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Artículo de investigación

Task-Based Learning Approach to enhance oral production in university settings

Enfoque de aprendizaje basado en tareas para mejorar la producción oral en entornos universitarios

Abordagem de aprendizagem baseada em tarefas para aprimorar a produção oral em ambientes universitários

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Resumen

El presente trabajo investigativo tuvo como objetivo principal el determinar el impacto del enfoque de aprendizaje basado en tareas ayuda a mejorar la habilidad de hablar de los estudiantes del Primer nivel del Centro de Idiomas de la Universidad Nacional de Chimborazo. Para determinar la efectividad de este enfoque, se aplicó un pre-test y un post-test de producción oral el cual está basado en el examen de Cambridge KET, a los estudiantes Primer nivel de los paralelos 1K4 y 1E4 del Centro de Idiomas de la Universidad Nacional de Chimborazo durante el período Octubre 2018 – Marzo 2019. Se diseñó una guía para el docente la cual fue utilizada durante el tratamiento dentro del aula. Los análisis de datos se realizaron antes y después del trabajo en el aula. El diseño de la guía para el docente se realizó en base a las tres etapas del proceso de una tarea: pre-tarea, tarea misma y post-tarea con la utilización de varios tipos de tareas tales como individuales, grupales, abiertas, cerradas, y de información, tomando en cuenta la motivación y el reto que cada tarea implica en el mejoramiento de la producción oral de los estudiantes. Después de concluir el tratamiento con la implementación de la propuesta, se procedió al procesamiento de los datos obtenidos del pre-test y el post-test mediante la prueba matemática T de Student. Los resultados demuestran que efectivamente el enfoque de aprendizaje basado en tareas tuvo un impacto positivo en el desarrollo de la producción oral de los estudiantes quienes mejoraron su habilidad para hablar. Por lo tanto, se recomienda que los docentes apliquen esta propuesta con el enfoque de aprendizaje basado en tareas para mejorar el desenvolvimiento oral de los estudiantes.

Palabras clave: Aprendizaje; enfoque; habilidad; hablar; motivación; reto; tratamiento.

Abstract

The main objective of the present research work was to determine the impact of the Task-based Learning Approach helps to enhance the speaking students' ability from the Languages Center in the Universidad Nacional de Chimborazo level 1. To determine the effectiveness of this approach, a pre-test and post-test based on the Cambridge KET exam – speaking part, were given to the students of First level at the Language Center of the Universidad Nacional de Chimborazo, classes 1K4 and 1E4 during the period October 2018 - March 2019. A guide for the teacher was designed which was used during the treatment in the classroom. The data analysis was done before and after the work in the classroom. The guide design for the teacher was made based on the three stages of

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the process of a task: pre-task, task itself and post-task with the use of various types of tasks such as individual, group, open, closed, and information gap tasks, taking into consideration the motivation and the challenge that each task implies in the improvement of learners' speaking skill. After concluding the treatment with the implementation of the proposal, the data analysis obtained from the pre-test and post-test were analyzed through the use of the T-student test. The results show that effectively the Task-based Learning Approach had a positive impact on the development of the students' oral production who improved their ability to speak. Therefore, it is recommended that teachers apply this proposal with the Task-based Learning Approach to enhance the oral performance of students.

Keywords: Learning; approach; skill; speaking; motivation; challenge; treatment.

Resumo

O principal objetivo deste trabalho de pesquisa foi determinar o impacto da abordagem de aprendizagem baseada em tarefas que ajuda a melhorar a capacidade de fala dos alunos do primeiro nível do Centro de Idiomas da Universidade Nacional de Chimborazo. Para determinar a eficácia dessa abordagem, um pré-teste e um pós-teste de produção oral, baseados no exame Cambridge KET, foram aplicados aos alunos do primeiro nível dos paralelos 1K4 e 1E4 do Language Center of the Universidade Nacional de Chimborazo, no período de outubro de 2018 a março de 2019. Foi elaborado um guia para o professor que foi usado durante o tratamento dentro da sala de aula. A análise dos dados foi realizada antes e depois do trabalho em sala de aula. O design do guia do professor foi feito com base nas três etapas do processo da tarefa: pré-tarefa, tarefa propriamente dita e pós-tarefa, com o uso de vários tipos de tarefas, como individual, em grupo, aberta, fechada, e informações, levando em consideração a motivação e o desafio que cada tarefa implica para melhorar a produção oral dos alunos. Após a conclusão do tratamento com a implementação da proposta, os dados obtidos no pré-teste e no pós-teste foram processados pelo teste matemático T de Student. Os resultados demonstram que efetivamente a abordagem de aprendizagem baseada em tarefas teve um impacto positivo no desenvolvimento da produção oral dos alunos que melhoraram sua capacidade de falar. Portanto, recomenda-se que os professores apliquem esta proposta com a abordagem de aprendizagem baseada em tarefas para melhorar o desempenho oral dos alunos.

Palavras-chave: Aprendizagem; foco habilidade; falar motivação; desafio; tratamento.

Introducción

Language is used by members of a social group or culture either in spoken, manual, or written ways to express ideas, thoughts, and feelings for communication purposes. Language as part of any culture is transmitted from generation to generation to convey meaning. That is the reason why, teaching languages is emphasized in this globalized era. In the present, English is the language for global communication, science, business, fashion; and technology among other fields. It has also become a "lingua franca" among language users that do not come from the same culture (Crystal, 2003). Being a global language, English is needed to learn by Ecuadorian people; therefore, it is demanding to create proposals that help in the teaching and learning process. Students must acquire the B2 level at the end of the university studies (CES, 2013) and they need instructors' support and commitment to accomplish this goal.

In this context, a proposal focused on Task-based Learning Approach was developed to help in the improvement of speaking skill. It was designed taking into consideration the process of task with pre-task activities, task activities, and post-tasks activities with the ultimate goal of challenge, motivate, and scaffold students in the construction of fluency, accuracy, and good pronunciation of the target language.

Importance of the problem

English language has become one of the main subject matters in the majority of educational institutions around the world because it is considered as a global language (Crystal, 2003). It is an important way of communication for people who come from different language and knowledge backgrounds as well as in their professional and economic development. Furthermore, communication as a key part of language development is crucial in social interaction. People can perform it through negotiation of meaning in order to achieve an aim. In the present times a big necessity to be able to interact with others is needed no matter the place people are. People from all over the world need to use English as a means of communication; however, the teaching and learning process has its main problem in the low level English speaking skill. This is the reason

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why it is necessary to review this problem through macro, meso and micro level (Education First, 2018).

There is a low level of skills in Latin America due to the low quality of education (Latin American Economic Outlook , 2017). It is stated that young people in Latin America do not perform well in reading mathematics and science (OECD, 2105 a cited in Latin American Economic Outlook 2017). This is a great barrier to develop more specific skills such as speaking and innovation. Consequently, Latin American Countries can hardly develop knowledge-based economies because citizens should innovate. Furthermore, Latin American Countries are considered to have the lowest rates in English proficiency (McHugh, 2016). The author claims learning English is not a luxury but a need. Therefore, the English standards should be improved for global communication purposes through accurate evaluation tools in real world language requirements according to students' needs (Tudball, 2017).

In Ecuador, there is also a low rate of English proficiency. People from Ecuador is aware that they have problems in productive skills such as speaking and writing rather that reading and listening. People state they have problems in speaking skills because they do not use in in daily life and speaking is harder than other skills (British Council, 2015). Ecuadorian students emphasize they struggle in speaking skills because they face pronunciation problems and fear of making mistakes. Therefore, it is necessary to enhance speaking skills through pronunciation drills (Gonzales, et al., 2015). Further, there is a poor quality in English education due to poor teaching skills which do not allow achieving education goals (Quezada, Benítez, Vargas, & Zúñiga, 2017); therefore, new methodological processes are needed such as Task-based learning for improving Ecuadorian students' English proficiency.

Particularly, at Universidad Nacional de Chimborazo, there is also a low level of students' speaking performance. During diagnostic tests, the researcher has found that students do not orally communicate their ideas. Most of them show a minimum of speaking performance. They say they do not speak because they have not had the opportunity to do it in class. To sum up, there are low rates of speaking performance in Latin America, Ecuador, and at UNACH, therefore would be good to implement other teaching approaches to solve this important issue.

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Being an important skill of English language; speaking needs to be enhanced by learners in order to have an effective language learning and communication. For that reason, this study is centered in the inappropriate use of Task-based learning approach in the development of speaking skills of students at Universidad Nacional de Chimborazo. This problem has its causes and their effects.

Even though years have passed through the time teachers continue applying old-fashioned methodology. Teacher centered approach rather than modern (Belias, Sdrolias, Kakkos, Koutiva, & Koustelios, 2013) ones such as CLIL or communicative approaches is the current method in classes at UNACH. For this cause, there is a poor speaking production. Students listen to the teacher and he or she disserts something especially about grammar patterns without any interaction moments or tasks. Therefore, the transmission of knowledge has been developed with useless lectures.

Another cause for the problem of this study is the negative personality factors such as anxiety, stress and shyness which end in low level of speaking interaction (Haidara, 2016). Even though, students have studied English for a long period of time their speaking performance is adversely influenced. Students have a good management of grammar and vocabulary but they do not speak at all. They evidence fear of mistakes, stress, shyness, indecision, and low rates of self-confidence. Learners do not interact among them and they do not produce English language independently because they also have fearful criticism (Leong & Ahmadi, 2016).

Moreover, students are not well motivated and there is a few students involvement as consequence (Leong & Ahmadi, 2016). Motivation can be very influential for it integrates people who learn (Merisuo-Storm, 2007 as cited in Leong and Ahmadi, 2016). Apprentices who are well motivated are more sensitive to pronunciation and they improve their speaking performance. Further, if teachers do not build a motivational classroom environment and language learning process, students will not evidence any important improvement in English language learning. Besides, a positive attitude can improve students' speaking performance.

Besides, Inappropriate address of linguistics components of language causes that students lack of those important components of the language. Learners are not aware about phonology, syntax, semantics, and vocabulary because teachers do not address them in English speaking skills activities. Phonology is the branch of linguistics that studies the sounds systems of the language (Crystal, 2008); therefore, it deals with pronunciation issues. It is well-known that pronunciation

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and spelling of English words are different hence it can cause many problems at the time of speaking practice (Leong & Ahmadi, 2016)

The improvement of speaking skills is important at UNACH in order to ensure good results in students' oral production and interaction. English is a global language (Crystal, English as a Global Language, 2003); therefore, speaking skills is relevant for communicative purposes and needed for producing a good oral interaction and production. However, if the present study were not applied, the speaking skills of students at UNACH would remain in the low level.

In contrast, if the current study is developed, there will be many benefits for students especially in speaking skill. In fact, the use of new technologies and updated educational methodology help to grow of knowledge. Challenging tasks for students in the learning process can change the nature and purpose of it. In consequence, task-based approach can have important and positive effects in the educational system. Learners can improve their understanding and their improvement can be significant. Being aware of the necessity of adopting new methodologies is a good improvement for both teachers and students (Messier, 2005).

To face negative personality factors, teachers must promote a safe and healthy classroom environment. If negative personality factors such as shyness, stress, fear of mistakes, and lack of self-confidence are not confronted, students will not have a good performance in their speaking skills. Nevertheless, if they are faced, students can experience self-confidence at the time of orally presenting something in front of the class and at the moment of interacting among them (Haidara, 2016). They will also be engaged and motivated to continue learning and improving their speaking skills performance.

Last but not least, teachers must engage their students in meaningful tasks. They are the ones in charge of making the right decisions on the curriculum to be addressed in the classroom. For that reason, getting them to know about the importance of the speaking practice in the classroom can be one of the goals for bringing real benefits for students.

Megan Calvert Montgomery from College, Silver Spring-USA and Younghee Sheen from The American University Washington- USA in the year 2014, presented a research named Task-based language learning and teaching: An action-research study, it was an ethnographic study which was focused on a teacher experience in a refugees camp. It has as the main objective to report on one teacher's experience of developing, implementing, critically reflecting on, and modifying a

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language learning task to enhance the needs of her students in an adult English program, the results highlighted ways in which teachers can make tasks more accessible and enjoyable for students. Tasks can serve as a means of incorporating enjoyable, beneficial, and communicative activities in the L2 classroom.

Bariş Kasapın his thesis work for getting the degree of Master of Arts in the department of teaching English as a foreign language from the Bilkent University in Ankara in the year 2005 with the title the “Effectiveness of task-based instruction in the improvement of learners’ speaking skills”, A quasi-experimental approach was implemented therefore a control and experimental groups were chosen for data collection. It was gathered through questionnaires, interviews and oral tests. Oral pre- and post-tests were administered to both classes comprising 45 students total. The study demonstrated, however that students’ general perceptions of task-based instruction were positive, and the interview with the study teacher also yielded a positive result. The questionnaire results demonstrated that students had neutral or partially positive reactions to the treatment tasks but found these helpful in developing their oral skills. According to the researchers the findings of this study may inspire teachers teaching speaking to adapt some of the activities in the usual course book according to a more task-based approach, so that students can participate in oral practice of language actively and in turn help them improve their speaking abilities.

Mireya Peña and Amparo Onatra from Francisco de Paula Santander School, Colombia in their study entitled Promoting Oral Production through the Task-Based Learning Approach: A Study in a Public Secondary School in Colombia in the year 2009 aimed at analyzing the different demands of transactional and interactional activities among novice EFL speakers. The methodology implemented consisted on a set of activities as part of an action research plan that provided researchers with a clearer picture of their students’ oral skill performance through time when working with the task-based approach. The study concluded that getting learners to speak in the EFL classroom is both rewarding and demanding because there are many elements to be considered when dealing with oral skills. In order to see confident speakers in a task, teachers cannot take for granted the use of vocabulary, the practice of intonation patterns and other language aspects.

Gabriela Magdalena Naranjo in the year 2015 in her thesis work for achieving the degree in language teaching at Universidad Técnica de Ambato with the research entitled “The use of the

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methodology based on tasks (TBL -task-based learning) in the development of skill and oral production (speaking) of the English language at second year students from Ambato High School, reached as conclusion that the main causes affecting the oral production are: the use of outdated methods that rarely emphasize in the students' oral fluency. It is essential to promote teacher training in methodologies that encourage the students' desire to learn and more than that, speak the language at every opportunity. The tasks then, are innovative alternatives that unified with the active and entertaining language teaching never neglects the participants' cognitive development. The method is proposed as an alternative solution with all application and development patterns. Fuelantala (2016) focused on the description and analysis of the processes of fostering oral abilities with the implementation of Task-Based Learning using speaking techniques in interactive method with a story as a tool in eight graders students in a public school in Bogota. Thirteen students participated in the project for more than two months. Among the main sources to obtain data, questionnaires, researcher observations, students' portfolios and students recording transcription were used. Through the data analysis it was revealed that students during this pedagogical implementation faced different aspects to enhance their English level in class; to do it were used strategies and three techniques implemented in relation with activities such as: minimal responses, talk about English, picture activity-game, guessing activity-game and story activity-game.

Materials and methods

The present study was designed to research the use of task based activities and the speaking skill. It would be based on the category of quasi-experimental research thus it allowed including a variety of devices, such as tabular displays and graphs, to manage and present qualitative data. Comparative research was used to separate patterns that are more general and isolate regularities from the context laden environment (Ellis, 2003). The research applied this type of research because it aimed to compare two groups to research the impact of using task based activities. Moreover, quasi-experimental research was used because it is a qualitative methodology widely used in social science. Thus, systematic and rigorous analysis techniques that consistently produce objective and reliable findings need to be identified (Miles & Huberman 1984, 1994). Consequently, quasi-experimental study proceeds of analysis of a person or group, especially of a social phenomenon.

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Based on Samuda, (2001) qualitative research through comparative strategies is a methodological soft option than quantitative analysis. In the current study, qualitative research had five major methods for data collection: observation, interviewing, ethnographic fieldwork, discourse analysis, and textual analysis. Meanwhile, Zacharias (2012) defines that qualitative research wants to provide a rich description of the learners involved in the study and it is used in order to understand what happened in one particular classroom or what the experiences of specific language learners and teachers were.

The current study was carried out to research the effectiveness of using task-based activities for enhancing the speaking skill. That is why it is based on qualitative data which were the most appropriate method to research (Bernal, 2010). Qualitative techniques were employed to collect, analyze data and compare the expected results.

Type of research

This research developed a quasi-experimental type of research because a pre-test, a post-test have been applied to obtain data.

Population and sample

The participants of this research were students from the language Center at Universidad Nacional de Chimborazo. They were in level 1; their ages were around 18-22 all of them Ecuadorian people. This study had a period of one term 2 hours weekly during October 2018 – February 2019 and was divided into two groups who had not been chosen randomly. The control and the experimental groups were formed by 60 students who were distributed as the table below shows.

Table 1. Population

Groups of Students	Number of students	%
Control	30	50%
Experimental	30	50%

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The focus groups were carried out by 60 participants of two classes from the level 1 at Universidad Nacional de Chimborazo. Moreover, the instruments in this study are pre- test and post- test that have been directed to both control and experimental groups of students. This type of data collection is a valuable tool which can help to answer questions (Vromen, 2010), this research tool is to determine how task-based learning could be used to enhance learners speaking skill and their learning of English.

Table 4. Data collection plan

Purpose:	To achieve the aims for the present study
Place:	Language Center at Universidad Nacional de Chimborazo
Target group:	Students of first level. Classes 1K4 and 1E4
Theme:	Task-based learning approach in the development in the speaking skill
Researcher:	Authors: Soria, B. Barriga, F. Barriga J. Yanez V. (2018)
Time for the collection of information:	September 2018- February 2019
Techniques:	Testing and classroom intervention
Instruments:	KET Exam Speaking part Kinds of tasks

Authors: Soria, B. Barriga, F. Barriga J. Yanez V. (2018)

Method of data collection and analysis

For collecting quantitative data, any random sampling technique was implemented, instead two groups of similar level and language proficiency have been chosen intentionally, and in such a way, that each group had a chance of being selected (Peña & Onatra, 2009). A pre-test and a post-test have been implemented with group A, Control Group, as well as with Group B, Experimental Group. The test has been assessed focusing on students' speaking skills proficiency the beginning

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and at the end of the intervention process. The instrument was a validated test from Cambridge which part is focused on speaking skills. This test was Key English Test, Speaking part.

Observation

As the current study was focused on the application of task-based learning in order to enhance speaking skills, it was necessary to develop classroom observations. Classroom observations were carried about during the whole process of speaking. Therefore, the teacher was monitoring the pre-task activities, task activities, and post task activities. Furthermore, the researcher used a checklist in order to keep a record of the students' behavior and advancement.

Questionnaires

The questionnaires which were implemented in the current research were focused on the pre and post-tests. Furthermore, during the application of the proposal, the students took different questionnaires as guides for their oral presentations.

Pre-test

The pre-test was taken by the students to obtain data referring to the students' level before the teacher's intervention through the KET exam. It consisted on 22 questions about familiar topics for the students that had to answer individually. The second question consisted in reading a small picture which contains information about a book store and asks and answer questions with the teacher.

Post-test

After the implementation of the proposal, the researcher applied the Post-test which belongs to the KET exam with similar characteristics to the Pre-test.

Rubric

A rubric which was retrieved from Cambridge home page (2018) was used along the whole process of the proposal implementation (Annex 2). This rubric contained three major criteria namely the use of grammar and vocabulary, pronunciation, and interactive communication. The first criterion assesses how efficiently the language learner shows a good level of control in simple grammatical

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forms as well as the appropriate use of vocabulary during students' utterances related to everyday situations. The second criterion was pronunciation. It deals with the intelligible control of phonological features in production of sounds and word levels. And the third criterion was interactive communication. It assessed the students' ability to maintain simple conversations that require little prompting and support. That rubric also had 5 bands from 0 which is the lowest to 5 which is the highest level of speaking performance.

Process and analysis plan

For the accomplishment of the goals, this research used descriptive and inferential statistics.

Descriptive statistics. Williams (2018) conceptualizes to descriptive statistics as the tool to summarize data. The current research aimed to measure the students' speaking performance before and after the treatment in the classroom. 60 students were assessed through three criteria on a scale from 0 to 15.

The ratings were collected and analyzed in order to produce the correspondent summary of the findings. It was developed through Spss statistical software to measure the central tendency (mean, media, and moda), variability and dispersion.

Inferential statistics

Bundly (2018) says that inferential statistics provide effective data for description and prediction. It is the branch of statistics that deals with the generation of insights from statistical data. With this kind of statistics, the researcher proved the alternative hypothesis and rejected the null hypothesis. It was also helpful to draw conclusions from the data which was obtained from the intended population tests.

Results

The data of this study were collected from 60 students of Language Center at Universidad Nacional de Chimborazo. The objective of this research was to determine the impact of Task-Based Approach to enhance English speaking skill in the Language Center at Universidad Nacional de Chimborazo. The data were gathered by two different means, which are the Pre and post-test.

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Finally, descriptive and inferential statistic methods were used for analyzing and presenting the results.

Pre and post-tests results Key English Test: Speaking

Based upon the information presented before, two groups of students took part of this study, the control group and the experimental one. The first group had a population of 30 learners and the second group was formed by 30 students. Besides, two tests were taken for the students before (pre-test) and after (post-test) the teachers' treatment in the classroom setting to both the control and the experimental groups. Thereupon, the data obtained were presented and detailed below:

General results

Table 5. General results

Task-based learning approach in the development of speaking skill				
GROUPS				
	CONTROL		EXPERIMENTAL	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
Student 1	5	6	4	10
Student 2	8	9	5	11
Student 3	5	6	7	12
Student 4	4	8	6	13
Student 5	4	9	4	12
Student 6	5	9	5	11
Student 7	7	7	5	11
Student 8	5	5	7	12
Student 9	4	5	4	11
Student 10	4	6	4	11
Student 11	5	6	7	12
Student 12	4	7	5	11
Student 13	5	7	6	11
Student 14	5	7	9	13
Student 15	4	6	8	13

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Student 16	4	6	5	11
Student 17	5	5	5	11
Student 18	4	4	5	11
Student 19	3	4	7	12
Student 20	5	7	5	11
Student 21	4	8	4	11
Student 22	5	8	5	12
Student 23	5	7	4	8
Student 24	4	7	4	7
Student 25	7	9	5	7
Student 26	6	6	6	10
Student 27	4	5	5	12
Student 28	4	5	4	10
Student 29	7	8	2	8
Student 30	7	6	7	10
AVERAGE	4,9	6,6	5,3	10,8

Authors: Soria, B. Barriga, F. Barriga J. Yanez V. (2018)

General statistics

		Statistics			
		Control group Pre test	Control group Post-test	Experimental group pre-test	Experimental group post-test
N	Valid	30	30	30	30
	Lost	30	30	30	30
Mean		4,93	6,60	5,30	10,83
Median		5,00	6,50	5,00	11,00
Mode		4	6	5	11

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Analysis and interpretation

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With 60 valid cases which belong to the control and experimental group of this study, the mean, median, and mode have been calculated. First, the mean or average was calculated by making the sum of the general results and dividing it with the total number of the population in each group of study. Therefore, the mean in the pre-test of the control group was 4,93 and the mean in the post-test was 6,60; on the other hand, the mean of the experimental group in the pre-test was 5,30 while in the post-test the result is 10,83. It is clearly stated the big difference in the results of the experimental group where the researcher implemented the proposal.

The median is the middle value in the general table of results. The median was calculated by first listing the obtained data in numerical order. After that, the value in the middle of that list was identified. Thus, the median in the pre-test of the control group was 5 and in the post-test was 6,50; while in the experimental group the results are different. In the pre-test the median is 5 and in the post-test, the median is 11.

Afterwards, the mode was calculated which is the number that most frequently appears in the general table of results. The mode in the pre-test of the control group was 4 and in the post-test was 6. On the other hand, the mode of the experimental group in the pre-test was 5; while in the post-test was 11.

Normal distribution test

In order to verify the effectiveness of Task-based learning approach on students' speaking skill, two hypotheses were established.

Alternative Hypothesis: Task-based learning approach improves students' speaking skill

Null Hypothesis: Task-based learning approach does not improve students' speaking skill

First, it is needed to apply the Normality test with the error level of the Alpha 0,05 with a level of confidence of 95%.

Table 6. Normal distribution test

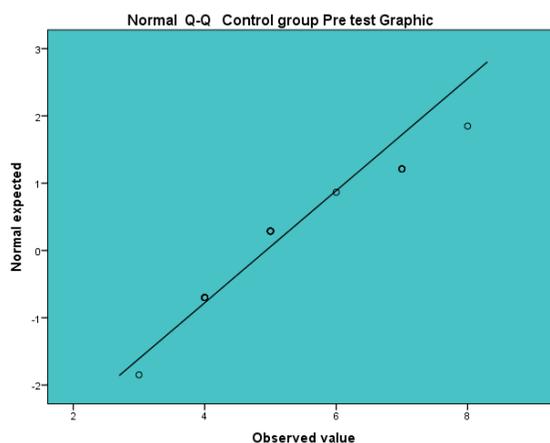
	Kolmogorov-Smirnov ^a			
	Statistics	gl	Sig.	Stistics
Control group Pre test	,278	30	,000	,832
Control group Post-test	,160	30	,048	,937

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Experimental group pre-test	,248	30	,000	,915
Experimental group post-test	,275	30	,000	,854

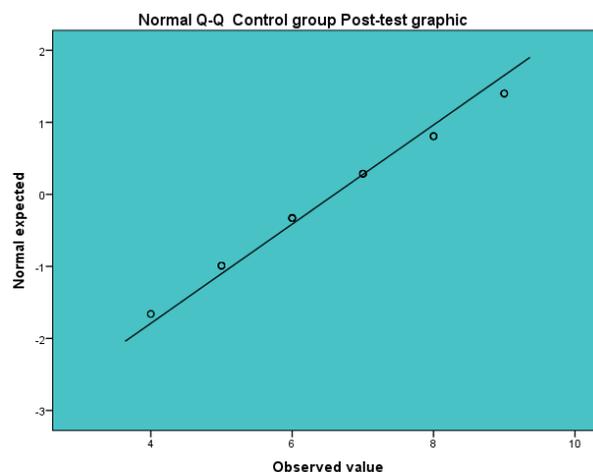
Authors: Soria, B. Barriga, F. Barriga J. Yanez V. (2018)

Figure 5. Normal distribution test. Control group. Pre-test



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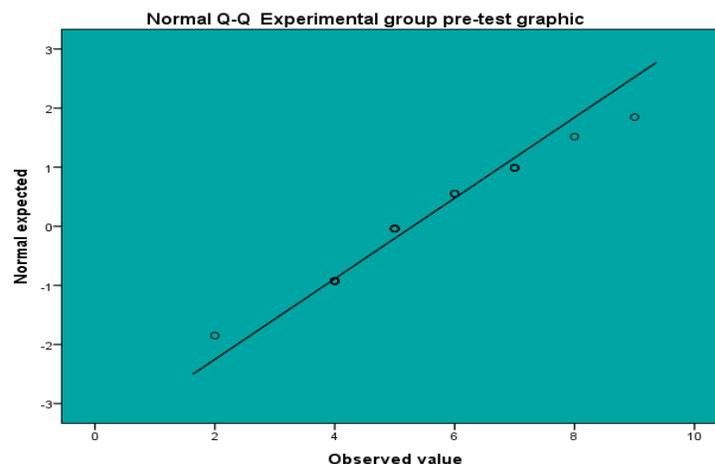
Figure 6. Normal distribution test. Control group. Post-test



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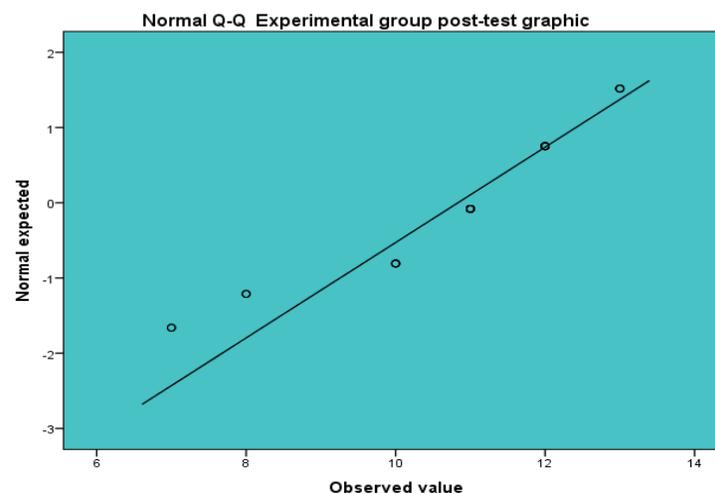
Figure 7. Normality test. Experimental group. Pre-test

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Figure 8. Normal distribution test. Experimental group. Post-test



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Based upon the data displayed above, the level of significance of the control group in the pre-test is 0.832 and in the post-test is 0.937; additionally, the level of significance of the experimental group in the pre-test is 0.915 and in the post-test is 0.854 which are > 0.05 ; therefore the data come from a normal distribution, or have a normal behavior, for both the control group and the experimental one in their two tests, pre and post-tests. From now, the process of data analysis can be continued.

T- Student test

Statistics of paired samples

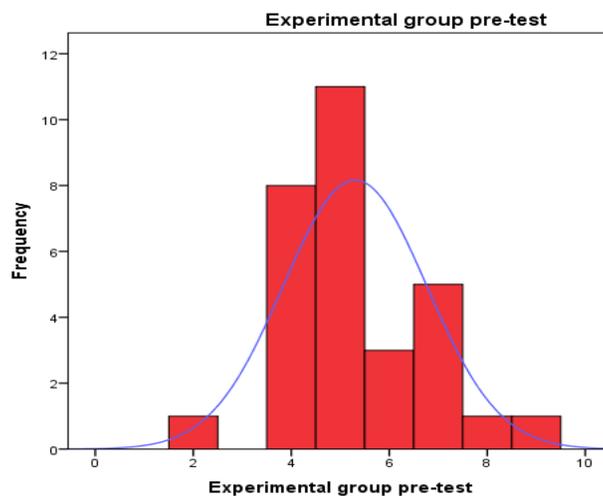
Table 7. Statistics of paired samples

Statistics of paired samples

		Mean	N	Standard deviation	Standard error mean
Pair 1	Control group Pre test	4,93	30	1,202	,219
	Control group Post-test	6,60	30	1,453	,265
Pair 2	Experimental group pre-test	5,30	30	1,466	,268
	Experimental group post-test	10,83	30	1,577	,288

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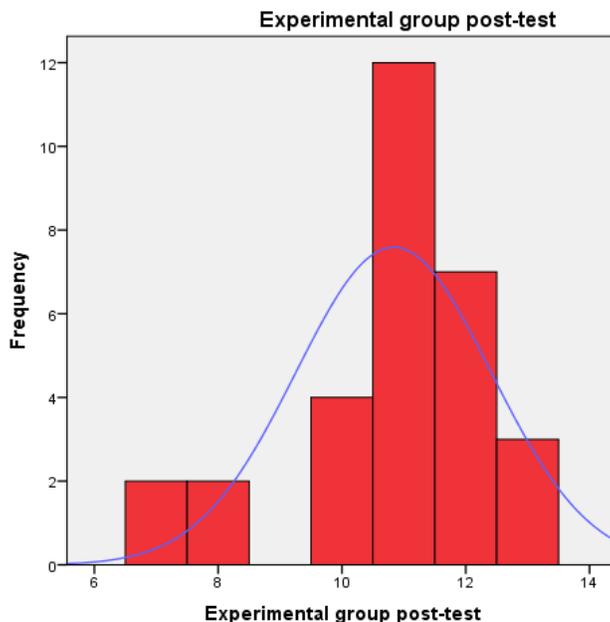
Figure 9. Histogram: Experimental group: Pre-test



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Figure 10. Histogram: Experimental group: Post-test

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Based upon the data displayed above, it is stated there is a slight difference between the means in the control group. It happens because the researcher did not develop the treatment with the control group. On the contrast, the means of the experimental group have a big difference between the means of the pre-test and the mean of the post-test. Indeed, this phenomenon happens because the researcher applied the Task-based approach learning in order to enhance speaking skill.

Table 9. Significance level

		Paired samples test							
		Paired differences					t	gl	Sig. (bilateral)
		Mean	Standard deviation	Standard error mean	95% difference interval of confidence				
					Inferior	Superior			
Pair 1	Control group Pre test - Control group Post-test	-1,667	1,422	,260	-2,198	-1,136	-6,418	29	,000

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Pair 2	Experimental group pre-test - Experimental group post-test	-5,533	1,383	,252	-6,050	-5,017	-	29	,000
							21,914		

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Analysis and interpretation

Hence there is a significance value of 0,000 which is $< 0,05$ (the Alpha value), it is concluded that the alternative hypothesis is accepted and the null hypothesis is rejected. It means that the treatment which was developed by the researcher with students had a good impact. Therefore, the Task-based learning approach had a big significance for improving students' speaking skill. In fact, students belonging to the experimental group increased their average from 5,30 in the pre-test to 10,83 in the post-test.

Conclusions

Based upon the results obtained during the whole process of the current research some conclusions have been determined.

First, the impact of Task-Based learning approach has been determined in terms of enhancement of English speaking skill in the Language Center at Universidad Nacional de Chimborazo. The results from the before and after the teacher's treatment showed that it was a positive impact in students. In fact, the speaking skill was highly improved through the application of the proposal.

The initial state of the oral production of the students was established from the diagnostic exam at the beginning of the semester which was very helpful for the establishment of the problem of research; and, with the pre-test results before the researcher's intervention.

The components of the process of Task-based approach to enhance English speaking skill were analyzed through the implementation. In this process, pre-task activities, task activities and post-task activities were applied in the proposal in order to help students to achieve their learning goals. Useful tasks such as pair/group, open/close, information gap, opinion gap tasks; for example, role play, debates, questioning, and simulations were explored which were very helpful to enhance learners' speaking skills through the use of Task-based approach. All of the tasks were developed in a motivational and engaging way in order to promote students' oral interaction.

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The effectiveness of the task-based approach for the development of the speaking skill in the English language was assessed. Since, the treatment was carried out in order to obtain data which was analyzed and interpreted. The data assessment was performed before and after the implementation of the proposal which demonstrated that the proposal was effective for the improvement of learners' speaking skill.

Recommendations

After the classroom treatment based on Task-based approach and data analysis some recommendations must be shared:

It is recommended to use the Task-based approach in English at Universidad Nacional the Chimborazo as well as other educational institutions in order to enhance speaking skill because it has valuable features that promote engaging interaction among students. It would be beneficial for increasing students' oral abilities.

It is also advised that teachers identify the initial state of students' oral performance in order to design teaching and learning objectives and routes for helping students in the achievement of learning goals. It would help to accomplish objectives in an easy and meaningful way.

It is suggested that instructor analyze the components of the process for implementing task-based approach to enhance English speaking skill. Tasks are challenging and engaging in the classroom environment; therefore, teachers should promote the accomplishment of tasks for learning and improving English speaking skill.

It is also encouraged that teachers explore useful tasks which enhance the speaking skill through the use of the task-based approach such as debate, questioning, role-play, classroom conversations among others in order to promote students' interaction and communication.

Once, the Task-based approach was implemented in the classroom, it is advised that teachers should assess the effectiveness of this approach for the development of the speaking skill in the English language because it always important to measure the advancement or the failures in order to plan again or continue with this process for the students sake.

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