



Task-Based Speaking Activities to Improve Fluency

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Abstract

The objective of this research was to improve fluency in students through task-based speaking activities for high school students who are starting a B1 course. This investigation was based on action research with an analysis of qualitative and quantitative data. The instruments applied in this study were a pre-test, that consisted of a video interacting each other to identify the problems they have while speaking in English, a post-test, which was the last video recorded and graded with a rubric to analyze to what extent task-based activities improved fluency in speaking. The results showed that participants interacted more among themselves during the post-test and the effect sizes were significant (over 0.500) for all the components of the rubric, which was an adaptation from Schmid and Bianco's research (2015) who based in the Common European Frame of Reference. An interview and a survey were performed with some open-ended questions that were asked to determine the students' perspectives towards the innovation. In conclusion, participants expanded their interaction, fluency, vocabulary, and accuracy significantly. This document is for people who are dedicated to teaching English and all those who wish to apply didactic tools to obtain results in the development of speaking.

Keywords: speaking skills, fluency, task-based activities

Resumen

El objetivo de esta investigación fue mejorar la fluidez en los estudiantes a través de actividades de expresión oral basadas en tareas para estudiantes de secundaria que están comenzando un curso B1. Esta investigación se basó en la investigación-acción con un análisis de datos cualitativos y cuantitativos. Los instrumentos aplicados en este estudio fueron un pre-test, que consistió en un video interactuando entre sí para identificar los problemas que tienen al hablar en inglés, un post-test, que fue el último video grabado y calificado con una rúbrica para analizar en qué medida las actividades basadas en tareas mejoraron la fluidez al hablar. Los resultados mostraron que los participantes interactuaron más entre ellos durante la posprueba y los tamaños del efecto fueron significativos (más de 0.500) para todos los componentes de la rúbrica, que fue una adaptación de la investigación de Schmid y Bianco (2015) que se basó en el Marco Común de Referencia Europeo. Se realizó una entrevista y una encuesta con algunas preguntas abiertas que se hicieron para determinar las perspectivas de los estudiantes hacia la innovación. En conclusión, los participantes ampliaron significativamente su interacción, fluidez, vocabulario y precisión. Este documento es para personas que se dedican a la enseñanza del inglés y todos aquellos que deseen aplicar herramientas didácticas para obtener resultados en el desarrollo del habla.

Palabras clave: speaking skills, fluency, task-based activities.

Task-Based Speaking Activities to Improve Fluency

Ecuador has tried to improve the English level in the public educational system through the implementation of new programs based on the standards established by the Common European Framework of Reference for Languages (CEFR). According to the current educational curriculum at the end of high school, students should be able to participate in conversations about their daily life fluently (Ministerio de Educacion, 2012). However, there are some issues in the process to achieve this goal, especially in public schools due to factors such as lack of interest and problems when using the language to produce ideas (Aguilar, 2019).

In higher education, students are required to pass some English courses established by the university or show a proficiency diploma from a language institute in order to obtain a bachelor's degree, the level required is B1 (Consejo de Educación Superior, 2019). Nevertheless, the same problems that affect primary and secondary schools are also part of the reality in Ecuadorian universities, especially in the process of developing speaking skills.

Gómez (2008) claimed that speaking skill is the ability to express our thoughts, feelings, needs and ideas by means of oral or verbal expressions, that is why EFL teachers need to implement more strategies to encourage students to use the language in different contexts.

Task-based Language Teaching (TBLT) has been catalogued as one of the most appropriate and long-lasting approach to acquire a foreign language (Branden, 2006). Although Krashen (1982) was not directly implying the implementation of TBLT, he stated that effective language acquisition happens when low anxiety levels are among learners, additionally, there are some studies which confirm that when TBLT tasks are carefully planned, they are able to reduce anxiety (Boonkit, 2010).

González-Lloret and Ortega (2014) stated that the implementation of the TBLT approach represents part of the methodology which expands the potential of the use of technology in the process of acquiring languages. Consequently, all electronic devices such as smartphones, laptops or tablets, provide features that support and complement TBLT.

Following the same principle, Andújar-Vaca (2017) analysed the benefits of using the application called WhatsApp through learners' smartphones to improve oral skills in second-language learners among learners taking a B1 English course at a Spanish High-School. It was created a "WhatsApp" Group in which 15 of these learners interacted every day for 3 weeks, it is important to remark that writing a text was not allowed as a way to make learners use the language. After the course concluded, learners accomplished significant improvements in terms of oral proficiency and negotiation.

The research will help the fifteen students to increase their English level, fluency and be more confident at the moment to speak. Participants will find easier to explain common topics of daily life and interact with others. Additionally, when they finish the participation in the research and return to the normal program of the high-school, they will be able to help the students who decided to not participate in the project with any activity they do not understand.

It is important to mention that the study of Andújar-Vaca, (2017) included students who were enrolled in a B1 CEFR level and that the research lasted for an extended period of six months, and the results were focused on discovering speaking interaction improvements. Literature has proved that task-based performed in electronic devices are likely to decrease learners' anxiety and improve the learning process (Ziegler, 2016). Technological devices have provided students with a wide range of

opportunities to learn and raised students 'motivation to take risks (González-Lloret & Ortega, 2014).

Literature Review

The concepts and theory presented in this section are related to task-based speaking activities to improve fluency. In addition, this section provides details about the process of developing speaking skills and the importance of including task-based speaking activities structured to develop fluency in EFL learners.

Speaking Skills

Speaking is one of the four essential skills needed in the process of communication in any language, and it consists of producing systematic verbal utterance to convey meaning (Nunan, 2003). Speaking is considered to be a productive skill since it represents the active use of the language to express thoughts. For that reason, there is a number of elements that must be taken into consideration during the acquisition and development of speaking skills. English as a Foreign Language (EFL) learners must pay attention to precise details of the language to be able to use the language to share ideas with other people. In other words, EFL speakers need to include the most appropriate words and the correct grammar to convey meaning accurately and needs to organize the discourse so that listeners are able to understand (Cameron, 2001).

One of the objectives of English language teaching (ELT) is to help learners communicate not only written but orally, that is why EFL teachers need to apply different strategies in class to provide students with enough practice and experience in various communicative contexts. Brown (2001) stated that when EFL learners are able to use the language, it means that they can be part of a conversation actively. Additionally, the standards of successful language acquisition are the demonstration of

accomplishing pragmatic goals through an interactive discourse with other language speakers.

Speaking Activities

Harmer (2001) suggested that there are three stages in all communicative and pre-communicative speaking activities, these are pre-activity stage, during-activity stage, and conclusion stage. For the first stage, the instructions are given and students are divided in groups. Harmer described this as “an engage-instruct-initiate sequence”, during this time the teacher monitors that all the participants have understood the aim of the activity. In the second stage, students are monitored while working on the task and they are provided feedback by the instructor, this is when the use of the “mother tongue” is controlled and actions that can be taken to promote the use of English will be included in this stage. In the last stage, the time established for the activity has finished, students reflect on the work they have done, and the teacher gives general feedback to all the group.

Fluency.

Brown (2001) stated that there are some micro-skills in speaking that EFL learners must develop in order to produce clear ideas. He also claimed that these tasks are commonly used to assess speech production. One micro-skill is the development of fluency through specific tasks. According to Nation and Newton (2009), fluency development is an important aspect in all levels of proficiency. Therefore, tasks which make EFL learners follow a continuous and rich language pattern represent a suitable strategy to develop fluency.

As it was stated before, the process of developing speaking skills includes all aspects and processes in oral communication, whereas fluency represents a sub-skill and it implies that EFL learners are able to express themselves without having to stop to

think about words, or experience breakdown in communication. Richards (2008) stated that in order to develop fluency in EFL learners, it is essential to be aware about the different functions or purposes of the language. After realizing these aspects, teachers must be able to find effective techniques and strategies that can help students become fluent.

Communicative Language Teaching

It is important to mention that the Communicative Language Teaching (CLT) approach is within the core principles in the Ecuadorian EFL curriculum, which is also aligned with the Common European Framework of Reference for Languages that establishes different levels of language proficiency. According to the Ministry of Education of Ecuador (2012), the main goals of speaking are based on the production of simple dialogues based on topics which are familiar or of personal interest, the description of experiences and explanations related to personal plans.

According to Richards (2006), CLT is based on a set of principles which are related to the goals of English language teaching (ELT). This approach also addresses how EFL learners learn a language, the types of classroom activities which are suitable to acquire a language, the different roles that teachers and students have in the classroom. Brown (2007) stated that fluency and accuracy are regarded as complementary principles in CLT since this approach aims at the application of the theoretical perspective of the communicative competence by recognizing the interdependence of language and communication.

Task-Based Language Teaching Approach

According to Crookes (1993), the Task-Based Language Teaching (TBLT) approach represents a meaning-focused teaching method which is centered in the use of specific parts of speech and allows students to apply real-world vocabulary. Willis

(2007) stated that the aim of TBLT approach is to provide EFL learners with situations related to their context so they can elaborate their dialogues following a process.

Furthermore, the role that interaction plays is essential during the development of dialogues because it enables language acquisition and promotes confidence among learners.

Ellis (2006) highlighted the importance of group and pair work when developing task-based speaking activities since they encourage learners to use the language.

Furthermore, the role of the teachers in task-based speaking activities is essential in the process of completing the tasks, not only because they are in charge of monitoring how students have decided to solve the activity but also teachers have to get involved and suggest possible changes to students who may need help for completing the task. Brown (2001) also stated that group-work is essential to develop speaking skill, it creates a positive environment in all communicative activities because it prevents students from getting anxious before presenting their work in front of the class.

It is necessary to considerate that the obstacles are present in every project, methodology or situation. Khan and Zahid (2017) reported that students have different cultural and historical perspectives at the moment to describe any situation, and teachers are concerned. These difficulties are arisen because there is lack of competency and training among teachers to teach to the students of various socio-economic backgrounds in the educational settings.

Based on the various studies that suggested that task-based activities provide learners with the opportunity to interact and improve speaking skills in a foreign language, this research was developed and implemented to enhance fluency through task-based activities. This study explored the following research questions:

1. To what extent did task-based activities improve fluency in speaking?

2. What were students' perspectives towards the innovation?

Innovation

This innovation took a period of three weeks, and it was applied to fifteen young adult EFL learners who had three sessions of English which lasted two hours per week, and whose English level was A2+. In the first session of the week, it was explained the main goal of the tasks as well as the process to achieve them and the rubric (Appendices C and D) to grade their work. A pre-test (Appendix O) is applied to assess students' level in the first week. Additionally, a pre- and post-survey (Appendix F) was done to obtain their perspectives based on their beliefs.

During the first session, it was introduced the incoming tasks for the week and presented the guiding videos. Teacher made some speaking activities which are detailed in the Learning Activities section (Appendix A) and asked the students for recording videos with a topic they chose.

In the second session, the participants' videos are presented and the students had to provide feedback to their peers. They had to use the rubric (Appendix D) the teacher gave them in the first day. Teacher already watched the videos and had a clear idea about the strengths and weaknesses of the students. Students had to make a new video with all the corrections that the teacher and peers had mentioned. Finally, students had to interact through WhatsApp's group in order to keep developing the fluency, accuracy, vocabulary and interaction.

For the last session of the week, the improved video is presented and analyzed in class. As the previous session, teacher already checked the videos, then, in the next session students and teacher provided feedback to every group video in order to motivate to every participant to improve even more for the next videos. Additionally, speaking activities as debating or forums and vocabulary related to every topic were

implemented during all the sessions in order to maintain the English-speaking environment. The post-test (Appendix P) is applied one session before the last one in order to have enough time to provide feedback to the students. A post-survey (Appendix F) was presented in the last day of the research in order to know the aspects of the pedagogical innovation that changed students' minds.

Methodology

This investigation is based on action research with an analysis of qualitative and quantitative data. Bogdan and Biklen (1998) described that action research is the organized collection of information that is intended to bring about social change. In addition, Cameron (1983) identified action research as an investigation carried out by practitioners with the purpose of improving their professional practice and understanding it better.

This study was developed on phases which were repeated during all the weeks. In the first session of the week the teacher gave them some indications for the first video, then in the second session teacher and students provide feedback (Appendix C and D) and asked the students to record a new video applying the recommendations. Finally, the last session of the week, the final video is checked and the whole class interacted in order to continue checking their English levels. Only the first and last video of the whole project were considered as pre and post-test, Appendices O and P respectively. The rest of the videos were developed in order to keep the participants interacting. For the first and last day, a pre and post survey (Appendix F) is done respectively in order to compare the perspectives of the students.

Participants

Fifteen young adult learners were considered to participate in this study. They were enrolled in the third grade of baccalaureate of Guayaquil high school, and they

were from the same class. It involved 8 female and 7 male students, their age range was between 16 and 18. They are participating in the proposed project because they wanted to prepare themselves for the university entrance exam, and they should reach at least the B1 level just to avoid problems with the exam. They were chosen after the High School consent letter (Appendix H) and parents' consent letter (Appendix I) were approved. Most of them come from public schools and must combine military and academic activities. All the participants have used educational platforms, therefore, uploading videos was an easy task for them.

Instruments

The instruments applied in this study were designed to collect data to answer the research questions.

A pre-test that consisted of a short video to identify the problems they have while speaking in English about a new topic. As a part of their pre-test, the students were asked to interact through WhatsApp's groups in order to monitor the use of English during the process as shown in Appendix O. It was graded with rubrics in Appendices C and D.

A post-test, the last video of the innovation is considered to be the post-test and it was graded with rubrics (Appendices C and D) to analyze to what extent task-based activities improved fluency in speaking. The length of the videos, roles, topics, performance and score are detailed in Appendix P.

Rubric. The rubric to assess the production of the videos was an adaptation from Schmid and Bianco's research (2015) who based in the Common European Frame of Reference. It was used to grade the speaking parameters as fluency, accuracy, vocabulary and interaction, taking into consideration that fluency is the main topic in this research. The teacher used the rubric for speaking assessment (Appendix C) and the

students used the Peer Feedback Rubric for videos and presentation feedback (Appendix D). Teacher's rubric represents 16 points and students' rubric represents 4 points in order to motivate the interaction through feedback providing. Students provide feedback and their peers try to explain if something is not clear. The final score is over 20 points.

Pre- and post-survey. The pre and post survey (Appendix F) allowed to compare the students' perspectives about fluency. This tool allowed to assess how their minds changed. This data is just for supporting the results from the rubrics, because Rubrics represent teacher's perspective and the surveys represent students' point of view.

Interview. The interview (Appendix G) had 6 open-ended questions which were asked at the closure of every week in order to analyze the answers and determine the students' perspectives towards the innovation. Additionally, the second research question were asked to the students as final closure interview.

Data Analysis

The pre-test as well as the post-test were classified and quantified in a spreadsheet in excel, and later exported to SPSS (statistical package for social sciences). This software provides descriptive statistics: maximum, minimum, means, and standard deviation. For data analysis, the effect size was calculated as well.

The pre and post-test were scored using a rubric (Appendix C and D) that focused on fluency, accuracy, vocabulary and interaction. Regarding the information collected in the interview (Appendix G), the most relevant comments were included in a table to determine the perspective of the students towards the innovation.

The pre- and post-survey (Appendix F) represent the perspectives of the students before and after the innovation. They were applied in the first session in order to obtain

the perspectives at the beginning of the project and in every week closure to monitor how their minds were changing.

Ethical Considerations

To carry out this study, permission from the university authorities was granted. The researcher informed the authorities about the process to be conducted. The students were informed about the objectives of the investigation and the procedures. They were assured that all the data obtained from this research were confidential and for academic purposes. They were granted privacy by maintaining anonymous names at the time of developing the interview.

Results

This section shows the outcomes of this research and they are represented in tables and graphs. Students showed an improvement in fluency, and it is possible to observe by comparing the first video of the first week (pre-test, Appendix O) and the last video of the final week (post-test, Appendix P). This section is planned according to the research questions and applications of the pre-test, post-test, pre-survey, post-survey and interviews.

To what extent did task-based activities improve fluency in speaking?

Table 1:

Results of pre- and post-test (Appendices O and P) using the rubric (Appendices C and D) before and after the innovation

	Before			After		
	N	Mean	SD	Mean	SD	Effect Size
Fluency	15	2.200	0.561	3.067	0.258	-1.986
Accuracy	15	2.600	0.507	3.000	0.378	-0.894
Vocabulary	15	2.333	0.617	2.800	0.414	-0.888
Interaction	15	2.467	0.516	2.933	0.458	-0.956

Source: the author

Table 1 shows the pre and post test results based on the rubric components such as fluency, accuracy, vocabulary and interaction. This data was obtained through the analysis of the videos in the pre-and post-test (Appendixes O and P). The participants improved their speaking skill and it reflected in better fluency, more accuracy, vocabulary acquisition and better interactions. It was due to the performance of the activities detailed in Appendix A during the class sessions. According to table 1, fluency went from 2.200 in the pre-test to 3.067 in the post-test, it means they were able to reduce the pauses despite hesitation and produce natural interactions in the videos according to the rubrics (Appendix C and D). It is important to mention that a better fluency does not involve better accuracy. Students interacted by audio-messages and by asking questions during classes, and we can see a reduction in the standard deviation of “Interaction” parameter from 0.516 to 0.458, that is to say that students increase their speaking skills by working together.

Considering the effect size of every parameter, the one which changed more is the fluency due to the constantly interaction during the class sessions and video recording. In addition, fluency's effect size ($d=1.986$) reflects that the activities (Appendix A) improved significantly the fluency in the participants, because an effect size bigger than 0.8 means a great incidence of the results in the compared situations.

The results of the teacher's rubric are detailed in the Appendix J and the results of the students 'rubric are detailed in Appendix K. Every rubric has four parameters which were compared at the end of the innovation in the Appendix L in order to visualize the improvement in the participants 'fluency.

What were students 'perspectives towards the innovation?

Table 2

Interview

Questions	Answers
1. Could you mention the benefits of recording videos for fluency?	Students reported that the pauses and hesitation disappeared because they practiced many times during the class sessions. In addition, they had the opportunity to learn many connectors and phrases to discuss some situations. Most of the students mentioned that they liked recording videos interacting with their peers and the feedback from their partners helped them to identify which parameters in table 1 should be improved. Organizing ideas before videos, natural interaction during the videos and discussing and providing feedback after the videos are the benefits of recording videos for developing fluency.
2. How would you rate the self-assessment video checking? Why?	Participants claimed that the self-assessment is a good tool to identify their own mistakes and correct them. In addition, the feedback from the teacher and their peers contributed to the self-assessment because they knew if the corrections that they wanted to do was accurate.
3. Do you consider the analysis of the videos during the class sessions helps to make corrections about fluency? Why?	Most of the participants reported that Speaking is the most important skill to communicate with the others. The analysis of the videos allowed them to share ideas with the others and helped to improve fluency through interaction. The participants repeated phrases that could be used instead of their sentences during the speaking in the videos. These recommendations contributed to improve students' fluency.

4. How would you rate the WhatsApp interaction strategy for students learning English? Why?	Students said that it was a little confusing because audios can be repeated, and one idea can be expressed twice in different audios, but with a good organization it is possible to interact through WhatsApp. They mentioned that the idea of using WhatsApp as a tool is interesting and they had never thought to use in that way because they considered it as a social media just for entertainment.
5. What aspects of the feedback providing using rubric can you mention that contributed to your learning? Why?	Students reported that the use of a rubric supported their arguments and made them more relevant because their opinions were based in clear parameters. In addition, participants mentioned that the grades were fairer because there was one rubric model and they knew what parameters had to accomplish in order to get a good grade.
6. What did you learn during this pedagogical project, and how did you know that you learned it?	The participants mentioned that be organized during the speaking and avoiding repetitions helped them to improve fluency. They felt more confident at the moment to speak. WhatsApp can be used as a learning tool for developing fluency. Additionally, they said that their opinions were solid arguments because they were aligned with teacher's opinion.

Taking into consideration the answers of the questions of the table 2, it can be noticed that students feel comfortable with the activities described in Appendix A. In the table 2, question 5, participants claimed that feedback providing helped them to interact during the class sessions and the rubric (Appendix D) supported their answers while they discuss about the results. Additionally, they mentioned that recording videos

helped them to improve fluency because they had to interact before, during and after the video (table 2, question 1).

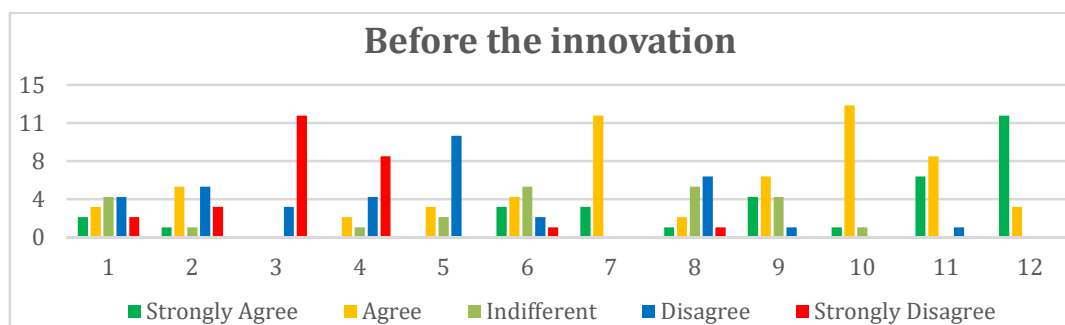
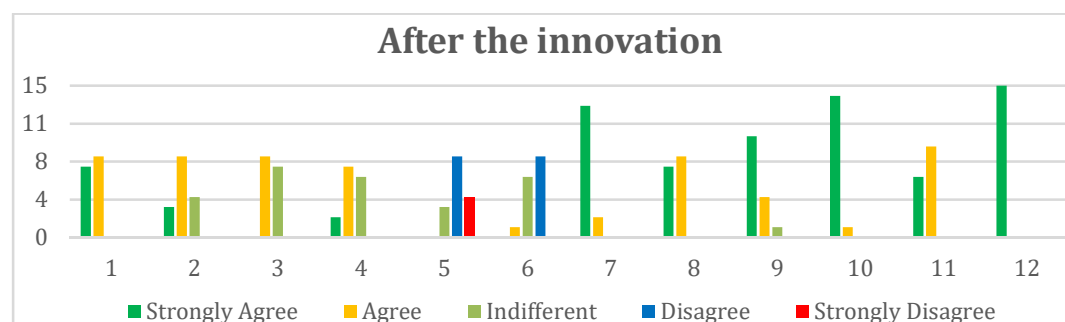
The results of pre- and post-survey (Appendix M) showed the change of the students' perspectives along the innovation. It can be noticed that students' perspectives are different now in comparison with the beginning of the innovation. Participants did not consider speaking speed as important, and they used to make more repetitions and pauses. The following graphs are based in the results of the pre- and post-survey in the Appendix M, and they evidence how students changed their minds. The table below has the statements which were considered for the pre- and post-survey.

Table 3:

Pre- and post- test statements

1. Fluency is related with the speaking speed.
2. I consider that I speak fluently.
3. I consider that I do not make repetitions.
4. I consider that I do not make many pauses or present hesitation during speaking.
5. I consider that I have to do many corrections when I speak.
6. I have to think and formulate in my mind before speaking.
7. Debating with my peers can improve my speaking fluency.
8. Recording videos interacting with my partners can improve my speaking fluency.
9. Providing appropriate feedback to my peers can help them to improve their speaking fluency.
10. I consider that technology helps to develop speaking fluency through the use of tools like Zoom or social media as WhatsApp.
11. I think that self-assessment helps me reflect on my speaking skill.
12. I consider teacher's feedback is essential for my development as a student.

Graph 1:

**Graph 2**

After the innovation, students considered that speaking speed is related with fluency. At the beginning of the project, they considered themselves that they did not speak fluently, but at the end they claimed that they speak fluently. It is possible to observe in the graphs, how the answers changed from the first to the last day of the innovation. For example, in statement 7, they strongly agreed that debating with their peers improved their fluency and in statement 12 they considered teacher's feedback is essential for learning.

Discussion

In this section, the results and the literature review are contrasted in order to answer the two research questions. All the innovation was developed online due to the pandemic and the restrictions the government had stated.

Question 1: To what extent did task-based activities improve fluency in speaking?

The participants were involved in speaking activities in order to develop fluency. It means, TBLT activities (Appendix A) was the main thread of this project and pushed students to practice constantly during the innovation.

Students developed fluency through interacting with their peers, organizing ideas before recording the videos, natural interaction during the videos and discussing and providing feedback after the videos. Discussing the results, giving advices and recommendations allowed students to interact and support their arguments with a rubric (Appendix D). Additionally, they were able to plan the videos' structure efficiently through audio-interaction in WhatsApp groups and during the class sessions with the members of their groups. The results proved what Nation and Newton (2009) stated regarding fluency development, it is an important aspect in all levels of proficiency. Therefore, tasks which make EFL learners follow a continuous and rich language pattern represent a suitable strategy to develop fluency. Working groups and feedback providing during the class sessions is supported by Ellis (2006) who highlighted the importance of group and pair work when developing task-based speaking activities since they encourage learners to use the language.

To conclude, providing feedback allowed students to interact and create an English environment, as Brown (2001) stated, group-work is essential to develop speaking skill, it creates a positive environment in all speaking activities. The improvement was evident in most of the cases due to the interaction and real vocabulary acquisition, Crookes (1993) mentioned that Task-Based Language Teaching (TBLT) approach represents a meaning-focused teaching method which is centered in the use of specific parts of speech and allows students to apply real-world vocabulary.

Question 2: What were students' perspectives towards the innovation?

The participants showed to have different perspectives in the pre- and post-survey results (Appendix M). According to Khan and Zahid (2017), they reported that students have different cultural and historical perspectives at the moment to describe any situation, and teachers are concerned.

Students mentioned that the interaction before, during and after the video and through WhatsApp helped them to improve fluency, despite they considered videos for fun and WhatsApp just for entertainment (table 2, question 1 and 4). This is supported by Willis (2007) who stated that the aim of TBLT approach is to provide EFL learners with situations related to their context so they can elaborate their dialogues following a process. Furthermore, the role that interaction plays is essential during the development of dialogues because it enables language acquisition and promotes confidence among learners.

Finally, participants claimed that feedback providing and the use of rubric (Appendix D) helped them to improve fluency. As Brown (2001) said, TBLT is commonly used to assess speech production.

Conclusions

As a conclusion, the research stated that task based speaking activities improve fluency. The structure of the activities, the vocabulary and the interaction helped the students to increase their English level. Technology resources like online classes and WhatsApp can be useful at the moment to teach. The correct guidance and feedback helped the participants to identify the mistakes they were making, and the vocabulary provided by the tutor helped them to enrich their dialogues during the discussions or debates.

The recording of videos, WhatsApp interaction and activities (Appendix A) during class sessions helped to improve students' fluency. Participants interacted the most of the time during the class sessions, because it was developed an English environment through the use of debates, discussions, feedback providing and working groups activities (Appendix A). The interaction during the videos recording, WhatsApp groups and class sessions allowed them to analyze their own tasks through the feedback

provided by the students and teacher who used the rubrics (Appendixes C and D). For the videos, the participants took into consideration the recommendations and made the relevant changes to improve the videos. Some of them reported that the presentations during the EFL sessions helped them to be more organized and concise in their planning. Despite the fear and anxiety, most of the participants showed a good attitude in the classes, and it contributed to the development of the study program.

It is important to mention that the students with a higher English level and low English level improve their fluency by working together. In addition, teachers monitored the use of English during the EFL sessions, in order to create an English environment. Furthermore, the use of books, pictures and even translators when it was necessary contributed to improve the speaking of the participants of this research.

Limitations

One of the limitations was the sample size, the data obtained from this sample could not be used as a general idea. The lack of time is another limitation, due to the structure of the activities and the permission stated by the institution. Perhaps the most difficult part was to try to create “natural” interaction in an online environment, because some students presented problems with their earphones or Internet.

Recommendations

The implementation of new strategies contributes to develop the skills of the students. It is important to communicate to the participants the activities through a program schedule in order to prepare them for the future tasks. The use of a rubric (Appendix D) by students to assess their peers pushes them to analyze the interaction of the groups and be aware of every comment during the class sessions.

Finally, teachers should try to avoid the excessive participation of a few students, motivate the rest of the participants to give their opinions, even if they give short answers. Leaders should participate the same number of times as other students.

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Appendix A

Lesson Plan

Available upon request.

Appendix B

Screencastify

Available upon request.

Appendix C

Teacher Rubric Speaking Assessment

Available upon request.

Appendix D

Peer Feedback Rubric for videos and presentations

Available upon request.

Appendix E

Demographic Information/ Información Demográfica

Available upon request.

Appendix F

Pre- and post-survey

Available upon request.

Appendix G

Final interview for sessions 'closure

Available upon request.

Appendix H

High School consent letter

Available upon request.

Appendix I

Parents' consent letter

Available upon request.

Appendix J

Results of teacher rubric speaking assessment (Appendix C)

Available upon request.

Appendix K

Result of Peer Feedback Rubric for videos and presentations (Appendix D)

Available upon request.

Appendix L

**Total score of Teacher and students 'rubric and comparison before and after the
innovation**

Available upon request.

Appendix M

Pre- and post-survey results

Available upon request.

Appendix N

Closure's answers of interview in Spanish

Available upon request.

Appendix O

Pre-test parameters

Available upon request.

Appendix P

Post-test parameters

Available upon request.