



**IMPACTING ENGLISH LEARNING THROUGH TASK BASED LEARNING IN EFL
CLASSROOMS AT TWO PUBLIC SCHOOLS IN CALI**

**Flor Maria Millán Arcos
Yesica Romero Audelo**

**UNIVERSIDAD ICESI
SCHOOL OF EDUCATION SCIENCES
MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
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**A Master's Report Presented by
Flor María Millán Arcos and Yesica Romero Audelo**

**Research Tutors
Andrea María Rizo Peñafort
Brayan Portilla Quintero**

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ABSTRACT

Effective communication is a fundamental aspect of English as a Foreign Language (EFL) learning, crucial for fostering global interchange, connection and developing globalized citizens. This action research project aimed to impact English learning enhancing the pronunciation, participation, self confidence, peer collaboration and emotional skills of fifth and eighth-grade students in two public schools in Cali, Valle del Cauca, Colombia, through the implementation of the Task-Based Language Teaching (TBLT) approach. The methodology involved cyclical action research in each classroom, with teachers implementing TBLT strategies to create motivating and creative learning environments and real - world communication tasks within a structured pre-task, task, and post-task cycle to foster active engagement and collaborative learning. Data collection included pre- and post-tests to evaluate pronunciation, alongside classroom rubric observations and interviews to understand students' perceptions and emotional responses to oral activities. Key findings revealed that the TBLT methodological approach led to significant improvements in students' pronunciation, particularly in word stress and overall participation in English-speaking activities at both grade levels, as evidenced by qualitative data showing benefits from the interventions. Furthermore, qualitative data indicated that the interactive nature of TBLT fostered increased students' confidence in taking risks and

engaging actively in speaking, despite some noted self-consciousness during pronunciation drills.

Key Words: Action research, Task Based Learning, Spoken Language, Pronunciation, Environment.

1. INTRODUCTION

Conceiving Language Learning as an ongoing process of social interactions and relationships of quality, timely and pertinent that enable children to enhance their capabilities and develop life and emotional skills. As it is stated in Rincon (2019), according to several scholars, speaking in English is considered one of the most important skills to master since it is needed not only in academic but also professional settings. However, it has been stated that factors such as the lack of teaching resources and the overuse of grammar approaches can affect students' development of the four skills: listening, speaking, reading, and writing (Gutiérrez, 2005). Consequently, this might make students face difficulties, especially in oral production, also called speaking skills (Hankel, 2017). Thinking of teaching English as a foreign language involves work in linguistic, affective and socio - cultural awareness learning; it has been proven that children learn at an early age through the contact and interaction with the language more openly and with a willing mind.

In Colombia, children go to school at a very early age, where they are confronted with unusual situations, and it is the moment where the need to interact leads them to integrate into their new environment. The teaching of English is being viewed as a type requirement academics in the educational field, as the Ministry of Education is working on a plan Colombia bilingual 2015-2025, a situation that led some schools with a strong emphasis on the importance of teaching and learning English as a foreign language in a practical and real way to worry and had concerns by implementing methodologies which could significantly

inform and form the conceptual structure of the new language learned. It is necessary that the school, where children spend a considerable amount of time, be a space in its potential to be really stimulating, seeking to establish meaningful abilities of the language, for it, it is necessary to integrate the children in their contexts through collaborative learning and the implementing technology tools. The public schools located around the Colombian territory are now in the process of transition to bilingualism and are working in great detail in the formation of a program that allows the effective implementation of education, especially in early childhood, because according to the new educational model, one of the goals of education is to raise awareness and instill in children self-confidence, therefore all the classes should be creative and interesting for them because TBL is based on the idea that learners acquire language better through completing tasks that reflect real - world language use.

During some years of getting teaching experience as English teachers as a foreign language in different schools in the Cali city in Colombia (Private – Public) and nowadays in public institutions here in Cali. We have been realizing the difficulty students in elementary and secondary levels must have at performing in English as a foreign language according to the level or structure of it they have. This is reflected in their oral production, as their participation is usually very low, because they don't feel confident with their pronunciation. It's considered because of some different reasons on it, like they don't use the target language outside the classroom in real life situations or context, the difficult to stimulate students' interest or attach them as a project in their lives, some difficulties or learning conditions, keep their attention and motivate them to participate in oral activities or performing and so on; in order to mention some of that possible circumstances or conditions that could affect the students' learning process in the second language. Based on that Allwright and Bailey (1991) suggest that "even if everything else seems favorable, learners can 'switch off' because they do not like the way content of their course is presented in the teaching materials" (p.162). For this reason, students need extensive help and exposure to the English language. In the same point Hashim (2006) argues that learning a language flourishes most

when learners are in a positive environment and are given opportunities to communicate in authentic situations enhancing learners' self confidence, peer collaboration and interaction. Accordingly, it has been suggested that teachers abandon the traditional teaching approach and replace it with communicative language teaching (Lochana & Deb, 2006).

So that this proposal is thinking on how to solve a big interrogation about how to make effectiveness the English teaching - learning process as a foreign language to communicate around the world and generate Globalized Citizens now days by impacting learners' English language learning in elementary and secondary levels of two public schools through the implementation of innovating practices in the classroom context adopting Task Based Learning approach.

2. JUSTIFICATION

Based on the implications of English teaching on the different public and private schools around the country, the educational requirements from the MEN about bilingualism in Colombia and the criteria about English has become Lingua Franca being the most common language used around the world. The strengthening of English as a foreign language teaching in public, private schools and universities as a mandatory subject in the curriculum through the article 23 of the main Law of Education.

Based on the criteria that English has become the lingua franca as being the most common language used around the world, and the educational requirements from the MEN about bilingualism and the strength of English as a foreign language teaching in public and private schools, high schools and universities which has made English as a mandatory subject in the curriculums through the article 23 of the General Law of Education (Ministerio de Educación Nacional (MEN), 1994) in many schools English teaching is a great and important concern.

However, despite the big efforts and the implementation of many strategies from the MEN, a big challenge about the use of English as a foreign language continues to worry teachers and administrators in the schools and is that there is not real English as a foreign language interaction and communication among teachers and students. Students also are not interested in learning English as they are not aware of its importance and its role as a language in the current world life, but they perceive it as a subject they need to pass and not to fail.

In this way, this research emerge as a response for the problematic situation teacher was identifying in the English classes attended by the fifth grade and eighth grade students at two public schools and, since they did not use the English language outside the classroom, their communication skill was reduced just to give short and basic answers, and to repetition, grammar, reading and vocabulary activities.

Once, we began to study the Master of foreign language teaching in ICESI

University, as a teacher, we started to comprehend in deep the real importance of English as a foreign language and its usefulness as a lingua franca around the world, and we realized that it is important for us to encourage students to be aware of the importance of using the target language, to speak it in and outside the classroom, and in that way, to improve their oral communication, their emotional and social skills and their Spoken English. In this sense, this research project allows us teachers to know which types of situational activities lead to more use of spoken English on students, as well as their impact on the English learning process as foreign language and fosters the communicative and emotional skills

The decision to implement the study in two public educational institutions one at the elementary level and the other at the secondary level responds to the need to analyze how the Task-Based Learning approach impacts learners' confidence, participation, peer collaboration and interaction in English learning development at different stages of learning. This choice allows us for a comparison of the effectiveness of the strategies among students of different age groups and cognitive development levels, generating more robust and generalizable findings for the Colombian educational context.

On one hand, working with elementary school students enables early intervention, taking advantage of their higher receptivity to acquiring new sounds and phonetic patterns. On the other hand, including secondary school students allows for an evaluation of how this approach supports pronunciation improvement in learners with a more consolidated knowledge base and emotional awareness but who still face oral production difficulties.

This research will not only benefit students by impacting their English learning and at the same time will enhance their pronunciation, self confidence, interaction and peer collaboration in using English but also provide us as teachers with effective and applicable strategies for their classrooms. Additionally, the findings are expected to contribute to the discussion on English language teaching in public education and serve as a reference for future research and pedagogical proposals in the field of EFL teaching.

3. RESEARCH QUESTION AND OBJECTIVES

Research Question

- How can the task-based learning approach impact students' learning of English in EFL classrooms at public schools?

General Objective

To determine students' English learning improvement in EFL classrooms in elementary and secondary levels at public schools using the TBL methodological approach.

Specific Objectives

- To design a TBL cycle classroom intervention focused on students' English pronunciation.
- To implement the Task Based Learning approach into elementary (5th grade) and secondary (8th grade) EFL classrooms.
- To evaluate the influence of Task-Based Learning in students' English learning process before and after implementation of a classroom intervention.

4. LITERATURE REVIEW

Drawing upon years of personal experience as teachers of English as a Foreign Language (EFL) and observing the linguistic behaviors of students within the EFL classroom, it has become evident that enhancing oral pronunciation remains a significant pedagogical challenge in public school settings. This observation aligns with existing research highlighting the difficulties EFL learners face in achieving accurate and comprehensible pronunciation, particularly given their often-limited exposure to the target language outside of instructional hours in the classroom and the lack in emotional awareness they have. Consequently, this literature review seeks to explore the potential of the Task-Based Learning (TBL) approach as a viable methodological framework to address this challenge, specifically focusing on its impact on improving students' pronunciation, oral participation and enhancing emotional awareness as self confidence, interaction and peer collaboration in EFL classrooms within the public-school context, as guided by the central research question: How can the task-based learning approach impact students' learning of English in EFL classrooms at public schools? To provide a comprehensive understanding of this relationship, this chapter will delve into the key concepts reinforcing our research: the Task-Based Learning approach, the crucial role of interaction in language acquisition and learning, and the specific nuances of pronunciation development in EFL learners.

This exploration will be undertaken through the lens of established and contemporary scholarship in the field. Specifically, this literature review will analyze the insights and findings of researchers who have investigated the application and effectiveness of TBL in various EFL contexts, including the perspectives offered by (Malihah,2010), (Nita, Rozimela & Ratmanida, 2019), (Ismaili, 2000), (Afifah & Devana, 2020); concerting on TBL and students' autonomy (Albino,2017).

The theoretical perspectives of TBLT by (Hismanoglu M. & Hismanoglu S, 2011). Some investigations related to the specific context like the research on improving communicative competence via TBLT in a Colombian context (Buitrago, 2016) and

the work on implementing TBL to enhance EFL students' interaction in Cali (Barahona, 2018). Including a recent investigation into the effectiveness of TBLT on pronunciation skills of elementary students (Contreras, 2024) and the study on the impact of phonetic and phonemic instruction on Spanish-speaking ESL learners' pronunciation (Goswami, 2010) which offers valuable comparative insights.

Given the limited exposure our students often have to English outside the classroom, the Task-Based Learning approach presents a promising avenue for fostering meaningful cognitive engagement. During task completion, students are required to employ creative and critical thinking, engage in problem-solving, collaborate within teams, and utilize the target language communicatively. This aligns with Nunan's (2004) assertion that TBL encourages student-centered learning, accommodates individual learner differences, and promotes learning autonomy. Therefore, exploring how TBL can specifically strengthen and improve our students' pronunciation within their overall speaking skills and communicative competence in EFL classrooms holds significant relevance for our research. The insights given from the authors mentioned and their respective research will provide a robust foundation for understanding the theoretical and empirical connections between TBL, interaction, and pronunciation development in EFL contexts, ultimately informing our action research in the specific context of public schools in Cali.

4.1 TBL Approach

This section provides a review of relevant literature on Task-Based Language Teaching (TBLT) as a pedagogical approach for enhancing speaking skills in English as a Foreign Language (EFL). Given the objective of our action research project to improve pronunciation and natural speaking among students in two public schools in Cali. This review explores various theoretical perspectives and empirical studies on TBLT. We will examine the foundations of TBLT, analyze

existing research findings, and critically evaluate their relevance and potential contribution to our specific context and research goals in our action research project.

The theoretical foundations in Task-Based Language Teaching given by Larsen-Freeman (2000) provide a natural context for language use and his foundational perspective highlights TBLT as an approach that embeds language learning within authentic communicative tasks. The emphasis on interaction as learners strive to complete these tasks is crucial, as it necessitates negotiation of meaning and expression, thereby facilitating language acquisition. Larsen-Freeman's view aligns with our goal of fostering more natural and communicative speaking skills through developing tasks into a real-world context. The focus on interaction is particularly relevant for our public schools' context, where opportunities for genuine communication in English might be limited outside the classroom. This foundational understanding of TBLT as a context driven and interaction focused approach will guide our design of communicative tasks in the action research we will implement.

On the other hand, some empirical research on the effectiveness of TBLT in enhancing speaking skills. Synthesizes findings from various studies that have investigated the impact of TBLT on speaking skills. Ismaili's (2000) research underscores the benefits of TBLT in offering variety, enhancing motivation, and promoting a student-centered learning environment. The positive student perceptions of TBLT, contrasting with teacher-centered approaches, suggest its potential to create more engaging and expressive classroom dynamics. Ismaili's findings resonate with the need to create student-centered classrooms in our context, potentially addressing any reluctance students might have towards speaking English. The emphasis on motivation is key to fostering active participation. This study provides empirical support for the potential of TBLT to improve student engagement and willingness to speak, which are crucial factors we will observe and aim to enhance in our action research.

In the same way Malihah (2010), emphasizes the fundamental importance of speaking as a key indicator of language proficiency, reflecting one's ability to express thoughts and feelings. This reinforces the significance of our research focus on improving speaking skills, as it is a crucial aspect of overall language competence. Malihah's point underscores the practical importance of our project in fostering our students with vital skills for communication and future opportunities.

Although Nita, Rozimela, and Ratmanida (2019) research provides strong evidence for the positive influence of TBLT on enhancing speaking skills, maximizing speaking opportunities, increasing student motivation, and offering an alternative to traditional methods. Those specific conclusions directly support the rationale for our action research. The findings regarding increased speaking opportunities and motivation are particularly relevant to our goals in the setting up of the two public schools. The suggestion of TBLT as an alternative method aligns with our aim to explore innovative pedagogical approaches. This study provides key arguments for the potential effectiveness of TBLT in our context and will inform our data analysis by looking for similar improvements in speaking competence and motivation. While Bakri (2018), findings further corroborate the positive impact of TBLT on students' speaking skills and highlight its potential to make language learning easier and more enjoyable in EFL classrooms. The emphasis on making learning "easier and fun" is particularly relevant for engaging our students in public schools, where resources and prior exposure to communicative English might vary. This Bakri's study reinforces the potential of TBLT to create a more positive and effective learning environment for developing speaking skills in our learners, which we hope to observe in our action research.

However, Meiramova (2012), provides a valuable theoretical framework, outlines the fundamental steps involved in TBLT models, and discusses its pedagogical implications for TEFL. The positive impact observed in action research settings using TBLT is particularly noteworthy. Meiramova's work offers a structured understanding of TBLT implementation, which is crucial for the systematic design and execution of our action research. The positive results from

other action research using TBLT provide a strong rationale for our approach cycle implementation. This framework will guide our understanding of the different stages of TBLT and inform the pedagogical strategies we employ in our classroom interventions. Alternatively, Nunan (2010) offers a practical procedure for planning lessons, materials, and integrated syllabus around pedagogic tasks. Nunan's work provides a valuable practical guide for translating the theoretical principles of TBLT into concrete classroom activities and curriculum design. This framework will be instrumental in the practical design and implementation of the tasks we will use in our action research in the two public schools.

On the other hand, Afifah and Devana (2020), demonstrates the effectiveness of TBLT in improving speaking skills in a university EFL classroom by a quasi - experimental study. The significant improvement observed in the experimental group strengthens the case for TBLT potential in various EFL contexts. While conducted in a university setting, the positive results reinforce the potential of TBLT to lead to significant improvements in speaking skills, providing further justification for our chosen approach. This study offers a model for evaluating the effectiveness of TBLT through pre- and post-testing, which we may adapt for our own data collection. Likewise, Sahar (2018) on Improving Speaking Skills Through TBLT Strategies. A quasi-experimental study also found a significant positive impact of TBLT strategies on improving speaking skills among preparatory school students. The recommendation for EFL teachers to update their methods and adapt the curriculum to students' needs is pertinent to our public schools' context too. Sahar's findings further support the effectiveness of TBLT and highlight the importance of teacher professional development and curriculum adaptation, which are relevant considerations for the long-term impact of our research. This study reinforces the potential benefits of TBLT and underscores the need for teachers to embrace more communicative approaches that we consider relevant in our teaching process.

This following subsection focuses on studies conducted in similar contexts to our own, providing valuable insights into the challenges and opportunities of

implementing TBLT in public schools. A research conducted by Sánchez (2016), in a public school in Bogotá, emphasizes the importance of completing meaningful activities or tasks and hands-on work through TBLT for young learners. The conclusions highlight the need for a supportive learning environment with appropriate materials, motivation, input, and feedback. Sánchez's emphasis on creating a favorable atmosphere, utilizing engaging tasks, and providing adequate support is highly relevant to our public-school context. His findings inform our considerations for task design, classroom management, and the importance of providing a positive and encouraging environment for speaking practice while we implement our research focuses on kids and teen students' foreign language learning process. Additionally, Peña and Onatra (2009), action research developed in a public secondary school in Bogotá - Colombia, offers direct insights into the implementation of TBLT in a similar context. Their findings on the demands of transactional and interactional activities and their perspective on mistakes as learning opportunities are particularly relevant. This study provides us valuable contextual understanding and practical considerations for our own action research in Colombian public schools. Their emphasis on viewing mistakes as part of the learning process is crucial for fostering a less anxiety-ridden speaking environment. Peña and Onatra's experience directly informs our approach to data collection (audio recordings, field notes) our understanding of the challenges students might face, and our perspective on error correction and effective feedback. In contrast Salamando and Juan (2018), reported significant improvements in students' oral performance, increased student interaction, reduced fear of speaking, and enhanced self-confidence after TBLT implementation. This study, conducted in a Colombian educational setting (SENA), provides highly relevant insights into the practical application and positive outcomes of TBLT in a context that shares similarities with our public schools setting. The findings on reduced speaking anxiety and increased confidence are particularly encouraging. Their methodology (action research cycle, data collection methods) guide us to our research design and provide a benchmark for the potential outcomes we hope to achieve in the project application.

The literature reviewed presented before provides a strong theoretical and empirical foundation for our action research project. The consistent findings across various studies and contexts highlight the potential of Task-Based Language Teaching to enhance speaking skills, increase student motivation, and foster more communicative and student-centered learning environments. The research conducted in similar educational settings in Colombia offers valuable insights into the practical implementation and potential benefits of TBLT in our specific context of two public schools in Cali. By drawing upon these authors' perspectives, critically analyzing their findings, and considering the specific needs and challenges of our students, we aim to effectively implement and evaluate the impact of TBLT on their pronunciation and natural English-speaking abilities. This literature review will continue to inform our methodological choices, data analysis, and the interpretation of our findings throughout the action research process.

4.2 Interaction

Interaction lies at the heart of the communicative language learning process, providing learners with opportunities to negotiate meaning, express themselves, make peer correction and develop fluency in the target language. Task-Based Language Teaching (TBLT), with its emphasis on completing meaningful tasks through communication, inherently promotes interaction and collaboration among learners. This section reviews relevant literature that specifically examines how TBLT facilitates interaction and collaborative work in the EFL classroom and its subsequent impact on the development of speaking skills. We will explore various research findings, critically analyze their relevance to our context, and consider the perspectives we have got as teachers in public schools in Cali, Colombia, as we lay the foundation for our action research project.

One of the key elements that we consider relevant in this literature review is related to the role of interaction and collaboration as a result in Task-Based Language Learning implementation. Therefore Nita, Rozimela, and Ratmanida (2019), address the use of communicative tasks that necessitate partnership and

collaboration among students using the target language. Their quasi-experimental design, comparing TBL and conventional methods with speaking tests, provides empirical evidence for the effectiveness of TBL in fostering interaction. The comparison between monologue and dialogue tasks further highlights the role of interaction in speaking development. Their research focuses on partnership and collaboration within communicative tasks strongly aligns with the core principles of TBLT and its potential to create more interactive speaking opportunities. Their findings support us with the idea that tasks designed for interaction can lead to improving speaking skills in our students in the classroom context. From our teachers' perspective, creating tasks that naturally encourage students to work together in English performing is seen as a promising way to increase speaking practice and reduce individual anxiety. Consequently, in the public-school context of Cali, where large class sizes can sometimes limit individual speaking opportunities, the emphasis on pair and group work within TBLT offers a practical strategy to maximize student interaction in English. This study focuses on collaborative tasks and the comparison of interactional versus non-interactional speaking activities will inform the design of our TBLT interventions and our analysis of how interaction influences speaking improvement.

Additionally, Hismanoglu and Hismanoglu (2011), emphasize the importance of both; teachers and students' rational understanding behind developing tasks, particularly how they contribute to the incidental learning necessary for developing communicative skills. This understanding is crucial for fostering genuine engagement and interaction during task completion. The research highlights that simply implementing tasks is not enough; students need to recognize how interacting through tasks contributes to their overall communicative competence. This resonates with our teachers' experiences, where explaining the purpose of activities can significantly impact student engagement and willingness to participate actively. In our public schools, ensuring students understand the link between interactive tasks and improved speaking can help overcome potential resistance to group work and encourage more meaningful participation. This paper underscores the importance of explicitly communicating the learning objectives and

the role of interaction in achieving those objectives to our students during the implementation of TBLT.

Otherwise, empirical evidence of interaction leading to improved speaking skills offers us a critical perspective to our action research. Albino (2017), a case study that demonstrates how TBLT, combined with specific feedback techniques like recasts and prompts during picture-description tasks, led to improvements in speaking fluency. Notably, the study observed the development of "interactional language," indicating that the tasks fostered communicative exchanges beyond simple descriptions. Albino's findings provide valuable insights into how interactive tasks, coupled with effective feedback, can enhance not only fluency but also the ability to engage in meaningful interaction. We as teachers recognize the importance of providing feedback that encourages further interaction and language use. In our classrooms, implementing tasks that naturally lead to interaction and then providing targeted feedback can be a powerful strategy for improving students' speaking fluency and their ability to participate in real-time communication. Also, Albino's study informs us of our approach to task design, ensuring the interaction, and highlights the importance of incorporating feedback mechanisms that encourage further communicative exchange in our students' language learning process.

In contrast, Barahona (2018), conducted in a similar public-school context in the rural zone of Buenaventura, directly investigated how EFL learners' interaction occurred during TBL implementation. The findings revealed that engaging in communicative tasks with shared goals progressively increased oral competence and students' interaction. His study is particularly relevant due to its similar context. The direct link found between communicative tasks and increased oral interaction strongly supports our hypothesis that TBLT can be an effective approach in our public schools in Cali. The use of interviews, observations, and journals provides valuable methodological insights. Barahona's positive results in a Colombian public-school setting offer strong encouragement for the potential of TBLT to foster interaction and improve speaking skills in our own context. His methodology,

focusing on observing and documenting student interaction, will inform our data collection methods. The finding that communicative goals drive interaction will guide our task design.

In comparison, Buitrago (2016), action research focused on overall communicative competence, the implementation of tasks inherently involved interaction among students. The reported significant improvements in communicative competence suggest that the interactive nature of the tasks played a crucial role. The study also highlights the importance of the teacher's role in facilitating interaction and addressing factors affecting student performance. Buitrago's findings reinforce the idea that TBLT, through its interactive nature, can lead to tangible improvements in students' ability to communicate effectively in English. The emphasis on the teacher's role in guiding and supporting interaction is a key consideration for our implementation. In our context, elementary and secondary teachers acknowledge the need for effective facilitation to ensure all students actively participate in collaborative tasks. In our public schools, providing teachers with the necessary training and support to effectively facilitate interactive tasks will be crucial for successful TBLT implementation and achieving improved communicative outcomes. So that we consider meaningful Buitrago's study cause underscores the importance of considering our teacher's role in fostering interaction and the factors that might influence student participation in collaborative tasks, and it might be effective the implementation in our action research project.

The literature reviewed strongly emphasizes the crucial role of interaction and collaborative work within the Task-Based Language Teaching approach for enhancing speaking skills in EFL learners. Studies by Nita et al., Albino, Barahona, and Buitrago provide empirical evidence of how well-designed communicative tasks that necessitate interaction can lead to increased speaking opportunities, improved fluency, and enhanced overall communicative competence. Hismanoglu and Hismanoglu further highlight the importance of students understanding the purpose of these interactive tasks. The findings from Barahona's research in a similar Colombian public school context offer us particularly relevant insights and

encouragement for our own action research in Cali. By focusing on creating and implementing tasks that naturally promote interaction and peer collaboration by providing us teachers with the necessary support to facilitate these interactions effectively, we aim to leverage the power of TBLT to significantly improve our students' speaking abilities through oral interaction and collaborative work.

4.3 Pronunciation

Conceptualizing pronunciation as the articulation of speech sounds and facing it as a critical element of language proficiency, directly impacting the intelligibility and effectiveness of communication in English as a Foreign Language (EFL). So, clear pronunciation enables learners to convey their intended messages accurately and comprehend spoken English with greater ease (Pourhosein et al., 2016; Uribe et al., 2019). Recognizing the multifaceted nature of pronunciation, encompassing segmental features (individual sounds) and suprasegmental features (stress, intonation, rhythm), researchers have explored various pedagogical approaches to assist EFL learners in developing this essential skill (Pourhosein, 2011). This literature review focuses on the potential of Task-Based Language Teaching (TBLT) as a framework for enhancing English pronunciation in EFL classrooms, particularly within the context of our action research in two public schools in Cali, Colombia, where the influence of Spanish as the first language presents specific phonetic challenges.

Several studies underscore the significance of explicit and integrated pronunciation instruction in EFL settings. Pourhosein et Al. (2016) emphasize the crucial role of EFL teachers in equipping learners with the necessary pronunciation skills for effective communication, outlining key aspects such as the definition, importance, goals, and techniques for teaching pronunciation, as well as the rationale for its integration into EFL curricula. Likewise, Abdullayevna (2021) further supports this by exploring practical methods and techniques aimed at

improving English pronunciation and mitigating the development of incorrect pronunciation habits. These perspectives highlight the need for a conscious and systematic approach to pronunciation teaching. These authors' research support well our action research focus on learners' improvement in speaking skill by fostering pronunciation through developing different oral task interaction through TBL approach implementation in their real classroom context.

In recent years, research has begun to explore the effectiveness of TBLT in addressing pronunciation challenges. Duma and Contreras' (2024) study on elementary students demonstrated that a TBLT intervention led to significant improvements in various aspects of pronunciation, including accuracy, fluency, completeness, and prosody, as evaluated through AI technology. This finding suggests that engaging learners in communicative tasks can positively impact their pronunciation development. Similarly, Gordon (2021) investigated the effects of combining focus on form with task-based instruction on L2 pronunciation, finding modest gains in comprehensibility and fluency. His work advocates for the inclusion of explicit pronunciation instruction within tasks of varying complexity. These studies provide us with initial evidence for the potential of TBLT to enhance pronunciation alongside other language skills.

Considering the specific context of Spanish-speaking learners in our public schools in Cali, research on L1 interference is particularly relevant. Goswami (2010) examined the impact of instruction on phonetic and phonemic distinctions between English and Spanish, finding that explicit instruction on these differences can lead to improvements in pronunciation. Uribe et al. (2019) identified the most problematic English phonemes for Spanish speakers, highlighting challenges related to sound-letter correspondence and the larger inventory of vowels and consonants in English. Veiga (2017) further analyzed specific phoneme pairs that pose difficulties for Spanish teenagers, attributing these challenges to L1 influence and noting that receptive skills often outperform productive skills. These studies underscore the importance of addressing the specific phonetic contrasts between

Spanish and English when designing pronunciation instruction for our students in their natural classroom context and real-world language competence challenges.

The integration of pronunciation within the communicative framework of TBLT offers a promising avenue for addressing these challenges. Maulida (2021) found that implementing TBLT to drill pronunciation was supportive and helpful for eighth-grade students, encouraging them to speak more readily. Mora and Levkina (2017) highlight key issues in designing pronunciation-focused tasks, including how attention to pronunciation during task completion leads to accuracy gains and the need to adapt task features to specific phonological targets, considering L1 interference patterns. Jang (2022) proposed a new learning process incorporating Communities of Practice (CoP) and self-directed learning to improve pronunciation, emphasizing real-life practice and knowledge sharing. Kirkova and Henderson (2021) examined pronunciation learning strategies used by high- and low-achieving learners in task completion, providing insights into effective strategy use. These studies collectively suggest that TBLT, when thoughtfully designed to incorporate pronunciation focus and address L1-specific challenges, can be a valuable approach and give us foundation to our action research implementation.

The literature reviewed before establishes pronunciation as a vital component of EFL proficiency and highlights the potential of Task-Based Language Teaching as a pedagogical approach for its enhancement. Research indicates that TBLT can lead to improvements in various aspects of pronunciation, particularly when combined with explicit focus on form and tailored to address the specific challenges faced by learners, such as L1 interference. For our action research in two public schools of Cali, Colombia, the findings from these studies underscore the importance of designing communicative tasks that not only provide opportunities for natural language use but also strategically integrate attention to problematic English sounds for Spanish speakers. By drawing upon the principles of TBLT and incorporating insights into effective pronunciation instruction and learning strategies, we aim to investigate how this approach can be effectively

implemented to improve the pronunciation skills and overall communicative students' competence.

5. METHODS

This research was carried out as an action research project focused on English as a Foreign Language (EFL) classroom practice in two public schools. The study took place during the last term of the 2024 school year, specifically in October. It aimed to explore the challenges students face in developing their speaking skills, particularly pronunciation, across different educational levels (elementary and secondary).

The research was conducted by the head English teachers, who engaged in systematic observation and reflection on their own teaching practices. The main objective was to design and apply meaningful teaching and learning strategies to enhance students' pronunciation and improve their overall performance in speaking. Ultimately, the goal was to achieve more effective outcomes in the use of the target language.

The proposal was developed during the whole month of October in which each week was applied the cycle of an action research (Plan, apply, reflecting and make changings) and based on Task Based Learning approach stages to generate meaningful class process and engage students in developing creative tasks to achieve the goals focused on improving their pronunciation oral skill.

5.1 Research Design

This study followed an action research cycle and employed a qualitative approach to explore how the Task-Based Learning (TBL) approach impacts students' learning of English in EFL classrooms at two public schools. The research was conducted with two groups of students: one from 5th grade (elementary) at Nuestra Señora del Carmen rural school and another from 8th grade (secondary) at technical institution Diez de Mayo.

The research strategy used for this project was an action research cycle method and the data was gathered as follows. Additionally, this action research and qualitative method allows researchers to apply a structured process in which different stages based on the TBL approach were implemented and evaluated. This constant evaluation and analysis allow researchers to come to valid conclusions about their pedagogical intervention and the results of the study.

The process was structured around the four stages of the action research cycle:

- a. **Planning:** A didactic sequence titled “Green Hero” was designed. It focused on environmental issues relevant to students’ real-life contexts and was tailored to the specific needs of each grade level. The sequence integrated linguistic tasks specifically aimed at enhancing pronunciation - oral participation through contextualized activities, meaningful communication and fostering learners’ emotional awareness such as motivation, self confidence and peer collaboration.
- b. **Action:** The sequence was implemented over four weeks in October. Each week followed the TBL stages: pre-task, task cycle, and post-task. Activities encouraged oral interaction, collaborative work, and pronunciation practice through authentic and engaging tasks.
- c. **Observation:** During the implementation, qualitative data were collected through classroom observations, audio recordings, and field notes. Special attention was given to students’ oral production, focusing on pronunciation features such as stress, intonation, and clarity. Patterns of interaction, participation, and self-correction were also noted to assess engagement and the effectiveness of the tasks in promoting pronunciation development.
- d. **Reflection:** After each cycle, the collected data were analyzed to evaluate students’ progress and identify specific challenges. Reflections were made based on students’ performance, teachers’ insights, and classroom

dynamics. These reflections guided the necessary adjustments to the tasks, materials, and strategies for the following week. This ongoing reflective process ensured that the didactic sequence remained responsive to students' needs and fostered continuous improvement in their oral skills.

5.2 Research philosophy

The research philosophy for this research was pragmatism. Considering that pragmatism includes practical learning, which focuses on the real-world applications of lessons, and experiential learning, which involves learning through experience, not through simple ideas.

5.3 Sampling Strategy

5.3.1 Socio - Academic Context

This action research was carried out in two public schools located in different areas of Cali city. One of the schools was categorized as Technical Industry in education for the Labor in the urban area in the southeast of the city near the Aguablanca neighborhood and southeast highway. In the PEI (Institutional Educational Project), English as a foreign language is established as a mandatory subject within the institution's academic curriculum. Additionally, it is a cross-curricular project identified as the Bilingualism Project, which demonstrates the strengthening of communicative competencies acquired by students through the English Day. During this event, a learning process is developed through TBL (Task-Based Learning) and PBL (Project-Based Learning), where students, guided by subject and grade-level teachers from preschool, primary, lower secondary, and upper secondary levels, carry out a series of research activities and organize presentation defenses based on globally relevant topics, using English as the language of transmission or means of communication (English as a *Lingua Franca*).

The other school was identified as Eco -Tourism education in the rural zone of the city in southwestern part within the reserve area and Farallones de Cali Natural Park. It had three branches; one was in the middle of La Fonda town and the other two branches were located in the upper part or main area. The Technical school had the modalities of Metal working, Fashion designing, Electrical - Electronic models and Drawing Audiovisual Media design. The school had 800 students, of which 300 were in elementary school and 500 were in high school. The institution served a student population from various places, acknowledging its diversity while also being mindful of our position in a territory crucial for environmental preservation, conservation, and promotion. It had the Escuela Nueva model of education to promote the Eco-Tourism factors. The institution had only elementary and secondary levels. English instruction is guided by the Institutional Educational Project (PEI), which emphasizes ecotourism as a key component. English is seen not only as a subject but also as a tool to promote local development and connect students with global opportunities through sustainable tourism.

In elementary school, students receive two hours of English instruction per week, while in secondary school, the number increases to three hours per week. Currently, the school has one English teacher assigned to the secondary level. English instruction in all grades aligns with the national DBA (Basic Learning Rights) standards. In general, these standards aim to strengthen students' communicative competence in reading, writing, listening, and speaking. The goal is to help students understand and use English in meaningful contexts, especially those related to their environment and ecotourism.

The IEP highlights the importance of English in supporting local tourism initiatives. It recognizes the language as a fundamental skill for students to interact with visitors and promote their region's natural and cultural heritage.

Pronunciation is considered a relevant component of the English curriculum. Currently It is integrated into classroom activities to improve students' oral communication and listening comprehension. Emphasis in vocabulary related to

nature, tourism, and daily conversations, to prepare students for real-life interactions in both local and global contexts.

Consequently, the institution promotes projects aimed at strengthening ancestral knowledge and agroecological practices of the local rural population, involving Rural Entrepreneurship through Productive Pedagogical Projects. The secondary school is in the urban zone and has 1380 students. 900 of them belong to secondary and media levels and 480 of them are in elementary level. Most of the students come from different social class stratum and technical.

Both schools had heterogeneous students and their population came from different ethnic communities and social stratum (1-3).

5.3.2 Facilities

In the elementary school case, n had 3 branches, one for preschool, second for elementary and the last one for secondary. The branch where we implemented the investigation was an elementary school that had 6 classrooms, 1 computer room, 1 Art classroom, 1 library, and a restaurant. The school counted with internet connection. Some classrooms had video projectors and Laptops in good condition.

In the secondary school's case,. The principal had 40 classrooms, 2 computer rooms, 1 Audiovisual room, 1 Art classroom, 1 Designing room, 1 Metalworking Classroom, 1 Electrical room, 1 library, a restaurant, a cafeteria and 1 indoor Basketball and saloon football court. The school counted with internet connection. Some classrooms had video projectors and Laptops in medium conditions. There was a Bilingualism room with home theater devices, a video projector, and some laptops that function in a partial way. There was a Bilingualism project to structure the Language teaching process in the school.

5.3.3 Participants

This action research was implemented in 2 groups of public schools, the first group of elementary and the second group of secondary. The first group was 5th grade with 24 students, those students were in A1 English Level. They range in age between 8-10 years. The students had diverse Learning styles, amazing abilities, good aptitudes and some problems and learning conditions. They were very sociable, friendly and good at working in groups. The second group was 8th grade with 26 students, those students were between A1 - A2 English Level. They range in age between 12-14 years. The students had diverse Learning styles, different abilities and some problems and learning conditions. They were very sociable, friendly and good at working in groups, but they needed to optimize the use of the time.

In both schools most of the students came from neighborhoods surrounded by a diverse ethnic community (Indigenous-Afro Colombian). A large group were

PUBLIC SCHOOL	GRADE	ENGLISH LEVEL	MEN	WOMEN	PARTICIPANTS	AGE
Elementary	5Th	A1	10	14	24	8-10
Secondary	8Th	A1-A2	12	14	26	12-14

immigrants from Venezuela. Most of the students belonged to a low social stratum (1-2) and had low economical facilities. They had different familiar contexts and social problematics. Even though in the urban and Technical Industry school most students had cell phone devices and different facilities.

6. Methodology

As an initial stage of this action research the teachers' leaders of the project implemented a diagnosis applying a Pre-test to establish students' initial conditions, thinking and abilities concerning their English pronunciation and speaking skills according to their grade and level. The pre-test aimed to assess students' confidence in speaking English, their perceived pronunciation difficulties, and their comfort levels during oral communication.

During the action research cycle each week the researchers into the planning section organized the didactic sequence class process based on the TBL stages implementation according to the project "Green Hero" related to environmental issues topics. Into each stage the teachers applied different activities to reinforce and improve the students' pronunciation and oral skill (speaking) while fully fitting different tasks and collaborative grouping work. In the reflection section teachers based their reflective moment on observing students' behavior and performing during the tasks developing. So that teachers analyzed the outcomes, strengths and difficulties to generate supporting activities and make changes into the next cycle.

Into each cycle teachers organized a didactic class sequence implementing the TBL stages in the following way: Pre-Task teachers used diagnosis, prior knowledge, background, stormy ideas, games or activities and topic introduction. Task cycle - During Tasks were developed the topic tasks focused on planning, meaning and tasks report focused on students' behavior and performance while they were completing the tasks. Post task followed by procedures, language practice, language focus analysis and assessment - evaluation. Therefore, data collecting and analysis were gathered during each cycle of research.

At the final stage of the research a Post test questionnaire was applied as a post diagnosis of the process student's perception and conception after the TBL implementation taking account their performance during each task and their pronunciation in each oral practice. This assessment allowed students' voice as direct participants and the main factor of the research.

6.1 Instruments and Data Collection

The data collection process for this study was designed to evaluate the impact of the Task-Based Learning approach on students' pronunciation. To gather relevant and reliable information, a variety of instruments were used. These included a pre-test to assess students' initial pronunciation level, and a post-test to measure progress after the didactic intervention. Additionally, three rubrics are applied: an individual student rubric, a group performance rubric, and a whole-class rubric. These tools provided a comprehensive view of students' oral performance from different perspectives, supporting both formative and summative assessment throughout the research process.

6.1.1 Pre-Test

In this study, closed-ended questions were employed as part of a pre-test to gather data on students' initial opinions and abilities concerning their English pronunciation and speaking skills (see Appendix # 1. Pre-Test) . This approach allowed for a structured and efficient collection of information, providing qualitative data that could be easily analyzed to identify trends and patterns among learners.

The pre-test aimed to assess students' confidence in speaking English, their perceived pronunciation difficulties, and their comfort levels during oral communication. Additionally, closed questions were used to explore students' attitudes toward the importance of pronunciation and their familiarity with pronunciation improvement strategies. By using closed questions, the study aimed to obtain clear, consistent responses that could serve as a baseline for evaluating the impact of Task-Based Learning (TBL) on pronunciation improvement over the course of the intervention.

The decision to utilize closed-ended questions was based on the need for objective, comparable data across the student population. Yes/no/sometimes questions were employed to measure students' attitudes and self-assessed

abilities, allowing for a straightforward analysis of the pre-test results. These insights were essential for tailoring the subsequent TBL activities to address specific areas of difficulty and to monitor progress in learners' pronunciation skills.

6.1.2 Rubrics

Also, to evaluate the effectiveness of Task-Based Learning (TBL) in improving learners' pronunciation in the EFL classroom, a combination of individual, group, and class rubrics was utilized during the application phase. These rubrics served as systematic tools to assess students' pronunciation performance and progress at different levels of interaction, including individual work, collaborative tasks, and overall class performance.

The use of rubrics was chosen to provide a comprehensive and structured assessment of pronunciation improvement, ensuring consistency and objectivity across multiple dimensions of student participation.

Student - Rubric

Individual rubrics were designed to focus on specific pronunciation elements such as sound production, intonation, and fluency, allowing for detailed feedback on each learner's strengths and areas for improvement.
(see Appendix # 2. Student Rubric)

Group Rubric

Group work rubrics, on the other hand, assessed pronunciation in the context of collaborative activities, emphasizing the real-world application of pronunciation skills during peer interaction (see Appendix # 3. Group Rubric).

Class Rubric

Finally, the class rubric offered a broader evaluation of pronunciation improvement at the class level, considering group dynamics, participation, and overall class engagement with pronunciation tasks.

These rubrics not only provided qualitative data on pronunciation accuracy but also helped in tracking learners' progress over time, making it possible to observe the specific impact of TBL on pronunciation skills in a holistic and practical manner. To have a better perspective of the strengths and weaknesses obtained from the implementation of the TBL approach into the two groups of students from different levels of two public schools (see Appendix # 4. Group Rubric).

6.1.3 Post Test

The same model of closed - ended questions was used to do the Post Test to gather data on students' final opinions and abilities concerning their English pronunciation and speaking skills after the TBL implementation during the four weeks (see Appendix # 5. Post Test). This technique allowed teachers to obtain clear, consistent responses that could serve as a baseline for evaluating the impact of Task-Based Learning (TBL) on pronunciation improvement after the course of the intervention. Both Pre and Post Test were implemented in Spanish language because it is the native tongue of the students, and they feel more confident and freer to answer those kinds of surveys in their own language.

6.1.4 Focus Group

As part of the data collection process, two focus groups were conducted in order to explore students' perceptions and feelings after the implementation of Task-Based Learning (TBL) activities aimed at strengthening speaking tasks in English classes.

The participants included a total of twenty students: ten from an elementary group which consists of 5 male and 5 female kids, and ten from a secondary group

which consists of 5 male and 5 female kids . The students were selected through purposive sampling, based on their active participation in the speaking tasks throughout the implementation phase. Participation was voluntary, and all ethical considerations were observed, including informed consent and confidentiality.

The sessions were designed not only to gather students' opinions but also to provide a space for reflection, allowing teachers to listen closely to the voices of their learners and use this input as a form of self-evaluation.

Each focus group session lasted approximately 45 minutes and was conducted in a quiet room within the school premises. A semi-structured interview guide with open-ended questions was used to encourage free expression of thoughts and reflections. The discussions focused on students' experiences, challenges faced, and perceived improvements in their speaking skills.

The process was carried out verbally. Students read the guiding questions one by one and responded in their own words. While they spoke, the teachers carefully wrote down their answers, comments, and spontaneous reactions in a field journal (*bitácora*). This method allowed for an authentic and direct interaction between students and teachers, encouraging honest feedback.

The information collected in the journals was later reviewed and analyzed thematically. Common ideas, recurring opinions, and meaningful reflections emerged from the students' voices, offering valuable insights into how they experienced the speaking tasks and how they felt about their own progress. These reflections contributed significantly to understanding the reach and limitations of the TBL approach as implemented in the classroom context.

See Appendix # 8 Focus group Questions

7. Data Analysis

Aiming to comprehensively analyze the data collected for this action research project, the teachers focused on a combination of **content analysis** and **thematic analysis**. Content analysis was employed for its ability to identify frequencies and recurring words or subjects within the qualitative data, particularly useful for initial scans of student responses and observation notes. Concurrently, **thematic analysis** was utilized to identify deeper patterns and overarching themes that emerged from the rich qualitative data. These methods were selected for their applicability and appropriateness given the tools used for data collection, namely observations, questionnaires, pronunciation and team group work rubrics. Through the systematic application of these analytical methods, teachers were able to effectively analyze, categorize, identify, and reflect on the information gathered.

The qualitative data, derived primarily from **teacher observations**, **rubric notes**, and **focus group discussions**, underwent a rigorous analysis process to uncover patterns related to students' pronunciation improvement, confidence, participation, and peer interaction within the Task-Based Learning (TBL) environment. This involved multiple readings of field journals, detailed notes from observations, comments within rubrics, and transcribed focus group discussions. This initial phase allowed for a comprehensive understanding of the students' experiences and performances. As familiarity grew, initial codes were generated. Highlighting and labeling segments of text (from observations, rubric comments, and focus group transcripts) that appeared relevant to the research questions. Codes were often descriptive (e.g., "hesitation," "peer correction," "intonation difficulty," "increased confidence," "enjoyment of games"). Searching for themes that generated codes were grouped into highlighted themes to look for patterns, similarities, and relationships among the codes. For instance, codes like "less nervous speaking," "willing to try," and "no longer embarrassed" could be grouped under a broader theme of "Enhanced Self-Confidence." Similarly, specific pronunciation challenges noted in rubrics were grouped to identify recurring patterns in errors (e.g., specific sounds like 'r', 'th', 'sh'). Finally, the themes were

presented in a coherent narrative, supported by illustrative examples and direct quotes from the qualitative data (as seen in the "Findings and Interpretations" chapter, particularly the Focus Group section). This narrative explains how the themes emerged and how they contribute to answering the research questions.

The qualitative data collected through the **Pre-test and Post-test** questionnaires, was analyzed using descriptive statistics. Responses from the closed-ended 'Yes', 'No', and 'Sometimes' questions in both the pre- and post-tests were tallied and organized by grade level (5th and 8th). Frequencies and percentages were calculated for each response category ('Yes', 'No', 'Sometimes') across the four key evaluation criteria: Self-Confidence in Speaking Performance, Participation in Oral Tasks, Peer Cooperation and Correction, and Pronunciation Improvement. The calculated percentages from the pre-test were directly compared with those from the post-test for both elementary and secondary groups. This comparative analysis allowed for the identification of shifts and trends in student perceptions and self-assessed abilities following the TBL intervention. The results were visually represented using graphs (e.g., Graph #1 through #6) to clearly illustrate the data analysis changes and progress observed between the initial and final stages of the intervention.

To enhance the trustworthiness and comprehensiveness of the findings was consciously applied a comparing and contrasting data analysis process of the insights gained from the qualitative data gathered from observations, rubric notes, focus groups, pre- and post-test questionnaires. Such **self-confidence** reported in the post-test questionnaires were further validated and enriched by qualitative statements from focus groups, such as students reporting. Improvements in **pronunciation** noted through rubric assessments were corroborated by students' self-perceptions in the post-test and by their comments in the focus groups. The rise in **peer cooperation** as shown in the post-test percentages found a deeper explanation and illustration in the qualitative observations of teamwork and student quotes like.

This multi-method approach allowed for a robust validation of the findings, ensuring a more accurate and reliable interpretation of the study's outcomes by showing how different data sources converged to support the conclusions about the positive impact of the TBL intervention.

8. Description of the Teaching Sequence

The teaching sequence designed for this study was grounded in the principles of Task-Based Learning (TBL) and aimed to improve students' pronunciation in EFL classrooms. This sequence was implemented as part of an action research process with two groups: 5th grade (elementary) and 8th grade (secondary) during four weeks. It was structured to provide students with meaningful, real-life communicative tasks that promoted oral interaction and pronunciation practice in context. This section at the first moment focused on Pre - test questionnaire diagnosis to identify the students' emotions and perceptions of pronunciation speaking skill. Then it focused on the routine steps to carry out tasks' activities in an organized method or process in which a particular task or activity is performed as per the objective during each didactic class sequence into each different group level in the two schools selected. At the end the procedure was completed with a post - test written questionnaire to know and get conclusions related to students' feelings and what change in their perceptions of pronunciation speaking skill performing.

- Pre - test interview diagnosis: Students of both levels (5th - 8th) answered a simple survey related to their emotions and how they sense the pronunciation speaking skill practice in English class. Teachers' researchers gathered the students' answers and reflected on that. Based on the results they prepared the first didactic class sequence.
- Vocabulary modeling repetition: Students of both levels (5th - 8th) in pairs had to choose two expressions or words from the vocabulary related to the topic about environmental issues and organized a sentence to define them

in a little poster by repeating or reading aloud in front of the class after they listened to, watched and practiced a specific vocabulary during class sequence according teachers' instructions and model . The learners had a specific time to prepare their performance to familiarize themselves with the words and definitions. The researchers observed students' behavior during the task preparation and gathered their perceptions during the observation by a rubric. After that they used a specific rubric to evaluate the students' performance in pronunciation.

- Grouping reading role play discussion - Dialogue (Ask and answer questions): Students of both levels in groups of three had to read a short text related to the environmental issues and how to help or take care the planet by applying the three Rs (Reduce, reuse and recycle) but there was a little modification for the 8th grade students before to do the reading they had to organize the text in a logical and coherence way because their text was presented divided in four parts. After the reading step students had to discuss in the group some questions related to the topic in the text. Then they answered the questions and organized that into a simple dialogue into each group to perform that as a role play dialogue in class. Teachers made students' behavior observations during the task developing and qualified students' performance by using a specific rubric to assess voice, intonation and pronunciation.
- Pronunciation video - Sing in group: Both levels groups of students (5th - 8th) divided in groups of five watched and listened to a video song related to taking care of the planet. Students followed teachers' instructions. They had to pay attention to the vocabulary and expressions, intonation and pronunciation. They had to take notes of that in the notebook. Then they had to organize the information they got and create a new verse of the song with rhythm and present it in front of class. Teachers observed students' behavior during the cooperative work to develop the task and gave them some suggestions and made error corrections according to what they observed and listened to the students. Finally, teachers evaluated students'

performance using a rubric to assess voice, intonation, pronunciation and clarity.

- Information Gap grouping task: Students of both levels 5th and 8th grades in groups had to organize a mini project presentation report related to how to take care of their environmental context by applying recycling color bins. Students had three stages to develop the project and followed teachers' instructions. First, they watched the video teachers showed them about it and took notes of the information they got from the video. Then students prepared the mini project presentation using the information they got from the video and some information they looked for too about it. Students presented their report next time. Teachers focused the students' assessment on specific aspects like interventions of the members in each group. Ideas organization, vocabulary used, pronunciation and fluency. To do this assessment teachers used an observation teamwork rubric.

9. Research Limitations

This investigation faced certain limitations that may have influenced the scope and depth of the results. Although the action research and Task-Based Learning (TBL) approach provided valuable insights into students' pronunciation improvement, several contextual, methodological, and logistical factors presented challenges throughout the process. Recognizing these limitations is essential to understanding the conditions under which the study was carried out and to provide a realistic interpretation of the findings.

One of the main limitations was time constraints. The didactic sequence was implemented over a period of four weeks in three hours per week which limited the possibility of extending the intervention or conducting follow-up activities that could have strengthened the long-term results.

Additionally, there were logistical challenges, such as limited access to technological resources or appropriate spaces for focused oral practice especially

in the elementary school because of the location (rural area). These conditions occasionally interfered with the proper development of some planned activities.

Another limitation was related to the students' attitudes toward the activities and the language itself. Some students, especially in the lower grades, showed insecurity when speaking in English, which affected their performance during oral tasks and assessments. These attitudes may have limited their participation and the development of their pronunciation skills throughout the sequence.

Additionally, the application of the pre-test and post-test entirely in English represented a challenge for some learners, particularly those with lower proficiency levels. For this reason, the pretest and post test were applied in Spanish. Unfamiliarity with being assessed solely in the target language may have caused anxiety or confusion, it can influence the accuracy of their responses and possibly affect the reliability of the results obtained.

10. Ethical Considerations

This research was carried out with full respect for the ethical principles that guide educational research in the field of English Language Teaching (ELT), that must guide the entire research process to ensure the integrity of the study and the protection of participants. Prior to the implementation of the didactic sequence, official permission was requested and granted by the school administration, ensuring institutional support for the study. In addition, written informed consent was obtained from the parents or legal guardians of the participating students, allowing their children to take part in the project voluntarily and with full understanding of its purpose.

See Appendix # 6. Notice to school administrators and parents)

See Appendix # 7 Authorization from school administrators and parents)

Participants were informed about the nature of the activities, their role in the study, and their right to withdraw at any point without consequence. Throughout

the process, confidentiality and anonymity were guaranteed; students' identities were protected, and all collected data were handled exclusively for academic and research purposes.

The researchers committed to maintaining academic integrity, ensuring that all findings were reported honestly and without manipulation. No data were altered or misrepresented, and the analysis was conducted with transparency and objectivity. Moreover, the learning activities were designed to be age-appropriate, respectful, and pedagogically aligned with the school's goals, fostering a safe and supportive environment for all participants.

11. FINDINGS AND INTERPRETATIONS

Aiming at analyzing data collected into this action research project teachers focused on content and thematic analysis because content analysis can be applied to qualitative data and focuses on identifying frequencies and recurring words and subjects while thematic analysis can be applied to qualitative data related to self confidence, participation, interaction but focuses on identifying patterns and themes. So those methods there were useful and acceptable according to the tools and rubrics used to collect data. Through those methods teachers could analyze, categorize, identify and reflect on the information they got through the observations, questionnaires and pronunciation and team group work rubrics.

At the outset of this study, elementary teacher observed that students had varying levels of pronunciation proficiency, largely influenced by their limited exposure to spoken English outside of the classroom. The teacher expected that implementing Task-Based Learning (TBL) strategies focused on interactive and engaging tasks will enhance their pronunciation skills by promoting frequent practice. The secondary teacher observed that students got highly motivated and much self-confident to participate in the oral tasks. Even though their pronunciation wasn't perfect, or they had some errors on it. They became aware of their mother tongue interference.

11.1 TBL Intervention Analysis

The TBL intervention for elementary students involved designing age-appropriate pronunciation tasks that were tailored to be fun and interactive to keep learners motivated and focused on pronunciation improvement. This intervention for secondary students involved age level appropriate designing oral production tasks focused on its improvement in pronunciation.

One challenge faced during implementation was maintaining consistent enthusiasm for repetitive pronunciation exercises. To address this, the teachers incorporated more varied tasks, such as peer competitions and group recitals, which seemed to reinvigorate students' interest. Observational data analysis revealed that student participation levels increased when tasks had an element of fun and competition.

During the four weeks which developed the didactic sequences classes of the TBL activities, the elementary students were highly receptive to pronunciation activities. With students eagerly participating and demonstrating noticeable improvement in their ability to differentiate between similar-sounding words. However, the teacher noticed that some students had difficulty sustaining attention during longer tasks, prompting her to introduce shorter, more varied activities." Secondary students showed higher interest in participating in the different oral tasks. Each section of didactic class sequence was noticeable that secondary students' self-confidence, motivation, participation in oral tasks and the awareness about the mother tongue interference increased positively.

Qualitative observations highlighted that students often repeated phrases enthusiastically in group settings but were less confident in one-on-one pronunciation tasks. This prompted a modification in the task structure to include more supportive group-based activities and gradually move toward individual practice. TBL learning methodological approach adaptation to EFL classroom of different students' levels became susceptible to improvement and progress through imitation and repetition strategy by qualitative analyzing

The qualitative data collected analysis of the pre- and post- test questionnaires faced the students' emotions and thinking based on the initial and final moments of the implementation. It helped teachers to draw reliable conclusions about what students think and how they can innovate their teaching practice to impact students' English learning, their pronunciation, self confidence and interaction. Initial results showed the low self-students' confidence to speak in English and have missed pronunciation independently if they were elementary or secondary students' level.

The initial data results supported the hypothesis that engaging tasks into the classroom language learning process can positively impact pronunciation improvement in different students' levels (Elementary - Secondary) However, further reflection on qualitative data suggests that not all students experienced the same level of improvement, underscoring the importance of individualized support within TBL frameworks.

The improvement of each group (5th - 8th grades) through an action research cycle during the four weeks is reflected and supported by the class observations and the different rubrics applied to evaluate the students' oral pronunciation performance in the task assigned in each class TBL implementation. In this order teachers could gather data weekly and specify the following findings.

First – Second Weeks: Initial Engagement, Pronunciation Focus and Interaction

This section consolidates the findings from the initial two weeks of the action research project, which investigated the implementation of Task-Based Learning (TBL) in two EFL public school classrooms (5th and 8th grades) using environmental issues from the "Green Hero" class project. The action research cycle involved a pre-test (implicitly indicated by the first week's focus), two TBL didactic sequences, and the use of rubrics (student and class rubrics in Week 1; group and class rubrics in Week 2) to assess pronunciation and overall class dynamics.

During the first week, both elementary and secondary students participated in tasks designed to introduce environmental vocabulary. Working in pairs, they created and presented posters about environmental problems. Pronunciation was a key focus, assessed through student and class rubrics.

- Elementary Level (5th Grade): The student rubric analysis indicated that while vocabulary acquisition was generally successful, pronunciation challenges were evident in voice projection (softness), intonation (flat tone), and specific sounds ('r', 'ch', 'sh'). Clarity of speech was also noted as an area needing improvement. The class rubric revealed initial challenges in adapting to TBL, limited peer interaction, and some difficulty in responding to feedback. However, the class demonstrated reflective capacity, and the TBL activities provided initial opportunities for authentic language use and some positive interactions.
- Secondary Level (8th Grade): The student rubric analysis showed similar pronunciation challenges to the elementary level, including voice (softness due to lack of confidence), intonation (low tone), and specific sounds ('i', 'th', 'sh'). Clarity was also a concern. The class rubric echoed these challenges, highlighting struggles with pronunciation patterns, limited and hesitant peer interaction, and difficulty in adapting to feedback. While TBL offered realistic language use opportunities, the perceived success was slightly less than in the elementary group, although positive interactions and some improvements were observed.

The second week shifted towards collaborative tasks centered on the "three Rs" of environmental protection. Students worked in groups of three to complete tasks culminating in a role-play. Group and class rubrics were used to assess teamwork and overall class performance.

- Elementary Level (5th Grade): The group rubric indicated effective teamwork for most students, with peer support in pronunciation and feedback. Some groups, however, had quieter members or unequal participation. Overall teamwork was strong, though some faced challenges

with focus. Resilience to pronunciation challenges varied. Fluency showed variability across groups, and pronunciation progress was evident in some teams. The class rubric highlighted good engagement, understanding of objectives, and progress in applying the language in real-world scenarios. Peer interaction was notably positive, and students showed adaptability to teacher feedback.

- Secondary Level (8th Grade): The group rubric revealed that most students effectively collaborated, offering pronunciation support and feedback. Similar to the elementary level, some groups had less vocal members. Teamwork was generally strong, although some struggled with focus. Challenges with vowel sounds were noted. Fluency varied, and pronunciation progress was seen in some teams, while others continued to have difficulties with specific vowel sounds. The class rubric indicated positive engagement, understanding of objectives, and progress in real-world language application. Group interaction was effective, with active collaboration and peer correction. Adaptability to feedback was observed, with many students making immediate corrections, though some needed more time.

Across both weeks, the action research cycle demonstrated the initial challenges in pronunciation for both elementary and secondary students when first exposed to TBL activities. The rubrics served as valuable tools in identifying specific areas of difficulty in pronunciation (e.g., specific sounds, intonation, clarity) at the individual, pair, and group levels. The class rubrics provided a broader perspective on student engagement, peer interaction, and adaptability to the TBL approach.

The transition to more collaborative tasks in the second week, assessed by the group rubrics, appeared to foster more active peer engagement and support, particularly in the elementary classroom. Both levels showed a low progress in applying the target language in more communicative contexts. The class rubrics in the second week indicated improved overall engagement and a positive ability to

apply the language in practical scenarios compared to the initial week. This suggests that the TBL approach, especially when incorporating collaborative tasks, can positively influence both language use and interaction in EFL classrooms. The teachers' adjustments in task design for the second week, emphasizing group work and real-world application, seemed to contribute to this increased engagement and provided more opportunities for practical speaking skills development in both grade levels.

Third - Fourth Weeks: TBL - Collaborative work, Project Presentations and Post-Implementation Reflection

This section presents the findings from the third and fourth weeks of the action research project, continuing the investigation into the impact of Task-Based Learning (TBL) on EFL students' pronunciation and engagement within the "Green Hero" classroom project. Week three involved a project presentation task focused on applying recycling bins in their local context, while week four centered on the final project presentations and a post-implementation questionnaire. Group and class rubrics were used in week three, and a group team rubric and a post-test questionnaire were employed in week four.

In the third week, students in both grade levels worked in groups of five to prepare a short project presentation on implementing recycling bins in their school community. The tasks involved watching videos (a song about saving the planet and one about the recycling process), practicing the song for pronunciation modeling, and developing their project based on the video information and teachers' guidance.

- **Elementary Level (5th Grade):** The group rubric indicated strong teamwork, with a high percentage of students actively interacting, helping each other, and providing constructive feedback. Hesitation to speak up during preparation and participation was less noticeable compared to

previous weeks. Collaborative teamwork was evident, with students showing motivation and excitement towards their project. While lower pronunciation challenges and some variability in song fluency were observed, overall teams demonstrated fluent rhythm and intonation, indicating growing comfort with spoken English during oral tasks. Pronunciation progress with active participation was noticeable as positive, although a few teams still faced some difficulties. The class rubric highlighted increased students' motivation to improve pronunciation and performance due to the purposeful use of language in project preparation. Students also showed greater adaptation to peer and teacher's feedback and increased confidence.

- **Secondary Level (8th Grade):** The group rubric revealed a similarly high percentage of students engaging meaningfully in teamwork, offering help and constructive feedback. Hesitancy in speaking up was also less apparent. Collaborative teamwork was strongly evident, with most students highly motivated and engaged in their project organization. Minor pronunciation challenges and slight variations in fluency during the song creation were observed. However, teams generally spoke fluently with good rhythm and intonation, demonstrating increasing comfort with spoken English in oral tasks. Noticeable pronunciation progress with active participation was considered very positive, although a few teams still experienced some difficulties. The class rubric showed the elementary findings, indicating high students' motivation to improve pronunciation and performance through purposeful language use in project preparation. Increased adaptation to feedback and growing confidence were also observed.

The fourth week involved the students performing their project presentations, which were evaluated using a group team rubric specific to each grade level. Additionally, a post-test questionnaire (post-rubric) was administered to gather students' perceptions and reflections on the TBL implementation over the preceding weeks.

- **Overall Observations (Elementary and Secondary Levels):** Analysis of the group team rubrics for the project presentations allowed teachers to assess the students' ability to apply their improved pronunciation skills in a more extended and communicative task. The post-test questionnaires provided valuable insights into the students' thinking and perceptions regarding the TBL approach and its impact on their pronunciation development.
- **General Conclusion from Week 4:** The teachers of both the 5th and 8th grades concluded that the implementation of the task-based learning approach, as part of this action research project, demonstrated a noticeable positive impact on students' pronunciation in the EFL classrooms within the short duration of the study. The effectiveness of this implementation was evident in both groups. The teachers noted that the TBL approach, with its emphasis on active engagement, opportunities for adjustments based on individual needs, focused feedback, and positive teamwork, served as a valuable resource for teaching pronunciation. They further suggested that with continued and potentially more extended implementation, TBL could be even more effective in enhancing students' oral pronunciation skills.

The findings from weeks three and four build upon the observations from the initial weeks. The increased focus on a tangible project (the recycling bin presentation) appeared to further enhance students' motivation and engagement in both grade levels. The group rubrics in week three indicated a positive trend in collaborative teamwork and a reduction in hesitancy to speak, suggesting a growing comfort and confidence in using English orally. The consistent observation of pronunciation progress with active participation across both levels underscores the potential of TBL to foster improvement in this key area.

The final project presentations in week four, evaluated by the group team rubrics, provided a summative assessment of the students' ability to apply their developing pronunciation skills in a communicative context. The positive overall conclusion drawn by the teachers, supported by the students' reflections in the

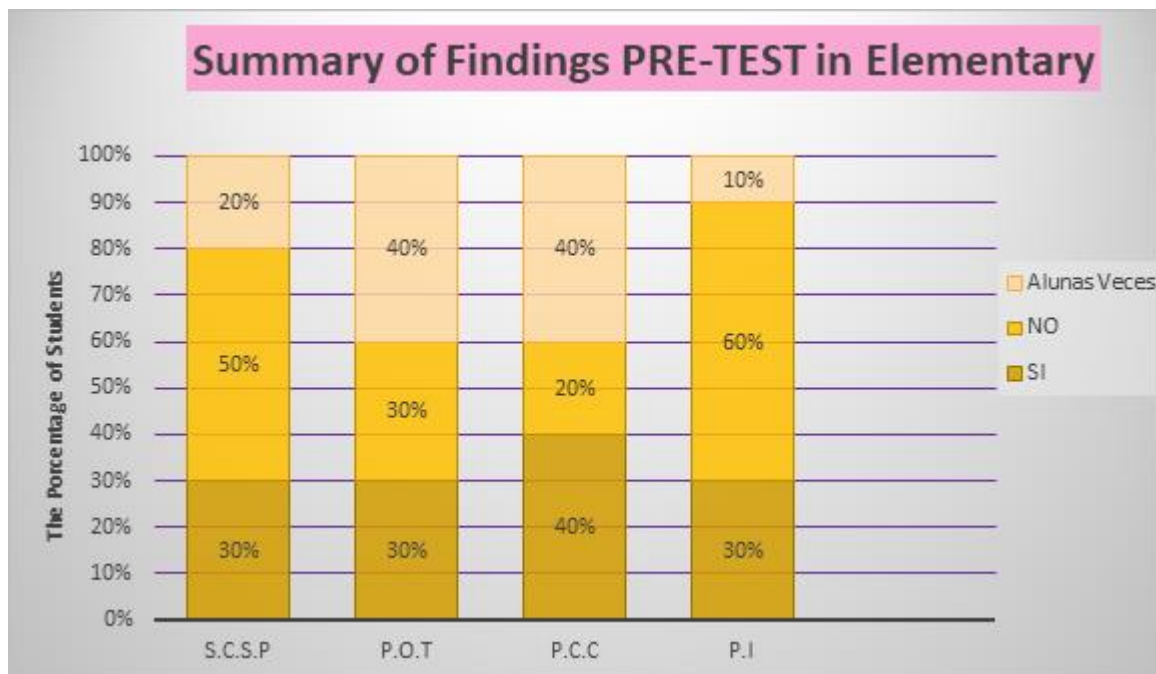
post-test questionnaires, suggests that the TBL implementation was a successful strategy for improving pronunciation within the scope of this action research project. The emphasis on active language use for a specific purpose, combined with peer interaction and feedback, appears to have been instrumental in this positive outcome for both elementary and secondary EFL learners.

11.2 Pre-Test and Post-Test Results

The graphs below present the comparison between the pre-test and post-test results obtained from a focus group of ten students per grade, at both the primary and secondary levels. These visual representations focus on four key aspects of speaking performance: self-confidence, participation in oral tasks, peer cooperation and correction, and pronunciation improvement. Each chart visualizes the percentage of students' responses categorized as 'Yes', 'No', and 'Sometimes'.

The purpose of these graphs is to show the progress students made after the implementation of the intervention. By comparing their responses before and after the activities, we can observe the impact of the applied strategies on students' oral skills and overall engagement in English class.

Graph #1



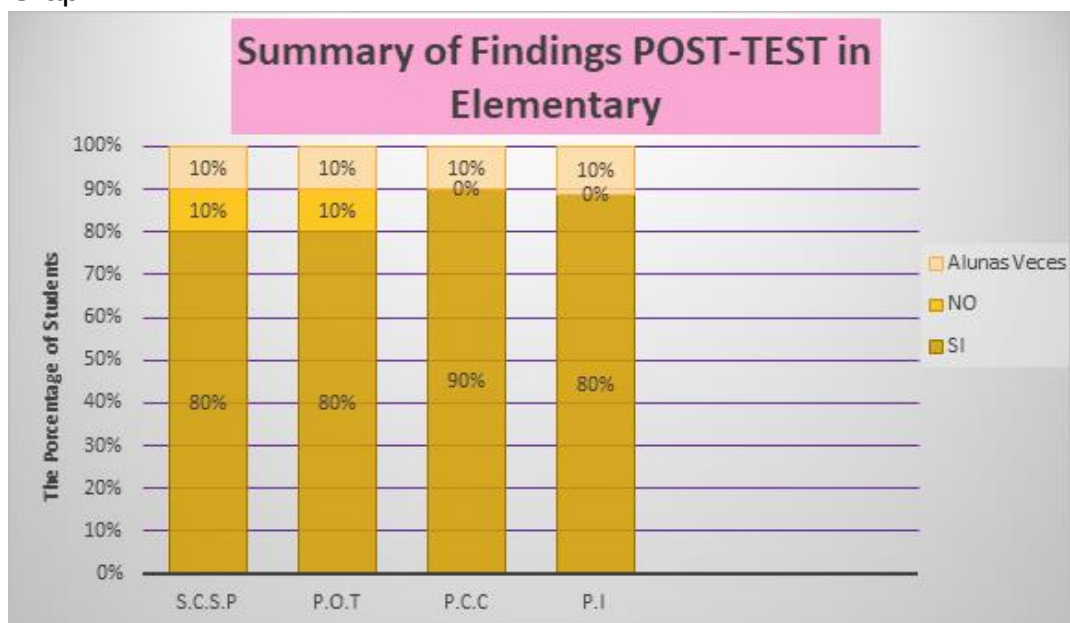
	Evaluated Criteria in Speaking tasks
S.C.S.P	Self confidence in speaking performance
P.O.T	Participation in oral task
P.C.C	Peer cooperation and correction.
P.I	Pronunciation improvement

Pre-Test Results (Primary Level)

The pre-test results show that many students faced difficulties in speaking English confidently and working with others. Only 30% of students felt confident speaking in English, while 50% said “No” and 20% said “Sometimes.” Participation in oral tasks was also low, with just 30% saying “Yes” and 40% responding “Sometimes.”

When asked about working with classmates, 40% said they helped and corrected each other, but 20% did not, and 40% said “Sometimes.” Lastly, only 30% felt their pronunciation had improved, while 60% believed it had not. These results show that students needed support in all areas of their speaking skills.

Graph #2



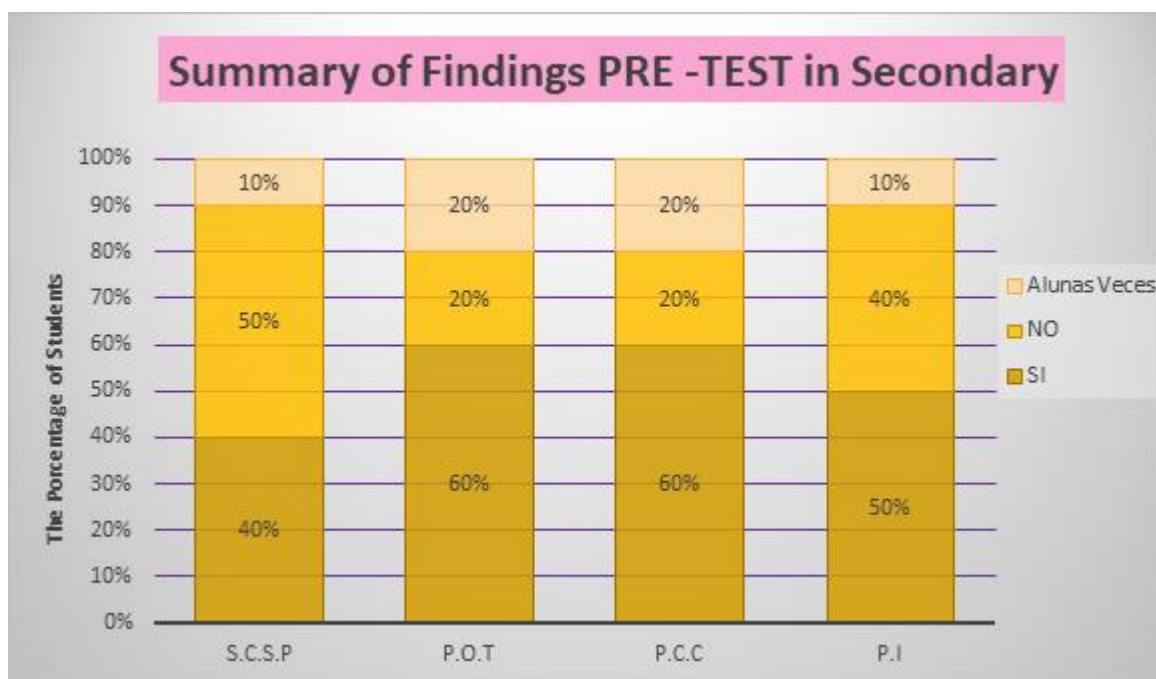
	Evaluated Criteria in Speaking tasks
S.C.S.P	Self confidence in speaking performance
P.O.T	Participation in oral task
P.C.C	Peer cooperation and correction.
P.I	Pronunciation improvement

Post-Test Results (Elementary Level)

The post-test results show a big improvement in students' speaking skills. After the intervention, 80% of students felt confident speaking in English, with only 10% saying "No" and 10% "Sometimes." Participation in oral tasks also increased to 80%, showing that students were more willing to speak in class.

Peer cooperation improved as well—90% of students said they helped and corrected each other, and no students said "No." Finally, 80% of students felt their pronunciation had improved. These results show that students became more confident, active, and supportive in their English learning.

Graph #3



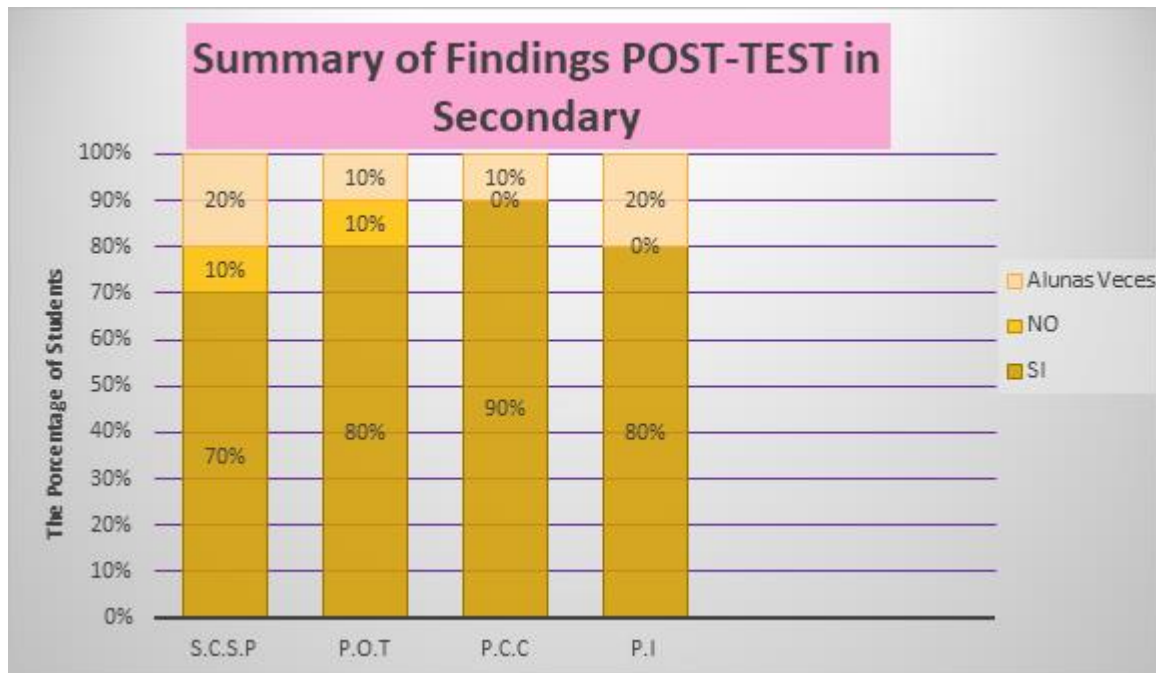
	Evaluated Criteria in Speaking tasks
S.C.S. P	Self confidence in speaking performance
P.O.T	Participation in oral task
P.C.C	Peer cooperation and correction.
P.I	Pronunciation improvement

Pre-Test Results (Secondary Level)

The pre-test results show that many secondary students still lacked confidence in speaking English. Only 40% felt confident, while 50% said “No” and 10% said “Sometimes.” Participation in oral tasks was better, with 60% saying “Yes,” but 20% still said “No” or “Sometimes.”

In terms of peer cooperation, 60% of students said they helped and corrected each other, while 20% did not. For pronunciation, 50% believed they had improved, but 40% did not, and 10% said “Sometimes.” These results show that although participation was higher, students still needed support in confidence and pronunciation.

Graph #4



	Evaluated Criteria in Speaking tasks
S.C.S.P	Self confidence in speaking performance
P.O.T	Participation in oral task
P.C.C	Peer cooperation and correction.
P.I	Pronunciation improvement

The post-test results show clear progress in students' speaking skills. After the intervention, 70% of students felt confident speaking in English, compared to only 40% before. Only 10% still said "No," and 20% said "Sometimes."

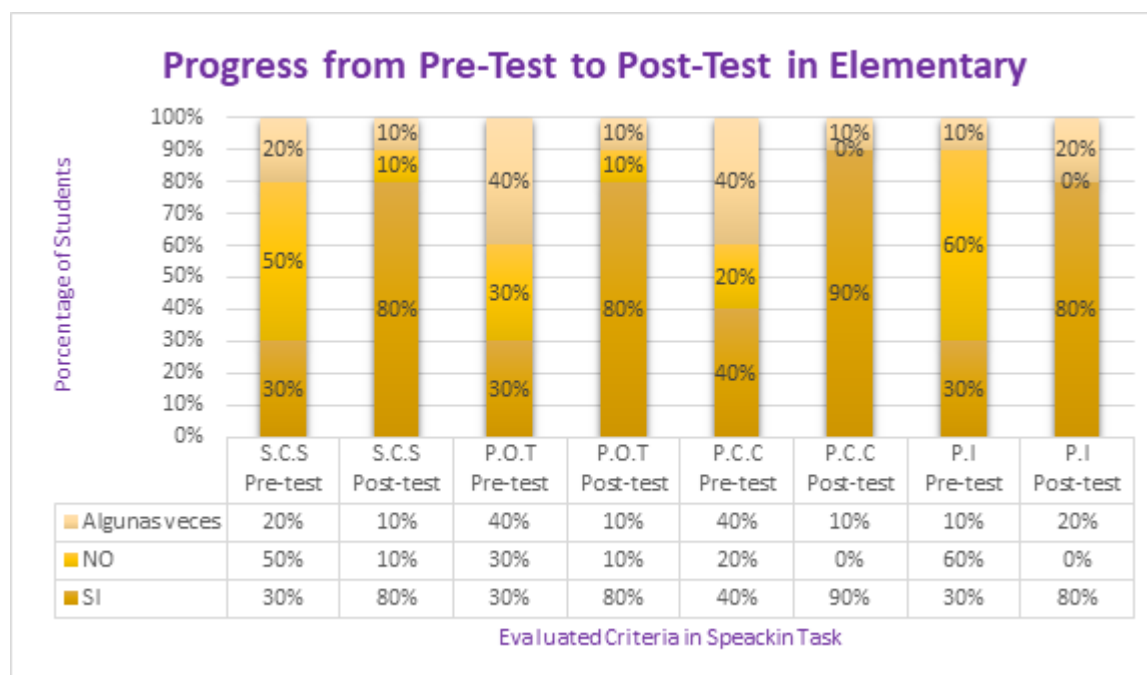
Participation in oral tasks increased to 80%, with fewer students saying "No" or "Sometimes." Peer cooperation also improved—90% of students reported

helping and correcting each other, and no students said “No.” Finally, 80% of students believed their pronunciation had improved. These results show that students became more confident, involved, and supportive during speaking activities.

Overall Results of Pre-Test and Post-Test

This report presents a comparison between the pre-test and post-test results in four key areas of oral language development. Each chart visualizes the percentage of students' responses categorized as 'Yes', 'No', and 'Sometimes'.

GRAPH #5



	Evaluated Criteria in Speaking tasks
S.C.S. P	Self confidence in speaking performance
P.O.T	Participation in oral task
P.C.C	Peer cooperation and correction.
P.I	Pronunciation improvement

The analysis of the pre-test and post-test results in elementary school shows a significant improvement in students' oral performance across four key aspects: self-confidence, participation in oral tasks, peer cooperation and correction, and pronunciation improvement.

1. Self-Confidence in Speaking Performance

In the pre-test, only 30% of students reported feeling confident while speaking, whereas 50% responded "No" and 20% answered "Sometimes." After the implementation of the intervention, the post-test results showed that 80% of students felt confident, with only 10% responding "No" and another 10% selecting "Sometimes." This demonstrates a remarkable increase in students' self-confidence when speaking in English.

2. Participation in Oral Tasks

Before the intervention, 30% of students actively participated in oral tasks, 30% did not, and 40% responded "Sometimes." After the intervention, participation rose dramatically, with 80% of students reporting active involvement, and only 10%

selecting “No” or “Sometimes.” This suggests that students felt more engaged and motivated to take part in oral activities.

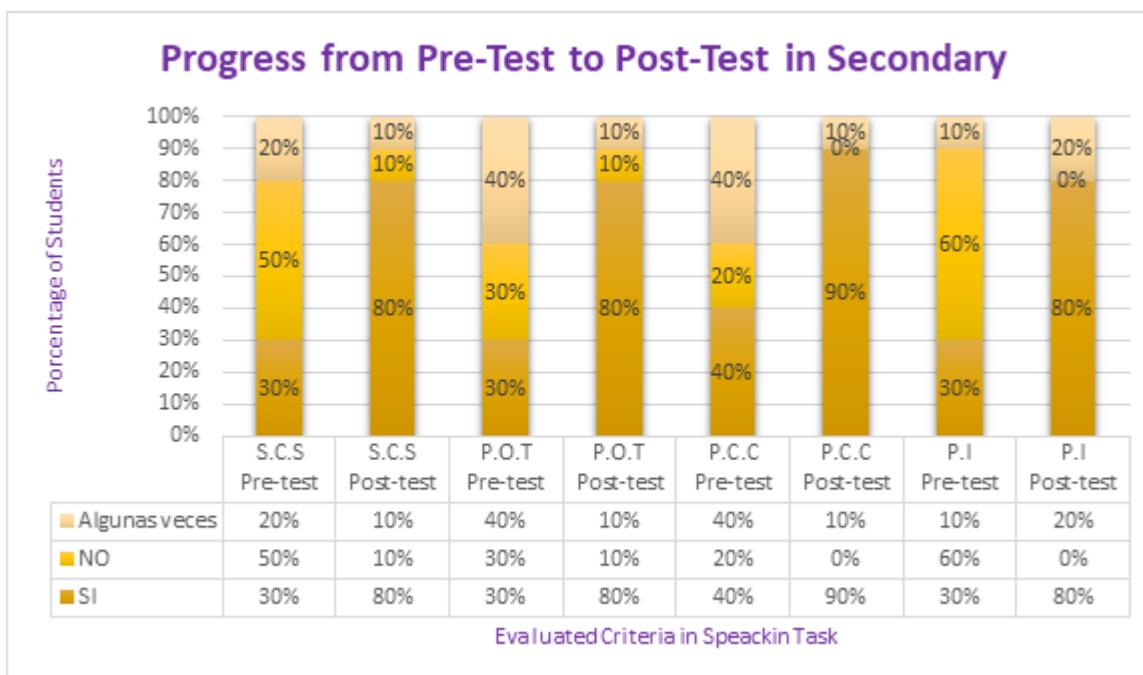
3. Peer Cooperation and Correction

Regarding teamwork and peer support, pre-test results showed that 40% of students collaborated and corrected each other, while 20% did not, and 40% answered “Sometimes.” In the post-test, 90% of students reported working cooperatively and helping peers, 0% said “No,” and 10% responded “Sometimes.” This reflects a strong development in collaborative skills and peer interaction.

4. Pronunciation Improvement

The pre-test data indicated that only 30% of students perceived improvement in their pronunciation, while 60% did not, and 10% responded “Sometimes.” In contrast, the post-test revealed that 80% noticed progress in their pronunciation, with 0% responding “No” and 20% selecting “Sometimes.” This improvement highlights the effectiveness of the intervention in supporting pronunciation development.

Graph #6



	Evaluated Criteria in Speaking tasks
S.C.S.P	Self confidence in speaking performance
P.O.T	Participation in oral task
P.C.C	Peer cooperation and correction.
P.I	Pronunciation improvement

The comparison of pre-test and post-test results at the secondary level highlights significant progress in the students' oral language abilities following the intervention. Improvements were noted in all four areas: self-confidence, participation, peer cooperation, and pronunciation.

1. Self-Confidence in Speaking Performance

In the pre-test, 40% of students felt confident speaking in English, while 50% did not, and 10% responded “Sometimes.” After the intervention, the percentage of students reporting confidence increased to 70%, with a notable decrease in “No” responses to 10%, and a rise in “Sometimes” to 20%. This indicates a positive shift in students’ self-perception and willingness to engage in speaking tasks.

2. Participation in Oral Tasks

During the pre-test, 60% of students actively participated in oral tasks, with 20% indicating no participation and 20% answering “Sometimes.” In the post-test, participation rose to 80%, and both “No” and “Sometimes” responses dropped to 10%. These results reflect increased student involvement in oral classroom activities.

3. Peer Cooperation and Correction

Pre-test results showed that 60% of students cooperated with and corrected peers, while 20% did not and 20% responded “Sometimes.” After the intervention, cooperation increased to 90%, with no students responding “No” and only 10% indicating “Sometimes.” This suggests enhanced peer support and a more collaborative classroom environment.

4. Pronunciation Improvement

Before the intervention, 50% of students believed their pronunciation had improved, 40% did not, and 10% responded “Sometimes.” In the post-test, 80% reported improvement, 0% selected “No,” and 20% answered “Sometimes.” This result demonstrates a strong gain in students’ confidence regarding their pronunciation skills. The results from both primary and secondary groups demonstrate that the intervention had a meaningful impact on students’ oral skills. The consistent improvements in self-confidence, participation, collaboration, and pronunciation across both educational levels confirm the effectiveness of the

applied strategies and their relevance in enhancing English language learning in public school settings.

11.3. Focus Group

Drawing upon classroom observations, thematic analysis of qualitative data from rubrics, and a comparative analysis of pre- and post-intervention focus groups responses from both 5th grade (10 students) and 8th-grade (10 students), this action research project investigated the impact of Task-Based Learning (TBL) strategies on the development of English pronunciation skills. Initial observations highlighted varying pronunciation proficiencies and limited exposure to spoken English outside the classroom. The implementation of engaging and interactive TBL tasks aimed to foster frequent practice and enhance pronunciation. Qualitative findings revealed increased student motivation, self-confidence in oral tasks, and a growing awareness of mother tongue interference. Qualitative data from the focus groups further supported these observations, indicating notable improvements in self-confidence, participation, peer cooperation, and perceived pronunciation ability in both elementary and secondary students following the TBL intervention. To deeply understand the students' direct experiences and their self-assessment of the TBL implementation, a focus group discussion was held by the post- test questionnaire which was posed in Spanish to elicit rich qualitative data reflecting students' perspectives.

The focus group held with ten fifth-grade students (October 28th, 2024) revealed a variety of feelings, reflections, and suggestions regarding the implementation of the project focused on improving pronunciation and speaking skills through Task-Based Learning (TBL) strategies.

When asked how they felt during the classes (question 1), most students described the experience as fun. They liked the dynamic activities and the chance to speak more in English. As one student articulated: **"Me sentí feliz porque las**

clases fueron diferentes y más divertidas que las normales." (I felt happy because the classes were different and more fun than normal ones.) This highlights the positive emotional impact of the TBL approach on elementary learners.

In response to what they found interesting or not (question 2), students frequently mentioned that games and group work were the most engaging aspects of the classes. However, a few mentioned some tasks that felt repetitive or difficult. For instance, a student shared: **"Lo más interesante fueron los juegos y trabajar con mis compañeros. Lo que no me gustó mucho fue repetir palabras muchas veces, porque la pronunciación era difícil, me corregían mucho."** (The most interesting things were the games and working with my classmates. What I didn't like much was repeating words many times because the pronunciation was difficult, they corrected me a lot.) This quote provides valuable insight into both the engagement with interactive elements and the challenges associated with explicit pronunciation correction.

Regarding pronunciation (question 3), students consistently recognized a clear improvement in their speaking. They felt more aware of how they pronounce words and more confident when doing so. A compelling quote from a student was: **"Antes decía las palabras mal, pero ahora sé cómo se dicen y me corrijo solo."** (Before, I used to say words incorrectly, but now I know how to say them and I correct myself.) This demonstrates a significant development in self-monitoring and autonomy in pronunciation.

When asked if the activities helped them feel more confident speaking in English (question 4), most answered positively. They expressed that practicing in different ways helped reduce their fear of making mistakes. One student powerfully stated: **"Sí, porque ya no me da tanta pena hablar en inglés y sé que puedo intentarlo sin miedo aunque sé que me van a corregir algunas veces."** (Yes, because I'm no longer so embarrassed to speak in English and I know I can try without fear, even though I know I'll be corrected sometimes.) This indicates a crucial shift from anxiety to a more resilient and willing learning mindset.

Students also compared their feelings during the pre-test and post-test (Question 5). They described the first test as making them feel nervous and unsure, while the second one felt easier due to increased practice and confidence. A student's reflection truly captures this sentiment: **"En el primer test me sentí nervioso y no sabía mucho entonces me sentí mal porque casi todas las respuestas eran NO o A VECES. En el segundo ya me sentí mejor y pude hablar más."** (In the first test, I felt nervous and didn't know much, so I felt bad because almost all the answers were NO or SOMETIMES. In the second one, I felt better and could speak more.) This highlights the tangible impact of the TBL intervention on students' self-perception and comfort with assessment.

Finally, students shared suggestions for future improvements (Question 6). They asked for more games, more time to practice in groups, and Spanish instructions during the activities. A student articulated this desire: **"Podemos tener más juegos y repetir más veces el trabajo en equipo, así los compañeros aprendemos más a trabajar en equipo y ayudarnos y que la teacher no hable tanto inglés."** (We can have more games and repeat teamwork more often, that way classmates learn more to work as a team and help each other, and that the teacher doesn't speak so much English.) This feedback offers practical insights for refining future pedagogical designs, particularly regarding task repetition and language use in instructions.

Overall, the feedback from the elementary group was encouraging. The students' voices reflected significant progress in their pronunciation and speaking confidence, while also offering useful ideas for refining the project in future implementations.

The insights gathered from these focus group discussions provide a powerful self-assessment of the TBL intervention's impact. For instance, reflecting on their feelings and views, some eighth-grade students shared (October 24th, 2024):

- **Regarding their initial feelings (Question 1):** One student noted: **"Al comienzo nos sentimos un tanto inquietos porque era un proyecto y nos evaluaban; pero cuando fuimos avanzando sentimos más confianza y no pensábamos en evaluación."** (At the beginning, we felt a bit uneasy because it was a project and we were being evaluated; but as we progressed, we felt more confident and didn't think about evaluation.) This illustrates a positive shift from initial apprehension about being assessed to a more confident engagement with the learning process.
- **Concerning the activities (Question 2):** The same student highlighted the organic learning that occurred: **"Fue un poco difícil el organizarnos para las primeras actividades y nos pareció interesante el hecho que íbamos usando el inglés sin darnos cuenta para realizar las actividades."** (It was a bit difficult to organize ourselves for the first activities, and we found it interesting that we were using English without realizing it to carry out the activities.) This speaks to the natural language acquisition and implicit learning facilitated by the authentic tasks within TBL.
- **In terms of pronunciation improvement (Question 3):** Their collective perspective was: **"Sí sentimos que se mejoró en la pronunciación y como más tranquilos al hablar así tuviéramos que corregir."** (Yes, we felt that pronunciation improved and we were calmer when speaking, even if we had to correct ourselves.) This demonstrates both perceived improvement and a reduced fear of error, which is crucial for oral language development.
- **The collaborative aspect of TBL and its impact on confidence (Question 4) was highlighted:** **"Sí con las actividades de grupo nos podíamos ayudar y corregir entre nosotros y eso nos ayudaba para hablar mejor en Inglés frente al grupo."** (Yes, with group activities, we could help and correct each other, and that helped us speak better English in front of the group.) This underscores the importance of peer support and collaboration in building confidence and improving spoken English.

- **Their feelings about the pre- and post-tests (Question 5) revealed a clear shift: "Con el primer cuestionario nos sentimos nerviosos y con el cuestionario final sentimos más seguridad porque con las actividades tuvimos cambios 'cheveres'."** (With the first questionnaire, we felt nervous, and with the final questionnaire, we felt more confident because the activities brought 'cool' changes.) This again reinforces the positive impact of the intervention, linking the learning activities directly to improved performance and reduced anxiety during assessment.
- **Finally, regarding potential improvements (Question 6):** The student voice emphasized the desire for more time and similar learning experiences: **"En el tiempo, a veces sentimos que era muy corto... y poder continuar con clases así parecidas muy 'chevere'..."** (Regarding time, sometimes we felt it was too short... and to be able to continue with similar classes would be very 'cool'...) This powerful feedback suggests high levels of engagement and a perceived benefit from the TBL activities, indicating a desire for sustained implementation.

These direct voices from the 8th-grade students underscore the perceived benefits and evolution of their confidence and pronunciation skills throughout the TBL implementation, offering valuable qualitative data that complements the quantitative findings and provides a nuanced understanding of the intervention's success. The desire for more time with similar activities further highlights the positive impact and engagement experienced by the students.

12. CONCLUSIONS

This chapter presents the main conclusions derived from the implementation and evaluation of the Task-Based Learning (TBL) approach in EFL classrooms in two public schools. The research was conducted with 5th and 8th grade students, focusing on improving their English pronunciation through task-based instruction.

Based on the analysis of qualitative data including pre- and post-tests, rubrics, and focus groups, this section summarizes how the research objectives were achieved and how the intervention positively impacted students' English learning by enhancing pronunciation, interaction, self speaking confidence and peer collaboration. The results of the study indicate that the Task-Based Learning (TBL) approach significantly contributed to the improvement of students' English pronunciation in both elementary and secondary levels. Through task-based cycles, students developed better pronunciation accuracy, greater confidence in speaking, and increased classroom participation, proving the effectiveness of the approach across age groups.

A TBL cycle was successfully designed to target key pronunciation features through meaningful and engaging tasks. The structure followed the pre-task, task, and post-task stages, and incorporated pronunciation goals within communicative contexts. The design aligned with students' language levels and learning needs, making the instruction both relevant and accessible. The TBL intervention was implemented effectively in both grade levels. During the process, students participated actively in pronunciation tasks and responded positively to the interactive and collaborative work's nature of the lessons. The activities encouraged real communication, peer correction, and self-monitoring, which contributed to improving their oral performance.

Students' pronunciation was evaluated through pre- and post-tests, pronunciation rubrics, focus groups, and learning diaries observation (Class rubric). The comparative results showed clear progress in areas such as sound accuracy, word stress, and intonation. Moreover, students' reflections confirmed greater

awareness and improvement in their pronunciation throughout the intervention process.

In summary, Task-Based Learning not only enhanced students' pronunciation skills but also provided them with the opportunity to use language meaningfully in tasks that mirrored real-life communication. These findings underline the value of TBL as a powerful tool for promoting linguistic development in an English as a Foreign Language (EFL) setting. While there were areas that still require attention, such as further refining individual sounds and adapting to feedback more quickly, the overall success of the activities points to the efficacy of TBL as a dynamic and engaging approach to improving pronunciation.

As English teachers in the public schools' context, conducting this research was both a professional challenge and a valuable learning experience. Throughout the process, we were able to reflect deeply on our teaching practices and observe firsthand how meaningful, communicative tasks can transform the classroom environment and improve students' pronunciation.

Working with two focus groups at the elementary and secondary levels allowed us to see the diverse needs and strengths of learners at different stages. It also made us realize the importance of creating a safe and motivating space where students feel confident to speak and make mistakes as part of their daily learning process. Through the use of authentic tasks, students were not only able to practice pronunciation in context but were also motivated to make adjustments based on peer feedback and my corrections. The focus on practical language allowed students to apply their skills in interactive settings, which was a significant step toward more fluent speech. The positive outcomes observed in the students' performance suggest that TBL fosters an environment where learners feel more confident to take risks and engage actively with their language learning.

Considering the conclusions presented and the positive effects obtained by the TBL approach implementation in the different contexts schools levels in pronunciation - speaking skill. It must be considered the below recommendations. Developing EFL learners' oral skills performance in different levels at public schools requires planning meaningful teaching strategies to promote students'

interaction and participation, therefore adapting the oral activities according to students' learning levels and styles to strengthen their English linguistic competence.

It could be recommended that the Task Based Learning approach would be implemented in similar contexts in the EFL classrooms language learning. Nonetheless, the impact of this approach could vary, either positively or negatively, depending on the conditions of the context, students' needs, age and level of interests. Taking into consideration the implementation of the action research cycle as part of the classroom research, to reflect and address some of the EFL learners' limitations to overcome their difficulties.

While this study has demonstrated that task-based learning (TBL) can effectively impact learners' English learning in EFL classrooms at public schools, this study could lead to further research intervention related to the interactional strategies that students used in their groups when preparing for and performing the tasks. As the impact of the TBL approach on the socialization process of students can influence their oral language production competence. This study could lead to further research intervention related to the interactional strategies that students used in their groups when preparing for and performing the tasks.

In the same way this further research could examine the discrepancy between teachers' perception and their implementation of task-based language teaching in teaching speaking. It is also suggested to investigate students' way of perceiving and accomplishing the speaking task.

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ANNEXES

Appendix # 1. Pre-Test

PRE - TEST

NOMBRE: _____

GRADO: _____

FECHA: _____

Este cuestionario tiene como objetivo, recopilar datos mensurables sobre cómo los estudiantes sienten y abordan su pronunciación, así como sus preferencias de actividades de aprendizaje.

- **Self confidence in speaking performance-Confianza al hablar inglés**

1. Me siento seguro al hablar inglés frente a otras personas.

- a. Si
- b. No
- c. Algunas veces

2. Me siento nervioso (a) al hablar inglés.

- a. Si
- b. No
- c. Algunas veces

- **Participation in oral task -**

3. Evito hablar inglés porque se me hace difícil pronunciarlo.

- a. Si

- b. No
- c. Algunas veces

- **pronunciation improvement- Importancia de la pronunciación**

4. Para mí, la pronunciación correcta es importante cuando hablo inglés.

- a. Si
- b. No
- c. Algunas veces

5. Practico la pronunciación en inglés en clase.

- a. Si
- b. No
- c. Algunas veces

- **Peer cooperation and Collaboration -Preferencias de aprendizaje basado en tareas**

6. Creo que las actividades de grupo y desarrollo de tareas ayudan a mejorar mi pronunciación en inglés.

- a. Si
- b. No
- c. Algunas veces

7. Disfruto haciendo tareas grupales que implican hablar inglés.

- a. Si
- b. No

c. Algunas veces

8. Prefiero trabajar la pronunciación de forma individual en lugar de hacerlo en grupo.

a. Si

b. No

c. Algunas veces

Appendix # 2. Student rubric

STUDENT - RUBRIC

Evaluation Rubric for Pronunciation activity

Students' Names: _____

Date: _____ Grade: _____

	Excellent 4.5 – 5.0 	Good 4 	Satisfactory 3.9 – 3.0 
Voice	Students' voice has an excellent volume to be heard clearly	Students' voice has a good volume to be heard	Students' voice has low volume, it is difficult to be heard clearly
Intonation	Students' inflections and intonation in each expression are excellent	Students' inflections and intonation in each expression are good	Students' inflections and intonation in each expression are low
Pronunciation and clarity	Students pronounce all the words correctly.	Students pronounce most of the words correctly.	Students do not pronounce most of the words correctly. There are errors.

Observations:

Appendix # 3. Group Rubric

Observations	
STUDENTS NAMES:	
GRADE:	
DATE:	
AGE:	
ENGLISH TOPIC:	
1. Necessary interventions:	
2. Notable progress or setbacks: How do they organize ideas? Can they use vocabulary related to the topic correctly? Can they express ideas in their Language or in a Foreign Language? Can they pronounce words well or vocabulary related to the topic?	
3. Fluency	
4. Pronunciation	

Appendix # 4. Class Rubric

CLASS RUBRIC

DATE:		TOPIC:	
GRADE:		TIME:	
ENGLISH LEVEL		NUMBER OF STUDENTS :	
SUBJECT		SCHOOL	
OBSERVATION CLASS			
1. Overall performance of the students:			
2. Notable interactions:			
3. Challenges encountered:			
4. Adaptations or changes made:			
5. Reflection on the effectiveness of the methodology used:			

POST - TEST

NOMBRE: _____

GRADO: _____

FECHA: _____

Este cuestionario tiene como objetivo, recopilar datos mensurables sobre cómo los estudiantes sienten y abordan su pronunciación, así como sus preferencias de actividades de aprendizaje.

- **Self confidence in speaking performance-Confianza al hablar inglés**

1. Me siento seguro al hablar inglés frente a otras personas.

- a. Si
- b. No
- c. Algunas veces

2. Me siento nervioso (a) al hablar inglés.

- a. Si
- b. No
- c. Algunas veces

- **Participation in oral task -**

3. Evito hablar inglés porque se me hace difícil pronunciarlo.

- a. Si
- b. No

c. Algunas veces

• **pronunciation improvement- Importancia de la pronunciación**

4. Para mí, la pronunciación correcta es importante cuando hablo inglés.

a. Si

b. No

c. Algunas veces

5. Practico la pronunciación en inglés en clase.

a. Si

b. No

c. Algunas veces

• **Peer cooperation and Collaboration -Preferencias de aprendizaje basado en tareas**

6. Creo que las actividades de grupo y desarrollo de tareas ayudan a mejorar mi pronunciación en inglés.

a. Si

b. No

c. Algunas veces

7. Disfruto haciendo tareas grupales que implican hablar inglés.

a. Si

b. No

c. Algunas veces

8. Prefiero trabajar la pronunciación de forma individual en lugar de hacerlo en grupo.

- a. Si
- b. No
- c. Algunas veces

Appendix # 6. Notice to school administrators and parents

COMUNICADO A PADRES DE FAMILIA

Cordial saludo,

El presente comunicado tiene como finalidad informarles que en el curso del presente periodo académico se llevará a cabo un proyecto de investigación educativa titulado:

“Improving Learners’ Pronunciation Through the Task-Based Learning in EFL Classrooms at Public School”,

el cual busca fortalecer la pronunciación en inglés de los estudiantes a través de actividades didácticas basadas en el enfoque de aprendizaje por tareas (Task-Based Learning - TBL).

Este proyecto será desarrollado por _____ como parte de su formación profesional en el área de la enseñanza del inglés como lengua extranjera (EFL). La intervención se realizará en los grados quinto de primaria y octavo de secundaria, durante el horario escolar y con el acompañamiento institucional.

Queremos asegurarles que la participación de los estudiantes no representa ningún riesgo, y todas las actividades han sido diseñadas con fines pedagógicos y formativos. Además, la información recolectada será tratada de forma confidencial y anónima, y utilizada únicamente con fines académicos.

Agradecemos su apoyo y comprensión, y quedamos atentos a cualquier inquietud que puedan tener.

Atentamente,

Nombre del docente investigador

Nombre de la institución educativa

COMUNICADO A PADRES DE FAMILIA

[Nombre de la ciudad], [día] de [mes] de [año]

Institución Educativa :

Asunto: Solicitud de autorización para realización de investigación educativa

Respetados directivos:

Reciban un cordial saludo.

Por medio de la presente, me permito solicitar su autorización para llevar a cabo un proyecto de investigación titulado:

“Improving Learners’ Pronunciation Through the Task-Based Learning in EFL Classrooms at Public School”,

como parte de mi trabajo de grado en el área de enseñanza del inglés como lengua extranjera (EFL).

La investigación tiene como objetivo principal fortalecer la pronunciación del inglés en estudiantes de los grados quinto de primaria mediante la implementación de una secuencia didáctica basada en el enfoque Task-Based Learning (TBL).

Las actividades propuestas se desarrollarán durante el horario escolar, en coordinación con los docentes encargados, y no interferirá con el cumplimiento del plan de estudios. Además, se garantizará la confidencialidad de la información recolectada, y se contará con el consentimiento informado de los padres de familia.

Agradezco su atención y quedo atenta a su respuesta para dar inicio al proceso correspondiente.

**AUTORIZACIÓN INSTITUCIONAL PARA LA REALIZACIÓN DE
INVESTIGACIÓN EDUCATIVA**

Yo, _____, en calidad de
directivo docente del establecimiento educativo
_____, ubicado en la ciudad de
_____, por medio de la presente:
AUTORIZO la ejecución del proyecto de investigación titulado:
“Improving Learners’ Pronunciation Through the Task-Based Learning in EFL
Classrooms at Public School”,
presentado por _____,
estudiante de _____, como parte
de su proceso de formación profesional.

Esta investigación se llevará a cabo con estudiantes de los grados quinto de primaria y octavo de secundaria, durante el horario escolar, bajo una intervención pedagógica basada en el enfoque de Task-Based Learning (TBL), con el propósito de fortalecer las habilidades orales, específicamente la pronunciación, en el aprendizaje del inglés como lengua extranjera (EFL).

Declaro que he sido informado(a) sobre los objetivos, metodología y ética del proyecto, y que este no representa ningún riesgo para los estudiantes ni interfiere con el normal desarrollo académico. Así mismo, comprendo que los datos recolectados serán manejados de forma confidencial y anónima, exclusivamente con fines académicos.

En constancia de lo anterior, firmo la presente autorización.

Nombre del directivo docente: _____

Cargo: _____

Firma: _____

AUTORIZACIÓN PARA PARTICIPACIÓN EN INVESTIGACIÓN EDUCATIVA

Yo, _____, identificado(a) con cédula de ciudadanía No. _____, en calidad de padre/madre o acudiente del (la) estudiante _____, del grado _____, del colegio _____, por medio de la presente manifiesto que:

AUTORIZO la participación de mi hijo(a) en el proyecto de investigación titulado: “Improving Learners’ Pronunciation Through the Task-Based Learning in EFL Classrooms at Public School”, que se desarrollará como parte de un trabajo de grado en el área de enseñanza del inglés como lengua extranjera (EFL).

Declaro haber sido informado(a) sobre los objetivos, actividades y propósitos del proyecto, el cual será implementado durante el horario escolar y no representará ningún riesgo físico, emocional o académico para mi hijo(a). Así mismo, entiendo que los datos recolectados (como observaciones, grabaciones, evaluaciones y encuestas) serán utilizados exclusivamente con fines académicos, manteniendo en todo momento la confidencialidad y anonimato del estudiante.

Entiendo que la participación es voluntaria y que puedo retirar el consentimiento en cualquier momento, sin que esto afecte de ninguna manera el desarrollo académico de mi hijo(a).

Firma del padre/madre/acudiente: _____

Nombre completo: _____

Número de cédula: _____

Teléfono de contacto: _____

Fecha: _____

Appendix # 8 Focus group Questions

Instrucciones:

Por favor, lee cada pregunta en voz alta y responde con sinceridad usando tus propias palabras.

No hay respuestas correctas o incorrectas, solo queremos saber lo que piensas y sientes sobre las clases y actividades de inglés.

Habla con claridad y no te preocupes, esto es solo una conversación.

1. ¿Cómo te sentiste durante las clases que se desarrollaron para este proyecto?
2. ¿Qué fue lo más interesante y qué no de las actividades durante las clases?
3. ¿Notas alguna diferencia entre cómo pronunciabas antes y como lo haces ahora?
4. ¿Las actividades realizadas en clase te ayudaron a sentir más seguridad al momento de expresarte en Inglés?
5. ¿Cómo te sentiste haciendo el primer test (Pre test) y cómo haciendo el segundo (Post test)?
6. ¿Qué se puede cambiar o mejorar de las clases y actividades para una futura oportunidad?