



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD CIENCIAS DE LA EDUCACIÓN, HUMANAS**  
**Y TECNOLOGÍAS**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

Task-Based Learning to Develop the Speaking Skill in English Learners

**Work Present as a Requirement for Obtaining the bachelor's  
degree as Licenciado en Pedagogía de los Idiomas Nacionales y  
Extranjeros**

**Autor:**

Joel Alexander Sagba Paguay

**Tutor:**

MsC. María Dolores Avalos Obregón

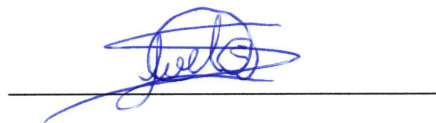
**Riobamba, Ecuador. 2026**

## DECLARATION OF AUTHORSHIP

I, Joel Alexander Sagba Paguay, with Identity number 0604268227, the author of the research Project entitled TASK-BASED LEARNING TO DEVELOP THE SPEAKING SKILL IN ENGLISH LEARNERS, certify that the production of ideas, opinions, criteria, content, and conclusions presented on the paper are from my exclusive responsibility.

Furthermore, I assign Universidad Nacional de Chimborazo, in a non-exclusive manner, the rights for use, public communication, distribution, dissemination, and/or total or partial reproduction, by physical or digital means; in this assignment, it is understood that the assignee will be unable to obtain economic benefits. The possible claims by third parties regarding the copyright of the present research paper will be my sole responsibility, relieving the Universidad Nacional de Chimborazo from any possible obligations.

In Riobamba, March 12<sup>th</sup>, 2026



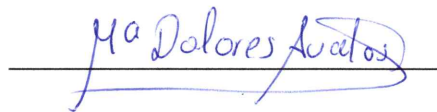
Joel Alexander Sagba Paguay

C.C: 0604268227

## **DICTAMEN FAVORABLE DEL PROFESOR TUTOR**

I, the undersigned, MsC, María Dolores Avalos Obregón, Professor at the Faculty of Ciencias de la Educación, Humanas y Tecnologías, certify that I have guided and reviewed the development of the research Project entitled “**Task-Based Learning to Develop the Speaking Skill in English Learners**”, under the authorship of **Joel Alexander Sagba Paguay**. Therefore, I certify that it is ready and authorize the legal procedures for its defense.

That’s all I can report in honor of the truth; in Riobamba, March 12<sup>th</sup>, 2026.



MsC, María Dolores Avalos Obregón

C.C: 0602537847

## COMMITTEE MEMBERS CERIFICATE

We, the undersigned professors appointed as members of the Degree Tribunal for the evaluation of the research work "Task-Based Learning to Develop the Speaking Skill in English Learners", presented by Joel Alexander Sagba Paguay, with identity number 0604268227, under the tutorship of MsC. María Dolores Avalos Obregon; we certify that we recommend the APPROVAL of this work for degree purposes. The research work and the author has been previously evaluated, and the author has been heard; having no further comments to make.

In accordance with the applicable regulations, we sign, in Riobamba, March 12<sup>th</sup>, 2026.

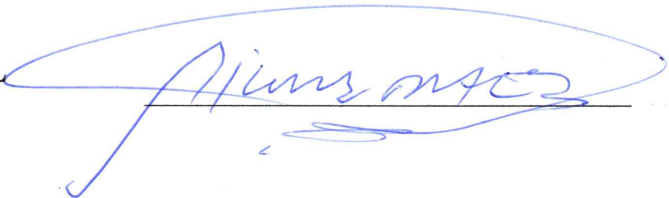
Mgs. Mónica Cadena

**DEGREE TRIBUNAL PRESIDENT**



Mgs. Miguel Paredes

**MEMBER OF THE DEGREE TRIBUNAL**



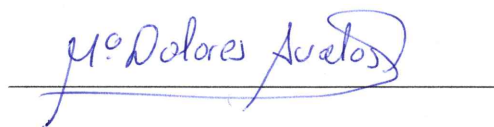
PhD. Magdalena Ullauri

**MEMBER OF THE DREGREE TRIBUNAL**



MsC. María Dolores Avalos

**TUTOR**





# CERTIFICACIÓN

Que, **Joel Alexander Sagba Paguay**; con CC: **0604268227**, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias de la Educación Humanas y Tecnologías; ha trabajado bajo mi tutoría el trabajo de investigación titulado "**Task-Based Learning to Develop the Speaking Skill in English Learners**", cumple con el **8%**, de acuerdo al reporte del sistema Anti plagio **COMPILATIO**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 16 de abril de 2026

\_\_\_\_\_  
Mgs. María Dolores Avalos Obregón  
**TUTOR(A)**

## **DEDICATORY**

First, I would like to thank God for giving me the knowledge and strength to never give up and to continue my life's journey.

I am pleased to dedicate this work to my parents. To my mother, Silvia Paguay, for her unconditional support and guidance to help me move forward on my path. To my father, Luis Sagba, for his encouragement and words of support that have helped me achieve my goals. Also, to my siblings, who have motivated me to take on new challenges. Thank you, my dear family.

To my girlfriend Samy, for being a woman with a beautiful heart, who has accompanied me through this university experience and with whom I have shared many meaningful moments. I am grateful for your support, love, and good advice, as well as for pushing me to be a better version of myself.

*Joel Sagba Paguay.*

## **ACKNOWLEDGEMENTS**

I thank God for giving me the strength and knowledge to always achieve my goals. I thank my parents for their hard work and sacrifice in providing me with the education, emotional support, and financial assistance that have helped me become the person I am today.

Finally, I would like to thank my teachers, who have guided me on my path to becoming the professional I am meant to be. Each of them has left a lasting impression on me by sharing valuable knowledge and values in the field of education.

*Joel Sagba Paguay.*

## TABLE OF CONTENT

<b>DECLARATION OF AUTHORSHIP.....</b>	
<b>DICTAMEN FAVORABLE DEL PROFESOR TUTOR.....</b>	
<b>COMMITTEE MEMBERS CERTIFICATE.....</b>	
<b>CERTIFICADO DE ANTIPLAGIO.....</b>	
<b>TABLE OF CONTENT.....</b>	
<b>TABLE INDEX.....</b>	
<b>FIGURE INDEX.....</b>	
<b>RESUMEN.....</b>	
<b>ABSTRACT.....</b>	
<b>CHAPTER I.....</b>	<b>15</b>
<b>1.1 INTRODUCTION .....</b>	<b>15</b>
<b>1.2. RESEARCH BACKGROUND.....</b>	<b>16</b>
<b>1.3 PROBLEM STATEMENT.....</b>	<b>17</b>
<b>1.4 JUSTIFICATION.....</b>	<b>19</b>
1.4.1. Theoretical Justification.....	19
<b>1.5 OBJECTIVES.....</b>	<b>20</b>
1.5.1 General Objective .....	20
1.5.2 Specific Objectives: .....	20
<b>CHAPTER II .....</b>	<b>21</b>
<b>2.1 STATE OF THE ART.....</b>	<b>21</b>
<b>2.2 THEORETICAL FRAMEWORK.....</b>	<b>23</b>
2.1.2 Contextualizing the Problem in the Ecuadorian Context.....	23
<b>2.3 APPROACHES IN TEACHING ENGLISH.....</b>	<b>24</b>
2.3.1 Communicative Language Teaching .....	24
2.3.2 Task-Based Learning .....	24
2.3.3 The Natural Approach.....	24
<b>2.4 THEORIES OF LANGUAGE ACQUISITION .....</b>	<b>25</b>

2.4.1 Constructivist Learning Theory .....	25
2.4.2 Krashen’s Input Hypothesis .....	25
2.4.3 Lev Vygotsky's Sociocultural Theory.....	25
<b>2.5 THE INDEPENDENT VARIABLE: TASK-BASED LEARNING (TBL) .....</b>	<b>26</b>
2.5.1 Origin of Task-Based Learning .....	26
2.5.2 Task-based Learning .....	26
2.5.3 Development of Task-Based Learning .....	27
2.5.4 Importance of Task-Based Learning.....	27
2.5.5 Advantages of Task-Based Learning.....	28
2.5.6 What is a Task?.....	28
2.5.7 Type of Tasks.....	29
2.5.8 Closed Tasks .....	29
2.5.9 Open Tasks .....	31
2.5.10 Stages of Task-Based Learning .....	32
2.5.11 Pre-task .....	32
2.5.12 During-task .....	32
2.5.13 Post-task.....	33
2.5.14 Teacher Role in TBL .....	33
2.5.15 Student Role in TBL.....	33
<b>2.6 THE DEPENDENT VARIABLE: DEVELOPMENT OF THE SPEAKING SKILL .....</b>	<b>34</b>
2.6.1 Speaking Skill .....	34
2.6.2 Importance of the Speaking Skill.....	34
2.6.3 Speaking sub-skills .....	35
2.6.4 Fluency.....	35
2.6.5 Accuracy .....	35
2.6.6 Pronunciation .....	36
2.6.7 Vocabulary.....	36
2.6.8 Interaction .....	36
<b>CHAPTER III.....</b>	<b>37</b>
<b>3.1 METHODOLOGY .....</b>	<b>37</b>
<b>3.2 APPROACH .....</b>	<b>37</b>
<b>3.3 TYPE OF RESEARCH.....</b>	<b>37</b>

<b>3.4 DESIGN.....</b>	<b>37</b>
<b>3.5 DATA COLLECTION TECHNIQUES AND INSTRUMENTS .....</b>	<b>38</b>
3.5.1 Technique.....	38
3.5.2 Instruments.....	38
<b>3.6 STUDY POPULATION .....</b>	<b>39</b>
<b>3.7 SAMPLE SIZE .....</b>	<b>39</b>
<b>3.8 RESEARCH HYPOTHESIS .....</b>	<b>39</b>
<b>3.9 INTERVENTION SECTION.....</b>	<b>40</b>
<b>CHAPTER IV .....</b>	<b>42</b>
<b>4.1 RESULTS.....</b>	<b>42</b>
<b>4.2 ANALYSIS OF RESULTS .....</b>	<b>42</b>
4.2.1 Descriptive Statistics.....	42
4.2.2 Hypothesis Testing (Inferential Analysis) .....	43
4.2.3 Statistical Decision and Conclusion .....	44
<b>4.3 ACHIEVEMENT OF RESEARCH OBJECTIVES .....</b>	<b>46</b>
4.3.1 Objective 1: To diagnose the level of English-speaking skill of the study population, using a pretest. ....	46
4.3.2 Objective 2: To apply activities designed under the framework of Task-Based Learning to improve speaking skill.....	47
4.3.3 Objective 3: To evaluate the effectiveness of Task-based learning in terms of speaking skill development.....	49
<b>4.4 DISCUSSION.....</b>	<b>51</b>
4.4.1 Interpretation of Effectiveness .....	51
4.4.2 Contrast with the State of the Art .....	52
4.4.3 Cognitive and Affective Implications.....	52
<b>CHAPTER V.....</b>	<b>53</b>
<b>5.1 CONCLUSIONS.....</b>	<b>53</b>
<b>5.2 RECOMMENDATIONS .....</b>	<b>54</b>
<b>REFERENCES .....</b>	<b>56</b>
<b>ANNEXES .....</b>	<b>61</b>

## TABLE INDEX

<b>Table 1.</b> <i>Closed tasks</i> .....	30
<b>Table 2.</b> <i>Open tasks</i> .....	31
<b>Table 3.</b> <i>Intervention Section</i> .....	40
<b>Table 4.</b> <i>Descriptive statistics</i> .....	42
<b>Table 5.</b> <i>Kolmogorov–Smirnov–Lilliefors normality test</i> .....	43
<b>Table 6.</b> <i>Wilcoxon signed-rank test</i> .....	44

## FIGURE INDEX

<b>Figure 1.</b> <i>Box plot of the pretest and posttest</i> .....	45
<b>Figure 2.</b> <i>Box Plot of the pretest</i> .....	47
<b>Figure 3.</b> <i>Spaghetti plot of the pretest and posttest</i> .....	49

## RESUMEN

El presente trabajo de investigación tuvo como finalidad determinar la efectividad del enfoque de Aprendizaje Basado en Tareas en el desarrollo de la habilidad oral (Speaking Skill) en el nivel B1 de inglés, con estudiantes de tercer semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Nacional de Chimborazo. Para determinar la efectividad del ABT, se adoptó un enfoque cuantitativo y se empleó un diseño cuasiexperimental de un solo grupo (N=26). La habilidad oral se evaluó mediante una prueba estandarizada de Cambridge B1 Preliminary English Test (PET). Se realizaron análisis comparativos de los resultados de la prueba previa y de la posterior. El promedio obtenido en la prueba previa fue de 4.03, mientras que en la prueba posterior alcanzó 6.03, lo que demuestra un progreso en el desempeño oral. Asimismo, el análisis estadístico mediante la prueba de rangos con signo de Wilcoxon confirmó que la diferencia entre ambas mediciones fue estadísticamente significativa ( $p < 0.05$ ), lo que permitió aceptar la hipótesis alternativa de investigación. Por lo tanto, los resultados demuestran que el Aprendizaje Basado en Tareas tuvo una efectividad positiva en el desarrollo de la habilidad oral de los estudiantes

**Palabras clave:** Aprendizaje Basado en Tareas, ABT, Tareas comunicativas, Habilidad Oral.

## **ABSTRACT**

The purpose of this research was to determine the effectiveness of the Task-Based Learning approach in developing the speaking skill at the B1 level of English with third-semester students enrolled in the Pedagogy of National and Foreign Languages at Universidad Nacional de Chimborazo. To determine the effectiveness of TBL, a quantitative approach was adopted, and a single-group quasi-experimental design (N=26) was used. The speaking skill was assessed using a standardized Cambridge B1 Preliminary English Test (PET). Comparative analyses of the pre-test and post-test results were performed. The average score on the pre-test was 4.03, while on the post-test it was 6.03, demonstrating progress in oral performance. Likewise, statistical analysis using the Wilcoxon signed-rank test confirmed that the difference between the two measurements was statistically significant ( $p < 0.05$ ), allowing the alternative research hypothesis to be accepted. Therefore, the results demonstrate that Task-Based Learning had a positive effect on the development of students' speaking skill.

**Keywords:** Task-Based Learning, TBL, Communicative tasks, Speaking skill.



## **CHAPTER I**

### **1.1 INTRODUCTION**

Nowadays, English is effective for communication in a globalized world that focuses on education and professional development. As a global lingua franca, it enables cross-cultural connections and provides access to extensive digital resources. Within this framework, acquiring speaking proficiency is essential for effective communication. However, many students struggle to develop their speaking skill due to psychological and social barriers, including a lack of confidence, fear of making mistakes, low motivation, and a lack of willingness to collaborate with different classmates.

To address these limitations, the implementation of Task-Based Learning (TBL) can facilitate the development of speaking skills. By engaging in communicative tasks, students have more opportunities to practice and sustain interactions aimed at achieving specific goals. These activities are designed to mirror authentic situations, thereby fostering confidence and classroom interaction through collaborative, real-world language use.

This study aims to determine the effectiveness of task-based learning on the development of speaking skills among third-semester students enrolled in the Pedagogy of National and Foreign Languages at Universidad Nacional de Chimborazo. A quantitative approach was applied to assess the level of competence before and after exposure to communicative tasks. This research seeks to provide valuable information on the effectiveness of communicative tasks in developing speaking skill. Ultimately, the results will support the implementation of more efficient teaching strategies that are tailored to the real linguistic needs of students.

## **1.2. RESEARCH BACKGROUND**

### **1.2.1 Historical Overview of English Language Teaching**

The field of English as a Foreign Language (EFL) has evolved through various methodologies and approaches over time. One approach that has gained significant prominence is Task-Based Learning (TBL), characterized by a hands-on, learner-centered framework. Furthermore, developing speaking proficiency remains a persistent challenge for English language learners, necessitating more effective instructional methods. Consequently, Pinzón Alarcón (2021) asserts that many educational institutions have prioritized oral production, requiring students to communicate effectively across diverse tasks and contexts.

Task-Based Learning has its principles in the communicative approach to language teaching, which emerged in the 1970s. This approach focuses on authentic and meaningful communication as the main goal of learning a foreign language (Nunan, 2004). Over time, TBL has evolved into a method that is concerned with creating real and socially meaningful tasks to facilitate learning in students.

On the other hand, instructional approaches for speaking have shifted from conventional methods, such as repetition and memorization, toward more interactive and communicative frameworks. Bygate (1998) notes that recent decades have seen an increasing recognition of the role of interaction and authentic communicative practice in developing oral skills. In this regard, with the help of communicative teaching methodologies, student interaction is stimulated through collaborative learning, which is widely used to improve speaking fluency and self-confidence.

Furthermore, the integration of Task-Based Learning (TBL) and speaking development represents a pedagogical response to the demand for more effective and meaningful English language teaching methods. This approach emphasizes authentic, communicative tasks, providing an optimal framework for oral practice. Tasks designed

under this methodology require students to interact and communicate naturally, which consequently enhances their fluency and communicative competence..

Consequently, numerous studies have demonstrated that Task-Based Learning (TBL) is highly effective in developing speaking skills among English language learners. For Instance, Guerrero (2019) demonstrated that the task-based learning approach had a positive impact on the development of students' oral production, who improved their speaking skills. Barturén Silva (2019) emphasized that task-based learning favors the development of oral expression in English learners, also enabling students to share personal experiences and develop their interpersonal skills. Contreras (2020) suggests that the task-based approach, in addition to promoting the improvement of competencies in L2, contributes to the development of motivational aspects such as the desire to communicate in the new language. Furthermore, Hassan et al. (2021) asserted that the task-based learning approach provides learners with chances to interact with peers and teachers to develop self-confidence, which in turn helps them acquire language skills.

### **1.3 PROBLEM STATEMENT**

In today's globalized world, the development of communicative skills in English is essential since it is considered a lingua franca and plays a fundamental role in teaching and learning processes in education. Within this framework, adopting a Task-Based Learning (TBL) approach for foreign language instruction can significantly increase the development of speaking skills. Willis (1996) was the first to propose a didactic framework that organizes task-based classroom interaction, arguing that "a task is a goal-oriented activity with a specific outcome, where the emphasis is on the exchange of meaning rather than on producing specific forms of language learning " (Willis as cited in Barturén Silva, 2019).

Speaking skills are understood as one of the most complex abilities of human beings. It is defined as a skill developed through social experiences, guided by actions and motivations that foster the effective use of language through acquired knowledge (Acosta Chaparro et al., 2016). Consequently, TBL posits that language instruction should occur

through tasks that simulate everyday situations. This pedagogical process requires students to engage, communicate, and collaborate to complete assigned tasks and achieve oral proficiency (Barturén Silva, 2019).

However, the teaching and learning process in the development of the speaking skill has been hindered, preventing the effective use of language in various performance contexts. This situation is mainly associated with the lack of confidence and fear of making mistakes in students, which reduces voluntary participation in speaking activities. Low motivation and interest are other factors that affect speaking development. The topics presented are not meaningful and are not linked to local contexts in Ecuadorian reality. Furthermore, the resistance of students to working with different classmates affects interaction, limiting opportunities for oral practice and communicative development in the classroom.

Thus, the objective of this research is to analyze how task-based learning influences the development of the speaking skill in the students of the third semester enrolled in the Pedagogy of National and Foreign Languages at Universidad Nacional de Chimborazo in Riobamba city, during the academic term 2025 - 2026. Within the study population, it is expected to determine certain factors that help to take a starting point to analyze the level of the speaking skill they have, so in this way, it can be determined if task-based learning as a teaching approach will contribute to developing and overcoming the problems that hinder their language acquisition.

To carry out the present study, an initial diagnosis will be made through a pre-test to determine the level of proficiency in the speaking skill. Consequently, didactic activities based on the students' reality, aligned to Task-based learning, will be implemented in the study environment. Finally, it is expected to analyze the impact of these activities through a post-test. The data obtained will be used to evaluate the performance in developing the speaking skill, as well as to identify best practices and provide recommendations for the correct implementation of this approach in other educational settings.

## **1.4 JUSTIFICATION**

The present research is justified by its vital theoretical contribution, which are essential for addressing the identified educational problem.

### **1.4.1. Theoretical Justification**

Developing the speaking skill in English is a fundamental objective in EFL, especially in the context of higher education, where future professionals are expected to communicate effectively in international and academic settings. However, several studies have pointed out that English students as EFL frequently encounter challenges with speaking. These difficulties are often due to a lack of opportunities for genuine interaction, low self-confidence, and traditional teaching methods that prioritize grammatical accuracy over effective communicative use (Barturén Silva, 2019; Contreras, 2020). Consequently, these challenges are evident in Ecuadorian university settings, where students struggle to achieve sufficient communicative proficiency.

Task-based learning (TBL) is widely recognized as an effective pedagogical approach. Through meaningful, goal-oriented tasks that simulate real-life communication, it promotes the development of oral expression. According to Nunan (2004), students are encouraged to focus on meaning while using the target language in authentic contexts through task-based teaching, which promotes fluency and interaction. It has been shown by empirical studies that TBL positively influences students' oral performance, as fluency, vocabulary use, pronunciation, and confidence are improved (Guerrero and Rafael, 2019; Hassan et al., 2021).

Despite the growing body of research supporting the effectiveness of TBL, limited empirical evidence has been found focusing on university students enrolled in language pedagogy programs in Ecuador, particularly at intermediate levels of proficiency. Therefore, this study is justified as it seeks to contribute to the existing literature by analyzing the influence of Task-Based Learning on the development of speaking skill

among third-semester students of the Pedagogy of National and Foreign Languages at Universidad Nacional de Chimborazo. Valuable insights may be provided by the findings of this research for EFL teachers and curriculum designers, supporting the implementation of more effective communicative teaching strategies in higher education.

## **1.5 OBJECTIVES**

### **1.5.1 General Objective**

To analyze how Task-Based Learning influences the development of speaking skill in third-semester students enrolled in the Pedagogy of National and Foreign Languages at Universidad Nacional de Chimborazo in Riobamba city, during the academic term 2025 - 2026.

### **1.5.2 Specific Objectives:**

- To diagnose the level of English-speaking skill of the study population, using a pre-test.
- To apply activities designed under the framework of Task-Based Learning to improve speaking skill.
- To evaluate the effectiveness of Task-based learning in terms of speaking skill development.

## CHAPTER II

### 2.1 STATE OF THE ART

Over the years, the speaking skill in English as a foreign language has been a significant problem in education, primarily due to insufficient opportunities for real-life oral practice, inadequate learner motivation, and traditional teaching methods. In this way, Task-based learning (TBL) has evolved as a potential solution to the problem, focusing on meaningful communication and authenticity in task performance.

Therefore, several international and regional studies on the effectiveness of Task-based learning for developing the speaking skill expose the positive impact it has on learners, enhancing interaction, confidence, and oral performance.

Guerrero and Rafael (2019) conducted a quasi-experimental study to investigate the effects of task-based learning on the speaking performance of university students. The participants were EFL learners who were assessed with a pre-test and post-test. The results indicated that there was a significant improvement in the oral production of students, with a focus on fluency and interaction, when they participated in communicative tasks. The author concluded that authentic language usage opportunities in real-life situations are provided to students through task-based learning, thereby enhancing their speaking skills.

Similarly, the use of task-based learning as a method to develop oral expression in English learners at a higher education institution was investigated by Barturén Silva (2019). Communicative tasks, designed to promote interaction and collaborative learning, were applied in the study. It was revealed by the findings that pronunciation, vocabulary range, and confidence of students when speaking English were improved. It was emphasized by the researcher that a learner-centered environment is fostered by TBL, where students actively participate in the learning process, making oral communication more natural and effective.

In another study, the influence of the task-based approach on the development of the desire to communicate in English was analyzed by Contreras (2020). Using a quantitative approach, it was found by the researcher that students exposed to task-based activities showed increased motivation and willingness to participate in speaking tasks. It was indicated by the results that communicative tasks not only improve linguistic competence but also enhance affective factors such as confidence and interest, which are essential for speaking development.

The development of speaking skills through task-based learning among EFL learners was examined by Hassan et al. (2021). It was highlighted by the study that students who engaged in task-based activities were provided with more opportunities to interact with peers and teachers, which led to improvements in fluency and accuracy. The authors concluded that TBL creates a supportive learning environment that reduces anxiety and encourages learners to use the target language more frequently and confidently.

Within the Ecuadorian educational context, a study focused on the application of task-based learning to improve speaking skills at an intermediate level equivalent to B1 was conducted by Saborit et al. (2021). It was shown by the findings that significant progress in fluency, vocabulary usage, and interaction was demonstrated by students after completing a series of communicative tasks. The researchers emphasized that the structured stages of TBL (pre-task, during-task, and post-task) contribute to systematic speaking development.

Meanwhile, the effectiveness of task-based learning in developing English speaking skills among EFL learners was explored by Pucha Pauta (2025). Positive outcomes in oral performance, particularly in pronunciation and accuracy of students, were reported by the study. It was concluded by the researcher that task-based learning is an effective approach for improving speaking skills when tasks are contextualized and aligned with the reality of learners.

Overall, strong empirical evidence supporting the effectiveness of Task-Based Learning in the development of speaking skill in EFL learners is provided by the reviewed studies. It is confirmed by most research that TBL enhances fluency, accuracy, pronunciation, vocabulary, and interaction through the promotion of authentic

communication and collaborative learning. However, despite the growing body of research, limited evidence focusing specifically on university students enrolled in language pedagogy programs in Ecuador is available. Therefore, this study aims to contribute to the existing literature by analyzing how task-based learning influences the development of speaking skill among third-semester students of the Pedagogy of National and Foreign Languages at Universidad Nacional de Chimborazo.

## **2.2 THEORETICAL FRAMEWORK**

### **2.1.2 Contextualizing the Problem in the Ecuadorian Context**

In Ecuador, teaching English as a foreign language to develop the speaking skill in students continues to be a persistent challenge in higher education. This is due to limited opportunities for authentic oral interaction, as well as lack of confidence in students and the use of teaching practices focused on language form. Some studies conducted on students of English in Ecuador show that affective and linguistic factors negatively affect interaction and fluency, as well as willingness in students to communicate in English (Alvarez et al., 2024). Therefore, several communicative approaches have recently gained relevance due to the need to promote active student participation and meaningful use of the target language.

Task-based learning (TBL) is presented within this context as an effective approach to addressing the mentioned challenges because it involves students in completing useful tasks, encouraging interaction and real communication between students. Empirical studies on task-based learning have shown a positive impact on the development of key speaking skills in learning English as a foreign language, specifically in areas such as vocabulary, fluency, and, significantly, the confidence that students show when communicating in the target language (Azizifard, 2024). The theoretical framework present in this research seeks to offer a pedagogical solution that addresses this contextual limitation through the use of meaningful tasks and activities within the TBL approach.

## **2.3 APPROACHES IN TEACHING ENGLISH**

### **2.3.1 Communicative Language Teaching**

Communication is a process in which clear ideas are exchanged to communicate something between individuals, and the improvement in the development of oral expression in the English language is based on this approach. Communicative language teaching (CLT) is the set of principles and objectives that enable language learning using classroom activities that best facilitate the development of communicative competence. The communicative language teaching strategies are producing real communication in a real context, being tolerant of errors, providing opportunities to develop accuracy and fluency, achieving the learning of the four basic language skills, and ensuring that the learner is able to induce the rules of grammar (Barboza et al., 2022).

### **2.3.2 Task-Based Learning**

The basis of Task-Based learning is to use the language as a useful and authentic means of communication between learners that awakens their motivation. This approach focuses on the acquisition of the target language through specifically designed tasks with a communicative approach that allows learners to focus firstly on the exchange of meaning, secondly on their use of the language in real-life situations, and thirdly on form (Rendine, 2018).

### **2.3.3 The Natural Approach**

The natural approach was first proposed in 1977 under the studies and experience of the American teacher Terrell and the influence of the researcher Krashen. This approach is presented as a method that, under the influence of Krashen, emphasizes the use of the foreign language in real contexts, dispensing with native language translation and

deductive grammar explanation, and emphasizing the comprehension of utterances and interaction in a suitable school environment (Rendine, 2018).

## **2.4 THEORIES OF LANGUAGE ACQUISITION**

### **2.4.1 Constructivist Learning Theory**

Studies on constructivism were initiated by Jean Piaget and Lev Vygotsky. This last one established that constructivism focuses on the construction of knowledge through active engagement, the creation of meaningful activities, and social interaction among students, enabling effective learning. In this context, learners acquire new knowledge based on their existing cognitive structures and collaborative dialogue with their peers and teachers. In language acquisition, this theory reflects the ability to integrate one's own experiences to discover authentic situations to use the language.

### **2.4.2 Krashen's Input Hypothesis**

Stephen Krashen, in his theory of second language acquisition, states that language acquisition is a process that requires meaningful communication in the target language in a natural way, in which participants focus on what they are expressing and understanding rather than on the grammatical form of their statements. In his input hypothesis, Krashen emphasizes that comprehensible input ( $i+1$ ) is input that can be understood by participants even though they do not understand all the words and structures in each context (García González, 2024). The usage of communicative and authentic tasks can encourage students to develop their speaking skill naturally and acquire confidence when interacting in the classroom.

### **2.4.3 Lev Vygotsky's Sociocultural Theory**

This theory recognizes knowledge as a product of social exchange among people as social beings. In this sense, learning occurs through exchange and collaboration, placing relevance on the dynamic participation of individuals in the context in which they deploy all their competencies. Cognitive development is the product of the collaborative learning process experienced (Collaguazo Guevara, 2022). Thus, sociocultural theory supports that Task-Based Learning helps to develop speaking skill through a social and collaborative learning process using the target language.

## **2.5 THE INDEPENDENT VARIABLE: TASK-BASED LEARNING (TBL)**

### **2.5.1 Origin of Task-Based Learning**

This approach appeared in the United Kingdom in 1990 within the communicative methodological current, thanks to Breen, Candlin, and Nunan, among others. It is a language teaching-learning method in which the four fundamental language skills are integrated: oral expression and comprehension, and written expression and comprehension. Like the communicative approach, the task-based approach emerges as an innovative alternative that is better adapted to the contemporary social reality (Calvillo, 2018).

### **2.5.2 Task-based Learning**

The basis of Task-Based learning is to use the language as a useful and authentic means of communication between learners that awakens their motivation. This approach focuses on the acquisition of the target language through specifically designed tasks with a communicative approach that allows learners to focus firstly on the exchange of meaning, secondly on their use of the language in real-life situations, and thirdly on form (Rendine, 2018).

Task-Based Learning is an approach that is acknowledged by many for its ability to help students become more proficient communicators. Additionally, as certain projects

must be completed in groups by students, there will be an improvement in group work and leadership abilities. The goal of task-based learning is to enhance language training using relevant tasks. By focusing on communicating meanings rather than studying their structures, the communicative endeavor encourages students to interact with one another and use their creativity within their own circumstances. Language comprehension skills will be prioritized in instruction within this context, and students will be provided with the chance to communicate concepts and negotiate meanings through language (Nunan, 2004).

### **2.5.3 Development of Task-Based Learning**

Over time, teachers have been adapting this approach according to the needs of students. Currently, communicative tasks are activities that have a communicative objective and are a material way of incorporating reality into the classroom, encouraging interaction, collaboration, and group dynamics based on the students' protagonism, oriented towards the active search for knowledge. In addition, the exploration of knowledge from their reflective positions stimulates the development of their thinking and cognitive independence (Saborit et al., 2021).

### **2.5.4 Importance of Task-Based Learning**

The TBL is an essential approach for students of English as a Foreign Language (EFL) in the development of the speaking skill because students are free to use the language and learning while using it. This idea is reinforced by Long (2015), who explains that language acquisition is facilitated through tasks requiring interaction and exposure to the language. This is because learning becomes meaningful when what is learned is practiced by the learners. The author offers some ideas for creating assignments such as giving and following directions to find a location on a map, ordering food at a restaurant, and giving tourists recommendations on places of interest. Thus, these tasks prove to be

relevant and authentic in addressing students' communicative and motivational needs. (Long as cited in Pucha, 2025).

### **2.5.5 Advantages of Task-Based Learning**

Task-Based Learning is focused on developing authentic language performance through tasks. According to Sholeh et al. (2020), active participation in classroom activities is enabled for learners by TBL, and language construction is facilitated. When learning a language, students are immersed in a communicative environment, which enhances their speaking skill development and the cognitive process of language acquisition (Dután, 2022).

Likewise, Weller (2019) states that task performance leads to improved communication skills. This is because learners gain a deeper understanding through language performance within authentic contexts. Consequently, learners are exposed to a communication environment through TBL, where expressive skills like listening and speaking are effectively utilized to complete tasks and foster interaction with their classmates. TBL mainly highlights autonomy and spontaneous interaction as essential advantages for developing the speaking skill. For instance, students use the target language while becoming aware of the expressions they use to communicate with and understand others, thereby learning new vocabulary.(Dután, 2022).

### **2.5.6 What is a Task?**

The definition of task proposed by linguist Nunan (1989) can be understood as a classroom activity where students are actively engaged in understanding, manipulating, producing, or interacting in the target language. During this process, students focus primarily on understanding the meaning of what is being communicated, rather than on precise grammar (Nunan, 1989).

Likewise, Ellis (2003) argues that a task “is an activity that requires students to use language by focusing not on form but on meaning to achieve a goal” (p.10). On the other hand, Willis (2007) points out that “within the framework of task-based learning, tasks and texts are combined to provide learners with rich exposure to the language and also opportunities to use it themselves” (p.33).

According to Soria (2019), specific goals should be accomplished by the tasks. These goals include providing opportunities for meaningful information to be shared without any particular pattern, ensuring clear objectives so that learners are aware of the intended purpose, and having outcomes that benefit others. Additionally, tasks should be connected with real-world activities.

### **2.5.7 Type of Tasks**

Some linguists have categorized the tasks into two types: close task and open tasks.

### **2.5.8 Closed Tasks**

These kinds of tasks are designed to help students arrive at a specific solution, such as multiple-choice questions or worksheets, which aim to help students recognize, identify, and complete the information provided by the teacher. These tasks focus on assessing students’ understanding through specific knowledge, using key information. Some closed tasks include activities such as incomplete information, fill-in-the-blanks, reciprocal, and non-reciprocal tasks. These tasks are categorized based on their level of outcomes and interaction. Additionally, closed tasks aim to provide learning opportunities by following a structure and completing the activity (Lara, 2018).

**Table 1.** Closed Task Examples

TASKS	TYPES
<p>● <b>LISTING</b></p> <p>They tend to generate a lot of talk from learners' part to explain their ideas. It consists in making a list of different things.</p>	<p><b>Brainstorming.</b> By getting students to draw on their own knowledge and experience, either as a class or in pairs/groups.</p> <p><b>Fact-Finding.</b> Find things out by asking each other.</p>
<p>● <b>ORDERING &amp; SORTING</b></p> <p>They involve different processes.</p>	<p>* <b>Sequencing.</b> It is to order items, actions, or events in a logical or chronological order.</p> <p>* <b>Ranking.</b> It involves ranking items according to personal values or specific criteria.</p> <p>* <b>Categorizing.</b> It is used to group items under specific headings.</p> <p>* <b>Classifying.</b> It is to group items in different ways, where the categories themselves are not given</p>
<p>● <b>COMPARING</b></p> <p>They involve comparing information of a similar nature but from different resources or versions</p>	<p>* <b>Matching.</b> The goal is to identify specific points and connect them to one another.</p> <p>* <b>Finding similarities or differences.</b> It involves comparing two or more sets of information to identify their similarities or differences.</p>

Recovered from: Torres (2017). Basic Language Methodology: Cooperative Learning Guidebook for Training English Teachers. Available on: <https://editorial.unach.edu.ec/index.php/Editorial/catalog/book/18>

### 2.5.9 Open Tasks

Students can be creative by using their own ideas and imagination to establish genuine communication. Activities such as presentations, dialogues, debates, and role-playing can be developed, all of which are part of open tasks. Some characteristics of this type of task include the setting, initial information, roles, actions, follow-up, outcomes, and feedback. According to Guevara (2018), autonomy is acquired by learners at the moment an open task is performed, as they are free to create solutions to achieve it. For instance, considerable creativity is developed by students in their interactions with the class (Guevara as cited in Dután, 2022).

**Table 2.** Open Task Examples

<b>TASKS</b>	<b>PROCESS</b>
<b>PROBLEM-SOLVING</b>	*Analyzing real or hypothetical situations. * Reasoning and decision making.
<b>SHARING PERSONAL EXPERIENCE</b>	*Narrating, describing, exploring, and explaining attitudes, opinions, reactions. *Personal reactions *Describing attitudes, preferences.
<b>CREATIVE TASKS</b>	* Brainstorming. * Fact-finding * Ordering and sorting * Comparing * Problem solving and others. *Creative writings and similar activities. *Social, historical investigations and links. *Media projects. *Real-life rehearsal

Recovered from: Torres (2017). Basic Language Methodology: Cooperative Learning Guidebook for Training English Teachers. Available on: <https://editorial.unach.edu.ec/index.php/Editorial/catalog/book/18>

### **2.5.10 Stages of Task-Based Learning**

When a communicative class is implemented using the TBL approach, a series of structured stages are carried out by educators to achieve the class objectives. According to Sandoval and Bayas (2020), three stages in the development of TBL are identified.

#### **2.5.11 Pre-task**

During the pre-task phase of a TBL lesson, the teacher sets the task, contextualizing the lesson's topic, sparking students' interest, and preparing learners for task performance. When students are being prepared to perform a task, assistance with both content and language might be needed. This preparation can be achieved by activating students' general knowledge on a specific topic and by helping them anticipate the language required for the proposed task. It is extremely important that the objectives of the task are understood by students during this phase.

#### **2.5.12 During-task**

At this stage, the proposed task is performed by the students. It is expected that the task will be carried out in small groups or pairs, and their existing knowledge of language will be utilized to express themselves spontaneously. Extensive error correction is not supposed to be carried out by the teacher at this stage, as the focus is on communication, but support should be monitored and provided. Once the students have finished performing the task, a plan needs to be made regarding how they will report it to the rest of the class or to other groups. The language necessary to share the outcome of what has been done may be rehearsed and researched. Finally, the outcome of the task is reported by the students to their peers.

### **2.5.13 Post-task**

The post-task stage is when students' performance is evaluated. This evaluation might be done by comparing the outcome of their task to that of a proficient user of the language. Feedback provided by the teacher can also be involved, along with subsequent practice of language items that emerged from the task. It is important to stress that form-focused language work should be in response to students' production. This means that a grammar lesson will not be taught by the teacher with the expectation that learners will use that specific structure while performing the task, nor should a pre-selected language item be worked on by the teacher in this phase of the lesson.

### **2.5.14 Teacher Role in TBL**

The teacher's role in TBL is described as an organizer, motivator, collaborator, and supporter. Because teachers have a multifaceted profile, their importance is highlighted not only as instructors but also as motivators. Furthermore, they help engage students by following the structure of the task, ensuring active participation in their learning (East, 2021). East's perspective closely aligns with Long's (2015) idea that a positive classroom environment should be created by teachers. This is achieved through praising students' achievements, responding to mistakes with empathy, and utilizing games and activities to improve students' well-being (East & Long as cited in Pucha, 2025).

### **2.5.15 Student Role in TBL**

Task-based learning (TBL) is understood as a student-centered approach. Van (2016) has pointed out that students are active participants, through whose performance of tasks meaningful linguistic production is developed. In addition, students participate as members of a group, and tasks are carried out in pairs or groups. They are also asked to act as monitors, facilitating learning in class activities, as they can observe the use of language

in real communication. Finally, the role of the student is emphasized due to the complexity of the tasks, which require them to create an innovative solution to achieve the task's objective (Van as cited in Dután, 2022).

## **2.6 THE DEPENDENT VARIABLE: DEVELOPMENT OF THE SPEAKING SKILL**

### **2.6.1 Speaking Skill**

The speaking skill is the root of human interaction that encourages the development of civilization through the interchange of thoughts. Many opportunities for personal and professional life are opened by it, and its importance is found in its correct management.

Speaking skill is considered one of the four language skills that speakers of a language must develop to communicate effectively in real-life situations. It arises from the need to communicate thoughts and interact meaningfully, as well as to develop communicative competence in the target language (Pucha, 2025). The speaking skill is involved when students use their communicative competence, which means the ability to produce sounds and convey messages through them. In other words, oral expression involves the application of acquired knowledge. Vocabulary and structure appropriate to the given context should be used by speakers to help listeners understand the content and purpose of their speech. Opportunities must be provided for speakers to gradually improve their clarity and fluency in English (Bravo, 2024).

### **2.6.2 Importance of the Speaking Skill**

Nowadays, proficiency in English for communication is essential as it helps connect with other people and cultures. Acquiring this language allows for unrestricted academic development, as well as providing academic and professional opportunities for students.

Speaking skill is crucial in learning a language, and learners need to acquire such skill due to the necessity of communication. Teachers need to ensure that learners' skills are developed, as this is a productive skill. This means that language needs to be produced by learners, rather than simply being received as input. To help learners build confidence, eliciting can be applied by the teacher. This involves giving students clues to help them organize their thoughts and express themselves (Naranjo, 2021).

### **2.6.3 Speaking sub-skills**

The speaking skill can be broken down into more specific components, known as speaking sub-skills. As Bygate (1998) points out, this ability involves the natural manipulation of vocabulary, grammar, and pronunciation. Furthermore, it implies the skill of effectively resolving particular communication challenges. These challenges are primarily the negotiation of meaning and, secondarily, the management of interaction.

### **2.6.4 Fluency**

One of the aspects involved in speaking skill is fluency, which can be defined as the ability to speak naturally and continuously without unnecessary pauses. According to Wang (2024), achieving fluency in a language involves using language structures effectively, with a focus on meaning rather than form. In addition, it can be understood as speaking naturally, like a native speaker, using elements such as appropriate pauses, speech rate, accent, and intonation.

### **2.6.5 Accuracy**

In English, accuracy refers to the correct use of grammar and sentence structure. Students with knowledge of the language tend to make minimal grammatical errors and

can use different verb tenses appropriately. According to Ahmed et al. (2022), accuracy is understood as the production of the target language, taking into account grammatical systems and rules. It is also considered a form of error-free communication.

### **2.6.6 Pronunciation**

Pronunciation is essential to speaking skill because it helps you understand how different sounds in the language are produced, as well as aspects such as accent, intonation, rhythm, and clarity of speech. By using good pronunciation, the listener can easily understand what you are trying to express. According to Barturén Silva (2019), pronunciation is recognized as the skill that students develop to produce comprehensible utterances based on the individual production of sounds such as consonants, vowels, and diphthongs.

### **2.6.7 Vocabulary**

The range of vocabulary when speaking is crucial as it helps the speaker communicate with confidence. A wide vocabulary includes the use of appropriate words, idiomatic expressions, synonyms, and appropriate language. According to Bravo (2024), vocabulary is defined as the understanding of the functions of words and their meaning. The process of vocabulary acquisition focuses on learning the origin and definition of words, as well as their application and collocations in a given context.

### **2.6.8 Interaction**

Maintaining good interaction allows for effective communication during a conversation. Participants ask questions, use body language, and respond appropriately by showing interest. According to Núñez (2021), interaction “refers to the ability to interact

with the interlocutor and others by initiating and responding appropriately and at the speed and regularity required according to the context!” (p. 4).

## **CHAPTER III**

### **3.1 METHODOLOGY**

### **3.2 APPROACH**

This study is conducted using a quantitative research approach with the aim of measuring the effect of TBL on the development of speaking skill in English language learners. According to Hadi et al. (2023), quantitative research refers to the use of numerical and statistical methods to measure and analyze data. This research examines the study variables by establishing causal relationships between them to generate empirical evidence through statistical analysis.

### **3.3 TYPE OF RESEARCH**

This research was applied to address a particular educational problem through a practical intervention and examine its effects. Applied research focuses on the practical application of scientific knowledge in order to solve specific problems or optimize existing circumstances (Zúñiga et al., 2023). This study aims to contribute to the development and improvement of speaking skill through the application of communicative tasks in real learning environments.

### **3.4 DESIGN**

A quasi-experimental design was applied. According to Zúñiga et al. (2023), this design applies an intervention to one group to measure its effect. Although there is no random assignment, comparisons are made to assess the causal relationship between the intervention and the results. In this research, the design assessed a single group of students both before the intervention phase and after the intervention. This allowed the study to identify the changes resulting from the TBL approach. Random assignment was not used because the students are grouped by academic levels within the university. Therefore, the design provided a clear comparison of the impact of TBL within the same group.

### **3.5 DATA COLLECTION TECHNIQUES AND INSTRUMENTS**

#### **3.5.1 Technique**

In this quantitative study, the test was the primary data collection technique, administered via standardized tests. According to Benítez & Gamboa (2022), standardized tests represent a form of systematic assessment in learning, characterized by following a rigorous process of theoretical and methodological frameworks through which observable traits in the target population are measured. Standardized tests served as the primary data collection technique for this quantitative study. In addition, this technique helped to collect data efficiently and ensure that responses were coded for quantitative evaluation.

#### **3.5.2 Instruments**

The pre- and post-tests were used as the primary instruments for measuring the effectiveness of the intervention. This test was applied before and after communicative tasks in the classroom. Sanders (2019) emphasizes that pre- and post-tests are academic instruments used to establish a baseline of students' skills and to measure their progress over time. The pre-test assessed students' speaking skills at the initial level, while the post-test evaluated the progress after the TBL implementation period. These tests included

communicative activities about real-life situations to use the language, ensuring that the data obtained is relevant, measurable, and aligned with the study objectives.

The described instrument facilitated the analysis of the effect of TBL on students' speaking skills using valid and reliable data. To achieve this result, a standardized Cambridge test focused on speaking skills was used. This test is based on the content and difficulty level of the B1 Preliminary English Test (PET), which is designed to the study population.

### **3.6 STUDY POPULATION**

For this applied research, which aims to develop the speaking skill, the population considered was the students of the third semester enrolled in the Pedagogy of National and Foreign Languages at Universidad Nacional de Chimborazo in Riobamba city, Chimborazo province, during the academic term 2025 - 2026.

### **3.7 SAMPLE SIZE**

Considering the size of the population ( $N = 26$ ), a non-probabilistic convenience sampling technique was used. All the students of the third semester enrolled in the Pedagogy of National and Foreign Languages were included in the study in order to ensure a comprehensive data collection and avoid sampling bias. By including the entire population, the reliability of the results is increased, ensuring that they accurately reflect the group's performance.

### **3.8 RESEARCH HYPOTHESIS**

The study was designed to test two specific hypotheses:

- Null Hypothesis  $H_0$ :  $\mu_{\text{post}} \leq \mu_{\text{pre}}$  (The use of Task-Based Learning does not significantly improve the speaking skill)

- Alternative Hypothesis H<sub>1</sub>:  $\mu_{\text{post}} > \mu_{\text{pre}}$  (The use of Task-Based Learning significantly improves the speaking skill)

### 3.9 INTERVENTION SECTION

This section exposes the intervention plan that was applied to the students. This period allowed students to improve their speaking skill and reflect on their learning. Following the administration of the pre-test, the instruction phase was carried out. The intervention phase lasted approximately 5 weeks and comprised 8 90-minute sessions dedicated to developing oral skills through the implementation of activities designed using a task-based learning approach within a local context. The sessions were strategically structured to ensure gradual progression, focusing activities on everyday activities within the Ecuadorian context to ensure greater interest by capturing the attention and engagement of the group. These activities are aligned with the requirements of level B1 of the Common European Framework of Reference (CEFR). These communicative tasks were applied with the aim of demonstrating that their implementation had a direct influence on a statistically significant improvement, which was evident in the students' post-test scores.

Table 1 shows a short and complete summary of the intervention program (8 sessions, not counting the pre-test and post-test), detailing the task theme, communicative objective, task activity, and focus on oral expression used in each of the 8 sessions.

**Table 3.**

<b>Session</b>	<b>Task Theme</b>	<b>Communicative Objective</b>	<b>Task-Based Activity</b>	<b>Speaking Focus</b>
<b>1</b>	Talking about Tourist Places in Ecuador	Describe and recommend tourist destinations	Group discussion and recommendations about places to visit in Ecuador	Vocabulary for places

2	Recommending Movies, Series, or Music	Express preferences and make recommendations	Students recommend entertainment options and justify their choices	Opinion expressions
3	Giving Advice about Ecuadorian Food	Give suggestions and advice using food preferences	Role-play between tourists and locals recommending traditional dishes	Interaction and functional language
4	Presenting the City of Riobamba	Describe a city and present information clearly	Group presentation promoting Riobamba as a tourist destination	Organization and pronunciation
5	Giving Opinions about social media	Express opinions and agree or disagree with others	Group mini-debate about social media use among teenagers	Interaction and argumentation
6	Describing Local Festivals	Describe cultural traditions and celebrations	Group presentation about Ecuadorian festivals	Descriptive vocabulary and fluency
7	Comparing Christmas Traditions	Compare cultural celebrations	Group comparison of Christmas in Ecuador and other countries	Comparatives and interaction
8	Planning a Dream Trip	Plan and present	Students design a	Negotiation,

		a travel itinerary	travel plan for tourists visiting Ecuador	and collaborative speaking
--	--	--------------------	---	----------------------------

## CHAPTER IV

### 4.1 RESULTS

### 4.2 ANALYSIS OF RESULTS

This section presents the results of the statistical analysis conducted using data collected from the pre- and post-tests administered to the sample group (N = 26) following task-based learning.

#### 4.2.1 Descriptive Statistics

Table 1 exposes the descriptive statistics for each measurement, both before and after the intervention with Task-Based Learning.

**TABLE 4**

*Descriptive statistics of scores before and after the Task-Based Learning intervention*

	Min	Max	Mean	Median	Standard Deviation
Pretest	2.00	8.00	4.03	4.00	1.45
Posttest	3.60	9.30	6.03	5.80	1.60

*Note.* N = 26. The scores correspond to the speaking assessment instrument with four sections.

The data in Table 1 indicate a clear improvement in the measures of central tendency in both datasets. Specifically, in the posttest, both the mean and the median are higher than in the pretest. In particular, the median suggests a generalized improvement. However, the standard deviation also increased, which implies that although improvement occurred, students assimilated the methodology in different ways.

#### **4.2.2 Hypothesis Testing (Inferential Analysis)**

##### **a) Normality Test**

The normality assumption was checked using the Kolmogorov–Smirnov–Lilliefors normality test due to the sample size, N = 26.

**TABLE 5**

*Results of the Kolmogorov–Smirnov–Lilliefors normality test before and after the intervention*

	p-value
Pretest	0.0005143
Posttest	0.1697

*Note.* N= 26. The Kolmogorov–Smirnov–Lilliefors test was applied to the speaking assessment scores before and after the intervention.

The results in Table 2 show that the pretest, with a p-value of  $0.0005143 \leq 0.05$ , does not follow a normal distribution, whereas the posttest, with a p-value of  $0.1697 > 0.05$ , does

follow a normal distribution. Therefore, since one of the samples does not meet the assumption of normality, a non-parametric statistical test was selected for inferential analysis. In this case, given that it is a right-tailed quasi-experimental study, the Wilcoxon signed-rank test was used.

**b) Statistical Test: Wilcoxon Signed-Rank Test**

The non-parametric Wilcoxon signed-rank test for paired samples with right-sided significance, statistical significance between both measurements was verified. The result is presented in Table 3.

**TABLE 6**

*Results of the Wilcoxon signed-rank test*

	V Statistic	p-value	Median Difference
Posttest and Pretest	351	0.000004271	1.80

*Note.* One-tailed right-sided test with  $\alpha = 0.05$ .

**4.2.3 Statistical Decision and Conclusion**

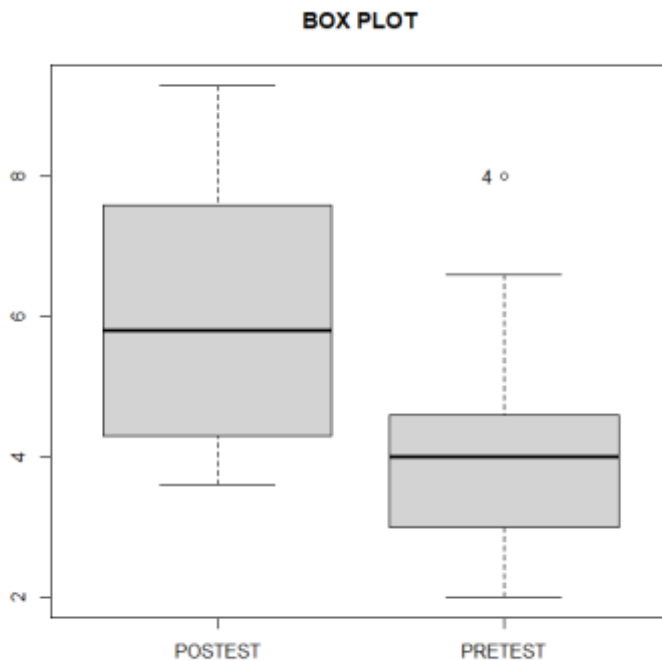
Applying the decision rule for this statistical test, since  $p\text{-value} = 0.000004271 < 0.05$ , the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. This implies that there is statistically significant evidence to state that the speaking scores of the study population in the posttest are higher than those in the pretest due to the Task-Based Learning intervention. Additionally, the very small p-value indicates a very strong effect of its application.

## Box Plot Graph

Figure 1 shows that, through the analysis of the box plots, a robust and significant improvement in the speaking skill is evidenced after intervening in the study population using Task-Based Learning.

**FIGURE 1**

*Box plot of the pretest and posttest*



*Note.* N = 26. The outlier value representing 8 points in the pretest corresponds to the student with ID 4 in the sample.

In the pretest, the speaking test results showed that most students were concentrated between 2 and 5 points with a median of 4, which justifies the need for the intervention. Subsequently, in the posttest, a complete upward shift is observed, reflecting an increase in both minimum and maximum values, from 3.60 to 9.30, as well as an increase in the

median from 4 to 5.80. This implies a general improvement in speaking performance in the study population.

### 4.3 ACHIEVEMENT OF RESEARCH OBJECTIVES

This section assesses whether the specific research objectives have been consistently met, basing the conclusion on empirical data.

#### 4.3.1 Objective 1: To diagnose the level of English-speaking skill of the study population, using a pretest.

**Evidence:** The objective was achieved through preliminary testing. The results are shown in Table 1, which indicates that the 26 students comprising the study population obtained an average score of 4.03 out of 10, thus justifying the need for an intervention using Task-Based Learning as an active methodology to develop the skill of interest.

**TABLE 4**

*Descriptive statistics of scores before the Task-Based Learning intervention*

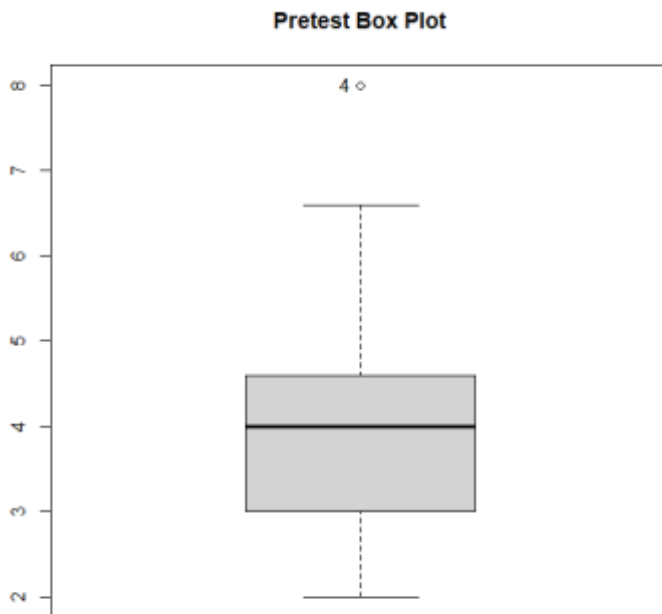
	Min	Max	Mean	Median	Standard Deviation
Pretest	2.00	8.00	4.03	4.00	1.45

*Note.* N = 26. The scores correspond to the speaking assessment instrument with four sections.

Likewise, when representing the pretest values using a box plot, a greater concentration of data related to speaking performance below the median of 4 is observed. A single atypical value or outlier of 8 is identified, corresponding to student ID 4, which reflects a considerably higher speaking performance compared to the rest of the class. This reinforces the need to apply an active methodology.

**FIGURE 2**

*Box Plot of the pretest*



*Note.* N = 26. The outlier value in the pretest corresponds to the score (8.1) of student ID = 4.

**4.3.2 Objective 2: To apply activities designed under the framework of Task-Based Learning to improve speaking skill.**

**Evidence:** This objective was achieved through the implementation of the intervention. After the pre-test, the pedagogical intervention using activities designed under the Task-Based Learning framework was implemented for approximately 5 weeks. Subsequently, after administering a posttest, a general improvement trend was evidenced for the entire population, as shown in Table 2.

**TABLE 4**

*Descriptive statistics of scores before and after the Task-Based Learning intervention*

	Min	Max	Mean	Median	Standard Deviation
Pretest	2.00	8.00	4.03	4.00	1.45
Posttest	3.60	9.30	6.03	5.80	1.60

*Note.* N = 26. The scores correspond to the speaking assessment instrument with four sections.

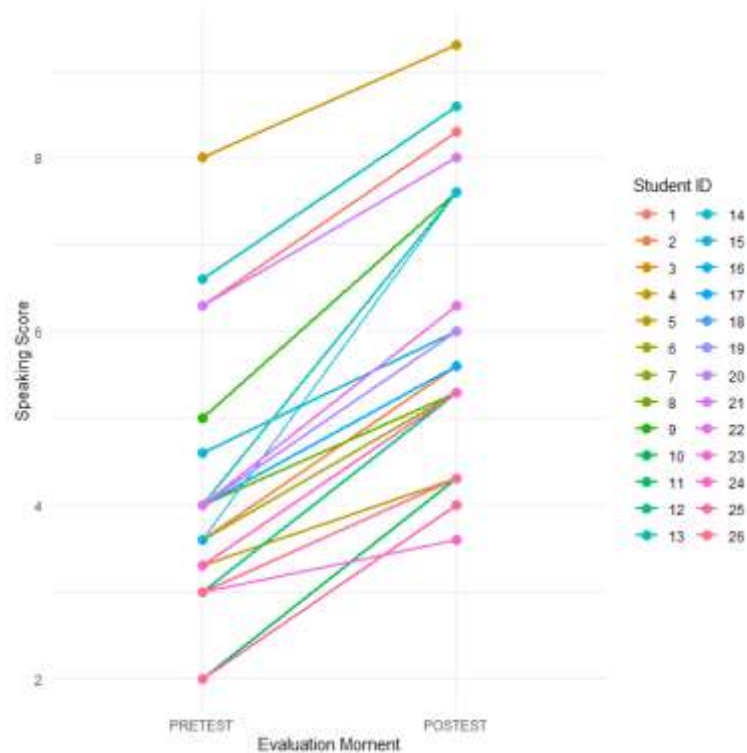
The post-test shows both the minimum and maximum values improved, ranging from 3.60 to 9.30, as well as the measures of central tendency. It was verified that the median improved from 4 in the pretest to 5.80, obtaining an overall difference of 1.80 points.

Likewise, a slight increase in data dispersion is observed, from 1.45 to 1.60 in the posttest, which suggests that although all students improved, variation occurred in the assimilation of the methodology, resulting in some students achieving higher scores than others.

To graphically corroborate this improvement, a spaghetti plot was created, demonstrating the improvement of each student across both evaluation moments.

**FIGURE 3**

*Spaghetti plot of the pretest and posttest*



*Note.* N = 26. The scores correspond to the speaking assessment instrument used.

#### 4.3.3 Objective 3: To evaluate the effectiveness of Task-based learning in terms of speaking skill development.

**Evidence:** To determine the effectiveness of the Task-Based Learning intervention in terms of speaking improvement, an inferential statistical test was applied to compare related groups. Considering the number of data points in both samples, the Kolmogorov–Smirnov–Lilliefors normality test was applied. It was confirmed that the pretest ( $p\text{-value} = 0.0005143 < 0.05$ ) does not follow a normal distribution, while the posttest ( $p\text{-value} = 0.1697 > 0.05$ ) meets the normality assumption. For this reason, the non-parametric Wilcoxon signed-rank test with right-sided significance was used.

The results of the statistical test are shown in Table 3. A statistic  $V = 351$  associated with a  $p\text{-value} = 0.000004271$  and a median difference of 1.80 points was obtained, indicating that the difference between the posttest and pretest is statistically significant at the 0.05 level. This implies that the null hypothesis was rejected, and the alternative hypothesis was

accepted; that is, there is enough significant statistical evidence supporting that the overall improvement in the speaking skill of the study population is due to the Task-Based Learning intervention and not by product of chance.

**TABLE 6**

*Results of the Wilcoxon signed-rank test*

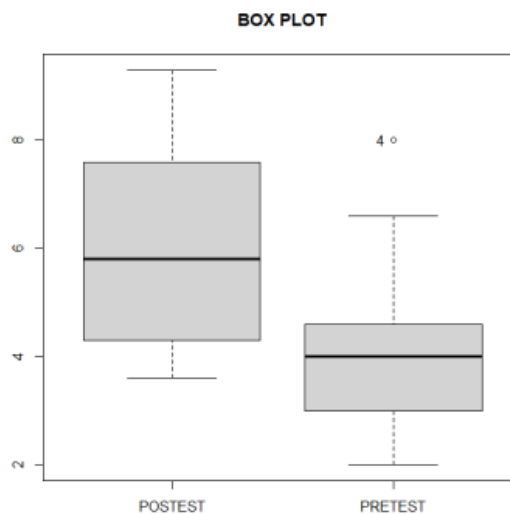
	V Statistic	p-value	Median Difference
Posttest and Pretest	351	0.000004271	1.80

*Note.* One-tailed right-sided test with  $\alpha = 0.05$ .

Similarly, the improvement trend after the intervention was graphically corroborated by comparing the box plots of the pretest and posttest. In the pretest, the speaking test results showed that most students were concentrated between 2 and 5 points with a median of 4. In contrast, in the posttest, an increase in minimum and maximum values from 3.60 to 9.30 was observed, as well as an increase in the median from 4 to 5.80. Thus, a general upward trend is confirmed, supporting the findings obtained from the inferential statistical test.

**FIGURE 1**

*Box Plot of the pretest and posttest*



*Note.* N = 26. The outlier value representing 8 points in the pretest corresponds to student ID 4 in the sample and does not affect the general improvement trend.

## **4.4 DISCUSSION**

### **4.4.1 Interpretation of Effectiveness**

This research study showed that task-based learning greatly improved students' overall proficiency in the speaking skill. It was shown by an inferential statistical analysis, employing the Wilcoxon signed-rank test, that the posttest scores were significantly higher than the pretest scores ( $p < 0.05$ ). This improvement was not due to chance. Therefore, the findings suggest that TBL was effective in improving students' speaking skill in the context of this pre-experimental design.

This improvement can be attributed to the communicative nature of the TBL framework, which focuses on the student. Nunan (2004) posits that the TBL approach fosters genuine language application. This is accomplished by involving learners in authentic communicative efforts, where language functions as a means to achieve particular objectives. Likewise, Ellis (2003) elucidates that tasks stimulate genuine interaction and engage learners to resolve meaning, thereby propelling language acquisition. Within this investigation, the communicative tasks undertaken across the eight intervention periods provided learners with the chance to actively generate language. This played a role in the enhanced overall speaking skill.

While the improvement wasn't the same for everyone, the general upward trend observed in the group as a whole does confirm that the intervention was effective from a teaching perspective. The small increase in how spread out the results were suggests that students picked up the methodology at their own pace, which is perfectly normal given the natural variations that occur when learning a new language.

#### **4.4.2 Contrast with the State of the Art**

The findings of this research align with previous empirical research that has documented the beneficial consequences of task-based learning on speaking development for students learning English as a foreign language. Studies have revealed that the task-based learning approach significantly enhances students' oral fluency, vocabulary application, and communicative ability by redirecting decontextualized grammar instruction toward purposeful communicative interaction (Ellis, 2003; Nunan, 2004).

Likewise, research conducted in similar academic settings has shown that the TBL approach promotes measurable advances in language production after periods of planned intervention. The findings of the current research are consistent with these conclusions, as statistical analysis revealed a significant difference between pre- and post-assessment scores, thus corroborating the effectiveness of the intervention strategy in improving the speaking skill.

Additionally, the pre-test of study participants revealed a notably low average score on the pre-test, which validated the adoption of an active methodology. The subsequent considerable progress reinforces the premise that communicative teaching approaches, such as Task-Based Learning (TBL), are more conducive to enhancing oral skills than conventional teacher-centered methodologies. Consequently, these findings add to the growing evidence supporting the incorporation of task-based learning into English as a Foreign Language (EFL) in higher education.

#### **4.4.3 Cognitive and Affective Implications**

From a cognitive perspective, the progress documented in this research can be attributed to interactionist and sociocultural perspectives on language acquisition. Vygotsky (1978) emphasizes the crucial role of social interaction in cognitive progress, stating that learning occurs through joint efforts in the zone of proximal development (ZPD). The task-based learning methodologies employed in this research required students

to work cooperatively, reach agreements on meaning, and build knowledge collectively, which most likely drove linguistic growth through assisted collaboration.

Krashen's input theory (2013) highlights the importance of comprehensible input and the minimization of affective filters in the language acquisition process. The task-based learning approach generates communicative contexts where students encounter relevant linguistic information while actively participating in language production in scenarios with a moderate level of pressure. The planning of structured activities likely decreased students' emotional reluctance, promoting greater confidence and a stronger willingness to interact verbally, which are crucial elements for progress in oral expression.

The variation noted in student progress also highlights individual differences in cognitive processing, motivation, and prior knowledge. However, the overall favorable trend indicates that TBL promotes both cognitive engagement and affective involvement, resulting in measurable progress in speaking.

Furthermore, the findings of this research demonstrate that the task-based learning approach not only resulted in statistically significant improvements in overall oral expression skills, but also aligns with existing theories that prioritize interaction, meaningful communication, and a student-centered approach. These observations underscore the importance of adopting task-based learning within higher education settings in Ecuador in order to enhance the speaking skill of EFL English learners.

## **CHAPTER V**

### **5.1 CONCLUSIONS**

For the first objective related to diagnosing the initial level of English proficiency, a diagnostic test determined that the study population had an elementary level of oral expression before the intervention. Descriptive statistics showed a mean ( $M = 4.03$ ) that

fell within the range of restrictions, indicating limitations in oral proficiency in general. This initial diagnosis validated the need for an active and communicative methodological approach.

Regarding the second objective, focused on carrying out guided activities under the TBL paradigm, it was determined that the structured intervention provided important avenues for verbal communication and practical use of the language. After completing the eight sessions based on communicative tasks, students showed overall progress in their oral expression skills, which was reflected in the higher scores obtained in the post-test ( $M = 6.03$ ). Although progress was not uniform among all participants, the overall upward trend confirmed the positive impact of the intervention at the group level.

In conclusion, regarding the third objective, which seeks to evaluate the effectiveness of task-based learning in enhancing speaking skills, the results of the inferential statistical analysis indicated that a difference between the initial and final assessment scores was statistically significant ( $p < 0.05$ ). Consequently, the null hypothesis was rejected, concluding that, within the framework of this quasi-experimental design, task-based learning, in the given context, led to a notable improvement in the oral expression performance of the sample studied.

## **5.2 RECOMMENDATIONS**

It is recommended that teachers include and carry out task-based learning activities in their teaching practice, aiming to promote the development and improvement of their students' speaking skill. Similarly, these activities or tasks should be aligned with specific contexts of origin where English is taught, since this approach encourages students to use the target language in a meaningful way, encouraging active participation and better oral interaction.

Students should adopt a positive attitude and a willingness to learn English as a foreign language. In this way, they will be ready to take on new challenges, understanding that mistakes are part of the learning process and that mutual support among classmates helps to overcome them. Students are also encouraged to try to conduct the class in

English, adopting a mindset of growth and effort to improve their speaking skill through practice.

Teachers should be willing to create a relaxed atmosphere by reducing anxiety and building trust with students. The aim is to motivate students to learn the target language. Similarly, working with the TBL approach encourages collaborative activities, allowing students to interact comfortably with the group.

Finally, teachers should be conscious of the differences in level among their students in order to organize them in a balanced way. Options such as including students with a higher level of English in different groups are effective because they will help those with less proficiency to progress, allowing for greater participation and development of speaking skill across the whole class.

## REFERENCES

- Acosta Chaparro, K., Rodríguez, L. B., & Contreras, P. J. (2016). “La autorregulación para promover el aprendizaje de la producción oral en inglés en estudiantes de quinto semestre de la Licenciatura en Lengua Castellana, Inglés y Francés”. Licenciatura en Español y Lenguas Extranjeras. [https://ciencia.lasalle.edu.co/lic\\_lenguas/164](https://ciencia.lasalle.edu.co/lic_lenguas/164)
- Ahmed, A. A. A., Hassan, I., Pallathadka, H., Keezhatta, M. S., Noorman Haryadi, R., Al Mashhadani, Z. I., Yahya Attwan, L., & Rohi, A. (2022). MALL and EFL learners’ speaking: Impacts of Duolingo and WhatsApp applications on speaking accuracy and fluency. “Education Research International, 2022”(1), 6716474. <https://doi.org/10.1155/2022/6716474>
- Alvarez, C. L., Tamayo, M. R., & Santos, J. C. dos. (2024). Factors influencing the development of speaking skills among Ecuadorian EFL learners: Teachers’ perspectives. *Indonesian Journal of Applied Linguistics*, 14(2), 319-331. <https://doi.org/10.17509/ijal.v14i2.74889>
- Azizifard, F. M. (2024). The Effect of Task-based Language Teaching on Speaking Skill. *Cihan University-Erbil Journal of Humanities and Social Sciences*, 8(1), 65-71. <https://doi.org/10.24086/cuejhss.v8n1y2024.pp65-71>
- Barboza, J. R. R., Saavedra, S. S. P., Flores, J. A., Rojas, C. N. R., & Sánchez, G. A. Á. (2022). “Communicative approach as a didactic strategy to improve English oral expression in times of pandemic”. <https://doi.org/10.5281/zenodo.6370130>
- Barturén Silva, N. E. (2019). “El aprendizaje basado en tareas como método para desarrollar la expresión oral en estudiantes de inglés de un Instituto Superior Tecnológico de Lima”. <https://repositorio.upch.edu.pe/handle/20.500.12866/5958>
- Benito Carrascosa, R. (2023). “El aprendizaje experiencial aplicado a la adquisición de contenidos de ciencias naturales utilizando la lengua inglesa como lengua vehicular”. <https://uvadoc.uva.es/handle/10324/62055>

- Benítez, J. G. G., & Gamboa, L. A. A. (2022). Evaluación estandarizada de los aprendizajes: Una revisión sistemática de la literatura. *CPU-e, Revista de Investigación Educativa*, (34). <https://doi.org/10.25009/cpue.v0i34.2800>
- Bygate, M. (1998). Theoretical Perspectives on Speaking. *Annual Review of Applied Linguistics*, 18, 20-42. <https://doi.org/10.1017/S0267190500003469>
- Bravo, C. (2024). *Task-Based Learning in Speaking Skill*. <https://repositorio.uta.edu.ec/handle/123456789/41748>
- Calvillo, J. (2018). “El enfoque por tareas: Una propuesta didáctica para la mejora de la enseñanza del inglés”. <https://core.ac.uk/download/235852383.pdf>
- Collaguazo Guevara, V. X. (2022). “Enfoque pedagógico sociocultural de Vygotsky y las relaciones interpersonales”. <https://www.dspace.uce.edu.ec/entities/publication/www.dspace.uce.edu.ec>
- Cohen, L., Manion, L., & Morrison, K. (2018). “Research methods in education” (8th ed.). Routledge.
- Contreras, Y. M. (2020). Enfoque de aprendizaje basado en tareas para el desarrollo del deseo de comunicación en la clase de inglés. “Avances en Educación y Humanidades, 3”(2), 12–12. <https://doi.org/10.21897/25394185.2608>
- Dután, J. (2022). *Task-Based Learning in Teaching English as a Foreign Language* [bachelorThesis, Riobamba]. <http://dspace.unach.edu.ec/handle/51000/10062>
- Ellis, R. (2003). *Task-based Language Learning and Teaching*. OUP Oxford.
- García González, D. (2024). “El uso del input comprensible en la clase de inglés: Una revisión crítica”. <https://riubu.ubu.es/handle/10259/9359>
- Guerrero, S., & Rafael, B. (2019). “Task-based learning approach in the development of the speaking skill” [Master’s thesis, Universidad Técnica de Ambato]. <https://repositorio.uta.edu.ec:8443/jspui/handle/123456789/29810>
- Gustín Ayuso, N. de. (2019). “El enfoque de enseñanza de idiomas basado en tareas (TBLT)”. <https://uvadoc.uva.es/handle/10324/39675>

- Hadi, M., Martel, C., Huayta, F., Rojas, R., & Arias, J. (2023). "Metodología de la investigación: Guía para el proyecto de tesis". Instituto Universitario de Innovación Ciencia y Tecnología Inudi Perú. <https://doi.org/10.35622/inudi.b.073>
- Hassan, I., Mohd Zamzam, I. A., Latiff Azmi, M. N., & Abdullah, A. T. H. (2021). "Development of English speaking skills through task-based learning among primary school students in Malaysia" (SSRN Scholarly Paper No. 3955457). Social Science Research Network. <https://papers.ssrn.com/abstract=3955457>
- Krashen, S. D. (2013). *Second language acquisition and second language learning*. Pergammon Press.
- Lara, A. (2018). *Task-based learning and the English speaking skill in students at Universidad Nacional de Chimborazo*. <http://repositorio.uta.edu.ec/handle/123456789/27242>
- Murillo Melo, A. L. (2013). "Desarrollo de habilidades orales en inglés mediante el uso de estrategias comunicativas". <https://repositorio.tec.mx/handle/11285/629808>
- Naranjo, C. (2021). *Student-centered approach and the speaking skill*. <https://repositorio.uta.edu.ec/handle/123456789/31931>
- Nieto Pachón, M., & Cortés, L. S. (2019). "Desarrollo de la habilidad oral en inglés en los niños de cuarto grado mediante la lúdica como herramienta de aprendizaje". Licenciatura en Español y Lenguas Extranjeras. [https://ciencia.lasalle.edu.co/lic\\_lenguas/854](https://ciencia.lasalle.edu.co/lic_lenguas/854)
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511667336>
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge University Press.
- Núñez, N., & Alexandra, C. (2021). "Student-centered approach and the speaking skill". <https://repositorio.uta.edu.ec/handle/123456789/31931>
- Pinzón Alarcón, L. V. (2021). "Aprendizaje basado en tareas con el uso de las TIC para promover la producción oral en la enseñanza del inglés". [http://repository.icesi.edu.co/biblioteca\\_digital/handle/10906/91157](http://repository.icesi.edu.co/biblioteca_digital/handle/10906/91157)

- Pucha Pauta, J. R. (2025). "Task-based learning to develop English language speaking skills". <https://www.dspace.uce.edu.ec/entities/publication/www.dspace.uce.edu.ec>
- Rendine, L. (2018). "El enfoque por tareas en la enseñanza de lenguas extranjeras: Una secuencia didáctica para bachillerato". <https://uvadoc.uva.es/handle/10324/33158>
- Saborit, G. A., Herrera, M. O., & Cuenca, A. F. (2021). El aprendizaje basado en tareas en la expresión oral del idioma inglés al nivel intermedio equivalente a un B1. "Revista Científica del Amazonas, 4"(7). <https://doi.org/10.34069/RA/2021.7.03>
- Sanders, S. (2019). "A brief guide to selecting and using pre-post assessments". National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC). <https://eric.ed.gov/?id=ED604574>
- Sandoval, M., & Bayas, M. (2020). *APRENDIZAJE BASADO EN TAREAS Y EL DESARROLLO DE LA FLUIDEZ DEL IDIOMA INGLES*. <https://doi.org/10.5281/zenodo.3926935>
- Soria, B. (2019). *Task-based learning approach in the development of the speaking skill* [masterThesis, Universidad Técnica de Ambato. Dirección de Posgrado. Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera]. <https://repositorio.uta.edu.ec:8443/jspui/handle/123456789/29810>
- Sholeh, M., Nur, S., & Salija, K. (2020). Task Based Learning (TBL) in EFL Classroom: From theory to practice. *International Journal of Humanities and Innovation (IJHI)*, 3, 139-144. <https://doi.org/10.33750/ijhi.v3i4.97>
- Torres, M. (2017). BASIC LANGUAGE METHODOLOGY: COOPERATIVE LEARNING GUIDEBOOK FOR TRAINING ENGLISH TEACHERS. En *Editorial Universidad Nacional de Chimborazo*. Editorial Universidad Nacional de Chimborazo. <https://editorial.unach.edu.ec/index.php/Editorial/catalog/book/18>
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Wang, W., Rezaei, Y. M., & Izadpanah, S. (2024). Speaking accuracy and fluency among EFL learners: The role of creative thinking, emotional intelligence, and academic

enthusiasm. “Heliyon, 10”(18), e37620.

<https://doi.org/10.1016/j.heliyon.2024.e37620>

Willis, J. (with David Willis, TotalBoox, & TBX). (2007). *Doing task-based teaching*. University Press.

Zúñiga, P. I. V., Cedeño, R. J. C., & Palacios, I. A. M. (2023). Metodología de la investigación científica: Guía práctica. “Ciencia Latina Revista Científica Multidisciplinar, 7”(4), 9723–9762. [https://doi.org/10.37811/cl\\_rcm.v7i4.7658](https://doi.org/10.37811/cl_rcm.v7i4.7658)

## ANNEXES

### Application Evidence



## PET Speaking Test of Cambridge B1

### Contents

#### Part 1

General questions

#### Part 2

- 1A Learning a language
- 1B At a party

#### Parts 3 and 4

- 1 Work and relaxation

### B1: Preliminary Speaking Test

#### Part 1 (2–3 minutes)

##### Phase 1 Interlocutor

*To both candidates* Good morning/afternoon/evening.  
Can I have your mark sheets, please?

*Hand over the mark sheets to the Assessor.*

I'm ..... and this is .....

*To Candidate A* What's your name? Where do you live?  
Thank you.

*To Candidate B* And what's your name? Where do you live?  
Thank you.

##### Back-up prompts

**B**, do you work or are you a student?

What do you do/study?

Thank you.

And **A**, do you work or are you a student?

What do you do/study?

Thank you.

Do you have a job?  
Do you study?

What job do you do?  
What subject do you study?

Do you have a job?  
Do you study?

What job do you do?  
What subject do you study?

Phase 2

Interlocutor

Select one or more questions from the list to ask each candidate.  
Ask Candidate A first.

Back-up prompts

- |  |   |
|--|---|
| How do you get to work/school/university every day?                            | Do you usually travel by car? (Why/Why not?)              |
| What did you do yesterday evening/last weekend?                                | Did you do anything yesterday evening/last weekend? What? |
| Do you think that English will be useful for you in the future? (Why/Why not?) | Will you use English in the future? (Why/Why not?)        |
| Tell us about the people you live with.  | Do you live with friends/your family?                     |
| Thank you.   |   |

Speaking Test 1

Part 2 (2–3 minutes)

1A Learning a language

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows people learning a language.

Place Part 2 booklet, open at Task 1A, in front of candidate.

B, you just listen.  
A, please tell us what you can see in the photograph.

Candidate A .....  
⌚ approx. 1 minute

- Back-up prompts
- Talk about the people/person.
  - Talk about the place.
  - Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) Retrieve Part 2 booklet.

1B At a party

Interlocutor B, here is your photograph. It shows people at a party.

Place Part 2 booklet, open at Task 1B, in front of candidate.

A, you just listen.  
B, please tell us what you can see in the photograph.

Candidate B .....  
⌚ approx. 1 minute

- Back-up prompts
- Talk about the people/person.
  - Talk about the place.
  - Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) Retrieve Part 2 booklet.

1A



1B



**Part 3**

**Interlocutor** Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

*Place Part 3 booklet, open at Task 1, in front of the candidates.*


**A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.**

**Here are some activities that could help him relax.**

**Talk together about the different activities he could do, and say which would be most relaxing.**

All right? Now, talk together.

**Candidates**

 *approx. 2–3 minutes*

**Interlocutor** Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet.*

**Part 4**

**Interlocutor** *Use the following questions, as appropriate:*

- **What do you do when you want to relax? (Why?)**
- **Do you prefer to relax with friends or alone? (Why?)**
- **Is it important to do exercise in your free time? (Why?/Why not?)**
- **Is it useful to learn new skills in your free time? (Why?/Why not?)**
- **Do you think people spend too much time working/studying these days? (Why?/Why not?)**

*Select any of the following prompts, as appropriate:*

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

**Activities to help the man relax**

