Universidad de Cuenca

Facultad de Filosofía, Letras y Ciencias de la Educación

Maestría en Lengua Inglesa y Lingüística Aplicada

"Task-Based Language Learning: Using Debates to Enhance Speaking Abilities of Intermediate High School Students in the EFL Classroom."

Tesis previa a la obtención del
Título de Magíster en Lengua
Inglesa y Lingüística Aplicada

Autor: Lic. Pilar del Rocío Vásconez Urgilez

Director: Mgst. Mónica Abad

CUENCA-ECUADOR

2015

Resumen

El propósito de este estudio es validar el uso de debates a través de la metodología basada en tareas para mejorar las habilidades orales de estudiantes de bachillerato. Con el propósito de alcanzar los objetivos establecidos, se llevó a cabo un estudio cuantitativo basado en un diseño cuasi-experimental. Se utilizaron instrumentos de investigación tales como cuestionario preliminar acerca de los antecedentes de los estudiantes, cuestionario acerca de los debates favoritos de los estudiantes, pre-test, post-test, rúbrica, audio y grabaciones de video. En base a los resultados de esta investigación, se puede concluir que el uso de debates con la metodología basada en tareas puede mejorar las habilidades orales de los estudiantes de bachillerato porque se demostró un progreso considerable comparando el pre-test y post-test en parámetros como finalización de la tarea, comprensibilidad, fluidez, pronunciación, vocabulario y control del idioma. Para futuras investigaciones, se recomienda investigar el uso de debates con grupos mixtos durante un periodo más extenso.

Palabras claves: Enfoque por tareas, Habilidades de Oratorio, Debates.

UNIVERSIDAD DE CUENCA

Abstract

The purpose of this study is to validate the use of debates through task-based methodology to enhance the speaking abilities of high school students. In order to achieve the proposed goals, a quantitative study based on a quasi-experimental design was carried out. The following instruments were used to collect data: a preliminary questionnaire about the students' background, a questionnaire about their favorite debating topics, a pre-test, a post-test, an observation form, audio, and video recordings. On the basis of the results of this research, it can be concluded that using debates along with task-based methodology can enhance high school students' speaking skills because the participants showed a considerable improvement from the pre-test to the post-test on parameters such as task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control. For further investigation, it is recommended to investigate the use of debates with mixed groups during extended periods of time.

Key words: Task-based approach, Speaking Skills, Debates.

UNIVERSIDAD DE CUENCA

List of Contents

List of Figures

List of Tables

List of Annexes

UNIVERSIDAD DE CUENCA

Declaration of Ownership

Yo, Pilar del Rocío Vásconez Urgilez, autor de la tesis "Task-based Language Learning: Using Debates to Enhance Speaking Abilities in Intermediate High School Students in the EFL Classroom", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor/a

Cuenca, Marzo 10 de 2015

_____

Lic. Pilar del Rocío Vásconez Urgilez
0105613434

Certificación

Yo, PILAR DEL ROCÍO VÁSCONEZ URGILEZ, autor de la tesis "Task-based Language Learning: Using Debates to Enhance Speaking Abilities in Intermediate High School Students in the EFL Classroom", reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de MAGÍSTER EN LENGUA INGLESA Y LINGÜÍSTICA APLICADA. El uso que la Universidad de Cuenca hiciere de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.

Cuenca, Marzo 10 de 2015

Lic. Pilar del Rocío Vásconez Urgilez
0105613434

Acknowledgments and Dedication

I would like to express my special appreciation and thanks to my beloved family for the support in every decision taken to accomplish this thesis.

I would like to thank my friends who have encouraged me to never give up.

I would like to express the deepest appreciation for all the professors who have enlightened me with their wisdom and guidance to become a better student.

Background and Justification

According to my experience as a teacher, high school students are not too eager to express their ideas and opinions in English because of a variety of reasons such as lack of confidence, monotonous activities, unfamiliar content, and poor communicative activities in the classroom. In addition, external aspects could constrain students' immersion in the study of EFL such as personal problems, teen conflicts, and school adaptation, which I have been able to observe during the classes. Therefore, learning can become a tedious routine, which is not very motivating. As a result, students could feel bored and discouraged, and their lack of engagement with English reduces their learning opportunities that can hinder their performance and participation in class. For the reasons mentioned above, applying task-based strategies, such as debating, can be an important tool to enhance students' speaking skills in the classroom. Thus, learners could become active language users and communicate better with each other.

INTRODUCTION

In recent years, language learning researchers have become more and more interested in the introduction of task-based language learning (TBLL) due to its capacity of communicative skills enhancement. According to Curran, Deguent, Williams, Miletto, and Van der Straeten, the use of task-based methodology can be of great importance during the learning process. First of all, "…it can be adapted to different target languages, to different language environments and to different learning needs" (7). TBLL created educational conditions which could enhance learning in an interactive and motivational manner. Furthermore, learners "will also be using their existing language, be exposed to new language and develop a variety of strategies for improving their language skill" (21). TBLL also has at its heart communication and activities that enhance and improve communicative (specially speaking) skills. Additionally, the learner-centered approach pursued by educators fits well with this method because beyond becoming active language users, TBLL also encourages students to take responsibilities for task management and function autonomously. Learners can become proficient users of the language when the learning process emphasizes their initiative and interaction. It can imply that the rationale of this method is to recognize the learners' contribution to the process and the value of communicating with others.

Based on the benefits of TBLL, the present research paper is concerned with the extent to which debates using TBLL might enhance speaking abilities of high school students in EFL classes. Therefore, the relevance of this research study is to evaluate the scope of TBLL in order to assist students in the acquisition of the necessary skills to perform better in language production. From my teaching experience, it was perceived that learners were keen on producing language, but they did not have the appropriate tools to achieve it. In this sense, TBLL was introduced to analyze the effect on the enhancement of speaking skills. Afterwards, debates are considered as a main instrument for the learners' language improvement.

In order to evaluate the introduction of TBLL in the learning process, this research study assessed the enhancement of six sub-skills such as task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control.

However, even though debating is an open task, the assessment of critical thinking skills was not an issue of concern.

This research project is divided into four main chapters. It first considers the theoretical background listing authors and researchers asserting the importance of TBLL in the learning process, as well as the relevance of debates in EFL learning. It then goes on to describe the research methodology proposed to achieve the main goals. The third part analyzes the data and presents the main findings of this study. In this section, the main point of discussion is whether the application of this methodology has achieved the expected results or not. Finally, in the last chapter, some conclusions are drawn so as to answer the research question along with some recommendations for further research.

STUDY DESIGN

1. Problem statement

For taking English lessons at Unidad Educativa Particular Bilingue Interamericano High School, the learners of a regular class are divided into two groups, A and B, based on the students' level of English language proficiency. This particular way of organization made it possible to have a small amount of students per class, and thus, allowed the learners to have more opportunities to become language proficient users. However, during the time devoted for skills practice, it was observed that my current students tended to be afraid of expressing their opinions due to their lack of confidence or knowledge of the topics which may have constrained their language performance. Furthermore, it may have influenced the minimal control of grammar structures and vocabulary. In this sense, it was perceived a minimal performance on speaking skills during the everyday classes. Therefore, the introduction of task-based methodology in the classroom is intended to enhance students' communicative language skills through the use of debates as an open task. In this sense, my major interest for this thesis is to analyze whether the use of debates may enhance or not students' speaking skills.

2. Hypothesis

Null Hypothesis: The use of debates with intermediate high school students will not result in a statistically significant change in their speaking skills.

One-way Hypothesis: The use of debates with intermediate high school students will enhance their speaking abilities.

Independent variable: The use of debates with intermediate high school students.

Dependent variable: Improvement of speaking abilities.

3. Aim and Objectives

3.1 Aim

To foster speaking abilities in intermediate high school students in an EFL class through the use of debates as a tool of TBLL

3.2 Objectives

To apply the method of TBLL to enhance speaking skills

To apply debates in the EFL class

To assess the impact of debates on students' speaking competence

4. Research Question

To what extent can debates using TBLL enhance speaking abilities of high school students in EFL classes?

5. Delimitation of the Research

This research study was carried out at Bilingüe Interamericano Private High School in Cuenca. Twenty-two students participated in the research experiment. They were studying at 1ro de Bachillerato General Unificado and were aged between 15 and 16 years old.

The research experiment lasted four months. The duration of each lesson was forty-five minutes, and weekly classes were dedicated to one debate per week. The application was performed over 64 hours. This time was divided into 40 hours for the application of the debates, and further 24 hours for the introductory debating section, the pre-test, the post-test, planning, and the analysis.

6. Research Methodology

This research project was based on quantitative methodology following a quasi-experimental design. In fact, the main feature of this design was to give a treatment to a single experimental group, namely an intact class.

The data collection techniques applied to evaluate the participants' improvement during this study were a preliminary questionnaire about the students' background, and a questionnaire about their favorite debating topics, as well as, the pre-test, the post-test, an observation form, audio, and video recordings.

In order to analyze the data obtained from this research study, tables, bar charts, and graphics were used. The pre-test and the post-test were analyzed by means of the Speaking Task – Analytic Rubric which measured six important aspects such as task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control. During the treatment, the same rubric, Speaking Task – Analytic Rubric, was used to check the students' achievement and development. The audio and video recordings were employed to analyze the students' performance in groups so that this instrument corroborated the observation form during the application. The questionnaire about the students' favorite debating

topics was composed of fourteen themes of the two course books of the year. Based on the questionnaire, ten topics were chosen including an extra one that was suggested by the learners.

CHAPTER I – LITERATURE REVIEW

1. Overview

The scope of this literature review includes relevant topics related to task-based language learning (hereafter TBLL). It focuses on four major themes such as the description of TBLL approach, the impact of TBLL on the learning process, the influence of TBLL on speaking skills, and the use of debates in the classroom. This literature review is suitable for presenting these themes in a variety of contexts related to expanded EFL language learning; however, the primary focus of this paper is on the application of TBLL to enhance speaking skills through debates.

The first aspect to be discussed is the importance of TBLL in the learning process. In order to do this, the communicative approach will be discussed and then it will be narrowed down to a description of TBLL concepts and methodology as part of the communicative approach. The central point of this approach is the development of tasks which will be analyzed in light of their main definitions, their purpose, and the types. In addition, the most relevant findings and the structure of the methodology will be detailed according to research studies carried out by Rod Ellis and Jane Willis. Finally, the main strengths of the approach will be identified to support the application of this methodology. Similarly, the weaknesses will be mentioned in order to point out the main constraints.

Another important aspect included in this review is related to research studies carried out to determine the impact of TBLL during the learning process. Some aspects such as students' motivation, the teacher's perspective, grammar instruction, the main contributions to the educational system, and the relevant challenges faced during the adoption of TBLL will be considered.

In order to evaluate the improvement of speaking skills through the adaptation of TBLL, specific research findings have been considered. A brief description of speaking skills in the EFL process as well as the effects of integrating and evaluating speaking, and some important research findings which show fluency enhancement will be analyzed. As a final point, the main features of debating and its use in the EFL classroom will be discussed. The main characteristics of debates will expose the implications of its role in the learning context, as well as the type of debate and the characteristics of the debaters. The research studies will then capture the main

contributions of using debates to enhance speaking skills, as well as their constraints.

2 The Importance of the Communicative Approach

There have been many theories put forward over the decades that have aimed at improving students' communication skills. For instance, the Direct Method became popular since its goal was to use language communicatively, and the Audio-Lingual Method proposed to condition the learners' behavior to acquire structural linguistics to communicate through the target language (Larsen-Freeman and Anderson 25, 35). Likewise, the Communicative Approach emerged from the need to develop language use actively. Canale and Swain emphasize that the Communicative Approach leads students to use linguistic forms to express the functions of the language such as apologizing, describing, inviting, among others (2). From this perspective, it is clear that the learner has to be able to communicate and express meaning through the utterances he/she produces.

The Communicative Approach itself has undergone changes over the years with the aim of improving the learning process. Some features related to this refer to the creation of more engaging activities and a broader picture of how language is used (Swan 2). These characteristics increase the learner's participation and motivation that are very important for the enjoyment of the learning process. Anderson asserts that the Communicative Approach has certain distinctive qualities including student-centered activities and an awareness of language use (471).

Howatt holds that the Communicative Approach has two versions: the weak and the strong. "The weak version (…) recognizes the importance of providing learners with opportunities to practice English for communicative purposes" (qtd. in Larsen-Freeman and Anderson 131). For instance, Communicative Language Teaching provides activities to enhance the practice of particular functions such as prediction, permission, and so on. The strong version goes beyond practicing language for the purposes of communication. According to Howatt, "The strong version of the Communicative Approach asserts that language is acquired through communication." Furthermore, he explains, "Content-based instruction, Task-based Language Learning, and the Participatory approach are part of this category" (qtd. in Larsen-Freeman and Anderson 131). Therefore, the main difference between these two versions is in the primary goal that each one pursues. While "the weak version

could be described as 'learning to use' English, the strong version entails 'using English to learn it" (Larsen-Freeman and Anderson 131).

The previous brief description of the Communicative Approach is essential in order to recognize the main features of the Task-based Approach. As an expression of the strong version, the Task-based Approach (hereafter TBA) implies that the language itself is not studied. Instead, the language is the means to communicate and allows the student to become an active language user.

3. Task-based Language Learning
3.1 The main implications of Task-based Language Learning

Task-based Instruction, Task-based Approach, Task-based Language Teaching, or Task-based Language Learning are some of the names of the methodology that takes as its central point the use of tasks to enhance language use. In this literature review, TBLL will be used to signify Task-based Language Learning while TBLT will refer to Task-based Language Teaching.

As previously noted, TBLL belongs to the strong version of the Communicative Approach and it shows certain specific characteristics that aim at enhancing the learning process by making the students accomplish tasks and acquire language during the carrying out of these tasks.

From the point of view of learning, this is how Chuang describes the positive results achieved during his exploration to implement the TBA in a college English classroom. "TBLT allowed learners to concentrate on how they achieved things with language, and how they could use language for certain tasks" (2). His research aimed to find out if there was any improvement in the students' English oral proficiency, learning motivation, and overall positive attitudes as a result of carrying out the set of tasks. One of his conclusions is that "students built up their self-confidence and self-fulfillment through task-based activities, dared to express their ideas, and learned to work together in class through task-based activities. He not only found that their language ability rapidly improved but also their communicative ability improved rapidly" (11). The characteristics described above underline the fact that learners become active language users because they learn how to use the language by means of tasks.

As a historical background, Skehan describes the adaptations made to TBLL structure in the implementation process. Skehan believes that Widdowson's theory that focuses on the communicative meaning of structures may have contributed to the development of the TBA. He also highlights Nunan's and White's influence on class implementation by means of syllabus design and methodology. Widdowson's, as well as Nunan's and White's contributions have formed the basis for TBLL to be implemented during the teaching process by providing guidelines on what the methodology for educational purposes should be (Skehan 1).

3.2 Definitions of "Task"

The word "task" is often understood as an activity or the end product of a whole process. For the purposes of the present research project, four definitions will be presented to help grasp the core meaning of the word task in a language learning / teaching context.

First, the word task is defined as "activities where the target language is used by the learners for a communicative purpose (goal) in order to achieve an outcome" (Willis 23). Similarly, the task is also "an activity that requires learners to use language, with emphasis on meaning, to attain an objective" (Bygate et al. qtd. in Skehan 3). Then both definitions identify the word "task'" as an activity; so when students are working on any of these tasks, they will be using the target language to complete the activity. According to these authors, the real emphasis is on achieving communication through the use of language.

From another perspective, Curran, Deguent, Williams, Miletto, and Van der Straeten acknowledge that the task is "the end product to a planned process; a completed piece of work" (21). Nunan, however, emphasizes "tasks can be conceptualized in terms of the curricular goals they are intended to serve, the input data which forms the point of departure for the task, and the activities or procedures which the learners undertake in the completion of the task." (280). While the first notion conceives the task as the outcome of the process, Nunan clarifies that a task is the whole process with curricular goals, input data, and all the activities being part of the process. He stresses that tasks are not merely activities; the word "task" involves the whole process of TBLL from the goals set at the beginning until the final outcome is reached by the learners (280).

3.3 Types of tasks

As Boku stated, "the definition of task is meaning-oriented" (75). It will depend on the context in which it is being applied. Similarly, the classification of task involves a wide range of characteristics. Prabhu classifies the following three types of tasks under meaning-focused activities which are pointed out as activities to understand, extend, or convey meaning which will have an "incidental (attention) to perceiving, expressing, and organizing meaning" (28).

Information – Gap activities that "involve a transfer of given information from one person to another" (Prabhu 46). One student has certain information that has to be decoded by the other participants.

Reasoning – Gap activities ask students to "derive some new information from given information through processes of inference, deduction, practical reasoning, or the perception of relationship or patterns." For instance, the learners have to take a final decision about a situation considering factors like the main purpose of the task and problems (Prabhu 46).

Opinion – Gap activities are related to "identify and articulate a personal preference, feeling, or attitude in response to a given situation." For example, when students are part of a debate or discussion, they are asked to use factual information and support their opinions through arguments (Prabhu 47).

Nunan also describes two types of tasks that can develop different interactional patterns depending on the kind of responses expected from the learner (285).

An Open Task is the kind of task that does not require a single correct answer. For instance, a debate allows learners to give different points of view either for or against the topic. An important result of this type of task is the progression towards more complex oral production (Khan 115). According to Rod Ellis, "open tasks are divided into convergent tasks which lead learners to reach a common solution and divergent tasks in which learners are able to defend their opposing views" (qtd. in Khan 116).

A Closed Task involves a single correct answer or a restricted number of correct answers (Nunan 285). For example, sorting vocabulary cards (task) pushes the learner to find a restricted number of vocabulary groups.

3.4 The Methodology of TBLL

Rod Ellis distinguishes three important stages of Task-based Instruction (hereafter TBI) (80).

1. Pre-task: This stage concerns the development of activities before the task.

2. During-task: Within this stage various instructional options emerge.

3. Post-task: This is the stage of some follow-up activities that are meant to consolidate the task performance.

According to Rod Ellis, the pre-task phase "prepares the students to perform the task in a way that it will promote acquisition" (81). This stage, using Lee's terminology could be regarded as "framing" (qtd. in Rod Ellis 81), because the learners familiarize themselves with the main goal of the task. The task is presented to the learners introducing the language and the materials to be used (Curran et al. 23-26). Willis characterizes this stage as the shortest one, but it would depend on the learners' knowledge and the type of task to be worked on (42).

Rod Ellis suggests four different activity formats to develop with the learners in order to promote the pre-task phase. These techniques will enhance characteristics that could integrate a true language acquisition (81-4).

1. Presenting a similar task: During this stage, the learner may be involved in a task that contains some features related to the main task. This technique allows learners to prepare themselves individually so that the learners' performance could be scaffolded.

2. Providing a model: This procedure is developed through the use of oral or written materials that will guide the learners during the development of the task. The teacher could work on a specific aspect of the language that may have caused problems to the students earlier.

3. Non-task preparation activity: It is important to define the topic area of the task by providing background information. One recommended aspect is to work on the required vocabulary rather than grammar due to the usefulness of vocabulary for the accomplishment of the task. Thus there could be better results in complexity, fluency, quantity of output, etc.

4. Strategic Planning: This step could be used as an outline for the learners. It gives them time to plan an activity and the behavior required while carrying it out.

According to Willis, there are five points that the teacher should bear in mind during the pre-task stage in order to set up the task properly (42-6).

1. Introducing the topic: The aim of practicing the topic with the learners is to clarify the theme that will be worked on during the task. Learners should be familiar with the topic area involved. This kind of task could help teachers understand some cultural aspects about learners since learners may express their acceptance or refusal about the topic. If there is any rejection towards the topic of the task, this is an opportunity to change the topic for better development.

2. Identifying the topic language: This step helps students to practice language skills that they have already learned, or the teacher can introduce some topic-related linguistic forms to be worked on during the task. Consequently, learners will be more confident during the task realization. However, the teacher should not overemphasize the grammar and vocabulary instruction. A brainstorming activity could be useful to outline some phrases and words required during the task.

3. Pre-task language activities: The learners practice one or two short activities to prepare them for the task. The learners should understand the purpose of doing those activities so that the exercises do not appear meaningless. Some of the activities could be classifying words and phrases, matching phrases to pictures, memory challenge, brainstorming and mind-maps, etc.

4. Giving task instructions: The teacher has to explain the implications of the task, the goals to be achieved, and the required outcome. Furthermore, it is important to make sure learners know how to begin the task, the roles assigned to them and the time frame. The goals should be as specific as possible so that the students will feel confident when doing the task.

5. Allowing preparation time: Learners should have enough time to be prepared for the task so that they will be able to address the task, outline main ideas and prepare their dialogues during the task.

The next step involves the activities to be carried out during the task itself.

The during-task phase or the task is the core of TBLL assuming that the before-task phase has provided useful content and language skills to develop the task itself. Students are well prepared to perform an authentic project and carry it out successfully (Curran et al. 23-26).

Rod Ellis suggests some strategies in order to develop the task and contextualize the features of the process (85-93). The first strategy is the introduction

of the time factor. Having to carry out the task within a set time limit will help students to develop fluency. In contrast, when they work taking the time they think they need, accuracy might be enhanced. The second strategy involves using input data during the task, which can lend it a higher level of complexity. Some examples of such data are texts, audio recordings, or pictures. Finally, Rod Ellis recommends that introducing a surprise element in the task can motivate students to continue with the activity. The last strategy can also be employed when some learners have already finished the main task and need an extra activity, so that they do not get bored (Rod Ellis 85-7).

Rod Ellis suggests "process options" that are aspects that allow the students as well as the teacher to perform the task.

- The main influences for TB pedagogy are the prior experiences of the teaching-learning process and the teacher and learners' personal perspectives of the process options.

- A current characteristic is described as considering the language as a tool and the teacher and learners becoming language users. However, in most of the cases, the actors of the process (teacher and learners) hold the view that their main role is to teach and learn the language respectively. In order to overcome this difficulty, it is necessary to first produce the language to communicate.

- One recommended technique is the use of 'Instructional Conversation' which allows the teacher to have a real conversation with the learner about a certain problem identified during the process. As a result, the learners will have extended the Zone of Proximal Development (Vygtosky's theory) about a new linguistic item (Rod Ellis 87-93).

As Willis says, both exposure and the use of the target language are required to achieve language acquisition (53). Therefore, this methodology does not focus on grammar instruction or vocabulary memorization. In contrast, learners are exposed to real life language situations so that they can reach a language outcome.

The last stage of TBI methodology is the Post-task phase which has combined techniques to provide learners with wider opportunities to repeat the performance of the task, reflect on the task, or pay special attention to language forms (Rod Ellis 93-

96). Post-tasks, therefore, reinforce students' knowledge through feedback and evaluation (Curran et al. 23-26). Some of the techniques are as follows:

1. Repeat performance: This implies giving the learners an opportunity to repeat the task with the aim of improving it, especially the production part of the task. The repetition could be done with the same structure (same partners, groups, or places) or by changing the setting completely (Rod Ellis 93).

2. Reflection on the task: According to Willis, the best way to make students reflect on the task is by asking them to present a report describing the most significant decisions or results that have arisen from the task (58). Rod Ellis recommends using questionnaires to find out the learners' attitude to the use of similar or different tasks (94).

3. Focusing on form: This is the follow-up process carried out by the teacher that results from his/her observations during the task. The teacher can consider linguistic aspects that seemed to have constrained the learners during the TB process. Three ways are suggested to deal with the learners' linguistic problems, such as reviewing their errors by correction, using follow-up activities, or carrying out production activities by traditional exercises such as substitution or repetition (Rod Ellis 94-6). Willis recommends not correcting students' errors during the task itself because it might be discouraging (59).

The design of the lesson is an important aspect in TBLL since it will assure the success of the task process. Therefore, it is relevant to take into account the following principles that will guide the teacher when selecting the best options for a task-based lesson design:

1. To establish clear goals for each task-based lesson.

2. To ensure that students show an active role during the task-based lessons.

3. To ensure that students are primarily focused on meaning.

4. To ask students to evaluate their performance and progress (Rod Ellis 97-9).

3.5 The Strengths of Using TBLL

TBLL appears to have several strengths that make it a useful teaching tool in the EFL teaching-learning context. First, according to Chuang, this methodology is rooted in the theory of constructivism in which TBLL is characterized for being student-centered (4). Learners have the option of using any linguistic form during

their presentation, since the task is not concerned with grammar or vocabulary alone, which emphasizes the practice of language skills through the use of the amount of input that the learner has acquired or has learnt (Chuang 4). Secondly, according to Swardi and Prawati, the process of TBLL enhances students' social skills such as the freedom of sharing knowledge with their partners, the freedom of giving opinions, and the necessary self-esteem to develop speaking abilities. (8). For instance when students are able to negotiate meaning, they might provide their opinions about the achievement of the task. Finally, according to a research study carried out by Swardi and Prawati in which pronunciation, grammar, vocabulary, fluency, and comprehension were examined, the students' speaking skills were found to be better after the implementation of TBLL. Before applying TBLL, the students' pre-test scores were 51.02% (poor to average). However, their average in the post-test was 82.99% (good to excellent). Swardi and Prawati's research suggests that a considerable improvement in speaking skills is possible by applying TBLL (1-8).

3.6 The Weaknesses of TBLL

As well as having a number of strengths, TBLL has been found to have some problematic aspects, too. According to Swardi and Prawati, one of the major drawbacks of applying TBLL in the classroom is the difficulty to control students during the process (8). Accomplishing the tasks during the TBLL process requires the students' participation so that the classroom environment may be hard to control and some discipline issues may arise. Based on his TBLL study, Carless recounts that there can be some negative consequences of indiscipline in the classroom such as frequent interruptions and a chance for learners to use their mother tongue instead of the target language. Using evidence from semi-structured interviews with three Hong Kong teachers, the author identifies three instances that can lead to discipline problems. First, the environment becomes difficult to control when learners have not gotten specific instructions on how to carry out the task. Secondly, when the task is too easy or too difficult, the students become "off-task." Finally, in the task itself the noise is part of achieving it (Carless, "Implementing Task-based" 390-391). In order to overcome indiscipline and noise, the author suggests creating an atmosphere of student autonomy so that the learners can work by themselves without the entire direction of the teacher. From the perspective of the three teachers

who participated in the research study, Carless suggests having a group as a monitor that could control discipline or having rewards for the quietest ("Implementing Task-based" 392).

4. Research Related to Task-based Language Learning

After the above summary of TBLL, it is helpful to describe in detail some research studies carried out in relation to TBLL in the teaching-learning process. The description of important features about students' involvement will also lead to paying special attention to motivational variables influencing the TBLL process. Then a brief summary about the methodology shown from the teacher's point of view will clarify teaching challenges. Finally, it is important to recognize the main benefits as well as the challenges when adopting and adapting TBLL.

4.1 Motivation and TBLL

Motivation is an essential requirement for the learners because it creates a favorable learning environment. Several authors have researched and described the importance of motivation when students were exposed to the TBA.

Benevides and Valvona emphasize the use of authentic materials in order to enhance intrinsic motivation. They emphasize that the task should be "interesting and applicable to their lives" (2). When, for example, the students are asked to order a pizza, they can test if they have passed or failed the task when the pizza arrives (2). The results of another research study carried out by Dörnyei regarding the motivational processing of the TBA seem to suggest that learners' motivation will depend on the "interlocutors' motivational disposition" which, in turn, could influence the final task results. Thus, Dörnyei establishes that "task motivation is *co-constructed* by the task participants" (154-6). Another relevant research study conducted by Cheng and Dörnyei shows a top list of motivational strategies in the classroom. This research was carried out with the participation of 387 EFL teachers in Taiwan. It was based on two questionnaires investigating the most frequent and useful motivational strategies used by teachers during their classroom practices. This research found that, among others, the proper presentation of the task was a factor that enhanced students' motivation most. Thus, as a recommendation, the authors consider that the teacher should explain to the learners the reason and the

process of the task carefully, and that it is vital to provide the learners with a "rationale and strategic advice" regarding the development of the task (155-163).

4.2 The Teacher's Role, Perspective, and Understanding of TB Approaches

Larsen-Freeman and Anderson state that the role of the teacher is to be a monitor who observes the students' task performance and gets involved only when it is necessary (156). The teacher becomes a passive member of this methodology that is student-centered rather than teacher-centered. The teacher is not expected to do all the work for the students. The teacher has a big commitment during the task, but the main role is allowing learners to work by themselves. Nunan also mentions that the teacher's role is not a traditional one since he/she becomes the facilitator and guide, by taking a back seat during the task. However, most of the teachers prefer to maintain a high degree of control of the class rather than being back in the classroom (67-9).

In relation to the teacher's perspective, Carless carried out a case study with three EFL Chinese teachers who were in the process of implementing TBLL in primary classrooms. Three data collection methods were used such as classroom observation, focused interviews, and an attitude scale. One of the factors to consider while implementing TBLL is the teachers' perspective and understanding in order to compare the process of the methodology and the teachers' comprehension. The relevant findings were related to the teacher's attitude towards TBLL, the time available for TBLT, and the role of the textbooks and topics.

The first finding was related to the teachers' attitudes, which varied, and their level of enthusiasm towards the method was evaluated as high, medium, and low. One of the participants who showed a lot of enthusiasm towards the methodology was an EFL teacher-coordinator who had had a wider immersion in the TBI process. However, the teacher who showed a low level of interest was not an expert in this methodology. She usually tended to focus on discipline rather than on following the instructions for TBLL and, therefore, this methodology was perceived as burdensome and a disadvantage in her teaching practice.

With reference to the second finding, Carless remarks "time pressure presents some barriers in the implementation of Task-based Teaching" ("Factors of Implementation" 493). Most of the time, a teacher has to make sure of completing

the syllabus and preparing the students for the final examinations. For that reason, explains Carless, teachers spend less time setting up and carrying out TBLL activities. In his research, one of the three teachers who had less experience in working with TBLL found it difficult to work with some units since the materials were an obstacle to interpret according to their context in which they were going to be used. For instance, a unit about plants seemed useless and not motivational for the students since it did not make reference to the context (Carless, "Factors of Implementing" 494). This author makes reference to the textbook that is being worked on is not at all aligned with the topics, so it becomes difficult to adapt it to the TB approaches. Therefore, the teacher should find a way to make it suitable for the learning process. However, this fact would turn into a limitation since it is necessary to have extra time, find, or create additional materials, and of course increase on students a certain degree of motivation for these adaptations ("Factors of Implementing" 491-494).

To sum up, Carless recommends three strategies to consider while facing the previous constraints. First, colleague-work is helpful while adopting TBLL. The information or concerns related to TBLL implementation would be worth sharing with colleagues so that the participants of the discussion could come to an agreement together. Also, the teacher may also find it useful to work with more than one textbook. Having other textbooks at hand would help the teacher to analyze TBLT from different authors' perspective. Finally, having additional resources could provide the teacher with more task-based activities as well as more material for use in the classroom ("Factors of Implementing" 495).

4.3 Grammar and TB Approaches

Introducing grammar instruction during TBLL methodology has generated two positions. The first one is the consideration of explicit grammar instruction while the counterpoint is the reflection on the focus on meaning.

Nunan proposes the idea that there should be a space of grammar in the classroom during the task realization. In his book, he puts forward his definition manifesting that grammar knowledge is intended to express meaning because there is a connection between meaning and form. Thus by means of using explicit grammar instruction, communicative meaning may be uttered by learners (4).

However, Palmer contradicts this statement saying, "explicit grammar in the classroom would only lead to knowledge about the language, not the ability to make correct sentences automatically" (qtd. in Prabhu 14). Prabhu bases his research on this statement related to focus on meaning rather than focus on form, so that explicit grammar instruction is not required during task realization (14).

According to Carless, TBLL has a specific purpose, which is to emphasize "communication of meaning rather than the study of grammatical forms" ("The Suitability of TBA" 596). This perception recognizes the strength of TBLL in enhancing oral skills rather than being an explicit mechanism for the learning of grammar.

Carless also provides an overview of how various authors perceive TBLL and the philosophy behind it. Skehan, for example, believes that, just like the Communicative Approach, TBLL may have a strong and a weak version. The strong version advocates that the main focus of TBLL is the task itself. According to the weak version, TBLL will merely create instances to practice oral skills. Willis states that the strong version of TBLL allows the learners to choose the language form while Rod Ellis asserts that the weak version will merely provide an opportunity to practice a language item (Carless, "The Suitability of TBA" 596).

Skehan (3) and Willis (101), among other authors, have mentioned that the grammatical focus should only start during the post-task phase (the last stage of a TB activity). At this point explicit language instruction could be more useful for the learners since by then, they would have obtained some or enough input during the pre-task, and this input would have become familiar during the task realization. The students are then ready to process step-by-step with what has been learned by the time of the last step in which they will be able to recognize the linguistic form.

Another issue when implementing TBLL refers to the soft and weak version. Carless names these soft and weak methods as "situated task-based approaches" in which teachers adapt TBLL according to the culture and settings they occur. Carless explains that the situated task-based approach might present one main concern about grammar instruction in the pre-task stage ("The Suitability of TBA" 604-5). According to Fotos and Rod Ellis, the grammar instruction introduced during this stage should be consciousness arising rather than practice (809). The process of presenting grammar structures should highlight the cognitive understanding and minimize grammar in the role of language production (Fotos and Ellis R. 809). Thus,

direct grammar instruction in the pre-task stage leads to two issues. The first is related to the outcomes obtained from TBLL procedure. There is a "failure to account for learners' developmental readiness and students' ability to use forms correctly in controlled practice but not in later free production" (Carless, "The Suitability of TBA" 604). According to Carless, there should be greater emphasizes on the post-task stage, so input data can be better managed in the pre-task stage. The second one is the misunderstanding to match the theory explanation with the application. Carless says the mismatch between the literature and the teaching practice will demonstrate the teacher's low understanding about TBLL literature and poor preparation on this topic ("The Suitability of TBA" 604).

4.4 Benefits with Educational Elements

TBLL has several benefits in education both for the students and the teacher. First of all, Swardi and Prawati point out that one of the benefits is related to learners' engagement since the method encourages the learner to use the language with a purpose and cooperatively. As it has been mentioned above, learning is best achieved when students work together in order to achieve a real goal. Thus reaching the outcome expected from the learners is focused on the use of the language and the accomplishment of the task either in pairs or groups (9). In his article, Bruton mentions some important reasons that justify the use of TBA by means of pair work and group work. One of them makes reference to the intensification of collaborative work in which students participate as a team to achieve a solution for a problem (281). Carless also suggests that group work should promote all students' participation during a task. Firstly, the teacher ought to "develop more inclusivity in the classroom" by encouraging more participation from the more reserved students. Secondly, the teacher should organize group work in order to allow all learners to have the same opportunities to participant rather than just having a leader to report all the time. Thirdly, it is important for the learners to have different roles during tasks and be arranged in different ways so that they could represent different tasks ("Implementing Task-based" 394).

Another benefit concerns the teacher's position during the TBA process. In this context, Carless calls for "the need to build change processes on the existing values, understandings and prior experiences of the teachers who will implement an

innovation." The adoption of TBLL requires modifying certain beliefs created in the teacher's mind. Therefore, one of the most difficult, but at the same time richest element is the teachers' knowledge of the methodology. This process involves class changes, innovation, teacher's enlightenment, school development, among others (Carless, "Factors of Implementing" 498).

4.5 Challenges when Adopting TB approaches

TBA has faced some difficulties during the process of being adopted into an EFL/ESL syllabus. David Carless carried out a qualitative research study in Hong Kong schools in 2007. The instruments used in this investigation were interviews with teachers and teacher educators and observations of various classes.

According to Carless, one of the major difficulties is direct grammar instruction. He explains that the teachers preferred to use the P.P.P method (Presentation – Practice – Production) rather than the TBA. The P.P.P method overemphasizes grammar explanations in the pre-task stage, so that students can have enough input experience. However, the post-task stage tends to be used for remediation, error-correction, or feedback, but lacks the emphasis on language instruction analysis.

Another important factor is the way students who had been involved in the TBLL were assessed. The testing process did not match with the TBA since the assessment was based on traditional tests rather than task-based ones. Testers had still been grading the management of grammar rules rather than providing integrated and contextualized exams.

Finally, some of the teachers' comments in Carless' research make the point that the TBA over-emphasizes oral skills. In most of the textbooks, the tasks are based on 80% speaking with 20% reading while writing was considered only as reinforcement for the previous skills (Carless, "The Suitability of TBA" 603).

5. The Influence of Task- based Language Learning on Speaking Skills

When students start learning a new language, in some cases they are expected to be fluent foreign speakers. TBLL methodology gives preference to the enhancement of speaking skills.

Some research findings acknowledge that this methodology can improve speaking sub-skills such as Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. According to some research studies, during the adoption of this methodology students' participation should also be evaluated through Holistic and/or Analytical Rating Scales. According to Chuang, analytic rubrics identify and assess each speaking sub skill while holistic rubrics evaluate student work as a whole (10). Finally, some research studies point out that students may achieve higher success in fluency during their participation on TBLL methodology.

Swardi and Prawati state "speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information" (1). Willis states that the use of tasks in TBLL is the center of the speaking methodology (6). In TBLL, learners are expected to use the language to fulfill the task. In this context, enhancing speaking skills is not only being able to say words better; in fact, it refers to a process that asks the learner to use the language in order to achieve a purpose. The process also emphasizes the interaction between the listener and the speaker.

An action research project carried out by Swardi and Prawati (3-9) studied the major contributions of the implementation of TBLL to increase speaking abilities. This study examined five aspects of speaking such as Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. The application had two cycles of two weeks each with 30 learners. A pre-test was administered before the start of the first cycle and a post-test after each cycle.

During the pre-test stage, the researchers decided to test students' participation through dialogues. The pre-test score was 51.02%, which can be deemed as *poor to average*. Taking these results into consideration, the researchers designed their treatment. The task was carried out in pairs, and small groups, and the emphasis was on improving speaking skills. After the first cycle, the researchers administered the first post-test. The students were graded on the topics given to them by the teacher: they were expected to utter their opinion or state certain facts. The score for this test was 63.68% which would fall into the category of *average to good*. However, the researchers were aiming for an even higher result, so they started the second cycle following the same procedure as in the first one. Ultimately, the scores for the second post-test were significantly better: the students obtained 77.61%, a result that can be considered *average to good*.

The research shows that learners improved their speaking skills after the implementation of TBLL. The rate of improvement was 26.59% meaning that students moved from *poor to average* to *average to good*. Although the application of TBLL brought about remarkable findings, the major constraint faced during this approach was the students' problem to follow the procedures of TBLL completely during the first cycle.

The learners' immersion into language interaction through the application of TBLL allowed them to obtain higher scores for their speaking skills. According to Willis, TBLL contributes to L2 language learning with communicative effectiveness and L2 acquisition (35-6). Willis mentions that learners have more opportunities for speaking during TBLL (30). For instance, Willis proposes "spontaneous speaking" with reference to the use of "lexical phrases" rather than following the structure of written language (33). The students have the opportunity to speak freely without being concerned on language forms.

However, Rahman supports the idea that TBLL enhances the usage and production of the L2 rather than the acquisition of new linguistic elements in communication tasks (5). De la Fuente takes into consideration the idea that L2 usage and production may be in reference to the introduction of structured based production task (268). Furthermore, Bruton highliths the importance of planned syllabus or itemized grammar due to "the amount of oral interaction they generate" (283).

The issue is whether TBLL can be considered as an approach that introduces new linguistic forms or not. Willis recommends the acquisition of new language patterns in the post-task rather than during the task itself because the learner is using the language rather than learning it (45). Similarly, Skehan states that focus on form during the task realization "goes against the tasks' naturalistic principle of focus on meaning" (qtd. in De la Fuente 267).

5.1 Assessment

One way of assessing students during TBLL is using rating scales. Chuang applied two types of rating scales during her research. The first one was the so-called Analytical Ratings, which evaluated different skills and sub-skills of speaking such as vocabulary, grammar, pronunciation, and organization. The second one was

the Holistic Ratings, which assessed the overall aspect of the speech using a designation (i.e. pass or not pass) (5).

According to an interview conducted with two teachers, the type of assessment should depend on the class situation or the specific needs of the learners. The holistic ratings appeared to be more appropriate for beginners while the analytical ratings worked better with the advanced groups. However, some of the interviews that were conducted with learners participating in the same research showed learners preferred analytical ratings since feedback was explicit and they were able to identify their weak points (Chuang 10).

Using rating scales for assessment is important because it helps avoid subjective judgments, which may be a danger, especially when assessing speaking skills. The difference between the two types of assessment will always depend on the level of the group, the students' needs, the type of activities, and so on. Therefore, both analytical and holistic rating scales are to be considered useful tools when evaluating speaking skills that are the focus of many activities in TBLL.

5.2 Fluency

Melanie Ellis carried out an investigation the objective of which was to design a task-based syllabus to develop speaking skills focusing on fluency and complexity. The subjects participating in this research study were 39 learners, aged 20-42, divided into three groups. The instruments used for the collection of data were two questionnaires that gauged the participants' reactions and opinions about the validity of the syllabus and three assessments that were meant to measure the learners' progress in fluency and complexity.

The data concerning the effectiveness of a task-based syllabus came from the questionnaires. The learners stated that they felt they became about 40% more confident while speaking English. They also remarked that they were 35% more fluent, their vocabulary increased by 55% and their pronunciation improved by 20%.

Some quantitative data was obtained from this research as well. Speaking skills were operationalized by using the *mean length of utterance*, namely, "the mean number of morphemes produced per sentences" (MLU), as well as the number of pauses, the number of words per minute (WPM), and the number of adjectives, nouns, adverbs and qualifiers (type, token, ration, ratio).

Melanie Ellis points out that, as a result of the treatment, there was a significant improvement on fluency. Over a period of eight months, MLU (mean length of utterance) increased from 11.9 to 20.96. The number of pauses decreased as well and was down from 19.08% to 11.83%. Finally, the researcher admits that there was no significant gain in WPM (words per minute); the rate in this respect rose from 17.17 to 21.97.

As a conclusion, Melanie Ellis remarks that it appears to be possible to increase fluency by using TBLL with upper-intermediate level learners (343-6).

6. The use of Debates in the classroom

Making reference to the classification on task types made by Prabhu, debates are over the opinion-gap categorization which includes tasks developed through the use of opinions and arguments (47). In the same way, debating is made part of opened tasks for its features of enabling learners to propose their point of views against or for topics (Khan 115). Therefore, the use of debates in the classroom may encourage teamwork, language enhancement, speaking skills improvement, among others. However, it is important to remark that the lack of enough evidence leads researchers to carry out more research studies to establish a general statement about the use of this type of tasks in the classroom.

6.1 What is a debate?

In his book, *The Code of the Debater,* Snider emphasizes that "debate is about change" (xiii). Snider refers to the battles we have to fight in order to improve everything that surrounds us. Thus, debating is used when we need to clarify the matter and present our points of view to come to an agreement. The author also refers to "debating as a process that determines how change should occur" (xiii). Debating provides techniques to analyze issues from different perspectives in order to take a final decision. A debate also asks a person to be able to confirm facts, persuade an audience, or make an appeal regarding a topic (Metsamaki 207). These techniques allow the one debating to acquire the skills of argumentation and reasoning. There are formal and informal debates (Snider xiii). Some examples of formal debates are those conducted by politicians that require the use of

sophisticated debating skills. Informal situations like the ones at school, with friends, and in the family will make people discuss issues and look for solutions.

6.2 Debates in the ESL/EFL Classroom

"Preparing for a debate can promote proficiency in language development in ways that are challenging and exciting for students" (Stewart and Pleisch). Debates in the classroom require learners to use the language and, as a result, they will improve their communicative skills. Thus, debating is seen as "a mean(s) for developing language fluency and academic study skills rather than as an end in itself" (Stewart and Pleisch). The main objective when using debates is to enable students to practice speaking in situations that they may encounter in real life.

Beyond teaching a language, Kennedy reflects on the issue that "educators must focus less on teaching facts and more on teaching students how to use information." The author highlights the use of critical thinking skills (such as defining the problem), assessing the credibility of sources, identifying and challenging assumptions, among others which could all be applied while handling new information and considering challenging situations (2).

6.3 Types of Debates

Rai describes six kinds of debates in the classroom and provides a format and main characteristics for each (141-3).

Four-corner: The four corners of the class are defined as "strongly agree," "agree," "disagree," and "strongly disagree." Learners are asked to choose their point of view on a certain topic. When everyone has selected a corner, the students, belonging to each corner, sit down to write a paragraph summarizing their opinion. An important characteristic of this format is that the debate is not simply defined by dualism. Students can choose from the extremes and the middle way.

Fishbowl: When using this format, the students can be arranged in different ways. The first option is to put the students in two groups. Each group prepares their arguments and implements back and forth rebuttals that are affirmative or negative resolutions uttered from one group to another. Another solution is to divide the class into three groups. Two groups gather the arguments for and against the topic thereby becoming the expert groups while the third one acts as the audience.

Think-pair-share: Each student works individually writing their arguments for and against the topic. Then they are arranged into pairs to compare their answers and outline their ideas. After that, they are rearranged into groups of four to come to an agreement if they are for or against the topic. They then compose their final arguments to support their views and present them in front of the class. Since this type of debate starts from the students' individual performance leading up to group work, it makes all students practice and develop their thinking, writing, listening, and speaking skills.

Role-play debates: For this kind of debate, students are asked to play a stakeholder role that is appropriate for the topic. For instance, a debate about banning smoking at universities can involve different roles such as that of a student, the principal of the university, the owners of the tobacco company, a university student's mother, etc. Each student takes on the role and defends their point of view from the position that can be associated with their role. In this manner, the debate can bring up clashing arguments for and against a controversial topic. In the above example of banning smoking at universities, a student playing the role of the principal will, necessarily, present arguments associated with a person in authority while taking on board the students' point of view. However, the carrying out of this type of debate could be seen as controversial if several important perspectives like cultural issues and women's views are left out. Teachers should sensitize their students to other different points of views as a preliminary task.

Lincoln-Douglas debate: This kind of debate makes reference to Abraham Lincoln and Stephen Douglas, who fought each other in 1858 for the Illinois senate seat. Two students are asked to debate a topic with arguments and rebuttals. It can also be set up with groups of six students. In each group, two learners act as the debaters and the rest are the audience.

6.4 Characteristics of Debaters

Snider describes some important characteristics that debaters need in order to perform successfully and convincingly. The factors below could help the debater to project energy, enthusiasm, commitment, and variety in his/her presentation (Snider 102-5).

−   Voice: this is the most important communication tool for humans. In a presentation, the tone of voice can communicate concern, joy, fear, or curiosity. There are important characteristics to be considered such as volume, pitch, and speed.

−   Face: being one of the most expressive parts of the body, the face makes people pay close attention to arguments that could be emphasized by facial expressions. It is important that each facial expression matches the point being put forward, and the audience is not confused.

−   Eye contact: In most cases, establishing and maintaining eye contact is considered to indicate honesty. Arguments will appear stronger if people look at their audience.

−   Body movements: The body will present the debater as a whole being. Therefore, the body movements should be varied according to the exposition. A phrase will capture the audience's attention not only if it is important, but also if it is emphasized by appropriate body movements.

−   Gestures: When a presenter uses natural gestures, his/her appearance will be comfortable rather than uncomfortable. The efficacy of gestures will depend on the variation of them, but they should not distract the audience.

6.5 Debates as a method for improving speaking skills

As it has been mentioned before, debate techniques may enhance speaking skills motivating students to become effective foreign language users during the learning process. The learner has to be prepared for the debate through previous reading, he or she needs to listen carefully and provide a critical comment, as well as write down the necessary information during the debate (Iberri-Shea 18).

Suseno remarks that "speaking seems to be intuitively the most important skill to master" (1). Therefore, debaters are required to master some sub-skills such as pronunciation, stress, vocabulary, brainstorming, script writing, logic building, argumentation, and refutation (Alasmari and Salahuddin 148). Overall, students who have taken part in debates will have better oral communication skills and will enhance critical thinking skills. Further, they will be better prepared for college life and will perform better in a professional environment (Snider xiii).

Suseno conducted a classroom action research project that was designed to improve English speaking skills through parliamentary debates in which students assumed the roles of members of parliament. The sample consisted of 15 first-year university students participating in the English Self Developmental Program. The use of parliamentary debates went on for two cycles; the first cycle included pre-test and three meetings and the second cycle continued with the reflection on the first cycle and carried on with three more sessions.

After the application of the pre-test, the researcher summed up important findings regarding students' knowledge. None of the students were in *excellent or very good* category. Indeed, 60% of students were categorized as poor. Then 35% of students were described as fair, and 5% were categorized as good. Based on these pre-test results, it is evident that the students' achievement was not satisfactory.

After the first cycle, the researcher noted that the students did not achieve the required results. Therefore, she modified the methodology focusing on the students' engagement and including a variety of topics. After the two cycles, the researcher gave the post-test to evaluate the students' achievement. None of the students were in the *excellent* category. However, 5% of students were categorized as fair. Then 40% of students were described as good, and 55% were categorized as very good.

As a conclusion, the researcher established that learners improved their general public speaking skills after the use English Parliamentary Debates. Learners were able to debate and showed a significant improvement proving that the method was successful. Moreover, learners clearly enjoyed the debating activities.

Some of the findings sum up the main advantages that debates may have for the enhancement of speaking skills. For instance, since students needed to speak in front of an audience, they became more active and involved in the process. Their confidence in speaking also increased as a result of the information gathering activity in class. Finally, since students were able to use the language to reach specific and personal goals (Suseno 2-3).

6.6 Benefits

"Debates provide good tools for teaching foreign languages," says Metsämäki (212). Therefore, I will put forward some arguments as to why debates can be considered as a useful teaching tool in the EFL learning process.

Firstly, debates can enhance students' cooperation and encourage teamwork. Stewart reminds us that for the last years, debating has become one of the learners' favorite classroom activities (9). Debates will help students become engaged, because of their interest in the topic and the motivation created by exploring the arguments. According to Snider, the members of the debating team can "become a community" because there can be mutual cooperation and a commitment to get to know each other (xiii). Prabhu explains that while developing opinion-gap activities such as debates, the learners could achieve a degree of "high level of pleasure from success" (49).

Secondly, debates can promote learning. Snider said that students can determine their strategies and decide on their arguments (xiii). Through the development of different debating skills, students will feel free to participate in the process and become active language users. In fact, the participants will have the control of the debate. According to Iberri-Shea, "students learn more through having to explain information to others" (Iberri-Shea 19). Fukuda agrees on "the knowledge or skills which came from the practice in the debates led the students to become more accustomed to expressing opinions" (qtd. in Lieb 74).

Additionally, "students need to master the content more thoroughly when preparing for a debate" (Rai 140). Students need to have a deeper understanding of the topic for the purposes of the debate implying that they will be expected to evaluate the kind of information that they are going to deliver and receive (Bellon 161). This point is reiterated by Sanonguithai when she acknowledges that the critical evaluation of sources from international magazines or websites is important in the implementation of debates (83). For all the reasons described above, debating can be considered as a useful tool in the EFL teaching-learning process.

6.7 Weaknesses

As well as having some advantages, using debates in the EFL/ESL classroom has some weaknesses that could put constraints on its implementation.

One of these may be that there has been little research done concerning on the benefits of debates across the curriculum (Bellon 161). There is not enough evidence related to using debates in EFL/ESL contexts in order to create a broader consensus.

Another issue is the fact that "debates reinforce bias toward dualism" (Tumpsky qtd. in Rai 141). During debates, the participants have two sides while the topic could benefit from all its multifaceted aspects being taken into account (Hall 3). Even though a debate could benefit from looking at the issues from several points of view, the nature of the debate is such that the participants can either agree or disagree with the proposition. For its dualism nature, the major difficulty about using debates in the classroom relies on the "rightness of outcomes." According to Prabhu, at the end of an opinion-gap activity, the learners will not identify the right or wrong answer since this type of task is based on a subjectivity criterion when evaluating outcomes (48-51).

Moreover, "the thought of losing the debate can create angst for some students" (Hall 3). In most cases, for or against results will prevail at the end of the debate; this outcome might affect some students' feelings and lead to a lack of motivation to participate in other debates.

Finally, Marzban and Hashemi attempted to verify whether the use of opinion-gap activities may enhance speaking abilities or not. According to a research study carried out by the researchers, the results did not show a significant impact on students' performance. The study was based on a sample of 64 participants selected for the experimental group and control group. The application for the experimental group was based on TBLL methodology while the control group followed a simple sequence of debates application. The statistical results showed no difference between these two groups. The mean score was 75.28 for the experimental group and 71.75 for the control group, which shows an irrelevant difference between these two groups. However, the researchers proposed that through the application of opinion-gap activities, the participants became more fluent and more motivated. Then the researchers recommended applying opinion-gap activities with advanced groups because they may show to have a higher level of language proficiency and world knowledge (Marzban and Hashemi 943-8).

6.8 Recommendations

The guidelines below are based on a research project carried out by Sanonguthai with the aim of enhancing language skills using debates in the EFL/ESL classroom in

which the author makes some recommendations to be considered when applying debates for skills improvement in general (82-3).

1. The kind of material could be composed of a wider range of readings that should be selected from different sources such as international magazines or websites.

2. The feedback provided to the learners must be done individually since this will help them to overcome difficulties and personal failures.

3. The teacher can use the debates for the EFL classroom as well as organize a high school debating team.

4. For successful introduction and running of debates in the classroom, the teacher should be given on-going training so that he/she becomes more experienced in using this technique.

6.9 Assessment

Evaluating debates can be difficult because it is a speaking activity, which, unless proper instruments are used, is prone to subjectivity. Hence, the teacher or evaluator should establish guidelines for the evaluation of debates. This can be accomplished by creating a rubric that might include some of the questions used by Snider and Schnurer (qtd. in Rai 143) such as "Is the student persuasive? Is the student well-organized? Does the student focus on central ideas of the debate? Is the research recent? Does the student make frequent eye contact with the audience?"

These questions can help the teacher or researcher to create a rubric format to assess learners' performance during the debate. Another option is to consider learners' attendance and participation individually or as a team (Venema 33). Rai considers assessing students' performance as a team or individual, "the individual grade is based on diction, eye contact, insights in the issue, and overall effectiveness, whereas the team grade is based on their organization, preparation, use of supporting evidence, and use of rebuttal" (143). A third possibility is to choose the evaluator of the debate; for example, the learners can evaluate the participants and choose who the winner of the debate is or the instructor can decide the grade for the best debating group (Venema 33; Rai 143). Ultimately, students need to be aware of the criteria for the assessment of their debates.

6.10 Activities before debating

During debates students have to participate actively. Therefore, Stewart and Pleisch recommend some activities before the final formal debate to can enhance students' speaking skills, such as fluency, (adapted from Cohen et al.).

Activity 1 – For and against fluency pairs: Learners are arranged in pairs to practice for and against arguments. This kind of activity helps the student to be engaged in exchanges and build confidence and fluency.

Activity 2 – Classification Tree: This is a brainstorming technique in which learners are given a topic and in their group write all the details to support their argument. The main contribution of this activity to the debate is that it helps to organize ideas and thoughts, so students can express and write up their opinions more with a great ease.

Activity 3 – Argument/Counter argument: Learners have to be able to confront their partner by using counter arguments. They can record or listen to their classmates. Then they have to take notes about the information and be able to present a counter argument to the classmates. This activity helps learners organize the presentation of their arguments.

Activity 4 – Paraphrase and counter: This activity helps learners to control the language needed to present materials effectively, clarifies research findings to partners, and forces them to synthesize the information and reach conclusion quickly. Learners work in groups and each one gives an argument and responds to a counter argument.

Activity 5 – The hot seat: This activity develops academic language skills, fosters peer collaboration, and trains students to perform under pressure. Students practice formulation, anticipation, and responding to possible debate questions. In groups, one student is asked questions by all the participants.

In conclusion, learners who are made part of developing tasks such as debates seem to show a considerable improvement of their speaking skills especially on fluency when adopting the TBLL methodology. In fact, when debates are carried out in a meaningful context, the learners appear to participate highly motivated and produce more utterances, without forcing explicit grammar or vocabulary. Indeed working with tasks fosters a particular quality of learning satisfaction. In some other

cases, this methodology has appeared to enhance other language skills such as listening, reading, and writing. Additionally, the learners show distinctive awareness for implicit debating skills and debater characteristics.

CHAPTER II – RESEARCH METHODOLOGY

1. Overview

This chapter explains the methodology applied to carry out the research study. It describes the main characteristics of the methods, the participants involved, the instruments used to collect information, and the procedures followed to complete the investigation.

This research study is based on a quantitative methodology, and it follows a quasi-experimental design. It was designed to find out if the students' speaking skills may improve using debates through TBLL methodology, and it seeks to answer the following research question:

To what extent can debates using TBLL enhance speaking abilities of high school students in EFL classes?

2. Participants

2.1 School

This research study was carried out in Unidad Educativa Bilingüe Interamericana, which is a Lutheran school imparting Christian values to the community. The subjects participating in the research study belonged to 1ro de Bachillerato General Unificado (1ro BGU) parallel B. This would be equivalent to the 2nd level of the U.S. high school system.

The main intent of this high school is to graduate independent language users belonging to B1.2 level according to the Common European Framework of Reference (CEFR) for Languages (33). As established in the CEFR, there is a vast flexibility in a branching approach that is related to the common system. This system allows the levels to be split into practical levels that may meet local needs (32). This branching approach is set out in the "National Curriculum Specifications" which

"describes what language learners should be able to do at different stages of the learning process and what knowledge and skills they need to develop to communicate effectively in the target language" (Ministerio de Educación del Ecuador 4). The level of the participants of 1ro BGU at the beginning of the school year was to A2.1, which was established by the former teacher through a test.

In order to achieve this goal, the high school adopted a program of dividing one class of 40 or 44 students into two classes of 20 or 22 students which were grouped into A and B. A placement test is given at the beginning of the year in order to form these groups. Students who have higher test scores (from 8 to 10) or are native speakers of (American) English are placed in group A. Students whose grade was 7 or lower than 7 were made part of group B.

2.2 Students

During the school year 2012 – 2013, I was assigned to work with 1ro BGU parallel B, group A. The group was made up of 22 students, 10 female and 12 male. Their ages were between 15 and 16. The ethics of a research study requires asking the participants and the parents or legal guardians for permission due to the participants' role as subjects and their being under the legal age.

The researcher asked for consent from the authorities of the high school as well as from the participants and their parents or legal guardians. A consent form (see Annex 1) was sent to the school board (Consejo Ejecutivo) of the high school to obtain permission for carrying out the research project. It was accepted under the guidance of the coordinator of the English department.

Since none of the participants had reached legal age, their parents or legal guardians were asked to sign an informed consent too (see Annex 2). This informed consent which included the main characteristics of the research project, participants' role during this process, the ethics of the research, and information about the researcher was the same for both the participants and the parents or legal guardians. Thus, the legal procedure took place in order to proceed with the research study.

The experimental group constituted an intact class in which "the participants cannot be randomly assigned to one of the experimental or control groups" (Mackey and Gass 142). In fact, they were part of a group for the "sake of convenience"

(Mackey and Gass 142). The researcher was assigned to work only with this group of students during the school year 2012 – 2013. That is to say there was not another group that could serve as the control group.

2.3 Time

The participants attended seven English classes during the week; each class lasted 45 minutes. With the consent of the high school authorities and parents, the research study was carried out during four classes per week for about four months from February to June 2013. In other words, the treatment was carried out for about 40 hours. However, the pre-test, post-test, questionnaires, and topic introduction were not included within this time period.

3. Materials

In this section, a description of all the materials that were used to conduct the current study is presented in detail.

3.1 Course Books

The high school adopted a bilingual program which meant to acquire two courses, EFL and Social Studies. The EFL course book was "Got It 4" from Oxford English Press. It was a split edition, so it was necessary to cover four units. The second course book was "History of our World, People, Places, and Ideas" Volume 2, the Modern World. It is divided into five topics which are The Renaissance, The Scientific Revolution, The Reformation, Nationalism and Absolutism, and Exploring New Lands. These books were not based on TBLL methodology. In fact, the aim of this research study was to adapt this methodology in order to enhance speaking skills. The topics covered in these books were selected through a questionnaire to select debate topics (see Annex 5) and were put into debate form.

3.2 Preliminary Questionnaire

In order to know the participants' background, a preliminary questionnaire was designed (see Annex 3). The format of this questionnaire had two parts. The first part confirmed their gender, age, and years of studying English. The second section asked the participants to choose the most important English language skills and to

express their opinion about EFL learning process and the use of debates through ten Yes or No questions. The statements and questions on the preliminary questionnaire were provided to the participants in Spanish in order to avoid misunderstandings when answering the questions. Finally, this preliminary questionnaire was administered during the third week of February as one of the first steps in keeping with the thesis application (see Annex 4).

3.3 Informed Consent

The informed consent was first accepted by the school board. After that, another informed consent was sent to the participants and their parents or legal guardians in order to obtain permission to carry out the research study.

3.4 Debates Questionnaire

It was important to find out the participants' interest in debating topics. Therefore, the researcher designed a questionnaire (see Annex 5) to determine the topics to be used in the debates; and it was carried out during the first week of March. The questionnaire presented fourteen topics with an extra space in which they could submit an additional one. It was necessary to consider debating topics related to the course books, the high school vision, and the participants' interest. The researcher chose topics related to the units covered in "Got it 4" EFL course book and "History of Our World, People, Places, and Ideas" Social Studies course book. The themes of also had to be related to the Christian vision of the high school, so some topics were not taken into account.

Thus, the researcher had to select the topics carefully to create this questionnaire, and to achieve a balance between the materials planning, high school authorities, and the participants' interest. The final list (see table 2) shows the choice of these topics to be worked on from September 2012 to June 2013.

3.5 Observation form – Rubric

The rubric used for this research study was an analytical evaluation of the participants' performance in the research project (see Annex 6). This rubric was taken from PALS program, Performance Assessment for Language Students (Fairfax County Public Schools). It evaluates six sub-skills such as task completion,

comprehensibility, fluency, pronunciation, vocabulary, and language control. Each item evaluates four important sub-skills being graded from ½ to 4 points. The total points are converted into raw score, percent, grade, and rating. The raw score spans 24 points, the percent is over 100%, the grade is between A to F, and the rating shows the qualitative achievement such as EE (Exceeds Expectations), ME (Meets Expectation), AME (Almost Meets Expectations), and DNME (Does Not Meet Expectations)

As established before, this rubric grades students' performance into five categories such as task completion, comprehensibility, fluency, vocabulary, and language control:

Task completion takes into account students' achievement of the task from the minimal completion showing inappropriate task development until a superior completion of the task with a proper response and elaboration.

Comprehensibility is assessing the participants' response as well as listeners' interpretation. According to this item, the students should not require interpretations from the listeners' since the message should be clear.

Fluency is related to speakers' ability to talk without pauses or incomplete thoughts. The participant should reach a continuous speech with fewer pauses or errors.

Pronunciation is focused on the correct manner of pronouncing words or language. The learners should move from frequently interferences to fully communication enhancement.

Vocabulary includes words from inadequate to rich. The kind of vocabulary that participants should use has to be related with the topic.

Language control is administering the grammar structures that have been uttered during the participants' presentation from inadequate use of structures to controlled language structures.

3.6 Audio and Video Recordings

In order to validate the observation form, videos and recordings were used during the task implementation, the pre-test, and post-test. These techniques were employed to record the participants' performance during the task.

3.7 Pre-test / Post-test

An oral test was used to assess the participants' speaking skills before and after the treatment of the research project. This test evaluated the six sub-skills of the observation form such as task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control. The participants took the test in the same groups in which they had been working during the whole research study process. The process of pre-test, as well as post-test, was based on researching and preparing information and opinions about two topics worked during the process of application. In the pre-test, the participants worked with the topic, "what's your personal position about indoor and outdoor activities, and what is your final position as a group, and why?" and for the post-test, the topic was "To what extent have the technological inventions been beneficial to human beings?" In both tests, they had to present the topic using the information that they had researched such as facts, supportive ideas, and examples. Then the debate was performed with their opinions and arguments (see Annex 7-8).

3.8 Lesson Plans

Ten lesson plans were developed for each topic. They follow the structure of TBLL Methodology described by Rod Ellis in chapter one explaining the activities carried out during the process of pre-task, task realization, and post-task. The outcomes achieved after each stage were also included (see Annex 9).

4. Procedures

As proposed, the research project application was carried out during four months from February to June during the II term (2do Quinquemestre) of the school year 2012 – 2013.

The first step of the research project was to obtain legal permission from the authorities of the high school which was granted by the school board. Then the second step involved the participants' collaboration and consent. All the students had previously agreed to be part of the research study, so informed consent forms were provided to them to be signed and were duly returned.

In order to start with the research study form, the participants attended a four-hour presentation about debates and the methodology of TBLL. During the last week

of February 2013, the presentation was divided into two parts. The first one was about the importance of debates in the classroom, and the second one was about the steps that follow the methodology of TBLL.

For the first two hours, the researcher explained the importance of debates in the classroom. The presentation, based on the concept of debates from different perspectives, illustrated the importance of debates in the learning process, the various types of debates, and the participants' roles. During the presentation, the participants watched a video about an informal debate conducted in a classroom. A session of questions and answers about the relationship between the current presentation and the research study application followed. Finally, to sum up the presentation, the students participated in a short debate. This short activity was prepared to work with the whole class. They had enough information about using debates in the classroom from the researcher's presentation and extra worksheets, so they were aware of the process. To begin, half of the participants agreed on using this method in the classroom while the rest of them were against it. As a result, their participation was not satisfactory since, in most of the cases, the participants who were more proficient in English showed greater participation than those of a lower level.

The second part was completed in two more hours, and it explained using debates through the methodology of TBLL. As explained in chapter two, among the most significant researchers in TBLL methodology are Rod Ellis and Jane Willis, who have emphasized the three stages of this methodology: pre-task, task realization, and post-task.

In the pre-task, the main purpose is to introduce a new topic to the students. Related to the current research study, during this first stage, the participants had to do research to find information about the debating topics. They had to learn about main ideas of the topic, facts and opinions about it, and the arguments for and against it. In the classroom, the participants gathered all the main ideas and organized them into mind maps in order to share information with the rest of the participants. During this stage, vocabulary was emphasized rather than grammar structures so that the participants were aware of some clue words about the new topic.

The second stage is task realization. The actual debate was carried out during this stage. The first step was to divide the participants into four groups in order to

balance the number of students per group. The arrangement of the groups was based on the participants' performance during the first term (I Quinquemestre). Group one was made of those participants whose grades were the highest among the classmates, and they were called advanced. Groups two, three and four were organized according to their level of English. They were called high intermediate, intermediate, and low intermediate respectively. The names given to the groups were useful in order to identify the students during the research study even though they were not selected by a standardized examination.

One characteristic of this research study was the researcher's strategy of group work arrangements in which the participants were not assigned randomly, but according to their level of proficiency in English. The particular reason for this organization was to give everyone the same opportunity to participate actively in the debate. Thus, while the students worked with partners at the same level, the less able ones were part of the group in which there was not just one participant who reported their answers. Carless proposed to consider "inclusivity in the classroom" in order to have all participants to play an important part of the task ("Implementing Task-based" 394).

The debate was then carried out according to the following structure: Group one had to introduce the topic by means of a drama, a power point presentation, or a video. Groups two and three had to describe the main ideas of the topic and the arguments for or against it. Next, groups two and three had to ask the opponent group questions and start a debate. This procedure of asking and answering questions is as follows. The participants had to prepare questions for about 5 minutes. Then group two asked the first question, and group three answered it. After that, the group three asked a new question, and group two had to answer it. This process of debating was based on three questions for each group. After that, group four, who was the jury, had to decide which group, two or three, was the most effective and had to provide strong arguments for their resolution.

The last stage is the post-task, which was based on providing feedback about some struggles related to grammar structures or vocabulary. At this point, the participants were also able to recognize their strengths and weaknesses. Thus, the researcher emphasized the strengths of the students and helped them overcome their weaknesses for the next debate.

Before the participants engaged in the tasks, the attempted dates to carry out this project, the sequence of each debate, and the roles of the groups were explained to them.

The sequence of the debates followed the order in which the themes of the syllabus were developed. The following chart shows the debating topics and the scheduled dates to carry out each debate.

Dates for the Debating Topics

TOPICS	DATES Preparation	DATES debates
1. Extreme sports, can teenagers practice this kind of sports?	March 13	March 14
2. Outdoor or indoor activities, which is the best?	March 20	March 21
3. Michelangelo or da Vinci, who was the most predominant painter?	March 27	March 28
4. What consequences brought the church reformation?	April 3	April 4
5. Is The best way to end crime sending all the thieves to the jail?	April 10	April 11
6. Should Animals Be Used for Scientific Experimentation?	April 17	April 18
7. Are technological inventions beneficial for humans?	April 24	April 25
8. Which is the best way to rule a country, nationalism or absolutism?	May 8	May 9
9. Myths in our country, true or false?	May 15	May 16
10. Bullying	May 22	May 23

Table 1: Dates for the debating topics
Source: Lesson Plans

The dates for the debates were set up at the beginning of the application. The participants had been made aware of such dates, so there was no confusion among them and the researcher. However, some dates were modified due to high school programs or irregular classes. Therefore, the ending of the application was not as established in this chart.

During each debate, the participants had to change their roles. That means, if during the first debate one group were the presenters of the topic, for the second debate, they were going to present the arguments for the new topic. During the whole application, the participants changed their roles at least four times. Keeping this in mind, the participants were ready for the next step.

In order to measure the participants' speaking skills performance, a pre-test was administered at this stage of the process. As established before, the participants were arranged into four groups: group one or advanced, group two or high intermediate, group three or intermediate, and group four or low intermediate. During the first week of March, the participants were given a pre-test. Each group had to prepare their arguments for "What's your personal position about indoor and outdoor activities? What is your final position as a group, and why?"

The participants brainstormed all ideas related to indoor and outdoor activities such as the places to practice, kind of sports, competitions, equipment, and advantages vs. disadvantages. After that, the students had to read a text from Ezine articles, "Day trips–indoor and outdoor activities." In groups, they had to get the main ideas of the article and summarize the advantages and disadvantages. While the participants were sharing the information, the teacher monitored the class by explaining some important words.

The groups were assigned to work on the topic and to investigate and formulate arguments against and/or for the topic. During their presentation, they had 8 to 10 minutes to present information about the topic. Each of the participants had the opportunity to state if they were for or against the topic supporting their point of view with the respective arguments. Finally, the group took a final decision about the topic if they were for or against it.

The mean for evaluating their presentation was based on the observation form rubric. As it was explained before, the format of this rubric evaluated six aspects of the speaking skills such as task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control. After the pre-test, the students were ready to start with the application. In fact, the main goal of this research study was to enhance speaking abilities rather than debating skills. For this reason, the participants were intended to increase speaking abilities explicitly and debating skills implicitly.

The application started during the second week of March. First of all, the topics and the dates were introduced. Then the students began to work in pre-assigned groups. The structure of each debate was based on the lesson plans following the structure of Task-based methodology. Each plan took four hours to complete. One hour was devoted to the pre-task stage. Two hours were devoted to the task realization, and one hour was devoted to the post-task.

The students researched information about their topic and summarized primary ideas. As a whole, the class brainstormed arguments for or against the topic. Then the four groups were prepared to develop their role.

The first issue the class had developed was "Extreme sports, can teenagers practice this kind of sports?" During the first hour, the participants presented information, facts, and opinions about the topic they had researched. Having this information at hand, the participants brainstormed the main ideas of the topic emphasizing the advantages and disadvantages. As a class, the participants made a mind map in which the definitions and types of extreme sports were exposed. Then the advantages and disadvantages were organized into two charts to sum up ideas.

After that the participants gathered in their groups and were ready for the task realization. Thus, group one or advanced was in charge of presenting the topic. They chose to prepare a drama showing the advantages and disadvantages of extreme sports. For instance, three group members demonstrated Paintball and showed that while practicing this activity, people can have fun as well as train their physical skills. Then three more participants showed a drama practicing motocross and demonstrated how this kind of activity could be the cause of accidents with severe injuries or even death. With this presentation, the advanced group introduced the topic by balancing the advantages and disadvantages of extreme sports.

The group two or high intermediate supported the benefits of practicing extreme sports. They had five minutes to present information about this topic. Some of the important ideas were related to maintaining a healthy body weight, developing physical skills, breaking routines, meeting people, and so on.

After that group three or also called intermediate gave facts and opinions against practicing extreme sports. They showed cases in which tragic injuries could end the life of an individual. They also demonstrated how this kind of sport is very expensive and time-consuming. A person who practices this sport should be able to

invest a considerable amount of money and time. During this period of discussions, the participants took notes about the information presented by the opponent groups.

The next part of the task realization was the carrying out of the debate. The participants had five to ten minutes to formulate questions for the rival groups using their notes. For example, the high intermediate group asked the intermediate group "why are people practicing dangerous sports when there are others?" The intermediate group formulated the answer by taking more time than expected. The answer proposed by this group was "people like to take risks and extreme sports are one of these." In this debate, the groups took more time than expected to formulate questions and answer them. They additionally had some language problems when trying to express themselves in sentences, phrases, or arguments. It was difficult for them to utter what they were thinking. In order to achieve a better performance, the teacher's role would have been that of a facilitator and guide considering these difficulties and working on them during the post-task stage.

Finally, group four or low intermediate had time to declare which group had done satisfactory work. Their task was to prepare a short rubric with elements that were related to the debate performance. These included: understanding the topic, the use of comprehensible language, respect for the classmates, presentation of arguments, and oral expression, among others. The jury's final decision was that the high intermediate did an adequate completion of the task. Some characteristics about this group were to use strong arguments, to respect others, and to be good language use. However, the researcher stated that the position of the groups was not to protest about losing the debate but to improve their skills for the next participation. There were no real winners because they all were part of the debate.

The final stage was the post-task. In fact, there was no grammar structure to provide feedback on because the learners were free to use any language output. However, it was relevant to make reference to certain grammar structures mistakes that were repetitive during the debate. The teacher worked more on sentences and question structure through exercises. The vocabulary was strong for the participants since they had gotten enough input data in Term I (I Quinquemestre) and the pre-task stage.

This research study reinforced the topics studied during the first term. Thus, the participants were familiar with types of extreme sports, verbs used with particular sports, and places to practice them. The participants were also able to present the

strong or weak points about their participation and comment about their partners' participation, too.

At the end of the tenth debate application, the post-test was carried out during the last week of June 2013. In this case the topic was "To what extent have technological inventions been beneficial to human beings?" The participants had enough input data because they had worked on the topic by doing some research. The participants followed the same structure of the pre-test. Each group had 8 to 10 minutes to present information on the topic. Each member of the group also had the opportunity to support their point of view and carry out a debate by asking and answering questions.

The same means of evaluation as in the pre-test was used. The rubric evaluated the six sub speaking skills: task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control.

The time devoted to this thesis application was approximately four months. It had been designed to be completed within a three-month timeframe. However, due to the extra-curricular activities of the participants and the high school it became unfeasible to complete it within that timeframe.

CHAPTER III – DATA DESCRIPTION, ANALYSIS, AND DISCUSSION

1. Overview

This chapter explains all the data obtained during the pre-test, the treatment, and the post-test by showing the main outcomes through data description, analysis, and interpretation. Initially, the bar charts and the line graphs are meant to describe the data results. Therefore, the main findings will be structured under a new heading of interpretation.

The assessment was conducted in accordance with the Level 1 Speaking Task Analytic Rubric (see Annex 6) which evaluates six speaking skills: task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control. Each skill is evaluated through a minimum of 1 and a maximum of 4 with the categories of inadequate (1), somewhat inadequate (2), adequate (3), and superior (4) (adapted from Level 1 Speaking Task Analytic rubric).

2. Development by Group Level

The following analysis shows the development of the four groups by comparing the pre-test and post-test mean scores.

The first analysis demonstrates the advanced group performance.
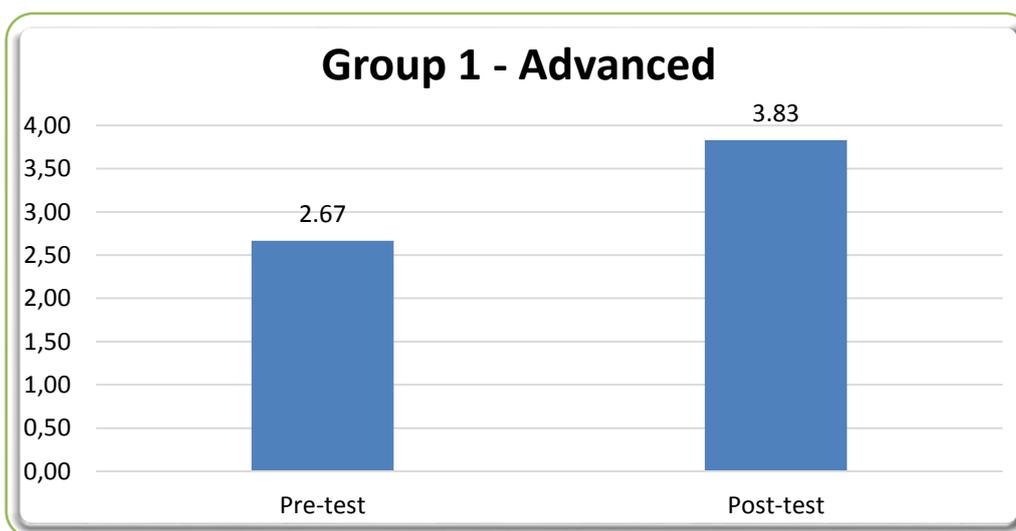

Fig. 1
Group 1 Advanced – Pre-test / post-test development

It can be seen in Figure 1 that the starting point of the group was not low average. Their performance was identified as somewhat adequate due to their

characteristic of being a high language level group. The post-test results showed a mean score close to the target one (4). It may suggest that there was an acceptable improvement of the six speaking skills because the group showed a considerable difference of 1.16 between the pre-test and the post-test.

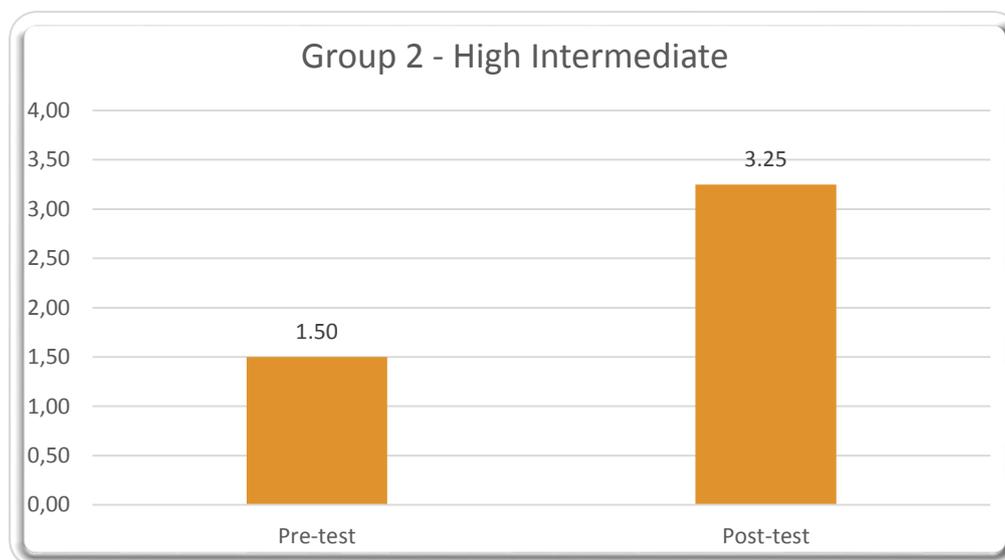The following graph illustrates the progress of the high intermediate group.

Fig. 2
Group 2 High Intermediate – Pre-test / post-test development

The progress that occurred from pre-test to post-test can be observed in Figure 2. At the beginning, the group had a low performance qualified as inadequate, but after the group's exposure to the treatment, there was a significant increase of 1.75reaching a substantial mean score. Therefore, the difference was considerable between those two stages.

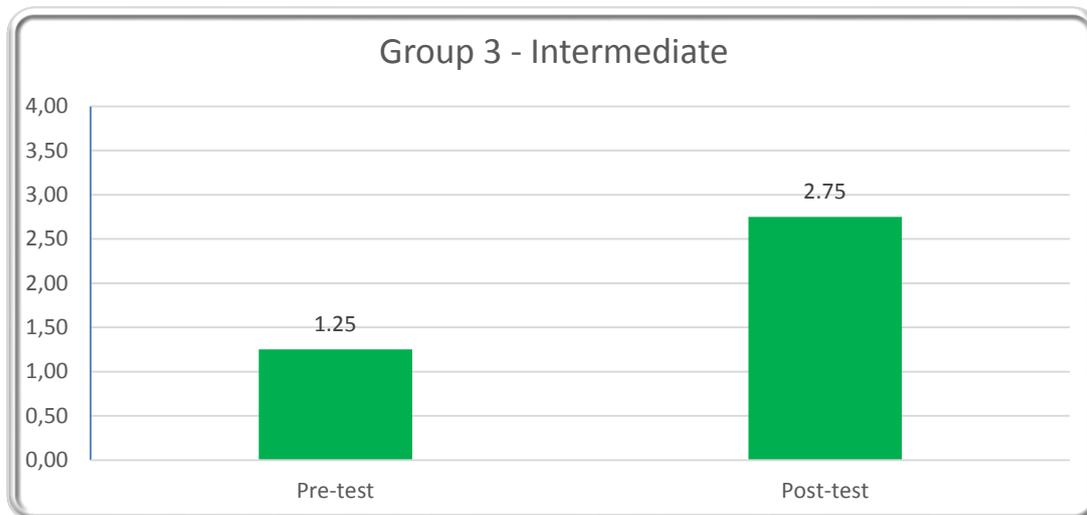The next graph displays the intermediate group's results

Fig. 3
Group 3 Intermediate – Pre-test / post-test development

Figure 3 shows that the group's performance rose considerably from 1.25 in the pre-test to an average improvement of 2.75 in the post-test. This evidence may imply that after being part of the treatment, the participants' skills expanded moderately. Even though they did not achieve a top score, they almost doubled the pre-test score by the end of the application.

The next graph illustrates the progress of the low intermediate group.
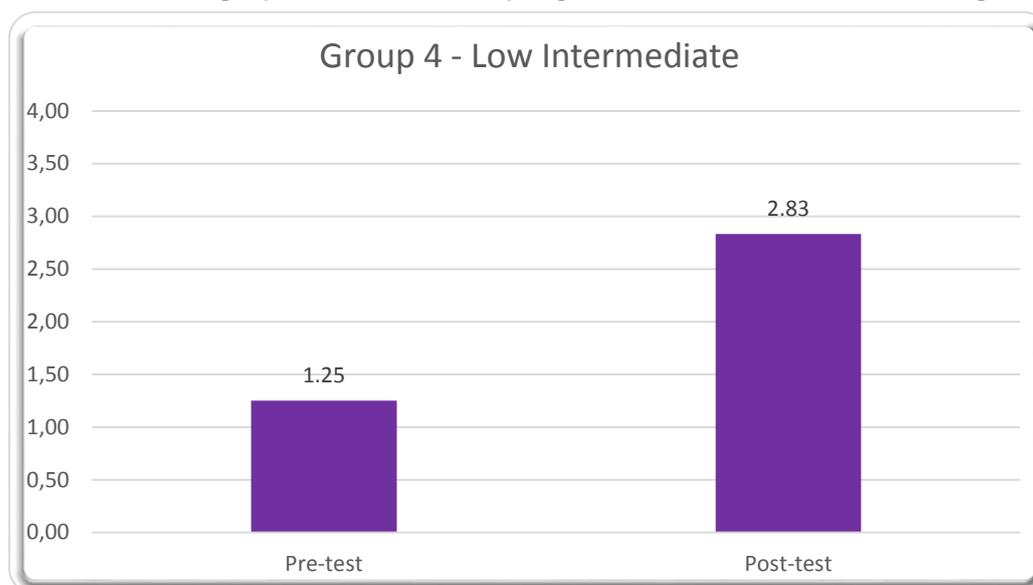

Fig. 4
Group 4 Low Intermediate – Pre-test / post-test development

As seen in Figure 4, the participants' speaking skills performance was considered as inadequate in the pre-test. But, during the post-test, the group's performance improved significantly by 1.88, and it shows a positive enhancement in which there was a substantial difference the pre-test and the post-test.

3. Statistical Analysis

In order to validate the hypothesis of this research study, first an analysis was conducted to estimate the mean and the standard deviation to measure the behavior of the participants in the pre-test and the post-test. Subsequently, the same measures were used to calculate the confidence interval. Finally, as an added value of this study, Student's t-test was applied.

3.1 Mean

The mean is the sum of all scores divided by the number of observations (Mackey and Gass 255). In the pre-test, the mean of the four groups was summed and then divided by the 4, and in the post-test, the mean was similarly calculated. The pre-test mean was 1.67, and the post-test mean was 3.17.

	PRE-TEST PERFORMANCE	POST-TEST PERFORMANCE
Group 1	2.67	3.83
Group 2	1.50	3.25
Group 3	1.25	2.75
Group 4	1.25	2.83
Mean	1.67	3.17

Table 2: Pre-test and Post-test Mean Results

Source: Statistical analysis

3.2 Standard Deviation

The standard deviation is a number that shows how scores are spread around the mean. When the standard deviation is smaller, the mean shows a better capture of participants' behavior (Mackey and Gass 259).

	PRE-TEST PERFORMANCE	POST-TEST PERFORMANCE
Number of Observations or groups	4	4
Mean	1.67	3.17
Standard Deviation	0.68	0.50

Table 3: Pre-test and Post-test Standard Deviation

Source: Statistical analysis

For the pre-test, the standard deviation was 0.68 in which the groups were somewhat heterogeneous, and had their own criteria. However, the standard deviation of post-test was 0.50, and it could be associated with the possibility that the group became more homogenous, and their perception of the methodology was unified.

3.3 Confidence Interval

In order to validate the above two statistical processes, the confidence interval calculation was carried out in order to give an estimated range of values to include an unknown population parameter. By means of statistical analysis, there was a confidence interval between a lower limit of 1.10 and an upper limit of 1.90. Therefore, if the experiment were repeated considering a sample with the same

characteristics, the post-test mean should be higher than the pre-test mean in a range of 1.10 and 1.90.

3.4 Student's t-test

Due to the fact of having just a treatment group, the Student's t-test was used to compare the performance before the treatment with the performance after the treatment (pre-test and post-test). As a result, the null hypothesis could be accepted or rejected.

For this research study, the null hypothesis was rejected because the population mean was not statistically equal showing that the pre-test mean score was 1.67 and the post-test mean score was 3.17. In fact, the population mean score of the post-test was significantly higher showing that the implementation of the treatment (TBLL) was effective.
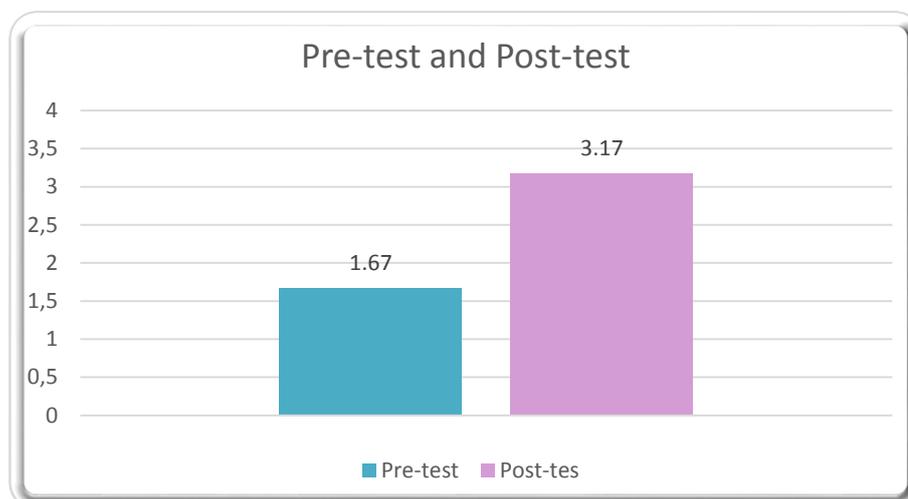

Fig. 5
Pre-test and Post-test Results

4. The Impact of Task-based Instruction on Speaking Skills

The following line graph illustrates the impact of applying TBLL. The results shown below represent the mean score of the pre-test, the ten debating sessions, and the post-test.
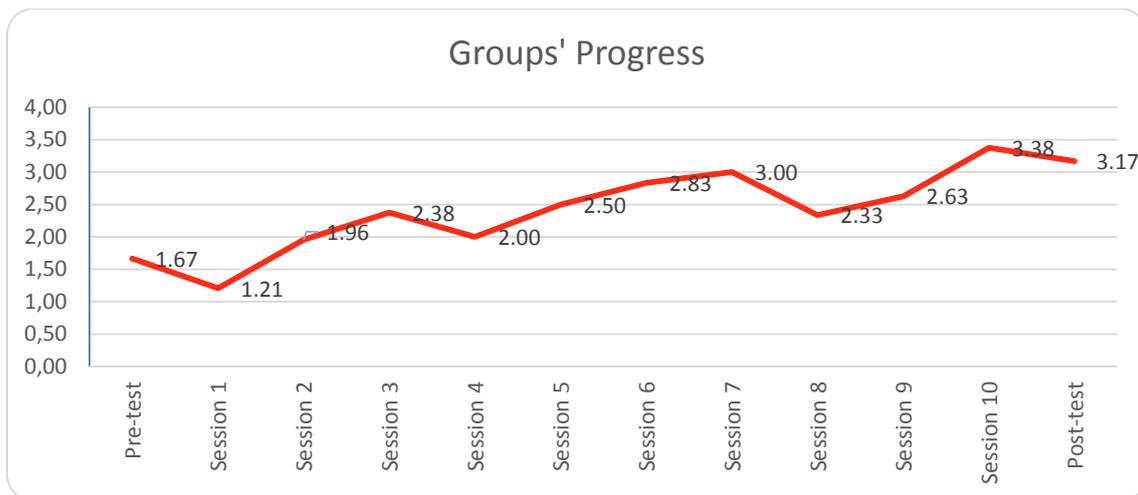
Fig. 6
Application of TBLL

As shown in the line graph, the progress of the participants during the treatment with TBLL was not linear. Indeed, there were peaks and valleys during the entire treatment starting from 1.67 to achieve 3.17 in the post-test.

It may be seen clearly that the participants' performance decreased slightly during the first session, but then it started to rise to a reasonable average in the following three sessions. However, for a second time, their performance dropped off in session four. After that, their performance level rose sharply during the next three sessions. Their performance suffered a dramatic fall in session eight, but then it made a considerable recovery in the last two sessions. Nonetheless, the post-test ended with a slight downturn. Even though the post-test mean score did not reach a top score, there was a considerable difference of 1.50 between the tests (an overall improvement of 90%). As it can be observed, there were a few drawbacks during the whole process which will be discussed in the interpretation section.

5. Group Performance

The following analysis is a broader explanation of each group's performance. It considers the mean score of the pre-test, the sessions in which they were part of, and the post-test. As explained in the previous chapter, the four groups had to play different roles during the debates, so the following results will show the sessions when they were debaters rather than when they were the audience or the jury.

First, the advanced group's performance is analyzed.
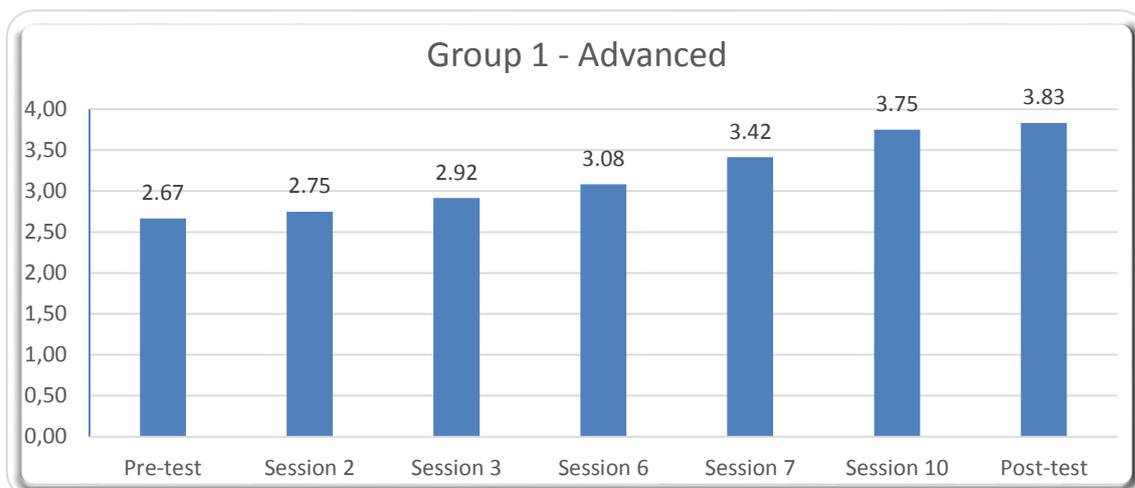

Group 1 - Advanced

Fig. 7
Group 1 Advanced – Group's Performance

As is illustrated in Figure 6, the progress of the advanced group during the five debating sessions in which they were part of achieved a substantial score. The performance of this group could be seen as appreciable because in none of the sessions could the performance of this group be considered as remarkable. There is a considerable difference of 1.16 (an improvement of 43%) between the pre-test and post-test score. Thus, it can be said that there was a positive effect with substantial improvement of speaking skills because the starting level tested as somewhat inadequate, but the post-test score was very close to top score.

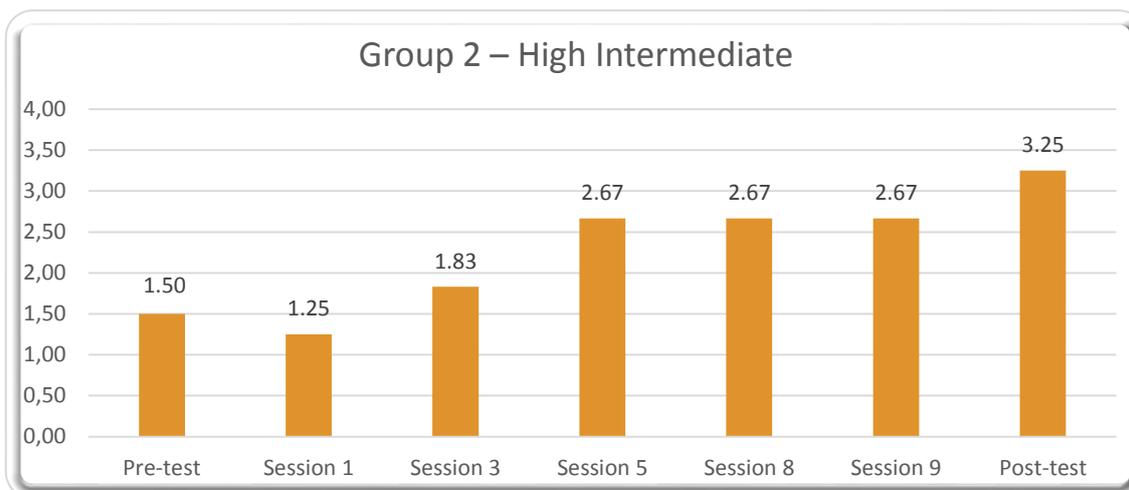We will now look at the high intermediate group's performance.

Fig. 8
Group 2 High Intermediate – Group's Performance

As seen in Figure 7, the high intermediate group's performance rose gradually during the treatment. However, only during session 1 did the mean score drop to 1.25, being qualified as inadequate. However, by the end of the treatment, the post-test score went up reaching a score of 3.25, so a marked improvement of 1.75 (117%) can be observed from pre-test to post-test.

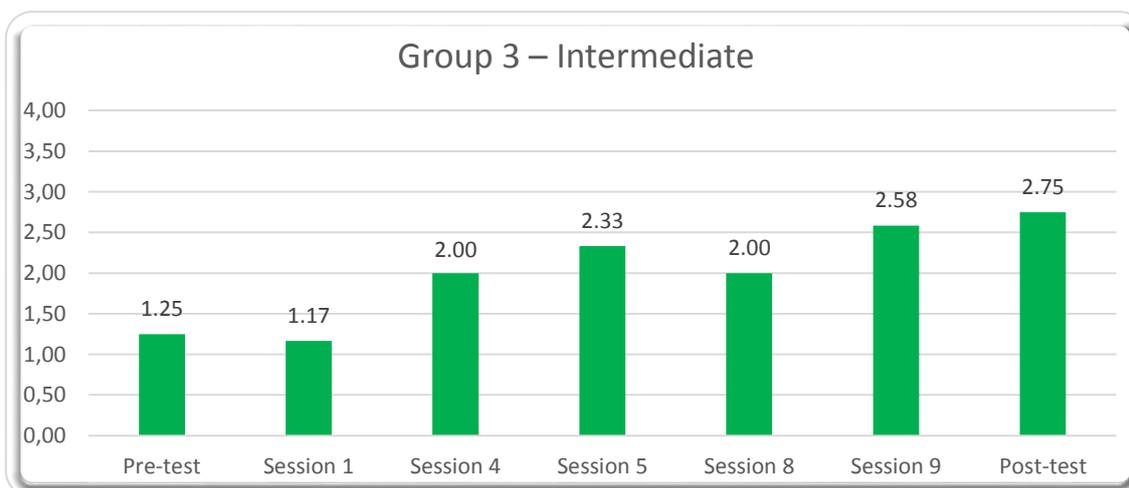The next graph illustrates the progress of the intermediate group.

Fig. 9
Group 3 Intermediate – Group's Performance

As Figure 8 shows, the development of this group can be considered as unsteady. The participants' progress went down during session 1. Then for the following two sessions, the mean score increased significantly. However, for a second time during session 8, the mean score dropped to 2.00 being qualified as somewhat inadequate.

Finally, the post-test mean score was considerably higher than the pre-test demonstrating an improvement of 1.5 (120%).

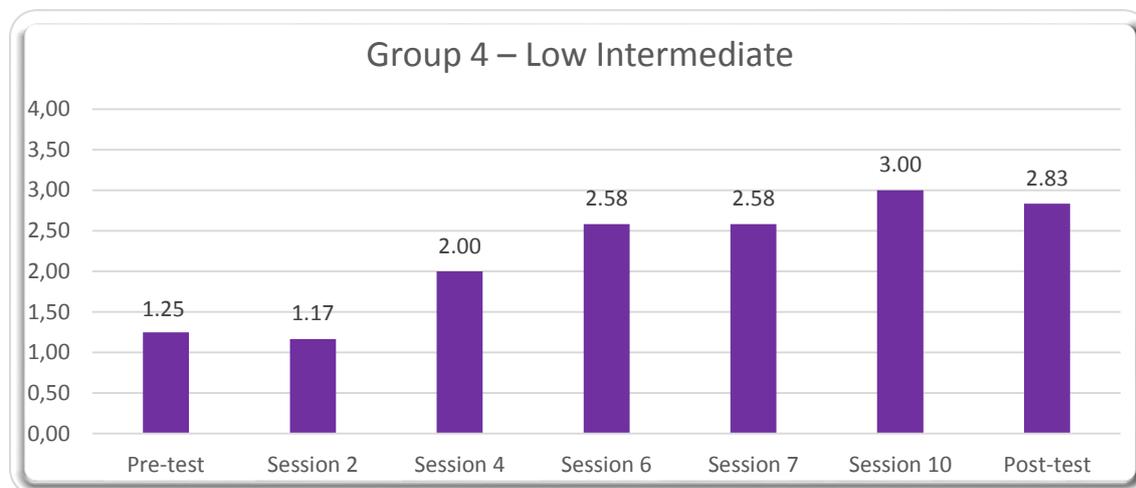The following graph displays the low intermediate group's results.

Fig. 10
Group 4 Low Intermediate – Performance

Figure 9 shows the progress of group 4, where there was an acceptable development during the application of the treatment in which only in session 2 their performance decreased slightly to 1.17. Although the post-test showed that the mean score was lower than the one obtained in session 10, there was an improvement of 1.58 (126%) between the pre-test and the post-test.

6. Skills Development

The following analysis describes the development that each group of students showed on the six speaking subskills and evaluates the skills scope and limitations.

6.1 Group 1 – Advanced
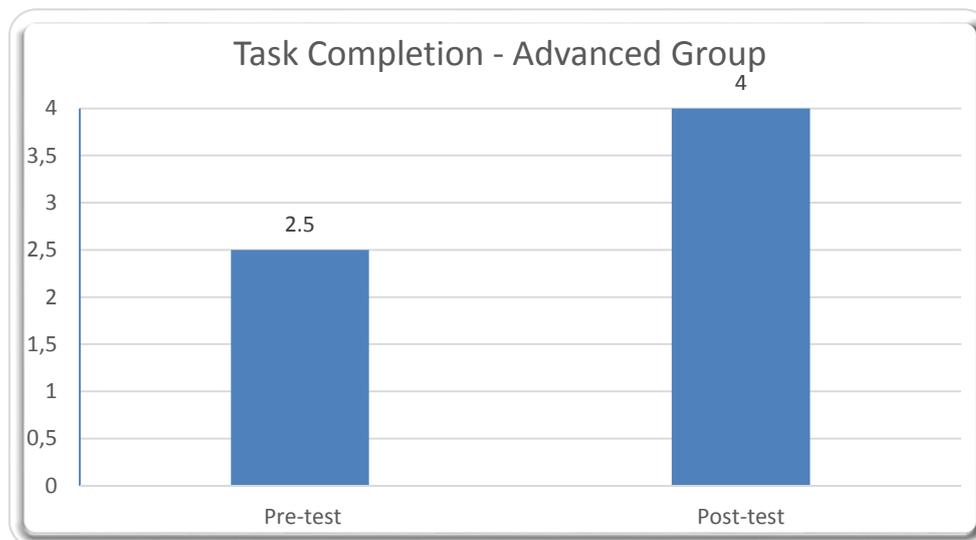
Task Completion Skills

Fig. 11
Task Completion Skills Development – Advanced Group

During the pre-test, this subskill was graded as somewhat inadequate since the students tended to read paragraphs from the text rather than expressing their opinions. By the time of the post-test, the participants managed a superior completion of the task responding appropriately and with elaboration, and thus, reaching the mean score of 4 (an improvement of 60%). In addition, during the debate presentation, they followed the sequence of debates and were aware of taking turns to ask and answer questions at the right time. They were also able to express their opinions by using stronger arguments that were well structured without the need for reading parts of a passage. It might be proposed that the participants became independent learners through their commitment to working by themselves and to following the stages of TBLL.
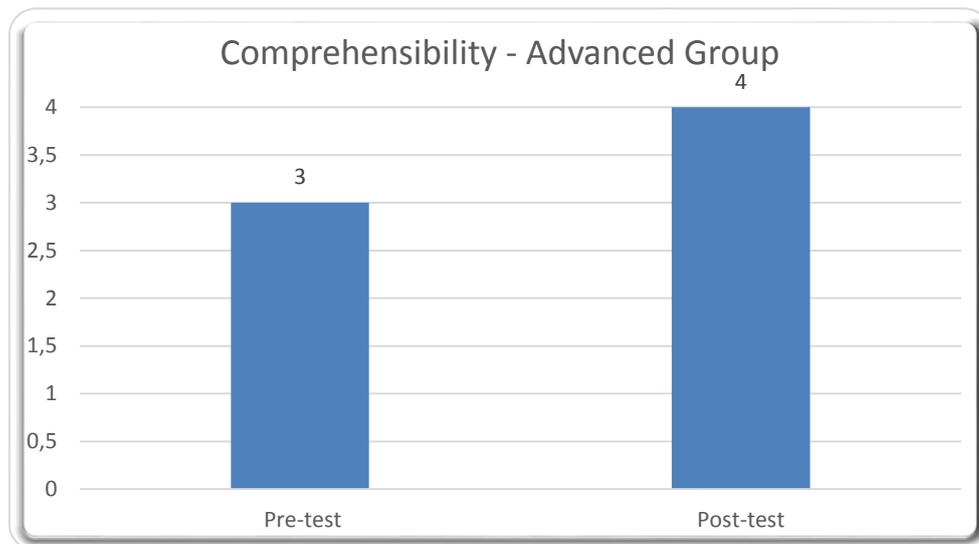
Comprehensibility Skills

Fig. 12
Comprehensibility Skills Development – Advanced Group

On the pre-test, the performance on this subskill was graded as adequate because this group achieved a score of 3. During the interaction, the listeners required some clarification from the speakers because some ideas were not fully concluded and lacked content. On the other hand, the post-test results showed that the participants' response was easily comprehensible because it did not require interpretation on the part of the listener. The speakers also employed sentences with improved structure that made the listeners understand their speech. It is important to mention that repetition was not required, so the debater had no necessity to explain or clarify any statement. In fact, a natural interaction between the speaker and the listener was observed, so there was interest on the part of the participants to continue with the debate, and they demonstrated this interest by asking more questions.

Fluency skills
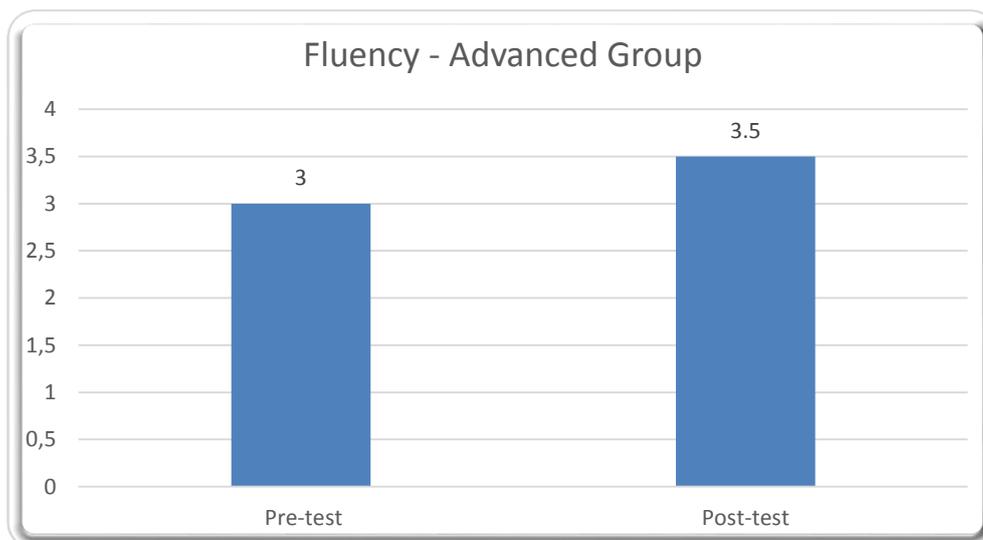
Fig. 13
Fluency Skills Development – Advanced Group

The pre-test score was qualified as adequate because their presentation did not contain long pauses or hesitation. However, the post-test shows that the main achievement on fluency was the accomplishment of a natural speed when expressing their opinions and arguments with no sights of stumbles. Therefore, a slight increase can be observed during the post-test since there was only a difference of 0.5 with reference to the pre-test score.

Pronunciation skills
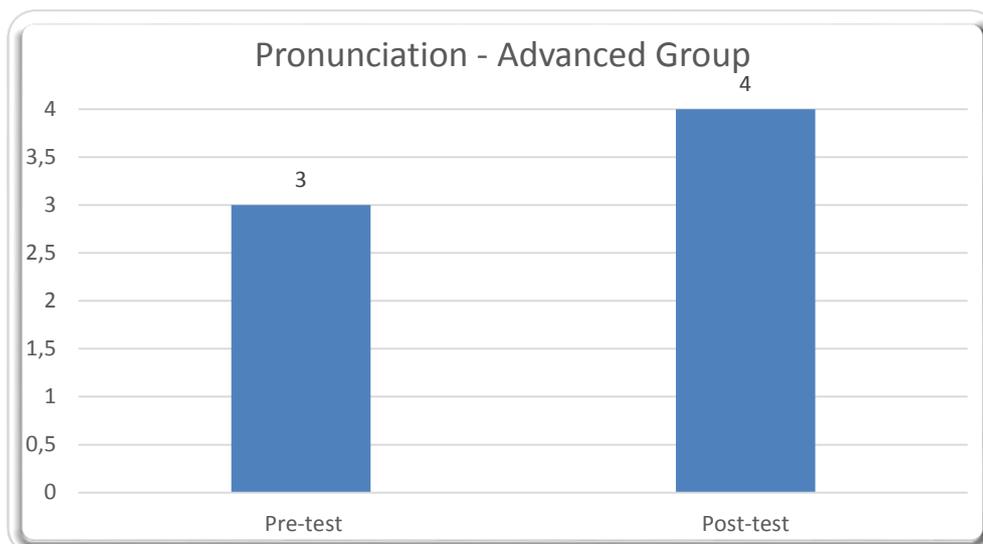
Fig. 14
Pronunciation Skills Development – Advanced Group

During the pre-test, the participants' performance was graded as adequate because, at this stage, their speech only occasionally interfered with communication. However, this subskill showed a marked increase in the post-test because there was no misunderstanding or confusion due to mispronunciation, so the participants managed to speak clearly, which helped them to keep on debating.
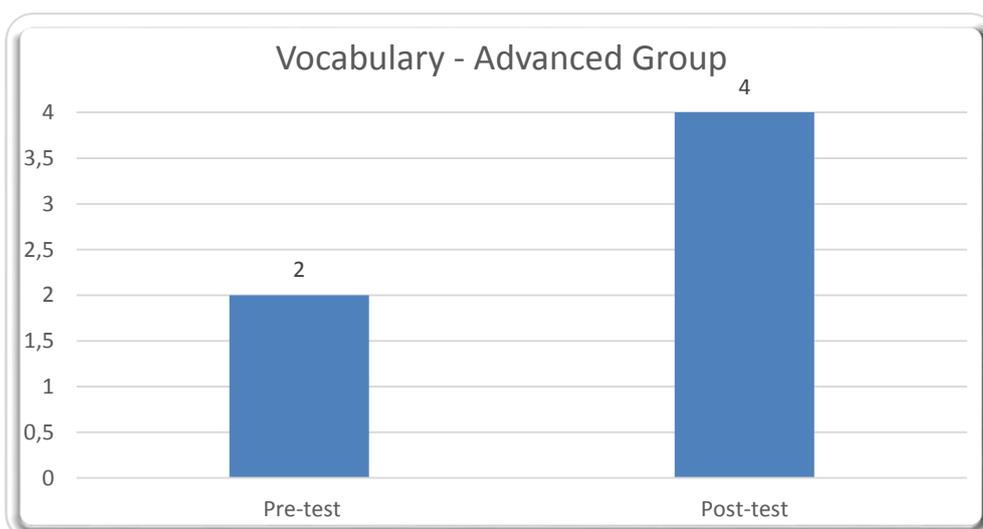
Vocabulary skills

Fig. 15
Vocabulary Skills Development – Advanced Group

During the pre-test, the advanced group's performance was graded as somewhat inadequate. The level of vocabulary of the participants was not accurate

since they repeated words frequently lacking the use of synonyms. As opposed to this, during the post-test, there was an evident use of rich vocabulary being qualified as superior for achieving the top score of 4.00 (an improvement of 100%). The post-test examination was about the importance of technological inventions for humankind. The participants made use of an expanded vocabulary emitting words like "benefits," "works cited," "source of information," and "scholarly journal," among others. There was also no use of Spanish, so one student asked the meaning of a word using a phrase in English.

One of the benefits of debates, as Snider stated, is the enrichment of knowledge, because the participants make use of debating skills to enhance speaking skills and also to promote learning (xiii). This benefit may imply that their improvement in vocabulary can be related to the acquisition of new knowledge by means of researching the topics.

Language Control skills
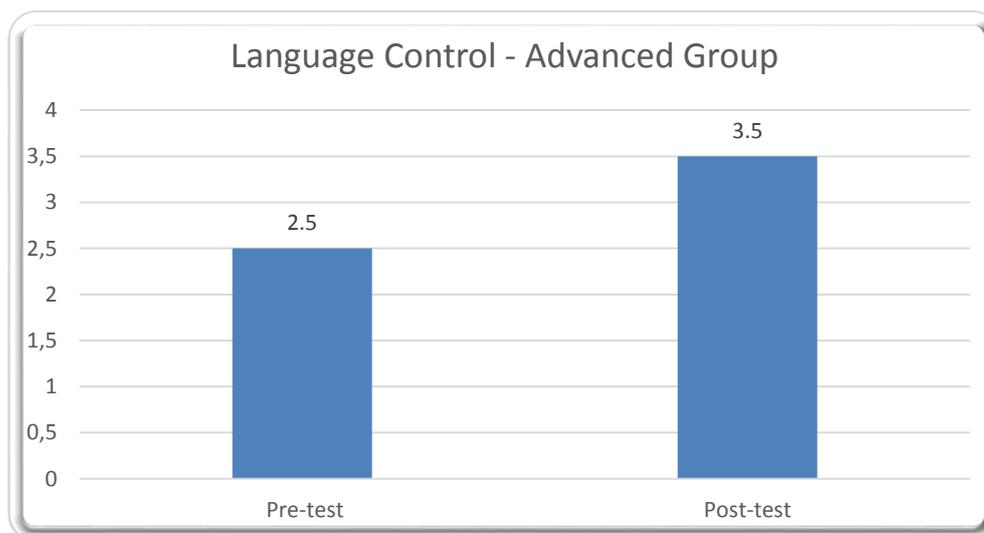
Fig. 16
Language Control Skills Development – Advanced Group

At the pre-test stage, the students' participation was not adequate because they showed a low average of language linguistic skills. The structure of some sentences lacked subjects, especially when a sentence started with the verb to be. Meanwhile, for the post-test, the participants showed better control of basic language structures. The evidence on using accurate linguistic forms was reflected on the way they formulated questions and answers.

6.2 Group 2 – High Intermediate

Task Completion skills.

Fig. 17
Task Completion Skills Development – High Intermediate Group

For the pre-test, the participants' response to the task was graded as somewhat inadequate. Even though the participants attempted to express their own arguments, most of their presentation was based on reading parts of the text aloud. In fact, the task was not prepared satisfa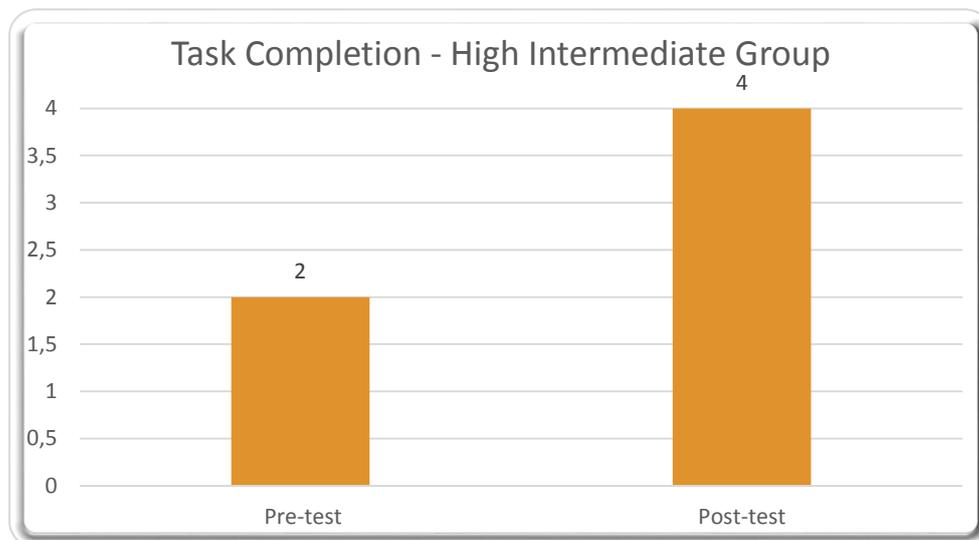ctorily, and they did not discuss the topic as was requested. However, during the post-test, the task completion was superior because the participants took into account the main steps to follow the procedure of debates through the TBLL. Moreover, the use of linguistic forms was not limited to a particular type of grammar structure because they made use of a number of language structures in accordance to the topic. Willis has introduced the characteristic of employing "spontaneous speaking" rather than reading written language during TBLL (133). In this sense, the high intermediate group did not structure their speech in written language, but instead they were able to structure their ideas in their minds and employ spontaneous speaking without being limited to single grammar structures.

Comprehensibility skills
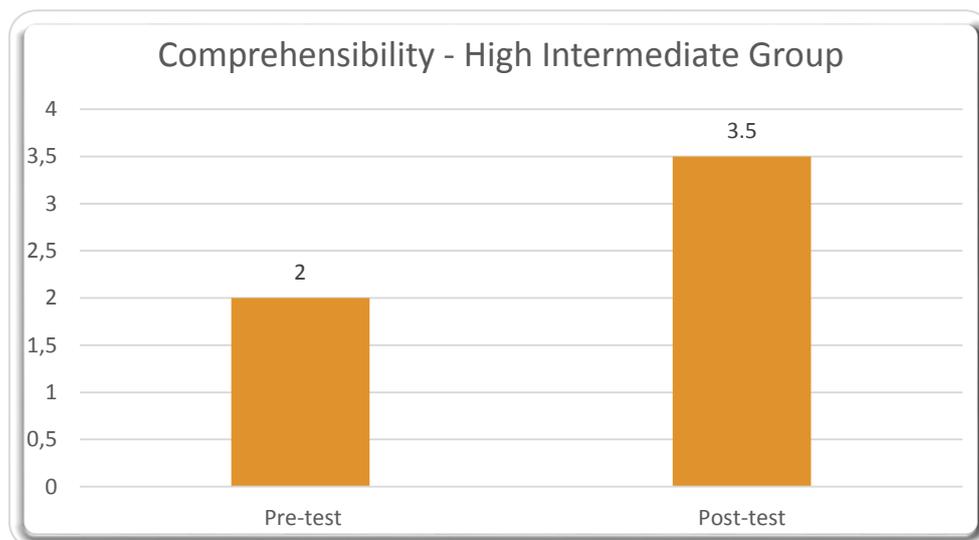
Fig. 18
Comprehensibility Skills Development – High Intermediate Group

For the pre-test, the interaction between the listeners and speakers was not entirely comprehensible. In fact, the participants' utterances were not very clear, and their opinions contained incomplete thoughts. However, for the post-test, the interaction noticeably improved since the participants' responses did not require interpretation on the part of the listener. The participants employed better-structured sentences that enabled the listeners to understand their speech, and it was not necessary for the speakers to explain or clarify any of their statements because their ideas were clear enough.

Fluency skills
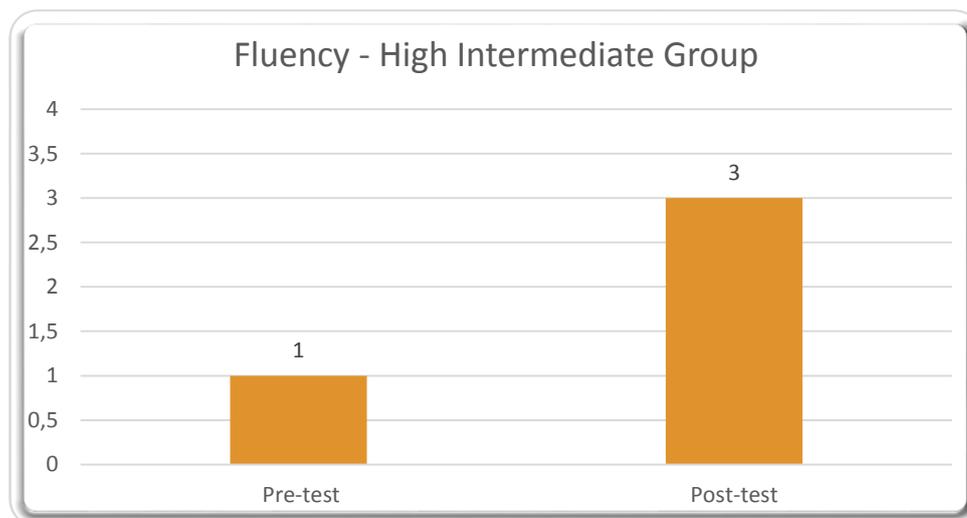
Fig. 19
Fluency Skills Development – High Intermediate Group

During the pre-test, the performance on fluency was graded as inadequate. The main issue was that the participants had long pauses during their speech and expressed their opinions with incomplete thoughts. Meanwhile, the post-test mean score was graded as adequate since it moved up from 1 to 3 (an increase of 200%). In fact, the number of pauses and hesitation were reduced, and their utterances were not broken into chunks.

One of the benefits of TBLL is the improvement of fluency. For example, Melanie Ellis carried out a research study on fluency, and she concluded that fluency was enhanced by decreasing the number of pauses from 19.08% to 11.83% (343). It may be proposed that there was progress on this skill since the participants of this group employed speech with short pauses and fewer hesitations.

Pronunciation skills
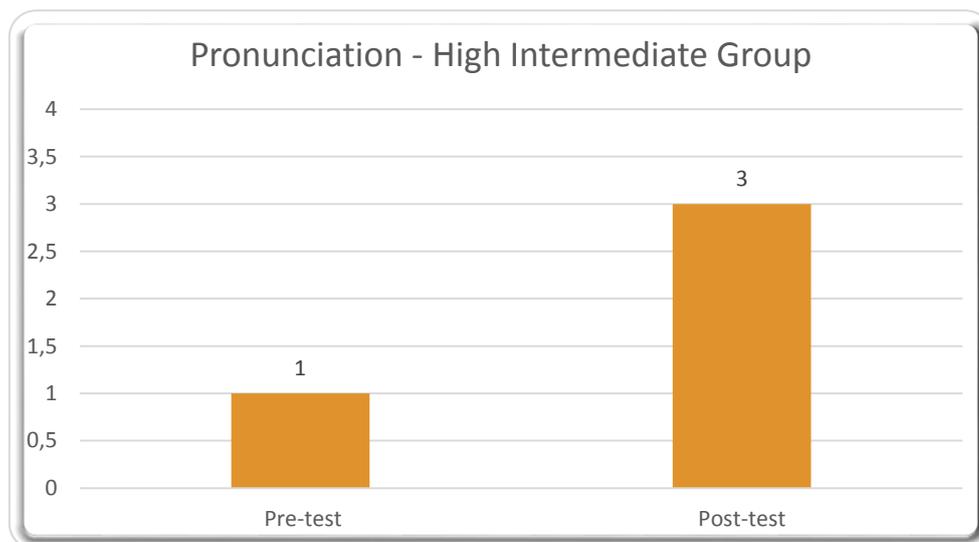
Fig. 20
Pronunciation Skills Development – High Intermediate Group

For the pre-test, pronunciation was graded as inadequate because this skill interfered with communication. In most of the cases, mispronunciation did not allow the participants to understand the whole idea. However, for the post-test, the mean score increased considerably moving up from 1 to 3 (an improvement of 200%) and being graded as adequate. Their speech did not interfere with communication even though the participants made some mistakes, often related to the simple past tense of regular verbs.

Vocabulary skills
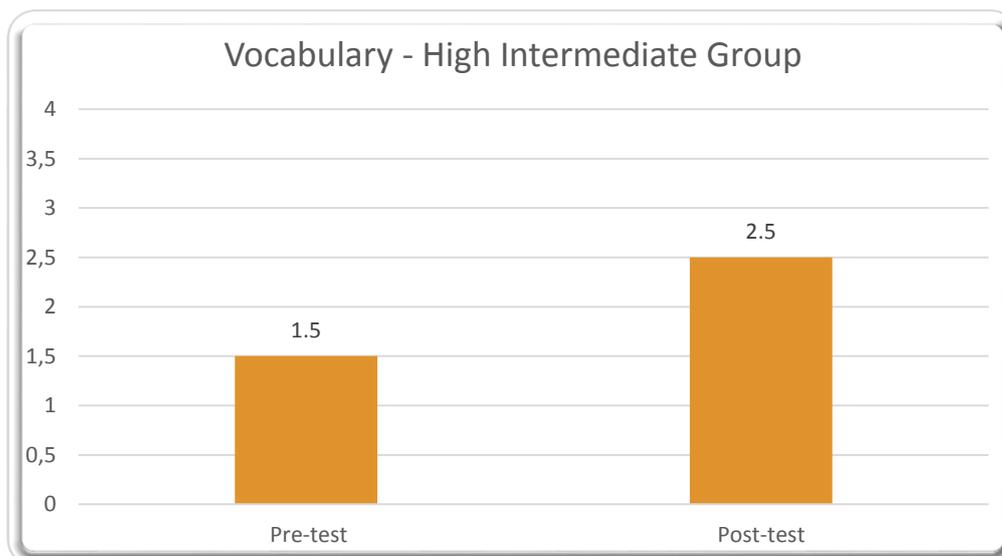
Fig. 21
Vocabulary Skills Development – High Intermediate Group

During the pre-test, the use of vocabulary was inadequate because there were a large number of mistakes relating to commonly used words. In some cases, students tended to use a *false cognate*, which is "a word in a language that looks or sounds similar to a word in another language but means something different" (false cognate). For instance, student 9 misused the expression "compare time" instead of "share time." For the post-test, the use of vocabulary was not totally accurate, either. The participants did not employ adequate vocabulary related to the topic, and there was still a tendency to use false cognates such as "actuality," "realize," etc.

Language Control skills
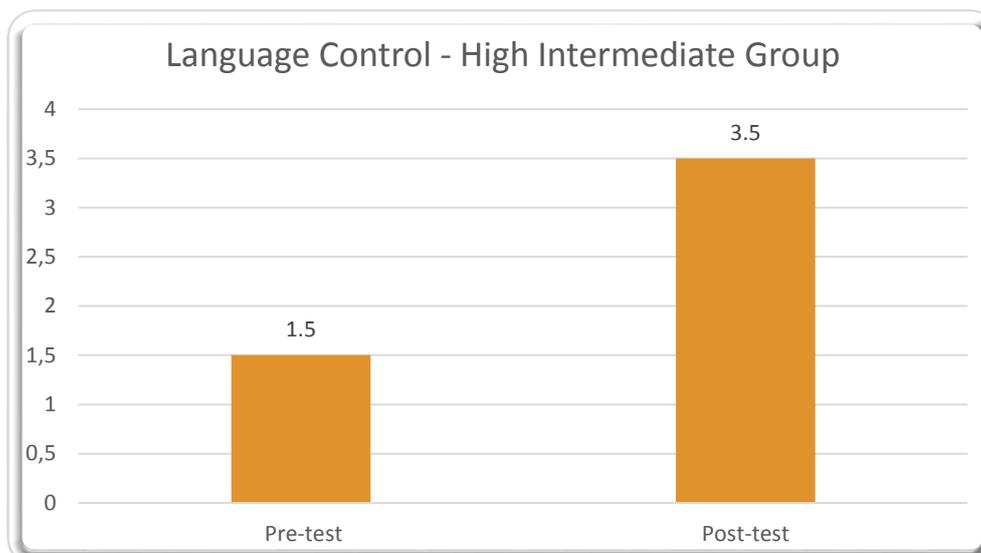
Fig. 22
Language Control Skills Development – High Intermediate Group

In the pre-test, the participants employed basic language structures. The use of modals was a constant problem for the participants; for instance, Student 10 tended to repeat the same mistake regarding the use of the infinitive "to" after a modal verb such as "can to be, can to say." Regarding the post-test analysis, the participants showed more control over basic language structures because they started to manage grammar structures for affirmative and negative sentences and questions competently. In fact, they went from 1.5 in the pre-test to 3.5 in the post-test (an improvement of 133%) achieving excellent progress.

6.3 Group 3 – Intermediate

Task Completion skills
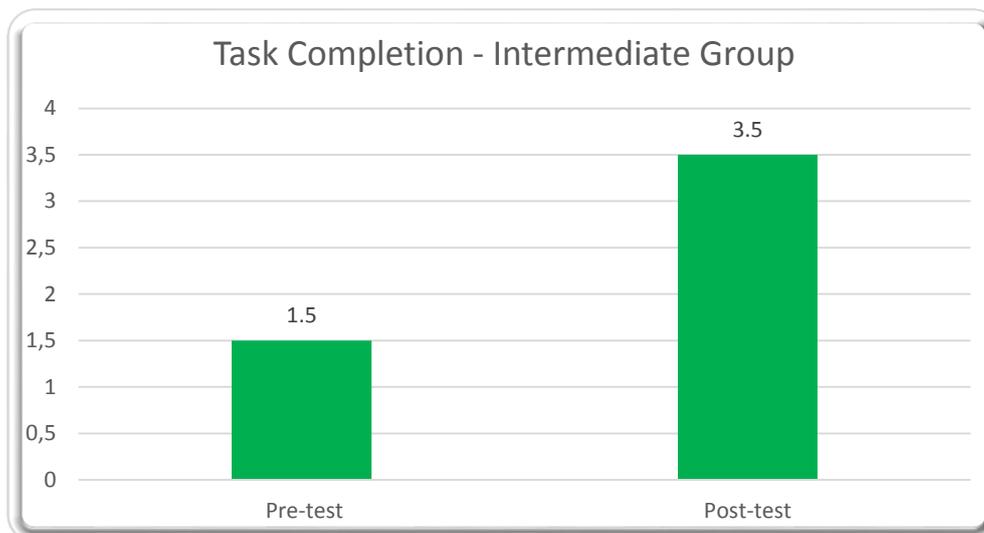
Fig. 23
Task Completion Skills Development – Intermediate Group

During the pre-test, the participants did not adequately manage to carry out the task. The participants were not eager to express their own arguments and opinions, so they tended to read ideas from the text. Meanwhile, for the post-test, this subskill performance was graded as adequate because their improvement went up from 1.5 to 3.5 (133%). In fact, the participants' responses were appropriate, and they were already able to state their arguments with elaboration following the structure of TBLL.

Comprehensibility skills
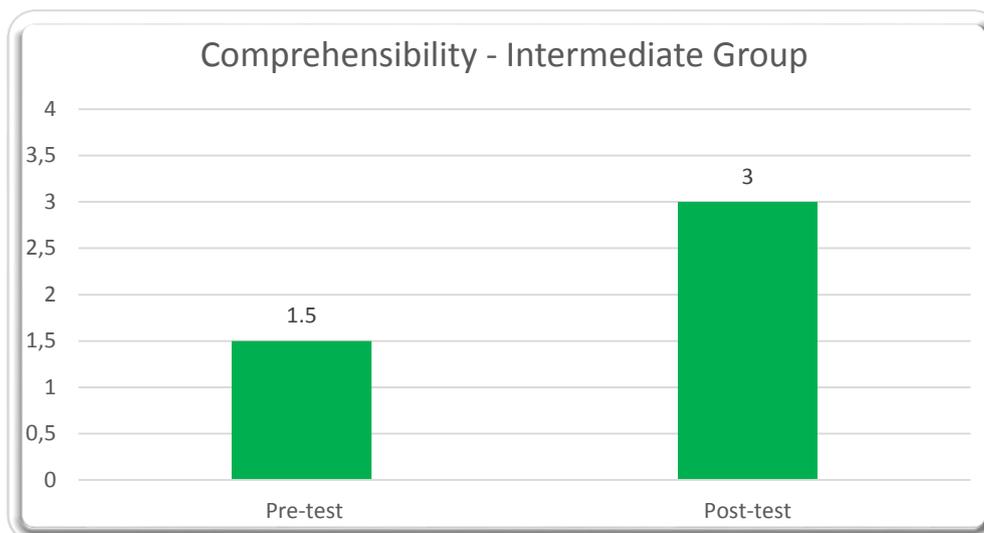
Fig. 24
Comprehensibility Skills Development – Intermediate Group

During the pre-test, the participants' responses were barely comprehensible; therefore, much effort was required among them. Subsequently, for the post-test, a higher interpretation on the part of the listener was not required because their responses were comprehensible. In fact, their progress was considerably enhanced since there was a difference of 1.5 (an improvement of 100%) between the pre-test and post-test. However, there were still problems with asking and answering questions, when repetition and explanation were required.

Fluency skills
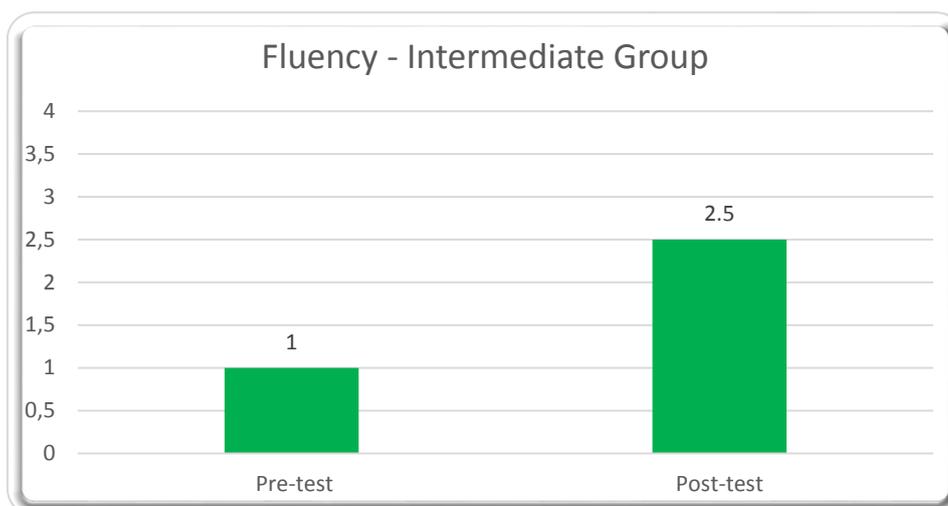
Fig. 25
Fluency Skills Development – Intermediate Group

During the pre-test, the performance of this subskill was characterized by long pauses and incomplete thoughts especially when the participants answered questions. For instance, after student 17 finished his presentation, student 13 took a pause of six seconds to start speaking. However, for the post-test, they improved from 1 to 2.5 (an improvement of 150%) which was graded as somewhat inadequate. However, the participants' speech was still full of frequent pauses and hesitation, and their ideas contained incomplete thoughts. For instance, student 17 answered a question after a pause of 10 seconds.

Pronunciation skills
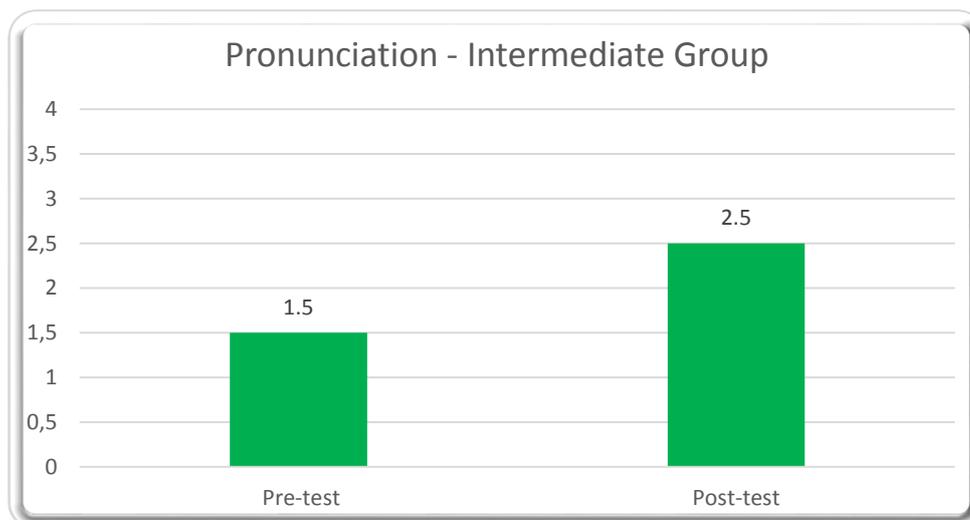
Fig. 26
Pronunciation Skills Development – Intermediate Group

For the pre-test, this skill frequently interfered with communication, so it was graded as inadequate. The main problem seemed to be the mispronunciation of words used in daily conversations. However, for the post-test, the results showed a marked improvement on this skill even though there were still problems with misunderstanding some words that were not well pronounced by the participants.

Vocabulary skills
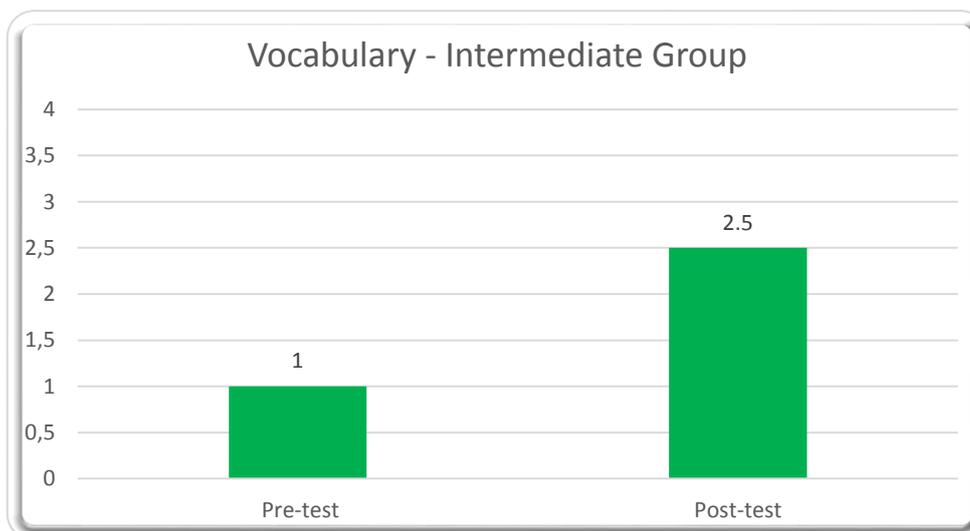
Fig. 27
Vocabulary Skills Development – Intermediate Group

During the pre-test, the use of vocabulary was graded as inadequate. The primary concern was that the participants did not make use of a variety of synonyms,

so they tended to repeat the same words during the test. However, for the post-test they went up from 1 to 2.5 (an improvement of 150%), so there was a marked improvement on this skill.

Language control skills

Fig. 28
Language Control Skills Development – Intermediate Group

For the pre-test, this subskill was graded as inadequate because there was frequent use of fragments, isolated words, and the omission of subjects. For example, student 17 composed a sentence including a "to be" form with fragments such as "I prefer the outdoor activities is the get the more exercise." However, for the post-test, a marked improvement of 1.5 (150%) was observed.

6.4 Group 4 – Low Intermediate

Task Completion skills
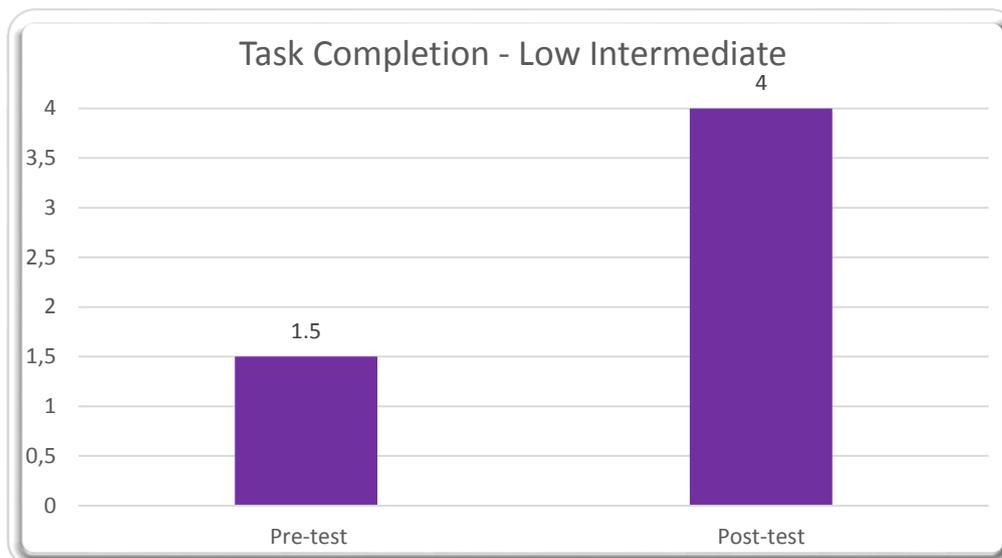
Fig. 29
Task Completion Skills Development – Low Intermediate Group

In relation to task completion, for the pre-test, the participants' response was graded as inadequate. There was not enough evidence of true language production because the participants tended to read complete paragraphs from the written text. However, for the post-test, the participants achieved the target score of 4 (an improvement of 167%). In this sense, the presentation of the arguments and opinions was a lot better structured, and the participants could follow the sequence of the debates.

Comprehensibility skills
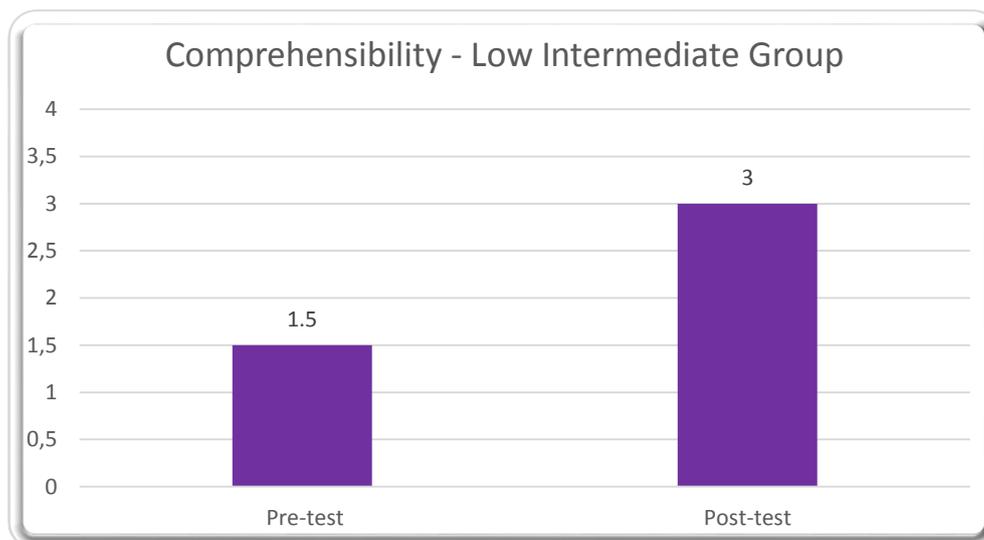
Fig. 30
Comprehensibility Skills Development – Low Intermediate Group

For the pre-test, this subskill was graded as inadequate because the listeners required interpretation of the speakers' utterances. There were some ideas that were not concluded completely while others lacked content. However, for the post-test, there was an improvement of 1.5 (100%) qualified as adequate. The participants' utterances did not require extensive interpretation for the listeners, but the participants were not well enough prepared to answer follow-up questions.

Fluency skills
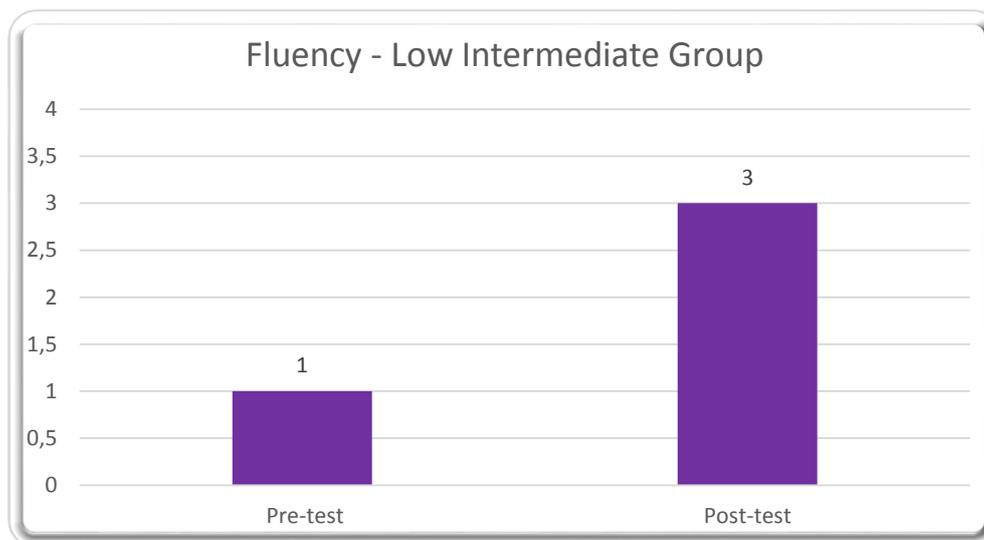
Fig. 31
Fluency Skills Development – Low Intermediate Group

For the pre-test, this subskill performance was graded as inadequate because participants tended to employ long pauses and incomplete thoughts. For the post-test, while the participants still displayed instances of hesitation, they were already able to express ideas with clarity. It was also important to recognize an improvement on this subskill since there was a performance increase of 3 points (200%), which was then graded as adequate progress in the post-test.
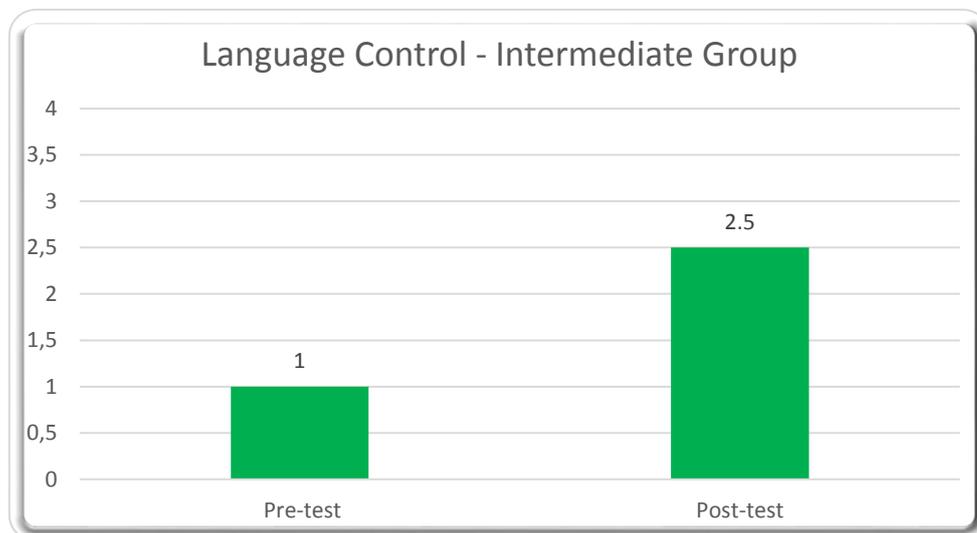
Pronunciation skills
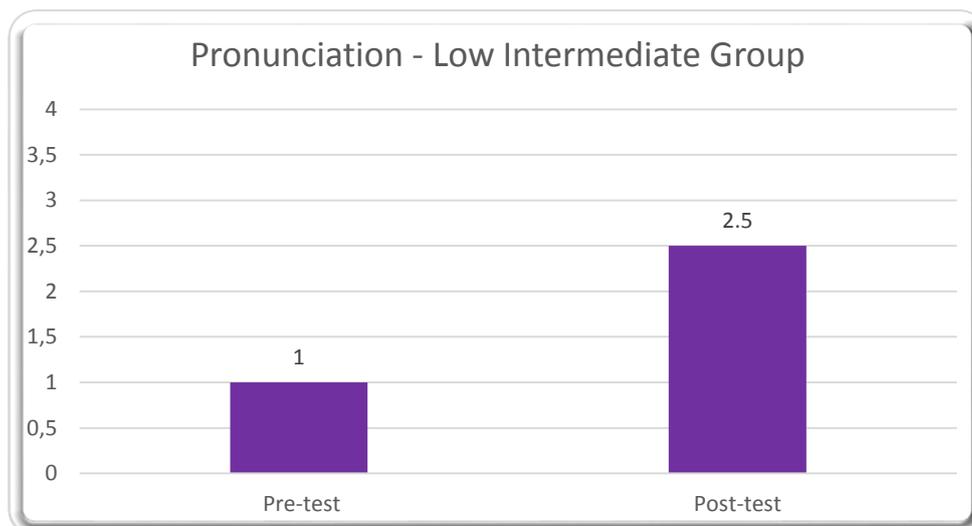
Fig. 32
Pronunciation Skills Development – Low Intermediate Group

During the pre-test, this subskill was graded as inadequate because it frequently interfered with communication among the participants, and it caused misunderstandings. In the post-test, the participants showed a marked improvement in pronunciation even though mispronunciation of common words and phrases was much in evidence. However, there was a marked increase in performance of 1.5 points (150%) for this subskill, even though the participants were still far from the top score of 4.00.

Vocabulary skills
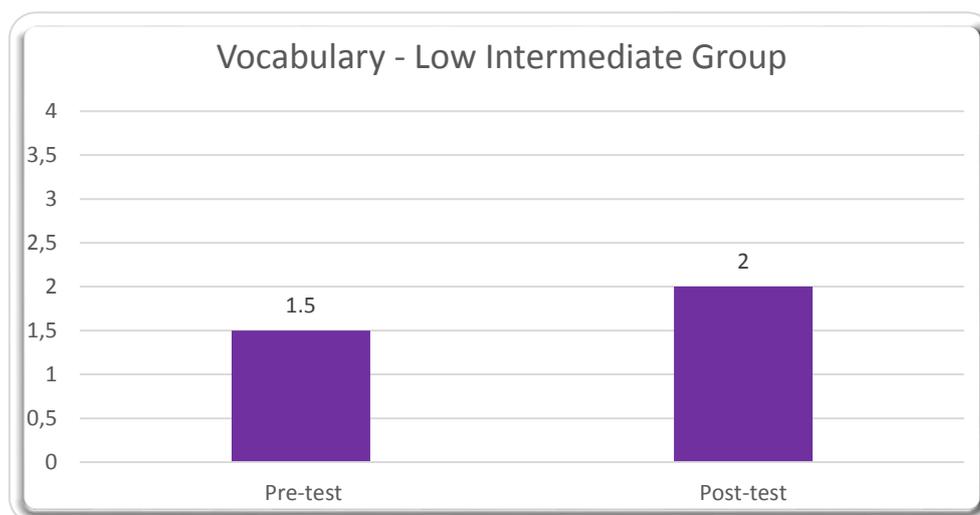
Fig. 33
Vocabulary Skills Development – Low Intermediate Group

For the pre-test, this subskill was graded as inadequate because there was not an accurate use of vocabulary. In this sense, they used very limited words with reference to indoor and outdoor activities, and there was a lack of use of synonyms. For the post-test, there was no marked improvement on this skill because the mean score on the post-test was only 0.5 (33%) compared with the pre-test. The main problem was that the participants tended to use false cognates or words that do not exist in English.

Language Control skills
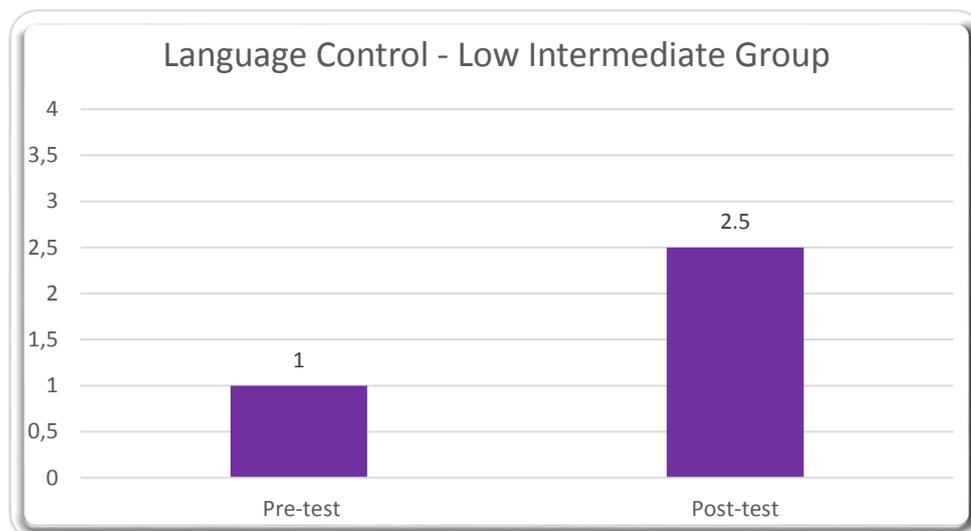
Fig. 34
Language Control Skills Development – Low Intermediate Group

On the pre-test, there was inadequate use of grammar structures. The participants omitted the subjects, and there were errors in subject-verb agreement. The post-test showed an improvement of 1.50 (150%) in which there was a marked gain on the use of basic linguistic forms. However, there were some difficulties regarding subject/verb agreement and the production of fragments.

7. Group Achievement

The following analysis shows the achievement of each group on the six speaking subskills performance comparing the pre-test, the debate process, and the post-test.

7.1 Group 1 – Advanced
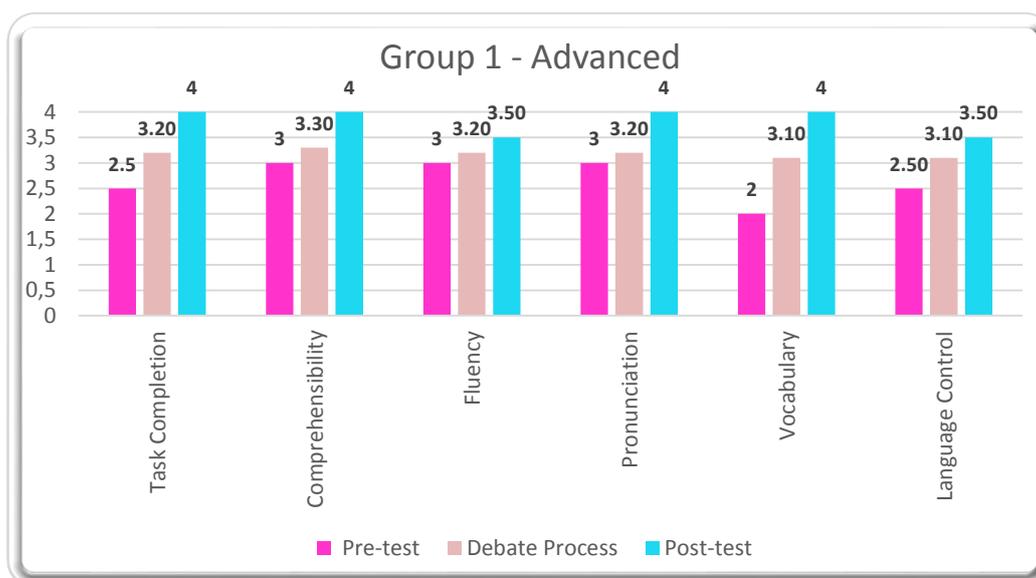
Fig. 35
Group 1 – Advanced – Skills Improvement

The progress of this group developed gradually. Their starting point was not that low, so in the pre-test it can be observed that in the majority of the skills they were scoring 3 and some of them between 2 and 2.5. With reference to the debate process, the subskills showed improvement, so all of the participants scored 3 or more without dropping off. For the post-test, the improvement of speaking skills was marked because for most of the skills participants obtained the top score of 4. It can also be observed in Figure 34 that it was only in fluency and language control that they did not achieve a score 4.

7.2 Group 2 – High Intermediate
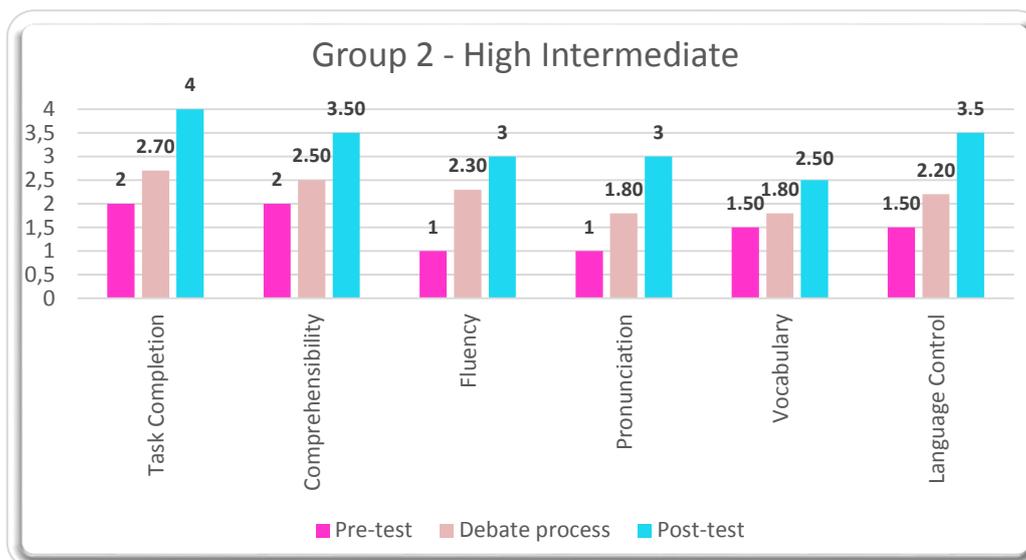
Fig. 36
Group 2 – High Intermediate – Skills Improvement

The progress of this group can be described as steady. The starting point of this group was graded as somewhat inadequate because fluency and pronunciation had the mean score of 1 while the mean score for the rest of the subskills was 2. With reference to the debate process, performance on each subskill showed marked progress because the mean score was always higher than the pre-test score. For the post-test, the main achievement can be observed on task completion in which the top score of 4 was reached while for the rest of the subskills participants scored between 3 and 3.5. The least impressive result was related to vocabulary because performance on this subskill had the lowest mean score compared with the rest of the subskills.

7.3 Group 3 – Intermediate
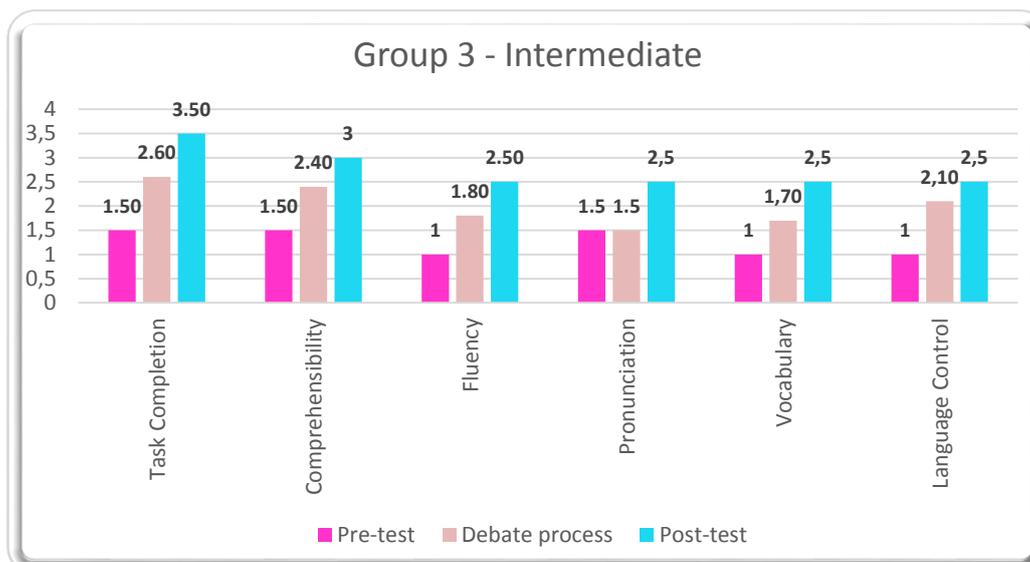
Fig. 37
Group 3 – Intermediate – Skills Improvement

The progress of this group was steady showing advancement for almost all speaking subskills. In regard to the pre-test, performance in fluency, vocabulary, and language control scored 1 while performance the other subskills scored 1.5. With reference to the debate process, most of the skills scored higher than the pre-test mean scores. The only exception was for pronunciation skills because the score of 1.5 was for both the pre-test and the debate process, so it can be observed that there was no improvement at all between these two. For the post-test, this group obtained better results on task completion with a mean score of 3.5. Then comprehensibility skills scored 3, and performance on the rest of the subskills reached a mean score of 2.5. The main issue to be dealt with was that of pronunciation because the mean score remained the same during the pre-test and debate process performance, and there was only a slight difference with the post-test mean score.

7.4 Group 4 – Low Intermediate
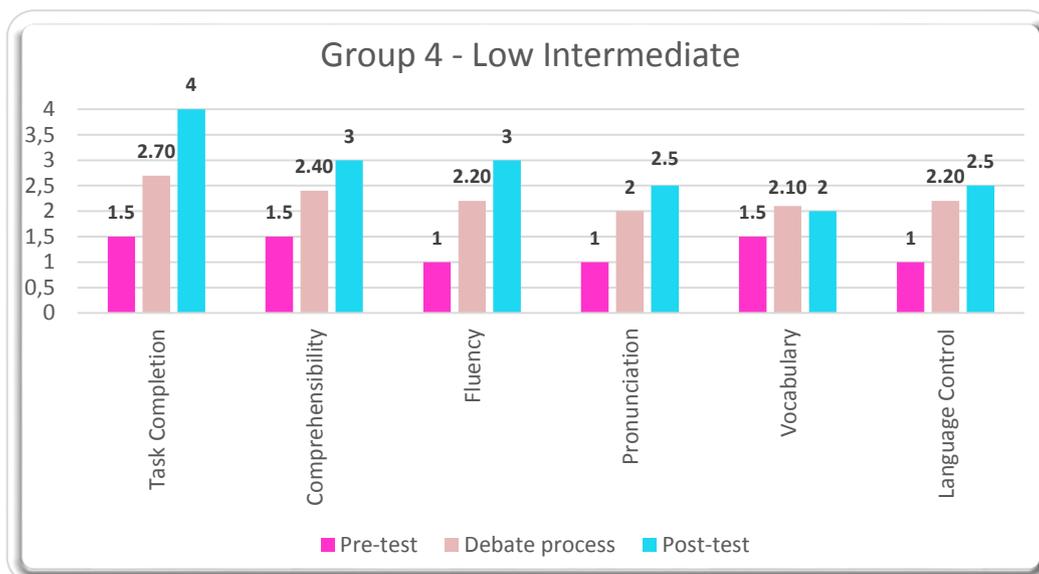
Fig. 38
Group 4 – Low Intermediate – Skills Improvement

The progress of this group could not be considered as gradual even though performance on most of the skills reached higher scores by the end of the treatment. With reference to the pre-test, performance on fluency, pronunciation, and language control scored 1 while performance on the rest of the skills scored 1.5. Regarding the debate process, the mean score for all the six speaking subskills was higher than that on the pre-test, so success can be observed during the process. For the post-test, the main achievement was in task completion, which reached the mean score of 4. For the rest of the subskills, the mean score was between 2.5 and 3. However, only vocabulary reached a mean score of 2, which was not much higher than the pre-test, and it was lower than the debate process mean score.

8. Discussion

In consideration of the main findings of this study, the research question posed in the beginning is discussed. The findings of this study were centered on the enhancement of speaking skills through the use of debates as an opinion gap task. The general achievements are discussed first, and after that the implications of the six speaking subskills are examined. Lastly, additional results regarding group work arrangements are incorporated.

Research Question: To what extent can debates using TBLL enhance speaking abilities of high school students in EFL classes?

The main achievement in this research study was shown by comparing the participants' progress before the treatment with their progress after the treatment. Thus, the analysis showed a significant difference in which the pre-test mean score was 1.67 while the post-test mean score was 3.17 (see Annex 10). Therefore, the speaking skills were enhanced to an adequate extent having an improvement of 1.5 in the post-test. By means of the Student's t-test, the null hypothesis, which stated that there would be no significant difference between the pre-test and the post-test scores, was rejected.

However, by the analysis of the impact of Task-based Instruction on speaking skills (see Figure 5), it can be concluded that there were three drawbacks during the treatment during the ten sessions.

First, during session 1, the performance of the groups in carrying out the task was not satisfactory. One reason could be that their lack of experience in participating in a formal debate decreased their score. In general terms, the learners were used to working under the teacher's direction, but when starting session 1, they had to work independently, which implied taking more responsibility for their own work. This result can be compared to Bokus' argument which asserts that a student-centered methodology may turn into a problem when the students start to work by themselves (75).

Secondly, the participants' performance decreased significantly during session 4 by dropping off in all speaking skills. The main reason could be related to the influence of the debating topic about the consequences of church reformation. It can be inferred that it was not enjoyed by some students because it implied religious and political connotations. With reference to topic interest, Benavides and Valvona point out that authentic materials lead to achieving better results since intrinsic motivation is enhanced when the activity is applicable to their lives (2). Even though a debating topic questionnaire was put to the participants before the treatment, the content of this topic seemed to be irrelevant to their context.

Finally, during session 8 the participants' performance decreased to a lower score because extra activities carried out by the high school required that the participants should be part of them. This fact may have constrained the participants from achieving a better performance because they lacked time for adequate preparation for the debate; the time devoted to the debate process was not only in the classroom, but also required more responsibilities out of the class. As Dörnyei

stated, "task motivation is co-constructed by the task participants" (154-6). The participants' motivation would lead them to carry out a task, but when there was little engagement, the debate would not be developed as expected.

Through the analysis of the six speaking subskills, performance on most of them achieved an adequate score. Considering the progress of the four groups, the skill with a better score was task completion while for the rest of the skills an adequate performance was observed. However, there was no marked improvement on vocabulary since progress in this skill was identified as somewhat inadequate. The following paragraphs are intended to show the main findings regarding the six speaking subskills.

Based on the speaking task analytical rubric, most of the participants accomplished the top score of 4 on task completion skills. The improvement in these skills implied the following characteristics. First, the learners became more independent concerning the structure of TBLL. The participants were aware of their roles during each session, they could follow the activities prepared for the three stages, the pre-task, the task realization, and the post-task, and they were capable of controlling the length of time for their participation. In accordance with McDonough and Chaikitmongkol, the independence of learners was enriched by the opportunity to follow the TBLL procedure by themselves (117). A second important aspect was the participants' management of the task when they started to research information and select their sources carefully. In the beginning, it was difficult to change learners' habits of research. For instance, learners' common research websites were Yahoo Answers, Wikipedia, El Rincón del Vago, and so on. However, through the process of TBLL, the participants used more appropriate research sources, so that they got used to working with informative videos, articles, blogs, etc. Bellon states that the students also need to develop the skills required to evaluate the information to be worked with (161).

The major outcomes for comprehensibility were focused on requiring a minimal interpretation on the part of the listeners. There was a natural interaction between the listeners and the speakers because the participants were able to grasp ideas. The responses were comprehensible, so repetition was not necessary. According to Swardi and Prawati, the process of TBLL improves the students' capacity to produce, receive, and process information in order to have a higher level of interaction during the carrying out of a task (1).

In reference to fluency, the main achievement was related to the reduction of long pauses because the students were able to deliver their speech with a normal speed. Furthermore, the participants were able to speak easily using fairly structured thoughts. This supports Suseno's research study, which concluded that the participants could move up to a very good average on speaking skills after taking part in TBLL (2-3).

Pronunciation did not show a considerable improvement for almost all the groups. For instance, the intermediate and low intermediate groups did not progress much in this skills; as a result, communication was frequently interfered due to mispronunciation. However, the other two groups showed a better performance because mispronunciation did not create interruptions or repetitions during conversation.

With reference to language control, a management of basic grammar structures could be observed. Once more, the groups with better scores were the advanced and the high intermediate ones using accurate linguistic forms. In contrast, there was a limitation of employing rich grammar structures for the other groups. As Rahman explains, this methodology enhances the usage and production of L2 rather than the acquisitions of new linguistic forms (5). It may imply that some learners needed specific grammar instructions to produce significant language skills during the task realization rather than during the post-task.

Finally, vocabulary was considered a weak point since not all groups achieved a satisfactory performance. In fact, only the advanced group employed a wide range of words related to the topic. However, for the rest of the groups, inadequate vocabulary was observed through the employment of false cognates and the lack of synonyms. One reason for this drawback could have been the fact of not deeply understanding the new vocabulary and their lack of preparation, so they probably got off-task. Carless maintains that students get off-task when the task is too easy or too difficult ("Implementing Task-based" 392). For example, it seemed to be too difficult for them to manage accurate vocabulary related to technology, so this fact may have prevented them from achieving better scores.

Group working can be considered as an additional result which was not formally examined, but for the purpose of research this setup was introduced. This characteristic of group working could have been one of the aspects that influenced speaking skills enhancement. When the participants worked with classmates having

the same level of proficiency, they were able to participate in the debate rather than having only one person report their answers. In fact, some students felt the urge to contribute in their groups in order to win the debate. In accordance with Bruton's article, a superior development of a task could be achieved when students as result of working in pairs or groups (281).

In sum, the results showed positive findings when working with debates as an open task. It is also evident that TBLL has encouraged students' active participation in order to become independent learners. Finally, one can conclude that the positive appreciation of the treatment reflected the perception of having improved their speaking skills.

Based on the results discussed above, several important conclusions and recommendations will be made in the following final chapter.

CHAPTER IV – CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

The application of TBLL was used to test the enhancement of speaking abilities with high school learners studying at Unidad Educativa Particular Bilingüe Interamericana. The primary focus of the current study was the introduction of debates in order to boost six elements of speaking skills such as task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control.

This research study tested the following hypothesis: the use of debates in intermediate high school students will enhance their speaking abilities. During the statistical analysis, the null hypothesis proposed that the sample mean scores would be statistical insignificant at the end of the treatment. However, this was rejected through the calculation of the student's t-test demonstrating that there was a significant difference between the pre-test and the post-test. A considerable improvement during the post-test was due to the application of TBLL showing that it was not an accidental by-product, but the result of the learning process.

The impact of TBLL has been verified by answering the research question inquiring into what extend debates using TBLL can enhance speaking abilities of high school students in EFL classes. By comparing the pre-test and post-test mean scores, we can conclude that the students' speaking skills were enhanced to an adequate extent. The analysis of the participants' progress showed that the pre-test mean score was 1.67 while the post-test mean score was 3.17 showing an improvement of 1.50 (90%).

Through the analysis of six defined elements of speaking skills, it can be established that for most of them, the participants achieved an adequate score. The highest score achieved was for task completion. It can be inferred that the participants started to follow the steps of TBLL. Therefore, some important features about task completion skills could relate to learners' autonomy, the production of natural speech, and the development of research skills. However, there was no significant achievement regarding vocabulary. One assumption could be that the participants were accustomed to memorization so that the employment of new words in their speech was difficult for them. In fact, the majority of the participants did not

show a significant improvement in using new vocabulary related to the topics; namely, they did not use a variety of synonyms, and could not avoid false cognates.

The use of debates as an opinion-gap task encouraged the students to participate actively. For most of the groups, the mean score in the debate process increased rather than dropped off. This may imply that through the use of debates, the learners demonstrated engagement in being part of this research study. It was also observed during the post-test that the participants used better arguments, and the structure of their opinions improved. Thus, the use of debates in the classroom could give the participants tools to enhance their speaking skills, as well as their critical thinking skills.

Another important achievement was to reinforce speaking skills during the last stage of the methodology, namely the post-task stage. TBLL allowed the researcher working on the feedback activities to highlight language reflection and error correction during the ten debates. Because debating is a type of open task that could have more than one correct answer (Nunan 285), feedback was not provided on a specific linguistic form. Instead, the activities at this stage were about language reflection on frequent mistakes so that the participants would be able to correct them.

However, it was observed for the learners with a lower level that grouping these participants with others of a comparable level did not bring the same results. For example, the students belonging to the intermediate and low intermediate groups did not achieve the expected results. Their mean scores in the speaking subskills did not show a significant improvement. This result may be associated with Bygate's assumption of "little assimilation from the interaction" when the groups are organized within the same levels (qtd. in Bruton 286). During the pre-task and task realization, the purpose of group work was intended to share ideas, information, and structure the debate through arguments and questions. In the case of these groups, when they started to work together, their language skills could not have been considered really useful input data to assimilate language, and as a result these groups' outcome was not remarkable. Therefore, it may be suggested that grouping students with ones with a different language level proficiency should be considered so that the participants with a lower level could assimilate language of a higher level when working in mixed groups.

2. Recommendations

From my point of view as a researcher and teacher, the most important point suggested for further investigation relates to the enhancement of critical thinking skills. In addition, the study would benefit from having a control group, increased time for the treatment, and group work arrangement.

As explained previously, the use of debates in the classroom prepared students in language skills and implicitly in critical thinking skills. For the current research study, it was important to narrow down the topic in order to focus on one variable, which is speaking skills. Therefore, for future research studies, it would be important to assess the influence of debates on critical thinking skills development in order to examine more closely the participants' arguments and counterarguments.

Another important suggestion for further investigation is to consider the introduction of a control group. For the current study, the participants' performance was validated through the analysis of the pre-test and the post-test. Therefore, in order to generalize the conclusions, subsequent research should introduce a control group in order to compare the experimental group's improvement with that of the control group.

It may also be important to evaluate the significance of the adoption of debates by carrying out the treatment for longer than four months. The debate process could continue throughout the entire school year so that the researcher would have an opportunity to assess more closely the students' critical thinking skills development and their mastery of knowledge. Furthermore, an important strategy would be whether or not the debates could take place with a longer time span between them so that the participants would not get bored with the activity.

Finally, the group work organization motivated students to work as partners. However, a recommendation for further research study may be the introduction of mixed ability groups which can validate the learners' performance when working with participants of different levels.

In summary, the current research study has aimed to make a contribution to foreign language learning. The valuable outcomes could be applied to different educational situations and institutions interested in enhancing speaking skills. The main contribution when adapting TBLL was to help students to become active, more independent language users as well as to become more critical regarding their speech.

Works Cited

Alasmari, A., and S. Salahudding. "Using Debates in EFL Classes." *English Language Teaching* 6.1 (January 2013): 147. Web 25 June 2013.

Anderson, Jan. "Is a Communicative Approach Practical for Teaching English in China? Pros and Cons." *System* 21.4. (1993): 471-480. Web. 27 June 2012.

Bellon, Joe. "A Research Based Justification for Debate across the Curriculum." *Argumentation and Advocacy* 36.3 (Jan 2000): 161-175. Web. 04 July 2013.

Benevides, Marcos, and Chris Valvona. "Part 2: Task-Based Language Teaching (TBLT)." *Person Education Asian Limited* (2008): 1-8. Web. 07 Jan 2013.

Boku, Mariko. "Current Issues In EFL Education: Task-Based Instruction Re-Examined. A Proposal of Core/Peripheral Tasks." *Bulletin of the School of Literature, Arts and Cultural Studies, Kinki University* 15.1 (2004): 67-91. Web. 01 Apr. 2014

Bruton, Anthony. "From Tasking Purposes to Purposing Tasks." *ELT journal* 56.3 (July 2002): 280-288. Web. 03 July 2012.

Canale, Michael, and Merrill Swain. "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing." *Applied Linguistics* 1.1 (1980): 1-47. Web. 27 May 2012.

Carless, David. "Factors in the Implementation of Task-Based Teaching in Primary Schools." *ELSEVIER Journal* 31.4 (2003): 485-500. Web. 04 July 2013.

- - -. "Implementing Task-Based Learning with Young Learners." *ELT Journal* 56.4 (October 2002): 389-396. Web. 06 Feb. 2013.

- - -. "The Suitability of Task-Based Approaches for Secondary Schools: Perspectives from Hong Kong." *ELSEVIER Journal* 35.4 (12 Sep. 2007): 595-608. Web. 04 July 2013.

Cheng, Hsing-Fu, and Zoltán Dörnyei. "The Use of Motivational Strategies in Language Instructions: The Case of EFL Teaching in Taiwan." *Innovation in Language Learning and Teaching1.1* (2007): 153-174. Web. 01 Aug. 2013.

Chuang, Ying-Ying. "Task-Based Language Approach to Teach EFL Speaking." *National Hu-Wei University of Technology and Science Journal* 29.4 (01 Dec. 2010): 37-52. Web. 04 July 2013.

Cohen, R. et al. "Debate from A-Z: Strategies for all levels." TESOL (1996): n. pag. Web. 04 July 2013.

Council of Europe. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment.* Cambridge: Cambridge University Press, 2001. Print.

Curran, Philip et al. "Methodology in language learning T-Kit." *Council of Europe* (2000): 81. Web. 02 Feb. 2012.

De la Fuente, M. J. "Classroom L2 vocabulary acquisition: investigating the role of pedagogical tasks and form-focused instruction." *Language Teaching Research, 10.*3 (2006): 263-295. Web. 01 Apr. 2014

Dörnyei, Zoltán. "The Motivational Basis of Language Learning Tasks." *Individual Differences and Instructed Language Learning.* Ed. Peter Robinson. Amsterdan: John Benjamins, 2002. 137-158. Web. 04 July 2013.

Ellis, Melanie. "Design and Evaluation of a Task-Based Syllabus for Developing Speaking Skills." *Investigating English Language Learning and Teaching* (2008):399. Web. 03 Aug. 2013.

Ellis, Rod. "The Methodology of Task-Based Teaching." *Asian EFL Journal* 8.3 (Sep. 2006): 79-101. Web. 04 July 2013.

Ezinearticles Submission - Submit Your Best Quality Original Articles For Massive Exposure, Ezine Publishers Get 25 Free Article Reprints. *Ezinearticles.com.* N. p., 2014. Web. 01 Apr. 2014.

Fairfax County Public Schools. "Level 1 Speaking Tasks, Analytic Rubric." *Foreign Language Program of Studies* (2013). Web. 03 Feb. 2013. http://www.fcps.edu/is/worldlanguages/pals/documents/Level1AnalyticSpeaki ng.pdf

"False Cognate." *Macmillan Publishers Limited.* London: Macmillan Dictionary, 2012. Macmillan Dictionary. Web. 15 Oct. 2014.

Fotos, S, and Rod Ellis. "Communicating About Grammar: A Task-Based Approach." *TESOL quarterly* 25.4 (1991): 605--628. Web. 01 Apr. 2014.

Hall, Dawn. "Debate: Innovative Teaching to Enhance Critical Thinking and Communication Skills in Healthcare Professionals."*The Internet Journal of Allied Health Science and Practice* 9.3 (2011): 1-8. Web. 04 July 2013.

Iberri-Shea, Gina. "Using Public Speaking Tasks in English Language Teaching." *English Teaching Forum* 47.2 (2009): 18-23. Web. 07 July 2013.

Kennedy, Ruth R. "The Power of In-Class Debates." *Active Learning in High Education* 10.3 (2009): 1-12. Web. 04 July 2013.

Khan, Sarah. *Strategies and Spoken Production on Three Oral Communication Tasks: a Study of High and Low Proficiency EFL Learners.* Diss. Universitat Autonoma de Barcelona, 2011. Bellaterra, Web. 04 July 2013.

Larsen-Freeman, Diane, and Marti Anderson. *Techniques and principles in language teaching.* 3rd. Ed. New York: Oxford University Press, 2011. Print.

Lieb, Maggie. "Teaching Debate Skills to Intermediate and Lower Level EFL Students." *Tht-japan.* Himeji Dokkyo University, n.d. Web. 27 May 2012.

Mackey, Alison, and Susan M. Gass. *Second Language Research, Methodology and Design.* Mahwah, New Jersey: Lawrence Erlbaum Associates, 2005. Print.

Marzban, A., and M. Hashemi. "The Impact of Opinion-Gap Tasks on the Speaking of Iranian Intermediate EFL Learners." *Procedia-Social and Behavioral Sciences* 70 (2013): 943--948. Web. 01 Apr. 2014.

McDonough K., and W. Chaikitmongkol. "Teacher's and Learner's Reaction to a Task-based EFL Course in Thailand." TESOL Quartely 41.1 (2007): 107-132 Web. 04 July 2013.

"Mean Length of Utterance." *Dictionary.com Unabridged.* Random House, Inc. Web. 20 Apr. 2014.

Metsämäki, Maija. "Persuasive Discourse in EFL Debate." *Theory and Practice in Language Studies* 2.2 (Feb. 2012): 205-213. Web. 25 June 2013.

Ministerio de Educación del Ecuador. "National Curriculum Specifications." *MinEduc.* (2012): 44. Web. 15 July 2013.

Nunan, David. "Communicative Task and the Language Curriculum." *TESOL Quarterly* 25.2 (04 Jan. 2012): 279 – 295. Web. 04 July 2013.

- - -. *Task-Based Language Teaching.* 1st ed. Cambridge, UK: Cambridge University Press, 2004. Web. 04 July 2013.

Prabhu, N. S. *Second Language Pedagogy.* 1st ed. Oxford [Oxfordshire]: Oxford University Press, 1987. Web. 04 July 2013.

Rahman, Mojibur. "Teaching Oral Communication Skills: A Task-based Approach." *ESP World* 9.1 (2010): 11. Web. 19 June 2013

Rai, Asha. "Benefits of In-Class Debate as an Instructional Strategy" *Economic Affairs* 56.2 (June 2011): 139-145. Web. 04 July 2013.

Sanonguthai, Suchada. "Teaching IELTS Writing Module through English Debate: A Case Study in Thailand." *Language Testing in Asia* 1.4 (15 December 2011): 39-99. Web. 25 June 2013.

Skehan, Peter. "Task-Based Instruction." *Cambridge Journals Online* 36.1 (2003): 1-14. Web. 04 July 2013.

Snider, Alfred. *The Code of the Debater.* New York: International Debate Education Association, 2008. Web. 20 Jan. 2013.

Stewart, Timothy. "Debate for ESOL Students." *TESOL Journal* 12.1 (2003): 9-15. Web. 3 June 2013.

Stewart, Timothy, and Gene Pleisch. "Developing Academic Language Skills and Fluency through Debate." *JALT Journal.* (4 Sep. 1998): n. pag. Web. 04 July 2013.

Suseno, Yudi. "Using English Parliamentary Debate – World Schools Format to Improve Public Speaking Ability of the First Year Students of English Self Developmental Program in SMAN1 Pekanbaru." *Repository.* Riau University, n.d. Web. 04 July 2013.

Swan, M. "A Critical Look at the Communicative Aproach (1)." ELT Journal 39.1 (1985): 2-12. Web. 02 Feb. 2012.

Swardi, Irma, and Atni Prawati. "The Implementation of Task-Based Learning in Increasing the Speaking Ability of Eleventh Grade Students of Sman 1Bangkinang." *Repository.* Riau University, n.d. Web. 04 July 2013.

Venema, James. "Incorporating Debate into the Classroom: Making it Accessible." *College and University Educators* 11.2 (2003): 30-34. Web. 04 July 2013.

Willis, Jane. *A Framework for Task-Based Learning.* Harlow: Longman, 1996. Print.

Annexes

Annex 1: Informed Consent from School Authorities

Cuenca, 19 de Febrero de 2013

Señor:

Licenciado Jorge Ulloa

Rector del Colegio Bilingüe Interamericano

De mis consideraciones:

Yo, Pilar del Rocío Vásconez Urgilez, profesora de inglés del colegio Bilingüe Interamericano, debido a la importancia de mejorar continuamente la enseñanza del idioma inglés y el desarrollo académico de los estudiantes, solicito a usted el permiso respectivo para realizar mi proyecto de estudio, *"Task-based Language Learning: using debates to enhance speaking abilities through critical thinking skills in intermediate high school students in the EFL classroom,"* *(Aprendizaje de la Lengua Basado en Tareas: el Uso de Debates para Mejorar Oratoria a través de Destrezas del Pensamiento Crítico en Estudiantes Intermedios de Colegio en una clases de Inglés como Lengua Extranjera)* para la obtención del título en la Maestría de Lengua Inglesa y Lingüística Aplicada de la Universidad de Cuenca. Mi estudio contempla la aplicación de debates para el desarrollo de la destreza de oratoria durante 64 horas. El mismo será aplicado a los estudiantes del 1ro de B.G.U paralelo "B" de la institución que usted preside.

Tengo la firme convicción de que este estudio será de mucha utilidad para la Área de Lengua Extranjera, ya que se basa en la aplicación de metodologías basadas en tareas y el desarrollo del pensamiento crítico. De la misma manera impulsa la motivación de los estudiantes hacia el aprendizaje y el perfeccionamiento de las destrezas del idioma inglés.

Por la atención prestada a la presente, me despido agradeciéndole de antemano por su valiosa colaboración.

Atentamente,

Lcda. Pilar Vásconez U.

Adjunto el diseño de tesis aprobado, carta de consentimiento para padres de familia, temas para abordar los debates en inglés y español, encuesta para los estudiantes y modelo de planificación llevar a cabo el proceso.

Annex 2: Student Informed Consent Form

Cuenca, 21 de Febrero de 2013

Señor

Padre de Familia del (la) Estudiante de 1ro BGU paralelo "B"

Colegio Bilingüe Interamericano

De mis consideraciones:

Mi nombre es Pilar de Rocío Vásconez Urgilez. Soy profesora de inglés de la institución en la cual su representado acude y estudiante del programa de Maestría de Lengua Inglesa y Lingüística Aplicada de la Universidad de Cuenca. Por medio de la presente, me permito pedirle su autorización para que su representado participe en un estudio educativo, el cual tiene como fundamento mejorar la enseñanza del idioma inglés a través del uso de debates para el desarrollo del pensamiento crítico.

Los objetivos principales de este estudio son el perfeccionamiento de la destreza oral; así como también la aplicación de los conocimientos adquiridos en la vida real de los estudiantes.

Si está de acuerdo en que su representante participe en este estudio, los estudiantes del colegio Bilingüe Interamericano serán requeridos contestar a ciertas preguntas por medio de encuestas y ser participes en los debates a lo largo del estudio. De la misma manera serán observados y grabados como parte del grupo seleccionado por el periodo de duración del estudio. Su identidad será protegida y la información obtenida en relación con este estudio que podría identificarlo será guardada en estricta confidencialidad.

Cualquier pregunta de este estudio podrá ser dirigida a Pilar Vásconez Urgilez a través de su email vasconezp@gmail.com, al email de la directora de la maestría catalina.astudillon@ucuenca.edu.ec, o directamente con las autoridades del plantel.

Por la atención prestada a la presente me despido, agradeciéndole de antemano por su inmensa y valiosa colaboración.

Atentamente,

Lcda. Pilar Vásconez Urgilez

PD: Su firma y la de su representado da la validez al consentimiento de su participación en este estudio y el conocimiento de la información que se ha explicado en esta carta.

Firma del Representante: …………………………………..Firma del Participante: ………………………………….

Annex 3: Preliminary Questionnaire

Research Instrument – Debates Questionnaire

Los datos recogidos en esta encuesta gozan de absoluta CONFIDENCIALIDAD. Se les agradece por su cooperación y veracidad al llenar esta encuesta.

Marque con una X en el casillero que corresponda

GENERO: Femenir ☐ Mascu ☐					**Escoja su edad**	15	16	17			
Escoja el numero de años que ha estudiado el idioma ingles	1 a 3	3 a 5	5 a 10	10 a 15	15 o mas	**Elija tres aspectos que considere los más importantes en el aprendizaje del idioma Inglés**	Listening	Speaking	Writing	Reading	Grammar	Vocabulary

	PREGUNTA	SI	NO		**PREGUNTA**	SI	NO
1.	¿Usted cree que el aprendizaje del idioma inglés es importante en la sociedad actual?			**6.**	¿Se le dificulta utilizar el idioma inglés cuando aspira defender su punto de vista?		
2.	¿El dominio del idioma inglés es una herramienta fundamental para su futuro profesional?			**7.**	¿Ha participado alguna vez en un debate?		
3.	¿Su interés y motivación por la asignatura de inglés es alta?			**8.**	¿Conoce cuales son la ventajas que se adquieren al ser parte de un debate?		

4.	¿Es fundamental el conocimiento y enseñanza de las estructuras gramaticales en el aprendizaje del idioma inglés?			9.	¿Su participación en un debate, debería ajustarse a su entorno y realidad?		
5.	¿Es para usted importante expresar su opinión libremente en inglés?			10	¿Deberían los estudiantes desarrollar destrezas de pensamiento crítico en la materia de inglés?		

Annex 4: Preliminary Questionnaire Analysis

Preliminary Questionnaire Analysis

A preliminary questionnaire was administered in order to find out the participants' background information. This questionnaire was designed with two sections. The first part was made of four statements related to the participants' gender, age, and the time experiencing EFL learning. The second section asked the participants to choose the most important English language skills, and to express their opinion about EFL learning process and the use of debates.

The first section was made of three statements asking the participants' gender, age, and the length of time studying English.

The following figure is about how many female and male participants were made part of this experimental group during February – June 2013.
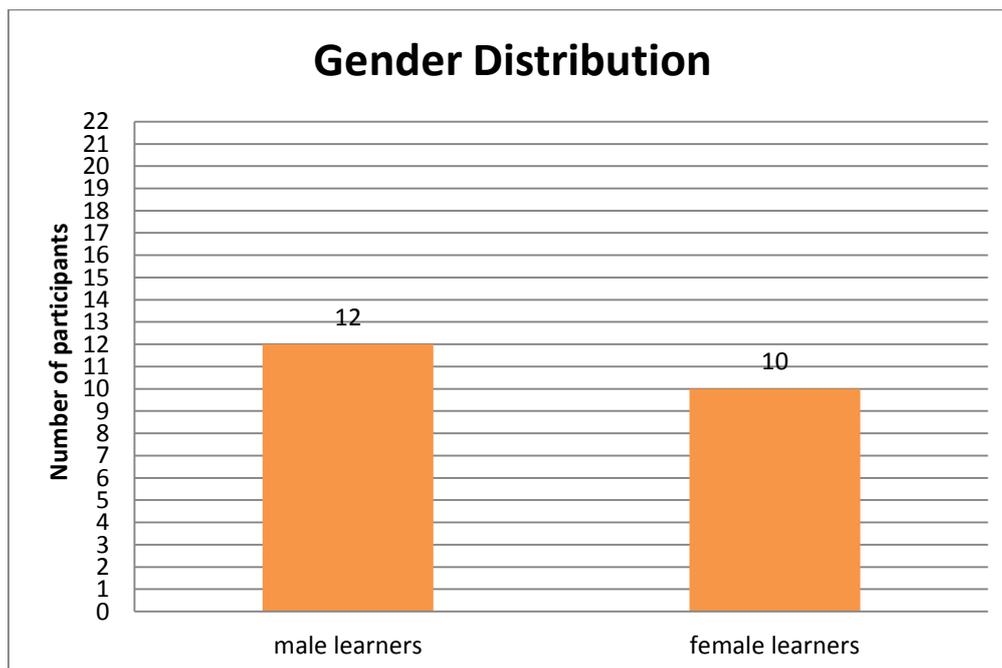
Fig. 1. Gender Distribution
Source: Preliminary questionnaire

By the analysis of the previous figure of a sample of twenty-two participants, the majority of them are male gender being represented by twelve. This is a representative group for this experiment because there is a slight difference between the number of male and female participants. There is no a significant majority of male

participants, so it could not be considered an extraneous variable to the process of this research study.

The participants' age was between 15 and 16.
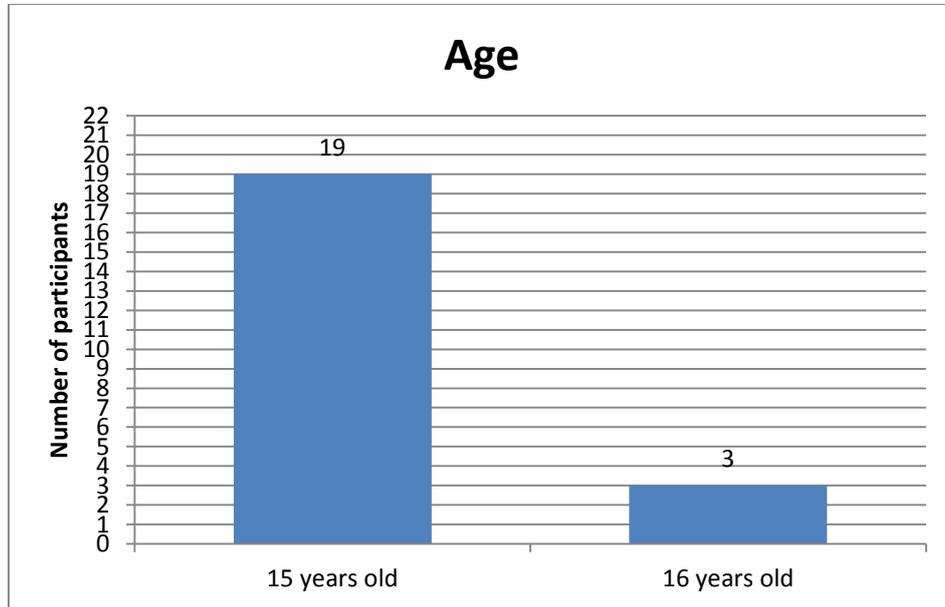
Fig. 2. Age
Source: Preliminary questionnaire

For this research study, there was a higher number of 15 year-old students with nineteen participants while there were only 3 students whose age was 16. None of them had reached legal age. However, between these two ages, there was not a big difference because, both the 15 and 16 year-old participants, usually presented the same characteristics about attitude, interest, motivation, context, and among others. Therefore, this sample could not be considered a representative one because almost all the participants belonged to the same age range.

The participants had to state the number of years they studied English.

Number of years of studying English
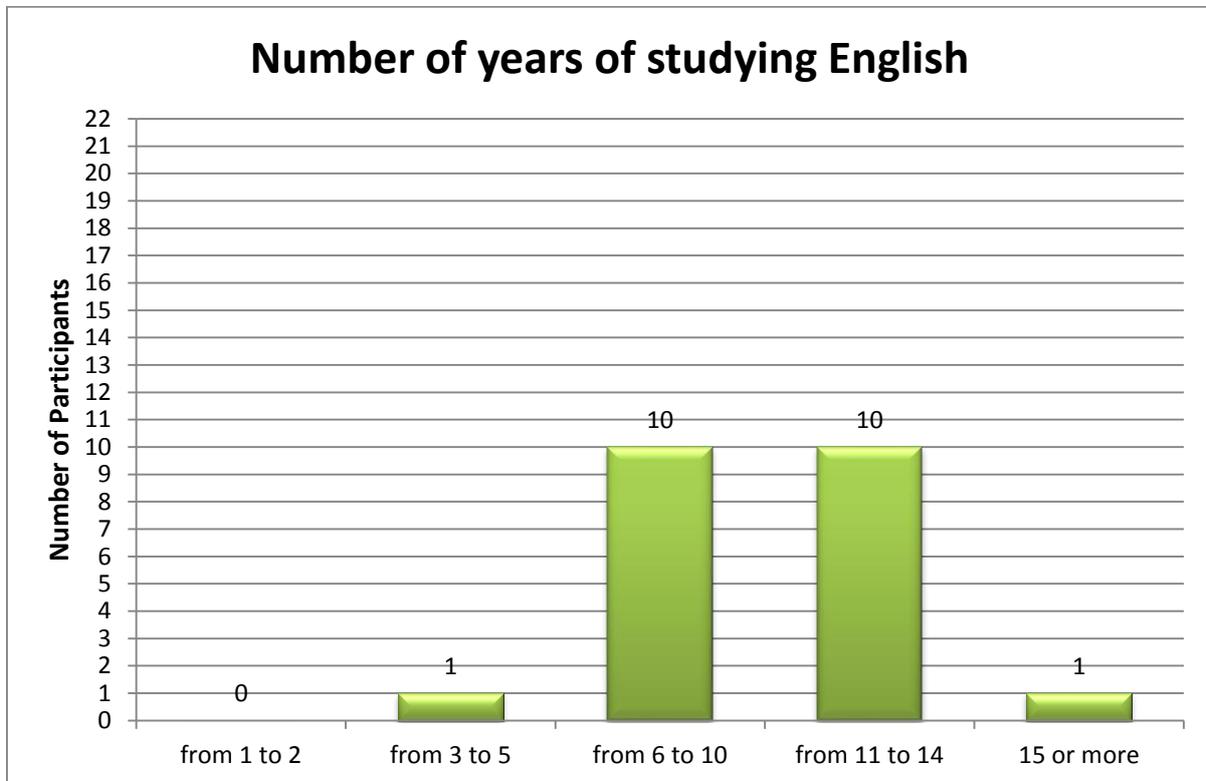
Fig. 3. Number of years of studying English
Source: Preliminary questionnaire

This chart shows the number of years that the participants learned English over the last fifteen years. There were no students who had learned it from 1 to 2 years. One participant studied English for about 3 or 5 years. A big group of students, that is ten participants, had studied English for about 6 to 10 years while another sample with a similar number of students studied for about 11 to 14 years. Finally, only one student studied English for more than 15 years.

In this sense, the student who studied English for 3 or 5 years could have started to learn English since high school or 6th grade of middle school. Meanwhile, for the majority of the participants who had learned English for about 6 to 14 years it may be inferred that they had learned English since middle school or kindergarten. Finally, only one participant studied it for more than 15 years. As a conclusion, a vast number of participants have been studying EFL for a long period of time which could be one of the justifications why they were made part of group A.

The following analysis describes the second section of the questionnaire about the most important English language skills, the participants' opinion on their immersion in the EFL process, and the general use of debates. There was one statement which asked the participants about the most important language skills, and there were ten yes or no questions asking their point of view about EFL learning process and debates.

The next chart shows the most important language elements for the participants during EFL learning process. They had to choose four language skills among six.
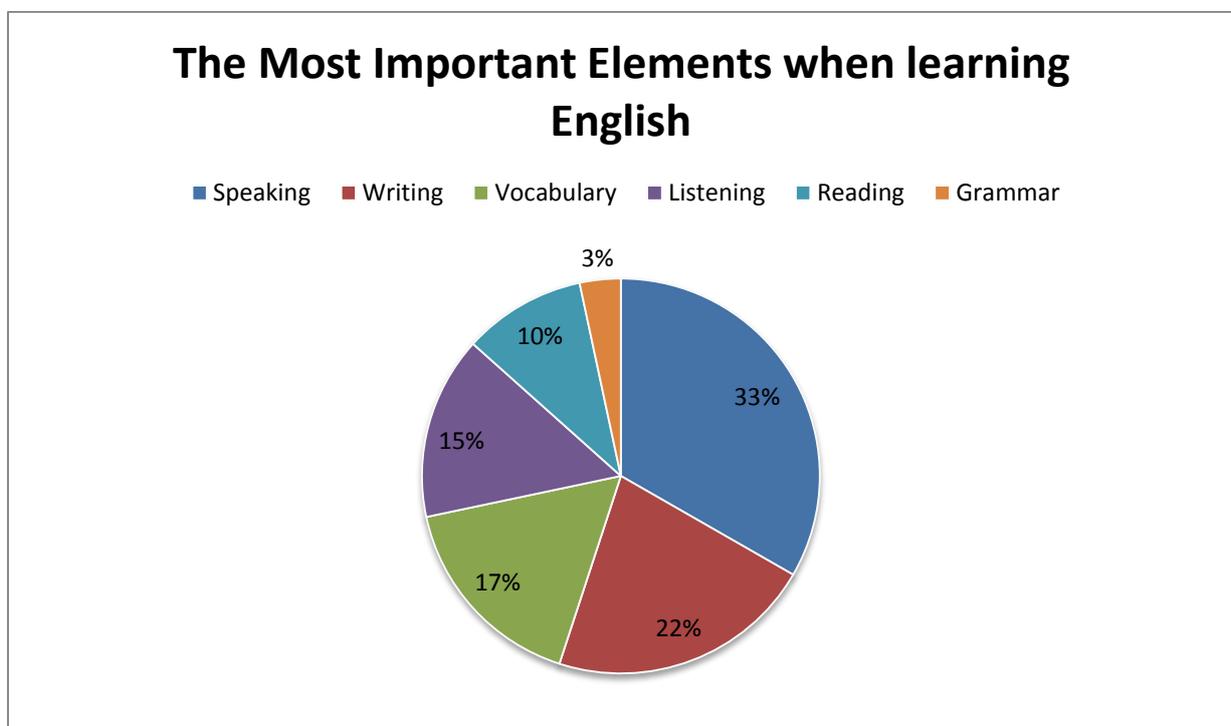
Fig. 4. The most important elements when learning English
Source: Preliminary questionnaire

Each participant had to choose the four most important language aspects during the EFL learning process. Speaking was marked by 33% which means it was marked twenty times. Writing was the second most voted by 22% which is thirteen times. Then vocabulary has 17% with ten marked instances. Listening follows with 15% or nine times, and reading is next with 10% or six times. Finally, grammar has 3% which means that it was marked only twice. Speaking was the most voted language skill, so it seems to be the most important element for the participants when learning English.

The first yes/no question was related to the importance of learning English in our society.
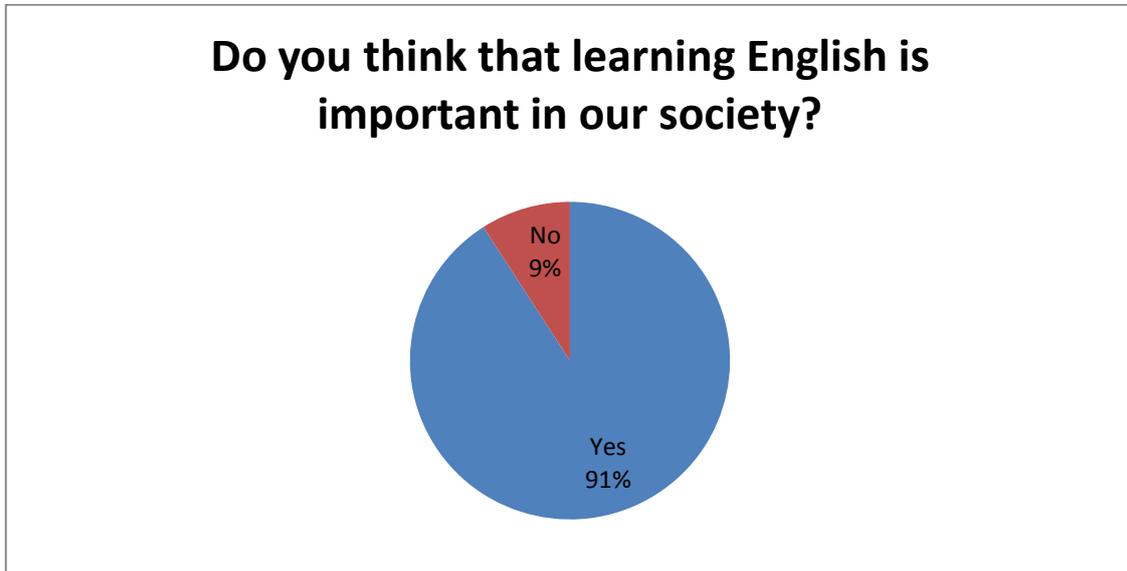
Fig. 5. Do you think that learning English is important in our society?
Source: Preliminary questionnaire

As it can be seen in figure 5, 91% being represented by twenty participants thought that it was important to learn English in our society. However, the minority of them, 9% or 2 participants, disagreed with the question and marked it as not important.

The majority of the participants showed a high interest in learning English as part of their context and society. Even though we live in a Spanish speaking country, speaking English seems to be really important for these students.

The second question was about the importance of English for their future career.
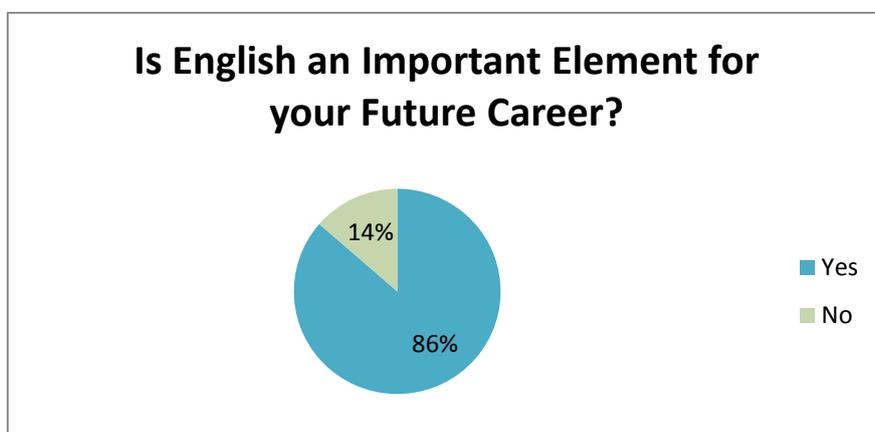
Fig. 6. Is English an important element for your future career?

As it can be observed in figure 6, for 86% or nineteen participants English is important for their future careers. However, 14% or 3 of them answered no to this question. This implies that learning English has become necessary for them because the majority of the students were willing to study or work in an English speaking country.

Also, the participants were asked to state if they felt motivated or not during the EFL learning process.
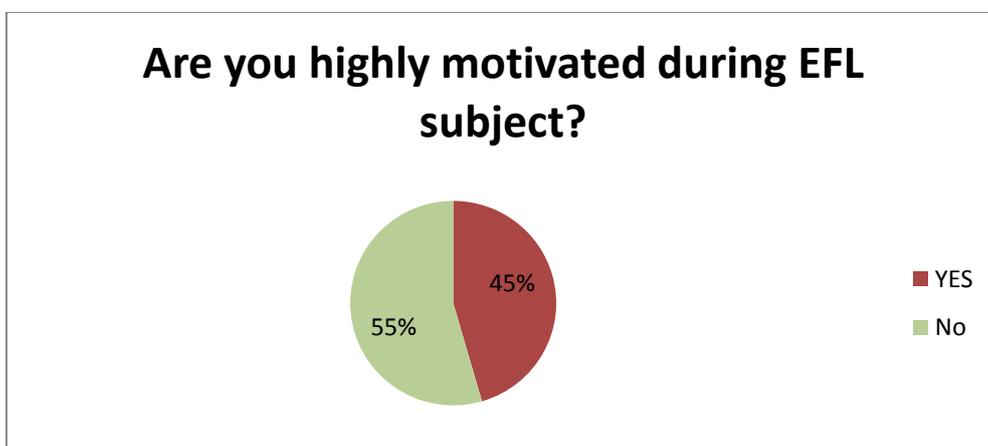
Fig. 7. Are you highly motivated during EFL subject?
Source: Preliminary questionnaire

According to this figure, 55% being represented by twelve participants felt that they were not motivated enough when learning English while the rest of them, 45% or ten participants, were motivated during EFL classes.

This result had impacted the researcher since almost half of the participants did not feel motivated enough with the methodology applied in the EFL subject. Therefore, the researcher attempted to find new ways to improve this aspect of the learning process by means of adopting TBLL methodology.

For the following question, the participants had to think about the relevance of knowing and learning grammar structures during the EFL process.

Do you think that it is relevant to know and learn grammar structures while learning English?

18%

82%

- Yes
- No
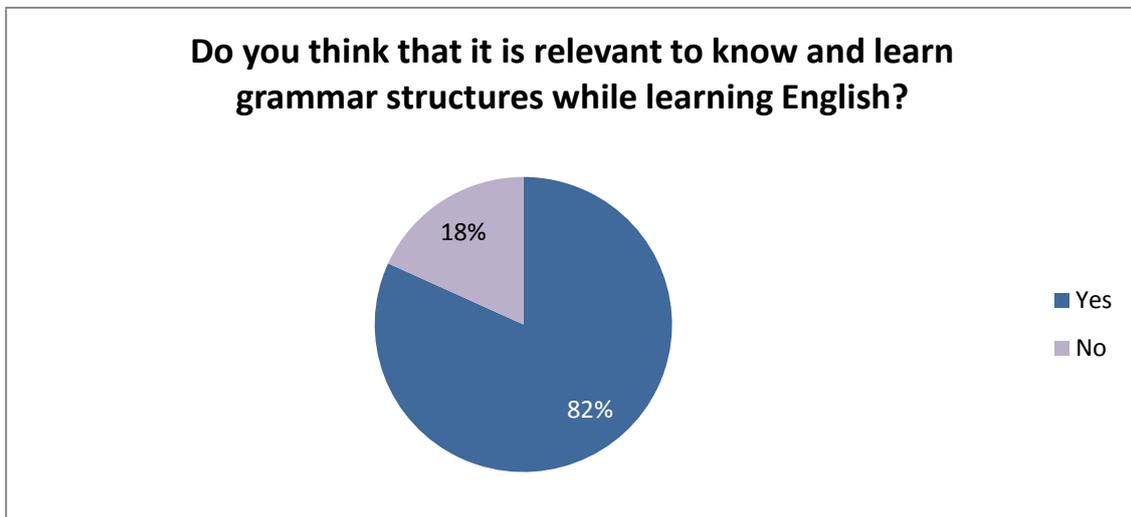
Fig. 8. Do you think that it is relevant to know and learn grammar structures while learning English? Source: Preliminary questionnaire

As it can be seen in figure 8, 82%, eighteen participants, agreed on the importance of grammar structures during EFL learning. However, 18% or four students chose the option which suggested that it is not relevant to know and learn grammar structures in the EFL process. There was a considerable number of participants who were interested in learning grammar structures during the EFL process. The acquisition of the linguistic competence might be relevant for the learners in order to communicative effectively. However, the results of this question seem to be a contradiction compared with statement one of the second part of the questionnaire (Fig. 4) in which the participants marked grammar as the least important element during EFL learning.

This fact could have emerged because it becomes important to recognize the relevance of knowing and learning grammar structures. However, among the rest of the language aspects such as speaking, writing, vocabulary, listening, and reading, grammar becomes the least important skill for the participants.

The participants were asked to choose if it is important or not to express their opinions freely in English.
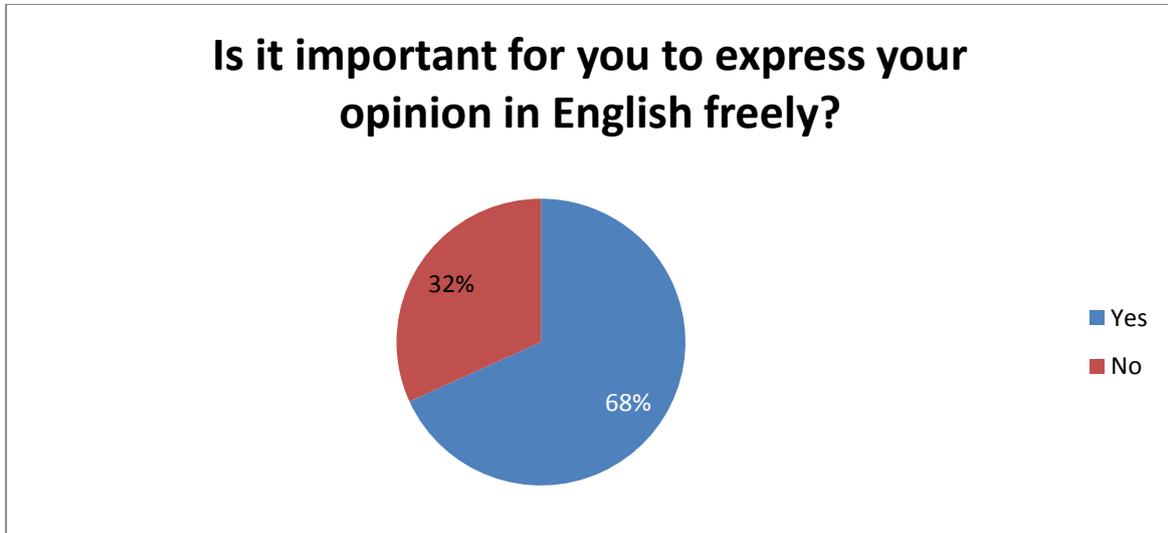
Fig. 9. Is it important for you to express your opinion in English freely?
Source: Preliminary questionnaire

According to 68% being represented by fifteen participants, it was important to express their opinions in English freely. Conversely, 32% or seven participants said that it was not important for them.

The majority of the participants showed that there was a need to express their opinions freely without restriction through the use of language. Thus, it seemed to be important for the learners to acquire techniques related to the good use of language.

The participants were asked to point out if there is any difficulty to express their point of view in English.
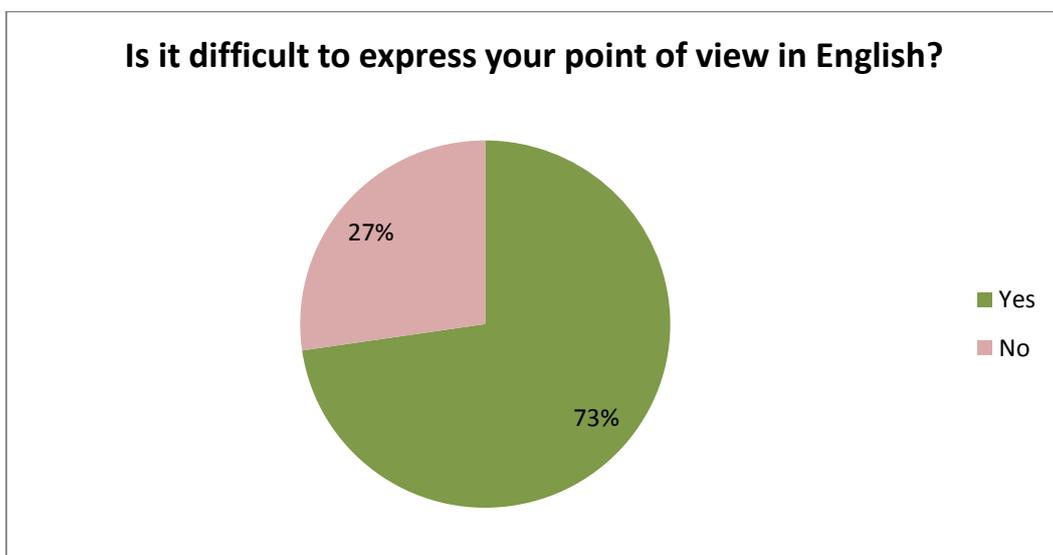
Fig. 10. Is it difficult to express your point of view in English?

Sixteen participants, which is 73%, answered that it is difficult to express their opinions when speaking in English; however, 27%, or six of them said that there is no trouble to express their opinions in English.

In this case, the majority of the participants felt that it was difficult to express their point of view in English. In general, the students were used to formulate sentences or drill asking and answering questions rather than speak freely. Moreover, it could be inferred the existence of a constraint to produce content ideas. In some cases, the participants could not defend their point of view nor utter complex or compound sentences.

About the next question, the participants were asked if they had participated in a debate either in English or in their mother tongue.
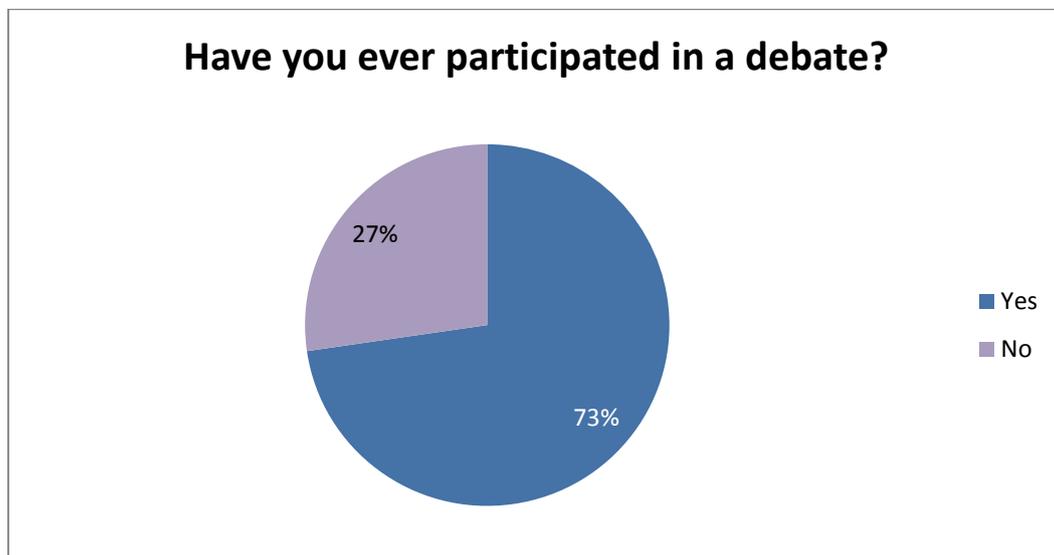
Fig. 11. Have you ever participated in a debate?
Source: Preliminary questionnaire

As it can be observed in figure 11, 73% or sixteen students had participated in a debate while six participants, 27%, had never been part of a debate. This means that in most of the cases, they were familiar with the main aspects of debates. They were aware of the process when carrying out a debate and the techniques used during a debate to defend their points of view. Also, the participants could have learnt tools to research and discuss about a topic.

The next question collected data about the participants' knowledge of debating benefits.

Do you know what the advantages of debates are?
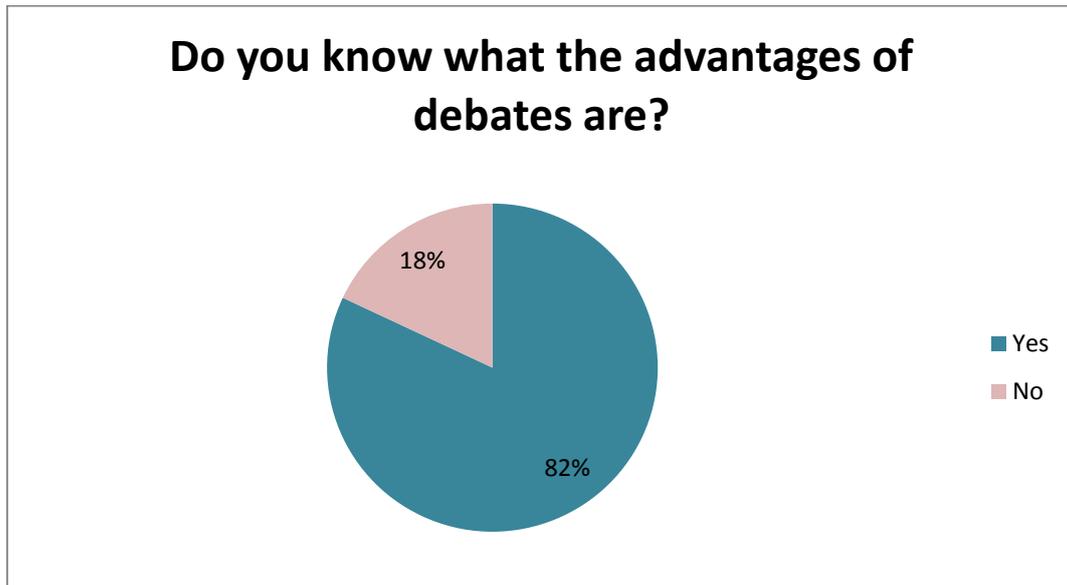
Fig. 12. Do you know what the advantages of debates are?
Source: Preliminary questionnaire

As it can be seen in figure 12, 82% being represented by eighteen participants were aware of the advantages that debates bring while 18% or four of them marked no to this question. In fact, considering that the majority of the participants had been part of a debate, it is clear that they were aware of at least some advantages that this process brings.

The next question is related to the importance of working with topics related to the participants' context during a debate.

Should a debate be according to your context?
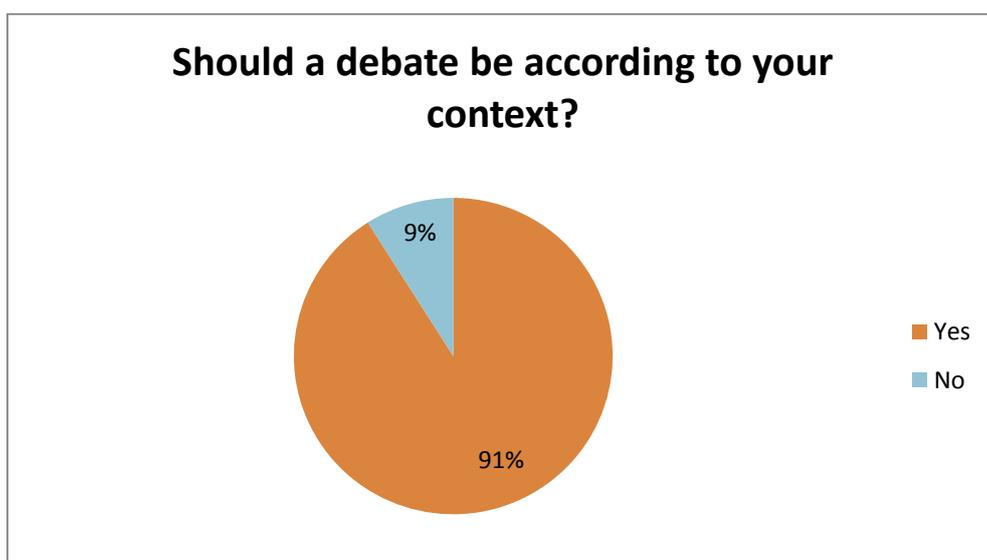
Fig. 13. Should a debate be according to your context?
Source: Preliminary questionnaire

As it can be observed in figure 13, 91% or twenty participants marked that the context is important during their participation on a debate. However, 2 of them, 9%, replied that it is not important. This means that the debating topics should be related to their context. By asking the meaning of context, the participants related it to everything which implies their surroundings, personal experience, their culture and society, their family, religion, beliefs, among others. Therefore, the topics for this research study should be related to the characteristics mentioned above.

The final question was about improving critical thinking skills through English.
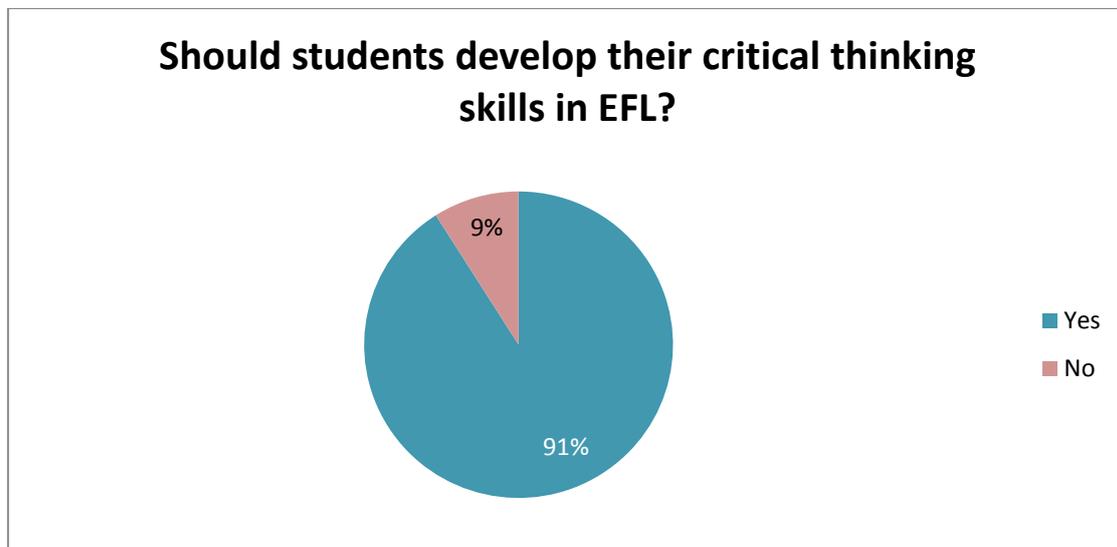
Fig. 14. Should students develop their critical thinking skills in EFL?
Source: Preliminary questionnaire

As it can be seen in figure 14, 91% being represented by twenty participants agreed that students should develop critical thinking skills through English. However, only 2 of them, 9%, said no to this question. It is important to emphasize that the majority of the participants were interested in using English for both enhancing critical thinking skills and expressing their opinions.

Annex 5: Debating topics Questionnaire

Research Instrument – Debates Questionnaire

Los datos recogidos en esta encuesta gozan de absoluta CONFIDENCIALIDAD. Se les agradece por su cooperación y veracidad al llenar esta encuesta.

De los siguientes temas para desarrollar debates dentro del aula, marque con una X 9 temas que le llamen la atención y/o que estén relacionados con su realidad. Si desea incluir otro tema, indique al final aquel que sean de su interés (lo más específico posible).

TOPICS	YES	NO
1. Extreme sports, can teenagers practice this kind of sports?		
2. Outdoor or indoor activities		
3. Michelangelo or da Vinci, who was the most predominant painter?		
4. Should the Renaissance be called the golden ages?		
5. Should reading be mandatory in Literature subject or optional?		
6. Should have King Henry VIII been allowed to have six wives?		
7. What consequences brought the church reformation?		
8. Sending all the thieves to jail is the best way to end crime.		
9. Should animals be used for scientific experimentation?		
10. Are technological inventions beneficial for humans?		
11. Which is the best way to rule a country, nationalism or absolutism?		
12. Who was the best ruler for England, Queen Elizabeth I or James I?		
13. Myths in our country, true or false?		
14. Was there any effect after colonization?		
15.		

Annex 6: Speaking Task Analytic Rubric

Speaking Task Analytic Rubric

Level 1 Speaking Tasks
Analytic Rubric

Task Completion

1. Minimal completion of the task and/or responses frequently inappropriate.
2. Partial completion of the task; responses mostly appropriate yet undeveloped.
3. Completion of the task; responses appropriate and adequately developed.
4. Superior completion of the task; responses appropriate and with elaboration.

Comprehensibility

1. Responses barely comprehensible.
2. Responses mostly comprehensible, requiring interpretation on the part of the listener.
3. Responses comprehensible, requiring minimal interpretation on the part of the listener.
4. Responses readily comprehensible, requiring no interpretation on the part of the listener.

Fluency

1. Speech halting and uneven with long pauses and/or incomplete thoughts.
2. Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
3. Some hesitation but manages to continue and complete thoughts.
4. Speech continuous with few pauses or stumbling.

Pronunciation

1. Frequently interferes with communication.
2. Occasionally interferes with communication.
3. Does not interfere with communication.
4. Enhances communication.

Vocabulary

1. Inadequate and/or inaccurate use of vocabulary.
2. Somewhat inadequate and/or inaccurate use of vocabulary.
3. Adequate and accurate use of vocabulary.
4. Rich use of vocabulary.

Language Control

1. Inadequate and/or inaccurate use of basic language structures.
2. Emerging use of basic language structures.
3. Emerging control of basic language structures.
4. Control of basic language structures.

Name _____

Task Completion	½	1	1½	2	2½	3	3½	4
Comprehensibility	½	1	1½	2	2½	3	3½	4
Fluency	½	1	1½	2	2½	3	3½	4
Pronunciation	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4

Raw Score: _____ / 24

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
24	100%	A	EE	12	72.0%	C	AME
23.5	98.3%	A	EE	11.5	72.0%	C-	AME
23	96.6%	A	EE	11	71.0%	C-	AME
22.5	94.9%	A	EE	10.5	70.7%	C-	AME
22	93.4%	A	EE	10	69.0%	D+	DNME
21.5	91.9%	A-	EE	9.5	67.9%	D+	DNME
21	90.5%	A-	EE	9	66.7%	D	DNME
20.5	89.2%	B+	ME	8.5	65.4%	D	DNME
20	88.0%	B+	ME	8	64.0%	D	DNME
19.5	86.8%	B	ME	7.5	62.7%	F	DNME
19	85.7%	B	ME	7	61.3%	F	DNME
18.5	84.7%	B	ME	6.5	59.6%	F	DNME
18	83.7%	B	ME	6	57.9%	F	DNME
17.5	82.7%	B-	ME	5.5	56.7%	F	DNME
17	81.8%	B-	ME	5	54.3%	F	DNME
16.5	80.8%	B-	ME	4.5	52.2%	F	DNME
16	80.0%	B-	ME	4	50.5%	F	DNME
15.5	78.1%	C+	AME	3.5	47.9%	F	DNME
15	78.3%	C+	AME	3	45.5%	F	DNME
14.5	77.4%	C+	AME	2.5	42.9%	F	DNME
14	76.6%	C	AME	2	40.3%	F	DNME
13.5	75.7%	C	AME	1.5	37.4%	F	DNME
13	74.8%	C	AME	1	34.5%	F	DNME
12.5	73.9%	C	AME	.5	31.6%	F	DNME

EE: Exceeds Expectations; **ME:** Meets Expectations;
AME: Almost Meets Expectations; **DNME:** Does Not Meet Expectations

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\frac{\text{converted \% score} \times \text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

6. ASSESSMENT   6.29

Annex 7: Pre-test Transcript

Pre-test Transcripts

Group 1:

Students 1 (AP) – Outdoor activities: we can go with our family to different places and do activities with the persons you like. That's all I can say.

Students 2(AA) – When we do outdoor activities, we can do exercise for our body and we can stay in green places.

Student 3 (TV) – when we do outdoor activities, we can go out with our friends instead staying inside lying in a chair or making something. Also, you can go outside to feel good with yourself and free your mind without stress.

Students 4 (AQ) – we prefer outdoor activities because we can get more fun, and we can relax more, and enjoy the environment, the weather and other things.

Students 5 (DC) –the outdoor activities are good because you (Youuuuuuuu) can met new places and have more space.

Student 6 (YG) – In outdoor activities, we can go to meet new places, stay with friends, or with families. We can go to visit another place, make different activities, and enjoy our environment.

Students 2 – Sometimes, is best do outdoor activities in summer because in summer we have the sun and it's not raining. I don't like the rain.

Student 1 – In winter, we can do indoor activities because is very cold and you will get sick if you do outdoor activities

Student 3 – Actually do outdoor activities in winter is sometimes more fun than in summer because in winter you can go out where there's no or even if it is raining you can make a water world with your friends

Group 2:

Student 7 (CA): We can prefer the outdoor because is a very extreme and it's in big areas and this activities you can get more and you will feel better about yourself.

Student 8 (MJ): I prefer the indoor because it's not dangerous and you stay a good

Student 9 (EA): Eh! I prefer outdoors activities because you can do more things you can do exercises and you can feel better about yourself and you can go to the parks and green tours.

Student 10 (MP): I prefer the outdoor activities because we can to be more activities and we can pass more time with the family

Student 11 (JC): The kids prefer the outdoor activities especially in winter because they can make angels of snow and mens of snow.

Student   12 (JT): I prefer outside activities because there are more things to do outside than inside like baseball tennis racing.

Student 7: Yeah! I prefer the outside outdoor because you can stay with your family, you play very sports, and you can very outward

Student 10: In the outdoor activities, you can to say more spaces for do these activities

 Student 11: the indoor activities is more safe for the kinds because they don't have any dangerous stay in the house

Student 12: with the outdoor activities, you can get more exercises and you will feel better about yourself

Student 9: in the outside outdoor activities you can compare with your family and pets you can walk in a park and compare with your family more

Student   8: say the indoor because you there's no more activities than dangerous and no

Teacher: OK, what's your final decision? Outdoor or indoor activities?

Group 2: Outdoor

Teacher: Ok, why?

Student   7: because it's very funny and you enjoy these activities with your family or friends in big areas and space, and big space

Group 3

Student 13 (PG): I prefer the outdoor   activities because is more funny for kids and because exist more activities ah well like baseball tennis auto racing o go to the park o the beach.

Student 14 (MM): In the I prefer the indoors activities because the great ideas of activities that you can do there are movies and galleries and museum. If you are looking for culture, the indoor activities have the best information, information.

Student 15 (PP): I like the outdoor because I like to go a aquariums, zoos, infart and tours. Indoor activities have been generally reserved for winter activities.

Student 16 (JN): I prefer the outdoor activities because you can play and play basketball or soccer, and is funny.

Student 17 (MD): I prefer the outdoor activities is the get the more exercise and childrens likes and the funny is activities soccer basketball baseball is

Student 13: My opinion of indoor/outdoor activities is the outdoor activities is the best because the kids ah enjoy more.

Student 14: In the outdoor activities, you can get more exercise and feel better with yourself and there are so many things to do.

Student 15: The kids don´t want to be indoor even in the winter. They love the snow because is funny.

Student 16: in the outdoor activities you can visit the beach or the park and walking outside

Student 17: In the outdoor activities is the best visit the beach and the indoor activities is the movies and no funny

Student 13: More outdoor activities eh while watch our fish boat even day cris and gambling boats are fun for adults too. The news paper will often bring a summer guide for local activities

Teacher: What´s you final decision, outdoor or indoor activities?

Group: Outdoor

Teacher: Why?

Student 14: Because in the indoor activities are more things to do

Teacher: Indoor or outdoor?

Student 14: outdoor activities is more things to do and is funny.

 Group 4:

Student 18 (PS): I prefer outdoor activities because most kids love the beach and most kids love the outside and can go to the park can run the kids treasure

Student 19 (MG): Eh Eh! The outdoor activities you can enjoy environment and big areas.

Student 20 (JO): The outdoor activities is more exciting because the kids play in the park focus and most sports.

Student 21 (OD): With outdoor activities, you can get more exercise, and you will feel better about yourself. You can go to different places and play in family or with friends

Student 22 (AV): In outdoor activities, you can play with your friends and family.

Student 18: Indo… indoo… Yeah! Indoor activities have been reserved for winter activities. Kids don´t want to the be indoor even the winter they love the sun.

Student 19: Indoor activities: you can learn more about the different topic.

Student 20: The indoor activities is bored because don´t play and you you doesn´t play with your friends.

Student 21: In indoor activities, you can play more attention and you can know more about the topics.

Student 22: Outdoor activities have so many things to do.

Student 18: In the outdoor activities you can think sometimes in your area or surrounding area.

Student 19: Cualquiera! Yeah! In outdoor activities for example football, basketball, and others.

Student 20: The outdoor activities is funny because you can play soccer, basket, volleyball, and other sports. He is very funny and you can play with your friends, family, and other persons

Student 21: In indoor activities, you can go to the museums, art galleries; you can watch movies, stay with friends and family

Student 22: In outdoor activities, you can see sports events like baseball, tennis,

Teacher: Ok! What's your final decision? Indoor or outdoor activities?

Students: Outdoor?

Teacher: Why?

Students 21: Because you can go outside with your friends and family and it's much funny and exciting because you can do exercise and play different sports.

Annex 8: Post-test Transcript

Post-test Transcripts

Group 1:

Topic presentation

Student 3 (TV): I think that Internet should be used in the research for homeworks in this school because this is a huge source of information about all the things and all the words and without no execption. Em, it is useful in the homeworks also because the teachers can use to inform the students about new homeworks.

Student 6 (YG): The Internet is the fastest way to find information because it has a lot of information about all the topics and things and it is better than books and many other things that we used to use before.

Students 5 (DC): Internet is a good way to investigate school works with child because when they don't investigate in this page, they can have other ways to do their homework or other investigations.

Students 2(AA): I said that the kids are cheating when they are copying information from the Internet they doesn't put a workcited in her homeworks because they doesn't learn anything because they copy the information and print we are losing the way to go to a library and search information and what happens if the internet falls.

Students 4 (AQ): Internet isn't a valid source for search information because in many websites for example like wikipedian we, who ever can write information and they public people like without knowledge of the topic. It's the same like yahoo answers we do not know who is answering and the information can be false.

Students 1 (AP): Including the people who search information on the internet as my classmates said can also lose the knowing because it becomes how do you say vago in English?

Researcher: Lazy

Students 1 (AP): He becomes lazy and always we want to find the easiest way. Now I''m watching document docs and reading books and magazines to know more about the theme or watching the norbic. Thank you.

Researcher: Thank you for your information.

Questions

Students 5 (DC): In spite of book, what other source of information could you use instead of Internet for research school work information?

Students 2(AA): I have a solution. First, if you are going to search information on Internet, first you are going to educational credits and second scholar journal

Researcher: Instead of book, what other sources

Students 1 (AP): The notice going to see images or documents while watching tv and other things like that.

Students 4 (AQ): There are many things like watching TV or ask other persons that more information about the topic, so it is possible because doesn't exist and people aren't intelligent.

Students 2(AA): you can ask to your dad or neighbor maybe you have homework from and you have a near doctor and you asking only ask and that's right.

Researcher: What's the question for the other group?

Students 1 (AP): if the Internet falls, how can you search the information, you won't have?

Student 3 (TV): I think if the internet is not possible a lot of possible we should use the hard way by going to the library or paying money for books or going to more security for that.

Students 5 (DC): how do you say …..?

Researcher:

Students 5 (DC): You say what sites and source. And this page are true because they pay for books or other things.

Researcher: For example if you don't have Internet.

Student 6 (YG): We could ask to other people about the people.

Students 2(AA): but you will bother.

Student 3 (TV): you will bother if you answer, too.

Group 2:

Topic presentation

Student 8 (MJ): Hello teacher, hello friends, we are going to present about the students and the networks social.

Student 7 (CA): The problem is that young people today are they copying and paste the information here. This is easy but he don{t pay attention while presenting. He present the information in his classroom but he don't resumery and this is

Student 8 (MJ): In the actuality, the people and students we are research in the networks and the information is not correct and in the this information when the students go and make a aquiz or after this is not good because the people who make this information not really much that's it. And this is not really information the examples Wikipedia, yahoo answers, it's not correct when the students go to make a homework.

Student 10 (MP): I think that the best form for learn more about something is though read a book because when the person read a book, the person can receive more information about one topic and he can have clear ideas about this. And internet is bad in the social networks because the person can be victim about of cyberbullying.

Student 8 (MJ): The most important is when you search information, the best option is going to the library or you can find the best information for the projects and homeworks.

Student 7 (CA): If your use the internet, you have authorization of you fathers but every disctraction of social networks

Student 10 (MP): the internt is bad distractor agent when the young people use intertet, they don't see the dangerous that they have.

Researcher:

Student   12 (JT): hello teacher hello friends we are going to present about the internet why this is important in the education. The internet help the students for investigate the homeworks better and after. Information source about the important of a story

Student 11 (JC): the internet is the most fastest way to find information because in the books its more slow to find pictures or biographies of important person.

Student 9 (EA): The internet is a good source for us because we can get this more easy and more fast.

Student 11 (JC): in the social network the students can ask and talk with her friends to know what is the homework or what lesson they have. It's more easy to find how do you say resumen?

Researcher: summary

Student 11 (JC):

Questions

Student 11 (JC): what is more easier to find information, searching in a book or searching on internet?

Student 10 (MP): in the actuality, searching in the internet, but when you searching in the intertnet, you don't have the secury but the information is correct. Sometimes when the information you receive in the internet is incorrect, and this can cause bad thing in your learning.

Student 8 (MJ): Repeat the question please.

Student 11 (JC): what is more easier to find information, searching in a book or searching on internet?

Student 8 (MJ): (hesitations) the fast is the internet because you are searching the all information. But in the book you find the information for real and you find the internet network social.

Student 7 (CA): the internet, but the information is not good because the people don't know and the book you make can make a summary and you use the imagination. But you realize the homework.

Student 10 (MP): what happen of the information on internet is not good, and the student don't pay attention to this information?

Student 11 (JC): How I say derechos del autor?

Researcher: copy right

Student 11 (JC): the copy right in some pages are very sure because they give the real information that it's not copying like for example yahoo answers or Wikipedia you have that

Student 12 (JT): the students have to investigate in pages that are security. that page are que no sean libres?

Researcher: free

Student 12 (JT): the students have find other page do the homework.

Student 9 (EA): The students have to check the correct page because they have see what they say they can review the correct page.

Group 3:

Topic presentation

Student 13 (PG): Good morning teacher, good morning partners, we are going to present the for for the information. My opinion is a good information search because all the time the people share new information and new opinions in social networks, blogs, and websites.

Student 17 (MD): my opinon is the internet facility the work and the students and the teacher because the students can investigate the homework and the teacher send.

Student 13 (PG): so the information can be useful, we have to find space for example blogs or own teacher's and paste of news. For example, in our school we are going to work working with blogs and websites.

Student 17 (MD): the internet is the benefíts because apart of have students from the homework have the teacher can work because the internet ideas the homework.

Student 13 (PG): the internet is the best way for finding information because have information about all the topics for the school and the intertet can be benefit for students and for information for I know find safe pages.

Student 17 (MD): the search of information becomes easier because we search in the firefox and traditional libraries.

Student 13 (PG): in conclusion the internet are the best way for find information for the students and help teachers, too.

Student 15 (PP): my opinion is bad because the child are cheating and copying the information and learn anything. One solution of that is the authorities name you will find his or her webpage to verify education credits discovering the writer in either condition in a cooler journal

Researcher: Tell me, you are against Internet. So tell me about it.

Student 15 (PP): the solution of search information is read book and is security. Another argument is we are losing the way we go to library to search information.

Student 14 (MM): In my opinion, the Internet information is bad because you can find the information just graphic pornography, graphic violence, terrorism. That particular affect the children because they can see this. Is bad the information and is bad for him.

Researcher: how this affect school?

Student 14 (MM): because they don't make the homework and they see this things bad.

Student 16 (JN): My opinion of internet is bad because the Internet is a bad influence of the students. For example, the students copy the internet and paste and present to the teacher and don't educate

Researcher: What's the solution?

Student 16 (JN): The only solution of the Internet is read the book or dictionaries or cite books and don't use many times the internet because it's bad.

Question:

Student 13 (PG): exist information, new information that not exist in book, how can you solve this problem?

Student 16 (JN): we can to search in the library for more information

Researcher: there are books that don't have all the new information.

Student 15 (PP): I'll ask my partner and other people. I can ask my mom, my teacher

Student 14 (MM): In the books have all the information, if don't have

Researcher: the questions for the ladies

Student 16 (JN): What is the best form of searching information.

Student 13 (PG): The best form of find information or search information in the internet find save pages or blogs from our teacher because this save page or blogs have safe information. This is the best form

The best form is the blog and the teacher's my and I is the company is my mother the look my work and the…

Group 4:

Topic presentation

Student 20 (JO): Good morning teacher, good morning friends we are going to present should internet be considered a right source to do internet research.

Student 19 (MG): Internet sites has the home of the vagous, the Wikipedia, and the general google the most important not only should the new general to different to a different work and global usage but they have become the main to support to perform and school exams

Student 21 (OD): The internet networks of communication, the people can do find information, communication, fall in love, meet, play games. Internet is a tool to search

infroamtion more fast and easy with a book you slow the research and is most boring with a book

Student 20 (JO): the intenet is good because you make a homework search information for the lives, education, in the internet you can watch videos, play, and you connect with your family which stay in other citoies the internet you can watch websites for example facebook, twiteer, hotmail.

Researcher: How can this help to education research?

Student 20 (JO): because you have a tool for example what is the English to make sports you can search in the internet the internet have advice for sports and benefits.

Student 18 (PS): the internet is bad because the website for example facebook, twiteer, skype and other page. For the children is bad because they watch other page for example pornography in the education is bad the children look the other page

Student 22 (AV):the internet is bad for school research because the students commet plager because they copy and paste and genere high dependency of internet and internet advice.

Student 18 (PS): the children in the page copy in the page to the other page.

Questions

Student 18 (PS): why you think the technology is good for the people and young people?

Student 20 (JO): because of the people search information for the education.

Student 21 (OD): in internet you can find more information and it's easy to search with google you can search everything. Every thing

Student 19 (MG): the facile is the life of the young because help in the homeworks and communication with the parents in other places.

Student 21 (OD): why the internet is bad if you can search more than in a book and and is more easy?

Student 22 (AV): because when the students are many times in the internet generate vicious

Student 21 (OD): But you are a responsible person

But the students can open other pages or bad pages

Student 18 (PS):the students wathc the videos in the youtube because of other pages for example facebook it cause addiction to the children

Student 20 (JO): but everybody has technology the internet is good but you're father can control you.

Annex 9: Lesson Plans

APPLICATION PLANNING 1

DEPARTMENT: English

SCHOOL YEAR: 2012-2013

TEACHER: Lcda. Pilar Vásconez U.

GRADE: Sophomore "B"

DATE: March 13th , 14th , 15th

TOPIC 1	DEVELOPMENT	ACHIEVEMENT	TIME
Extreme sports, can teenagers practice this kind of sports?	**PRE-TASK:** Bring information investigated previously. Ask the students to say aloud the kinds of sports that teenagers usually practice. Brainstorm examples of extreme sports and other kind of sports. Discuss the main problems and benefits from practicing this kind of sport. Lead students to prepare their roles in the debate: 1. Opening Presenter: prepare a role-play, search a video, or make a PPP.	Work with students by generating ideas. Use of English mandatory: negotiation of meaning Emphasize students' intervention Prepare and enhance students for researching Analyze the topic by looking up different sources Summarize their own research to explain during the debate presentation Motivate students to use creativity to prepare their presentations	45 minutes

	2. Topic Presenter: Share information and ideas for the topic 3. Rebuttal presenters: Share information and ideas against the topic. 4. Jury: Prepare a checklist to grade both groups.	

	TASK REALIZATION		90 minutes
	The presentation of the debate	Become language users	
	Steps:	Expose their point of view	
	1. The opening presenter group shows their role play contrasting the benefits and the difficulties to start practicing extreme sports.	Evaluate the other's group arguments Propose possible solutions Lead the students' participation	15 minutes
	2. The topic present group exposes their arguments for practicing extreme sports.		10 minutes
	3. The rebuttal group presents their arguments about refusing to practice extreme sports.		10 minutes
			15 minutes
	4. The topic presenter group has the opportunity to ask 3 questions to the other group.		
			15 minutes
	5. The rebuttal presenter group has the opportunity to ask 3 questions to the other group.		

		15 minutes
	6. The Jury group has to decide which group has done a better job, and has to propose a possible solution to the problem	
POST-TASK Reflection upon task realization Discuss with students the usefulness of the topic and how enjoyable was it. Reflection by learners Language reflections and Error correction: Unscramble exercises about questions structure Word-order exercises about the modal "Can"	Class comments Feedback Evaluation Group Work	45 minutes

APPLICATION PLANNING 2

DEPARTMENT: English

SCHOOL YEAR: 2012-2013

TEACHER: Lcda. Pilar Vásconez U.

GRADE: Sophomore "B"

DATE: March 21st, 22nd, 23rd.

TOPIC 2	DEVELOPMENT	ACHIEVEMENT	TIME
Outdoor or indoor activities, which is the best?	**PRE-TASK:** Bring information investigated previously. Divide the class into groups 7 groups. Each group will receive information split into sentences for and against the topic. Each group has to select the ones for and the ones against the topic. Share with the class. Compare outdoor and indoor activities by asking students' opinions about the main problems and benefits of those. Lead students to prepare their roles in the debate:	Work with students by generating ideas. Use of English mandatory: negotiation of meaning Emphasize students' work in groups Differentiate for and against arguments. Analyze the topic by looking up different sources Summarize their own research to explain during the debate presentation	45 minutes

	1. Opening Presenter: prepare a role-play, search a video, or make a PPP. 2. Topic Presenter: Share information and ideas for the topic 3. Rebuttal presenters: Share information and ideas against the topic. 4. Jury: Prepare a checklist to grade both groups.	Motivate students to use creativity to prepare their presentations	

	TASK REALIZATION		90 minutes
	The presentation of the debate	Become language users	
	Steps:	Expose their point of view	
	1. The opening presenter group shows their role play contrasting the benefits and the difficulties to start practicing extreme sports.	Evaluate the other's group arguments Propose possible solutions Lead the students' participation	15 minutes
	2. The topic present group exposes their arguments for practicing extreme sports.		10 minutes
	3. The rebuttal group presents their arguments about refusing to practice extreme sports.		10 minutes
			15 minutes
	4. The topic presenter group has the opportunity to ask 3 questions to the other group.		
			15 minutes
	5. The rebuttal presenter group has the opportunity to ask 3 questions to the other group.		

			15 minutes
	6. The Jury group has to decide which group has done a better job, and has to propose a possible solution to the problem		

	POST-TASK
	Reflection upon task realization
	Discuss with students the usefulness of the topic and how enjoyable was it.
	Reflection by learners
	Language reflections and Error correction:
	   Vocabulary: give a word and a student explains the word by using gestures and phrases. The rest of the class guesses the word.
	   Subject verb agreement: written exercises are provided to the learners. All sentences have some mistakes either the subject or the verb.
		Class comments
		Feedback
		Evaluation
		Group Work
			45 minutes

APPLICATION PLANNING 3

DEPARTMENT: English

SCHOOL YEAR: 2012-2013

TEACHER: Lcda. Pilar Vásconez U.

GRADE: Sophomore "B"

DATE: March 27th, 28th, 29th.

TOPIC 3	DEVELOPMENT	ACHIEVEMENT	TIME
Michelangelo or da Vinci, who was the most predominant painter?	**PRE-TASK:** Bring information investigated previously. Show a video about these two painters. Ask questions related to the video in order to compare their lives, works, and so on. Hot seat activity: any student is in the center of the class and the rest of the learners ask questions related to the artists. In order to help the learners, a different student from the same group helps to answer the question. Lead students to prepare their roles in the debate: 1. Opening Presenter: prepare a role-play, search a video, or make a PPP.	Work with students by generating ideas. Use of English mandatory: negotiation of meaning Enhance students' individual performance. Boost to argument possible questions. Analyze the topic by looking up different sources Summarize their own research to explain during the debate presentation Motivate students to use creativity to prepare their presentations	45 minutes

	2. Topic Presenter: Share information and ideas for the topic 3. Rebuttal presenters: Share information and ideas against the topic. 4. Jury: Prepare a checklist to grade both groups.	

	TASK REALIZATION		90 minutes
	The presentation of the debate Steps: 1. The opening presenter group shows their role play contrasting the benefits and the difficulties to start practicing extreme sports.	Become language users Expose their point of view Evaluate the other's group arguments Propose possible solutions Lead the students' participation	15 minutes
	2. The topic present group exposes their arguments for practicing extreme sports.		10 minutes
	3. The rebuttal group presents their arguments about refusing to practice extreme sports.		10 minutes
	4. The topic presenter group has the opportunity to ask 3 questions to the other group.		15 minutes
	5. The rebuttal presenter group has the opportunity to ask 3 questions to the other group.		15 minutes

	6. The Jury group has to decide which group has done a better job, and has to propose a possible solution to the problem		15 minutes

	POST-TASK
	Reflection upon task realization
	Discuss with students the usefulness of the topic and how enjoyable was it.
	Reflection by learners
	Language reflections and Error correction:
	  Affirmative, Negative, and questions worksheet exercises: write using given words and verbs.
	  Pronunciation exercises – Simple Past Regular Verbs.
		Class comments
		Feedback
		Evaluation
		Group Work
			45 minutes

APPLICATION PLANNING 4

DEPARTMENT: English

SCHOOL YEAR: 2012-2013

TEACHER: Lcda. Pilar Vásconez U.

GRADE: Sophomore "B"

DATE: April 3rd, 4th, 5th.

TOPIC 4	DEVELOPMENT	ACHIEVEMENT	TIME
What consequences brought the church reformation?	**PRE-TASK:** Bring information investigated previously. A short conference given from the English coordinator from a Christian point of view about the reformation. Ask and answer questions between the presenter and the students. Lead students to prepare their roles in the debate: 1. Opening Presenter: prepare a role-play, search a video, or make a PPP. 2. Topic Presenter: Share information and ideas for the topic 3. Rebuttal presenters: Share information and ideas against the topic.	Work with students by generating ideas. Use of English mandatory: negotiation of meaning Compare and contrast ideas about reformation. Enhance students to structure questions. Analyze the topic by looking up different sources Summarize their own research to explain during the debate presentation	45 minutes

	4. Jury: Prepare a checklist to grade both groups.	Motivate students to use creativity to prepare their presentations

	TASK REALIZATION		90 minutes
	The presentation of the debate Steps:	Become language users Expose their point of view	
	1. The opening presenter group shows their role play contrasting the benefits and the difficulties to start practicing extreme sports.	Evaluate the other's group arguments Propose possible solutions Lead the students' participation	15 minutes
	2. The topic present group exposes their arguments for practicing extreme sports.		10 minutes
	3. The rebuttal group presents their arguments about refusing to practice extreme sports.		10 minutes
	4. The topic presenter group has the opportunity to ask 3 questions to the other group.		15 minutes
	5. The rebuttal presenter group has the opportunity to ask 3 questions to the other group.		15 minutes

	6. The Jury group has to decide which group has done a better job, and has to propose a possible solution to the problem		15 minutes
	POST-TASK Reflection upon task realization Discuss with students the usefulness of the topic and how enjoyable was it. Reflection by learners Language reflections and Error correction: 　Debate task: students do a short debate about the same topic in order to emphasize the main structure of how to debate	Class comments Feedback Evaluation Group Work	45 minutes

APPLICATION PLANNING 5

DEPARTMENT: English   **SCHOOL YEAR:** 2012-2013

TEACHER: Lcda. Pilar Vásconez U.   **GRADE**: Sophomore "B"

DATE: April 10th, 11th, 12th.

TOPIC 5	DEVELOPMENT	ACHIEVEMENT	TIME
Is The best way to end crime sending all the thieves to jail?	**PRE-TASK:** Bring information investigated previously. Present a video about real life witnesses for and against the topic. Divide into five groups. Ask the students to give their opinion about the topic. For each presentation they will receive a grain. The students who have more grains will win extra points. Lead students to prepare their roles in the debate: 1. Opening Presenter: prepare a role-play, search a video, or make a PPP. 2. Topic Presenter: Share information and ideas for the topic	Work with students by generating ideas. Use of English mandatory: negotiation of meaning Boost students to give their opinion and participant in the group. Encourage students to respect others' opinions. Analyze the topic by looking up different sources Summarize their own research to explain during the debate presentation	45 minutes

	3. Rebuttal presenters: Share information and ideas against the topic. 4. Jury: Prepare a checklist to grade both groups.	Motivate students to use creativity to prepare their presentations	

	TASK REALIZATION		90 minutes
	The presentation of the debate Steps: 1. The opening presenter group shows their role play contrasting the benefits and the difficulties to start practicing extreme sports.	Become language users Expose their point of view Evaluate the other's group arguments Propose possible solutions Lead the students' participation	15 minutes
	2. The topic present group exposes their arguments for practicing extreme sports.		10 minutes
	3. The rebuttal group presents their arguments about refusing to practice extreme sports.		10 minutes
	4. The topic presenter group has the opportunity to ask 3 questions to the other group.		15 minutes
	5. The rebuttal presenter group has the opportunity to ask 3 questions to the other group.		15 minutes

6. The Jury group has to decide which group has done a better job, and has to propose a possible solution to the problem		15 minutes

POST-TASK
Reflection upon task realization
Discuss with students the usefulness of the topic and how enjoyable was it.
Reflection by learners
Language reflections and Error correction:
   Grammar structure – Comparative and Superlatives: written practice through worksheets.
   Conjunction words: practice of words such as because, so, and, but, or, if, among others.
	Class comments
	Feedback
	Evaluation
	Group Work
		45 minutes

APPLICATION PLANNING 6

DEPARTMENT: English

SCHOOL YEAR: 2012-2013

TEACHER: Lcda. Pilar Vásconez U.

GRADE: Sophomore "B"

DATE: April 17th, 18th, 19th.

TOPIC 6	DEVELOPMENT	ACHIEVEMENT	TIME
Should Animals Be Used for Scientific Experimentation?	**PRE-TASK:** Bring information investigated previously. Bring pictures related to animal experimentation. Divide the class into four groups and give each group pictures with paragraph descriptions. Students match the pictures with the descriptions. Argument/Counter argument: confront students from different groups to give their opinion about the pictures. Lead students to prepare their roles in the debate: 1. Opening Presenter: prepare a role-play, search a video, or make a PPP.	Work with students by generating ideas. Use of English mandatory: negotiation of meaning Encourage students to summarize the topic. Analyze the topic by looking up different sources Summarize their own research to explain during the debate presentation Motivate students to use creativity to prepare their presentations	45 minutes

	2. Topic Presenter: Share information and ideas for the topic 3. Rebuttal presenters: Share information and ideas against the topic. 4. Jury: Prepare a checklist to grade both groups.		

	TASK REALIZATION		90 minutes
	The presentation of the debate	Become language users	
	Steps:	Expose their point of view	
	1. The opening presenter group shows their role play contrasting the benefits and the difficulties to start practicing extreme sports.	Evaluate the other's group arguments Propose possible solutions Lead the students' participation	15 minutes
	2. The topic present group exposes their arguments for practicing extreme sports.		10 minutes
	3. The rebuttal group presents their arguments about refusing to practice extreme sports.		10 minutes
	4. The topic presenter group has the opportunity to ask 3 questions to the other group.		15 minutes
	5. The rebuttal presenter group has the opportunity to ask 3 questions to the other group.		15 minutes

	6. The Jury group has to decide which group has done a better job, and has to propose a possible solution to the problem		15 minutes
	POST-TASK Reflection upon task realization Discuss with students the usefulness of the topic and how enjoyable was it. Reflection by learners Language reflections and Error correction: Oral practice – pair work: face students to talk about the topic. Allow them to talk during a minute. After the minute, the students have to change to another pair.	Class comments Feedback Evaluation Group Work	45 minutes

APPLICATION PLANNING 7

DEPARTMENT: English

SCHOOL YEAR: 2012-2013

TEACHER: Lcda. Pilar Vásconez U.

GRADE: Sophomore "B"

DATE: April 24th, 25th, 26th.

TOPIC 7	DEVELOPMENT	ACHIEVEMENT	TIME
Are technological inventions beneficial for humans?	**PRE-TASK:** Bring information investigated previously. Show pictures about the most popular gadgets among teenagers. Ask them to recognize them. In groups, choose two of the gadgets and write advantages and disadvantages. Share with the classroom and check possible different answers. Lead students to prepare their roles in the debate: 1. Opening Presenter: prepare a role-play, search a video, or make a PPP. 2. Topic Presenter: Share information and ideas for the topic	Work with students by generating ideas. Use of English mandatory: negotiation of meaning Compare and contrast ideas. Analyze the topic by looking up different sources Summarize their own research to explain during the debate presentation Motivate students to use creativity to prepare their presentations	45 minutes

3. Rebuttal presenters: Share information and ideas against the topic. 4. Jury: Prepare a checklist to grade both groups.		

	TASK REALIZATION		90 minutes
	The presentation of the debate	Become language users	
	Steps:	Expose their point of view	
	1. The opening presenter group shows their role play contrasting the benefits and the difficulties to start practicing extreme sports.	Evaluate the other's group arguments Propose possible solutions Lead the students' participation	15 minutes
	2. The topic present group exposes their arguments for practicing extreme sports.		10 minutes
	3. The rebuttal group presents their arguments about refusing to practice extreme sports.		10 minutes
	4. The topic presenter group has the opportunity to ask 3 questions to the other group.		15 minutes
	5. The rebuttal presenter group has the opportunity to ask 3 questions to the other group.		15 minutes

6. The Jury group has to decide which group has done a better job, and has to propose a possible solution to the problem		15 minutes
POST-TASK Reflection upon task realization Discuss with students the usefulness of the topic and how enjoyable was it. Reflection by learners Language reflections and Error correction: Written exercises: match technological words with meaning and pictures. Write sentences using the provided words.	Class comments Feedback Evaluation Group Work	45 minutes

APPLICATION PLANNING 8

DEPARTMENT: English

SCHOOL YEAR: 2012-2013

TEACHER: Lcda. Pilar Vásconez U.

GRADE: Sophomore "B"

DATE: May 8th, 9th, 10th.

TOPIC 8	DEVELOPMENT	ACHIEVEMENT	TIME
Which is the best way to rule a country, nationalism or absolutism?	**PRE-TASK:** Bring information investigated previously. Show videos related to Nationalism and Absolutism government systems. Brainstorm main ideas related to these topics. In groups, work on poster paper to write arguments for and against Nationalism and Absolutism. Share the final work with the class. Lead students to prepare their roles in the debate: 1. Opening Presenter: prepare a role-play, search a video, or make a PPP.	Work with students by generating ideas. Use of English mandatory: negotiation of meaning Compare and contrast ideas. Summarize main ideas. Analyze the topic by looking up different sources Summarize their own research to explain during the debate presentation Motivate students to use creativity to prepare their presentations	45 minutes

	2. Topic Presenter: Share information and ideas for the topic 3. Rebuttal presenters: Share information and ideas against the topic. 4. Jury: Prepare a checklist to grade both groups.	

	TASK REALIZATION		90 minutes
	The presentation of the debate Steps: 1. The opening presenter group shows their role play contrasting the benefits and the difficulties to start practicing extreme sports.	Become language users Expose their point of view Evaluate the other's group arguments Propose possible solutions Lead the students' participation	15 minutes
	2. The topic present group exposes their arguments for practicing extreme sports.		10 minutes
	3. The rebuttal group presents their arguments about refusing to practice extreme sports.		10 minutes
	4. The topic presenter group has the opportunity to ask 3 questions to the other group.		15 minutes
	5. The rebuttal presenter group has the opportunity to ask 3 questions to the other group.		15 minutes

	6. The Jury group has to decide which group has done a better job, and has to propose a possible solution to the problem		15 minutes
	POST-TASK Reflection upon task realization Discuss with students the usefulness of the topic and how enjoyable was it. Reflection by learners	Class comments Feedback Evaluation Group Work	45 minutes

APPLICATION PLANNING 9

DEPARTMENT: English   **SCHOOL YEAR:** 2012-2013

TEACHER: Lcda. Pilar Vásconez U.   **GRADE**: Sophomore "B"

DATE: May 15th, 16th, 17th.

TOPIC 9	DEVELOPMENT	ACHIEVEMENT	TIME
Myths in our country, true or false?	**PRE-TASK:** Bring information investigated previously. Present different myths related to our country through videos, pictures, and summaries. The teacher says some facts out loud about myths. Each classroom corners is marked with four signs, "strongly agree," "agree," "disagree," and "strongly disagree." While the teacher says the facts, the students have to decide which corner to go. Then they have to say why they have chosen certain corner. Share the final work with the class. Lead students to prepare their roles in the debate:	Work with students by generating ideas. Use of English mandatory: negotiation of meaning Compare and contrast ideas. Encourage students to establish their points of view. Summarize main ideas. Analyze the topic by looking up different sources Summarize their own research to explain during the debate presentation	45 minutes

	1. Opening Presenter: prepare a role-play, search a video, or make a PPP. 2. Topic Presenter: Share information and ideas for the topic 3. Rebuttal presenters: Share information and ideas against the topic. 4. Jury: Prepare a checklist to grade both groups.	Motivate students to use creativity to prepare their presentations	

	TASK REALIZATION		90 minutes
	The presentation of the debate	Become language users	
	Steps:	Expose their point of view	
	1. The opening presenter group shows their role play contrasting the benefits and the difficulties to start practicing extreme sports.	Evaluate the other's group arguments	15 minutes
		Propose possible solutions	
		Lead the students' participation	
	2. The topic present group exposes their arguments for practicing extreme sports.		10 minutes
	3. The rebuttal group presents their arguments about refusing to practice extreme sports.		10 minutes
	4. The topic presenter group has the opportunity to ask 3 questions to the other group.		15 minutes
	5. The rebuttal presenter group has the opportunity to ask 3 questions to the other group.		15 minutes

	6. The Jury group has to decide which group has done a better job, and has to propose a possible solution to the problem		15 minutes
	POST-TASK Reflection upon task realization Discuss with students the usefulness of the topic and how enjoyable was it. Reflection by learners Language reflections and Error correction: Follow-up questions – written exercise: match questions with answers related to the same topic. Oral exercise: practice the questions and answers with the students.	Class comments Feedback Evaluation Group Work	45 minutes

APPLICATION PLANNING 10

DEPARTMENT: English   **SCHOOL YEAR:** 2012-2013

TEACHER: Lcda. Pilar Vásconez U.   **GRADE**: Sophomore "B"

DATE: May 22nd, 23rd, 24th.

TOPIC 10	DEVELOPMENT	ACHIEVEMENT	TIME
Bullying	**PRE-TASK:** Bring information investigated previously. Show a video about cyber bullying previously. Identify the main problems caused by cyber bullying. Brainstorm students' opinions. Ask them to do a poster paper and present to the class. Lead students to prepare their roles in the debate: 1. Opening Presenter: prepare a role-play, search a video, or make a PPP. 2. Topic Presenter: Share information and ideas for the topic	Work with students by generating ideas. Use of English mandatory: negotiation of meaning Compare and contrast ideas. Encourage students to establish their points of view. Summarize main ideas. Analyze the topic by looking up different sources Summarize their own research to explain during the debate presentation	45 minutes

	3. Rebuttal presenters: Share information and ideas against the topic. 4. Jury: Prepare a checklist to grade both groups.	Motivate students to use creativity to prepare their presentations	
	TASK REALIZATION		90 minutes
	The presentation of the debate Steps: 1. The opening presenter group shows their role play contrasting the benefits and the difficulties to start practicing extreme sports.	Become language users Expose their point of view Evaluate the other's group arguments Propose possible solutions Lead the students' participation	15 minutes
	2. The topic present group exposes their arguments for practicing extreme sports.		10 minutes
	3. The rebuttal group presents their arguments about refusing to practice extreme sports.		10 minutes
	4. The topic presenter group has the opportunity to ask 3 questions to the other group.		15 minutes

	5. The rebuttal presenter group has the opportunity to ask 3 questions to the other group.		15 minutes
	6. The Jury group has to decide which group has done a better job, and has to propose a possible solution to the problem		15 minutes
	POST-TASK Reflection upon task realization Discuss with students the usefulness of the topic and how enjoyable was it. Reflection by learners Language reflections and Error correction:	Class comments Feedback Evaluation Group Work	45 minutes