the teacher, which leads to inadequate practice and interaction during English classes (Bocanegra & Ramirez, 2018). Nonetheless, TBL allows the creation of authentic learning scenarios for the students to foster their communicative skills. Aside from the application of TBL, teachers must address three key factors to effectively enhance students' oral performance: teachers, learners, and materials (Goh & Burns, 2012).

Considering the interconnection and mutual dependence of various classroom components, it is crucial to recognize the importance of integrating the necessary elements to effectively foster proficiency in English as a Foreign language (EFL), particularly through the application of effective approaches. To enhance oral performance, it is essential to have a well-informed teacher who facilitates the student's learning process. In this context, students must take responsibility for managing their own learning and actively participating in activities (Goh & Burns, 2012). Additionally, the teacher should design activities that address the student's needs, ensuring opportunities for interaction and collaboration. As Goh and Burns (2012) suggest, "although speech production is an individual endeavor, every learner's development of second language speaking can be greatly facilitated through working collaboratively with his or her peers" (p. 6). In this sense, the teacher plays a supportive role, providing learning experiences and using didactic materials to create environments that foster the improvement of students' oral performance.

Additionally, teachers who are prepared to give a class need materials that facilitate foreign language speaking development, understanding that materials are "anything which is

used by teachers or learners to facilitate the learning of a language." (Tomlinson, 2001:6, p. 2). Different kinds of materials exist where the ideal is to promote, provide, and facilitate the language and learning of speaking (Goh & Burns, 2012). Due to this, the use of TBL allows the teachers to create spaces where the material accomplishes spaces where the students can promote, and practice their speaking skills. For this reason, the use of TBL enables teachers to create environments where materials effectively facilitate opportunities for students to promote and practice their speaking skills, thereby enhancing their overall language proficiency and confidence in communication.

TBL proves to be effective in advancing students' performance in real-world scenarios, refining their learning approaches, and promoting their overall development. As noted by Lynch & Maclean (2000), TBL "is what we might term the ecological one: the belief that the best way to promote effective learning is by setting up classroom tasks that reflect as far as possible the real-world tasks which the learners perform" (p.222). Additionally, according to Willis (1996), TBL comprises the following stages: Pre-task (which includes the introduction and topic), Task (comprising the task itself, planning, and reporting), and Post-Task (involving language analysis and practice). These stages offer a systematic framework for practicing and enhancing communicative skills by integrating language use with practical, context-specific activities. Tasks should be designed around students' needs and interests to help them improve both fluency and accuracy in English. When tasks match what students find relevant and useful, they are more motivated to participate and practice speaking naturally while also paying attention to correct language use. This makes (TBL) especially effective because it encourages students to use English in real situations, helping them become more confident and skilled communicators who can speak clearly and correctly.

In conclusion, TBL effectively promotes language acquisition by employing dynamic and strategic materials and creating environments that facilitate more effective student learning, thereby enriching the overall educational process. TBL's emphasis on real-life contexts and practical tasks aligns with the principles of effective language instruction by providing students with opportunities to engage meaningfully and actively in their learning process. Also, the integration of TBL stages: Pre-task, Task, and Post-Task, offers a systematic framework that supports the development of communicative skills through practical, context-driven activities. By aligning teaching practices with contextual tasks, TBL not only improves students' oral performance but also prepares them to use the language effectively in real-world situations.

Learning EFL under a communicative approach to encourage oral performance

To explore the oral approach to learning, various factors must be considered throughout the learning process. According to Ahmed (2017), learning emerges through the role of the student as a joint negotiator within the group and the classroom activities undertaken. This perspective underscores the importance of collaborative learning environments, where learners actively engage with one another to negotiate meaning and share knowledge. In these settings, students are not passive recipients of information but become co-creators of knowledge.

Consequently, this collaborative approach enhances essential skills such as communication, as students perceive and understand concepts differently; by socializing their individual knowledge, they can collectively arrive at the same idea, solution, or term, working together with what each has learned. Problem-solving is also integral, as students must articulate their thoughts, consider diverse perspectives, and collaborate to reach mutual understanding. Furthermore, by engaging in group activities, students develop a sense of responsibility for their own learning as well as that of their peers, reinforcing the notion that

effective learning is a reciprocal process in which collective contributions lead to improved outcomes.

On the other hand, communicative activities play an important role in language learning as they provide learners with the opportunity to use a second language (L2) in meaningful and interactive contexts. These activities are primarily fluency-based and focus on encouraging learners to engage in conversations and practice their language skills in real-life situations. For effective implementation, the classroom environment must be learner-centered, ensuring that activities are interactive, authentic, and contextualized (Ahmed, 2017).

Through these interactions, learners foster accountability for their learning, especially during peer-to-peer interactions in group settings. This collaborative effort not only enhances their comprehension, but also promotes independent learning, allowing them to take ownership of their language acquisition journey. In the context of EFL, the use of various teaching methods often leads to the adoption of TBL. This approach allows learners to arrive at a unified conclusion through different contexts or linguistic pathways, ensuring a consistent understanding of meaning. It promotes student responsibility for their own learning and encourages active participation in the learning process, both individually and collaboratively with peers.

Interaction among learners serves as a critical source of input necessary for second language acquisition. As emphasized by Mackey (1999), this process facilitates the negotiation of meaning and helps clarify misunderstandings, which are essential components of effective language learning. Such dynamic interactions not only enhance linguistic skills but also cultivate a sense of accountability and motivation among students. As they engage with their peers to exchange insights and provide constructive feedback, they contribute to a more

enriching educational experience that promotes deeper understanding and retention of the language.

Conversely, when students participate in collaborative tasks, they gain not only vital linguistic input but also a richer comprehension through peer negotiation and clarification of concepts. These interactions foster a supportive learning environment where students feel responsible for one another, encouraging active participation and sharing ideas. Additionally, having an adult facilitator present in these collaborative settings can guide discussions and ensure that all voices are included, further enhancing the overall learning experience. This collaborative approach not only boosts language proficiency but also nurtures a sense of community among learners

Ultimately, TBL promotes dynamic interactions that cultivate both responsibility and motivation, encouraging students to engage collaboratively with their peers and share insights gained through the method and their own learning experiences. This approach not only enhances individual learning but also empowers students to take an active role in their knowledge acquisition. While various methods contribute to this process, TBL stands out as a particularly effective tool for fostering meaningful second language (L2) learning. When teachers are well-prepared in terms of both instructional materials and experience, the impact is even more pronounced. As Naranjo (2015, p. 95) highlights, “the teacher uses authentic materials to provide opportunities for students to practice and develop their speaking skills, thereby awakening their linguistic competence”. The incorporation of TBL in the classroom thus creates more meaningful interactions between students and the L2, enhancing both engagement and language proficiency.

Chapter III. Literature Review

This chapter examines the theoretical and research-based underpinnings of the study by reviewing work on two key areas: TBL and Oral Production. The first focus is on how TBL has been applied across diverse educational contexts, emphasizing its pedagogical goals, the role of tasks in promoting meaningful interaction, and its contribution to the development of communicative competence.

The second focus is on Oral Production as a central component of ELT, presenting findings from studies conducted in different continents, Latin America, and Colombia that analyze populations, research designs, and theoretical frameworks while identifying strategies that enhance students' oral skills. Taken together, these perspectives provide a comprehensive basis for the present research and highlight the importance of examining effective approaches to foster oral proficiency in Colombian classrooms.

Task-Based Learning

Communicative Language Teaching (CLT) was a methodology designed to enhance learners' communicative competence; however, this approach also inspired the development of various subcategories methodologies (Alwahibee & Al-Mutairi, 2024). One of these was Task-Based Learning (TBL), which aimed to make classroom language use more authentic by directly connecting it to real-life situations (Elmahdi, 2016). As Willis (1996) suggests, students use language to exchange meanings for real purposes, with the focus placed on the meaning. In this way, they achieve communicative goals through interaction.

The tasks have long been employed to improve the student's communicative skill, although they were referred to with another name, which was "communicative activities" (Elsheikh, 2016). In addition, they were valued for the belief that tasks had a significant site for

learning. For that reason, implementing TBL provides opportunities to do problem-based activities in a real-life situation allow the students to learn by doing and performing, developing both accuracy and fluency for effective communication in the target language (Elsheikh, 2016). TBL allows students to develop their communication skills through meaningful, real-life tasks. Indeed, the application and findings of this approach are evident in prior research, which consequently helped to choose the selection of the methodology to enhance the oral production of eleventh graders.

One study that illustrates this approach was conducted in Japan with Chinese students in a tourism program. This study applied TBL to enhance the participants' abilities in using the target language (Japanese) while their mother tongue was Chinese. According to the findings, the students "develop the ability to handle unexpected situations and be equipped with basic problem-solving skills to manage emergencies" (Liu et al., 2025, p. 7). This outcome was achieved because the researchers emphasized the importance of learners' needs, ensuring that the tasks were aligned with the main goal of handling emergency situations. When designing materials and activities such as role-plays and dialogues, the focus was the students can communicate effectively and develop a mindset that supports continuous learning. (Liu et al., 2025) As a result of this study, students improved both their oral communication skills and cross-cultural abilities, preparing them for real-life situations in Japan.

Following the line of research in Asia, investigations in India have demonstrated that the used of "tasks aroused student's enthusiasm and increased oral communication in the classroom" (Masuram et al., 2020, p. 8). When the researchers implemented TBL, they noticed that the students' learning process had a remarkable improvement in their communication skills, fluency and confidence. These results were attributed to the tasks which created an interactive and dynamic environment in the classroom with meaningful discussions between

the students and their peers. According to Masuram (2020), an interactive classroom allows the students to participate for authentic purposes, simulating real-life situations within the classroom rather than outside it.

Although studies in Asia confirm the effectiveness of TBL for oral production, it is important to examine its implementation in Hispanic contexts, such as Mexico or Ecuador, where the approach also generated significant results. In Mexico, TBL was implemented in virtual classes with students from different countries, even though they aimed to foster improvement in all four skills, the most relevant finding was active role of the teacher as a facilitator guiding the students through the tasks, providing feedback in their learning process. Also, creating a safe space for participation and response.

Nonetheless, an additional challenge was the COVID-19 pandemic, which affected how the teachers implemented TBL in the virtual classroom. It was necessary for students and the teachers to adapt their face-to-face behaviors and transfer them into the virtual classroom. Moreover, since the students came from different countries, cultural backgrounds could influence the learning process. Although the study was conducted in a Mexican context, the teacher had to consider the students' diverse cultural backgrounds was crucial for addressing their needs (Gómez de la Paz, 2022).

Similarly, in Ecuador, TBL was also implemented, and researchers concluded two key points. First, teachers provide authentic information and meaningful dialogue support, but they emphasized the need for paying attention to their students and conducting periodic evaluations. Second, all the tasks offered the students an opportunity to develop and improve their oral skills. Finally, the researchers recommend the application of TBL in order to achieve better results in students' oral proficiency.

Moving to the Colombian context, studies conducted in Quindío and Medellín illustrate how TBL had an idea of an active student. According to Montes (2022), the students' role changes depending on the goal they aim to achieve. As they adapt their behavior in each phase of the task propose for Willis (1996). During the Task phase students encouraged the use of the language; in the planning phase, they prepared an oral or written report; and in the report phase, they did an oral presentation. Through this sequence, students actively achieve their goal instead of answering the teacher's questions which foster interaction and vocabulary in the target language (Montes, 2022).

In Medellin, some challenges emerged, as the students often lost focus during the instructions for the individual tasks. However, the study found that collaborative tasks helped refocus students' attention, supporting that TBL encourages engagement and meaningful objectives by fostering participation and collaboration (Cardenas, 2024) Furthermore, Cardenas (2024) highlighted that purposeful task design focusing to the students' needs maintained their interest by providing low-pressure opportunities for trial-and-error learning, which gradually contributed to improving their oral production skills.

In conclusion, the analysis of TBL across different contexts starting from Asia to Latin-America, demonstrates its effectiveness in fostering oral production. This approach allows the student to improve by focusing on key aspects such as clear instructions, collaborative work, the active role of the students and the role of the teacher as a facilitator. Moreover, TBL allows students to use the target language for meaningful purposes, manage real-life problems in a tourist setting or share experiences with their peers. As human beings, one of the best ways to learn is through performance. As Van den Branden (2012) noted, "people can learn a language not only to use the target language for particular purposes, but also by doing so" (p.133).

Oral production

In recent years, oral production has emerged as a key area of research in English Language Teaching (ELT) research across multiple regions, as it is considered one of the most significant skills for effective communication in a foreign language. In Europe, Martín-Monje and Borthwick (2021) conducted a study at the Catholic University Saint Teresa of Ávila in Spain with 180 undergraduate students from disciplines such as Psychology, Nursing, and Environmental Sciences. This mixed-methods research evaluated students' speaking performance through digital platforms, primarily Blackboard, and incorporated surveys and classroom observations. Results revealed that digital oral assessments were perceived as fairer, more accessible, and less anxiety-inducing compared to traditional face-to-face evaluations. Grounded in communicative competence and technology-mediated learning, this study demonstrated that digital platforms enhance oral production by creating flexible and supportive assessment environments.

Another study in Asia by Namaziandost et al., (2020) investigated the impact of cooperative learning on the speaking fluency of 60 Iranian EFL learners. Using a quasi-experimental design, the researchers compared a cooperative learning group with a control group following traditional instruction. Findings indicated that students in the cooperative learning group significantly improved their fluency, vocabulary level, and confidence in oral communication. The theoretical foundation was cooperative learning theory, which emphasizes peer interaction as a source of language development.

Similarly, Omar (2020) carried out research in Malaysia to analyze how interactive language learning activities affect learners' communicative ability. The population included university-level EFL learners engaged in role-plays, debates, and task-based dialogues.

Through a descriptive-analytical approach supported by questionnaires and classroom observation, the study found that interactive activities enhanced learners' fluency, reduced hesitation, and promoted meaningful communication in English. The theoretical grounding relied on communicative language teaching, where interaction is central to developing oral production.

Within Latin America, studies have also focused on strengthening oral production in the EFL classroom. Santillán and Bravo (2022), in Ecuador, conducted a qualitative review of communicative activities designed to promote oral skills. The study examined various classroom practices, including group discussions, interviews, and problem-solving tasks. Findings highlighted that communicative activities not only improved learners' speaking fluency but also fostered classroom interaction and confidence. The theoretical basis was the Communicative Language Teaching (CLT) approach, emphasizing the meaningful use of language rather than isolated grammar practice.

Turning to the Colombian context, research provides clear evidence of the importance of oral production at both school and university levels. Bocanegra and Ramírez (2018) implemented speaking activities with fourth graders in a Bogotá public school through an action research design. The activities included role-plays and oral games tailored to children's interests. Data were collected using interviews, classroom observations, and oral rubrics. The results showed significant progress in pronunciation, vocabulary, and student participation, as learners felt more motivated to speak English. The theoretical framework was based on Krashen's comprehensible input and affective filter hypotheses, highlighting the need to reduce learner anxiety.

At the university level, Velásquez-Hoyos (2021) explored dialogic strategies to foster talk as performance among EFL students in Medellín. Using classroom-based research, the

study examined how structured dialogic activities (such as debates and staged presentations) improved learners' oral proficiency. Findings indicated that students developed greater confidence, accuracy, and fluency in their oral production, with particular improvement in discourse management and vocabulary. The theoretical construct underlying this study was dialogic pedagogy, which frames learning as a process of interaction and negotiation of meaning.

Similarly, Rojas and Castaño (2021) investigated theme-based teaching as a strategy to promote oral fluency in undergraduate students at the Technological University of Pereira. The study used an action research methodology, developing six workshops centered around familiar themes where students rehearsed, performed, and reflected on their speaking tasks. Findings revealed that students reduced pauses, improved intonation, and expanded their vocabulary range. Theme-based instruction provided learners with confidence and motivation by linking content familiarity to communicative practice.

In conclusion, across different continents, Latin America, and Colombia, the studies reviewed consistently show that oral production improves when learners are engaged in communicative, interactive, and purposeful activities. From cooperative learning in Iran to digital assessment in Spain, interactive practices in Malaysia, and communicative tasks in Ecuador, the global evidence demonstrates that oral production is essential for EFL success. Colombian studies confirm that both school-aged learners and university students benefit from context-sensitive strategies such as dialogic interaction, speaking activities, and theme-based workshops. Consistent with these findings, the present study explores how oral production can be enhanced through TBL in a public school in Bogotá.

Chapter IV. Research Design

This chapter focuses on interpreting, analyzing, and understanding a social phenomenon through a well-defined methodological framework. In this way, it outlines the methodological approach that will guide the analysis and exploration of the phenomenon. In that sense, it describes the research approach, design, and setting, highlighting their importance and usefulness in this study. Furthermore, the data collection methods- interviews, teacher's journals, and Artifacts- will be covered with the data analysis procedures, giving relevance to the ethical considerations for the research process.

Type of Study

This study adopts a qualitative approach that describes and interprets how individuals make sense of their experiences, enabling an exploration of participants' behaviors, and interactions within a social phenomenon (Merriam & Tisdell, 2015). By implementing this approach, the study observes and seeks to interpret the participants' motivations and behaviors, aligning with the study's aim of understanding human qualities in a specific context.

Accordingly, this study employs action research, which Henson (1996) and Schmuck (1997) define as a reflective process that allows educators to investigate real classroom issues in order to enhance teaching practices. Also, it offers a systematic and organized way for educators to observe and find solutions in their own instructions. (Johnson, 2008).

Overall, using a qualitative action research design allows this study to look closely at students' experiences at the same time as encouraging reflection and improvement in teaching. This approach works especially well for exploring how TBL activities are implemented and for identifying the metacognitive strategies that the students use. It not only demonstrates the

complexity of what happens in the classroom but also provides a practical way of continually improving teaching practices as the research develops.

Context and participants

The study was conducted at a public school in the southern region of Bogotá, Colombia, which offered both primary and high school education. Each grade level was divided into three groups, and for this study, the research focused on the 1102 grade group, consisting of 21 students between the ages of 16 and 19, with a population of 12 male and the 9 females. The students attended classes from Monday to Friday, between 12:30 p.m. and 5:30 p.m. As part of their curriculum, they had English language classes for 1 hour and 40 minutes twice per week. In addition, the seating arrangement was typically organized in rows unless the pre-service teachers chose to rearrange it for specific activities, and each classroom is equipped with a whiteboard and a TV set for instructional purposes.

In the eleventh-grade classroom, teaching was predominantly teacher-centered, with minimal student participation. Lessons primarily consisted of readings, providing few opportunities for interactive activities where communication was the main point. The teaching methodology depended heavily on repetition and direct translation from Spanish to English, emphasizing vocabulary memorization and grammatical structures rather than the practical application of language. While this method helped students become familiar with grammar and vocabulary, it did not actively support the development of communicative competence. As a result, students had few opportunities to build confidence and fluency in oral communication.

Since fluency in a second language requires consistent practice in authentic conversational settings, the lack of active participation made it difficult for students to apply

their knowledge in spontaneous interactions. Despite these challenges, they were still expected to achieve a B1 level of English proficiency, as mandated by the national bilingualism program. However, the absence of activities specifically designed to enhance oral expression further limited their progress in language production, ultimately hindering their ability to communicate effectively in real-life contexts.

Pedagogical intervention

The pedagogical intervention involved the design and implementation of a set of lesson plans focused on fostering the oral production of eleventh-grade students at a public school. The intervention consisted of five lessons (see appendix 1); each class lasted one hour and forty minutes which were delivered once a week. The lesson plans were based on a communicative approach centered on solving real-life problems, in which the pre-service teachers served as guides who encouraged students' participation. The activities included oral presentations, podcasts and videos, all aimed at promoting the use of English in authentic situations.

Additionally, the lesson plans were structured into three stages: Pre-task (Warm-up and presentation), Task (practice and production), and post-task (assessment). In the first stage, the pre-service teachers aimed to introduce the topic and involved the students in the class. During the second stage, students had to achieve activities such as role-plays, pair work, and recordings based on real-life situations that encouraged the use of the target language. Finally, the last stage was a reflection of students' learning processes and their classroom experiences.

As a result, intervention promoted active participation and created a safe environment where students could develop confidence in their oral production.

Table 1
Project schedule

Date	Theme	Lesson description
February 19th, 2025	Nice to meet you	Reviewed simple present tense, focusing on likes and dislikes. The warm-up was "Simon Says", followed by guiding questions and the creation of a glossary. Then, students worked in pairs or groups of three to create their scripts and record a video to introduce themselves. Finally, students answered questions about their expectations and motivation.
February 24th, 2025	Airplane Problems	Focused on the use of past continuous tense in the context of travel and airline problems. Warm-up involved common travel vocabulary, followed by an explanation of past continuous tense with airline examples. For practice, students worked in groups to address common problems and created a script. As production, they recorded a vlog about the situation they got. Finally, the Assessment was completing an exit ticket.
March 12th, 2025	What do you want to be?	Focused on the future tense (will and going to). The warm-up was "Simon says" to practice commands. Then, pre-service teachers and students created professions glossary. For practice, students used role cards to make predictions

		about their classmates' professions. As production, they recorded an audio about their future plans and as assessment they had to answer questions about their duties in society and how they could improve their English learning process.
April 2nd, 2025	Banks	Introduced banking vocabulary and its use in real-life situations. The warm-up was a brainstorming of ideas associated with banks, followed by an explanation of key terms such as ATM, bank teller, loan, etc. For practice, students worked in pairs to do a role-play of opening accounts or making transactions, creating scripts using banking terms. As an assessment, they recorded a video performing role-play.
April 9th, 2025	Cultural diversity	Understanding cultural diversity, its benefits, and challenges. The warm-up divided students into two groups, where they wrote verbs on the whiteboard while keeping a balloon in the air. For practice, students guess the origin of cultural objects from a box. As a production, they created a cultural album. Finally, for assessment, they recorded a video describing festivities, music, art, and typical food of a country.

Data collection methods

Data collection is a process of gathering rich, descriptive information about people, places, and processes through the use of observations, interviews, and students' artifacts. The purpose is to explore, understand, and describe human experiences, behaviors, and interactions in naturalistic settings (Merriam & Tisdell, 2016). In this sense, data collection is a fundamental pillar of research, as it provides the qualitative inputs necessary to conduct a thorough analysis and draw meaningful conclusions. The following sections discuss the specific approaches of semi-structured interviews, teacher journals, and artifacts, highlighting their roles in enriching the data collected and supporting the study's objectives.

On Interviews

An interview was a method of data collection that offered valuable insights into participants' experiences, opinions, and motivations (Jamshed, 2014). Interviews enabled researchers to gather detailed information through direct interaction with respondents, allowing an exploration of complex topics that might not have been easily captured through surveys or other quantitative methods (Jamshed, 2014).

Merriam (2009) stated that semi-structured interviews allow researchers to explore participants' perspectives in-depth while still providing enough structure to address specific research questions. Accordingly, the semi-structured interview emerged as the most suitable method for this research. This type gave flexibility, depth of exploration, a participant-centered approach, and applicability to complex topics, enabling students to express their thoughts in their own words. The following table presented a set of interview questions designed to gather insights into how students engaged with oral tasks during English lessons. These questions

aimed to explore their personal experiences with speaking activities, the strategies they used, and how they perceived their progress (See appendix 2).

Therefore, to ensure the reliability and relevance of the interview questions, a validation process was conducted with the guidance of an expert in English Language Teaching (ELT). Which had the purpose of offering insights from participants' experiences and opinions regarding the implementation of TBL. Furthermore, it was selected due to its flexibility and participant-centered approach, making it the most suitable instrument for gathering direct data. The expert reviewed the proposed questions to assess their clarity and alignment with the study's research objectives. This process aimed to enhance the validity of the data collection instrument by ensuring that the questions effectively captured students' perspectives on oral tasks during English lessons.

On Teacher's Journals

The teacher's journal is a personal tool for documenting students' experiences and interactions within their learning environment. It allows teachers to capture observations, opinions, and interactions that might otherwise be forgotten (Wiegerová, 2013). Implementing this method serves to detail students' experiences, allowing the pre-service teachers to analyze events, evaluate their actions, and reflect on their teaching practices (see appendix 3). Additionally, the pre-service teachers adopted a non-participant observer role, refraining from interfering in classroom activities and instead remaining on the sidelines to objectively observe the participants' experiences, emotions, and interactions (Merriam, 1998), ensuring that their presence did not influence the natural dynamics of the classroom.

On the other hand, maintaining a structured journal was an essential process for systematic notetaking. Considering that this research employed the process highlighted by

Wiegerová (2013), it began with free-form note-taking, where pre-service teachers documented their observations. These initial notes were then categorized based on their alignment with the research question and objectives. To ensure an organized record of the pre-service teachers' observations, the notes were classified into three key categories: oral skills, learning climate, and collaborative engagement.

This collection method was the most appropriate for this research since pre-service teachers took turns observing and writing details of students' interactions, expressions, participation, and the influence of TBL on their performance in class. Which had the primary purpose of documenting and reflecting students' dynamics in terms of learning climate and collaborative engagement, in parallel with their processes on oral production. By focusing on these aspects, the teacher's journals contributed to the analysis of collaborative work and students' confidence. Providing a level of detail that might have been overlooked with other data collection techniques, enabling a more comprehensive analysis of classroom dynamics (Wiegerová, 2013).

On Artifacts

The artifacts refer to any tool created by humans that is designed to facilitate the assessment and evaluation of learning outcomes (Bagherpour et al., 2017). This data collection method helps for evaluating students' progress and the effectiveness of the educational strategies implemented. They can vary in form and function, from physical materials to digital resources, and are intended to respond to the specific needs of learners in different educational contexts (Bagherpour et al., 2017).

This study utilized videos and audio recordings as artifacts, which had the primary purpose of documenting and analyzing students' progress in oral performance throughout TBL

sessions, providing for the pre-service teachers tangible evidence of their development over time (see appendix 4). Furthermore, as Bagherpour et al. (2017) highlight, the integration of artifacts fosters critical and creative thinking while enhancing active engagement and participation in oral performance. By incorporating these tools, the learning environment facilitated opportunities for students to articulate their opinions, ideas, and reflections, reinforcing their communicative skills within the framework of task-based learning (TBL).

Ethical considerations

To collect the data for this research, participants were provided with informed consent detailing the study's objectives, procedures, data collection methods, and authorizing the disposition of recordings, interviews, and the possibility of verbatim quotation, with the purpose of data analysis (See appendix 5). Also, participants were given informed consent with the option to complete it voluntarily. Furthermore, they retained the right to withdraw at any point should they experience any discomfort, assured that doing so would not result in any consequence (AMM, 2015).

Considering the fundamental rights of every person, according to the “Constitución de Colombia” (1991) Article 15 decrees that every person has the right to personal privacy of their name, avoiding the wrong use of it, and having the right to know about the information collected from them. In alignment with this law, this study prioritized participant confidentiality by concealing faces and using pseudonyms to protect identities. All data collected was strictly managed under these regulations to ensure that participants' privacy and anonymity were preserved throughout the research process.

Chapter V. Data Analysis and Findings

The study employed triangulation, a method used to analyze data, identify patterns, and validate our findings. As Benavides and Gómez-Restrepo (2005) explained, triangulation aims to identify patterns of convergence to develop or confirm an overall interpretation of the human phenomenon under investigation. For example, it may involve various methods such as individual interviews, focus groups, or research workshops.

This study used three types of triangulations; each related to three key elements. First, data collection methods included artifacts, teacher journals, and interviews. Second, the data obtained from each collected method. And finally, theories that address the educational phenomena in question. Through these forms of triangulation, the study aimed to identify patterns related to the main topic: oral performance influenced by TBL and material design. Additionally, combining these triangulation methods produces more rigorous and comprehensive results than those obtained using a single method (Heale & Forbes, 2013).

Table 2
Focalized codes

Code	Explanation
Cognitive and Social affective strategies	Cognitive strategies are processes that gather sensory input from the environment and transform it into an applicable representation. Additionally, social-affective strategies are procedures used for interacting with people in the surrounding environment, which help learners maintain attention, sustain concentration, and manage anxiety. (Castro & Oseda, 2017)
Collaboration and Communication	The interaction and dialogue between learners, sharing responsibility towards meaning-making or problem-solving by exchanging their experiences, their expertise, and their thoughts or feelings through meaningful conversation. (Rutherford, 2014).

After the rigorous process of data analysis using triangulation, two main categories emerged that provide a deeper understanding of the study's findings. The first category highlights the importance of cognitive and socio-affective strategies in learning, while the second focuses on the development of collaboration and communication among participants. These categories not only reflect consistent patterns in the collected data but also offer a framework to interpret how cognitive and social processes interact within the studied context.

The importance of cognitive and social-affective strategies

The first category considers two complementary approaches that emphasize their crucial role in language learning. Evidence from teacher journals, interviews, and artifacts shows that

the use of cognitive and social-affective strategies not only helped students acquire vocabulary and improve their fluency, but also fostered confidence, motivation, and active participation. This category explores the connection between emotional support and structured learning practices, emphasizing how their combined influence contributed to creating a more meaningful and effective learning environment.

The social-affective strategies gave students greater control over their emotions and motivation, which helped to create a positive learning environment. This was evident in interactions between classmates, where students collaborated to complete oral tasks and supported each other when faced with difficulties. As noted in the teachers' journals, students gained confidence by repeatedly practicing expressions, writing them down, and imitating their classmates' pronunciation, which reduced anxiety and made the process less stressful. For example, during activities such as brainstorming about professions, although the students did not seem interested at the beginning of the class, they sought to participate and tried to give answers to the topic presented. Additionally, in the groups that were formed in the classes of three students, two from each group repeated or wrote the phrases. These strategies shaped classroom dynamics and facilitated oral practice, as reflected in the following excerpts from the teacher's journal:

Table 3

Teacher Journal

Teacher Journal - #04
- The students participate in the warm-up activity. - Students participate in the profession's activity while repeating the given professions aloud. - Students actively participate in the activity in pairs. Sentences created by the students: *I think you are in office, you are boy/ You use uniform, I have a table and a pencil, I think you are a singer, do you work in a hospital, you are an engineer, I think you explication to the students, I suppose working on a hospital.*

Beyond social-affective strategies, cognitive strategies also play a crucial role in shaping how students process what they learn, practice activities such as repetition, note-taking, and asking classmates about unfamiliar words or topics provide structure to the learning process, making it clearer. This strategy enabled students to concentrate on areas that required further improvement and supported the development of vocabulary in meaningful contexts. As a result, these practices helped enforce students' oral skills in a practical way. As illustrated in the following, students' artifacts produced during the fifth session.

Table 4
Artifact

Artifact Class #04
In the video, students are seen actively participating in the oral activity using a previously written script. During the class session, a video was recorded of two pairs of students performing a script given to them by the pre-service teachers. The students seemed more comfortable and confident working together, while at the same time presenting themselves to the entire class with more confidence, having fun, and supporting each other. This collaborative dynamic allowed them to demonstrate their progress in oral expression and suggested that they were learning in a more relaxed and conducive environment.

Note. Description of artifact (video) during class #4

The relevance of these strategies is supported by evidence gathered from artifacts of students and student interviews. These sources show that the combined use of social-affective and cognitive strategies contributed to the development of both vocabulary and oral expression. Students' progress was linked to increased confidence, reduced anxiety, and a sense of being heard, which encouraged more active participation. The pattern of reduced anxiety and increased confidence observed in students (Tables 5 and 6) can be explained by social-affective scaffolding. The support between peers and trainee teachers created a safe environment that reduced anxiety about making mistakes and strengthened motivation. Likewise, strategies such as note-taking and peer questioning promoted task interdependence and a real communicative purpose, shifting attention from individual mistakes to shared achievement. This led to a perception of being able to communicate in English. These practices created meaningful opportunities for interaction that strengthened both comprehension and oral skills, as indicated by the evidence from the interview mentioned before.

Table 5
Transcription video interview #1

Excerpt 1
Teacher: In what ways do you feel that participating in communicative activities during our lessons has influenced your self-confidence when speaking in English? **Student:** I thought it was cool because I didn't know I could do that. It helps me because when I learn, I do it together with others. It has greatly reduced my anxiety, because I don't speak much English. Due to the fear of making mistakes.

Table 6
Transcription video interview #3

Excerpt 2
Teacher: How do you feel when participating in activities where you have to speak in English with your classmates? **Student:** Well, as I said, it's really cool because you get involved and it's like a conversation (1:21) that flows, and it's surprising because you don't know that you can talk in such fluid conversations.

In conclusion, throughout classes, it became clear that both social-affective and cognitive strategies facilitate language learning, as they promote their oral production. According to Shofwani et al. (2019), the oral performance in English is associated with low motivation and attitude, suggesting that teachers can implement engaging strategies to enhance students' language skills. Finally, these two strategies can promote more meaningful practice for students in oral performance.

The development of collaborative work and communication

The second category of analysis highlights the role of collaborative work in the development of students' oral production. Results from different classroom activities showed that students felt more confident when working in groups and were more prepared to share their ideas. Collaborative work supported the improvement of their speaking skills, as it allowed them to overcome personal difficulties and develop confidence. In this process, patterns such as memorizing information and taking notes before speaking with classmates or pre-service teachers were observed. This environment encouraged active participation and created opportunities for students to motivate one another.

One of the main findings is that collaborative work created an environment that allowed constant practice, mutual correction, and the use of strategies to improve oral production. For example, students often asked for help from the pre-service teachers or their classmates, and they also relied on memorization and note-taking to remember information and speak more fluently. As a result, students felt more included, motivated, and confident to communicate in English, as shown in Interviews 1 and 3.

Table 7
Transcription video interview #1

Excerpt 3
Interviewer: How does collaborative work help you? That is, the workshops where you have to memorize or speak to each other; basically, to improve your English. **Student:** When I'm talking with another person, I can make mistakes and correct them at the same time because we're already comfortable, and I've been able to speak a little more.

Table 8
Transcription video interview #3

Excerpt 4
Interviewer: If you compare individual tasks with group tasks, how do they differ in terms of helping you practice and improve your English? **Student:** Well, individual tasks are like your own knowledge, but in group tasks, your classmates bring different points of view, because everyone has different knowledge. So you put it all together and you have more ideas.

Another important finding is that collaboration provided continuous practice and opportunities for mutual correction. Students relied on each other to complete tasks successfully, and this support reduced the pressure of performing individually. When one student forgot information, others stepped in to guide them and keep the conversation flowing. This peer assistance not only ensured that activities were completed but also gave students a sense of security to keep trying, even when they made mistakes. As evidenced in the following video artifact as evidenced in the following video, students showed how they helped each other; if any student forgot the idea needed to continue speaking, their partner nearby would assist them to remember the idea and allow them to keep talking.

Table 9

Artifact

Artifact class #1
In the video, we can observe a group of students participating in a speaking activity aimed at improving their communication skills in English. During the session, one of the members seems to forget part of the information they were supposed to express, which causes a brief pause in their speech. However, their classmate sitting next to them steps in to offer the necessary help so they can complete their sentence correctly. Thanks to this collaboration, the students continued the dialogue they were having. This situation not only reflects the teamwork among the students but also highlights the importance of mutual support in achieving learning goals.

Note. Description of artifact (video) during class #1

Lastly, the teacher journals provided evidence that collaborative work increased participation and motivated students to use English actively. Group tasks encouraged students to ask each other questions, check vocabulary, and work together to spell or pronounce words correctly. This process reinforced their oral production and helped them engage more meaningfully with the language. Importantly, collaboration reduced students' fear of speaking since they felt supported by their peers, which allowed them to express their ideas more openly and confidently. The following excerpts exemplify this:

Table 10

Teacher Journal

Teacher Journal #3
- Students worked together to write the words. They were very active. They all worked together to spell the words so they could write them correctly on the board. - A couple of girls helped each other with pronunciation.

To conclude, collaborative work significantly enhanced students' confidence by providing meaningful speaking practice to foster a stronger sense of self-assurance in using the language. They acknowledged the value of learning from their peers, exchanging ideas, and receiving immediate feedback, which helped them identify and correct their mistakes during interactions. This process of self-correction and peer support, as highlighted by Galarza (2021), played a crucial role in enhancing their overall language competence. As a result, TBL helps generate collaborative work in a more genuine and natural way, while improving communication skills that promote engagement and confidence in using the language.

Chapter VI. Conclusions and Limitations

This study set out to examine the effects of implementing TBL on 11th grade students' oral production in a public school in Bogotá. In line with the research question and objectives; the conclusion can be understood through three main effects: students' participation in collaborative work, the confidence they developed during the activities, and the learning strategies they employed to achieve the communicative goals proposed by the pre-service teachers.

First, students' participation in collaborative work became a fundamental pillar for those students who often feel anxious or stressed in class. In these situations, they tended to rely on a friend who was familiar with the theme. Furthermore, the pre-service teachers created a safe environment where students explained that making mistakes was part of their learning process. As a result, students developed confidence to speak aloud about what they had accomplished, which encouraged them to express their ideas and suggested solutions in activities based on real-life situations.

Second, as English was not their mother tongue, they found it difficult to express complex ideas as they could in Spanish. However, to overcome this situation, they resorted to learning strategies such as memorization and note-taking to achieve the goals proposed by the pre-service teachers. Additionally, they recognized that both their classmates and the pre-service teachers offered support with their doubts related to structure, vocabulary, or pronunciation, giving them the opportunity to correct their mistakes in a safe environment, and refine the clarity of their oral production.

Although these strategies and support systems fostered progress, the study also revealed important limitations that affected the overall development of students' oral production skills.

First, most of the students were used to working with A1-level topics, even though, by the final stage of secondary school, they were expected to reach a B1 level of proficiency according to the standards established by the Programa Nacional de Bilingüismo and the Derechos Básicos de Aprendizaje (DBA). However, their current performance was closer to an A1 level, as they had not experienced significant or meaningful English learning in previous years. In addition, the short duration of the intervention, the limited number of participants, and the absence of a control group restricted the generalization of the results and the depth of analysis. This discrepancy between curricular expectations and students' real proficiency limited both the progress and the overall impact of the intervention.

For future implementations, it is recommended to introduce real-life tasks earlier in students' academic journeys so that oral production skills can be developed gradually over time. Teachers are encouraged to design tasks that are relevant to learners' realities, interests, and daily lives, as these elements enhance motivation and participation. Further research could explore the long-term impact of real-life tasks on oral production and how these activities can be adapted to different educational levels and contexts. Finally, continuous teacher training in communicative and task-based methodologies is essential to ensure sustainable improvement in classroom practice.

In conclusion, the findings of this study demonstrate that implementing real-life tasks is an effective pedagogical strategy for enhancing oral production in eleventh graders because it not only enhances linguistic performance but also fosters confidence, collaboration, and the use of cognitive and social-affective strategies that support learning. By situating learning in authentic and meaningful contexts, the study provides evidence that oral proficiency can be strengthened even when students face challenges such as limited prior exposure to the language

or unrealistic curricular demands. This research therefore contributes to the field of English language teaching by reaffirming the importance of aligning classroom practices with students' real needs and experiences, and by highlighting action research as a valuable tool for continuous pedagogical reflection and improvement.

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Appendices

Appendix 1. Lesson plans

Lesson plan 1. Nice to meet you

Name of pre-service teacher	Luisa Baez, Alejandra García, Nicol Reiran & Sofia Sandoval
Date of Application	February 19th, 2025
Lesson Number	1
Class time	1 hour and 40 minutes.
Theme	Recall simple present and introducing themselves
Learning objective	The students use the present simple in a conversation to tell us about themselves.
Main objective	The students will express their likes and dislikes and give some personal information about them.
Materials	Whiteboard, markers, Script template, cell phone (Under the pre-service teacher's supervision).

Warm-up - 8 minutes
In this section the pre-service teacher will explain the game "Simon Says": 1. The pre-service teacher will be "Simon". 2. The students will have to do what the pre-service teacher says. **Note:** The pre-service teacher will have to say Simon Says before she gives the instruction. 3. The pre-service teacher and the students will play only for 5 minutes. In this activity, the pre-service will use simple imperatives to teach the students some instructions that she will be using in the following classes, such as Stand-up, sit down, silence, etc.

Note: The last instruction will be "Put your English notebook on the table" to give an entry of the next part of the class, the presentation.

Presentation - 25 min

In this section the pre-service teacher will introduce the simple tense.

1. The pre-service teacher will start making some questions to the students
   - Do you like to eat icecream?
   - What is your name?
   - How old are you?

   When the students answer or not the questions she will ask them: Do you how to answer them correctly? Did you see these questions before?

2. The pre-service teacher will write the questions on the whiteboard along with possible answers. For example:
   - **How old are you?** → *I am 22 years old.*
3. When the questions will be answer on the whiteboard, the pre-service teacher will ask the students again the same questions but the students will have a guide to follow and be able to answer the questions.

In the second part of this section, the pre-service teacher needs to do:

1. The pre-service teacher will create a glossary with vocabulary that the students can use to create simple questions, for example:
   - Verbs: Reading, playing, watching, etc.
   - Numbers: Sixteen, seventeen, nineteen, etc.
2. Provide examples of how to use the new vocabulary and distribute them to the students for reference.

Practice - 15 minutes

In the first part of the practice activity, the pre-service teacher needs to do:

1. The pre-service teacher will ask the students to form pairs.
2. When the students gather with his/her partner, they will receive a script template, where they can see a simple conversation between two people.
3. The students will have 10 minutes to create a script in which they ask their partner about their likes and dislikes, using the examples provided in the explanation and the template.

   Note: The pre-service teacher will rotate among the groups to observe their work and answer any questions.

4. Students must write their script on a piece of paper, including both of their names. This activity will help them organize their thoughts when asking and answering questions.

   Note: Each student must ask at least two questions. The conversation will be considered complete if the teacher hears both students mention their names, ages, hobbies, likes, and dislikes.

Production - 25 min

In this section, students will have time to record themselves in a podcast. The pre-service teacher will be available to receive the recordings and the scripts created by the students in the previous activity.

1. Each pair will record a podcast as if they were having a conversation, introducing themselves and talking about their personal information.

   Note: They must begin by stating their names so the teacher can identify them.

2. The recording will take place in front of the pre-service teacher to ensure that students do not read directly from their script, though they may use it as a reference if needed.
3. The pre-service teacher will randomly select pairs to record.
4. Each recording must be between one and three minutes long.

Note: The pre-service teacher will ask the students for permission to record their voices using her cellphone.

Assessment - 10 minutes

1. The pre-service teacher will give each student a piece of paper with three questions:
   - What are your expectations for future classes?
   - What are you interested in learning?
   - How can English help you in the future after you graduate?
2. The students will have 5 minutes to answer the questions.
3. The pre-service teacher will collect the papers then she will read some answers from the last questions to create a general conclusion about the students' needs in learning English.

Note: Students can choose whether or not to write their names.

Resources

Template:
https://docs.google.com/document/d/1WwhuWe87n_EE_d1hy3_0ocWKOe2RW32ACfXCmS0X5WQ/edit?usp=sharing

Lesson plan 2. Airline problems

Name of pre-service teacher	Luisa Baez, Alejandra García, Nicol Reiran & Sofia Sandoval
Date of Application	February 24th, 2025
Lesson Number	2
Class time	1 hour and 40 minutes.
Theme	Recall Present simple and Airline Problems
Learning objective	The students use the present simple in a conversation as vloggers expressing their ideas, opinions, and possible solutions to an airline problem.
Main objective	The students will express their problems/opinions about different situations in an airline.
Materials	Canva, Script template, List of Airline Problems, Exit tickets reflection, markers, cell phone (Under the pre-service teacher's supervision) ,

Warm-up - 10 minutes
In this section, the pre-service teacher will perform a short activity with the following steps: 1. The pre-service teacher will begin by introducing the activity and explaining its purpose: organizing words into a meaningful order. 2. The teacher will present some slides in Canva. Each slide will contain specific words. 3. Slide 1: Unrelated words. Slide 2: Mixed words (some travel words, some not).Slide 3: Exclusively airline-related words. 4. The teacher is going to show the first slide. This slide should contain a set of 8-10 unrelated words ("tree," "quickly," "purple," "jump," "idea," "shoe," "always," "cloud"). 5. Instruction: Students will be asked to work in pairs; they will take a look at those words. They need to arrange them in any order that makes sense to them. They should write down the word.

6. The teacher is going to show the second slide. This slide should include a few words related to travel or location mixed with some of the original words ("tree," "quickly," "airport," "ticket," "vacation," "purple," "gate," "cloud").
7. Instruction: Students take a look at a new set of words. They might notice some new additions.The teacher is going to ask, Can you see any connections forming? Rearrange these words into sentences or groups of related ideas. What story can you start to build?
8. The teacher is going to show the third slide. This slide should contain words specifically related to airlines and air travel (e.g., "boarding pass," "flight attendant," "take off," "turbulence," "delay," "terminal," "baggage claim").
9. Instruction: Students should notice a connection to travel and airlines.They need to focus on those words. The task is to organize those words into categories. Students should think about common themes or locations within the airline experience.

After the warm-up, the pre-service teacher will start with the presentation of the topic.

Presentation - 25 min

1. The pre-service teacher uses the Canva presentation to explain the past continuous. They will be taught in the next order:
2. **Definition**: Explain that the past continuous describes an action in progress at a specific time in the past or when another action occurred.
3. **Grammatical Structure:** Subject + was/were + verb-ing.
4. **Uses:** Describe actions in progress, interrupted actions, background information in a story, and parallel actions.
5. **Examples:** Provide clear examples ("I was waiting for my flight when the announcement was made.").
6. The pre-service teacher will present several examples of past continuous sentences and ask students to contribute to the creation of new examples. This will allow students to actively practice the grammatical structure and reinforce their learning through interaction with their peers and the teacher.
7. • Also, the teacher is going to provide a list of key phrases relevant to airport situations (e.g., "flight was delayed," "lost my passport," "making an announcement," "searching for my luggage," "filling out a form," "talking to the gate agent"). This is in order to give them an idea of how to structure sentences related to airline problems.
8. These lists will be related to situations that may arise in an airport, such as flight delays, lost luggage, or problems with documentation, in order to facilitate the formulation of past continuous sentences within the context of the topic.
9. The pre-service teacher puts the following question prompts on the board.
    1. What was going on when the flight was delayed?
    2. What were you doing when you lost your passport?
    3. What was the passenger doing while the announcement was being made?
10. • Students, in small groups, choose one of the questions or scenarios. They discuss and create a short narrative (3-5 sentences) answering the question and

describing what was happening using the past continuous. Encourage them to use the key phrases provided.

11. Example Narrative:
    1. "When the flight was delayed, I was trying to find a place to charge my phone. Other passengers were complaining loudly to the gate agent. Some children were running around and playing near the seating area."
    2. • Through these small activities, students will have the opportunity to practice constructing past continuous answers, improve their verbal fluency, and apply the knowledge acquired in a realistic context.

Practice - 15 minutes

In the first part of the practice activity, the pre-service teacher needs to do:

1. The pre-service will divide the class into groups of three.
2. The group will choose one as their leader. If it's necessary the pre-service teacher could assign it randomly.
3. The pre-service teacher will give the leader two pieces of paper. One is a script template and a specific airline problem.

In the second part of the practice activity, the pre-service teacher needs to do:

1. With the groups gathered, the pre-service teacher will set up a timer for 10 minutes.
2. During those 10 minutes, students will use the script template as a reference to create their own version, considering the airline problem they received.
3. The pre-service teacher will rotate among the groups to observe their work and answer any questions.
4. Students can ask the pre-service teacher for a new vocabulary or how to apply the structures they learned during the lesson.

Production - 25 min

In this section, students will have time to record themselves as vloggers. The pre-service teacher will be available to receive the recordings and the scripts created by the students based on the template provided in the previous activity.

1. Students will record a video as vloggers using the script they created in the previous activity.

   Note:

   - They can use their phones or ask the teacher to record them.

- Those who record with their phones must do so inside the classroom and upload the video to Drive, then share the link with the teacher via email or Classroom.
- If a student does not have internet access, the pre-service teacher will request permission to transfer the video to her laptop via cable, Bluetooth, or a temporary internet connection solely for this activity.

2. The video should be between one and three minutes long.
3. All group members must participate.

Assessment - 10 minutes

"Exit Ticket Reflection"

The teacher is going to distribute a paper with some key questions:.

- How well do you think you understood today's lesson?
- What is one thing you would like me to explain more clearly?
- What topics would you like to cover more?

Students can optionally write their names on the ticket so the teacher can follow up individually if needed, but we are going to emphasize that it's perfectly okay to leave it blank to encourage honest responses. They'll have 2-5 minutes to complete the ticket. This activity will provide the teacher with concrete, actionable insights into how students respond to the teaching methods. At the end, the teacher is going to pick up the tickets and is going to give general feedback to close the class.

Resources

Canva:
https://www.canva.com/design/DAGexIzLo5U/TlKJUFajCg4MVfASf5sdRQ/edit?utm_content=DAGexIzLo5U&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Lesson plan 3. What do you want to be?

Name of pre-service teacher	Luisa Baez, Alejandra García, Nicol Reiran & Sofia Sandoval
Date of Application	March 12th, 2025
Lesson Number	3
Class time	1 hour and 40 minutes.
Theme	Future: will and going to
Learning objective	To help students understand and use the future tense to talk about plans, predictions, and intentions.

Main objective	Formulate and answer questions about future plans and develop confidence in speaking about their future aspirations.
Materials	Whiteboard, markers, Script template, cell phone (Under the pre-service teacher's supervision).

Warm-up - 8 minutes
In this section, the pre-service teacher will introduce and demonstrate the game *Simon Says* to the students. 1. The pre-service teacher will explain the rules of the game and provide an example by giving simple commands. 2. Students must follow the instructions only if they are preceded by the phrase *Simon Says*. 3. The pre-service teacher will then invite a student volunteer to take on the role of "Simon." 4. The chosen student will give commands to their classmates using basic imperatives such as *sit down* and *raise your hand*. This activity will help students practice and internalize simple imperative phrases that will be used in future lessons, including *stand up, sit down*, and *be silent*.
Presentation - 25 min
In this section, the pre-service teacher will introduce the future: will and going to. 1. The pre-service teacher will ask some students to make predictions about their classmates. For example: *I think Nicholas will be a doctor.* 2. The pre-service teacher will create a glossary with vocabulary that students can use to form sentences about the future and their plans after graduation. 3. The pre-service teacher will write the sentences on the whiteboard and create a space where students can analyze them together.
Practice - 15 minutes
In the first part of the practice activity, the pre-service teacher needs to do: 1. The pre-service teacher will ask students to form pairs. 2. Once the students are in pairs, they will receive a set of professional vocabulary cards, each containing an image and the corresponding professional name in English.

3. Students will have five minutes to guess which character their classmate has. They should ask questions to figure it out, such as: *Do you work in a hospital?* or *Do you work healing people?*

   Note: The pre-service teacher will move around the groups, observing their progress and answering any questions.

4. After guessing the characters, each student must select a profession and explain why they chose this profession for their future.

In the second part of the practice activity, the pre-service teacher needs to do:

1. The pre-service teacher will explain the situation on which the students should base their script.
2. They will be role-playing a job interview. In pairs, one student will take on the role of a journalist, while the other will be the job candidate.
3. The pre-service teacher will write a simple speech template on the whiteboard as a guide.
4. In the same pairs, students will write their own script on a piece of paper, including their names.

   Note: The pre-service teacher will move around the groups, observing their progress and answering any questions.

5. This activity will help students structure their responses while practicing both asking and answering questions.

Production - 25 min

In this section, students will have time to record themselves in audio. The pre-service teacher will be available to receive the recordings and the scripts created by the students in the previous activity.

1. Each student will record an audio as if they were giving a lecture, introducing themselves, and talking about their future decisions.

   Note: They must begin by stating their names so the teacher can identify them.

2. The recording will take place in front of the pre-service teacher to ensure that students do not read directly from their script, though they may use it as a reference if needed.
3. The pre-service teacher will randomly select the student to record.
4. Each recording must be between one to two minutes long.

Note: The pre-service teacher will ask the students for permission to record their voices using her cell phone.
Assessment - 10 minutes
1. The pre-service teacher will give each student a piece of paper with two questions: – Do you think that you have a duty in the society? – What will you do to improve your English which is mandatory nowadays? 2. The students will have 5 minutes to answer the questions. 3. The pre-service teacher will collect the papers then she will read some answers from the last questions to create a general conclusion about the students' needs in learning English. **Note:** Students can choose whether or not to write their names.
Resources
Professions: https://docs.google.com/document/d/1bP6A1Ir7EwKDvfk-QKtOvvzwHUMIve5hVguSWqHx2f8/edit?usp=sharing

Lesson plan 4. Banks

Name of pre-service teacher	Luisa Baez, Alejandra García, Nicol Reiran & Sofia Sandoval
Date of Application	April 02nd, 2025
Lesson Number	3
Class time	1 hour and 40 minutes.
Theme	Bank
Learning objective	The students use the vocabulary about banks and how to use them in real life situations.
Main objective	Students will learn and use banking vocabulary in real-life scenarios, practicing speaking and listening skills.
Materials	Whiteboard, markers, Script template, cell phone (Under the pre-service teacher's supervision).

Warm-up - 10 minutes
"Banking Brainstorm" The teacher writes the word BANK on the board and asks: "What words do you associate with a bank?" "What do people do at a bank?"

Students brainstorm and share words like ATM, deposit, withdrawal, loan, interest, bank teller, savings account, checking account, etc.

The teacher adds missing key vocabulary to the board and provides explanations

Presentation - 25 min

Practice: Presentation
The service teacher will provide a brief explanation of key banking terms.
Some of the terms that will be introduced include:
ATM (Automated Teller Machine)
Bank teller
Bill
Other relevant banking vocabulary.
The teacher may use examples, visuals, or real-life scenarios to enhance understanding.
Students can take notes and ask questions to clarify any doubts.

Practice - 15 minutes

"Bank Role-Play"
Students work in pairs. One is the bank teller, and the other is the customer.

They receive task cards with different banking scenarios, such as:

Opening a bank account
Customer: Good morning. I'd like to open a savings account.
Bank Teller: Good morning! Of course. May I see your ID, please?
Customer: Yes, here it is.
Bank Teller: Thank you. What type of account would you like to open? A savings or a checking account?
Customer: I'd like a savings account.
Bank Teller: Great! How much would you like to deposit as an initial amount?
Customer: I'd like to deposit $100.
Bank Teller: Perfect. Please fill out this form, and I'll set up your account right away.
Customer: Thank you!

Depositing or withdrawing money
Customer: Hello, I'd like to deposit some money into my account.
Bank Teller: Sure! How much would you like to deposit?
Customer: I'd like to deposit $200.
Bank Teller: Alright. Can I have your account number, please?
Customer: Yes, it's 123456789.
Bank Teller: Got it. Please confirm the amount: $200.
Customer: Yes, that's correct.
Bank Teller: Your deposit has been processed. Here's your receipt.
Customer: Thank you! (For withdrawal)
Customer: I'd like to withdraw $150 from my account.
Bank Teller: Sure! Can I see your ID?
Customer: Here it is.

Bank Teller: Thank you. Here's your $150 in cash. Have a great day! Customer: Thanks, you too! Students role-play their scenario while using the correct banking terms.
Production - 15 min
"Real-Life Banking Dialogue" In small groups, students create their own banking conversation using at least five banking terms. Practice the Role-Play: Assign roles (customer, bank teller, manager, etc.); Rehearse the dialogue for fluency and pronunciation.
Assessment - 10 minutes
Record the Video: The video should be 3 to 5 minutes long. Students should act as if they are in a real situation Submit the Video: Students will upload the video to a designated platform (WhatsApp or Email.).
Resources
Adrian. (2023. *At the Bank in Spanish: A Beginner's Guide to Financial Terms and Phrases*. BaseLang. https://baselang.com/blog/vocabulary/at-the-bank-in-spanish/

Lesson plan 5. Cultural diversity

Name of pre-service teacher	Luisa Baez, Alejandra García, Nicol Reiran & Sofia Sandoval
Date of Application	April 9th, 2025
Lesson Number	5
Class time	1 hour and 40 minutes.
Theme	Cultural diversity
Learning objective	Students are going to understand the concept of cultural diversity and its importance in contemporary society as well as develop skills to recognize and appreciate cultural differences, fostering empathy and respect for diverse traditions and perspectives.
Main objective	Understand and appreciate cultural diversity, developing skills to interact respectfully in a globalized environment. This objective focuses on students acquiring a deep understanding of cultural diversity and being able to apply it

	in their daily interactions, promoting an inclusive and respectful environment.
Materials	Canva, Script template, List of Airline Problems, Exit tickets reflection, markers, cell phone (Under the pre-service teacher's supervision) ,

Warm-up - 10 minutes
In this section, the pre-service teacher will perform a short activity following the next steps: **Class Division:**Students will be divided into two groups; each group should form a line in front of the board. **Student Preparation:**Each group will have one representative from each line who will receive a bomb and must write a word on the board while holding the bomb in one hand. **Word Selection:**On the cell phone they will be shown words can be related to cultural diversity or topics already seen before in class. **Activity Starter:**A representative from each line will be called and given a bomb each. The word related to cultural diversity will be shown to each student and the representative should write it on the board with one hand while holding the ball with the other. **Ball and Marker Pass:**Once the student has written the word, he/she must pass the marker and ball to the next student in line without letting the ball touch the ground. If the ball touches the ground, the group must start over.
Presentation - 25 min
A canva will present information related to cultural diversity, its impact and importance will be presented Visual Aids and examples, Images and Videos that illustrate cultural diversity. **Objective:** Present the importance of cultural diversity in a globalized world. **Initial Questions:** What is cultural diversity and why is it important? **Definition of Cultural Diversity:** Explain that it refers to differences in traditions, values, beliefs and practices among different cultural groups. **Key Concepts:** Culture, tradition, identity, inclusion, respect. ***Step 1:*** Benefits of Cultural Diversity **Economic:** Innovation, creativity, access to new markets.

Social: Personal enrichment, exchange of ideas, social cohesion.

Step 2: Challenges and Obstacles

Cultural Barriers: Communication, prejudice, stereotypes.

Step 3: Call to Action

Final Reflection: Importance of appreciating and respecting cultural diversity.

Step 4: Conclusion and Questions

Summary: Recap the key points of the presentation.

Questions and Answers: Students will have a space for questions and discussion.

Practice - 15 minutes

Activity: "Culture in a Box".

Goal: Foster understanding and respect for different cultures through the exploration of symbolic objects.

Preparation: Students will be divided into groups of 4 who will have one bag per group, the bags will contain images of objects representing different cultures (e.g., a Japanese kimono, a Mexican hat, an African necklace, an Italian cookbook). Each group will be asked to choose a bag and open it.Without taking the objects out of the box, they must guess which culture each object represents based on its appearance or prior knowledge.

Research and Presentation: Once they have made their guesses, they can take the objects out for a closer look. Then, they should do some research on the objects and their cultural significance. Each group should prepare a brief presentation about the objects they found, explaining their cultural origin and significance.

Knowledge Sharing: Each group will present their findings to the class.

Final Reflection: Students will share a brief reflection on what they learned and how this activity helped them to better appreciate cultural diversity.

Production - 25 min

Activity: "The Cultural Album".

Goal: Encourage cultural exchange and reflection on the traditions and customs of different cultures.

Preparation: Albums will need Art materials (colored paper, scissors, glue, markers).

Introduction: Each student will create a cultural album reflecting different traditions and customs from around the world.

Research: Students should do research on a specific culture that interests them (e.g., Japanese, Mexican, Indian). They should look for information about traditions, festivities, clothing, music, art, and typical food.

Album Creation: Using the art materials, they should create pages in their album that represent different aspects of their chosen culture. Including images, brief descriptions, and meaningful symbols.

Submissions: Once the albums are complete, each student should share their album with the class, explaining the different cultural elements they included.

Final Reflection: After the presentations, ask students to reflect on what they learned.

Assessment - 10 minutes

Activity: "The Cultural Journey."

Goal: To encourage exploration and understanding of different cultures through an imaginary journey.

Preparation: Create cards with names of countries or cultural regions (e.g., Japan, Mexico, India, South Africa). Art materials (paper, markers, scissors, glue).

Introduction: Students will embark on an imaginary journey around the world to explore different cultures.

Selection of Destinations: They will each be given cards with names of countries or cultural regions.They should research the traditions, festivities, music, art, and typical food.

Creating a Travel Journal: Using the art materials, they should create a travel journal that includes:

- ∉ Daily entries about what they learned.
- ∉ Drawings of collages depicting the culture of the destination.
- ∉ Recipes for typical dishes or traditional songs.

Resources

Appendix 2. Instrument 1: Semi-Structured Interview: Understanding Students' Oral Performance Experienced.

Interview Questions
1. How would you describe your experience in this English class? (¿Cómo describirías tu experiencia en esta clase de Inglés?)
2. In what ways do you feel that participating in communicative activities during our lessons has influenced your self-confidence when speaking in English? (¿De qué manera crees que la participación en actividades comunicativas durante nuestras clases ha influido en tu confianza en ti mismo a la hora de hablar en inglés?)
3. How do you feel when participating in activities where you have to speak in English with your classmates? (¿Cómo te sientes cuando participas en actividades en las que tienes que hablar en inglés con tus compañeros?)
4. What activities help you feel more confident when speaking English? (¿Qué actividades te ayudaron a sentirte más confiado cuando hablabas en Inglés?)
5. How have real-life situations workshops in the classroom helped you improve your ability to speak and practice English? (¿Cómo te han ayudado los talleres de situaciones reales en el aula a mejorar tu capacidad para hablar y practicar el inglés?)
6. How do you feel your ability to express ideas in English has changed after participating in collaborative workshops? (¿Cómo crees que ha cambiado tu capacidad para expresar ideas en inglés después de participar en los talleres de colaboración?)
7. When presenting a task or activity in front of the class in English, what challenges do you face, and how do these experiences help you improve your speaking skills? (Cuando presentas una tarea o actividad en inglés ante la clase, ¿a qué dificultades te enfrentas y cómo te ayudan estas experiencias a mejorar tu expresión oral?)
8. Based on your experience, how does working collaboratively with your classmates help you improve your English skills, especially speaking? (Según tu experiencia, ¿cómo te ayuda el trabajo en colaboración con tus compañeros a mejorar tu nivel de inglés, especialmente el oral?)

9. If you compare individual tasks with group tasks, how do they differ in helping you practice and improve your English, particularly in speaking? (Si comparas las tareas individuales con las tareas en grupo, ¿en qué se diferencian a la hora de ayudarte a practicar y mejorar tu inglés, sobre todo a la hora de hablar?)
10. How do collaborative workshops help you develop critical thinking when solving problems or expressing your ideas in English? (¿Cómo te ayudan los talleres colaborativos a desarrollar el pensamiento crítico a la hora de resolver problemas o expresar tus ideas en inglés?)

Appendix 3. Instrument 2 Teacher Journals

Teacher Journal #01
▫ 21 students/ 15 students in the moment ▫ In the warmup the students understand the instruction that were made on English. ▫ The students try to speak in English. ▫ They try to answer the questions that the teacher was asking ▫ They try to make the answer/ And they understand the questions ▫ They listen to their partners and try to make their own questions ▫ The students were able to make the video with the script ▫ The students use translator for some words hey do not know
Teacher Journal #02
▫ We put on context the students that were not on English class #01 ▫ Some of the students understand the instructions in English, but some other students do not. ▫ The students that understand help the students that not by traducing them the instructions given ▫ There was one group of students that were interested in, asked for the topic of the lesson. ▫ The students start to repeat the words that the pre-service teacher said, but as they repeat some of them just stop, or they said it in a low tone.
Teacher Journal #02
▫ We put on context the students that were not on English class #01

- Some of the students understand the instructions in English, but some other students do not.
- The students that understand help the students that not by traducing them the instructions given
- There was one group of students that were interested in, asked for the topic of the lesson.
- The students start to repeat the words that the pre-service teacher said, but as they repeat some of them just stop, or they said it in a low tone.
- At the time of making the groups some of them were disgusted because they cannot be in groups of four people or couples
- The students are most likely to make the podcast that is making a video.
- In each group they start to create the script, apart that the template that they were given, they also use the cellphone, some others call the pre-service teacher just to check if they were doing good or for words that they do not know of the vocabulary.
- They use the command that the teacher gave them in the first class.
- The dynamic of the classroom is even heavier.
- A pre-service teacher to a group that they were not participating in; the students tell the teacher that they got frustrated due to the pronunciation; so, at the time of them to talk they tend to make a comparison with other students.

Teacher Journal #03

- At the beginning of the class, students were asked to participate, but they hid behind the fact that participation was voluntary according to the consent form.
- The pre-service teacher explained again what consent meant.
- The students participated thanks to the intervention of the class monitor.
- Some of the students were on their phones, but the vast majority seemed interested in the class.
- The students tried to complete the activities collaboratively, but when it came time to present them, they did not do so correctly.

- The idea was to record their learning, but they refused again, so different students were assigned to do it in front of the rest of their classmates with the chosen conversation.
- When we record the video, the students looked confident when they speak, the like the activity despite they were chosen, and it was not voluntary
- Students prefer to use a translator for unfamiliar words.

Teacher Journal #04

- The students participate in the warm-up activity.
- Students participate in the profession's activity while repeating the given professions aloud.
- Students actively participate in the activity in pairs. Sentences as: *I think you are in office, you are boy/ You use uniform, I have a table an a pencil, I think you are a singer, do you work in a hospital, you are an engineer, I think you explication to the students, I suppose working on a hospital.*
- Once again, students use the translator to create the script they need.

Teacher Journal #05

- The students try to follow the warm-up activity; however, some students interpreted the activity differently.
- The students spelled some of the verbs differently.
- The students worked together to write the words. They were very active. They all worked together to spell the words so they could write them correctly on the board.
- The students used ChatGPT to obtain information about their assigned countries, then sought to write precisely what they wanted to say.
- They used the sentences written on the board for their presentations, for example: The most famous type of music—One of the students, Sebastian, traded it for food to jump to the topic he wanted.
- The students took notes on their scripts on their phones, others in their notebooks, or on a piece of paper.
- The students were unsure how to pronounce one of the words when speaking.
- A couple of girls helped each other before going in and helped each other with pronunciation.

Appendix 4. Instrument 3 Artefacts

Transcript Video B - 0:06 to 0:12
Student B: Chicken **Student A:** No! My name is Paula Gallo **Student C:** Haha, Little rooster hi
Transcript Video C - 0:16- 0:19
Student 1: What are your abilities for this work? ***Student 2:*** My ability for this work is assistant teacher
Transcription Video D - 0:00 to 0:07
Student A: "Hello, how are you?" **Student B:** "Very fine, and you?" **Student C:** "Fine, and you?"

Transcription Podcast – Class #2. 1:31- 2:10
"After routine checks, the plane began its take-off, the engines readied, and the aircraft smoothly ascended, leaving the airport behind. Upon reaching cruising altitude, passengers relaxed some weight, ordered sleep, and a few engaged in lively conversation. However, about an hour later, the plane encountered an expert turbulence, and it turned into a weird-like jolt."

Transcription podcast Class #3
Hi, my name is Samuel. I want to study programming. Programming, because my father taught me how (0:17) to repair and keep things with technology. And he himself told me that we wanted to study programming, since it was light, (0:37) since he likes it and is keen on technology because of him and the whole world likes him to succeed in what he likes so that he can teach. (1:07) And at the same time, he can teach me.
Transcription podcast Class #3
Hello, I am Daniel Lopez. I am 15 years old. I am from Colombia. (0:09) I am not sure, but I want to be anywhere. Also, many things I like to explore. (0:16) I want to travel abroad, because there are more opportunities.

Appendix 5. Informed consent

AUTORIZACIÓN DE PARTICIPACIÓN EN ESTUDIO ACADÉMICO

Estimado/a acudiente,

Por medio de la presente, le informamos que su hijo/a ha sido invitado/a a participar en el estudio titulado **"El diseño de materiales para fomentar la producción oral en estudiantes de grado undécimo mediante el Aprendizaje Basado en Tareas (TBL)"**, desarrollado por estudiantes de la **Universidad el Bosque**.

El propósito de esta investigación es evaluar la influencia de la implementación de talleres colaborativos basados en el **Aprendizaje Basado en Tareas (TBL)** en el desarrollo de la producción oral en inglés de los estudiantes de grado undécimo. La participación en este estudio es **voluntaria y confidencial**. En caso de recopilar material audiovisual, se garantizará la protección de la identidad de los participantes.

Le solicitamos completar y firmar la siguiente seccion para registrar su consentimiento:

Yo, _____, identificado/a con cédula _____, en calidad de acudiente de _____, manifiesto que he sido informado/a sobre los objetivos del estudio y autorizo la participación de mi acudido/a en el mismo.

Fecha: ___ / ___ / 2025
Firma del acudiente: _____