



LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS

**DESIGNING A COMMUNICATIVE BOOKLET FOCUSED ON TASK BASED
LEARNING APPROACH TO DEVELOP THE SPEAKING SKILL IN FOURTH
GRADE STUDENTS AT INSTITUCION EDUCATIVA ISABEL LA CATÓLICA**

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NOTA DE ACEPTACIÓN

JURADO

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Dedicated to God, who gave us the wisdom to culminate it, to our parents,
relatives, teachers and friends who were supporting us in our careers and the development of
this research

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Abstract

Currently, Colombia is a country that is interested in fostering the capacity of its citizens to learn a foreign language, because it is essential to construct a strong society about academic, cultural and economic aspects. The development of communicative competence levels in a foreign language of a society generate on its citizens more opportunities in relation to the aspects previously mentioned.

In relation to the above, this research project represents a pedagogical support to the Colombia public education system, regarding the area of English as a foreign language, because it deals to develop the students' English speaking skill through the design of communicative tasks that are focused on Task-based learning approach.

This study takes place in the “Institución Educativa Isabel La Católica”, where the proposal is necessary and appropriate to the institution because the English learning process in fourth grade presents difficulties regarding the methodology that is being implemented which is affecting the development of students' speaking skill.

This study was started when the students were in third grade and we have worked in three phases. Firstly, we had a period of observations with the intention of knowing the needs and interests of the studied population deeply, after that, we identified the problem situation and statement the problem in order to improve the students' weaknesses and at the end a solution according to the evidenced problem situation was proposed.

Key words: Task Based Learning Approach, speaking skill, development, education, teaching, learning, English, needs, interests.

Resumen

Actualmente, Colombia es un país que está interesado en fortalecer la capacidad en sus ciudadanos por aprender una lengua extranjera, porque eso es esencial para construir una sociedad fuerte sobre los aspectos académicos, culturales y económicos. El desarrollo de los niveles de competencia comunicativa en una lengua extranjera de una sociedad, genera sobre sus ciudadanos más oportunidades en relación a los aspectos previamente mencionados.

En relación a lo anterior, este proyecto de investigación representa un soporte pedagógico para el sistema de educación pública en Colombia, en cuanto al área de inglés con una lengua extranjera, porque este proyecto ofrece el desarrollo de la habilidad del habla en inglés de los estudiantes a través del diseño de tareas comunicativas que están centradas en el enfoque Task- based learning.

Este estudio toma lugar en la “Institución Educativa Isabel La Católica”, donde nuestra propuesta es necesaria y apropiada para la institución debido a que el proceso del aprendizaje de inglés en cuarto grado presenta dificultades en cuanto la metodología que está siendo implementada, lo cual está afectando el desarrollo de la habilidad de habla.

Este estudio fue iniciado cuando los estudiantes estaban en tercer grado y nosotros hemos trabajado en tres fases, primeramente tuvimos un periodo de observaciones con la intención de conocer profundamente las necesidades e intereses de la población estudiada, después de eso, nosotros identificamos la situación problémica y enunciamos el problema a

fin de mejorar las debilidades de los estudiantes y al final una solución de acuerdo con la situación problemática evidenciada fue propuesta.

Palabras claves: Enfoque basado en tareas, habilidad del habla, desarrollo, educación, enseñanza, aprendizaje, idioma inglés, necesidades, intereses.

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CHAPTER I: INTRODUCTION

Introduction

In the Institucion Educativa Isabel La Católica which is located in Almirante Colon neighborhood at Cartagena de India's city; some observations were started one (1) year ago, these students were in third grade in that moment, they were between eight (8) and nine (9) years old. Nowadays, the students are in fourth grade, they are between nine (9) and ten (10) years old.

During the immersion in the field of research some evidences of the lacks and weaknesses were found in the English language teaching process that was impacting the students' English learning in a negative way. The school did not has an English teacher, the practitioner of the universities are assigned to perform this role, it means that constantly the students are exposed to different ways of teaching (methodologies) in order to it, if any university assign a practitioner, the students could not learn English Language.

Nowadays, in fourth grade there is a practitioner, but his methodology is based on listening and repetitions, because in the English classes, the students just repeat what the teacher says, and write some examples about the topic (vocabulary or sentences) and the homework.

As Nunan (1989), cited by Kasap (2005 p. 5) said "Learners in EFL contexts have fewer opportunities to practice language outside school, classroom activities become more

important”. It means that as English language is not our native language, inside the classroom is really necessary that the teacher creates an appropriate environment where the English language is explored according to the students' needs and students' experiences, in order to employ communicative tasks that promote the target language be practiced increasingly.

Another aspect is that the English classes last little time, each class has a duration of forty- five (45) minutes one day in the week (Friday), also English language is not always spoken by the practitioner and the students, because when the practitioner tries to explain something in English, the students expressed in Spanish do not understand what he says, in order to it, the practitioner uses Spanish to explain them. It means that English learning process of the students of fourth grade is having few opportunities, insomuch the students can practice and use the target language; as a result all these factors are affecting the development of the students' level of their oral production in English language (speaking skill).

Taking into consideration the data collected, they show that how teachers teach English can influence on the speaking skills of the students; because in Richards & Rodgers (2014, p. 4) words “common to each method is the belief that the teaching practices it supports provide a more effective and theoretically sound basis for teaching than the methods that preceded it”. The teacher has an important role to these practices give satisfactory results.

Tasks are seen as strategies where the teacher can employ effective communicative tasks to foster students' speaking skill, according to Skehan (1996) Task-based develops the oral skills because tasks can be evaluated in terms of the fluency, accuracy and complexity of language produced by task users. For Skehan (1996 p. 17) "skills can best be acquired in a balance of these three aspects. Tasks are helpful to fulfill the conditions to practice the target language communicatively"

In relation to the advantages that Task- Based approach offers and due to the problem situation the research aim is developing students' speaking skill through the designing of communicative tasks booklet focused in Task-Based Learning approach to get the students use English language. For that reason, it is the approach that guides this research project, specifically in how to design effective communicative tasks to develop the students' speaking skill.

However, it does not mean that the other skills such as: reading skill, writing skill and listening skill will not be worked, these skills will be developed together because "TBI is seen as an approach fostering a learning environment that finds appropriacy in all skills and often combines more than one skill in the same task" (Willis (1996), cited by Kasap (2005 p.4).

Also, Ellis R, (2003 p. 10) said that "a task can involve any of the four language skills", in relation to allow the development of the ability in the students to express, create

and exchange meaning in real and natural situations, in other words, stimulating the students to use the English language as they do in their native language.

The development of the students' speaking skill is really important, due to the fact that Colombia is a country that is interested in fostering the capacity on their citizens to learn a foreign language, because it is essential to construct a strong society about academic, cultural and economic aspects. The development of communicative competence levels in a foreign language of a society generates on its citizens more opportunities in relation to the aspects previously mentioned.

Task-Based Learning represents a strong approach; it involves a creative process, which implies the notion of learning by doing, due to children like learning in an attractive and dynamic way, which allows the students to be exposed to learn more natural and authentic English language.

According to Skehan (1998), major programmatic proposals for Task-Based education in language teaching appeared in the 1980's and 1990's, it became known as the 'Bangalore Project' that was initiated in the late 70s, specifically in 1979 and it was completed in 1984. In the practice of teaching of that decade, the word 'task' was used to refer to the special kind of activities carried on in the classroom which the activities were by doing things (how) and it prevailed on the role of content (what).

In a debate in India was concentered a strongly felt pedagogic intuition, arising from experience generally, this was that the development of competence in second language do not requires teaching by language' inputs systematization, but rather the creation of

conditions in which the students can foster communication in the target language, in Prabhu (1987), cited by Sánchez, (2004). It means that the teacher's role is to create these conditions for the students to be able to have meaningful interaction.

Thus, in Ellis (2009) words, Task-Based Learning (TBL) is regarded as a new teaching approach that contrasts to traditional language teaching approaches; it is an alternative approach based on the principle that students' language learning process will develop in a better way if teaching regard how important is to create contexts where the students' natural language learning capacity can be fostered rather than making a systematic teaching bit by bit of the target language. It means that task-Based Learning approach allows the students to learn with a natural context for language use, because Task- Based caters to the development of communicative fluency while not neglecting accuracy.

Richards & Rodgers, (2001) and Willis, (1996) express that the teachers create a natural context that requires the use of the target through communicative task in which the language use is more important than production of correct language forms. In addition, Larsen-Freeman, (2001) considers that one of the objectives of Task- Based is the students' language learning is facilitated by a variety of task that has a clear outcome.

Ellis (2003) explains the different between outcome and aim of a task, "Outcome" is what the students get in and when they have completed it, when the students complete a task; it offers students opportunities to communicate with others and "Aim" of the task is the pedagogy purpose that a task has, in order to achieve meaning-focused language use.

It is important that teachers have a clear distinction the real purpose of a task, it is not that the students can arrive to have an excellent outcome, the idea is the students get the language use, in relation to promote language learning. Nunan (2004) points out that the tasks allow that the students' language use outside the classroom can be linking of classroom language learning.

For this reason, Colombia recognizes the importance of a foreign language, in our particular case English Language; thus, The National Education Ministry proposes a project “The Bilingualism National Program” as a strategy to improve the education quality in English language teaching, in order to Colombia has citizens able to communicate in English.

As we know, the students that are Spanish speakers, when they are learning English, their speaking skill tend to be more complicated to develop than others skills, since it is quite difficult to practice when students do not live in a country in where English language is spoken, as our case.

In Cartagena city, there are many schools that are teaching English as a foreign language, it is a language that is not spoken in our immediate local environment and therefore everyday social conditions do not require permanent use for communication.

However, as Crystal (2003) highlights in *Estándares Básicos de Competencias en Lenguas Extranjeras*, page 7 “There has never been a time when so many nations will need to talk to each other. There has never been a time when so many people have wanted to travel a many places. ... And it has never been more urgent the necessity of a global

language”. Taking into account English language is seen as a common language that allows to people access to this new globalized world. In other words, English is considerate as a global language that connects people with our globalized world.

Given its importance as a global language, our Ministry of Education has set in its policy to improve the quality of English teaching, enabling higher levels of performance in this language. The intention is to provide that students can learn English; consequently, they can have greater access to the real world.

According to “The Common European Framework” the students in fourth grade are in Basic I (A.2.1) level, in response to this, in the “Basic Standards of Competence in Foreign language: English” specifically in general standard, the students must achieve the following abilities and competences:

- ✓ Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios.
- ✓ Comprendo cuentos cortos o lo que me dice mi profesor en clase.
- ✓ Participo en conversaciones cortas usando oraciones con estructuras predecibles.
- ✓ Hablo de mí, de mis compañeros y de nuestras actividades cotidianas con oraciones simples, encadenadas lógicamente y a veces memorizadas. Aún se me dificulta hablar de temas que se salen de mi rutina familiar o escolar.
- ✓ Mi pronunciación es comprensible y hablo de manera lenta y pausada.
- ✓ Escribo pequeños textos sencillos sobre temas de mi entorno.

- ✓ Mi vocabulario se limita a temas y referentes cercanos y conocidos.

Analyzing the abilities and competences that the students have to achieve in fourth grade, we figure out some important characteristics:

Everything that the students learn in this grade, have to be:

- ✓ Simple (according to the level Basic I (A.2.1))
- ✓ Illustrated
- ✓ Connected to daily and personal topics
- ✓ Related to environmental topics(family background and school context)

In other words, According “Basic Standards of Competence in Foreign language: English”: students in fourth grade are interested in learning things or topics that are contextualized with their needs and wants. This means that the English learning process need to be guided by an approach that facilitates that students learn things or topics with these characteristics. In this way, the students will speak English language, because, students will know how to apply it in their real life and in their daily situations.

In order to achieve the purpose of this research we established a general objective, which is to develop speaking skill on students of fourth grade in the Institucion Educativa Isabel La Católica, our proposal is to design a booklet that contains communicative tasks, to create it, it is necessary to determine some specifics objectives such as:

- ✓ Characterize the interests, needs and wants of fourth grade students at Isabel La Católica School.
- ✓ Identify the level of the oral production in English language of the students in fourth grade at Isabel La Católica School.
- ✓ Design communicative tasks to satisfy the students' interests, needs and wants in fourth grade students.

To achieve these specific objectives, we take into account some research questions, such as: What are the needs and interest of fourth grade students in their English classes?, How effective is task-based learning approach to develop the speaking skills in students of fourth grade at Isabel la Católica School? And Which are the communicative tasks that need to be designed to develop the students' speaking skill at Isabel La Católica School?.

This research project develops some key terminologies that are necessary to understand this study; they are Task-Based Learning, Task and Speaking skill.

The first term mentioned, Task-based learning (TBL) is an approach in the field of language learning and teaching. It focuses on the use of authentic language, and necessitates students to perform meaningful tasks using the target language. In Lou Leaver and Willis (2004) words, it is an approach that makes a real effort so the students can communicate as best as they can in the target language.

In addition, in this research, Task-based learning is view as an approach in which communicative tasks play central role to develop the speaking skill, due to, the process of

“using language appropriately carries more importance than the mere production of grammatically correct language forms” Richards and Rodgers, (2001, p. 224). Therefore, the naturalistic exposure to and use of language are prerequisites for development, as Baker & Westrup (2003, p.8) said, “The learner context plays a large role in determining what is appropriate for students”.

The second term mentioned, Task, it is a term that has many definitions, because a lot of researches have dedicated to study it.

Long (1985) cited in Ellis (2003, p.4) says “A task is “a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination, helping someone across a road, brushing their teeth, preparing breakfast, reading a newspaper, taking a child to school, responding to e-mail messages, making a sales call, attending a lecture or business meeting, having lunch with a colleague from work, helping a child with homework, coaching a soccer team, and watching a TV program”.

Long’s concepts is related to the idea that tasks are contextualized with the students’ real situations, in this way, the students can learn and use the language, because it is familiarized with them.

At the same way, to Prabhu (1987) cited in Ellis (2003, p.4) “a task is an activity which required learners to arrive at an outcome from given information through come process of thought, and which allowed teachers to control and regulate that process”.

Prabhu’s point of view shows that task has an outcome and the students have to achieve it. However to Ellis (2003, p.8) “the real purpose of the task is not that learners should arrive at a successful outcome but that they should use language in ways that will promote language learning”.

On the other hand, Nunan (1989) cited in Ellis (2003, p.4) defines “a task as an activity that necessarily involves language, for that reason, he introduced the concept of “communicative tasks, “it is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form, the task should also have a sense of completeness, being able to stand alone as a communicative act in its own right”. In Ellis (2003) word, “tasks are activities that call for primarily meaning-focused language use.

Similarly Lee (2000) argues that tasks are focus on meaning rather than a specific linguistic feature. Therefore, communicative tasks are tasks that have a communicative purpose to real world context. This relation to the real world necessitates using relevant and authentic materials in classrooms. According to Richards & Rodgers (2001), authentic materials are materials that are not designed for language teaching; therefore, the language in these materials is close to real world, out-of-class language use. During performing these tasks, students are free to use whatever language forms they want, without imposing any

structures on them, because Cook (2004) cited by Knapp & Seidlhofer (2009 p. 148), these “tasks have been seen as primarily spoken exchanges, using written language incidentally”.

In this sense, we can conclude that tasks are activities that have an outcome, their attention is on meaning and tasks are appropriate to the students can language use, the students are seen primarily as “language users” for that reason; they must employ the same kinds of communicative processes as those involved in real world activities.

The third term mentioned, Speaking skill, it is one of the four skills of a language learning process. According to Baker & Westrup (2003 p.7), “speaking means using language for a purpose, for example, instead of asking students to repeat sentences, dialogues, or chant English words, is better to give to the students a topic and ask them to construct and say their own responses”.

In real life, we do not repeat what others say, repetition is only one useful way of practicing new language, but it is necessary for the students to practice the target language in real situation which are similar to activities that they do outside the classroom, if that happens the students will make their own sentences and dialogues like in a real communication, they could talk about themselves, daily routines, news, own ideas, discussing issues.

In order to make a depth study of these key terminologies, it is necessary to review the literature that supports this project. In Task-Based Learning, Prabhu was one of the first proponents in 1970s in secondary school classes in Bangalore, India. The necessity of a change from the traditional approaches that were focused in grammar, correct pronunciation

etc., has made the use of the communicative language approaches imperative in order to develop the oral production (speaking skill) in the students.

According to Richard and Rodgers (2001), Task- based learning has been accepted as an effective language teaching methodology for developing communicative language learning that is focused on the task use based in the real-world.

In Task-Based Learning, communicating in the foreign language it is a principal characteristic rather than the language production correct forms.

For that reason, Task- based learning shares the principles with communicative language teaching approach, both believe in the idea of promoting interaction and real language use, through communicative tasks that are related to the needs, wants and interests of the students, however Task-Based Learning presents more specific teaching practices.

In Willis (1996) words, Task- Based Learning provides effective language learning contexts in the form of tasks, because tasks encourage learners to use authentic language in order to achieve a clearly defined outcome.

Also, Nunan (1991) considered that Task- Based Learning has a relationship with experiential learning, because this type of relationship taking into account for learning immediate personal experience, consequently, it makes that the students' experiences take an important role in the teaching process.

Task- based approach is a strong communicative approach where students spend a lot of time communicating, tasks are engaging, enjoyable and motivating.

The designer conducts a needs analysis, which yields a list of the communicative tasks that the learners will need to carry out.

According to Nunan (2004, p. 1), “pedagogically, Task- Based has strengthened the following principles and practices:

- ✓ A need- based approach to content selection.
- ✓ An emphasis on learning to communicate through interaction in the target language.
- ✓ The introduction of authentic texts into the learning situation.
- ✓ The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- ✓ An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
- ✓ The linking of classroom language learning with language use outside the classroom.

These principles have made of the Task- Based Learning a useful approach for the language learning and teaching, because it is focused on the students and it helps them to use the language in real situations through interaction in the target language, taking into account the language use outside the classroom and their personal experiences.

According to Skehan (1996), it is vital to set proper goals for TBL in order to support its effectiveness, and he suggests that TBL focus on three main language learning goals, they are fluency, accuracy, and complexity.

The first goal is fluency; it concerns the students' capacity to produce language in real time without undue pausing or hesitation. In order to achieve it, Skehan (1996) suggests, the students aim to use the foreign language in real life situations. In addition using appropriate lexical items are keys to attaining language fluency.

However, occasionally the students have difficulty achieving spoken fluency; it may affect the students' communication by limiting interaction patterns and may cause dissatisfaction both on the part of the speaker and the interlocutor. Also, some personality factors are seen like a possible negative effect on fluency as well. These factors may involve general shyness, production anxiety, and embarrassment in speaking, feelings of inadequacy of one's ideas.

In order to contrast that factors, the students need a lot of opportunities to practice language in real-time conversations, it will make that they can feel a little bit comfortable using the target language.

The second goal is accuracy; it concerns how well language is produced in a rule-governed way of the target language. Skehan (1996) said that since inaccuracy may cause communication breakdowns and reflect negatively on the speaker's production, for that reason, it is necessary for Task- Based Learning to promote accuracy for effective language learning and use.

By the last, to Skehan (1996) complexity (restructuring) involves the students' commitment to expand basic competencies to use more challenging phrases, words or sentences. The students' willingness to attempt more complex language use is also important

in the learning process. It is fundamental for the designer of communicative tasks to engineer an adequate balance in these three goals.

According to the literature review of Tasks, they are seen for different purposes, in this way, they have been defined with a variety of meanings. In Richards & Rodgers (2001) words, in the 1950s, tasks were used for vocational training related with instructional purposes. After that, in the early 1970s, tasks were used for academic purposes, they were adapted and designed in detail as instructional tools and sequenced for classroom training.

In language educations, regarding to what Richards and Rodgers (2001) expressed, in The Malaysian Communicational Syllabus and the Bangalore Project, the tasks were of two types, real life tasks and academic tasks. For instance, a real- world task was called ‘clock faces’ the students asked to put their hands on a clock to show a given time. Another task labeled ‘drawing’ in which the students asked to draw geometrical figures from verbal instructions. These tasks were designed to serve pedagogic purposes.

Currently, tasks are viewed as activities that allow the students use and practice the language in real situation, because the task purpose is that through the interaction the students can communicative in the target language.

In Liddicoat and Scarino (2013) words, with the tasks the students can be a language user, being able to use the language for personal expression through of the opportunities to develop a personal voice in the target language

Tasks have different features, according to Skehan (1998, p. 95) puts forward five key features of a task:

- ✓ Meaning is primary.
- ✓ Learners are not given other people's meaning to regurgitate.
- ✓ There is some sort of relationship to comparable real-world activities.
- ✓ Task completion has some priority.
- ✓ The assessment of the task is in terms of outcome.

Based on the above mentioned, to Skehan a task requires learners to use the language, with emphasis on meaning, to achieve an outcome, where complete the task is important.

On the other hand, Ellis (2003, p. 86-96) also has a point of view about task, she lists six features of tasks that can affect the amount of interaction.

(1) Required vs. optional information exchange: the prototypical former task is the information gap, whereas the opinion gap typifies the latter.

(2) Types of required information exchange: in required information exchange tasks, the information can be held by one person (one-way) or shared by all participants (two-way) of the task.

(3) Task outcome: tasks can be open or closed, that is, whether or not a predetermined goal is specified or not.

(4) Topic: topics can be ranked in terms of familiarity to the participants.

(5) Discourse mode: tasks can employ various types of discourse, such as narrative or descriptive.

(6) Cognitive complexity: the difficulty of a task can affect interaction.

The following table summarizes how Ellis (2003, p. 21) describes tasks:

Design feature	Description
1 Goal	The general purpose of the task, e.g. to practice the ability to describe objects concisely; to provide an opportunity for the use of relative clauses.
2 Input	The verbal or non-verbal information supplied by the task, e.g. pictures; a map; written text.
3 Conditions	The way in which the information is presented, e.g. split vs. shared information, or the way in which it is to be used, e.g. converging vs. diverging.
4 Procedures	The methodological procedures to be followed in performing a task, e.g. group vs. pair work; planning time vs. no planning time.

5 Predicted outcomes:	The ‘product’ that results from completing the task, e.g. a completed table; a route drawn in on a map; a list of differences between two pictures. The predicted product can be ‘open’, i.e. allow for several possibilities or ‘closed’, and i.e. allow for only one ‘correct’ solution.
Product	
Process	The linguistic and cognitive processes the task is hypothesized to generate.

Taking into account task features is really important in order to create effective tasks which are related with the students’ needs, interests, and wants. Also, features of tasks represent an important dimension in task design and use.

Many researchers have studied and established some task types, in order to it, we taking into account, Willis & Willis (2007), Nunan (2004) and Ellis’s (2003) point of view.

Willis & Willis (2007) distinguish seven types of tasks, as can be seen in **table 1**:

Table 1: Taxonomy of task types in Willis and Willis (2007)

Table 4. Taxonomy of task types in Willis and Willis (2007)

Task types	Examples of specific tasks
Listing	Brainstorming Fact-finding Games based on listing: quizzes, memory and guessing.
Ordering and sorting	Sequencing Ranking ordering Classifying
Comparing and contrasting	Games finding similarities and differences Graphic organizers
Problem-solving tasks	Logic problem prediction
Projects and creative tasks	Newspaper Posters Survey fantasy
Sharing personal experiences	Story telling Anecdotes Reminiscences
Matching	Words and phrases to pictures

- Listing and/or brainstorming, for instance, list people, places, things, actions, reasons, everyday problems, things to do in various circumstances etc.
- Ordering and sorting, these can be sequencing, ranking, or classifying.
- Matching, you can match captions / texts / recorded extracts to pictures; short notes or headlines to longer texts, news items.
- Comparing: finding similarities and differences, learners can compare their own work with that of another learner or another pair or group.

- Problem-solving, you can find solutions to some real world situations.
- Project and creative tasks, you can use authentic resources or materials such as:
Newspapers, magazines, posters, survey fantasy.
- Sharing personal experiences and storytelling, they are tasks which give learners a chance to speak for longer and in a more sustained way. And it is something we often do in real-life.

In Willis and Willis' (2007) words, task types, regardless of the task types, tasks need to have a clear goal, the instructions should be more precise, give clear completion points and take into account the students personal lives or experiences, her tasks types proposed ways of stimulating richer learner interaction and giving more opportunities for genuine meaning-focused language use and maximizing learner responses.

On the other hand, Nunan (2004, p.1, 4) believes in two types of tasks, they are “real-world or target tasks, and pedagogical tasks. The first type mentioned “Target tasks”, as the name implies, refer to uses of language in the world beyond the classroom. On the contrary, “Pedagogical tasks” are those that occur in the classroom. It involves communicative language use in which the user's attention is focused on meaning rather than grammatical form; this does not mean that form is not important, because meaning and form are interrelated.

However, in order to create learning opportunities in the classroom, real- world tasks have been transformed into pedagogical tasks. Nunan says (2004, p. 22) the language

classroom are unnatural by design, and that they exist precisely to provide for learners the kinds of practice opportunities that do not exist outside the classroom.

Also, pedagogical tasks need to be developed through authentic materials, in Ellis (2003, p.6) words, “authenticity concerns whether a task needs to correspond to some real-world activity”.

Ellis (2003) commented that the pedagogical and real world tasks can be unfocused or focused task. Unfocused task divides in two types: pedagogic such as:

- Information-gap
- Opinion-gap
- Reasoning-gap
- Personal
- Role play

Real world tasks:

- Giving instructions
- Letters to the editor
- Writing reviews

Focused tasks are based on a linguistic target, to Ellis (2003, p.16) they have two aims: “one is to stimulate communicative language use (as with unfocused tasks), the other is to target the use of a particular, predetermined target feature”.

In general, in English language teaching process, each task types are related to the students’ language use, in order to achieve the four skills.

Each task types have a design process, it involves questions about teaching, such as how to design tasks and what type of tasks need to be designed in order to reach the learning goals. According to Long (2015) in his chapter nine (9) “Lessons in Tasks-Based Learning are built around tasks, not text, because basing lessons on texts means studying language as object, not learning language as a living entity through using it and experiencing its use during task completion. Learners need to learn how to do a task themselves”.

Ellis (2003, p. 276-278) gives eight principles on which to base task design. The proposed principles are:

- (1) Ensure an appropriate level of task difficulty.
- (2) Establish clear goals for each task-based lesson.
- (3) Develop an appropriate orientation to performing the task in the students.
- (4) Ensure that students adopt an active role in task-based lessons.
- (5) Encourage students to take risks.
- (6) Ensure that students are primarily focused on meaning when they perform a task.

(7) Provide opportunities for focusing on form.

(8) Require students to evaluate their performance and progress.

The purpose of these eight principles is “creating opportunities for language learning and skill development through collaborative knowledge building”.

To taking into account the students’ needs when a task is designed, Long (1998) cited by Garcia (2007, p. 11) identified six operational steps that are involved in this process, these are:

(1) Conduct a need analysis.

(2) From need analysis identify target tasks?

(3) From target tasks derive pedagogic task types.

(4) Grade and sequence the pedagogic tasks.

(5) Deliver instruction using appropriate methodology.

(6) Evaluate instruction using criterion- referenced measures of task performance.

Also, Ellis (2003) divides the process about the design and implementation of a task, in three phases, they are: pre-task phase, the during- task phase and the post- task phase, as can be seen from **table 2**.

Table 2: A framework for designing task-based lessons (Ellis, 2003).

Table 1. A framework for designing task-based lessons (Ellis, 2003)

Pre-task (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
During task	Time pressure Regulating topic
Post-task (Focused communication activities)	Number of participants Learner report Repeat task Reflection

In the pre- task phase, the aim is first to introduce task and task topic to the students. According to Ellis (2003), framing of the task plays an important role before implementing the task since it informs learners about the outcome of the task and what they are supposed to do to fulfill the task.

In other words, this phase involves setting up the task, explaining its purpose and importance, and generally getting pupils motivated to carry out the task. In this pre- task phase the teacher might provide some input, modeling what the task outcome might look like.

After introducing the topic, the teachers may need to taking into account if the task topic is unfamiliar or familiar to the students, because the teachers have an opportunity to observe what the students actually know and what they need to know. In order to this aspect, the teacher can guide an appropriate process, for example, if the topic is unfamiliar, the

teacher can provide learners with vital vocabulary items and phrases or help them remember relevant words or phrases (Willis, 1996). If the topic is a familiar one, the teacher can elicit the known phrases and language related to the topic.

Then, it is necessary the teacher performs a similar task to the main task. In this step the teacher asks similar questions that would be directed to the students in the main task. This demonstration in the pre-task helps to enhance the students' competence in undertaking the real task.

During-task phase, Ellis (2003) commented, as in any teaching situation, the teacher will have a number of pedagogical decisions to take as the task completion progresses.

Also Willis (1996) cited by Pachler, Evans, Redondo and Fisher (2013, p. 129), say “the students do the main task in pairs or groups, prepare an oral or written plan of how and what they have done in task completion, and then present it to the whole class”. After some groups or pairs present their oral or written reports. The teachers' giving feedback only on the strengths of the report and not publicly correcting errors increases the effectiveness of the reporting session.

In the post- task phase Ellis (2003) suggests this phase enables learners to focus on the language they used to complete the task, perhaps, repeat the performed task, and make comments on the task. The teacher selects the language forms to present, monitors learners while they are performing the “re-task” and notes of learners' errors and gaps in the particular language forms they use. Learners are also given the opportunity to repeat the task. Finally, learners are given the opportunity to reflect on the task they have finished. In

other words, this phase has three major pedagogic goals that Ellis (2003) has considered, they are:

- (1) To provide an opportunity for a repeat performance of the task.
- (2) To encourage reflection on how the task was performed.
- (3) To encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

Each phase is important to a design task process, but they are not an obligation to follow each one, according to Lou and Willis (2004, p. 14) “Task design depends on the procedures selected for the work plan and the format of the end- product”.

According to speaking literature review, it is the most distinguishing feature of human beings of the other living beings; all human beings are born to speak their native languages. Speaking is the natural state of a language. According to Knapp & Seidlhofer (2009, p. 401), “speaking is not necessarily an easy part of language learning, people might read and write quite effectively, and learn successfully through the written word, but the ability to speak does not always follow. Learning the spoken foreign language can be a challenge in its own right”.

Historically, the teaching speaking skill has been studied for some methods, firstly, the Grammar Translation Method considered important characteristics such as: learning the structure of a language, memorizing sentence patterns and vocabulary, these are superior to practitioner spoken language , however, in the mid-nineteenth century, the importance of

teaching grammar for grammar's sake, decreased as a result of Europeans were traveling more in order to build business and personal connections, for that reason they needed the existence of opportunities for achieving conversational skills in learning a foreign language.

In Richards & Rodgers (2014, p.11) words "Linguistics emphasized that speech, rather than the written word, was the primary form of language", in that way, Gouin proposed a new language teaching method "Direct method" where was supported the idea that the language learning requires using spoken language of a second language like first language learning.

Toward the end of the 1950's, the Audio Lingual Method (ALM) in the U.S. and Situational Language Teaching in the U.K. dominated the field of language pedagogy. These methods wanted to develop speaking and listening skills in language teaching. Richards & Rodgers (2014) said, even though, these methods favored the spoken language, the teacher was who modeled and controlled the direction and pace of learning choosing relevant situations to practice structures, also, the emphasis was mostly on the use of accurate pronunciation and structures while speaking in the target language, little attention was paid to the natural and spontaneous use of this new language in conversation.

After these methods were appearing some methods such as: Silent way, Community Language Learning, Suggestopedia, all of them also emphasized oral language proficiency in their aims, the basic language mastery was considered the ability to speak the target language with a native like pronunciation. However, these methods having structural knowledge of the language were still central.

In relation of the lacks of the methods previously mentioned, emerged in the 1960s Communicative Language Teaching (CLT), it regards language as a tool for effective and meaningful communication, so in this approach, for example, comprehensible pronunciation was the goal rather than native-like pronunciation.

Taking into account the goal of Communicative Language Teaching, appeared many methodological offspring which attempted to shape the principles of CLT into more specific teaching practices. They are: Content-Based Instruction (CBI), Project Work, and Task-Based Learning all are founded on the premise that language is learned through using it communicatively, with processing in language of equal importance to producing it.

According to Richards & Rodgers (2001) one distinguishing feature of all these communicative approaches is the time period of anticipated focus. In CBI, language of the content focus may comprise a subject study spread throughout a whole term or year while Project Work a “project” might extend for several weeks and in Task-Based Learning “tasks” typically are completed in a class period.

In spite of the fact of there are new methods that seek the development the speaking skill in the students, it is important to highlight that currently the teaching speaking skill is presenting confusion, Rebecca Hughes’ statement (2011) in chapter one of her book, a key question is whether a teacher is engaged in “teaching the spoken form of a language” or “teaching a language through speaking?”. Because, teachers may incline toward the first one (“teaching the spoken form of a language”), that is one of the problems with teaching speaking skill in the traditional classroom setting is that it is not the spoken but the written

form of language and its characteristics that are taught. Also, some teachers try to develop the students speaking skill without taking into account their needs, wants and interests.

In some English classrooms, where the people speak English too, learners need to use English in their everyday lives. They also see and hear English every day. In this situation, learners have a lot of practice outside the classroom, and they often learn to speak a certain amount of English in quite a short time. If they go to English classes, each of them will know some different language because they have different knowledge and different life experiences in English outside the classroom.

However, in many other parts of the world, the situation is different, like in our case, because the students “ usually do not hear English spoken outside the classroom except by their teacher, they never read English except in their English textbook and they never expect to use much English outside the classroom” Baker & Westrup (2003 p.8).

In some English as a Foreign language classes (EFL) that are in the situation mentioned previously, every day the speaking skill is less developed in the students that are learning that language, owing to, some teachers are more concerned about the target language grammatical form (“teaching the spoken form of a language”) before the language natural use (“teaching a language through speaking”).

Cook (2004) cited by Knapp & Seidlhofer (2009, p.147) support the idea of “teaching a language through speaking”, they expressed “the main argument concerning language learning is usually that children learn to read and write sometime after they learn to speak and listening”. Nevertheless, as Dinapoli, (2000) cited by Torky (2006, p. 52) said “a teacher

asks a “display” question (that is, a question the teacher knows the answer to), an individual student answers, and the teacher evaluates or corrects the answer. Eventually, this is an unrealistic use of language and these questions have clear limitations in terms of how much genuine communication practice the student receives”.

The true is the students are overload of list of vocabularies with hundred words or structure grammatical, it causes that when students try to speak something in English, they do not know to how to use the language, for that reason is better using the language to learn it, rather than learning language to use it, in Knapp & Seidlhofer (2009, p.147) words, “the students learn best through the spoken, not written language”.

CHAPTER II: METHODOLOGY

Type of research

The aim of the research study is to design a communicative task booklet in order to develop the speaking skill in the students of Intitucion Educativa Isabel La Católica. Understanding that communicative tasks can influence the level of the oral production in English language performance of nonnative speakers. Also, its objective is that students can learn a foreign language by using it.

The type of information sought was through the qualitative research, according to Bryman (2008) cited by Hammersley (2013, p.1) highlights that “Qualitative research is a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data”. Because qualitative reports describe and interpret something whatever was studied, in relation to it, the data are words, stories, observations, and documents; it means that the qualitative datas are descriptive.

Also, Sandelowski (2004) cited by Hammersley (2013, p.1) points out that “Qualitative research is an umbrella term for an array of attitudes towards and strategies for conducting inquiry that are aimed at discovering how human beings understand, experience, interpret and produce the social world”. Because the qualitative researcher talks with people about their experiences and perceptions.

The data for qualitative analysis typically come from fieldwork, during it the researcher spends time in the setting under study situations of importance that can be observed, people interviewed, and documents analyzed.

In order to it, the qualitative research use three kinds of instruments to collect data that we used, but it is important to highlight according to Merriam and Tisdell (2015, p.147) that “The researcher is the primary instrument of data collection because is he/ she who implement the instruments, the three instruments are based in Merriam and Tisdell (2015, p.137) word “on in-depth and open-ended interviews, direct observations and written communications”. Because extensive field notes are collected through these observations, interviews and document reviews.

The first instrument mentioned “qualitative interviews” are a primary source of data; Merriam and Tisdell (2015, p.137) say that “Interviews yield direct quotations from people about their experiences, opinions, feelings, and knowledge. Data consist of verbatim quotations with sufficient context to be interpretable”.

The second one, “Direct observations” in Merriam and Tisdell’s (2015, p.137) words “consist of detailed descriptions of people’s activities, behaviors, actions, and the full range of interpersonal interactions and organizational processes that are part of observable human experience. Data consist of field notes: rich, detailed descriptions, including the context within which the observations were made”.

It is important to say that interviews and direct observations sometimes work together, because in the real world when we collect data through interviews and conversations are often interwoven with observation.

The third one, “written communications” are according to Merriam and Tisdell (2015, p.137) “a rich source of data, this type can include open- ended written responses to questionnaires and surveys. Data consist of excerpt from documents captured in a way that records and preserves the context.”

All of these instruments are really important to collect effective data, the major source of the qualitative data is what people say, because we can learn a lot of it, and what people say can be obtained verbally through and interview or in written form through document analysis or survey responses and observations provide knowledge of the context or specific incident, behaviors etc.

In order to collect the data, this research project is carried out through a participatory action research, in Lawson, H. Caringi, J. Pyles, L. Jurkowski, J. Bozlak, C. (2015) word, “Participatory Action Research (PAR) is a special investigative methodology”, because this research involves researchers and participants working together to examine a problematic situation or action to change it for the better. In most simply words McTaggart, R. (1997, p. 5) point out that this type of research is done by the people for themselves: it means, “Learning to do it by doing it”.

This research, according to Wadsworth (1998) cited by Kindon, S. Pain, R. Kesby, M. (2007, p. 1) “Participatory Action Research (PAR) is an umbrella term covering a variety of

participatory approaches to action-oriented research”. It takes into account in Kindon, S. Pain, and R. Kesby, M. (2007, p. 14) word, that the specific context is studied by its real-life problems and it involves participants and researchers in collaborative processes for generating knowledge.

In relation to Participatory Action Research, we took into account some key important components, for instance; our research is focus on change: we identified the problematic situation and we proposed a solution.

Also, we developed this study in a specific context: we took into account the needs of a particular group (fourth grade of the Institucion Educativa Isabel La Catolica).

Other point is the emphasis on collaboration: we worked together (researchers and participants) in order to examine a problematic situation or action to change it for the better.

The participants of this research project are students of fourth grade of the Institucion Educativa Isabel La Católica, it offers an education of pre-school, elementary and high school. It is a school with 900 students approximately who live in neighborhoods around the school such as: Caracoles, Campestre, Corales etc, which belong to Localidad # 3 that is called “Industrial y de la Bahía”, of Cartagena de Indias.

In fourth grade, there are 39 students who are between nine (9) and ten (10) years old. Twenty- one (21) students are males and eighteen (18) of them are female. The majority of them, All the students have been in the same class since they joined school, that means they have been together all the elementary school.

The English teacher is a practitioner, who started his professional practices in fourth grade this year, he just teaches English by fourteen minutes on Friday.

In the observations of the English classes, all these participants were actively immersed in the process. However, it is important to highlight that to collect data with survey instrument, twenty- five (25) students of fourth grade were selected as a rich sample a considerable part of them, because they can show us a prospect of the aspects that we need to research. Among the participants, eighteen (15) are male and seven (10) are female.

In addition, an interview was developed to the practitioner, where he answered important aspects that contributed in this research project. Also, all the students made an individual oral test that gave to us some results.

In order to collect data in this study about what are the needs and interest of fourth grade students in their English classes, three instruments were used.

The first tool was an observation of the development of the English class in fourth grade, this observation was done through a completion of a checklist that contained ten (10) aspects to be observed to check how the speaking skill is carried out in the classroom.

The second instrument was a survey that was administrated to twenty-five (25) students with the aim of acquiring information about their interests lacks, wants in their English class. This survey contained eleven (11) closed questions.

The third instrument was an interview to the English teacher and the English coordinator. They were interviewed with the purpose of knowing how the teacher organizes

and structures the lessons and the solutions he proposes to put them into practice successfully. It is important to take into account the opinions and ideas of a pre-service teacher, who is doing his internship at this school, because he is the person who plans and designs the activities in every English lesson.

In order to collect the data to identify the level of the oral production in English language of the students in fourth grade at Isabel La Católica School, an individual oral test was administered to all students which consisted in asking the students some questions about familiar and basic topics according to the Basic standards of Competence in Foreign Language: English. The implementation of the individual oral test allowed us to know the weaknesses and strengths of the English language learning process and as a result in what level the students are according to the Common European Framework of references.

To be able to implement the instruments above mentioned, we had to make a collection procedure, it started in May last year, in this date, and we obtained oral informal permission to conduct our study at Institucion Educativa Isabel La Católica. The formal written permission was given in March.

During the year 2014, we did observations for six months about the situation that was identified in that moment, also, some interventions were made because, it was the internship center of one of us. In the present year (2015), in June, we returned to the Institucion Educativa Isabel La Católica in order to continue the research project.

However, after we were there, we made changes in our study, taking into account the actual observations, although the main topic was modified, the observations previously

made in the last year were really useful to the development of this research, also, it is important to highlight that the actual research is conducted with the aspects that are still observable nowadays, such as: lack of the methodology in the teaching process and the development of their speaking skill in English language.

Then, we were in fourth grade, with the intention to carry out an observation process in the English teaching process of fourth grade through a checklist instrument, taking into account aspects such as, if the methodology provides opportunities to the development of the students' speaking skill, if the practitioner uses the resources in a dynamic way, if the English language learning process presents lacks and weaknesses, if the time of the duration of the English classes promotes the development of some activities, if the hourly intensity is appropriate to the grade as well as the time of the duration of each topic is sufficient according to the needs of the students, if the topics are familiarized with the students' context and if the students participate in class.

Two weeks after the application of the checklist observation, we applied a survey to the students in order to characterize the needs, wants, interests and lacks of the students, with the intention of decide an appropriate methodology in the English teaching process that took into account these aspects to develop their speaking skill. It is important to say that the survey was administered to twenty- five (25) students, they were chosen as a sample.

However, the survey had to be administrated again, because the analysis of the answers did not coincide with the observation done before. At that time the methodology of the survey implementation was changed, the problem was that we gave the instructions and

they answered like they thought, but in the second application we told them if they do not understand a question, we can explain it to them. It is important to know that by their ages, things like these can happen.

Some weeks after, we implemented an interview with the English teacher, in order to know key characteristics of the students (needs, wants, interests) and the methodology implemented in the English teaching process and some really important aspects about why the speaking skill need to be developed. With the results of the interview's answer, we made a student's needs analysis.

At the end of the process, we made a simple individual oral test to identify the level of the oral production in English language of the students in fourth grade at Isabel La Católica School. In this activity we asked to the students about personal information, colors, numbers and family. In general, the questions were related to their immediate context. However, most of the students answered the questions incorrectly, they said that they did not know the words or did not understand what we asked. Other questions were answered, but in an incomplete way.

CHAPTER III: RESULTS

Characterization of needs wants and interests of the students in fourth grade at Institucion Educativa Isabel La Católica.

Observations.

With the observation we could capture the reality of the context, the unfolding of events over time and some reasons about why the students presented difficulties in their speaking skill, also we knew the students and their interactions when they were in English classes.

After it, we observed three English classes and we designed a teacher's checklist in order to carry out an observation process in the English class of fourth grade at Institucion Educativa Isabel La Católica, this process was developed through ten items.

During the first observation of the English class, the methodology implemented was listening and repetition, because the teacher started the class with a song called "good morning" and the students repeated the song too. Then he called the students to check the attendance register. The topic that was developed was the numbers, the teacher showed videos about the numbers, the students listened to them and repeated each number, some students did not repeat, because they were talking with other classmates. Then they wrote the name of the numbers on their notebooks and wrote the homework too. The instruction of the homework was given in Spanish. In this way, the class was over.

During the second observation of the English class, the methodology implemented was listening and repetition as the first class observed. The teacher started with “good morning” song, some students sang too. Then he called the students to check the attendance register. After it, he introduced the topic and asked the students what is the capital of Colombia? The students answered the question in Spanish “La capital de Colombia es Bogota” because they did not know how to answer the question in English; it means that the activities that require that the students think and use the language are above the students’ English level. For that reason the teacher did not ask questions to the students and he wrote on the board some examples about the capitals of some countries, sometimes the teacher did not pronounce the name of some countries or capitals correctly. At the end of the class, the students transcribed on their notebooks what the teacher wrote and he gave to the students a photocopy with a test about the topic, the instructions were given in Spanish.

During the third observation of the English class, the methodology implemented was listening and repetition too. The teacher started the class with “good morning” song, the students sang too. The teacher introduced the topic asked them in Spanish about their family. The students answered in Spanish too, every student participated and talked about their family. Then, the teacher wrote the date on the board and he wrote a short list of family members, later he asked what is the meaning of those family members in Spanish. The students answered satisfactory because this topic was not new for them. The class finished when the teacher wrote the homework on the board, after it the students transcribed on their notebooks.

Reflecting about our observations, using the checklist instrument, we can notice that the methodology that is being implemented in fourth grade in the Institucion Educativa Isabel La Católica did not provide opportunities for the students to be able to develop their speaking skill, it made the students not to use the target language as it should be and the students presented a low level of the oral production in English language, for that reasons the students think that speaking English is more difficult than other skills and they feel more comfortable when they listen and write in class.

Also, some of the resources that the practitioner used in his English classes were not used in a dynamic way, because the videos or songs were implemented just to repeat. Repetition has an important role in the teaching of English language, for example, to practice a correct pronunciation but when the repetition takes the principal role in the teaching, the learning of a new language usually presents some lacks or weaknesses.

When the practitioner tried to ask some questions to the students, the students made gestures that mean they did not understand what he was asking, or they just answered in Spanish, for that reason, most of the time, the practitioner spoke in Spanish or just said to the students “please, repeat after me”. The students just talked in English when they were repeating something, the rest of the time they spoke Spanish to communicate ideas or interact with their classmates.

Also, in the teaching of the topics, the duration of the class is shorter than it should be, because the English classes are on Fridays by forty-five minutes (45 m) and according to our

observation in each Friday the topics were different and these were not linked each other, the opposite happens when the topic is familiar to the students' needs, the students try to participate in class.

Even though the practitioner tries to use different resources and make a dynamic class and sometimes the students enjoy the classes, the methodology that is being implemented for him, it is not giving positive results in relation to the English level of the students and the development of their speaking skill, it can be happening, because sometimes the English level of the students limits the activities or the things that the practitioner wants to do with them.

Surveys.

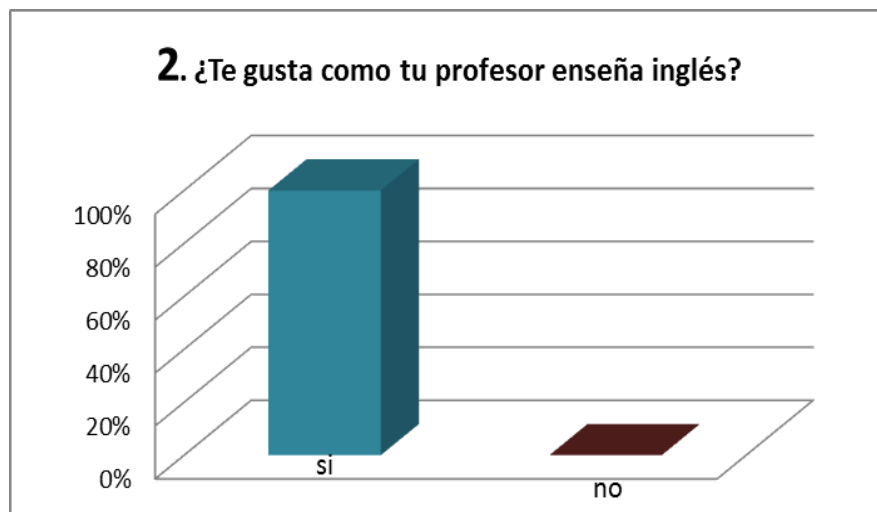
A survey of eleven (11) questions was carried out to characterize the interests, needs and wants of fourth grade students at the Institución Educativa Isabel La Católica. This survey was developed with twenty five students, out of thirty nine (39). This instrument was carried out in Spanish, because it was the most appropriate taking into account the English level of the students.

Survey: question 1



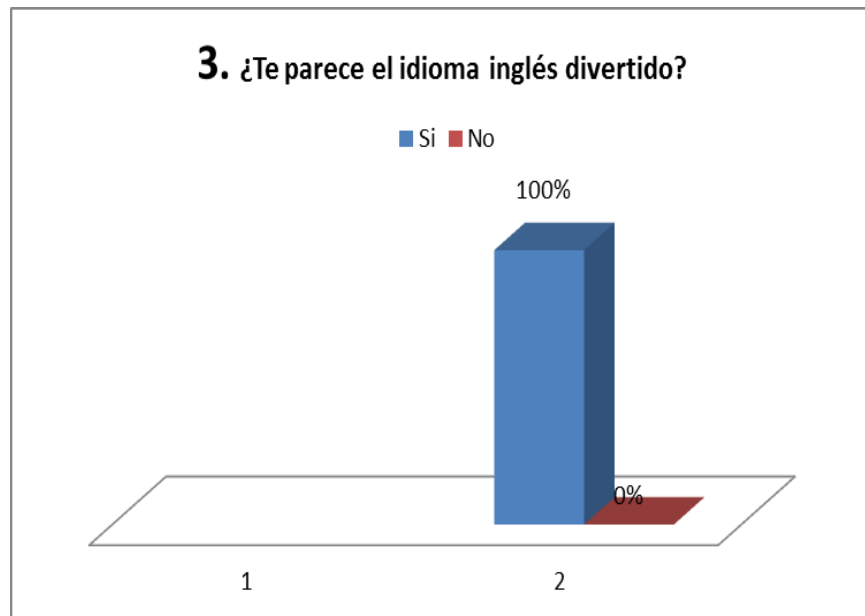
In question 1, all the students (100%) expressed that they like to learn English. However, according to our observations while they made the survey, some of them chose positive answer because they thought that we were evaluating and the English teacher would take into account the results of the survey to put any notes. Other students expressed that currently they like to learn English because the practitioner sometimes put videos, they can listen to music and the schedule of English class was change; English classes were after the physical education class for that reason, the students felt tired. Now, as the practitioner goes just some days, the English classes are on Friday before the break.

Question 2



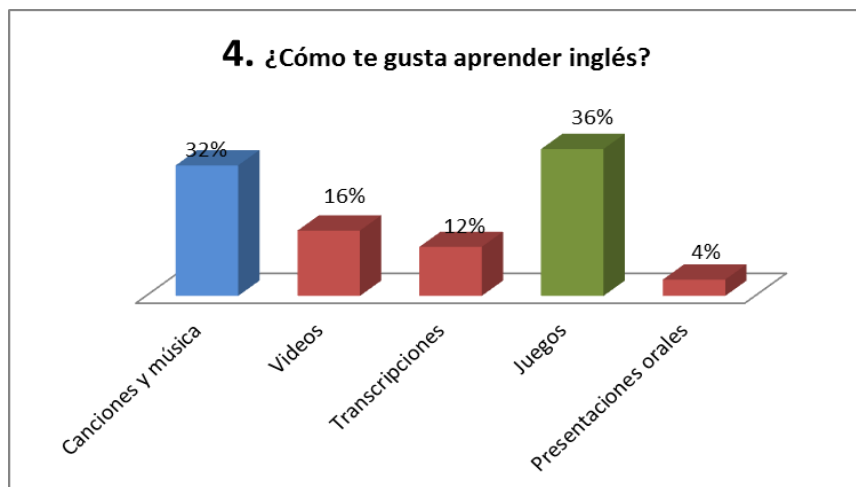
In question 2, all the students (100 %) expressed that they like how their teacher teaches English, in this question happened the same of the question 1, even though we explained to them that we were not to evaluate something, they do not want that their English teacher knew the results, they said to us “despues tu se lo muestras al profe”. To the other hand, some of the students expressed that they like how the English teacher teaches (practitioner), and they made a comparison with the practitioner that they had before, and the moment when they do not have any English teacher. With this practitioner they have a significant connection insomuch as the practitioner has created a routine and every Friday he tries to do the best to them.

Question 3



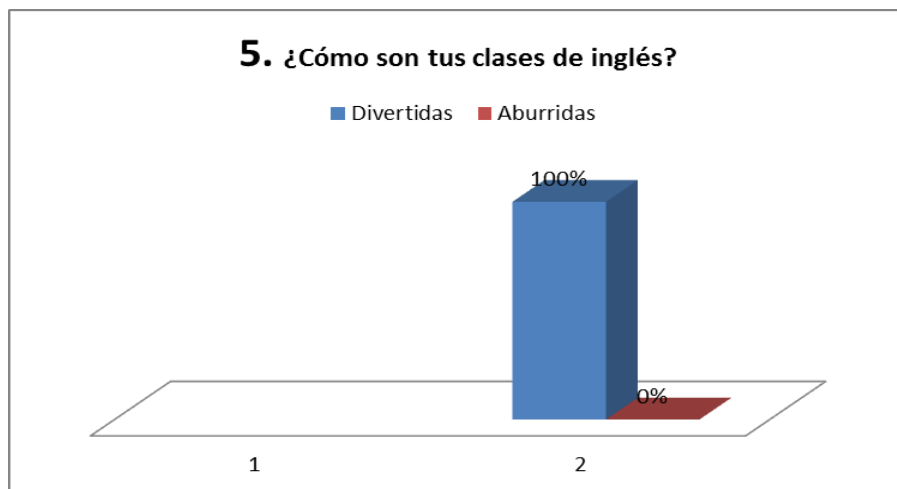
In question 3, all the participants (100%) think that English Language is fun, because in class, they do not have to make a lot of activities as the other subjects, they just have to repeat what the practitioner says, write on their notebooks, see some videos, sing songs in a personal recorder that he brings and in their houses they do not have to do a lot of homework's as with the other subjects do. It means that the students unknown the importance of the English Language in our city and country.

Question 4



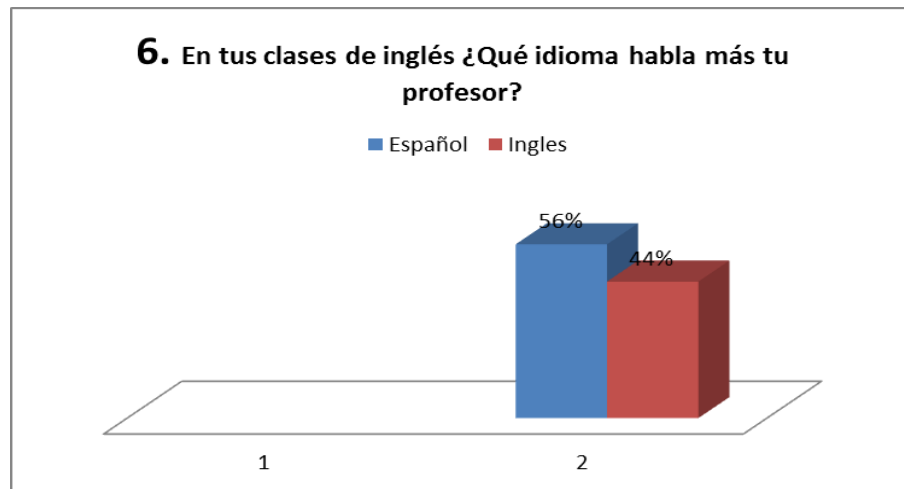
In question 4, 36% of the students expressed that they like learning English through games, a 32% of them like to learn with songs and music, 16% of the students of the school said that using videos in class is an excellent way to learn the language and 12% of the participants prefer to learn English doing transcripts and 4% with oral presentations. These results indicate that there is a lack of competence in the speaking skill and they need to development it.

Question 5



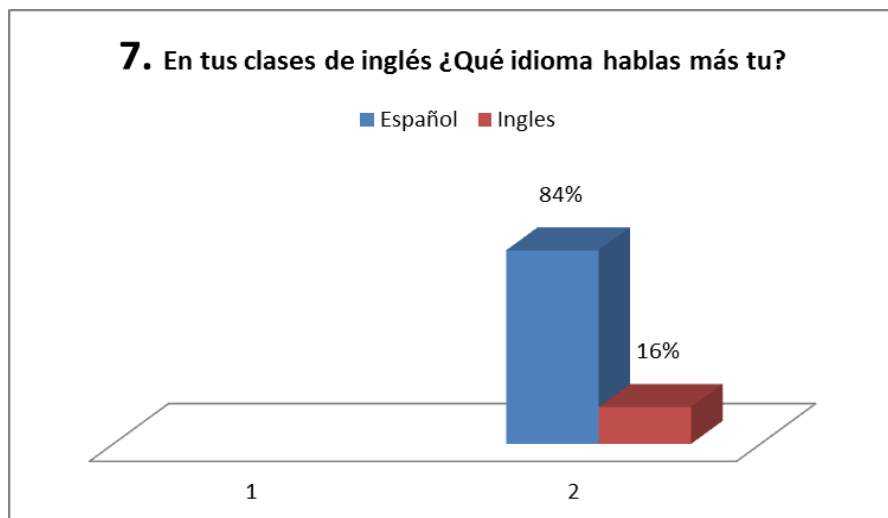
In question 5, all the students (100%) expressed that their English classes are fun, because the English classes have a short duration compared to the other subjects, and in English classes they can do things that they cannot do in other classes. Also in these classes they just write homework, repeat some words about the topic and transcript something in their notebooks.

Question 6



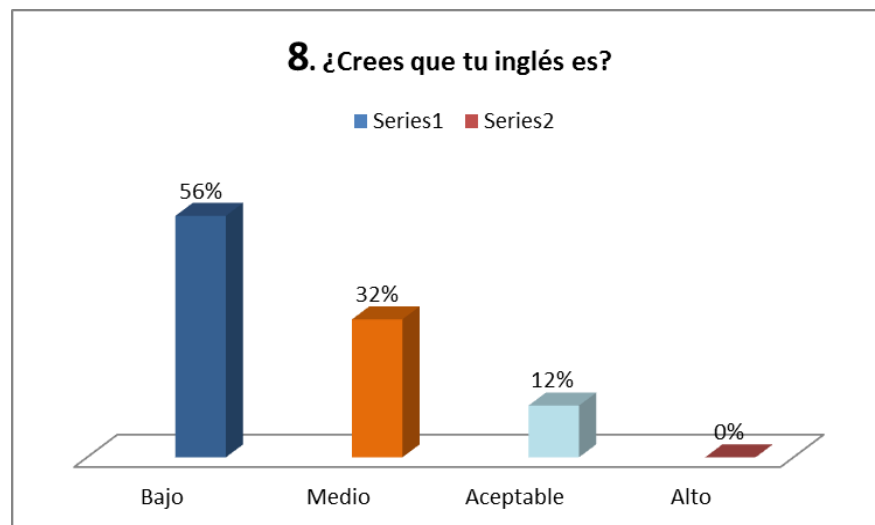
In question 6, 56% of the participants expressed that the teacher speaks more Spanish than English in their English classes; because a 44% of the participants pointed out that the teacher speaks English. It means that the students have fewer opportunities to practice their English and as consequence the speaking skill of the students is being affected in a negative way.

Question 7



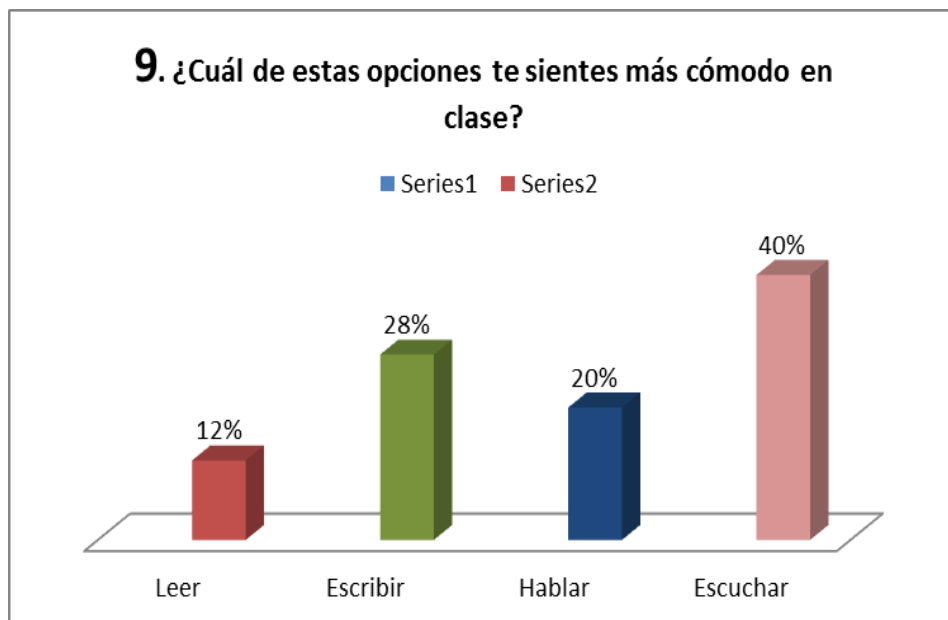
In question 7, 84% of the participants expressed that they speak more Spanish than English in their English classes, because a 16% of the participants of the school said that they speak English. It means that the English Language Learning process is not being executed with effectiveness and also their speaking is the skill that needs to be developed.

Question 8



In question 8, 56% of the students believe that their English language is low, 32% of the students think that it is Medium, 12% of the students expressed that it is acceptable and nobody (0%) think that their English is high, it means that the English language learning process in the school is not giving sufficient positive results, also if their English is low, their speaking skill is in the same level.

Question 9

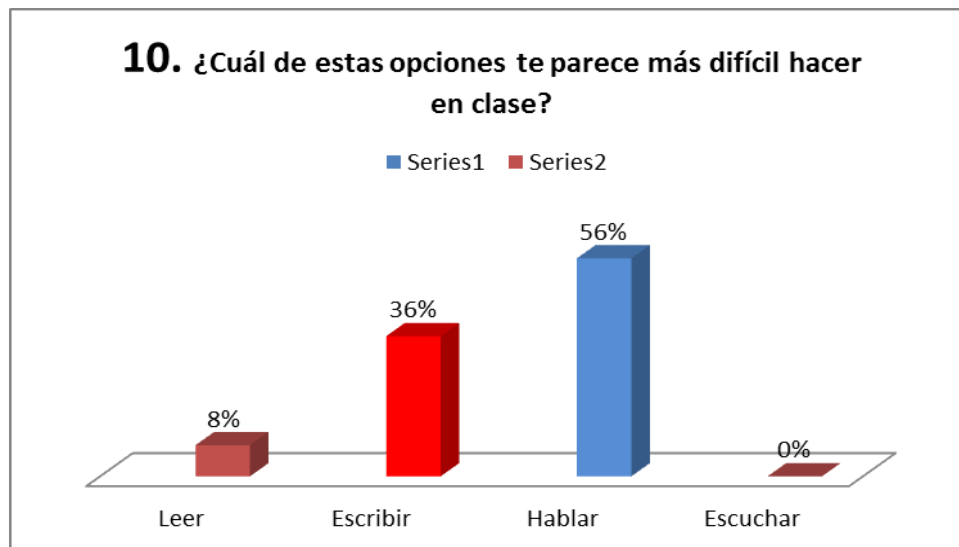


In question 9, 40% of the participants expressed feel more comfortable when they have to listen to in their English classes, 28% of the participants think that they feel better writing, 20% of the participants consider that they feel comfortable when they speak and 12% of the participants feel better reading.

The students feel more comfortable when they listen to and write because those are the skills that they use more in their English class, they always transcript in their notebooks and listen to the practitioner or some songs. It means that the students are accustomed to have a passive English learning process, even though the writing skill is a productive skill they do not produce anything, they just transcript what the practitioner writes on the board.

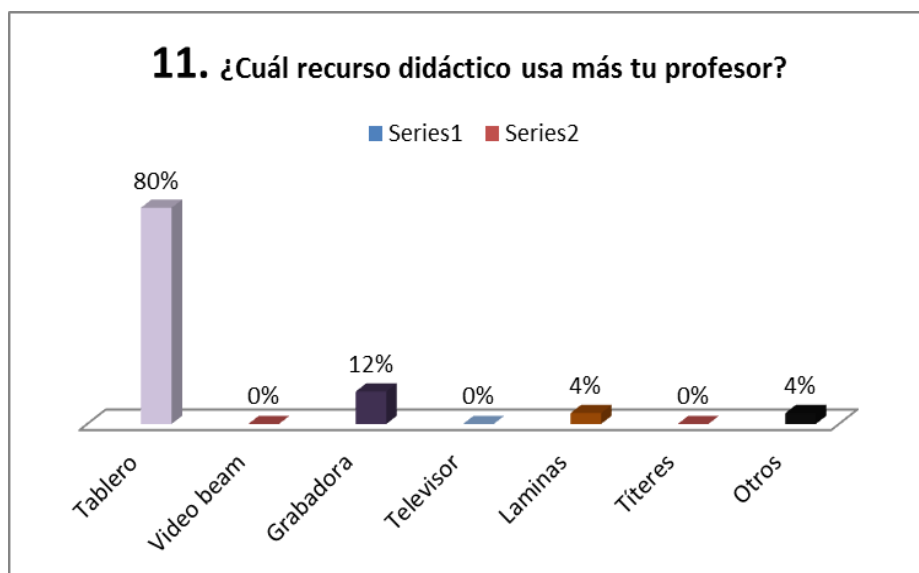
When they use the speaking skill is just to repeat what the practitioner says or to sing a song and sometimes they use the reading skill when they read what the practitioner writes on the board. For that reasons the students have a low level in the English learning process.

Question 10



In question 10, 56% of the students expressed that speaking English Language is more difficult to do in class, 36% of the students think that writing is difficulty too, 8% of the students expressed that reading is complicate to do and nobody think that listen to is difficult. The students think that speaking is more difficulty because they rarely speak English in class and as they do not usually practice it , they feel fear and nervousness, it means that in the English language learning process is necessary to create opportunities to the students can practice the target language in that way they could feel more comfortable.

Question 11



In question 11, 80% of the participants expressed that English teacher uses the board in his English classes, 12% of the participants said that the English teacher uses a recorder, 4% of the students expressed that the English teacher uses posters, 4% of the participants said that their teacher uses photocopies and nobody expressed that the teacher use video beam or T.V in their English classes, it means that in the English classes the practitioner use resources that do not allow the students to developed their speaking skill, because when the practitioner uses the board is just to write some examples of the topic or to writes the homework, when he uses a recorder is just to listen to a song about the topic, when he uses posters, he does not make that the students explore the pictures or describe them, he just shows the posters to the students and when he uses photocopies, they are just to color pictures.

It is important to highlight that even though the students did not choose the option of video beam and Tv, in one of our observations the practitioner used this resources, the students expressed that it was the first time that he used them.

Interview

The interview was carried out with the purpose of making needs analysis of the needs, wants and interests of the students in fourth grade at the Institución Educativa Isabel La Católica. The person who was interviewed was the practitioner who is the English teacher in fourth grade.

The first time that we tried to interview the practitioner, he took a negative attitude, because he thought that with the answers that he gave us, we would made a report to the assessor of his internship or to the school coordinator, for that reasons, he made up a lot of excuses to answer our questions.

The second time, we found the practitioner at the break and we explained to him that the importance to know his point of view about the English language learning process of fourth grade, the students' needs, wants and interests and all about the lacks and weaknesses of the students.

In the interview, the practitioner expressed that he just has the experience of his professional practices and he teaches just English in some grades on Friday, because the time is not sufficient to teach English in all grades.

In order to know methodology basis on the English language teaching process, we asked him what he knew about some important documents such as: “The Common European Framework of references” and “Basic Standards of Competence in Foreign Language: English”, he expressed that these documents are a guide to the English teachers, however when we asked him about some specific aspects, he said that he just knew that.

Also, we asked him about the importance of the English Language, he expressed that learning English is important because we live in a touristic city and learning this language allows to have advantages and he said that he likes English because is the subject that he teaches.

According to some approaches, he expressed that he knows a lot of approaches, he said communicative approach and task based approach, but when we asked him that mentioned some things that shows examples of these approaches he did not answer.

In relation to it, we asked him, if he could describe his class, he expressed that he started the class singing a song; he calls the attendance list, writes on the board the date and the topic. Then he asks the students something related to the topic, sometimes he does it in Spanish. After it, he introduces the topic with a video or song, if the topic has vocabulary, he says to the students “please, repeat after me” and then the students have to look for the meaning of words in Spanish. At the end the students write on their notebooks some examples and write the homework too.

After the description, we asked him about the lacks and weaknesses that their students have, he expressed that the principal lack and weakness is their oral production and their

strength is their listening skill, because sometimes the student understand what the teacher said, but they do not know how to answer the question.

According to the practitioner, the necessity of the students is to have more opportunities to practice English and the development of their speaking skill without leaving aside other skills. He expressed that their students like singing songs, listening to and repeating the lessons, to satisfy them, he brings a personal recorder and he says to the students that repeating words or examples.

Reflecting about the English language teaching process, we could notice that the English language learning process is being affected by many factors that are influencing the students' English level, even though the practitioner tries to do his best job and sometimes the students like his classes, it is important to make changes to achieve goals and the students can improve their level of the oral production in English language.

Individual oral test

The oral test was carried out individual to identify the students' level of the oral production in English language. In relation to decide what questions to ask the students, some basic topics were selected, we took into account the "Basic standards of competences in a foreign language: English, specifically in the A1 (beginners) level, because, as we could notice, through the observations, survey responses and the interview, the students in fourth grade are in this level.

First of all, we explained to the students the purpose of the activity and some specific instructions were given, in order to achieve the real intention of the application of the test. The individual oral test was given in a different classroom so that the students could concentrate.

In addition, we called students by students to ask them some questions; the questions were related to personal information and basic topics such as: family, colors, numbers, animals, days of the week, and months of the year.

However, when we asked those questions, some students did not answer them correctly because they were unaware to communicate their ideas in English. Other students tried to answer, the topics that the students expressed knowledge were, some colors (yellow, red, blue), some family members (mother- father), their names, but they did it incompletely. It means that the students need to develop their level of the oral production in English language for them to be able to communicate their ideas and interact with their classmates.

Conclusion

The English Language learning represents a challenge to the schools in Colombia and in our city Cartagena, specifically in the public education, where the lacks in this process are frequently. Given the importance of the English Language as a global language, our Ministry of Education started a project with the intention of improving the quality of English teaching to provide that students can learn English; consequently, they can use the language and as a result having greater access to the real world.

This study was developed in a public school “Institucion Educativa Isabel La Catolica” when the students were in third grade and it continued during the fourth grade, in these years we have worked in three phases. Firstly, we had a period of observations with the intention of knowing the needs and interests of the studied population deeply. After that, we identified the problem situation and statement the problem in order to improve the students’ weaknesses and at the end a solution according to the evidenced problem situation was proposed.

The problem situation in fourth grade is the students are presenting lacks and weaknesses in their level of oral production in English language process (speaking skill), taking into account the results of the data collected, they showed us that the methodology that is being implemented is not promoting the students language use, because it is a traditional methodology guided by listening and repetition of things.

Taking into consideration some evidences in the observations, in the English classes sometimes the practitioner of fourth grade speaks Spanish to introduce the topic or to give instructions, it made that the students have less opportunities to practice the English language however, he did do, because if he speaks all the time in English, the students did not understand what he said. As a result, the students communicate their ideas in Spanish; the English language is used when they had to repeat something.

In the survey responses, the students expressed the difficulty that they have to use their oral production (speaking skill) too, because the skills that are developed in the English classes are listening and writing. For that reason, in the activities that require the language use they presented lacks and weaknesses to develop them with satisfactory result.

In the interview, the practitioner recognized that the speaking skill needs to be developed, because there are some aspects that are affecting it, such as, the time of the duration of English classes and the level that the students presents in their oral production.

In the individual oral test results, was evidenced that the students did not have the appropriate level, according to the Basic Standards of Competences in a foreign language: English, because they should be in A2 level but they are in A1 level (beginners). Because of that, when they answered some questions they did do in an incomplete way, other questions were not answered, because they did not know how to do it.

In relation to that, our proposal is to design a communicative booklet taking into account the real level of the oral production of the students. This booklet has communicative tasks which require the students' language use all the time, interacting with the people

around them and making that they can learn by doing dynamic tasks. These tasks are focused in Task- Based Learning, because it is a communicative approach.

In other words, this proposal is appropriate to the students, because through the implementation of the different tasks, the students will have a lot of opportunities to use and practice the target language in a communicative way and the students will be able to apply what they are learning at the same time.

On the other hand, the communicative booklet could be a guide to the English teachers can make interesting classes, according to the students' needs and wants, in that way, the students can find a strong relation between their immediately context with the new language learned. Also, this booklet allows the students to learn a new language in an attractive way, having more authentic opportunities to use the language, because students are more exposed to Target Language.

Finally, this study represents a pedagogical support to the public education system, because the communicative task booklet, it is an innovative proposal that has an important aim which is the development of students' speaking skill in English language taking into account that speaking is the skill that is more difficult to the majority of the students that are nonnative speakers, as we are.

Appendixes

Appendix A. Teacher's checklist

The teacher's checklist aim is to carry out an observation process in the English class of fourth grade at Intitucion Educativa Isabel La Católica. This process was developed through fourteen items:

Items	Yes	Sometimes	not
The methodology provides opportunities to the development of the students' speaking skill.			X
The resources are used in a dynamic way.			X
The English language learning process presents lacks and weaknesses about the development of the students' speaking skill.	X		
The teacher speaks English in class.			X
The students speak English in their classes.			X
The time of the duration of the English classes promote the development of variety activities.			X
The hourly intensity of English teaching is appropriate to the grade.			X

The time of the duration of each topic is sufficient according to the needs of the students.			X
The topics are familiarized with the students' context.		X	
The students participate in class.		X	

Appendix B. Data collected through the survey

Preguntas		Respuesta	Cantidades	Porcentaje
1	¿Te gusta aprender inglés?	Si	25	100%
		No	0	0%
2	¿Te gusta como tu profesor enseña inglés?	Si	25	100%
		No	0	0%
3	¿Te parece el idioma inglés divertido?	Si	25	100%
		No	0	0%
4	¿Cómo te gusta aprender inglés?	Canciones y música	8	32%
		Videos	4	16%
		Transcripciones	3	12%
		Juegos	9	36%
		Presentaciones orales	1	4%
		Otro	0	0%

5	¿Cómo son tus clases de inglés?	Divertidas	25	100%
		Aburridas	0	0%
6	En tus clases de inglés ¿Qué idioma habla más tu profesor?	Español	14	56%
		Ingles	11	44%
7	En tus clases de inglés ¿Qué idioma hablas más tu?	Español	21	84%
		Ingles	4	16%
8	¿Crees que tu inglés es?	Bajo	14	56%
		Medio	8	32%
		Aceptable	3	12%
		Alto	0	0%
9	¿Cuál de estas opciones te sientes más cómodo en clase?	Leer	3	12%
		Escribir	7	28%
		Hablar	5	20%
		Escuchar	10	40%
10	¿Cuál de estas opciones te parece más	Leer	2	8%
		Escribir	9	36%

	difícil hacer en clase?	Hablar	14	56%
		Escuchar	0	0%
11	¿Cuál recurso didáctico usa más tu profesor?	Tablero	20	80%
		Video beam	0	0%
		Grabadora	3	12%
		Televisor	0	0%
		Laminas	1	4%
		Títeres	0	0%
		Otros	1	4%

Appendix C. Interview

The interview was carried out with the purpose of make a need analysis of the needs, wants and interests of the students in fourth grade at the Institución Educativa Isabel La Católica.

This is a guide of the questions made to the practitioner.

¿Cuál es su nombre?

¿Cuántos años de experiencia tiene como docente?

¿Qué título profesional tiene?

¿Cuántos años tiene laborando en esta institución?

Además del idioma inglés, ¿Enseña otras áreas? En caso de ser positiva su respuesta,

(¿Cuáles enseña?)

¿Cuántos años de experiencia tiene enseñando el idioma inglés?

¿Qué nivel de proficiencia tiene en el idioma inglés?

¿Conoce usted sobre el marco común europeo? En caso de ser positiva su respuesta (¿Qué conoce?

¿Qué importancia tiene para usted el idioma inglés?

¿Considera importante aprender inglés?

¿Qué intensidad horaria tiene la enseñanza de inglés en el grado cuarto de primaria?

¿Conoce algún enfoque en la enseñanza del idioma inglés? En caso de ser positiva su respuesta, menciones cuales

¿Cómo es su metodología al momento de enseñar inglés?

¿Qué recursos didácticos y tecnológicos usa al momento de enseñar?

Describa su clase:

¿Qué edades en promedio tienen sus estudiantes?

¿Cuales considera usted son las falencias de sus estudiantes en el aprendizaje del inglés?

¿Cuales considera usted son las fortaleza de sus estudiantes en el aprendizaje del inglés?

¿Cuáles son las necesidades de sus estudiantes?

¿Cuáles son los intereses de sus estudiantes?

¿Qué les gusta hacer a sus estudiantes en clase?

¿Como usted satisface las necesidades intereses y gustos de sus estudiantes?

Según el Marco Común Europeo, ¿En qué nivel se encuentran sus estudiantes?

¿En su opinión ¿Qué habilidad necesitan más refuerzo en los estudiantes?, ¿Por qué?

Appendix D. Individual oral test items

Personal information

What is your name?

How old are you?

Where are you from?

Where do you live?

Family.

What is your mother's name?

What is your father's name?

Do you have brothers?

Do you have sisters?

Colors.

What color is it? (Point objects around)

Numbers from 1 to 10.

What number is it?

Animals.

What animal is it? (Point on the flash cards)

Days of the week.

What day is today?

Months of the year.

What month is it?

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